2022年度
グローバル教養学部（GIS）
講義概要（シラバス）

法政大学

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【A6413,A6414】Seminar: Intersectionality: Multiple Inequalities I ［Diana KHOR］春学期授業/Spring 239
【A6415,A6416】Seminar: Intersectionality: Multiple Inequalities II ［Diana KHOR］秋学期授業/Fall 240
【A6417,A6418】Seminar: Self and Culture I ［Yu NIIYA］春学期授業/Spring 241
【A6419,A6420】Seminar: Self and Culture II ［Yu NIIYA］秋学期授業/Fall 242
【A6421,A6422】Seminar: International Relations I ［TAKESHI YUZAWA］春学期授業/Spring 243
【A6423,A6424】Seminar: International Relations II ［TAKESHI YUZAWA］秋学期授業/Fall 244
【A6425,A6426】Seminar: Tourism Management I ［John MELVIN］春学期授業/Spring 245
【A6427,A6428】Seminar: Tourism Management II ［John MELVIN］秋学期授業/Fall 246
【A6429,A6430】Seminar: Entrepreneurship & Innovation I ［EYO Shiaw Jia］春学期授業/Spring 247
【A6431,A6432】Seminar: Entrepreneurship & Innovation II ［EYO Shiaw Jia］秋学期授業/Fall 248
【A6433,A6434】Seminar: Global Strategic Management I ［Sairan HAYAMA］春学期授業/Spring 249
【A6435,A6436】Seminar: Global Strategic Management II ［Takamasa FUKUOKA］秋学期授業/Fall 250
【A6437,A6438】Seminar: Literature in Theory and Practice I ［Gregory KHEZRNEJAT］春学期授業/Spring 251
【A6439,A6440】Seminar: Literature in Theory and Practice II ［Gregory KHEZRNEJAT］秋学期授業/Fall .. 252
【A6441,A6442】Seminar: Media Across Borders I ［Stevie Tongshun SUAN］春学期授業/Spring 253
【A6443,A6444】Seminar: Media Across Borders II ［Stevie Tongshun SUAN］秋学期授業/Fall 254
【A6601】Introduction to Career Design ［Tomokazu OYAGI］春学期授業/Spring 255
【A6602】Introduction to Career Design ［Minoru TAKAHASHI］春学期授業/Spring 257
【A6603】Introduction to Career Design ［Tomokazu OYAGI］春学期授業/Spring 259
【A6604】Introduction to Career Design ［Tomokazu OYAGI］春学期授業/Spring 261
【A6605】Introduction to Career Design ［Azusa MIYAKI］春学期授業/Spring 263
【A6606】Introduction to Career Design ［Azusa MIYAKI］春学期授業/Spring 265
【A6607】Introduction to Career Design ［Tomokazu OYAGI］春学期授業/Spring 267
【A6611】Career Design Advanced ［Tomokazu OYAGI］秋学期授業/Fall 269
【A6612】Career Design Advanced ［Tomokazu OYAGI］秋学期授業/Fall 271
【A6613】Career Design Advanced ［Tomokazu OYAGI］秋学期授業/Fall 273
【A6614】Career Design Advanced ［Tomokazu OYAGI］秋学期授業/Fall 275
【A6616】Law (Constitution of Japan) ［Shiaki CHIN］春学期授業/Spring 277
【A6617】Law (Constitution of Japan) ［Shiaki CHIN］秋学期授業/Fall 278
【A6618】Law (Constitution of Japan) ［Yohei MOGI］春学期授業/Spring 279
【A6619】Law (Constitution of Japan) ［Yohei MOGI］秋学期授業/Fall 280
【A6621】Physical Education ［Shigeharu AKIMOTO］秋学期授業/Fall 281
【A6622】Introduction to Hosei Studies ［Fumiko KOBAYASHI, Junichi OGURA］春学期授業/Spring 282
【A6623】Hosei Studies A ［Tatsuroh KOMATA, Toshio TAKAYANAGI］秋学期授業/Fall 284
【A6624】Hosei Studies B ［Tatsuroh KOMATA］春学期授業/Spring 286
【A6631】French C I ［Tamio OKAMURA］春学期授業/Spring 287
【A6632】French C I ［Isao HIROMATSU］春学期授業/Spring 288
【A6633】French C I ［Mio NAKAMURA］春学期授業/Spring 289
【A6634】French C II ［Tamio OKAMURA］秋学期授業/Fall 290
【A6635】French C II ［Isao HIROMATSU］秋学期授業/Fall 291
【A6636】French C II ［Mio NAKAMURA］秋学期授業/Fall 292
【A6637】French D I ［Gaillard NICOLAS］春学期授業/Spring 293
【A6638】French D II ［Gaillard NICOLAS］秋学期授業/Fall 294
【A6639】Chinese C I ［Koon ko］春学期授業/Spring 295
【A6640】Chinese C II ［Koon ko］秋学期授業/Fall 296
【A6641】Chinese D I ［Kebing LIU］春学期授業/Spring 297
【A6642】Chinese D II ［Kebing LIU］秋学期授業/Fall 298
【A6643】Spanish C I ［Osno Illanes DE SASAKUBO H］春学期授業/Spring 299
【A6644】Spanish C I ［Osno Illanes DE SASAKUBO H］春学期授業/Spring 300
【A6645】Spanish C I ［Etsuko MIYATA］春学期授業/Spring 301
【A6646】Spanish C II ［Osno Illanes DE SASAKUBO H］秋学期授業/Fall 302
【A6647】Spanish C II ［Osno Illanes DE SASAKUBO H］秋学期授業/Fall 303
【A6648】Spanish C II ［Etsuko MIYATA］秋学期授業/Fall 304
【A6649】Spanish D I ［Aurora URITANI］春学期授業/Spring 305
【A6650】Spanish D II ［Aurora URITANI］秋学期授業/Fall 306

【A6662】Modern and Contemporary History of Japan ［Marco TINELLO］春学期授業/Spring 307
【A6663】Families and Sexualities in Japan ［Saori KAMANO］春学期授業/Spring 308
【A6664】Japanese Social Problems ［Sachiko HORIGUCHI］春学期授業/Spring 309
【A6665】Global and Transnational Japan ［Kei TAKATA］春学期授業/Spring 310
【A6666】Journalism in Japan I ［Robert Sakai IRVINE］春学期授業/Spring 311
【A6667】Journalism in Japan II ［Robert Sakai IRVINE］秋学期授業/Fall 313
【A6668】Media Representations ［Zeliha MUGE IGARASHI］春学期授業/Spring 314
【A6669】East Asian Media ［Kukhee Choo］春学期授業/Spring 316
【A6670】Corporate Finance ［TAKEZAWA Nobuya］秋学期授業/Fall 317
【A6673】Marketing in Japan ［Yoshiko SUZUKI］春学期授業/Spring 318
【A6675】Global Governance ［YONEKAWA Masako ］秋学期授業/Fall 319
【A6676】Advanced Economics ［Samuel KWABENA OFORI］春学期授業/Spring 320
【A6677】Hospitality Management in Japan ［Masako SHIOZAKIKyoko INODA］秋学期授業/Fall 322

BSP100ZA

Academic Writing Skills I

Multiple Instructors

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

Day/Period：

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
Academic Writing Skills I introduces the formal structures and styles of academic writing. The course focuses on two primary areas. The first is essay organization: we will examine the fundamentals of outlining and structuring essays as well as practice writing a variety of essay forms. The second is academic language: we will study the specific vocabulary, conventions, and styles of writing particular to university research. Additionally, this course will build confidence and competence in writing more generally, preparing you for Academic Writing Skills II, in which you will write a formal research paper.
The related activities and tasks are completed mainly through such communicative approaches as presentation and discussion in order to facilitate students' thorough engagement in active communication in English. This will cultivate their listening and speaking skills in the target language as well as those of reading and writing.

【Goal】
This course aims to build competence in the following areas:
1. Organizing a variety of essay styles clearly and logically
2. Using academic vocabulary and styles of prose effectively
3. Citing and referencing sources correctly
4. Proofreading, editing, and revising multiple essay drafts

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

【Method(s)】
Each class consists of two basic parts: one is a short exercise building fundamental aspects of academic writing, such as vocabulary, sentence structure, or style; the second is longer, including a discussion on the week's lesson and exercises to illustrate its central components. Often we will work together on exercises, both in small groups and as a class. We will also share and edit each other's writing, so students should be prepared for both giving and receiving constructive feedback on assignments.
Instructors will provide general feedback in class, and students will receive written feedback on submitted assignments. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete weekly writing assignments and regular vocabulary exercises. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Oshima, A., & Hogue, A. (2017). *Longman Academic Writing Series: 4 - Essays* (Fifth ed.). New York: Pearson Longman. ISBN: 9780134663319
*This is the primary text for the course and must be purchased by students. Please do so as soon as possible.

【References】
Bullock, R. H., & Weinberg, F. (2011). *The Little Seagull Handbook.* New York: W.W. Norton & Co. ISBN: 0393911519
*Students are strongly encouraged to purchase this text as it will serve as a quick guide for all future papers at GIS and beyond. However, copies will also be placed in the library for your reference.
McCarthy, M., & O'Dell, F. (2016). *Academic Vocabulary in Use. Second Edition.* Cambridge: Cambridge University Press.
ISBN: 110759166X
*Students will often complete vocabulary and academic prose exercises from this text. Handouts will be distributed in class.

【Grading criteria】
Participation: 10%
Assignments: 25%
Essays: 55%
Process (10%)
Cause/Effect (10%)
Comparison/Contrast (10%)
Argumentative (25%)
Final presentation: 10%

【Changes following student comments】
Discussions on plagiarism have been added.

【Prerequisite】
None.

BSP100ZA

Academic Writing Skills II

Multiple Instructors

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

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
Academic Writing Skills II builds on the skills learned in Academic Writing Skills I and applies them to the organization and writing of a major research paper (in either the humanities or social sciences). Students are expected to take responsibility in choosing a theme and thoroughly researching it for the final paper, no less than 2500 words, excluding a bibliography (Times New Roman, 12-pt.font, double spaced [10 pages]). Course content includes essay organization, research strategies (collecting and evaluating references, conducting web searches, using electronic databases), bibliographic organization, and citation styles: footnotes, endnotes, or in-text forms of MLA and APA.
The related activities and tasks are completed mainly through such communicative approaches as presentation and discussion in order to facilitate students' thorough engagement in active communication in English. This will cultivate their listening and speaking skills in the target language as well as those of reading and writing.

【Goal】
This course aims to build competence in the following areas:
1. Planning and organizing a major research paper
2. Choosing, evaluating, and using academic sources
3. Building on previous research in developing an original research contribution
4. Proofreading, editing, and revising research papers

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

【Method(s)】
Each class consists of a short lecture or demonstration of academic writing principles and a number of writing or editing exercises. Often we will work together on exercises, both in small groups and as a class. We will also share and edit each other's writing, so students should be prepared for both giving and receiving constructive feedback on assignments.
Instructors will provide general feedback in class, and students will receive written feedback on submitted assignments. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete weekly assignments and research for final paper. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used.

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

【Grading criteria】
Participation: 10%
Assignments: 30%
Final essay: 50%
Final presentation: 10%

【Changes following student comments】
Discussions on plagiarism have been added.

【Prerequisite】
None.

BSP100ZA

Reading Skills I

Multiple Instructors

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：
他学部公開：　グローバル：　成績優秀：　実務教員：

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

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

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

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

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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

【Work to be done outside of class (preparation, etc.)】
Students must read the required material and do required exercises for each class. Preparatory study and review time for this class are 2 hours each.

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

【References】
As specified by the instructor.

【Grading criteria】
Homework (30%); in-class assignments (30%) and exams (40%).

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

BSP100ZA

Reading Skills II

Multiple Instructors

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
This course reinforces the basic reading skills and strategies that are needed for academic success at the university level, and moves up through critical reading of more advanced texts toward the reading and understanding of academic papers.
These objectives are achieved via the use of such communicative methods as discussion and presentation in pairs, groups and at class level. This will ensure students actively communicate in English, helping them to enhance skills in listening and speaking as well as in reading and writing.

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

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

【Method(s)】
Through the textbook and its academic reading selections and exercises, students will explore real-world issues, discuss academic topics, read and study content-based and thematic materials; interact in pair work, small group work, and whole class activities that present opportunities for real-world use of language; acquire tools that promote the critical thinking skills crucial to success in the academic world; expand their vocabulary; and gain familiarity with the ingredients of widely used tests of English proficiency. This will occupy the first half of the course. During the second half, students will be introduced via more demanding material intended for non-specialists to a topic of academic concern, and then shown how best to approach and digest an academic paper on this topic.
Students will receive written and spoken feedback in class for both HW and exams that address areas needing improvement.
Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus. *Class 1 (Professor Evans) will be held online.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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 *The Tell-Tale Heart* and related internet research.
2	Reading Selection: *The Tell-Tale Heart*	Summarizing from a different point of view; internet research (memory biases).
3	Reading Selection: *The San Francisco Sculptor Who Created Nicolas Cage's "Dreadful Dragon"*	Finding the bases for inferences; comparisons from two texts (two sculptors compared).
4	Reading Selection: *Trees for Democracy*	Finding evidence to disprove false arguments; analyzing the author's point of view.
5	Reading Selection: *A Revolution in Medicine*	Separating fact from opinion; critical opinions (charities in the developing world).
6	Reading Selection: *What Makes Van Gogh So Great?*	Identifying false inferences; paraphrasing.
7	Reading Selection: *Contrite Makes Right*	Analyzing cause and effect; internet research (a pair of book reviews). Review of the first half of the course; discussion.
8	Quick Survey; Mid-term Examination	Revision Q&A; reading skills examination covering material and exercises from weeks 1 to 7.
9	Special Academic Topic: Topic Introduction (i)	Lecture on the academic topic chosen by the specific instructor; discussion activities; introductory reading.
10	Special Academic Topic: Topic Introduction (ii)	Further introductory reading on the topic; major structural patterns of academic papers.
11	Special Academic Topic: Academic Paper (i)	Lexical preview of the academic paper; abstract and structure.
12	Special Academic Topic: Academic Paper (ii)	Further glossary for the academic paper; introduction; locating the paper in its immediate academic context.
13	Special Academic Topic: Academic Paper (iii)	Body and conclusion of the academic paper, with comprehension activities. Review of the second half of the course; discussion.
14	Quick Survey; Final Examination	Revision Q&A; reading skills examination covering the academic paper and other material from weeks 9 to 13.

【Work to be done outside of class (preparation, etc.)】
Students must read the required material and do required exercises for each class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
As specified by the instructor.

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

【Grading criteria】
Homework (30%), in-class assignments (30%) and exams (40%).

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

LANe100ZA

Freshman English I

Kazuki HATA

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

Day/Period：月 1/Mon.1

他学部公開： グローバル： 成績優秀： 実務教員：

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

【Goal】
Through a series of interactive and voluntary engagements in and out of the class, the students are expected to acquire three dominant academic skills, as follows.
a) Basic language (English) abilities for good academic engagement
b) Communicative competence in normative interaction
c) Critical thinking skills in coherent and logical argumentation

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

【Method(s)】
The module will be conducted via informal and interactive lectures utilising PowerPoint slides, with a combination of in-class exercises and take-home assignments. The students will be engaged in a wide variety of interactive practices, such as: in-class activities on the materials; small-group and roundtable discussions; and reflective writing tasks. All attendees are expected to actively participate, in which they mediate their understanding by producing language, and make every effort to contribute meaningfully to both planned and spontaneous activities. Feedback will be offered to students in due course, or as soon as possible after each assessment via an online learning management system.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Induction	Module description with general instructions for academic English
2	Preparation for Critical Reading (1)	Thinking about reading 'critically'; Skimming for the main idea; Note-taking for organising information; Reading to understand the main idea
3	Preparation for Critical Reading (2)	Basics for critical reading strategies; Predicting the content; Scanning for specific information; Evaluating (and generating) definitions
4	Supporting Ideas and Author's Stance	Inferring the meaning of an 'unknown' word; Reading for evidence; From the main idea to supporting evidence; Identifying the author's stance
5	Classification for Organisation	Analysing organised information within a text; Evaluating the content of a text
6	Connecting Ideas	Understanding a logical order for information; Identifying the arguments and structure of a text; Understanding cohesive language in a text; Identifying hedging language
7	Describing Processes	Understanding the stages of a process in a text; Identifying signposts for sequencing
8	Comparison and Contrast	Recognising similarities and differences; Categorising (and note-taking) similarities and differences; Linking references (supports) with main ideas
9	Fact and Opinion	Differentiating facts from opinions; Identifying the purpose, stance, and perspective of a text; Basics of in-text references (citation)
10	Developing an Argument	Recognising the main argument; Identifying evidence in supportive arguments; Recognising persuasive language
11	Cause and Effect	Understanding the cause-and-effect language; Identifying reasons in a text; Expressing cause-and-effect relationships from reading a text
12	Evaluation	Identifying positive, negative, and natural material; Interpreting the author's stance
13	Independent Learning	Analysing organised information within a text; Evaluating the content of a text
14	Final Exam & Wrap-up	Exam with a following review of the module (academic English)

【Work to be done outside of class (preparation, etc.)】
In order to participate well, students must complete weekly assignments before the class. Preparatory study and review time for each week are at least 1 hour.

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

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

【Grading criteria】
The final grade for this module will take into account grades awarded on all assignments in the following proportions:
a) Module-final exam: 40%
b) Weekly assignments: 50%
c) Active participation: 10%

【Changes following student comments】
No feedback or request for change has been given in the last year.

【Equipment student needs to prepare】
None.

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

【Prerequisite】
None.

LANe100ZA

Freshman English II

Kazuki HATA

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

Day/Period：月 2/Mon.2

他学部公開： グローバル： 成績優秀： 実務教員：

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

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

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

【Method(s)】
In this module, you will be engaged in a wide variety of interactive practices, as follows: a) in-class discussions/debates; b) individual and group presentations; c) small-group meetings; and d) reflective writing tasks. This module will thus be conducted via informal and interactive lectures utilising PowerPoint slides, with a combination of in-class exercises and take-home assignments. Students are expected to actively participate and make every effort to contribute meaningfully to both planned and spontaneous activities.
Feedback will be offered to students in due course, or as soon as possible after each assessment via an online learning management system.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Induction	Module description (providing a good bridge between FE1 and FE2)
2	Starting the Process	Thinking about your writing; Understanding essay titles and questions; Organising your ideas for writing
3	Descriptions (1)	Paraphrasing; Identifying types of diagram; Describing trends; Grammar: using relative clauses to add information
4	Topic Sentences	Analysing paragraph structure; Analysing topic sentence; Writing: a topic sentence
5	Essay Introduction	Identifying features of an introduction: thesis statement; Evaluating thesis statements; Writing thesis statements
6	Essay Conclusion	Understanding conclusion; Identifying features of a conclusion; Evaluating a conclusion; Ensuring coherence between the parts of an essay
7	Descriptions (2)	Analysing written descriptions of processes ; Writing about a process and trend
8	Comparison Essays	Generating ideas for writing an outline ; Identifying ways of organising a comparison essay; Identifying the structure of a comparison paragraph
9	Citation and References	Identifying citations in a text; Using reporting verbs; When referring to somebody’s work
10	Argument Essays	Quotation and paraphrasing; Selecting a body paragraph structure; Synthesising citations (with an introduction to APA style)
11	Cause and Effect Essays	Ordering cause-and-effect phenomena; Using cause-and-effect language
12	Problem-solution Essays	Recognising problems and solutions for evaluation; Using hedging language as controls for your stance
13	Examination Essays	Ensuring clarity throughout the essay; Maximising coherence in an essay; Dealing with timed writing
14	Wrap-up	A review of the module with instructions for the final essay

【Work to be done outside of class (preparation, etc.)】
Students are required to complete all assigned materials before the class and demonstrate good understanding from each class to their writing practices. Preparatory study and review time for each week are at least 1 hour.

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

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

【Grading criteria】
The final grade for this module will take into account grades awarded on all assignments in the following proportions:
a) Module-final essay: 30%
b) Mid-term short essay: 20%
c) Weekly assignments: 40%
d) Active participation: 10%

【Changes following student comments】
No feedback or requests for change has been given in the last year.

【Equipment student needs to prepare】
None.

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

【Prerequisite】
None.

BSP100ZA

Debate and Discussion

Kazuki Hata

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

Day/Period：月 3/Mon.3

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
This course aims at helping students cultivate skills in argumentation that they can apply to debate and discussion. Therefore, in this class, students will learn not only how to conduct themselves in debates and discussions, but also critical thinking, organizational and speaking skills.
Students will first learn the basics of argumentation, including analysis, the use of evidence, causal reasoning and reasoning from analogy, and refutation. They will then learn the technical aspects of how debates and discussions are structured before applying the argumentation skills they have acquired to actual team debates and small-group discussions.

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

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

【Method(s)】
In the first half of the course, each class is composed of a partial lecture on key concepts and in-class exercises (including small group discussions and presentations) to help students learn and apply the concepts. The second half of the course is centered on student debates and discussions. Students will be encouraged to evaluate their own performance and give each other feedback, and the instructor will provide oral and written feedback to each student.
Submission of assignments and feedback will either be in-class or via the Learning Management System. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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

【Work to be done outside of class (preparation, etc.)】
Students are expected to review class materials, complete assignments, and find relevant material to build arguments for debate and discussion. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Class materials will be provided by the instructor and distributed in class or uploaded on H’etudes.

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

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

【Changes following student comments】
None.

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

【Prerequisite】
None.

BSP100ZA

Debate and Discussion

Kazuki Hata

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

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
This course aims at helping students cultivate skills in argumentation that they can apply to debate and discussion. Therefore, in this class, students will learn not only how to conduct themselves in debates and discussions, but also critical thinking, organizational and speaking skills.
Students will first learn the basics of argumentation, including analysis, the use of evidence, causal reasoning and reasoning from analogy, and refutation. They will then learn the technical aspects of how debates and discussions are structured before applying the argumentation skills they have acquired to actual team debates and small-group discussions.

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

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

【Method(s)】
In the first half of the course, each class is composed of a partial lecture on key concepts and in-class exercises (including small group discussions and presentations) to help students learn and apply the concepts. The second half of the course is centered on student debates and discussions. Students will be encouraged to evaluate their own performance and give each other feedback, and the instructor will provide oral and written feedback to each student.
Submission of assignments and feedback will either be in-class or via the Learning Management System. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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

【Work to be done outside of class (preparation, etc.)】
Students are expected to review class materials, complete assignments, and find relevant material to build arguments for debate and discussion. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Class materials will be provided by the instructor and distributed in class or uploaded on H’etudes.

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

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

【Changes following student comments】
None.

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

【Prerequisite】
None.

BSP100ZA

Presentation and Public Speaking (Advanced)

Mark James BIRTLES

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

Day/Period：金 3/Fri.3

他学部公開： グローバル： 成績優秀：○ 実務教員：

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

【Goal】
Upon completing this course, students will have gained:
- Competency in identifying and analysing basic communication theory
- The ability to put this theory into practice
- Confidence in presentation and public speaking on a variety of topics
- Key skills in both verbal and non-verbal aspects of public speaking
- The ability to be an active listener and ask meaningful questions.

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

【Method(s)】
Although there is some theoretical analysis, Presentation and Public Speaking is primarily a practical, skills-based course, with students producing meaningful class content. Submission of assignments and feedback will either be in-person or via the Learning Management System. Students will prepare and deliver speeches and learn essential skills along the way: how to select, organize and use materials to support an idea, delivery techniques, and how to effectively utilise multimedia tools in presentations.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Course overview and objectives
2	Personal Introduction Speech	The basics of public speaking
3	Analysing an Informative Speech	Identifying key concepts and models of communication
4	Analysing an Informative Speech II	Identifying key concepts and models of communication
5	Informative Speech Preparation	Preparing an informative speech of your own
6	Delivery Strategies I	Practice using verbal cues
7	Delivery Strategies II	Practice using non-verbal cues
8	Informative Speech Performances	Student presentations
9	Exploiting Visuals I	Making engaging presentation slides in PowerPoint
10	Exploiting Visuals II	Infographics and visual representations
11	Asking and Dealing with Questions	How to be an active listener and engage in Q&A
12	Persuasive Speech Preparation	Preparing a persuasive speech of your own
13	Persuasive Speech Preparation	Preparing a persuasive speech of your own
14	Persuasive Speech Performance	Student presentations

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

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

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

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

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

【Equipment student needs to prepare】
A laptop will be required in many sessions. If access to a laptop computer is difficult, please inform the instructor.

【Others】
This course has two levels, "Standard" and "Advanced." This is not a two-part course: the two levels are designed to separate students based on English proficiency, so the instructors can tailor the content for different skill levels. Think carefully about which level is right for you before selecting the course. For the Advanced level course, students are expected to meet or exceed one of the following scores: TOEFL ITP 550, TOEFL iBT 80, IELTS 6.5 or IB Diploma (English as Language A).

【Prerequisite】
None.

BSP100ZA

Presentation and Public Speaking (Advanced)

Mark James BIRTLES

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

他学部公開：　グローバル：　成績優秀：○　実務教員：

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

【Goal】
Upon completing this course, students will have gained:
- Competency in identifying and analysing basic communication theory
- The ability to put this theory into practice
- Confidence in presentation and public speaking on a variety of topics
- Key skills in both verbal and non-verbal aspects of public speaking
- The ability to be an active listener and ask meaningful questions.

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

【Method(s)】
Although there is some theoretical analysis, Presentation and Public Speaking is primarily a practical, skills-based course, with students producing meaningful class content. Submission of assignments and feedback will either be in-person or via the Learning Management System. Students will prepare and deliver speeches and learn essential skills along the way: how to select, organize and use materials to support an idea, delivery techniques, and how to effectively utilise multimedia tools in presentations.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Course overview and objectives
2	Personal Introduction Speech	The basics of public speaking
3	Analysing an Informative Speech	Identifying key concepts and models of communication
4	Analysing an Informative Speech II	Identifying key concepts and models of communication
5	Informative Speech Preparation	Preparing an informative speech of your own
6	Delivery Strategies I	Practice using verbal cues
7	Delivery Strategies II	Practice using non-verbal cues
8	Informative Speech Performances	Student presentations
9	Exploiting Visuals I	Making engaging presentation slides in PowerPoint
10	Exploiting Visuals II	Infographics and visual representations
11	Asking and Dealing with Questions	How to be an active listener and engage in Q&A
12	Persuasive Speech Preparation	Preparing a persuasive speech of your own
13	Persuasive Speech Preparation	Preparing a persuasive speech of your own
14	Persuasive Speech Performance	Student presentations

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

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

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

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

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

【Equipment student needs to prepare】
A laptop will be required in many sessions. If access to a laptop computer is difficult, please inform the instructor.

【Others】
This course has two levels, "Standard" and "Advanced." This is not a two-part course: the two levels are designed to separate students based on English proficiency, so the instructors can tailor the content for different skill levels. Think carefully about which level is right for you before selecting the course. For the Advanced level course, students are expected to meet or exceed one of the following scores: TOEFL ITP 550, TOEFL iBT 80, IELTS 6.5 or IB Diploma (English as Language A).

【Prerequisite】
None.

BSP100ZA

Presentation and Public Speaking (Standard)

MEADOWS ALAN

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

Day/Period：水 3/Wed.3

他学部公開： グローバル： 成績優秀：○ 実務教員：

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

【Goal】
Upon completing this course, students will have gained:
- Competency in identifying and analysing basic communication theory
- The ability to put this theory into practice
- Confidence in presentation and public speaking on a variety of topics
- Key skills in both verbal and non-verbal aspects of public speaking
- The ability to be an active listener and ask meaningful questions.

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

【Method(s)】
Although there is some theoretical analysis, Presentation and Public Speaking is primarily a practical, skills-based course, with students producing meaningful class content. Submission of assignments and feedback will either be in-person or via the Learning Management System. Students will prepare and deliver speeches and learn essential skills along the way: how to select, organize and use materials to support an idea, delivery techniques, and how to effectively utilise multimedia tools in presentations.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Course overview and objectives
2	Personal Introduction Speech	The basics of public speaking
3	Analysing an Informative Speech	Identifying key concepts and models of communication
4	Analysing an Informative Speech II	Identifying key concepts and models of communication
5	Informative Speech Preparation	Preparing an informative speech of your own
6	Delivery Strategies I	Practice using verbal cues
7	Delivery Strategies II	Practice using non-verbal cues
8	Informative Speech Performances	Student presentations
9	Exploiting Visuals I	Making engaging presentation slides in PowerPoint
10	Exploiting Visuals II	Infographics and visual representations
11	Asking and Dealing with Questions	How to be an active listener and engage in Q&A
12	Persuasive Speech Preparation	Preparing a persuasive speech of your own
13	Persuasive Speech Preparation	Preparing a persuasive speech of your own
14	Persuasive Speech Performance	Student presentations

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

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

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

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

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

【Equipment student needs to prepare】
A laptop will be required in many sessions. If access to a laptop computer is difficult, please inform the instructor.

【Others】
This course has two levels, "Standard" and "Advanced." This is not a two-part course: the two levels are designed to separate students based on English proficiency, so the instructors can tailor the content for different skill levels. Think carefully about which level is right for you before selecting the course. For the Advanced level course, students are expected to meet or exceed one of the following scores: TOEFL ITP 550, TOEFL iBT 80, IELTS 6.5 or IB Diploma (English as Language A).

【Prerequisite】
None.

BSP100ZA

Presentation and Public Speaking (Standard)

MEADOWS ALAN

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

他学部公開：　グローバル：　成績優秀：○　実務教員：

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

【Goal】
Upon completing this course, students will have gained:
- Competency in identifying and analysing basic communication theory
- The ability to put this theory into practice
- Confidence in presentation and public speaking on a variety of topics
- Key skills in both verbal and non-verbal aspects of public speaking
- The ability to be an active listener and ask meaningful questions.

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

【Method(s)】
Although there is some theoretical analysis, Presentation and Public Speaking is primarily a practical, skills-based course, with students producing meaningful class content. Submission of assignments and feedback will either be in-person or via the Learning Management System. Students will prepare and deliver speeches and learn essential skills along the way: how to select, organize and use materials to support an idea, delivery techniques, and how to effectively utilise multimedia tools in presentations.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Course overview and objectives
2	Personal Introduction Speech	The basics of public speaking
3	Analysing an Informative Speech	Identifying key concepts and models of communication
4	Analysing an Informative Speech II	Identifying key concepts and models of communication
5	Informative Speech Preparation	Preparing an informative speech of your own
6	Delivery Strategies I	Practice using verbal cues
7	Delivery Strategies II	Practice using non-verbal cues
8	Informative Speech Performances	Student presentations
9	Exploiting Visuals I	Making engaging presentation slides in PowerPoint
10	Exploiting Visuals II	Infographics and visual representations
11	Asking and Dealing with Questions	How to be an active listener and engage in Q&A
12	Persuasive Speech Preparation	Preparing a persuasive speech of your own
13	Persuasive Speech Preparation	Preparing a persuasive speech of your own
14	Persuasive Speech Performance	Student presentations

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

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

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

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

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

【Equipment student needs to prepare】
A laptop will be required in many sessions. If access to a laptop computer is difficult, please inform the instructor.

【Others】
This course has two levels, "Standard" and "Advanced." This is not a two-part course: the two levels are designed to separate students based on English proficiency, so the instructors can tailor the content for different skill levels. Think carefully about which level is right for you before selecting the course. For the Advanced level course, students are expected to meet or exceed one of the following scores: TOEFL ITP 550, TOEFL iBT 80, IELTS 6.5 or IB Diploma (English as Language A).

【Prerequisite】
None.

LAN100ZA

English Test Preparation for IELTS

Marcus LOVITT

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

Day/Period：水 3/Wed.3

他学部公開：　グローバル：　成績優秀：○　実務教員：

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

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

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

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

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	· Learn the characteristics of the IELTS exam and how it differs from other standardized tests
2	Writing I	· Introduction to the writing section. The class will look at question types, scoring and test strategies · Vocabulary and idiomatic expression quiz
3	Speaking I	· Introduction to the speaking section. The class will study question types, scoring and test strategies · Practice for Speaking Part 1 · Vocabulary and idiomatic expression quiz
4	Listening I	· Introduction to the listening section. We will cover questions types, scoring and test strategies · Vocabulary and idiomatic expression quiz
5	Reading I	· Introduction to the reading section. The class will cover question types, scoring and strategies · Vocabulary and idiomatic expression quiz
6	Writing II	· Practice for writing task 1. The class will study language for summarizing data. · Vocabulary and idiomatic expression quiz
7	Mid-term examination; Speaking II	· This class will consist of a short exam to test student progress · Practice for speaking part 2
8	Listening II	· The class will undertake listening and summarizing exercises · Vocabulary and idiomatic expression quiz
9	Reading II	· The class will do exercises for the reading section and practice techniques such as skimming and scanning · Vocabulary and idiomatic expression quiz
10	Writing III; Speaking III	· Practice for writing task 2. The class will study opinion techniques, paraphrasing etc. · Practice for speaking parts 2 & 3 · Vocabulary and idiomatic expression quiz
11	Listening III; Reading III	· Practice for listening tasks 3 & 4 · Practice for reading section (timed exercises, etc.) · Vocabulary and idiomatic expression quiz
12	Writing IV; Speaking IV	· Review of the writing and speaking sections
13	Listening IV; Reading IV	· Review of the listening and reading sections
14	Final Examination and Wrap-Up	Assessing the degree to which students understand the subject

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

【Textbooks】
1. Pauline Cullen, Amanda French, et al. The Official Cambridge Guide to IELTS Student’s Book with Answers with DVD-ROM. Cambridge English (Feb 27, 2014)

【References】
1. Essential Words for the IELTS: With Downloadable Audio by Lin Lougheed Ph.D. Barrons Educational Series. Third edition (December 1, 2016)
2. Cambridge Univ Press. IELTS 14 Academic Student’s Book with Answers with Audio: Authentic Practice Tests (Jun 20, 2019)

【Grading criteria】
Assessment will be based on the following:
1. Class participation and homework (30%)
2. Mid-term exam / practice test (30%)
4. Final exam (40%)

【Changes following student comments】
Not applicable

【Equipment student needs to prepare】
Not applicable

【Prerequisite】
None.

LAN100ZA

English Test Preparation for TOEFL

Marcus LOVITT

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

Day/Period：水 4/Wed.4

他学部公開： グローバル： 成績優秀： 実務教員：

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

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

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

【Method(s)】
Students will learn effective strategies for increasing scores in each section of the TOEFL iBT by lecture and exercises throughout the course. These include becoming familiar with the test format, understanding question types, and learning how to expand speaking and writing responses. Personal advice on methods of individual study (which is strongly recommended) will be given as required.
As this is a skills-based course, emphasis will be placed on practical skills rather than class lectures. To this end, students will also participate in regular vocabulary and idiom quizzes, as peer review activities.
Comments on activities will be given in class. Submission of assignments and feedback will be on the Learning Management System. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	· Learn the characteristics of the TOEFL iBT and how it differs from other standardized tests.
2	Diagnostic test	· Abridged test in class for diagnostic purposes
3	Speaking (I)	· Vocabulary and idiomatic expression quiz（V&I quiz) · Review diagnostic test · Strategy for the Speaking section; question types · Speaking exercises: Independent tasks · Typical speaking topics: urban life, university life
4	Listening (I)	· V&I quiz · Review Speaking (I) · Strategy for the Listening section; question types · Listening exercises: academic lectures · Typical lecture topics: arts, life science, physical science, social science
5	Writing (I)	· V&I quiz · Review Listening (I) · Strategy for the Writing section · Writing exercises: integrated tasks · Typical writing topics: school life, university life,
6	Reading (I)	· V&I quiz · Review Writing (I) · Strategy for the Reading section; question types · Reading exercises · Typical reading topics: arts, life science, physical science, social science
7	Speaking (II)	· V&I quiz · Review Reading (I) · Speaking exercises: Integrated tasks · Typical speaking topics: school life, civic responsibilities, university life
8	Listening (II)	· V&I quiz · Review Speaking (II) · Listening exercises: conversations · Typical conversation topics: office hours, service encounters
9	Writing (II)	· V&I quiz · Review Listening (II) · Writing exercises: independent tasks · Writing based on knowledge and experience, giving opinions · Typical writing topics: school life, university life
10	Reading (II)	· V&I quiz · Review Writing (II) · Reading exercises · Typical reading topics: arts, life science, physical science, social science
11	Speaking (III)	· V&I quiz · Review Reading (II) · Speaking exercises: both question types
12	Writing (III)	· V&I quiz · Review Speaking (III) · Writing exercises: both questions types
13	Final practice test	· Abridged version of the test
14	Wrap-up and Review the Course	· Wrap-up and review the course

【Work to be done outside of class (preparation, etc.)】
As this is an intensive class, students should prepare by studying academic/campus vocabulary, doing practice tests and conducting other forms of self-study prior to the first class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
1) Vocabulary and idiomatic expressions
Barron’s Essential Words for the TOEFL ® by Steven J. Matthiesen, 7th Edition (2017)
2) Exercises
The Official Guide to the TOEFL Test with DVD-ROM, 6th Edition, (Official Guide to the Toefl iBT), Educational Testing Service (2020)

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

【Grading criteria】
Assessment will be based on the following:
1. Class participation (30%)
2. Final practice test (40%)
3. Homework assignments (30%)

【Changes following student comments】
Not applicable

【Prerequisite】
None.

CAR100ZA

Professional Communication

Mark James BIRTLES

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

他学部公開：　グローバル：　成績優秀：○　実務教員：

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

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

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

【Method(s)】
The first half of the course will look at the English-language job hunting process, from analysing a job advertisement to creating a CV (résumé) and cover letter. Students will learn how to make their application documents stand out from the crowd and then participate in a mock interview for the job. These documents and skills can be used in a real-life job, or internship, application. The second half of the course then aims to build familiarity in some of the key forms of professional communication, such as press releases, emails and business documents. Submission of assignments and feedback will be via the Learning Management System.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Course overview
2	Job Hunting: Writing a CV I	Explanation of the features of a good CV (résumé)
3	Job Hunting: Writing a CV II	Producing an English language CV (résumé)
4	Job Hunting: The Cover Letter I	Explanation of the features of a good cover letter
5	Job Hunting: The Cover Letter II	Writing an original cover letter
6	Professional Writing: Style and Tone	Putting ideas into words quickly and concisely
7	Job Hunting: Preparing for an Interview	What will they ask?
8	Mock Job Interviews	Students will participate in a mock job interview with the instructor
9	Formal Emails	Striking the right tone in communication
10	Editing	Common errors and ways to improve written English
11	Press Releases	The basics of how to prepare information for publication
12	Reports	Communicating business information
13	Agendas and Minutes	Outlining standard layouts of everyday documents
14	Final Exam and Wrap Up	Written examination and summary

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

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

【References】
Anderson, J. & Dean, D. (2014). *Revision decisions: talking through sentences and beyond*. Portland, US: Stenhouse Publishers.
Garner, B. (2012). *Harvard Business Review guide to better business writing.* Boston, US: Harvard Business Review Press.
Marsen, S. (2020). *Professional writing (fourth edition).* London, UK: Palgrave Macmillan.
Strunk, W & White, E. (1999). *The elements of style (fourth edition).* Boston, US: Allyn & Bacon.

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

【Changes following student comments】
Past students have commented that they prefer a face-to-face job interview as it gives them a more realistic experience. The instructor will try to organise face-to-face interviews but in the case of a large class, the interviews may need to be done online because of time constraints.

【Equipment student needs to prepare】
A laptop will be required in many sessions. If access to a laptop computer is difficult, please inform the instructor.

【Prerequisite】
None.

PRI100ZA

Statistics

Yuji OGIHARA

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：木 3/Thu.3

他学部公開：　グローバル：　成績優秀：○　実務教員：

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

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

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

【Method(s)】
This is an introductory course on statistical methods and data analysis. It explains the basic ideas behind statistical testing and covers various statistical methods for survey and experimental data. Each class combines a lecture with hands-on exercises (free statistical software are used). In addition, an assignment is given after every class. At the beginning of class, feedback for the previous class is given using some comments from submitted assignments. Students are encouraged to ask questions and to be actively involved in the class.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Overview of course and requirements
2	Descriptive Statistics (1)	Introducing basic descriptive statistics (e.g., mean, median, mode)
3	Descriptive Statistics (2)	Introducing basic descriptive statistics (e.g., standard deviation, variance, standard error)
4	Correlation	The relationship between two variables
5	Population and Sample	Random sampling and distribution of population
6	Probability Distribution	Probability distribution and Z-score
7	Hypothesis Testing and Statistical Tests	Testing your hypothesis using statistical tests and sampling distribution
8	Regression Analysis (1)	Single regression analysis
9	Regression Analysis (2)	Multiple regression analysis
10	T-test (1)	Testing if the difference is significant
11	T-test (2)	Related and unrelated t-tests
12	Analysis of Variance	Introducing ANOVA
13	Categorical Data Analysis	Introducing categorical data analysis
14	Summary & In-class Exam	Overall summary and in-class exam

【Work to be done outside of class (preparation, etc.)】
Students are encouraged to review their lecture notes and handouts after each class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. Handouts and reading materials will be provided by lecturer.

【References】
References will be introduced in class.

【Grading criteria】
Students will be evaluated on the basis of assignments given in each class (50%) and in-class exam (50%). No credit will be given to students with more than two unexcused absences.

【Changes following student comments】
None.

【Others】
This course is strongly recommended for students interested in various disciplines in social sciences.
Those who take and pass this course may be given priority in the enrollment of some of the psychology courses.

【Prerequisite】
None.

LANe100ZA

Translation

Sarah ALLEN

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：木 3/Thu.3

他学部公開：　グローバル：　成績優秀：○　実務教員：

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

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

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

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

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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

【Work to be done outside of class (preparation, etc.)】
Students are asked to read and complete all assignments before class and come prepared to share their translations and participate in class discussions and critique. Students may be asked to resubmit translation work after discussion and critique. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Handouts will be provided by the lecturer.

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

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

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
Dictionary

【Prerequisite】
None.

FRI100ZA

Information Technology I

May Kristine Carlon

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

Day/Period：土 1/Sat.1

他学部公開：　グローバル：　成績優秀：　実務教員：

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

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

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

【Method(s)】
The classes will consist of lectures and interactive presentations by students. Time will also be given for students to work on projects using computers in the classroom and to obtain personal guidance.
(1) For student presentations, feedback will be given after each presentation.
(2) For responses to the general quiz near the end of the semester, feedback will be given in the final class. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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

【Work to be done outside of class (preparation, etc.)】
Preparation of presentation on an IT-related topic. Exercises concerning the Internet and general application of IT skills. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Notes and online tutorial links will be provided during class.
Tutorials: https://www.gcflearnfree.org
Advanced topics: https://techrepublic.com

【References】
Walters, Garrison E. *The Essential Guide to Computing: The Story of Information Technology.* Prentice Hall, 2000.
Rathbone, Andy *Windows 10 for Dummies,* For Dummies (publisher), 2016.
Weill, Peter, Jeanne W. Ross. *IT Savvy: What Top Executives Must Know to Go from Pain to Gain.* Harvard Business Press, 2009.
Roeltgen, Claude. *IT's Hidden Face: Everything You Always Wanted to Know About Information Technology. A Look Behind the Scenes.* CreateSpace Independent Publishing Platform, 2009.

【Grading criteria】
Students will be evaluated on the basis of participation in class (20%), exercises (30%) and project work (50%).
Attendance: To receive credit for the course students must provide a reason if absent three or more times in one semester.

【Changes following student comments】
Feedback from students will be encouraged throughout the course.

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

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

FRI100ZA

Introduction to Programming

Youyung HYUN

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

Day/Period：火 2/Tue.2

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
In this class, students will learn the role of programming within the context of data science and IT and practicing basic and intermediate level of programming with various examples.

【Goal】
Students will learn Python and familiarize themselves with how to run various programming functions in the language.

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

【Method(s)】
This course will proceed with lectures, practice learning and Q&A sessions (including individual instructions). Students are required to review what they have learned in the last class and submit the assignment given to them every week (assignments will be a summary and programming practice).
At the beginning of every class, feedback for the previous class is given, and a brief review will be conducted.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction of Course	Explanation of course theme, content, grading, participation and attendance requirements
2	Chapter 1. The Overall Picture of Programming	Students will learn the role of programming within the context of data science and IT
3	Chapter 2. Programming Language & Software	Students will learn basic programming language used in Python and familiarize with how to use software (e.g., anaconda & Jupyter notebook).
4	Chapter 3. Data Type & Variables	Students will learn types of data, how to make variables, and how to "print" some results using Python.
5	Chapter 4.Data Structure	Students will learn data structures and practice format & print
6	Chapter 5. Coding"If"function	Students will learn "if" coding in Python and practice print "if" coding in various examples.
7	Chapter 6. Coding "String," "List," & "If"	Students will learn "string," "list," & "if" codings with advanced examples.
8	Review & Simulation	Students will learn what the class has covered during the first half of the semester, and students will take simulation test.
9	Chapter 7. Coding "While," & "For" (1)	Students will learn coding "while," and "for" and practice them with examples.
10	Chapter 8. Coding "While," & "For" (2)	Students will learn coding "while," and "for" with advanced utilization & examples.
11	Chapter 9. Practice Diverse Functions	Students will learn a set of functions and get used to using them with examples.
12	Chapter 10. A Variety of Data Structures (a)	Students will learn tuple, dictionary, and set coding.
13	Chapter 11. A Variety of Data Structures (b)	Students will practice tuple, dictionary, and set coding by using multiple examples.
14	Final Exam & Wrap-up	The instructor will summarize what we have learned throughout the semester, and students will take a final exam.

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each. For example, students need to solve some practice problems assigned in class or summarize the assigned chapters for understanding Python.

【Textbooks】
Handouts and reading materials will be provided by lecturer.

【References】
Python Basics: A Practical Introduction to Python 3 (English Edition)David Amos, Dan Bader, Joanna Jablonski, Fletcher Heisler, Real Python (2022/1/24),

【Grading criteria】
Participation (20%); Weekly assignment (20%);
Simulation (30%); Final exam (30%).

【Changes following student comments】
Not applicable

【Equipment student needs to prepare】
Laptop (*downloaded with ’anaconda’ and ’jupyter notebook’)

【Prerequisite】
None.

LIT100ZA

Introduction to Literary Theory

Gregory KHEZRNEJAT

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

Day/Period：月 4/Mon.4

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
What is literature? What happens when we are reading a novel or studying a text? At its base, the study of literature is an ongoing conversation about these questions. This course prepares students to take part in that conversation by introducing the major concepts, tools, and theories of literary research. Students will broadly explore the historical issues that shape the field and cultivate an approach to critical reading that can be utilized in upper-level literature classes. In particular, this course will cover concepts of canonization, genre, close reading, and historical and comparative methodologies.

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

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

【Method(s)】
Classes will consist of lectures focused on specific concepts of literary theory and research followed by group discussions. Students will also utilize the methods we cover through reading and responding to selected texts. In-class feedback will be given for daily reaction papers and written assignments.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction to course content and selection exam
2	What is Literature?	Canonization and changing definitions of literature
3	Reading for Authorial Intent	Approaching literature as a message from the author
4	Reading for Historical Context	Literature as an artifact of a historical moment
5	Reading for Cultural Context	Literature as the representation of a specific culture
6	Reading for Comparison	Comparative studies of literature
7	Review and Midterm Examination	A review of the content covered in the first half of the course
8	Structuralism	Structural approaches to literary interpretation
9	Poststructuralism	Deconstructing the elements of a text
10	Cultural Studies	Reading a text within social and political discourses
11	Writing About Literature (1)	The fundamentals of academic writing about literature
12	Writing About Literature (2)	Tools and techniques for writing
13	Writing Workshop	Students edit, revise, and workshop final papers
14	Final Synthesis	A review of major concepts of the course

【Work to be done outside of class (preparation, etc.)】
Students are required to complete all assigned readings and should come to each class prepared to ask questions and engage in discussion. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Readings will be provided in class as handouts.

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

【Grading criteria】
Class contribution (30%), quizzes (20%), midterm examination (25%), final essay (25%)

【Changes following student comments】
None.

【Prerequisite】
None.

LIT100ZA

Introduction to English Literature

Mitsutoshi SOMURA

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

Day/Period：金 2/Fri.2

他学部公開： グローバル： 成績優秀： 実務教員：

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

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

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

【Method(s)】
English Literature is a fuzzy and unfamiliar subject to most Japanese students. In this course, the approach to literature is traditional. Students will acquire basic knowledge of literary terms, works, authors, literary movements, and its history. Commentary will be made on various related aspects about Britain, including race, religion, region, society, political ideas, and so on, to help students have a deeper understanding and appreciation of the works. At the same time, students will consider how ideas about literature and its interpretations have changed in post-war Britain, which lost India, went through drastic shifts and changes, and became more multi-racial and multi-cultural. Reference will be made to the critical theories and the more controversial issues, such as post-colonialism, nations, globalisation, and ethnicity. Students will read literary works, see film adaptations, and have discussions.
Feedback will be given through Hoppii. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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

【Work to be done outside of class (preparation, etc.)】
Students are expected to read materials as instructed and prepare for class. Preparatory study and review time for this class are 2 hours each.

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

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

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

【Changes following student comments】
Students will be encouraged to read literary works and find a favourite author.

【Prerequisite】
None.

LIT100ZA

Introduction to English Literature

Mitsutoshi SOMURA

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

他学部公開：　グローバル：　成績優秀：　実務教員：

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

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

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

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

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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

【Work to be done outside of class (preparation, etc.)】
Students are expected to read materials as instructed and prepare for class. Preparatory study and review time for this class are 2 hours each.

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

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

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

【Changes following student comments】
Students will be encouraged to read literary works and find a favourite author.

【Prerequisite】
None.

LIT100ZA

Studies in Popular Fiction

Catherine Marie MUNROE HOTES

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

Day/Period：木 1/Thu.1

他学部公開：　グローバル：　成績優秀：　実務教員：

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

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

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

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

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	What is popular fiction? An introduction to the history of popular fiction, how genres develop, and how they are defined. Lecture and discussion.
2	Crime Genre 1: Introduction	Introduction to the tropes of the crime genre and its various forms Topics: film noir, film adaptation, cross-cultural adaptation of genre Lecture and discussion.
3	Crime Genre 2: Sherlock Holmes & Arsène Lupin	Transnational genre flows and internet streaming Topic: the use of revisionist genre fiction to explore issues of race, class, and religion Lecture, group work.
4	Crime Genre 3: Arsène Lupin and Japanese Culture	Manga and anime iterations of the crime genre. Lecture, group work. Essay thesis proposal due.
5	Horror 1: Vampire fiction	Introduction to the horror genre Topics: gender and sexuality, racism and anti-Semitism Lecture and discussion.
6	Horror 2: Vampires in Film	An overview of the genre from the 18th century to the present Topics: political interpretations, gothic subcultures, sexuality & taboos Lecture, group work. Annotated Bibliography due.
7	Romance 1: Defining Romance	An overview of the genre from the medieval chivalric romance to the present Topics: contemporary prejudices against “women’s fiction”, feminist interpretations of the genre, introduction to the Regency Romance subgenre Lecture and discussion.
8	Romance 2: Jane Austen Adaptations	Topics: classical historical romance tropes, feminist & post-colonial re-visions. Lecture, group work.
9	Romance 3: Bridgerton	Topics: the debate over Bridgerton and race Key terms: the female gaze, colour-blind casting, revisionist fiction, gender-blind casting, escapist fiction, alternate timeline. Lecture, group work. Essay outline due. Essay workshop, Peer Review assigned.
10	Fantasy 1: A Song of Ice and Fire	An overview of the fantasy genre, its origins and genre tropes Topics: genre fandom, the influence of medieval European history Lecture and discussion.
11	Fantasy 2: Game of Thrones	The Art of Adaptation: how to strike a balance between fan expectations and the conventions of the televisual medium Topics: Comic-con, Cosplay, and fan culture Lecture and discussion. Peer Review of Essays Due.
12	Science Fiction 1: Nausicaä of the Valley of the Wind	An overview of the science fiction genre, its origins and genre tropes Topic: use of genre diction to explore existential crises in contemporary culture (i.e. fears surrounding climate change and nuclear energy)
13	Science Fiction 2: Castle in the Sky	An exploration of science fiction subgenres Lecture and discussion.
14	Concluding Lecture and Discussion	An overview of other genres not discussed in depth in class A class discussion about current genre trends and predictions for the future Lecture and discussion. Final Essay due.

【Work to be done outside of class (preparation, etc.)】
Readings and Preparation (2-4 hours each week), the preparation time includes watching video clips.

【Textbooks】
This is a paperless class. The novels and short stories are all available in digital formats. The lecturer will provide excerpts of the novels for class use. You only need to purchase novels or rent copies of films if you are planning to write your essay on the topic. Secondary sources, videos, and other materials will be made available using online resources or shared files.

【References】
Bordwell, David. *The Way Hollywood Tells It: Story and Style in Modern Movies.* Berkeley: U of California P, 2006.
Fowler, Alastair. *Kinds of Literature: An Introduction to the Theory of Genres and Modes.* Oxford: Oxford UP, 1982.
Neale Steve. *Genre and Hollywood.* New York: Routledge, 1999.

【Grading criteria】
Participation (30%), essay thesis proposal (10%), annotated bibliography (10%), essay outline and partner feedback (20%), final essay (30%)

【Changes following student comments】
Not applicable.

【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】
None.

LIT100ZA

Readings in Drama

Credit(s)：2 ｜ Semester： ｜ Year：1〜4
Day/Period：

他学部公開： グローバル： 成績優秀： 実務教員：

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

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

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

【Method(s)】
Students will study texts and form opinions on them. In-class discussion will be an opportunity for them to exchange their ideas and study together as a community. In certain situations, they will act out extracts from plays in front of the class.
In the final class, comments and explanations are given for assignments (tests and reports, etc.) for all classes taken/held during the semester.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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 *Ex Machina* we will study the first few pages of the script.
2	Samuel Beckett 1	*Waiting for Godot* by Samuel Beckett. Short lecture on the life and work of Samuel Beckett with reference to the Theatre of the Absurd.
3	Samuel Beckett 2	Samuel Beckett: A continuation of the study of *Waiting for Godot*.
4	Arthur Miller 1	*Death of a Salesman* by Arthur Miller. Short lecture on the life and work of Arthur Miller with reference to social realism.
5	Arthur Miller 2	Arthur Miller: A continuation of the study of *Death of a Salesman*.
6	Edward Albee 1	*Who's Afraid of Virginia Woolf?* by Edward Albee. Short lecture on the life and work of Edward Albee with reference to his personal and literary background.
7	Edward Albee 2	Edward Albee: A continuation of the study of *Who's Afraid of Virginia Woolf?*.
8	Class Essay Number 1	Class Essay Number 1
9	Percy Bysshe Shelley	*Prometheus Unbound* by Percy Bysshe Shelley. Short lecture on the life and work of Percy Bysshe Shelley with reference to the Romantic period in English literature.
10	William Wycherley 1	*The Country Wife* by William Wycherley. Short lecture on the life and work of William Wycherley with reference to the Restoration period in English history.
11	William Wycherley 2	William Wycherley: A continuation of the study of *The Country Wife*.
12	William Shakespeare 1	*Romeo and Juliet* by William Shakespeare. Short lecture on the life and work of William Shakespeare with reference to English Renaissance theatre.
13	William Shakespeare 2	William Shakespeare: A continuation of the study of *Romeo and Juliet*.
14	Class Essay Number 2	Class Essay Number 2

【Work to be done outside of class (preparation, etc.)】
Students must read the material and do research. They must prepare presentations and write their class journals. Preparatory study and review time for this class are 2 hours each.

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

【References】
To be announced.

【Grading criteria】
Participation and attitude 20%; class essays 30%; presentations 20%; class journals 20%; class discussion 10%.

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

ART100ZA

Drama Survey

Tony DANI

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

Day/Period：金 4/Fri.4

他学部公開： グローバル： 成績優秀：○ 実務教員：

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

【Goal】
By the end of this course, students will have:
1. Experienced various techniques required to create an original character through observation and improvisation.
2. Increased their self-confidence and their ability to work as a team.
3. Learnt how to use their imagination - more effectively - as a tool for creating and performing their own scene or scenes.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
1. This course will employ a number of teaching methods relevant to the subject, ranging from activity based classes, group discussions, research assignments and culminating in student performances.
2. Submission of assignments and feedback will be via the Learning Management System and/or Google Classroom.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction, Overview and Homework Task	Selection procedure. Please note that students taking this course will also be required to prepare an introductory task for the following week. Full details will be given
2	Presentation of Homework	Individual presentations
3	Follow on task from previous week’s presentations given.	Students will explore ways to dramatize moments or aspects from each other’s lives as presented in the previous week’s individual presentations.
4	Introduction to Improvisation in Theatre	Acting improvisation activities will be taught and students will have the opportunity to practice those activities with their classmates
5	Improvisation and the Actor	Students - working in groups - will create an improvised scene to present to the rest of the class
6	Theatre Activities	Students will be taught a series of theatre activities aimed at building trust, focus and a group dynamic
7	Theatre Activities	Students will be taught a series of theatre activities aimed at exploring how an actor can create a character through observation & other techniques
8	Character Development	Students will be required, for homework, to observe someone in as much detail as possible and that observation will then form the basis of their character development in successive classes
9	Character Development Research	Students will present their character observations in action at the start of class. Students will then be taught how to transform their observations into the creation of an original character
10	Character Development Towards Performance	Students will be given a partner with whom they will devise an original scene or scenes which explore the relationship between their ’characters’
11	Character Development Rehearsals	Students will be taught a series of rehearsal techniques which help explore and analyse their characters and their evolving scripts
12	Character Performances Rehearsals	Students will rehearse their evolving scripts
13	Character Performances	Performances will be given to the class
14	Final Performance Feedback	Wrap-up & Review. Performance Team feedback from your instructor will be given on your final performances in class or via my Google Classroom page. There will also be an opportunity for peer group and self evaluations

【Work to be done outside of class (preparation, etc.)】
Students must complete any homework tasks given prior to or following certain classes.
Please note: due to the practical nature of this course, the syllabus is subject to change and therefore students should be prepared for a certain amount of flexibility in terms of class content, delivery and schedule. Preparatory study and review time for this class are 2 hours each.

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

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

【Grading criteria】
Character development research assignment: 30%
Final presentation performance: 30%
Final presentation performance script: 20%
Participation: 20%

【Changes following student comments】
I think that for some of the students as well as myself, the challenges faced during this term were to do with achieving the goals of a course which was partly online and partly face to face. Despite these challenges, my students handled it remarkably well. I am planning to incorporate certain elements of my online course into my face to face classes this spring term. For example, using Google Classroom as a centralized interface through which my students can communicate with myself and each other outside of class and additionally, using it to submit assignments and other homework. Finally, from some of my student’s comments, I could also see how important my feedback - and that of their fellow students - was to them throughout the course. Therefore, I will continue to offer and extend opportunities for feedback directly in class or via email, Google Classroom and video.

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

【Prerequisite】
None.

PHL100ZA

Introduction to Philosophy

Kazuhiro WATANABE

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：金 3/Fri.3
他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
You are reading a syllabus for Introduction to Philosophy right now, or at least you believe so. But how do you justify such a belief when you think of the possibility that you are in fact sleeping and just having a dream about reading these sentences? This might sound like a stupid question, but it actually leads us to explore more important questions about the world and ourselves that we cannot reject as nonsense. Philosophy tells you how to tackle those fundamental questions in comprehensive and systematic ways.
This course aims at being an introduction to philosophy and helping you become familiar with major branches in philosophy: you will learn how to work on such questions as "What exists in the world?" "How do we know about them?" and "How should we live?" by acquiring philosophical language and ways of thinking. They are the questions that have survived the history of humankind for thousands of years and enigmatically attracted an enormous number of people, so it is sensible for you too to be prepared before getting entangled alone in them.
Studying philosophy involves learning how to think carefully and how to express your thoughts clearly, which gives you transferable skills that every university student should have.

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

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
Each class consists of a lecture with discussion to follow.
The first class will be held online. Please visit the course page on Hoppii to find the instruction for the first week.
The last class is a tutorial session for the final essay.
Good comments in reaction papers will be introduced in the class and used for further discussions.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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

【Work to be done outside of class (preparation, etc.)】
In addition to completing reading assignments and preparing for discussion beforehand, students are expected to review class materials after each class. Preparatory study and review time for this class are 2 hours each.

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

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

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

【Changes following student comments】
Students have generally evaluated the class positively in the previous years, so the topics and styles will remain basically the same, but more effective measures are to be implemented to facilitate classroom discussions.Also, different types of assignments will be given through the course to promote student’s creative ability as well as formal/academic writing skills.

【Equipment student needs to prepare】
Students should register their email address on Hoppii immediately after they decide to take this course, or before the second class of the semester at the latest. Visit Hoppii regularly for updates and class resources, as well as for the submission of assignments.

【Prerequisite】
There is no prerequisite for this course. Students who intend to register for this course are required to attend the first class (online). A screening will be conducted in the class if necessary.

PHL100ZA

Religious Studies

Robert SINCLAIR

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

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
The primary purpose of this course is to expose students to some of the major questions in the scholarly study of religion. What is religion? What do religious symbols mean? Why do religions exist? How should we account for the differences among religions? Can or should we make judgments about religions, especially given our own commitments and biases? How does or should religion relate to morality? What is the relation of religion to culture? The selected readings will provide an introduction to the many approaches found in the study of religion, and provide examples of the various theories that arise when considering the complexity of religious experience. We will further discuss the early development of religion, and provide overviews of major and minor religions from Islam to Scientology.

【Goal】
The course aims to:
1. promote an enquiring, critical and sympathetic approach to the study of religion.
2. introduce students to the challenging and varied nature of religion, and to the ways in which this is reflected in experience, belief and practice
3. help students to identify and explore questions about the meaning of life, and to consider such questions in relation to religious traditions

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
Students will attend lectures, read related materials, and have two written examinations. Feedback on completed assignments will be given in class.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Course Overview	Topics: What is Religious Studies, Leading questions and concerns. Activity: Selection Exam
2	Religion: An Overview	Suffering and Evil, Explaining Death, Importance of Order and Ritual.
3	The Early Development of Religious Studies	Philosophy, Theology, and Religious Studies, Biblical Criticism, Anthropology and Religion, Negative Views of Religion
4	Recent Approaches to Religious Studies	Phenomenology and Religious Studies, Philosophy of Religion, Anthropology of Religion, Sociology of Religion, Psychology of Religion, Theories and Methods
5	Early Traditions	Prehistoric Religions, Animism and Anthropomorphism, Death and Hunting Rituals, Oral Traditions, and Religion, The Neolithic Revolution and the Rise of Historic Religions
6	Jewish and Christian Traditions	The History and Teachings of Judaism, The Rituals of Judaism, Judaism Today, The History and Teachings of Christianity, The Institutionalization and Politicization of Christianity, The Protestant Reformation, Christian Rituals, Christianity Today
7	Review & Midterm Exam	Assessing the degree to which students understand the subject
8	Islamic Religious Traditions	The History and Teachings of Islam, The Life of Muhammad and the Rashidun Caliphs, The Modern Period: Reform and Recovery, Islamic Rituals
9	Hinduism	History and Teachings of Hinduism, Classical Hinduism, Hinduism Today, Rituals
10	Buddhism	History and Teachings of Buddhism, The Four Noble Truths, The Core of All Buddhist Traditions Theravada (Hinayana), Mahayana, Vajrayana, Buddhist Rituals
11	Confucianism, Taoism, and Buddhism in China	The History of Chinese Religious Thought, Confucius, Taoism, Buddhism in China, Chan (Zen) Buddhism, Rituals in Chinese Traditions
12	Zoroastrianism, Shinto, Baha’i, Scientology, Wicca, and Seneca Traditions	Zoroastrian Rituals, History and Teachings of Shinto, History and Teachings of Baha’i, Wiccan Rituals, History and Teachings of the Seneca
13	Conclusions	Defining Religion, Secularization, Contemporary Atheist Views, Resurgent Islam, Medical Science and Religion, Religion and Mental Health
14	Final Exam & Wrap-up	Assessing the degree to which students understand the subject

【Work to be done outside of class (preparation, etc.)】
Students will attend lectures, read related materials, and have two written examinations. Preparatory study and review time for this class are 2 hours each.

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

【References】
The Religion Toolkit: A Complete Guide to Religious Studies by John Morreall and Tamara Sonn, 2011, Wiley-Blackwell. (RT)

【Grading criteria】
Selection exam worth 10%: conducted during the first class.
Midterm exam worth 30%: The midterm exam will test your knowledge of the chapters discussed in the first half of class.
Final Exam worth 45%: The final exam will test your knowledge of the chapters discussed in the second half of class.
Continuous Assessment worth 15%: Class Participation and Group Discussion of Exercises

【Changes following student comments】
None.

【Equipment student needs to prepare】
Students are expected to bring readings to class in either paper or electronic formats.

【Prerequisite】
None.

HIS100ZA

History of Modern Europe

Markus WINTER

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

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
The world we live in is a world of sovereign (nation-)states. It seems as if the states as we know them today have always been there, at least in some form. This course will examine this view and look at the major developments in Western history from the 18th to the 20th century that shaped our modern world:
The emergence of modern states, 1789, the idea of the nation and nationality; the Industrial Revolution; colonisation and imperialism; the idea of 'balance of power'; the onset of mass democracy; and two world wars.

【Goal】
1) Gain an in-depth understanding of the origin of European state-and-nation-building, its impact on the world, and how it still shapes our perceptions today; 2) Identify the major intellectual, economic, and political developments from 1789-1945; 3) understand how 'modernity' and 'modern life' took shape in Western Europe and why; 4) Train your academic writing and speaking skills.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
This course has three components: 1) The main component of the class is a series of lectures. 2) Each class will begin with a discussion part where students will pre-discuss the week's topic. 3) Lastly, at the end of the course, depending on the number of students, you will be asked to sit a final exam or give a brief presentation.
Feedback will be given to each individual student's graded work in writing.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	A State in the Middle Ages?	The creation of the sovereign state - what is 'sovereignty'?
2	Varieties of Absolutism	How 'absolute' was absolutism? The Tilly Thesis
3	1789: the Watershed	The French Revolution: causes, triggers and ramifications
4	1789: the Aftermath	The triumph of absolutism after 1789? Napoleon; liberalism; the 'Holy Alliance'
5	The Concert of Europe	The post-Napoleonic order: Balance of Power; the Great Powers; the system of Bismarck; the German question; the question of nationalism
6	Europe - an Anomaly?	Modernity; capitalism; the Industrial Revolution; Europe - an anomaly?
7	Review & Mid-term Exam	A short exam on the topics covered in the readings & the lectures so far
8	Nationalism and the Nation-State in the Nineteenth Century	The forging together of state and nation; the meaning of nationalism: the Gellner Thesis
9	Heart of Darkness	Colonisation; Orientalism; the internationalisation of the European order
10	Social Change	This lecture will look at the other side of the coin - the social changes created by all the previously studied political developments, such as changing gender and family roles, as well as the rise of the modern consumer economy
11	The Collapse of the Concert of Europe	Setting the stage for World War I: the growing complexity of the international system
12	'The Great War': World War I	Strategies, objectives & the uncertain outcome; 'total war'; the Treaty of Versailles
13	The Rise of Totalitarianism & World War II	Strategies, objectives & ramifications; the disenchantment of the world: the Holocaust
14	Great Expectations: Beyond the Nation-State?	The beginnings of a supranational European institutional order [DEADLINE: submit your final essay in both hard copy & digital copy]

【Work to be done outside of class (preparation, etc.)】
1) Please conduct background research in preparation for the in-class discussion on each week's assigned topic. 2) In the case of no final exam: Brief presentation, due at the end of the term: Pick any European country you like and write about one specific aspect of its historical development that we address in this class. Preparatory study and review time for this class is ca. 1 hour per week.

【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%; Final Presentation or Final Exam: 50%

【Changes following student comments】
Each lecture will start with a ca. 20 minute pre-discussion of the main themes of the week.

【Prerequisite】
None.

HIS100ZA

History of Modern East Asia

Chris Hyunkyu PARK

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：木 3/Thu.3

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
This course employs two perspectives to understand the histories of modern China, Japan, Korea, and Taiwan in the context of tradition and globalization from the late 19th century to the present. It examines the struggles of these four countries to preserve or establish their boundaries, identities, and cultures in a rapidly emerging modern world order. The course also looks at how individuals respond to and are shaped by the variety of modernity(ies).
The main questions that will be asked and addressed are:
What and why does the history of East Asia matter where capitalism has reached into all corners of the world and the term 'globalization' has become a cliché?
What are the major transformations and lines of continuity in East Asian history?
What factors in the historical development of modern China, Japan, Korea, and Taiwan explain changes and continuity?

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

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
This course highly encourages students to engage in discussion and debate, and the capacity to interpret historical theories and case studies in the local and global context.
In addition, it is possible that some comments from the reaction papers may be introduced in class to elaborate on each lecture and to facilitate discussions.
Comments for assignments and the final reports are given through email.
Please check your university email account and Hoppii regularly to keep yourself updated.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction to the course & self introduction	Explanation of the course
2	Space and time in the making of East Asia: Decline of Chinese hegemony and rise of world capitalism	Theories and concepts
3	Nationalism, modernization & reform I	Lecture and discussion
4	Nationalism, modernization & reform II	Lecture and discussion
5	Japan builds an empire: Revolution or reactionary reform?	Lecture and discussion
6	Colonial modernity and Imperial Subjects I: Settler's colonialism	Lecture and discussion
7	Colonial modernity and imperial Subjects II: Diaspora(s) and Migrants	Review essay due
8	Contested histories: The Pacific War and its legacies	Lecture and discussion
9	Marxist-Leninist revolution in East Asia I: North Korea (case studies)	Lecture and discussion
10	Marxist-Leninist revolution in East Asia II: Mao's revolution in China (case studies)	Lecture and Discussion: "Edgar Snow, Red Star Over China: The Classic Account of the Birth of Chinese Communism."
11	East Asia and U.S. Hegemony: Postwar and postcolonial nation building I	Lecture and discussion
12	East Asia and U.S. Hegemony: Postwar and postcolonial nation building II	Lecture and discussion
13	East Asia and U.S. Hegemony: Postwar and postcolonial nation building III	Lecture and discussion
14	Conclusion: A history of East Asia in Global Perspective	Group presentation and discussion

【Work to be done outside of class (preparation, etc.)】
It is important to note that all assignments must be completed to pass the course, and all assignments must be completed on time or be marked down accordingly (for papers, five points per day late).
In addition to preparing for discussions, students are expected to read and review class materials before each class. It requires at least 2-3 hours to prepare for this class.

【Textbooks】
None.

【References】
Rebecca E. Karl, Mao Zedong and China in the Twentieth-Century World: A Concise History (Durham: Duke University Press, 2010)
Anita Chan, Richard Madsen, & Jonathan Unger, Chen Village: Revolution to Globalization (Berkeley: University of California Press, 2009)
Leo T.S. Ching, Becoming Japanese: Colonial Taiwan and the Politics of Identity Formation (Berkeley: University of California Press, 2001)
Andrew Gordon, A Modern History of Japan from Tokugawa Times to the Present (New York: Oxford UP, 2014)
John W. Dower, Embracing Defeat: Japan in the Wake of World War II (New York: W.W. Norton & Company, 1999)
Bruce Cumings, Korea's Place in the Sun: A Modern History (New York: W.W. Norton, 2005)

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

【Changes following student comments】
n/a

【Equipment student needs to prepare】
None.

【Others】
The additional readings will be distributed before class.

【Prerequisite】
None.

ART100ZA

Japanese Art History

Sarah ALLEN

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

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
This course examines the history of art in Japan from the prehistoric era to the contemporary period. For each historical period, we will consider the social and political context of images, practices of art-making, and the role of art in society at the time.

【Goal】
Students will learn to critically analyze various forms of art. They will also learn the terminology for discussing works of art and visual culture in Japan. They will also be encouraged to view the subject of art and art-making in the context of their other academic interests, applying questions and issues raised by interdisciplinary viewpoints.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
We will proceed in chronological order, analyzing major works of painting, sculpture, and architecture in each art historical period. Emphasis is placed upon acquiring a fundamental knowledge of Japanese art history while developing skills of visual analysis and understanding works of art in historical, social, and global context. Regular assignments are also intended to relate art and art history to other topics of academic interest, and feedback will also be given in class in the form of discussion. Students will apply these skills in a final paper and presentation.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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

【Work to be done outside of class (preparation, etc.)】
Students are required to complete the assigned readings in advance and come to class ready to participate in class discussion. Students will complete homework assignments and a take-home mid-term exam in addition to conducting research for the final paper and presentation. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Sadao Tsuneko S., Stephanie Wada. *Discovering the Arts of Japan: a Historical Overview.* Tokyo : Kodansha International, 2003.
Supplementary materials will be provided by the instructor.

【References】
Stephen Addiss and Audrey Seo. *How to Look at Japanese Art.* New York: Abrams, 1996.
Sylvan Barnet. *A Short Guide to Writing About Art.* New York: Longman, 2000.

【Grading criteria】
Class participation: 10%
Assignments: 20%
Mid-term Exam: 30%
Presentation: 20%
Final paper: 20%

【Changes following student comments】
Not applicable.

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

【Prerequisite】
None.

ART100ZA

Music Appreciation

Cathy Lynn COX

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

Day/Period：水 5/Wed.5

他学部公開： グローバル： 成績優秀：○ 実務教員：

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

【Goal】
Students will be able to:
(1) develop vocabulary to talk about music;
(2) develop listening skills;
(3) develop ability to interpret, appreciate, and critique music in a variety of forms and contexts.

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

【Method(s)】
The course is taught through a combination of lectures, guided listening sessions, musical activities, and group discussions. The course will facilitate self-learning through required weekly reading and listening assignments that will be assessed through short writing assignments, as well as collective learning through a final group presentation. Feedback will be given collectively in class or through the Learning Management System (Google Classroom), depending on the nature of the assignment.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Overview of the course and requirements; selection evaluation
2	Music and Language	Music as a sound-based means of communication closely linked to poetry and oral storytelling traditions.
3	Melody	Investigation of modes & scales, melodic range, melodic contour, and melodic motion through analysis and creative activity.
4	Movement and Gesture	Musical expression linked with physical movement and the body.
5	Time and Rhythm	Music as a time-based artform that may be pulsed or unpulsed. Introduction to concepts of tempo, meter, beats, and syncopation.
6	Timbre	Describing the 'sound' of sound: differences among instruments, voices, playing styles.
7	Texture	How different voices or instrument parts are woven together to create the fabric of music, layers of different sounds.
8	Studio production	Hearing and understanding contemporary sound production techniques.
9	Repetition and Form	Understanding various approaches to large-scale musical structure
10	The Art of Performance	Improvisation, interpretation, cover-versions and mashups.
11	Music Analysis 1	Student-led discussions and presentations of music analysis projects
12	Music Analysis 2	Student-led discussions and presentations of music analysis projects
13	Music Analysis 3	Student-led discussions and presentations of music analysis projects
14	Review and Wrap-Up	Review of topics and materials

【Work to be done outside of class (preparation, etc.)】
Students are expected to read assigned texts, listen to assigned recordings, and complete assigned writing and creative tasks. Students are also expected to find music examples to share with the class. Preparatory study and review time for this class are 2 hours each.

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

【References】
Schafer, R. M. (1992). *A Sound Education: 100 Exercises in Listening and Sound-Making*. Indian River, ON: Arcana Editions.
Small, C. (1998). *Musicking: The Meanings of Performing and Listening*. Middletown, CT: Wesleyan University Press.

【Grading criteria】
In-Class Discussion and Activities: 20%,
Questionnaires for Weekly Reading and Reflection: 30%
Short Essay Assignments: 30%,
Group Presentation: 20%

【Changes following student comments】
Integrated opportunities for music-making activities.

【Equipment student needs to prepare】
Some in-class activities may require the use of computers, tablets or smartphones for the creation and/or playback of sound.

【Others】
Class materials and assignments can be accessed through Google Classroom.

【Prerequisite】
None

ART100ZA

Drama Workshop

Tony DANI

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

他学部公開：　グローバル：　成績優秀：○　実務教員：

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

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

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

【Method(s)】
1. This course will employ a variety of teaching methods relevant to the subject, ranging from activity based classes, group discussions, research assignments and culminating in student performances.
2. Submission of assignments and feedback will be via the Learning Management System and/or Google Classroom.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Selection procedure. Please note that students taking this course will also be required to prepare an introductory task for the following week. Full details will be given
2	Student Introductions and First Task	Introductory task presentations
3	Theatre Activities	Students will be taught a series of theatre activities aimed at building trust, focus and a group dynamic
4	Casting & Partner Announcement	Student pairings will be announced and each pairing will receive their play scripts. Initial script analysis groundwork will commence during the class and continue as homework
5	Text Workshop: the Actor in Training 1	How to work from a script into performance
6	Text Workshop: the Actor in Training 2	Continued: how to work from a script into performance
7	Read-through Commences	Each group will have the opportunity to hear each other's scenes with an initial reading clearly expressing an understanding of the script, the characters and their relationship to each other
8	Read-through Continues	Read-through continues
9	Rehearsals	Students will have the opportunity to rehearse their scripts. Guidance will be given on rehearsal and text analysis techniques
10	Rehearsals (Continued)	Students will have the opportunity to continue to rehearse their scripts
11	Technical Run-Through	Students will have the opportunity to practice their scripts with set, costume, makeup, sound, props and music
12	First Set of Performances	The first group of students will perform to the class
13	Second Set of Performances	The second group of students will perform to the class
14	Self and Peer Group Evaluations	Wrap-up & review. Students will have the opportunity to share their self and peer group evaluations with their fellow students and teacher in class. The evaluations will then be submitted at the conclusion of the class

【Work to be done outside of class (preparation, etc.)】
Students must complete any pre and post class homework tasks. Please note: due to the nature of this course, the syllabus is subject to change and therefore students should be prepared for a certain amount of flexibility in terms of class content, delivery and schedule. Preparatory study and review time for this class are 2 hours each.

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

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

【Grading criteria】
Introductory assignment: 10%
Script analysis & development research assignment: 30%
Participation: 20%
Final presentation performance: 30%
Final presentation performance self-evaluation: 10%

【Changes following student comments】
A key strategy of my classes for the 2021/22 Fall Term - necessitated by the Covid 19 pandemic - was to employ the use of video and video apps. In particular, 'Flipgrid App' was very useful as a way to enable students to present their their creative work in progress to me , to their classmates and for them to self evaluate. Having their work on video also meant that they could view in their own time and as many times as they wished. If classes return to face to face from this spring, then I am still planning to incorporate the use of video into the course. Finally, from some of my student's comments, I could also see how important my feedback - and that of their fellow students - was to them throughout the course. Again, video was an excellent medium through which to offer feedback. Therefore, I will be continuing to give feedback and encouraging student to student feedback when and where possible in the upcoming term both on video, through Google Classroom and, of course, face to face in the classroom.

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

【Prerequisite】
None.

ARS100ZA

Australia: Society and People

Marcus LOVITT

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

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
The purpose of this course is to familiarize students with contemporary Australian society. With Australia as a case study, we also understand the diversity of cultures around the world and the significance of enhancing communication with people from other cultural backgrounds.

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

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 3", and "DP 4".

【Method(s)】
Weekly lectures will focus on different aspects of Australian culture and will be followed by classroom discussion. Students are expected to participate in these discussions and share their thoughts on the material with the rest of the class. They are also required to give a class presentation based on their own research. Finally, students will write an essay to be turned in during the final class.
On completion of the course, students will have an understanding of the issues facing contemporary Australia, as well as an insight into its past. Students can also expect to improve critical thinking and presentation skills.
Comments on activities will be given in class. Submission of assignments and feedback will be on the Learning Management System.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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

【Work to be done outside of class (preparation, etc.)】
1. Reading assignments prior to each class.
2. Research for the class presentation and essay
3. Study for mid-term exam
Preparatory study and review time for this class are 2 hours each.

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

【References】
To be announced.

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

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

ARS100ZA

UK: Society and People

Mitsutoshi SOMURA

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

Day/Period：火 5/Tue.5

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】
This course will provide an introduction to the culture and society of contemporary Britain. Students will acquire knowledge about Britain: it's geography, climate, history, traditional culture, religion, political system, society, Britishness, and so on. The course will survey British society following globalization after Thatcher's government. Britain in the 70's was a nightmare, economically crippled, politically in a quagmire, and yet culturally vibrant. Thatcher, as prime minister (1979-1990), changed Britain drastically in the 80's. She insisted on free enterprise and deregulation, employed monetarist policies, privatized nationalized industries, passed legislations to weaken trade unions' political power, and was tenaciously skeptical about the deepening of European integration. However, socially, she was conservative and put an emphasis on the importance of traditional family, a self-help work ethic and community. Whether her policies worked well or not is still in discussion, but she is commonly thought to have prepared the way for globalisation, economic success, and the rise of so-called Cool Britannia. Political issues are often related to nation, religion, immigration, ethnicity, class, globalisation, gender, youth culture, and so on.
With UK as a case theme, we also understand the diversity of cultures around the world and the significance of enhancing communication with people from other cultural backgrounds.

【Goal】
Students will (1) acquire the general knowledge of the society and people in contemporary Britain, (2) learn how one of the most globalized nations has gone through the changes, and (3) think about the new realities and the implications of the changes. By comparing the situations in Britain and Japan, students will gain clearer perspectives on complex issues common in the most advanced and affluent countries.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 3", and "DP 4".

【Method(s)】
Students will attend lectures, read related materials, write short essays, watch videos and films, and have two written examinations.
Feedback will be given through Hoppii. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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

【Work to be done outside of class (preparation, etc.)】
Students are expected to read the materials as instructed and prepare for class. Preparatory study and review time for this class are 2 hours each.

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

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

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

【Changes following student comments】
None.

【Prerequisite】
None.

ARS100ZA

UK: Society and People

Mitsutoshi SOMURA

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

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】
This course will provide an introduction to the culture and society of contemporary Britain. Students will acquire knowledge about Britain: it's geography, climate, history, traditional culture, religion, political system, society, Britishness, and so on. The course will survey British society following globalization after Thatcher's government. Britain in the 70's was a nightmare, economically crippled, politically in a quagmire, and yet culturally vibrant. Thatcher, as prime minister (1979-1990), changed Britain drastically in the 80's. She insisted on free enterprise and deregulation, employed monetarist policies, privatized nationalized industries, passed legislations to weaken trade unions' political power, and was tenaciously skeptical about the deepening of European integration. However, socially, she was conservative and put an emphasis on the importance of traditional family, a self-help work ethic and community. Whether her policies worked well or not is still in discussion, but she is commonly thought to have prepared the way for globalisation, economic success, and the rise of so-called Cool Britannia. Political issues are often related to nation, religion, immigration, ethnicity, class, globalisation, gender, youth culture, and so on.
With UK as a case theme, we also understand the diversity of cultures around the world and the significance of enhancing communication with people from other cultural backgrounds.

【Goal】
Students will (1) acquire the general knowledge of the society and people in contemporary Britain, (2) learn how one of the most globalized nations has gone through the changes, and (3) think about the new realities and the implications of the changes. By comparing the situations in Britain and Japan, students will gain clearer perspectives on complex issues common in the most advanced and affluent countries.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 3", and "DP 4".

【Method(s)】
Students will attend lectures, read related materials, write short essays, watch videos and films, and have two written examinations.
Feedback will be given through Hoppii.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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

【Work to be done outside of class (preparation, etc.)】
Students are expected to read the materials as instructed and prepare for class. Preparatory study and review time for this class are 2 hours each.

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

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

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

【Changes following student comments】
None.

【Prerequisite】
None.

CUA100ZA

Introduction to Media Theory

Stevie Tongshun SUAN

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

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
We live in a media-saturated world, where every part of our lives is deeply interconnected with some type of media: smartphones with us at all times, the vastness of the internet, our regular media diets of films, series, videos, tweets, SNS, music, and more. Increasingly, living life is done mainly through media, but how do we go about analyzing this media-filled world around us? With this point of departure, this class will give an overview of the foundational concepts for contemporary media theory, examining some of the ideas from the most influential thinkers of media. These theories explore not just the technical operations of media, but how they function in society, how media work on us and how we work with and through them. In examining the theories about media, students will learn different methods to examine and analyze the media around us and the society we live in. By studying these theories, students will gain a general understanding of how to think about media, helping them to better navigate our media-saturated world.

【Goal】
In addition to teaching the students about media theory, this class aims to develop critical thinking and analytical skills. Throughout the semester students will: 1) learn various methodologies for approaching media; 2) examining the theories about various media; 3) explore how to apply these theories and concepts to other subjects; 4) learn how to conduct analyses of different media.

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

【Method(s)】
Classes will be lecture-based, with visual material such as clips of films and images. Students will be asked to have group discussions and analyses on certain themes. Each week students will be provided with an academic reading relevant to the topic. These readings will be important background information and/or will be directly addressed as the topic of the lecture and discussion. Lectures will explain in detail and through examples the topic for that class. Discussions based on the lecture will be facilitated by questions from the instructor to help the students explore and develop their critical and analytical skills for that topic. Students will be assessed on their understanding of the lectures and readings through their presentations and papers. Students will receive feedback in class and in written form, based on a grading rubric.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	How do we think about media?
2	Modernity and Media	How media are part of historical shifts
3	Semiotics	Examining signs and signification
4	Ideology	Interrogating the systems of worldview in media
5	Post-modernity	Analyzing the beginnings of the contemporary era and changes in media
6	Material Components	What media is made out of and its effects
7	Media Ecology	Interactions between media and society
8	Networked Media	Structures and practices of interlinking media
9	Media Platforms	New media production and consumption dynamics
10	Media Reproductions	Mechanical vs. digital reproduction and their differing implications
11	Convergence of Media	Intersections across media and their interactions
12	Virtual Media	Examining the simulated and the real in everyday life
13	Student Presentations I	Feedback and preparations for final paper
14	Student Presentations II	Feedback and preparations for final paper, wrap-up of semester

【Work to be done outside of class (preparation, etc.)】
Students should complete the assigned readings before each class and study the notes they take in class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be required as readings will be provided by the instructor.

【References】
Durham, Meenakshi Gigi., and Douglas Kellner. *Media and Cultural Studies: Keyworks*. Blackwell, 2006.

【Grading criteria】
Participation 20%
Presentations 40%
Final exam 40%

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

ART100ZA

Manga Studies

Stevie Tongshun SUAN

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

Day/Period：木 4/Thu.4

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
This class will provide an introduction to the field of manga studies. Here we will explore how manga operates as a type of media, analyzing manga from a multidisciplinary perspective. This means that we will look at manga from a variety of different perspectives, including its modes of reading/viewing, economics, aesthetics, and political history while considering its place in Japanese society and abroad. We will learn what makes manga specific as a type of media and how that allows us to delve into its particularities. This includes examining how manga mediated different shifts in Japanese society, as we explore the differences in the major manga genres, and how they cover various topics, from gender to memory. Beyond the local, we will ask what manga made outside of Japan can tell us about global the spread of media. We will also ask what manga, a media form that developed from paper and print, can tell us about other issues regarding the digitalization of our world as it moves into new formats for the 21st century.

【Goal】
In addition to teaching the students information about manga, its surrounding cultures, and business practices, this class aims to develop critical thinking and analytical skills. Throughout the semester students will: 1) learn the specific history of manga; 2) how to analyze manga as media; 3) examine how manga interacts with other media and society; 4) explore how to critically engage with manga.

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

【Method(s)】
Classes will be lecture-based, with visual material such as clips of films and animation. Students will be asked to have group discussions and analyses on certain themes and specific manga. Each week students will be provided with an academic reading relevant to the topic. These readings will be important background information and/or will be directly addressed as the topic of the lecture and discussion. Lectures will explain in detail and through examples the topic for that class. Discussions based on the lecture will be facilitated by questions from the instructor to help the students explore and develop their critical and analytical skills for that topic. Students will be assessed on their understanding of the lectures and readings through their presentations and papers. Students will receive feedback in class and in written form, based on a grading rubric.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Manga or comics?
2	Manga’s Visuals	Manga’s visual language
3	Making Manga’s History	Are there pre-modern manga?
4	Pre-war Manga	Manga in Meiji and Taisho Japan
5	Post-war Manga	Tezuka Osamu’s legacy
6	Media Influences	Manga, cinema, and anime’s interactions
7	Genres I	Industrial genres: mainstream manga
8	Genres II	Shōjo manga and gendered expression
9	Genres III	Gekiga and existential themes
10	Genres IV	Alternative manga
11	Digital Manga	Effects of changing formats
12	Global Manga	Manga made outside of Japan
13	Student Presentations I	Feedback and preparations for final paper
14	Student Presentations II	Feedback and preparations for final paper, wrap-up of semester

【Work to be done outside of class (preparation, etc.)】
Students should complete the assigned readings before each class and study the notes they take in class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be required as readings will be provided by the instructor.

【References】
Berndt, Jaqueline, editor. *Manga, Comics and Japan: Area Studies as Media Studies*. Vol. 156, Orientaliska Studier, 2018, https://orientaliskastudier.se/tidskrifter/156-2/.

【Grading criteria】
Participation 20%
Presentation 40%
Final exam 40%

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

ART100ZA

Visual Arts

Aquiles HADJIS

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

Day/Period：水 5/Wed.5

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】

The advent of digital photography and the present ubiquity of high speed internet and camera phones has sent most of us into a frenzy of image production and consumption. We simply recognize when a particular picture or video “hits the spot”, but how is that effect achieved? Is everyone a photographer now? Are our memes real art?

This course invites participants to answer those questions through a practice-based inquiry into image making in both "documentary" and "artistic" modalities.

【Goal】

What special conditions make an image get closer to being seen as "art" or at least "artistic"? Is the way we document our daily life on social media the same as a "real" documentary? How often do you look at the images you post online afterwards, and have you ever printed them?

This course aims to foster a critical eye towards camera use and the imagery it generates. Among other topics, it will explore basic techniques in image making which the participants will experience practically during the semester, including camera operation (full manual operation) and the basic handling of subjects and locations (lighting, composition, editing) gaining insight into what documentary or art photography is/isn’t. Students will learn the basics of ’making’ photographs and gain practical experience in working with real-life subjects. Drawing upon these experiences, students will prepare a final project based on a theme and methodology to be decided in class.

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

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

【Method(s)】

This course uses a practice-based learning approach centered around the production of still photography with some video. Workshops, assignments and supporting lectures are employed to develop students’ basic understanding of image making using examples from many eras and contexts. Students create an Instagram account for the course and post one photograph daily in response to a weekly class project. Final submission comprises a project portfolio, a written project statement, and evidence of participation (i.e., weekly assignments, class discussion).

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Introducing the course and expectations
2	What Can your Camera Really Do?	Learning about sensors, compression, and manual camera settings.
3	Lighting, Lenses and Beautification.	Seeing how lighting, composition and art direction sculpt scenes and subjects and the effects of lenses.
4	Photography and Film as Documents	Discussing early instances of photography as a documentary medium and a source of legal evidence.
5	The Genesis and Afterlife of Images	Exploring photography’s relationship with appropriation, influence and iconography and symbolic frameworks
6	Is the Document the Work Itself? Images as Things.	Discussing the relationships between documentary photography and art and the physical qualitites of photo prints and book art
7	Past & Contemporary Documentary Photographers	Discussing the evolution of the themes and methods of documentary photography through key practitioners.
8	Past & Contemporary Art Photographers	Discussing the evolution of the themes and methods of fine art photography through key practitioners.
9	Project Proposals	Discussing and preparing project proposals. First Presentation.
10	The Logic of Images	Exploring and developing strategies for addressing a theme throughout multiple images across time.
11	Editing is Key	Discovering the power of editing as a second moment of creation where we recognize (or falsify) patterns, narratives and motivations.
12	Peer Review: The Gaze of Others	Assembling and reviewing of project drafts with peer groups.
13	Final Project Review and Submission	Reviewing final portfolios and technical challenges prior to submission.
14	Final Presentation and Wrap-up	Final students’ presentation on their projects and feedback session.

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

Students must regularly take photographs and or videos, and concentrate on organizing them coherently in groups. Every week students are expected to participate in a camera-based assignment, which will be discussed in class. In order to track progress, students are expected to create a new Instagram account and post a single image taken daily (7 days x 12 weeks = 84 images). They are also expected to use the photobook resource in the library and do assigned readings. Preparatory study and review time for this class are about 2 hours each.

【Textbooks】

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

【References】

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

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

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

Fontcuberta, Joan (2014) *Pandora’s Camera*, Mack.

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

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

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

Meyerowitz, Joel and Westerbeck, Colin (2017) *Bystander: A History of Street Photography*, Lawrence King.
Sontag, Susan (1977/2008) *On Photography*, Penguin Classics.
Krivine, Andrew (2020) *Too Fast to Live Too Young to Die: Punk & Post Punk Graphics 1976-1986*, Pavilion.
Additional references will be provided by the instructor in class.

【Grading criteria】
Participation: this applies to daily posts (or multiple image posts for a project) to Instagram for weekly photo projects (minimum of 84 images total for projects). More than 2 unexcused absences will result in failure of this course.
Main Project: Each student must produce a portfolio (booklet) of 8-12 images selected from photographs made of one subject (or theme) during the course. Students are free to choose their subject but it must be discussed with the instructor and peers. A written project statement will be required. A template for the portfolio will be provided but students' proposals about using other templates or presenting video (or alternative printed formats) will be considered by the instructor on a case by case basis.
Presentation: each student must make short presentations (3-5 minutes) when they settle the plan for the project and when they conclude it. Additional casual presentations connected to assignments may be requested.
The final grade is based on: Participation 30%, Class Presentations 20%, Main Project 50%.

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

【Equipment student needs to prepare】
Students will need a laptop, a camera (mobile-phone cameras are the minimum) and general stationary (e.g. pen, pencil, glue, tape, paperclips). Please note that the use of a smartphone camera is acceptable for this course. However, if you have regular access to a better camera, please bring it and the instructor will show you how to use it. For several of the assignments you will need to print out your images as contact sheets and booklets. Convenience store laser prints are acceptable.

【Others】
Students are expected to come to class on time, participate and show interest in class topics, and develop enthusiasm about the subject of their projects.
The instructor is a practicing artist and filmmaker whose work across disciplines (visual arts, music, installations, film and photography) has been shown at venues, publications and exhibitions around the world.

【Prerequisite】
None.

ART100ZA

Topics in Arts: Fine Arts

Suzanne Carol MOONEY

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

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
Drawing is at the root of expression and communication in fine art. Through this course, students gain a fundamental understanding of art, while also pushing the boundaries of drawing beyond a traditional understanding of the medium. The skills being taught start with traditional drawing methods, and throughout the course, the definition of drawing is expanded to include elements of photography, digital imaging, and computer code.
FIne art is often dismissed as purely subjective and beyond comprehension or academic interrogation. Through a structured, methodical approach to image-making, supported by a comprehensive introduction to basic theory, and examples of these methods in practice, students will gain the ability to hone in on an area of interest and apply drawing and image-making as a means of research or expression.

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

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
Students engage in weekly practical exercises supported by lectures introducing relevant artists and their works. Exercises take the form of drawing activities that ask students to visually explore an object/subject.
Working towards an individual approach, students produce a portfolio of drawings. In addition to a final portfolio of drawings, students are required to keep a weekly sketchbook and take part in presentations and discussions in class.
Students will receive direct feedback and critique in class, combined with regular written feedback or grades for assignments submitted online. For major assignments, a grading rubric will be provided and explained in detail.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction & doodling	Introduction to course content. Explanation of requirements and expectations. Short lecture on the history of drawing. Practical exercise: first drawings.
2	Gesture drawing	Observing and rendering a subject in terms of line and feeling. Learn how to use quick sketching techniques. Ignore details to make drawings that capture the weight and pose of an object or person. Practical exercise: Gesture drawing.
3	Mark-making & tactility	Observing and rendering a subject in terms of controlled marks. Instruction on getting the full range of marks from your tools. Practical exercise: Mark-making.
4	Light & dark	Observing and rendering a subject in terms of light, shade and erasure. Positive and negative space Understanding light and form. Instruction on how to use dark and light shading to render form. Practical exercise: Shading.
5	Drawing in 3D	Exploring three-dimensional space with line: Wireframe drawing; Isometric drawing and linear perspective. Beginning a drawing without a drawing surface. Practical exercise: Perspective drawing.
6	Lines, angles, mathematics and logic	Study of the use of mathematics art. Practical exercise: Two-point perspective and patterns.
7	Light as a tool for drawing	Making drawings using time and light. Considering photography in drawing and also the relationship between time and light in drawing image. Practical exercise: Drawing with light and drawing with shadows.
8	Pixel drawing	Understand pixels and digital image data. Learn about correct scaling for screen and for print. Use layers to build complex digital images. Practical exercise: Editing scanned images.
9	Vector drawing	Using computer software/apps for making scalable drawings in a digital environment. Understand the difference between vector graphics and pixels, and the application of vector graphics in drawing, illustration and design. Practical exercise: Basics of vector drawing.
10	Visual coding	Code and creative programming in generative drawing. Instructional lesson in basic computer coding for generative drawing and motion graphics. Practical exercise: Editing and writing simple drawing programs.
11	Portfolio preparation	Group 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. Individual consultations and group work in preparation for individual video presentations.
13	Portfolio review	In class portfolio presentation and critique for all students. Individual presentations to the class.
14	Portfolio review/ The bigger picture	Individual presentations(continued) and considering the application of drawing beyond this course. Class discussion.

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each.
Students are be required to complete practical activities outside of class time.
In addition to class activities and regular notebook work, students will be required to spend time every week working towards their portfolio before the final review.
Research on an artist selected by the student will also be expected.

【Textbooks】
No textbook will be used

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

【Grading criteria】
Participation and attitude - 25%
Tasks - 30%
Completed portfolio - 30%
Presentation - 15%

【Changes following student comments】
Not applicable

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

【Prerequisite】
None.

ART100ZA

Topics in Arts: Visual Communication Design

Gary MCLEOD

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

他学部公開：　グローバル：　成績優秀：○　実務教員：

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

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

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

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

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

【Fieldwork in class】
あり / Yes

【Schedule】授業形態：対面/face to face

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

【Work to be done outside of class (preparation, etc.)】
Students are expected to download and read assigned readings prior to lectures. Students are also expected to create a new Instagram account and post a single image taken daily (7 days x 13 weeks = 91 images). The project will require a number of hours spent outside of class in order to make the work. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Lester, Paul Martin (2014) *Visual Communication: Images with Messages*, Wadsworth Cengage Learning.
Additional handouts and reading materials will be will be uploaded on H'etudes or distributed in class.

【References】
Ambrose, Gavin and Harris, Paul (2011) *Basics Design 01: Format*, Fairchild Books.
Ambrose, Gavin and Harris, Paul (2011) *Basics Design 02: Layout*, 2nd Edition, Fairchild Books.
Ambrose, Gavin and Harris, Paul (2005) *Basics Design 03: Typography*, Fairchild Books.
Ambrose, Gavin and Harris, Paul (2006) *Basics Design 04: Image*, Fairchild Books.
Ambrose, Gavin and Harris, Paul (2007) *Basics Design 05: Colour*, Fairchild Books.
Berger, John (1977) *Ways of Seeing*, Penguin Books.
Frascara, 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.
Final Project: each student must produce and exhibit one poster design (A2 size) relating to a topic chosen in class.
The final grade is based on: Participation 40% and Final Project 60%.

【Changes following student comments】
Changes reflect feedback and suggestions. Thank you.

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

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

【Prerequisite】
None.

LIN100ZA

Introduction to Linguistics

Nobumi NAKAI

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

他学部公開： グローバル： 成績優秀： 実務教員：

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

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

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course is a combination of lectures and discussions about pre-assigned topics. The lectures are delivered using PowerPoint slides and Internet sources. Students have to address review and application questions given in advance. **Attendance at the first class is mandatory.** Submitted assignments and tests are reviewed in detail and commented on in the following week’s lecture. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction I	(1) Outlining the course content and instructional methodologies (2) What is a language? (3) What is linguistics? (4) General linguistics and English linguistics
2	Introduction II	(1) The world’s major languages (2) History of English (3) Numbers of L1 and L2 English speakers (4) Regional variations of English
3	Synchronic and Diachronic Linguistics I	(1) Diachronic linguistics (2) Synchronic linguistics
4	Synchronic and Diachronic Linguistics II	(1) Comparative linguistics (2) The Indo-European language family (3) Contrastive linguistics
5	Phonetics and Phonology I	(1) Subfields of linguistics (2) Phonetics (3) Phonology (4) Phoneme & allophones (5) Phonetic and phonemic transcriptions
6	Phonetics and Phonology II Mid-semester Examination	(1) Suprasegmentals (2) Mid-semester exam
7	Morphology I	(1) Morpheme and allomorphs (2) Declension and conjugation (3) Patterns of inflection
8	Morphology II	Word formation
9	Syntax I	(1) Sentence (2) Phrase (3) Clause (4) Tense, aspect, mood, and voice (5) Agreement
10	Syntax II	(1) Grammatical structure (2) Theme and rheme (3) Given and new information
11	Syntax III	(1) Generative grammar (2) Phrase structure rules (3) Tree diagrams
12	Semantics	(1) What is meaning? (2) Seven types of meaning (3) Pragmatics
13	Linguistic Universals and Relativity	(1) Linguistic universals (2) Typology (3) Linguistic relativity
14	Introduction to Sociolinguistics and ELF Review and Final Examination	(1) What is sociolinguistics? (2) Examples of the interaction between linguistic and social variables (3) Standard and non-standard English (4) ELF (English as a lingua franca) (5) Language attitudes (6) Review and final exam

【Work to be done outside of class (preparation, etc.)】
Students are required to read the handouts beforehand so that they can actively participate in discussions. They may also need to consult chapter references or search for relevant online materials to answer pre-assigned questions satisfactorily. Preparatory study and review time for this class are 2 hours each.

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

【References】
Detailed references and suggestions for further reading are listed on each chapter handout. The following books will be helpful as a general introduction.
Fasold, R. W., & Connor-Linton, J. (Eds.). (2014). *An introduction to language and linguistics* (2nd ed.). Cambridge: Cambridge University Press.
Yule, G. (2020). *The study of language* (7th ed.). Cambridge: Cambridge University Press.

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

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
The handouts are downloadable in PDF format.

【Prerequisite】
No prerequisite is required.

LIN100ZA

Introduction to Linguistics

Yutai WATANABE

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

Day/Period：火 5/Tue.5

他学部公開： グローバル： 成績優秀： 実務教員：

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

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

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course is a combination of lectures and discussions about pre-assigned topics. Students have to address review and application questions given in advance. Submitted assignments and tests are reviewed in detail and commented on in the following week’s lecture.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction I	(1) Outlining the course content and instructional methodologies (2) What is a language? (3) What is linguistics? (4) General linguistics and English linguistics
2	Introduction II	(1) The world’s major languages (2) History of English (3) Numbers of L1 and L2 English speakers (4) Regional variations of English
3	Synchronic and Diachronic Linguistics I	(1) Diachronic linguistics (2) Synchronic linguistics
4	Synchronic and Diachronic Linguistics II	(1) Comparative linguistics (2) The Indo-European language family (3) Contrastive linguistics
5	Phonetics and Phonology I	(1) Subfields of linguistics (2) Phonetics (3) Phonology (4) Phoneme & allophones (5) Phonetic and phonemic transcriptions
6	Phonetics and Phonology II Mid-semester Examination	(1) Suprasegmentals (2) Mid-semester exam
7	Morphology I	(1) Morpheme and allomorphs (2) Declension and conjugation (3) Patterns of inflection
8	Morphology II	Word formation
9	Syntax I	(1) Sentence (2) Phrase (3) Clause (4) Tense, aspect, mood, and voice (5) Agreement
10	Syntax II	(1) Grammatical structure (2) Theme and rheme (3) Given and new information
11	Syntax III	(1) Generative grammar (2) Phrase structure rules (3) Tree diagrams
12	Semantics	(1) What is meaning? (2) Seven types of meaning (3) Pragmatics
13	Linguistic Universals and Relativity	(1) Linguistic universals (2) Typology (3) Linguistic relativity
14	Introduction to Sociolinguistics and ELF Review and Final Examination	(1) What is sociolinguistics? (2) Examples of the interaction between linguistic and social variables (3) Standard and non-standard English (4) ELF (English as a lingua franca) (5) Language attitudes (6) Review and final exam

【Work to be done outside of class (preparation, etc.)】
Students are required to read the handouts beforehand so that they can actively participate in discussions. They may also need to consult chapter references or search for relevant online materials to answer pre-assigned questions satisfactorily. Preparatory study and review time for this class are 2 hours each.

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

【References】
Detailed references and suggestions for further reading are listed on each chapter handout. The following books will be helpful as a general introduction.
Fasold, R. W., & Connor-Linton, J. (Eds.). (2014). *An introduction to language and linguistics* (2nd ed.). Cambridge University Press.
Yule, G. (2020). *The study of language* (7th ed.). Cambridge University Press.

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

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
The lectures are delivered using PowerPoint slides and Internet resources. The handouts are downloadable in PDF format.

【Prerequisite】
No prerequisite is required.

LIN100ZA

Contrastive Linguistics

Geraldo FARIA

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

Day/Period：金 2/Fri.2

他学部公開： グローバル： 成績優秀：○ 実務教員：

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

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

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
After an introduction to the topics in the form of mini-lectures, examples from target languages are presented for discussion and analysis. This course contains assignments and writings outside of class, which may be presented in class. Note that the suggested topics may vary slightly depending on the number of registered students and their interests. Finally, submissions of assignments and their feedback will be via Google.docs (unless students are notified previously).

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete weekly reading assignments before class and review previous handouts before the following class.
They should also organize their notes in the form of a notebook or computer file.
Preparatory study and review time for this class are 2 hours each.

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

【References】
Austin, Peter and Julia Sallabank. *The Cambridge Handbook of Endangered Languages.* Cambridge University Press, 2011 ISBN 9780521882156
Moravcsik, Edith. *Introducing Language Typology.* Cambridge University Press, 2013 ISBN 9780521193405
The teacher will suggest material appropriate to the students’ projects and interests through either the Internet or reference books available at the university library.

【Grading criteria】
Grades will be based on exams (mid-term 30% and final 30%), assignments 30%, and participation 10%.

【Changes following student comments】
No feedback yet received.

【Equipment student needs to prepare】
Quick researches online are at times required; therefore, a laptop or smartphone may be used for such searches.

【Others】
A willingness to tackle language-related puzzles.

【Prerequisite】
None.

LIN100ZA

English Grammar: The Basics

Peter EVANS

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

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
The most important ingredients of the grammar of the English language.

【Goal】
A major step toward the ability to understand how sentences of English work.
For why you might want this ability, see the course description for *English Grammar Extended*, which you should consider taking after *English Grammar: The Basics*.

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

【Method(s)】
We follow Huddleston, Pullum and Reynolds’ textbook, which is based on (but is very much smaller and simpler than) the earlier book *The Cambridge Grammar of the English Language* (*CGEL*). Both are *descriptive* grammar books, saying how sentences of English *are* constructed (and not how the authors imagine they *should be* constructed). As its publisher says, *CGEL* “is firmly based on research in modern linguistics and rejects many errors of the older tradition, supporting its departures from traditional grammar with reasoned argument”. So the textbook will almost certainly disagree with any grammar or other textbook that you’ve used in any previous English course.
The book and course are only theoretical where necessary. (There are very few tree diagrams.) So if other syntax books alarm you, don’t worry.
Before each class, you have to read and digest ten or so pages of the textbook. We’ll discuss that part of the book, and related exercises, in the class. You are very welcome to come up with apparent counterexamples to what’s written in the book, and so forth.
Students both submit work for assignments and get comments on this work via “Hoppii”.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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

【Work to be done outside of class (preparation, etc.)】
Reading the textbook, doing exercises, coming up with examples. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Rodney Huddleston, Geoffrey K Pullum and Brett Reynolds. *A Student’s Introduction to English Grammar*. 2nd ed. Cambridge: Cambridge University Press, 2021. ISBN 978-1-00-908801-5
We’ll only have time to go through part of this book, but later chapters will serve for a second course, *English Grammar Extended*.

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

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

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

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

【Prerequisite】
None.

EDU100ZA

TESOL I: Introduction

Machiko KOBORI

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

Day/Period：木 3/Thu.3

他学部公開：　グローバル：○　成績優秀：　実務教員：

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

【Goal】
Upon completion of this course, students should be able to do the following:
1. Explain the core issues in L2 acquisition research.
2. Examine the connection between L2 research and pedagogy.
3. Conduct research on instructed L2 learning, and relate the findings to L2 learning and teaching in Japan.
4. Conduct research on L2 pedagogical approaches integrated with ICT
5. Understand what is needed to qualify as an English teacher.

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

【Method(s)】
The course focuses on the teaching and learning of English. Students will learn theories of first and second language acquisition and a range of opportunities to explore research studies and pedagogy on EFL/ESL education. The course will be highlighted by the students’ individual performance: they are to choose one of the course topics and then make a presentation on it. They are required to practice their ICT pedagogical skills through the presentation as well as learning its content. Students are also required to take a final exam and submit a written assignment on a related issue.
Submission of the final requirements and feedback will be on the learning management systems. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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

【Work to be done outside of class (preparation, etc.)】
1. Every week before attending class, students are required to comprehend the assigned readings.
2. Students are required to prepare for their presentation sessions by creating presentation materials.
Preparatory study and review time for this class are 2 hours each.

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

【References】
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・冨田祐一・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. 文部科学省. 2017.『小学校学習指導要領（外国語）』東洋館出版社.
5. 文部科学省. 2017.『中学校学習指導要領（外国語）』開隆堂出版.
6. 文部科学省. 2018.『高等学校学習指導要領（外国語・英語）』開隆堂出版.

【Grading criteria】
Evaluation will be based on:
1. Class participation (10%)
2. Presentation (20%)
3. Presentation materials (10%)
4. Writing assignment (30%)
5. Final Exam (30%)
More than 2 unexcused absences will result in failure of this course.

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

【Equipment student needs to prepare】
PC

【Prerequisite】
None.

EDU100ZA

Language Education in the Digital Era

Robert PATERSON

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

他学部公開：　グローバル：　成績優秀：○　実務教員：

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

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

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

【Method(s)】
Some classes will have a mini demonstration of various ed-tech tools by the teacher followed by time for students to repeat the same actions by themselves. Other classes will teach various research techniques using technology, followed by longer periods of research time for students to gather information. All classes will have homework - sometimes design work, sometimes research work, sometimes written work, and sometimes commenting on the work of others.At the beginning of class feedback for the previous classes homework will be given by the teacher, All assignments will be done on Google Docs/Slides/Sites/Blogs and checked online at the start of the next class.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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

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

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

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

【Changes following student comments】
Previous students from the academic 2021 year, gave the course very good feedback so I plan to keep it much the same.

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

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

【Prerequisite】
None.

LIN100ZA

Second Language Acquisition

Tomoko SHIGYO

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

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
The course provides an overview of second language (L2) learning; in particular, it provides basic studies and theories of how languages are learned from different perspectives such as first language (L1) acquisition and individual differences (ID). It also covers issues on characteristics of L2 learners and learning through the observation of L2 classrooms and discussion about it.

【Goal】
Upon completion of this course, students should be able to do the following:
(1) Learn important concepts, perspectives, and theories in second language learning, including influence by first language acquisition and its studies
(2) Understand basic factors influence on of second language learning
(3) Explain basic factors that influence building theoretical frameworks of L2 learning.

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

【Method(s)】
This course looks at how languages are learned: based on the lecture giving explanation of terms of SLA in the first half of the course, students are to make a presentation of core issues on L2 learning in the classroom with their L2 learning experiences in the second half of the course.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Language Learning in Early Childhood	First language acquisition Explaining first language acquisition - The behaviorist perspective - The innatist perspective - Interactionist/ development perspective
3	Second Language Learning (1)	Learner characteristics Learning conditions Studying the language of second language learners - Contrastive analysis, error analysis, and interlanguage - Developmental sequences
4	Second Language Learning (2)	More about first language influence Vocabulary Pragmatics Phonology Sampling learners’ language
5	Individual Differences in Second Language Learning (1)	Research on learner characteristics - Intelligence - Language learning aptitude - Learning styles - Personality - Attitudes and motivation - Motivation in the classroom - Identity and ethnic group affiliation - Learner beliefs
6	Individual Differences in Second Language Learning (2)	Individual differences and classroom instruction Age and second language learning Age and second language instruction
7	Explaining Second Language Learning (1)	The behaviourist perspective The innatist perspective The cognitive perspective
8	Explaining Second Language Learning (2)	Second language applications: interacting, noticing, processing, and practising - The interaction hypothesis - The noticing hypothesis - Input processing - Processability theory - The role of practice
9	Observing Learning and Teaching in the Second Language Classroom (1)	Natural and instructional settings Classroom comparions: Teacher–student interaction
10	Observing Learning and teaching in the Second Language Classroom (2)	Observation schemes - Classroom comparions: Teacher–student interaction - Classroom comparisons: Student–student interaction - Corrective feedback in the classroom - Questions in the classroom Ethnography
11	Second Language Learning in the Classroom (1)	1 Get it right from the beginning 2 Just listen … and read 3 Let’s talk
12	Second Language Learning in the Classroom (2)	4 Get two for one 5 Teach what is teachable 6 Get it right in the end
13	Popular Ideas about Language Learning Revisited	Reflecting on the popular ideas: Learning from research
14	Consolidation of Second Language Learning	Reflection & Summary

【Work to be done outside of class (preparation, etc.)】
Preparation 2 hours, review 2 hours, a total of 4 hours.
Students are expected to complete weekly reading assignments

【Textbooks】
Lightbown, P. M. & Spada, N. (2013). How languages are Learned. 4th. Oxford University Press. ￥ 2,099

【References】
1.Benati, A. G. & Angelovska, T. (2016). Second Language Acquisition: A Theoretical Introduction to Real-World Applications. Bloomsbury Academic.
2.VanPatten, B., Smith, M. & Benati, A. G. (2019). Key Questions in Second Language Acquisition: An Introduction. Cambridge University Press.

【Grading criteria】
Evaluation will be based on:
1. Class participation (20%)
2. Presentation (30%)
3. Presentation material (10%)
4. Final assignment (40%)
More than 2 unexcused absences will result in failure of this course.

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
Use a laptop in class, get lecture materials, etc. in Hoppi.

【Prerequisite】
None.

EDU100ZA

Comparative Education

Machiko KOBORI

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

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
This course is for students intending to explore motivational issues to learn second languages (L2s) within the context of comparative education. It provides basic understandings of conceptual frameworks of L2 motivation and a historical overview of the development of the L2 motivational studies focusing on social, cognitive and educational aspects of motivational psychology. Its purpose is to give an insight into significant variables of L2 motivation as core elements in L2 education from a global perspective. It explains how they are affected by globalisation and local settings related to L2 learners such as their ethnic backgrounds, age, L2 learning conditions, etc., especially in the teaching of English (foreign languages). This course also studies how to put the related knowledge into practice: it gives an insight into collections of the related research studies ranging worldwide and is expected to stimulate debate on how to deal with motivational aspects effectively in L2 education.

【Goal】
Upon completion of this course, students should be able to do the following:
(1) Learn important concepts, perspectives, and theories in L2 motivation.
(2) Understand basic factors that influence L2 motivation.
(3) Explain basic factors that influence building theoretical frameworks of L2 motivation.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
The presentation, final exam and writing assignment are required for the completion of this course; students are to choose one of the course topics and are required to make a presentation and submit a writing assignment on it. Submission of the final requirements and feedback will be on the learning management systems (HOPPII, etc.).

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Course guidance on Comparative Education
2	The Conceptualisation of Motivation	Issues in defining motivation and its fundamental challenges
3	The Development of the L2 Motivational Studies (1)	Issues in the classical studies
4	The Development of the L2 Motivational Studies (2)	Issues in the social-psychological period
5	The Development of the L2 Motivational Studies (3)	Issues in the cognitive-situated period
6	The Development of the L2 Motivational Studies (4)	Issues in the process-oriented and socio-dynamic periods
7	L2 Motivation in Practice	Issues in teaching strategies and approaches
8	L2 Motivation in Context	Issues in demotivating influences
9	L2 Motivation Research from a Global Perspective (1)	Issues in cross-sectional studies
10	L2 Motivation Research from a Global Perspective (2)	Issues in longitudinal studies
11	Presentation (1)	Preparation for presentation: checking contents, materials, procedure and performance
12	Presentation (2)	Discuss and review (1)
13	Presentation (3)	Discuss and review (2)
14	Consolidation of Comparative Education	Final exam and review

【Work to be done outside of class (preparation, etc.)】
1. Every week before attending class, students are required to comprehend the assigned readings.
2. Students are required to choose one of the related topics and write a reflective paper.
3. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation.* Cambridge University Press.

【References】
1. Apple, T. M., Silva, Da D., & Fellner, T. (eds.). (2017). *L2 selves and motivations in Asian contexts*. Multilingual Matters.
2. Dörnyei, Z. (2005). *The psychology of the language learner*. LEA.
3. Dörnyei, Z., & Ushioda, E. (eds.). (2009). *Motivation, language identity and the L2 self*. Multilingual Matters.
4. Dörnyei, Z. et al. (2006). *Motivation, language attitudes and globalisation: A Hungarian perspective*. Multilingual Matters.
5. Ushioda, E. (2013). *International perspectives on motivation: Language learning and professional challenges*. Palgrave Macmillan.

【Grading criteria】
Evaluation will be based on:
1. Class participation (10%)
2. Presentation (30%)
3. Writing assignment (30%)
4. Final Exam (30%)
More than 2 unexcused absences will result in failure of this course.

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

【Equipment student needs to prepare】
Use a laptop in class, get lecture materials, etc. in HOPPII.

【Others】
None.

【Prerequisite】
None.

LANf100ZA

French A I

Masamichi SUZUKI

Credit(s)：1 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：月 4/Mon.4
Notes：< GIS students > 2015 年度以前入学者は 2 単位

他学部公開： グローバル： 成績優秀：○ 実務教員：

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

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

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

【Method(s)】
Mr.Okamura (French BI) and I will use the same text book (see below) and conduct the class in relay. The students will learn all basic skills - speaking, listening, reading and writing although learning of practical skills takes precedence in this course. (Mr. Okamura will rather focus on learning the grammar. It is therefore required that the students attend both of the courses). Active participation is necessary not only for the acquisition of communicative skills through various means (e.g. role-playing), but for an understanding of French culture or that of other French-speaking countries.
The students will get information about the course by way of Learning Management System (LMS).
During the semester, the students are required to submit several assignments through LMS. They will get them back equally through LMS.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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

【Work to be done outside of class (preparation, etc.)】
1st week: Review of greetings and preparation for the next lesson
2nd week: Homework and preparation for the next lesson
3rd week: Review of introductions and preparation for the next lesson
4th week: Review of expressions for jobs and preparation for the next lesson
5th week: Homework and preparation for the next lesson
6th week: Homework and preparation for the next lesson
7th week: Review of expressions of likes and preparation for the next lesson
8th week: Homework and preparation for the next lesson
9th week: Homework and preparation for the next lesson
10th week: Review of expressions for phone conversation and preparation for the next lesson
11th week Review of expressions for favorite activities and preparation for the next lesson
12th week: Preparation for the examination
13th week: Review of description of persons / Preparation for the next lesson
14th week: Total review
Preparatory study and review time for this class are 1 hour.

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

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

【Grading criteria】
Progress will be assessed by classwork and assignments. A term-end examination will be held. Continuous assessment: 50%; term-end examination: 50%. If the term-end examination is not possible to organize, the grade will be given on the basis of the accumulation of assignments. Students must work routinely at home: they must read aloud expressions and sentences given in the textbook. They must be able to use them in oral or writing class activities. Active participation in role-playing is important.

【Changes following student comments】
The covid 19 situation has caused some problems on a larger or smaller scale: confusion of schedule because of the alternation of online classes and face-to-face classes, awkwardness of class activities especially on oral level because of distance between students in the classroom, etc. I will try to create an optimum situation which can facilitate students’ class performance.

【Others】
Students should also attend Mr.Okamura’s course French BI.

【Prerequisite】
None.

LANf100ZA

French A II

Masamichi SUZUKI

Credit(s)：1 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：月 4/Mon.4
Notes：< GIS students > 2015 年度以前入学者は 2 単位

他学部公開：　グローバル：　成績優秀：○　実務教員：

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

【Goal】
The goal of this course is to develop basic daily communication skills: asking for information, answering questions, speaking about oneself, and understanding simple texts.
The students must make an effort to reach the level A1 of CEFER.

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

【Method(s)】
As in the spring semester, Mr. Okamura (French BII) and I will use the same text book (see below) and conduct the class in relay. The students will learn all basic skills - speaking, listening, reading and writing although learning of practical skills takes precedence in this course. (Mr. Okamura will rather focus on learning of the grammar. It is therefore required that the students attend both of the courses). Active participation is necessary not only for the acquisition of communicative skills through various means (e.g. role-playing), but for an understanding of French culture or that of other French-speaking countries.
The students will get information about the course by way of Learning Management System (LMS).
During the semester, the students are required to submit several assignments through LMS. They will get them back equally through LMS.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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

【Work to be done outside of class (preparation, etc.)】
1st week: Homework and preparation for the next lesson
2nd week: Homework and preparation for the next lesson
3rd week: Review of expressions for sightseeing and preparation for the next lesson
4th week: Review of expressions for directions and preparation for the next lesson
5th week: Review of expressions for activities and preparation for the next lesson
6th week: Homework and preparation for the next lesson
7th week: Homework and preparation for the next lesson
8th week: Homework and preparation for the next lesson
9th week: Reviews of expressions for family members and preparation for the next lesson
10th week: Reviews of expressions for E-mail and preparation for the next lesson
11th week: Review of expressions for destination and preparation for the next lesson
12th week: Preparation for the examination
13th week: Review of the past tense
14th week: Total review
Preparatory study and review time for this class are 1 hour.

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

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

【Grading criteria】
Progress will be assessed by classwork and assignments. A term-end examination will be held. Continuous assessment: 50%; term-end examination: 50%.
If the term-end examination is not possible to organize, the grade will be given on the basis of the accumulation of assignments.
The students must work routinely at home: they must read aloud expressions and sentences given in the textbook. They must be able to use them in oral class activities. Active participation in role-playing is important.

【Changes following student comments】
The covid 19 situation has caused some problems on a larger or smaller scale: confusion of schedule because of the alternation of online classes and face-to-face classes, awkwardness of class activities especially on oral level because of distance between students in the classroom, etc. I will try to create an optimum situation which can facilitate students’ class performance.

【Others】
The students should also attend Mr.Okamura’s course French BII .

【Prerequisite】
None.

LANf100ZA

French B I

Tamio OKAMURA

Credit(s)：1 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：水 2/Wed.2
Notes：< GIS students > 2015 年度以前入学者は 2 単位

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
フランス語初級文法を学ぶ。時間のゆるすかぎりフランス語圏の社会・歴史・文化に関する情報を紹介する。

【Goal】
フランス語初級文法の修得。初級レベルのオーラル能力。

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

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

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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

【Work to be done outside of class (preparation, etc.)】
前回の復習。ときどき宿題。各課終了ごとに小テストを出すのでその準備をすること。 Preparatory study and review time for this class are 1 hour.

【Textbooks】
『Spirale　スピラル 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】
授業内評価 50%＋期末試験 50%
具体的な方法と基準は、FrenchAI と擦り合わせ、学習支援システムで提示する。

【Changes following student comments】
授業内で復習できなかった宿題を評価後に返却する。

【Others】
『Spirale』という同一教科書を French AI と交互にレリーしながら使用するので、必ず French AI と合わせて履修すること。なお BI では『フランス語トレーニング・コース』も使用する。初回から２冊の教科書を使用するので、生協で購入しておくこと。

【Prerequisite】
None.

【Outline (in English)】
【Course outline】 Students study Elementary French grammar.
【Learning activities outside of classroom】 After each class meeting, students will be expected to spend one hour to understand the course content
【Grading Criteria /Policy】 Term-end examination: 50%, in class contribution: 50%

LANf100ZA

French B II

Tamio OKAMURA

Credit(s)：1 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：水 2/Wed.2
Notes：< GIS students > 2015 年度以前入学者は 2 単位

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
フランス語初級文法を学ぶ。
We study Elementary French grammar.

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

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

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

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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

【Work to be done outside of class (preparation, etc.)】
宿題（書く練習をする） Preparatory study and review time for this class are 1 hour.

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

【References】
授業内で適宜指示する。

【Grading criteria】
授業内評価 50 %＋期末試験 50 %
具体的な方法と基準は、French BI と擦り合わせ、学習支援システムで提示する。

【Changes following student comments】
授業内で復習できなかった宿題を評価後に返却する。

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

【Prerequisite】
None.

【Outline (in English)】
【Course outline】Students study Elementary French grammar.
【Learning activities outside of classroom】After each class meeting, students will be expected to spend one hour to understand the course content
【Grading Criteria /Policy】Term-end examination: 50%, in class contribution: 50%

LANs100ZA

Spanish A I

Taiga WAKABAYASHI

Credit(s)：1 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：金 5/Fri.5
Notes：< GIS students > 2015 年度以前入学者は 2 単位

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
Basic Spanish grammar and conversation.

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

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

【Method(s)】
This course begins with the Spanish alphabet. Basic Spanish grammar will be explained during each weekly lesson. After an explanation of grammatical principles, students will be asked some practical questions. This class advances slowly. In order to prepare, students should do the review exercises at home and bring their textbook and a Spanish-Japanese dictionary to class (see below). To foster a deeper appreciation of Spanish and Latin American cultures, some Spanish songs and movies will be shared, time permitting.
The feedback for homework will be given through Hoppii Learning Assistant System.
Please note that the first week will be offered online to avoid overcrowding the classroom. The Zoom URL for the first class will be announced on Hoppii Learning Assistant System before the semester begins.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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) Review

【Work to be done outside of class (preparation, etc.)】
Preparation and review are necessary. Students should review lesson vocabulary using a dictionary.
Preparatory study and review time for this class are 1 hour.

【Textbooks】
泉水浩隆『スペイン語キックオフ』（白水社）、2011 年、2,310 円（税込）
ISBN: 978-4-560-01679-4

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

【Grading criteria】
Evaluation is by midterm and final exam. Class participation and attitude towards learning will be taken into consideration.
Evaluation is as follows:
Class participation and attitude: 30%
Midterm exam: 30%
Final exam: 40%

【Changes following student comments】
Progress will be adjusted based on student needs.

【Others】
Only this column is described in Japanese, as follows:
必ず Spanish BI と同セメスターで履修すること。
2015 年度以前に入学した学生は、2 単位となります。

【Prerequisite】
None.

LANs100ZA

Spanish A II

Taiga WAKABAYASHI

Credit(s)：1 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：金 5/Fri.5
Notes：< GIS students > 2015 年度以前入学者は 2 単位

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
Basic Spanish grammar and conversation.

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

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

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

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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

【Work to be done outside of class (preparation, etc.)】
Preparation and review are necessary. Students should review lesson vocabulary and use a dictionary. Preparatory study and review time for this class are 1 hour.

【Textbooks】
泉水浩隆『スペイン語キックオフ』（白水社）、2011 年、2,310 円（税込）
ISBN: 978-4-560-01679-4

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

【Grading criteria】
Evaluation is by midterm and final exam. Class participation and attitude towards learning will be taken into consideration.
Evaluation is as follows:
Class participation and attitude: 30%
Midterm exam: 30%
Final exam: 40%

【Changes following student comments】
Progress will be adjusted based on student needs.

【Others】
Only this column is described in Japanese, as follows:
必ず Spanish BII と同セメスターで履修すること。
2015 年度以前に入学した学生は、2 単位となります。

【Prerequisite】
None.

LANs100ZA

Spanish B I

Yoshifumi Onuki

Credit(s)：1 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：火 4/Tue.4
Notes：< GIS students > 2015 年度以前入学者は 2 単位

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
Basic Spanish grammar and conversation.

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

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

【Method(s)】
This course begins with the Spanish alphabet. Basic Spanish grammar will be explained during each weekly lesson. After an explanation of grammatical principles, students will be asked some practical questions. This class advances slowly. In order to prepare, students should do the review exercises at home and bring their textbook and a Spanish-Japanese dictionary to class (see below). To foster a deeper appreciation of Spanish and Latin American cultures, some Spanish songs and movies will be shared, time permitting.
At the beginning of class, feedback for the previous class is given using some comments from submitted reaction papers.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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	Review and Final Exam	Review and Final Exam (written)

【Work to be done outside of class (preparation, etc.)】
Preparation and review are necessary. Students should review lesson vocabulary and use a dictionary. Preparatory study and review time for this class are 1 hour.

【Textbooks】
『スペイン語キックオフ』泉水浩隆（白水社）

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

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

【Changes following student comments】
Progress will be adjusted based on student needs.

【Others】
Only this column is described in Japanese, as follows:
必ず Spanish AI と同セメスターで履修すること。
2015 年度以前に入学した学生は、2 単位となります。

【Prerequisite】
None.

LANs100ZA

Spanish B II

Yoshifumi Onuki

Credit(s)：1 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：火 4/Tue.4
Notes：< GIS students > 2015 年度以前入学者は 2 単位

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
Basic Spanish grammar and conversation.

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

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

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

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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	Review and Final Exam	Review and Final Exam (written)

【Work to be done outside of class (preparation, etc.)】
Preparation and review are necessary. Students should review lesson vocabulary and use a dictionary. Work to be done outside of class": "Preparatory study and review time for this class are 1 hour.

【Textbooks】
『スペイン語キックオフ』泉水浩隆（白水社）

【References】
『西和中辞典』（小学館）等
『わかるスペイン語文法』西川喬　(同学社)、2010 年
授業中の携帯電話やノートパソコンを利用してのオンライン辞書の使用は認められない

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

【Changes following student comments】
Progress will be adjusted based on student needs.

【Others】
Only this column is described in Japanese, as follows:
必ず Spanish AII と同セメスターで履修すること。
2015 年度以前に入学した学生は、2 単位となります。

【Prerequisite】
None.

LANc100ZA

Chinese A I

Yuko TAKADA

Credit(s)：1 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：水 3/Wed.3
Notes：< GIS students > 2015 年度以前入学者は 2 単位

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
This is for learners with little or no prior knowledge of the Chinese language, or for those who wish to review basic skills.

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

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

【Method(s)】
Topics include:
- Pronunciation of Chinese as romanized in *P ī 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.

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

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
1	Introduction and Overview	Introduction and overview.
2	Lesson 1	Pronunciation of Chinese as written in *P ī nyī n* (拼音) 1
3	Lesson 3	Pronunciation of Chinese as written in *P ī nyī n* (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 “y ǒ u” (有) 2
13	Lesson 17	The action-measure complement
14	Examination & Wrap-up	Generalization Examination

【Work to be done outside of class (preparation, etc.)】
Listening to the textbook CD, and doing preparation and review work. Preparatory study and review time for this class are 1 hour.

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

【References】
Materials will be provided by the instructor.

【Grading criteria】
Grading will be based on weekly tests (30%) and term-end exam (70%).
I believe that homework is an essential part of the study program for all students.

【Changes following student comments】
Using e-learning every week

【Others】
Only this column is described in Japanese, as follows:
必ず Chinese BI と同セメスターで履修すること。
2015 年度以前に入学した学生は、2 単位となります。

【Prerequisite】
None.

LANc100ZA

Chinese A II

Yuko TAKADA

Credit(s)：1　|　Semester：秋学期授業/Fall　|　Year：1〜4
Day/Period：水 3/Wed.3
Notes：< GIS students > 2015 年度以前入学者は 2 単位

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
This is for learners who have already attended the Chinese AI course.

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

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

【Method(s)】
Topics include:
- Numbers/time/dates
- Description of daily activities

In relation to the topics listed above, students will develop the following skills:
- Communicating through simple questions and answers
- Following instructions in the target language.

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

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：オンライン/online

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

【Work to be done outside of class (preparation, etc.)】
Listening to the textbook CD, and doing preparation and review work. Preparatory study and review time for this class are 1 hour.

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

【References】
Materials will be provided by the instructor.

【Grading criteria】
Grading will be based on weekly tests (30%) and final exam (70%).
I believe that homework is an essential part of the study program for all students.

【Changes following student comments】
Using e-learning every week

【Others】
Only this column is described in Japanese, as follows:
必ず Chinese BII と同セメスターで履修すること。
2015 年度以前に入学した学生は、2 単位となります。

【Prerequisite】
None.

LANc100ZA

Chinese B I

Shota WATANABE

Credit(s)：1 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：木 4/Thu.4
Notes：< GIS students > 2015 年度以前入学者は 2 単位

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
中国語初習者を対象に、発音・文法・会話・作文などの項目を学習しつつ、「読む・書く・聞く・話す」の 4 技能をバランスよく身に付け、初級レベルの総合的な中国語コミュニケーション能力を養う。
This is the Chinese course for beginners. The aim of this course is to acquire the basic communication skills of Chinese. We will improve the skills of listening, speaking, reading and writing through studying pronunciation, grammar, conversation and composition.

【Goal】
この授業の到達目標は以下の通りである。
（1）基本的な中国語を読んだり聞いたりして、相手の意見や情報などを理解することができる。
（2）基本的な中国語を書いたり話したりして、自分の考えや経験などを表現することができる。
（3）Spring 学期の学習を完了した段階で、HSK1 級に合格できるレベルの中国語能力を身に着ける。
（4）中国語圏の言語や文化に対する関心をもち、積極的に異文化を理解することができる。
The goals of this course are as follows:
（1）Students can understand the thoughts and information of the other party by reading and listening to basic Chinese.
（2）Students can express their thoughts and experiences by writing and speaking basic Chinese.
（3）Students can pass HSK Level 1 by the end of the spring semester.
（4）Students can have an interest in Chinese culture and language, and be able to actively understand different cultures.

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

【Method(s)】
・授業は基本的にテキストに沿って毎回 1 課ずつ進める。毎回の授業は、概ね以下の手順で進める。1. 小テスト（約 20 分）、2. 前回の復習（約 10 分）、3. テキストの学習（約 40 分）、4. 問題演習・コミュニカティブ活動など（約 30 分）。
・外国語の習得のためには、継続的な学習が重要であるため、毎回授業の最初に小テストを行う。
・この授業ではブレンド型学習（教室での対面学習と自宅での e ラーニングを組み合わせた学習方法）を導入し、教室学習と自宅学習を有機的に連携させつつ行う。
・教員は小テストの添削や質問への回答を準備し、授業時に返却・回答することで随時フィードバックを行う。

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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

【Work to be done outside of class (preparation, etc.)】
・受講開始後は、既習事項の復習をしっかり行うこと。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。
・予習／復習の時間は毎回 1 時間を標準とする。
・After every class, students review the items you have already learned. In particular, in order to get used to the pronunciation and grammar of Chinese, students are expected to use digital textbooks and e-learning materials.（http://fic.xsrv.jp/hosei）
・Preparatory study and review time for this class are 1 hour.

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

【References】
有用な文法書として以下のものをあげておく。
・劉月華（他）2019『実用現代漢語語法（第三版）』北京：商務印書館
・相原茂（他）2016『Why?にこたえるはじめての中国語の文法書 新訂版』東京：同学社
・守屋宏則（他）2019『やさしく くわしい 中国語文法の基礎［改訂新版］』東京：東方書店

【Grading criteria】
毎回授業の初めに行う小テストの平均点で 100 %評価し、期末試験は実施しない。小テストは 100 点満点で行い、そのうちの 40 点は e ラーニングによる自宅学習の達成度とする。小テストの平均点が 60 点以上の者を合格とする。
The average score of mini tests(100%). No final exam will be held in this course.

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

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

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

【Prerequisite】
None.

【Outline (in English)】
【Outline】
This is the Chinese course for beginners. The aim of this course is to acquire the basic communication skills of Chinese. We will improve the skills of listening, speaking, reading and writing through studying pronunciation, grammar, conversation and composition.
【Goal】
The goals of this course are as follows:
（1）Students can understand the thoughts and information of the other party by reading and listening to basic Chinese.
（2）Students can express their thoughts and experiences by writing and speaking basic Chinese.
（3）Students can pass HSK Level 1 by the end of the spring semester.
（4）Students can have an interest in Chinese culture and language, and be able to actively understand different cultures.
【Work to be done outside of class (preparation, etc.)】
・After every class, students review the items you have already learned. In particular, in order to get used to the pronunciation and grammar of Chinese, students are expected to use digital textbooks and e-learning materials.（http://fic.xsrv.jp/hosei）
・Preparatory study and review time for this class are 1 hour.
【Grading criteria】
・The average score of mini tests(100%). No final exam will be held in this course.

LANc100ZA

Chinese B II

Shota WATANABE

Credit(s)：1 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：木 4/Thu.4
Notes：< GIS students > 2015 年度以前入学者は 2 単位

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
中国語初習者を対象に、発音・文法・会話・作文などの項目を学習しつつ、「読む・書く・聞く・話す」の 4 技能をバランスよく身に付け、初級レベルの総合的な中国語コミュニケーション能力を養う。
This is the Chinese course for beginners. The aim of this course is to acquire the basic communication skills of Chinese. We will improve the skills of listening, speaking, reading and writing through studying pronunciation, grammar, conversation and composition.

【Goal】
この授業の到達目標は以下の通りである。
（1）基本的な中国語を読んだり聞いたりして、相手の意見や情報などを理解することができる。
（2）基本的な中国語を書いたり話したりして、自分の考えや経験などを表現することができる。
（3）Fall 学期の学習を完了した段階で、HSK2 級に合格できるレベルの中国語能力を身に着ける。
（4）中国語圏の言語や文化に対する関心をもち、積極的に異文化を理解することができる。
The goals of this course are as follows:
（1）Students can understand the thoughts and information of the other party by reading and listening to basic Chinese.
（2）Students can express their thoughts and experiences by writing and speaking basic Chinese.
（3）Students can pass HSK Level 1 by the end of the spring semester.
（4）Students can have an interest in Chinese culture and language, and be able to actively understand different cultures.

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

【Method(s)】
・授業は基本的にテキストに沿って毎回 1 課ずつ進める。毎回の授業は、概ね以下の手順で進める。1. 小テスト（約 20 分）、2. 前回の復習（約 10 分）、3. テキストの学習（約 40 分）、4. 問題演習・コミュニカティブ活動など（約 30 分）。
・外国語の習得のためには、継続的な学習が重要であるため、毎回授業の最初に小テストを行う。
・この授業ではブレンド型学習（教室での対面学習と自宅での e ラーニングを組み合わせた学習方法）を導入し、教室学習と自宅学習を有機的に連携させつつ行う。
・教員は小テストの添削や質問への回答を準備し、授業時に返却・回答することで随時フィードバックを行う。

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	既習項目の復習・確認	既習項目（第一課〜第二十課）の復習と確認
2	第二十一課あるいは第二十二課	経験態［你去过海边儿吗？］、進行態・持続態［你在做什么呢？］
3	第二十三課あるいは第二十四課	形容詞述語文（一）［水饺好吃吗？］、形容詞述語文（二）［明天比今天还热］
4	第二十五課あるいは第二十六課	形容詞述語文（三）［比泰山高一点儿］、名詞述語文（一）［今天几月几号？］
5	第二十七課あるいは第二十八課	名詞述語文（二）［现在几点？］、名詞述語文（三）［这只手表多少钱？］
6	第二十九課あるいは第三十課	連体修飾語［你的这件新毛衣真漂亮！］、連用修飾語［我在饭馆儿辛辛苦苦地干了一个月］
7	第三十一課あるいは第三十二課	程度補語［谁打得好？］、数量補語［你打了几年网球？］
8	第三十三課あるいは第三十四課	結果補語［对不起，我打错了］、方向補語［你退回去吧］
9	第三十五課あるいは第三十六課	可能補語［我听不懂］、助動詞［我不想见他］
10	第三十七課あるいは第三十八課	兼語文［让谁讲好呢？］、受身表現［衣服都被淋湿了］
11	第三十九課あるいは第四十課	把構文［我把衬衫弄脏了］、存現文［大楼门口出来了一个高个子］
12	復習	Fall 学期の学習項目の総復習
13	HSK2 級問題	HSK2 級問題の紹介・解説
14	総括	これまでの学習内容の総括を行う

【Work to be done outside of class (preparation, etc.)】
・受講開始後は、既習事項の復習をしっかり行うこと。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。
・予習／復習の時間は毎回 1 時間を標準とする。
・After every class, students review the items you have already learned. In particular, in order to get used to the pronunciation and grammar of Chinese, students are expected to use digital textbooks and e-learning materials.（http://fic.xsrv.jp/hosei）
・Preparatory study and review time for this class are 1 hour.

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

【References】
有用な文法書として以下のものをあげておく。
・劉月華（他）2019『実用現代漢語語法（第三版）』北京：商務印書館
・相原茂（他）2016『Why?にこたえるはじめての中国語の文法書 新訂版』東京：同学社
・守屋宏則（他）2019『やさしく くわしい 中国語文法の基礎［改訂新版］』東京：東方書店

【Grading criteria】
毎回授業の初めに行う小テストの平均点で 100 %評価し、期末試験は実施しない。小テストは 100 点満点で行い、そのうちの 40 点は e ラーニングによる自宅学習の達成度とする。小テストの平均点が 60 点以上の者を合格とする。
The average score of mini tests(100%). No final exam will be held in this course.

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

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

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

【Prerequisite】
None.

【Outline (in English)】
【Outline】
This is the Chinese course for beginners. The aim of this course is to acquire the basic communication skills of Chinese. We will improve the skills of listening, speaking, reading and writing through studying pronunciation, grammar, conversation and composition.
【Goal】
The goals of this course are as follows:
（1）Students can understand the thoughts and information of the other party by reading and listening to basic Chinese.
（2）Students can express their thoughts and experiences by writing and speaking basic Chinese.
（3）Students can pass HSK Level 2 by the end of the fall semester.
（4）Students can have an interest in Chinese culture and language, and be able to actively understand different cultures.
【Work to be done outside of class (preparation, etc.)】
・After every class, students review the items you have already learned. In particular, in order to get used to the pronunciation and grammar of Chinese, students are expected to use digital textbooks and e-learning materials .（http://fic.xsrv.jp/hosei）
・Preparatory study and review time for this class are 1 hour.
【Grading criteria】
・The average score of mini tests(100%). No final exam will be held in this course.

LIN100ZA

English in the Movies

Megumi KOBAYASHI

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

Day/Period：金 2/Fri.2

他学部公開： グローバル： 成績優秀：○ 実務教員：

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

【Goal】
Upon completion of this course, students will:
1) Be familiar with some basic (socio) linguistic aspects of English and other languages
2) Become aware of various dialects of English and how they are used in movies
3) Have a more analytical perspective on language presented in movies

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

【Method(s)】
You will be assigned a set of reading materials in advance, which will provide some background information about the topic in focus. A comprehension quiz based on the reading will be given at the beginning of the class to make sure you have a basic understanding of the topic. Then the topic is explored with an additional lecture and presentations of selected movie clips, accompanied by pair/group work and discussions to promote further understanding. Toward the end of the semester, students will analyze a movie of their choice and present it in class. Feedback for assignments will be given either individually (paper/LMS) or shared during the class. Actual lesson plans and contents may be modified based on the number of students enrolled and their preferences/progress.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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

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

【Textbooks】
Reading assignments and handouts will be provided by the instructor.

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

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

【Changes following student comments】
N/A

【Equipment student needs to prepare】
N/A

【Others】
N/A

【Prerequisite】
None

SOC100ZA

Introduction to Sociology

Daiki HIRAMORI

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

Day/Period：月 1/Mon.1

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
This course provides an overview of sociology as the scientific study of society, and in particular, the distinctiveness of the sociological perspective. This course begins by introducing the concept of "sociological imagination," one of the core sociological tools to analyze society. Next, the course touches on sociological theory and social research methods to understand the distinctiveness of the sociological perspective in more detail. Then, topics, such as socialization and the life course, social interaction, networks, groups, and organizations, families and intimate relationships, education, social stratification and inequality, race and ethnicity, gender, and sexuality, are covered as examples of how the sociological imagination can be applied to different areas of society. Through this course, students will acquire the basic sociological tools to analyze society by learning the key theories and methods used in sociology and applying them to a variety of areas of society in written assignments and in-class discussions. More details of social research methods will be covered in the course "Introduction to Social Research Methods."

【Goal】
By the end of this course, students will be able to: (1) describe the key theories and methods used in sociology, (2) explain major substantive issues discussed in sociology (remembering/understanding), (3) apply the sociological imagination to analyze social issues (applying), and (4) compare and contrast various sociological tools to examine the association between individuals' daily lives and social institutions (analyzing).

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
This course is taught primarily through interactive lectures. A variety of active learning techniques, such as in-class writing assignments (one-minute papers), neighbor discussions (think-pair-share), and comment sheets, are used to accommodate the diversity in student learning styles. In-class quizzes are held occasionally so that students understand their own level of understanding of the course materials at the moment. Verbal and written feedback on assignments is given during class discussions and through using other tools as appropriate. Also, feedback for the previous class is given at the beginning of each class. Students are welcome to visit the instructor during office hours for more personalized feedback.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	What is sociology? What are the basic concepts of sociology?
2	Sociological Theory	What are the three main theoretical approaches in sociology?
3	Social Research Methods	How do sociologists conduct research?
4	Socialization and the Life Course	What does it mean and take to become a member of society through socialization?
5	Social Interaction	What is impression management?
6	Networks, Groups, and Organizations	What is the "McDonaldization" of society?
7	Review & Midterm Paper Submission	Course review, students' inquiries, and midterm paper submission
8	Families and Intimate Relationships	What do family formation and dissolution trends look like?
9	Education	What are the social roles of school education?
10	Social Stratification and Inequality	What are the key theories of stratification in capitalist societies?
11	Race and Ethnicity	What is the social construction of race?
12	Gender	What does it mean to study gender as a social institution?
13	Sexuality	How do sociologists study inequality based on sexuality?
14	Review & Final Exam	What have we learned in this course? Final exam

【Work to be done outside of class (preparation, etc.)】
Students are expected to review the lecture slides and other course materials after each class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. Electronic slides will be provided by the instructor.

【References】
The structure of this course relies heavily on the following book: Giddens, Anthony, Mitchell Duneier, Richard P. Appelbaum, and Deborah Carr. 2021. *Introduction to Sociology*. Seagull 12th ed. New York: Norton. Further reference may be provided based on students' areas of interest.

【Grading criteria】
Participation: 15%
In-class quizzes: 15%
Midterm paper: 30%
Final exam: 40%

【Changes following student comments】
Not applicable. This course is taught for the first time by this instructor.

【Equipment student needs to prepare】
None. You are welcome to use computers/tablets for class-related purposes in class.

【Prerequisite】
None

SOC100ZA

Introduction to Sociology

Daiki HIRAMORI

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

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
This course provides an overview of sociology as the scientific study of society, and in particular, the distinctiveness of the sociological perspective. This course begins by introducing the concept of "sociological imagination," one of the core sociological tools to analyze society. Next, the course touches on sociological theory and social research methods to understand the distinctiveness of the sociological perspective in more detail. Then, topics, such as socialization and the life course, social interaction, networks, groups, and organizations, families and intimate relationships, education, social stratification and inequality, race and ethnicity, gender, and sexuality, are covered as examples of how the sociological imagination can be applied to different areas of society. Through this course, students will acquire the basic sociological tools to analyze society by learning the key theories and methods used in sociology and applying them to a variety of areas of society in written assignments and in-class discussions. More details of social research methods will be covered in the course "Introduction to Social Research Methods."

【Goal】
By the end of this course, students will be able to: (1) describe the key theories and methods used in sociology, (2) explain major substantive issues discussed in sociology (remembering/understanding), (3) apply the sociological imagination to analyze social issues (applying), and (4) compare and contrast various sociological tools to examine the association between individuals' daily lives and social institutions (analyzing).

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
This course is taught primarily through interactive lectures. A variety of active learning techniques, such as in-class writing assignments (one-minute papers), neighbor discussions (think-pair-share), and comment sheets, are used to accommodate the diversity in student learning styles. In-class quizzes are held occasionally so that students understand their own level of understanding of the course materials at the moment. Verbal and written feedback on assignments is given during class discussions and through using other tools as appropriate. Also, feedback for the previous class is given at the beginning of each class. Students are welcome to visit the instructor during office hours for more personalized feedback.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	What is sociology? What are the basic concepts of sociology?
2	Sociological Theory	What are the three main theoretical approaches in sociology?
3	Social Research Methods	How do sociologists conduct research?
4	Socialization and the Life Course	What does it mean and take to become a member of society through socialization?
5	Social Interaction	What is impression management?
6	Networks, Groups, and Organizations	What is the "McDonaldization" of society?
7	Review & Midterm Paper Submission	Course review, students' inquiries, and midterm paper submission
8	Families and Intimate Relationships	What do family formation and dissolution trends look like?
9	Education	What are the social roles of school education?
10	Social Stratification and Inequality	What are the key theories of stratification in capitalist societies?
11	Race and Ethnicity	What is the social construction of race?
12	Gender	What does it mean to study gender as a social institution?
13	Sexuality	How do sociologists study inequality based on sexuality?
14	Review & Final Exam	What have we learned in this course? Final exam

【Work to be done outside of class (preparation, etc.)】
Students are expected to review the lecture slides and other course materials after each class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. Electronic slides will be provided by the instructor.

【References】
The structure of this course relies heavily on the following book: Giddens, Anthony, Mitchell Duneier, Richard P. Appelbaum, and Deborah Carr. 2021. *Introduction to Sociology*. Seagull 12th ed. New York: Norton. Further reference may be provided based on students' areas of interest.

【Grading criteria】
Participation: 15%
In-class quizzes: 15%
Midterm paper: 30%
Final exam: 40%

【Changes following student comments】
Not applicable. This course is taught for the first time by this instructor.

【Equipment student needs to prepare】
None. You are welcome to use computers/tablets for class-related purposes in class.

【Prerequisite】
None

SOC100ZA

Cultural and Ethnic Diversity in Japan

Kyung HEE HA

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

Day/Period：木 4/Thu.4

他学部公開： グローバル： 成績優秀：○ 実務教員：

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

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

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
Although the instructor will provide the basic framework in a lecture format, students are expected to actively participate in and contribute to class discussion. This includes asking questions, seeking clarification and offering your critical ideas and interpretation. In addition, a small group of 3-5 individuals will work on 1 presentation on weekly readings. Further directions will be given in class. Verbal and written feedback will be given on assignments.

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

【Fieldwork in class】
あり / Yes

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction: Myth of Homogenous Japan	Course overview, racial/ethnic composition of contemporary Japanese society
2	Context and Background	"Introduction: social division and exclusionism in contemporary Japan:
3	Japan’s Outcast Group: Buraku	Ian J. Neary, “Chapter 4: Burakumin in contemporary Japan” (pp. 59-83)
4	Guest lecture	Burakumin today (Tami Kamikawa, Buraku Heritage)
5	Japan’s Indigenous Peoples	Richard M. Siddle, “Chapter 2: The Ainu Indigenous people of Japan” (pp. 21-39)
6	(Post-)colonial minority	Joel Matthews, "Chapter 2: Historical structures of exclusion and the colonial Korean (Zainichi) diaspora in modern Japan"
7	State and Societal Discrimination	Wooki Park-Kim, "Chapter 3: Ethnic "Korean schools" confront discrimination, hate speech and hate crime: exclusionism from "above and below" in contemporary Japan" (Conference with Chosun Uni students: TBD)
8	Newer Immigrants	Eriko Suzuki, "Chapter 7: Expanding exclusion: from undocumented residents into "imposter" residents"
9	Post-1990s: Dawn of “multicultural coexistence” (tabunka kyosei) policy	Chikako Kashiawzaki, “Multicultural Discourse and Policies in Japan: An Assessment of Tabunka Kyo-sei,” The Gakushuin Journal of International Studies (2016), 3: 1-15.
10	Tabunka Kyosei examined	Workshop: Are the existing programs really accessible and inclusive?
11	Tabunka Kyosei assessment	Group presentation on the findings and analyses
12	Refugees and Asylum Seekers	Eri Ishikawa, "Chapter 8: On the refugee and asylum seeker situation in Japan from the standpoint of social exclusion"
13	Guest Lecture	On their experience of being asylum seekers in Japan
14	Mixed Japanese	Lawrence Yoshitaka Shimoji and Chiho Ogaya, "Chapter 6: Exclusionism targeting international marriage couples and their children"

【Work to be done outside of class (preparation, etc.)】
Weekly reading and group project. Preparatory study and review time for this class are 2 hours each. Complete all readings prior to attending class in order to make meaningful contribution to discussion.

【Textbooks】
Cultural and Social Division in Contemporary Japan Rethinking Discourses of Inclusion and Exclusion, Edited By Yoshikazu Shiobara, Kohei Kawabata, Joel Matthews, Routledge, 2020, 6510 yen (kindle). Other reading materials will be distributed by the instructor.

【References】
Further reference may be provided based on students’ areas of interest.

【Grading criteria】
Active Participation: 40%
Group Presentation: 30%
Final Exam: 30%

【Changes following student comments】
The instructor will distribute assessment sheets to incorporate students’ feedback.

【Equipment student needs to prepare】
None.

【Others】
Students are allowed 2 absences. These include medical reasons, job interviews, family emergency and train delays. If you arrive late or leave early, each will be counted as one ½ absence. If you miss 20 min of class time, it will be considered as 1 absence. 3 or more absences will result in not-passing. You must complete all the assignments to pass the course. Students with special needs should notify the instructor as early as possible, no later than the third week of the semester.
Our goal in this class will not be to memorize or master a series of clear-cut answers; rather, by engaging in lively discussions, we aim to hone our ability to ask critical questions so as to further develop our skills as writers, readers and thinkers. In order to create such a learning environment, students should speak to each other and the instructor with respect. Abusive and harsh language will not be tolerated.

【Prerequisite】
None.

CUA100ZA

Introduction to Cultural Anthropology

Kyung HEE HA

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

他学部公開：　グローバル：　成績優秀：　実務教員：

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

【Goal】
This course discusses and examines various issues in cultural anthropology as a discipline. At the end of this course, you will gain an understanding of:
- Historical origin and current issues in cultural anthropology
- The concept of culture and human diversity
- Participant observation and other methods of anthropological fieldwork
- Ethics of research in cultural anthropology

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

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

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Course overview, in-class exercise
2	Introduction: What is anthropology?	John Monaghan and Peter Just. 2000. Social and Cultural Anthropology: A Very Short Introduction. Oxford, UK: Oxford University Press. Pp. 13-33.
3	What is culture?	John Monaghan and Peter Just. 2000. Social and Cultural Anthropology: A Very Short Introduction. Oxford, UK: Oxford University Press. Pp. 34-52.
4	What has Anthropology done?	• Laura Nader. 2017. “The History of Anthropological Ideas” Perspectives: An Open Introduction to Cultural Anthropology, pp.335-355.
5	Encountering with the Other: Japan’s Indigenous Ainu	• Michael Weiner 2009. “Chapter 1: ‘Self’ and ‘Other’ in Imperial Japan” in Japan’s Minorities: The Illusion of Homogeneity. London and New York: Routledge. pp.1-20
6	Self-Reflection and Ethics	• Logan Cochrane. 2017. “Seeing like an Anthropologist” Perspectives: An Open Introduction to Cultural Anthropology, pp. 444-455
7	MIDTERM EXAM	In-class, open textbook exam.
8	School to Work Pipeline in Japan	David H. Slater. 2009 “The ‘new working class’ of urban Japan: Socialization and contradiction from middle school to the labor market” in Social Class in Japan. London and New York: Routledge. pp.137-168.?
9	Work in Japan	Gordon Mathews. 2004. “Chapter 7: Seeking a Career, Finding a Job” in Japan’s Changing Generations. London and New York: Routledge. pp. 121-136. “Deciphering Japan Series: Ep.2 Live to Work”
10	Gender in Japan	Vincent Mirza. 2016. “Young Women and Social Change in Japan: Family and Marriage in a Time of Upheaval” Japanese Studies, 36:1, pp. 21-37.
11	Gender and Religion in Japan	Kudo Masako, “Becoming the Other in One’s Own Homeland? The Processes of Self-construction among Japanese Muslim Women” Japanese Society of Cultural Anthropology, vol. 8, 2007, pp. 3-27
12	Who are “Japanese”?	Takeyuki (Gaku) Tsuda “Chapter 10: Japanese-Brazilian: Ethnic Return Migration and the Making of Japan’s Newest Immigrant Minority” in Japan’s Minorities: The Illusion of Homogeneity. London and New York: Routledge. pp.207-227.
13	Where is Japan going?	“Deciphering Japan Series: Ep.4 Being Japanese”
14	Wrap-up	Review: Final Paper

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete the readings before class and be prepared to ask questions and contribute to class discussion. Preparatory study and review time for this class are 2 hours each.

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

【References】
John Monaghan and Peter Just. 2000. Social and Cultural Anthropology: A Very Short Introduction. Oxford, UK: Oxford University Press
Michael Weiner 2009. “Chapter 1: ‘Self’ and ‘Other’ in Imperial Japan” in Japan’s Minorities: The Illusion of Homogeneity. London and New York: Routledge

【Grading criteria】
Participation 20%
Midterm30%
Group Presentation 30%
Final Paper 20%

【Changes following student comments】
Case studies and other readings have been changed or updated. Grading criteria have been revised to place more emphasis on student participation.

【Equipment student needs to prepare】
None.

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

【Prerequisite】
None.

PSY100ZA

Introduction to Psychology I

Takafumi SAWAUMI

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

Day/Period：金 3/Fri.3

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
This is an introductory course in psychology. Students will learn the basic theories, research methods, and important findings from various sub-fields of psychology, and will develop a scientific understanding of how we think, feel, and act. Contemporary psychology is a very broad and diverse area. By necessity, then, the course will not be able to pursue all the topics in great depth. Introduction to Psychology I will focus primarily on the cognitive aspects of psychology, including brain functions, cognitive and sensory processes, state of consciousness, learning, and memory. Introduction to Psychology II will focus on the question of genes and environment, intelligence, personality, and psychological disorders. These two classes will complement each other to provide the basic knowledge for more specialized courses in psychology (e.g., social psychology, educational psychology, clinical psychology).

【Goal】
This course aims at providing an overview of the history, concepts, research methods, and empirical findings in the field of psychology, focusing on how people perceive and construct their surrounding "realities." Students will acquire the ability to analyze human thoughts and behaviors through a scientific mindset. At the end of this course, students will be able to answer the following questions: How do our brains affect our behavior? How do we get to see and understand the world around us? Why do we sleep? How do we learn? How does memory work and how reliable is it?

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

【Method(s)】
Methods of instruction include lectures, films, small group activities, and discussions. Students will engage in various hands-on activities to experience the concepts they learn in class. In these activities, students will also be asked to reflect on their daily experiences and share examples that illustrate these concepts. Quizzes are held occasionally and returned in the next class so that students understand their own level of understanding of the course materials at the moment. At the beginning of class, feedback for the previous class is given using some comments from submitted papers.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction to the Field of Psychology	What is psychology? How has it evolved?
2	Psychological Methods	How do we get to know about the human mind?
3	Neuroscience and Behavior	How do our brains affect our mind and action?
4	Sensation and Perception I	What can we see, feel, and smell?
5	Sensation and Perception II	How do we make sense of the world?
6	State of Consciousness I	How does sleep affect our mind?
7	State of Consciousness II	Can our mind be influenced unconsciously?
8	Review and Midterm Exam	What have we learned so far? Multiple choice questions and short essays
9	Learning I	Classical conditioning: How do we learn that two events are related?
10	Learning II	Operant conditioning: How do we learn the association between a behavior and an outcome?
11	Learning III	Observational learning: How do we learn by watching others?
12	Memory I	How is memory formed? How is the information "stored"?
13	Memory II	How accurate are our memories?
14	Review & Final Exam	What have we learned so far? Multiple choice questions and short essays

【Work to be done outside of class (preparation, etc.)】
Before each class, students are expected to review their notes from previous classes and do the assigned readings. They must also download and print out handouts prior to each class and bring them to class to take notes. Occasionally, students will also be assigned homework (worksheets, questionnaires, etc). Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Handouts and reading materials will be provided by lecturer.

【References】
Myers, D. G., & DeWall, C. N. (2018). *Psychology* (12th ed.). New York: Worth Publishers.
Myers, D. G. (2015). *Study Guide for Psychology* (11th ed.). New York: Worth Publishers.
The first reference book is available in the library and both are available in the GIS Reference Room for those who wish to learn about each topic in more detail. Handouts and reading materials will be on the course website.

【Grading criteria】
Students are evaluated based on midterm and final exams (35% each), in-class activities and quizzes (20%), and class participation (10%).

【Changes following student comments】
Students usually find this course interesting and eye-opening. I hope to continue engaging students with materials through various hands-on activities and discussions.

【Others】
Introduction to Psychology I and II can be taken in reverse order (II and then I), simultaneously, or independently (just I or just II). Students are strongly encouraged to take this class if they intend to enroll in 200 and 300 level courses in psychology. Students who have taken and passed Introduction to Psychology I or II may be given priority in the selection for Social Psychology I and II.

【Prerequisite】
None.

PSY100ZA

Introduction to Psychology II

Dexter DA SILVA

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：火 6/Tue.6

他学部公開： グローバル： 成績優秀： 実務教員：

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

【Goal】
This course aims at 1) providing an overview of the concepts, research methods, and empirical findings in the field of psychology and 2) developing a scientific understanding of how the human mind works. Students are expected to acquire a dynamic perspective of the human mind, i.e., learn how we constantly react and adapt to the external world. Through this course, students' employability skills in assessing and adapting to new situations are also expected to be improved.

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

【Method(s)】
This course will focus on how nature and nurture interact to shape individuals and how people respond and adapt to their environment. Topics covered include human development, personality, intelligence, emotion, psychological disorders and their treatment. Instructional methods include assigned readings, lectures, videos, small group activities, and discussions. Occasionally, students are asked to take a quiz, which is graded and returned with comments in the next week. Feedback to students will be provided mainly by Reflection Papers at the end of each class.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Nature and nurture: what makes you you?
2	Twin Studies	Disentangling the influence of genes and environment
3	Development	When and how do we develop?
4	Intelligence I	What is intelligence?
5	Intelligence II	Why do people differ in intelligence?
6	Emotion	What is emotion?
7	Review & Exam 1	Assessing the degree to which students understand the course topics
8	Personality I	Freudian theory
9	Personality II	Humanistic and trait theories
10	Psychological Disorders I	How do we define psychological disorders?
11	Psychological Disorders II	Overview of various psychological disorders
12	Psychological Therapies	How do we treat psychological disorders?
13	Review & Exam 2	Assessing the degree to which students understand the course topics
14	Wrap-up	Review of the exam 2 and lecture about study skills for future classes

【Work to be done outside of class (preparation, etc.)】
Before each class, students should review their notes from previous classes and be able to explain the major concepts and theories. They also need to do the assigned readings outside class. Students must download, print out, and look over the handouts before each class and bring them to class to take notes. Preparatory study and review time for this class are 2 hours.

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

【References】
Meyers, D. *Psychology* (11th edition). Worth, 2015.

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

【Changes following student comments】
According to the previous teacher, students found this class challenging and fast-paced. I will incorporate questions and discussions in class and will make some time for review.

【Others】
Introduction to Psychology I and II can be taken in reverse order (II and then I), simultaneously, or independently (just I or just II).
Students are strongly encouraged to take this class if they intend to enroll in Social Psychology I and II.
This class could be counted toward one of the prerequisites for Social Research Methods.

【Prerequisite】
None.

PSY100ZA

Developmental Psychology

Sayaka AOKI

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

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
This course introduces basic topics/theories of developmental psychology, specifically focusing on how “typical” individuals develop from infancy to adolescence as well as sharing characteristics of individuals following “atypical” development. Students will also develop skills for analyzing social phenomena and reflecting their own personal experiences from the perspective of developmental psychology.

【Goal】
Through this course, students are expected to:
- understand how “typical” individuals develop from infancy to adolescence, in different aspects (cognitive and social/emotional)
- learn some fundamental theories proposed by developmental psychologists, such as Piaget and Bowlby
- acquire some knowledge about developmental disorders and childhood mental disorders, including autistic spectrum disorders, attention deficit and hyperactivity disorder (ADHD), learning disorders, Down’s syndrome, etc.
- develop skills of analyzing social and personal experiences from perspectives of developmental psychology
- build abilities to apply what one learned in classrooms to understand real-world psychological phenomena
- increase skills for expressing ideas about human behavior in English, through oral discussions and reflection papers

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

【Method(s)】
Each week, students will learn concepts/theories of developmental psychology through a lecture and an oral discussion. When sharing ideas during oral discussions, students are expected to integrate knowledge acquired through the lecture as well as their own insight from daily life experiences. At the end of each class, students are asked to write a brief reflection paper, which is graded and returned by the beginning of the next class, with a comment from the lecturer. In the reflection paper, students are also encouraged to ask questions, which are shared anonymously and answered in the next class. Exams are held in the middle and at the end of the semester.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Course overview
2	Human’s early development	Development in infancy and early childhood
3	Cognitive development (1)	Piaget’s theory
4	Cognitive development (2)	Vygotsky’s theory
5	Cognitive development (3)	Development of information processing
6	Social emotional Development (1)	Development of social interaction
7	Mid-term exam & Review	Assessing the degree to which students understand the subject
8	Social emotional Development (2)	Development of emotional recognition and expression
9	Social emotional Development (3)	Theory of attachment
10	Atypical development (1)	Intellectual disability/Learning disorder
11	Atypical development (2)	Autistic spectrum disorders
12	Atypical development (3)	Attention-deficit and hyperactivity disorder (ADHD)
13	Atypical development (4)	Other childhood disorders and review
14	Final exam & Wrap-up	Assessing the degree to which students understand the subject

【Work to be done outside of class (preparation, etc.)】
Students are expected to read the course slides uploaded on the course website prior to attending the classes. Time to spend for preparatory study, review, and homework completion for this class is 2 hours each week.

【Textbooks】
No textbook is used. Reading assignments, including journal articles and book chapters, along with links to websites, will be uploaded on the course website.

【References】
Kipp & Shaffer (2013) *Developmental psychology: Childhood and adolescence*, 9th edition. Wardsworth publishing.

【Grading criteria】
Mid-term exam 35%; Final exam 35%;
Reflection paper 20%; Participation and discussion 10%

【Changes following student comments】
For some students, it seems difficult to learn a lot of new concepts. Therefore, to understand the contents fully, students are encouraged to ask questions when they are unsure about what they listened to/read. This class seems to facilitate one’s learning a lot, especially for students who like to learn from discussion and reflection.

【Prerequisite】
None.

CUA100ZA

Media Studies

Zeliha MUGE IGARASHI

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

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
What are the effects of computers, cell phones, and television in our lives? Does the way we receive news or other information alter our perceptions of current events? Do our relationships with friends change depending on how we communicate with them, whether by phone, email, Facebook, Twitter, or LINE?
The way we interact is mediated by communication technologies. This class is an introduction to media studies focused on how media has evolved and how it has come to shape and transform the way we communicate.

【Goal】
1. Introduce the history of major media and communication technologies.
2. Provide students with theoretical frameworks to understand and interpret media's effects.
3. Build fundamental skills of media literacy.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
Each course begins with a historical introduction for a better understanding of mass communication and its evolution.
We will discuss a variety of media forms (print, sound, film, internet), their evolution, and their impact on culture.
The last few weeks will focus on changing trends in media culture by looking at topics such as advertising, online gaming, and virtual reality.
Classes will include analyses of various media forms throughout the semester.
Students are always encouraged to share their views and interesting media content during class or through the Google Classroom stream.
Students are always welcome to send in questions by e-mail, these will be addressed at the beginning of each class.
Individual feedback on assignments and examinations will be provided through Google Classroom.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Description of the course.
2	Introduction to Mass Communication	Introduction to the field of mass communication.
3	Media Literacy	An introduction and exercises analyzing various types of media.
4	Texts and Print	The historical evolution of the printing press and its significance.
5	News and Journalism	Early history of news journalism and its transformation.
6	Sound and Recording	Early history of sound recording and the music industry.
7	Intellectual Property and Piracy	Piracy and the music industry. Copyright, fair use, and sampling.
8	Early Film	The history of early film. From photography to motion pictures.
9	Contemporary Film	Genre theory and product standardization.
10	The Internet	The history of information revolution and online cultures.
11	Video Games	Gaming cultures and the virtual world.
12	Discussion Session	1. Internet addiction 2. Relation between democracy and the internet.
13	Advertising	Brand logic and persuasive strategies.
14	Final Exam & Wrap-up	In-class final exam and review.

【Work to be done outside of class (preparation, etc.)】
Students should complete assigned readings before each class and regularly review current news in the fields of media and technology (suggested sources to be provided by the instructor). Preparatory study and review time for this class is two hours per week.

【Textbooks】
The text book is available at the library but readings as well as relevant media will be uploaded to Google Drive.

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

【Grading criteria】
Participation 15%
Reports 20%
Discussion Session 15%
Midterm Exam 25%
Final Exam 25%

【Changes following student comments】
None.

【Prerequisite】
None.

POL100ZA

Introduction to International Relations

TAKESHI YUZAWA

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

Day/Period：火 4/Tue.4

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
This course is designed to provide an introduction to the study of International Relations (IR). It mainly examines the major theories of IR and IPE, including as realism, liberalism, constructivism, economic liberalism, mercantilism, and (neo)marxism (dependency theory).

【Goal】
The course objectives are: (1) To enable students to develop a broad understanding of the concepts and theories of IR; (2) To enable students to utilize the concepts and theories of IR for analyzing enduring questions in IR, such as war and peace, conflict, the rise of non-state actors, the role of international laws and organizations, economic interdependence and globalization, and development and underdevelopment in the Third World; (3) To enable students to acquire the ability to form their own answers to enduring and contemporary questions in international relations.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
In terms of the topics covered, this course provides the foundation for all other IR related courses, such as World Politics, International Security, the International Relations of the Asia-Pacific, and Seminar (International Relations B). This course will focus on major concepts and theories of IR, such as realism, liberalism, constructivism, economic liberalism, economic nationalism, and dependency theory. 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.
Comments for assignments are given during class and office hours.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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 (Classical realism)
4	Realism II + (Case study: International relations of East Asia)	Examining the realist tradition in IR (Neo-realism) and conducting a case study
5	Liberalism I	Examining the liberal tradition in IR (Utopian liberalism, Sociological liberalism) and conducting a case study
6	Liberalism II +(Case study: International relations of Europe)	Examining the liberal tradition in IR (Interdependence liberalism, Institutionalism, Democratic peace theory)
7	Review and Mid-term essay preparation	Review of major topics covered by week 2-6
8	Constructivism + (Case study)	Providing an overview of constructivist approaches to IR and conducting a case study.
9	IR analysis method (Advanced case study)	Learning how to use IR theories for analyzing major IR issues.
10	Theories of International Political Economy (IPE) I	Examining theories of international political economy (Mercantilism, Economic liberalism)
11	Theories of International Political Economy (IPE) II	Examining theories of international political economy (Neo-Marxism, Dependency theory, World System theory)
12	Contemporary issue I(Development and Underdevelopment)	Studying a contemporary issue in IPE (Development and Underdevelopment in the Third World).
13	Contemporary issue II (Economic globalization)	Studying a contemporary issue in IPE (Economic globalization).
14	Review and Final-term essay preparation	Review of major topics covered by week 10-12

【Work to be done outside of class (preparation, etc.)】
Students are required to have pored over the required readings before attending the lectures. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Jackson, Robert and Sorensen, George. *Introduction to International Relations: Theories and Approaches*, Seventh edition. Oxford University Press, 2019.
Grieco, Joseph , Ikenberry, John G and Mastanduno, Michael. *Introduction to International Relations: Perspectives, Connections, and Enduring Questions*. Second edition, Red Globe Press, 2018,

【References】
Dunne, Tim, Kurki, Milja and Smith, Steve. (eds), *International Relations Theories: Discipline and Diversity*. Fourth edition, Oxford University Press, 2016.
Nau, Henry R. *Perspectives on International Relations: Power, Institutions, Ideas*. Sixth edition. CQ Press, 2018.
Baylis, John, Smith, Steve and Owens, Patricia. (eds), *The Globalization of World Politics: An Introduction to International Relations*, Eighth edition. Oxford University Press, 2020.
Martin, Griffiths, Callaghan, Terry O’and Roach, Steven C. *International Relations: The Key Concepts*, Third edition. Routledge, 2013.

【Grading criteria】
Contribution to class discussion, (10%), Mid-term essay (45%), Final essay (45%)

【Changes following student comments】
Handouts to be provided in a timely manner.

【Equipment student needs to prepare】
Some course materials will be delivered via Hoppii.

【Others】
None

【Prerequisite】
ESOP students wishing to take part in this course should have adequate English skills to complete the course work and assignments.

POL100ZA

Introduction to International Relations

TAKESHI YUZAWA

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

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
This course is designed to provide an introduction to the study of International Relations (IR). It mainly examines the major theories of IR and IPE, including as realism, liberalism, constructivism, economic liberalism, mercantilism, and (neo)marxism (dependency theory).

【Goal】
The course objectives are: (1) To enable students to develop a broad understanding of the concepts and theories of IR; (2) To enable students to utilize the concepts and theories of IR for analyzing enduring questions in IR, such as war and peace, conflict, the rise of non-state actors, the role of international laws and organizations, economic interdependence and globalization, and development and underdevelopment in the Third World; (3) To enable students to acquire the ability to form their own answers to enduring and contemporary questions in international relations.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
In terms of the topics covered, this course provides the foundation for all other IR related courses, such as World Politics, International Security, the International Relations of the Asia-Pacific, and Seminar (International Relations B). This course will focus on major concepts and theories of IR, such as realism, liberalism, constructivism, economic liberalism, economic nationalism, and dependency theory. 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.
Comments for assignments are given during class and office hours.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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 (Classical realism)
4	Realism II + (Case study: International relations of East Asia)	Examining the realist tradition in IR (Neo-realism) and conducting a case study
5	Liberalism I	Examining the liberal tradition in IR (Utopian liberalism, Sociological liberalism) and conducting a case study
6	Liberalism II +(Case study: International relations of Europe)	Examining the liberal tradition in IR (Interdependence liberalism, Institutionalism, Democratic peace theory)
7	Review and Mid-term essay preparation	Review of major topics covered by week 2-6
8	Constructivism + (Case study)	Providing an overview of constructivist approaches to IR and conducting a case study.
9	IR analysis method (Advanced case study)	Learning how to use IR theories for analyzing major IR issues.
10	Theories of International Political Economy (IPE) I	Examining theories of international political economy (Mercantilism, Economic liberalism)
11	Theories of International Political Economy (IPE) II	Examining theories of international political economy (Neo-Marxism, Dependency theory, World System theory)
12	Contemporary issue I(Development and Underdevelopment)	Studying a contemporary issue in IPE (Development and Underdevelopment in the Third World).
13	Contemporary issue II (Economic globalization)	Studying a contemporary issue in IPE (Economic globalization).
14	Review and Final-term essay preparation	Review of major topics covered by week 10-12

【Work to be done outside of class (preparation, etc.)】
Students are required to have pored over the required readings before attending the lectures. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Jackson, Robert and Sorensen, George. *Introduction to International Relations: Theories and Approaches*, Seventh edition. Oxford University Press, 2019.
Grieco, Joseph , Ikenberry, John G and Mastanduno, Michael. *Introduction to International Relations: Perspectives, Connections, and Enduring Questions*. Second edition, Red Globe Press, 2018,

【References】
Dunne, Tim, Kurki, Milja and Smith, Steve. (eds), *International Relations Theories: Discipline and Diversity*. Fourth edition, Oxford University Press, 2016.
Nau, Henry R. *Perspectives on International Relations: Power, Institutions, Ideas*. Sixth edition. CQ Press, 2018.
Baylis, John, Smith, Steve and Owens, Patricia. (eds), *The Globalization of World Politics: An Introduction to International Relations*, Eighth edition. Oxford University Press, 2020.
Martin, Griffiths, Callaghan, Terry O’and Roach, Steven C. *International Relations: The Key Concepts*, Third edition. Routledge, 2013.

【Grading criteria】
Contribution to class discussion, (10%), Mid-term essay (45%), Final essay (45%)

【Changes following student comments】
Handouts to be provided in a timely manner.

【Equipment student needs to prepare】
Some course materials will be delivered via Hoppii.

【Others】
None

【Prerequisite】
ESOP students wishing to take part in this course should have adequate English skills to complete the course work and assignments.

POL100ZA

Introduction to Political Science

Nathan GILBERT QUIMPO

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

Day/Period：木 5/Thu.5

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
Politics can be viewed in various ways. For many, it deals with the government or governing of an entity such as a country. Others would say it has to do with the nature, distribution and dynamics of power. The authors of the course's textbook define politics as essentially a mechanism for deciding, in Harold Laswell's words, "who gets what, when, how." Political science is the study of the theory and practice of politics.
The course "Introduction to Political Science" provides a comprehensive overview of the study of politics. It explores the various meanings of politics, as well as political ideas and ideologies. It analyzes the state, different types of political regimes, and such political concepts as power, authority, freedom and justice. In introducing comparative politics, it examines political institutions, constitutions and law, the executive, legislative and judicial branches or dimensions of government. It delves into elections and voting, political parties and party systems, civil society, interest groups and the media. In introducing global politics, it presents traditional theories as well as critical approaches in global politics, security, diplomacy and foreign policy, international organizations and global political economy.

【Goal】
The course seeks:
• To introduce students to political science as an academic field of study.
• To acquaint students with the fundamental concepts, theories and approaches used by political scientists in studying political issues, processes and outcomes in different countries.
• To help students develop a critical awareness of Japanese and world politics and enhance their ability to analyze and discuss important political issues and events.
At the end of the course, a student
• Should have gained a good grasp of the fundamental themes, concepts, theories and approaches of political science.
• Should have improved her/his skills in analyzing important political events and developments in Japan and in the world.
• Should have acquired a strong foundation for pursuing further studies in political science and its various subfields.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
The course will consist mainly of lectures and open discussion. Students will be asked - and encouraged - to express their views on topics being discussed. Audio-visual aids (video clips, photos, maps illustrations) will be used to help make issues and events much more concrete and vivid to students, and to help stimulate discussion and debate. Feedback on assignments will be provided during class discussions, by email or through individual consultations.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction: The Nature of Politics and Political Analysis (Chapter 1)	What is Politics? The Study of Politics; Political Analysis
2	Politics and the State; Political Power, Authority and the State (Chapters 2-3)	Political Importance, Role and Typology of the State; Power and Authority; Theories of the State
3	Democracy and Political Obligation; Freedom and Justice (Chapters 4-5)	What is Democracy? Sources of Political Obligation; The Nature of Freedom; Theories of Justice
4	Traditional Ideologies; Challenges to the Dominant Ideologies (Chapters 6-7)	What is an Ideology? Liberalism, Socialism. Conservatism, etc.; Feminism, Environmentalism, Postmodernism, Populism, etc.
5	Institutions and States; Political Culture and Non-Western Political Ideas (Chapters 8-9)	Institutions; The Rise and Spread of the State; Strong and Weak States; Political Culture; Political Order
6	Democracies, Democratization and Authoritarian Regimes; Law, Constitutions and Federalism (Chapters 15 & 10)	The Spread of Democracy; Democratization; Authoritarian Regimes; Law and Politics; Constitutions; Unitary and Federal Systems
7	Review and Exam	Assess to what degree students understand topics discussed; midterm exam
8	Votes, Elections, Legislatures and Legislators; Political Parties (Chapters 11-12)	Voting and Elections; Role, Types and Structure of Legislatures; Functions and Types of Parties; Party Systems
9	Executives, Bureaucracies, Policy Studies and Governance; Civil Society, Interest Groups and the Media (Chapters 13-14)	Executives and Legislatures; Civil Service; Theories of Bureaucratic Policy-Making; Civil Society, Interest Groups, Media and Politics; New Technologies
10	Introducing Global Politics; Traditional Theories in Global Politics (Chapters 16-17)	Politics in a Globalizing World; States and Nations in Contemporary Global Politics; Liberalism. Realism, English School, etc.
11	Critical Approaches to Global Politics; Security and Insecurity (Chapters 18-19)	Marxism, Green Theory, Feminism, Constructivism, etc.; Security, Insecurity and Power Politics; Other Approaches to Security
12	Diplomacy and Foreign Policy; International Organizations in Global Politics (Chapters 20-21)	Diplomacy in Global History: Public Diplomacy; Foreign Policy; What is an International Organization? IGOs and NGOs; Social Movements and Global Civil Society
13	Global Political Economy; Conclusion: Towards a Globalizing Post-Western-Dominated World (Chapters 22-23)	The Age of Mercantilism; Liberal and Marxist Political Economy; The Post-War International Economic Order; The Impact of Globalization; Politics in a Globalizing World
14	Exam and Wrap-up	Assess to what degree students understand topics discussed; final exam

【Work to be done outside of class (preparation, etc.)】
Before class, students should study the required readings and work on the assignment (individual or group) to be submitted. After class, and especially before an exam, students should review their notes, as well as check the notes provided by the instructor. Preparatory study is 2 hours for each class session, but group work may entail an additional 30 minutes. Review for an exam would take at least 3 hours.

【Textbooks】
Robert Garner, Peter Ferdinand and Stephanie Lawson (2020), Introduction to Politics, 4th edition, Oxford: Oxford University Press. (Students must secure a copy of the book or photocopy chapters from the library copy.)

【References】
Andrew Heywood (2019), Politics, 5th edition, London: Red Globe Press. Newspaper, magazine and journal articles dealing with more current events and developments.

【Grading criteria】
Participation in class discussions and debates; assignments: 40% of overall course mark.
Midterm examination: 30%
Final examination: 30%

【Changes following student comments】
None.

【Others】
Use of mobile phones, laptops and other electronic devices during class is prohibited (exceptions only in special cases).

【Prerequisite】
None.

POL100ZA

Introduction to Political Science

Nathan GILBERT QUIMPO

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

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
Politics can be viewed in various ways. For many, it deals with the government or governing of an entity such as a country. Others would say it has to do with the nature, distribution and dynamics of power. The authors of the course's textbook define politics as essentially a mechanism for deciding, in Harold Laswell's words, "who gets what, when, how." Political science is the study of the theory and practice of politics.
The course "Introduction to Political Science" provides a comprehensive overview of the study of politics. It explores the various meanings of politics, as well as political ideas and ideologies. It analyzes the state, different types of political regimes, and such political concepts as power, authority, freedom and justice. In introducing comparative politics, it examines political institutions, constitutions and law, the executive, legislative and judicial branches or dimensions of government. It delves into elections and voting, political parties and party systems, civil society, interest groups and the media. In introducing global politics, it presents traditional theories as well as critical approaches in global politics, security, diplomacy and foreign policy, international organizations and global political economy.

【Goal】
The course seeks:
• To introduce students to political science as an academic field of study.
• To acquaint students with the fundamental concepts, theories and approaches used by political scientists in studying political issues, processes and outcomes in different countries.
• To help students develop a critical awareness of Japanese and world politics and enhance their ability to analyze and discuss important political issues and events.
At the end of the course, a student
• Should have gained a good grasp of the fundamental themes, concepts, theories and approaches of political science.
• Should have improved her/his skills in analyzing important political events and developments in Japan and in the world.
• Should have acquired a strong foundation for pursuing further studies in political science and its various subfields.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
The course will consist mainly of lectures and open discussion. Students will be asked - and encouraged - to express their views on topics being discussed. Audio-visual aids (video clips, photos, maps illustrations) will be used to help make issues and events much more concrete and vivid to students, and to help stimulate discussion and debate. Feedback on assignments will be provided during class discussions, by email or through individual consultations.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction: The Nature of Politics and Political Analysis (Chapter 1)	What is Politics? The Study of Politics; Political Analysis
2	Politics and the State; Political Power, Authority and the State (Chapters 2-3)	Political Importance, Role and Typology of the State; Power and Authority; Theories of the State
3	Democracy and Political Obligation; Freedom and Justice (Chapters 4-5)	What is Democracy? Sources of Political Obligation; The Nature of Freedom; Theories of Justice
4	Traditional Ideologies; Challenges to the Dominant Ideologies (Chapters 6-7)	What is an Ideology? Liberalism, Socialism. Conservatism, etc.; Feminism, Environmentalism, Postmodernism, Populism, etc.
5	Institutions and States; Political Culture and Non-Western Political Ideas (Chapters 8-9)	Institutions; The Rise and Spread of the State; Strong and Weak States; Political Culture; Political Order
6	Democracies, Democratization and Authoritarian Regimes; Law, Constitutions and Federalism (Chapters 15 & 10)	The Spread of Democracy; Democratization; Authoritarian Regimes; Law and Politics; Constitutions; Unitary and Federal Systems
7	Review and Exam	Assess to what degree students understand topics discussed; midterm exam
8	Votes, Elections, Legislatures and Legislators; Political Parties (Chapters 11-12)	Voting and Elections; Role, Types and Structure of Legislatures; Functions and Types of Parties; Party Systems
9	Executives, Bureaucracies, Policy Studies and Governance; Civil Society, Interest Groups and the Media (Chapters 13-14)	Executives and Legislatures; Civil Service; Theories of Bureaucratic Policy-Making; Civil Society, Interest Groups, Media and Politics; New Technologies
10	Introducing Global Politics; Traditional Theories in Global Politics (Chapters 16-17)	Politics in a Globalizing World; States and Nations in Contemporary Global Politics; Liberalism. Realism, English School, etc.
11	Critical Approaches to Global Politics; Security and Insecurity (Chapters 18-19)	Marxism, Green Theory, Feminism, Constructivism, etc.; Security, Insecurity and Power Politics; Other Approaches to Security
12	Diplomacy and Foreign Policy; International Organizations in Global Politics (Chapters 20-21)	Diplomacy in Global History: Public Diplomacy; Foreign Policy; What is an International Organization? IGOs and NGOs; Social Movements and Global Civil Society
13	Global Political Economy; Conclusion: Towards a Globalizing Post-Western-Dominated World (Chapters 22-23)	The Age of Mercantilism; Liberal and Marxist Political Economy; The Post-War International Economic Order; The Impact of Globalization; Politics in a Globalizing World
14	Exam and Wrap-up	Assess to what degree students understand topics discussed; final exam

【Work to be done outside of class (preparation, etc.)】
Before class, students should study the required readings and work on the assignment (individual or group) to be submitted. After class, and especially before an exam, students should review their notes, as well as check the notes provided by the instructor. Preparatory study is 2 hours for each class session, but group work may entail an additional 30 minutes. Review for an exam would take at least 3 hours.

【Textbooks】
Robert Garner, Peter Ferdinand and Stephanie Lawson (2020), Introduction to Politics, 4th edition, Oxford: Oxford University Press. (Students must secure a copy of the book or photocopy chapters from the library copy.)

【References】
Andrew Heywood (2019), Politics, 5th edition, London: Red Globe Press. Newspaper, magazine and journal articles dealing with more current events and developments.

【Grading criteria】
Participation in class discussions and debates; assignments: 40% of overall course mark.
Midterm examination: 30%
Final examination: 30%

【Changes following student comments】
None.

【Others】
Use of mobile phones, laptops and other electronic devices during class is prohibited (exceptions only in special cases).

【Prerequisite】
None.

POL100ZA

Introduction to Comparative Politics

Nathan GILBERT QUIMPO

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

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
This course introduces students to comparative politics, the study and comparison of politics across countries. One of the major subfields of political science, comparative politics focuses on power and decision-making within national boundaries, comparing these across countries. Taking a thematic approach, the course investigates the central ideas and questions in comparative politics.
The course starts off with discussions on key concepts and theoretical approaches in comparative politics and different comparative methods. It then examines the state, political regimes and political economy, going into deeper discussions of democracy and authoritarianism, regimes in developed, communist/postcommunist and developing countries. The course delves into executives, legislatures, judiciaries, bureaucracies, public policy, and subnational governments. It also explores political culture, political participation and political communication. The last sessions deal with important political processes, organizations and actors (elections, political parties, voters, interest groups, etc.)

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

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
The course will consist mainly of lectures and open discussion. Students will be asked - and encouraged - to express their views on topics being discussed. Audio-visual aids (video clips, photos, maps illustrations) will be used to help make issues and events much more concrete and vivid to students, and to help stimulate discussion and debate. Feedback on assignments will be provided during class discussions, by email or through individual consultations.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction; Key Concepts (Hague et al., Chapter 1)	Government and Governance Politics and Power The State, Authority and Legitimacy Ideology Political Systems
2	Theoretical Approaches; Comparative Methods (Hague et al., Chapters 2-3)	Institutional, Rational Choice, Structural and Cultural Approaches Qualitative, Quantitative and Historical Methods
3	The State; Democratic Rule (Hague et al., Chapters 4-5)	What is a State? Its Origins and Evolution Nations, Nationalism Direct and Representative Democracy Liberal Democracy Modernization and Democracy Democratization
4	Authoritarian Rule (Hague et al., Chapter 6); Communism and Postcommunism (O’Neil, Chapter 9)	Hybrid Regimes Authoritarian Regimes Impact of Corruption Communism Revolution Putting Communism into Practice Communist Political Economy Societal Institutions
5	Communism and Postcommunism (continuation); Developing Countries (O’Neil, Chapter 10)	Collapse of Communism Transformation of Political, Economic and Societal Institutions The Developing World Imperialism and Colonialism Challenges of Post-Imperialism Democracy and Development
6	Political Economy; Constitutions and Courts (Hague et al., Chapters 20 and 7);	Understanding Political Economy Comparative Political Economy The Welfare State Development and Global Divisions Constitutions Role of Courts Systems of Law
7	Review & Exam	Assess to what degree students understand topics discussed; midterm exam
8	Executives; Legislatures (Hague et al., Chapters 8-9)	Heads of State and Government Presidential, Parliamentary and Semi-Presidential Executives Role of Legislatures One Chamber or Two? Representatives
9	Bureaucracies; Public Policy (Hague et al„ Chapters 10 and 19)	Bureaucracies: Origins, Evolution E-government How Bureaucracies are Organized Models of the Policy Process Policy Cycle Policy Diffusion and Convergence
10	Sub-national Governments; Political Culture (Hague et al„ Chapters 11-12)	Multi-level Governance Unitary and Federal Systems Local government Understanding Political Culture From The Civic Culture to Postmaterialism Political Trust A Clash of Civilizations?
11	Political Participation; Political Communication (Hague et al„ Chapters 13-14)	Who Participates, and Why? Public Opinion and Its Dynamics Women in Politics Mass Media: Evolution Into the Digital Age Media Influence Trends in Political Communication
12	Elections; Political Parties (Hague et al„ Chapters 15-16)	Legislative Elections Executive Elections Referendums Political Parties: Origins and Roles Party Systems Party Organization
13	Voters; Interest Groups (Hague et al„ Chapters 17-18)	Party Identification How Voters Choose Voter Turnout Interest Groups: Origins, Types and Dynamics Channels and Ingredients of Influence
14	Exam & Wrap-up	Assess to what degree students understand topics discussed; final exam

【Work to be done outside of class (preparation, etc.)】
Before class, students should study the required readings and work on the assignment (individual or group) to be submitted. After class, and especially before an exam, students should review their notes, as well as check the notes provided by the instructor. Preparatory study is 2 hours for each class session, but group work may entail an additional 30 minutes. Review for an exam would take at least 3 hours.

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

【References】
Patrick H. O’Neil (2020), Essentials of Comparative Politics, 7th edition, New York: W. W. Norton & Company, Inc.

【Grading criteria】
Participation in class discussions: 40% of overall course mark.
Midterm examination: 30%
Final examination: 30%

【Changes following student comments】
Nothing in particular.

【Others】
Use of mobile phones, laptops and other electronic devices during class is prohibited (exceptions only in special cases).

【Prerequisite】
None

POL100ZA

Introduction to Development Studies

Norio USUI

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

Day/Period：月 5/Mon.5

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
Why do we need to extend aid to developing countries? If needed, how can we support growth and development of recipient countries? Do we really know what prevents growth and development (poverty reduction) in developing countries? If not, how can we know them, and then how to develop aid strategy based on the identified constraints? If development aid contains lending, how can we assess debt repayment capacity of a recipient country? Can projects financed by our aid attain expected goals? How can we measure the impact of an aid-funded project that can be attributed to the project? The course aims to answer these critical questions in development aid policy. After reviewing the traditional development paradigms — Structural adjustments and Washington consensus (confusion), the course focuses on the emerging 3rd generation of development paradigm, which emphasizes "diagnostics" and "evaluation" in formulating an effective development aid policy. A unique feature of the course is its intensive uses of case studies to deepen students' understanding.

【Goal】
Students who have taken this course should be able to:
(1)understand how development aid is designed to resolve challenges in developing countries;
(2)understand how development paradigms have been evolving and how the changes in development paradigms have affected development organizations' operational strategies;
(2)develop analytical skills to analyze development challenges and formulate an effective aid (and development) strategy.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
The intent of this course is to expose the student to a range of ideas and issues in aid and development policy through an interactive learning process. Students will be provided an opportunity to learn, think and discuss broadly and deeply about aid and development issues through lectures, discussions, group work, presentations and homework.
Comments will be provided to assignments. Good works will be presented in class.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Guidance	Course guidance and introduction to development studies
2	Why are we so rich but they so poor? Why is development aid needed?	Poverty reduction requires growth, which can be constrained by lack of financial resources, recipient's capacity, and poor governance
3	Two gap theory (1st generation paradigm)	'Ghost' of the financing gap
4	Original and augmented Washington consensus (2nd generation paradigm)	Is everything important to grow and develop?
5	Growth diagnostics (3rd generation paradigm)	A new approach focusing on only binding constraints
6	How the growth diagnostics work?	Case study 1: Pakistan
7	How the growth diagnostics work?	Case study 2: Philippines
8	Aid inflows induce the Dutch disease?	A dilemma of aid
9	How to measure project impact?	A dilemma of 'before and after comparison
10	Randomized control trials (RCTs)	How to create treatment and control groups?
11	How the impact evaluation work?	Case study 1: Philippines' conditional cash transfer
12	How the impact evaluation work?	Case study 2: Mosquito nets for Malaria prevention
13	Recap: Core features of the new development (aid policy) paradigm	Diagnostics and Evaluation
14	Final exam & wrap up	Final exam & wrap up

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

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

【References】
Banerjee, A., and E. Duflo (2012), Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty, PublicAffairs. (for Classes 9-12)
Rodrik, D. (2006), "Goodbye Washington Consensus, Hello Washington Confusion? A Review of the World Bank's Economic Growth in the 1990s: Learning from a Decade of Reform. (for Class 4)
Hausmann, R., D. Rodrik, and A. Velasco. (2005), "Growth Diagnostics", John F. Kennedy School of Government, Harvard University (for Classes 5).
Felipe, J., N. Usui, and A. Abdon (2011), "Rethinking the Growth Diagnostics Approach: Questions from the Practitioners", Journal of International Commerce, Economics and Policy, 2 (2): 251-276. (for Classes 5-7)
N. Usui, "Aid Induced Structural Change in Developing Countries: An Extension of the Two-Gap Model", Singapore Economic Review, 41 (2): 53-66, 1998. (For Class 8).
N. Usui, "Searching for Effective Poverty Interventions: Conditional Cash Transfer in the Philippines". 2011, Asian Development Bank. (for Class 11).

【Grading criteria】
The following criteria will be used to evaluate students:
· Class contribution (ex. Questions, Presentations, Discussions) 30%
· Reaction papers and homework 30%
· Final Exam 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.
Including attendance in week 1, more than 2 unexcused absences will result in failure of this course. An overall score of 60% or more is needed to pass this course.

【Prerequisite】
Non-GIS students wishing to take part in this course should have adequate English skills to complete the course work and assignments.

SES100ZA

Introduction to Environmental Science

Ayami OTSUKA

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

Day/Period：金 2/Fri.2

他学部公開： グローバル： 成績優秀：○ 実務教員：

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

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

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
The course will be conducted in mixture of lecture-based learning and more active involvement of students in class discussions etc. Mini discussions, mainly based on the assignments, are conducted in lectures throughout the course. Feedback on students’ work (on assignments and reflections, etc.) is given in class and/or through the Hosei Learning Management System. Field work and/or a tour of environmental facilities is planned, although this many be changed depending on the situation around Covid-19. Please note that the teaching approach may vary according to the university/GIS policy.

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

【Fieldwork in class】
あり / Yes

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction and Guidance	Setting the context: what is environment, environmental problems, and environmental/sustainability studies?
2	Human activity and environmental problems	Origin of Environmental pollution in Japan
3	General mechanism of environmental problems	From environmental economics perspectives
4	Rise of environmental policies	Environmental policies (in Japan and abroad)
5	Water issues	Basic scientific mechanism, the current status, and typical countermeasures on the topic are covered
6	Land and biodiversity	Basic scientific mechanism, the current status, and typical countermeasures on the topic are covered
7	Waste management	Basic scientific mechanism, the current status, and typical countermeasures on the topic are covered
8	Air Pollution	Basic scientific mechanism, the current status, and typical countermeasures on the topic are covered
9	Climate change/Energy	Basic scientific mechanism, the current status, and typical countermeasures on the topic are covered
10	Environmental Management	Environmental management systems and CSR activities by business community
11	Linking knowledge and practices	Tour of environmental facilities
12	Environmental assessment	Environmental impact assessment, life cycle assessment, and environmental valuation
13	A road to sustainable development?	Balance between economic, social and environmental issues
14	Final exam & wrap-up	End of semester examination & course review

【Work to be done outside of class (preparation, etc.)】
Students are expected to work on reading and/or research assignments in preparation for the lectures and to review class materials after each class. The standard time required for preparatory study and review for this class are 2 hours each.

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

【References】
Robertson, Margaret (2021). Sustainability Principles and Practice (3rd edition). Oxon and New York: Routledge.
Cunningham, William, and Cunningham, Mary Ann (2018). Environmental science: a global concern (14th ed.), McGraw-Hill Education

【Grading criteria】
Evaluation will be based on
1. Participation and attitude (35%)
2. Evaluation of assignments/quizzes (25%)
3. Final Exam (40%).
Students are required to meet satisfactory grade for each element to receive a grade.

【Changes following student comments】
· The method of discussion will be changed from groupwork to more frequent group discussions based on student comments from class questionnaire.
· The language used during the tour of environmental facilities will likely be Japanese. Alternative contents will be give for those who chose not to participate in the tour due to language barriers and/or holding permission to fully take online lectures for Covid-19 reasons. Details will be explained in the class.

【Prerequisite】
None.

SOC100ZA

Introduction to Social Research Methods

Daiki HIRAMORI

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

Day/Period：火 3/Tue.3

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
This course is designed to provide an introductory overview of social research methods. This course begins with conceptual issues in research, such as how theory is used in the research process and ethical issues in social science research. Then, building blocks of empirical research, such as hypotheses, measurement, reliability, validity, and sampling, are covered. The course also touches on a variety of research approaches, such as survey research, experimental research, ethnography, in-depth interviewing, content analysis, and critical quantitative methods. In this course, students will learn how social scientists design social research, collect the data, and conduct the analysis. Details of specific research methods will be covered in more advanced courses, such as “Qualitative Research Methods” and “Quantitative Research Methods."

【Goal】
By the end of this course, students will be able to: (1) identify and describe the key concepts of social research methods (remembering/understanding), (2) apply those concepts to a context different from one in which it was learned (applying), (3) compare and contrast various approaches to social research (analyzing), and (4) choose appropriate research methods to propose a research project of their own (evaluating/creating).

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course is taught primarily through interactive lectures. A variety of active learning techniques, such as in-class writing assignments (one-minute papers), neighbor discussions (think-pair-share), and comment sheets, are used to accommodate the diversity in student learning styles. In-class quizzes are held occasionally so that students understand their own level of understanding of the course materials at the moment. Verbal and written feedback on assignments is given during class discussions and through using other tools as appropriate. Also, feedback for the previous class is given at the beginning of each class. Students are welcome to visit the instructor during office hours for more personalized feedback.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	What is social science research? How to start the research process?
2	Linking Social Science Theory to Research	What are the elements of theory? What is the role of theory in social research?
3	Ethical Issues in Social Science Research	What are research ethics? What steps can researchers take to protect humans who participate in research?
4	Hypotheses, Operationalization, and Measurement	How do researchers develop and test hypotheses? What do conceptualization and operationalization involve?
5	Reliability and Validity	What are reliability and validity? What is the basic difference between reliability and validity?
6	Sampling Strategies	What are the strengths and weaknesses of different sampling approaches? How does sampling work in variable-oriented research and case-oriented research?
7	Review & Midterm Exam	Course review, students’ inquiries, and midterm exam
8	Survey Research	What are surveys? How do researchers administer surveys? What do they ask and how do they ask it?
9	Experimental Research	What are the three key features of experiments? What are the strengths and weaknesses of different types of experiments?
10	Ethnography	What is ethnography? What are the four roles that an ethnographer can adopt when doing fieldwork? How to conduct an ethnographic field study?
11	In-Depth Interviewing	How are an in-depth interview and a normal conversation similar, and how are they different? What are the types of in-depth interviews?
12	Writing a Research Proposal	What are the elements of a research proposal? Q&A on final paper
13	Content Analysis, Critical Quantitative Methods	What is content analysis? What does it mean to conduct a quantitative analysis from a critical theoretical perspective?
14	Review & Final Paper Preparation	What have we learned in this course? Preparing and submitting the final paper

【Work to be done outside of class (preparation, etc.)】
Students are expected to review the lecture slides and other course materials after each class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. Electronic slides will be provided by the instructor.

【References】
The structure of this course relies heavily on the following book: Carr, Deborah, Elizabeth Heger Boyle, Benjamin Cornwell, Shelley Correll, Robert Crosnoe, Jeremy Freese, and Mary C. Waters. 2021. *The Art and Science of Social Research*. 2nd ed. New York: Norton. Further reference may be provided based on students’ areas of interest.

【Grading criteria】
Participation: 15%
In-class quizzes: 15%
Midterm exam: 30%
Final paper: 40%

【Changes following student comments】
Not applicable. This course is taught for the first time by this instructor.

【Equipment student needs to prepare】
None. You are welcome to use computers/tablets for class-related purposes in class.

【Prerequisite】
None.

MAN100ZA

Introduction to Business

EYO Shiaw Jia

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

Day/Period：金 1/Fri.1

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
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, business structure, entrepreneurship and various functional areas of a firm such as management, marketing, accounting and finance. The course is recommended for students with interest in business as well as students with other fields of study.

【Goal】
The goal of this class is to provide students with a basic understanding of the business environment and current business trends. Students will learn the various functional areas of a firm: management, marketing, e-business, accounting and finance.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course is taught primarily through lectures. Feedback is given during class time and through using other tools such as HOPPII or email. Interactive class participation is encouraged.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Introduction to the course
2	The Environment of Business	Exploring the world of business and economics
3	Business Ownership and Entrepreneurship (1)	Choosing a form of business ownership
4	Business Ownership and Entrepreneurship (2)	Small business, entrepreneurship and franchises
5	Management and Organization (1)	Understanding the management process
6	Management and Organization (2)	Creating a flexible organization
7	Review & Midterm Exam	Assessing the degree to which you understand the subject
8	Marketing (1)	Building customer relationships
9	Marketing (2)	Creating and pricing products
10	Marketing (3)	Distributing and promoting products
11	Information, Accounting and Finance (1)	Exploring social media and e-business
12	Information, Accounting and Finance (2)	Understanding financial statements
13	Business Case Study	Understanding business strategies
14	Final Exam & Wrap-up	Assessing the degree to which you understand the subject

【Work to be done outside of class (preparation, etc.)】
Download the lecture slides, read the assigned chapters of the textbook and complete any assignments given. Preparatory study and review time for this class are 2 hours each.

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

【References】
Further materials will be provided by the instructor.

【Grading criteria】
Students will be evaluated based on class participation (20%), assignments (10%) and two exams (70%).

【Changes following student comments】
Not applicable.

【Others】
Students who are interested in taking this course must attend the first week of class. A selection process will be conducted during the first week prior to the enrollment of this course.

【Prerequisite】
Not needed.

MAN100ZA

Introduction to Business

EYO Shiaw Jia

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

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
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, business structure, entrepreneurship and various functional areas of a firm such as management, marketing, accounting and finance. The course is recommended for students with interest in business as well as students with other fields of study.

【Goal】
The goal of this class is to provide students with a basic understanding of the business environment and current business trends. Students will learn the various functional areas of a firm: management, marketing, e-business, accounting and finance.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course is taught primarily through lectures. Feedback is given during class time and through using other tools such as HOPPII or email. Interactive class participation is encouraged.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Introduction to the course
2	The Environment of Business	Exploring the world of business and economics
3	Business Ownership and Entrepreneurship (1)	Choosing a form of business ownership
4	Business Ownership and Entrepreneurship (2)	Small business, entrepreneurship and franchises
5	Management and Organization (1)	Understanding the management process
6	Management and Organization (2)	Creating a flexible organization
7	Review & Midterm Exam	Assessing the degree to which you understand the subject
8	Marketing (1)	Building customer relationships
9	Marketing (2)	Creating and pricing products
10	Marketing (3)	Distributing and promoting products
11	Information, Accounting and Finance (1)	Exploring social media and e-business
12	Information, Accounting and Finance (2)	Understanding financial statements
13	Business Case Study	Understanding business strategies
14	Final Exam & Wrap-up	Assessing the degree to which you understand the subject

【Work to be done outside of class (preparation, etc.)】
Download the lecture slides, read the assigned chapters of the textbook and complete any assignments given. Preparatory study and review time for this class are 2 hours each.

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

【References】
Further materials will be provided by the instructor.

【Grading criteria】
Students will be evaluated based on class participation (20%), assignments (10%) and two exams (70%).

【Changes following student comments】
Not applicable.

【Others】
Students who are interested in taking this course must attend the first week of class. A selection process will be conducted during the first week prior to the enrollment of this course.

【Prerequisite】
Not needed.

MAN100ZA

International Business and Employability

Takamasa FUKUOKA

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

他学部公開：　グローバル：　成績優秀：　実務教員：○

【Outline and objectives】
People, goods, money, and information are now crossing national borders in various industries thanks to the rapid development of technology. Employees working for multinational companies have more opportunities to communicate with people from different cultures. The lingua franca is, unsurprisingly, English, which has become the de facto standard language in business.
This course is aimed at students who may someday engage in global business, using their language skills and overseas experience. This class focuses on students acquiring basic knowledge and global business skills for the real world.

【Goal】
This course teaches the basics of international business and the skills required to compete in a competitive global marketplace.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
In a working environment, we need to develop global perspectives, with knowledge and skills that are sufficient to keep up with these global changes. In this course, we will look at aspects of globalization in various contexts, focusing on basic knowledge and skills, then we will learn about the internationalization of multinational companies.
Feedback can be given verbally, non-verbally or in written form.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Multinational Companies	Learn about MNCs (definition, role, etc.)
3	Global Human Resources	Learn about global human resources (definition, required skills, etc.)
4	Internationalization	Learn about internationalization (process, strategy, etc.)
5	Companies and Organizations (1)	Learn about companies and organizations (international dept, etc.)
6	Companies and Organizations (2)	Learn about companies and organizations (global strategy)
7	HQ and Local Offices (1)	Learn about HQ and local offices (control, function, relation, etc.)
8	HQ and Local Offices (2)	Learn about HQ and local offices (local employees and career, etc.)
9	Marketing (1)	Learn marketing basics (4P, 3C)
10	Marketing (2)	Learn marketing basics (SWOT, etc.)
11	Global Leadership	Learn about the global business and leadership
12	Case Study and Discussion (1), (2)	Case study and discussion
13	Case Study and Discussion (3), (4)	Case study and discussion
14	Review & Final Exam	Review & final exam

【Work to be done outside of class (preparation, etc.)】
Students should read the assigned chapters in the coursebook to prepare for class discussions. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. Handouts will be provided by the instructor.

【References】
To be announced.

【Grading criteria】
Class participation（20%）
Assignment（20%）
Final exam（60%）

【Changes following student comments】
The lecturer will provide more international business and employability tips.

【Others】
This is an introductory course to international business.
[For GIS students who entered in 2008 - 2015]
This course is regarded as a 100-level General Study Course. If you have obtained credits for both International Business and Employability I and II, you can’t register this course. If you have only obtained credits for either International Business and Employability I or II, or have not taken either one or both of these courses, you can register this course.
This course is conducted based on academic knowledge and the lecturer’s global business experience.

【Prerequisite】
None.

ECN100ZA

Macroeconomics I

Alberto Javier INIGUEZ Montiel

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

Day/Period：金 4/Fri.4

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
This course will provide an overview of macroeconomic issues: the determination of output, the cost of living and inflation, production and growth, and the financial and monetary systems. It introduces basic concepts of macroeconomics and illustrates the principles with the experiences of the developed and developing economies.
To prepare students for embarking confidently on their journey in the world of economic analysis and for seriously analyzing the economic signals and data we all face daily to be able to justify views and opinions with sound economic reasoning.

【Goal】
By the end of the course, students will be able to:
1. Understand the overview of economics and the fundamental framework of macroeconomics
2. Know about policy implications in macroeconomics
3. Apply the knowledge to conduct case studies
4. Relate real-life economic issues to macroeconomic theories and analyze these issues with the tools learned in this course.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course will be mainly conducted through lectures. Students are expected to read the required material prior to each lecture to discuss and solve problems in class. Assignments and related feedback will be given via the learning-management system. Additionally, midterm-exam and in-class-assignment feedback will be provided in class.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction to the Course (Syllabus) Ten Principles of Economics (Ch1)	Introduction to the course Economics and scarcity Principles of economics
2	Ten Principles of Economics (Ch1) Thinking Like an Economist (Ch2)	Principles of economics Economics as science Economists as policy advisors
3	Thinking Like an Economist (Ch2)	The circular-flow diagram The production possibilities frontier
4	Independence and the Gains from Trade (Ch3)	International trade theory Absolute and comparative advantages Case study
5	Measuring a Nation’s Income (Ch23)	The economy’s income and expenditure The components of GDP
6	Measuring a Nation’s Income (Ch23)	Real versus nominal GDP Is GDP a good measure of economic well-being? Problems
7	Review & midterm exam	Assess students’ performance for the 1st half of the course (week 1-6).
8	Measuring the Cost of Living (Ch24)	Inflation, the consumer price index (CPI), GDP deflator versus the CPI
9	Measuring the Cost of Living (Ch24)	Correcting economic variables for the effects of inflation Problems
10	Production and Growth (Ch25)	Economic growth Productivity Economic growth and public policy
11	Production and Growth (Ch25) Saving, Investment, and the Financial System -1 (Ch26)	Economic growth and public policy The East-Asian Miracle Financial institutions in the economy Saving and investment
12	Saving, Investment, and the Financial System -2 (Ch26) The Monetary System (Ch29)	The market for loanable funds Problems The meaning of money
13	The Monetary System (Ch29)	The Federal Reserve system Banks and the money supply
14	Review & final exam	Assess students’ performance for the 2nd half of the course (week 8-13).

【Work to be done outside of class (preparation, etc.)】
Students are expected to read the relevant material (textbook/articles/cases) and to participate in class discussions. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Mankiw, N. Gregory. *Principles of Economics*, 9th Asia Edition. Cengage, 2021. (ISBN-13: 9780357562833). Digital version. You must buy a MindTap access code as well to submit your assignments. (Required; sold as a bundle)

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

【Grading criteria】
1. Participation: 10%
2. Homework: 20%
3. Midterm exam: 35%
4. Final exam: 35%

【Changes following student comments】
Students are encouraged to provide feedback and suggestion regarding the course. Constructive suggestion is appreciated and may be taken for course adjustment.

【Equipment student needs to prepare】
A calculator and a ruler are required.

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

【Prerequisite】
None.

ECN100ZA

Microeconomics I

Maymay HO

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

Day/Period：水 2/Wed.2

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
This is a course for students who are interested in learning the fundamental concepts and principles in microeconomics; particularly, supply and demand, and how government policies can affect them. This introductory course in microeconomics will be covered in two semesters. Microeconomics I serves as a pre-requisite to Microeconomics II.
In the first half of the semester, we will examine how markets work. In the second half the semester, we will discuss how the public sector can affect markets.

【Goal】
The intention of this course is to integrate theory and application. At the end of the course, students should grasp and be able to discuss fundamental concepts in microeconomics, i.e. factors affecting supply and demand, the effects of the public sector on consumers and producers, as well as fiscal policy.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
At the beginning of class, feedback for the previous class is given using some comments from submitted reaction papers.
Submission of assignments and feedback will be via the Learning Management System.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction to the course (Chapters 1, 2)
2	How Markets Work (1)	Market and competition The demand curve The supply curve Equilibrium analysis (Chapter 4)
3	How Markets Work (2)	Problem sets and practical applications (Chapter 1 and 4)
4	How Markets Work (3)	Demand elasticity Supply elasticity (Chapter 5)
5	Consumers, Producers, and Efficiency of Markets (1)	Consumer surplus Producer surplus Market efficiency (Chapter 7)
6	Consumers, Producers, and Efficiency of Markets (2)	Problem sets and practical applications (Chapters 5 and 7)
7	Review of Class and In-class Written Exam	Review of class and in-class written exam
8	Supply, Demand, and Government Policies (1)	Price controls and taxes (Chapter 6)
9	Supply, Demand, and Government Policies (2)	Taxes (continued) (Chapter 8 and 12)
10	Public Sector (1)	Externalities (Chapter 10)
11	Public Sector (2)	Public goods and common resources (Chapter 11)
12	Supply, Demand, and the Public Sector	Problem sets and practical applications (Chapters 6, 8, 10, 11, and 12)
13	Discussion and Review	Discussion and review.
14	Wrap-up & Final Exam	Review of class and in-class written exam

【Work to be done outside of class (preparation, etc.)】
1. Readings- Students are expected to read the textbook chapters carefully and to prepare for the lecture. Special attention should be paid to understanding the tables and the graphs.
2. Short assignments- Students are at times given assignments to strengthen their understanding of the application of the concepts. Students are expected to hand in their homework in the following class. In case of absence, students should hand in homework during the next class.
3. Case Study Analysis- Students form small groups to make a presentation on a case study based on specific theories or concepts discussed in class. Specific guidelines will be given in class.
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Mankiw, Gregory. N. (2015) *Principles of Microeconomics*, 7th edition, Cengage Learning.

【References】
Other materials will be given by the instructor or shall be announced in class.

【Grading criteria】
【Grading criteria】
Class Participation 25% (Attitude 8%, Assignments 8.5%, Recitation 8.5%)
*The two lowest-graded assignments will not be included in the calculation of the final grade.
Case Study Analysis: 15%
Midterm Exam: 30%
Final Exam: 30%

【Changes following student comments】
The lecture schedule may be adjusted depending on the pace of the class or at the discretion of the instructor. Any changes will be announced in class. Submission of assignments and feedback will be via the Learning Management System.

【Equipment student needs to prepare】
None.

【Others】
This course requires students to have a good understanding of mathematics and graphic analysis. Students are asked to bring a simple calculator to class.

【Prerequisite】
None

ECN100ZA

Microeconomics I

Maymay HO

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

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
This is a course for students who are interested in learning the fundamental concepts and principles in microeconomics; particularly, supply and demand, and how government policies can affect them. This introductory course in microeconomics will be covered in two semesters. Microeconomics I serves as a pre-requisite to Microeconomics II.
In the first half of the semester, we will examine how markets work. In the second half the semester, we will discuss how the public sector can affect markets.

【Goal】
The intention of this course is to integrate theory and application. At the end of the course, students should grasp and be able to discuss fundamental concepts in microeconomics, i.e. factors affecting supply and demand, the effects of the public sector on consumers and producers, as well as fiscal policy.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
At the beginning of class, feedback for the previous class is given using some comments from submitted reaction papers.
Submission of assignments and feedback will be via the Learning Management System.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction to the course (Chapters 1, 2)
2	How Markets Work (1)	Market and competition The demand curve The supply curve Equilibrium analysis (Chapter 4)
3	How Markets Work (2)	Problem sets and practical applications (Chapter 1 and 4)
4	How Markets Work (3)	Demand elasticity Supply elasticity (Chapter 5)
5	Consumers, Producers, and Efficiency of Markets (1)	Consumer surplus Producer surplus Market efficiency (Chapter 7)
6	Consumers, Producers, and Efficiency of Markets (2)	Problem sets and practical applications (Chapters 5 and 7)
7	Review of Class and In-class Written Exam	Review of class and in-class written exam
8	Supply, Demand, and Government Policies (1)	Price controls and taxes (Chapter 6)
9	Supply, Demand, and Government Policies (2)	Taxes (continued) (Chapter 8 and 12)
10	Public Sector (1)	Externalities (Chapter 10)
11	Public Sector (2)	Public goods and common resources (Chapter 11)
12	Supply, Demand, and the Public Sector	Problem sets and practical applications (Chapters 6, 8, 10, 11, and 12)
13	Discussion and Review	Discussion and review.
14	Wrap-up & Final Exam	Review of class and in-class written exam

【Work to be done outside of class (preparation, etc.)】
1. Readings- Students are expected to read the textbook chapters carefully and to prepare for the lecture. Special attention should be paid to understanding the tables and the graphs.
2. Short assignments- Students are at times given assignments to strengthen their understanding of the application of the concepts. Students are expected to hand in their homework in the following class. In case of absence, students should hand in homework during the next class.
3. Case Study Analysis- Students form small groups to make a presentation on a case study based on specific theories or concepts discussed in class. Specific guidelines will be given in class.
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Mankiw, Gregory. N. (2015) *Principles of Microeconomics*, 7th edition, Cengage Learning.

【References】
Other materials will be given by the instructor or shall be announced in class.

【Grading criteria】
【Grading criteria】
Class Participation 25% (Attitude 8%, Assignments 8.5%, Recitation 8.5%)
*The two lowest-graded assignments will not be included in the calculation of the final grade.
Case Study Analysis: 15%
Midterm Exam: 30%
Final Exam: 30%

【Changes following student comments】
The lecture schedule may be adjusted depending on the pace of the class or at the discretion of the instructor. Any changes will be announced in class. Submission of assignments and feedback will be via the Learning Management System.

【Equipment student needs to prepare】
None.

【Others】
This course requires students to have a good understanding of mathematics and graphic analysis. Students are asked to bring a simple calculator to class.

【Prerequisite】
None

MAN100ZA

Principles of Business Management

Maymay HO

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

他学部公開：　グローバル：　成績優秀：○　実務教員：

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

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

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
At the beginning of class, feedback for the previous class is given using some comments from submitted reaction papers.
Submission of assignments and feedback will be via the Learning Management System.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction to the Principles of Management and Globalization	Introduction to the principles of management and globalization.
2	Mission, Strategy, Objectives and Organizational Structure	Discuss the mission, strategy, objective and organizational structure of a company.
3	Organisational Culture	Discuss the different types of organisation cultures.
4	Leadership	Discuss the different types of leadership styles.
5	Business Models I	What is disruptive Technology? Discuss about different business models using case studies of companies.
6	Business Models II	Analyse more examples of how Design Thinking was applied.
7	Decision Making and Control	Discuss how decisions are made and internal controls are in place to have a favourable outcome.
8	Review of Class Materials	Review of class materials.
9	Cashflow Management	Discuss the importance of cashflow and analyse a company’s cashflow statement.
10	Organisational Behaviour	Discuss the types of organisational behaviour in a company.
11	Motivation	How do companies motivate employees? Discuss the different theories on how to motivate employees.
12	Human Resource Management	Discuss the role of human resource and discuss the strategies used by human resource to manage employees to meet long-term strategy.
13	Discussion and Review	Review of class materials
14	Wrap-up & Review of Class Materials	Review of class materials.

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each. Additional reading on the daily news and related research articles are highly recommended. Homework will be given. Slides and related articles should be read before class.

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

【References】
Reference on reading materials will be provided in class.

【Grading criteria】
15% Quizzes
15% Projects / homework
35% Midterm exam
35% Final examination

【Changes following student comments】
None.

【Equipment student needs to prepare】
None.

【Others】
None.

【Prerequisite】
None.

TRS100ZA

Introduction to Tourism Studies

John MELVIN

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

Day/Period：木 1/Thu.1

他学部公開： グローバル： 成績優秀：○ 実務教員：○

【Outline and objectives】
The purpose of this course is to provide students with an introduction to the field of tourism. You will gain an overview of the scale, scope and organization of the tourism sector and consider the positive and negative impacts of tourism on destinations. Through a range of international case studies, we will learn about the development of destinations' natural, built and cultural resources and how these can be managed and enjoyed sustainably. Students will engage in additional learning opportunities such as in-class discussions and a group project, focusing on tourism-related issues at a particular destination. This includes consideration of how tourism may recover from the coronavirus pandemic in 2022 and beyond. As an introductory 100-level class, students will encounter some of the fundamental issues and theories relating to the study of tourism.

【Goal】
At the completion of this course, students should be able to:
1. Describe the structure and organisation of the tourism sector and the interrelationships between the various stakeholders (governments, local communities, companies, NGOs, etc.)
2. Identify processes to enable the sustainable development of a destination's natural, built and cultural resources
3. Identify factors facilitating the growth of travel and tourism at the global, national and local level
4. Discuss changes in consumer behaviour and the implications for tourism managers
5. Describe the impact of technology, particularly social media, on both tourism organizations and tourists

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
The course is designed to facilitate a free exchange of ideas and information. Lectures will take place in an interactive environment, with students contributing through discussions and a group presentation. These are important elements of the course and will aid in your learning. The group project on a given case study will provide you with in-depth understanding of the unique challenges facing a destination. You will be required to analyze this and present your solutions and recommendations via a report and presentation.
Assignments will be submitted via Hoppii; insightful answers will be shared in class to facilitate discussion.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction to the Course Content and Class Format	Setting the context: understanding the interdisciplinary nature of tourism and its importance
2	The Structure and Organization of the Tourism Sector	Exploring the structure and organization of the tourism sector at the local, national & international level
3	Tourists: Who, What, Where, Why, How	Exploring different typologies of tourists & evolutions in tourists' motivations, decision-making and behaviors
4	Tourism Impacts in Developed and Developing Countries	Investigating how tourism can impact positively and negatively on host communities, economies and environments
5	Tourism: Sustainable Development	Examining the importance of sustainability & approaches on how to manage tourism more sustainably
6	Selling Dreams and Experiences: Tourism Marketing	Examining evolving theories of marketing, and the particular challenges of marketing services such as tourism
7	Issues in Destination Management	Analyzing destination management from a case study on Venice, Italy
8	Tourism and Technology	Considering how tourism has facilitated the management & organization of tourism. Also, analyze the impact of technology on tourism organizations & tourists.
9	Event Tourism	Analyzing the role of events in destination development and marketing
10	Tourism Crisis and Disaster Management	Analyzing the vulnerability of tourism and how destinations can respond to disasters, including COVID-19
11	Tourism in Japan	Examining the past, present and future development of tourism in Japan
12	Group Presentations	Student group project presentations (case studies will be assigned earlier in the semester)
13	Future Developments in Tourism	Considering different scenarios how tourism may develop in the future, including post-COVID
14	Examination & Wrap-up	End of semester examination & course review

【Work to be done outside of class (preparation, etc.)】
Students will be assigned individual and group reading as preparation for classes. Students are expected to download and preview the lecture slides before each class. More details on evaluation criteria and assignments will be given in class. Preparatory study and review time for this class are 2 hours each.

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

【References】
Cooper, C., Fletcher, J., Fyall, A., Gilbert, D. and Wanhill, S. (2013 5th edition) *Tourism: Principles and Practice.* Harlow: Pearson Education
Cooper, C. and Hall, C. M. (2018) *Contemporary Tourism: An International Approach.* London: Goodfellow
The reference books are available in the university library and in the GIS Reference Room.

【Grading criteria】
Evaluation will be based on
1. Class participation & homework assignments (30%)
2. Group presentation and report (30%)
3. Exam (40%)
Students are expected to complete all the assigned reading and homework to enable them to get the most benefit from the lectures.
To help develop students' group-working skills and to encourage and reward cooperation and hard work, the group project is assessed on an individual basis.

【Changes following student comments】
N/A

【Others】
I can draw from my experience in organizing events and as marketing director of a tourism business in the UK to help provide students with examples and to illustrate issues.

【Prerequisite】
None.

TRS100ZA

Introduction to Tourism Studies

John MELVIN

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

他学部公開：　グローバル：　成績優秀：○　実務教員：○

【Outline and objectives】
The purpose of this course is to provide students with an introduction to the field of tourism. You will gain an overview of the scale, scope and organization of the tourism sector and consider the positive and negative impacts of tourism on destinations. Through a range of international case studies, we will learn about the development of destinations' natural, built and cultural resources and how these can be managed and enjoyed sustainably. Students will engage in additional learning opportunities such as in-class discussions and a group project, focusing on tourism-related issues at a particular destination. This includes consideration of how tourism may recover from the coronavirus pandemic in 2022 and beyond. As an introductory 100-level class, students will encounter some of the fundamental issues and theories relating to the study of tourism.

【Goal】
At the completion of this course, students should be able to:
1. Describe the structure and organisation of the tourism sector and the interrelationships between the various stakeholders (governments, local communities, companies, NGOs, etc.)
2. Identify processes to enable the sustainable development of a destination's natural, built and cultural resources
3. Identify factors facilitating the growth of travel and tourism at the global, national and local level
4. Discuss changes in consumer behaviour and the implications for tourism managers
5. Describe the impact of technology, particularly social media, on both tourism organizations and tourists

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
The course is designed to facilitate a free exchange of ideas and information. Lectures will take place in an interactive environment, with students contributing through discussions and a group presentation. These are important elements of the course and will aid in your learning. The group project on a given case study will provide you with in-depth understanding of the unique challenges facing a destination. You will be required to analyze this and present your solutions and recommendations via a report and presentation.
Assignments will be submitted via Hoppii; insightful answers will be shared in class to facilitate discussion.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction to the Course Content and Class Format	Setting the context: understanding the interdisciplinary nature of tourism and its importance
2	The Structure and Organization of the Tourism Sector	Exploring the structure and organization of the tourism sector at the local, national & international level
3	Tourists: Who, What, Where, Why, How	Exploring different typologies of tourists & evolutions in tourists' motivations, decision-making and behaviors
4	Tourism Impacts in Developed and Developing Countries	Investigating how tourism can impact positively and negatively on host communities, economies and environments
5	Tourism: Sustainable Development	Examining the importance of sustainability & approaches on how to manage tourism more sustainably
6	Selling Dreams and Experiences: Tourism Marketing	Examining evolving theories of marketing, and the particular challenges of marketing services such as tourism
7	Issues in Destination Management	Analyzing destination management from a case study on Venice, Italy
8	Tourism and Technology	Considering how tourism has facilitated the management & organization of tourism. Also, analyze the impact of technology on tourism organizations & tourists.
9	Event Tourism	Analyzing the role of events in destination development and marketing
10	Tourism Crisis and Disaster Management	Analyzing the vulnerability of tourism and how destinations can respond to disasters, including COVID-19
11	Tourism in Japan	Examining the past, present and future development of tourism in Japan
12	Group Presentations	Student group project presentations (case studies will be assigned earlier in the semester)
13	Future Developments in Tourism	Considering different scenarios how tourism may develop in the future, including post-COVID
14	Examination & Wrap-up	End of semester examination & course review

【Work to be done outside of class (preparation, etc.)】
Students will be assigned individual and group reading as preparation for classes. Students are expected to download and preview the lecture slides before each class. More details on evaluation criteria and assignments will be given in class. Preparatory study and review time for this class are 2 hours each.

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

【References】
Cooper, C., Fletcher, J., Fyall, A., Gilbert, D. and Wanhill, S. (2013 5th edition) *Tourism: Principles and Practice.* Harlow: Pearson Education
Cooper, C. and Hall, C. M. (2018) *Contemporary Tourism: An International Approach.* London: Goodfellow
The reference books are available in the university library and in the GIS Reference Room.

【Grading criteria】
Evaluation will be based on
1. Class participation & homework assignments (30%)
2. Group presentation and report (30%)
3. Exam (40%)
Students are expected to complete all the assigned reading and homework to enable them to get the most benefit from the lectures.
To help develop students' group-working skills and to encourage and reward cooperation and hard work, the group project is assessed on an individual basis.

【Changes following student comments】
N/A

【Others】
I can draw from my experience in organizing events and as marketing director of a tourism business in the UK to help provide students with examples and to illustrate issues.

【Prerequisite】
None.

FRI100ZA

Information Studies

Alfons JOSEF SCHUSTER

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

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
Information study is an interdisciplinary science with a wide range of interests and goals. A major element in the field is concerned with fundamental information processes such as the acquisition and collection of information, the classification and storage of information, the manipulation and retrieval of information, as well as the analysis, dissemination, usage, and maintenance of information. Although information has attained a very important role in the world around us, it is a concept that is very difficult to define. This course tries to familiarize students with the history and evolution of the field of information study. Students completing the course will recognize the aims and goals of fundamental information processes. They will learn to analyze, evaluate, and appreciate the value information study provides, and they will understand today's information society and modern technology from an information perspective.

【Goal】
By the end of the semester, students should: (i) be familiar with the history and evolution of the field of information study, (ii) understand fundamental information processes, (iii) have acquired an understanding about the notion of information from various points of view, and (iv) be able to reason about modern society and modern technology from an information perspective.

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

【Method(s)】
The main elements of the course are lectures, assignments, and in-class discussions. The lectures relate to the topics mentioned in the course schedule below. A class typically provides feedback and guidance on assignments. In addition, each class provides an opportunity for students to engage actively in a discussion related to current issues in information studies.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
1	Introduction	Course overview and course requirements.
2	Information Society and Information Revolution (1)	A brief introduction to information society and the information revolution.
3	Information Society and Information Revolution (2)	A brief introduction to information society and the information revolution.
4	The Language of Information	Understanding data, information and knowledge. A roadmap of information concepts.
5	Mathematical Theory of Information	Shannon's interpretation of information.
6	Physical Information	Life and entropy.
7	Biological Information (1)	Genetic code and genetic engineering.
8	Biological Information (2)	Brains and artificial neural networks.
9	Economic Information	Interpretations of information from the point of view of game theory.
10	Information Ethics	Responsibility in information environments.
11	Modern Information Environments (1)	Complex systems, the Internet, cyberspace.
12	Modern Information Environments (2)	Big data, machine learning, and artificial intelligence.
13	Information Future	Possible directions of information culture and information society. Outlook.
14	Examination & Wrap-up	Final tips; final exam.

【Work to be done outside of class (preparation, etc.)】
(1) Reading. Students are expected to read the course textbook and other materials carefully in order to acquire a thorough understanding of the ideas and concepts presented to them in class.
(2) Assignments. Students are given several assignments. These assignments are an important element in the course and contribute to the overall mark that a student may achieve.
Preparatory study and review time for this class are 2 hours each.

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

【References】
In addition to Floridi's book, we use newspaper and journal articles, science fiction short stories, videos, as well as other materials in this course.

【Grading criteria】
Assignments: 50%
Final Exam: 50%

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
None.

【Others】
None.

【Prerequisite】
None.

FRI100ZA

Information and Society

May Kristine Carlon

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

Day/Period：土 2/Sat.2

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
Information is now a fundamental feature of the human experience: we consume, produce, and use it to make important decisions. In this course, we will be approaching information studies from the lens of human-computer interaction, data visualization, and analytics. We will be introducing the students to various aspects of information and society: our changing views, how we utilize it, the effects of technological advancements, and our responsibility.

【Goal】
At the end of this course, the students are expected to apply critical thinking to exercise responsible digital citizenship. They should be able to discuss how information affects them as individuals and as a society, evaluate information credibility, and exercise caution in presenting information.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
Each class will be kicked off with a short, retention check quiz. This will be followed by lectures, discussions, and activities covering the topics given in the weekly schedule. Each class will close with knowledge shares from students. Feedback will immediately be provided.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	An overview of the entire course will be introduced starting with the question, "What is information?"
2	Evolution of Information	A historical overview of the evolution of information will be presented: how was it disseminated and how has it grown through time.
3	Information Stakeholders	Custodianship, ownership, and access will be discussed.
4	Argumentation and Information	Critical thinking concepts such as fallacies will be reviewed. Examples where information was used for faulty argumentation will be presented.
5	Human Factors of Information Consumption	Cognitive biases will be reviewed and methods on how these biases were used to influence information consumption will be presented.
6	Information and Public Opinion	Landmark cases where information has swayed public opinion, both for the good and for the bad, will be discussed.
7	Midterm Reflection	Students will write a one-page reflection on the lessons learned thus far and will be given five minutes to present their reflection in class.
8	Big Data and AI	Big data in key sectors such as healthcare, education, and national security will be introduced. Enablers of big data (e.g., increased computing power, internet) will also be discussed.
9	Data and AI Ethics	Examples of algorithms and practices used with information and how they can potentially threaten the society will be presented.
10	Information Security	Information security (confidentiality, integrity, and accessibility) along with its related concepts (cybersecurity, cryptography) will be introduced.
11	Digital Footprint	Landmark cases where digital footprints were used, both for the good and for the bad, will be discussed.
12	Future of Information	Expert predictions on how the future will change as we advance in the knowledge economy will be explored.
13	Responsible Digital Citizenship	Protective and ethical measures to prevent misinformation and promote healthy information activism will be debated.
14	Final Examination and Wrap-up	An open-book closed-response timed exam will be administered.

【Work to be done outside of class (preparation, etc.)】
Students are expected to read the relevant material for the week prior to class to promote lively discussion. Students may optionally prepare short reports for knowledge sharing in advance. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
All reference materials will be made available at the start of the term.

【References】
These texts are recommended but not required:
Tufte, E. R. (1990). Envisioning information. Graphics Press.
Mackenzie, I. S. (2013). Human-Computer Interaction. An Empirical Perspective.
O’Neil, C. (2016). Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy.

【Grading criteria】
Quizzes: 30%
Participation: 30%
Midterm Reflection: 20%
Final Examination: 20%

【Changes following student comments】
None

【Prerequisite】
None

LIT200ZA

Comparative Literature

Gregory KHEZRNEJAT

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

他学部公開：　グローバル：○　成績優秀：　実務教員：

【Outline and objectives】
What is world literature? Why do some books become global bestsellers while others are deemed untranslatable? How does literature relate to other forms of art such as movies or music? This course will introduce the fundamental issues of modern comparative literary studies, including national canons, world literature, translation, and adaptation. We will discuss how comparing works with other texts across genres, languages, time periods, or forms of media can give us a fuller understanding of not only the text itself, but also how systems of literature combine to influence our impression of the text.

【Goal】
Students will practice critical reading and writing while learning the basic approaches used in comparative literary studies. Students will examine the historical development of comparative literature as a field while utilizing comparative methodology to read and respond to selected texts.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
Classes will be divided roughly evenly between lectures and guided discussions. Short quizzes will occasionally be given to assess comprehension of weekly readings. Students will also be evaluated through a midterm examination and final paper. In-class feedback will be given for daily reaction papers and written assignments.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction of course content and selection exam
2	What is Comparative Literature?	Basic terms and concepts of the field
3	Interliterary Theory	Relationships between national and world literature canons
4	World Literature	Development of the concept of world literature
5	Global Writing	Writing strategies within world literature
6	Literature and Colonialism	Colonialism and the world literature system
7	Decoloniality	Postcolonial voices in world literature
8	Review and Midterm Examination	A review of topics covered in the first half of the course
9	Themes and Images (1)	Relationships between language and interpretation
10	Themes and Images (2)	Specific examples of themes and images used in literature
11	Literature and Translation (1)	The invisibility of translation
12	Literature and Translation (2)	"Untranslatable" literature
13	Interartistic Comparison	Modernity, hypertextuality, and the relationship between literature and other forms of media
14	Final Synthesis	Review major themes of the course

【Work to be done outside of class (preparation, etc.)】
Students are expected to perform close readings of weekly reading assignments and prepare to actively engage in class discussions. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Readings will be provided as handouts in class.

【References】
Domínguez, César, et al. *Introducing Comparative Literature: New Trends and Applications*. Routledge, 2015.
Hutchinson, Ben. *Comparative Literature: A Very Short Introduction* Oxford University Press, 2018.

【Grading criteria】
Class contribution (30%), quizzes (20%), midterm examination (25%), final paper (25%)

【Changes following student comments】
None.

【Prerequisite】
None.

LIT200ZA

Studies in Poetry

Yuki TANAKA

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

他学部公開：　グローバル：○　成績優秀：　実務教員：

【Outline and objectives】
A general introduction to poetry, focusing on the works of a variety of poets from different countries, cultures and eras.

【Goal】
The primary goal of this course is to teach the students an appreciation of poetry, doing so through a close reading of the texts. Additionally, the study of poetry will deepen student knowledge and understanding of English and English-speaking cultures.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
Students will learn to analyze poetry, studying its formal elements: rhyme and meter, lineation, tone, voice, figurative language, and so on. By studying how poets see, think, and write about themselves and the world, students will improve their critical thinking, reading, speaking and writing skills. Discussion, comprehension and vocabulary activities, essay writing, and a poetry recitation are all part of the course. Submission of assignments and feedback will be via the Learning Management System.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction of Course	Explanation of course theme, content, grading, participation and attendance requirements
2	Metaphors and Similes 1	Selected poetry: analysis and interpretation (denotation, connotation)
3	Metaphors and Similes 2	Selected poetry: poetry worksheet; reading and identifying poetic techniques and terminology: image, tone, theme
4	Rhyme Schemes	Selected poetry: analysis and marking of rhyme schemes
5	Meter and Scanning	Review of poetic techniques learned weeks 2 - 4 Selected poetry; poetry worksheet; reading and identifying poetic techniques
6	The Sonnet	Selected poetry; analysis and marking of the sonnet form
7	Review & Mid-term Exam	Examination on material read and poetic techniques learned weeks 2 - 6
8	Dramatic Narrative and Monologue	Review of mid-term exam material Reading and analysis of selected narrative and monologue poetry
9	Lyrical Poetry	The ballad; poetry worksheet Reading and identifying poetic techniques
10	Lyrics as Poetry	Selected works: analysis and interpretation
11	Free and Blank Verse 1	Review of poetic techniques learned weeks 8 - 11 Selected works: analysis and interpretation
12	Interpretation and Recital 1	Introduction of selected poet and poem; recital or presentation of poem; peer feedback
13	Interpretation and Recital 2	Introduction of selected poet and poem; recital or presentation of poem; peer feedback
14	(1) Interpretation and Recital 3 (2) Term paper due	3-5 page term paper on recital poem plus one other poem by that same poet

【Work to be done outside of class (preparation, etc.)】
Students must read the material, do required research and study questions for each class. Preparatory study and review time for this class are 2 hours each.

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

【References】
For term paper formatting:
owl.english.purdue.edu/owl/resource/747/01/
Kelly, Joseph, ed. *The Seagull Reader: Poems*. W. W. Norton & Company, 2008.
Poetry Out Loud. 2005. www.poetryoutloud.org. Accessed 5 January 2019. (POL is an organization that promotes poetry recitation and contests.)

【Grading criteria】
Participation (20%); mid-term exam (50%); final paper and recitation (30%).

【Changes following student comments】
A renewed emphasis on instruction in poetry recitation skills.

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

【Others】
Enrollment is limited to 2nd - 4th year students.

【Prerequisite】
None.

SOC200ZA

American History and Society

Robert SINCLAIR

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

Day/Period：月 3/Mon.3

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
This course will introduce students to the culture and society of the United States, focusing primarily on events of the 20th and 21st century. A central theme will be the idea of America as a place of unlimited possibility and opportunity. This idea presents the United States as a new type of social experiment, where true freedom is available and where everyone can look to a better future. As we examine this perspective on America, we will further explore the conflict between American ideals and social reality as seen in the tensions between continuity and change, individualism and community, consensus and diversity.

【Goal】
Students will acquire knowledge about various aspects of America and American life, including its history, geography and political system, as well as its economic, educational, social and foreign policy. Students can then expect to (1) acquire general knowledge of the society and people in contemporary America, (2) learn how America developed from a small British colony into a major superpower, and (3) examine the new realities facing America and its global influence.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
Students will attend lectures, read related material and have two written examinations. Concerning assignments, students will receive feedback in class.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	America, idea vs. reality, organization of the course, selection exam
2	History (1)	Birth of a Nation, American Revolution and Constitution, Civil War, Reconstruction, Gilded Age
3	History (2)	Progressive Era, The New Deal, rise as a superpower, The Cold War, recent developments
4	Land and People	Native Americans, African Americans, immigration
5	US Political Institutions	The US Constitution, Federal Government, branches of government
6	US Religious Culture	US religions, church and state, religion and education
7	Review & Midterm Exam	Assessing the degree to which students understand the subject
8	US Education	The American education system, education and democracy, recent problems
9	US Economy	Economic Liberalism, social class and economy, the contemporary economy
10	US Foreign Policy (1)	Current attitudes, history of American foreign policy until WWI
11	US Foreign Policy (2)	History of American foreign policy to recent times
12	US Social Services	History of social services, organization, public vs. private services
13	US Culture: Arts, Sports and Leisure	History, the arts, sporting activities and leisure
14	Final Exam & Wrap-up	Assessing the degree to which students understand the subject

【Work to be done outside of class (preparation, etc.)】
Students are expected to read the materials as instructed and prepare for class participation and discussion. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Contemporary America. 4th edition, Russell Duncan and Joe Goddard, 2013, Palgrave Macmillan.
American Civilization: An Introduction, 7th Edition, David Mauk and John Oakland, 2017, Routledge.

【References】
A – Z of Modern America, Alicia Duchak, 1999, Routledge.
Oxford Guide to British and American Culture, Jonathan Crowther, 2005, Oxford University Press.

【Grading criteria】
Evaluation will be based on a selection exam (10%) class participation (15%) and two exams (75%).

【Changes following student comments】
Some of the topics and readings covered in the class have been changed.

【Prerequisite】
None.

HIS200ZA

European History

Brian Joseph SAYERS

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

Day/Period：水 2/Wed.2

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
As the world becomes an increasingly globalized place, the study of history is more relevant than ever to understand the forces that have shaped our society. This course will chart some of the major political, social, and economic changes that took place in Europe from the fourteenth to the nineteenth century and assess their impact upon the rest of the world. It will adopt a thematic and broadly chronological approach.

【Goal】
The aim of this course is to enable students to reach a deeper understanding of the key events in European History from the fourteenth to the nineteenth century. In doing so they will enhance their ability to think critically about historical events. Students will also develop their interpersonal skills through group discussions in the classroom.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
Classes will be held in both lecture and seminar style. PowerPoint lectures will be followed by small group discussions in which students will compare their answers (written in note form, and submitted to the lecturer on Hoppii, before class) to questions on the assigned readings for each lecture. The discussion findings will then be reported by a member of each group and students from the other groups will be encouraged to contribute to the class discussion. Finally, feedback will be given by the lecturer to each group. Students will also receive individual feedback on Hoppii. Please note that the teaching approach may vary according to which covid threat level we are at.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	The Catholic Church, State Building, and Economic Recovery after the Black Death	No region suffered more from the Black Death than western Christendom, and arguably no region made a more spectacular comeback. Europeans responded by creating new political and cultural forms.
2	The Renaissance	As Europeans rebuilt after the devastation of the plague, a movement called the Renaissance revived Europe’s connections with its Greek and Roman past and produced masterpieces of art, architecture, and other forms of thought.
3	Interpreting Visual Evidence: Marking Boundaries, Inspiring Loyalty	The fourteenth century witnessed the emergence of dynastic states across Afro-Eurasia that endured for centuries. Rulers used a careful mixture of privilege and punishment to create a sense of unity among their subjects while at the same time justifying their own right to rule and reinforcing traditional social hierarchies.
4	European Exploration and Expansion	By opening new sea-lanes in the Atlantic, European explorers set the stage for a major transformation in world history: the establishment of overseas colonies for the purpose of enriching themselves and their monarchs.
5	The Reformation	In sixteenth century Europe frequent warfare centered on purely European concerns, above all on a religious split within the Roman Catholic Church, known as the Reformation.
6	Interpreting Visual Evidence seminar: Conflict and Consent	In the fifteenth and sixteenth centuries, European overseas empires came into conflict with indigenous societies, decimating the Amerindian population and drafting African slaves to perform labor the remaining Amerindians refused. This resulted in societies in the Americas that initially had extremely pronounced cultural differences.
7	Exchanges and Expansions in North America	Although the search for precious metals or water routes to Asia had initially spurred British, French, and Dutch efforts to establish New World colonies, colonizers soon learned that only by exploiting other resources could they generate profits.
8	The Slave Trade and Africa	Although the slave trade began in the mid-fifteenth century, only in the seventeenth and eighteenth centuries did the numbers of human exports from Africa begin to soar. By 1820, four slaves had crossed the Atlantic for every European. Those numbers were essential to the prosperity of Europe’s American colonies.
9	Interpreting Visual Evidence seminar: A World of Goods	As overseas trade generated new wealth, elites displayed this wealth in diverse ways. Ranging from the purely ornamental to the modest and practical, material objects reflected the identities of the people who bought and displayed them, as well as the identities of the producers who made them.
10	The Enlightenment in Europe	The Enlightenment was an extraordinary cultural flowering, driven by trade and internal commerce, which blossomed in Europe during the seventeenth and eighteenth centuries. This era encompassed broader developments, such as the expansion of literacy, the spread of critical thinking and the decline of religious persecution.
11	Consequences of the Enlightenment	The Enlightenment - or, more properly, Enlightenments, as there was much variation across Europe - was a movement with numerous ambivalent consequences, both for religious and political institutions and for Europe’s relationship with the rest of the world.
12	Interpreting Visual Evidence seminar: Envisioning the World	Although maps give the impression of objectivity and geographic precision, the arrangement of names and locations, as well as the areas placed at the center and the margins, reveal the mapmakers’ views of the world. In most cultures, official maps located their own major administrative and religious sites at the center of the universe and reflected local elites’ ideas about how the world was organized.
13	Revolutionary Transformations and the New Language of Freedom	Late in the eighteenth century, revolutionary ideas spread across the Atlantic world following the trail of Enlightenment ideas about political freedom and reason. The slogans of independence, freedom, liberty, and equality seemed to promise an end to oppression, hardship, and inequities.

14	Interpreting Visual Evidence seminar: Framing the Subject	Important currents of Enlightenment thought stressed the autonomy of the individual. Painters sought to capture and reflect an independent, external, stable reality - this in a period before photography. It was a confident but also a self-centered view of the world.

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

【Textbooks】
No textbook will be used.
Handouts and reading materials will be provided by lecturer.

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

【Grading criteria】
Marks will be allocated on exercises submitted before class (20%), participation in class (20%), a quiz (20%) and two short essays (40%)

【Changes following student comments】
Students will submit exercises on Hoppii before the class. They will also answer a quiz and write two short essays, to ensure that they get continuous feedback about their performance in class during the course.

【Equipment student needs to prepare】
Please bring reading materials provided by the lecturer together with completed assignments each week to class.

【Prerequisite】
None.

HIS200ZA

History of English Studies in Japan

Mitsutoshi SOMURA

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

他学部公開： グローバル： 成績優秀： 実務教員：

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

【Goal】
This course will introduce (1) why and how the Japanese have learned English in several historical case studies, and (2) how Japan and the English-speaking world have come to share common values, ideas, and thoughts. (3) While the Japanese forerunners' attitudes to, purposes, and methods of English studies are examined, students will rethink of and have his/her own reasoning and philosophy.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
Students will study how and why the Japanese has learned and used the English language, and measure the extent of the Anglo-American influence on Japan, since the first full encounter with the Western civilization in the middle of the nineteenth century. This course centres on the English language learning and education in this country, and covers topics such as diplomacy, imperialism, enlightenment, translation, nationalism, war, literature, globalisation, and so on. At the same time, it is necessary for students to explore why despite the thorough modernisation and westernisation on the surface Japan has not lost the identity, and remained independent at the bottom of our civilization. Feedback is given mainly by Hoppii.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	The course guidance
2	Encounters with Britain and America	A survey of Japan from the arrival of Perry to globalisation
3	The Journal of Iwakura Embassy	Japan in the age of imperialism and survival of the fittest
4	The Starting Point of English Studies in Japan	From Dejima to Edo: from interpretation to academia
5	Fukuzawa Yukichi	Western Civilization and the progressive thought
6	Natsume Soseki	An archetype of the English teacher in Japan
7	English Studies and the War	Nationalism, English and its education
8	Course Review Mid-term examination	Course review, students' inquiries, and discussion written examination
9	English Studies and Films	Post-war American society and culture in films
10	The Age of America and Japan	From its hegemony in 1950s to Counterculture
11	Pros and Cons of the Anglo-American Way	English and the left intellectuals in Japan
12	Controversy over English Education	The grammar-translation method and the communicative method. Students' presentation
13	Globalisation and English as a lingua franca	The age of English and linguistic imperialism. Student's presentation
14	Course Review End-term Examination	Students' inquiries, and discussion written examination

【Work to be done outside of class (preparation, etc.)】
Students will have to read or review the materials as instructed. Preparatory study and review time for this class are 2 hours each.

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

【References】
Philip Seargeant (2009). *The Idea of English in Japan: Ideology and the Evolution of a Global Language*. Bristol: Multilingual Matters.
Jeff Kingston (2011). *Contemporary Japan: History, Politics, and Social Change since the 1980s*. Oxford: Wiley-Blackwell.
Louis Frédéric (2002). *Japan Encyclopedia*. trans. Käthe Roth. Cambridge Massachusetts: Harvard University Press.
Alan Campbell and David S. Noble (eds) (1993). *Japan Illustrated Encyclopedia*. Tokyo: Kodansha.
Sumio Kawakami (ed) (1988). *Shiryo Eigaku-shi*, v.1. part 1. *Eigaku Kotohajime*. (*History of English Studies in Japan: A Sourcebook. The Dawn of English Studies*). Tokyo: Taishukan.
Sumio Kawakami (ed) (1998). *Shiryo Eigaku-shi*, v.1. part 2. *Bunmei-kaika to Eigaku*. (*History of English Studies in Japan: A Sourcebook. Civilization, Enlightenment, and English Studies*). Tokyo: Taishukan.
Sumio Kawakami (ed) (1978). *Shiryo Eigaku-shi*, v.2. *Eigo-kyoiku Ronso-shi* (*History of English Studies in Japan: A Sourcebook. History of Controversy over English Education*). Tokyo: Taishukan.
Other materials will be introduced in class.

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

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

CUA200ZA

Cultural Studies

Zeliha MUGE IGARASHI

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

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
Cultural studies analyzes the relationship between representation and power. It provides a variety of theoretical perspectives to understand how culture in the form of movies, advertising, fashion, music, everyday commodities, and other mediums combines with institutions of power in shaping how we communicate with others, interpret our social world, and formulate our identities.
In this class we will analyze things such as how music becomes a communication tool; how the clothes you wear communicate your social status to others; and how discourse and ideologies formulate your ideas of race, gender, and beauty.

【Goal】
Equip students with a variety of theories through which to interpret and critique the language, symbols, and visual images that we encounter and unconsciously internalize in our everyday lives.
To examine how economics, politics, and culture exert power over what and how we think.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
Classes consist of lectures and discussion. Much of class time is devoted to examining visual images, sound, and other media forms. Each class will introduce a major theory from cultural studies, which students will apply both individually and in groups to a particular cultural case study. General feedback will be provided at the beginning of each class whereas individual feedback on assignments and quizzes will be provided through Google Classroom.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	An introduction to cultural studies.
2	Theory I: Representation	Examination of different understandings of this keyword.
3	Theory II: Language and Linguistics	Ferdinand de Saussure and the language of signs (the signifier and the signified).
4	Theory III: Semiotics	Roland Barthes and semiotics. Four Steps to analyzing cultural objects.
5	Theory IV: Discourse	Michel Foucault and discourse.
6	Culture and Ideology	Louis Althusser and interpellation.
7	Capitalism, Economy, Marxism	Basics of Marxist theory.
8	Consumption and Identity	Relation between consumption and identity formation.
9	Popular Culture and the Culture Industries	The genre system and product standardization. Quiz #1
10	Ethnicity, Race, Nation	Self identity and social identity. Typing and stereotyping.
11	Sex, Gender, Body I: Femininities	Social construction of femininity and its reflection in the media.
12	Sex, Gender, Body II: Masculinities	Social construction of masculinity and its reflection in the media.
13	Kawaii Fashion and Culture	What is "kawaii"? What does"kawaii" do?
14	Final Quiz & Wrap-up	Concluding remarks and Quiz #2.

【Work to be done outside of class (preparation, etc.)】
Students are required to read before each lesson and come to class prepared to discuss them. Preparatory study and review time for this class are two hours per week.

【Textbooks】
Readings as well as relevant media will be uploaded to Google Drive.

【References】
- Hall, Stuart, Jessica Evans, and Sean Nixon. 1997. Representation: Culture Representation and Signifying Practice, First Edition. Sage Publications Ltd. ISBN: 9780761954323.
- Barker, Chris. 2012. Cultural Studies: Theory and Practice, Fourth Edition. Sage Publications Ltd. ISBN: 9780857024800.
- Lewis, Jeff. 2008. Cultural Studies: The Basics. 2nd edition. Sage Publications Ltd. ISBN: 1412922305

【Grading criteria】
Participation 15%
Assignments 45%
Quizzes 40%

【Changes following student comments】
None.

【Others】
Students are encouraged to take Media Studies before taking this class.

【Prerequisite】
None

PHL200ZA

Intercultural Ethics

Kazuhiro WATANABE

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

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
This course will look at some of the major issues raised during the United Nations' "Year of Dialogue Among Civilizations." Special attention will be given to the role that culture plays in what Samuel P. Huntington has referred to as the "clash of civilizations." The course will begin with several contemporary case studies for analysis, and then move on to theoretical issues, such as theories of globalization and the role of intercultural communication, education, science/technology, the media, and ethics in cross-cultural dialogue. Finally, the course will consider how normative solutions to cross-cultural conflicts can be arrived at.

【Goal】
The course will seek to answer the following questions: What are the causes of cross-cultural conflicts? How can dialogue help to resolve such conflicts? How should dialogue across cultures be conducted? The course will also look at how culture interacts with other social systems in international society, including political and economic systems.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
The class will use a lecture-discussion method, with some assigned / recommended readings.
Good comments in the reaction paper will be introduced in the class and used in deeper discussions.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction to the Course and Overview of The UN Project "Dialogue Among Civilizations"	Intercultural education, science and technology, media, ethics, leadership
2	Case Studies	Universal human rights; religious conflict; climate change; whaling
3	Methodological Issues	Empirical, theoretical, and normative approaches to intercultural ethics
4	Theories of Globalization - Convergence Theory	Unilinear model of cultural evolution; modernism; universalism
5	Theories of Globalization - Divergence Theory	Multilinear model of cultural evolution; postmodernism; particularism
6	Theories of Globalization - Dual Theory	Ecological model of cultural evolution; post-postmodernism; constructivism
7	Theoretical Approaches in Intercultural Communication - Objectivism	Examples and objections; connections with universalism
8	Theoretical Approaches in Intercultural Communication - Subjectivism	Examples and objections; connections with relativism
9	Theoretical Approaches in Intercultural Communication - Interactive	Situatedness; relationalism; constructivist models
10	Cross-cultural Dialogue: Intercultural Situations	Anomic intercultural situations
11	Cross-cultural Dialogue: Examples	Gun control in the US; hiring practices in Japan
12	Cross-cultural Dialogue: Possible Resolutions	Avoidance; adaptation; confrontation; domination; dialogue
13	Cross-cultural Criticism	Ethnocentric, internal, cross-cultural, and integrative criticism
14	Conflict Resolution	The creation of "third cultures"

【Work to be done outside of class (preparation, etc.)】
Photocopies of the relevant materials will be made by the professor and distributed to students. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
There are no textbooks for this course.

【References】
A full bibliography will be given to students at the beginning of the course.

【Grading criteria】
Students will be evaluated on the basis of class participation (40%) and a final review report (60%). The review report is due on the last day of regular classes and should be handed in directly to the professor at that time.

【Changes following student comments】
Not applicable, due to change in lecturer.

【Equipment student needs to prepare】
Students should register their email address on HOPPII immediately after they decide to take this course. Visit HOPPII regularly for updates and class resources, as well as for the submission of assignments.

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

【Prerequisite】
None.

SOC200ZA

Sociology of Work and Employment

Allen KIM

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

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
This course is broadly concerned with the sociological analysis of work and society. Frequently, the first question we ask when we meet someone is “What do you do?” For many, the routine cycle of getting up, getting dressed, going to work and returning home to repeat the cycle the following day is common in contemporary industrialized economies. We devote many hours on the job. Work has powerful effects on both economic and social wellbeing. This course explores the sociological study of both the structure and nature of work, major economic changes including globalization, and concerns of workers such as earnings, promotions, personal finance, the “gigged” society, unemployment and the balance between work and family. We will examine broad topics including: education, the social organization of work, employment trends, inequalities at work, and the purpose of work as it relates to opportunity and rewards. Critical reading of texts, cogent writings, articulate oral presentations, and full participation in dialogue are all mandatory. Class assignments will measure your ability to grasp and apply the sociological perspective from readings and from information emerging from class discussions. Analytical projects provide opportunities to pursue interests in greater depth.

【Goal】
Through this course, students will acquire the basic sociological tools to analyze the development and impact of work and employment by learning the key concepts and theories used in social analysis and applying them in written assignments and discussions. Through the various assignments in this class, students will develop critical thinking, writing, discussion, and research skills.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
Lectures are conducted weekly to introduce students to key concepts, theories, and research related to each topic. Students will interview professionals outside of the classroom setting. Short discussions are also integrated into the lectures to help students learn and apply the concepts and theories. In addition, there are also formal small group discussions for which students have to prepare in advance. Submission of assignments and feedback will be via the Learning Management System

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

【Fieldwork in class】
あり / Yes

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	The “Sociological Imagination”	Work and Society
2	Basic Concepts & Theories (1).	Major sociological perspectives
3	Contours of Work	Broad changes and trends of work
4	Industrialization and its Consequences	Rapid social and economic changes
5	Bureaucratic Organizations & Globalization	Mcdonaldization and stratification
6	New Ways of Working	“Gigged society”?
7	Workplace Culture and Socialization	Professionalization
8	Rewards, Perils and Pressures of Work	Concerns of workers
9	Income Inequality	Economic and social wellbeing
10	Unemployment and Income	Disappearance of work and meaning
11	Gender, Family and Work	Balancing work and life
12	Presentations	Class presentations
13	Money and Work	Financial literacy and retirement
14	Occupational Analysis	Interview reports

【Work to be done outside of class (preparation, etc.)】
In addition to completing assignments and preparing for discussion, students are expected after each class to review class materials, and prepare for their occupation projects and interviews. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Class materials and reading materials will be uploaded or distributed via email.

【References】
TBA

【Grading criteria】
The grade will be calculated as follows: Mini-think Journal (50%), Occupational Analysis Poster (25%), Interview a Professional Report (25%).

【Changes following student comments】
NA

【Equipment student needs to prepare】
NA

【Others】
This is an intermediate level sociology course. A background in the discipline is highly recommended. Students who intend to register for this course are required to attend the first class. A screening test based on the lecture and discussion will be conducted.

【Prerequisite】
None.

SOC200ZA

Sociology of Law

Kelesha NEVERS

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

Day/Period：土 2/Sat.2

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
Every aspect of our lives is directly or indirectly regulated by various laws. In this course, students are introduced to the study of law and society from a multidisciplinary and comparative perspective. We will discuss why people (and corporations and other institutions) obey or do not obey laws, and how they act when resolving disputes. We will also study in-depth the ways in which law shapes society, how society influences law, and effectively bringing about social changes.

【Goal】
Upon completion of this course, students should have a better understanding of the role of law in society, and its impact (or lack of it) on individuals as well as society as a whole. Students will learn to analyze and apply abstract principles, and organize new information and their thoughts. Through group discussion and student presentations, students will develop their skills of communication and cooperation, as well as experience the importance of peer-learning.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
Throughout the semester, we will discuss specific topics related to law and social change, and the impact of law on society. Students will be expected to read materials concerning the basic concepts and ideas in sociology of law, attend and participate in classroom discussions, and complete assignments based on the readings. Students will also be required to make presentations, and engage actively in class discussion. Students also demonstrate their acquisition and mastery of the course content upon completion of the assessments. For assignments, discussions, and exams feedback is given in the form of comments which is available on the classroom online dashboard; during the lectures, students will also receive feedback to further clarify and develop conversations that arise from the lectures.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
1	Orientation	General introduction to the topics, objectives, and goals for the semester.
2	Learning the Basics	What is law? Sources and types of law. Functions of law. What is sociology of law concerned with?
3	Why Do (or Don’t) We Obey the Law?	Incentive, Punishments and their effects; Evolution of Law
4	Theoretical Perspectives	Functionalism; Marxist/Conflict; Critical Legal Studies
5	Lawmaking	What is the relationship between law and society? What is the relationship between social structure, culture, and law?
6	Midsemester Exam	This proctored exam consists of a short essay, multiple choice, and fill-in the blank questions.
7	Sanctions and Social Control	Is law a tool for domination? How and why the law is mobilized
8	Conflict Resolution and Litigation	The process through which legal disputes emerge? Court and Social Change
9	Law and Social Change	How does law impact society? Should social change precede law reform?
10	Topics on Law and Social Change	Law as the cause of social change. Can we solve social ills by changing the law?
11	Topics on Law and Social Change	Can legal change effectively bring about social change?
12	Presentations	Student presentation(s) and class discussion. Topic to be decided based on the interests of the students.
13	Presentations and Wrap-up	Student presentation(s) and class discussion. Topic to be decided based on the interests of the students. We will also use this time to address any questions.
14	Final Exam and Wrap-up	The proctored exam will consist of multiple choice, fill-in the blank, and short essay type questions.

【Work to be done outside of class (preparation, etc.)】
Students are required to do the reading assignments before coming to class. In addition, reviewing class materials after every class will be a great benefit to your learning. Students should also allocate sufficient time to preparing for their assessments and presentations. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Class materials will be provided by the instructor and distributed in class. Readings will be taken from the following book(which you are not required to purchase): Vago, Steven and Barkan, Steven E. (2018). Law and Society (11th edition). New York, NY: Routledge.

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

【Grading criteria】
Attendance and Preparation for class: 10%
Attendance will be taken each day. A preparation sheet is online - select a topic that interests you and sign-up for when you will lead the discussion for that topic of the day.
Participation: 25 %
Individual and group reflections during class, short written responses where you are asked to define key concepts and/or provide commentaries on videos and article excerpts on the discussion forum, feedback on the presentations
Midsemester Exam: 20 %
This exam covers all the materials discussed up until that point of the semester/midsemester assessment. A review of critical materials will be discussed prior to the exam.
Presentation: 20 %
This is a real-world current event analysis presentation. Students will work with a team to select and present on a topic of interest. The goal is to expand on theories and research discussed throughout the semester to take a position on an issue and discuss the impact on society.
What you need to submit:
Submit PowerPoint slides (10-15 slides maximum) that summarizes/current event, the class material that relates to the topic/current event, and any new research you discovered. The PowerPoint presentation should have a reference page with citations/links of those references (e.g. journal articles, newspaper articles, video links). Your presentations will be recorded and upload online, and will receive feedback from the instructor and students.
Final exam: 25 %
This exam covers all the materials discussed throughout the semester. A review of critical materials will be discussed prior to the exam.

【Changes following student comments】
In order to diversify opportunities for learning, a variety of approaches for the different learning styles are integrated throughout the semester. Feedback from the students will also be incorporated into the lessons and assignments.

【Equipment student needs to prepare】
Internet access (smartphone, tablet, computer).

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

【Prerequisite】
None.

SOC200ZA

Sociology of Violence

Yuki NAKAMURA

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

他学部公開： グローバル： 成績優秀：○ 実務教員：

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

【Goal】
Students will learn how to connect the methodologies and theories introduced in class by connecting them to current political issues and topics. As members of society, it is indispensable for students to understand themselves and their surroundings. Therefore, the main aim of the course will be to develop in students what C. Wright Mills called the “sociological imagination.”

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
Each class will be divided into two parts: the introduction of the topic and the active learning section. By the end of the course, students will have developed the ability to connect social theories with real world problems.
Feedback will be given directly to every student after each task in verbal and/or written form.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	What is Violence?
2	Sociological Theory of Violence: Functionalist Theory	Violence will be analyzed from the functionalist perspective
3	Sociological Theory of Violence: Interactionist Theory	Violence will be analyzed from the interactionist perspective
4	Sociological Theory of Violence: Control Theory	Violence will be analyzed from the perspective of Control Theory in Sociology
5	Modernity, State Monopoly and the Civilizing Process	Norbert Elias’ and Max Weber’s work will be briefly discussed to show how processes of modernization enable the state to systematically control violence
6	Structural Violence and Perpetrator-less Crimes	Social injustice and perpetrator-less crimes will be presented as a form of structural violence throughout the theories developed by Johan Galtung
7	Bureaucracy and Violence	Bureaucracy and the Milgram experiment will be discussed to show how certain social mechanisms enable large-scale atrocities
8	The Problem of Agency	Reinterpretations of the Milgram experiment that emphasize individual action and its unintended consequences will be reviewed
9	Review and Mid-term Examination	Review and Mid-term Examination
10	Case Study: Homicide in Honduras	Recent developments and consequences of the high murder rate in Honduras will be analyzed with the theories and ideas that were presented during the first half of the course
11	The Lesser Evil	Depending on the method and circumstance, counter-measures for crime, terrorism, war and inequality may also be considered as violence. Academic arguments supporting the “lesser evil” view will be addressed
12	Perpetrators, Victims and Bystanders	The relationship between perpetrators, victims and bystanders will be explored by analyzing how social interactions change depending on the situation
13	The Problem of Accountability	The concept of “structure of unaccountability” developed by Masao Maruyama will be presented in relation to the way violence is done in large-scale organizations
14	Final Exam and Conclusion	Final Exam and Conclusion

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

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

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

【Grading criteria】
40% mid-term exam, 40% final exam, 20% participation and course work

【Changes following student comments】
None

【Others】
Students are recommended to have taken other courses on sociology.

【Prerequisite】
None

SOC200ZA

Crime and Society

Kelesha NEVERS

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

Day/Period：土 1/Sat.1

他学部公開：　グローバル：　成績優秀：　実務教員：

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

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

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This is a lecture-based course that integrates activities to elicit student interaction. Throughout the semester, participation and discussion activities are also used to actively engage students. Students also demonstrate their knowledge of the content of the course upon completion of the assessments. Each assignment will receive graded feedback and comments on strengths and weaknesses of the submission (this will be available on the classroom online dashboard). During lectures, comments are given on students’ insights to further clarify and develop our conversations.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
1	Introduction and Overview	Introduction and Overview of the course
2	Learning the fundamentals	What is a Crime? Criminal Law and the Nature and Elements of Crime
3	Crime Trends and Rates	What do we know about patterns of violent and property crimes and victimization in Japan and the US?
4	Crime Trends and Rates	What is organized and corporate crimes and how accurate is the data?
5	Theoretical Insights	How do we attempt to explain crime with Classical, Structural and Social Process theories
6	Midsemester Exam	This proctored exam consists of a short essay, multiple choice, and fill-in the blank questions.
7	Law Enforcement	Crime and Law Enforcement role in discovery and control
8	Law Enforcement	Law of Arrest, Search, and Seizure
9	Court Systems and Processes	Pretrial and Trial Activities in Japan and the US
10	Court Systems and Process	Court Methods and Challenges
11	Corrections	Goals of Punishment and Rehabilitation; Community corrections and Reintegration
12	Presentations	Student presentation and class discussion. Topic to be decided based on the interests of the students. We will also use this time to address any questions.
13	Presentations and Semester Wrap-up	Student presentation and class discussion. Topic to be decided based on the interests of the students. We will also use this time to address any questions.
14	Final Exam and Semester Wrap-up	The proctored exam will consist of multiple choice, fill-in the blank, and short essay type questions.

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

【Textbooks】
There is no required textbook. The instructor used these books and other materials to develop the course content. Bui, L. and Farrington, D.(2019). Crime in Japan: A Psychological Perspective. Palgrave Macmillan. Liu, J. and Miyazawa, S.(Eds.). Crime and Justice in Contemporary Japan. Springer International Publishing, 2018. Schmaelleger, F. (2017). Criminal Justice Today: An Introductory Text for the 21st Century (14th Edition). Pearson Publishing. Reading materials will be provided by the instructor from books excerpts, journal articles, newspapers, and video footage.

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

【Grading criteria】
Attendance and Participation: Attendance will be taken each day. Participation involves informal talks that take place throughout the semester. Students will tell the class about an interesting (novel, strange) fact that you learned and how the topic relates to a class topic, current or historical events (12.5%).
Discussions: These short-written responses cover weekly topics (e.g. commentary on videos and/or article excerpts) and involve individual and/or group work (25%). Midsemester exam: Multiple-choice, open-ended, and/or fill in the blank questions that cover the lectures and readings (25%). Presentation: This is a real-world current event analysis presentation. Students will select and present on a topic of interest. The goal is to expand on theories and research discussed throughout the semester to address current events (12.5%). Final Exam: Covers all the materials discussed throughout the semester. A review of critical materials for the final will be discussed prior to the exam (25%).

【Changes following student comments】
Each semester feedback from students is taken into account to develop and change the content and method of instruction given the students’ interests and an assessment of students’ knowledge and skill levels.

【Equipment student needs to prepare】
Internet access a with smartphone, tablet, and/or computer.

【Others】
None

【Prerequisite】
Understanding Society or Introduction to Sociology

SOC200ZA

Race, Class and Gender I: Concepts & Issues

Daiki HIRAMORI

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

他学部公開：　グローバル：○　成績優秀：　実務教員：

【Outline and objectives】
This class sees our society through the lens of race, class and gender to understand how privilege and inequality are produced, maintained, naturalized and challenged. The course will look at how various inequalities are connected to one another through examining global, national and local issues. Students will learn to analyze how race, class, gender, and sexuality are connected to each other as intersecting inequalities in a society and the world, and on that basis, consider the possibility of an equal but diverse world.

【Goal】
Through lectures, discussion and written assignments, students will learn concepts and theories to analyze how race, class, gender and sexuality affect individuals and society. They will learn to apply these analytical tools and knowledge to form critical opinions on current issues related to various bases of inequalities. Students will acquire skills in critical thinking, analysis and writing that can be applied in other academic fields as well as future careers.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course will be based on a combination of short lectures by the instructor and student-led class discussions. Verbal and written feedback on assignments is given during class discussions and through using other tools as appropriate. Students are welcome to visit the instructor during office hours for more personalized feedback.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Course introduction, logistics
2	Foundation: “Inequality”	What are the main theoretical approaches to inequality?
3	Foundation: “Social Class”	How do Marx and Weber conceptualize social class?
4	Social Class in the United States	What does social stratification in the United States look like?
5	Foundation: “Race and Ethnicity”	What are the main theoretical approaches to race and ethnicity?
6	Critical Race Theory	What are the key premises of Critical Race Theory?
7	Defining Japaneseness	Film viewing: "Hafu: The Mixed-Race Experience in Japan"
8	Foundation: “Gender”	What are the main theoretical approaches to gender?
9	Gender Inequality in the Labor Market	What are gender pay gap and occupational gender segregation?
10	Foundation: “Sexuality”	What are the main theoretical approaches to sexuality?
11	Sexuality Inequality in the Labor Market	What does labor market discrimination based on sexual orientation look like?
12	Foundation: “Intersectionality”	How does intersectional research differ from race/class/gender studies?
13	Prepare for Final Paper	Preparation and feedback for final paper
14	Review & Final Paper Preparation	What have we learned in this course? Preparing and submitting the final paper

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete the weekly readings and prepare for class discussion. Please note that the assigned readings for this course tend to be dense. As such, I recommend giving yourself ample time to complete them, even if the number of pages assigned at any given time appears small. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. All readings will be provided by the instructor.

【References】
Most of the readings are excerpted from the following book: Grusky, David, and Szonja Szelenyi. 2011. *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender*. 2nd ed. Boulder: Routledge. Further references may be provided based on students’ areas of interest.

【Grading criteria】
Participation: 10%
Discussion facilitation: 20%
Weekly reading responses: 30%
Final paper: 40%

【Changes following student comments】
Not applicable. This course is taught for the first time by this instructor.

【Equipment student needs to prepare】
None. You are welcome to use computers/tablets for class-related purposes in class.

【Others】
Students are strongly encouraged to take Race, Class and Gender II after completing Race, Class, Gender I. Students who have passed Race, Class and Gender I will be given admission priority to the seminar "Intersectionality: Multiple Inequalities."

【Prerequisite】
Students who intend to enroll in this course are expected to have passed "Introduction to Sociology."

SOC200ZA

Gender, Sexuality and Society

Daiki HIRAMORI

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

Day/Period：金 1/Fri.1

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
This course serves as an introduction to the sociology of gender and sexuality. The first half of the course covers the sociology of gender, and the second half of the course covers the sociology of sexuality. While a range of issues relevant to gender and sexuality will be taken up, this course focuses on the perspectives offered by relevant social science theories and concepts to interpret findings from social science research. In this course, 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.

【Goal】
By the end of this course, students will be able to: (1) identify the difference between sex, gender, and sexuality, (2) define the key theories and concepts of gender and sexuality (remembering/understanding), (3) apply those concepts to understand how gender and sexuality affect individuals' experiences embedded in structures of power (applying), and (4) analyze the ways in which sex, gender, and sexuality are socially constructed (analyzing).

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

【Method(s)】
This course is taught primarily through interactive lectures. A variety of active learning techniques, such as in-class writing assignments (one-minute papers), neighbor discussions (think-pair-share), and comment sheets, are used to accommodate the diversity in student learning styles. In-class quizzes are held occasionally so that students understand their own level of understanding of the course materials at the moment. Verbal and written feedback on assignments is given during class discussions and through using other tools as appropriate. Also, feedback for the previous class is given at the beginning of each class. Students are welcome to visit the instructor during office hours for more personalized feedback.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	What is gender? What is sexuality?
2	Sex Differences and Gendered Bodies	Is sex difference nature, culture, or both?
3	Gender Theory and Theorists	What are major gender theories?
4	Gender Relations	What does it mean to consider gender as a social structure?
5	Personal Life	What is gender identity?
6	Work, Economy and Globalization	What do we know about gender inequality at work?
7	Review & Midterm Exam	Course review, students' inquiries, and midterm exam
8	The Invention of Sexuality	What is the "social construction" of sexuality?
9	The Challenge of Diversity	How do perversity and diversity relate to sexuality?
10	Sexuality, Intimacy, and Politics	When does who you sleep with become political?
11	Private Pleasures and Public Policies	What is sexual democracy?
12	LGBTQ in Japan by the Numbers	Is Japan "tolerant" of non-normative gender and sexuality?
13	Latest Research in the Demography of Sexual Orientation and Gender Identity	How to measure gender and sexuality on surveys? What can researchers do once they measure gender and sexuality on surveys?
14	Review & Final Exam	What have we learned in this course? Final exam

【Work to be done outside of class (preparation, etc.)】
Students are expected to review the lecture slides and other course materials after each class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. Electronic slides will be provided by the instructor.

【References】
The structure of this course relies heavily on the following books: Connell, Raewyn. 2021. *Gender: In World Perspective*. 4th ed. Medford: Polity. Weeks, Jeffrey. 2016. *Sexuality*. 4th ed. New York: Routledge. Further reference may be provided based on students' areas of interest.

【Grading criteria】
Participation: 15%
In-class quizzes: 15%
Midterm exam: 35%
Final exam: 35%

【Changes following student comments】
Not applicable. This course is taught for the first time by this instructor.

【Equipment student needs to prepare】
None. You are welcome to use computers/tablets for class-related purposes in class.

【Prerequisite】
None.

SOC200ZA

Asian America

Kukhee Choo

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

他学部公開：　グローバル：○　成績優秀：　実務教員：

【Outline and objectives】
This course looks at Asian Americans and their experiences in the USA beyond the image of the economically successful "model minority". Focusing on the two oldest Asian minority groups, Japanese and Chinese Americans, but paying attention also to the many other groups included in the category “Asian Americans,” students will study the history of Asian immigration to the United States and trace the process and extent of integration of Asian Americans into mainstream society by exploring a range of topics, including the history of immigration and exclusion, the “model minority” thesis, discrimination at work and in education, media images, gender and sexuality, hate crime and violence, relations with other minority groups, and social activism. Through these topics, students will consider critically the meaning of assimilation, citizenship, and “American” as an identity and a classificatory category.

【Goal】
Students will learn the multifaceted history and current situations of Asian Americans, and as a result acquire a deeper and more nuanced understanding of American society. Students can expect to develop skills of written communication and reading comprehension through engaging in critical thinking, analysis, writing, and discussion in this course.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course is taught through a combination of lectures interwoven with short discussions, presentations and post-presentation discussions.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Overview	Topics to be covered in this course Key concepts and ideas Who are “Asian Americans”?
2	From “Different Shores”	Early immigration and exclusion Current Asian immigration
3	The Significance of the Internment Experience	The causes and consequences of the internment of Japanese residents and Japanese-American citizens during WWII
4	Orientalism in America: Media Images	The meaning of “Orientalism” History of portrayals of Asians and Asian Americans
5	Presentation and Discussion I	Student presentations on one of these topics: immigration, internment, media portrayals
6	The (Asian) American Dream? The (Myth of the) Model Minority (1)	The historical context in which “the model minority thesis” emerged
7	The (Asian) American Dream? The (Myth of the) Model Minority (2)	A factual investigation of the thesis Implications of the popularity of “the model minority thesis”
8	Families and Identities	Interracial marriage: patterns and implications Problems in Asian American families The issue of “identity”
9	Gender and Sexuality	The “missing women” in the narrative Exoticized Asian femininity and feminized Asian masculinity? Queer and Asian (Americans)
10	Presentation and Discussion II	Student presentations on one of these topics: model minority, families and identities, and gender and sexuality
11	Racism, Hate Crimes and Inter-racial Relations	Racism and violence: history and facts Tension and hostility in inter-racial relations
12	Activism and Asian Americans	Social movements and mainstream politics
13	Presentation and Discussion III	Student presentations on one of these topics: hate crimes, activism, and interracial relations
14	Asian America: Revisited	What have we learned about Asian America? Review of take-home examination

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

【Textbooks】
No textbook will be used. Handouts, readings, and other materials will be distributed in class.

【References】
Fong, Timothy P. 2007. *The Contemporary Asian American Experience: Beyond the Model Minority*. 3/e. Upper Saddle River, New Jersey: Pearson/Prentice-Hall.
Zhou, Min and J.V. Gatewood. 2016. *Contemporary Asian America: A Multidisciplinary Reader*. 3/e. New York: New York University Press.

【Grading criteria】
The grade is calculated on the basis of two reflection presentations (20%), one final presentation (20%), one take-home examination (50%), and participation (10%).
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 evaluated the course very positively. Reflecting on the course, the instructor realized that it’s necessary to have stricter control over the length of the presentation and leave more time for discussion afterwards, and will endeavor to do so this year.

【Prerequisite】
The usual prerequisite is any 100-level or 200-level sociology course. This prerequisite may be waived if a student has the equivalent academic background. All students who intend to take this course must attend the first class.

SOC200ZA

Media Effects

Zeliha MUGE IGARASHI

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

Day/Period：月 2/Mon.2

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
Media such as news, movies, and the Internet affect us both individually and socially. On the one hand media shapes our everyday lives at the individual level through our inspirations, career goals, and consumption patterns. On the other hand, at the social level, media can influence our perceptions on political decisions, leaders, economic performance, our global allies and/or enemies.
This course examines both of these individual and social effects of media, offering students a toolbox of terms and theories in order to recognize, analyze, and personally manage the pervasive effects of media in our lives.

【Goal】
Students will learn basic theories of media effects research.
These will allow students to recognize and analyze methods used by different types of media that they encounter in their everyday lives.
Through their group presentations, student will have the opportunity to put media effects in perspective and to discuss these with their classmates. Theme such as violence, sexuality, consumer desire, nationalism, gender, and culture industries will be analyzed in detail.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course focuses on the impact of the mass media on individuals and society. An overview of the history of media effects research will be presented and dominant theories in the field will be introduced.
Each course consists of both a lecture and discussion. Classes will also often include the textual reading of a particular media such as advertisements, TV shows, films, or web pages.
Students should be eager to participate in class discussion and share their ideas and experiences. Students are required to submit three assignments and to present one of these in class.
General feedback will be provided at the beginning of each class whereas individual feedback on assignments and quizzes will be provided through Google Classroom.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Description of the course.
2	Media as Medium	"The medium is the message" (McLuhan)
3	Media Effects	Introduction to media effects.
4	Media Influence	Brief historical overview of media influence on individuals and society.
5	Media Theory I	Cultivation Theory
6	Media Effect: Case Study I	Effect of Media. Violence and Sexuality. Assignment #1 due. Student presentations.
7	Media Theory II	Agenda setting and framing.
8	Student Presentations	Presentations on cultivation theory, agenda setting and framing.
9	Media Theory III	Uses and gratifications.
10	Media Effect: Case Study II	Anime, manga, and gaming in Japan. Student presentations on uses and gratifications.
11	Society Culture and Mass Media	Culture industries.
12	Media Effect in Japan	Idols and Japanese entertainment industry.
13	Group Discussion	Group discussion on media effects.
14	Wrap-up and Final Exam	Wrap-up and Final Exam

【Work to be done outside of class (preparation, etc.)】
Students are expected to review class materials, complete assignments, and find relevant material. Preparatory study and review time for this class are two hours per week.

【Textbooks】
There is no single textbook required for this course. Readings as well as relevant media will be uploaded to Google Drive.

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

【Grading criteria】
Participation 10%
Presentation 10%
Group Discussion 10%
Assignments 45%
Final Exam 25%

【Changes following student comments】
None.

【Others】
Students are encouraged to take Media Studies and/or Cultural Studies before registering for this course.

ART200ZA

Art History

Sarah ALLEN

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

Day/Period：水 4/Wed.4

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
20th-century art history, appreciation and interpretation. Students will learn to critically analyze various forms of art within their social and historical context.

【Goal】
This course will introduce various 20th-century art movements and help students acquire the theoretical tools necessary to analyze, understand and appreciate art and its context.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
Classes will consist of lectures on 20th-century art and class discussion. Homework readings will provide students with background in the history and theory necessary to discuss, analyze and write about art. Students will also research and give a presentation on a 20th-century artist, group, or movement of their choice. Regular assignments are also intended to relate art and art history to other topics of academic interest, and feedback will also be given in class in the form of discussion. Students will apply these skills and perspectives in a final paper and presentation.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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 I	Presentations about an artist, work(s), group, or movement
12	Student Presentations II	Presentations about an artist, group, work(s), or movement
13	Student Presentations III	Presentations about an artist, group, work(s), or movement
14	Art spaces and events	Art spaces and events of cultural significance

【Work to be done outside of class (preparation, etc.)】
Reading assigned material, completing worksheets and other written assignments, postings on the class website, preparation for group discussion, and research. Preparation for class presentation and essay. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Not required. Weekly reading material will be posted on the class website.

【References】
Material will be provided by the instructor.

【Grading criteria】
Class participation: 20%
Homework assignments: 30%
Presentation: 30%
Essay: 20%

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
USB for presentation

【Prerequisite】
None.

ART200ZA

Asian Popular Culture

Kukhee Choo

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

Day/Period：火 5/Tue.5

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
This class will examine popular culture across Asia, focusing on the region of East Asia, specifically media and cultural practices in South Korea, China, Taiwan, and Japan. Over this semester we will examine how various media — music, film, TV dramas, and internet videos — are part of local cultural practices in each place. This will include an examination of their histories in the area, their connections to society, and what cultural practices they accompany. However, instead of focusing exclusively on different countries, we will concentrate on how these cultural products work across borders, operating transnationally. By close examination of the production, distribution, and consumption of these media across East Asia, students will gain insight into connections beyond the countries they are usually associated with. In other words, this class will analyze the links between these countries that are facilitated by the media. With this in mind, this class will ultimately consider how media flows across national boundaries and engages with cultural regionalism.

【Goal】
In addition to teaching the students about contemporary East Asian societies and media, this class aims to develop critical thinking and analytical skills. Throughout the semester students will: 1) learn methodologies to examine popular culture from Asia; 2) explore the histories of various popular cultural products from Asia; 3) examine how cultural practices cross national boundaries and interact; 4) consider how these cultural products engage with regionalization in Asia.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
Classes will be discussion-based, with visual material such as clips of films and animation. Each week students will be provided with an academic reading relevant to the topic. These readings will be important background information and/or will be directly addressed as the topic of the class content and discussion. Discussions based off of the reading material will be facilitated by questions from the instructor to help the students explore and develop their critical and analytical skills for that topic. Feedback will be given throughout the course via discussion topics. Students will be assessed on their understanding of the readings and discussions through their presentations and exam.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	What is Asian Popular Culture?
2	Transnational Flows of Music	Influences and interactions of American pop music in Japan and Korea
3	Transnational Production of Music	Transnational K-pop production
4	Commonality of Film Practices	Images of urban Asia in 1990s film
5	Film Adaptation Across Borders	Film adaptations in Asia: Dialogue with global media
6	Sharing an Imaginary Beyond Nations	Contemporary animation across Asia
7	Fan Practices of Asian popular culture	Japanese cosplay practices around the world
8	Online Fan Cultures Across Asia	Online fandom and media in North Asia
9	Dynamic Influences on TV Programs	Transnational components of Asian TV formats
10	Communities of Craft Across Borders	Asian illustrators producing transnational imagery
11	Regional Relations through Media	Adapting Japanese Manga across Asia
12	Student Presentations	Feedback and Discussion
13	Student Presentations	Feedback and Discussion
14	Student Presentations	Feedback and Discussion

【Work to be done outside of class (preparation, etc.)】
Students should complete the assigned readings before each class and study the notes they take in class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be required as readings will be provided by the instructor.

【References】
Hunt, Leon, and Leung Wing-Fai. *East Asian Cinemas: Exploring Transnational Connections on Film*. Tauris, 2008.
Iwabuchi, Koichi, et al. *Routledge Handbook of East Asian Popular Culture*. 2017.
Etc.

【Grading criteria】
Minimum absences 10%
Speaking up during class discussions 20%
Presentation 30%
Final paper 40%

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

ART200ZA

Japanese Popular Culture

Akiko MIZOGUCHI

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

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
Popular culture pervades our everyday experiences. Drawing on visual and cultural studies, we will look at the historical and theoretical study of visual culture as described in a book written for North American university students in the first few weeks. Then, we will look at the research involving specific examples of Japanese popular culture.

【Goal】
Students will learn to critically engage with, analyze and address various modes of Japanese popular culture in the global context.
Students will become familiar with theories of visual and cultural studies.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
Classes will combine lectures, discussions, and student presentations. In addition to reading critical and theoretical texts, students are expected to experience, or refer back to their past experiences with, cultural objects and practices in question, and analyze them in a global context in their final papers. Students will also conduct research for the final paper. Feedback to the reaction comments will be given in the beginning of each class.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Defining visual and cultural studies
2	Theories 1: Images, Power, and Politics	Image and ideology, how we negotiate the meaning of images
3	Theories 2: Viewers Make Meaning	Reception and the audience
4	Theories 3: Spectatorship, Power and Knowledge	Appropriation and cultural production, gender and the gaze
5	Theories 4: Postmodernism, Globalization and Popular Culture	Producer’s intended meanings, reflexivity and postmodern identity
6	Topics in Japanese Popular Culture 1	The Imperial Family and the media in postwar Japan
7	Topics in Japanese Popular Culture 2	Sports as popular culture Students hand in the topics of their final research projects
8	Topics in Japanese Popular Culture 3	Takarazuka and kabuki
9	Topics in Japanese Popular Culture 4	“Shôjo” in popular culture
10	Topics in Japanese Popular Culture 5	Anime fandom in the global context
11	Topics in Japanese Popular Culture 6	Japanese fashion (designer fashion and street fashion)
12	Research Workshop 1	Student presentations of final paper projects. Feedbacks 1
13	Research Workshop 2	Student presentations of final paper projects. Feedbacks 2
14	Summary	Revisiting basic theories of visual and cultural studies in relation to Japanese popular culture

【Work to be done outside of class (preparation, etc.)】
Students are required to complete reading assignments so that they are ready for class discussions. Students will be asked to speak about the weekly articles at least once during the semester.
Also, students will conduct research, write, and make class presentations. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Sturken, Marita and Lisa Cartwright. *Practices of looking: an introduction to visual culture*, 2nd ed. NY: Oxford University Press, 2009. (The assigned sections will be made available on Hoppii. Students will not be required to purchase a copy.)

【References】
Tobin, Joseph J. ed., *Re-Made in Japan: Everyday Life and Consumer Taste in a Changing Society.* New Haven and London: Yale University Press, 1992.
Richie, Donald. *The Image Factory: Fads & Fashions in Japan.* London: Reaktion Books, 2003.
Martinez, D.P. (ed.). *The Worlds of Japanese Popular Culture: Gender, Shifting Boundaries and Global Cultures.* Cambridge: Cambridge University Press, 1998.
Craig, Timothy J. (ed.). *Japan Pop!: Inside the World of Japanese Popular Culture.* NY: M.E. Sharp, 2000.
Yano, Christine R. *Pink Globalization: Hello Kitty’s Trek across the Pacific.* Durham and London: Duke University Press, 2013.

【Grading criteria】
The final grade will be determined by evaluation in the following areas: (1) Participation: Contribution to class discussion (25%) and comment cards (25%), (2) Presentation of the final paper project (10%), (3) Final paper (minimum 700 words) (40%).

【Changes following student comments】
While I will continue providing a few minutes at the end of the class for the students to write reaction comments and upload them in the designated area on Hoppii, as long as they upload them by noon Tuesday (the next day), they will be treated equally. This will allow equal treatment for all students, including slow-writers.

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

【Prerequisite】
None.

ART200ZA

Music and Culture

Cathy Lynn COX

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

他学部公開：　グローバル：　成績優秀：○　実務教員：

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

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

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
The course is taught through a combination of lectures, documentary-viewings and group discussions. The course will facilitate self-learning through required weekly reading and listening assignments that will be assessed through short writing assignments, as well as collective learning through a final group presentation. Feedback will be given collectively in class or through the Learning Management System (Google Classroom), depending on the nature of the assignment.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction: Music and Culture / Music and Identity	Overview of the course and requirements; selection evaluation (questionnaire)
2	Basic Concepts of Music 1	Approaches to understanding melody, modes and scales.
3	Basic Concepts of Music 2	Ways of thinking about rhythm, timbre, texture
4	Music and Ritual 1	The role of music in religious rituals and traditions; Music as an expression of spirituality
5	Music and Ritual 2	Music and modern-day rituals; reflections on personal uses or experiences of music as ritual.
6	Music and Ethnicity 1	Expression of ethnic identity through traditional forms of music-making
7	Music and Ethnicity 2	Complex expressions of ethnic identity or national culture through contemporary forms of music-making
8	Music and Gender 1	Traditional gender roles for music-making; Culturally defined roles of ’masculine’ and ’feminine’ as expressed in music.
9	Music and Gender 2	Counter-cultures, subcultures and culture-clashes involving music and gender.
10	Music and Globalization 1	Impacts of global trade and human migration on music; musical diasporas.
11	Music and Globalization 2	Music as an expression of local traditions and community vs. music as a global commodity.
12	Group A Presentations	Final presentations by students in Group A with follow-up discussions
13	Group B Presentations	Final presentations by students in Group B with follow-up discussions
14	Final Review and Wrap-Up	review of topics and materials

【Work to be done outside of class (preparation, etc.)】
Students are expected to read assigned texts, listen to assigned recordings, and complete assigned writing tasks. Students are also expected to find music examples to share with the class. Preparatory study and review time for this class are 2 hours each.

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

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

【Grading criteria】
Class Discussion and Activities: 20%,
Questionnaires for Weekly Reading and Reflection: 30%,
Short Essay Assignments: 30%,
Group Presentation: 20%

【Changes following student comments】
- More time added for learning and review of technical terminology;
- Number of topics decreased to allow for deeper focus;
- More opportunities added for practical music-making.

【Equipment student needs to prepare】
Some in-class activities may require the use of computers, tablets or smartphones for the creation and/or playback of sound.

【Others】
Class materials and assignments can be accessed through Google Classroom.

【Prerequisite】
None.

LIT200ZA

Performance Studies

Stevie Tongshun SUAN

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

Day/Period：木 2/Thu.2

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
This class will explore performance studies, an interdisciplinary field which uses various conceptions of performance to analyze the world around us. To perform can mean many things: to execute (to perform an action), to bring about (to perform a ritual: “I hereby pronounce the official beginning of the Olympics”), to judge (“how well did she perform at the Olympics?”). This includes performance in the traditional sense, such as in the theater, but also in everyday life, in our societies and daily practices of living, how we think about ourselves and our relationship to society: how are we performing when we use SNS or when we change our behavior with friends or family? How can thinking about the world as a series of performances allow us to analyze the news, public elections, gender, branding, and technology. Throughout the class we will be using Richard Schechner’s textbook, developed to introduce Performance Studies, to guide the course. We will look at an overview of the major approaches used in the field, examine their theories, and explore how they can reveal important insights about our world.

【Goal】
In addition to teaching the students about the fundamentals to performance studies, this class aims to develop critical thinking and analytical skills. Throughout the semester students will: 1) learn various methodologies and theories about performance; 2) explore how to apply these concepts to other subject matter beyond the theater; 3) to learn how to articulate what, where, how, and why we are performing; 4) learn how to conduct analyses on various topics by applying the concepts from performance studies.

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

【Method(s)】
Classes will be lecture-based, with visual material such as video clips and images. Students will be asked to have group discussions on certain themes. Students will be asked to have group discussions on certain themes. Each week students will be assigned a section from Schechner’s book. This reading will be important background information and/or will be directly addressed as the topic of the lecture and discussion. Lectures will explain in detail and through examples the topic for that class. Discussions based on the lecture will be facilitated by questions from the instructor to help the students explore and develop their critical and analytical skills for that topic. Students will be assessed on their understanding of the lectures and readings through their presentations and papers. Students will receive feedback in class and in written form, based on a grading rubric.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	What is performance studies?
2	What is Performance?	Performance beyond the theatrical stage
3	Conceptualizing Performance	Ways of examining performances around us
4	Ritual Practices	Types of rituals across cultures
5	Modern Rituals	Regular practices in modern society
6	Playing and Performance	Thinking about "playing" beyond games
7	Philosophies of Play	Gradients of playfulness in various contexts
8	Performativity of Language	How are words active on us
9	Performativity of Gender	How gender is constituted as practice
10	Ways of Performing	Types of acting and their implications on us
11	Shifting Frames of Reference	Stages in everyday life and how they effect us
12	Intercultural Performances	Performance on the global stage
13	Student Presentations I	Student presentations
14	Student Presentations II	Student presentations; final paper submission

【Work to be done outside of class (preparation, etc.)】
Students should complete the assigned readings before each class and study the notes they take in class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Schechner, Richard. *Performance Studies: An Introduction*. 3rd ed., Routledge, 2013.

【References】
Bial, Henry. *The Performance Studies Reader*. 3rd ed., Routledge, 2013.

【Grading criteria】
Participation 20%
Presentation 40%
Final paper 40%

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

ART200ZA

History of Photography

Aquiles HADJIS

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

Day/Period：水 3/Wed.3

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

How old is photography? Can you imagine visually recording your lunch without a mobile-phone camera? Will you do it even if each shot cost you serious money? How can you share a photograph without Instagram, Twitter, or LINE? Photography was born out of a desire to capture moments, people and landscapes, but to many people, the details of the process are still 'magic' that happens behind a lens. This course looks at the history of photography to help us re-evaluate how digital images evolved and came to be an integral part of our lives.

【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 more informed consumers/producers.

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

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

【Method(s)】

This course uses a practice-led learning approach to guide students through a history of photographic processes and their effect in modern societies. Each week, a workshop is conducted that evokes technological and sociological developments in the medium. These are supported with periodic lectures relating to examples of past and contemporary photographers. Students document class activities and self-directed research projects using a workbook. Working towards an individual approach, students are required to make their own photographic projects, and to present them in the form of portfolio books (booklets). To create a portfolio book, students are expected to use an online book printing service(suggestions will be given). To evidence the creative process, students are also expected to document the classes and activities in a workbook.

Submission of assignments and mutual feedback are expected to be part of a continuous offline/online dialogue. Feedback regarding student work progress will provided in two ways: direct guidance from the instructor, and peer-review sessions including classmates.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	The Desire to leave a Trace	Introducing the course and expectations.
2	I was Here	Recording memories visually without a camera before and after photography.
3	Light Burns, Colors Fade	Discussing the history of photography from a technology perspective.
4	DIY Cameras-1	Making pinhole cameras / camera obscura at home.
5	DIY Cameras-2	Making pinhole cameras / camera obscura at home.
6	Painting with Light	Discussing the history of photography as a recognized fine art medium.
7	Consumer Cameras and the Democratization of Photography	Learning about 35mm and 120mm film processes, as well as instant photography.
8	Objects of Remembrance, Evidences of Identities	Discussing the cultural history of photography.
9	The End of Blind Faith	Exploring a notion of post-truth and a history of 'fake' imagery
10	Photo Project: Research	Conducting research for photo projects.
11	Photo Project: Proposal	Reviewing proposals for photo projects.
12	Photo Project: Peer Review	Peer review of photo projects prior to submission.
13	Photo Project: Final Submission	Review and submission of photo project.
14	Photo Project: Final Review	Presentation of photo projects and wrap-ups.

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

Students are expected to prepare required materials for class (instructions will be given each week), as well as download and do assigned readings. The final project (photo project) and most assignments will require students to make photographs outside of class hours. In addition, students must maintain a workbook that keeps track of questions for self-directed research assignments and describes/reflects upon their creative activities across the semester (no strict format will be enforced, but seriousness is expected and will be rewarded). Preparatory study and review time for this class are 2 hours each.

【Textbooks】

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

【References】

Badger, Gerry (2011) *The Genius of Photography: How Photography Has Changed Our Lives*, Quadrille.
Barnes, Martin (2010) *Shadow Catchers: Camera-less Photography*, V&A.
Batchen, Geoff (1999) *Burning with Desire*, MIT Press.
Batchen, Geoff (2008) *William Henry Fox Talbot*, Phaidon.
Batchen, Geoff (2016) *Emanations: The Art of the Cameraless Photograph*, Prestel Publishing.
Berger, John (1972/2008) *Ways of Seeing*, Penguin Books.
Blight, Daniel C. (2019) *The Image of Whiteness: Contemporary Photography and Racialization*, Spbh Editions.
Hockney, David (2006) *Secret Knowledge: Rediscovering the Lost Techniques of the Old Masters*, Thames & Hudson.
Pinney, Christopher (2003) *Photography's Other Histories (Objects/Histories)*, Duke University Press.
Willes Tucker, Anne et al (2003) *The History of Japanese Photography*, Yale University Press.
Additional references will be provided by the instructor in class.

【Grading criteria】

Participation: This applies to taking part in the weekly activities, as well as weekly assignments at class. More than 2 unexcused absences will result in failure of this course.

Workbook: Weekly contribution to their workbooks will start at a minimum of 2 pages per week including documentation of class activities and self-directed research works.
Final Project: each student must produce a personal photo project (min. of 10 solid (self-curated) images). Please note that each student will be asked to pay for an online book printing service to produce his/her portfolio book. Printing may cost around 4,000 yen according to size, number of pages, and print quality. Further details will be explained in class.
The final grade is based on: Participation 20%, Workbook 30%, and Final Photo Essay Project 50%.

【Changes following student comments】
The course has been modified to encourage more practical engagement with the history of photography.

【Equipment student needs to prepare】
Students will need a laptop, a smartphone, a camera (mobile-phone camera will do), a workbook (e.g. blank sketchbook/notebook), and general stationary (e.g. pen, pencil, glue, tape, scissors). Students will also need access to a printer (either at home, on campus, or at a convenience store). Details of other items required will be given each week.

【Others】
Students are expected to come to class on time, participate and show interest.
The instructor is a practicing artist and filmmaker whose work across different disciplines (starting with photography) has been shown at international exhibitions and media.

【Prerequisite】
None.

ART200ZA

Film Theory and Analysis

Akiko MIZOGUCHI

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

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
This course introduces students to the terms and theories they need to know to think and write critically about film. In addition, students will also learn about important works in the history of cinema.

【Goal】
1.Students will develop analytical skills in reading cinematic texts.
2.Students will learn key theories, terms, and arguments of film studies.
3.Students will develop writing skills to make an argument.
4.Students will develop discussion skills to exchange ideas with others.
5.Students will become familiar with major directors and works.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
Classes combine lectures, film clips, discussions, analytical exercises, and student presentations. In addition, students will conduct research projects. As the history of cinema covers approximately 120 years and involves many regions, the list of the films examined in this course is eclectic. Some examples are as follows: *The Battleship Potemkin, Rear Window, Brokeback Mountain, Don't Look Now, MILK, Citizen Kane, Sunrise, Rebel Without a Cause, Bonnie and Clyde, Rashomon, Xala, Carol, Ultra Miracle Love Story, Happy Together* and *Alien*.
Feedback to the comments will be given in the beginning of each session.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Course overview Audience and aims of film criticism
2	Film Terms and Writing About Film	How to take visual notes
3	Questioning Films	Talking back to the movies (Students submit research project titles)
4	Film Topics 1	Themes, narrative
5	Film Topics 2	Characters, point of view
6	Film Elements 1	Mise-en-scène and realism
7	Film Elements 2	Composition and the image
8	How to Research the Movies	Methods and resources of the research on film
9	Approaches to Writing About Films 1	History and national cinemas
10	Approaches to Writing About Films 2	Genres, auteurs
11	Approaches to Writing About Films 3	Formalism and ideology
12	Research Workshop 1	Student presentations 1
13	Research Workshop 2	Student presentations 2
14	Summary	Film theory and analysis in the global context

【Work to be done outside of class (preparation, etc.)】
Students will read assigned sections of the textbook before class.
Students will review the assigned sections after class.
Students will prepare their presentations.
Students will write project papers on a film of his/her/their choice.
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Corrigan, Timothy. *A Short Guide to Writing About Film.* Nineth Edition. NY: Longman, 2015. (The assigned sections will be made available on Hoppii. Students will not be required to purchase a copy.)

【References】
Monaco, James. *How to Read a Film: Movies Media and Beyond.* Fourth Edition. NY: Oxford University Press, 2009.
Braudy, Leo and Marshall Cohen. (eds.). *Film Theory and Criticism.* Seventh Edition. NY: Oxford University Press, 2009.
Richie, Donald. *A Hundred Years of Japanese Film* Tokyo: Kodansha International, 2001.
Miyao, Daisuke (eds.). *The Oxford Handbook of Japanese Cinema.* Oxford: Oxford University Press, 2014.
Rich, B.Ruby. *New Queer Cinema: The Director's Cut.* Durham: Duke University Press, 2013.

【Grading criteria】
The final grade will be based on class participation in class discussions(25%) and reaction comments(minimum 50 words to be posted in the designated area on Hoppi by 1pm Tuesday (the next day) (25%), presentation (10%), and the project paper (minimum 700 words) (40%).

【Changes following student comments】
While I will continue providing a few minutes at the end of the class for the students to write reaction comments and post them in the designated area on Hoppii, as long as they do so by 1pm Tuesday (the next day), they will be treated equally. This will achieve equity especially for slow-writing students.

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

【Prerequisite】
None.

LAN200ZA

Digital Writing and Publication

Mark James BIRTLES

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

Day/Period：木 3/Thu.3

他学部公開： グローバル： 成績優秀：○ 実務教員：

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

【Goal】
Frederich Nietzsche once said, "it is my ambition to say in 10 sentences what others say in a whole book," and that is what we will aim to do: produce clear and concise written communication. As part of this process, we will:
• Examine how technology has profoundly altered traditional writing practices
• Learn how to deliver content to a brief, within set style guidelines
• Be engaged in the analysis and production of digital writing, both individually and as part of a team
• Consider the fundamentally new set of ethical issues the online world has created.

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

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

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Course overview
2	Principles of Good Writing	The foundation of good copywriting practices
3	Identifying the Audience	Before we write a single word, we need to answer three questions: who is our audience? What do they need? What is our purpose?
4	Choosing a Voice and Writing to a Brief	The importance of tone and examples of the kind of brief a writer may be given
5	AP Style	A close look at the importance of writing to a specific style, using the standard AP stylebook
6	Editing	A dive into the world of content editing
7	Review and Midterm Exam	Review and written examination of content thus far
8	Visual Style and Publication	An examination of the interplay between text, images, video and colour
9	Digital Ethics I	Current debates regarding ownership, copyright and fair use
10	Collaborative Working Practices I	Over the two sessions, students will work as a team to create original digital content
11	Digital Ethics II	Current debates regarding standards and ethical codes
12	Collaborative Working Practices II	Over the two sessions, students will work as a team to create original digital content
13	AI and the Future of Writing	Will the machines take over?
14	Final Presentations and Assessment	Student presentations and take-home assessment

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

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

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

【Grading criteria】
Class participation 15%, assignments 15%, midterm exam 20%, collaborative project 25%, final exam 25%.

【Changes following student comments】
The collaborative working sessions have been split to allow students more out-of-class working time on the project.

【Equipment student needs to prepare】
Please bring a laptop computer to every class. If access to a laptop computer is difficult, please inform the instructor.

【Prerequisite】
None.

LAN200ZA

Digital Writing and Publication

Mark James BIRTLES

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

他学部公開： グローバル： 成績優秀：○ 実務教員：

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

【Goal】
Frederich Nietzsche once said, "it is my ambition to say in 10 sentences what others say in a whole book," and that is what we will aim to do: produce clear and concise written communication. As part of this process, we will:
• Examine how technology has profoundly altered traditional writing practices
• Learn how to deliver content to a brief, within set style guidelines
• Be engaged in the analysis and production of digital writing, both individually and as part of a team
• Consider the fundamentally new set of ethical issues the online world has created.

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

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

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Course overview
2	Principles of Good Writing	The foundation of good copywriting practices
3	Identifying the Audience	Before we write a single word, we need to answer three questions: who is our audience? What do they need? What is our purpose?
4	Choosing a Voice and Writing to a Brief	The importance of tone and examples of the kind of brief a writer may be given
5	AP Style	A close look at the importance of writing to a specific style, using the standard AP stylebook
6	Editing	A dive into the world of content editing
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12	Collaborative Working Practices II	Over the two sessions, students will work as a team to create original digital content
13	AI and the Future of Writing	Will the machines take over?
14	Final Presentations and Assessment	Student presentations and take-home assessment

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

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

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

【Grading criteria】
Class participation 15%, assignments 15%, midterm exam 20%, collaborative project 25%, final exam 25%.

【Changes following student comments】
The collaborative working sessions have been split to allow students more out-of-class working time on the project.

【Equipment student needs to prepare】
Please bring a laptop computer to every class. If access to a laptop computer is difficult, please inform the instructor.

【Prerequisite】
None.

LAN200ZA

Language, Social Media and Society

Mark James BIRTLES

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

Day/Period：金 5/Fri.5

他学部公開： グローバル： 成績優秀： 実務教員：

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

【Goal】
By the end of the course, students will be able to:
- Understand the use of social media from an academic perspective
- Engage in scholarly discussion about social media, using appropriate ideas and terminology
- Interpret linguistic analysis on social media discourse
- Consider the wider social implications of the lives we lead online

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
The classes will be a mixture of lecture-based teaching and discussion, with students invited to share their own experiences. Each week we will actively engage with a social, political or ethical question regarding social media use and how it shapes our world. We will also look at the theoretical approaches scholars use to investigate the impact of the language we use on the web. Submission of assignments and feedback will be via the Learning Management System.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Course overview
2	From Myspace to TikTok	How did social media evolve? What is its place in the wider historical context of computer-mediated communication?
3	Social Media and Linguistics	How does a linguist approach social media and the different aspects of language?
4	Netspeak: Changes in Language	From LOL to the emoji – how has the internet shaped the way in which we communicate?
5	Communicating IRL	Is social media "ruining" language?
6	The Power of Social Media	What part did social media play in the Capitol Hill riots?
7	Midterm Exam	Written examination of content thus far
8	English as a Lingua Franca and Code Switching	Does the internet further the global dominance of English?
9	From Anonymity to Self-promotion	Are we ever ourselves on social media?
10	The Great Privacy Debate	What are the implications of social media on privacy?
11	Anti-social Social Media	What can be done about trolls and online bullying?
12	Constructing Virtual Communities	How do we use language to form groups?
13	The End of Society	Is social media making us less social offline?
14	Final Exam and Wrap Up	End-of-course assessment and review

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

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

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

【Grading criteria】
Class participation 15%, assignments 15%, midterm exam 30%, final exam 40%

【Changes following student comments】
The course content was rethought to allow effective teaching during the COVID-19 pandemic. After overwhelmingly positive comments about the way the content was approached, the instructor has decided to continue with this thematic, discussion-led style.

【Equipment student needs to prepare】
Please bring a laptop computer to every class. If access to a laptop computer is difficult, please inform the instructor.

【Prerequisite】
None.

SHS200ZA

Science and Technology Studies

Youyung HYUN

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

Day/Period：木 1/Thu.1

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
This course aims at helping students to learn the confluence of major technological forces–cloud computing, big data, artificial intelligence, and the Internet of things–in driving a new digital society. In doing so, students will understand how digital-age companies such as Amazon, Google, Netflix, and Spotify are creating whole new industries and business models.

【Goal】
Students will understand the role of digital technologies in determining the capabilities of both incumbents and digital-born companies. To do so, students will learn how companies have transformed their business models and how they have embedded new technologies in their organizational fabric. This will be covered from the era of post-industrial society to the digital society.
Also, using multiple case studies, students will be able to explore and analyze how specific organizations have led their own digital transformation.

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

【Method(s)】
This course will proceed with lectures, readings, group presentations, and group discussion. Students are required to read each chapter of a textbook in advance that will be covered during the class and submit a summary of it. After partial lectures from an instructor, students will participate in group presentations and subsequent discussions. The subject of group presentations will be divided into two types – (1) the content of each chapter based on rigorous understanding, (2) case studies of the modern companies that can deepen understandings of each chapter and develop students' own critical perspective on the cases. At the beginning of class, feedback for the previous class is given using some comments from submitted weekly papers.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction of Course	Explanation of course theme, content, grading, participation and attendance requirements
2	Post- and Pre-Industrial Society	The class first covers how the pre-and post-industrial societies had emerged. The class pays particular attention to the role of data processing, data-bases in leading the development of manufacturing.
3	Chapter (1): Punctuated Equilibrium and Economic Disruption	This class covers the impact of science and technology on economic systems, and how it creates economic disruption and new stability in a society.
4	Chapter (2a): Digital Transformation	This class covers the definition, scope, and applications of digital transformation.
5	Chapter (2b): Digital Transformation and Case Studies	This class covers digitalization and the impact of the Internet using case studies and compares how incumbents and digital-born companies deal with digital transformation.
6	Chapter (3a): The Information Age	This class will cover technology innovations (e.g.,cloud computing, big data, artificial intelligence, machine learning, deep learning, the Internet of Things).
7	Chapter (3b): The Information Age and Case Studies	We will cover how modern companies incorporate new digital technologies to create/modify their new business model.
8	Chapter (4a): The Elastic Cloud	This class covers the rise of cloud computing, its business value, benefits, and risks.
9	Chapter (4b): The Elastic Cloud and Case Studies	This class covers specific companies that have made exponential growth with using cloud computing and examines risks involved in cloud computing via discussions.
10	Chapter (5a): Big Data and Analytics	This class covers the definition / size/ speed/ structure of big data and a brief history behind it.
11	Chapter (5b): Big Data and Analytics and Case Studies	This class covers specific applications of big data using case studies and discusses challenges in handling big data for modern enterprises.
12	Chapter (6, 7a): The AI and IoT	This class covers the definition of AI / Internet of Things (machine learning, neural networks)and the overall field of AI today.
13	Chapter (6, 7b): The AI and IoT and Case Studies	This class covers how AI and IoT are deployed and improved an organization's workflow using case studies and discusses some challenges associated with them.
14	Wrap-up and Finalizing chapter 1-6	The final class will briefly wrap up what we have learned by an instructor, and students will do small group presentations.

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

【Textbooks】
Digital Transformation: Survive and Thrive in an Era of Mass Extinction (English Edition), Thomas M. Siebel, RosettaBooks (2019/7/9), 3,257yen (hardcover).

【References】
1. Rogers, D. (2016). The digital transformation playbook. Columbia University Press.
2. Marr, B. (2016). Big data in practice: how 45 successful companies used big data analytics to deliver extraordinary results. John Wiley & Sons.

【Grading criteria】
Participation (20%); Weekly paper (20%);
Group presentations (40%); Group discussions (20%).

【Changes following student comments】
Not applicable

【Equipment student needs to prepare】
Bring to class: a notebook, the textbook on a laptop or a tablet, or bring a hard copy. Further information will be provided by the instructor.

【Prerequisite】
None.

ART200ZA

Art and Design

Suzanne Carol MOONEY

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

Day/Period：金 2/Fri.2

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
Art and design play important roles in society. This is true not only for the 21st century, as art and design have been formative in the shaping of the history of societies throughout the world for centuries.
This course introduces students to the fields of art and design, identifying and exploring the differences and the overlaps between them.

【Goal】
Through this course, students will learn about the relationship between art and design and society, while also gaining an understanding of concepts relating to aesthetics, media studies, art history and contemporary art and design. Through the ideas introduced in this course, students will become more aware of the impact of art and design in the world around them, and equip them with the knowledge and vocabulary to engage in discussions related to the topics raised.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】
In addition to attending lectures on art and design, students will engage in weekly tasks in response to the subjects of the lectures. As the first half of the course concludes, the students are expected to choose a topic for their final presentation.
The presentation of the project will be a combination of oral presentation, slides(optional) and presentation of preparatory notebook work.
Submission of assignments and feedback will be via the Learning Management System.
Feedback on presentations will be given in class. Separate feedback will be given via email or the Learning Management System if required.

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

【Fieldwork in class】
あり / Yes

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	A fundamental introduction to categorisations of Art and Design
2	The functions of art	What does/should art do? What should art not do? Considering aesthetics, entertainment politics, ritual and other functions of art in society.
3	The functions of design	The purpose of design and the various roles within its production. Considering branding, products, and their impact on society.
4	Authorship in art and design	From the author as genius to the anonymous company designer, considering the importance of authorship in art and design
5	Art objects	Exploring art objects as commodities
6	Beyond function	Creativity in design and how design is not always functional
7	Mid-term presentations	Students present their proposed topic of the term project
8	Focus on media art	Art beyond the art object: technology in art
9	Focus on technology in design	Cutting-edge technology and new materials in design
10	Innovation	Innovation in art and design in the 21st century:
11	Entertainment becomes art	Examples in computer games, cinema, etc.
12	Consumer culture	Understanding what we want and why we want it
13	Final Presentations	End of term presentations and discussion 1
14	Final Presentations	End of term presentations and discussion 2

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

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

【References】
Manoich, Lev (2002) *The Language of New Media*, MIT Press. Berger, John (2012/1972) *Ways of Seeing*, Penguin. Lidwell, William, et al. (2010) *Universal Principles of Design*, Rockport. Meggs, Philip, Purvis, Alston (2016) *Meggs' History of Graphic Design*, Wiley.

【Grading criteria】
Participation:
Includes classroom activities, assigned readings, weekly submitted tasks/responses, and regular contribution to your workbook (2 pages per week).
Final Presentation: Students choose examples of innovative art or design they have engaged with directly. The presentation should include key points such as innovation, value, authorship, the user/viewer experience, and its appeal to them and to the general public. In addition to the presentation itself, preparatory work in a notebook will also be assessed to form the final grade.
Students are free to choose their subject but must present the chosen topic in class during the first half of the semester.

Final assessment is based on:
Active participation 60% (including weekly tasks = 50% and mid-term presentation = 10%), Final Project 40% (Presentation = 30% preparatory notebook work = 10%)

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
Students will need a computer, a notebook (e.g. sketchbook/notebook), and general stationary (e.g. pen, pencil, glue, tape).
Students will also need access to a camera or scanner to share digital images of their notebook work online.

【Prerequisite】
None.

PSY200ZA

Social Psychology I

Yu NIIYA

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

Day/Period：火 2/Tue.2

他学部公開：　グローバル：○　成績優秀：　実務教員：

【Outline and objectives】
This is an introductory course in social psychology, the scientific study of how we view and influence one another. Students are introduced to the theories, research methods, and seminal findings of social psychology. Social Psychology I will primarily focus on how we think about the social world, how we come to understand others, and how we exert influence on others' thoughts, feelings, and behaviors. Topics include perceptions of others and the self, attitudes, conformity, obedience, and persuasion. Social Psychology II will focus on social relations and intergroup dynamics, covering topics such as helping and aggression, group influence, self, emotion, and prejudice. These two courses will complement each other to provide an overview of the main content areas of social psychology.

【Goal】
This course will introduce students to the perspectives, research methods, and empirical findings in the field of social psychology and cultivate skills in analyzing the social situations and events that we encounter in our everyday lives. By the end of the course, students will be able to (1) identify and understand major theories, principles, and research findings in the field of social psychology, (2) apply social psychological theories and principles to real life experiences, and (3) critically evaluate social psychological theories and research. In Social Psychology I, students will be able to answer the following questions: How are we influenced by our environment and by other people? How do we explain others' behavior? What are attitudes and how do they affect us? What leads to conformity and obedience? When are people persuaded by differing opinions and when are they not?

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

【Method(s)】
Methods of instruction include lectures, films, individual and small group activities, and discussions. Students will engage in various hands-on activities and experiments to experience the concepts they learn in class. Students will be asked to reflect on their daily experiences and share examples that illustrate these concepts. Feedback for the quizzes and midterm exams will be given in class. Students are also encouraged to take advantage of the office hours should they wish to get more personalized feedback on how to improve their performance.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	What is social psychology?
2	Methods in Social Psychology	How do social psychologists study behaviors?
3	Social Cognition I	How do we perceive our social world?
4	Social Cognition II	How do we make sense of our social world?
5	Attitudes and Behaviors I	When do attitudes predict behaviors?
6	Attitudes and Behaviors II	When do behaviors predict attitudes?
7	Attitudes and Behaviors III	How much is the social world "out there" vs. "in our head"?
8	Review & Midterm Exam	What have we learned so far? Multiple choice and short-essays
9	Conformity I	Why do people conform? Informational social influence
10	Conformity II	Why do people conform? Normative social influence
11	Obedience	What leads to attitude change
12	Persuasion I	When do people get convinced? Elaboration likelihood model
13	Persuasion II	How can you persuade others? Persuasion technique
14	Review & Final Exam	What have we learned so far? Multiple choice and short-essays

【Work to be done outside of class (preparation, etc.)】
Before each class, students are expected to review their notes from previous classes and do the assigned readings. They must also download and print out handouts prior to each class and bring them to class to take notes. Occasionally, students will also be assigned homework (worksheets, questionnaires, etc). Preparatory study and review time for this class are 2 hours each.

【Textbooks】
None.

【References】
Myers, D. G. & Twenge, J. (2019). *Social Psychology* (13th ed.). McGraw-Hill.
The reference book will be available in the library and the GIS Reference Room for those who wish to learn about each topic in more detail. Handouts and reading materials are on the course website.

【Grading criteria】
Students are evaluated based on midterm and final exams (35% each), in-class activities and quizzes (20%), and class participation (10%).

【Changes following student comments】
Students usually find this course interesting and eye-opening. I hope to continue engaging students with materials through various hands-on activities and discussions.

【Others】
Social Psychology I and II can be taken in reverse order (II and then I). Students who have taken and passed introductory courses in psychology (e.g., Introduction to Psychology I/II, Developmental Psychology) may be given priority in the selection. Students are strongly encouraged to take this class if they intend to enroll in Self and Culture seminar.

【Prerequisite】
None.

PSY200ZA

Social Psychology II

Michael William MYERS

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

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】
This is an introductory course in social psychology, the scientific study of how we view and influence one another. Students are introduced to the theories, research methods, and seminal findings of social psychology. Social Psychology II will focus on social relations and intergroup dynamics, covering topics such as close relationships, helping and aggression, group influence, prejudice, and peacemaking. Social Psychology I and II will complement each other to provide an overview of the main content areas of social psychology.

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

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

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

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Overview of course and requirements; what topics are covered throughout the course
2	Attraction	What increases liking?
3	Close Relationships 1	What causes relationships to begin or fail?
4	Close Relationships 2	Group Work I
5	Prosocial Behavior	When and why we help (or don’t help)?
6	Aggression	What are the determinants of aggression?
7	Midterm Exam	Midterm exam (weeks 1-6)
8	Group Influence 1	Task performance in groups
9	Group Influence 2	Group Work II
10	Group Influence 3	Decision-making in groups
11	Stereotyping and Prejudice 1	What causes stereotypes and prejudice?
12	Stereotyping and Prejudice 2	Group Work III
13	Conflict and Peacemaking	What causes conflict? How can we encourage peacemaking?
14	Final Exam	Final exam (weeks 8-13)

【Work to be done outside of class (preparation, etc.)】
Students should review their notes and read the assigned readings before each class and be able to explain the major concepts and theories they have learned. To test their understanding of the material, students must complete short online quizzes. If there are any parts they do not fully understand, students are encouraged to consult the lecturer during class, post a question/comment online, or go through related references. They must also download and print out handouts prior to each class and bring them to class to take notes. Occasionally, students will also be assigned homework (worksheets, questionnaires, etc). Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used.

【References】
Myers, D. G. & Twenge, J. (2019). Social Psychology (13th ed.) McGraw-Hill.
The reference book will be available in the library and the GIS Reference Room for those who wish to learn about each topic in more detail. Handouts and reading materials are on the course website.

【Grading criteria】
Students are evaluated by means of two exams (25% each), in-class activities/online quizzes (20%), group work (20%), and class participation (10%).

【Changes following student comments】
Not applicable, due to change in lecturer.

【Others】
Social Psychology I and II can be taken in reverse order (II and then I). Students who have taken and passed introductory courses in psychology (e.g., Introduction to Psychology I/II, Developmental Psychology) may be given priority in the selection. Students are strongly encouraged to take this class if they intend to enroll in Self and Culture seminar.

【Prerequisite】
None.

PSY200ZA

Educational Psychology

Dexter DA SILVA

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：火 5/Tue.5

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
This course will introduce students to important ideas, basic theories, classic and current research studies in key areas in the field of educational psychology, such as learning, memory, motivation and human development. It also will help students to connect these theories and research findings to their daily lives now as students and in their futures as life-long learners.

【Goal】
This course aims at developing students' 1) basic knowledge of educational psychological concepts, theories and important research findings, 2) understanding of their own learning histories, including how they know what they know, and 3) psychological literacy skills to apply the knowledge learnt in their own current and future lives. Students will become better able to develop their own learning skills, and to help others learn in a wide variety of situational roles, such as teachers, trainers, group leaders, or parents.

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

【Method(s)】
This course will focus on human learning, and will include important areas related to learning, such as intelligence, memory, motivation, and self-concept. Methods of instruction include lectures, audio-visual materials, such as videos, TED Talks, student presentations, small group activities, reflection and discussions.
I respond to students' questions, comments, concerns, ideas they write on the Reflection Papers weekly / regularly.
I see quizzes and mid-term exams as learning opportunities for students, so ask students for input and for their reactions afterwards.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction to Educational Psychology and to the Course	Cooperative / collaborative / active learning; psychological literacy; reflective practice; six approaches – 1) developmental; 2) behaviourist; 3) cognitive; 4) constructivist; 5) socio-cultural; 6) situated
2	Learning	Theories and definitions of learning; classical, operant and instrumental conditioning; social learning theory; principles of good teaching and learning
3	Human Development	The nature vs nurture argument; Development throughout the lifespan; Theories of human development – Piaget; Vygotsky; Erikson
4	Intelligence	IQ; multiple intelligences; testing; EQ; practical / social intelligence; Dweck's 'Mindset'
5	Language Development and Language Learning	Learning our first language – stages and processes; foreign or second language learning theories; bilingualism.
6	Memory	Memory and learning; short-term memory, long-term memory and working memory; memory strategies;
7	Retrieval Practice	Week 1 – week 6 Student presentations
8	Review & Mid-semester Exam	Multiple choice questions and short essays on content from weeks 1 – 7
9	Motivation	Goal theory; theoretical models of motivation; intrinsic / extrinsic; self-determination theory (SDT); personal investment;
10	Motivation in Foreign Language Learning	Socio-educational model; current theories and constructs – L2 motivational self system; willingness to communicate; motivational strategies. EFL motivation in Japan.
11	Positive Education	Positive psychology applied to education – education for well-being, happiness; praise; personal strengths; individual goals; positive schooling.
12	Creativity	What is creativity and why is it important? 4 C model of creativity; developing and maintaining creativity;
13	Self-Concept	The importance of self-concept for effective learning; the self;
14	Final Exam & Wrap-up	Multiple choice questions and short essays

【Work to be done outside of class (preparation, etc.)】
To prepare for each class, students should do the required reading / homework, or watch the recommended websites or video talks. After each class, students should review their notes, rewriting and expanding on them, in order to remember and understand more deeply the important concepts. This may be best done in study groups. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
The textbook is a Noba Project book, Introduction to Educational Psychology, compiled by the teacher, and available for free download from:
http://nobaproject.com/textbooks/new-textbook-1b406e3d-5fa2-42be-bba3-d08dbb74741d

【References】
Handouts and reading materials on related topics.
Related talks on TED Talks available from: https://www.ted.com/
Annenberg Learner videos available from: https://www.learner.org/resources/series138.html

【Grading criteria】
Student Evaluation:
Student Participation and Contribution: 25%
Student Presentations of content for review: 25%
Mid-semester Exam: 25%
Final Exam: 25%

【Changes following student comments】
No changes to the syllabus were made based as weekly comments by the students were very positive about the topics and style of teaching. Some changes based on my own reflections and student comments will be made to some detailed in-class information, quizzes and content.

【Others】
This course will be useful for students who are planning to become teachers, those who are interested in learning about learning, and those who are interested in thinking scientifically about formal and non-formal learning.

【Prerequisite】
None.

PSY200ZA

Applied Psychology

Sayaka AOKI

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

Day/Period：月 2/Mon.2

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
This course focuses on how psychology is applicable to our own life. Students will acquire new perspectives to analyze and conceptualize themselves and world. They will also acquire various psychological skills that can be useful to improve the quality of their daily life.

【Goal】
Upon completion of this course, students will have
(1) learned some psychological concepts and theories that are applied to tackle the issues in various settings in our life, including schools and workplaces
(2) acquired a basic knowledge about how one's psychological characteristics are assessed and mental and behavioral problems are treated, and
(3) developed an array of skills that can be used to understand one's psychological characteristics and handle mental and behavioral problems in daily life

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
This course is taught primarily through lectures and in-class activities students are expected to be engaged in. At the end of each class, students complete a brief reflection paper, which will be graded and returned with feedback comments from the lecturer by the beginning of the next class. In the middle of the course, students are also asked to work on a small project, which is directly related to the contents of the final exam.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction of the course	How psychology is applicable in real settings
2	Assessment (I)	Overview of psychological assessment - How do we know ourselves?
3	Assessment (II)	Psychological tests (i)
4	Assessment (III)	Psychological tests (ii)
5	Assessment (IV)	Questionnaire
6	Assessment (V)	Interview
7	Assessment (VI)	Observation
8	Intervention (I)	Overview of psychological intervention - How do we change ourselves?
9	Intervention (II)	Cognitive behavior therapy
10	Intervention (III)	Dialectic behavior therapy
11	Intervention (IV)	Emotional control
12	Intervention (V)	Behavioral management
13	Intervention (VI)	Motivation control
14	Final Exam & Wrap-up	Final exam

【Work to be done outside of class (preparation, etc.)】
Students are required to print out and read over the slides for the class in advance, which are uploaded on the class website. Reading assignments, links to relevant websites for the next class, will be also included in the last slide. Students are also expected to consider the answers for the essay questions in the final exam which are shared in the beginning of the course. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No specific textbooks are used; class materials are uploaded in the class website.

【References】
Braden, J. P. (2013). Psychological assessment in school settings. In J. R. Graham, J. A. Naglieri, & I. B. Weiner (Eds.), Handbook of psychology: Assessment psychology (pp. 291 – 314). John Wiley & Sons, Inc..
Spiegler, M. D., & Guevremont, D. C. (2015). *Contemporary behavior therapy*, 6th ed. Belmont, CA, : Wadsworth/Cengage Learning.
Beck, J.S. (2021). *Cognitive behavior therapy*, Basics and beyond, 3rd ed. Guilford Press.

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

【Changes following student comments】
For the final exam, students are expected to start preparation well in advance, as they need to develop their own answers through experiences of practicing what they learned in the classes in on their own lives. For this purpose, the questions are shared in the beginning of this course.

【Equipment student needs to prepare】
Class materials are uploaded on the class websites

【Others】
None

【Prerequisite】
None

PSY200ZA

Quantitative Research Methods

Yu NIIYA

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

他学部公開：　グローバル：○　成績優秀：○　実務教員：

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

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

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

【Method(s)】
The course consists of lectures, in which general ideas and methods of research will be presented, and hands-on applications of the methods, in which student's research projects will be planned and presented. Although some of the class time will be set aside for planning students' research, the majority of it will be done as assignments to be completed outside class. Feedback for research will be given during class time. Comments for papers will be given via the Learning Management System.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	What is research? Why should we care?
2	The Fundamentals of Research	How do we define variables? How do we measure them? What is good research? How do I know if I can trust the findings?
3	Common Experimental Designs	Evaluating causal claims with experiments: random assignment and control
4	Understanding Research Paper	Understanding the structure of a research paper
5	Experimental Research I	Designing and conducting a field experiment
6	Experimental Research II	Identifying the various threats to internal validity Writing clear questions: closed vs. open ended questions
7	Data Analyses I	Understanding the basics of inferential statistics and comparing means with t-tests
8	Correlational Research I	How are the two variables associated? How can we write clear questions?
9	Correlational Research II	Presentation of the research question, hypotheses, and theories
10	Correlational Research III	Creating a questionnaire
11	Sampling Issues and Validities	How generalizable are my findings?
12	Data Analyses II	Computing reliabilities and correlations
13	Data Analyses III	Data analysis workshop using a statistical software
14	Students Poster Presentations	Poster presentations of group research

【Work to be done outside of class (preparation, etc.)】
Students will have to complete the assigned homework on time to successfully complete the class. They will be asked to do the readings, create research materials, collect data, etc. outside the class. Please bear in mind that the course will require that students spend a considerable amount of time outside class (at least 2 hours every week, sometimes more). Most work will be done in small groups, suggesting that students need to be flexible in finding time to meet other students during the week. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbooks required.

【References】
Morling, B. (2017). *Research methods in psychology: Evaluating a world of information* (3rd ed.). New York, NY: W.W. Norton & Company.
Harris, S. R. (2014). *How to critique journal articles in the social sciences.* Los Angeles, CA: Sage.
The reference books will be available in the library and the GIS Reference Room for those who wish to learn about each topic in more detail. Handouts and reading materials are on the course website.

【Grading criteria】
Final grades are based on two research papers (20% and 30%), a poster presentation (20%), and the quality and timeliness of group work done outside class (30%).

【Changes following student comments】
Students in previous years found this course very demanding but rewarding. Some students aimed to accomplish at a higher level while others were somewhat struggling to meet the requirements. I will provide office hours and other consulting time outside the class to meet the need of individual students.

【Equipment student needs to prepare】
For some weeks, students will be asked to bring laptop computers. Students must get the login information for PyscINFO database from the library.

【Others】
Students who have successfully completed Statistics will be given priority during enrollment.
Students must take and pass this course if they wish to enroll in the Self and Culture seminar. Students who plan to enroll in other seminars in social sciences are also strongly encouraged to take this course.

【Prerequisite】
none

FRI200ZA

Big Data and Analytics

Youyung HYUN

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

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
This class aims at building a strong understanding of big data and analytics in terms of its concept and real-world cases. Also, this class includes practical learning of big data and analytics at a basic level, so that students can experience data analysis on their own.

【Goal】
Students will understand "what big data and analytics is," "how big data and analytics are utilized within organizations," and "what challenges modern companies have to embed big data analytics into their organizational fabric." These topics are timely and emerging issues to grasp an overall picture of business landscape in a digital society. Also, by practically learning how to analyze data, students will have practical learning experiences in data analysis.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course will proceed with lectures, readings, group presentations, and practical learning. Students are required to read each chapter of references distributed by an instructor in advance and submit a summary of it.
For the first half of the semester, the class starts with partial lectures from an instructor, and students will participate in group presentations and subsequent discussions.
Also, for another half of the semester, the class starts with lectures from an instructor about programming, and students will do practical learning on their own. During practical learning sessions, an instructor will lead Q&A for each group or try to give individual instructions if possible.
At the beginning of class, feedback for the previous class is given using some comments from submitted weekly papers.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction of Course	Explanation of course theme, content, grading, participation and attendance requirements
2	Chapter 1: Big Data and Analytics	This class covers the definition of big data (in terms of data structure, volume, velocity) and studies tools that can make data into assets.
3	Chapter 2: Big Data in Business	This class covers how modern enterprise turns big data into business value.
4	Chapter 3: Big Data in Practice (Amazon & Etsy)	This class is focused on understanding real-world examples of modern companies that successfully utilize big data including Amazon and Etsy.
5	Chapter 4: Big Data in Practice (Ralph Lauren & Apixio)	This class is focused on understanding real-world examples of modern companies that successfully utilize big data including Ralph Lauren and Apixio.
6	Chapter 5: Big Data in Practice (Uber & Transport for London)	This class is focused on understanding real-world examples of modern companies that successfully utilize big data including Uber and Transport for London.
7	Chapter 6: Python Programming_Class & Object	This class covers basic programming concept (Class & Object) and practice learning.
8	Chapter 7: Python Programming_Crawling	This class covers crawling code patterns and practice.
9	Chapter 8: Understanding Web Structure	This class helps students learn Web structure & HTML.
10	Chapter 9: Web Crawling	This class reviews web structures and practically learns web crawling based on the understanding of web structure.
11	Chapter 10: Understanding Web Structure & CSS	This class aims at understanding web structure & CSS and practically learning web crawling based on the understanding of HTML & CSS.
12	Chapter 10: Web Crawling_Intermediate Practices	This class provides some technical tips regarding web crawling and practically learns web crawling using CSS selector
13	Chapter 11: Practice Web Crawling_Real World Cases	This class practically learns web crawling using real-world cases like a shopping mall site & a portal web site.
14	Wrap-up & Final Exam	This class reviews what we have covered throughout the semester and takes the final exam.

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

【Textbooks】
Handouts and reading materials will be provided by lecturer.

【References】
1. Rogers, D. (2016). The digital transformation playbook. Columbia University Press.
2. Marr, B. (2016). Big data in practice: how 45 successful companies used big data analytics to deliver extraordinary results. John Wiley & Sons.
3. Python Basics: A Practical Introduction to Python 3 (English Edition)David Amos, Dan Bader, Joanna Jablonski, Fletcher Heisler, Real Python (2022/1/24),

【Grading criteria】
Participation (20%); Weekly assignment (20%);
Group presentation (30%); Final exam (30%).

【Changes following student comments】
Not applicable

【Equipment student needs to prepare】
1.A notebook, the references provided by an instructor
2.Laptop (*downloaded with ’anaconda’ and ’jupyter notebook’)

【Others】
It is highly recommended to take "Introduction to Programming" first before taking this class.

【Prerequisite】
None.

ECN200ZA

Macroeconomics II

Alberto Javier INIGUEZ Montiel

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

Day/Period：金 5/Fri.5

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
This course will provide students with more knowledge of the core theories in macroeconomics, particularly on the economics of open economies, unemployment, monetary growth and inflation, and the model of aggregate demand and supply. Moreover, the role of fiscal and monetary policy to stimulate the economy will be discussed.
To prepare students for embarking confidently on their journey in the world of economic analysis and for seriously analyzing the economic signals and data we all face daily to be able to justify views and opinions with sound economic reasoning.

【Goal】
By the end of this course, students should be able to:
1. Apply macroeconomic knowledge to analyze contemporary macroeconomic issues and real-world problems.
2. Interpret macroeconomic issues and problems from the theoretical perspectives.
3. Assess macroeconomic theories in terms of their policy implications.
4. Articulate macroeconomic debates clearly, using both analytical tools and an intuitive approach.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course will be mainly conducted through lectures, with analysis of appropriate case studies related to each topic. Students are expected to read the required material prior to the lecture to discuss and solve problems in class. Assignments and related feedback will be given via the learning-management system. Additionally, midterm-exam and in-class-assignment feedback will be provided in class.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction to the Course (Syllabus) Independence and the Gains from Trade (Ch3)	Introduction to the course International trade Absolute and comparative advantages
2	Consumers, Producers, and the Efficiency of Markets (Ch7) Application: International Trade (Ch9)	Consumer surplus Producer surplus Market efficiency The determinants of trade The winners and losers from trade
3	Application: International Trade (Ch9) International economics (Wheelan, 2019)	The effects of a tariff How did a nice country like Iceland go bust? (Ch11,p.250-257)
4	Open-economy macroeconomics (Ch31)	The international flows of goods and capital The prices for international transactions A first theory of exchange-rate determination
5	International economics (Wheelan, 2019) Theory of the open economy (Ch32)	How did a nice country like Iceland go bust? (Ch11,p.257-265) Supply and demand for loanable funds and the foreign-currency exchange
6	Theory of the open economy (Ch32)	Equilibrium in the open economy How policies and events affect an open economy
7	Review & midterm exam	Assess students’ performance for the 1st half of the course (week 1-6).
8	Money Growth and Inflation -1 (Ch30)	The classic theory of inflation
9	Money Growth and Inflation -2 (Ch30)	The cost of inflation Case study
10	Aggregate demand and aggregate supply -1 (Ch33)	Economic fluctuations The aggregate demand curve The aggregate supply curve
11	Aggregate demand and aggregate supply -2 (Ch33)	The aggregate supply curve Two causes of economic fluctuations Problems
12	The influence of monetary and fiscal policy on aggregate demand (Ch34)	How monetary policy influences aggregate demand
13	The influence of monetary and fiscal policy on aggregate demand (Ch34)	How fiscal policy influences aggregate demand
14	Review & final exam	Assess students’ performance for the 2nd half of the course (week 8-13).

【Work to be done outside of class (preparation, etc.)】
Students are expected to read the relevant material (textbook/articles/cases) and to participate in class discussions. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Mankiw, N. Gregory. Principles of Economics, 9th Asia Edition. Cengage, 2021. (ISBN-13: 9780357562833). Digital version. You must buy a MindTap access code as well to submit your assignments. (Required; sold as a bundle)

【References】
Blanchard, O. *Macroeconomics*, 8th Edition, Pearson, 2021. (ISBN: 978-0-13-489789-9)
Wheelan, C. *Naked Economics: Undressing the Dismal Science*, Fully revised and updated, WW Norton & Company, 2019. (ISBN: 978-0-393-35649-6)

【Grading criteria】
1. Participation: 10%
2. Homework: 20%
3. Midterm exam: 35%
4. Final exam: 35%

【Changes following student comments】
Students are encouraged to provide feedback and suggestion regarding the course. Constructive suggestion is appreciated and may be taken for course adjustment.

【Equipment student needs to prepare】
A calculator and a ruler are required.

【Others】
None

【Prerequisite】
Macroeconomics I (except for students who entered 2012 - 2015. All students who entered 2012 - 2015 can take this course.)
Students who have taken other economics courses need to discuss with the instructor for permission.

ECN200ZA

Microeconomics II

Maymay HO

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

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
This is the second part to an introductory course in microeconomics. (See prerequisite below.)
In this semester, we will continue covering fundamental concepts and principles in microeconomics. This time, we will focus on producer and consumer theory and the labor market. In the first half of the semester, we will study firm behavior and market structures. In the second half of the semester, we will discuss consumer theory. The labor market and income determination will also be examined.

【Goal】
The intention of this course is to integrate theory and application. At the end of the course, students should grasp and be able to discuss fundamental concepts in microeconomics, i.e. how different market structures affect producers and consumers and how the labor market works. Students should be able to examine issues related to consumption, production, the labor market, income inequality, and poverty.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
At the beginning of class, feedback for the previous class is given using some comments from submitted reaction papers.
Submission of assignments and feedback will be via the Learning Management System.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction to the Course Producer Theory (1)	Introduction to the course Costs of production (Chapter 13)
2	Producer Theory (2)	Firms in competitive markets (Chapter 14)
3	Producer Theory (3)	Problem sets and practical applications (Chapters 13 and 14)
4	Producer Theory: Firms in Non-competitive Markets (1)	Monopoly (Chapter 15)
5	Producer Theory: Firms in Non-competitive Markets (2)	Monopolistic competition (Chapter 16)
6	Producer Theory: Firms in Non-competitive Markets (3)	Oligopoly (Chapter 17)
7	Producer Theory: Firms in Non-competitive Markets (4)	Problems sets and practical applications (Chapters 15, 16, and 17)
8	Review & Mid-term Exam	Review & In-class written exam
9	Consumer Theory (1)	Preferences and optimization (Chapter 21)
10	Consumer Theory (2)	Solving selected problems and applications in Chapter 21
11	Labor Economics (1)	Labor demand and supply Equilibrium in the labor market (Chapter 18); Determinants of wages Economics of discrimination (Chapters 19, 20)
12	Labor Economics (2)	Problem sets and practical applications (Chapters 18, 19, and 20)
13	Discussion and Review	Discussion and review
14	Final Exam & Wrap-up	Review & In-class written exam

【Work to be done outside of class (preparation, etc.)】
1. Readings - Students are expected to read the textbook chapters carefully and to prepare for the lecture. Special attention should be paid to understanding the tables and the graphs.
2. Short assignments - Students are at times given assignments to strengthen their understanding of the application of the concepts. Assignments will be presented and discussed in class.
3. Student Group Presentation - Students form groups to make a presentation on current issues relating to Japan’s fiscal situation. Topics may include: Japanese government debt, tax measures, debt service, social security expenditures, or other government expenditures. Specific guidelines will be given in class.
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Mankiw, Gregory. N. (2015) *Principles of Microeconomics*, 7th edition, Cengage Learning.

【References】
Other materials, if any, will be given by the instructor or shall be announced in class.

【Grading criteria】
Assignments and Class Participation: 25%
*The two lowest-graded assignments will not be included in the calculation of the final grade.
Student Group Presentation: 15%
Midterm Exam: 30%
Final Exam: 30%

【Changes following student comments】
The lecture schedule may be adjusted depending on the pace of the class or at the discretion of the instructor. Any changes will be announced in class.

【Others】
This course requires students to have a good understanding of mathematics and graphic analysis.

【Prerequisite】
Microeconomics I, Understanding Microeconomics or an equivalent introductory course in microeconomics or economics.

ECN200ZA

Foundations of Finance

EYO Shiaw Jia

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

他学部公開：　グローバル：○　成績優秀：　実務教員：

【Outline and objectives】
Learning the fundamental concepts of finance. This is a 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.

【Goal】
This course presents the fundamental concepts of finance to students. The goal of this class is to understand corporate finance analysis that are used in business. At the end of this course, students will learn how to construct financial statements, calculate various financial ratios, calculate risk and returns and acquire the analytical skills necessary to make a good financial decision.

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

【Method(s)】
This course is taught primarily through lectures. Feedback is given during class time and through tools such as HOPPII or email. Interactive class participation is encouraged.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Introduction to the course
2	Understanding Financial Statements (1)	Construct the Income statement
3	Understanding Financial Statements (2)	Construct the Balance sheet
4	Evaluating Firms' Financial Performance (1)	Calculate financial ratios
5	Evaluating Firms' Financial Performance (2)	Analyzing financial ratios
6	Review & Midterm Exam	Assessing the degree to which you understand the subject
7	The Time Value of Money (1)	Calculate present value, future value and annuity
8	The Time Value of Money (2)	Understand interest rate and uneven cash flow
9	Interest Rates (1)	Understand bonds and bonds rating
10	Interest Rates (2)	Understand the determinants of interest rate
11	Risk and Rates of Return (1)	Understand and calculate stand-alone risk
12	Risk and Rates of Return (2)	Understand and calculate risk in a portfolio context
13	Review and Discussion	Issues related to financial management
14	Final Exam & Wrap-up	Assessing the degree to which you understand the subject

【Work to be done outside of class (preparation, etc.)】
Students are expected to download the lecture slides, read the textbook and complete any assignments given. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Brigham, Eugene, Houston, Joel F. *Essentials of Financial Management,* 3rd Edition, Cengage Learning Asia Pte Ltd, 2014.
You are not required to buy the textbook. There are copies available in the library.

【References】
Further materials will be provided by the instructor.

【Grading criteria】
Students will be evaluated based on class participation (20%), quizzes (10%), midterm exam (35%) and a final exam (35%).

【Changes following student comments】
Not applicable.

【Others】
This course requires students to have some basic understanding of Statistics and Mathematics.
Students who are interested in taking this course must attend the first week of class. A selection process will be conducted during the first week prior to the enrollment of this course.

【Prerequisite】
None

LIN200ZA

Phonetics and Phonology

Yuriko YOKOE

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

Day/Period：火 4/Tue.4

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
This course will cover the basic notions of articulatory, acoustic, and auditory phonetics and phonology.
We will explore how speech sounds are produced in articulatory organs, how these sounds travel in the air and auditory pathways, and how they are perceived in the listener's brain.

【Goal】
Students are going to learn about the mechanisms of speech perception and production. We will explore how articulatory organs are coordinated when we produce speech sounds, how speech sounds propagate in the air, and how these sounds are perceived and understood. There are three main goals.
(1) Students understand the basic physiology (i.e., articulatory organs and hearing organs).
(2) Students understand the physical representation of speech sounds and the mental representation of language.
(3) Students understand how speech sounds are produced and understood in daily situations.

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

【Method(s)】
This course consists of lectures, discussions, and pop quizzes. Handouts and worksheets are provided in class. Students are expected to actively participate in class: take notes, be responsive to questions, and work in pairs and groups.
Comments for assignments (tests and reports, etc.) are given during class or via email. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Speech communication through sounds
2	Speech Production 1	What kind of articulatory organs do humans have?
3	Speech Production 2	Consonants (IPA)
4	Speech Production 3	Vowels (IPA)
5	Speech Production 4	Connected speech
6	Acoustics of Speech 1	Sound waves and propagation
7	Acoustics of Speech 2	Vowels
8	Acoustics of Speech 3	Consonants
9	Acoustics of Speech 4	Connected speech / midterm exam
10	Speech Perception 1	What kind of hearing organs do humans have?
11	Speech Perception 2	Pitch, loudness, timbre
12	Speech Perception 3	Accent, rhythm, intonation
13	Speech Perception 4	Perceptual restoration: how do humans understand speech?
14	Speech Perception 5	Categorical perception / final exam

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

【Textbooks】
No textbook will be used.

【References】
Johnson, K. (2011). *Acoustic and Auditory Phonetics* (3rd edition). Oxford: Wiley-Blackwell.
Ladefoged, P. & Johnson, K. (2011). *A Course in Phonetics* (6th edition). Boston: Wadsworth/Cengage Learning.

【Grading criteria】
Participation and attitude (20%), Pop quizzes (20%), Midterm exam (30%), Final exam (30%).

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

【Changes following student comments】
No particular change.

【Equipment student needs to prepare】
Not applicable.

【Others】
Students who are interested in speech sounds are welcome.

【Prerequisite】
None.

LIN200ZA

Teaching Pronunciation

Katsuya YOKOMOTO

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

Day/Period：水 5/Wed.5

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
This course will cover the theoretical and practical aspects of pronunciation teaching. We will look at pronunciation variations, and explore possible obstacles that adults and children come across in speech perception and production. We will discuss how teachers can help students learn and understand the articulation of English sounds.

【Goal】
At the end of this course, students will be able to:
(1) Understand and explain the articulation of individual sounds in English,
(2) Understand and explain the basic rules about the connected speech, rhythm, and intonation in English,
(3) Understand the common challenges that learners encounter in learning pronunciation in English, and
(4) Apply the knowledge about the English pronunciation and learners' difficulties into pronunciation teaching.

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

【Method(s)】
This course is offered through lectures and discussions in class. Handouts are provided in class, and students are expected to participate in all class activities actively. Individual members' contributions to group work are vital to successful learning. Please make sure to complete preparatory study to maximize your contributions to class members and therefore learning outcomes. Good comments in group discussions will be introduced to the class for further discussions, and comments and explanations for tests will be given either in class or in a recording. Written feedback on microteaching will be given to individual students.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction: Pronunciation and pronunciation teaching	Variations in English Priorities in pronunciation teaching
2	The consonant system	Phonetic symbols of English consonants How to pronounce consonants in English
3	Teaching English consonants	Microteaching: Consonants Practical issues in teaching English consonants
4	The vowel system	Phonetic symbols of English vowels How to pronounce vowels in English
5	Teaching English vowels	Microteaching: Vowels Practical issues in teaching English vowels
6	Review: Teaching consonants and vowels	Review and midterm exam
7	Connected speech	What is connected speech? Reduction and linking in English
8	Teaching connected speech	Microteaching: Connected speech Practical issues in teaching connected speech
9	Stress	Word stress in English Sentence stress in English
10	Teaching stress	Microteaching: Word/Sentence stress Practical issues in teaching stress in English
11	Prominence and teaching prominence	Roles of prominence in English Practical issues in teaching prominence in English
12	Intonation in English	What is intonation in English? Expressing different meanings using intonation
13	Teaching prominence and intonation	Microteaching: Prominence and Intonation Practical issues in teaching intonation in English
14	Review: teaching beyond individual sounds	Review and final exam

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

【Textbooks】
No textbook will be used.

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

【Grading criteria】
Participation (20%), Microteaching (20%), Midterm exam (30%), and Final exam (30%)
Students are expected to attend every class. When you have legitimate reasons for being absent, please notify your instructor of your absence prior to class. Being absent three times without reasonable notice will result in the failure of this course. Students will choose a teaching focus (e.g., consonants) for microteaching, and rubrics for microteaching will be provided in advance.

【Changes following student comments】
Not applicable

【Equipment student needs to prepare】
Not applicable

【Others】
Students who are interested in teaching English and/or teaching pronunciation are welcome.

【Prerequisite】
None

LIN200ZA

Semantics and Pragmatics

Nobumi NAKAI

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

Day/Period：金 2/Fri.2

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
Semantics is the study of meaning in language. Pragmatics is the study of the ways people use language in actual conversations. The aim of this course is to provide students with an essential understanding of semantics and pragmatics, with examples drawn from English and Japanese.

【Goal】
By the end of the course, students will:
(1) Have a general understanding of the interface between semantics and pragmatics.
(2) Understand key concepts and major theories in the fields.
(3) Survey the wide range of semantic and pragmatic phenomena in all their richness and variety.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course begins by covering some essential issues of semantics. In subsequent lectures, we will discuss how the identification of the semantic contribution of words and sentences gets us only partway to understanding what an utterance means. The course is a combination of lectures, group discussions, and review exercises. Feedback will be given during class discussions as necessary.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Course overview of *Semantics and Pragmatics*
2	An Overview of Semantics	Describes the components of linguistic meaning and introduces lexical and compositional semantics.
3	Lexical Semantics (1): The Meanings of Words	Examines the different ways that word senses could be represented in the mind of a language user and discusses the types of reference that words can have.
4	Lexical Semantics (2): Word Relations	Discusses the kinds of meaning relationships that exist between words.
5	Compositional Semantics (1): The Meanings of Sentences	Introduces propositions, truth values, and truth conditions, and discusses relationships between propositions.
6	Compositional Semantics (2): Putting Meanings Together	Introduces the Principle of Compositionality in more detail and discusses different ways that lexical meanings combine to give rise to phrasal meanings.
7	Practice (1)	Provides exercises, discussion questions, and activities.
8	Language in Context	Explores several ways in which context can affect the meaning of utterances, and introduces the idea of felicity in discourse.
9	Rules of Conversation	Discusses why conversation needs to follow rules, and introduces Grice’s maxims for cooperative conversation.
10	Drawing Conclusions	Shows ways in which language users may employ context to convey or derive meaning that is not part of an utterance’s entailed meaning.
11	Speech Acts	Outlines many of the jobs that speakers accomplish with language and the ways in which they accomplish them.
12	Presupposition	Discusses another precondition for felicity.
13	Practice (2)	Provides exercises, discussion questions, and activities.
14	Examination & Wrap-up	Semester-end exam

【Work to be done outside of class (preparation, etc.)】
Students are required to read the relevant reading materials carefully in advance so that they can actively participate in discussions. Practice problems will be assigned occasionally. Preparatory study and review time for this class are 2 hours each.

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

【References】
The following books will be helpful for a general understanding of the fields.
(1) Cruse, Alan (2010)
Meaning in language: An introduction to semantics and pragmatics, Oxford UP.
(2) Riemer, Nick (2010)
Introducing semantics, Cambridge UP.
(3) Saeed, John I. (2015)
Semantics, John Wiley Inc.
(4) Birner, Betty J. (2012)
Introduction to pragmatics, Wiley-Blackwell.
(5) Senft, Gunter (2014)
Understanding pragmatics: An interdisciplinary approach to language use, Hodder Arnold/Routledge.
(6) Loebner, Sebastian (2012)
Understanding semantics, Hodder Arnold/Routledge.

【Grading criteria】
Student evaluations are based on class participation (25%), in-class assignments (25%), and a final exam (50%). More than two unexcused absences will result in failure of the course. Attendance at the first class is mandatory.

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
The handouts are downloadable in PDF format.

【Others】
None.

【Prerequisite】
None.

LIN200ZA

English Grammar Extended

Peter EVANS

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

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
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 first edition of the textbook described several applications, notably the following two:
(i) "In many professions (the law being a particularly clear example) it is a vital part of the content of the work to be able to say with confidence what meanings a particular sentence or paragraph will or won't support under standard conceptions of English grammar."
(ii) "Industrial research and development areas like information retrieval, search engines, document summary, text databases, lexicography, speech analysis and synthesis, dialogue design, and word processing technology increasingly regard a good knowledge of basic linguistics, especially English grammar, as a prerequisite."

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

【Method(s)】
Before each class, everyone should read and digest ten or so pages of the textbook. During class time, a lecture explains: often simplifying but sometimes elaborating. Students' questions, apparent counterexamples and so forth are most welcome. After the class (and usually after a start during the class), students do assignments, some of which are the textbook's own exercises and all of which require hard thinking.
Students both submit work for assignments and get comments on this work via "Hoppii".

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Negation	Subclausal and clausal negation; non-affirmative items; scope of negation
2	Clause Type (i)	Asking, exclaiming, directing: speech acts; interrogatives and questions
3	Clause Type (ii)	Exclamatives; imperatives and directives
4	Subordinate Clauses	Subordinate content clauses: declarative, interrogative and exclamative
5	Relative Constructions (i)	Relative clauses (RCs) as noun modifiers; RCs versus content clauses; *wh-*, *that* and bare RCs
6	Relative Constructions (ii)	Integrated versus supplementary relatives; *who, whose, whom*; fused relatives
7	Comparatives and Superlatives	Grade inflection; *more, most, less* and *least*; different kinds of comparisons; comparative clauses
8	Non-finite Clauses (i)	Four kinds of non-finite clauses (*to-* and bare infinitivals, gerund-participials, past participials); forms and functions of these
9	Non-finite Clauses (ii)	Transparent and ordinary verbs; raised subjects and objects; verbless clauses
10	Coordinations (i)	Headless coordinate structure; symmetry (or not) in coordination; correlative coordination
11	Coordinations (ii)	Layered (nested) coordination; distributive versus joint coordination; modified and gapped coordinates; movement in coordination
12	Information Structure (i)	Passives: when passives are preferred; short passives; prepositional passives; *get* passives; adjectival passives
13	Information Structure (ii)	Extraposition; existentials; presentationals; *it*-clefts; pseudo-clefts
14	Information Structure (iii)	Dislocation; preposing; postposing; inversion; reduction

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

【Textbooks】
Rodney Huddleston, Geoffrey K Pullum and Brett Reynolds, *A Student's Introduction to English Grammar*, 2nd ed (Cambridge: Cambridge University Press, 2022; ISBN 978-1-00-908801-5). (NB This is not the previous textbook for the course *English Grammar: The Basics*.)

【References】
Rodney Huddleston and Geoffrey K Pullum, *The Cambridge Grammar of the English Language* (Cambridge: Cambridge University Press, 2002).
Bas Aarts, Sylvia Chalker and Edmund Weiner, *The Oxford Dictionary of English Grammar*, 2nd ed (Oxford: Oxford University Press, 2014).
(Do not use any grammar book intended for, or routinely recommended to, language learners or high-school students.)

【Grading criteria】
Work done for assignments: 100%

【Changes following student comments】
Evaluation not by examination but instead by weekly assignments. This frees up much class time, thereby allowing the course content to expand to cover not only coordination but also a syntactic variety of ways (such as passive clauses) of expressing information.

【Others】
http://tinyurl.com/pe-grammar makes each class slideshow available to anyone, anywhere.

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

LIN200ZA

The Words of English

Peter EVANS

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：水 1/Wed.1
Notes：< GIS students > 2008-2015 年度入学者は配当年次 1〜4 年
他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
A better understanding of the words of English: primarily their use within the English of today, but also a little about their origins.

【Goal】
The course deals with phonology, lexicology, morphology, lexical semantics, lexical acquisition and the history of English; as all of these are areas within linguistics, the ultimate purpose of this course is that of linguistics: to help give you some insight toward the aim of understanding how the human mind works. (It's likely that the course will extend your vocabulary, but this is true for most university courses. "Learning more English words" is not a major goal of this course.)
As for "employability skills", you'll get practice in reading comprehension, gathering information and developing hypotheses; and you'll also get a heightened and informed sensitivity to language that should help you in careers as diverse as law and copywriting.
And perhaps you will enjoy language more as well.

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

【Method(s)】
A mixture of straightforward lectures (with responses from students), and word-related exercises. Active participation is highly encouraged.
Students both submit work for assignments and get comments on this work via "Hoppii".

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Words: An Introduction	Words, listemes and idioms
2	The Phonology of English	Spelling and pronunciation; the International Phonetic Alphabet
3	Phonological Words	Phonotactics; the syllable; parsing the speech stream
4	Word Origins (i)	Affixation, compounding, and minor morphological processes
5	Word Origins (ii)	Widening, narrowing, and other semantic change; conversion; borrowing; coining
6	Prefixes and Suffixes	Compositionality; function vs content; the free vs the bound; roots vs stems; inflection vs derivation; affixal syntax and phonology; allomorphy; productivity
7	Morphological Oddities (i)	Multiple morphemes for the same job; root alterations; remnants from the past
8	Morphological Oddities (ii)	Stress shifting and the Germanic/Latinate distinction; suppletion; retention/loss of irregular forms
9	Lexical Semantics (i)	Entailment; meanings of "function" words; meanings of "content" words
10	Lexical Semantics (ii)	Meaning and grammar; argument structure
11	Child Word Acquisition (i)	Factors in deciding what a word refers to
12	Child Word Acquisition (ii)	Syntactic frames and semantic roles; influence of function words
13	The History of English Vocabulary	Historical sources of the words of English
14	The History of English Phonology	Sound change (and spelling stasis)

【Work to be done outside of class (preparation, etc.)】
After each class, reread and think about the class slideshow. Also, reading and carefully digesting the relevant pages of Heidi Harley's book *English Words* (see below) is strongly recommended.
Students do exercises as weekly assignments. (As an example, between the fifth and sixth classes in 2021, the students were asked to look at the verbs *abuse, advise, believe, devise, grieve, halve, house, prove, shelve, thieve* and *use*; and the nouns *abuse, advice, belief, device, grief, half, house, proof, shelf, thief* and *use*; to comment on any general pattern or patterns in the *conversions*, and to say what might be researched additionally if time permitted.)
Allow four hours a week to cover the assignment plus preparation.

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

【References】
Heidi Harley, *English Words: A Linguistic Introduction* (Malden, MA: Blackwell, 2006; ISBN 978-0-631-23032-8).
The course is loosely based on this book, although the material in some chapters is dealt with in more depth than that in others. Whether you want to (i) check that you really did understand something correctly, (ii) read up on something that you realize you didn't understand, or (iii) get a fuller understanding of something you already think you understand, this book should be your first destination.
Other references are as recommended in Harley's book; also:
● Mark Davies, English Corpora https://www.english-corpora.org
● Google Books Ngram Viewer https://books.google.com/ngrams
● *Oxford English Dictionary* https://www.oed.com (free access via the Hosei LAN)

【Grading criteria】
Work done for assignments: 100%

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

【Equipment student needs to prepare】
Students aren't obliged to bring a computer, tablet, or smartphone. But their classroom use is welcome at particular times and for particular class purposes (which of course don't include websurfing, emailing, tweeting, etc).

【Others】
http://tinyurl.com/gis-words makes each class slideshow available to anyone, anywhere.

【Prerequisite】
None.

LIN200ZA

Psycholinguistics

Mako ISHIDA

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

他学部公開：　グローバル：　成績優秀：○　実務教員：

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

【Goal】
There are three main goals:
(1) Students understand the basic structures of language.
(2) Students understand communication strategies including auditory and optical illusion.
(3) Students understand the basic brain structure and functions for human speech communication.

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

【Method(s)】
This course consists of lectures, discussions, pop-quizzes, and midterm/final reviews. Handouts and worksheets are provided in class. Students are expected to actively participate in class: take notes, be responsive to questions, and work in pairs and groups. Feedback for course contents and assignments will be provided in class.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	What do we do when we communicate?
2	Language Acquisition	How did we acquire a first language?
3	Speech Communication 1	The basic components of language 1
4	Speech Communication 2	The basic components of language 2
5	Speech Communication 3	The basic components of language 3
6	Speech Communication 4	The basic components of language 4
7	Checkpoint	Review and midterm exam
8	Perceptual Restoration 1	Ambiguity and implicature
9	Perceptual Restoration 2	Vocabulary and the Sapir-Whorf hypothesis
10	Perceptual Restoration 3	Speech production
11	Perceptual Restoration 4	Speech perception
12	Neuroscience 1	Basic brain anatomy and function
13	Neuroscience 2	Auditory and optical illusions
14	Checkpoint	Review and final exam

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

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

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

【Grading criteria】
Attitude and participation (20%), Pop quizzes (20%), Midterm exam (30%), Final exam (30%).

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

【Changes following student comments】
No particular change.

【Equipment student needs to prepare】
Not applicable.

【Others】
Students who are interested in human speech communication are welcome.

【Prerequisite】
None.

LIN200ZA

Sociolinguistics

Yutai WATANABE

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

Day/Period：火 2/Tue.2

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】
This course provides students with a basic knowledge of sociolinguistics, the study of language in relation to society. The first part of the course is concerned with how individual language use is correlated with a variety of social variables, such as gender, age, class and ethnicity, by outlining a number of previous studies conducted in the English-speaking world. Particular reference is made to the classic research of William Labov, one of the founding figures of quantitative sociolinguistics.

Later lectures focus on how and where a language or dialect is socially placed and ranked within a community, including multilingual/dialectal countries such as Singapore. Students who are or are becoming bilingual will find the discussion on bilingualism especially interesting when they learn that its implications not merely vary from one society to another, but have been significantly changing recently. Another major topic is language attitudes. They are not based on purely linguistic considerations, but connected with how people perceive and evaluate different dialects or accents.

【Goal】
By the end of the course, students will:
(1) understand key terminology, concepts and theories in sociolinguistics,
(2) have an awareness of ongoing language changes in society, and
(3) become familiar with interpreting quantitative/qualitative data for sociolinguistic analysis.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course is a combination of lectures and class discussions. Based on a flipped learning model, students have to read chapter handouts and address questions asked there prior to attending each lecture. Submitted assignments and tests are reviewed in detail and commented on in the following week’s lecture.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Course Overview	Outlining the course contents and instructional methodologies
2	Linguistics and Sociolinguistics	(1) Definitions of linguistics and sociolinguistics (2) Interaction between linguistic and social variables
3	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
4	William Labov’s Studies	(1) The social stratification of the non-prevocalic /-r/ in NYC (2) Centralized diphthongs in Martha’s Vineyard
5	Language and Gender	(1) Genderlect (2) Sexism and PC (3) Gender and attitudes
6	Language and Ethnicity	(1) AAVE (2) Ethnic markers in utterances (3) Australian accents and ethnic groups in Sydney (4) Features of Maori English
7	Mid-semester Exam Language and Social Class (Part 1)	(1) Mid-semester examination (2) Three Australian accents
8	Language and Social Class (Part 2)	(1) Three New Zealand accents (2) H-dropping in Bradford and Norwich
9	Linguistic Features and Indexicality	(1) Indicators, markers and stereotypes (2) Indexicality (3) Enregisterment
10	Language Attitudes	(1) Language attitudes (2) Preston’s (1989) study (3) New Zealanders’ attitudes towards a variety of accents (4) Rubin’s (1992) study (5) Approaches to language attitudes
11	Bilingualism and Multilingualism	(1) Bilingualism and multilingualism (2) Types of bilinguals (3) Singapore as a multilingual country (4) Code-switching and code-mixing (5) Diglossia
12	Standard and Non-standard English Elaborated and Restricted codes Pidgin and Creole	(1) The standard variety of a language (2) Non-standard English (3) Elaborated and restricted codes (4) Pidgin and creole English (5) Pidgin Japanese
13	World Englishes	(1) Three circles of English (2) Hierarchy of Englishes
14	Summary and Final Exam	(1) Review (2) Final examination

【Work to be done outside of class (preparation, etc.)】
Students are required to read the handouts beforehand so that they can actively participate in discussions. They may also need to consult chapter references or search for relevant online resources. Preparatory study and review time for this course are 2 hours each.

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

【References】
Detailed references and suggestions for further reading are listed on each chapter handout. The following books will be helpful as a general introduction.
Holmes, J., & Wilson, N. (2017). *An introduction to sociolinguistics* (5th ed.). Routledge.
Wardhaugh, R., & Fuller, J. M. (2021). *An introduction to sociolinguistics* (8th ed.). Wiley Blackwell.

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

【Changes following student comments】
Students have been positive about the contents and method of instruction. Hyperlinked video clips are updated every year.

【Equipment student needs to prepare】
The lectures are delivered using PowerPoint slides and Internet resources. The handouts are downloadable in PDF format.

【Others】
It is recommended that students have completed 100-level linguistics courses with a good understanding. This course is cross-listed with the Global Open Program. Non-GIS students may join if they demonstrate solid background in linguistics and meet the minimum English proficiency requirement: TOEFL iBT® 80 or IELTS 6.0.

【Prerequisite】
No prerequisite is required.

LIN200ZA

Sociolinguistics

Yutai WATANABE

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

他学部公開：　グローバル：○　成績優秀：　実務教員：

【Outline and objectives】
This course provides students with a basic knowledge of sociolinguistics, the study of language in relation to society. The first part of the course is concerned with how individual language use is correlated with a variety of social variables, such as gender, age, class and ethnicity, by outlining a number of previous studies conducted in the English-speaking world. Particular reference is made to the classic research of William Labov, one of the founding figures of quantitative sociolinguistics.

Later lectures focus on how and where a language or dialect is socially placed and ranked within a community, including multilingual/dialectal countries such as Singapore. Students who are or are becoming bilingual will find the discussion on bilingualism especially interesting when they learn that its implications not merely vary from one society to another, but have been significantly changing recently. Another major topic is language attitudes. They are not based on purely linguistic considerations, but connected with how people perceive and evaluate different dialects or accents.

【Goal】
By the end of the course, students will:
(1) understand key terminology, concepts and theories in sociolinguistics,
(2) have an awareness of ongoing language changes in society, and
(3) become familiar with interpreting quantitative/qualitative data for sociolinguistic analysis.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course is a combination of lectures and class discussions. Based on a flipped learning model, students have to read chapter handouts and address questions asked there prior to attending each lecture. Submitted assignments and tests are reviewed in detail and commented on in the following week’s lecture.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Course Overview	Outlining the course contents and instructional methodologies
2	Linguistics and Sociolinguistics	(1) Definitions of linguistics and sociolinguistics (2) Interaction between linguistic and social variables
3	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
4	William Labov’s Studies	(1) The social stratification of the non-prevocalic /-r/ in NYC (2) Centralized diphthongs in Martha’s Vineyard
5	Language and Gender	(1) Genderlect (2) Sexism and PC (3) Gender and attitudes
6	Language and Ethnicity	(1) AAVE (2) Ethnic markers in utterances (3) Australian accents and ethnic groups in Sydney (4) Features of Maori English
7	Mid-semester Exam Language and Social Class (Part 1)	(1) Mid-semester examination (2) Three Australian accents
8	Language and Social Class (Part 2)	(1) Three New Zealand accents (2) H-dropping in Bradford and Norwich
9	Linguistic Features and Indexicality	(1) Indicators, markers and stereotypes (2) Indexicality (3) Enregisterment
10	Language Attitudes	(1) Language attitudes (2) Preston’s (1989) study (3) New Zealanders’ attitudes towards a variety of accents (4) Rubin’s (1992) study (5) Approaches to language attitudes
11	Bilingualism and Multilingualism	(1) Bilingualism and multilingualism (2) Types of bilinguals (3) Singapore as a multilingual country (4) Code-switching and code-mixing (5) Diglossia
12	Standard and Non-standard English Elaborated and Restricted codes Pidgin and Creole	(1) The standard variety of a language (2) Non-standard English (3) Elaborated and restricted codes (4) Pidgin and creole English (5) Pidgin Japanese
13	World Englishes	(1) Three circles of English (2) Hierarchy of Englishes
14	Summary and Final Exam	(1) Review (2) Final examination

【Work to be done outside of class (preparation, etc.)】
Students are required to read the handouts beforehand so that they can actively participate in discussions. They may also need to consult chapter references or search for relevant online resources. Preparatory study and review time for this course are 2 hours each.

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

【References】
Detailed references and suggestions for further reading are listed on each chapter handout. The following books will be helpful as a general introduction.
Holmes, J., & Wilson, N. (2017). *An introduction to sociolinguistics* (5th ed.). Routledge.
Wardhaugh, R., & Fuller, J. M. (2021). *An introduction to sociolinguistics* (8th ed.). Wiley Blackwell.

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

【Changes following student comments】
Students have been positive about the contents and method of instruction. Hyperlinked video clips are updated every year.

【Equipment student needs to prepare】
The lectures are delivered using PowerPoint slides and Internet resources. The handouts are downloadable in PDF format.

【Others】
It is recommended that students have completed 100-level linguistics courses with a good understanding. This course is cross-listed with the Global Open Program. Non-GIS students may join if they demonstrate solid background in linguistics and meet the minimum English proficiency requirement: TOEFL iBT® 80 or IELTS 6.0.

【Prerequisite】
No prerequisite is required.

LIN200ZA

English as a Lingua Franca

Yutai WATANABE

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

Day/Period：火 4/Tue.4

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】
The ratio of native to non-native users of English in the world is roughly estimated to be 1 to 3. However, it was only towards the turn of the century that sociolinguists/applied linguists took a keen interest in the expanding use of English as a lingua franca (ELF), which is due to the globalisation in all aspects of society, including mass media and pop culture. Arguably, some Expanding Circle countries, where English does not have an official language status, have recently overshadowed the Outer Circle ones in proficiency and frequency of use.

The former part of the course observes how extensively English is used in international contexts, mainly among non-native speakers, while analysing samples of L2-accented speech. It also refers to the limitations in the traditional models of World Englishes 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 Englishes,
(2) have an awareness of the wider use of English in non-native speaking contexts, and
(3) become familiar with interpreting quantitative/qualitative data for linguistic research.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course is a combination of lectures and class discussions. Based on a flipped learning model, students have to read chapter handouts and address questions asked there prior to attending each lecture. Submitted assignments and tests are reviewed in detail and commented on in the following week’s lecture.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Course Overview World Englishes (Part 1)	(1) Outlining the course contents and instructional methodologies (2) The three-circle model of World Englishes
2	World Englishes (Part 2)	(1) The diasporas of English (2) Development of postcolonial Englishes
3	Limitations of the Three-circle Model	(1) The limitations of Kachru’s (1985) model (2) Other models of World Englishes
4	Introduction to ELF	(1) What is a lingua franca? (2) English as a lingua franca (ELF) (3) ELF users
5	English in International Contexts (Part 1)	(1) English in Europe (2) English in international organisations (3) English in business (4) English media for L2 English speaking viewers
6	English in International Contexts (Part 2)	(1) English in aviation (2) English in pop culture
7	Mid-semester Exam Phonetic Features of L2 English (Part 1)	(1) Mid-semester examination (2) German-accented English (3) Spanish-accented English
8	Phonetic Features of L2 English (Part 2) Core Features of ELF (Part 1)	(1) Chinese-accented English (2) Japanese-accented English (3) Lingua Franca Core
9	Core Features of ELF (Part 2) Native Speakerness and Critical Period Hypothesis (Part 1)	(1) Common grammatical features of ELF (2) Interlanguage (3) The characteristics of the native speaker (4) NS/NNS dichotomy
10	Native Speakerness and Critical Period Hypothesis (Part 2)	(1) The critical period hypothesis (2) The sensitive period hypothesis (3) L1 English speakers’ perception of L2 English (4) Passing for native speakers (5) L1 English speakers perceived as non-native
11	Bilingualism	(1) What is bilingualism? (2) Types of bilinguals (3) Attitudes towards bilinguals
12	Native Speakerism and Pedagogical Issues	(1) Dominance of native speakers in ELT (2) Disadvantages of native speakerism (3) ELF models (4) EFL users’ accommodation to the ENL norm
13	ELF in Japan	(1) History of English as an international language in Japan (2) The *Suggested Course of Study in English* (3) Assistant Language Teachers (4) English in public transport (5) Language choice on university websites
14	Summary and Final Exam	(1) Review (2) Final examination

【Work to be done outside of class (preparation, etc.)】
Students are required to read the handouts beforehand so that they can actively participate in discussions. They may also need to consult chapter references or search for relevant online resources. Preparatory study and review time for this course are 2 hours each.

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

【References】
Detailed references and suggestions for further reading are listed on each chapter handout. The following books will be helpful as a general introduction.
Galloway, N., & Rose, H. (2015). *Introducing global Englishes*. Routledge.
Jenkins, J. (2015). *Global Englishes: A resource book for students* (3rd ed.). Routledge.

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

【Changes following student comments】
Students have been positive about the contents and method of instruction. Hyperlinked video clips are updated every year.

【Equipment student needs to prepare】
The lectures are delivered using PowerPoint slides and Internet resources. The handouts are downloadable in PDF format.

【Others】
It is recommended that students have completed 100-level linguistics courses with a good understanding. This course is cross-listed with the Global Open Program. Non-GIS students may join if they demonstrate solid background in linguistics and meet the minimum English proficiency requirement: TOEFL iBT® 80 or IELTS 6.0.

【Prerequisite】
No prerequisite is required.

LIN200ZA

Topics in Applied Linguistics A: Linguistic Landscapes

Chie SAITO

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

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
The course will explore how linguistic landscapes reflect complicated relationships between language and society. Linguistic landscapes are defined by Landry and Bourhis (1997) as "the visibility and salience of languages on public and commercial signs in a given territory or region." Linguistic landscapes is a concept in sociolinguistics to study languages visually used in multilingual societies. We may not perceive Japanese society as multilingual. However, when you look at language use on public signs, you will realize that you are surrounded by more than just one language. Because the function of linguistic landscapes is not only as an informational indicator but also as a symbolic marker, you can observe our ever-changing society through an investigation of language use in signs. In the course, students will learn about the basic concepts of linguistic landscapes through lectures and literature reviews and will deepen their understanding by conducting their own research.

【Goal】
By the end of the course, students should be able to meet the following objectives:
(1) Becoming aware of the presence of different languages and its meanings in public space,
(2) Understanding how social, political, economic, and technological elements are embedded in linguistic landscapes,
(3) Becoming familiar with the basic theories and methodologies of linguistic landscapes, and
(4) Applying the knowledge to conduct individual research projects.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
The main elements of the course are lectures, discussions, and student presentations. To begin with, the key concepts of linguistic landscapes will be explained. Next, the theories and methodologies of linguistic landscapes will be discussed through literature reviews. During the course, all the literature and extra materials are provided in class or on the course website. The students are encouraged to read the literature before attending a class. Interactive class participation is highly encouraged. Students will be required to carry out small-scale research projects in the field of linguistic landscapes and share their findings in class at the end of the course. Feedback is given both in class and through e-mail. Attendance at the first class is mandatory.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Course description and requirements
2	Signage in Tokyo (1)	Terminology (what is linguistic landscapes?)
3	Signage in Tokyo (2)	Methodology (how to classify and analyze signs)
4	Signage in Tokyo (3)	Tendency of LL in Tokyo (Multilingual or monolingual?)
5	Previous research (1)	Linguistic landscapes in Seoul, Korea
6	Previous research (2)	Linguistic landscapes in Bangkok, Thailand
7	Previous research (3)	Linguistic landscapes in Kuala Lumpur, Malaysia
8	Previous research (4)	Linguistic Landscapes in Brussels, Belgium
9	Previous research (5)	Linguistic Landscapes in Montreal, Canada
10	New perspectives on linguistic landscape (1)	The use of Japanese in LL in overseas
11	New perspectives on linguistic landscape (2)	Errors in the use of English in LL
12	Student presentations (1)	Student in-class presentations
13	Student presentations (2)	Student in-class presentations
14	Student presentations (3) Summary	Student in-class presentations Review the course

【Work to be done outside of class (preparation, etc.)】
Students are expected to read the handouts beforehand for class participation and discussion. For giving presentations in class and writing end-term reports, students are required to conduct field research outside of class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
All handouts are posted on the course website.

【References】
Backhaus, P. (2007). *Linguistic landscapes. A comparative study of urban multilingualism in Tokyo*. Clevedon: Multilingual Matters.
Gorter, D., Marten, H. F., & Van Mensel, L. (Eds.). (2011). *Minority languages in the linguistic landscape*. Springer.
Shohamy, E., & Gorter, D. (Eds.). (2008). *Linguistic landscape: Expanding the scenery*. Routledge.
Shohamy, E. G., Rafael, E. B., & Barni, M. (Eds.). (2010). *Linguistic landscape in the city*. Multilingual Matters.
庄司博史, ペート・バックハウス, & フロリアン・クルマス. (2009). 『日本の言語景観』. 三元社.
内山純蔵 (監), 中井精一, ダニエル・ロング (編). (2011) 『世界の言語景観 日本の言語景観-景色のなかのことば-』. 桂書房刊.

【Grading criteria】
Class participation and attitude: 20%
Reflection paper: 20%
Presentation: 30%
Research report: 30%

【Changes following student comments】
Student constructive feedback will be taken into consideration.

【Prerequisite】
None.

MAN200ZA

Business Negotiation

Takamasa FUKUOKA

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

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
Negotiation is an interdisciplinary study (psychology, business management, economics, politics, law, etc.) which has been developed since the 1970s, when Harvard University started researching negotiation in a systematic manner. The study of this has become increasingly significant to global society. This course introduces students to the basic negotiation theories and techniques.

【Goal】
The purpose of this course is to learn basic negotiation theories and techniques, and utilize them in both business negotiations and daily life.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】
In this course, students will learn basic negotiation theories, read and discuss case studies, and study consensus building so as to be able to interact with different societies. Feedback can be given verbally in class, non-verbally or in written form.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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 (20%), a writing assignment (20%), and the final exam (60%).

【Changes following student comments】
The lecturer will provide more business negotiation tips.

【Prerequisite】
None.

MAN200ZA

General Topics II: Business Ethics

Maymay HO

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

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
Business Ethics covers a variety of contemporary case studies which demonstrates the dynamics between what could be called opportunity and misconduct. Over the years this has led to conflicts of interest, even more regulation to try and separate rule-makers from the rule-enforcers and the players and, where that fails, often catastrophic results ensue. This course aims to provide students to understand and deal with the fundamentals of ethics. We will look at various case studies to observe how companies operated within the grey area and/or have not acted responsibly in a highly competitive environment. This course will then delve into how companies have internal control processes in place to ensure that such fraud does not occur. Students are encouraged to gain awareness of the interconnectedness of organizations and nations in a globalized world and how their actions as managers will affect different stakeholders, nations and the world as a whole.

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

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
At the beginning of class, feedback for the previous class is given using some comments from submitted reaction papers.
Submission of assignments and feedback will be via the Learning Management System.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction to Business Ethics
2	Types of Fraud	Discuss types of corporate fraud
3	Continuing Monitoring and Investigation	Discuss methods of continuing monitoring and investigation
4	Risk Management - Sarbanes Oxley (SOX)	Discuss risk management and the key principles of SOX
5	Enterprise Risk Management	Discuss the principles of enterprise risk management
6	Review of Materials	Review of materials
7	Regulatory Failure	Discuss regulatory failure using case study
8	Auditors: Guardians or Helpers of Fraud	Discuss the role of auditors and their impact on fraud
9	Companies which have Gone Under Due to Fraud	Analyse case studies on companies with unethically-behaved employees
10	Bedazzled	Discuss how companies are setup to defraud the tax man
11	Pharmaceutical Fraud	Discuss ethical behaviour in the pharmaceutical industry
12	Cryptocurrency and CDO	Discuss the impact of cryptocurrency on ethics
13	Discussion and Review	Discussion and Review
14	Wrap-up, Review of Class & In-class Written Exam	Wrap-up, review of class & in-class written exam

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each. Additional reading on the daily news and related research articles is highly recommended. Homework will be provided. Slides and related readings are recommended before class.

【Textbooks】
Electronic slides will be provided.

【References】
Reading references will be provided in class.

【Grading criteria】
15% Quizzes
15% Projects / homework
35% Midterm exam
35% Final examination

【Changes following student comments】
None.

【Equipment student needs to prepare】
None.

【Others】
None.

【Prerequisite】
None.

MAN200ZA

Organizational Behavior

Junko SHIMAZOE

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

Day/Period：木 5/Thu.5

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
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 the scientific approach to study organizations. For example, what does it mean to study organizational behavior in a scientific manner? What are the objects of studying, organizational structure, performance, routines, or interactions among people and organizations? How is it possible to explain the 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 their career after graduation, organizations are everywhere in modern life, and students may encounter minor to major issues caused both in and by organizations. It is essential for students to apply concepts that they learn in this course to organizational behavior that they observe in real life.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
In each class, I will assign readings to explore the topic of the next class. Finish them before class.
Active participation in class 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 organizational accidents. In the group presentation, explain the probable causes of the accidents and their implications to society using the knowledge from this course. Do not simply repeat what the internet sources, books, or other authorities say about the problems. Build your own explanation based on what you learn in this course.
Students will receive feedback on their presentations in class.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	- Syllabus - What is OB? - Why does OB matter?
2	Diversity in an Organization	- Diversity and its challenges
3	Individual Differences #1	- Values - Personality
4	Individual Differences #2 Attitudes and Behaviors	- Perception - Work attitudes and behaviors - Psychological contract - Relationships at work - OCB
5	Motivating Work Environment	- Job design - Goal setting - Performance appraisals - Performance incentives
6	Motivation	- Maslow's Hierarchy - EPG theory - Theory X, Theory Y
7	Stress and Emotion at Workplace	- Stress - Stress process - Workplace stressors - Role demands - Outcomes of stress - Individual differences in experiences and managing stress - Organizational approaches to managing stress - Emotions - Emotional contagion - Emotions at work - Emotional labor
8	Groups and Teams	- Groups - Development stages - Cohesion - Problems of too much cohesion - Teams - Team roles - Types of teams - Designing effective teams
9	Decision Making	- Decision making - Ideal process - Reality - Game plan?
10	Organizational Accident and Learning	- Organizational accident - Risk vs. uncertainty - Normal accident - Organizational learning - Barriers to organizational learning - high-reliability organization
11	Power in an Organization Knowledge Management	- Power - Sources and conditions of power - Knowledge management - Intellectual capital - Organizational memory
12	Leadership Organizational Change	- Traits for leadership - Types of leadership - Process and forces of organizational change
13	Organizational Culture	- Organizational culture - Types of organizational culture - Why culture matters - Weakness of the strong culture - Strength of the adaptive culture - Organizational socialization - Outcomes
14	Group Presentations	- Presentations - Wrap-up

【Work to be done outside of class (preparation, etc.)】
In each class, I will assign readings to explore the topic of the next class. Students have to finish them before they come to the class. Students are also required to understand distributed materials in the class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
University of Minnesota Libraries. (2017). Organizational Behavior (University of Minnesota Libraries Publishing Edition). Minneapolis: online textbook available at https://open.lib.umn.edu/organizationalbehavior/. (Original author removed at request of original publisher.)

【References】
N/A

【Grading criteria】
- Class participation (15%)
- Group presentation (40%)
- Final paper (45%)

【Changes following student comments】
N/A

【Equipment student needs to prepare】
N/A

【Prerequisite】
None

MAN200ZA

Brand Management

Takamasa FUKUOKA

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

他学部公開：　グローバル：○　成績優秀：○　実務教員：○

【Outline and objectives】
To explore effective management for building a strong corporate / regional brand. Brand strategy has been receiving attention since the 1980s, after the innovative concept of brand equity became an important part of marketing strategy, helping companies and local governments to survive a competitive marketplace. In this course, students will examine some significant theories by Aaker and Keller, who are eminent researchers in this field. Basic / advanced theories by other researchers will also be explored.

【Goal】
The purpose of this course is to develop an understanding of branding and branding strategy. Students will learn effective ways to build a strong brand.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
In this course, students will read theories, discuss and analyze some case studies to find out the most suitable processes for building a strong brand, which will be helpful in increasing domestic and overseas sales. Moreover, as a wrap-up, we will also discuss the future outlook of brand management from a strategic viewpoint.
Feedback can be given verbally, non-verbally or in written form.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Course Introduction	Course introduction
2	What is a Brand?	Learn how the definition of "brand".
3	Brand Equity	Learn how new brand equity is a set of assets.
4	Brand Loyalty	Learn new brand loyalty is one of the brand assets, and key considerations when placing a value on a brand that is to be bought or sold.
5	Brand Awareness	Learn new brand awareness and the strength of a brand’s presence in the consumer’s mind.
6	Perceived Quality	Learn about how new perceived quality is a brand association that is elevated to the status of a brand asset.
7	Brand Associations	Learn how new brand equity is supported in great part by associations that consumers make with a brand.
8	Name, Symbol and Slogan	Learn how the new name, symbol and slogan are the basic core indicators of a brand.
9	Brand Extension	Learn about line extensions, brand stretching, brand extensions, and co-branding.
10	Brand Identity	Learn the definition of brand identity and related concepts.
11	Brand Personality	Learn how new brand personality is a set of human characteristics associated with a given brand.
12	Brand Strategies over Time	Learn the reason why consistency is good.
13	Managing Brand Systems	Learn how to manage brands in a complex environment.
14	Review and Final Exam	Review of what students have learned from this course and final exam.

【Work to be done outside of class (preparation, etc.)】
As instructed, students will have to read chapters of the coursebook and also other materials for each class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. Handouts will be provided by the instructor.

【References】
Aaker, D.A (1991) *Managing Brand Equity: Capitalizing on the Value of Brand Name*, Free press.
Aaker, D.A (1996) *Building Strong Brand*, Free press.
Keller, K.L (1998) *Strategic Brand Management: Building, Measuring, and Managing Brand Equity*, Prentice-Hall, Pearson Education.

【Grading criteria】
Class participation（20%）
Assignment（20%）
Final exam（60%）

【Changes following student comments】
The course structure and content was favorably evaluated.

【Others】
This course is conducted based on academic knowledge and the lecturer’s global business experience.

【Prerequisite】
None

TRS200ZA

Event Management

John MELVIN

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

他学部公開： グローバル： 成績優秀： 実務教員：○

【Outline and objectives】
For millennia, humans have found ways to mark important events in their lives: the changing of the seasons, the phases of the moon and the renewal of life each spring. Today, events are playing an increasing role in people's lives and culture. More leisure time and better standards of living have led to a proliferation of public and private events. More recently, governments and businesses have recognised the incredible power of events to help with economic development and destination marketing. The wide array of events, from community to international level, makes event management a hugely exciting field of study.

【Goal】
The purpose of this course is to acquire an in-depth knowledge about the field of event management. This includes important theoretical considerations as well as applied knowledge relating to the factors for the successful planning, promotion, implementation and evaluation of events within different contexts.
This course will cover the critical techniques and strategies required to plan successful special events. Upon completion of this course, you should be able to:
1) Understand the range of factors behind the successful conceptualization and design of events
2) Understand different sources of event funding and support
3) Understand and apply appropriate risk management practices
4) Understand the role and management of event volunteers
5) Appreciate the varied aims and objectives of different events and consider strategies to achieve a positive event impact and legacy

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
The course is primarily lecture-based, though you will have a number of opportunities to discuss issues in small groups. A range of case studies can help you consolidate your learning by illustrating the lecture content with real examples.
In groups, students will design a unique event, which will provide an opportunity to apply the theories and concepts from the lectures.
Assignments will be submitted via Hoppii; insightful answers will be shared in class to facilitate discussion.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction to the Course Content and Class Format	Understanding the events industry, the importance of events, the range of events and the areas this class will cover
2	Event Conceptualization	The various influences on developing an event concept and the issues to be included in the planning process
3	The Event Environment	Examining the unique context and stakeholder networks that events must negotiate and how this influences the event design and management process
4	Designing the Event Experience	Developing the attendee experience (theme, program, venue, etc.) to best achieve an event's particular objectives
5	Event Funding & Support	Analyzing how events can utilize various forms of support (e.g. grants and sponsorship) to more effectively realize aims and objectives
6	Event Marketing and Promotion	Analyzing contemporary approaches to event marketing and the challenges of marketing an intangible experience
7	Human Resource/Volunteer Management	Managing human resources for the event including volunteer recruitment, motivation and retainment
8	Guest Speaker	A guest speaker experienced in the events industry will discuss aspects of event management
9	Risk Management, Licensing and Health and Safety	Planning and preparing for negative incidents to ensure the safe and smooth delivery of the event
10	Financial Management and Budgeting	Financial management processes including sourcing funding, managing cashflow and evaluation
11	Event Case Study 1	Analysing aspects of event management from an international case study
12	Event Case Study 2	Analysing aspects of event management from an international case study
13	Group Presentations	Groups will give a presentation on their original event
14	Post Event Evaluation and the Event Legacy & Wrap-up	Considering strategies of the importance of planning for an event's legacy

【Work to be done outside of class (preparation, etc.)】
Students will be assigned individual and group reading as preparation for classes. Students are expected to download the lecture slides to preview before class. Preparatory study and review time for this class are 2 hours each.

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

【References】
The reference books are available in the university library.
Allen, J, O'Toole, W, McDonnell, I. and Harris, R. (2011) *Festival and Special Event Management.* (5th edition) Brisbane: Wiley
Bowdin, G., McDonnell, I., Allen, J. and O'Toole, W. (2001) *Events Management.* Oxford: Butterworth-Heinemann
Brittain, I., Bocarro, J., Byers, T. and Swart, K. (eds) (2017) Legacies and Mega Events: Fact or Fairy Tales? London: Routledge

【Grading criteria】
Evaluation will be based on:
1. Class participation & homework assignments (30%)
2. Group presentation and report (30%)
3. Term paper (40%)
Students are expected to complete all the assigned reading and homework to enable them to get the most benefit from the lectures.
To improve students' group-working skills and encourage and reward cooperation and hard work, the group project is assessed on an individual basis.

【Changes following student comments】
Rather than an examination, the course will continue to use a term paper as part of the overall assessment.

【Equipment student needs to prepare】
N/A

【Others】
There are no prerequisites, though students are recommended to have taken, or concurrently take, the 100-level Introduction to Tourism Studies course.
I can draw from my experience in organizing events and as marketing director of a tourism business in the UK to help provide students with examples and to illustrate issues.

【Prerequisite】
None.

MAN200ZA

Principles of Marketing

EYO Shiaw Jia

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：火 1/Tue.1
他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】
This is a 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 objective of this course is to introduce students to the concepts of marketing, its functions and organizations, marketing strategies used by companies and the role of marketing in the society.

【Goal】
At the end of this course, students will learn about the marketplace, customer value, target and segment the market, customer relationship management, 4Ps of marketing and marketing tools for successful marketing strategies.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course is taught primarily through lectures and presentations. Feedback is given during class time and through using other tools such as HOPPII or email. Interactive class participation is encouraged.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Introduction to the course
2	Understanding the Marketplace	What is marketing? Analyzing the marketing environment
3	Understanding Consumers (1)	Consumer markets and consumer buying behavior
4	Understanding Consumers (2)	Case studies and presentations
5	Designing a Customer-Driven Strategy (1)	Creating value for target customer
6	Designing a Customer-Driven Strategy (2)	Case studies and presentations
7	New Product Development (1)	Products, services and brands
8	New Product Development (2)	Product life-cycle strategies
9	Understanding Pricing and its Strategies (1)	New product pricing strategies
10	Understanding Pricing and its Strategies (2)	Case studies and presentations
11	Promotion Mix (1)	Retailing and Wholesaling
12	Promotion Mix (2)	Advertising and Public Relations
13	Competitive Marketing Strategies	Understanding competitive marketing strategies
14	Final Exam & Wrap-up	Assessing the degree to which you understand the subject

【Work to be done outside of class (preparation, etc.)】
Download the lecture slides, read the assigned chapters of the textbook and complete any assignments given. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Kotler, Phillip and Armstrong, Gary. *Principles of Marketing,* 17th Edition, Pearson Education, 2017.
You are not required to buy the textbook. There are copies available in the library.

【References】
Further materials will be provided by the instructor.

【Grading criteria】
Students will be evaluated based on class participation (20%), assignments (20%), group presentations (15%), and one final exam (45%).

【Changes following student comments】
Not applicable.

【Others】
Students who are interested in taking this course must attend the first week of class. A selection process will be conducted during the first week prior to the enrollment of this course.
Students are recommended to have taken Introduction to Business or other business courses.

【Prerequisite】
Introduction to Business

MAN200ZA

Marketing Research

Kayhan TAJEDDINI

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

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
This course will provide an introduction to market research as a business decision-making tool. The primary goal of this course is to equip students with an understanding of how market research can help them make business decisions and how they can transform research findings into actionable business insights. The course also aims to help students gain the ability to evaluate and interpret research designed and conducted by outside providers. During the course, we will discuss a wide range of research methods, including in-depth interviews, focus groups, surveys and modeling, and their application to the services and non-profit sectors. We will also discuss data sources and data collection methods. Students will have the opportunity to define a business problem, develop a research plan, collect and analyze data and present findings and their implications as a class project.
This course aims to help students:
(1) Discuss what market research is and how, why, and when it's useful.
(2) Identify a range of market research tools (e.g., focus groups, interviews, surveys), consider their strengths and weaknesses, and discuss when it would (and wouldn't) make sense to use each.
(3) Use these tools to solve business problems and craft business strategies.

【Goal】
At the completion of this course, students are expected to be able to:
(1) Understand the importance of marketing research
(2) Formulate a research problem
(3) Design a questionnaire
(4) Collect respondent data
(5) Enter respondent data into a computerized spreadsheet
(6) Analyze respondent data with statistical software
(7) Write a research report
(8) Make a in-class presentation about the findings

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
The course will be lecture, case, and discussion based. The assignments are designed to help students build skills that cover scientific, information, and communication literacy. Effort will be made to make the class both challenging and exciting.
We will use a combination of text and cases to explore and apply the topics. It is vitally important that you come to class prepared and ready to discuss the topics. If you read and prepare the materials you will learn more during the discussions and will be successful at the assignments.
Regarding the presentation and case studies, it will be explained in the first class with all guidelines, expectations and standards. The strengths and weaknesses of each presentation and reports will be discussed individually.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	This session introduces the role of marketing research and the outline of this course.
2	Overview of Marketing Research Process	This session gives an overview of the process of marketing research and an introduction on research design.
3	Secondary Data and Research Question	This session explains the role of secondary data and how to clarify research question from secondary data.
4	Measurement	This session discusses measurement and measurement scales.
5	Data Gathering Instrument	This session introduces two important groups of data gathering instrument: (1) Survey and interview (2) Questionnaire.
6	Sample	This session discusses sample method and sample size.
7	Midterm Exam Basic Statistics	Midterm exam This session offers a crash course in basic statistics useful in marketing research.
8	Statistical Software	This session offers a crash course in how to use SPSS effectively.
9	Analyzing and Interpreting Data	This session introduces methods in analyzing and interpreting data: (1) Preparation and description (2) Exploring and displaying.
10	Analyzing and Interpreting Data	This is a follow up session of week 9 and introduces methods in analyzing and interpreting data: (1) Hypothesis testing (2) Measures of association.
11	Presenting Findings	This session discusses how to present findings by oral presentation and written report.
12	Review and Case Study	This session reviews the course contents by studying a complete case.
13	Student Presentation	Reserved for students to present their work.
14	Course Review Final Written Exam & Wrap-up	Course Review Final written exam

【Work to be done outside of class (preparation, etc.)】
Attendance is required at all scheduled class sessions, presentation and examinations. Students are expected to conduct their own project, write a report, and make a presentation. The project should begin after lecture 3. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
- Naresh K. Malhotra (2015) *Essentials of Marketing Research: A Hands-On Orientation*, Prentice Hall, New Jersey.
- Alvin C. Burns, Ann Veeck, Ronald F. Bush (2016) *Marketing Research (8th Edition)*, Prentice Hall, New Jersey.
Students will be advised in the first week on whether they need to purchase the textbook(s).

【References】
Burns A. C. & Bush, R. F. (2014): *Marketing Research (7th Edition)* Prentice Hall, New Jersey.

【Grading criteria】
Quiz: 20%
Presentation: 20%
Midterm Exam: 20%
Final Exam: 40%

【Changes following student comments】
Not applicable

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

【Prerequisite】
None

MAN200ZA

Entrepreneurship and New Ventures

Sean MICHAEL HACKETT

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

他学部公開：　グローバル：　成績優秀：○　実務教員：

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

【Goal】
The learning goal of this course is to acquire academic and practical knowledge about the fundamentals of entrepreneurship and entrepreneurial management. The primary learning objective of this course is to develop an entrepreneurial mindset. Additional learning objectives for this course include developing critical thinking, communication, leadership, teamwork, and ethical reasoning skills.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course is lecture and discussion-based, has an assigned reading every week, requires the use of an online journal, and uses group-driven experiential exercises to reinforce key concepts.
Preparation. Students must complete the assigned reading and write a journal entry about the reading before each class.
Class. In the first half of each class, there is a lecture. After the lecture, students break into groups in order to complete experiential exercises that are aimed at applying key concepts from the lecture and the assigned reading.
Review. After each class students are required to complete a journal entry describing their key takeaways from the class.
The Final Deliverable in the course is a Business Model Canvas and Executive Summary.
Feedback. Feedback is provided via the grade book feature in the Learning Management System (LMS) used by the Professor. Additionally, when warranted, comments are provided by the Professor via the LMS.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	The Fundamentals of Entrepreneurship	This session is an overview of the course.
2	Nuts & Bolts and Hypotheses Associated with Registering a Business in Tokyo	In this session we will discuss the basic requirements for registering a business in Tokyo. We will also consider the hypotheses founders must develop as they go through the registration process.
3	Opportunity Recognition & Evaluation	In this session we will consider how to evaluate whether an idea is just a thought exercise or it is a genuine business opportunity appropriate for us to pursue.
4	Creativity & Entrepreneurship	In this session we will consider when creativity is essential for an organization, and when it is unwelcome.
5	Segmenting, Targeting, Customer Value Propositioning, and Positioning	In this session we will discuss positioning (the effort to influence consumer perception of a brand or product) and customer value propositioning for targeted customer segments.
6	Business Models	In this session we will discuss business models.
7	Design Thinking & New Product Development	In this session we will discuss the design thinking process as it is applied to new product development.
8	Lean Start-Ups & The Business Model Canvas	The reading on Lean Startups for this session changed the way that entrepreneurship is taught and practiced.
9	Customer Experience	In this session we consider how good customer experience design and good website design can translate into more sales.
10	Leveraging the Cloud and Integrations	In this session we will learn about software as a service and web services automation and integration.
11	Go-To-Market Strategy	In this session we will consider the go-to-market strategy which is "an action plan that specifies how a company will reach customers and achieve competitive advantage."
12	Social Media Marketing and Search Engine Optimization	In this session we will use a case study to explore the potential for using social media marketing and search engine optimization to compete against large enterprises.
13	Counterfeiting & System D	In this session we will discuss the logic of counterfeiters and the challenge of competing against them and System D (the informal economy).
14	Course Wrap Up	This session is a review of the course.

【Work to be done outside of class (preparation, etc.)】
Before each class, participants complete the assigned reading(s) and then write their journal entry in the online journal tool provided by the professor. After each class, students summarize their key takeaways in another online journal entry. In accordance with MEXT guidelines for 2-credit courses, I recommend allocating at least 150 minutes to read the assigned reading, reflect, and write the pre-class journal entry before each class, and at least 150 minutes to review, reflect, and write the post-class journal entry after each class.

【Textbooks】
An online coursepack of readings from the repository at Harvard Business School Publishing will be created by the professor. The cost of the coursepack is approximately US $42.50. Students who want to earn points for assignments that use coursepack readings must purchase the readings directly from Harvard Business School Publishing using the URL associated with the coursepack. (Note: Payments for the coursepack can be made with either a credit card or a debit card).

【References】
If you want to read a book before taking the class, I recommend The Lean Startup and/or The Startup Way, both by Eric Ries.

【Grading criteria】
LMS registration: REQUIRED
Class participation & attitude: 39 points (29%)
Journal entries: 48 points (36%)
Group Experiential Exercises: 22 points (16%)
Final deliverable: 25 points (19%)
Total available points: 134 (100%)
(% is rounded)

【Changes following student comments】
N/A

【Equipment student needs to prepare】
- A credit or debit card to pay for the online coursepack.
- A PC & internet connection.

【Others】
- IMPORTANT: This course does not use HOPPII. Instead, this course uses CANVAS, a global Learning Management System (LMS). If you would like an invitation to join this course on CANVAS, then, as a first step, please complete the APPLICATION FORM which is located at https://hackettlabs.com/gis/
- ESOP students bring an important international dimension to Department of Global and Interdisciplinary Studies (GIS) courses like this one. As long as seats are available, I welcome ESOP students who want to take this course.

【Prerequisite】
None

MAN200ZA

Creative Industries

Stevie Tongshun SUAN

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

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
In this class, we will explore different elements of contemporary creative industries and their surrounding cultures in Japan. This will include examining the differing conceptions of creativity they enable, and how this is connected to changes in media technologies and business strategies. Over the course of the semester we will explore the history of the idea of creative industries, examining specific industries in Japan. We will be focusing on the areas that are currently promoted locally and globally as key cultural industries in Japan. This includes anime, manga, toys, and the character business, exploring how these industries interacted and influenced one another. We will then move on to see how this connects to other industries, such as tourism. Lastly, we will examine the Japanese fashion industry in detail. For each of these commercial industries, we will analyze their production, distribution, and consumption as we examine different approaches to branding and creativity.

【Goal】
In addition to teaching the students information on the cultural production, economics, and marketing of the creative industries, this class aims to develop critical thinking and analytical skills. Throughout the semester students will: 1) critically engage with the concept of creativity; 2) learn the history of different creative industries and their shifts in business strategies and marketing; 3) explore how these shifts reflect societal changes in Japan.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
Classes will be lecture-based, with visual material such as clips of films and animation. Students will be asked to have group discussions and analyses on certain themes. Each week students will be provided with an academic reading relevant to the topic. These readings will be important background information and/or will be directly addressed as the topic of the lecture and discussion. Lectures will explain in detail and through examples the topic for that class. Discussions based on the lecture will be facilitated by questions from the instructor to help the students explore and develop their critical and analytical skills for that topic. Students will be assessed on their understanding of the lectures and readings through their presentations and papers. Students will receive feedback in class and in written form, based on a grading rubric.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	What are Japan’s creative industries?
2	Anime’s Business Structure	History and technology
3	Media-mix and Marketing I	Case study I
4	Media-mix and Marketing II	Case study II
5	Media-mix and Marketing III	Anime tourism
6	(Re)Conceptualizing Creativity I	Creativity and branding
7	(Re)Conceptualizing Creativity II	Robots and creativity
8	Smartphone Games	Production and problematics
9	Kawaii Culture	Local and global branding successes
10	Fashion I	Fashion and lifestyle branding
11	Fashion II	Branding Japanese Americana
12	Student Presentations	Feedback and Discussion
13	Student Presentations	Feedback and Discussion
14	Student Presentations	Feedback and Discussion

【Work to be done outside of class (preparation, etc.)】
Students should complete the assigned readings before each class and study the notes they take in class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be required as readings will be provided by the instructor.

【References】
Steinberg, Marc. *Anime’s Media Mix: Franchising Toys and Characters in Japan*. University of Minnesota Press, 2012.
Marx, W. David. *Ametora: How Japan Saved American Style*. Basic Books, 2015.

【Grading criteria】
Participation 20%
Presentation 40%
Final paper 40%

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

TRS200ZA

Tourism Development in Japan

John MELVIN

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

Day/Period：火 1/Tue.1

他学部公開： グローバル： 成績優秀：○ 実務教員：○

【Outline and objectives】
Up until the end of 2019, inbound tourism to Japan was experiencing unparalleled growth. An increasingly diverse range of tourists had brought opportunities and challenges to tourism managers, yet from 2020 there has been a refocus on domestic tourism due to the global coronavirus pandemic.
After a consideration of historical tourism development, this course will examine a range of topical issues, including relations with South Korea, the Tokyo Olympics in 2021 and the impact of UNESCO World Heritage Site designation of Mt. Fuji. We will analyze different management and marketing approaches of tourism in different prefectures. We will consider the factors behind the remarkable recovery of inbound tourism after the 2011 Great East Japan Earthquake and how Japanese tourism may develop in 2022 and beyond.

【Goal】
Upon completion of this course students should be able to:
1) Understand how tourism in Japan has developed into its present form
2) Appreciate some of the key organizations involved in planning tourism in Japan
3) Consider destination management and how to harness the social and economic potential of tourism for revitalizing Japan at prefectural level
4) Critically analyze prefectural and national government tourism management and marketing campaigns

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
The course is primarily lecture-based, though students will have a number of opportunities to have group and class discussions. A range of case studies can help students consolidate their learning by illustrating the lecture content with real examples.
In groups, students will conduct an in-depth analysis of tourism in a particular prefecture, which will provide an opportunity to apply the theories and concepts from the lectures and enhance understanding of key issues.
Assignments will be submitted via Hoppii; insightful answers will be shared in class to facilitate discussion.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction to the Course Content and Class Format	Considering the current state of Japanese tourism and recent trends
2	The Roots of Japanese Travel Culture and Tourism Development	Exploring the historical development and evolution of the tourism sector in Japan
3	Destination Management	Analysis of destination management theory, and an introduction to some of the key institutions involved in tourism management and planning in Japan
4	Tourism as Economic and Social Lifeline	Exploring destination management, sustainability and the economic potential of tourism for local and regional development ’off the beaten track’
5	Tourism Marketing	Consider various approaches to tourism marketing planning and analyzing prefectural marketing approaches
6	Japan and Asia	Examining the current & historical connections with some of Japan’s close neighbors, with a particular focus on South Korea. We will also consider how Japan is differentiating itself amid growing international competition for inbound tourists.
7	Tourism Resources: Events	Analysing how Japan’s rich event calendar provides competitive advantage at local and international levels
8	Tourism Resources: Natural, Built and Cultural	Analyzing the tangible and intangible resources in Japan, with a particular focus on World Heritage Sites and how they are utilized for tourism purposes
9	Inbound Tourism	Historical and current trends in inbound tourism. Also a consideration of the management challenges of varying motivations and behaviors of different visitor groups.
10	Case Study	In-depth focus on sustainable destination management through a case study
11	Disaster Management and Recovery	Analyzing how destinations can manage disasters. The response to the Great East Japan earthquake in 2011 will be considered, as will the potential recovery from the coronavirus pandemic.
12	Group Presentations	Presentations on tourism in selected prefectures
13	Tourism Focus: Niche Tourism	Considering different forms of tourism including ecotourism, gastronomical tourism and cultural tourism related to anime, movies and TV shows
14	Examination & Wrap-up	End of semester examination & course review

【Work to be done outside of class (preparation, etc.)】
Students will be assigned reading as preparation for classes. Students are expected to download the lecture slides to preview before class. Preparatory study and review time for this class are 2 hours each.

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

【References】
Various reference books are available in the library and in the GIS Reference Room, including:
Funck, C. and Cooper, M. (2013) *Japanese Tourism: Spaces, Places and Structures.* Berghahn: New York
Sharpley, R. and Kato, K. (2020) *Tourism Development in Japan: Themes, Issues and Challenges (Contemporary Geographies of Leisure, Tourism and Mobility).* Routledge: London

【Grading criteria】
1. Class participation & homework assignments (30%)
2. Group project (30%)
3. Exam (40%)
Students are expected to complete all the assigned reading and homework assignments to enable them to get the most benefit from the lectures.

【Changes following student comments】
To improve students’ group-working skills and encourage and reward cooperation and hard work, the group project is assessed on an individual basis.

【Equipment student needs to prepare】
N/A

【Others】
I can draw from my experience in organizing events and as marketing director of a tourism business in the UK to help provide students with examples and to illustrate issues.
Although not essential, students are encouraged to have taken (or concurrently take) the 100-level ’Introduction to Tourism Studies’ course.

【Prerequisite】
None.

MAN200ZA

General Topics II: Japanese Taxation

Maymay HO

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

Day/Period：水 5/Wed.5

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
There are two certainties in life - death and taxes. This course focuses on the latter and how modern taxation systems have come into being. From ancient times with taxes at borders, to how Marco Polo discovered taxation through gold exchange to the current day comparing different tax regimes of Japan, the US and UK and how each has different effects on regions and on demographics. We also explore tax as state aid, how tax breaks can lead to retaliation in trade wars and what the new rules that tax policy-makers and multinationals are expected to comply with - Base Erosion and Profit Shifting. The course also looks at tax as a social leveller (or not) and how mobility and connectivity has allowed individuals to shop the world for tax regimes. We will also cover the basic terminology and mechanics of how corporate and personal taxation is calculated.

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

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

【Method(s)】
During the course, each class is composed of a partial lecture on key concepts and in-class exercises including small group discussions and class presentations to help students learn and apply the concepts. Students will obtain feedback through Hoppii when they submit their work. Students will also obtain verbal feedback after their class presentations.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	History of taxation up to the present day.	In this lecture we will discuss the role of the Tax office in Japan and the challenges ahead given the Japanese demographics and the global economy.
2	Introduction to income taxation and corporate taxation.	In this lecture we will define the residence of an individual and the scope of charge and key terms such as “Income Chargeable to Tax” and answer key questions such as: What is tax? What is “income”? When is "Income derived"? Where is income derived from? In this lecture we will also understand the rationale on why they are imposed and how they are calculated.
3	Introduction to inheritance taxation.	In this lecture we will also understand the rationale on why inheritance tax and how they are imposed and how they are calculated.
4	Introduction to Japanese Corporate Taxation.	In this lecture we will introduce key terms and how to calculate allowable deduction. We will also discuss the different types of prohibitions.
5	Introduction to Capital Gains taxation.	In this lecture we will understand the concept of Capital Gains taxation and how it is calculated.
6	Tax, deficit and balancing the books.	In this lecture, we will look at allowable deductions.
7	Base Erosion and Profit Shifting.	As business models of businesses change and technology becomes the main driver of alot of businesses, the old international taxation rules no longer apply. International companies earning multimillion dollar business plan their tax so efficiently that they pay little or no tax. So the Organisation for Economic Co-operation and Development is an intergovernmental economic organisation with 36 member countries, founded in 1961 to stimulate economic progress and world trade came up with a new set of rules of overhaul of the tax regime. In this lecture we will cover the 15 action plans.
8	Discussion and Review.	Discussion and Review.
9	Review of class and in-class written exam.	Review of class and in-class written exam.
10	The Impossible Trinity.	In this lecture we will see how taxation is used as a tool by the government to manage the economy. We will also discuss how taxation interacts with capital mobility and exchange rate management.
11	Keynesians vs Monetary.	In this lecture we will explain how taxation is vital economic policies and elaborate how the governments use Keynesian and monetary policies to determine their taxation policies. In this lecture we will also look at consumption taxation and how it works.
12	How low is low? 17% 12? 0%? From Hong Kong to the Carribean.	In this lecture we will look at countries with a low taxation rate and how they try to maintain competitive and attract foreign direct investment. We will also look at how Japan tries to attract foreign direct investment too.
13	Discussion and Review.	Discussion and Review of the various taxes covered during this course.
14	Review of class and in-class written exam.	Review of class and in-class written exam.

【Work to be done outside of class (preparation, etc.)】
1. Readings- Students are expected to read the textbook chapters carefully and to prepare for the lecture. Special attention should be paid to understanding the tables and the graphs.
2. Short assignments- Students are at times given assignments to strengthen their understanding of the application of the concepts. Students are expected to hand in their homework in the following class. In case of absence, students should hand in homework during the next class.
3. Case Study Analysis- Students form small groups to make a presentation on a case study based on specific theories or concepts discussed in class. Specific guidelines will be given in class.
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Other materials will be given by the instructor or shall be announced in class.

【References】
Other materials 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】
The lecture schedule may be adjusted depending on the pace of the class or at the discretion of the instructor. Any changes will be announced in class. Submission of assignments and feedback will be via the Learning Management System.

【Equipment student needs to prepare】
None.

【Others】
None.

【Prerequisite】
None.

EDU200ZA

TESOL II: Teaching Methodology

Machiko KOBORI

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

Day/Period：木 2/Thu.2

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】
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 as well as L2 pedagogy through ICT to qualify as an English teacher.

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

【Method(s)】
The course will focus on theoretical and practical aspects of the methodology of teaching EFL/ESL. It will also provide opportunities to explore a wide rage 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 including ICT along with the lessons. The final exam and a written assignment are required for the completion of this course and, in a written assignment, they demonstrate their study of the model lessons.
Submission of the final requirements and feedback will be on the learning management systems. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Course overview
2	Introduction to Language Teaching Methods	Historical overview of language teaching methods and approaches
3	Language Teaching Methods and Approaches (1)	The Grammar-Translation Method / The Direct Method (DM)
4	Language Teaching Methods and Approaches (2)	The Audio-Lingual Method / The Silent Way
5	Language Teaching Methods and Approaches (3)	Dissugestopedia / Community Language Learning (CLL)
6	Language Teaching Methods and Approaches (4)	Total Physical Response (TPR) / Communicative Language Teaching (CLT)
7	Language Teaching Methods and Approaches (5)	Content-based Instruction / Content and Language Integrated Learning (CLIL)
8	Language Teaching Methods and Approaches (6)	The Participatory Approach / Cooperative Learning
9	Micro-teaching (1)	Creating a lesson plan: checking contents, materials, procedure and performance
10	Micro-teaching (2)	1. The Grammar-Translation Method 2. The Direct Method 3. The Audio Lingual Method 4. The Silent Way
11	Micro-teaching (3)	1. Desuggestopedia 2. Community Language Learning (CLL) 3. Total Physical Response (TPR) 4. Communicative Language Teaching (CLT)
12	Micro-teaching (4)	1. Content-based Instruction 2. Content and Language Integrated Learning (CLIL)
13	Micro-teaching (5)	1. The Participatory Approach 2. Cooperative Learning
14	Final Exam & Wrap-up	Consolidation and review

【Work to be done outside of class (preparation, etc.)】
1. Every week before attending the class, students are required to comprehend the assigned chapters of the text book and references, and to complete the pre-tasks/homework that should be submitted on the weekly basis.
2. Before conducting micro-teaching, students are required to prepare for their lesson by creating a lesson plan and teaching materials.
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching.* (3rd ed.). Oxford University Press, USA.

【References】
1. Council of Europe. (2001). *Common European framework of reference for languages: learning, teaching, assessment.* Cambridge University Press.
2. Erben, T. et al. (2009). Teaching English language learners through technology. Routledge.
3. Long, M. H., & Doughty, C. J. (2011). *The handbook of language teaching*. Wiley-Blackwell.
4. 白畑智彦、冨田祐一、村野井仁、若林茂則 (著) . 2009.『英語教育用語辞典』(改訂版) 大修館書店.
5. 神保 尚武 (監修) . JACET 教育問題研究会 (編集) . 2012.『新しい時代の英語科教育の基礎と実践 成長する英語教師を目指して』三修社.
6. 望月昭彦、磐崎 弘貞、卯城 祐司、久保田 章 (著) . 2010.『新学習指導要領にもとづく英語科教育法』大修館.
7. 文部科学省. 2017.『小学校学習指導要領 (外国語)』東洋館出版社.
8. 文部科学省. 2017.『中学校学習指導要領 (外国語)』開隆堂出版.
9. 文部科学省. 2018.『高等学校学習指導要領 (外国語・英語)』開隆堂出版.

【Grading criteria】
Evaluation will be based on:
1. Class participation: 10%
2. Micro-teaching: 30%
3. Teaching materials: 20%
4. Writing assignment: 20%
5. Final exam: 20%
More than 2 unexcused absences will result in failure of this course.

【Changes following student comments】
1. More advanced notice of assigned readings will be given in order to allow students to prepare for class discussions.
2. More intensive instruction on how to reflect micro-teaching will be provided in advance.

【Equipment student needs to prepare】
PC

【Prerequisite】
ESL Education Ⅰ or TESOL Ⅰ

EDU200ZA

TESOL III: Syllabus and Teaching Materials

Machiko KOBORI

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

他学部公開：　グローバル：○　成績優秀：　実務教員：

【Outline and objectives】
The course is for students intending to teach English. 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 as well as L2 pedagogy through ICT to qualify as an English teacher.

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

【Method(s)】
The course focuses on issues in planning and conducting EFL/ESL lessons: it encourages student teachers to take into consideration the importance of lesson planning when designing an EFL/ESL course. It also provides opportunities for the exploration of a wide range of ideas and examples in the syllabus design from different countries, with reflections on those in Japan. Students are expected to acquire a basic understanding of how to create a lesson plan with materials including ICT needed for managing the language classroom. Students are also required to create their own English lessons and teaching materials, with the opportunity to put them into practice. Students will complete a writing assignment and a final examination that reflects their work on teaching plans, performance and lesson materials.
Submission of the final requirements and feedback will be on the learning management systems.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Course guidance
2	Syllabus Design (1)	Aims and objectives: concepts and classification
3	Syllabus Design (2)	Outcomes: concepts and classification
4	Syllabus Design (3)	The context and levels of planning: curriculum and teaching procedure
5	Syllabus Design (4)	The context and levels of planning: lesson plans for the lower and upper secondary levels
6	Issues in Teaching Materials (1)	Aims and objectives: concepts and classification
7	Issues in Teaching Materials (2)	Selecting and creating teaching materials: sounds to structure
8	Issues in Teaching Materials (3)	Selecting and creating teaching materials: language functions, cultures and communication
9	Issues in Teaching Materials (4)	Selecting and creating teaching materials: using audio-visual aids and ICT
10	Lesson Planning	Creating a lesson plan: checking contents, materials, procedure and performance
11	Micro-teaching (1)	Lower secondary level: demonstration/observation, review and discussion
12	Micro-teaching (2)	Upper-secondary level: demonstration/observation, review and discussion
13	Micro-teaching (3)	Team-teaching: demonstration/observation, review and discussion
14	Final Exam & Wrap-up	Consolidation and review

【Work to be done outside of class (preparation, etc.)】
1. Every week before attending class, students are required to comprehend the assigned readings.
2. Before conducting micro-teaching, students are required to prepare for their lesson by creating a lesson plan and teaching materials.
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Cohen, L., Manion, L., & Wyse, D. (2010). *A guide to teaching practice.* (5th ed.). Routledge.

【References】
1. Council of Europe. (2001). *Common European framework of reference for languages: learning, teaching, assessment.* Cambridge University Press.
2. Erben, T. et al. (2009). Teaching English language learners through technology. Routledge.
3. Larsen-Freeman, D. & Anderson, M. (2011). Techniques and principles in language teaching (3E). Oxford University Press.
4. Long, M. H., & Doughty, C. J. (2011). *The handbook of language teaching.* Wiley-Blackwell.
5. Walker, R. & Adelman, C. (1992). A guide to classroom observation. Routledge.
6. 白畑智彦・冨田祐一・村野井仁・若林茂則 (著). 2009.『英語教育用語辞典』（改訂版）大修館書店.
7. 神保 尚武 (監修). JACET 教育問題研究会 (編集). 2012.『新しい時代の英語科教育の基礎と実践 成長する英語教師を目指して』三修社.
8. 望月昭彦、磐崎 弘貞、卯城 祐司、久保田 章（著）. 2010.『新学習指導要領にもとづく英語科教育法』大修館.
9. 文部科学省. 2017.『小学校学習指導要領（外国語）』東洋館出版社.
10. 文部科学省. 2017.『中学校学習指導要領（外国語）』開隆堂出版.
11. 文部科学省. 2018.『高等学校学習指導要領（外国語・英語）』開隆堂出版.

【Grading criteria】
Evaluation will be based on:
1. Class participation (10%)
2. Micro-teaching (30%)
3. Teaching materials (20%)
4. Writing assignment (20%)
5. Examination (20%)

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

【Changes following student comments】
1. More advanced notice of assigned readings will be given in order to allow students to prepare for class discussions.
2. More intensive instruction on how to reflect micro-teaching will be provided in advance.

【Equipment student needs to prepare】
PC

【Prerequisite】
ESL Education Ⅰ or TESOL Ⅰ
ESL Education Ⅱ or TESOL Ⅱ

EDU200ZA

English Teaching in Primary School

Machiko KOBORI

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

他学部公開：　グローバル：○　成績優秀：○　実務教員：

【Outline and objectives】
This course is for students intending to teach English to young learners as primary pupils. It provides an overview of their second language learning (SLL), referring to primary modern foreign languages (PMFL), in particular, English as a foreign language (EFL). Its purpose is to give an insight into a range of SLL theories to primary pupils from psychological, educational and linguistic perspectives. It also explores modern EFL pedagogy for them with consideration to make consistency in the second language (L2) education from the primary to secondary levels. It looks at practical issues of their SLL such as the global movement towards primary L2 education. The students will be encouraged to develop their own perspectives on the teaching of English in primary school.

【Goal】
Upon completion of this course, students should be able to do the following:
1. Understand the core issues of theories of primary pupils' SLL.
2. Explain different perspectives of the core issues of L2 education in primary school.
3. Examine the connection between the core issues of primary pupils' SLL and PMFL pedagogy.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
The presentation, final exam and writing assignment are required for the completion of this course; students are to choose one of the course topics and are required to make a presentation and submit a writing assignment on it. Submission of the final requirements and feedback will be on the learning management systems (HOPPII, etc.).

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Course guidance on English Teaching in Primary School
2	Rationales of English Teaching in Primary School	Issues in the placement of primary modern foreign languages (PMFL) in the primary curriculum
3	SLL of Young Learners (1)	Issues in learning and development
4	SLL of Young Learners (2)	Issues in learning languages
5	SLL of Young Learners (3)	Issues in teaching four skills: the spoken language
6	SLL of Young Learners (4)	Issues in teaching four skills: words
7	SLL of Young Learners (5)	Issues in teaching four skills: grammar
8	Primary L2 Education (1)	Issues in teaching learning to learn
9	Primary L2 Education (2)	Issues in pedagogical approaches for primary pupils
10	Primary L2 Education (3)	Issues in assessing primary pupils
11	Presentation (1)	Preparation for presentation: checking contents, materials, procedure and performance
12	Presentation (2)	Discuss and review (1)
13	Presentation (3)	Discuss and review (2)
14	Consolidation of English Teaching in Primary School	Final exam and review

【Work to be done outside of class (preparation, etc.)】
1. Every week before attending class, students are required to comprehend the assigned readings.
2. Students are required to choose one of the related topics and complete daily tasks.
3. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
1. Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.

【References】
1. Annamaria Pinter. (2006). *Teaching young language learners*. Oxford University Press.
2. Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning* (1st ed.). Cambridge University Press.
3. Curtain, H. & Dahlberg, A. C. (2005). *Languages and children: Making the match*. Pearson.
4. Ellis, G., Brewster, J., & Girard, D. (2002). *The primary English teacher's guide*. (New). Penguin English Guides.
5. Nikolov, M. (2009). *Early learning of modern foreign languages: Process and outcomes*. Oxford University Press.
6.『創造的な学びを育む初等英語教育ー時代を超えて生き続ける理論と実践ー』（2022）津田塾大学言語文化研究所早期英語教育研究会（編）朝日出版社.
7. 文部科学省（2017）『小学校学習指導要領（平成 29 年告示）解説外国語活動・外国語編』 開隆堂.

【Grading criteria】
Evaluation will be based on:
1. Class participation (10%)
2. Presentation (30%)
3. Writing assignment (30%)
4. Final Exam (30%)
More than 2 unexcused absences will result in failure of this course.

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

【Equipment student needs to prepare】
Use a laptop in class, get lecture materials, etc. in HOPPII.

【Others】
None.

【Prerequisite】
None.

SOC200ZA

Education and Society

Christpher D. HAMMOND

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

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
This course will introduce learners to a broad range of theories, issues and debates about the societal roles and functions of schools, universities and education systems around the world. Taking a macro-level sociological perspective, the objectives of the course are to:
- Introduce learners to a range of theories and approaches to critically analyze the roles of education in society
- Examine academic achievement and student well-being through international comparisons
- Consider the purposes of higher education for individuals and societies
- Explore the role of education as a political tool for the inculcation of national and global identities
- Explore debates about social mobility and reproduction through education in the context of gender, race and social class, and consider the role of cram schools in contributing to social inequality
- Explore the influence of culture on educational pedagogy in early childhood education
In addition to the acquisition of content knowledge, students will develop skills for critical online reasoning, understanding lectures given in English, and improve their communication skills through critical engagement with a wide range of topics.

【Goal】
By the end of the course, students will gain an understanding of a range of issues related to education and society, and be able to critically engage with debates on education through a solid grounding in education theory and contemporary research.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
The primary mode of instruction will be through pre-recorded lectures and in-class discussions. Emphasis will be placed on critical thinking, group and whole-class discussions, and independent research. Assessment will take the form of written assignments and presentations.
Feedback will be given by comments and grading of weekly reflective assignments, and a rubric-based grade and comments on the final research paper.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction and explanation of the course Lecture and discussion: what is ‘quality’ in education? Considering the purposes of formal education
2	What should be taught in schools? For what purpose?	The Grand Challenges of Education: Participation, Relevance, Quality, Flexibility and Funding
3	Measuring education success: excellence and equity in international comparison	The PISA test and student well-being in East Asia
4	Higher Education	Social functions of universities, higher education and the labor market, issues of funding and access
5	Student Activism	Comparing student-led social movements
6	Education and Social Class	Access, achievement, identities, and issues
7	Final Reports Workshop (1)	Information and Literature Searching, Media Literacy
8	Final Reports Workshop (2)	Writing research questions
9	Education and International Development	Education and the Sustainable Development Goals
10	Education and Citizenship	Education for National and Global Citizenship
11	Education and Culture	Preschool in Three Cultures: China, Japan and the USA
12	Cram schools	Shadow education and its social influence
13	School Uniforms	Lecture and discussion on the purposes of school uniforms
14	Final reports due	• Student presentations of final reports

【Work to be done outside of class (preparation, etc.)】
Preparatory reading for the lecture and willingness to engage in discussion is expected. Students will be required to research specific topics, engage in group and whole class discussions and deliver academic presentations. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
There is no textbook for this class

【References】
McCowan, Tristan, and Elaine Unterhalter, eds. *Education and international development: An introduction*. Bloomsbury Publishing, 2015. ISBN: 9781472510686
Phillips, D., & Schweisfurth, M. (2014). *Comparative and international education: An introduction to theory, method, and practice*. A&C Black. ISBN: 1847060595
Lauder, H., Brown, P., Dillabough, J. A., & Halsey, A. H. (2006). *Education, globalization, and social change*. Oxford university press. ISBN: 0199272530
UNESCO Institute for Statistics - http://uis.unesco.org
OECD - http://www.oecd.org

【Grading criteria】
50% (weekly assignments and active participation)
50% (final research-based report)

【Changes following student comments】
not applicable

【Equipment student needs to prepare】
NA

【Others】
NA

【Prerequisite】
None

POL200ZA

Political Theory

Kazuhiro WATANABE

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

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
In this course we explore major political thoughts from antiquity to the present in view to gaining a comprehensive knowledge and understanding of historical developments of key political ideas that have shaped the world we live in.

【Goal】
Upon completion of this course, students should: 1) have a basic understanding of political thoughts by major figures in the Western history; 2) have familiarity with important political ideas and theories in connection with their historical backgrounds; and 3) have an ability to look at issues in current world politics in a historical perspective.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
In this course we begin with the legacy of the ancient Greeks and proceed through contemporary political theories mostly in chronological order. Each class consists of a lecture and class/group discussion to follow. There will be some in-class/take-home tasks to facilitate students’ understanding of the topic. Good comments in reaction papers will be introduced in the class and used for further discussions.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Overview of course and requirements
2	Ancient Greek	Polis and politics: Plato and Aristotle
3	Hellenistic to Roman	From Republic to Empire: Cicero, Seneca, and other Hellenistic philosophers
4	Early and Medieval Christian Thoughts	Corpus Christianum: Augustine and Aquinas
5	Renaissance and Reformation	Civic humanism and fall of the Catholic church: Machiavelli, Luther, and Calvin
6	Absolutism versus Social Contract Theories	Rise of modern political principles: Bodin, Hobbes, Locke, and Rousseau
7	Enlightenment, Liberalism, and Republicanism in England and Scotland	Formation of modern political principles: Harrington, Bentham, Hume, and Mill
8	Enlightenment, Liberalism, and Republicanism in France	Development of modern political principles: Montesquieu and Voltaire
9	American Independence and French Revolution	Turn of modern political principles: Jefferson, Hamilton, Burke, and Tocqueville
10	German Philosophy and Nationstate	Ethical life: Kant, Fichte, and Hegel
11	Socialism	The age of ideologies: Marx, Lenin, Trotsky, Stalin, and Bernstein
12	Contemporaries I	Egalitarian Liberalism: Rawls, Nozick, and Sandel
13	Contemporaries II	Libertarianism and Communitarianism: Nozick and Sandel
14	Wrap-up	Assessing the degree to which students understand the subject

【Work to be done outside of class (preparation, etc.)】
In addition to completing reading assignments and preparing for discussion beforehand, students are expected to review class materials after each class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
There are no textbooks for this course. Class materials, including weekly handouts and other reading materials (typically excerpts from major classic texts or introductory books), will be uploaded on Hoppii.

【References】
Klosko, G. (2012). *History of political theory: An introduction Volume I: Ancient and Medieval* (2nd ed.). Oxford: Oxford University Press.
Klosko, G. (2013). *History of political theory: An introduction Volume II: Modern* (2nd ed.). Oxford: Oxford University Press.
A full bibliography will be given to students at the beginning of the course.

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

【Changes following student comments】
More detailed instructions will be given for assignments so that students do not misunderstand the scope and focus of them. Also, more effective measures are to be implemented to facilitate classroom discussions.

【Others】
Students who intend to take this course are required to attend the first class. A screening survey will be conducted in the class if necessary. Students should register their email address with Hoppii immediately after they decide to take this course, or before the second class of the semester at the latest. Visit Hoppii regularly for updates and class resources, as well as for the submission of assignments.

【Prerequisite】
There is no prerequisite for this course.

POL200ZA

Japanese Politics

Jeffrey JAMES HALL

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

Day/Period：金 5/Fri.5

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
This course provides an introduction to Japanese politics, economics, and society. It has four main focuses: 1) the emergence of Japan's postwar political system and the dominance of the Liberal Democratic Party, 2) Japan's rapid economic growth and its subsequent decline, 3) the role of citizen activism, interest groups, and bureaucracy in Japan's politics, and 4) major foreign policy issues facing Japan.

【Goal】
The goal of this course is to provide students with a broad overview of the issues and main questions surrounding the Japanese political, economic, and social system.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
This course will be structured around lectures. Each student will be expected to attend each week's class. There will be in-class discussions, so students are expected to express their opinions or ask relevant questions.
Although time will be given in class to answer these questions, the questions will be posted on Hoppii each week. Students will be expected to post answers to these questions.
All assignments will be submitted via the Hoppii online system.
Feedback: In the case of assignments submitted on Hoppii, important feedback will be included online when the assignment is graded.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Japan: The Emergence of The Modern State	Syllabus and requirements are introduced, together with some historical background on the emergence of the modern Japanese state
2	Historical Overview of Japanese Politics I	Meiji Period Politics
3	Historical Overview of Japanese Politics II	Late Meiji and Taisho democracy
4	Historical Overview of Japanese Politics III	The Pacific War and Japanese politics 1
5	Historical Overview of Japanese Politics IV	The Pacific War and Japanese politics 2
6	Historical Overview of Japanese Politics V	The American occupation
7	The politics of postwar Japan	Postwar politics in Japan 1 - discussing the rise of the LDP
8	Review & Midterm Exam	Assessing the degree to which students understand the subject and Midterm exam
9	The politics of postwar Japan 2	Discussing the power of the LDP and how it held power for so many years
10	The politics of postwar Japan 3 / Documentary	Discussing the changes in Japanese domestic politics since the 1990s. We will also watch a documentary about election campaigns in Japan.
11	Foreign Policy Issues (1)	A discussion of recent issues in Japanese foreign policy
12	Foreign Policy Issues (2)	A discussion of the U.S.-Japan alliance and Japan's foreign policy
13	Foreign Policy Issues (3) - Documentary	We will watch a documentary about Japanese political activism (and the Okinawa base issue)
14	Foreign Policy Issues Today	Most current foreign policy issues in 2022 and a look at major issues that will emerge in the future.

【Work to be done outside of class (preparation, etc.)】
Before each week's class, students are be expected to read an assigned article (10 to 20 pages in length) and for some of the weeks.
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Readings will be uploaded to Hosei's Online Management System (Hoppii).

【References】
The following books are not required reading, but can be useful as references.
Curtis, G. L. (1999). *The logic of Japanese politics: Leaders, institutions, and the limits of change*. New York: Columbia University Press.
Hayes, L. D. (2009). *Introduction to Japanese Politics*. New York: Routledge.
Samuels, R. J. (2008). *Securing Japan: Tokyo's grand strategy and the future of East Asia*. Ithaca: Cornell University Press.
Samuels, R. J. (2013). *3.11: Disaster and Change in Japan*. Cornell University Press.
Shinoda, T. (2013). *Contemporary Japanese politics: Institutional changes and power shifts*. New York: Columbia University Press.
Smith, S. A. (2016). *Intimate rivals: Japanese domestic politics and a rising China* / Sheila A. Smith. New York: Columbia University Press.
Stockwin, J. A. (2008). *Governing Japan: Divided politics in a resurgent economy*. Malden, MA: Blackwell Pub.

【Grading criteria】
Weekly Discussion Question Responses (at least 200 words each, to be submitted on Hoppi): 40%
Midterm exam: 30%
Final Report: 30%

【Changes following student comments】
The weekly discussion question response grade has been increased to not make the grade too reliant on a single test or paper.

【Others】
Students who have completed General Topics II: Japanese Politics can not take this course.

【Prerequisite】
None.

POL200ZA

American Politics and Foreign Policy

Jeffrey JAMES HALL

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：火 5/Tue.5

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
This course 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.
The contents of each week may be changed from the syllabus, especially in the case of unexpected or important political events that take place during the semester (such as an election or Supreme Court decision).

【Goal】
1) Students are expected to develop an understanding of basic structure of the United States government.
2) Students are expected to gain knowledge of the ways in which different branches of the United States government interact and impact foreign policy.
3) Students are expected to understand and critically analyze how governmental and non-governmental factors (lobbyists, voter sentiment) influence American politics and foreign policy.
4) Students are expected to understand some of the political ideals that have influenced American politics since the country's founding.
5) Students are expected to develop their ability to engage in academic research and writing through the completion of short essays.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
This course will be structured around lectures.
There will also be discussion questions for each week's lecture topic. Although time will be given in class to answer these questions, the questions will be posted on Hoppii each week. Students will be expected to post answers to these questions.
Feedback: Assignments will submitted on Hoppii, and feedback will be included.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction to the founding of the United States
2	Foundations	The United States Constitution – The Federalists and debates over tyranny & democracy
3	Historical Background of American Political System 1	Explaining the functioning of the U.S. government through historical examples.
4	Historical Background of American Political System 2	Explaining the functioning of the U.S. government through historical examples.
5	Historical Background of American Political System 3	Explaining the functioning of the U.S. government through historical examples.
6	Review & Midterm Exam	Assessing the degree to which students understand the subject and Exam: short-answer questions and a short-essay (online test via Hoppii)
7	Civil Rights and Racial Discrimination	A discussion of the civil rights movement in the United States and continuing issues
8	America as a Super Power - The Cold War	A discussion of America's domestic and foreign policy in the Cold War period
9	America's Role in Asia	Focus on relations with Japan and the Cold War in Asia
10	The end of the Cold War - a Unipolar world?	A discussion of America's politics after the Cold War.
11	Politics in America today / Documentary 1	A short discussion of political campaigning in America today. We will view a documentary about presidential campaigns.
12	Politics in America today / Documentary 2	A focus on present day politics in America, with the viewing of a documentary about smaller scale politics.
13	Trump's America	Discussion of the 2016 election America under President Trump
14	Biden as President	We will look at Biden's presidency so far, and what to expect in the future.

【Work to be done outside of class (preparation, etc.)】
Students are expected to have completed the readings before class. Expect roughly 15-20 pages of reading per week. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
All course reading materials will be uploaded to the course website.

【References】
The following books will prove to be good reference materials.
Herring GC. (2008). *From Colony to Superpower, U.S. Foreign Relations since 1776.* Oxford University Press.
Grover WF, Peschek JG. (2009). *Voices of Dissent, Critical Readings in American Politics.* Addison-Wesley Longman.
Ikenberry, G. J. (1999). *American foreign policy: Theoretical essays.* New York: Longman.
Wasserman, G. (2015). *The Basics of American politics..* Boston: Pearson.
Cox, Michael, and Doug Stokes. (2012). *US Foreign Policy.* Oxford: Oxford UP.

【Grading criteria】
Weekly Written Discussion Responses (Submitted on Hoppii): 40%
Midterm exam: 30%
Final exam(report to be submitted on the course website): 30%

【Changes following student comments】
Documentary responses will replace reading responses to reduce the reading load for two weeks.

【Equipment student needs to prepare】
N/A

【Others】
Students who have completed General Topics II: American Politics and Foreign Policy can not take this course.

【Prerequisite】
None.

POL200ZA

China's Domestic Politics and Foreign Policy

Xie ZHIHAI

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

Day/Period：金 3/Fri.3

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
This course will address the basic knowledge, theoretical models and perspectives of Chinese domestic politics and foreign policy. For domestic politics, this course will introduce the Chinese political ideology and party-state structure, and analyze the current political institution and leadership system, as well as its political struggle and possible agenda for political reform. For foreign policy, this course will shed some light on the black box of Chinese foreign policy decision-making process, elaborate the hot topics related to Chinese foreign policy including nationalism, maritime ambition, the Belt and Road Initiative (BRI) strategy, and finally provide some detailed analysis on China's most two important bilateral foreign relations: China-US relations and China-Japan relations.

【Goal】
To help students gain basic knowledge, theoretical models and perspectives of Chinese domestic politics and foreign policy. Students will obtain the ability and skills to analyze issues related to Chinese politics and foreign policy. Students will also be able to deepen their understanding about what is happening related to China nowadays.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
Lectures will be conducted based on PowerPoint slides every week. Students are required to read related materials to prepare for classes in advance. There will be also time for team discussion in class. Students are also required to do the assignments weekly. Feedbacks and comments for assignments of previous class are given at the beginning of class.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction and Orientation	Introduction on the course and General Introduction to Chinese Politics and Foreign Policy
2	Chinese Political Ideology and the Party-State Structure	This theme deals with the role of Marxism-Leninism in Chinese politics and party-state system.
3	The Collective Leadership and Chinese Political Institution	This theme deals with the so-called collective leadership and the operating political institution.
4	Factions in CPC: Princelings VS Communist Youth League; Beijing VS Shanghai	This theme deals with the power struggle among different political factions in Chinese Communist Party.
5	The Anti-Corruption Campaign and Chinese Political Struggle	This theme covers the anti-corruption campaign and its relationship with China's political struggle.
6	The Agenda of Chinese Economic and Political Reform	This theme deals with China's economic and political reforms.
7	Chinese Social Structure and State-Social Relations	This theme deals with China's social structure and hierarchy.
8	The Black Box of Chinese Foreign Policy Decision-Making	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	Belt and Road Initiative (BRI), Asian Investment Bank (AIIB), and China's New Foreign Strategy	This theme deals with China's newly initiated BRI project, AIIB and its related foreign strategy.
12	New Type of Great Power Relations?: China-US Relations	This theme deals with China-US relations.
13	Two Tigers Can't Share One Mountain? : China-Japan Relations	This theme deals with China-Japan relations.
14	China's Growing Role in International Organizations & Course Wrap-up; Term Paper Submission Deadline	This theme deals with China's diplomacy related to international organizations.

【Work to be done outside of class (preparation, etc.)】
Students are required to read the designated materials for each topic in advance. Details are included in the References. Students are also required to do weekly assignments and submit by the due time. Preparatory study and assignment time for this course is about three hours per week.

【Textbooks】
No textbooks. Handouts will be distributed every week.

【References】
References exclusively for each theme:
Week 2: Guo, Sujian (2013), *Chinese Politics and Government: Power, Ideology and Organization*, New York: Routledge. Chapter IV Political ideology, pp89-128.
Week 3: Nikkei Asian Review (2017), *Xi Jinping and the end of collective leadership*, October 23
Week 4 Lai(2012), Alexis, *One party, Two coalitions: China's factional politics*, CNN, Nov.9
Week 5 Fabre (2017), Guilhem, *Xi jinping's Challenge: What is behind China's anti-corruption campaign*, Journal of Self-Governance and Management Economics, 5(2), 7-28.
Week 6 Yu, Keping, *What political reform looks like in China*, Huffington Post, https://www.huffingtonpost.com/keping-yu/china-political-reform_b_6075464.html
Week 7: Jakobson (2016), Linda and Ryan Manuel, *How are foreign policy decisions made in China?*, Asia and the Pacific Policy Studies, Vol. 3 No. 1, pp101-110.
Week8: Lu (2014), Rachel, *China's new class hierarchy: A guide*, Foreign Policy, April 25.
Week 9: Pang (2017), Qin, and Nicholas Thomas, *Chinese nationalism and trust in East Asia*, Journal of Contemporary Asia, Vol. 47, Issue 5, pp 815-838.
Week 10: Xie (2014), Zhihai, *China's rising maritime strategy: Implications for its territorial disputes*, Journal of Contemporary East Asian Studies, Vol.3, Issue 2, pp 111-124.
Week 11: Ploberger (2017), Christian, *One Belt, One Road-China's new grand strategy*, Journal of Chinese Economic and Business Studies,Vol. 15, Issue 3, pp 289-305.
Week 12: Bo (2017), Zhiyue, *Xi Jinping's US policy: Builing a 'new type of major-country relationship'*, in Bo Zhiyue ed., China-US Relations in Global Perspective, Victoria University Press
Week 13 : Zhao (2016), Suisheng, *China's difficult relations with Japan: Pragmatism, superficial, and historical memories*, Asian Journal of Comparative Politics, Vol. 1, Issue 4, pp335-353.
Week 14: Xie (2011), Zhihai, *The Rise of China and Its Growing Role in International Organizations*, ICCSJournal of Modern China Studies, Vol. 4(1), pp85-96.
Other general references:
Bo (2017), Zhiyue ed., *China-US Relations in Global Perspective*, Victoria University Press.
Guo (2013), Sujian, *Chinese Politics and Government: Power, Ideology and Organization*, New York: Routledge.
Lampton (2014), David M., *Following The Leader: Ruling China, from Deng Xiaoping to Xi Jinping*, University of California Press.
Lynch (2015), Daniel C., *China's Futures: PRC Elites Debate Economics, Politics, and Foreign Policy*, Standford University Press.
Shambaugh (2014), David, *China Goes Global: The Partial Power*, Oxford: Oxford University Press.
Shirk (2008), Susan L., *China: Fragile Superpower*, Oxford: Oxford University Press.

【Grading criteria】
Class Performance 20%; Weekly Assignments 40%; Term Paper 40%.

【Changes following student comments】
Not applicable.

【Prerequisite】
None

POL200ZA

Politics of Southeast Asia

Nguyen Hoang Thanh DANH

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

Day/Period：火 1/Tue.1

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
This course aims to introduce to undergraduate students the politics of Southeast Asia, one of the most politically, culturally, and economically diverse regions in the world. A major theme running through this course is the relations between the current state of political affairs in Southeast Asia and its colonial legacy and the prospects of democracy in the region.

【Goal】
The main objectives of this course are: (1) To provide the students with a basic introduction into the Southeast Asian states and their current political system; (2) To give the students a glimpse into the link between the colonial period and current Southeast Asia and the dynamics of Southeast Asian countries with each other; (3) To help the students to improve their critical thinking by asking questions related to the current state of political affairs in Southeast Asia, its problems, and suggesting solutions.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course covers a number of topics about Southeast Asia through a historical lens. During the first segment of the course (Week 1 to 4), an introduction to the history of Southeast Asia is provided. This serves as the historical context for the next segment (Week 5 to 10), which further discusses nationalism and ethnicity, politics and religions in Southeast Asia. The last segment of the course (Week 11 to 13) examines the establishment and the role of ASEAN, outside political influence over Southeast Asia, and non-traditional security threats facing the region.
Submission of assignments and feedback will be via the Learning Management System.

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

【Fieldwork in class】
あり / Yes

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Course Outline
2	Course Outline	An introduction to Southeast Asia
3	History of Southeast Asia I	History of Southeast Asia I
4	History of Southeast Asia II	History of Southeast Asia from colonial period until modern times
5	Nationalism and Ethnicity I	Nationalism and Ethnicity in Southeast Asia
6	Nationalism and Ethnicity II	Nationalism and Ethnicity II
7	Nationalism and Ethnicity II	Political systems in modern Southeast Asia
8	Politics in modern Southeast Asia II	The political economy of Southeast Asia
9	Politics in modern Southeast Asia III	The coexistence of democracy and authoritarianism in Southeast Asia
10	Religions in Southeast Asia	Islam, Buddhism, Catholicism and regional religions in Southeast Asia
11	Southeast Asia and Regionalism	The establishment and the role of ASEAN
12	The U.S., China, and Japan’s involvement to South East Asia	The U.S., China, and Japan’s involvement to South East Asia
13	Modern non-military security threats	Climate change, resource depletion, cross-border environmental degradation, terrorism, and infectious diseases
14	Final Exam and Review/Wrap Up	Final Exam and Review/Wrap Up

【Work to be done outside of class (preparation, etc.)】
Students are required to read the relevant chapter of the textbook before each lesson. There will be a short quiz before each lesson to test the students’ preparedness and basic knowledge. This quest will also serve as a form of attendance taking.

【Textbooks】
Students are not required to purchase the textbooks themselves. Materials will be distributed before each lesson.
Ba, Alice D., and Mark Beeson, eds. Contemporary Southeast Asia: the politics of change, contestation, and adaptation. Macmillan International Higher Education, 2017.

【References】
Rush, James R. Southeast Asia: A very short introduction. Oxford University Press, 2018.
Case, William. Politics in Southeast Asia: democracy or less. Routledge, 2013.

【Grading criteria】
Attendance (15%), class activities participation (35%), final examination (50%)

【Changes following student comments】
Student comments will be considered for course management.

【Equipment student needs to prepare】
None

【Others】
None

【Prerequisite】
None

POL200ZA

Politics of Africa

Laiban Kithinji KINYUA

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

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
This course aims to introduce the students to key important concepts, themes, and approaches of politics in Africa. This course has, among others, objectives such as: a) to create awareness and an understanding of major issues of African politics, and b) to familiarise the students with the approaches and theories applied by political scientists in analysing the political development in Africa.

【Goal】
This course will focus on building academic skills by encouraging students to acquire analytical skills on a variety of issues in the discipline of political science through the study of politics in Africa. Furthermore, students will be exposed to readings and discussions that will develop and enhance academic reading and writing skills in social sciences with an aim to create interest in doing research in social issues. Overall, this course will also encourage students to create interest and inclinations towards Africa related issues including areas beyond politics in order to expand students capacity for wider course selection and career prospects.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】
This course will focus on building an academic exchange and discussions on each week’s thematic areas. As an exercise to help students acquire reading and comprehension skills for academic articles, students will be expected to submit 5 key terms and 1 thesis statement from each assigned reading. The key terms and thesis statement will form the basis for in-class discussions. Students are also expected to familiarise themselves with the contemporary political discourse in Africa via BBC Focus on Africa. Although the instructor will use most of the time to explain the content of the class, students are encouraged to bear in mind that the style of the class is not a monologue, but a discussion format. Students input will be through class discussions and research based essay during the evaluation.
For all written assignments, students will receive written feedback with corrections and recommendations from the instructor. Students are also encouraged to consult the instructor after the class session (the instructor will be available for 30 minutes after class), or make an appointment through email.

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

【Fieldwork in class】
あり / Yes

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction I	Africa in global political discourse: How is Africa talked about in the global political discourse, and how should we talk about Africa?
2	Introduction II	Africa is not a country series. Countries, capitals, people groups, languages, historical and contemporary political development.
3	Introduction III	The African political thought.
4	Colonialism and Post-Colonial Legacy	The purpose of colonialism: outcomes of Berlin Conference, origin of the state in Africa, role of the African educated elites in colonial rule and national liberation.
5	The African Political Ideology and Identity	State capitalism. African nationalism, ethnicity, and social class.
6	Political Parties, Elections, and Democracy	Rise of multiparty democracy in Africa. Role of clientelism, and ethnicity in multiparty political systems in Africa.
7	Political Protest and Revolt	African civil wars. Military coup d’état in post-independent African states. Conflicts resolution and peace building.
8	Review & Mid-term	In-class examination.
9	Africa and International Politics	Economic and political relations. The new scramble for Africa.
10	Continental, Regional Cooperation, and External Bilateral Relations	Intra-African relations (AU, SADC, ECOWAS, and NEPAD). Pan-Africanism and regional integration. Former colonial rulers and the European Union, USA, and the international organisations.Case study: African Growth & Opportunity Act (AGOA)
11	China and India in Africa	The African resource question. Case study: Forum on China - Africa Cooperation (FOCAC).
12	Japan in Africa	Foreign aid policy and the TICAD process. Case study: TICAD IV-VII.
13	Politics, theories, and models of development in Africa	How the youthful population in Africa is becoming key actor in ICT revolution and new investments models. M-Pesa revolution in Kenya.
14	End-term	End-term evaluation report.

【Work to be done outside of class (preparation, etc.)】
In order for the students to participate and express thought in class and in written examinations, they need to make adequate preparations. Students are advised to observe 2-3 hours preparatory study and review time for this class. 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】
The following texts books will be reserved in the library for students’ reference. Those who can manage to purchase the books are encouraged to do so.
Thomson, A. (2016). *An introduction to African politics* (4th ed.). London: Routledge.
Englebert, P., & Dunn, K. (2014). *Inside African politics*. Cape Town: UCT Press.

【References】
A wide range of diverse materials and recommended readings will be provided in class for every session.

【Grading criteria】
10% Identification of key terms and the main claim of the assigned readings.
40% Pop Quizzes.
25% Mid-Term Examination.
25% End-Term Evaluation Report.
The purpose of pop quizzes is to enhance students’ comprehension of key concepts covered in the class in addition to preparing them for mid and end term exams. There will be five pop quizzes. The dates and timing for the pop quizzes will not be disclosed to the students. Out of the five pop quizzes, only the top four will be used for grading. Pop quizzes will be ten short answer identification questions that will cover the contents discussed in the class.
Both mid term and end term evaluation will be a reflection on the topics we have covered in class emphasising the context, causes, and consequences of political themes from the lecture materials and required readings. Whereas the preview of the questions will not be encouraged, the theme for essays will be given before hand to allow students to make prior research.

【Changes following student comments】
The size of the class will be considerably reduced to facilitate meaningful discussions.

【Equipment student needs to prepare】
Students’ personal learning materials such as A4 folders, pens, and pencils.

【Prerequisite】
None.

POL200ZA

World Politics

TAKESHI YUZAWA

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

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】
This course examines enduring questions of world politics, including rivalry and competition among great powers, rising ethnic and religious conflicts, the role of international law and organizations, growing economic interdependence and the effects of globalization, the rise of non-state actors and their challenges to state sovereignty, and the prospects of world order.

【Goal】
The course objectives are: (1) To enable students to utilize the concepts and theories of IR to analyze major events, actors and structures in world politics, e.g., the state, war, rising ethnic and religious conflicts, the role of international law and organizations, globalization, the rise of non-state actors and the prospects of world order; (2) To enable students to acquire the ability to form their own answers to enduring questions in world politics.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course consists of three major sections. In the first section, students will learn various analytical tools indispensable for deeply understanding enduring questions of world politics. Students then will utilize those analytical tools to examine the origin and process of major wars during the twenty century, namely World Wars I and II, and the Cold War. In this task, students will be required to give a group presentation. In the final section, students will examine contemporary issues, including rising intrastate conflicts in the post-Cold War era, the roles of international law and organizations, the rise of non-state actors, and the prospects of world order.
Comments for assignments are given during class and office hours.
“Introduction to International Relations” and "World Politics" are best seen as an inseparable pair of courses that will provide students with an overview of the field of IR. For this reason, it is recommended that students wishing to enroll in this course first pass "Introduction to International Relations".

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Course outline
2	Analytical tools I	Learning analytical tools for examining world politics.
3	Analytical tools II	Learning analytical skill for examining world politics.
4	World War I (1)	Analyzing the causes of World War I from theoretical perspectives
5	World War I (2)	Analyzing the process of World War I from theoretical perspectives
6	World War II (1)	Analyzing the causes of World War II from theoretical perspectives
7	World War II (2)	Analyzing the process of World War II from theoretical perspectives
8	The Cold War (1)	Analyzing the origin of the Cold War from theoretical perspectives
9	The Cold War (2)	Analyzing the end of the Cold War from theoretical perspectives
10	International Conflicts in the Post-Cold War Era	Analyzing the causes and nature of contemporary international conflicts
11	The Roles of International Law and Organization	Examining the roles of international law and organization in the maintenance of international order
12	Non-state actors and challenges to sovereignty	Examining the roles and effects of non-state actors in world politics
13	Prospects for a World Order I	Examining prospects for a world order
14	Prospects for a World Order II/The final essay preparation	Examining prospects for a world order/preparing to write the final essay

【Work to be done outside of class (preparation, etc.)】
Students are required to have pored over assigned readings before attending class lectures. Preparatory study and review time for this class are 2 hours each.

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

【References】
Nye, Joseph S, Jr and Welch, David A. *Understanding Global Conflict and Cooperation: An Introduction to Theory and History*. Tenth edition. Pearson Education, 2016.
Grieco, Joseph , Ikenberry, John G and Mastanduno, Michael. *Introduction to International Relations: Perspectives, Connections, and Enduring Questions*. Second edition. Red Globe Press, 2018.
Baylis, John, Smith, Steve and Owens, Patricia (eds), *The Globalization of World Politics: An Introduction to International Relations*. Eighth edition. Oxford University Press, 2020.
Nau, Henry R. *Perspectives on International Relatios: Power, Institutions, Ideas*. Sixth edition. CQ Press, 2018.
Dunne, Tim, Kurki, Milja and Smith, Steve (eds), *International Relations Theories: Discipline and Diversity*. Fourth edition. Oxford University Press, 2016.

【Grading criteria】
Contribution to class discussion and group presentation(45%), Final Essay (55%)
Regarding a group presentation, the performance of each student will also be assessed by the Group Evaluation Form. Students in the same presentation group will be required to evaluate each other independently and confidentially so that the instructor can effectively assess individual contribution to the group.

【Changes following student comments】
Handouts to be provided in a timely manner.

【Equipment student needs to prepare】
Some course materials will be provided via the Hoppii.

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

【Prerequisite】
None.

POL200ZA

Religion and Politics

Christopher Michael KAVANAGH

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

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
This course is designed to introduce students to the complex relationships between religion and politics drawing on cross-cultural case studies that range from the premodern to the contemporary period. The course takes a cross-disciplinary approach examining research from anthropology, sociology, psychology, and history. “Religion,” as defined in the course, refers not only to doctrinal beliefs and formal institutions also to informal supernatural beliefs, ritual practices, and the various subcultures and social aspects associated with religious communities. The principal aim of the course is to explore how religions as cultural systems interact and affect political systems and nation-states. By the end of the course, students will have a firm understanding of the complex relationship that religious groups, institutions, and larger traditions have with political systems.

【Goal】
By the end of the course, students will be able to: (1) analyze and discuss the roles that religion has played historically and cross-culturally in politics and public life; (2) understand the complex and diverse ways that religion and politics can interact; (3) critically evaluate scholarly research and media accounts that explore issues of religion and politics; (4) compare and contrast various theoretical models of religion and politics and the associated arguments.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This courses will be taught primarily through a combination of lectures, class discussion, and small group discussion. Each class will include a lecture followed by a class/group discussion based on related readings. Students will also need to complete reaction papers assigned to help reflect on the topics of selected classes. Students will also be required to select a topic and prepare an oral presentation on one of the topics covered during the classes. Presentations should be submitted with a script and students will receive written feedback.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Religion and Politics: Course Introduction and Overview	Introduction to the course and review of the syllabus.
2	Defining Religion and Politics	An examination of the debates surrounding how to define religion and politics and the associated theoretical approaches.
3	The evolutionary role of religion in society	Exploring the role of religion in human societies from a cultural evolutionary perspective. Discussing its potential role in enabling large scale cooperation.
4	Religion and the State: Compatibility, Conflict, and Convergence	An examination of the varied relationships between religions and states, drawing on historical and contemporary examples.
5	Secularization Thesis	A critical assessment of the secularization thesis and the evidence presented for and against the position.
6	Resurgent Religiosity	An examination of contemporary claims of resurgent religiosity and growth in alternative religious beliefs.
7	Mid-term Exam	Mid-term Exam
8	Religious Identity & Intergroup Conflict	Exploring the role of religious identity in conflicts through two case studies: 1. Buddhist nationalism and Hindu minority identities in Sri Lanka. 2. The role of Catholic & Protestant identity in the Northern Irish ‘Troubles’
9	Religious Activism and Social Protest	Exploring the ability for religion to function as a source of activism including as an anti-state counter-hegemonic, emancipatory force.
10	Online Gurus, Conspiracy Cults, & New Political Movements	Reviewing new interactions between religion and politics in the contemporary world, especially in the online sphere.
11	State Religion & War	Examining the nature of state religions through a case study of State Shinto & Buddhist institutions involvement in WW2.
12	Religious Extremism & Terrorism	A critical examination of the role that religious doctrines and personal beliefs play in terrorism.
13	Religion and Social Issues: Evolution, Abortion, and Same-Sex Marriage	Investigating the role that religion plays in controversial social issues. Focusing on debates surrounding the teaching of evolution, abortion, and same sex marriage.
14	Final Exam & Wrap-up	Course wrap up and final exam

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete their weekly reading assignments and reaction papers, participate in class discussions, and prepare a 15-20 minute oral presentation on a topic of their choice. Preparatory study/reading and review time for this class is estimated to be at least 4 hours per week.

【Textbooks】
All readings will be distributed by the instructor.

【References】
Haynes, J. (Ed.). (2008). Routledge handbook of religion and politics. Routledge.
Fox, J. (2018). An introduction to religion and politics: Theory and practice. Routledge.
These books are useful references but not necessary to purchase.

【Grading criteria】
Presentation 20%
Mid-term exam 25%
Final exam 25%
Weekly in-class participation 15%
Reaction Papers & Homework 15%

【Changes following student comments】
Reaction papers have been added to help students process the readings. The structure of group discussions has been altered to facilitate more interaction in discussions. In-class oral presentations of weekly readings have been removed.

【Equipment student needs to prepare】
Students do not need any specialist equipment beyond access to a PC/laptop & the internet. Students will need to complete readings before each class and submit reaction papers online via Google Classroom. At various points in the semester, students should be prepared to participate in discussions of ideas and concepts covered in readings.

【Prerequisite】
None.

POL200ZA

International Security

TAKESHI YUZAWA

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

Day/Period：木 2/Thu.2

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】
This course covers the approaches to security studies, a sub-discipline of International Relations (IR). Security studies mainly examines the causes of war; the conditions for peace; strategies for avoiding conflict, managing and resolving disputes; and the impact of new technologies, weapons, actors and ideas on states' calculations on whether to use force.

【Goal】
The course objectives are: (1) to enable students to develop a broader understanding of the key theories and concepts in security studies; (2) to examine major security challenges in the international arena through the lens of theories and concepts; (3) to acquire the ability to form their own answers to enduring and contemporary questions inherent in international security studies.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
This course has two segments: First, presenting major theories and concepts in security studies, necessary for understanding contemporary security policies and issues.
Second, examining contemporary security challenges related to armed conflicts, arms trade and military competition, nuclear proliferation, genocide and mass killings, and terrorism.
Submission of assignments and feedback will be via the Learning Management System.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Military Security	Exploring the concepts of military security
3	Regime Security	Exploring the concepts of regime security
4	Societal Security	Exploring the concepts of societal security
5	Human Security	Exploring the concepts of human security
6	Environmental Security	Exploring the concepts of enviromental security
7	Review and Mid-term essay preparation	Review of week 2-7
8	The Evolution of Modern Warfare	Examining changes in warfare
9	The Arms Trade	Examining the key aspects of the contemporary arms trade
10	Nuclear Proliferation	Examining the important aspects of nuclear proliferation
11	Humanitarian Intervention	Providing an overview of the heated debate in terms of the validity of humanitarian intervention
12	Terrorism	Analyzing the threat that terrorism poses to countries and the world
13	Review and Preparation for the final exam	Review of major topics covered by week 9-13
14	Final Exam	Written test

【Work to be done outside of class (preparation, etc.)】
Students are required to have read the relevant chapters for the books listed in the reference section before attending the lecture. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Collins, Allan (ed). *Contemporary Security Studies*, Fifth edition. Oxford University Press, 2019.
Williams, Paul D and McDonald, Matt (ed). *Security Studies: An Introduction*. Third edition. Routledge, 2018.

【References】
Baylis, John, Wirtz, James J and Gray, Colin S. *Strategy in the Contemporary World*. Sixth Edition. Oxford University Press, 2018.

【Grading criteria】
Contribution to discussion (10%), mid-term essay (45%), final examination (45%)

【Changes following student comments】
Handouts to be provided in a timely manner.

【Equipment student needs to prepare】
Some course materials will be delivered via the Hoppii.

【Others】
Non-GIS students wishing to take part in this course should have adequate English skills to complete the course work and assignments.

【Prerequisite】
none.

POL200ZA

International Organizations

Heiko LANG

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

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
This course provides students with the fundamental knowledge of the role and activities of International Organizations, with a focus on the United Nations System.
The course consists of four parts. The first part lays the foundations by discussing the theoretical basis of the study of International Organizations. In the second part, we will examine the activities of the United Nations in the field of peace and security. The third part will deal with human rights. In the fourth part, we examine the impact of the UN in the field of development, including contemporary issues such as climate change and global health governance.

【Goal】
The aim of the course is to provide students with theoretical and empirical knowledge about the role of the United Nations on important issues of relevance to their future roles as global citizens.
Students who have completed this course will be able to
-explain the basic theories and approaches in the study of International Organizations,
-explain the main roles and functions of the UN in the field of peace and security, human rights, and development, and
-critically assess the effectiveness and impact of the UN on contemporary issues and real-life global problems.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
The teaching method will be based on a combination of lectures and discussion. You will be encouraged to engage in critical debate, thorough textual analysis, guided research and group work.
Classes are generally divided into three parts. The first part consists of a short warming-up discussion of the reading material, where we identify the main issues. This will be followed by a lecture by the instructor about the session’s topic. In the third part, discussion activities will give you the chance to ask questions and share your opinions with the class. You will be given timely feedback on your essays through Hoppii.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction: Why Do We Study International Organizations?	Course Introduction Course Contents Syllabus Overview Grading Criteria
2	Foundations (1): The Emergence International Organizations	Historical Overview over the Emergence of Today’s International Organizations
3	Foundations (2): Theories and Concepts	Examining the Key Theories and Concepts of the Study of International Organizations
4	Foundations (3): The UN System	Examining the United Nations System
5	Peace and Security (1): The Fundamentals of Conflict Management	Examining the role of the UN in the area of conflict management until the 1990s
6	Peace and Security (2): Humanitarian Interventions	Examining the role of the UN in the area of humanitarian interventions
7	Peace and Security (3): Contemporary Challenges	Examining Contemporary Challenges in the area of Peace and Security
8	Human Rights (1): Overview	Examining the role of the UN in the area of human rights
9	Human Rights (2): The Role of Experts and NGOs	Examining the Role of Independent Experts and NGOs in the Area of Human Rights
10	Human Rights (3): International Justice	Examining the Role of the International Court of Justice
11	Development (1): Sustainable Development	Examining the Role of the UN in the Area of Sustainable Development
12	Development (2): Global Health	Examining the Role of the UN in the Area of Global Health
13	Development (3): Environment and Climate Change	Examining the role of the UN in the Area of Global Environment Protection and Climate Change
14	Conclusion	Review of the Course Content and Guidance for the Final Exam

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

Students are expected to closely read the assigned texts before class, submit discussion points, and to be ready to engage in discussion each week.

【Textbooks】
Ian Hurd (2017): International Organizations: Politics, Law, Practics, Cambridge: Cambridge University Press.
Weiss, Thomas G. et al. (2020): The United Nations and Changing World Politics, New York/London: Routledge.
The lecturer will provide further materials of interests (such as newspaper articles and UN documents) on a case-by-case basis.

【References】
A detailed list of required and recommended readings, and further materials for reference, will be distributed in class. All required texts will be uploaded to the online course management system.

【Grading criteria】
Participation and discussion: 20%
Two short essays: 40%

Final essay: 40%
In this course, 20% of your grade will depend on your participation and contribution to the class discussion.
You will also be required to submit three essays; this will form 80% of your grade: Two short essays of about 500-800 words, and a final essay of about 1500-2000 words. The topics of the essays and a detailed instruction on how to write them will be given in class. You will be given timely feedback.

【Changes following student comments】
Not applicable as this course starts in 2022.

【Prerequisite】
None.

POL200ZA

Development Studies

Norio USUI

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

Day/Period：月 4/Mon.4

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
The course centers on Asia, the most dynamic region in the world, to derive core policy lessons for economic development in the global context. Asia has achieved a remarkable growth during the past five decades, and its success has been referred to as a “miracle”. However, not all Asian economies have attained the same degree of success. The objective of this course is to learn how a group of Asian countries made it from low income into high income in a single generation. A key feature of the successful Asian economies has been their focus on structural transformation, that is, their capacity to shift resources from sectors of low productivity into sectors of high productivity, and upgrade the production and export baskets. After reviewing conventional development/growth theories, this course assesses Asia’s development from the lens of changing production and employment structures, and discusses implications for long-term growth and poverty reduction. The course pays due attention to the heterogeneity of Asian economies in their level of development and clarifies major causes of the divergence. This course is unique in its persistent focus on structural transformation and its applications of several new analytical tools originated from the network theory in physics.

【Goal】
Students who have taken this course should be able to:
(1)understand the main growth mechanism: structural transformation, in the development process;
(2)understand differences in development through the lens of structural transformation;
(3)understand what the government can do to facilitate the process of structural transformation.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
The intent of this course is to expose students to a range of ideas and issues in economic development. Students will be provided an opportunity to learn, think and discuss broadly and deeply about development issues across various development systems through lectures, discussions, group work, presentations and homework.
Comments will be provided to assignments. Good works will be presented in class.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Course Guidance and Introduction	Why is it so difficult to understand why some grow fast and develop while others do not?
2	The Asian miracle	Why was it labeled a miracle?
3	Development theories 1	Harrod-Domar, Two-Gaps, and Revised Minimum Standard Model (RMSM)
4	Development theories 2	Solow’s surprise and beyond (Institutions)
5	An introduction to structural transformation and productivity	What is the structural transformation? and Why we focus on productivity?
6	Decomposition of productivity growth	Sectoral productivity growth and structural transformation, and case studies (China and India)
7	The Product Space	Visualizing the process of diversification and upgrading
8	Case studies	China, Thailand, Malaysia, Indonesia, Philippines, Pakistan, Nigeria etc.
9	Case studies	Students’ presentations
10	Leapfrogging manufacturing?	Modern services, and a case study of the Philippines’ business process outsourcing (BPO)
11	The paradox of plenty	Dutch disease and the resource curse
12	Case studies	Indonesia, Mongolia, Kazakhstan, Mexico, and Nigeria
13	Recap	What did we learn in the course?
14	Final exam & wrap-up	Final exam & wrap up

【Work to be done outside of class (preparation, etc.)】
Assigned readings and preparation of group work, exercises and presentations and homework. Preparatory study and review time for this class are 2 hours each.

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

【References】
Mankiw, N.G., D. Romer, and D.N. Weil (1992), “A Contribution to the Empirics of Economic Growth”, The Quarterly Journal of Economics, 107(2):407-437. (for Class 4).
Caselli, F. (2004), “Accounting for cross country income differences”, NBER Working Paper 10828. (for Class 4).
Dollar, D., and W. Easterly (1999), “The Search for the Key: Aid, Investment and Policies in Africa”, Journal of African Economies, 8 (4): 546-577. (for Class 4).
Acemoglu, D., S. Johnson, and J.A. Robinson (2001), “The Colonial Origins of Comparative Development: An Empirical Investigation”, American Economic Review, 91 (5): 1369-1401. (for Class 3&4)
N. Usui (2012), “Taking the Right Road to Inclusive Growth: Industrial Upgrading and Diversification in the Philippines”, Asian Development Bank. (for Classes 5-8, and 10).
Felipe, J., Kumar, U., N. Usui, and A. Abdon (2013) "Why has China succeeded? And Why it will continue to do so", Cambridge Journal of Economics, 37 (4): 791-818, (for Class 8).
N. Usui (1998), “Dutch Disease and Policy Adjustments to the Oil Boom: A Comparative Study of Indonesia and Mexico”, Resources Policy, 23 (4): 151-162, (for Classes 12).

【Grading criteria】
The following criteria will be used to evaluate students:
（1）class contribution (ex. questions, discussion, group work and presentation) 30%
（2）reaction papers and homework 30%
（3）final exam 40% (Writing Assignment)

【Changes following student comments】
Student requests and comments will be taken into consideration.

【Equipment student needs to prepare】
N/A

【Others】
(1) week 1 attendance is mandatory to register for this class.
(2) students are allowed a maximum of 2 unexplained absences. More than 2 unexcused absences will result in failure of this course.
(3) it would be desirable to take the Introduction to Development Studies before joining this course.
(4) students should have enough English capacity to join in-class discussions.

POL200ZA

Public Policy

Nathan GILBERT QUIMPO

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

Day/Period：火 5/Tue.5

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
This course provides an introduction to public policy, which Thomas R. Dye defines simply, as “whatever governments choose to do or not to do.” As a field of study, public policy is a subdiscipline of political science.
This course examines the nature of public policies, how they are made, implemented and evaluated, and the central institutions and actors involved in policy-making. While exploring how politics determines public policy and how the latter draws from political theories and concepts, the course pays particular attention to the theoretical approaches to policy-making. It delves into the stages of the policy process: problem definition and agenda-setting; policy formulation and adoption; implementation; and evaluation. The course also covers governance and policy-making; public policies beyond the nation-state; and policy change and policy convergence.
To help develop analytical and critical thinking on public policy, students will be asked to form groups that would conduct their own analysis of policies undertaken by the Japanese government in certain policy areas, such as economic, welfare, health, education, immigration, gender, defense or environmental policy. Policy analysis, as Dye puts it, is “finding out what governments do, why they do it, and what difference, if any, it makes.” In the latter part of the course, the groups will be asked to submit written reports and to make powerpoint presentations on the policies studied and policy outcomes and impacts.

【Goal】
The course seeks:
- To acquaint students with public policy as an academic sub-discipline.
- To introduce students to key theories, concepts and/or approaches used in policy-making, policy implementation and policy evaluation.
- To help students examine public policies more critically.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
The course will consist mainly of lectures and open discussion. Students will be asked as well as encouraged to express their views on the topic being discussed. Audio-visual aids such as short video clips, photos, maps and illustrations will be used to help make issues and events much more concrete and vivid to students, and to help stimulate or enliven discussion and debate. Feedback on assignments will be provided during class discussions, by email or through individual consultations.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction (Knill and Tosun, Chapter 1)	What Is a Public Policy? Analytical Perspectives on the Policy-Making Process Opportunities and Challenges for Policy-Making
2	The Nature of Public Policies (Knill and Tosun, Chapter 2)	Typologies of Public Policies Policy Dimensions Policy Styles
3	The Context for Policy-Making: Central Institutions and Actors (Knill and Tosun, Chapter 3)	National Institutions: Defining the Rules of the Political Game Intergovernmental Organizations: Global Public Policy Key Actors
4	Theoretical Approaches to Policy-Making (Knill and Tosun, Chapter 4)	Structure-Based Models Institution-Based Models Interest-Based Models Overview of the Models
5	Problem Definition and Agenda-Setting (Knill and Tosun, Chapter 5)	Problem Definition: The Path to Agenda-Setting Analytical Concepts of Agenda-Setting Actors and Interests in the Agenda-Setting Process
6	Decision-Making (Knill and Tosun, Chapter 6)	Determinants of Policy Formulation Institutional and Procedural Dimensions of Decision-Making
7	Review & Midterm Exam	Assess to what degree students understand topics discussed; Midterm Exam
8	The Policy-Making Process in Japan	Institutional Arrangements and Bureaucratic Supremacy Decentralization within the LDP The 1994 Electoral Change Hashimoto’s Reform to Strengthen the Cabinet Top-Down Fiscal Policymaking under Koizumi Failed Attempts by the DPJ Governments Developments under the Second Abe Government
9	Implementation (Knill and Tosun, Chapter 7)	Who Is Involved in Policy Implementation? Analytical Perspectives in Implementation Research Implementation Success: Criteria and Determinants
10	Evaluation (Knill and Tosun, Chapter 8)	Types and Methods of Evaluation Research Designs for Scientific Policy Evaluation The Political Dimension of Policy Evaluation
11	Governance: A Synoptic Perspective on Policy-Making (Knill and Tosun, Chapter 9)	Central Concepts and Modes of Governance Four Ideal Types of Governance When Is Governance Good?
12	Public Policies beyond the Nation State (Knill and Tosun, Chapter 10); Policy Analysis Group Presentations	Public Policies beyond the Nation State: General Assessment Policy Formulation: Typical Interest Constellations and Interaction Policy Implementation
13	Policy Change and Policy Convergence (Knill and Tosun, Chapter 11); Policy Analysis Group Presentations	Policy Change: Theories, Measurement and General Patterns Cross-National Policy Convergence: Concept, Measurement and Dimensions Causes and Conditions of Cross-National Policy Convergence
14	Theoretical Insights and Practical Advice (Knill and Tosun, Chapter 12); Final Exam	What Have We Learned? Comparative Research on Public Policy Final Exam

【Work to be done outside of class (preparation, etc.)】
Before class, students should study the required readings and work on any written assignment that may have to be submitted. After class, and especially before an exam, students should review their notes, as well as check the notes provided by the instructor. Preparatory study is 2 hours for each class session, but group work may entail an additional 30 minutes. Review for an exam would take at least 3 hours.

【Textbooks】
Christoph Knill & Jale Tosun, Public Policy: A New Introduction, 2nd edition, London: Red Globe Press, 2020.(Students must buy a copy of the book or photocopy chapters from the library copy.)

【References】
Tomohito Shinoda, “The Policymaking Process in Japan,” in Robert J. Pekkanen & Saadia M. Pekkanen (eds.), The Oxford Handbook of Japanese Politics, Oxford: Oxford University Press, 2020.
Thomas R. Dye, Understanding Public Policy, 15th edition, London and New York: Pearson Education, 2017
Anneliese Dodds, Comparative Public Policy, 2nd edition, London: Palgrave, 2018.

【Grading criteria】
Participation; fulfillment of assignments: 40% of overall course mark.
Midterm examination: 30%
Final examination: 30%

【Changes following student comments】
None.

【Others】
Use of mobile phones, laptops and other electronic devices in the classroom during class is prohibited (exceptions only in special cases). Students attending classes online should use desktops or laptops, not mobile phones.

【Prerequisite】
None.

POL200ZA

Foreign Policy Analysis

TAKESHI YUZAWA

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

Day/Period：火 3/Tue.3

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】
This course will provide an overview of Foreign Policy Analysis (FPA), examining the processes and actors involved in foreign policy decision-making.

【Goal】
The course objectives are: (1) to enable students to demonstrate an understanding of the processes involved in foreign policy decision-making; (2) to enable students to demonstrate an understanding of the contexts, pressures and constraints with which policy-makers must deal; (3) to enable students to demonstrate their ability to engage in comparative analysis of the foreign policies of major powers.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course will first examine the key concepts and theories in foreign policy analysis (FPA), which are essential for understanding the contexts, pressures and constraints with which policy-makers must deal. These include the Rational Actor Model, the cognitive and psychological approaches, the bureaucratic politics approaches, the role of history and identity in foreign policy, and other internal-external factors influencing foreign policy decisions. After examining the major approaches in FPA, students will conduct case studies. For this reason, students will be required to give a group presentation based on readings relating to the foreign policies of the major states.
Comments for assignments are given during class and office hours.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Course outline
2	Actors and Structures	Identifying the actors and (domestic and international) structures influencing foreign policy
3	The Rational Actor Model	Examining models and approaches to foreign policy decision-making from a rational actor perspective
4	Cognitive and Psychological Approaches I (Cognitions, Emotions, Perceptions)	Examining cognitive and psychological models which identify boundaries to rational decision-making (Cognitions, Emotions, Perceptions)
5	Cognitive and Psychological Approaches II(Leader’s personality and Leadership styles)	Examining cognitive and psychological models that identify boundaries to rational decision-making (Leader’s personality and Leadership styles)
6	The Role of Advisers and Bureaucracies	Examining the role of bureaucracies in foreign policy decision-making
7	Domestic Influences: Public Opinion, Media, Interest Groups	Examining the role of the public, the media and interest groups in foreign policy decision-making
8	External Influences: The Impacts of International Structures	Examining how the structural distribution of states’ capabilities constrains the policy options that are realistically available to policy-makers
9	Case Studies I: The Cuban Missile Crisis	Case studies based on a group presentation and discussion
10	Case Studies II: The United States and the Iraq War	Case studies based on a group presentation and discussion
11	Case Studies III: The United Kingdom and the Iraq War	Case studies based on a group presentation and discussion
12	Case Studies IV: The Yom Kippur War	Case studies based on a group presentation and discussion
13	Case Studies V: The Syrian Civil War	Case studies based on a group presentation and discussion
14	Wrap-up	Review weeks 1-13

【Work to be done outside of class (preparation, etc.)】
Students will be required to pore over the chapters of the books listed in the reference section before attending the lecture. Preparatory study and review time for this class are 2 hours each.
Students are expected to prepare for their presentations under the instructor’s guidance.

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

【References】
Smith, Steve, Hadfield, Amelia and Dunne,Tim. (eds), *Foreign Policy: Theories, Actors, Cases*. Third edition. Oxford University Press, 2016.
Alden, Chris and Amnon, Aran. (eds), *Foreign Policy Analysis: New Approaches*. Second edition. Routledge, 2017.
Morin, Jean-Frédéric, and Paquin, Jonathan, *Foreign Policy Analysis: A Toolbox* . Palgrave Macmilan, 2018.
Hudson, Valerie M. *Foreign Policy Analysis: Classic And Contemporary Theory* . Third edition. Rowman & Littlefield Pub, 2019.
Neack Laura,*Studying Foreign Policy Comparatively: Cases and Analysis*. Fourth edition. Rowman and Littlefield, 2018
Breuning, Marijke,*Foreign Policy Analysis: A Comparative Introduction*. Palgrave Macmillan, 2007.
Mintz Alex and DeRouen, Karl R. Jr, *Understanding Foreign Policy Decision Making* . Cambridge University Press, 2010.

【Grading criteria】
Contributions to class discussion and group presentations (45%), Final essay (55%).
Regarding a group presentation, the performance of each student will also be assessed by the Group Evaluation Form. Students in the same presentation group will be required to evaluate each other independently and confidentially so that the instructor can effectively assess individual contribution to the group.

【Changes following student comments】
Handouts to be provided in a timely manner.

【Equipment student needs to prepare】
Some course materials will be delivered via the Hoppii.

【Others】
Non-GIS students wishing to take part in this course should have adequate English skills to complete the course work and assignments.

【Prerequisite】
None.

POL200ZA

Japan's Foreign Policy

Heiko LANG

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：水 4/Wed.4
Notes：< GIS students > 2019 年度までの入学者は配当年次 1〜4 年

他学部公開： グローバル： 成績優秀： 実務教員：

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

【Goal】
Students who have completed this course should be able to:
• understand the main issues that inform Japan's international position and develop individual research interests
• understand the variables that shape Japan's present foreign relations
• critically assess the various interests of the major regional powers in Asia, including Japan
• gain an understanding of the most prominent theories of international relations, and be able to relate them to contemporary issues

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
Students are required to read mandatory assignments each week. Lectures will be used to introduce each topic; afterwards, a critical discussion of the texts will take place where students are strongly encouraged to voice their own opinions. In the second half of the semester, depending on the number of participants, students will have the opportunity to give individual or group presentations on a topic of their interest.
Students are required to hand in discussion points for the reading before each class, which will be the basis for the in-class discussion.
Teacher feedback will be given during the discussions and after the optional presentations; comments on the results of the two examinations will be given in written form in a timely manner.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Topics in Japan's Foreign Relations	Introduction to the course content
2	International Relations Theory, East Asia, and Japan	Understanding "International Relations" and Japan's policies theoretically
3	Main Determinants of Japanese Foreign Policy	Overview over the domestic and international factors that shape Japan's foreign policy
4	Main Issues of Japan's Post War Diplomacy	Turning points and continuous characteristics of Japan's foreign policy after 1952
5	Japan and Regionalism in East Asia	Japan's efforts to influence the emerging regional political and economic order in East Asia
6	Japan and the United States	The shifting alliance between Japan and the United States
7	Mid-Term Exam	Exam and summary of the course content so far
8	Japan and China	Japan's relations with China
9	Japan and the Korean Peninsula	Japan's relations with North and South Korea
10	Japan and Russia	Japan's relations with the Russian Federation
11	Japan and ASEAN	Japan's relations with Southeast Asia
12	Japan and International Cooperation	Japan's policies in international organizations
13	Japan and Climate Security	Japan's policies in tackling different dimensions of climate change
14	Conclusion: Quo vadis, Japan?	Wrap-up of course content and discussion of challenges for Japan's foreign policy in the near future

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

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

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

【Grading criteria】
Participation and discussion: 30%
Mid-term exam: 30%
Final exam: 40%

【Changes following student comments】
Not applicable.

【Others】
For GIS students who entered in 2012 - 2019:
This course is regarded as 100-level Introductory Courses.

【Prerequisite】
None.

ECN200ZA

Development Economies

Delgado Narro Augusto Ricardo

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

Day/Period：火 6/Tue.6

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
This is an introductory course to the field of Economic Development. This course aims to understand the main issues of development economics, analyze the economic problems of developing countries, and discuss strategies for achieving inclusive growth and reducing poverty and extreme inequality. This understanding will help the students answer key questions: Why do some countries achieve high levels of economic development and others do not? What are the policies governments can implement to change the growth path of their countries? This course will start from a “macro” perspective and later introduce a “micro” viewpoint of the problems to explore the social-economic factors that affect economic development. This course will cover economic growth, agricultural development, food security, population, education, migration, poverty reduction, informality, and more.

【Goal】
1. Understand: (1) why some emerging countries have been successful in catching up with rich countries in per capita income, while others are let behind, (2) why half of humanity remains poor, and many of them are living with less than $2 per day, and (3) why environmental degradation and resource exploitation are commonly associated with income growth.
2. Understand: what can be done to promote development through policies. Learn to analyze the economic and social impacts of specific initiatives.
3. Use data to conduct development analyses such as growth diagnostics, poverty assessments, impact analysis of development projects.
4. Encourage students to explore alternative paths of economic development that promote the well-being of individuals and communities.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
The course will be mainly conducted through lectures where we will study theory and applications. Students are encouraged and expected to participate in classes. Depending on the number of students we may have presentations or a final essay. Feedback will be given to students at the end of each presentation/essay. Please note that the teaching approach may vary according to the established sanitation level and following the university rules in this regard.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Introduction and Overview - Why study development economics?
2	Growth and Development	-Distribution and Economic Growth: Theory and Evidence. -Inequality and growth: Theory and evidence.
3	Theory 01. Exogenous Economic Growth Theory	What makes countries grow? What are some of the characteristics of high growth economies?. Harrod-Domar and Solow Neoclassical Growth Model.
4	Theory 02. Endogenous Economic Growth Theory	What are the critics to the Exogenous Growth Theory models? Models: AK, Cass, Romer, and Lucas growth theories.
5	Theory 03. Non-classical Economic Growth Theory	What are the critics to the Endogenous Growth Theory models? Demand side growth theories. Trade and economic growth.
6	Theory 04. Economic Convergence	What is economic convergence? Absolute Economic Convergence. Relative Economic Convergence. Clubs of Convergence. Middle-Income Trap.
7	Review & Midterm Exam	Assess students’ understanding of the 1st half of course materials (Week 1-6)
8	Inequality and Poverty	Definitions of inequality. Definitions of poverty. Income mobility: Theory and evidence. Social welfare: Theory and evidence. How is inequality related to poverty and development?
9	Food	Definitions of nutrition?. Nutrition-based poverty trap. Hidden traps.
10	Population	Relationship between population and poverty. Population and development. Causes of rapid population growth, the effects of growth population and policy implications.
11	Education	Education and development economics. Impact of education over the income inequality and poverty.
12	Health	Health and development economics. Impact of health over the income inequality and poverty. Health systems and conditions in developing countries.
13	Informality	Definition of Informality, Shadow Economy, and Hybrid Economy.
14	Final Exam & Wrap-up	Assess students’ understanding of the 2nd half of course materials (Week 8-13)

【Work to be done outside of class (preparation, etc.)】
Students are expected to read the assigned materials (text-book/articles/cases) and to participate in class discussion. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Ray, Debraj. (1998),Development Economics, Princeton University Press.
I highly recomend to buy this book for better understanding and complement our classes.

【References】
Additional references will be provided in the class.

【Grading criteria】
1. Class participation: 20%*
2. Essay or Presentation: 20%**
3. Midterm exam: 30%
4. Final exam: 30%
* Class participation includes class attendance and participation.
** To be decided in class.

【Changes following student comments】
Students are encouraged to provide feedback and suggestion regarding the course. Constructive suggestion is appreciated and may be taken for course adjustment.

【Prerequisite】
None

SES200ZA

Environment and Development

Gregory Gene TOTH

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

Day/Period：月 6/Mon.6

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
We will first define “development” and “environment” from the most prominent perspectives (noting theory) and trace their formations, the overlapping portions of which will guide our exploration of related ethics and norms and their translation into international law. From this base, we will analyze the intersection of environment and development in various sectors and international efforts. After noting detractions, we will look forward towards the continued evolution (including potential divergence and convergence) of these concepts.

【Goal】
The purpose of this course is to introduce students to topics related to environment and development, including the contextual background and recent trends. Students will develop critical thinking and policy analysis skills through discussion of the various topics, as well as understandings of elements related to: international relations, international law, sustainability, socio-economic and political divsion, and related theory and philosophy.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】
The course follows a lecture-discussion method. After the material for each unit has been introduced, students will have an opportunity to ask questions and make comments about the material. Feedback will be provided directly during discussion sessions in the form of leading (Socratic-esque) questions and in summaries of the common trends in the completed assignments. Individualized feedback will be given in response to final assignment and upon request.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
1	Introduction	Course overview
2	Development Theory	Classical / contemporary in the context of the National, Regional, and International
3	The Environment	Values/Valuation, Eastern/Western perspectives, converging ethics
4	Environmental Law	Philosophical underpinnings, North/South perspectives, converging norms
5	Sustainable Development	United Nations et al., and implementing the precautionary principle
6	Official Development Assistance	Premises and politics, USAID, JICA, etc.
7	Global Institutions	World Bank, International Monetary Fund, etc.
8	Foreign Direct Investment	Purposes, pluses, and protections
9	Trade and Development	World Trade Organization, environmental impacts and protections
10	Agriculture and Development	World Food Program, Food and Agriculture Organization, sustainable technology, etc.
11	Anti-globalization and Post-development	Beyond detraction, proposed alternatives, theories, successes, and false starts
12	Environmental Law (revisited)	Fragmentation and convergence in environment and development (compatibility)
13	Presentations	Group format, Zoom presentations
14	Conclusion	Course retrospective (remaining presentations, as necessary)

【Work to be done outside of class (preparation, etc.)】
Reading of materials identified (and often provided) by the instructor; preparation of discussion talking points and questions; group report/presentation. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
There are no textbooks for this course.

【References】
Various references will be noted within the course materials.

【Grading criteria】
Students will be evaluated on the basis of class participation (40%) and a final review report/presentation (30/30%). Class participation will be judged based on attendance, preparation of questions/comments for discussion, and peer review during group work scenarios.

【Changes following student comments】
Students are encouraged to utilize the discussion time to speak in class.

【Equipment student needs to prepare】
None

【Others】
Instructor reserves the right to adapt this syllabus as they deem fit during the course.

【Prerequisite】
None.

SES200ZA

Society and Environmental Change

Ayami OTSUKA

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

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
This course considers various interactions between human being and the surrounding environment, including living forms within it. Such interaction eventually forms various cultures, and those cultures advanced human society in history. However, we have allowed the unprecedented Great Acceleration to occur, while we were enjoying such advancement. In this course, culture is considered as one of the domains as well as base layers of a society, and students are introduced to various culture and its environmental implications, which in turn affects the culture of the society. By looking at the connections to political and economic aspects, resolutions to building a sustainable society will be explored.

【Goal】
Students will be able to
- understand oneself as being shaped by the interaction between the socio-cultural context and resulting environmental changes;
- gain knowledge about the historical background on how the current unsustainable society has been shaped;
- acquire knowledge and insights about environmental implications on which our “sophisticated” lives are based; and
- acquire the basic concept and perspectives for future visioning for achieving sustainable society.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
The course will be conducted in mixture of lecture-based learning and more active involvement of students in class discussions. Students also have the opportunity to work in a group project towards the end of the course. More specific instructions are given in class for group work. Feedback to students’ work (on assignments and group work, etc.) is given in class and/or through the Hosei Learning Management System.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Course guidance	What is environment? What is culture & society?
2	Our everyday life and the environment	Conceptual development of environment and history of environmental problems
3	Background issues for change 1	Population, economic development and limits to growth
4	Background issues for change 2	Urbanization and cultural transformation
5	Background issues for change 3	Sustainable development and globalization
6	Food culture and its environmental implications	Shrimp, Tuna, and Mushroom, etc.
7	Fordism as cultural imperialism	Fordism and consumerism, “Auto-pia,” fast-fashion, etc.
8	Counterculture and future visioning	Back-casting and typologies of social futures
9	Different cultures	Forest, Ladakh, and green capital and Islamic society
10	Social futures I	Transition town, de-growth, and benefits of inconvenience
11	Social futures II	Smart cities/Society 5.0 and rural revitalization
12	Designing sustainable society I	Group work
13	Designing sustainable society II	Student presentation
14	Wrap-up of the course	Course review

【Work to be done outside of class (preparation, etc.)】
Reading and other assignments will be given as preparation for classes. Students are also expected to review class materials after each class. Preparatory study and review time for this class are 2 hours each. There will be additional group work for group presentation.

【Textbooks】
No textbook is specified. Handouts and other relevant materials will be distributed by the instructor.

【References】
Giddens, Anthony and Sutton, Phillip W. (2017). Sociology (8th edition), Cambridge: Polity Press.
Mulligan, Martin (2018). An Introduction to Sustainability: Environmental, Social and Personal Perspectives (2nd edition). Oxon and New York: Routledge.

【Grading criteria】
Evaluation will be based on
1. Class participation & attitude (35%)
2. Portfolio of assignment reports and group presentation (30%)
3. Final report (35%).
Students are required to satisfy at least 2/3 of each element to pass. The group project is assessed on an individual basis, which combines your self- and peer evaluation.

【Changes following student comments】
n/a

【Prerequisite】
None.

PHL300ZA

Readings in Philosophy

Robert SINCLAIR

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

Day/Period：月 4/Mon.4

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
The three main objectives of the course are to introduce: (i) some of the real-world problems of global justice and the moral and philosophical challenges they present, (ii) some of the main positions and arguments that philosophers have proposed in response to these problems, and (iii) the philosophical method of analyzing and evaluating these different perspectives and arguments. A larger aim is to show how philosophy can help provide analytical tools for both clarifying and addressing the problems of humanity. Some of the topics we will discuss include: world poverty and economic inequality, human rights and sovereignty, nationalism and cultural diversity, just war and humanitarian intervention, and boundaries and immigration.

【Goal】
Students will (1) develop a deeper understanding of the basic issues, concepts and viewpoints found in global ethics and global political philosophy, (2) explore how philosophical ideas apply to real life events and (3) learn to think critically and express their opinions accurately. The class provides students with the moral background for their studies in the related fields of political science, international relations and politics.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
Students will attend lectures, read related materials and have two written examinations. Feedback on completed assignments will be given in class.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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	Review
8	Human Rights: State Sovereignty, Culture and Gender	Possible conflicts between human rights and sovereignty, culture and gender
9	Just Wars and Humanitarian Intervention	Just war theory, military intervention
10	Borders: Immigration, Secession and Territory	Ethics of immigration, secession and territorial rights
11	Climate Change Justice: Sharing the Burden	Climate justice, subsistence, per capita emissions, who pays?
12	Global Democracy: Cosmopolitan Versus International	Problems with democracy, Alternatives? Cosmopolitan versus international
13	Conclusion	Real world problems, the need for a global theory of justice
14	Final Exam & Wrap-up	Review

【Work to be done outside of class (preparation, etc.)】
Students are expected to read the materials as instructed and prepare for class participation and discussion. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
What is This Thing Called Global Justice? Kok-Chor Tan, 2017, Routledge.
All required readings for the class are from this text. Any other class materials will be made available by the instructor. Students do not need to purchase the text.

【References】
International Ethics: Concepts, Theories, and Cases in Global Politics, 4th Edition, Mark R. Amstutz, 2013, Rowman and Littlefield.
The Global Justice Reader, edited by Thom Brooks, 2008, Wiley-Blackwell.
Global Ethics: An Introduction, Heather Widdows, 2014, Routledge.
More difficult, but useful, discussions of these issues can be found in the following articles from the Stanford Encyclopedia of Philosophy (http://plato.stanford.edu/): global justice, international distributive justice, globalization, cosmopolitanism, citizenship and many others.

【Grading criteria】
Evaluation will be based on a selection exam (10%) class participation (15%) midterm exam (35%) and final exam (40%).

【Changes following student comments】
Some small changes have been made to the topics covered in the class.

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

【Prerequisite】
none.

ART300ZA

Advanced Topics in Contemporary Art

Akiko MIZOGUCHI

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

他学部公開：○　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
Since the early 20th century we have witnessed a number of artistic movements: the birth of conceptual art, abstract expressionism, the rise of pop art and minimalism, the extension into earth, body, the movement toward performance, video, installation, and public art. Amidst all these transformations, how does contemporary art continue to make meanings, communicate, become significant to us? This course looks at various topics in contemporary art and closely examines how art functions in our society. Artistic practices in Europe, North America, Japan and other Asian countries are mainly examined.

【Goal】
Students will learn major movements, artists and terms in contemporary art.
Students will understand the key developments from the modern art to the contemporary.
Students will become active and discerning participants/viewers of contemporary art, equipped with basic analytical frameworks.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
Classes combine lectures, video clips, discussions, and student presentations. In addition, students are required to attend at least one off-campus museum or gallery exhibition relevant to the class (determined by the instructor). Students will then make presentations and write their research papers.
Feedbacks to the reaction comments will be given in the beginning of the next class.
Feedbacks to the presentations will also be given.
Students need to be aware that some works shown in class may address controversial issues such as homophobia, racial prejudice, and may include nudity.

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

【Fieldwork in class】
あり / Yes

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Overview of the course (A selection process may occur)
2	Modern to Contemporary	Challenges to Perspective, Impressionism
3	Conceptual Art, Fluxus, Minimalism	Marchel Duchamps, Yoko Ono, Donal Judd, Felix Gonzalez=Torres, Joseph Kosuth
4	Abstract Expressionism, Action Painting, Postwar Figurative Art	Jackson Pollock, Mark Rothko, Francis Bacon
5	Pop Art, Neo-Pop	Richard Hamilton, Andy Warhol, Roy Lichtenstein, Jeff Koons
6	Video Art	Nam June Paik, Bill Viola
7	Postmodernism, Performance	Cindy Sherman, Yasumasa Morimura, John Cage, Yoko Ono, Matthew Barney, Saeborg
8	Feminist Art, Race-Conscious Art, Queer Art	Judy Chicago, Mary Kelly, Carolee Schneemann, Barbara Kruger, Adrian Piper, Coco Fusco, Dumb Type
9	Appropriation Art, Simulationism Neo Expressionist Painting, Grafitti Art	Sherrie Levine, Julian Schnabel, Jean-Michel Basquia, Keith Haring
10	Relational Art, Participatory Art	Gillian Wearing, Felix Gonzales=Torres,Yoko Ono, Rirkrit Tiravaniya, Yuki Kobayashi
11	Research Workshop 1	Student presentations 1
12	Research Workshop 2	Student presentations 2
13	Research Workshop 3	Student presentations 3
14	Summary	Summary and final exam

【Work to be done outside of class (preparation, etc.)】
Students need to keep up with the readings and must be prepared for class discussions. As part of their research, students are required to make at least one visit to an art exhibition suggested by the instructor in order to prepare their presentations and research papers. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. Readings will be made available on Hoppii.

【References】
References will be made available on Hoppii.

【Grading criteria】
Final grades are determined by contribution to class discussions and reaction comments (minimum 50 words due by 3pm Thursday (the next day)) (30%), a project paper based on a field trip to an art exhibition and research (40%), a presentation of the project (10%) and the final exam on image identifications (20%).
In the presentation, each student will introduce two artworks they encountered at the exhibition and explain why they liked them. S/he will conduct research on these works to write the paper. (The class schedule with the web links to the images and readings will be updated regularly throughout the semester.)

【Changes following student comments】
I have made the reaction comments due by 3pm on Thursday (the next day). This will achieve equity especially for slow-writing students.

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

【Prerequisite】
None.

ART300ZA

Art in the Real World

Suzanne Carol MOONEY

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

Day/Period：金 1/Fri.1

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
Despite art being a part of human culture and civilisation for millennia, the art world is often looked upon as something disconnected from everyday life. In this course, we will examine how art and everyday life are intertwined. This will be followed by study on the forms art takes in contemporary society, the value of art, spaces for art, and case studies on how artists live and work in contemporary society.

【Goal】
Through this course, students will gain an understanding of the role of contemporary art in society.
An important aspect of this study is to comprehend the processes of creation and the thinking behind public exhibitions, the multifaceted approaches of artists, and the infrastructure of the world of contemporary art in Japan and abroad, and how the art world is connected to the "real" world.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】
In addition to lectures on relevant topics, students will take part in practical exercises to gain first-hand knowledge and experience of the processes involved in contemporary art-making. Students are guided through the practical creative processes of making original artworks such as:
- Drawing to communicate
- Collating images to create narrative
- Combining text and images to change meaning

Students will also research an artist working now, in the 21st century, and will make a presentation on the results of this research.
In addition to the above, students must keep track of their weekly learning by collating images and text in a class notebook, 2 pages (minimum) per week that are relevant to the course material.
Submission of assignments and feedback will be via the Learning Management System.
Feedback on presentations will be given in class. Separate feedback will be given via email or the Learning Management System if required.
For this class, preparatory study is 2 hours and review time is 2 hours.

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

【Fieldwork in class】
あり / Yes

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction to the class outline and explanation of expectations. Workshop and group discussion on what art is and why it is important.
2	Art as communication	Sharing experiences through drawing. Practical activity to explore the communicative qualities of images.
3	Worthless art(?)	Artists with subversive approaches to value: Marcel Duchamp, Andy Warhol, Jeff Koons, Tracy Emin, etc.
4	Art with value	Group and class discussion on artworks with value for the 21st century
5	Connecting with the land	Connecting art practices with pre-historic art and ritual. Artists who work directly in the landscape: Robert Smithson, Richard Long, Christo and Jean Claude, Nancy Holt, etc.
6	Originality: It’s all been done before	Tracing the thread of an idea in art; redefining originality
7	Art as action	Performance art and happenings, activism as art, and the importance of documentation
8	A working artist	A visit from (or case study of) an artist, discussing their works and career
9	Text and Images: Making meaning	Study of examples from art and online media. Practical exercises in making meaning
10	Outside of the gallery system	Artist-led initiatives and unconventional art spaces in Japan and abroad
11	Curation as practice	How curation creates meaning. Planning a fictional exhibition.
12	Student Presentations I & discussion	On each student’s artist of choice working in the world today
13	Student Presentations II & discussion	On each student’s artist of choice working in the world today
14	Final discussion and review	Presentation of notebooks and group discussion on art in the real world

【Work to be done outside of class (preparation, etc.)】
Students are expected to prepare a notebook and basic writing and drawing materials. Reading and preparation activities will be assigned on a weekly basis.
Students are also expected to visit at least one art exhibition and conduct research in preparation for a presentation (suggestions will be provided).
Students are also expected to use their notebook to keep a record ideas, samples of artworks, and other experiences throughout the semester.
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. Lecture slides/notes/other materials will be provided online.

【References】
Berger, John. *Ways of Seeing*, Penguin Books (1972)
Sontag, Susan. *On Photography* (1977)
Benjamin, Walter. *Art in the Age of Mechanical Reproduction* (1935)
Debord, Guy. *The Society of the Spectacle* (1967)
Krauss, Rosalind. *Sculpture in the Expanded Field* October, vol. 8, 1979, pp. 31 – 44.
Shifman, Limor. *Memes in Digital Culture*, The MIT Press (2013)
Foster, Hal. *Art Since 1900: Modernism, Antimodernism, Postmodernism*. London: Thames & Hudson (2004)

【Grading criteria】
Participation:
This applies to class activities, assigned readings, exhibition visit and regular contribution to the group discussions.
Weekly submitted responses:
This is a requirement to submit weekly assignments. Examples of weekly assignments are: Pages from your workbook; a written response to class contents, evidence of activities completed in class that week.
Presentation: each student must make a short presentation on a working artist within the context of the course.

The final grade is calculated as follows:
Active participation 30%
Weekly submitted responses 40%
Presentation 30%

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
Students will need a class notebook (e.g. A5-A4 sketchbook/notebook), and general stationary (e.g. pen, pencil, glue, tape, scissors). Access to a computer, as weekly responses and submissions will be digital only.
Details of other items required will be given as required.

【Others】
You do not need to be "good at art" or have previous practical experience in art to take this class.
What is essential for this class is to be curious and open-minded about what art can be, and to be willing to engage in discussions on topics that are new and, at times, challenging.
Students are expected to be punctual. As many of the topics are open for debate, participation in group and class discussions will be expected of all students.
Weekly responses must be submitted before the next weeks class, through an online system.

【Prerequisite】
None.

ART300ZA

Film Studies

Andree LAFONTAINE

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

Day/Period：土 2/Sat.2

他学部公開： グローバル： 成績優秀：○ 実務教員：

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

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

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

【Method(s)】
Each class consists of a lecture (50%), film clips (30%), and discussion (20%). There will also be two film screenings. Feedback on quizzes will be provided in class; feedback on written assignments will be sent via the Learning Management System.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction: What is Film Studies?	Course overview and class discussion over questions such as "What is film?"; "What makes a film experience meaningful?"; "Why do we watch films?" etc.
2	Early Film History and Approaches to Film	A selection of early shorts (Lumières, Edison, Méliès) and film excerpts (D.W. Griffith, Edwin S. Porter, Mack Sennett).
3	Classical Hollywood, the Studio System, and Mise-en-scène	*Cleopatra* (Cecil B. DeMille, 1934, US); *Casablanca* (Michael Curtiz 1942, US).
4	Soviet montage, Russian Cinema, and the Kuleshov Effect	*Potemkin* (Sergei Eisenstein, 1925, USSR); *October* (Sergei Eisenstein, 1927, USSR).
5	Cinematography, Composing the Frame, and Authorship	Selection of Alfred Hitchcock clips.
6	Narrative Form I and Information Control	*Citizen Kane* (Orson Welles, 1941,US).
7	Narrative Form II, Camera Angle	*Do the Right Thing* (Spike Lee, 1989, US); *Seven Samourai* (Akira Kurosawa, 1954, Japan).
8	Editing, and Camera Movement, and the Long Take	Clips from *Touch of Evil* (Orson Welles, 1958) and *Spectre* (Sam Mendes, 2015).
9	New Hollywood and the Blockbuster Economy	Selections of short clips from early Martin Scorsese films. For their mid-term, students will watch a film in class and write a scene analysis to be submitted the following week.
10	Art Cinema and the Festival Circuit	Selection of clips from Michelangelo Antonioni films; *The Great Beauty* (Paolo Sorrentino, 2013, Italy).
11	Genre I: Melodrama, Colour, Affect	*Written on the Wind* (Douglas Sirk, 1945, US); *Far From Heaven* (Todd Haynes, 2002, US).
12	Genre II: Film Noir and Lighting	*Double Indemnity* (Billy Wilder, 1944, US).
13	Sound, Cinephilia, Discontinuity Editing, and the French New Wave	*Cléo de 5 à 7* (Agnès Varda, 1962, France).
14	Semester Recap and Final Exam Screening	For their final, students will watch a film in class and write an analytical essay.

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

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

【References】
David Bordwell, Kristin Thompson and Jeff Smith, *Film Art: An Introduction* (McGraw-Hill, 2019); Kristin Thompson and David Bordwell, *Film History: An Introduction* (McGraw-Hill, 2018); Maria Pramaggiore and Tom Wallis, *Film: A Critical Introduction*, second edition (Pearson, 2008).

【Grading criteria】
Quizzes (5x10%): 50%
Scene analysis: 20%
Final Exam: 30%

【Changes following student comments】
Not applicable.

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

【Prerequisite】
None.

ARS300ZA

Contemporary British Culture

Mitsutoshi SOMURA

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

Day/Period：火 2/Tue.2

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
This course will provide a perspective on contemporary British culture. With Britain as a case theme, we also understand the diversity of cultures around the world and the significance of enhancing communication with people from other cultural backgrounds.

【Goal】
(1) Students will study the latest developments of, and arguments on, culture in Britain after WWII, particularly after the 1980s. During this period, British society and culture changed rapidly and were fragmented and reshaped. (2) Students will think of them in social, political, economic and historical contexts, and also study factors such as nation, ethnicity, gender, youth culture, commercialism, entertainments, and the internet. (3) Accumulating knowledge and having a map concerning contemporary British culture will contribute to students' understanding of interdisciplinary discourses in media and academia. (4) This course will help build skills of acquiring information, analyzing materials, and writing reports.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
Students will learn the words, concepts, and proper nouns of every week's theme. While giving consideration to the tradition, the conventions, and Britishness in culture, these themes will be analysed in the context of 21st-century Britain. The recent studies of culture will make debate issues more understandable to foreign students. Pictures, films, and music will be used in the class. For students' further study, materials will be distributed, as well as related books and websites introduced.
Feedback will be given through Hoppii. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Outlining the course
2	A Survey of Post-war Britain 1950-79	Timeline and the economic, political and social context
3	A Survey of Post-war Britain 1980-present	Timeline and the economic, political and social context
4	English Language	English and the society, RP, PC, the Celtic languages
5	Journalism and the Media	Newspaper, magazine, alternative publications The class compares Britain and Japan with regard to the conservation of culture
6	Literature (Poetry and Novel)	Experiments, women, ethnic minority, children, publication
7	Theatre	Realism, absurdity, musical, new dramas, comedy, theatre after Thatcher
8	Cinema	Social realism, pop style, Heritage films, Ken Loach, Independent films
9	Internet and Cyberculture	Trends in social media, video games, the web and the law The class is expected to compare Britain and Japan in these aspects, discussing with international students
10	TV and Radio	BBC, commercial TV, political satire, soap opera, reality TV
11	Art, Architecture and Design	Francis Bacon, Damien Hirst, Tracey Emin, Modernist and post-modernist architects
12	Popular Music and Fashion	Rock'n'roll, Mods, Beatles, Punk, post-Punk, club, Britpop, the business of music
13	Sport and Cultural Heritage	Gentlemen, the home nations, leisure, gender, disability, government, commerce The country house, the National Trust, festivals, sectarianism The class is expected to compare Britain and Japan in these aspects, discussing with international students
14	Review End-term Examination	Students' inquiries and discussion, written examination

【Work to be done outside of class (preparation, etc.)】
Students are required to read the assigned materials and prepare for class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Textbooks will not be used. Handouts and reading materials will be provided by the lecturer.

【References】
David Christopher (2015). *British Culture: An Introduction* (3rd edn). London: Routledge.
Michael Higgins, Clarissa Smith and John Storey (eds.)(2010). *The Cambridge Companion to Modern British Culture*. Cambridge: Cambridge University Press.
Peter Childs and Michael Storry (1999). *Encyclopedia of Contemporary British Culture*. London: Routledge.
The BBC History website (The Making of Modern Britain): http://bbc.co.uk/british/modern/overview_1945_present_01.shtml

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

【Changes following student comments】
Nothing in particular.

【Prerequisite】
Students should have completed *UK: Society and People* or have some basic knowledge about British society and culture.

ARS300ZA

New Zealand Culture and History

Yutai WATANABE

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：火 5/Tue.5

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
New Zealand (NZ) is one of the most popular destinations for nature-lovers and fans of world-acclaimed movies such as *The Lord of the Rings* and *The Hobbit*. At the same time, its flourishing economy and relaxing lifestyle has attracted immigrants and long-term stayers from all over the world. It is little known, however, that this small country with a population of about five million has been leading the world on social issues, particularly with regard to women's suffrage, the anti-nuclear movement and caring for the underprivileged. This course is concerned with the significant historical figures and events of NZ from the early contact between the Maori and Europeans to some great backyard inventors. With NZ as a case theme, we also understand the diversity of cultures around the world and the significance of enhancing communication with people from other cultural backgrounds.

【Goal】
By the end of the course, students will:
(1) acquire substantial understanding of the major facts and issues of NZ,
(2) develop the skills needed to collect and analyse data for research purposes, and
(3) learn to make an effective presentation about selected topics.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

【Method(s)】
Each student does research on an assigned topic independently and gives a 20-minute talk on it, while the other students are expected to contribute to the discussion with questions and comments. The instructor is more of a facilitator to assist students by providing a framework for study and inviting lively discussion and response. By the last class, students will complete an essay on one of their chosen subjects, addressing the review comments and the suggestions they receive at the time of their presentation.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Course Overview	(1) Outlining the course content and instructional methodologies (2) APA style guide
2	Introduction	A quick look at NZ geography
3	European Explorers	*For each topic, key words in parentheses should be referred to in a student's presentation.* (1) Abel Tasman (Batavia, Terra Australis) (2) James Cook (HMS *Endeavour*, Jean-Francois-Marie de Surville)
4	Indigenous People	(1) Maori (Kupe, Hawaiki, Aotearoa, iwi) (2) Moriori (Tommy Solomon)
5	Maori Culture	(1) Buildings (marae, pa) (2) Moko [The class compares NZ and Japan with regard to the conservation of indigenous culture.]
6	Early Visitors	(1) Seal hunters (NZ seals, Dusky Sound) (2) Whalers (NZ whales, Kaikoura)
7	Racial Relations	(1) Treaty of Waitangi (Bay of Islands, lieutenant-governor) (2) Waitangi Tribunal (Maori as an official language)
8	Movie Time	NZ culture and history through a film [The class is expected to compare NZ and Japan in these aspects, discussing with international students.]
9	Settlement	(1) Gold rush (Otago, West Coast) (2) Sheep farming past and present
10	World War I	(1) ANZAC (Gallipoli) (2) Relation with Japan (HIJMS *Ibuki*)
11	World War II and After	(1) Featherston Incident (2) Anti-nuclear policy (*Rainbow Warrior*, USS *Buchanan*)
12	Policies	(1) Women's suffrage (Kate Sheppard) (2) Endangered birds (yellow-eyed penguin, black robin) [The class is expected to compare NZ and Japan in these aspects, discussing with international students.]
13	Pioneers I	(1) Richard Pearse (Wright brothers) (2) Burt Munro (*The World's Fastest Indian*)
14	Pioneers II	(3) Bungy jumping (AJ Hackett, Henry van Asch) (4) Peter Jackson (*The Lord of the Rings*)

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

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

【References】
The following websites will be useful as comprehensive introductions.
Ministry for Culture and Heritage. (2022). *New Zealand history*. Retrieved from http://www.nzhistory.net.nz/
Ministry for Culture and Heritage. (2021). *Te Ara: The encyclopedia of New Zealand*. Retrieved from http://www.teara.govt.nz/en

【Grading criteria】
Evaluation will be based on class discussion (20%), presentation (40%) and a submitted essay (40%). **Attendance at the first class is mandatory.** More than two unexcused absences will result in failure of the course.

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
The reference materials are downloadable in PDF format.

【Others】
It is recommended that students have completed *Australia: Society and People* and/or *UK: Society and People* with good grades.

【Prerequisite】
No prerequisite is required.

SOC300ZA

Social Theory: Perspectives on Inequality

Yuki NAKAMURA

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：金 5/Fri.5

他学部公開： グローバル： 成績優秀：○ 実務教員：

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

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

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course is taught through a combination of lectures interwoven with short discussions, student presentations based on readings, and post-presentation discussions.
After the active learning section, the instructor will give feedback to each student personally in verbal or written form.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Overview	Overview of theories to be covered. Nature of the class. Course requirements.
2	The Trio in Classical Theories (1)	Karl Marx on social class
3	The Trio in Classical Theories (2)	Max Weber on social stratification
4	The Trio in Classical Theories (3) Yet Another View? 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 *Distinctions* 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: *the* feminist theory? Mary Wollstonecraft, John Stuart & Harriet Taylor Mill, and Betty Friedan
11	It’s All Together Now: Race, Class and Gender	Black Feminist Standpoint Theory: Patricia Hill Collins Intersectional Theories: understanding multiple inequalities
12	Global Inequality	Dependency Theory and World-Systems Theory: Fernando Henrique Cardoso, Enzo Faletto and Immanuel Wallerstein
13	Basic Concepts and Theories	Student presentation based on theories introduced in class.
14	Theories on Inequality: One More Time	What have we learned? Where to go from here? Short presentation and discussions of "favorite concepts"

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

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

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

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

【Changes following student comments】
Students were positive about the course, despite the rather heavy workload. However, to encourage students to engage more with the class materials, short discussions have been integrated into the lectures from 2017.

【Others】
If you like to read, think and discuss, this is the course for you. If you have taken and liked courses in political theory, philosophy, cultural anthropology or other sociology courses, it’s likely that you find this course enjoyable as well.
Aslo, students who have passed *Introduction to Sociology* will be given admission priority. All students who intend to enroll in this class have to attend the first class.

【Prerequisite】
None

SOC300ZA

Race, Class and Gender II: Global Inequalities

Daiki HIRAMORI

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

Day/Period：金 3/Fri.3

他学部公開： グローバル：○ 成績優秀：○ 実務教員：

【Outline and objectives】
This class builds on what students have learned in Race, Class and Gender I to look at how inequalities are inter-connected through examining various global issues. Students will learn to analyze how race, class, gender, and sexuality are connected to each other as intersecting inequalities in a society and the world, and on that basis, consider the possibility of an equal but diverse world.

【Goal】
A major goal is to develop students' sensitivity towards issues of inequality and skills in social analysis and critical thinking. By exploring social issues in an international and global context, students will learn to see how any global issue is multidimensional, and specifically, how inequalities are complex and constituted by the interconnection of race, class, gender, sexuality, and other bases of inequality.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
This course will be based on a combination of short lectures by the instructor and student-led class discussions. Verbal and written feedback on assignments is given during class discussions and through using other tools as appropriate. Students are welcome to visit the instructor during office hours for more personalized feedback.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Course introduction, logistics
2	Theoretical Understanding of Race, Class, and Gender	Reviewing what was covered in Race, Class and Gender I
3	The Social Construction of Sperm	How does science construct a romance based on stereotypical male-female roles?
4	Female Disadvantage in Infant/Child Mortality	Why does gender imbalance in infant mortality occur?
5	Transnational Adoption	What does identity construction for transnationally adopted children look like?
6	Domestic Helpers	How do gender and migration intersect?
7	Diversity Policy in Global Companies	How is diversity policy in global companies localized?
8	Carceral Geography	How is the prisonization of Black men's living and working space deployed across societies?
9	Global Economy of Desire	How do race, sex, and romance intersect in the global economy of desire?
10	War and Violence	What is the "comfort women" issue?
11	Human Trafficking and Sex Work I	What is sex work? What is the difference between human trafficking and sex work?
12	Human Trafficking and Sex Work II	Who are migrant sex workers? What are some issues faced by them?
13	Prepare for Final Paper	Preparation and feedback for final paper
14	Review & Final Paper Preparation	What have we learned in this course? Preparing and submitting the final paper

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete the weekly readings and prepare for class discussion. Please note that the assigned readings for this course tend to be dense. As such, I recommend giving yourself ample time to complete them, even if the number of pages assigned at any given time appears small. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. All readings will be provided by the instructor.

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

【Grading criteria】
Participation: 10%
Discussion facilitation: 20%
Weekly reading responses: 30%
Final paper: 40%

【Changes following student comments】
Not applicable. This course is taught for the first time by this instructor.

【Equipment student needs to prepare】
None. You are welcome to use computers/tablets for class-related purposes in class.

【Prerequisite】
To take this class, students are expected to have passed "Race, Class and Gender I."

SOC300ZA

Migration and Diaspora

Chris Hyunkyu PARK

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

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
Scholarship on diaspora has drastically increased in the last three decades, and the issues pertaining to immigration and exile, as well as nation-state, nationalism, citizenship, identity and belonging have been explored and examined through a lens of diaspora in various academic disciplines. The course will address various issues that constitute diaspora such as the process of transmigration, settlement, and creation of diasporic communities, as well as identity formation, cultural hybridization, and cultural/knowledge productions – all of which are informed by race, gender, sexuality, class, religion, language and others.
In so doing, the class will first locate the roots of diasporas. As early historical references of the Jewish diaspora and the Black diaspora suggest, the displacement of people and communities from the original homeland often involved both internal and external forces that rendered them “exiles” or “slaves” against their will. Similarly, more recent diasporas emerge as a result of conflicts, wars, colonization, decolonization and globalization that result dispersion of people as “immigrants,” “refugees” and “adoptees.” Situating diaspora in broader projects of nation-building and empire-building, the course will ask and complicate the questions not simply about who, but also when, how, and under what circumstances people become disaspora, as well as how they (re)construct diasporic subjectivity and identity. Finally, the course will have a special focus on women’s experiences and voices.

【Goal】
At the end of this course, students should be able to:
• Explain such concepts as nationalism, citizenship, identity and belonging
• Explain historical and contemporary issues faced by various displaced people categorized as “immigrants,” “refugees,” and “adoptees” in their process of transmigration, settlement, and creation of diasporic communities
• Analyze various data sources including policies, legislations, historical facts, popular cultural production and personal narratives
• Use intersectionality as a lens of analysis to discuss issues pertaining to identity formation

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
Although the instructor will provide the basic framework in a lecture format, students are expected to actively participate in and contribute to class discussion. This includes asking questions, seeking clarification and offering critical ideas and interpretation. In addition, a small group of 3-5 individuals will work on a project and present findings and analyses on a topic of their choice. Further directions will be given in class.
In addition, it is possible that some comments from the reaction papers may be introduced in class to elaborate on each lecture and to facilitate discussions.
Comments for assignments and the final reports are given through email.
Students are expected to regularly check (at least once or twice a week) their university email account and Hoppii for course announcements and updates.

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

【Fieldwork in class】
あり / Yes

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Course Overview & Self-introduction	Introduction and course expectations.
2	Definitional questions	Theories and concepts: Migrant categories, return migration, migrants to citizens, diasporas and transnational communities.
3	Identity/ies for diasporic subjects	Why the poorest don’t migrate: examining systems, links, chains, routes, networks and diverse migrant motivations.
4	"Military Wives"	Japanese women’s departure, becoming American, the "modernized subjects"
5	"To Save the Children"	Origin of international adoption
6	Militarized process of “Leaving”	How "refugee" subjects are created and mobilized through spaces and modernity.
7	War, racism and incarceration	Japanese American internment experience during WWII
8	Forced identity	Representation of “Good” & “Grateful” minority
9	Racialized as “Invisible Asians”	Korean adoptees’ experience
10	Orphan with two mothers	Film: Liem, Deann Borshay, First Person Plural (2000)
11	Diasporic homecoming	Homecoming experiences: Japanese Brazilians v. Japanese Americans
12	Between home and homeland	Film: Yang, Yonghi. Dear Pyongyang (2005)
13	Group presentation I	Student presentation
14	Group presentation II	Student presentation

【Work to be done outside of class (preparation, etc.)】
In addition to preparing for discussions, students are expected to review class materials after each class, note down reflections on the videos shown in class, and do the prescribed readings. Preparatory study and review time for this class are 2 hours each.

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

【References】
Espiritu, Y. *Home bound Filipino American lives across cultures, communities, and countries*. UC Press, 2003.

【Grading criteria】
Participation: 30%
Reading and Writing Assignments: 20%
Presentation on Weekly Reading: 20%
Group Project: 30%
Students are not allowed for more than 2 unexcused absences. These exclude absences due to medical reasons, job interviews, but include those due to family emergency and train delays. If students arrive late or leave early, each will be counted as one ½ absence. If students miss 20 min of class time, it will be considered as 1 absence. 3 or more absences will result in not-passing. Students must complete all the assignments to pass the course. If students have special need, exceptions may be made. Contact the instructor no later than Week 3.

【Changes following student comments】
NA

【Equipment student needs to prepare】
NA

【Others】
Changes to the above class schedule may take place.
Students who intend to enrol in this class are expected to have passed or taken Understanding Society or Introduction to Sociology.
This prerequisite may be waived through consultation with the instructor.

SOC300ZA

Feminist Theory

Daiki HIRAMORI

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：木 1/Thu.1

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
This course focuses on vibrant intellectual conversations engendered by the production of feminist theory in the contemporary moment. This course is divided into the following four sections: (1) theorizing feminist times and spaces, (2) theorizing intersectionality and difference, (3) theorizing feminist knowledge and agency, and (4) imagine otherwise/solidarity reconsidered. Through this course, students will learn the ways feminist theorizing moves across disciplines and at times intentionally defines and destabilizes disciplinary categorization.

【Goal】
By the end of this course, students will be able to: (1) identify and describe the key concepts and main themes of feminist theory (remembering/understanding), (2) apply feminist theory to contemporary social issues in Japan and abroad (applying), (3) compare and contrast various strands of feminist theory (analyzing), and (4) develop and present their own ideas and perspectives on gender and sexuality (evaluating/creating).

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course will be based on a combination of short lectures by the instructor and student-led class discussions. Verbal and written feedback on assignments is given during class discussions and through using other tools as appropriate. Students are welcome to visit the instructor during office hours for more personalized feedback.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Course introduction, logistics
2	Theorizing Feminist Times and Spaces I	Amrita Basu, “Globalization of the Local/Localization of the Global: Mapping Transnational Women’s Movements”
3	Theorizing Feminist Times and Spaces II	The Combahee River Collective, “A Black Feminist Statement”
4	Theorizing Feminist Times and Spaces III	Emi Koyama, “The Transfeminist Manifesto”
5	Theorizing Intersectionality and Difference I	Jennifer C. Nash, “Re-Thinking Intersectionality”
6	Theorizing Intersectionality and Difference II	Heidi Hartmann, “The Unhappy Marriage of Marxism and Feminism: Towards a More Progressive Union”
7	Theorizing Feminist Knowledge and Agency I	Nancy C.M. Hartsock, “The Feminist Standpoint: Toward a Specifically Feminist Historical Materialism”
8	Theorizing Feminist Knowledge and Agency II	Patricia Hill Collins, “Defining Black Feminist Thought”
9	Theorizing Feminist Knowledge and Agency III	Donna Haraway, “Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective”
10	Theorizing Feminist Knowledge and Agency IV	Judith Butler, “Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory”
11	Imagine Otherwise/Solidarity Reconsidered	Chandra Talpade Mohanty, “‘Under Western Eyes’ Revisited: Feminist Solidarity through Anticapitalist Struggles”
12	Chicana Feminist Theory	Chela Sandoval, “U.S. Third World Feminism: Differential Social Movement I”
13	Theory in Action I	Preparation and feedback for final paper
14	Theory in Action II	What have we learned in this course? Preparing and submitting the final paper

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete the weekly readings and prepare for class discussion. Please note that the assigned readings for this course tend to be dense. As such, I recommend giving yourself ample time to complete them, even if the number of pages assigned at any given time appears small. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. All readings will be provided by the instructor.

【References】
The readings are excerpted from the following books: McCann, Carole R., Seung-kyung Kim, and Emek Ergun, eds. 2021. *Feminist Theory Reader: Local and Global Perspectives*. 5th ed. New York: Routledge. Sandoval, Chela. 2000. *Methodology of the Oppressed*. Minneapolis: University of Minnesota Press. Further reference may be provided based on students’ areas of interest.

【Grading criteria】
Participation: 10%
Discussion facilitation: 20%
Weekly reading responses: 30%
Final paper: 40%

【Changes following student comments】
Not applicable. This course is taught for the first time by this instructor.

【Equipment student needs to prepare】
None. You are welcome to use computers/tablets for class-related purposes in class.

【Prerequisite】
Students who intend to enroll in this course are expected to have passed "Race, Class and Gender I."

ART300ZA

Special Topics I: Photography and Culture

Gary MCLEOD

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

Day/Period：土 2/Sat.2

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
How can photography help to understand the world around us? Can it support or shape the way in which we interact with it? This course looks at the role of photography in an increasingly digital and time-poor society. Through “rephotography”, a set of visual practices for expanding conversations about place over time, the course explores the dual pressures upon today’s camera users to evidence and record reality while embodying authentic acts of personal expression.

【Goal】
Students carry out an independent rephotography project from conception to publication under a broader research agenda to visually record time and place in Tokyo. Through producing a photo book, students will develop critical perspectives toward contemporary image-making while learning to articulate research methodologies and give constructive feedback.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course uses a practical approach. Workshops, assignments and supporting lectures are employed to develop students’ understanding of contemporary photography and improve critical skills regarding the production of images (i.e. visual literacy). Students produce and print a contact sheet of 36 photographs every week which is used for discussion in class. Final submission comprises a photo book and evidence of participation (12 submitted contact sheets). Attendance is recorded weekly using visual media (e.g. photograph). Feedback is given through ongoing dialogue between students and instructor during production of the contact sheets and photobook.

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

【Fieldwork in class】
あり / Yes

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Slow Glass	Introducing the course and expectations.
2	Looking Again	Photographing the campus ‘in’ time.
3	The Landscape of Rephotography	Discussing rephotography as a diverse set of visual strategies.
4	Re-entering the Past	Discussing the relationship between rephotography and place.
5	Now and Again	Discussing the relationship between rephotography and time.
6	Conversations with the future	Sharing ideas for visually exploring time and place in Tokyo.
7	Photo Book Research	Analysing photo books in the university library.
8	Developing Strategies	Discussing and reviewing work-in-progress in terms of strategies.
9	Developing Sequences	Discussing and reviewing work-in-progress in terms of sequences.
10	Refining Selections	Discussing and reviewing work-in-progress in terms of selections.
11	Expanding Horizons	Discussing and reviewing work-in-progress in terms of outcomes.
12	Draft Photobook	Making preparations for producing a booklet.
13	Photobook Review	Reviewing reflection and notation in workbooks.
14	Final Photobook Review	Making final improvements to books prior to submission.

【Work to be done outside of class (preparation, etc.)】
Students must regularly take photographs throughout the semester. Every week students are required to bring a contact sheet containing 36 photographs made during the week before, which will be discussed in class. They are also expected to use the photo book resource in the library and do assigned readings. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. Handouts and reading materials will be will be uploaded on Hoppii or distributed in class.

【References】
Batchen, Geoffrey (2008) *William Henry Fox Talbot*, Phaidon.
Berger, John (1977) *Ways of Seeing*, Penguin Books.
Flusser, Vilém (2014) *Gestures*, University of Minnesota Press.
Ruetz, Michael (2008) *Eye on Infinity*, Steidl.
Ritchin, Fred (2013) *Bending the Frame*, Aperture.
Sagami, Tomoyuki (2018) *YKTO*, Steidl.
Tomiyasu, Hayahisa (2018) *TTP*, Mack Books.
Watanabe, Toshiya. (2018) *Thereafter*, Steidl.
Additional references will be provided by the instructor in class.

【Grading criteria】
Participation: this applies to weekly contact sheets (minimum of 12) More than 2 unexcused absences will result in failure of this course.
Photo book: each student must produce a small photo book (min. 96 pages) that communicates ideas relating to the city and time.
The final grade is based on: Participation 40% and Photo book 60%. As a variety of predictable and unpredictable factors are involved in the process of creating a photobook, evaluation considers a blend of concept, research, originality, visual communication ability and tenacity.

【Changes following student comments】
Changes have been made in response to student feedback, thank you.

【Equipment student needs to prepare】
Students will need a laptop with photo-editing software and a camera. Please note that the use of a smartphone camera is acceptable for this course. However, if you have regular access to a better camera (and wish to use it), please bring it and the instructor will show you how to use it.

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

【Prerequisite】
None.

LIT300ZA

Fact and Fiction in the Movies

Catherine Marie MUNROE HOTES

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

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
This course will examine how reality is depicted on film, from the advent of cinema to contemporary forms of online media. We will look at how the tropes of documentary fiction and non-fiction were developed and changed with new technologies.

【Goal】
Students will learn documentary film theory and narrative film theory with particular emphasis on how cinematography, mise-en-scène, sound, editing and other techniques are used by filmmakers in both fiction and non-fiction films to give the impression of realism. We will also discuss the ethics of depicting the lives of real people and events on film. Students will learn to engage critically with media and learn how to determine fact from fiction.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
Lecture, readings, film analysis, quizzes, group work, exam, and essay writing.
Lectures take a hybrid form that actively encourages student participation in discussion.
The participation mark will include attendance, mini-quizzes that will evaluate comprehension of assigned readings, group work and peer evaluation of in-class group work.
Submission of assignments and feedback will be via the Learning Management System.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Course Introduction & Introduction to Documentary Theory	Explanation of course theme, content, grading, participation and attendance requirements. Selection of Lumière Brothers short films
2	Kino Pravda	Man with a Movie Camera (Dziga Vertov, 1929)
3	Docudrama	Nanook of the North (Robert J. Flaherty, 1922)
4	Ethnographic Filmmaking	How to Build an Igloo (Douglas Wilkinson, 1949) If You Want to Get Married... You Have to Learn How to Build an Igloo! (Allen Auksaq, 2011)
5	Indigenous Perspectives	Alanis Obomsawin readings and clips Film Terminology Quiz
6	Docufiction, Direct Cinema, Cinéma Vérité	Chronique d’un été (Jean Rouch & Edgar Morin, 1961) Lonely Boy (Roman Kroiter & Wolf Koenig, 1962)
7	First Person Narration	Waiting for Fidel (Michael Rubbo, 1974)
8	Review & Mid-term Exam	Examination on material read, viewed and discussed during weeks 2-7
9	Historical Dramas: Fact vs. Fiction	Readings and clips from Braveheart (Mel Gibson, 1995) and The Favourite (Yorgos Lanthimos, 2018)
10	Biographical Films (BioPics)	Readings and clips from Frida (Julie Taymor, 2002), Becoming Jane (Julian Jarrold, 2007)
11	Re-enactment of True Events	The Docudrama: Clips from *The Thin Blue Line* Reading: "Play It Again, Sam (Re-enactments, Part One)" **Short quiz.**
12	How Real is Reality TV?	A Selection of Video Clips and Readings Class Debate
13	Edutainment, Infotainment, “Soft News”, Clickbait	Group presentation of research done on a selected film
14	Final Discussion: How to Discern Fact from Fiction in Online Media	Class Discussion Final Paper Due

【Work to be done outside of class (preparation, etc.)】
Reading academic texts and answer comprehension questions (4 hours each week). The estimated preparation time includes watching video clips.

【Textbooks】
This is a paperless class. The films and academic readings, and other materials will be made available using online resources or shared files.
Nichols, Bill. Introduction to Documentary. 3rd ed. Bloomington: Bloomington UP, 2017. (available as an ebook)

【References】
Bordwell, David. The Way Hollywood Tells It: Story and Style in Modern Movies. Berkeley: U of California P, 2006.
Bordwell, David, Kristin Thompson and Jeff Smith. Film Art: An Introduction. 12th ed. New York: McGraw-Hill, 2019

【Grading criteria】
Participation (30%); film terminology quiz (20%); mid-term exam (20%); essay(30%).

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
Students should bring their device (laptop, tablet, et al.) to class in order to refer to course readings if necessary.

【Others】
Enrollment is limited to 3rd and 4th year students.

【Prerequisite】
None

CUA300ZA

Comparative Media

Kukhee Choo

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：火 5/Tue.5

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
In this class we will explore how different media operate, exploring how various mediums — such as animation, cinema, visual art, comics, and literature — allow us to see and understand the world in different ways. By using theories and methods developed for each media, we will gain a better understanding of how each media operates, and what it allows us to see or hides from our view. In order to keep some common ground, we will compare each of these media to a particular type of animation: anime. While comparing and contrasting these media, we will be analyzing specific films and anime works, detailing how they touch on topics such as societal critique, politics, gender, technology, spectatorship, geopolitics, and consumerism.

【Goal】
In addition to teaching the students about contemporary media and society, this class aims to develop critical thinking and analytical skills. Throughout the semester students will: 1) learn methodologies to analyze various media; 2) examine the specific operations of each media; 3) learn how to analyze the media's relationship to society; 4) explore how to conduct in-depth analyses of specific media works.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
Classes will be discussion-based, with visual material such as clips of films and animation. Each week students will be provided with an academic reading relevant to the topic. These readings will be important background information and/or will be directly addressed as the topic of the class content and discussion. Discussions based off of the reading material will be facilitated by questions from the instructor to help the students explore and develop their critical and analytical skills for that topic. Students will be assessed on their understanding of the readings and discussions through their presentations and exam. In class, feedback is given using some comments in relation to student comments.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Comparing media
2	Exploring Contemporary Visual Arts	Post-modernity and its relationship to media
3	Live-Action Cinema	Cinema and the problems of "realism"
4	Usages of Cinema and TV	Media and its relationship to warfare
5	Serialized Media	Analyzing episodic narratives
6	Reading Animation	Methods for interpretation in relations to other media
7	Comics and Sequential Media	Considering adaptations: Comics vs. live action films
8	Manga adaptation	Manga vs. anime versions
9	More real than reality	Reality TV and voyeurism
10	Spectators and Media	Gender and viewership across media
11	Literature: Old Media, New Media	Fantasy and self-hood as presented in different mediums
12	Student Presentations	Feedback and Discussion
13	Student Presentations	Feedback and Discussion
14	Student Presentations	Feedback and Discussion

【Work to be done outside of class (preparation, etc.)】
Students should complete the assigned readings before each class and study the notes they take in class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Reading material will be provided via Hoppii.

【References】
References to different online articles and other media will be provided in class.

【Grading criteria】
Participation and speaking up during class discussions 20%
Presentation 40%
Final paper 40%

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

CUA300ZA

Media and Globalization

Stevie Tongshun SUAN

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

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
With Disney films and anime becoming popular all over the world, it is hard not to see animation as a dominant form of global media. But how can we explore animation in its global position? Focusing on animation from the U.S., Japan, as well as Europe and parts of Asia, in this class we will closely examine the particularities of animation, exploring different thematic topics that intersect with globalization. Throughout the semester we will be engaging with the aesthetics of animation, analyzing its history, production processes, and global presence. In the first section of the class, we will learn how animation functions as a certain type of technology, how it operates transnationally, and how this is representative of contemporary globalization. In the second section of the class, we will examine specific topics that are relevant to globalization, including the spread of culture, the ethics of globalization, and global environmental destruction. Utilizing the methods learned in the first section of the class, we will analyze how specific animations and genres grapple with these topics.

【Goal】
In addition to teaching students information about animation and globalization, this class aims to develop critical thinking and analytical skills. Throughout the semester students will: 1) learn methodologies to examine animation as a particular type of media; 2) explore many of the problems of globalization through the example of animation; 3) learn how to apply those methodologies to analyze how certain animations engage with the problems of globalization.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
Classes will be lecture-based, with visual material such as clips of films and animation. Students will be asked to have group discussions on certain themes. Each week students will be provided with an academic reading relevant to the topic. These readings will be important background information and/or will be directly addressed as the topic of the lecture and discussion. Lectures will explain in detail and through examples the topic for that class. Discussions based on the lecture will be facilitated by questions from the instructor to help the students explore and develop their critical and analytical skills for that topic. Students will be assessed on their understanding of the lectures and readings through their presentations and papers. Students will receive feedback in class and in written form, based on a grading rubric.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Media’s part in globalization
2	Media Flows Across the World	Different ways of thinking about globalization
3	Transnational Production of Media	Animation production across national borders and Regions
4	Global History of Media	Transnational influences from Russia, US, and Japan
5	Global Expansion of Animation	Differences and similarities of consuming media in various locales
6	Animation as Global Technology	Effects of technology in the ways we see and think about globalization
7	Globalized Aesthetics	Implications of anime’s globally recognizable stylistics
8	Animating Characters Differently	Disney’s techniques vs. anime’s techniques and their relationship to culture
9	Dislocation of Transnational Media	How different animations consider ways to exist in an interconnected world
10	Local Folklore Gone Global	Traditional cultures in conflict with globalization
11	Ecology as a Global Issue	Environmentalism in various types of animation
12	A Technological Globe	Imagining a global world in cyberpunk animation
13	Student Presentations	Feedback and Discussion
14	Student Presentations	Feedback and Discussion

【Work to be done outside of class (preparation, etc.)】
Students should complete the assigned readings before each class and study the notes they take in class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Stevie Suan, *Anime’s Identity: Performativity and Form Beyond Japan* . Minneapolis: University of Minnesota Press, 2021.
Additional readings will be provided by the instructor.

【References】
Appadurai, Arjun. *Modernity at Large: Cultural Dimensions of Globalization*. University of Minnesota Press, 1996.

【Grading criteria】
Participation 20%
Presentation 40%
Final paper 40%

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

CUA300ZA

Media and the Nation

Stevie Tongshun SUAN

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

Day/Period：木 3/Thu.3

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
In this class, we will explore how various media intersect with the idea of the nation in Japan. This will include engaging with the intersection of different media during the formation of the modern Japanese nation-state in the late 1800s. From this point of departure, we will move forward through Japanese history, exploring different media and how they operated in Japanese society at different times. We will examine print culture, from newspapers and wood-block prints, to comics and magazines, as well as moving-image media such as animation and live-action TV and film. Exploring their history, we will analyze some of their shifts over time, and how they reflect changes in their relationship to images of the nation in Japan. This includes how subcultural “otaku” media became official symbols of Japanese national culture, both locally and globally. After addressing this topic in detail, we will then return to more mainstream media, such as films and TV dramas and their relationship to shifts in Japanese society.

【Goal】
In addition to teaching the students about modern Japanese history, society, and media, this class aims to develop critical thinking and analytical skills. Throughout the semester students will: 1) learn methodologies to examine various media and their connection to Japanese society; 2) examine the specific dynamics of each media and their connection with the nation of Japan on a local and global scale; 3) develop how to analytically engage with the history of Japan and these media through the methodologies learned in class.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
Classes will be lecture-based, with visual material such as clips of films and animation. Students will be asked to have group discussions on certain themes. Each week students will be provided with an academic reading relevant to the topic. These readings will be important background information and/or will be directly addressed as the topic of the lecture and discussion. Lectures will explain in detail and through examples the topic for that class. Discussions based on the lecture will be facilitated by questions from the instructor to help the students explore and develop their critical and analytical skills for that topic. Students will be assessed on their understanding of the lectures and readings through their presentations and papers. Students will receive feedback in class and in written form, based on a grading rubric. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Nations and media
2	Imagined Communities	Newspapers and the early nation-state
3	Making National Arts	Theater and hanga’s transformations in Meiji Japan
4	Wartime Media	Animation and film during the Taisho and Showa periods
5	Post-war Shifts	Shifting gender dynamics in popular genres from the 1960s and 1970s
6	From Niche to Mass	Anime and manga’s rise to national fame from 1980s to early 200s
7	Media Stereotypes	Creating an image of otaku in the 1980s to early 2000s
8	Otaku in Transition	Shifting images of otaku in film in the 2000s
9	Otaku Consumption/Production	Conceptualizing different types of consumption patterns of otaku
10	National Visibility of Fujoshi	Rise of female otaku consumers in early 2000s
11	Post-Bubble TV	Celebrity and lifestyle in TV dramas in 1990s and 2000s
12	Making Japan’s Food	Contemporary "food focused TV" in imagining the nation
13	Student Presentations	Feedback and Discussion
14	Student Presentations	Feedback and Discussion

【Work to be done outside of class (preparation, etc.)】
Students should complete the assigned readings before each class and study the notes they take in class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be required as readings will be provided by the instructor.

【References】
Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso Ed., 1985.

【Grading criteria】
Participation 20%
Presentation 40%
Final paper 40%

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

CUA300ZA

Media Research

Kukhee Choo

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

Day/Period：火 4/Tue.4

他学部公開： グローバル： 成績優秀：○ 実務教員：

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

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

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
The course will cover the historical development of media technology through required readings and watching relevant media examples. The class will be centered on student discussions related to the required readings and topics and the instructor will guide the discussions accordingly.
Comments/feedback for assignments (tests and reports, etc.) are given during office hours.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Overview of media technology
2	Print culture	Printing press, nationalism, and communities
3	Photography	First photography, stereoscopic images, and historical understandings
4	Film	Invention of cinema, sound technology and aura
5	Film	Animation technology
6	Telephone	Telegraph wire, telephone and fear of connection
7	Radio	War and radio, commercialization and fan culture
8	Review & research project	Review & research project
9	Television	Postwar development, shifting concepts of time & space
10	Computers	Mediated technologies and fear
11	Video games	Reconfiguring spaciality and senses
12	Internet	Communities, democracy and networks
13	Digital divide	Wealth and technology, internet and human rights
14	Final research project & wrap-up	Final research project & wrap-up

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each.
Students must read required readings before class. Each class will have about 30-80 pages of reading per class.

【Textbooks】
No text book required.

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

【Grading criteria】
Class participation (10%)
Class readings summaries/presentation (or equivalent evaluation)(20%)
Speaking up during class discussions (20%)
Midterm research project (20%)
Final research project (30%)

【Changes following student comments】
None.

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

【Others】
The content of this syllabus may be subject to change.

【Prerequisite】
None.

MAN300ZA

Impact of Artificial Intelligence

Maymay HO

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

Day/Period：水 3/Wed.3

他学部公開： グローバル： 成績優秀：○ 実務教員：

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

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

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
At the beginning of class, feedback for the previous class is given using some comments from submitted reaction papers. Method of instruction will be a mixture of lecture, group presentation and discussions.
Submission of assignments and feedback will be via the Learning Management System.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction to Artificial Intelligence.
2	Robotics in Business	Introduction to Robotics in Business.
3	AI to Improve Customer Experience	Discuss on how AI improves customer experience.
4	AI to Allow Entrepreneurship	Discuss on how AI encourages entrepreneurship.
5	Review of Class Materials	Review of class materials.
6	AI to Drive Business Performance	Discuss how AI drives business performance.
7	AI in Healthcare	Discuss how AI drives in healthcare industry.
8	Hacking, Fraud and Cybercrime	Discuss the impact on hacking, fraud and cybercrime.
9	Machine Learning In Business and Regression Revisited	Revise the regression. Discuss machine learning in business.
10	Hands on Demonstration of R Language	Perform demonstration of R language.
11	Hands on Demonstration on Microsoft Machine Learning	Perform demonstration on microsoft machine learning.
12	AI and Current Affairs	Discuss AI and current affairs.
13	Discussion and Review	Discussion and review.
14	Wrap-up & Review of Class Materials.	Review of Class Materials.

【Work to be done outside of class (preparation, etc.)】
Students are expected to read the assigned readings and slides of the next class before each class. Also, in addition to the preparation for the final presentation, there will be homework during the course. Preparatory study and review time for this class are 2 hours each. Additional reading on the daily news and related research articles are highly recommended.

【Textbooks】
Electronic slides will be provided.

【References】
References will be provided in class slides.

【Grading criteria】
15% Quizzes
15% Projects / homework
35% Midterm exam
35% Final examination

【Changes following student comments】
None.

【Equipment student needs to prepare】
None.

【Others】
None.

【Prerequisite】
None.

PSY300ZA

Cultural Psychology

Takafumi SAWAUMI

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

Day/Period：金 2/Fri.2

他学部公開： グローバル：○ 成績優秀：○ 実務教員：

【Outline and objectives】
This course introduces the perspectives and major research findings of cultural psychology. The course will introduce general theories and perspectives underlying cultural psychology, explore cultural influences on a wide range of psychological processes, including socialization, self-concept, motivation, emotion, and cognition. The course will also explain the mechanisms underlying cultural differences and examine the process of acculturation and biculturalism in an increasingly diverse world. Throughout this course, students will learn how culture shapes the way we think and behave and how we, at the same time, shape these cultures.

【Goal】
One of the aims of this course is to introduce students to the perspectives, research methods, and findings of cultural psychology. Another equally important aim of this course is cultivating students' abilities to understand and deal with variations in psychological processes across cultural and ethnic groups, as well as to gain an understanding of the cultural groundings of their own experiences and actions. By the end of this course, students will be able to demonstrate understanding of how cultural systems influence individuals' psychological processing, including development, self-concepts, motivation, emotion, and cognition. They will also be able to critically engage and analyze cultural products, such as books, films, and advertisements.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
Instructional methods include lectures, films, discussion over assigned readings, and small group activities. At the beginning of class, feedback for the previous class is given using some comments from submitted reaction papers.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	What is cultural psychology?
2	Culture and Socialization I	Development of the cultural mind
3	Culture and Socialization II	Education practices
4	Culture and the Self I	Cultural differences in self-concepts
5	Culture and the Self II	Consequences for self-consistency and egoism
6	Culture and Motivation I	Goals and theories underlying motivation
7	Culture and Motivation II	Cultural differences in motivation, control, and choice
8	Review and Midterm Exam	What have we learned so far? Multiple choice questions and short-essays
9	Culture and Emotion	Universality and cultural variation in emotions
10	Culture and Cognition I	Cultural differences in cognition
11	Culture and Cognition II	Where do cultural differences come from?
12	Acculturation and Biculturalism I	Time course of acculturation and factors that influence acculturation
13	Acculturation and Biculturalism II	The bicultural self
14	Review and Final Exam	What have we learned so far? Multiple choice questions and short-essays

【Work to be done outside of class (preparation, etc.)】
Students should review their notes before each class and be prepared to explain the major concepts and theories they have learned. Students must download and print out the handouts before each class and bring them to class to take notes. Students are required to do the assigned readings and submit reaction papers during the term. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Handouts and reading materials will be provided by lecturer.

【References】
Heine, S. J. (2015). *Cultural Psychology.* New York: W. W. Norton.
Cohen, D., & Kitayama, S. (2019). *Handbook of Cultural Psychology.* Second edition. New York: Guilford Press.
Both reference books are available in the library and the GIS Reference Room for those who wish to learn about each topic in more detail.

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

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

【Prerequisite】
Students must have taken and received credits in at least one (preferably both) of the following courses: Social Psychology I, Social Psychology II.

PSY300ZA

Community Psychology

Toshiaki SASAO

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

Day/Period：水 2/Wed.2

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
This course has been designed to provide a rigorous undergraduate-level introduction to the theories and methods of community psychology. Community psychology is concerned with person-environment interactions and the ways society impacts individual and community functioning. The field focuses on social issues, social institutions, and other settings that influence individuals, groups, and organizations. Community psychology aims to optimize the well-being of individuals and communities with innovative alternative interventions designed in collaboration with affected community members and with other related disciplines inside and outside of psychology. Students are expected to gain a comprehensive understanding of working knowledge and skills in community psychology, as practiced around the world.

【Goal】
Upon completion of the course, students are expected to achieve the following goals:
(a) to develop an understanding of the role of social-historical factors in the development of community psychological perspectives while dispelling the popular myth about the field;
(b) to gain a working knowledge of different theoretical approaches for prevention of social and psychological problems in the community and begin to think about how these can be practically implemented and evaluated;
(c) to critically analyze the community psychological literature; and
(d) to appreciate professional careers and practices in community psychology.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course combines several different kinds of pedagogical strategies including lectures, class discussion, film discussion, and small group work. The requirements of the course include: (a) active participation, preparation, and engagement in class, (b) “Experiencing a Different Cultural Ecology (a field exercise, if classes held face-to-face)”, (c) Biography Paper, (d) Learning Logs (x2), (e) a take-home final. Feedback will be provided via individual face-to-face sessions and/or the Hosei Hoppi System.
Required Readings
Students are expected to come to class fully prepared to participate in class discussion and other activities. In order to do so, students are required to have read the readings for each module prior to coming to class sessions.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction & Overview	Provides a course overview, expectations, & requirements
2	Community Psychology (CP): History, Values, & Assumptions	Introduces and discusses key historical events, values and assumptions in CP practice and research
3	Embracing Social Change	Discusses the nature of social change and theories
4	Empowerment	Introduces several empowerment models and theories of empowerment
5	Community and Citizen Participation	Discusses theoretical frameworks for community and citizen participation
6	Ecological and Environmental Approaches (1)	Introduces ecological models for understanding life space
7	Ecological and Environmental Approaches (2)	Discusses ecological interventions and a video presentation
8	Midterm Review	In-Class Review and/or Film Review
9	Appreciating and Affirming Human and Cultural Diversity	Discusses models of human diversity and interventions around the world
10	Prevention, Strengths & Promotion Approaches (1)	Discusses key concepts in prevention science
11	Prevention, Strengths & Promotion Approaches (2)	Introduces “best practices” in prevention interventions
12	Stress & Coping Approaches	Compare and contrast several clinical approaches to stress and coping with CP approaches
13	Social Justice Approaches	Introduces the idea of social justice for community psychology
14	Emerging Trends in Community Psychology	Ends the course with discussion on several recent trends and future directions in CP research and practice

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete all the reading assignments (if any), and are prepared to engage in class activities and discussion. The course requirements and assignments are explained above in the Method(s) section, but depending on the level of students' preparation and interest, chances are that some of the requirements may be subject to change slightly, if not entirely. Preparatory study and review time for this class are 3 hours each.

【Textbooks】
Class readings will be available online. Some of the chapters will be drawn from the following textbooks, and from American Journal of Community Psychology, American Psychologist, Journal of Community Psychology, etc.
Kelly, J.G. et al. (2004). Six community psychologists tell their stories: History, contexts, and narratives. Binghamton, NY: Haworth Press.
Jason, L. A. et al. (2019). Introduction to community psychology. Downloadable free of charge from https://press.rebus.community/introductiontocommunitypsychology/

【References】
Additional references will be introduced in class.

【Grading criteria】
The following show approximate activity-by-activity percentage points toward your final course grade: (a) Active Participation, Preparation, and Engagement (10%); (b) “Experiencing A Different Ecology” (25%); (c) Biography Paper (15%); and (d) Learning Logs (30%), and (e) Take-Home Final (20%).

【Changes following student comments】
From time to time during class sessions, ideas and opinions are solicited from students re the class structure and format.

【Equipment student needs to prepare】
None.

【Others】
Please note that successful completion of general psychology, social psychology, clinical psychology, and/or a few psychology-related courses may be assumed and desirable, but not required.

【Prerequisite】
None.

PSY300ZA

Clinical Psychology

Keiko ITO

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：月 6/Mon.6

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
Major topics include definition, psychological assessment methods, psychotherapy approaches, along with the history of treatment and the role of science in clinical psychology. The course also explores some of the most common mental illnesses.

【Goal】
Major Course Objectives.
By the end of the course, you should be able to:
· Demonstrate an understanding of how clinical psychologists approach mental health from a biological, cognitive, and social perspective.
· Explain the importance of the scientist-practitioner model of clinical psychology.
· Describe the types of questions clinical psychologists ask and realize that appropriate research methods must be employed in order to answer them.
· Identify the major tasks and responsibilities of clinical psychologists as health care professionals.
· Engage with the ethical framework for the practice of psychology.
· Identify diversity issues as they relate to clinical psychology.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
Through a series of lectures, readings, exercises, films, and group projects, this course introduces and provides a broad overview of the field of clinical psychology. 1. Final Project -presentation
The final project is to be completed in small groups of students (if you want to do it individually, you must clear it with myself). The goal of the final project is for students to research and present information about the topic of clinical psychology in class by using power-point slides. Projects will focus on and cover the specific topic of clinical intervention. Possible examples of the projects include: Person-centered therapy, Psychodynamics therapy, Humanistic & Existential Psychotherapies, Behavior therapy, Cognitive-Behavioral therapy, Child & Family therapy, Couple therapy, Psychopharmacology, etc.
The topic could be a specific issues in clinical psychology other than intervention, but those who wants to do so must consult myself in advance.
2.Movie Report: A list of movies will be provided in class.
3. Exams: There will be no exam, but a brief final paper will be assigned.
4. Research Article Summary: In order to help you develop your understanding of psychological findings and methodology, you will be required to complete a brief (2 to 5 pages) summary of a research article. Articles appropriate for this paper can be found on the website or in library. Use an article of interest to you as long as it is appropriate to the course content and relevant to the field of clinical psychology.
Insightful comments from reaction papers will be introduced in class and used in deeper discussions.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Orientation & Guidance.	What do clinical psychologists think and what models do we use?
2	History	The history of psychiatry and clinical psychology.
3	Group project discussion / Libarary research Overview of Assessment (1)	Assessment of psychopathology and personality Projective tests personality test
4	Overview of Assessment (2)	Intelligence testing Neuropsychological assessment, behavioral assessment DSM & ICD 10
5	Major Psychiatric Disorder (1)	Anxiety disorder(includes panic/ OCD / PTSD)
6	Major Psychiatric Disorder (2)	Mood disorder (depression / bipolar)
7	Major Psychiatric Disorder (3)	Schizophrenia
8	Developmental Disorders	ADHD Learning disorder Autisic syndrome
9	Culture Issues in Clinical Psychology	Multicultural counseling Therapists’ culture identity development
10	Stress management	Stress and its coping methods
11	Clinical Interventions/ Therapies	Psychoanalytic Therapy, Person Centered Therapy, CBT, Behavior Therapy, and other psychological interventions
12	Group Project Presentation (1)	Topics in clinical psychology and its intervension (2)
13	Group Project Presentation (2)	Topics in clinical psychology and its intervension (3)
14	The Road to Becoming a Clinical Psychologist	Wrap up

【Work to be done outside of class (preparation, etc.)】
· Class Preparation: An active learning approach requires students to prepare the readings and assignments BEFOFE class.
· Group Project: Students should expect to allocate time outside of class to meet with their group members to discuss/ prepare project assignment.
· Movie assignments: Write reflection essays on the movie.
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
None.

【References】
· Class handouts will be provided in class.
· Supplemental readings will be provided in class.
·There will be an instructions session for how to find the research article assignment and articles to use in class.
· The APA Ethics Code including 2010 amendments can be downloaded for free directly from the APA website: http://www.apa.org/ethics/code/index.aspx.

【Grading criteria】
Participation: 20%
Reaction Papers: 10%
Movie Report (2): 10%
Group (or individual) Project: 35%
Research Article Summary: 10%
Final Report: 15%
Total: 100%

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
Not in particular (there will be a power point presentation in class).

【Others】
Dates and contents of a class may change somewhat depending on our progress in covering the material.
Office hours (contact by email).

【Prerequisite】
None.

PSY300ZA

Psychology of Morality

Christopher Michael KAVANAGH

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

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
This course is designed to introduce students to the major theoretical perspectives and empirical research on the psychology of morality. In recent decades there has been a renaissance in research exploring morality and its associated psychological aspects. Accordingly, this course will focus primarily on psychological research on morality from a variety of fields (including cognitive psychology, comparative psychology, social psychology, developmental psychology, and evolutionary psychology) but will also include discussion of related work in philosophy, animal behavior, economics, and neuroscience. The course is intended to provide an introductory overview to the psychology of morality while also addressing core questions, such as: What is morality? Where does it come from? Do humans have core innate moral intuitions or are they socially learned and culturally dependent? Is there evidence of morality in any other species? By the end of the course, the students will have a greater appreciation of potential answers to these questions and then ongoing debates that surround them.

【Goal】
By the end of the course, students should be able to: (1) recognise and understand the key terms and major theoretical approaches in the psychology of morality; (2) discuss relevant studies and identify the strengths and weaknesses in their methodology and theoretical models; (3) compare and contrast different psychological theories of morality and discuss their application to selected scenarios; (4) critically evaluate the key theoretical approaches and their potential relevance to everyday life and moral judgments.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course will be taught primarily through a combination of lectures and group discussion. In the first part of the class the lecture will introduce key topics and theories and the group discussions will focus on related readings and issues of debate. Reaction papers will be assigned for selected topics in order to encourage engagement with relevant issues. Over the course of the semester, students will be required to prepare an oral presentation that discusses the research on a topic of their choosing covered on the course. The mid term and final exams will consist of questions that will evaluate the lecture content and core readings. Exams will be conducted on and feedback will be provided through Google Classrooms.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction to Psychology of Morality	Introduction to the course and review of the syllabus. Defining morality.
2	What is morality?	Introducing key psychological theories of morality, including classical approaches & moral foundations theory.
3	Where does morality come from?	Exploring the evolutionary origins of morality and comparative research on morality in non-humans.
4	Morality and religion	Examining the complex relationship between religion and morality and the impact of concepts like supernatural punishment and High Gods.
5	Person Centred Morality	Exploring how a person centred approach to morality might offer an alternative to deontological and utilitarian perspectives.
6	Developmental Psychology and Morality	Addressing the evidence for innate moral intuitions in infants.
7	Mid-Term Exam & Review	Mid-Term Exam & Review
8	Emotions and Moral Judgments	Examining the role that emotional responses, especially disgust, play in determining moral judgments and the social intuitionist model
9	Mind Perception and Moral Judgement	Reviewing how perception of intentionality & agency impact moral judgements and the Dyadic Morality model
10	Empathy: For & Against	Exploring the arguments for and against empathy as a core component of ethical moral systems.
11	The role of punishment in morality	Examining the role of punishment in moral systems and how it influences psychological responses
12	Moral Responsibility, Free Will & Determinism	Addressing the various perspectives on free will and how they impact concepts of moral responsibility.
13	Morality, Genetics, and Politics	Exploring the role that moral sentiments play in determining political beliefs and whether there is evidence these are impacted by genetic factors.
14	Final Examination & Wrap-up	Final Exam & Course Wrap Up

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete weekly reading assignments, participate in class discussions, and prepare an oral presentation on a topic of their choice. Reaction papers will be assigned for specific weeks and can be submitted online via Google Classroom. Preparatory study and review time for this class will be at least 4 hours per week.

【Textbooks】
All readings will be distributed by the instructor.

【References】
Joshua Greene (2014). *Moral Tribes: Emotion, Reason and the Gap Between Us and Them* (English Edition), Penguin Books.
Valerie Tiberius (2014). *Moral Psychology: A Contemporary Introduction*(First Edition), Routledge Contemporary Introductions to Philosophy).
These books are not necessary to buy but provide good introductions to the topics covered on the course.

【Grading criteria】
Presentations 20%
Mid-term exam 25%
Final exam 25%
Weekly in-class participation 15%
Reaction papers & Homework 15%

【Changes following student comments】
The lecture schedule has been revised to make related topics come closer together. In-class presentation of readings have been removed in order to facilitate more active group discussions. Reaction papers have been added to facilitate engagement with weekly topics.

【Equipment student needs to prepare】
There is no specialist equipment required beyond a PC/laptop and access to the internet. Some classes may be held online. Weekly readings and reaction papers will be distributed via Google Classroom.

【Others】
None.

【Prerequisite】
You must have taken and received credits in at least 2 courses in psychology.

CUA300ZA

Qualitative Research Methods

Allen KIM

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

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
This course is designed to introduce students to qualitative research methods. The course begins with research problems, questions and design considerations. The course follows with training, through lecture, group work and hands-on experiences, in data collection methods commonly used in qualitative research–field observation, interviews, and the use of documents and archival data. Students will undertake a pilot research study as part of the course requirements. This includes designing a research question, doing a literature review, creating a questionnaire, observing a field setting, analyzing field notes, and presenting on preliminary research findings. The exercises are intended to develop the mindset required to think through, design, and execute a qualitative study.

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

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
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. Submission of assignments and feedback will be via the Learning Management System.

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

【Fieldwork in class】
あり / Yes

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Qualitative research methods
2	Research Design	Types of research
3	Designing and QR set up	Beginning of individual project. Conceptual frameworks, research validity in data gathering
4	Starting a study	Entry into the field; developing rapport; role of the researcher; confidentiality; collecting background information, sampling
5	Literature Review	Reviewing existing scholarly work
6	Writing Research Proposal	Research questions, site, methods, contribution
7	Presentation and Data Collection Procedures	Research proposal presentation (summary of existing literature & introduction of research question) Write a summary of issues/challenges in data collection and bring to class for discussion
8	Interviews: Fieldwork I	Types of interviews (structured to unstructured). How to design interview questions; how to conduct interviews
9	Observations: Fieldword II	Taking notes, types of observation. Analyzing social settings. How to observe and focus. Discuss fieldwork, share challenges.
10	Documents and internet data	Definition, review of sources and types of data, methods of collection and analysis.
11	Integrating, synthesizing data. Coding and Coding categories	Reflexivity and organizing data
12	Student Presentation I	Student presentations on mini-research proposal and feedback
13	Student Presentation II	Student presentations on mini-research proposal and feedback
14	Wrap up and Writing tips	Writing Qualitative Research Method Tips

【Work to be done outside of class (preparation, etc.)】
Students should come to class having read and prepared to discuss assigned readings. The course will also require students to conduct participant-observational fieldwork outside of class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used for the course. Readings will be provided through the online course management system.

【References】
References will be shared in class.

【Grading criteria】
Field I, II, III Assignments: 60%
Research Proposal/Presentation 40%
Three or more unexcused absences will result in an incomplete grade (marked “E” on grading sheet). Please provide documentation if you need to be absent from class for medical reasons, job interviews and family emergency. If you arrive late or leave early, each will be counted as one ½ absence. 5 absences will result in "not passing."

【Changes following student comments】
Weekly assignments have been updated.

【Equipment student needs to prepare】
None. You may use laptop or tablet to take notes.

【Others】
Slight modifications may be expected. Our goal in this class will not be to memorize or master a series of clear-cut answers; rather, by engaging in lively discussions, we aim to hone our ability to ask critical questions so as to further develop our skills as writers, readers and thinkers. In order to create such a learning environment, students should speak to each other and the instructor with respect. Abusive and harsh language will not be tolerated. Students with special needs should notify the instructor as early as possible, no later than the third week of the semester. Student attendance is critical because each lecture builds on the previous week. Missing out on critical components of the research process will put you behind in being able to design and implement a full project.

【Prerequisite】
None.

LIN300ZA

Syntactic Theory

Peter EVANS

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：火 3/Tue.3
他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
The study of syntax (in particular that of English) via investigation and experiment.

【Goal】
Two goals. First, an insight into the nature of syntax. Secondly, a better grasp of how to go about understanding any phenomena that at first seem baffling, or in other words the acquisition of some aspects of scientific method via the careful examination of language.

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

【Method(s)】
We use a textbook that does not presuppose a knowledge of linguistics but does assume that the reader has an intellectual curiosity and an appetite for language-related exercises and real thinking. This will be very much a “300-level” course, or anyway a course for thinking adults.
Students both submit work for assignments and get comments on this work via “Hoppii”.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Linguistics and syntax reintroduced
2	Phrase Structure Rules	Sentence-generation rules; phrase structure rules; tree diagrams
3	Hypothesized Grammars	Grammars as hypothesized by linguists; testing hypothesized grammars
4	Comparing Rules and Theories	Comparing rules that have different implications; comparing grammars that seem to have the same implications
5	Constituency	What constituency is and how to test for it
6	Trees and Tree Relations; Category	Syntactic trees; proforms; antecedents; c-command; categories of words (parts of speech) and of phrases, and category determination
7	Revising Grammars	Refresher in logic; experimentation; bug-fixing and refinements
8	Introducing the Lexicon; Features, Heads and Phrases	The categorial and the subcategorial; features and feature inheritance; exocentric phrases; theta-roles; modification
9	Complements and Adjuncts	Diagnostics for, and complications in, the distinction between complements and adjuncts
10	Complement Sentences (i)	Embedded sentences; the complementizers *that* and *whether*; clauses versus sentences
11	Complement Sentences (ii)	Finiteness and the Tense feature; TP and CP
12	Invisible Lexical Items	Hidden subjects; dummy subjects; thematic structure
13	Noun Phrase Structure	Noun phrases with quasi-objects and subjects; N-bar and noun complements and modifiers/adjuncts
14	X-bar Theory	Preposition phrase modifiers and P-bar; generalizing across T-bar, N-bar, and P-bar for an abstract X-bar; implications of X-bar for language acquisition

【Work to be done outside of class (preparation, etc.)】
Reading with maximum concentration (without background music or other distractions), hard thinking, doing the various exercises, and probably also discussion with classmates of the content and exercises. Allow two hours a week for this. Also, weekly assignments, which consolidate what has been covered in class. An assignment might, as an example, ask students to think through the implications of two candidate syntax trees (diagrams of constituent structure) for the same one sentence, and thus to point out why one of the candidates should be discarded. Allow two hours a week for the assignment too.

【Textbooks】
Richard K Larson, *Grammar as Science* (Cambridge, MA: MIT Press, 2010; ISBN 978-0-262-51303-6)

【References】
No additional reading is required.

【Grading criteria】
Work done for assignments: 100%

【Changes following student comments】
Dropping the section on formal arguments, dropping the exercises-only weeks, and evaluating by weekly assignments alone. This frees up a lot of class time: we can slow down in some places but nevertheless cover a considerable amount of material.

【Others】
● http://tinyurl.com/theoretical-syntax makes each class slideshow available to anyone, anywhere.
● Though the course has no formal prerequisite, students will need an interest in language and an appetite for a rigorous approach and for hard thinking.

【Prerequisite】
None.

LIN300ZA

Morphology: Building Words

Peter EVANS

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

Day/Period：水 3/Wed.3

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】

The formation of words, with particular reference to English. At first the subject may sound like etymology (the history of words), but it is not: native speakers have a considerable unconscious knowledge of word formation, even without any historical awareness.

【Goal】

As morphology is part of linguistics, the ultimate purpose of this course is that of linguistics: to help give you some insight toward the aim of understanding how the human mind works. As for "employability skills", you'll get practice in reading comprehension, gathering information and developing hypotheses; and you'll also get a heightened and informed sensitivity to language that should help you in careers as diverse as law and copywriting.

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

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

【Method(s)】

Using weekly slideshows, we'll go through the textbook, which is neither long nor hard to read. Rather than encouraging the mere learning of facts (sure soon to be forgotten), textbook and course both emphasize exercises, so that the reader is a *participant* in morphology rather than a mere spectator.
Students both submit work for assignments and get comments on this work via "Hoppii".

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Morphemes, words, lexemes and other confusables; benefits of morphology
2	Words, Dictionaries, and the Mental Lexicon	Conventions of published dictionaries versus the hypothesized structure of the mental lexicon; the published dictionary as resource
3	Lexeme Formation (i)	Morphemes, prefixes and suffixes, bound bases, formatives, etc
4	Lexeme Formation (ii)	Compounding: headedness, endo-/exocentricity, subordinative/attributive/coordinative compounds
5	Lexeme Formation (iii)	Conversion, infixes, internal stem changes, reduplication, etc
6	Productivity and Creativity	How a prefix or suffix may be newly added to a word or stem inconspicuously and successfully; how new words are created jokily (but rarely with lasting success)
7	Lexeme Formation (iv)	Infixes, circumfixes, parasynthesis, internal changes, reduplication, templatic morphology, subtractive processes
8	Inflection (i)	What inflection is; inflection for number, person, gender, case; accusative vs ergative case systems
9	Inflection (ii)	Inflection for tense, aspect, voice, mood, etc; inflectional classes; inflection versus derivation
10	Typology	How languages differ in morphology, and how they resemble each other
11	Words and Sentences	The relationship between morphology and syntax in certain kinds of construction; clitics; phrasal verbs
12	Sounds and Shapes	The relationship between morphology and phonology in allomorphs; lexical strata (different phonological and morphological rules for different large sets of words)
13	Theoretical Challenges (i)	What morphological rules are; "lexical integrity" (the immunity of morphology from syntactic operations)
14	Theoretical Challenges (ii)	Blocking, affix ordering, bracketing (tree) paradoxes, affixal polysemy

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

Reading the relevant pages of the textbook, doing exercises from the textbook (and its "challenges"), revising with the slideshow, finding other examples and real or apparent counterexamples. Allow two hours a week for this. Also, weekly assignments, which consolidate what has been covered in class. As an example, the assignment for the fourth week in 2021 asked about each of the five compounds *backup singer, know-nothing, military intelligence, rotgut*, and *drunk driver*: students were asked to provide the (syntactic) category of each of the two compounded words, and of the resulting compound; and to say whether the compound was subordinative, attributive, or coordinative, whether it was left- or right-headed, and whether it was endocentric or exocentric. Allow two hours a week for the weekly assignment too.

【Textbooks】

Lieber, Rochelle. *Introducing Morphology.* 3rd ed. Cambridge: Cambridge University Press, 2022. ISBN 978-1-108-95848-6.

【References】

Bauer, Laurie, Rochelle Lieber, and Ingo Plag, *The Oxford Reference Guide to English Morphology.* Oxford: Oxford University Press, 2013.
Dixon, R. M. W. *Making New Words: Morphological Derivation in English.* Oxford: Oxford University Press, 2014.
Marchand, Hans. *The Categories and Types of Present-Day English Word-Formation: A Synchronic-Diachronic Approach.* Munich: C.H. Beck'sche Verlagsbuchhandlung, 1969.
Mattiello, Elisa. *Extra-Grammatical Morphology in English: Abbreviations, Blends, Reduplicatives, and Related Phenomena.* Berlin: De Gruyter Mouton, 2013.
Schmid, Hans-Jörg. *English Morphology and Word-Formation: An Introduction.* 3rd ed. Berlin: Erich Schmidt, 2016.

【Grading criteria】

Work done for assignments: 100%

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

【Equipment student needs to prepare】
Students aren't obliged to bring a computer, tablet, or smartphone. But their classroom use is welcome at particular times and for particular class purposes (which of course don't include websurfing, emailing, tweeting, etc).

【Others】
● http://tinyurl.com/gis-morpho makes each class slideshow available to anyone, anywhere.
● Though the course has no formal prerequisite, students will need an interest in language, of course; also, a very basic understanding of linguistics (word categories, etc).

【Prerequisite】
None.

LIN300ZA

English Dialects around the World

Yutai WATANABE

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

他学部公開：　グローバル：○　成績優秀：　実務教員：

【Outline and objectives】
No language has ever been so extensively used on Earth as English is today. However, the language, spoken by well over 400 million people as a mother tongue, has developed a wide range of variations due to regional and social factors. This course aims to survey the phonetic, lexical and syntactic features of some varieties of standard English in the UK, North America and Australasia, with frequent reference to their historical and cultural backgrounds. Special attention is paid to Australian and NZ English, considering the increased significance of the southern hemisphere countries in business and education. It is often predicted that L2 speakers of English in Asia alone will likely outnumber monolingual English speakers of the Inner Circle within this century. Mention is made of Singapore English as an example of New Englishes.

【Goal】
By the end of the course, students will:
(1) better understand the richness and diversity of the English language,
(2) get familiar with the IPA vowel and consonant charts,
(3) be able to identify major English accents in the world, and
(4) become more familiar with the lexical/syntactic features of Canadian, Australian and NZ English in particular.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course is a combination of lectures and discussions about pre-assigned topics. Students have to address review and application questions given in advance. Submitted assignments and tests are reviewed in detail and commented on in the following week’s lecture.

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

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Course Overview English Speakers in the World	(1) Outlining the course content and instructional methodologies (2) L1 and L2 English speakers (3) Pidgin and creole English
2	Review of Phonetic and Phonemic Transcriptions	(1) IPA (2) Vowels (3) Consonants (4) Diacritics (5) Phoneme and allophones
3	British English I	(1) British English (2) Dialect, accent and variation (3) RP (Received Pronunciation) (4) Modified RP
4	British English II	(1) Cockney English (2) Estuary English
5	US English I	(1) History (2) Regional varieties (3) Eastern New England type (4) New York City type (5) Southern type
6	US English II	(1) GA (General American) (2) Midland type
7	US English III Mid-semester Examination	(1) Northern type (2) US English and British English (3) Mid-semester exam
8	Canadian English	(1) History (2) Pronunciation (3) Grammar and vocabulary (4) Spelling
9	Australian English I	(1) History (2) Pronunciation
10	Australian English II	Vocabulary
11	New Zealand English I	(1) History (2) Major linguistic features and attitudes (3) Pronunciation
12	New Zealand English II	Vocabulary
13	Singapore English	(1) Language policy (2) Standard Singapore English and Singlish (3) Pronunciation (4) Grammar and vocabulary
14	Review and Final Examination	(1) Review (2) Final exam

【Work to be done outside of class (preparation, etc.)】
Students are required to read the handouts beforehand so that they can actively participate in discussions. They may also need to consult chapter references or search for relevant online materials to answer pre-assigned questions satisfactorily. Preparatory study and review time for this class are 2 hours each.

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

【References】
Detailed references and suggestions for further reading are listed on each chapter handout. The following books will be helpful as a general introduction.
Melchers, G., Shaw, P., & Sundkvist, P. (2019). *World Englishes* (3rd ed.). Routledge.
Trudgill, P., & Hannah, J. (2017). *International English: A guide to varieties of English around the world* (6th ed.). Routledge.

【Grading criteria】
Evaluation will be based on in-class quizzes and take-home tasks (20%), a mid-semester exam (40%) and a final exam (40%). **Attendance at the first class is mandatory.** More than two unexcused absences will result in failure of the course.

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
The lectures are delivered using PowerPoint slides and Internet resources. The handouts are downloadable in PDF format.

【Others】
It is recommended that students have completed 100/200-level linguistics courses with good grades. This course is cross-listed with the Global Open Program. Non-GIS students may join if they demonstrate solid background in linguistics and meet the minimum English proficiency requirement: TOEFL iBT® 80 or IELTS 6.0.

【Prerequisite】
No prerequisite is required.

LIN300ZA

English in Asia

Megumi KOBAYASHI

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：金 2/Fri.2

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
In this course, students will learn how English is used in Asia. The characteristics or features of English in selected countries in Asia are explored from the perspectives of World Englishes with special reference to socio-historical contexts and educational policies.

【Goal】
Upon completion of this course, students will:
1) Become aware of some of the major varieties of Asian Englishes.
2) Be able to understand some historical contexts for how English came to be used in Asia.
3) Be able to understand some educational contexts for how English is taught in Asia.
4) Be familiar with the idea of World Englishes.
5) Be able to reflect on their own use of English more objectively.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 3” and “DP 4”.

【Method(s)】
You will be assigned a set of reading materials in advance, which will provide some background information about the issues in focus. A comprehension quiz based on the reading will be given at the beginning of the class to make sure you have a basic understanding of the topic. Then the topic is further explored with additional lectures as well as through pair/group discussions. Audio-visual materials (including movies) will also be introduced to provide actual samples. Toward the end of the semester, students will select a topic/country of their interest and make a presentation in class. Feedback for assignments will be given either individually (paper/LMS) or shared during the class. Actual lesson plans and contents may be modified based on the number of students enrolled and their preferences/progress.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Orientation	Course guidance and introduction to English in Asia
2	World Englishes	Overview of World Englishes; English in UK and US
3	English in India	Languages in India, historical background and the role of English, Samples of Indian English (e.g., English Vinglish)
4	English in Singapore	Languages in Singapore, historical background and the role of English, samples of Singlish
5	English in the Philippines	Languages in the Philippines, historical background and the role of English, samples of Filipino English (e.g., Bride for Rent)
6	English in Thailand	Historical background and the role of English in Thailand, English education, samples of Thai English
7	Mid-term review	Review of Englishes in Asia, introduction to the final presentation
8	English in China/Hong Kong	Historical background and the role of English in China, English education, samples of Chinese English (e.g., Rush Hour)
9	English in Korea	Historical background and the role of English in Korea, English education, samples of Korean English (e.g., Please Teach Me English)
10	English in Japan	Historical background and the role of English in Japan, English education, samples of Japanese English (e.g., Last Samurai)
11	Presentation (1)	Groups of students will give presentations
12	Presentation (2)	Groups of students will give presentations
13	Presentation (3)	Groups of students will give presentations
14	Review	Submit final report, review of the overall content

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete the reading assignments before class. Much of the preparation for the end of the term presentation must be done outside of class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Reading assignments and handouts will be provided by the instructor.

【References】
Kachru, B.B., Kachru, Y., Nelson, C.L. (Eds.) (2006). *The handbook of world Englishes*. Malden, MA, USA: Blackwell.
Murata, K., and Jenkins, J. (Eds.) (2009). *Global Englishes in Asian contexts: current and future debates*. New York, NY: Palgrave.
Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge, UK: Cambridge University Press.

【Grading criteria】
The final grade will be based on the following criteria: class participation 20%, quizzes 25%,reflection paper 25%, presentation and report 30%.

【Changes following student comments】
N/A

【Equipment student needs to prepare】
N/A

【Others】
Having a basic understanding of English dialects and sociolinguistics would be useful.

【Prerequisite】
None.

LIN300ZA

Language Policy

Geraldo FARIA

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：金 2/Fri.2

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
In this course, you will learn how Language Policy is defined as an academic subject. This course will cover major concepts behind language policies. By drawing on various topics related to language variation (e.g. social class and gender), this course will provide an accessible and engaging overview of Language Policy.

【Goal】
The understanding of language policies that cause and result in linguistic mechanisms utilized by particular members of a given society so as to distinguish themselves from societal members. The broad goal of this course is to promote social understanding and justice in schools, communities, and corporations.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
After an introduction to the topics in the form of mini-lectures, examples of policies or general concepts will be presented for discussion, activity, and analysis. This course will contain assignments and writings outside of class, which may be presented in class. Note that the suggested topics may vary slightly depending on the number of registered students and their interests. Finally, submissions of assignments and their feedback will be via Google.docs (unless students are notified previously).

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Overview of the course and requirements
2	Concepts	Language overview and policies that affect its use by members of a given society
3	Language Planning	Language policies prescribed by governments to standardize language use
4	Language and Social Class	Social stratification and linguistic differentiation within a society
5	Language and Geography	National languages (standard registers) versus dialects
6	Designing a Project Related to Language Policy	Preparation for a study (requirements, data, analysis, text production, and presentation)
7	Language and Gender	Constraints (types, consequences, and formation of gender-neutral language) imposed by the gender of speakers. Mid-term review quiz
8	National Policies on Foreign Language Studies	Implications of governmental regulations on the choice of foreign language studies
9	Multilingualism	The language of minority groups within a larger society
10	Endangered Languages and Fieldwork Studies	Assimilation, language death, linguistic and societal implications / Language policy research models
11	Migrations and Pidginization of Languages	Human migration and its effects on language (second language, linguistic transition, and the language of the next generation)
12	Profession-specific Registers	Specialized language as a means to distance groups from non-specialists
13	Presentations of group projects	Students will give short academic presentations, followed by feedback
14	Consolidation	End-of-course assessment, feedback, and wrap-up

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete weekly reading assignments before class and review previous handouts before the following class. They should also organize their notes in the form of a notebook or a computer file. Students must choose a topic, and prepare a presentation with a handout, which will be delivered in class.
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. The teacher will provide handouts, reading material, and links to online data.

【References】
Crystal, David. *The Cambridge Encyclopedia of Language*. Third Edition. Cambridge University Press, 2010 ISBN 9780521516983
Finegan, Edward. *Language: Its Structure and Use*. Harcourt Brace Jovanovich, 1992 ISBN 0729512681
Johnson, David. *Language Policy*. Palgrave MacMillan, 2013 ISBN 9781403911858
Pereltsvaig, Asya. *Languages of the World*. Cambridge University Press, 2014 ISBN 9780521175777
Yule, George. *The Study of Language.* Fifth Edition. Cambridge University Press, 2014 ISBN 9781107044197
The teacher will suggest material appropriate to the students’ projects and interests through either the Internet or reference books available at the library.

【Grading criteria】
Grades will be based on exams (mid-term 30% and final 30%), assignments 30%, and participation 10%.

【Changes following student comments】
No feedback yet received.

【Equipment student needs to prepare】
A laptop or smartphone may be used to research an in-class assignment. Students may choose to take notes using their laptops.

【Others】
An enthusiasm to investigate (in)formal language policies that affect social justice globally.

【Prerequisite】
None

MAN300ZA

International Business

EYO Shiaw Jia

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：金 2/Fri.2

他学部公開： グローバル：○ 成績優秀：○ 実務教員：

【Outline and objectives】
Learning and applying the principles of international business.
Globalization and international business will continue to impact international activities and influence local outcomes. 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. Students will develop analytical and critical thinking skills by analyzing business cases relating to international business.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course is taught primarily through lecture and discussions. Feedback is given during class time or through tools such as HOPPII or email. Interactive class participation is encouraged.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Introduction to the course
2	Key Concepts of International Business	What is international business?
3	Globalization of Markets and Internationalization of the Firm	Dimensions and drivers of market globalization
4	The Environment of International Business	Ethics and cultural environment of international business
5	Case Studies: Harley Davidson and Siemens	Discussion of case studies and presentations
6	Government Intervention	Rationale and instruments of government intervention
7	Case Studies: Airbus, Boeing and Russell Corporation	Discussion of case studies and presentations
8	Emerging Markets, Developing Economies and Advanced Economies (1)	Understanding emerging markets
9	Emerging Markets, Developing Economies and Advanced Economies (2)	Potential, risks and challenges of emerging markets
10	International Monetary and Financial Environment	Exchange rates, currencies, monetary and financial system.
11	Strategy and Organization in the International Firm	Integration-responsiveness framework.
12	Case Studies: Lenovo and Nissan	Discussion of case studies and presentations
13	International Business Issues	Debates of current issues in international business
14	Final Exam & Wrap-up	Assessing the understanding of the subject

【Work to be done outside of class (preparation, etc.)】
Download and print out the handouts before each class. Read the assigned chapters in the textbook and complete any assignments given. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Cavusgil, Tamer S., Knight, Gary and Riesenberger, John. *International Business: The new Realities,* 4th Edition, Prentice Hall, 2016.

【References】
Further materials will be provided by the instructor.

【Grading criteria】
Students will be evaluated based on class participation (20%), assignments (20%), case study presentation (15%) and final exam (45%).

【Changes following student comments】
Not applicable.

【Others】
Students who are interested to take this course, must attend the first week of class. A selection process will be conducted during the first week prior to the enrollment of this course.
Students who have taken business or economic courses are preferred.

【Prerequisite】
None

ECN300ZA

International Economics

Ayako SAIKI

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：木 1/Thu.1

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
This class is an advanced level course of that focuses on the concept of international economics. In this class, I introduce the state of the economy as we stand now, and then we learn basic concepts and theoretical underpinning about trade.

【Goal】
The goal of this section is to understand the theoretical explanations of why various types of trade occur and how countries gain from trade. For example: (i) how the global supply chain works; (ii) how/why Japan's trade patterns have changed over time; (iii) why trade creates (often temporary) income inequality, etc. We aim to the level that you can explain why certain news related to trade – for example, the Trade war, Japan's trade deficit, why the same goods are traded across borders (e.g., Japan exports and imports automobiles at the same time).

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
There is no textbook for this class. The PDF version of the PowerPoint File (with some space for you to write memos) will be posted on Hoppii in two days in advance. In the subsequent class, we may have a brief (5-10 minutes) discussions of the previous class, drawing on the real-world examples. At the beginning of class, feedback/questions for the previous class from students (if there are any) will be provided. I may ask some students to make comments, so I strongly recommend having a clear understanding and thinking of the actual applications of what we have learnt in the previous class. Some knowledge of Economics will help, but if you find something that you are not familiar with, please Email me at ayako.saiki.67@hosei.ac.jp

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction to the course	The class structure, grading scheme, etc., will be explained.
2	State of the World Trade	We will review the current status of the world economy, especially focusing on trade and the supply chain disruption.
3	The Era of Mercantilist	Up to the 18th century, many European countries took mercantilist policy, which often led to conflicts among states. We learn what occurred during that period, and the reason behind the idea.
4	Advantage, relative and absolute	Relative advantage is a core concept behind the basic trade model. We'll learn the difference between absolute and relative advantages.
5	Ricardian Model	Ricardian Model is the first model which gave justification to trade between countries. We study the model.
6	Heckscher-Ohlin Model	Heckscher-Ohlin Model, which considers differences in factor abundance among countries as a driver of the world trade, will be covered.
7	Discussion/Review	We'll review what we have learnt and the limitation of the models. Active discussion is strongly encouraged. All students will be asked to contribute to the discussion.
8	New Trade Model (1)	We study "the second generation" models of trade using increasing returns to scale and network effect.
9	New trade model (2)	We study the importance of intra-industry trade (trade of same goods), vertical integration, global supply chains in the world trade and their theoretical underpinning.
10	The impact of trade on income distribution	Often, some argue trade (or globalization) worsens inequality. We will review the empirical evidence and theoretical explanation.
11	Trade and exchange rate	We study how trade affect exchange rate, and vice versa.
12	Trade policy	We study various tools countries employ to govern international trade (preferential trade agreement, tariffs, import quotas), and how WTO handles them.
13	The infant industry argument	Many East Asia countries, including Japan and China, took and/or taking protectionist policies in the early phase of their economic development. We will learn how developing countries often protect certain industries and how such policies benefits/harms economic development, and what is the key ingredients of success.
14	Final Exam and Review	Close-book final exam.

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each.
Please make sure you have your slide printed out (I prefer you to not to use laptop), and review what you have learnt, which might be on a quiz (not-pre-announced mini test). Also, if you have a particular subject matter you want to have a discussion, please let me know so that I can incorporate into the actual class. If you have any questions, please feel free to contact me via Hoppi or via Email.

【Textbooks】
There is no textbook. The PPT slide is the only required material (I will make PPT self-explanatory as much as possible). Students who want to study further, or need some textbook as a reference, recommended books are as follows:

【References】
There will be handout which will be distributed as the course progresses. But here is some interesting link you might want to check from time to time.
https://www.imf.org/en/Publications/WEO (IMF: World Economic Outlook
)
• https://www.cia.gov/the-world-factbook/ (CIA World Factbook)
The Economist, The Financial Times would be helpful to learn about the current status of the world economy.
Also, if you want to study this subject further, I recommend these two books:
(1) Caves, Frankel and Jones, “World Trade and Payments,” Pearson College Division (Used in Kennedy School of Government, Harvard university (MA Level))
(2) Krugman and Obstfeld, "International Economy: Theory and Policy". (any version is fine)
Both are available at amazon.com, but make sure you purchase from Book Depository because there are many "fake" books sold by individual seller.

【Grading criteria】
There will be four “quizzes” (non-pre-announced mini-test). So I recommend you come to the class with a good understanding of what you have learned in the previous classes.
The grading will be based on the final exam (50%), quizzes (10% x 3=30%) and class participation (20%).
In the class participation, I check your understanding of the previous class, as well as the active engagement in each class via comments, your thoughts, your own experiences, etc.

【Changes following student comments】
In the previous year, many students gave me feedbacks that the course was too theoretical for non-Econ major students. While some theoretical explanations are necessary, I will try to make it more approachable for non-Econ students. Also, since this year’s class will be held on-campus, I would like to increase the amount of free discussion during the class.

【Others】
* Academic Integrity
You are expected to be honest in all of your academic work. Allegations of alleged academic dishonesty will be subject to sanctions, including failing.
* Disability Statement
If you are a student who needs accommodations, please talk with me or go to students and present your letter of accommodation as soon as you can. In order to provide special accommodations for test etc, I need the documentation over 48 hours in advance; accommodation cannot be made retroactively. The same goes for quizzes. You cannot excuse for missing a quiz ex post (after the quiz). If you have questions about documenting a disability or requesting accommodations, please contact the Administration Office and talk to me immediately as the class starts.
Please note that if I noticed you are clearly doing something else (games, SNS, etc.), or if you are talking to other students, I would ask you to leave the class since it disturbs other students. It is also prohibited to take a photo of the blackboard. I recommend using pen and pencils instead of laptops.

【NONE】
There are no prerequisite class(es).

MAN300ZA

International Finance

Ayako SAIKI

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：木 1/Thu.1

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
The course is an advanced class to learn key concepts of international finance. We cover topics such as foreign exchange market, exchange rate fluctuation, exchange rate regime, national income, the balance of payments, money flows and price levels; capital flows and rapidly internationally integrating financial markets; monetary and fiscal policy in open economies; international macroeconomic interdependence and policy coordination; supply relationships, inflation, and nominal anchors for monetary policy; currency unions, the determination of exchange rates in international money markets; and international portfolio diversification.

【Goal】
You should be able to apply theories we learn in the class in a real-world phenomenon, such as exchange rate movement, balance of payment crisis, financial globalization. The actual goal is to be able to understand the semi-annual IMF's World Economic Outlook, Chapter 1-3 for example)

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
This class consists of lecture and discussion based on real-world examples. At the beginning of the class, we will review what we have learnt in the previous class via discussions. Feedback will be given to your answer to my questions during the discussions to make sure all of you understand the materials. I may ask individual students about their impression, and sometimes materials we have covered, in the class. This is an important component of the entire grade (30%). There will be NOT preannounced mini test (called quiz), which should be easy to answer as long as you have an enough understanding of the previous class.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction to the class	The class structure, grading scheme, etc., will be explained.
2	The current issues related to International Finance	Using materials from The Economist/The FT/The IMF's World Economic Outlook, etc., we will see the current relevant and important topics.
3	Bretton Woods System	We will study about Bretton Woods System, which is a foundation of today's exchange rate and balance of payment arrangements.
4	Exchange Rate Regime (1)	The evolution of exchange rate regimes among advanced countries after the Nixon Shock – the shift from fixed exchange rate and floating exchange rate – will be discussed.
5	Exchange Rate Regime (2)	We will learn various exchange rate system in the world, and pros/cons of different exchange rate regimes.
6	Fixed, float, middle regime 「Discussion Session]	In this discussion class, we will discuss pros and cons of different exchange rate regime. IMPORTANT: Please read Frankel (1999) in advance. See below for the link to the paper. I will ask you which exchange rate regime is suitable for a imaginary country.
7	Exchange Rate Determination (1)	We will study the most basic, yet powerful, tool to understand a determinant of exchange rate, which is Purchasing Power Parity.
8	Exchange Rate Determination (2)	We will briefly discuss other types of theory to understand determinants of exchange rate policy.
9	Financial Globalization: Opportunity and Crisis	We will learn how the global financial markets are strongly connected, and its pros (such as being able to borrow from abroad) and cons (contagious financial crisis)
10	Impossible Trinity	Impossible Trinity is one of the most important theoretical concept to understand the policy trilemma that monetary policymakers face.
11	Financial Globalization: Benefits and Risks	The benefits and risks of financial globalization, especially for emerging and developing countries (EMDEs) will be discussed.
12	The dollar's dominance in International Financial Market	We learn how much/how long the dollar has been the global key currency, and discuss if it is sustainable in the backdrop of the rise of China as an economic superpower.
13	Euro and currency union	There are several currency unions in the world, but they are mainly in developing countries in Africa or Caribbean islands. The Euro was the first major attempt of advanced nations to build a large currency bloc. We will learn the historical background of the Euro, and discuss whether if it was a success or failure, drawing upon actual experiences (e.g., European sovereign debt problem)
14	Final exam and review	Closed-book exam

【Work to be done outside of class (preparation, etc.)】
You will need 2 hours each for preparation/review. Please make sure you have your slide printed out (I prefer you to not to use laptop), and review what you have learnt, which might be on a quiz (not-pre-announced mini test). Also, if you have a particular subject matter you want to have a discussion, please let me know so that I can incorporate into the actual class. If you have any questions, please feel free to contact me via Hoppii or via Email.

【Textbooks】
There is no textbook. Slides for the next class (as well as PDF notes with space for a memo) will be uploaded two days before, which I recommend printing out

【References】
Required reading: No Single Currency Regime is Right for All Countries or At All Times, by Jeffrey Frankel (1999) https://www.nber.org/papers/w7338
Students who want to study further, or need some textbook as a reference, recommended books are as follows:
Caves, Frankel and Jones, "World Trade and Payments," Pearson College Division (Used in Kennedy School of Government, Harvard university (MA Level))
Krugman and Obstfeld, "International Economy: Theory and Policy". (any version is fine)
Both are available at Amazon, but make sure you purchase from Book Depository because there are many "fake" books sold by individual seller.
I also strongly recommend you read the Economist (The UK version), the IMF's World Economic Outlook, to make yourself understand the current status of Global Economy.

【Grading criteria】
There will be four "quizzes" (non-pre-announced mini-test, which is easy enough for you to answer if you understand the previous class). So I recommend you come to the class with a good understanding of what you have learned in the previous classes. The grading will be based on the final exam (40%), quizzes (10% x 3=30%) and class participation (discussion, etc.)(30%).

【Changes following student comments】
At the beginning of the class, we will have discussions (or I may ask you to answer my question) about what we have learnt in the previous class. If you find something in the class to be confusing, I strongly encourage you to raise your hand and ask questions. This will help other students too, and this will give you some score for the participation.

【Equipment student needs to prepare】
Preparatory study and review time for this class are 2 hours each. During the class, using laptop is permitted, but not recommended. Students are expected to bring the hard-copy of PDF (which will contain three slides per page) and take notes.

【Others】
Chatting in the class with your classmates and usage of the smartphone (including photographing the blackboard) are prohibited. If I find it is disturbing other students, I will ask you to leave the class. Usage of laptop is not permitted, but not encouraged.

(1) Attendance is important in this course. There will be four quizzes (not pre-announced mini tests) during the semester.
(2) Using smartphone during the class and talking to your classmates are strictly prohibited, and I may ask you to leave the classroom if I find it disturbing to other students.
(3) Academic Integrity
You are expected to be honest in all of your academic work. Allegations of alleged academic dishonesty will be subject to sanctions, including failing.
(3) Disability Statement
If you are a student who needs accommodations, please talk with me and present your letter of accommodation as soon as you can. In order to provide test accommodations, I need the documentation over 48 hours in advance; accommodation cannot be made retroactively. If you have questions about documenting a disability or requesting accommodations, please contact the Administration Office and talk to me immediately as the class starts.

【None】
There are no prerequisite class.

FRI300ZA

Digital Transformation

Youyung HYUN

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：木 2/Thu.2

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
This course aims at learning three domains of business strategy, “customer”, “competition”, “data” as individual topics in relation to digital transformation. Then students will explore and analyze the meanings / applications of three domains for modern companies (including both incumbents and digital-born companies) through a textbook and multiple case studies.

【Goal】
In this course, by participating a series of group presentations and group discussions, students will (1) discover the macro/ micro mechanisms in digital transformation, (2) learn to suggest solutions to dilemmas that modern companies have, (3) synthesize emerging opportunities derived from big data and create positive organizational strategies, products, services, and experiences.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course will proceed with lectures, readings, group presentations, and group discussion. Students are required to read each chapter of a textbook in advance that will be covered during the class and submit summary of it. After partial lectures from an instructor, students will participate in group presentations and subsequent discussions. The subject of group presentations will be divided into two types – (1) the content of each chapter based on rigorous understandings, (2) case studies of the modern companies that can deepen understandings of each chapter and develop students’ own critical perspective on each case of digital transformation.
At the beginning of class, feedback for the previous class is given using some comments from submitted weekly papers.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction of Course	Explanation of course theme, content, grading, participation and attendance requirements
2	Chapter (1a): Digital Transformation	This class covers what digital transformation is and what historical background is behind.
3	Chapter (1b): Five Domains of Strategy	This class covers the role of customers, competition, data, innovation, and value in leading digital transformation of companies.
4	Chapter (2a): Customer Networks	This class covers customer network model, marketing funnel, and relevant customer behaviors
5	Chapter (2b): Customer Network Strategy Generator	This class covers core behaviors of customer networks which generates new marketing communications, customer experiences, and new product/service innovations
6	Case Study of BTS	This class proceeds with open discussion about how BTS (K-pop) makes success from the perspective of digital networks.
7	Chapter (3a): Business Platform	This class covers powerful benefits of business platforms and studies how This class covers the nature / types of business platforms and analyzes how digital impacts platforms.
8	Chapter (3b): Competitive Benefits of Platforms	This class covers powerful benefits of business platforms and studies how Apple, Google, and Microsoft have built their businesses on platform business models.
9	Chapter (3c): Value Train Analysis in Business Platforms	This class aims to understand value trains in platform businesses and identifies differences between traditional market and digital platform.
10	Chapter (4a): Big Data and Analytics	This class covers the definition of big data (in terms of data structure, volume, velocity) and studies tools that can make data into assets.
11	Chapter (4b): Big Data in Business	This class specifically covers how modern enterprise turns big data into business value.
12	Big Data in Practice (1): Representative Cases (Netflix & Airbnb)	This class is focused on understanding real-world examples of modern companies that successfully utilize big data including Netflix and Airbnb.
13	Big Data in Practice (2): Representative Cases (Fitbit & WaltDisney Parks & Resorts)	This class is focused on understanding real-world examples of modern companies that successfully utilize big data including Fitbit and WaltDisney Parks & Resorts.
14	Wrap-up & Finalizing Chapters 1-4	The final class will briefly wrap up what we have learned by an instructor, and students will do small group presentations.

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Rogers, D. (2016). The digital transformation playbook. Columbia University Press, 3,492yen (hardcover).

【References】
Marr, B. (2016). Big data in practice: how 45 successful companies used big data analytics to deliver extraordinary results. John Wiley & Sons.

【Grading criteria】
Participation (20%); Weekly paper (20%);
Group presentations (40%); Group discussions (20%).

【Changes following student comments】
Not applicable

【Equipment student needs to prepare】
Bring to class: a notebook, the textbook on a laptop or a tablet, or bring a hard copy. Further information will be provided by the instructor.

【Prerequisite】
None.

FRI300ZA

Digital Transformation

Youyung HYUN

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：木 2/Thu.2

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
This course aims at learning three domains of business strategy, “customer”, “competition”, “data” as individual topics in relation to digital transformation. Then students will explore and analyze the meanings / applications of three domains for modern companies (including both incumbents and digital-born companies) through a textbook and multiple case studies.

【Goal】
In this course, by participating a series of group presentations and group discussions, students will (1) discover the macro/ micro mechanisms in digital transformation, (2) learn to suggest solutions to dilemmas that modern companies have, (3) synthesize emerging opportunities derived from big data and create positive organizational strategies, products, services, and experiences.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course will proceed with lectures, readings, group presentations, and group discussion. Students are required to read each chapter of a textbook in advance that will be covered during the class and submit summary of it. After partial lectures from an instructor, students will participate in group presentations and subsequent discussions. The subject of group presentations will be divided into two types – (1) the content of each chapter based on rigorous understandings, (2) case studies of the modern companies that can deepen understandings of each chapter and develop students’ own critical perspective on each case of digital transformation.
At the beginning of class, feedback for the previous class is given using some comments from submitted weekly papers.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction of Course	Explanation of course theme, content, grading, participation and attendance requirements
2	Chapter (1a): Digital Transformation	This class covers what digital transformation is and what historical background is behind.
3	Chapter (1b): Five Domains of Strategy	This class covers the role of customers, competition, data, innovation, and value in leading digital transformation of companies.
4	Chapter (2a): Customer Networks	This class covers customer network model, marketing funnel, and relevant customer behaviors
5	Chapter (2b): Customer Network Strategy Generator	This class covers core behaviors of customer networks which generates new marketing communications, customer experiences, and new product/service innovations
6	Case Study of BTS	This class proceeds with open discussion about how BTS (K-pop) makes success from the perspective of digital networks.
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8	Chapter (3b): Competitive Benefits of Platforms	This class covers powerful benefits of business platforms and studies how Apple, Google, and Microsoft have built their businesses on platform business models.
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13	Big Data in Practice (2): Representative Cases (Fitbit & WaltDisney Parks & Resorts)	This class is focused on understanding real-world examples of modern companies that successfully utilize big data including Fitbit and WaltDisney Parks & Resorts.
14	Wrap-up & Finalizing Chapters 1-4	The final class will briefly wrap up what we have learned by an instructor, and students will do small group presentations.

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Rogers, D. (2016). The digital transformation playbook. Columbia University Press, 3,492yen (hardcover).

【References】
Marr, B. (2016). Big data in practice: how 45 successful companies used big data analytics to deliver extraordinary results. John Wiley & Sons.

【Grading criteria】
Participation (20%); Weekly paper (20%);
Group presentations (40%); Group discussions (20%).

【Changes following student comments】
Not applicable

【Equipment student needs to prepare】
Bring to class: a notebook, the textbook on a laptop or a tablet, or bring a hard copy. Further information will be provided by the instructor.

【Prerequisite】
None.

MAN300ZA

Digital Marketing

Youyung HYUN

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：火 1/Tue.1

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
This course aims at understanding the application of human-mimicking technologies (AI,NLP, sensors, robotics, augmented reality, etc.) to create, communicate, deliver, and enhance value across the customer journey.

【Goal】
Students will first understand the current challenges that marketers to deal with in a modern society (e.g., generation gap, COVID-19, digital divide). Based on that, students will learn the role of human-like technologies in addressing such challenges and marketing customers effectively. In this line, predictive marketing, contextual marketing, and augmented marketing will be covered. Finally, students will practically learn how to apply what they have learned and how to devise feasible solutions by performing their own group projects.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course will proceed with lectures, readings, group presentations, and group discussion. Students are required to read each chapter of a textbook in advance that will be covered during the class and submit summary of it. After partial lectures from an instructor, students will participate in group presentations and subsequent discussions. The subject of group presentations will be divided into two types – (1) the content of each chapter based on rigorous understanding, (2) case studies of the modern companies that can deepen understandings of each chapter and develop students’ own critical perspective on the cases. At the beginning of class, feedback for the previous class is given using some comments from submitted weekly papers.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction of Course	Explanation of course theme, content, grading, participation and attendance requirements
2	Chapter 1: Marketing 5.0	This class covers the definition of marketing 5.0 enabled by a group of technologies that emulate capabilities of human marketers.
3	Chapter 2: Marketers’ Challenges (Generation Gap)	This class covers five different generations and corresponding marketing strategies in general.
4	Chapter 3: Marketers’ Challenges (Prosperity Polarization)	This class covers characteristics of today’s polarized society (jobs, ideologies, lifestyle, and markets) and explores why inclusivity and sustainability matters.
5	Chapter 5: COVID-19 as the Digitalization Accelerator	This class covers what changes have brought out due to COVID-19 and what types of new strategies are required to provide new customer experiences.
6	Chapter 6: Human-Like Technologies	This class covers the concepts and features of human-like technologies including natural language processing, sensor, robotics, mixed reality.
7	Chapter 7: The New Customer Experience	This class covers the future landscape of service industries that combine service robots and human employees to serve customers.
8	Chapter 8: Data-Driven Marketing	This class covers the definition of data-driven marketing and the requirements to perform data-driven marketing.
9	Chapter 9: Predictive Marketing	This class covers the definition of predictive marketing, what predictive marketing can do, and why it is necessary in a fast-changing digital market.
10	Chapter 10: Contextual Marketing	This class covers newly emerging marketing strategy that develops humans’ situational awareness by scanning environments. This can help marketers provide personalized services to customers.
11	Chapter 11: Augmented Marketing (Customer Tiering Model)	This class covers the future of human-machine collaboration and explores future directions of robotics development to devise effective marketing strategies.
12	Project 1: Project Analysis Methods	This class covers methodologies and examples of marketing projects. It includes problem identification, analysis, and finding feasible solutions.
13	Project 2: Planning for Group Projects	In this class, students (each group) will present which type of marketing strategy they will focus on to analyze the real-world case
14	Project 3: Final Presentation of Group Projects & Wrap-Up	In this class, students (each group) will give their case analysis based on a specific marketing strategy. After the presentation, subsequent discussion and feedback will follow.

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Marketing 5.0: Technology for Humanity (English Edition) , Philip Kotler, Hermawan Kartajaya, Iwan Setiawan, Wiley(2021/1/27), 2,972yen (hardcover)

【References】
Rogers, D. (2016). The digital transformation playbook. Columbia University Press

【Grading criteria】
Participation (20%); Weekly paper (20%);
Group presentations (40%); Final project (20%).

【Changes following student comments】
Not applicable

【Equipment student needs to prepare】
Bring to class: a notebook, the textbook on a laptop or a tablet, or bring a hard copy. Further information will be provided by the instructor.

【Prerequisite】
None.

MAN300ZA

Supply Chain Management

Kayhan TAJEDDINI

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：木 5/Thu.5

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
Global supply chains interact with all facets of business and society. In this interdisciplinary course, students will gain a multi-faceted perspective on the global dimensions of today's business operations. Students will explore the interrelationships between global supply chains, logistics operations, society, and the environment. The study of business operations will be set in the context of social science theories and popular perspectives on the history, geography, structure and ethics of trade. Students will examine the impacts of current trade systems on both production and consumption regions and the human and environmental consequences of trade patterns.

【Goal】
1. For students to gain a multi-faceted perspective on the global dimensions of today's business operations through understanding how modern, global supply chains and logistics networks operate.
2. For students to understand the multi-disciplinary facets of how a global supply chain can be viewed, analyzed, and operated.
3. For students to explain multiple key social science theories and popular perspectives on the history, geography, structure and ethics of trade, and apply them to the analysis of supply chains.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
The course will be lecture, case, and discussion based. The assignments are designed to help students build skills that cover scientific, information, and communication literacy. Effort will be made to make the class both challenging and exciting.
We will use a combination of text and cases to explore and apply the topics. It is vitally important that you come to class prepared and ready to discuss the topics. If you read and prepare the materials you will learn more during the discussions and will be successful at the assignments.
Regarding the presentation and case studies, it will be explained in the first class with all guidelines, expectations and standards. The strengths and weaknesses of each presentation and reports will be discussed individually.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introductory Session Operations and Productivity	Course description, objectives and expectations. Operations strategy in a global environment
2	Project Management	Demand forecasting in a supply chain
3	Design of Goods and Services	Concepts for product and service design that include a supply chain perspective
4	Managing Quality, Statistical Process Control	The use of statistical techniques to control a process or production method
5	Process Strategy and Sustainability	The development and implementation of process strategy the development
6	Capacity and Constraint Management, Location Strategies	Incorporating capacity issues into management
7	Midterm Exam Layout Strategies	Midterm Exam How to develop an economic layout
8	Human Resources, Job Design, and Work Measurement	How human resources, job design, and work measurement affect the organizational effectiveness
9	Supply-Chain Management	Main components of supply chain management
10	Outsourcing as a Supply Chain Strategy Inventory Management	Manage, improve and optimize the supply chain by hiring a third-party company
11	Aggregate Planning Material Requirements Planning (MRP) and ERP	Understanding the difference between ERPs and MRPs in managing different levels of performance and capabilities
12	Short-Term Scheduling, JIT and Lean Operations	Different types of production system
13	Maintenance and Reliability	The importance of maintenance and reliability management in any well-functioning production
14	Course Review Final Exam	Course review Final exam

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete regular reading assignments. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Jay Heizer, Barry Render, 2011, Operations Management, 10e
Principles of Operations Management, 8e
Pearson Education, Inc. publishing as Prentice Hall
ISBN-13: 9780135107263

【References】
Chopra, Sunil and Peter Meindl, *Supply Chain Management*, Sixth Edition, Person Education, Inc., Upper Saddle River, NJ, 2015.
Johnsen, Thomas, Mickey Howard, and Joe Miemczyk, *Purchasing and Supply Chain Management: A Sustainability Perspective*, Routledge, 2014.

【Grading criteria】
Quiz: 20%
Presentation: 20%
Midterm Exam: 20%
Final Exam: 40%

【Changes following student comments】
Student requests and comments will be taken into consideration.

【Prerequisite】
None

MAN300ZA

Services Marketing

John MELVIN

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：火 2/Tue.2

他学部公開： グローバル： 成績優秀：○ 実務教員：○

【Outline and objectives】
The purpose of this course is to provide students with an in-depth understanding of the theoretical and practical processes of marketing services, with a particular focus on tourism. Driven particularly by globalization and advances in technology, organizations and customers are experiencing closer and more interactive relationships than before, with important consequences for marketing. It is essential for companies and destinations to understand the impact of these changes in order to maintain and develop competitive advantage.
This course will consider strategic issues in services marketing; we will also consider micro-marketing issues relating to service design, the service experience, tourist behavior and the challenges and opportunities for managers presented by technological developments.
Students will engage in additional learning opportunities such as group discussions and presentations. We will analyze a number of tourism-related case studies in addition to other service sectors.

【Goal】
This course aims to give students insights into the particular characteristics of marketing services such as tourism. After exploring current marketing theory on destination marketing, consumer value creation and the consumer experience, the course will apply these to the management and marketing of services.
From the consumer perspective, students will learn about consumer behavior, the impact of the service environment and forming relationships with service providers. From an organizational perspective, we will consider managing the service environment, innovation and developing service brands in order to facilitate consumer value creation and provide more memorable and rewarding experiences.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
Lectures will take place in an interactive environment, with students contributing through group discussions and a presentation. In group projects, students will gain an in-depth understanding of a particular organization/destination and must then present the results of their analysis.
Assignments will be submitted via Hoppii; insightful answers will be shared in class to facilitate discussion.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction to the Course Content and Class Format	Setting the context: introducing the characteristics of services and the challenges of service marketing
2	Consumer Value Creation	Considering the concept of value, and analyzing theories relating to the new marketing paradigm of value co-creation
3	The Experience Economy	Analyzing the implications for service providers as economies evolve beyond goods and services
4	Managing the Consumer Experience	Exploring different influences on the service experience, and the various stages of service delivery
5	Service Systems and the Servicescape	Exploring the design of the service environment and the impact on service consumption
6	Buyer Decision Making	Examining the influences on decision-making and how organizations can manage these
7	Innovation and New Service Development	Considering the challenges and opportunities for organizations in developing new services
8	Developing Service Brands	Investigating branding and differentiation
9	Service Quality	Examining consumer perceptions of quality and organizational strategy
10	Service Delivery	Examining the role of employees in facilitating consumer value creation, including intercultural sensitivity
11	Case Study	Exploring the impact of the coronavirus pandemic on tourism and possible recovery paths
12	Group Presentations	Student group presentations
13	Marketing, Sustainability & Corporate Social Responsibility (CSR)	Analyze organizational approaches towards sustainability and more responsible business approaches
14	Examination & Wrap-up	End of semester examination & course review

【Work to be done outside of class (preparation, etc.)】
Students will be assigned both individual and group reading as preparation for classes. Students are expected to download and preview the lecture slides before each class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
There is no set textbook. Weekly handouts and reading materials will be distributed in class and/or available via the online class management page.

【References】
McCabe, S. (2014) *The Routledge Handbook of Tourism Marketing.* London: Routledge
Palmer, A. (2014) (7th Edition) *Services Marketing.* London: McGraw Hill
Pine, J. and Gilmore, J. (2011) (Updated Edition). *The Experience Economy.* Harvard: Harvard University Press

【Grading criteria】
Evaluation will be based on
1. Class participation & homework assignments (30%)
2. Group presentation and report (30% - individually assessed)
3. Exam (40%)
Students are expected to complete all the assigned reading and homework to enable them to get the most benefit from the lectures.
To improve students’ group-working skills and encourage and reward cooperation and hard work, the group project is assessed on an individual basis.

【Changes following student comments】
The Week 10 lecture on service delivery now includes staff intercultural sensitivity. The Week 11 case study on post-coronavirus tourism has been updated.

【Equipment student needs to prepare】
N/A

【Others】
Although not essential, students are strongly encouraged to have taken at least one other tourism-related courses, such as the 100-level ’Introduction to Tourism Studies’, the 200-level ’Event Management’ and ’Tourism Development in Japan’ courses or the 300-level ’Cultural Tourism’ course.
I can draw from my experience in organizing events and as marketing director of a tourism business in the UK to help provide students with examples and to illustrate issues.

【Prerequisite】
None.

MAN300ZA

Corporate Social Responsibility

Sairan HAYAMA

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：月 2/Mon.2

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
This course is designed to introduce and explore the diversified perspectives and understandings on Corporate Social Responsibility (CSR). We are going to develop an understanding of CSR in the global context and learn why and how modern corporations are managing CSR in their business activities. The major topics dealt with in this course will be Defining CSR, CSR Concepts and Theories, Cases For and Against CSR, Responsibilities to Stakeholders, CSR in the Marketplace, CSR in the Workplace, and etc.

【Goal】
The goal of this course is to help students build the basic understanding of CSR, know how CSR is applied in different arenas of business and explore CSR management in companies. Students will be able to define CSR and explain the meanings of CSR strategic practices in modern corporations after taking this course.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
The class format consists of lecture and discussion, group work, class presentation, assignments, quizzes, and exams. In order to develop a global vision and analytical thinking, students will be encouraged to discuss their findings from the course materials and compare their own personal cultural views with those of their peers. Therefore, regular attendance is required for this course. Feedback will be given verbally, non-verbally or in written form.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Orientation & Introduction	Confirm the course syllabus and give instructions regarding readings and preparation for class meetings.
2	CSR in a Global Context	Introduce the key concepts in corporate social responsibility, the essential issues relevant to the responsible management of businesses. Textbook: pp.3-25 (lecture & discussion)
3	The Cases for and against CSR -1	Discuss different perspectives for and against CSR. Textbook: pp.27-65 (lecture & discussion)
4	The Cases for and against CSR-2	Discuss different perspectives for and against CSR. Textbook: pp.27-65 (lecture & discussion)
5	CSR Concepts and Theories -1	Explore the concepts and theories of CSR. Textbook: pp.66-96 (lecture & discussion)
6	CSR Concepts and Theories -2	Explore the concepts and theories of CSR. Textbook: pp.104-127 (lecture & discussion)
7	Responsibilities to Stakeholders -1	Who are the stakeholders? How should companies respond to these stakeholders? Textbook: pp.133-164 (lecture & discussion)
8	Responsibilities to Stakeholders -2	What are the responsibilities of companies for stakeholders? Textbook: pp.168-198 (lecture & discussion)
9	Case Study -1 Mid-term Exam	Company A regards employees as No.1 stakeholders and adopt stakeholder-oriented management philosophy and implement CSR positively.
10	CSR in the Marketplace	How to improve the bottom line by implementing an engaging, authentic, and business-enhancing CSR program that helps staff and business thrive. Textbook: pp.213-250 (lecture & discussion)
11	Case Study -2	Company B- BOP business in Africa. A case study on the business designed for people who live at the bottom of the base pyramid.
12	CSR in the Workplace	Discuss human rights and work-life balance issues in the workplace. Textbook: pp.253-289 (lecture & discussion)
13	Case Study -3	Company C - family friendly company. A case study on the work-life balance implementations.
14	Case Study -4 Final Exam (Presentation)	Company D - corporate citizenship in the community. A case study on corporate citizenship and sustainable development.

【Work to be done outside of class (preparation, etc.)】
Students are required to have their own text material copies and prepare for each class by reading through the materials to be covered before coming to class. The textbook is available in the library but you are recommended to have your own textbook. Preparatory study and review for this class are 2 hours each.

【Textbooks】
Andrew Crane, Dirk Matten and Laura J. Spence (2014), *Corporate Social Responsibility: Readings and Cases in a Global Context*, Routledge.

【References】
1. Andrew Crane & Dirk Matten (2016), *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization*, Oxford Univ. Printing.
2. Charlotte Walker & John D. Kelly edited (2015), *Corporate Social Responsibility? : Human Rights in the New Global Economy* , University of Chicago Press.
3. Jeremy Moon (2015), *Corporate Social Responsibility: A Very Short Introduction*, Oxford Univ. Printing.
4. J.Okpara & S.O. Idowu edited (2016), *Corporate Social Responsibility: Challenges, Opportunities and Strategies for 21st Century Leaders* (CSR, Sustainability, Ethics & Governance), Springer.
5. Peter Baines (2015), *Doing Good By Doing Good: Why Creating Shared Value is the Key to Powering Business Growth and Innovation*, Wrightbooks.

【Grading criteria】
participation and attitude 30%, presentation and report / homework 30%, mid-term 20 %, final exam 20%

【Changes following student comments】
Students taking this course are required to have basic business management knowledge.

【Others】
A formal document of proof is necessary when you are absent from the class meetings because of recruiting interviews which are on an assigned date by the company. Absences for free selection group interviews will not be given consideration since the class has priority.

【Prerequisite】
None.

MAN300ZA

Corporate Social Responsibility

Sairan HAYAMA

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：月 2/Mon.2

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
This course is designed to introduce and explore the diversified perspectives and understandings on Corporate Social Responsibility (CSR). We are going to develop an understanding of CSR in the global context and learn why and how modern corporations are managing CSR in their business activities. The major topics dealt with in this course will be Defining CSR, CSR Concepts and Theories, Cases For and Against CSR, Responsibilities to Stakeholders, CSR in the Marketplace, CSR in the Workplace, and etc.

【Goal】
The goal of this course is to help students build the basic understanding of CSR, know how CSR is applied in different arenas of business and explore CSR management in companies. Students will be able to define CSR and explain the meanings of CSR strategic practices in modern corporations after taking this course.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
The class format consists of lecture and discussion, group work, class presentation, assignments, quizzes, and exams. In order to develop a global vision and analytical thinking, students will be encouraged to discuss their findings from the course materials and compare their own personal cultural views with those of their peers. Therefore, regular attendance is required for this course. Feedback will be given verbally, non-verbally or in written form.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Orientation & Introduction	Confirm the course syllabus and give instructions regarding readings and preparation for class meetings.
2	CSR in a Global Context	Introduce the key concepts in corporate social responsibility, the essential issues relevant to the responsible management of businesses. Textbook: pp.3-25 (lecture & discussion)
3	The Cases for and against CSR -1	Discuss different perspectives for and against CSR. Textbook: pp.27-65 (lecture & discussion)
4	The Cases for and against CSR-2	Discuss different perspectives for and against CSR. Textbook: pp.27-65 (lecture & discussion)
5	CSR Concepts and Theories -1	Explore the concepts and theories of CSR. Textbook: pp.66-96 (lecture & discussion)
6	CSR Concepts and Theories -2	Explore the concepts and theories of CSR. Textbook: pp.104-127 (lecture & discussion)
7	Responsibilities to Stakeholders -1	Who are the stakeholders? How should companies respond to these stakeholders? Textbook: pp.133-164 (lecture & discussion)
8	Responsibilities to Stakeholders -2	What are the responsibilities of companies for stakeholders? Textbook: pp.168-198 (lecture & discussion)
9	Case Study -1 Mid-term Exam	Company A regards employees as No.1 stakeholders and adopt stakeholder-oriented management philosophy and implement CSR positively.
10	CSR in the Marketplace	How to improve the bottom line by implementing an engaging, authentic, and business-enhancing CSR program that helps staff and business thrive. Textbook: pp.213-250 (lecture & discussion)
11	Case Study -2	Company B- BOP business in Africa. A case study on the business designed for people who live at the bottom of the base pyramid.
12	CSR in the Workplace	Discuss human rights and work-life balance issues in the workplace. Textbook: pp.253-289 (lecture & discussion)
13	Case Study -3	Company C - family friendly company. A case study on the work-life balance implementations.
14	Case Study -4 Final Exam (Presentation)	Company D - corporate citizenship in the community. A case study on corporate citizenship and sustainable development.

【Work to be done outside of class (preparation, etc.)】
Students are required to have their own text material copies and prepare for each class by reading through the materials to be covered before coming to class. The textbook is available in the library but you are recommended to have your own textbook. Preparatory study and review for this class are 2 hours each.

【Textbooks】
Andrew Crane, Dirk Matten and Laura J. Spence (2014), *Corporate Social Responsibility: Readings and Cases in a Global Context*, Routledge.

【References】
1. Andrew Crane & Dirk Matten (2016), *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization*, Oxford Univ. Printing.
2. Charlotte Walker & John D. Kelly edited (2015), *Corporate Social Responsibility? : Human Rights in the New Global Economy* , University of Chicago Press.
3. Jeremy Moon (2015), *Corporate Social Responsibility: A Very Short Introduction*, Oxford Univ. Printing.
4. J.Okpara & S.O. Idowu edited (2016), *Corporate Social Responsibility: Challenges, Opportunities and Strategies for 21st Century Leaders* (CSR, Sustainability, Ethics & Governance), Springer.
5. Peter Baines (2015), *Doing Good By Doing Good: Why Creating Shared Value is the Key to Powering Business Growth and Innovation*, Wrightbooks.

【Grading criteria】
participation and attitude 30%, presentation and report / homework 30%, mid-term 20 %, final exam 20%

【Changes following student comments】
Students taking this course are required to have basic business management knowledge.

【Others】
A formal document of proof is necessary when you are absent from the class meetings because of recruiting interviews which are on an assigned date by the company. Absences for free selection group interviews will not be given consideration since the class has priority.

【Prerequisite】
None.

TRS300ZA

Cultural Tourism

John MELVIN

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：月 2/Mon.2

他学部公開：　グローバル：　成績優秀：○　実務教員：○

【Outline and objectives】
The phenomenon of cultural tourism exists in many forms and is regarded as one of the oldest forms of tourism. Defined as "*A form of tourism that relies on a destination's cultural heritage assets and transforms them into products that can be consumed by tourists.*" (du Cros & McKercher, 2015: p.6), this course will analyze the 4 elements within the definition: (i) Tourism, (ii) Utilization of Cultural Assets, (iii) Consumption of Cultural Tourism Experiences, and (iv) Tourists and the Host Community.
We will consider the importance of cultural assets: as a way to define and understand nations, as a manifestation of people's ethnicities and identities as well as a vital driver of tourism. To do so, we will analyze the role played by various stakeholders, such as governments, businesses, the media, NGOs and conservation organizations such as UNESCO & ICOMOS.

【Goal】
Upon completion of this course students should be able to:
1) Understand the various forms of cultural tourism
2) Understand the key organizations involved in providing and conserving cultural tourism at local, national and international level
3) Understand the role of cultural tourism in destination branding and marketing
4) Understand the role of cultural resources in forming people's national and local identity, and how these are preserved and managed
5) Understand the complexities of stakeholder relations in the management of cultural tourism resources

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
The course is primarily lecture-based, though students will have a number of opportunities to discuss issues in small groups. A broad range of case studies can help students consolidate their learning.
In groups, students will conduct an in-depth analysis of tourism in a selected destination through a case study, which will provide an opportunity to apply the theories and concepts from the lectures and enhance understanding of key issues.
Assignments will be submitted via Hoppii; insightful answers will be shared in class to facilitate discussion.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction to Cultural Tourism (CT)	What is 'culture'? Introduction to definitions of culture, different forms of CT and the diverse range of tangible & intangible CT resources.
2	People: Cultural Tourists & Host Communities	Analyzing tourist demand for CT and the role of CT in destination management & development. Also, considering the important socio-cultural role of CT from the host community's perspective.
3	Cultural Tourism and Authenticity	What is an 'authentic' experience? Considering the authenticity of tangible and intangible resources, and the importance of authenticity for visitors & local communities.
4	Impacts of Cultural Tourism	Considering the socio-cultural impacts of CT on host communities, culture & creativity as well as the economic impacts of CT
5	Culture & Nation Branding	Consider the strategic role of culture for developed & developing countries' tourism portfolios
6	Politics of Cultural Tourism & Dark Heritage Sites	Consider the impact of socio-political attitudes in how culture is interpreted and this subjectivity of history: whose version of history prevails?
7	World Heritage Sites 1	Consider concepts and definitions of heritage tourism, and the management of built and natural heritage resources
8	World Heritage Sites 2	Consider the value of heritage resources for host communities, and the management and preservation of heritage sites
9	Cultural Visitor Attractions	Consider the educational and conservational role of cultural visitor attractions. Also the range of management issues, including developing an engaging visitor experience.
10	The Marketing of Cultural Tourism	Consider the challenges & issues relating to the marketing of CT
11	Food Tourism	Consider the role of food & drink as cultural resources, and using tourism to preserve local heritage
12	Group Presentations	Presentations on group case study destinations
13	Film- and TV-inspired Tourism	Consider the role of movies, TV and other media content as cultural resources; also the importance of accurate & artistic representations of local culture
14	Future of Cultural Tourism & Course Wrap Up	Considering how CT has evolved, and possible future trends

【Work to be done outside of class (preparation, etc.)】
Students will be assigned reading individually and in groups as preparation for classes. Students are expected to download the lecture slides to preview before class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Park, H. (2014). *Heritage Tourism*. London: Routledge
Students can purchase the paperback version or the e-book; alternatively, the e-book may be rented more cheaply for a fixed time from the publisher's website (more details to be provided in class). Also weekly handouts and reading materials will be distributed in class and/or available via the online class management page.

【References】
du Cros, H. and McKercher, B. (2015). *Cultural Tourism* (2nd Edition). London: Routledge
Jimura, T. (2019). *World Heritage Sites: Tourism, Local Communities and Conservation Activities*. London: CABI

【Grading criteria】
1. Class participation & assignments (30%)
2. Group project (40%)
3. Term paper (30%)
Students are expected to complete all the assigned reading and homework assignments to enable them to get the most benefit from the lectures.
To improve students' group-working skills and to encourage and reward cooperation and hard work, the group project is assessed on an individual basis.

【Changes following student comments】
N/A

【Equipment student needs to prepare】
N/A

【Others】
Although not essential, this course will be more accessible for students who have taken other tourism-related courses, such as the 100-level Introduction to Tourism Studies or the 200-level Event Management course.
I can draw from my experience in organizing events and as marketing director of a tourism business in the UK to help provide students with examples and to illustrate issues.

【Prerequisite】
None

MAN300ZA

Digital Marketing

Youyung HYUN

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：木 1/Thu.1

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
This course aims at understanding the application of human-mimicking technologies (AI,NLP, sensors, robotics, augmented reality, etc.) to create, communicate, deliver, and enhance value across the customer journey.

【Goal】
Students will first understand the current challenges that marketers to deal with in a modern society (e.g., generation gap, COVID-19, digital divide). Based on that, students will learn the role of human-like technologies in addressing such challenges and marketing customers effectively. In this line, predictive marketing, contextual marketing, and augmented marketing will be covered. Finally, students will practically learn how to apply what they have learned and how to devise feasible solutions by performing their own group projects.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course will proceed with lectures, readings, group presentations, and group discussion. Students are required to read each chapter of a textbook in advance that will be covered during the class and submit summary of it. After partial lectures from an instructor, students will participate in group presentations and subsequent discussions. The subject of group presentations will be divided into two types – (1) the content of each chapter based on rigorous understanding, (2) case studies of the modern companies that can deepen understandings of each chapter and develop students’ own critical perspective on the cases. At the beginning of class, feedback for the previous class is given using some comments from submitted weekly papers.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction of Course	Explanation of course theme, content, grading, participation and attendance requirements
2	Chapter 1: Marketing 5.0	This class covers the definition of marketing 5.0 enabled by a group of technologies that emulate capabilities of human marketers.
3	Chapter 2: Marketers’ Challenges (Generation Gap)	This class covers five different generations and corresponding marketing strategies in general.
4	Chapter 3: Marketers’ Challenges (Prosperity Polarization)	This class covers characteristics of today’s polarized society (jobs, ideologies, lifestyle, and markets) and explores why inclusivity and sustainability matters.
5	Chapter 5: COVID-19 as the Digitalization Accelerator	This class covers what changes have brought out due to COVID-19 and what types of new strategies are required to provide new customer experiences.
6	Chapter 6: Human-Like Technologies	This class covers the concepts and features of human-like technologies including natural language processing, sensor, robotics, mixed reality.
7	Chapter 7: The New Customer Experience	This class covers the future landscape of service industries that combine service robots and human employees to serve customers.
8	Chapter 8: Data-Driven Marketing	This class covers the definition of data-driven marketing and the requirements to perform data-driven marketing.
9	Chapter 9: Predictive Marketing	This class covers the definition of predictive marketing, what predictive marketing can do, and why it is necessary in a fast-changing digital market.
10	Chapter 10: Contextual Marketing	This class covers newly emerging marketing strategy that develops humans’ situational awareness by scanning environments. This can help marketers provide personalized services to customers.
11	Chapter 11: Augmented Marketing (Customer Tiering Model)	This class covers the future of human-machine collaboration and explores future directions of robotics development to devise effective marketing strategies.
12	Project 1: Project Analysis Methods	This class covers methodologies and examples of marketing projects. It includes problem identification, analysis, and finding feasible solutions.
13	Project 2: Planning for Group Projects	In this class, students (each group) will present which type of marketing strategy they will focus on to analyze the real-world case
14	Project 3: Final Presentation of Group Projects & Wrap-Up	In this class, students (each group) will give their case analysis based on a specific marketing strategy. After the presentation, subsequent discussion and feedback will follow.

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Marketing 5.0: Technology for Humanity (English Edition) , Philip Kotler, Hermawan Kartajaya, Iwan Setiawan, Wiley(2021/1/27), 2,972yen (hardcover)

【References】
Rogers, D. (2016). The digital transformation playbook. Columbia University Press

【Grading criteria】
Participation (20%); Weekly paper (20%);
Group presentations (40%); Final project (20%).

【Changes following student comments】
Not applicable

【Equipment student needs to prepare】
Bring to class: a notebook, the textbook on a laptop or a tablet, or bring a hard copy. Further information will be provided by the instructor.

【Prerequisite】
None.

EDU300ZA

English Teaching in Primary School: Advanced

Tomoko SHIGYO

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：金 1/Fri.1
他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
This course is for students intending to teach English to young learners as primary pupils. It provides an overview of the curriculum development of the teaching of English in primary school based on second language learning (SLL) theories to primary pupils. Its purpose is to cultivate skills to implement second language (L2) education in primary school appropriately. It particularly looks at how to design English classes to facilitate literacy skills (reading and writing) of primary pupils with consideration to make consistency in L2 education from the primary to secondary levels. The students are encouraged to develop their own perspectives on designing English classes and practice modern EFL pedagogy such as content and language integrated learning (CLIL) and using picture books.

【Goal】
Upon completion of this course, students should be able to do the following:
1. Understand how children learn to read and write.
2. Understand how to link picture books with curriculum.
3. Develop curriculum of CLIL using picture books.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
Developing a lesson plan, micro-teaching and final assignment are required for the completion of this course; students are to create their lesson plans and demonstrate their English lessons based on the plans. They are required to reflect on their lessons in class and to revise their lesson plans based on the reflection in the final assignment. Submission of the final requirements and feedback will be on the learning management systems (HOPPII).

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Course guidance
2	Issues in Children Learning L2: Literacy (1)	Phonological awareness and children’s development
3	Issues in Children Learning L2: Literacy (2)	For starting to read and write in English
4	Issues in Children Learning L2: Picture books	Development of Children’s literacy–picture books
5	Issues in Children Learning L2: Stories (1)	Learning through stories
6	Issues in Children Learning L2: Stories (2)	Language and stories
7	Lesson Planning (1)	Curriculum development (1)
8	Micro-teaching (1)	Micro-teaching (1), review and discuss(1)
9	Issues in Children Learning L2: CLIL	Introduction of CLIL
10	Issues in Children Learning L2: CLIL with picture books	CLIL and picture books
11	Issues in Children Learning L2: Assessment	CLIL and assessment
12	Lesson Planning (2)	Curriculum development (2)
13	Micro-teaching (2)	Micro-teaching (2), review and discuss(2)
14	Consolidation of English Teaching in Primary School: Advanced	Reflection & Summary

【Work to be done outside of class (preparation, etc.)】
Every week before attending class, students are expected to have completed the assigned readings. Students are required to choose a topic, prepare a presentation, and write a reflective paper. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Cameron, L. (2001). Teaching Languages to Young Learners. Cambridge University Press.

【References】
1. Coyle, D., Hood, P., Marsh, D. (2010). CLIL: Content and lanugage integrated learning. Cambridge.
2. Dale, L. and Tanner, R. (2012). CLIL Activities: A resource for subject and language teachers. Cambridge University Press.
3. Mehisto, P. (2008). Uncovering CLIL: Content and language integrated learning in bilingual and multilingual education. MacMillan Education, Limited
4. Jalongo, M. R. (2004). Young children and picture books. Naeyc.
5. Fresch, M. J. and Hakins, P. (2009). The power of picture books: Using content area literature in middle school. NCTE.
6.『小学校英語に児童文学をー絵本・ナーサリーライム・ストーリーテリングの世界に遊ぶ』（2021) 吉田真理子・佐藤佳子・執行智子 春風社
7.『創造的な学びを育む初等英語教育ー時代を超えて生き続ける理論と実践』（2022）津田塾大学言語文化研究所早期英語教育研究会（編）朝日出版社
8. 文部科学省（2017）『小学校学習指導要領（平成 29 年告示）解説外国語活動・外国語編』開隆堂.

【Grading criteria】
Evaluation will be based on:
1. Class participation (30%)
2. Micro-teaching (30%)
3. Final assignment (40%)
More than 2 unexcused absences will result in failure of this course.

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
Use a laptop in class, get lecture materials, etc. in Hoppi.

【Prerequisite】
None.

EDU300ZA

TESOL IV: Testing and Evaluation

Machiko KOBORI

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：木 4/Thu.4

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】
This course 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 and its integration with ICT.
2. Identify testing components.
3. Design testing materials that match educational objectives.
4. Employ a principled approach to the design, creation and implementation of materials testing and evaluation.
5. Understand what is required to qualify as an English teacher.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, and “DP 4”.

【Method(s)】
Student teachers will learn how to create English tests as well as how to integrate ICT with it, and then make presentations. They must create their own English tests. The course finishes with a writing assignment and final examination.
Submission of the final requirements and feedback will be on the learning management systems. Please note that the teaching approach may vary according to which threat level we are at: at level 1, 70% of this course will be held on campus, though at level 2, 50% will be held on campus.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Course guidance
2	Issues in Assessing Language Learning (1)	Aims and methods
3	Issues in Assessing Language Learning (2)	Issues in action research
4	Issues in Assessing Language Learning (3)	1. Teaching and testing 2. Kinds of tests and testing 3. Common test techniques
5	Issues in Assessing Language Learning (4)	1. Validity 2. Reliability 3. Achieving beneficial backwash
6	Issues in Assessing Language Learning (5)	1. Stages of test development 2. Test administration
7	Issues in Assessing Language Learning (6)	1. Scoring procedures 2. Criterial level of performance
8	Issues in Assessing Language Learning (7)	1. Testing writing 2. Testing oral ability 3. Testing reading
9	Issues in Assessing Language Learning (8)	1. Testing listening 2. Testing grammar and vocabulary 3. Testing overall ability
10	Planning Tests (1)	Introduction to testing for the lower secondary level: checking contents, materials, procedure and performance
11	Planning Tests (2)	Introduction to testing for the upper secondary level: checking contents, materials, procedure and performance
12	Demonstration of Testing (1)	Testing for the lower secondary level: test administration, scoring, evaluation and review
13	Demonstration of Testing (2)	Testing for the upper secondary level: test administration, scoring, evaluation and review
14	Final Exam & Wrap-up	Consolidation and review

【Work to be done outside of class (preparation, etc.)】
1. Every week before attending class, students are required to comprehend the assigned readings.
2. Students are required to create an original test plan before their testing demonstration.
3. Preparing testing materials is also mandatory.
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Hughes, A. (2002). *Testing for language teachers.* (2nd ed.). Cambridge University Press.
Nitko, A. J., & Brookhart, S. M. (2011). *Educational assessment of students.* (6th ed.). Pearson.

【References】
1. Burns, A. (2009). *Doing action research in English language teaching: a guide for practitioners.* Routledge.
2. Council of Europe. (2001). *Common European framework of reference for languages: learning, teaching, assessment.* Cambridge University Press.
3. Long, M. H., & Doughty, C. J. (2011). *The handbook of language teaching.* Wiley-Blackwell.
4. Nitko, A. and Brookhart, S. (2013). *Educational assessment of students*. Pearson.
5. 白畑智彦・冨田祐一・村野井仁・若林茂則 (著). 2009.『英語教育用語辞典』（改訂版）大修館書店.
6. 神保 尚武 (監修). JACET 教育問題研究会 (編集). 2012.『新しい時代の英語科教育の基礎と実践 成長する英語教師を目指して』三修社.
7. 望月昭彦、磐崎 弘貞、卯城 祐司、久保田 章 (著). 2010.『新学習指導要領にもとづく英語科教育法』大修館.
8. 文部科学省. 2017.『小学校学習指導要領（外国語）』東洋館出版社.
9. 文部科学省. 2017.『中学校学習指導要領（外国語）』開隆堂出版.
10. 文部科学省. 2018.『高等学校学習指導要領（外国語・英語）』開隆堂出版.

【Grading criteria】
Evaluation will be based on:
1.Class participation (10%)
2.Testing & Testing materials (40%)
3.Writing assignment (20%)
4.Examination (30%)
More than 2 unexcused absences will result in failure of this course.

【Changes following student comments】
1. More advanced notice of assigned readings will be given in order to allow students to prepare for class discussions.
2. More detailed information about the testing demonstration and writing assignment will be provided in advance.
3. More intensive instruction on how to reflect the testing demonstration will be provided in advance.
4. More discussion time will be provided.

【Equipment student needs to prepare】
PC

【Prerequisite】
ESL Education Ⅰ, Ⅱ, Ⅲ or TESOL Ⅰ, Ⅱ, Ⅲ

POL300ZA

International Relations of the Asia-Pacific

TAKESHI YUZAWA

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：木 2/Thu.2

他学部公開：　グローバル：○　成績優秀：○　実務教員：

【Outline and objectives】
This course will explore the nature of international relations in the Asia-Pacific. It will mainly examine and discuss the following: (1) factors for stability and peace in the Asia-Pacific region after the end of the Cold War; (2) roles for the great powers in the region: the United States, China, and Japan; (3) problems and prospects for regional security and economic cooperation; (4) the evolution of regional institutions; (5) the prospects for regional order.

【Goal】
The course objectives are: (1) to develop students' ability to effectively use IR theories to analyze and explain developments in regional affairs; (2) to enable students to analyze the foreign policies of the major powers and selected regional countries; (3) to enable students to assess the developments of regional institutions; (4) to enable students to examine and assess the status and prospects for regional order.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
This course is composed of twelve lectures. In each class, a background lecture on a pre-selected topic will be provided to students. After a lecture, there will be a discussion. While the lectures will provide an overview of the topics in question, the discussions will give students an opportunity to examine policies in more depth.
Comments for assignments are given during class and office hours.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Course outline
2	The United States and the Asia-Pacific	Examining US foreign and security policies with special reference to the Asia-Pacific region
3	China and the Asia-Pacific I	Examining China's foreign and security policies with special reference to the Asia-Pacific region
4	China and the Asia-Pacific II	Examining China's foreign and security policies with special reference to the Asia-Pacific region
5	Japan and the Asia-Pacific I	Examining Japan's foreign and security policies with special reference to the Asia-Pacific region
6	Japan and the Asia-Pacific II	Examining Japan's foreign and security policies with special reference to the Asia-Pacific region
7	Mid-term Review	Review of major topics covered by week 2 to 6
8	Mid-term exam and review	Written test and review
9	The Development of ASEAN	Investigating the processes behind the development of ASEAN
10	Economic Cooperation and Integration in the Asia-Pacific	Investigating the problems and prospects for regional economic cooperation
11	Security Cooperation and Multilateralism in the Asia-Pacific	Investigating the problems and prospects for regional security cooperation
12	Prospects for Regional Order in the Asia-Pacific I	Examining prospects for regional order
13	Prospects for Regional Order in the Asia-Pacific II	Examining prospects for regional order
14	Review and Wrap-up	Wrap-up

【Work to be done outside of class (preparation, etc.)】
Students are required to have pored over assigned readings before attending the lectures. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
There is no assigned textbook for this course. Students are required to read the journal articles and the book chapters specified in the reading list.

【References】
Yahuda, Michael. *The International Politics of the Asia Pacific*. Fourth and revised edition. Routledge, 2019.
Connors, Michael K., Davison Rémy and Dosch, Jorn (eds), *The New Global Politics of the Asia-Pacific*. Third edition. Routledge, 2017.
Dent, Christopher M. *East Asian Regionalism*. Second edition. Routledge, 2016.
Shambaugh, David and Yahuda, Michael (eds), *International Relations of Asia*. Second edition. Rowman & Littlefield Publishers, 2014.
Pekkanen, Saadia, Ravenhill, John and Foot, Rosemary (eds), *The Oxford Handbook of the International Relations of Asia*. Oxford University Press, 2014.
Wallis, Joanne and Carr, Andrew (eds.)*Asia-Pacific Security: An Introduction*.Georgetown University Press, 2016.

【Grading criteria】
Contribution to discussion (10%), Mid-term Examinations (45%), Final Essay (45%)

【Changes following student comments】
Handouts to be provided in a timely manner.

【Equipment student needs to prepare】
Course materials will be delivered via the Hoppii.

【Others】
none.

【Prerequisite】
GIS students wishing to take part in this course are required to have completed "Introduction to International Relations or World Politics".
Non-GIS students wishing to take part in this course should have a basic knowledge of International Relations theories and adequate English skills to complete the course work and assignments.

POL300ZA

Advanced Comparative Politics

Nathan GILBERT QUIMPO

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：水 4/Wed.4

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
This course seeks to broaden and deepen the students' knowledge of comparative politics. Integrating theories, concepts and approaches in comparative politics and case studies, the course blends country-to-country and thematic approaches. Comprehensive country studies help students in seeing similarities and differences among states and regimes around the world and in grasping and applying key theories and concepts. The course also provides students with a more thorough understanding of the contemporary discourses and debates on key topics studied in "Introduction to Comparative Politics," such as states and political systems, democratic and authoritarian regimes; political development; political culture; political processes; and the impact of globalization. The course also offers deeper discussions on some important issues or themes that may have been only cursorily covered in introductory politics or comparative politics courses, such as constitutions, branches of government, subnational government, elections and political parties. Government and politics, together with brief histories, of the following countries will be studied and compared: Japan, United Kingdom, Germany, United States, France, Russia, China, India, Mexico, Nigeria, Iran and possibly also Turkey.

【Goal】
The course aims to raise the students' knowledge and understanding of comparative politics to a more advanced level; to help them gain a stronger and more thorough grasp of the theories, concepts and approaches in comparative politics; and to help them develop their skills in examining real-world problems and issues more incisively and in presenting their positions more cogently, using theories and methods in comparative politics.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
The course will consist mainly of lectures and open discussion. Students will be asked - and encouraged - to express their views on topics being discussed. Audio-visual aids (video clips, photos, maps illustrations) will be used to help make issues and events much more concrete and vivid to students, and to help stimulate discussion and debate. Feedback on assignments will be provided during class discussions, by email or through individual consultations.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Comparing government and politics; political systems (McCormick, ch. 1, 2)
2	Politics in Japan	Political systems (continuation); Ch. 6, McCormick + recent article on Japan
3	Politics in the United Kingdom	Ch. 3, McCormick + recent article on UK
4	Politics in Germany	Ch. 4, McCormick + recent article on Germany
5	Politics in the United States	Ch. 5, McCormick + recent article on US
6	Politics in France	Ch. 7, McCormick + recent article on France
7	Review & Exam	Assess to what degree students understand topics discussed; midterm exam
8	Politics in Russia	Ch. 12, McCormick + recent article on Russia
9	Politics in China	Ch. 13, McCormick + recent article on China
10	Politics in India	Ch. 8, McCormick + recent article on India
11	Politics in Mexico	Ch. 9, McCormick + recent article on Mexico
12	Politics in Nigeria	Ch. 10, McCormick + recent article on Nigeria
13	Politics in Iran	Ch. 14, McCormick + recent article on Iran
14	Politics in Turkey; Exam	Ch. 11, McCormick + recent article on Turkey; final exam

【Work to be done outside of class (preparation, etc.)】
Before class, students should study the required readings and work on the assignment (individual or group) to be submitted. After class, and especially before an exam, students should review their notes, as well as check the notes provided by the instructor. Preparatory study is 4 hours for each class session, but group work may entail an additional 30 minutes.

【Textbooks】
John McCormick. 2020, *Cases in Comparative Government and Politics*, London: Red Globe Press,

【References】
• Andrew Heywood, 2019, *Politics*, 5th edition, London: Red Globe Press.
• G. Bingham Powell, Jr., Russell J. Dalton, Kaare W. Strom, 2018. *Comparative Politics Today: A World View*, 12th edition, Essex: Pearson.
• Articles from journals, newspapers or magazines and chapters from other books.

【Grading criteria】
Participation; fulfillment of assignments: 40% of overall course mark.
Midterm exam: 30%
Final exam: 30%.

【Changes following student comments】
Nothing in particular.

【Others】
It is recommended that participants have taken at least a basic course in politics or an introductory course in comparative politics in previous semesters.
Use of mobile phones, laptops and other electronic devices in the classroom during class is prohibited (exceptions only in special cases). Students attending classes online should use desktops or laptops, not mobile phones.

【Prerequisite】
None.

POL300ZA

Globalization and Political Change

Jenny De Asis BALBOA

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：水 3/Wed.3

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
This course aims to shed light on the current global political trends and transformations. In the second half of the decade of 2010s, we had seen an unexpected stream of political changes. It includes the election of Trump as US President and its costly legacy in the domestic and global politics, the rise of populist and authoritarian leaders in Europe and Asia, the UK's vote for Brexit and the uncertainty after the referendum, the resurgence of far right movements in the US and Europe, the emergence of post-truth politics, and deniers of science and history. Those events are thought to be the negative consequences of globalization, notably the deepening of inequality, the cultural clash, and the divide of values, which led to social and economic fragmentation and political turbulence. The perceived consequences of globalization– particularly the inequality, the deep cultural and values divide, and the global threats on national security– prompted various political actions and shifts that have profound implications on the political structure. Recently, the COVID-19 pandemic and the health and economic crisis it generated significantly changed our lives, while deepening the economic equality and tensions that we experienced before, and potentially exacerbating global divisions. These issues need thorough examination and reflection since they significantly affect our future, the future of democracy, and the rules-based international order. At the same time, we need to understand our options, as well as the appropriate choice of policy actions to counter the negative impacts of the social, economic and political changes.

【Goal】
In examining globalization and political change, the course aims to answer three questions: 1) What are the impact and consequences of globalization? 2) What are the recent trends in global politics? and 3) What is the future of globalization and politics?
Globalization has provided opportunities for international cooperation and for minor voices to be heard; however, it has also become a significant source of domestic and global friction and instability. Globalization has both positive and negative consequences. We need to understand how we can benefit from its positive impact, and as much as possible, work on how the positive benefits can be spread. Meanwhile, we also need to carefully study the negative impact, how they can be managed, reduced, or even eliminated.
This course will help you develop deeper understanding of contemporary political issues, and strengthen your ability in analyzing the political impact of crucial global events. In relation to these, we will engage in exercises that will improve your critical thinking skills, as well as help you effectively communicate your ideas and personal reflections of reading materials and current events. You will be writing reflective essays for your mid-terms and final examinations. We will also have Active Learning Tasks composed of class debates and individual student report to apply what you learned, and enhance your presentation skills.
To receive credit from the class, you need to attend the lectures, participate in the Active learning tasks, and pass the mid terms and final examinations, which require you to read and reflect on the materials provided.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
The class combines lectures with active learning tasks, such as debates and discussions. To make the class more lively and interesting, you are encouraged to participate actively and share your opinion regarding the topic of the day and the reading materials. The first half of the course tackles the nature, impact and consequences of globalization. The second half of the course examines the recent trends and future direction of globalization and politics.
Submission of assignments and feedback will be via the Learning Management System. Insightful comments from reflective essays will be introduced in class and used in deeper discussions.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction and Overview of the Course	Week-by-week explanation of the course Explanation of class policy, Active learning tasks, and grading system. Overview lecture and Definitions of globalization
2	Impact and Consequences of Globalization (a)	Debates on the nature and consequences of globalization.
3	Impact and Consequences of Globalization (b)	Globalization and inequality/Individual Report topics are discussed and decided
4	Impact and Consequences of Globalization (c)	Global rift, resistance and backlash/Individual Report topics are discussed and decided
5	Active learning task 1	Class Debate on the Impact of Globalization
6	Recent Trends in Global Politics (a)	Illiberal democracy
7	Recent Trends in Global Politics (b)	Populist and authoritarian leaders
8	Recent Trends in Global Politics (c)	Brexit and the far right movement in Europe
9	Recent Trends in Global Politics (d)	Post-truth politics
10	Active learning task 2: Group 1	Individual student report
11	Active learning task 2: Group 2	Individual student report
12	The Future of Globalization and Politics	Globalization in the Post-Covid World/Social Protection as a Critical Agenda in the Post-Covid world/ New Normal
13	New Policy Strategies	Strategies to counter populism, illiberalism and deniers of history and science
14	Review and examination	Wrap-up discussion Final examination

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class is at least 2 hours each for every meeting. The students are expected to read the assigned materials prior to class and conduct research for the active learning tasks.

【Textbooks】
Class materials will be provided by the Instructor.

【References】
Arendt, Hannah. 1967. Truth and Politics. The New Yorker. February 25, 1967. Accessed at https://www.newyorker.com/magazine/1967/02/25/truth-and-politics
Frieden, Jeffry. 2017. The Politics of Globalization and Backlash: Sources and Implications. Conference Paper, American Economics Association, January 6, 2018.
https://institute.global/policy/high-tide-populism-power-1990-2020
https://scholar.harvard.edu/files/jfrieden/files/the_political_economy_of_the_globalization_backlash.pdf
Huntington, Samuel. 1991. Democracy's Third Wave. Journal of Democracy. Spring 1991.
Huntington, Samuel. 2011. "The Clash of Civilizations?" In Essential Readings in World Politics. Mingst, Karen and Jack Snyder (eds). The Norton Series in World Politics. (pp. 159-166)
Kyle, Jordan and Brett Meyer. 2020. High Tide? Populism in Power, 1990-2020. Tony Blair Institute for Global Change. Accessed at https://institute.global/policy/high-tide-populism-power-1990-2020
Milanovic, Branko. 2016. Global Inequality. Cambridge, Massachusetts, London: The Belknap Press of Harvard University Press. Chapters 1& 3.
Milner, Helen. 2018. Globalization and its Political Consequences: The Effects on Party Politics in the West. APSA Conference Paper, 2018. https://scholar.princeton.edu/sites/default/files/hvmilner/files/milner_globalization_political_consequences.pdf
Rodrik, Dani. 2000. "Has Globalization Gone Too Far?". In The Global Transformations Reader. David Held and Anthony McGrew (Eds). Polity Press. Chapter 28.
Sen, Amartya. 2004. "How to Judge Globalism." In The Globalization Reader. Frank Lechner and John Boli (Eds). Blackwell Publishing
Sen, Amartya. 2004. "Universal Truths: Human Rights and Westernizing Illusion". In Essential Readings in World Politics. Mingst, Karen and Jack Snyder (eds). The Norton Series in World Politics.
Zakaria, Fareed. 1997. The Rise of Illiberal Democracy. Accessed at
https://www.foreignaffairs.com/articles/1997-11-01/rise-illiberal-democracy

【Grading criteria】
Grading Criteria:
1) Midterms examination - 30%
2) Final examination - 40%
3) Active Learning Tasks - 20%
4) Class participation - 10%
Notes:
a) For the active learning tasks, other than applying what you learned in class, the activities also aim to enhance your presentation and team work skills. Excellent mark will be given to well-prepared, interesting presentations.
b) Class participation – excellent mark will be given to those who raise relevant issues, contribute in class discussions in ways that reflect the reading materials, and treat the opinions of others with respect.

【Changes following student comments】
The active learning tasks may change depending on class size.

【Equipment student needs to prepare】
None.

【Prerequisite】
None.

POL300ZA

Peace Building

Aigul KULNAZAROVA

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：火 5/Tue.5

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】

This course explores the emerging field of peacebuilding in international relations, with a focus on the social, economic and political dynamics of war and peace, conflict prevention and resolution, use of force, and other issues. The course is designed for upper-level undergraduate students specializing in global studies, international relations, security and similar programs. Building on lectures, discussions and conceptual/analytical reflections on the weekly readings, it aims to enhance understanding of critical issues and challenges related to international peacebuilding processes, as well as their transformation in today's global politics. Course readings are mainly selected from academic journals and research monographs. This is a student-centered course in which the student learning experience forms the core of each class.

【Goal】

By the end of the course, successful students will be able to link theory with policy issues. In particular, they will be able to:

- Explain various conceptual and theoretical frameworks of peacebuilding in international relations;
- Analyze the legal, political and ethical aspects of armed conflicts and their resolution in accordance with international law;
- Identify links between humanitarian interventions and prospects for sustainable peacebuilding;
- Understand the growing role of humanitarian factors as well as their specific challenges and constrains in post-conflict peacebuilding;
- Integrate knowledge, skills and competences in peace and conflict studies, international relations, international law, and the emerging field of peacebuilding;
- Enhance independent research skills, including academic writing, critical thinking and analytical presentation skills.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】

The teaching methods of this course will combine lectures and discussions with active learning tools designed for each class. In addition, feedback will be provided after student presentations, discussions, and group work ("good", or "what needs to be improved", etc.). Detailed written comments on the discussion paper and the final exam will be provided individually. These comments will be emailed or posted on the designated course website within 1-3 weeks of submission. The class will meet once a week for 100 minutes. Please note that the learning approach may vary from face-to-face to virtual and vice-versa depending on the pandemic situation.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Explanation of the course syllabus: weekly readings, assignments, grading requirements, etc. What is peacebuilding? Elements of peacebuilding
2	Peace and Peacebuilding in International Relations	Positive and negative peace Theoretical diversity (realism, liberalism, constructivism, cosmopolitanism, critical theory) Practical approaches to peace: preventive diplomacy, peacemaking, peacekeeping and peacebuilding Academic writing/analytical presentation workshop: basic techniques
3	Conflicts	Definition of armed conflicts under international law Civil conflicts in the post-Cold War period Conflict analysis and conflict complexes
4	Prevention	What is conflict prevention? Early warning signs Instruments for conflict prevention
5	Mediation and Negotiation	Mediation Negotiation Peace agreements
6	Use of Force	General prohibition of the use of armed force Special cases of the use of armed force in response to mass atrocities: - UN Security Council: Chapter VII - UN General Assembly: "Uniting for Peace"
7	Humanitarian Intervention	Political and legal issues of humanitarian interventions - de lege lata and de lege ferenda Moral and ethical aspects of humanitarian interventions Structural problems of humanitarian interventions
8	Coercion and Enforcement	Sanctions Peacekeeping operations Peace enforcement: R2P Case study: The "New UN Peacekeeping" in Cambodia
9	Peacebuilding: International and Regional Frameworks	Role of international organizations The UN in peace processes Regional peacebuilding architectures
10	Peacebuilding: Local Contexts and Development	Role of "The Local" in peacebuilding Resources and processes Dilemmas of humanitarian relief

11	Peacebuilding: Human Security, Human Rights and Governance	Human security - human rights synergy: article 28 of the UDHR Dimensions of human security: UNDP Human Development Report 1994 Human security - peacebuilding nexus
12	Peacebuilding: Women and Security	Feminist approaches to peace and peacebuilding Human security, women's security and gender justice UN Security Council resolution 1325
13	Challenges of Peacebuilding for the 2020s	New forms of violence Terrorism, revolution and unconventional warfare Gendering international affairs Climate challenges Global health: era of pandemics? Peer evaluation of final presentations
14	The Future of Peacebuilding and Final Exam	Group discussion of course topics Peer evaluation of final presentations

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class is 2 hours per week. In addition, each assignment will require 2 to 5 hours of preparation each week, including discussion papers, final exam and other activities.

【Textbooks】
There are no required textbooks for this course. Handouts and readings such as journal articles, primary and other texts will be posted on the course website through Hoppii.

【References】
• Richard K. Betts, Conflict After the Cold War: Arguments on Causes of War and Peace, 5th ed. (Routledge, 2017).
• Henry F. Carey, Peacebuilding Paradigms: The Impact of Theoretical Diversity on Implementing Sustainable Peace (Cambridge University Press, 2020).
• Mary Kaldor, New and Old Wars, 3rd ed. (Cambridge : Polity , 2012).
• Aigul Kulnazarova and Vesselin Popovski, The Palgrave Handbook of Global Approaches to Peace (Palgrave Macmillan, 2019).
• Roland Paris, At War's End: Building Peace after Civil Conflict (Cambridge University Press, 2004).
• Oliver P. Richmond, Peace in International Relations (Routledge, 2006).
• Peter Wallensteen, Understanding Conflict Resolution, 5th ed. (Sage, 2019).

【Grading criteria】
Participation and learning attitude: 20%
Participation does not mean only attendance. It includes both consistent attendance and good preparation for class discussions based on weekly readings, lecture topics, and contributions to group activities. Active participation in class discussions, as well as critical assessment of the assigned course reading and peer interpretations are essential to ensure the success of the course and its learning outcomes.
Discussion paper: 40%
In addition to regular reading, each student will be required to discuss 1-2 journal articles as per the weekly schedule. Starting from the third week, the last 40 minutes of each session will be devoted to at least two presentations (15-20 minutes each) based on your discussion papers. Each student should critically discuss selected journal article(s) and submit core points on 3-4 double-spaced pages within one week of the presentation. The discussion paper should focus on the theoretical knowledge and empirical evidence related to the argumentation of the article(s), assess whether the author succeeds in his/her goals, and establish links to other course topics. The second week will include an academic writing workshop and detailed instructions on how to write a discussion paper and prepare an analytical presentation.
Final exam: 40%
The final exam consists of short and long critical essays and will be conducted in an open book format for a fixed period of time. This requires students to work independently, using their own words and drawing on course lectures, handouts, and reading materials (no external sources should be consulted). Detailed instructions will be provided a week before the exam.

【Changes following student comments】
This course turned out to be somewhat difficult due to the fact that students were not so accustomed to participatory and active learning methods, in particular critical thinking, independent reading and writing in accordance with academic standards and specific techniques of each discipline, class discussion and peer interpretations, etc. Therefore, while continuing to adhere to my teaching philosophy of participatory and active learning, I have changed some assignments/ requirements and added an academic writing/analytical presentation workshop to gradually help students improve their learning skills and habits. I look forward to achieving these goals together!

【Equipment student needs to prepare】
PC for class use when needed (no smartphones and other digital devices will be allowed without permission)

【Others】
Final grade:
Please note that your final grade will be calculated based on your participation, learning attitude, discussion paper and final exam (see, "Grading Criteria"). In no case will your final grade be assessed for just one component. In addition, failure to complete one of the components will result in course failure. Remember that your final grade is the accumulation of points earned during the semester. Please plan your learning goals ahead of time, including your expected grade.
Course syllabus:
This is an abridged version of the syllabus for prior reference. A detailed syllabus with weekly readings and assignments will be shared at the beginning of the semester.
Previous course participation:
Although no prerequisites are required for the course, previous participation in international relations, international law, international security, human rights, global politics, and/or development is recommended.

【Prerequisite】
No course prerequisites are required.

POL300ZA

International Development Policy

Ippeita NISHIDA

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：木 3/Thu.3

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】

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 issues related to development, such as impact of COVID-19, debt-sustainability and great power rivalry between China and the U.S., etc.

【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 on-going issues that affect on the process of global development, through groupwork.

【Which item of the diploma policy will be obtained by taking this class?】

Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】

This class will have lectures and interactive discussions, as well as group presentations. Active participation is expected. Students will undertake a final exam and have occasional short papers to write. Insightful comments from papers will be introduced in class and used in deeper discussions.
The course is composed of three parts. The first part (weeks 3-6) will have lectures on debates among traditional donors. In the second part (weeks 7-9), lectures will cover key discourses of the United Nations adaptation of the Sustainable Development Goals. The third part (weeks 10-13) will examine current policy issues that are related to development and students will be tasked to do research and make group presentations. Except the first day, in principle, this class will adopt the face-to-face format, to allow students’ direct interaction. Yet, it may use the online platform when necessary (in such case, students will be notified in advance).

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Course outline, facts and trends -online-
2	Overview of Discourse	History and institutions
3	Foreign Aid	Concept of helping others and use of “aid” in foreign policy
4	ODA	Concept of “Official Development Assistance (ODA)”
5	ODA Policy in Practice	Case studies of respective countries. Role of OECD-DAC.
6	Issues of Aid	Aid financing, Shaping development debate, rise of new donors, state fragility, etc.
7	Multilateral Forum	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	Current Policy Issues 1	Group Presentation: Impact of COVID-19 on Global Development
11	Current Policy Issues 2	Group Presentation: State Debt, Development and State Sovereignty
12	Current Policy Issues 3	Group Presentation: Belt and Road Initiative (BRI) and Development
13	Current Policy Issues 4	Group Presentation: Free and Open Indo-Pacific (FOIP) Strategy and Development
14	Final Exam & Wrap-up	In-class or take home. Review of the learnings.

【Work to be done outside of class (preparation, etc.)】

Reading and writing assignments. Groupwork for presentation. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

There is no assigned textbook for this course. Students are required to read handouts and suggested articles/chapters from the references.

【References】

Students are encouraged to read following references to further their understandings.

OECD (2006), *DAC in Dates: The History of OECD’s Development Assistance Committee*
(available online at www.oecd.org/dac/1896808.pdf)
Lancaster, Carol (2007), *Foreign Aid: Diplomacy, Development, Domestic Politics*, University of Chicago Press
UN Document, A/RES/70/1, 21 October 2015 *Transforming our world: the 2030 Agenda for Sustainable Development* (available online at http://www.un.org/sustainabledevelopment/sustainable-development-goals/)
Sachs, Jeffrey D (2015), *The Age of Sustainable Development*, Columbia University Press
Wickstead, Myles A. (2015) *Aid and Development: A Brief Introduction*, Oxford University Press
Hynes, W. and S. Scott (2013), *The Evolution of Official Development Assistance: Achievements, Criticisms and a Way Forward*, OECD Development Co-operation Working Papers, No. 12, OECD Publishing
(available at http://dx.doi.org/10.1787/5k3v1dv3f024-en)

【Grading criteria】

Class Participation: 20%
Occasional Assignment Papers: 25%
Group Presentation: 20%
Final Exam: 35%

【Changes following student comments】
Constructive comments and feedback from students are always welcomed and will be taken into consideration.

【Equipment student needs to prepare】
None in the class.
But, access to PC/electric device and Wi-Fi may be required, when class is held on-line (e.g. first class).

【Others】
In order for students to successfully complete the class, basic understandings of the development thoughts as well as international relations are needed. Thus, GIS students wishing to register for this class are recommended to have taken “Introduction to Development Studies” and/or “Development Studies”. Also, knowledge of international relations, international organizations and foreign policy will be of benefit.

【Prerequisite】
None(see "Others" for recommended classes).

SES300ZA

International Environmental Policy

Gregory Gene TOTH

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：月 6/Mon.6

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
The world continues to face global environmental challenges – climate change, deforestation, biodiversity loss and pollution, among others. As a response, different international initiatives are being implemented, resulting in a variety of agreements, laws, regulations and other policy mechanisms. This course focuses on international environmental policy (IEP), and explores the motivations, challenges and opportunities of IEP actions, taking into consideration the role of multilateral organizations (e.g. the United Nations), governments, corporations, NGOs and local communities. The course includes in-depth analysis of particularly relevant IEP arrangements in the areas of agriculture, forestry, biodiversity, climate, urbanization and trade.

【Goal】
The main goals of the course are to:
-provide a basic understanding of current global environmental problems
-develop critical thinking regarding international policy mechanisms to tackle environmental problems
-enhance students' ability to understand the risk, uncertainty and complexity embedded in IEP
-to cultivate students' capacity to critically assess the motivations, challenges and opportunities related to IEP actions
-learn to work collaboratively with other classmates in the elaboration and presentation of a group project.
-improve basic professional skills regarding self-organization, planning, time management, and respect for diversity in points of view.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

【Method(s)】
The course consists of short lectures and interactive class discussions and presentations in which students address, from a critical perspective, the topics covered each week (prepared prior to class). At the end of the course, students have the opportunity to present their (group) project and discuss it in class. Feedback will be given through class discussion and in response to submitted assignments and individual requests.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
1	Introduction	Course overview
2	Environment	Background of global environmental issues and efforts to curb them; local and indigenous communities
3	Environmentalism	History of environmental movement and significant milestones
4	Policy	What and how of policy analysis
5	Env. Policy -Government I	Role of global institutions, e.g., United Nations; WTO; etc.; Sustainable Development
6	Env. Policy -Government II	Deeper exploration of environmental treaties, agreements, conventions, etc., e.g., Convention on Biological Diversity, carbon credits
7	Env. Policy -Government III	International Environmental Law in action
8	Env. Policy - Private	Corporate Social Responsibility; Environment, Social, and Governance; Greenwashing
9	Env. Policy -Nongovernment	Importance of non-governmental organizations, e.g. CGIAR (Consultative Group on International Agricultural Research); Certification schemes
10	Agroforestry	Policy analysis of sustainable farming model and development impacts; carbon sequestration
11	Review	Preparations for presentations; question and answer
12	Student Presentations I	Students present their (group) project and discuss it with the class
13	Student Presentations II	Students present their (group) project and discuss it with the class
14	Conclusion	Reflections on the course and the way forward for int. env. policy

【Work to be done outside of class (preparation, etc.)】
Reading of materials identified (and often provided) by the instructor; Preparation of discussion talking points and questions; Group report/presentation. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Global Environmental Politics 8th Edition,
by Pamela S. Chasek (Author), David L. Downie (Author)
(available and recommended in electronic format)
ISBN 9780367227623 / ASIN : B08P63C8G3
Published by Routledge

【References】
Various references will be noted within the course materials.

【Grading criteria】
Students will be evaluated on the basis of class participation (40%) and a final review report/presentation (35/25%). Class participation will be judged based on attendance, preparation of questions/comments for discussion, and peer review during group work scenarios.

【Changes following student comments】
Students are encouraged to utilize the discussion time to speak in class.

【Equipment student needs to prepare】
Computer

【Others】
Instructor reserves the right to adapt this syllabus as they deem fit during the course of the semester.

【Prerequisite】
none

POL300ZA

Global Political Economy

Nathalie CAVASIN

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：水 1/Wed.1

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
We will examine the structure of the contemporary global political economy. Students will be introduced to the theories, debates and paradigms using case studies to develop an understanding of the global political economy. Students will also debate on the new political economy landscape of the Covid-19 pandemic and its effect on the global supply chain, on climate change and energy policy among others topics. Specific attention will be put on the role of China and its increased participation in the global political economies, the geopolitical situation in the world with Russia and also on the recent trends regarding India's new enthusiasm in the new globalization regime.

【Goal】
Students through the assignments that are based on currents events in the world (analysis with back-up from recent news) will be able to learn to express their opinions and develop their critical thinking skills.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
Each week, in addition to readings to be done, written assignments will be assigned. These written assignments are mandatory. Each student will also write a report every three weeks on a topic from the news in relation with the course contents topics. In addition, there will be an individual essay with presentation (topic to decided later with the supervision of the professor) a book review project to be written and a take-home assignment for the final assignment. Students will receive written feedback (eventually oral feedback and mini-discussion with the professor in class) by the professor.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction and Overview of the Course	Theories of global political economy (Chap. 1&2 of the Textbook)
2	Understanding the evolution of the world economy	Evolution of the world economy from the industrial revolution (Chap.3&4)
3	Post-war global economy	The global economy: from 1945 to today (Chap.5)
4	International trade patterns	International trade (Chap.6)
5	- Transnational production systems - Discussion on the impact of transnational corporations	Transnational production (Chap.7)
6	How the global financial system operates Decision on the topics for the essay-presentation project	The global financial system (Chap. 8)
7	- International Division of Labor - Analyzing women in the world economy	The international division of labor (Chap.9)
8	Understanding the notion of development today	Economic development (Chap. 11)
9	Discussion and debate Essay - Submission (group 1)	Gender (Chap. 10)
10	What are the most challenging environmental issues today in the world? Essay-Presentation (group 1) Essay - Submission (group 2) Ideas on global political economies	Global environmental changes (Chap. 12)
11	Essay-Presentation (group 2) Looking at the security in political economy Essay - Submission (group 3)	Security (Chap. 14)
12	Essay-Presentation (group 3) How the domestic and international politics determine have an impact on the global economy is functioning Essay - Submission (group 4) Submission of the book review	Theoretical perspectives on global political economy (Chap. 13)
13	Essay-Presentation (group 4) Mini-Oral presentation of the book review	Governing the global political economy I (Chap. 15)
14	Discussion on how the domestic and international politics determine have an impact on the global economy is functioning Mini-Oral presentation of the book review Submission of the last assignment (critical review of an academic paper)	Governing the global political economy II (Chap. 15)

【Work to be done outside of class (preparation, etc.)】
Be always ready by preparing the pages of the readings given in advance before coming to the next class. Additional homework will be assigned such as preparing an update with a current affair in the world related to the discussion/class contents. It is expected to read newspapers and news magazines several times a week. Students will need to update themselves with currents news to stay informed about key issues and debate both within Japan and in the world. Students should prepare the work for the essay and book review at the date defined in the course agenda table. Preparatory study and review time for this course are an average of 2 hours each week.

【Textbooks】
O'Brien R., and Williams M., *Global political economy: evolution and dynamics*, London, Red Globe Press, 2016.
Additional materials will be distributed in class by the professor.

【References】
Examples of on-line websites to access the news:
- The New York Times
- The Financial Times
- The Guardian
- The Economist
- Foreign Affairs
- The Wall Street Journal
- Time
- Nikkei Asia
- Foreign Policy

【Grading criteria】
Participation and attitude(15%)
Participation (news debriefing report and one news report presentation, book presentation) (20%)
Book Review (20%) (Submission on Class 13)
Essay (30%) (Submission from Class 9 to to 12(according to group number)
(Final: Written assignment- critical review of an academic paper) to be submitted during the class 14 (15%)

【Changes following student comments】
N/A

【Equipment student needs to prepare】
The professor may request that you use a computer, tablet or smartphone in order to access the Internet to prepare for the discussion or fact-check during the class. Otherwise such devices cannot be used.

【Others】
Taking photos in class (the slides or notes on the board or in the class) is not allowed unless requested by Hosei University. Recording in class is not allowed.

【Prerequisite】
N/A

POL300ZA

International Law

Kiyoshi ADACHI

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：月 3/Mon.3

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
This course aims to provide students with a basic understanding of international law, with a particular emphasis on the impact that international law instruments and practices have on national laws and policies. The course begins with an introduction to general principles of international treaty and customary law, examining important cases and doctrines that have developed over time. The first part of the course will conclude with a framework of analysis that students may consider in assessing both the respective merits and limitations of international law instruments. The second part of the course will look at how international law has attempted to shape the world we live in by examining selected areas where it has tried to influence human behavior, including security, human rights, the environment, health, trade/investment and other commercial issues, and the global commons.

【Goal】
At the end of the course, students should have a basic understanding of international law instruments, with an emphasis on recognizing the impact and limitations of treaties in their historical, economic, social and political contexts.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】
The course will be conducted using lectures, group discussion and exercises, and one negotiation simulation exercise. At the beginning of class, feedback for the previous class is given using comments from submitted reaction papers. Students will need access to the Internet in order to retrieve the cases, treaties and articles. Writing assignments will include a case brief and a term paper.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction to International Law	How Does International Law Differ from National Law? Sources of International Law Codified Treaty Law – By Whom, and How, are Treaties Made? Case Law - the Role of the International Court of Justice Customary International Law – The *Paquete Habana* case
2	Treaties	A Brief History of Treaties The Vienna Convention
3	Treaties	A Brief History of Treaties The Vienna Convention Assignment - Writing a Case Brief. What Constitutes a Treaty?
4	Treaties Related to Security Issues	Treaties and Wars – Versailles, Potsdam and San Francisco The UN Charter Treaties Limiting Arms (Nuclear Arms, Chemical/Biological Weapons, etc) Bilateral and Multilateral Approaches
5	Treaties Related to Humanitarian Issues	The Geneva Conventions The 1951 Refugee Convention and 1967 Protocol Group Exercise: Applying the Refugee Convention A Framework for Analyzing Treaties and Explanation of the Term Paper
6	Human Rights	Universal Declaration of Human Rights International Covenant on Civil and Political Rights International Covenant on Economic and Social Rights Convention on the Rights of the Child Convention on the Elimination of All forms of Discrimination against Women
7	Health-related Treaties	The UN Drug Control Conventions (1961, 1971 and 1988) Case Study - The Curious Case of Cannabis Framework Convention on Tobacco Control
8	Mid-Term Examination	In-Class Examination and review
9	Treaties on Economic, Commercial and related Issues	Policy Space and Developing Countries The WTO Agreements Multilateral Agreement on Trade in Goods Agreement on Trade-related aspects of Intellectual Property Rights Bilateral and Plurilateral Preferential Trade and Investment Agreements US, Japanese and European Bilateral Agreements, CPTPP Interface between Commercial and other Issues
10	Treaties on Economic, Commercial and related Issues	Policy Space and Developing Countries The WTO Agreements Multilateral Agreement on Trade in Goods Agreement on Trade-related aspects of Intellectual Property Rights Bilateral and Plurilateral Preferential Trade and Investment Agreements US, Japanese and European Bilateral Agreements, CPTPP Interface between Commercial and other Issues Case Study: Plain Packaging of Tobacco Products in Australia Explanation of the Group Simulation Exercise
11	Group Simulation Exercise	Negotiating a Bilateral Trade Agreement
12	Environmental Treaties	CITES, Convention on Biological Diversity, UNFCCC
13	Global Commons	Law of the Sea – UNCLOS Outer Space, Antarctica
14	Wrap-Up and Presentations of Term Paper	Student Presentations The Possibilities and Limits of International Law

【Work to be done outside of class (preparation, etc.)】
Students are expected to attend classes and read weekly assignments ahead of the session for which it is assigned.
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Klabbers, *International Law*, Cambridge University Press.
case readings, treaty text, articles as assigned

【References】
Additional reference material will be provided in class.

【Grading criteria】
1 Case Brief Writing Assignment 10%
1 Mid-Term Examination 35%
1 Term Paper 35%
Group Work and Participation 20%
Class attendance will be reflected in the score for group work and participation.

【Changes following student comments】
n/a

【Prerequisite】
None.

SOC300ZA

Law in a Globalizing World

Kelesha NEVERS

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：水 6/Wed.6

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
As nations and peoples continue the trend of globalization, legal issues become increasingly more complex. This course provides an overview of this trend, investigating similarities, differences, changes, and challenges experienced by an array of stakeholders as new issues arise and views on existing issues converge in some ways and diverge in others. Specific discussion topics include, but are not limited to, human rights, crime, the environment, international institutions, and conflict of laws.

【Goal】
Upon completion of this course, students should be able to discuss and analyze the legal aspects of specific problems in a globalizing world. Through discussion and debate, students will develop their ability to grasp and analyze different opinions, as well as predict counter-arguments.Through the creation of a final report and related presentation, students will enhance their ability to develop and logically present their ideas, while reflecting on peer feedback.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Method(s)】
This course will be taught through a combination of lecture- and seminar-style classes. Students are required to attend class prepared to participate in discussion. Students are also required to make one main and one or more smaller presentations and submit a final report on the topic of their main presentation, which should reflect class discussion and peer feedback. Instructor feedback will be given during class discussions, through commentary on errors and correct responses found in the assignments, and in response to individual requests. Assignments submitted on the online dashboard will receive individualized comments on the strengths and weaknesses of the submissions.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
1	Introduction	Course guidance and general introduction to the role of law in a globalizing world. Overview of the discussion topics.
2	What is Law? What is Globalization?	Defining law and globalization; What are the causes and impacts of globalization? International organizations
3	How does globalization of the law affect national legal systems?	Hard law versus soft law; international organizations; reputational harm
4	Freedom of Expression and Religion	Comparative analysis of free speech and the right to worship (or not) as one chooses.
5	Right to Life	Comparative analysis -death penalty; International declarations
6	Gender Issues	How does globalization change/impact gender roles? Empowerment; disenfranchisement
7	Crime and Enforcement	Comparison of criminal justice systems; Are we more or less safe in a globalizing world?
8	Humanitarian Law	Crime and punishment in war time
9	Right to a Healthy Environment	Global treaties and other agreements protecting the environment; sustainable development
10	What does the future hold for globalization?	Fragmentation / Convergence; inevitability vs nationalization.
11	Outline of presentation	Meet to discuss and provide feedback on the presentation online
12	Presentations	Student presentation(s) and class discussion. Topics to be decided based on the interests of the students.
13	Presentations	Student presentation(s) and class discussion. Topics to be decided based on the interests of the students.
14	Wrap-Up the semester	Discussion and provide feedback

【Work to be done outside of class (preparation, etc.)】
Students are required to complete the reading assignments and prepare before class.Students are also required to do independent and collaborative work for their assignments.Preparatory study and review time for this class are two hours each.

【Textbooks】
No textbook will be used. The readings are available online.

【References】
Reading materials are available on the classroom dashboard.

【Grading criteria】
Detailed requirements concerning assignments will be given in class. The final grade is calculated based on preparation (20 %), participation (20 %), presentation (30 %), outline and final summary (30 %).

【Changes following student comments】
N/A.

【Equipment student needs to prepare】
Internet access (smartphone, tablet, laptop).

【Others】
Slight alterations might be made to this syllabus, taking into account the number and specific interests of students who decide to take this course.

【Prerequisite】
None

MAN300ZA

Financial Statement Analysis

Maymay HO

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：木 2/Thu.2

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
Financial Statement Analysis course is to study the dynamics of practical accounting - students are expected to learn how the environment affects the financial statements and how to glean information from the financial statements. In order for students to understand the corporate environment, students will cover topics on introduction to corporate taxation as well as contemporary issues such as corporate fraud, enterprise risk management, and Sustainability Reporting.

【Goal】
Students will be able to become familiar with reading and analyzing corporate financial statements. A fictitious company based on the real-world corporate financial statements are used for case studies in this course allowing students to see practical uses of ratios, taxation and International Accounting Financial Statements (IFRS) accounting standards to analyze corporate financial numbers. Furthermore, students will consolidate their understanding on how corporate environment will be affected by the impact of fraud, income tax, international taxation, enterprise risk management and sustainability reporting.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, and “DP 4”.

【Method(s)】
At the beginning of class, feedback for the previous class is given using some comments from submitted reaction papers.
Method of instruction will be a mixture of lectures and discussion on issues arising from the completion of question practice.
Submission of assignments and feedback will be via the Learning Management System.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Revision of Basic Accounting Concepts	Revision of double entries and review of the financial statements format.
2	Revision of Basic Accounting Concepts	Revision of double entries and review of the financial statements format.
3	Using Financial Statements for Short-Term Analysis (1)	Apply ratios for a short-term financial analysis. Apply the technique of short-term financial analysis to the real corporate financial numbers.
4	Practical Analysis of Financial Ratios 1	Question practice on the use of financial ratios.
5	Practical Analysis of Financial Ratios 2	Question practice on how double entries affect the use of financial ratios.
6	Impact of Working Capital on Financial Ratios	Discuss the impact of working capital on financial ratios.
7	Impact of Working Capital on Financial Ratios	Question practice on working capital on financial ratios.
8	Revision on Ratios and How Impact Financial Ratios and Financial Statements.	Question practice.
9	Review of Lectures 1-8	Review of previous lectures 1-8.
10	Preparation of Cashflow Statement	Preparation of Cashflow Statement.
11	Review on the Preparation of Cashflow Statement	Review on the Preparation of Cashflow Statement.
12	Introduction to Income Tax	Discuss the tax system in Japan and how it impacts corporate behaviour
13	Corporate Fraud, Internal Controls and Sustainability Reporting	Corporate Fraud, Enterprise Risk Management and Sustainability Reporting.
14	Wrap Up & Review of All Lectures	Review of all lectures

【Work to be done outside of class (preparation, etc.)】
Students are expected to read the assigned readings and slides of the next class before each class. Also, in addition to the preparation for the final presentation, there will be homework during the course. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
None. Electronic handouts and reading material will be provided.

【References】
None

【Grading criteria】
Projects / homework 20%,
Quizzes 15%, Mid-term exam 30%, and final examination 35%

【Changes following student comments】
N/A

【Equipment student needs to prepare】
None.

【Others】
None.

【Prerequisite】
Students are expected to have taken Accounting: A6282.

ECN300ZA

Stock Investment

EYO Shiaw Jia

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：金 2/Fri.2

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
This is an advanced level finance course that focuses on the concepts of stock investment: characteristics of stocks, the market, stock valuation and dividend policy. Students will also apply investment theories into practice based on a virtual stock market simulation.

【Goal】
The end goal of the class is to apply the strategies of stock investment into an actual stock portfolio based on a virtual stock market simulation.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course is taught primarily through lectures and discussions. Feedback is given during class, using tools such as HOPPII or email. Interactive class participation is encouraged.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Introduction to the course
2	Basics of Stock Investing (1)	Setting up your virtual account Common approaches and risks
3	Basics of Stock Investing (2)	Snapshot of the market
4	Basics of Stock Investing (3)	Investing for growth and income
5	Investment Strategies (1)	Technical analysis (SMA, MACD)
6	Investment Strategies (2)	Technical analysis (Momentum, Volume and RSI)
7	Investment Strategies (3)	Analyzing industries
8	Investment Strategies (4)	Decoding company documents
9	Investment Strategies (5)	The Intelligent Investor
10	Portfolio Report	Discussion on portfolio report
11	Financial Markets and Institutions	Types of financial markets
12	Distribution to Shareholders	Dividends versus capital gains
13	Stock Market Discussion	Stock market booms and crashes
14	Final Exam & Wrap-up	Assessing the degree to which you understand the subject

【Work to be done outside of class (preparation, etc.)】
Read the chapters in the assigned reference book as well as textbook. Update and monitor your stock portfolio constantly. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used

【References】
Mladjenovic, Paul. *Stock Investing For Dummies*, 2016.
Graham, Benjamin. *The Intelligent Investor: The Definitive Book On Value Investing* , 2016 (Revised Edition).
Brigham, Eugene, Houston, Joel F. *Essentials of Financial Management,* 3rd Edition, Cengage Learning Asia Pte Ltd, 2014.

【Grading criteria】
Students will be evaluated based on class participation (20%), portfolio report (40%), and one final exam (40%).

【Changes following student comments】
Not applicable.

【Others】
Students who are interested in taking this course must attend the first week of class. A selection process will be conducted during the first week prior to the enrollment of this course.

【Prerequisite】
Foundations of Finance or any Accounting classes

LIT400ZA

Seminar: British Culture and Literature I

Mitsutoshi SOMURA

Credit(s)：4 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：金 4/Fri.4, 金 5/Fri.5

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
Study in this seminar is interdisciplinary. Literature, society, and culture are directly or indirectly associated with each other. Culture is about the way of living for a particular group of people or society, including their ideas, customs and social behavior. Politics and economy in society affect culture very much, and vice versa. Britain is 'a foreign country - they do things differently,' so comparison will be made between two cultures, British and Japanese. Cultural issues in Britain concerning nation, migration, globalisation, family, religion, gender, ethnicity, class, and so on always become more political and controversial because of the plurality of their identities. Bearing these in mind, students will understand Britain in human terms, read modern literary works closely by referring to critical terms and theories, and cultivate an appreciation for literature. Students will read literary works, study modern British culture, conduct research, and write an essay.

【Goal】
Students will (1) further knowledge of the developments of society and culture in Britain after the 1980s, (2) learn how to read and appreciate literature in English, and (3) improve research and writing skills.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
The seminar consists of lectures, students' presentations and discussion. Students are required to read the materials, make preparations for class, and deliver PowerPoint presentations both on the assignments and his/her essays in progress. Students will continue to research into a topic he/she chooses and complete an essay at the end of the academic year. Feedback is given by Hoppii.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】授業形態：対面/face to face

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. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
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.) (2017). *British Cultural Identities* .(5th edn.) London: Routledge.
For detailed timeline in Britain 1947-2005 : http://www.bbc.co.uk/history/british/timeline/present_timeline_noflash.shtml

【Grading criteria】
Grades are based on class participation (50%), and a writing assignment (50%). More than two unexcused absences can result in failure of the course.

【Changes following student comments】
More time will be given for class discussion.

【Prerequisite】
Students should have completed *Introduction to English Literature* , *UK: Society and People* and *Contemporary British Culture*. If you haven't, contact the instructor.

LIT400ZA

Seminar: British Culture and Literature II

Mitsutoshi SOMURA

Credit(s)：4 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：火 4/Tue.4, 火 5/Tue.5

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
Study in this seminar is interdisciplinary. Literature, society, and culture are directly or indirectly associated with each other. Culture is about the way of living for a particular group of people or society, including their ideas, customs and social behavior. Politics and economy in society affect culture very much, and vice versa. Britain is 'a foreign country - they do things differently,' so comparison will be made between two cultures, British and Japanese. Cultural issues in Britain concerning nation, migration, globalisation, family, religion, gender, ethnicity, class, and so on always become more political and controversial because of the plurality of their identities. Bearing these in mind, students will understand Britain in human terms, read modern literary works closely by referring to critical terms and theories, and cultivate an appreciation for literature. Students will read literary works, study modern British culture, conduct research, and write an essay.

【Goal】
Students will (1) acquire knowledge of the developments of society and culture in Britain after the 1980s, (2) learn how to read and appreciate literary works in English, and (3) improve research and writing skills.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
The seminar consists of lectures, students' presentations and discussion. Students are required to read the materials, make preparations for class, and deliver PowerPoint presentations both on the assignments and his/her essays in progress. Students will continue to research into a topic he/she chooses and complete an essay at the end of the academic year. Feedback is given by Hoppii.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction Reading Literature	Course overview
2	Cultural Timeline after the 1980s 1 Reading Literature	Students' presentations, inquiries and discussion
3	Cultural Timeline after the 1980s 2 Reading Literature	Students' presentations, inquiries and discussion
4	Heritage and Britishness Reading Literature	Students' presentations, inquiries and discussion
5	Literature 1 Reading Literature	Students' presentations, inquiries and discussion
6	Literature 2 Reading Literature	Students' presentations, inquiries and discussion
7	Literature 3 Reading Literature	Students' presentations, inquiries and discussion
8	Literature 4 Reading Literature	Students' presentations, inquiries and discussion
9	Cinema Reading Literature	Students' presentations, inquiries and discussion
10	Television and Radio Reading Literature	Students' presentations, inquiries and discussion
11	Popular Music Reading Literature	Students' presentations, inquiries and discussion
12	Art, Fashion and Architecture Reading Literature	Students' presentations, inquiries and discussion
13	Sports Reading Literature	Students' presentations, inquiries and discussion
14	Course Review	Course review, students' inquiries, and discussions

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete assignments as instructed and make preparations for class. Continue to research into his/her topic and write an essay. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
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.) (2017).*British Cultural Identities* .(5th edn.) London: Routledge.
For detailed timeline in Britain 1947-2005: http://www.bbc.co.uk/history/british/timeline/present_timeline_noflash.shtml

【Grading criteria】
Grades are based on class participation (50%), and the academic essay (50%). More than two unexcused absences can result in failure of the course.

【Changes following student comments】
More time will be given for class discussion.

【Prerequisite】
Students should have completed *Introduction to English Literature* , *UK: Society and People* and *Contemporary British Culture*. If you haven't, contact the instructor.

LIN400ZA

Seminar: Diversity of English I

Yutai WATANABE

Credit(s)：4 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：金 3/Fri.3, 金 4/Fri.4

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
With estimated 2.3 billion users, the global dominance of the English language is in no dispute. However, the language has developed a wide range of variations, depending on the social and cultural contexts where it was transplanted and the other languages it exists alongside. This seminar is concerned with the phonetic features of English(es) both in the Inner and Expanding Circles, while also shedding light on the speakers' language attitudes and ideologies. We start the spring semester by reviewing Kachru's (1985) three-circle model and Schneider's (2007) Dynamic Model of Postcolonial English. Then we focus on New Zealand English (NZE), one of the youngest Inner Circle varieties, examining how it is distinguishable from UK, US and Australian English. The latter part of the semester is devoted to the features of L2-accented English and native-speakerism in the Expanding Circle.

【Goal】
By the end of the course, students will:
(1) understand the evolution and diversity of the English language,
(2) recognise the phonetic features of NZE and L2-accented English, and
(3) get used to analysing sound recordings for research purposes.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
This seminar is presentation and discussion oriented: Students take turns to review a book chapter or journal article assigned by the instructor, noting key terms and concepts, which could be proactively studied by consulting reference materials. The other students in the class contribute to the discussion with their questions and observations. Detailed comments and suggestions for further study are provided at the end of each presentation.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Course Overview	(1) Outlining the course contents and instructional methodologies (2) APA style: In-text citations and references (3) Hosei and GIS libraries, and online resources
2	Essential Phonetics	(1) IPA (2) Phonemes and allophones
3	Models of World Englishes (Part 1)	(1) The world's major languages (2) Indo-European language family (3) L1 and L2 English (4) Kachru's (1985) three-circle model of English
4	Models of World Englishes (Part 2)	(1) Limitations of Kachru's (1985) model (2) McArthur's (1987) model (3) Modiano's (1999) model (4) Svartvik & Leech's (2006) model
5	Dynamic Model of Postcolonial English	(1) Outline of the model (2) Brief review of the model (Buschfeld & Kautzsch, 2017)
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	NZ Accents in Films	Phonetic features observed in NZ films
9	English in the Expanding Circle	(1) Scandinavian-accented English and English in Scandinavia (2) Spanish-accented English and English in Spain/Latin America (3) Japanese-accented English
10	Attitudes towards L1 and L2 English	(1) Japanese students' attitudes (Sasayama, 2013) (2) Thai students' attitudes (McKenzie et al., 2016) (3) Norwegian students' attitudes (Rindal & Piercy, 2013)
11	Indexicality of L2 Accents	(1) Indexicality of Japanese-accented English in NZ (2) Identification of the provenance of speakers (McKenzie, 2015)
12	English in International Contexts	(1) English in international organisations (2) English in pop culture
13	Native-speakerism and ELF	(1) Native-speakerism (Holliday, 2006) (2) Disadvantages of native-speakerism in ELT (Kirkpatrick, 2007) (3) EFL vs. ELF (Seidlhofer, 2011)
14	Conclusion	(1) Review and final discussion (2) Preparation for seminar papers

【Work to be done outside of class (preparation, etc.)】
Students are required to read in advance the references posted on the course website and the handouts emailed by presenters. They also need to listen to and analyse sound recordings. Preparatory study and review time for this course are 4 hours each.

【Textbooks】
Hay, J., Maclagan, M., & Gordon, E. (2008). *New Zealand English*. Edinburgh University Press.
Swan, M., & Smith, B. (Eds.). (2001). *Learner English: A teacher's guide to interference and other problems* (2nd ed.). Cambridge University Press.

【References】
Detailed references are listed on the website, while the following books will be helpful as a general introduction.
Melchers, G., Shaw, P., & Sundkvist, P. (2019). *World Englishes* (3rd ed.). Routledge.
Trudgill, P., & Hannah, J. (2017). *International English: A guide to varieties of English around the World* (6th ed.). Routledge.

【Grading criteria】
Evaluation will be based on presentation (70%) and class discussion (30%). More than two unexcused absences per semester will result in failure of the course.

【Changes following student comments】
The schedule and contents may be modified based on students' interests and needs.

【Equipment student needs to prepare】
The presentations are delivered using PowerPoint slides and Internet resources. The handouts are downloadable in PDF format.

【Others】
Successful applicants must be knowledgeable and enthusiastic about the seminar theme. They are expected to have studied, or be currently studying, 200-level linguistics courses with a good understanding.

【Prerequisite】
No prerequisite is required.

LIN400ZA

Seminar: Diversity of English II

Yutai WATANABE

Credit(s)：4 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：金 3/Fri.3, 金 4/Fri.4

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
English is the most common international language in business, education and mass media, and is used by more than one billion people in the world as L2 speakers alone. The fall semester focuses on the use of English in the Expanding Circle, particularly in mainland Europe and Japan. We compare the two regions in the users' ideologies and attitudes towards L1 English as the target in teaching/learning and English as a lingua franca (ELF). Through the process of individual or collaborative research, we also discuss a variety of sociolinguistic issues: societal multilingualism and individual plurilingualism, Euro-English, CEFR and linguistic landscapes, etc.

【Goal】
By the end of the course, students will:
(1) learn the current use of English in the Expanding Circle,
(2) understand the tenet of English as a lingua franca,
(3) develop a critical view of monolinguals as the norm, and
(4) get used to collecting and analysing data for research purposes.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
This seminar is presentation and discussion oriented: Students take turns to review a book chapter or journal article assigned by the instructor, noting key terms and concepts, which could be proactively studied by consulting reference materials. The other students in the class contribute to the discussion with their questions and observations. Detailed comments and suggestions for further study are provided at the end of each presentation. All students are expected to write a short or extended essay on their chosen topic towards the end of the 3rd or 4th year, respectively.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Course Overview	Outlining the course contents and instructional methodologies
2	Project Introduction	Introducing each research project
3	Review	Review of previous studies
4	Euro-English and Attitudes towards English in Mainland Europe	(1) Euro-English (Jenkins et al., 2001) (2) Conceptualising English in Europe (Motschenbacher, 2016) (3) EU teachers' views on ELF (Groom, 2012) (4) German and Swedish teachers' attitudes (Mohr et al., 2019)
5	English Education in Japan	(1) The *Suggested Course of Study in English* (2) CEFR and private-sector English tests for university admission (3) Sample analysis of high school textbooks (4) English as a medium of instruction (EMI) in universities
6	Current Use of English in Japan	(1) Business and employment (2) Media and show business (3) Linguistic landscapes
7	Preparation for Seminar Papers	Questions and suggestions
8	Overview of Further Studies	Further studies and references
9	Students' Presntation (Part 1)	Oral presentation and discussion
10	Students' Presntation (Part 2)	Oral presentation and discussion
11	Students' Presntation (Part 3)	Oral presentation and discussion
12	Editing (Part 1)	Support for writing papers
13	Editing (Part 2)	Support for writing papers
14	Conclusion	(1) Final discussion and future perspectives (2) Submission of the seminar papers

【Work to be done outside of class (preparation, etc.)】
Students are required to read in advance the references posted on the course website and the handouts emailed by presenters. Preparatory study and review time for this course are 4 hours each.

【Textbooks】
No textbooks are used. All handouts are posted on the course website, while additional materials will be provided in the classroom.

【References】
Detailed references are listed on the website, while the following books will be helpful as a general introduction.
Galloway, N., & Rose, H. (2015). *Introducing global Englishes*. Routledge.
Jenkins, J. (2015). *Global Englishes: A resource book for students* (3rd ed.). Routledge.

【Grading criteria】
Evaluation will be based on class discussion (10%), presentation (30%) and a submitted essay (60%). More than two unexcused absences per semester will result in failure of the course.

【Changes following student comments】
The schedule and contents may be modified based on students' interests and needs.

【Equipment student needs to prepare】
The presentations are delivered using PowerPoint slides and Internet resources. The handouts are downloadable in PDF format.

【Others】
Successful applicants must be knowledgeable and enthusiastic about the seminar theme. They are expected to have studied, or be currently studying, 200-level linguistics courses with a good understanding.

【Prerequisite】
No prerequisite is required.

EDU400ZA

Seminar: Language Teaching and Learning I

Machiko KOBORI

Credit(s)：4 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：火 4/Tue.4, 火 5/Tue.5

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
The course is for students wanting to explore effective teaching and learning within the context of the second language (L2) education. It focuses on issues affecting L2 education, especially in the language classroom, such as L2 motivation and different motivational strategies for fulfilling successful achievement in learning L2s. Its purpose is to give an insight into the educational theory, teaching methods and approaches, teaching materials, lesson planning for educators, and educational specific skills for explaining how to elicit and maintain L2 learners' motivation. It also provides opportunities for developing practical techniques that motivate language learners, and examining, reflecting on and discussing significant aspects of successful language teaching and learning. It encourages the students to consider how they can contribute to learner achievement and to establish their career paths in the related educational fields within the global context.

【Goal】
The course provides opportunities to:
1. acquire theoretical knowledge of motivational strategies in L2 education.
2. examine the connection between motivational strategies and L2 learning conditions.
3. learn the challenging issues in language teaching and learning
4. examine how the expertise of motivational strategies are effectively introduced to L2 education.
5. practice basic ideas for effective L2 teaching.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", and "DP 4".

【Method(s)】
The presentation, writing assignment, and the related tasks and activities are required for the completion of this course; students are to choose one of the course topics and are required to make a presentation and complete a seminar paper. They are also required to plan their language courses/lessons and implement them in educational organisations. Submission of the final requirements and feedback will be on the learning management systems (HOPPII, etc.).

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Course guidance on seminar Ⅰ
2	Studies of Effective Teaching (1)	Issues in the theory of L2 teachers
3	Studies of Effective Teaching (2)	Issues in teaching methodology
4	Studies of Effective Teaching (3)	Issues in the theory of creating teaching materials
5	Studies of Effective Teaching (4)	Issues in the theory of teaching conditions
6	Studies of Effective Teaching (5)	Issues in the theory of planning lessons
7	Studies of Effective Teaching (6)	Reviews and discussion (1)
8	Studies of L2 Motivational Strategies (1)	Issues in the practice of L2 teaching methods and approaches (1)
9	Studies of L2 Motivational Strategies (2)	Issues in the practice of L2 teaching methods and approaches (2)
10	Studies of L2 Motivational Strategies (3)	Issues in the practice of creating teaching materials (1)
11	Studies of L2 Motivational Strategies (4)	Issues in the practice of creating teaching materials (2)
12	Studies of L2 Motivational Strategies (5)	Issues in the practice of planning lessons
13	Studies of L2 Motivational Strategies (6)	Reviews and discussion (2)
14	Consolidation of Seminar Ⅰ	Reviews and discussion (3)

【Work to be done outside of class (preparation, etc.)】
1. Every week before attending class, students are required to comprehend the assigned readings.
2. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
1. Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge UP.
2. Kyriacou, C. (2009). *Effective teaching in schools: Theory and practice*. Oxford UP.

【References】
1. Dörnyei, Z., & Ushioda, E. (2009). *Motivation, language identity and the L2 self.* Multilingual Matters.
2. Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation*. Cambridge UP.
3. Dörnyei, Z. (2020). *Innovations and challenges in language learning motivation*. Routledge.
4. Larsen-Freeman, D. & Anderson, M. (2011). *Techniques and principles in language teaching*. Oxford UP.
5. Walker, R. & Adelman, C. (1992). *A guide to classroom observation*. Routledge.
6. Schunk, D. H. (2016). *Handbook of self-regulation of learning and performance.* (2nd ed.). Routledge.

【Grading criteria】
Evaluation will be based on:
1. Class participation (10%)
2. Presentation (20%)
3. Writing assignment (40%)
4. Educational practices (30%)
More than 2 unexcused absences will result in failure of this course.

【Changes following student comments】
More advanced notice of assigned readings will be given in order to allow students to prepare for class discussions.

【Equipment student needs to prepare】
Use a laptop in class, get lecture materials, etc. in HOPPII.

【Others】
1. Students are required to practice L2 teaching as seminar activities targeting L2 learners at different ages and levels for assuring L2 motivational theories and strategies.
2. Information about schedules of the seminar activities are provided and discussed in the class: visiting and running language courses/classes in schools, etc.
3. The courses presented below to be recommended to take:
a. Language Education in the Digital Era
b. Second Language Acquisition

【Prerequisite 】
At least one of the courses presented below:
1. TESOL Ⅰ, Ⅱ, Ⅲ, & Ⅳ
2. Comparative Education
3. English Teaching in Primary School
4. English Teaching in Primary School advanced

EDU400ZA

Seminar: Language Teaching and Learning II

Machiko KOBORI

Credit(s)：4 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：火 4/Tue.4, 火 5/Tue.5

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
The course is for students wanting to explore effective teaching and learning within the context of the second language (L2) education. It focuses on issues affecting L2 education, especially in the language classroom, such as L2 motivation and different motivational strategies for fulfilling successful achievement in learning L2s. Its purpose is to give an insight into the educational theory, teaching methods and approaches, teaching materials, lesson planning for educators, and educational specific skills for explaining how to elicit and maintain L2 learners' motivation. It also provides opportunities for developing practical techniques that motivate language learners, and examining, reflecting on and discussing significant aspects of successful language teaching and learning. It encourages the students to consider how they can contribute to learner achievement and to establish their career paths in the related educational fields within the global context.

【Goal】
The course provides opportunities to:
1. acquire theoretical knowledge of motivational strategies in L2 education.
2. examine the connection between motivational strategies and L2 learning conditions.
3. learn the challenging issues in language teaching and learning
4. examine how the expertise of motivational strategies are effectively introduced to L2 education.
5. practice basic ideas for effective L2 teaching.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", and "DP 4".

【Method(s)】
The presentation, writing assignment, and the related tasks and activities are required for the completion of this course; students are to choose one of the course topics and are required to make a presentation and complete a seminar paper. They are also required to plan their language courses/lessons and implement them in educational organisations. Submission of the final requirements and feedback will be on the learning management systems (HOPPII, etc.).

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Course guidance on Seminar Ⅱ
2	Exploring L2 Education Research Studies (1)	Review of the theoretical perspective of motivation and learning (1)
3	Exploring L2 Education Research Studies (2)	Review of the theoretical perspective of motivation and learning (2)
4	Exploring L2 Education Research Studies (3)	Review of the theoretical perspective of motivation and teaching (1)
5	Exploring L2 Education Research Studies (4)	Review of the theoretical perspective of motivation and teaching (2)
6	Exploring L2 Education Research Studies (5)	Reviews and discussion
7	Research Design (1)	Essay writing: topics and methods (1)
8	Research Design (2)	Essay writing: topics and methods (2)
9	Research Design (3)	Essay writing: topics and methods (3)
10	Research Design (4)	Essay writing: presentation and discussion (1)
11	Research Design (5)	Essay writing: presentation and discussion (2)
12	Research Design (6)	Essay writing: presentation and discussion (3)
13	Consolidation (1)	Theories and research studies in L2 education: review and discussion (1)
14	Consolidation (2)	Theories and research studies in L2 education: review and discussion (2)

【Work to be done outside of class (preparation, etc.)】
1. Every week before attending class, students are required to comprehend the assigned readings.
2. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
1. Creswell, W. J. & Creswell, J. D. (2018). *Research Design.* (5th ed). SAGE.
2. Dörnyei, Z., & Ushioda, E. (2009). *Motivation, language identity and the L2 self.* Multilingual Matters.

【References】
1. Dörnyei, Z., & Taguchi, T. (2009). *Questionnaires in second language research: construction, administration, and processing.* Routledge.
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 (10%)
2. Presentation (20%)
3. Writing assignment (40%)
4. Educational practices (30%)
More than 2 unexcused absences will result in failure of this course.

【Changes following student comments】
More advanced notice of assigned readings will be given in order to allow students to prepare for class discussions.

【Equipment student needs to prepare】
Use a laptop in class, get lecture materials, etc. in HOPPII.

【Others】
1. Students are required to conduct their own research investigation to complete their seminar paper.
2. Students are required to practice L2 teaching targeting L2 learners at different ages and levels for assuring L2 motivational theories and strategies.
3. The courses presented below to be recommended to take:
a. Language Education in the Digital Era
b. Second Language Acquisition

【Prerequisite 】
1. Seminar: Language Teaching and Learning Ⅰ
2. At least one of the courses presented below:
a. TESOL Ⅰ, Ⅱ, Ⅲ, & Ⅳ
b. Comparative Education
c. English Teaching in Primary School
d. English Teaching in Primary School advanced

SOC400ZA

Seminar: Intersectionality: Multiple Inequalities I

Diana KHOR

Credit(s)：4 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：月 4/Mon.4, 月 5/Mon.5

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
Race, class, gender and sexuality, nation and so on constitute our identities, shape our experiences, and constrain as well as enrich our lives. Importantly, they constitute interconnecting sources of inequality in society and in the world today. In this seminar, students will read and critique social theories and research informed by an intersectional perspective that aims at understanding the complex, intersecting nature of social inequalities. In the process, they will acquire tools and develop perspectives to apply to their own research.

【Goal】
The main goal of this seminar is to develop students' sensitivity towards issues of inequality related to race, class, gender, sexuality, nationality and so on, and expose them to the cutting-edge theoretical and empirical works in the developing field of "intersectionality". Another goal is to develop students' skills in social research, discussion, presentation, and writing. Learning to evaluate and critique ideas and research is a particularly important goal in this seminar.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
Since this course is a seminar, it is taught primarily through student presentations and discussions. Students deliver presentations on selected readings as well as on their own research. Further, they also engage in discussions based on critical reading of extant research and theories, as well as on current relevant social issues. Feedback is given orally after each presentation and discussion, and comments are given to individual students on every assignment submitted.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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 social research Learning to critique a journal article
3	Reading on Intersectionality (1)	Student presentation and discussion of a reading relevant to intersectionality
4	Reading on Intersectionality (2)	Student presentation and discussion of a reading relevant to intersectionality
5	Research Proposal	Student presentation of research interests and topics Learning to use library resources in research
6	Research Reading and Discussion (1)	Presentation and discussion of a reading related to students' research
7	Research Reading and Discussion (2)	Presentation and discussion of a reading related to students' research
8	Research Reading and Discussion (3)	Presentation and discussion of a reading related to students' research
9	Research Reading and Discussion (4)	Presentation and discussion of a reading related to students' research
10	Research Reading and Discussion (5)	Presentation and discussion of a reading related to students' research
11	Research Reading and Discussion (6)	Presentation and discussion of a reading related to students' research
12	Research Workshop and Consultation	Individual consultations on research project
13	Research Paper Presentations (1)	Student presentations and discussion of research
14	Research Paper Presentations (2)	Student presentations and discussion of research

【Work to be done outside of class (preparation, etc.)】
Every week, there is work to do: reading, preparation for presentation, and/or conducting research. Students are expected to keep up with all this work to make the seminar work for them and other students. Preparatory study and review time for this 4-credit class are at least 4 hours each.

【Textbooks】
No textbook will be used. Copies of journal articles and book chapters will be distributed in class and uploaded on the Hosei Learning Management System.

【References】
Collins, P. (2019). *Intersectionality as critical theory*. Durham, N.C.: Duke University Press.
Collins, P. H., & Bilge, S. (2016). *Intersectionality*. Cambridge: Polity Press.
Grzanka, Patrick R. (ed.) (2014). *Intersectionality: A foundations and frontiers reader*. Boulder, CO: Westview Press.
Berger, M. T., & Guidroz, K. (eds.) (2009). *The intersectional approach: Transforming the academy through race, class and gender.* Chapel Hill, NC: University of North Carolina Press.
Dill, B. T., & Zambrana, R. E. (eds.) (2009). *Emerging intersections: Race, class, gender in theory, policy, and practice.* New Brunswick, NJ: Rutgers University Press.
Lykke, Nina. 2012. *Feminist Studies: A Guide to Intersectional Theory, Methodology and Writing*. London: Routledge.
Jónasdóttir, Anna G., Valerie Bryson, and Kathleen B. Jones (eds). 2011. *Sexuality, Gender and power: Intersectional and Transnational Perspectives*. London: Routledge.

【Grading criteria】
Clear instructions and goals are set for every assignment. The grade will be calculated as follows:
Participation in class discussion (8%)
Reading presentations and discussant presentation (18%)
Critiques on readings (20%)
Research topic presentation and research paper presentation (14%)
Research paper (40%)

【Changes following student comments】
Students have been fully satisfied with the course, saying that it was intense but worthwhile. However, the instructor will check constantly with students to keep the workload reasonable.

【Others】
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.

【Prerequisite】
See "Others".

SOC400ZA

Seminar: Intersectionality: Multiple Inequalities II

Diana KHOR

Credit(s)：4 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：月 4/Mon.4, 月 5/Mon.5

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
Continuing with what they have learned in the spring semester in "Seminar: Intersectionality I", students will read and critique social theories and research informed by an intersectional perspective that aims at understanding the complex, intersecting nature of social inequalities. In the process, they will acquire tools and develop perspectives to apply to their own research.

【Goal】
The main goal of this seminar is to develop students' sensitivity towards issues of inequality related to race, class, gender, sexuality, nationality and so on, and expose them to the cutting-edge theoretical and empirical works in the developing field of "intersectionality".
Another goal is to develop students' skills in social research, discussion, presentation, and writing. Learning to evaluate and critique ideas and research is a particularly important goal in this seminar.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
This is a continuation of the seminar in the Spring semester, with the same emphasis but more time devoted to student research. The seminar research and readings, as much as possible, will be based on students' individual research interests. Feedback is given orally after each presentation and discussion, and comments are given to individual students on every assignment submitted.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Overview	Getting re-acquainted Reflection on what students have learned in the Spring semester
2	Research Workshop (1)	Students will do in-class exercises and discuss published research to prepare them to conduct their own research
3	Research Workshop (2)	Students will do in-class exercises and discuss published research to prepare them to conduct their own research
4	Research Reading and Discussion (1)	Presentation and discussion of a reading related to students' research
5	Research Reading and Discussion (2)	Presentation and discussion of a reading related to students' research
6	Research in Progress	Research paper progress report and help session Decision on individual research readings in the second half of the seminar
7	Seminar Reading (1)	Student presentation and discussion on a reading relevant to intersectionality
8	Seminar Reading (2)	Student presentation and discussion on a reading relevant to intersectionality
9	Research Reading and Discussion (3)	Presentation and discussion of a reading related to students' research
10	Research Reading and Discussion (4)	Presentation and discussion of a reading related to students' research
11	Research Reading and Discussion (5)	Presentation and discussion of a reading related to students' research
12	Research Workshop and Consultation	Individual consultation and peer critique on research project
13	Research Paper Presentations (1)	Research paper presentations and discussions
14	Research Paper Presentations (2)	Research paper presentations and discussions

【Work to be done outside of class (preparation, etc.)】
Every week, there is work to do: reading, preparation for presentation, and/or conducting research. Students are expected to keep up with all this work to make the seminar work for them. Preparatory study and review time for this 4-credit class are at least 4 hours each.

【Textbooks】
No textbook will be used. Copies of journal articles and book chapters will be distributed in class and uploaded on the Hosei Learning Management System.

【References】
Collins, P. (2019). *Intersectionality as critical theory*. Durham, N.C.: Duke University Press.
Collins, P. H., & Bilge, S. (2016). *Intersectionality*. Cambridge: Polity Press.
Grzanka, Patrick R. (ed.) (2014). *Intersectionality: A foundations and frontiers reader*. Boulder, CO: Westview Press.
Berger, M. T., & Guidroz, K.(eds.) (2009). *The intersectional approach: Transforming the academy through race, class and gender.* Chapel Hill, NC: University of North Carolina Press.
Dill, B. T., & Zambrana, R. E. (eds.) (2009). *Emerging intersections: Race, class, gender in theory, policy, and practice.* New Brunswick, NJ: Rutgers University Press.
Lykke, Nina. 2012. *Feminist Studies: A Guide to Intersectional Theory, Methodology and Writing*. London: Routledge.
Jónasdóttir, Anna G., Valerie Bryson, and Kathleen B. Jones (eds). 2011. *Sexuality, Gender and power: Intersectional and Transnational Perspectives*. London: Routledge.

【Grading criteria】
Clear instructions and goals are set for every assignment. The grade will be calculated as follows:
Participation in class discussion (8%)
Reading presentations and discussant presentation (18%)
Critiques on readings (20%)
Research-in-progress presentation, peer critique, and research paper presentation (14%)
Research paper (40%)

【Changes following student comments】
Students have been fully satisfied with the course, saying that it is intense but worthwhile. However, the instructor will check constantly with students to keep the workload reasonable.

【Others】
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.

【Prerequisite】
See "Others".

PSY400ZA

Seminar: Self and Culture I

Yu NIIYA

Credit(s)：4 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：月 3/Mon.3, 月 4/Mon.4

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
The focus of this seminar is on a deeper understanding and analysis of how the self and culture shape how we feel, think, and behave, by drawing on empirical literature in social and cultural psychology. In the spring, the seminar will meet once a week for 2 periods whereas in the fall, it will meet twice a week on two different days. In the spring, class time will be devoted to group discussions on assigned readings that examine the differing consequences of helping with a self- vs other-oriented motivation. Students will discuss what benefits and costs helping have to each of these motivations, whether these motivations help matters in the quantity and quality of help provided, and whether the cultural dimensions of independence vs. interdependence map onto the self- vs other-motivation for helping. Through readings and discussions, students will gain a deeper understanding of human psychology that governs prosocial interactions.

【Goal】
Upon completion of the course, students are expected to achieve the following goals:
(a) to learn how social psychology can help understand our behaviors and decisions via literature review and in-depth discussion;
(b) to develop a working knowledge of different approaches and methods of social and cultural psychology;
(c) to develop a deeper understanding of our own lives, using knowledge and wisdom gained through the seminar; and
(d) to develop research skills and knowledge to apply selected social psychological theories to a real-life context.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course combines several different kinds of pedagogical strategies including student-led weekly class discussions and presentations. Students will receive oral and written feedback on their presentations and weekly reaction papers.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Share course overview, expectations, & requirements
2	Theories on compassionate goals	Discussing theories and research on two fundamental interpersonal goals
3	Self- versus other-oriented motivation	Discussing the theoretical framework of self- vs. other-oriented social motivation
4	Consequences of self- and other-oriented motivation	Identifying the consequences of self- and other-oriented motivation to help
5	Does the difference between self- and other-oriented motivation really matter?	Questioning the dichotomy between self- and other-oriented motivations
6	Impression management motives	Discussing the consequences of helping others with the motivation to appear good
7	Benefits of compassion to self	Understanding how helping others can benefit the self
8	Midterm synthesis	Group presentations on what students have learned so far
9	Benefits of compassion at work	Discussing how compassion can increase work productivity
10	Is interdependence associated with self- or other-oriented compassion?	Distinguishing the self- and other-oriented motivation from interdependent cultural construct
11	Is independence associated with self- or other-oriented compassion?	Distinguishing the self- and other-oriented motivation from independent cultural construct
12	How can we improve prosocial motivation? Part 1	Discussing ways to improve prosocial motivation 1
13	How can we improve prosocial motivation? Part 2	Discussing ways to improve prosocial motivation 2
14	Final Synthesis	What have we learned and what are the next steps?

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete all the reading assignments, write weekly reaction papers, and post them on the course website by the designated date. Those assigned to lead discussions will further prepare the summaries of the readings and discussion questions. Fourth year students are expected to run their survey or experiment and collect data for their honor’s thesis. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
Zaki, J. (2021). The war for kindness: Building empathy in a fractured world. Robinson.

【References】
Harris, S. R. (2014). *How to critique journal articles in the social sciences.* Los Angeles, CA: Sage.
The weekly readings and other resources will be posted on the course website.

【Grading criteria】
Students are evaluated based on weekly reaction papers (25%), active participation in class discussion (25%), leading the discussion (20%), midterm presentation (10%), and a final research paper (20%).

【Changes following student comments】
Some students felt rushed during the discussion. We will meet 2 periods in a row to allow more time for in-depth discussion.

【Equipment student needs to prepare】
Students must get the login information for PyscINFO database from the library.

【Prerequisite】
Students must have successfully completed one or more from the following: Statistics, Social Psychology I or II, and Quantitative Research Methods (Social Research Methods).Instructor’s permission is required.

PSY400ZA

Seminar: Self and Culture II

Yu NIIYA

Credit(s)：4 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：月 4/Mon.4, 金 3/Fri.3

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
The focus of this seminar is on a deeper understanding and analysis of how the self and culture shape how we feel, think, and behave, drawing on the empirical literature in social and cultural psychology. In the fall, the seminar will meet twice a week. Both days will be devoted to group discussions on student led research. Third year students will design and prepare an experiment or a survey to be conducted the following year; fourth year students will analyze their data and write a research paper in APA-style. Students will receive guidance on each step of research, from identifying and refining a research question, conducting a literature review, to creating a questionnaire, analyzing data, and reporting the results.

【Goal】
Upon completion of the course, students are expected to achieve the following goals:
(a) to design and implement a small-scale empirical study on the basis of previous research and skills learned during the spring term;
(b) to analyze and interpret collected data using statistical software (e.g., JASP, SPSS, R, HAD); and
(c) to write up a research paper formatted in APA style (for fourth year students).

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This course combines several different kinds of pedagogical strategies including student-led weekly class discussion, presentations, and small group projects. Students will receive feedback on their research design in class, during the discussion. They will also receive written feedbacks on their papers.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Shares course expectations and goals
2	Developing a Research Proposal: A Review	Reviews the process of developing a research proposal
3	Refining Your Research Proposal (1)	Reviews and shares student research proposals
4	Refining Your Research Proposal (2)	Reviews and shares student research proposals
5	Preparing for Research Implementation	Discusses the procedural matters for implementing research
6	Research Debriefing & Feedback (1)	Shares and gets feedback on the progress of student research
7	Research Debriefing & Feedback (2)	Shares and gets feedback on the progress of student research
8	Analyzing and Interpreting Data (1)	Shares and gets feedback on data analyses
9	Analyzing and Interpreting Data (2)	Shares and gets feedback on data analyses
10	Analyzing and Interpreting Data (3)	Shares and gets feedback on data analyses
11	Writing and Presenting an APA Research Paper (1)	Reviews APA writing and engages in peer review
12	Writing and Presenting an APA Research paper (2)	Reviews APA writing and engages in peer review
13	Writing and Presenting an APA Research paper (3)	Reviews APA writing and engages in peer review
14	Research Presentation	Reviews the entire semester, and shares research findings

【Work to be done outside of class (preparation, etc.)】
Students are expected to prepare their research outside class and bring materials to discuss in class. Third students will formulate research questions and hypotheses, review relevant literature on the topic, design an experimental study, prepare research materials, and write up a research proposal; fourth year students will collect and analyze data, and write up a research paper. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
None.

【References】
Readings and other resources will be provided on the course website. Additional references will be introduced in class.

【Grading criteria】
Students are evaluated based on active participation in class discussion (30%), progress on their research project (30%), and a research proposal for third year students or a final research paper for fourth year students. For the latter, students are required to go through at least three rounds of revisions, graded as follows: 5% for the first draft, 10% for the second draft, 25% for the final draft.

【Changes following student comments】
The seminar meets twice a week to allow students to keep their full concentration and to show their peak performance throughout the 100 minutes.

【Equipment student needs to prepare】
Students must get the login information for PyscINFO database from the library.

【Prerequisite】
Students must have successfully completed one or more from the following: Statistics, Social Psychology I or II, and Quantitative Research Methods (Social Research Methods). Instructor’s permission is required.

POL400ZA

Seminar: International Relations I

TAKESHI YUZAWA

Credit(s)：4 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：木 4/Thu.4, 木 5/Thu.5

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
The first two decades of the 21st century have witnessed dramatic changes in international relations. It has become increasingly obvious that the relative power and influence of the United States over world politics is declining vis-à-vis new rising stars, most notably China. At the same time, the legitimacy of Western liberal norms and values (such as democracy, the rule of law, and human rights) that have constituted an important feature of an American-led order are being challenged by the rise of alternative norms and values, supported by rising authoritarian states, most notably China. This trend has been further reinforced by rising public distrust of existing political systems in many Western democracies, in particular the United States, mainly stemming from detrimental effects of economic globalization. In addition, the international political stage, which was previously dominated by states, has increasingly featured non-state actors, including non-government organizations, multinational corporations, and terrorist groups. The enormous growth of non-state actors poses serious challenges to the power and authority of the state. These drastic changes in the realm of IR pose the significant question: What will be the shape of the world order in the 21st century?
In order to address this question, this seminar will examine the following:
1) Shifts in power distribution among great powers, including the United States, China, Japan, India, and the major European countries.
2) Prospects for global governance (Pandemic, Climate Change, Financial Crisis)
3) New technology and geopolitics (US-China competitions, The roles of “Big-Tech” companies)
4) The political effects of economic globalization (The rise of populism and the decline of democracy in major countries)
5) Competition among differing norms and values: disputes over capitalism, democracy, human rights, and self-determination in the Middle East, Africa, and East Asia.
Seminar participants will examine these critical issues by utilizing major theories of IR.

【Goal】
The course objectives are:
1) To provide students with a background for eventual careers in fields (including work in government, international organizations, business, and the media) which require articulate, clear-thinking individuals with a grasp of contemporary international relations (IR);
2) To enable students to establish a firm foundation for studying IR at graduate level;
3) To enable students to demonstrate mastery of the subject matter of the course through the expression of relevant factual knowledge and the comprehension of relevant theory, deployed with appropriate analytical skill, as evidenced in discussion, oral presentation and written work.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
The spring semester will have detailed discussion on topics relating to the main theme of this seminar. Extensive review of IR theories will also be conducted in the early weeks of the semester.
During the fall semester (and the summer camp), students will undertake their own research projects. Seminar members will also engage in some group work relating to their research topics, role-play, and simulation studies).
Students will be required to write several short essays (only in the spring semester) and one research paper during the course (submitting a research paper by the late January 2023). Students can choose any topics within the discipline of IR. Minimum length for the research paper is 4,000 words. Fourth-year students will concentrate on their dissertation projects during the year. Dissertation subjects can be on anything within the IR discipline. Minimum length is 8,000 words, excluding bibliography, but including notes, any appendices and tables. Comments for assignments are given during class and office hours.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Course outline
2	Review of IR Theories	Reviewing IR theories
3	Seminar Topic 1	Discussion on the assigned topic
4	Seminar Topic 2	Discussion on the assigned topic
5	Debate 1	Debate
6	Seminar Topic 3	Discussion on the assigned topic
7	Seminar Topic 4	Discussion on the assigned topic
8	Debate 2 and the Mid-term Presentation (4th year students)	Presenting preliminary research proposal
9	Seminar Topic 6	Discussion on the assigned topic
10	Seminar Topic 7	Discussion on the assigned topic
11	Debate 3	Debate
12	Seminar Topic 8	Discussion on the assigned topic
13	Seminar Topic 9	Discussion on the assigned topic.
14	Debate 4/Final Research Proposal Presentation (Fourth-year students)	Presenting a research proposal

【Work to be done outside of class (preparation, etc.)】
Students are expected to engage in detailed independent and group study in order to achieve their seminar tasks. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
Students are required to pore over assigned readings specified by the lecturer.

【References】
Information relating to references will be provided during the course.

【Grading criteria】
Third year students: Essays (45%), Presentations and Discussions (35%), Debate (20%). Fourth year students: Class Contributions (20%), Mid-Term and Final Presentations (35%), Research Proposals (45%).

【Changes following student comments】
Handouts to be provided in a timely manner.

【Equipment student needs to prepare】
Course materials will be delivered via the Hoppii.

【Prerequisite】
Students wishing to take this seminar are required to have completed *"Introduction to International Relations" or "World Politics"* .

POL400ZA

Seminar: International Relations II

TAKESHI YUZAWA

Credit(s)：4 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：木 4/Thu.4, 木 5/Thu.5

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
The first two decades of the 21st century have witnessed dramatic changes in international relations. It has become increasingly obvious that the relative power and influence of the United States over world politics is declining vis-à-vis new rising stars, most notably China. At the same time, the legitimacy of Western liberal norms and values (such as democracy, the rule of law, and human rights) that have constituted an important feature of an American-led order are being challenged by the rise of alternative norms and values, supported by rising authoritarian states, most notably China. This trend has been further reinforced by rising public distrust of existing political systems in many Western democracies, in particular the United States, mainly stemming from detrimental effects of economic globalization. In addition, the international political stage, which was previously dominated by states, has increasingly featured non-state actors, including non-government organizations, multinational corporations, and terrorist groups. The enormous growth of non-state actors poses serious challenges to the power and authority of the state. These drastic changes in the realm of IR pose the significant question: What will be the shape of the world order in the 21st century?
In order to address this question, this seminar will examine the following:
1) Shifts in power distribution among great powers, including the United States, China, Japan, India, and the major European countries.
2) Prospects for global governance (Pandemic, Climate Change, Financial Crisis)
3) New technology and geopolitics (US-China competitions, The roles of “Big-Tech” companies)
4) The political effects of economic globalization (The rise of populism and the decline of democracy in major countries)
5) Competition among differing norms and values: disputes over capitalism, democracy, human rights, and self-determination in the Middle East, Africa, and East Asia.
Seminar participants will examine these critical issues by utilizing major theories of IR.

【Goal】
The course objectives are:
1) To provide students with a background for eventual careers in fields (including work in government, international organizations, business, and the media) which require articulate, clear-thinking individuals with a grasp of contemporary international relations (IR);
2) To enable students to establish a firm foundation for studying IR at graduate level;
3) To enable students to demonstrate mastery of the subject matter of the course through the expression of relevant factual knowledge and the comprehension of relevant theory, deployed with appropriate analytical skill, as evidenced in discussion, oral presentation and written work.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
The spring semester will have detailed discussion on topics relating to the main theme of this seminar. Extensive review of IR theories will also be conducted in the early weeks of the semester.
During the fall semester (and the summer camp), students will undertake their own research projects. Seminar members will also engage in some group work relating to their research topics and class simulation studies (role play game).
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Students will be required to write several short essays (only in the spring semester) and one research paper during the course (submitting a research paper by the late January 2023). Minimum length for the research paper is 4,000 words. Fourth-year students will concentrate on their dissertation projects during the year. Minimum length is 8,000 words, excluding bibliography, but including notes, any appendices and tables.
Comments for assignments are given during class and office hours.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Revised Research Proposal I	Presenting revised research proposals
2	Revised Research Proposal II	Presenting revised research proposals
3	Newspaper Content Analysis I	Analyzing contemporary topics by utilizing IR theories
4	Role play I	A simulation and role play exercise
5	Research Project Workshop	Individual consultation on research project
6	Mid-term Presentation on Research Papers (Third-year students)	Reporting progress on research papers
7	Mid-term Presentation on Dissertations (Fourth-year students)	Reporting progress on dissertations
8	Research Project Workshop	Individual consultation on research project
9	Role play II	A simulation and role play exercise
10	Newspaper Content Analysis II	Analyzing contemporary topics by utilizing IR theories
11	Research Project Workshop	Individual consultation on research project
12	Research Project Workshop	Individual consultation on research project
13	Final Presentation on Research Papers (Third-year students)	Presenting research papers
14	Final Presentation on Dissertations (Fourth-year students)	Presenting dissertations

【Work to be done outside of class (preparation, etc.)】
Students are expected to engage in detailed independent and group study in order to achieve their seminar tasks. For this reason, students are expected to organize study groups (sub-seminars) outside of class. This seminar will host a summer camp. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
Students are required to pore over assigned readings specified by the lecturer.

【References】
Information relating to references will be provided during the course.

【Grading criteria】
Third year students: Research Papers (including Mid-Term and Final Presentations) (50%), Newspaper Content Analysis (25%), Role Play (25%).
Fourth year students: Role Play (10)%, Dissertations (including Mid-Term and Final Presentations (90%).

【Changes following student comments】
Handouts to be provided in a timely manner.

【Equipment student needs to prepare】
Course materials will be delivered via the Hoppii.

【Prerequisite】
Students wishing to take this seminar are required to have completed either "*Introduction to International Relations " or "World Politics*."

TRS400ZA

Seminar: Tourism Management I

John MELVIN

Credit(s)：4 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：木 4/Thu.4, 木 5/Thu.5

他学部公開： グローバル： 成績優秀：○ 実務教員：○

【Outline and objectives】
While governments are quick to laud the economic benefits that tourists can bring, there are growing concerns about the impact of relentless growth of global tourism on the environment as well as the socio-cultural wellbeing of host communities. Driven largely by deregulation, globalisation and technological developments, the overarching focus on growth that has driven post-WW2 development is being increasingly challenged and questioned. From 2021, the post-coronavirus recovery offers a rare chance for the tourism industry to consider revising hitherto unsustainable business practices.
Adopting a lens of sustainability, this semester considers the management and marketing of tourism. Combining analysis of seminal research with illustrative and up-to-date case studies from a range of domestic and international destinations, students will gain insights into the factors driving tourism development. Students will be introduced to different research methods, and will acquire the tools to critically investigate tourism in a context of their choice. This will form the basis of an extended research paper that will be the completed during the second year of the seminar.

【Goal】
The goal of this seminar is to provide students with academic and practical knowledge relating to management and marketing that can facilitate their progression into the world of work.
Upon completion of this course, students will have acquired enhanced research and analytical skills. They will develop their ability to design, organise and manage an original tourism-related research project. Additionally, through in-class discussions and presentations, students will gain valuable experience in persuasively expressing and defending their opinions on a range of issues relating to business management and marketing.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
The seminar consists of in-depth analysis of various issues related to sustainable tourism management. In the spring semester, students are introduced to some core texts and research and are encouraged to start to consider which areas they intend to focus on. In the fall semester, students will begin to refine their topic and develope a firm research proposal.
In the second year of the seminar, students will research and write their extended research paper.
While some seminars will be instructor-led, students will play an increasing role in giving presentations & leading discussions on the Core Readings. As students’ own research develops, they will give presentations on their research, and share their growing expertise with the other students.
Assignments will be submitted via Hoppii; insightful answers will be shared in class to facilitate discussion.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Overview of the seminar; The importance of sustainability & adopting sustainable approaches.
2	Seminar Reading 1	Considering first case study: tourism management
3	Seminar Reading 2	Considering second case study: destination management and marketing
4	Seminar Reading 3	Considering third case study: tourism marketing
5	Research Methods	Introduction to research methods in business
6	Seminar Reading 4	Considering fourth case study: the tourist experience
7	Seminar Reading 5	Considering fifth case study: destination management
8	Research Project	Discussion on students’ topics and research questions
9	Seminar Reading 6	Considering sixth case study: destination management
10	Seminar Reading 7	Considering seventh case study: differentiation
11	Research Workshop and Consultation	Individual consultations on students’ research projects
12	Presentations on Student Research Proposal 1	Presentations and discussions on students’ own research
13	Presentations on Student Research Proposal 2	Presentations and discussions on students’ own research
14	Final Discussion	Roundtable discussion on first-semester progress and expectations for the second semester

【Work to be done outside of class (preparation, etc.)】
Students must complete the assigned reading as preparation for classes. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
Richards, G. (2018) *Small Cities with Big Dreams.* London: Routledge.
Students may purchase the paperback version or the e-book from the publisher’s website. Alternatively, the e-book version may be rented for a fixed time more cheaply. More details will be provided in class.
Also weekly handouts and reading materials will be distributed in class and/or available on the course website.

【References】
Brotherton, B. (2015 2nd Edition) *Researching Hospitality and Tourism.* London: SAGE
McCabe, S. (2014) *The Routledge Handbook of Tourism Marketing.* London: Routledge
Pike, S. (2018) *Tourism Marketing for Small Businesses.* London: Goodfellow Publishers

【Grading criteria】
Third year students: Class Participation (30%), Assignments and Presentation (30%) and Research Proposal (40%).
Fourth year students: Class Participation (20%), Assignments and Presentation (30%) and Final Paper (50%).

【Changes following student comments】
Case studies will vary year to year depending on students’ interests. While our 2021 summer trip was cancelled, hopefully the situation in 2022 will improve and we will be able to take both a trip and undertake field work.
Students must submit weekly reports on the reading and self-assessing their seminar performance.

【Equipment student needs to prepare】
Students should bring a laptop or tablet PC to class.

【Others】
I can draw from my experience in organizing events and as marketing director of a tourism business in the UK to help provide students with examples and to illustrate issues.

【Prerequisite】
Seminar students should have taken some of the following Business & Economy courses: Introduction to Tourism Studies; Introduction to Business; Principles of Marketing; Marketing in Japan; Tourism Development in Japan; Event Management; Marketing Management.
Seminar students must concurrently enroll in Services Marketing and/or Cultural Tourism (300-level courses).

TRS400ZA

Seminar: Tourism Management II

John MELVIN

Credit(s)：4 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：月 4/Mon.4, 月 5/Mon.5

他学部公開： グローバル： 成績優秀：○ 実務教員：○

【Outline and objectives】
This seminar continues from the Tourism Management I seminar, though with a greater focus on students' independent research projects. In addition to a field trip, students are expected to conduct investigative research that will form the basis of an extended research paper to be the completed during the second year of the seminar.
Building on knowledge acquired in the Spring semester on the management and marketing of tourism, the class content will continue to blend analysis of seminal research with illustrative and up-to-date case studies from a range of domestic and international destinations on tourism management. These will vary from year to year based on students' research interests.

【Goal】
The goal of this seminar is to provide students with academic and practical knowledge relating to management and marketing that can facilitate their progression into the world of work.
Upon completion of this course, students will have acquired enhanced research and analytical skills. They will develop their ability to design, organise and manage an original tourism-related research project. Additionally, through in-class discussions and presentations, students will gain valuable experience in persuasively expressing and defending their opinions on a range of issues relating to business management and marketing.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
Following on from the Spring semester, the seminar will continue to feature in-depth analysis of various issues related to sustainable tourism management in the form of discussion, presentation and writing. In the Fall semester, students will begin to refine their topic and develop a firm research proposal.
In the second year of the seminar, students will research and write their extended research paper.
In order to get the most from each seminar, students must commit to undertake the reading assignments. Students will play an increasing role in leading discussions.
Assignments will be submitted via Hoppii; insightful answers will be shared in class to facilitate discussion.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Overview of the Fall semester; 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: 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 Workshop and Consultation	Individual consultations on students' research projects
9	Seminar Reading 2	Considering second case study: tourism management
10	Seminar Reading 3	Considering third case study: tourism management
11	Seminar Reading 4	Considering fourth case study: tourism management
12	Seminar Reading 5	Considering fifth case study: tourism management
13	Presentations on Students' Research Projects 1	Presentations and discussions on students' individual research projects
14	Presentations on Students' Research Projects 2 & Final Discussion	Presentations and discussions on students' individual research projects and expectations for the junior students' second year

【Work to be done outside of class (preparation, etc.)】
Students must complete the assigned reading as preparation for classes. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
Richards, G. (2018) *Small Cities with Big Dreams.* London: Routledge. Students may purchase the paperback version or the e-book from the publisher's website. Alternatively, the e-book version may be rented for a fixed time more cheaply. More details will be provided in class.
Also weekly handouts and reading materials will be distributed in class and/or available on the course website.

【References】
Brotherton, B. (2015 2nd Edition) *Researching Hospitality and Tourism.* London: SAGE
McCabe, S. (2014) *The Routledge Handbook of Tourism Marketing.* London: Routledge
Pike, S. (2018) *Tourism Marketing for Small Businesses.* London: Goodfellow Publishers

【Grading criteria】
Third year students: Class Participation (30%), Assignments and Presentation (30%) and Research Proposal (40%).
Fourth year students: Class Participation (20%), Assignments and Presentation (30%) and Final Paper (50%).
Students are expected to complete all the assigned reading and homework to get the most benefit from the seminar.

【Changes following student comments】
Case studies will vary year to year depending on students' interests. While our 2021 summer trip was cancelled, hopefully the situation in 2022 will improve and we will be able to go on a trip and undertake field work.
Students must submit weekly reports on the reading and self-assessing their seminar performance.

【Equipment student needs to prepare】
Students should bring a laptop or tablet PC to class.

【Others】
I can draw from my experience in organizing events and as marketing director of a tourism business in the UK to help pro- vide students with examples and to illustrate issues.

【Prerequisite】
Seminar students should have passed Seminar: Tourism Management I.

MAN400ZA

Seminar: Entrepreneurship & Innovation I

EYO Shiaw Jia

Credit(s)：4 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：火 3/Tue.3, 火 4/Tue.4

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
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.
Spring Innovation Themes: Innovation Theories, Entrepreneurs and New Ventures, and Business Plan

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
This course is taught primarily through presentations and discussions. Feedback is given during class time, using tools such as HOPPII and email. Students give presentations on selected readings as well as on their own research.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Overview of the seminar
2	Innovation Theories, Dimensions and Innovation Models (1)	Schumpeter on innovation and entrepreneurship
3	Innovation Theories, Dimensions and Innovation Models (2)	Innovation and entrepreneurship in Japan
4	Managing Innovation – Market Adoption and Technology Diffusion (1)	Patterns of industry innovation Innovation diffusion theories
5	Managing Innovation – Market Adoption and Technology Diffusion (2)	Case studies
6	Entrepreneurs and New Ventures (1)	How to be an entrepreneur
7	Entrepreneurs and New Ventures (2)	Case studies
8	Entrepreneurs and New Ventures (3)	Launching your own venture
9	Business Ideas, Business Model and Business Plan (1)	Platforms for business plan
10	Business Ideas, Business Model and Business Plan (2)	Incubators
11	Business Ideas, Business Model and Business Plan (3)	Accelerators
12	Presentation of Business Plan (1)	Final presentation and discussion
13	Presentation of Business Plan (2)	Final presentation and discussion
14	Presentation of Business Plan (3)	Final presentation and discussion

【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 and case studies adequately to be able to engage in active discussion in class. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
No textbook will be used

【References】
Bessant, John and Tidd, Joe. *Innovation and Entrepreneurship,* 3rd edition. Wiley, 2015
Christensen, Clayton. *The Innovation Dilemma,* Harvard Business Review, 2013
Chesbrough, Henry. *Open Innovation: The New Imperative for Creating And Profiting from Technology,* Harvard Business Review, 2006
Grant, Robert. *Contemporary strategy analysis: text and cases,* , 9th edition, Wiley. 2016
Other case studies from Harvard Business Publishing and journal articles.

【Grading criteria】
Students will be evaluated based on class participation (20%), case study presentations and discussions (50%) and a final paper (30%).

【Changes following student comments】
Not applicable

【Prerequisite】
Students who passed the interview process for the seminar.

MAN400ZA

Seminar: Entrepreneurship & Innovation II

EYO Shiaw Jia

Credit(s)：4 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：火 1/Tue.1, 火 2/Tue.2

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
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.
Fall Innovation Theme: Business Model, Financing for Start-ups, Industry Analysis and Social Entrepreneurship,

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
Students will further examine the theories, concepts and issues related to entrepreneurship and innovation through case studies. Students will read and discuss papers and research conducted in this area. In the process, they will acquire tools and perspectives to formulate a research question and to apply what they have learnt to their own research. Feedback is given during class time, using tools such as HOPPII and email.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Review of theories we have learnt
2	Business Model	Business model analysis for the entrepreneurs
3	Business Model Canvas	Case studies
4	Financing for Start-Ups (1)	Financing instruments for start-ups
5	Financing for Start-Ups (2)	Venture capital deal sourcing and screening
6	Financing for Start-Ups (3)	China’s venture capital and tech startup landscape
7	Financing for Start-Ups (4)	Valuation for venture capital
8	Industry Analysis	Porter’s Five Forces
9	Competitive Advantage	The sources and dimensions of competitive Advantage
10	Social Entrepreneurship (1)	Social innovation and social entrepreneurship
11	Social Entrepreneurship (2)	Case studies
12	Social Entrepreneurship (3)	Case studies
13	Final Presentation (1)	Presentations and discussion
14	Final Presentation (2)	Presentations and discussion

【Work to be done outside of class (preparation, etc.)】
Every week, there is work to do: reading and preparation for discussion/ presentation. Students are required to read the assigned readings adequately to be able to engage in active discussion in class. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
No particular textbook.

【References】
Bessant, John and Tidd, Joe. *Innovation and Entrepreneurship,* 3rd edition. Wiley, 2015
Grant, Robert. *Contemporary strategy analysis: text and cases,* , 9th edition, Wiley. 2016
Other case studies from Harvard Business Publishing and journal articles.

【Grading criteria】
Students will be evaluated based on class participation (20%), case study presentations and discussions (50%) and a term paper (30%).

【Changes following student comments】
Not applicable.

【Prerequisite】
Passed Seminar: Entrepreneurship and Innovation I

MAN400ZA

Seminar: Global Strategic Management I

Sairan HAYAMA

Credit(s)：4 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：月 4/Mon.4, 月 5/Mon.5

他学部公開：　グローバル：　成績優秀：○　実務教員：○

【Outline and objectives】
This seminar is designed for students who are interested in international business. As described in the seminar title, students will mainly learn Global Strategic Management. Global Strategic Management includes many different academic aspects. In this seminar, we would like to focus on “Global Marketing Strategy”, including the following fields: Intercultural Communication, Negotiation, Brand Management, Advertisement, PR, Decision Making, and Organization.

【Goal】
By the end of the seminar, students will: (a) gain academic knowledge of international / global business (b) learn "practical wisdom" by pursuing the reality (c) learn the ability to see the entire picture and a wide variety of perspectives with strategic thinking (d) learn logical / critical thinking and effective presentation skills (e) develop and enhance strategic business planning skills.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
To achieve the goal, this seminar is mainly conducted through: (a) learning theoretical studies and case studies, (b) visiting companies and local areas, (c) doing joint research and collaboration with companies and local governments (product development, focus group, etc.), (d) conducting on-site survey (questionnaire, interview, etc.), (e) approaching from manager’s perspective, (f) making presentations and discussion based on “facts and data” and “experience”, (g) participating in business contests.
In addition, we sometimes use case methods being currently used by the MBA program in western countries.Feedback can be given verbally, non-verbally or in written form.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】授業形態：対面/face to face

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 Quantitive approach with various samples
3	Analysis of Management Strategy (1)	Understanding of the analysis methods for management strategy
4	Analysis of Management Strategy (2)	Understanding of the analysis methods for management strategy
5	Case Study (1)	Discussion on the case study from the strategic view point
6	Case Study (2)	Discussion on the case study from the strategic view point
7	Case Study (3)	Discussion on the case study from the strategic view point
8	Library Tour	Learning of how to use the library database
9	Prior Research (1)	Presentation and discussion on the prior research
10	Prior Research (2)	Presentation and discussion on the prior research
11	Prior Research (3)	Presentation and discussion on the prior research
12	Presentation for Research Proposal (1)	Presentations and discussion on the individual research proposal
13	Presentation for Research Proposal (2)	Presentations and discussion on the individual research proposal
14	Wrap-up	Wrap-up

【Work to be done outside of class (preparation, etc.)】
· Students are expected to engage in sub-seminar to deepen understanding of the management strategy, analysis methods, business model, etc.
· Students need to make good preparations for individual / group study.
· Students are encouraged to join the summer training camp.
· Preparatory study and review time for this class are 4 hours each.

【Textbooks】
No textbook will be used in this class. Handouts (journal articles) will be provided by the instructor.

【References】
Harvard business school case studies (details will be provided by the instructor)

【Grading criteria】
Participation (presentation / discussion etc.)（40%）
Assignment（20%）
Individual Report (3rd year students)（40%）
Final Report (4th year student)（40%）

【Changes following student comments】
N/A

【Others】
This course is conducted based on academic knowledge and the lecturer’s global business experience.

【Prerequisite】
None.

MAN400ZA

Seminar: Global Strategic Management II

Takamasa FUKUOKA

Credit(s)：4 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：金 3/Fri.3, 金 4/Fri.4

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
Following Global Strategic Management I, Global Strategic Management II is designed for more group discussion and puts emphasis on planning and conducting independent research based on what students learn in the spring semester. Students are expected to participate in a business contest in this course, work with companies / local governments, and conduct a field study.
This seminar is designed for students who are interested in international business. As described in the seminar title, students will mainly learn Global Strategic Management. Global Strategic Management includes many different academic aspects. In this seminar, we would like to focus on Global Marketing Strategy, Cross-Culture Management, Intercultural Communication, Brand Management, Global Advertisement, Decision Making, and CSR Strategy.

【Goal】
By the end of the seminar, students will gain (1)academic knowledge about international / global business, (2) practical wisdom by pursuing the reality in business activities, (3) the ability to see the entire picture and a wide variety of perspectives with strategic thinking,(4) logical / critical thinking ability and effective presentation skills, (5) the ability to develop and enhance strategic business planning skills.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
To achieve the goal, this seminar is mainly conducted through (1) learning theoretical studies and case studies, (2) visiting companies and local areas, (3) doing joint research and collaboration with companies and local governments (product development, focus group, etc.), (4) conducting on-site survey (questionnaire, interview, etc.), (5) approaching from manager’s perspective, (6) making presentations and discussions based on “facts and data” and “experience”, (7) participating business contests. Necessary feedback will be givien for the diversified academic activities at the class meetings.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Orientation and Introduction	Overview of the course guidelines for the fall semester and confirm the syllabus
2	Preparation for the Field Study	Preparation for the field study based on students’ interest
3	Field Study (Outside the Campus)	Conduct of field study based on students’ interest
4	Presentation and Discussion	Presentation and Discussion based on the findings in the field study
5	Presentation of your field study	Findings and Management Issues for your field study
6	Preparation of Business Plan Competition (1) — Marketing Analysis	Marketing analysis (analysis of the status quo)
7	Preparation of Business Plan Competition (2) — Planning	Planning from a strategic view point
8	Preparation of Business Plan Competition (3) — Presentation and Discussion	Presentation and discussion
9	Preparation of Business Plan Competition (4) — Final Presentation and Discussion	Revised presentation and discussion
10	Case Study (1)	Discussion on the case study from the strategic viewpoint
11	Case Study (2)	Discussion on the case study from the strategic view point
12	Oral Presentation for Individual Research (1)	Presentation and discussion on the research conducted by each member of the seminar
13	Oral Presentation for Individual Research (2)	Presentation and discussion on the research conducted by each member of the seminar
14	Review for this course	Student will be asked to present for what they have learned in this course

【Work to be done outside of class (preparation, etc.)】
· Students are expected to engage in this course to deepen their understanding about global management strategy, analysis methods, business model, etc.
· Students need to prepare for individual / group study and presentations.
· Students are encouraged to join the summer training camp.
· Preparatory study and review time for this class are 4 hours each.

【Textbooks】
No textbook will be used in this class. Handouts (journal articles) will be provided by the instructor if necessary.

【References】
Harvard business school case studies (details will be provided by the instructor)

【Grading criteria】
Participation (presentation / discussion etc.) — 40%
Assignment — 20%
Interim Report (3rd year students) — 40%
Final Report (4th year student) — 40%

【Changes following student comments】
N/A

【Prerequisite】
Global Strategic Management I

LIT400ZA

Seminar: Literature in Theory and Practice I

Gregory KHEZRNEJAT

Credit(s)：4 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：木 4/Thu.4, 木 5/Thu.5

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
This seminar is for students interested in literature, literary research, and composition. What separates a strong reading from a weak reading? How do critics and theorists evaluate and discuss a text? What tools and methods do researchers employ to deepen our understanding of a work of literature and its context? In this course, we will be exploring these questions through reading, researching, and discussing a selection of modern and contemporary pieces of short fiction.

【Goal】
Over the course of this seminar, students will:
(1) develop advanced close reading skills
(2) grasp the basic theory and methodology of literary research
(3) develop the ability to discuss prose fiction in multiple technical and theoretical contexts

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
This seminar will be primarily based around reading short fiction and essays. Students will conduct independent research on assigned short stories, which they will then present in class. These presentations will be interspersed with lectures and guided readings by the instructor. Students will be assessed based on class participation, presentations, and written submissions. Feedback on presentations and written assignments will be provided in class.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	An overview of the goals and structure of the course
2	Research Methods	An introduction to methods and resources for literature research
3	Reading Literary Research (1)	Reading and critiquing secondary sources in literature research
4	Reading Literary Research (2)	Reading and critiquing secondary sources in literature research
5	Reading 1	Presentation and discussion related to student research
6	Reading 2	Presentation and discussion related to student research
7	Reading 3	Presentation and discussion related to student research
8	Reading 4	Presentation and discussion related to student research
9	Reading 5	Presentation and discussion related to student research
10	Reading 6	Presentation and discussion related to student research
11	Reading 7	Presentation and discussion related to student research
12	Reading 8	Presentation and discussion related to student research
13	Reading 9	Presentation and discussion related to student research
14	Synthesis	A review of the major themes and concepts of the course

【Work to be done outside of class (preparation, etc.)】
Students are expected to perform close readings of each of the assigned texts outside of class. This seminar will also require the completion of an independent research project. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
Rubin, Jay, editor. *The Penguin Book of Japanese Short Stories.* Penguin Random House, 2018.

【References】
Relevant references will be provided in class by the instructor.

【Grading criteria】
Class contribution: 20%
Written assignments: 30%
Presentation: 25%
Final paper: 25%

【Changes following student comments】
Not applicable.

【Others】
Students who have previously taken literature courses in GIS – particularly Introduction to Literary Theory and/or Comparative Literature – will be given priority consideration.

【Prerequisite】
There are currently no prerequisites for this seminar.

LIT400ZA

Seminar: Literature in Theory and Practice II

Gregory KHEZRNEJAT

Credit(s)：4 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：木 4/Thu.4, 木 5/Thu.5

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
This seminar is for students interested in literature, literary research, and composition. How do authors approach the composition of a text? How does a text change through the revision process? How does the act of writing transform how we read literature? In this seminar, students will put their research from the spring into practice by creating their own pieces of short fiction.

【Goal】
Over the course of this seminar, students will:
(1) develop advanced close reading skills
(2) practice planning, composing, revising, and workshopping prose fiction
(3) develop the ability to discuss prose fiction in multiple technical and theoretical contexts

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Method(s)】
Students will utilize the theories and examples covered in the spring to write their own pieces of short fiction, which they will present, workshop, and revise. Students will also be responsible for providing constructive feedback to their classmates each week. These workshops will be interspersed with lectures and guided readings by the instructor. Students will be assessed based on class contributions, workshops, and written submissions. Feedback on workshops and written assignments will be provided in class.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	An overview of the goals and structure of the course
2	Theories of Writing 1	An introduction to various approaches to composing prose fiction
3	Theories of Writing 2	An introduction to various approaches to composing prose fiction
4	Practice Workshop	An introduction to the format and structure of fiction workshops
5	Workshop 1	Reading, discussing, and revising student compositions
6	Workshop 2	Reading, discussing, and revising student compositions
7	Workshop 3	Reading, discussing, and revising student compositions
8	Workshop 4	Reading, discussing, and revising student compositions
9	Workshop 5	Reading, discussing, and revising student compositions
10	Workshop 6	Reading, discussing, and revising student compositions
11	Workshop 7	Reading, discussing, and revising student compositions
12	Workshop 8	Reading, discussing, and revising student compositions
13	Workshop 9	Reading, discussing, and revising student compositions
14	Synthesis	A review of the major themes and concepts of the course

【Work to be done outside of class (preparation, etc.)】
Students are expected to perform close readings of each of the assigned texts outside of class. This seminar will also require the completion of an independent composition assignment. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
Readings will be provided in class by the instructor.

【References】
Relevant references will be provided in class by the instructor.

【Grading criteria】
Class contribution: 20%
Written assignments: 30%
Workshop draft: 25%
Final draft: 25%

【Changes following student comments】
Not applicable.

【Others】
Students who have previously taken literature courses in GIS – particularly Introduction to Literary Theory and/or Comparative Literature – will be given priority consideration.

【Prerequisite】
There are currently no prerequisites for this seminar.

CUA400ZA

Seminar: Media Across Borders I

Stevie Tongshun SUAN

Credit(s)：4 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：金 3/Fri.3, 金 4/Fri.4

他学部公開： グローバル： 成績優秀：○ 実務教員：

【Outline and objectives】
It has often been noted that animation is the dominant medium of the current era. For instance, Disney is the world's largest media company, anime is a globally popular media, and we even use animated LINE stamps to communicate with each other. Considering how our lives are now so "animated" as the point of departure, this seminar will explore ways of thinking about media broadly, including anime and films, manga and music, games, lifestyle, fashion, and SNS. Learning various theoretical and methodological approaches, this seminar will explore how different media are both affected by and affect the global societies we live in.

【Goal】
Throughout the seminar, students will learn how to engage with various media by examining relevant theories and research, exploring them through group work and discussion. They will also learn how to apply and critique the approaches examined in class. To do so, there will be presentations as well as smaller projects that work with specific theories and methods that focus on certain media. The students will have the opportunity to examine first-hand what media theorists and researchers are discussing about contemporary (and past) media and how such media reflect and affect society. Across the semester, students will also develop their own research project on a specific media of their choosing, applying the theories and methods we explored in class.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
As a seminar, these classes will primarily be discussion and presentation-based. Each week students will be provided with an academic reading relevant to the topic, engaging with methodological and theoretical concepts in ways that connect to their research interests. Students will have group and class discussions on certain themes and prepare group presentations and activities to better engage with that week's reading. Classes will also feature visual material such as images and clips of films and animation to better address, apply, and critique the readings. Students will also receive individual feedback and consultation at different points in the semester. Assessments of their work will be based on their understanding and application of the readings through their presentations, participation in discussion, and final papers.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Overview of the spring semester, considering the semester's themes, methods, and focus. Discussion of the aims of the seminar and the responsibilities of each seminar member.
2	Theory and Methods I	Overview of some foundational theories and methodologies as a class
3	Theory and Methods II	In depth examination of important methods and theories as a class
4	Theory and Methods III	Focusing on applying and critiquing specific theories and methods as a class
5	Reading Research I	Student presentations and discussions of a reading relevant to media studies
6	Reading Research II	Student presentations and discussions of a reading relevant to media studies
7	Reading Research III	Student presentations and discussions of a reading relevant to media studies
8	Reading Research IV	Student presentations and discussions of a reading relevant to media studies
9	Research Project Workshop I	Individual consultation on each students' research project
10	Reading Research V	Student presentations and discussions of a reading relevant to media studies
11	Reading Research VI	Student presentations and discussions of a reading relevant to media studies
12	Reading Research VII	Student presentations and discussions of a reading relevant to media studies
13	Reading Research VIII	Student presentations and discussions of a reading relevant to media studies
14	Research Project Workshop II	Presentations and discussions on students' own research

【Work to be done outside of class (preparation, etc.)】
Each week there will be articles/chapters to read, preparations for the discussion, presentation, and/or conducting research. All students are expected to be diligent and keep up with this workload to ensure that the seminar works for the class, the other students, and their own research interests. Reading, preparation, and review time for this class are at least 8 hours.

【Textbooks】
No textbook will be required as readings will be provided by the instructor.

【References】
Hansen, Mark B. N., and W. J. T. Mitchell. *Critical Terms for Media Studies*. Chicago and London: The University of Chicago Press, 2010.
Jin, Dal Yong. *Transmedia Storytelling in East Asia: The Age of Digital Media*. New York: Routledge, 2020.
Manovich, Lev. *The Language of New Media*. Cambridge: MIT Press, 2000.
Ngai, Sianne. *Ugly Feelings*. Cambridge, Mass.; London: Harvard University Press, 2007.
Santiago Iglesias, José Andrés, and Ana Soler Baena, eds. *Anime Studies: Media-Specific Approaches to Neon Genesis Evangelion*. Stockholm: Stockholm University Press, 2021.
Silvio, Teri. *Puppets, Gods, and Brands: Theorizing the Age of Animation from Taiwan*. Honolulu: University Press of Hawai ' i Press, 2019.
Storey, John. *Cultural Theory and Popular Culture: A Reader*. New York: Routledge, 2019.

【Grading criteria】
Class participation 20%, Comment/Question sheets 20%, Group activity I 15%, Group activity II 15%, Research plan 30%

【Changes following student comments】
This is a new class, but the professor will check constantly with students to make sure the workload and content are reasonable.

【Others】
It is not required but suggested that you have taken one or more of the following courses: Introduction to Media Theory,
Performance Studies, Creative Industries.
Students are expected to take both Media Across Borders I and II and to continue for two years. However, special arrangements may be made for students who study abroad.

【Prerequisite】
None.

CUA400ZA

Seminar: Media Across Borders II

Stevie Tongshun SUAN

Credit(s)：4 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：金 3/Fri.3, 金 4/Fri.4

他学部公開：　グローバル：　成績優秀：○　実務教員：

【Outline and objectives】
This class is the second semester in the Media Across Borders seminar. As such, it will build off of what the students learned in the spring semester. This semester will continue the exploration and examination of various theories and methods pertaining to media studies, and in particular, animation as broadly conceived. There will also be more focus on students' research projects, with the students presenting their research projects in a more extended form at the end of the semester and submitting their final written versions. There will also be the opportunity to get more feedback on their topics as it develops across the semester

【Goal】
Throughout the seminar, students will learn how to engage with various media by examining relevant theories and research, exploring them through group work and discussion. They will also learn how to apply and critique the approaches examined in class. To do so, there will be presentations as well as smaller projects that work with specific theories and methods that focus on certain media. The students will have the opportunity to examine first-hand what media theorists and researchers are discussing about contemporary (and past) media and how such media reflect and affect society. Across the semester, students will also develop their own research project on a specific media of their choosing, applying the theories and methods we explored in class.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Method(s)】
As a seminar, these classes will primarily be discussion and presentation-based. Each week students will be provided with an academic reading relevant to the topic, engaging with methodological and theoretical concepts in ways that connect to their research interests. Students will have group and class discussions on certain themes and prepare group presentations and activities to better engage with that week's reading. Classes will also feature visual material such as images and clips of films and animation to better address, apply, and critique the readings. Students will also receive individual feedback and consultation at different points in the semester. Assessments of their work will be based on their understanding and application of the readings through their presentations, participation in discussion, and final papers.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introduction	Overview of the fall semester, considering the semester's themes, methods, and focus. Discussion of the aims of the seminar and the responsibilities of each seminar member.
2	Theory and Methods I	Overview of some foundational theories and methodologies as a class
3	Theory and Methods II	In depth examination of important methods and theories as a class
4	Theory and Methods III	Focusing on applying and critiquing specific theories and methods as a class
5	Reading, Applying, Critiquing Research I	Student presentations and discussions of a reading relevant to media studies
6	Reading, Applying, Critiquing Research II	Student presentations and discussions of a reading relevant to media studies
7	Reading, Applying, Critiquing Research III	Student presentations and discussions of a reading relevant to media studies
8	Research Project Workshop I	Individual consultation on each students'research project
9	Reading, Applying, Critiquing Research IV	Student presentations and discussions of a reading relevant to media studies
10	Reading, Applying, Critiquing Research V	Student presentations and discussions of a reading relevant to media studies
11	Reading, Applying, Critiquing Research VI	Student presentations and discussions of a reading relevant to media studies
12	Research Project Workshop II	Research project presentations and feedback
13	Research Project Workshop III	Research project presentations and feedback
14	Research Project Workshop IV	Research project presentations and feedback

【Work to be done outside of class (preparation, etc.)】
Each week there will be articles/chapters to read, preparations for the discussion, presentation, and/or conducting research. All students are expected to be diligent and keep up with this workload to ensure that the seminar works for the class, the other students in their group, and their own research interests. Reading, preparation, and review time for this class are at least 8 hours.

【Textbooks】
No textbook will be required as readings will be provided by the instructor.

【References】
Chung, Hye Jean. *Media Heterotopias: Digital Effects and Material Labor in Global Film Production*. Durnham: Duke University Press, 2018.
Durham, Meenakshi Gigi, and Douglas Kellner. *Media and Cultural Studies: Keyworks*. Malden: Wiley-Blackwell, 2012.
Heise, Ursula. *The Routledge Companion to the Environmental Humanities*. New York: Routledge, 2017.
Heise, Ursula K. *Sense of Place and Sense of Planet: The Environmental Imagination of the Global*. Oxford, New York: Oxford University Press, 2008.
Morton, Timothy. *All Art Is Ecological*. London: Penguin Books, 2021.
Roudometof, Victor. *Glocalization: A Critical Introduction*. New York: Routledge, 2016.

【Grading criteria】
Class participation 20%, Comment/Question sheets 20%, Group activity I 10%, Group activity II 10%, Research Presentation 10%, Research Paper 30%

【Changes following student comments】
This is a new class, but the professor will check constantly with students to make sure the workload and content are reasonable.

【Others】
It is not required but suggested that you have taken one or more of the following courses: Introduction to Media Theory,
Performance Studies, Creative Industries.
Students are expected to take both Media Across Borders I and II and to continue for two years. However, special arrangements may be made for students who study abroad.

【Prerequisite】
None.

CAR100LA

Introduction to Career Design

Tomokazu OYAGI

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1
Day/Period：火 5/Tue.5
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): キャリアデザイン入門

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
この授業では、①大学での過ごし方と②社会で働くということについて、一緒に考えることで、皆さんが学生生活を有意義に過ごせるよう支援していきたいと思います。授業の中では、人生を歩む上で必要となる長期的なライフデザインの考え方や、社会ではたらくことについての基本的な知見を提供します。
これらを通じて、自分で考えて行動できるような姿勢を培うことが、この授業の目的です。

【Goal】
自分の頭で考え、率先して行動できるようになることを目標とします。受験を含む高校までは、課題が与えられ、正解をできるだけ早く見つける能力が求められてきました。しかし社会では、自ら問題を発見し、解決に向けて行動していく必要があります。また、誰かが正解を与えてくれるわけではありません。正解も一つではないでしょう。今日の正解が明日も正しいとは限りません。
そのような中では、自ら課題をみつけ、解決策を考え、そして実行し続けていく姿勢が求められます。大学の 4 年間では、考えながら行動し続ける姿勢、言い換えれば PDS（Plan,Do,See）サイクルを回して行ける基本的な力を身につけてほしいと思います。
最初は小さな一歩でも構いません。半年の間に、授業をきっかけにして何か行動してみることを目指しましょう。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
【この授業は教室での対面授業で実施します】
基本的には教室での対面で授業を実施しますが、新型コロナの感染状況等によって一部の授業回がオンラインに変更になる可能性があります。また課題の取り組みはオンラインで実施します。毎回の授業において各授業回に関連した課題を提示するので、一定期間内において指示された課題レポートの作成に取り組み、学習支援システムを利用して提出してください。
授業内では参加型の授業スタイルを積極的に取り入れます。教員や学生同士のコミュニケーション機会を重視します（グループ・ワーク、対話、相談、フィードバック、リアクション・ペーパー等）。ただし、新型コロナ感染症の状況によっては参加型授業の実施について一部変更となる可能性があります。
また、リアクションペーパー等におけるコメントや課題に関しては、授業内で紹介するなどしてフィードバックをします。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	オリエンテーション	本科目の授業趣旨、授業の進め方、求める参加態度、カリキュラム等について概要と授業を受講する意義について説明する。【キーワード：キャリアデザイン、旅をしよう！】
2	大学での学び	大学とはどのような場なのか、何のために大学で学ぶのか、大学の付加価値について考える。また、大学生時代にしかできない法政大学という場を有効に活用する学び方や、大学生として生活、学修していく際の基礎知識について学ぶ。【キーワード：自ら学ぶ、大学の活用】
3	激変する社会環境と直面する課題	現代は世界的に社会環境が激変している時代である。このような時代において社会が直面している課題を SDGs の観点から読み起こし、みなさん自身がこれらの諸課題に対してどのような関与、貢献ができそうかについて考える。併せて、わが国の将来に向けて重大な課題となっている少子高齢化の問題についても考えていく。【キーワード： SDGs、少子高齢化、パンデミック】
4	働き方と多様性	これからの変化の激しい社会において自分を生かしていく働き方について考えていく。ダイバーシティーに関する基本的考え方に加え、雇用形態の変化やパラレルキャリア、短時間労働化の可能性、テレワークなど、新しい働き方のあり方について考える。【キーワード：ダイバーシティー】
5	働くことの意味	働くとはどういうことなのか？これまでの主な労働論や労働観にも触れながら、これからの時代の「働く」を考えていく。特に、働く目標と目的、動機、働くことを通じての自己実現と幸福の追求、提供価値の対価としての報酬、これからの働き方などの側面から考えていく。【キーワード：労働観、働く目的】
6	結婚、家族、ジェンダーを取り巻く諸問題	社会生活を営んでいくための基礎的な単位であるとともに生活の基盤ともなる家族、および、その周辺で密接に関連している結婚やジェンダーに関する諸問題について考察する。併せて共働き問題、子育て問題、家族関係の変容についても触れていく。【キーワード：結婚、家族、ジェンダー】
7	グローバル化社会と異文化理解	これからの世の中はグローバルな活動が今まで以上に当たり前になってくる。そのような社会において活動していくためには各自がグローバル人材として成長していくことが必要である。そのためにはどのような資質を備えていくべきなのかについて学ぶ。【キーワード：グローバル化、カルチャーマップ】

8	インターンシップ	インターンシップとひとことで言っても多種多様なタイプがあり、それぞれに期待できる効果も異なる。インターンシップは大学に在学しながら社会人としての体験を企業の内側から体感ができる貴重な機会なので、積極的な参加を期待したい。本授業では本学でのインターンシップ参加の窓口であるキャリアセンターの職員が先輩たちの事例や参加する際の注意点などについて解説する。【キーワード：インターンシップ】
9	思考のメカニズム	自分自身の行動を計画し実践していくための基礎は、物事を正しくとらえ、正しく考え、正しく判断していくことである。ここでは、そのための基礎的技術について学ぶ。特に、思考のメカニズム、ロジカルシンキング、クリティカルシンキングを重点的に取り上げて学ぶ。【キーワード：ロジカルシンキング、クリティカルシンキング、フェルミ推定】
10	意思決定と認知バイアス	いま身の回りで起きていることがらのうち、皆さんのキャリアデザインに深くかかわってくる概念について基礎的な理解を深める。具体的には「ものごとの捉え方（認知）」、「自分が自由にできる裁量権（選択）」、「決めることに関するこころの動き（意思決定）」について学んでいく。【キーワード：二重過程理論、認知バイアス】
11	仕事と幸福	キャリアデザインの究極的な目的は、キャリア形成を通じた幸福の追求である。ここでは様々な幸福論について触れたのちに、セリグマンの PERMA モデルを取り上げて、幸福（ウエルビーイング）になるための要素についてキャリアデザインの観点から考えていく。【キーワード：ウエルビーイング、PERMA モデル、自己効力、幸福経営】
12	チャンスを広げるための行動様式の改革	チャンスを広げられる人は自分の前にある偶然の出会いをチャンスとして捉えて行動できるかどうかにかかっている。自分でチャンスを広げていくことができる行動様式について 4S トランジション理論、プランドハプンスタンス理論から学んでいく。【キーワード：4S トランジション理論、プランドハプスタンス理論、セレンディピティ】
13	学生生活と就職の準備	本学の学生は、卒業後の進路として 9 割が就職をする。就職がキャリアのゴールではないが、多くの学生が直面する就職活動がいつごろから始まり、どのような準備が必要なのかについて、卒業生のデータも踏まえながらキャリアセンターの職員が解説する。【キーワード：自己理解、就職活動】
14	学生時代の過ごし方	春学期が終わろうとしているいま、これから卒業までの 3 年半をどう過ごすかを考える。卒業までに成し遂げたいこと、それを成し遂げるためにどのような活動が必要かを具体的に議論する。そして、「明日から取り組むこと」をみなさん自身で決め、グループ内で共有する。【キーワード：過ごし方、付き合い方、自己戦略】

【Work to be done outside of class (preparation, etc.)】
本授業の準備・復習・課題レポートの作成等に要する時間は、講義時間以外に 4 時間以上を標準とします。より深い理解のために有益な資料、参考図書、作業等は授業内で示します。授業後にそれらに目を通したり、作業したり、インターネットや文献等の活用による自発的学習によって自分自身の知識やスキルの向上を目指されることを期待します。

【Textbooks】
特に定めません。

【References】
授業内において、必要に応じて副読本、参考文献等を紹介します。

【Grading criteria】
毎回の課題レポートの記述内容の評価を点数化し、それらを合計した総合点で評価（100 %）します。記述内容の評価においては、記述内容のオリジナリティ、論理構成、表現法を重点に評価します。単位取得には特段の事情がない限り課題レポートの期限内提出率が 70 %以上であることが必要です。また、課題レポートの総得点が満点の 60 %以上であることが必要です。やむを得ない事情で期限内の提出が難しい場合には、早めに担当教員（大八木智一）と相談してください。

【Changes following student comments】
本年度より課題レポートの記述内容において、みなさんの「オリジナリティのある考え方」に対する評価を重点評価項目に加えます。世間一般の考え、どこかの本やネットに書いてあったような考えでなく、みなさん自身が自分の頭でよく練った「考え」を評価します。一般的に「正しい」考えより、みなさんが「考え抜いた」内容を記述内容には期待します。

【Equipment student needs to prepare】
当日示す授業資料は、「学習支援システム」にもアップするので、各自パソコン、タブレット等を教室に持参することが可能です。同じ授業資料は授業中においても教室内で投影します。また、授業内容は一定期間学習支援システム上で公開する（課題を除く資料のみ）ので、復習等にも活用してください。学習用の使用機材は、できればスマートフォンではなく、PC やタブレットを用意されることをお勧めします。

【Others】
新型コロナ感染症の拡散状況によって、授業方法が春学期の途中でも変更になる場合があります。その場合は、随時ご連絡します。また、授業内容等に関する質問、問い合わせにはメールで受け付けます。必要に応じて対面での対応も可能です。コンタクト先については授業開始後に（初回授業において）お知らせします。

【Outline (in English)】
【Course Outline】
This class provides you with the long-term career design concept Lea you need to live your life and basic knowledge you need to work in society.
【Leaning Objectives】
The goal of this class is to find the problem ,to think about the solution ,and to have the ability to continue to perform.
【Leaning activities outside of class】
In addition to the lecture ,this class requires at least four hours to prepare ,review and create assignment report.
【Grading Criteria/Policy】
In the evaluation of the results, the content of each assignment report is evaluated as a total score. The on-time submission rate of the assignment report must be 70% or higher to earn credits. And also ,the total score of the assignment report must be 60% or more of the perfect score.

CAR100LA

Introduction to Career Design

Minoru TAKAHASHI

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1
Day/Period：金 2/Fri.2
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): キャリアデザイン入門

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
この授業では、①大学での過ごし方と②社会で働くということについて、一緒に考えることで、皆さんが学生生活を有意義に過ごせるよう支援していきたいと思います。
授業の中では、より長期的な人生を歩む上で必要となる考え方や、社会や働くということについての基本的な知見を提供します。これらを通じて、自分で考えて行動できるような姿勢を培うことが、この授業の目的です。

【Goal】
自分の頭で考え、率先して行動できるようになることを目標とします。受験を含む高校までは、課題が与えられ、正解を出来るだけ早く見つける能力が求められてきました。しかし社会では、自ら問題を発見し、解決に向けて行動していく必要があります。また、誰かが正解を与えてくれるわけではありません。正解も一つではないでしょう。今日の正解が明日も正しいとは限りません。
そのような中では、自ら課題をみつけ、解決策を考え、そして実行し続けていく姿勢が求められます。大学の４年間では、考えながら行動し続ける姿勢、言い換えればPDS（Plan,Do, See）サイクルを回して行ける基本的な力を身につけてほしいと思います。
最初は小さな一歩で構いません。半年の間に、授業をきっかけにして、何か行動してみることを目指しましょう。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
参加型の授業スタイルを積極的に取り入れます。教員や学生同士のコミュニケーション機会を重視します（グループ・ワーク、対話、相談、フィードバック、リアクション・ペーパー等）。
なお、初回の講義（第１回）は、オンデマンド授業（コンテンツ動画配信）で行います（登録者に学習支援システムを通じて案内します）。対面型の講義以外に、学習支援システムやメールでを活用しますので、受講期間は必ずチェックを行うようにしてください。
■課題等の提出
・学習支援システムを利用して行います。
・講義後のリアクションペーパーの提出、最終レポート、その他講師が講義で指定した課題等の提出となります。
■フィードバック方法
・提出された課題については、学習支援システムを通じてフィードバックを行います。
・講師とのメールも活用してフィードバックを行います。
・提出された課題を、授業内で取り上げる場合があります。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	オリエンテーション	【オンデマンド授業（オンラインによる動画視聴）】企業の人事部長経験、現役の人事パラレルワーカー（複業者）として、私自身のキャリアケースをお話しします。また、授業の内容、進め方、受講のルールなど、この授業を通して何を学ぶべきなのかをお伝えします。
2	大学での学び	「大学でもっと多くのことを学んでおけば良かった」。多くの大人がそう考えています。大学は、キャリアの始まり。学び方も姿勢も大きく変えなければいけません。では、大学という場所では何を学び、何を活かしていくべきなのか。現役社会人の立場から皆さんに伝え、これからの大学での学び方を考えます。
3	社会に出るというトランジション	大学を卒業すると、多くの皆さんが社会に出ていきます。このステップは、人生でも最大級のトランジション（変わり目）になります。そこで何が変わるのかを学び、自分自身のキャリアで何を考え、行動していくかを解説します。
4	働くことの意味	「働く」意味の一つは「労働に対する対価（＝給料）を得る」というものですが、果たしてそれだけでいいのでしょうか？ では「働きがい」とはどういうことでしょうか？ 働くことは本当に辛いことなのでしょうか？ 大人でも悩むこのテーマをみなさんと一緒に考えます。
5	外部環境と個人のキャリア	世界が未曽有のコロナ禍に直面し、大きく変化してきています。これからの日本は世界でも未曽有の少子化による労働人口減少に直面します。未来の日本でこれからどんなことが起こるのか？ そして、その中でどのように生きていくべきなのか。皆さんを取り巻く社会の外部環境について解説します。
6	働き方と多様性	女性は勿論、外国人、高齢者、障害者、LGBTQなど、働く人も多様になってきており、これからの時代は働き方そのものが大きく変わります。企業の人事部長経験や現役の人事パラレルワーカー（複業者）の視点から、これからの社会の変わりゆく多様性の解説と、「多様性とは何か」をみなさんで考えます。
7	なぜ企業は採用をするのか	なぜ企業は「採用」を行うのでしょうか？ 現役の人事だからこそ話せる、企業がなぜ採用をするのか、どんなことを考えて採用を行っているのかを赤裸々にお話しします。就活先となる企業の考えを理解することで、自分のこれからのキャリアを考えます。
8	組織におけるコミュニケーション	組織に属すると、周囲の人と必ずコミュニケーションを行っていかねばなりません。組織の目的と個人の目的は時としてずれてしまうこともあります。社会に出ると、好きでない人と付き合わねばならないことも多くあります。そんな組織で、どのようにコミュニケーションをとっていくべきなのか。組織におけるコミュニケーションを解説しつつ、みなさんと考えていきます。

9	キャリアモデルケーススタディ	現役で働いている社会人に、ご自身のキャリアと、どういう想いでキャリアを培ってきたのかをお話しいただきます。そして、そのキャリアモデルをもとに、自分自身のキャリアに置き換えて考えます。 （オンライン配信との併用を行う予定です）
10	「評価される」とはどういうことか	社会人になり、経験を重ね、スキルやノウハウがつくと、立場が変わり、社会的責任が大きくなり、お給料も上がっていきます。そのキャリアプロセスでは常に「評価される」ということが行われます。「評価される」ということはどういうことなのかを解説を交えながらみなさんと考えます。
11	インターンシップ（キャリアセンター担当）	インターンシップとひとことで言っても多様なタイプがあり、それぞれに期待できる効果も異なります。インターンシップは大学に在学しながら社会人の体験ができる貴重な機会。本授業では大学キャリアセンター職員が先輩の事例や参加の注意点などを解説します。
12	ポストコロナのオンライン時代に向けてやるべきこと	コロナ禍で、世界中の環境が激変しました。大変なこともありますが、一方でテクノロジーや働き方の変化は大きく進むことになります。個人の自由度や選択肢は高まっていますが、その分求められるものが高度化しています。ポストコロナ時代の未来をみなさんが幸せに生きていくためにやるべきことを解説しつつ、みなさんと考えていきます。
13	学生生活と就職の準備（キャリアセンター担当）	就職はキャリアのゴールではないですが、大学生活に重なる就職活動とはどのようなものか、そのために準備しておくことを大学キャリアセンター職員が解説します。
14	学生生活の過ごし方	春学期が終わろうとしているいま、これから卒業までの３年半をどう過ごすかを考えます。卒業までに成し遂げたいことと、それを成し遂げるためにどのような活動が必要かを一緒に議論します。最後には「大学時代に何をやるか」の目標を設定しましょう。

【Work to be done outside of class (preparation, etc.)】
本授業の準備学習・復習時間は、各 2 時間を標準とします。
また、復習のために、本受講の受講者は、必ず「本授業専用のキャリアマイノート」を準備し、毎回の授業の内容および感じたことを記載してもらいます。
なお、上記のほか、授業内で案内した書籍や、自主的なレポートは積極的に受け付けます (自主的な取り組みは加点評価を行います。積極的に取り組んでみてください)

【Textbooks】
特に定めません。

【References】
授業内で、参考になる書籍を適宜案内します。積極的に読んでみてください。

【Grading criteria】
毎回授業後に提出してもらうリアクションペーパーが 70%。期末レポートが 30%の割合で評価します。また、平常点も加味します。
本授業は、授業の内容を通して「自らのキャリアと向き合う」ことを求めます。単に授業を聞くだけでなく、以下の点を求めます。
①考察をする
「考察」とは「物事を明らかにするために調べて考えること」です。授業で伝えた内容をもとに、さらに「考察」してもらうことが必要です。
②自分自身に向き合う
本授業は「自らのキャリアを考える」ことを主眼に置いています。授業内容をもとに必ず自分自身に照らした考察を求めます。
③自身の行動に落とし込む
本授業で伝えた知見は、それをもとに自身の行動が変わることが必要です。具体的な行動目標を立てて実行することを求めます。
また、提出を求める課題以外でも、授業で案内した書籍を読んで自分自身を振り返ったり、授業内容をもとに「行動した」レポートなどは、随時任意で提出することができます。その場合、提出内容を精査した上で、加点評価として加味します。積極的に提出してください。

【Changes following student comments】
「自分自身のキャリアを真剣に考えたい」人のみが受講してください。自分自身と向き合うためには、時間と熟慮が必要で、かなり厄介で面倒なプロセスです。本講義では、徹底的に自分自身と向き合ってもらうため、積極的な受講意識が必要になります（決して楽ではありません）。
本気で自身のキャリアを考えたい人には、将来社会人になってからも活用できる知識とノウハウが身に着くはずです。

【Equipment student needs to prepare】
本授業専用「キャリアマイノート」を必ず事前準備して、毎回の授業に臨んでください。授業内で学んだこと、そして感じたことを積極的にキャリアマイノートに記載してください。そのための筆記用具は必ず持参してください。
また、第 1 回目の講義のほか、数回オンラインを活用した講義を行います。また、毎回の講義の情報や課題提出、コミュニケーションのために学習支援システムやメール等を積極的に活用します。そのため、パソコンおよびインターネット接続が必須になります。受講者の皆さんは準備し、随時チェックを行ってください。

【Others】
■講師プロフィール
新卒で JCB 入社、その後 NTT、トヨタグループ企業で新規事業企画、営業などを歴任。その後 40 歳にして人事に転身。トヨタファイナンス、創業 100 年企業、IT 企業の HDE（現 HENNGE）で人事部長を歴任。これまで 2,000 人を超える新卒学生と面接を行ってきている。
2018 年から現職。「マイクロ人事部長」として、パラレルワーク（複業）を行って複数社の企業の組織改革や人事に携わっている。
現職の人事としてリアリティのあるキャリアデザイン講義となります。
https://www.dodadsj.com/content/180403_takahashi/
https://bizhint.jp/report/398484

【Outline (in English)】
【Course outline】
In this lesson, we think about your university life and work in society together.
I support you can spend great time in your university life.
In this class, I provide the basic knowledge on the concept necessary for your “long-term” life and working in society.
【Learning Objectives】
Through this opportunity, the purpose of this lesson is to create your good attitude that you can think and act by yourself.
【Learning activities outside of classroom】
Before and afrer each class meeting, students will be expected to have read the relevant chapters from the text. Your required study time is 2 hour for each class meeting.
And Students must prepare a "notebook of your career" in this class.
【Grading Criteria / Policy】
Your overall grade in the class will be decided based on the following
· Short reports after each class meeting : 70%
· Reports inTerm-end ： 30%

CAR100LA

Introduction to Career Design

Tomokazu OYAGI

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1
Day/Period：木 1/Thu.1
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): キャリアデザイン入門

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
この授業では、①大学での過ごし方と②社会で働くということについて、一緒に考えることで、皆さんが学生生活を有意義に過ごせるよう支援していきたいと思います。授業の中では、人生を歩む上で必要となる長期的なライフデザインの考え方や、社会ではたらくことについての基本的な知見を提供します。
これらを通じて、自分で考えて行動できるような姿勢を培うことが、この授業の目的です。

【Goal】
自分の頭で考え、率先して行動できるようになることを目標とします。受験を含む高校までは、課題が与えられ、正解をできるだけ早く見つける能力が求められてきました。しかし社会では、自ら問題を発見し、解決に向けて行動していく必要があります。また、誰かが正解を与えてくれるわけではありません。正解も一つではないでしょう。今日の正解が明日も正しいとは限りません。
そのような中では、自ら課題をみつけ、解決策を考え、そして実行し続けていく姿勢が求められます。大学の 4 年間では、考えながら行動し続ける姿勢、言い換えれば PDS（Plan,Do,See）サイクルを回して行ける基本的な力を身につけてほしいと思います。
最初は小さな一歩でも構いません。半年の間に、授業をきっかけにして何か行動してみることを目指しましょう。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
【この授業は教室での対面授業で実施します】
基本的には教室での対面で授業を実施しますが、新型コロナの感染状況等によって一部の授業回がオンラインに変更になる可能性があります。また課題の取り組みはオンラインで実施します。毎回の授業において各授業回に関連した課題を提示するので、一定期間内において指示された課題レポートの作成に取り組み、学習支援システムを利用して提出してください。
授業内では参加型の授業スタイルを積極的に取り入れます。教員や学生同士のコミュニケーション機会を重視します（グループ・ワーク、対話、相談、フィードバック、リアクション・ペーパー等）。ただし、新型コロナ感染症の状況によっては参加型授業の実施について一部変更となる可能性があります。
また、リアクションペーパー等におけるコメントや課題に関しては、授業内で紹介するなどしてフィードバックをします。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	オリエンテーション	本科目の授業趣旨、授業の進め方、求める参加態度、カリキュラム等について概要と授業を受講する意義について説明する。【キーワード：キャリアデザイン、旅をしよう！】
2	大学での学び	大学とはどのような場なのか、何のために大学で学ぶのか、大学の付加価値について考える。また、大学生時代にしかできない法政大学という場を有効に活用する学び方や、大学生として生活、学修していく際の基礎知識について学ぶ。【キーワード：自ら学ぶ、大学の活用】
3	激変する社会環境と直面する課題	現代は世界的に社会環境が激変している時代である。このような時代において社会が直面している課題を SDGs の観点から読み起こし、みなさん自身がこれらの諸課題に対してどのような関与、貢献ができそうかについて考える。併せて、わが国の将来に向けて重大な課題となっている少子高齢化の問題についても考えていく。【キーワード： SDGs、少子高齢化、パンデミック】
4	働き方と多様性	これからの変化の激しい社会において自分を生かしていく働き方について考えていく。ダイバーシティーに関する基本的考え方に加え、雇用形態の変化やパラレルキャリア、短時間労働化の可能性、テレワークなど、新しい働き方のあり方について考える。【キーワード：ダイバーシティー】
5	働くことの意味	働くとはどういうことなのか？これまでの主な労働論や労働観にも触れながら、これからの時代の「働く」を考えていく。特に、働く目標と目的、動機、働くことを通じての自己実現と幸福の追求、提供価値の対価としての報酬、これからの働き方などの側面から考えていく。【キーワード：労働観、働く目的】
6	結婚、家族、ジェンダーを取り巻く諸問題	社会生活を営んでいくための基礎的な単位であるとともに生活の基盤ともなる家族、および、その周辺で密接に関連している結婚やジェンダーに関する諸問題について考察する。併せて共働き問題、子育て問題、家族関係の変容についても触れていく。【キーワード：結婚、家族、ジェンダー】
7	グローバル化社会と異文化理解	これからの世の中はグローバルな活動が今まで以上に当たり前になってくる。そのような社会において活動していくためには各自がグローバル人材として成長していくことが必要である。そのためにはどのような資質を備えていくべきなのかについて学ぶ。【キーワード：グローバル化、カルチャーマップ】

8	インターンシップ	インターンシップとひとことで言っても多種多様なタイプがあり、それぞれに期待できる効果も異なる。インターンシップは大学に在学しながら社会人としての体験を企業の内側から体感ができる貴重な機会なので、積極的な参加を期待したい。本授業では本学でのインターンシップ参加の窓口であるキャリアセンターの職員が先輩たちの事例や参加する際の注意点などについて解説する。【キーワード：インターンシップ】
9	思考のメカニズム	自分自身の行動を計画し実践していくための基礎は、物事を正しくとらえ、正しく考え、正しく判断していくことである。ここでは、そのための基礎的技術について学ぶ。特に、思考のメカニズム、ロジカルシンキング、クリティカルシンキングを重点的に取り上げて学ぶ。【キーワード：ロジカルシンキング、クリティカルシンキング、フェルミ推定】
10	意思決定と認知バイアス	いま身の回りで起きていることがらのうち、皆さんのキャリアデザインに深くかかわってくる概念について基礎的な理解を深める。具体的には「ものごとの捉え方（認知）」、「自分が自由にできる裁量権（選択）」、「決めることに関するこころの動き（意思決定）」について学んでいく。【キーワード：二重過程理論、認知バイアス】
11	仕事と幸福	キャリアデザインの究極的な目的は、キャリア形成を通じた幸福の追求である。ここでは様々な幸福論について触れたのちに、セリグマンの PERMA モデルを取り上げて、幸福（ウエルビーイング）になるための要素についてキャリアデザインの観点から考えていく。【キーワード：ウエルビーイング、PERMA モデル、自己効力、幸福経営】
12	チャンスを広げるための行動様式の改革	チャンスを広げられる人は自分の前にある偶然の出会いをチャンスとして捉えて行動できるかどうかにかかっている。自分でチャンスを広げていくことができる行動様式について 4S トランジション理論、プランドハプンスタンス理論から学んでいく。【キーワード：4S トランジション理論、プランドハプンスタンス理論、セレンディピティ】
13	学生生活と就職の準備	本学の学生は、卒業後の進路として 9 割が就職をする。就職がキャリアのゴールではないが、多くの学生が直面する就職活動がいつごろから始まり、どのような準備が必要なのかについて、卒業生のデータも踏まえながらキャリアセンターの職員が解説する。【キーワード：自己理解、就職活動】
14	学生時代の過ごし方	春学期が終わろうとしているいま、これから卒業までの 3 年半をどう過ごすかを考える。卒業までに成し遂げたいこと、それを成し遂げるためにどのような活動が必要かを具体的に議論する。そして、「明日から取り組むこと」をみなさん自身で決め、グループ内で共有する。【キーワード：過ごし方、付き合い方、自己戦略】

【Work to be done outside of class (preparation, etc.)】
本授業の準備・復習・課題レポートの作成等に要する時間は、講義時間以外に 4 時間以上を標準とします。より深い理解のために有益な資料、参考図書、作業等は授業内で示します。授業後にそれらに目を通したり、作業したり、インターネットや文献等の活用による自発的学習によって自分自身の知識やスキルの向上を目指されることを期待します。

【Textbooks】
特に定めません。

【References】
授業内において、必要に応じて副読本、参考文献等を紹介します。

【Grading criteria】
毎回の課題レポートの記述内容の評価を点数化し、それらを合計した総合点で評価（100 %）します。記述内容の評価においては、記述内容のオリジナリティ、論理構成、表現法を重点に評価します。単位取得には特段の事情がない限り課題レポートの期限内提出率が 70 %以上であることが必要です。また、課題レポートの総得点が満点の 60 %以上であることが必要です。やむを得ない事情で期限内の提出が難しい場合には、早めに担当教員（大八木智一）と相談してください。

【Changes following student comments】
本年度より課題レポートの記述内容において、みなさんの「オリジナリティのある考え方」に対する評価を重点評価項目に加えます。世間一般の考え、どこかの本やネットに書いてあったような考えでなく、みなさん自身が自分の頭でよく練った「考え」を評価します。一般的に「正しい」考えより、みなさんが「考え抜いた」内容を記述内容には期待します。

【Equipment student needs to prepare】
当日示す授業資料は、「学習支援システム」にもアップするので、各自パソコン、タブレット等を教室に持参することが可能です。同じ授業資料は授業中においても教室内で投影します。また、授業内容は一定期間学習支援システム上で公開する（課題を除く資料のみ）ので、復習等にも活用してください。学習用の使用機材は、できればスマートフォンではなく、PC やタブレットを用意されることをお勧めします。

【Others】
新型コロナ感染症の拡散状況によって、授業方法が春学期の途中でも変更になる場合があります。その場合は、随時ご連絡します。また、授業内容等に関する質問、問い合わせにはメールで受け付けます。必要に応じて対面での対応も可能です。コンタクト先については授業開始後に（初回授業において）お知らせします。

【Outline (in English)】
【Course Outline】
This class provides you with the long-term career design concept Lea you need to live your life and basic knowledge you need to work in society.
【Leaning Objectives】
The goal of this class is to find the problem ,to think about the solution ,and to have the ability to continue to perform.
【Leaning activities outside of class】
In addition to the lecture ,this class requires at least four hours to prepare ,review and create assignment report.
【Grading Criteria/Policy】
In the evaluation of the results, the content of each assignment report is evaluated as a total score. The on-time submission rate of the assignment report must be 70% or higher to earn credits. And also ,the total score of the assignment report must be 60% or more of the perfect score.

CAR100LA

Introduction to Career Design

Tomokazu OYAGI

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1
Day/Period：木 2/Thu.2
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): キャリアデザイン入門

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
この授業では、①大学での過ごし方と②社会で働くということについて、一緒に考えることで、皆さんが学生生活を有意義に過ごせるよう支援していきたいと思います。授業の中では、人生を歩む上で必要となる長期的なライフデザインの考え方や、社会ではたらくことについての基本的な知見を提供します。
これらを通じて、自分で考えて行動できるような姿勢を培うことが、この授業の目的です。

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自分の頭で考え、率先して行動できるようになることを目標とします。受験を含む高校までは、課題が与えられ、正解をできるだけ早く見つける能力が求められてきました。しかし社会では、自ら問題を発見し、解決に向けて行動していく必要があります。また、誰かが正解を与えてくれるわけではありません。正解も一つではないでしょう。今日の正解が明日も正しいとは限りません。
そのような中では、自ら課題をみつけ、解決策を考え、そして実行し続けていく姿勢が求められます。大学の 4 年間では、考えながら行動し続ける姿勢、言い換えれば PDS（Plan,Do,See）サイクルを回して行ける基本的な力を身につけてほしいと思います。
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基本的には教室での対面で授業を実施しますが、新型コロナの感染状況等によって一部の授業回がオンラインに変更になる可能性があります。また課題の取り組みはオンラインで実施します。毎回の授業において各授業回に関連した課題を提示するので、一定期間内において指示された課題レポートの作成に取り組み、学習支援システムを利用して提出してください。
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また、リアクションペーパー等におけるコメントや課題に関しては、授業内で紹介するなどしてフィードバックをします。

【Active learning in class (Group discussion, Debate.etc.)】
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14	学生時代の過ごし方	春学期が終わろうとしているいま、これから卒業までの 3 年半をどう過ごすかを考える。卒業までに成し遂げたいこと、それを成し遂げるためにどのような活動が必要かを具体的に議論する。そして、「明日から取り組むこと」をみなさん自身で決め、グループ内で共有する。【キーワード：過ごし方、付き合い方、自己戦略】

【Work to be done outside of class (preparation, etc.)】
本授業の準備・復習・課題レポートの作成等に要する時間は、講義時間以外に 4 時間以上を標準とします。より深い理解のために有益な資料、参考図書、作業等は授業内で示します。授業後にそれらに目を通したり、作業したり、インターネットや文献等の活用による自発的学習によって自分自身の知識やスキルの向上を目指されることを期待します。

【Textbooks】
特に定めません。

【References】
授業内において、必要に応じて副読本、参考文献等を紹介します。

【Grading criteria】
毎回の課題レポートの記述内容の評価を点数化し、それらを合計した総合点で評価（100 %）します。記述内容の評価においては、記述内容のオリジナリティ、論理構成、表現法を重点に評価します。単位取得には特段の事情がない限り課題レポートの期限内提出率が 70 %以上であることが必要です。また、課題レポートの総得点が満点の 60 %以上であることが必要です。やむを得ない事情で期限内の提出が難しい場合には、早めに担当教員（大八木智一）と相談してください。

【Changes following student comments】
本年度より課題レポートの記述内容において、みなさんの「オリジナリティのある考え方」に対する評価を重点評価項目に加えます。世間一般の考え、どこかの本やネットに書いてあったような考えでなく、みなさん自身が自分の頭でよく練った「考え」を評価します。一般的に「正しい」考えより、みなさんが「考え抜いた」内容を記述内容には期待します。

【Equipment student needs to prepare】
当日示す授業資料は、「学習支援システム」にもアップするので、各自パソコン、タブレット等を教室に持参することが可能です。同じ授業資料は授業中においても教室内で投影します。また、授業内容は一定期間学習支援システム上で公開する（課題を除く資料のみ）ので、復習等にも活用してください。学習用の使用機材は、できればスマートフォンではなく、PC やタブレットを用意されることをお勧めします。

【Others】
新型コロナ感染症の拡散状況によって、授業方法が春学期の途中でも変更になる場合があります。その場合は、随時ご連絡します。また、授業内容等に関する質問、問い合わせにはメールで受け付けます。必要に応じて対面での対応も可能です。コンタクト先については授業開始後に（初回授業において）お知らせします。

【Outline (in English)】
【Course Outline】
This class provides you with the long-term career design concept Lea you need to live your life and basic knowledge you need to work in society.
【Leaning Objectives】
The goal of this class is to find the problem ,to think about the solution ,and to have the ability to continue to perform.
【Leaning activities outside of class】
In addition to the lecture ,this class requires at least four hours to prepare ,review and create assignment report.
【Grading Criteria/Policy】
In the evaluation of the results, the content of each assignment report is evaluated as a total score. The on-time submission rate of the assignment report must be 70% or higher to earn credits. And also ,the total score of the assignment report must be 60% or more of the perfect score.

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Introduction to Career Design

Azusa MIYAKI

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1
Day/Period：金 4/Fri.4
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): キャリアデザイン入門

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
この授業では、①大学での過ごし方と②社会で働くということについて、一緒に考えることで、皆さんが学生生活を有意義に過ごせるよう支援していきたいと思います。
授業の中では、より長期的な人生を歩む上で必要となる考え方や、社会や働くということについての基本的な知見を提供します。これらを通じて、自分で考えて行動できるような姿勢を培うことが、この授業の目的です。

【Goal】
自分の頭で考え、率先して行動できるようになることを目標とします。受験を含む高校までは、課題が与えられ、正解を出来るだけ早く見つける能力が求められてきました。しかし社会では、自ら問題を発見し、解決に向けて行動していく必要があります。また、誰かが正解を与えてくれるわけではありません。正解も一つではないでしょう。今日の正解が明日も正しいとは限りません。
そのような中では、自ら課題をみつけ、解決策を考え、そして実行し続けていく姿勢が求められます。大学の４年間では、考えながら行動し続ける姿勢、言い換えれば PDS（Plan,Do,See）サイクルを回して行ける基本的な力を身につけてほしいと思います。
最初は小さな一歩で構いません。半年の間に、授業をきっかけにして、何か行動してみることを目指しましょう。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
●参加型の授業スタイルを積極的に取り入れます。教員や学生同士のコミュニケーション機会を重視します（グループ・ワーク、対話、意見交換、相談、フィードバック等）。
●大学の行動方針レベルが変更になった場合、授業形態が変更になる可能性があります。原則として対面で行います。授業実施形態の詳細は、逐次「学習支援システム」よりお知らせします。
●課題・リアクションペーパーの提出は「学習支援システム」を通じて行う予定です。
●課題・リアクションペーペー等における良いコメントは授業内で紹介し、さらなる議論に活かします。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
第 1 回	オリエンテーション	授業主旨、進め方、成績評価方法、求められる参加態度、およびカリキュラム等について概要を説明します。キャリアとは？ キャリアデザインとは？ 語源や定義、さまざまな捉え方についても解説します。
第 2 回	大学での学び	大学とはどういう場なのか、何のために大学で学ぶのか、大学の付加価値等について考えていきます。また、大学での学び方についても触れていきます。
第 3 回	学生と社会人	社会人に求められていることとは？ 学生とは何が異なるのだろう。それぞれの役割を比較し、社会人基礎力やライフスキルなどを理解することで、現在の自分の強みや将来にむけて強化すべき力を考えていきます。
第 4 回	学生生活と就職の準備	本学の学生は、卒業後の進路として 9 割が就職をします。就職がキャリアのゴールではないが、多くの学生が直面する就職活動がいつ頃から始まり、どのような準備が必要かを卒業生のデータを踏まえながらキャリアセンター職員が解説します。
第 5 回	ストレスとレジリエンス（復元力）	適度なストレスは、何かを頑張るための良い刺激となり、自己成長へ繋がります。一方、心が苦しくなったり、嫌な気分になったり、やる気をなくしたりする悪いストレスもあります。ストレスを理解し、対処する方法を学びます。
第 6 回	働き方と多様性	変化の激しい社会において自分らしく働くには、多様な選択があります。労働の領域におけるダイバーシティー（多様性）、多様な雇用形態、パラレルキャリアなどについて考えていきます。
第 7 回	やる気とモチベーション	これまでの自分を振り返り、自身の価値観の形成、やる気に影響を与えた出来事や人との出会いなど、モチベーションの源泉を見つけていきます。
第 8 回	プロフェッショナルのキャリア	好きや得意を仕事にするのは理想的なキャリア選択のひとつです。専門領域でプロフェッショナルとして活躍するには、自身で目標を設定し、掲げた目標やビジョンを実現するための努力、行動、セルフマネジメンが必要です。プロフェッショナルとは？ を一緒に考えていきます。
第 9 回	働くことの意味	働く意味・働きがいとは何かを考えていきます。自分の周りで仕事をしている人 (親、兄弟、親戚など) にインタビューを実施して、その結果を持ち寄り共有します。身近な大人は、何のために働いているのかをグループで議論し発表します。またアルバイトは就業経験としてどの程度の意味があるのかを考えてみます。
第 10 回	インターンシップ	インターンシップとひとことで言っても多様なタイプがあり、それぞれに期待できる効果も異なります。インターンシップは大学に在学しながら社会人としての体験を企業の内側から体感ができる貴重な機会なので積極的な参加を期待しています。本授業では窓口であるキャリアセンター職員が過去の先輩の事例や参加する際の注意点などを解説します。

第 11 回	新しい働き方・暮らし方・ライフワークバランス	コロナ禍でリモートワークが一挙に加速し、ワーケーションなどの新しい働き方を選択する人も増えてきました。新しい働き方・働く人や企業の倫理観の変化等についての事例・実態を解説します。新しい働き方のメリット・デメリット、将来の自身の働き方・休み方・暮らし方・ライフワークバランス等について考えていきます。
第 12 回	グローバル人材とは	グローバル化社会で活躍する人材になるには、英語をはじめとした外国語の能力は確かに大切です。さらに異文化を理解する能力などが求められます。「グローバル人材」「グローバル化社会」について議論します。
第 13 回	企業や組織を知る	今気になっている会社や公共機関、各種団体などについて情報収集します。また、皆さんがこれまで知らなかった会社や組織についても情報収集し、結果について議論します。
第 14 回	学生生活の過ごし方	春学期が終わろうとしているいま、これから卒業までの３年半をどう過ごすかを考えていきます。卒業までに成し遂げたいことと、それを成し遂げるためにどのような活動が必要かを具体的に書き出し「明日から取り組むこと」を決め、グループ内で共有していきます。私たちが活用できるプランドハプンスタンス理論・意思決定理論などを紹介していきます。またどのような人材として成長していくのが望ましいかについて考えていきます。

【Work to be done outside of class (preparation, etc.)】
本授業の準備学習・復習時間は、各 2 時間を標準とします。

【Textbooks】
特に定めない。学習支援システムにて資料を共有します。必要に応じてダウンロードをしたりプリントアウトをして、学習に役立ててください。

【References】
授業の中で適宜指示をします。

【Grading criteria】
・毎回のリアクションペーパー提出＝出席＜ 35 %＞、授業への貢献＝取組・発言＜ 25 %＞　期末試験での成績＜ 40%＞
・リアクションペーパーの提出をもって出席確認をします。各授業テーマについての理解度や新たな気づきなど、記述内容・論理構成等を評価します。
・授業への貢献は、発言・質問・積極的な取り組み・授業への取り組み姿勢等評価をいたします。

【Changes following student comments】
・昨年度の授業は、学生同士のグループディスカッション・学生と担当教員との対話・社会で活躍するゲストスピーカーの講演と質疑応答など、オンラインでも双方向のコミュニケーションを活発に行ってきました。
・学生の意見を踏まえて、今年度も、学生と教員・学生同士・学生と先輩社会人との相互コミュニケーションを活発におこなう機会を引き続き重視します。

【Equipment student needs to prepare】
・オンライン授業用の通信端末機器
・筆記用具
・本授業用の専用ノート（デジタルも可）
※他に必要なものがあれば、授業の中で適宜指示をします。

【Others】
●担当教員は、コンサルティングファーム、IT・メーカー企業にて約 20 年以上にわたる人事部門での実務経験があります。現在はメーカーに勤務しています。
●企業や大学で、社員や学生のキャリアカウンセリングを実施し、様々な個別相談にものってきました。相談件数は数千件に及びます。フリーランスのキャリアコンサルタントとしても仕事を請け負っています。
●授業では、これまでの私自身の経験や企業・組織の実態なども共有し、社会に出ていく準備期間にあたる大学時代でのキャリアデザインの重要性などを伝えていきます。

【Outline (in English)】
■ Course outline ■
This course introduces the concepts necessary for a long-term life, and basic knowledge of society and working.
Students are required to think about (1) how to spend at university and (2) working in society. It also enhances the skills needed to spend campus life meaningfully.
■ Learning Objectives ■
The aim of this course is to cultivate attitudes that you can think and act by yourself.
■ Learning activities outside of classroom ■
Before/after each class meeting, students will be expected to spend approx. two hours for each class meeting.
■ Grading Criteria /Policy ■
Your overall grade in the class will be decided based on the following
Short report: 35% Term-end examination:40% In-class contribution:25%

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Introduction to Career Design

Azusa MIYAKI

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1
Day/Period：金 5/Fri.5
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): キャリアデザイン入門
この授業は「Web 履修抽選対象授業」です。抽選エントリー期間は 2022 年 4 月 3 日（日）10 ： 00〜6 日（水）9 ： 00、結果発表は 4 月 6 日（水）22 ： 00（予定）です。履修ガイド（https://hosei-keiji.jp/ilac/rishuguide2022/）を確認のうえ、情報システムから期間内にエントリーしてください。定員に満たない場合も、抽選結果発表後の追加受入れは一切ありません。履修を希望する場合は、必ずエントリー期間内に申し込んでください。

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
この授業では、①大学での過ごし方と②社会で働くということについて、一緒に考えることで、皆さんが学生生活を有意義に過ごせるよう支援していきたいと思います。
授業の中では、より長期的な人生を歩む上で必要となる考え方や、社会や働くということについての基本的な知見を提供します。これらを通じて、自分で考えて行動できるような姿勢を培うことが、この授業の目的です。

【Goal】
自分の頭で考え、率先して行動できるようになることを目標とします。受験を含む高校までは、課題が与えられ、正解を出来るだけ早く見つける能力が求められてきました。しかし社会では、自ら問題を発見し、解決に向けて行動していく必要があります。また、誰かが正解を与えてくれるわけではありません。正解も一つではないでしょう。今日の正解が明日も正しいとは限りません。
そのような中では、自ら課題をみつけ、解決策を考え、そして実行し続けていく姿勢が求められます。大学の 4 年間では、考えながら行動し続ける姿勢、言い換えれば PDS（Plan,Do,See）サイクルを回して行ける基本的な力を身につけてほしいと思います。
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【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
●参加型の授業スタイルを積極的に取り入れます。教員や学生同士のコミュニケーション機会を重視します（グループ・ワーク、対話、意見交換、相談、フィードバック等）。
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【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
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第 3 回	学生と社会人	社会人に求められていることとは？ 学生とは何が異なるのだろう。それぞれの役割を比較し、社会人基礎力やライフスキルなどを理解することで、現在の自分の強みや将来にむけて強化すべき力を考えていきます。
第 4 回	学生生活と就職の準備	本学の学生は、卒業後の進路として 9 割が就職をします。就職がキャリアのゴールではないが、多くの学生が直面する就職活動がいつ頃から始まり、どのような準備が必要かを卒業生のデータを踏まえながらキャリアセンター職員が解説します。
第 5 回	ストレスとレジリエンス（復元力）	適度なストレスは、何かを頑張るための良い刺激となり、自己成長へ繋がります。一方、心が苦しくなったり、嫌な気分になったり、やる気をなくしたりする悪いストレスもあります。ストレスを理解し、対処する方法を学びます。
第 6 回	働き方と多様性	変化の激しい社会において自分らしく働くには、多様な選択があります。労働の領域におけるダイバーシティー（多様性）、多様な雇用形態、パラレルキャリアなどについて考えていきます。
第 7 回	やる気とモチベーション	これまでの自分を振り返り、自身の価値観の形成、やる気に影響を与えた出来事や人との出会いなど、モチベーションの源泉を見つけていきます。
第 8 回	プロフェッショナルのキャリア	好きや得意を仕事にするのは理想的なキャリア選択のひとつです。専門領域でプロフェッショナルとして活躍するには、自身で目標を設定し、掲げた目標やビジョンを実現するための努力、行動、セルフマネジメンが必要です。プロフェッショナルとは？ を一緒に考えていきます。
第 9 回	働くことの意味	働く意味・働きがいとは何かを考えていきます。自分の周りで仕事をしている人 (親、兄弟、親戚など) にインタビューを実施して、その結果を持ち寄り共有します。身近な大人は、何のために働いているのかをグループで議論し発表します。またアルバイトは就業経験としてどの程度の意味があるのかを考えてみます。
第 10 回	インターンシップ	インターンシップとひとことで言っても多様なタイプがあり、それぞれに期待できる効果も異なります。インターンシップは大学に在学しながら社会人としての体験を企業の内側から体感ができる貴重な機会なので積極的な参加を期待しています。本授業では窓口であるキャリアセンター職員が過去の先輩の事例や参加する際の注意点などを解説します。

第 11 回	新しい働き方・暮らし方・ライフワークバランス	コロナ禍でリモートワークが一挙に加速し、ワーケーションなどの新しい働き方を選択する人も増えてきました。新しい働き方・働く人や企業の倫理観の変化等についての事例・実態を解説します。新しい働き方のメリット・デメリット、将来の自身の働き方・休み方・暮らし方・ライフワークバランス等について考えていきます。
第 12 回	グローバル人材とは	グローバル化社会で活躍する人材になるには、英語をはじめとした外国語の能力は確かに大切です。さらに異文化を理解する能力などが求められます。「グローバル人材」「グローバル化社会」について議論します。
第 13 回	企業や組織を知る	今気になっている会社や公共機関、各種団体などについて情報収集します。また、皆さんがこれまで知らなかった会社や組織についても情報収集し、結果について議論します。
第 14 回	学生生活の過ごし方	春学期が終わろうとしているいま、これから卒業までの３年半をどう過ごすかを考えていきます。卒業までに成し遂げたいことと、それを成し遂げるためにどのような活動が必要かを具体的に書き出し「明日から取り組むこと」を決め、グループ内で共有していきます。私たちが活用できるプランドハプンスタンス理論・意思決定理論などを紹介していきます。またどのような人材として成長していくのが望ましいかについて考えていきます。

【Work to be done outside of class (preparation, etc.)】
本授業の準備学習・復習時間は、各 2 時間を標準とします。

【Textbooks】
特に定めない。学習支援システムにて資料を共有します。必要に応じてダウンロードをしたりプリントアウトをして、学習に役立ててください。

【References】
授業の中で適宜指示をします。

【Grading criteria】
・毎回のリアクションペーパー提出＝出席＜ 35 %＞、授業への貢献＝取組・発言＜ 25 %＞　期末試験での成績＜ 40%＞
・リアクションペーパーの提出をもって出席確認をします。各授業テーマについての理解度や新たな気づきなど、記述内容・論理構成等を評価します。
・授業への貢献は、発言・質問・積極的な取り組み・授業への取り組み姿勢等評価をいたします。

【Changes following student comments】
・昨年度の授業は、学生同士のグループディスカッション・学生と担当教員との対話・社会で活躍するゲストスピーカーの講演と質疑応答など、オンラインでも双方向のコミュニケーションを活発に行ってきました。
・学生の意見を踏まえて、今年度も、学生と教員・学生同士・学生と先輩社会人との相互コミュニケーションを活発におこなう機会を引き続き重視します。

【Equipment student needs to prepare】
・オンライン授業用の通信端末機器
・筆記用具
・本授業用の専用ノート（デジタルも可）
※他に必要なものがあれば、授業の中で適宜指示をします。

【Others】
●担当教員は、コンサルティングファーム、IT・メーカー企業にて約 20 年以上にわたる人事部門での実務経験があります。現在はメーカーに勤務しています。
●企業や大学で、社員や学生のキャリアカウンセリングを実施し、様々な個別相談にものってきました。相談件数は数千件に及びます。フリーランスのキャリアコンサルタントとしても仕事を請け負っています。
●授業では、これまでの私自身の経験や企業・組織の実態なども共有し、社会に出ていく準備期間にあたる大学時代でのキャリアデザインの重要性などを伝えていきます。

【Outline (in English)】
■ Course outline ■
This course introduces the concepts necessary for a long-term life, and basic knowledge of society and working.
Students are required to think about (1) how to spend at university and (2) working in society. It also enhances the skills needed to spend campus life meaningfully.
■ Learning Objectives ■
The aim of this course is to cultivate attitudes that you can think and act by yourself.
■ Learning activities outside of classroom ■
Before/after each class meeting, students will be expected to spend approx. two hours for each class meeting.
■ Grading Criteria /Policy ■
Your overall grade in the class will be decided based on the following
Short report: 35% Term-end examination:40% In-class contribution:25%

CAR100LA

Introduction to Career Design

Tomokazu OYAGI

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1
Day/Period：集中・その他/intensive・other courses
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): キャリアデザイン入門

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
この授業では、①大学での過ごし方と②社会で働くということについて、一緒に考えることで、皆さんが学生生活を有意義に過ごせるよう支援していきたいと思います。授業の中では、人生を歩む上で必要となる長期的なライフデザインの考え方や、社会ではたらくことについての基本的な知見を提供します。
これらを通じて、自分で考えて行動できるような姿勢を培うことが、この授業の目的です。

【Goal】
自分の頭で考え、率先して行動できるようになることを目標とします。受験を含む高校までのでは、課題が与えられ、正解をできるだけ早く見つける能力が求められてきました。しかし社会では、自ら問題を発見し、解決に向けて行動していく必要があります。また、誰かが正解を与えてくれるわけではありません。正解も一つではないでしょう。今日の正解が明日も正しいとは限りません。
そのような中では、自ら課題をみつけ、解決策を考え、そして実行し続けていく姿勢が求められます。大学の 4 年間では、考えながら行動し続ける姿勢、言い換えれば PDS（Plan,Do,See）サイクルを回して行ける基本的な力を身につけてほしいと思います。
最初は小さな一歩でも構いません。半年の間に、授業をきっかけにして何か行動してみることを目指しましょう。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
【この授業はオンライン（オンデマンド型）で実施します】
基本的に学習支援システムを活用したオンライン（オンデマンド型）で実施します。毎回の授業は動画配信（音声付き）を配信するので、それを視聴したのちに各回の課題レポートの作成に取り組んでください。毎回の授業において各授業回に関連した課題を提示するので、一定期間内（6 日間）において指示された課題レポートの作成に取り組み、学習支援システムを利用して提出してください。授業動画は、通常毎週木曜日（休講期間を除く）に配信予定です。配信から 6 日以内（具体的日程は授業中に指示します）に学習支援システム上で提出してください。また、提出されたレポート内容等のフィードバックは翌々週の授業内で行う予定です。

【Active learning in class (Group discussion, Debate.etc.)】
なし / No

【Fieldwork in class】
なし / No

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
1	オリエンテーション	本科目の授業趣旨、授業の進め方、求める参加態度、カリキュラム等について概要と授業を受講する意義について説明する。【キーワード：キャリアデザイン、旅をしよう！】
2	大学での学び	大学とはどのような場なのか、何のために大学で学ぶのか、大学の付加価値について考える。また、大学生時代にしかできない法政大学という場を有効に活用する学び方や、大学生として生活、学修していく際の基礎知識について学ぶ。【キーワード：自ら学ぶ、大学の活用】
3	激変する社会環境と直面する課題	現代は世界的に社会環境が激変している時代である。このような時代において社会が直面している課題を SDGs の観点から読み起こし、みなさん自身がこれらの諸課題に対してどのような関与、貢献ができそうかについて考える。併せて、わが国の将来に向けて重大な課題となっている少子高齢化の問題についても考えていく。【キーワード： SDGs、少子高齢化、パンデミック】
4	働き方と多様性	これからの変化の激しい社会において自分を生かしていく働き方について考えていく。ダイバーシティーに関する基本的考え方に加え、雇用形態の変化やパラレルキャリア、短時間労働化の可能性、テレワークなど、新しい働き方のあり方について考える。【キーワード：ダイバーシティー】
5	働くことの意味	働くとはどういうことなのか？これまでの主な労働論や労働観にも触れながら、これからの時代の「働く」を考えていく。特に、働く目標と目的、動機、働くことを通じての自己実現と幸福の追求、提供価値の対価としての報酬、これからの働き方などの側面から考えていく。【キーワード：労働観、働く目的】
6	結婚、家族、ジェンダーを取り巻く諸問題	社会生活を営んでいくための基礎的な単位であるとともに生活の基盤ともなる家族、および、その周辺で密接に関連している結婚やジェンダーに関する諸問題について考察する。併せて共働き問題、子育て問題、家族関係の変容についても触れていく。【キーワード：結婚、家族、ジェンダー】
7	グローバル化社会と異文化理解	これからの世の中はグローバルな活動が今まで以上に当たり前になってくる。そのような社会において活動していくためには各自がグローバル人材として成長していくことが必要である。そのためにはどのような資質を備えていくべきなのかについて学ぶ。【キーワード：グローバル化、カルチャーマップ】

8	インターンシップ	インターンシップとひとことで言っても多種多様なタイプがあり、それぞれに期待できる効果も異なる。インターンシップは大学に在学しながら社会人としての体験を企業の内側から体感ができる貴重な機会なので、積極的な参加を期待したい。本授業では本学でのインターンシップ参加の窓口であるキャリアセンターの職員が先輩たちの事例や参加する際の注意点などについて解説する。【キーワード：インターンシップ】
9	思考のメカニズム	自分自身の行動を計画し実践していくための基礎は、物事を正しくとらえ、正しく考え、正しく判断していくことである。ここでは、そのための基礎的技術について学ぶ。特に、思考のメカニズム、ロジカルシンキング、クリティカルシンキングを重点的に取り上げて学ぶ。【キーワード：ロジカルシンキング、クリティカルシンキング、フェルミ推定】
10	意思決定と認知バイアス	いま身の回りで起きていることがらのうち、皆さんのキャリアデザインに深くかかわってくる概念について基礎的な理解を深める。具体的には「ものごとの捉え方（認知）」、「自分が自由にできる裁量権（選択）」、「決めることに関するこころの動き（意思決定）」について学んでいく。【キーワード：二重過程理論、認知バイアス】
11	仕事と幸福	キャリアデザインの究極的な目的は、キャリア形成を通じた幸福の追求である。ここでは様々な幸福論について触れたのちに、セリグマンの PERMA モデルを取り上げて、幸福（ウエルビーイング）になるための要素についてキャリアデザインの観点から考えていく。【キーワード：ウエルビーイング、PERMA モデル、自己効力、幸福経営】
12	チャンスを広げるための行動様式の改革	チャンスを広げられる人は自分の前にある偶然の出会いをチャンスとして捉えて行動できるかどうかにかかっている。自分でチャンスを広げていくことができる行動様式について 4S トランジション理論、プランドハプンスタンス理論から学んでいく。【キーワード：4S トランジション理論、プランドハプスタンス理論、セレンディピティ】
13	学生生活と就職の準備	本学の学生は、卒業後の進路として 9 割が就職をする。就職がキャリアのゴールではないが、多くの学生が直面する就職活動がいつごろから始まり、どのような準備が必要なのかについて、卒業生のデータも踏まえながらキャリアセンターの職員が解説する。【キーワード：自己理解、就職活動】
14	学生時代の過ごし方	春学期が終わろうとしているいま、これから卒業までの 3 年半をどう過ごすかを考える。卒業までに成し遂げたいこと、それを成し遂げるためにどのような活動が必要かを具体的に議論する。そして、「明日から取り組むこと」をみなさん自身で決め、グループ内で共有する。【キーワード：過ごし方、付き合い方、自己戦略】

【Work to be done outside of class (preparation, etc.)】
本授業の準備・復習・課題レポートの作成等に要する時間は、講義聴講時間以外に 4 時間以上を標準とします。より深い理解のために有益な資料、参考図書、作業等は授業内で示します。授業後にそれらに目を通したり、作業したり、インターネットや文献等の活用による自発的学習によって自分自身の知識やスキルの向上を目指されることを期待します。

【Textbooks】
特に定めません。

【References】
授業内において、必要に応じて副読本、参考文献等を紹介します。

【Grading criteria】
毎回の課題レポートの記述内容の評価を点数化し、それらを合計した総合点で評価（100 %）します。記述内容の評価においては、記述内容のオリジナリティ、論理構成、表現法を重点に評価します。単位取得には特段の事情がない限り課題レポートの期限内提出率が 70 %以上であることが必要です。また、課題レポートの総得点が満点の 60 %以上であることが必要です。やむを得ない事情で期限内の提出が難しい場合には、早めに担当教員（大八木智一）と相談してください。

【Changes following student comments】
本年度より課題レポートの記述内容において、みなさんの「オリジナリティのある考え方」に対する評価を重点評価項目に加えます。世間一般の考え、どこかの本やネットに書いてあったような考えでなく、みなさん自身が自分の頭でよく練った「考え」を評価します。一般的に「正しい」考えより、みなさんが「考え抜いた」内容を記述内容には期待します。

【Equipment student needs to prepare】
当日示す授業資料は、「学習支援システム」にもアップするので、各自パソコン、タブレット等を教室に持参することが可能です。同じ授業資料は授業中においても教室内で投影します。また、授業内容は一定期間学習支援システム上で公開する（課題を除く資料のみ）ので、復習等にも活用してください。学習用の使用機材は、できればスマートフォンではなく、PC やタブレットを用意されることをお勧めします。

【Others】
新型コロナ感染症の拡散状況によって、授業方法が春学期の途中でも変更になる場合があります。その場合は、随時ご連絡します。また、授業内容等に関する質問、問い合わせにはメールで受け付けます。必要に応じて対面での対応も可能です。コンタクト先については授業開始後に（初回授業において）お知らせします。

【Outline (in English)】
【Course Outline】
This class provides you with the long-term career design concept Lea you need to live your life and basic knowledge you need to work in society.
【Leaning Objectives】
The goal of this class is to find the problem ,to think about the solution ,and to have the ability to continue to perform.
【Leaning activities outside of class】
In addition to the lecture ,this class requires at least four hours to prepare ,review and create assignment report.
【Grading Criteria/Policy】
In the evaluation of the results, the content of each assignment report is evaluated as a total score. The on-time submission rate of the assignment report must be 70% or higher to earn credits. And also ,the total score of the assignment report must be 60% or more of the perfect score.

CAR100LA

Career Design Advanced

Tomokazu OYAGI

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：集中・その他/intensive・other courses
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): キャリアデザイン応用

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
この授業では、「組織活動と働き方・生き方」に焦点を当て、これからの企業等での組織活動の諸相の理解を通じて、自分自身のキャリアデザインのあり方を考えていくことを目的とします。
この授業を通じて、残された大学生活の時間を自分自身で有効にプロデュースしていくための素養を身につけていくことも大切な作業です。そのために、各自のキャリアをデザインしていくうえで考えておくべき多様な視点を提供し、それらを考慮に入れた各人の戦略的なキャリアデザインが構築できるように支援していきたいと思います。

【Goal】
この授業を通じて、これから長い人生となる皆さんが、自分たちの思い描く人生にできるだけ近づけるようになるための基本的な態度と構想力を身につけることが到達目標です。特にこの授業では、生き方・働き方と企業等での組織活動との接点に焦点を当てているので、本授業の受講を通じて、皆さんが自分自身の生き方や働き方に関して少しでも具体的にイメージできるようになり、それが皆さんなりのキャリアデザインを検討していくうえで活かせるようになることをめざします。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
【この授業はオンライン（オンデマンド型）で実施します】
基本的に学習支援システムを活用したオンライン（オンデマンド型）で実施します。毎回の授業は動画配信（音声付き）を配信するので、それを視聴したのちに各回の課題レポートの作成に取り組んでください。毎回の授業において各授業回に関連した課題を提示するので、一定期間内（6 日間）において指示された課題レポートの作成に取り組み、学習支援システムを利用して提出してください。授業動画は、通常毎週木曜日（休講期間を除く）に配信予定です。配信から 6 日以内（具体的日程は授業中に指示します）に学習支援システム上で提出してください。また、提出されたレポート内容等のフィードバックは翌々週の授業内で行う予定です。

【Active learning in class (Group discussion, Debate.etc.)】
なし / No

【Fieldwork in class】
なし / No

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
1	オリエンテーション 仕事研究① 「公務」	本講義の目的、達成目標、授業の進め方、成績評価方法の周知、授業に臨む姿勢、カリキュラムについての概要を説明する。併せて、この講義受講の意義について解説する。 ついで、公務の仕事について学んでいく。公務員は基本的には行政機関で働く人々を指すが、ここでは、公務員の仕事内容と役割、民間企業との働き方の違いに焦点をあてて学んでいく。
2	仕事研究② 「営業」	いくら良い商品やサービスが提供できても営業活動がないと企業はお金を得られない。ここではこの「営業」の仕事について実例をもとに作成した教材視聴を通じて理解を深めていく。
3	仕事研究③ 「企画」	企画の仕事は商品やサービスの企画だけでなく、会社の経営計画の分野におよぶ幅の広い仕事である。ここではこの「企画」の仕事について実例をもとに作成した教材視聴を通じて理解を深めていく。
4	仕事研究④ 「開発」	開発の仕事は一言でいうと企業において付加価値を創出していくための活動と言える。ここではこの「開発」の仕事について実例をもとに作成した教材視聴を通じて理解を深めていく。
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8	働き方研究① 「チームワーク」	組織が一定の成果を挙げるためには個々のメンバーが集団全体の目的をよく理解して、コミュニケーションをとりながら、必要に応じてお互いの考えや行動、態度などを調整しあうことが必要となる。ここでは、チームワークの特性を分析したうえで、優れたチームワークを育む方策を学ぶ。
9	働き方研究② 「リーダーシップ」	リーダーシップとは、目的に向かって、あるいは目標達成のために構成メンバーやチームに対して働きかけて、具体的な行動を促す力のことである。ここではリーダーシップとそれを支えるフォロワーシップにも言及し、それらの特性や要素について整理するとともに、それぞれの育成方法について学んでいく。
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12	キャリア戦略① 「キャリア選択の考え方」	キャリア選択の多様化が進む現代においては適職選びには正解はないが、これまでの調査や研究の活用によって、少なくともより「正解」に近い選択は可能である。ここでは職業選択において陥りがちな問題について、最近のキャリア選択理論を紹介しながら各自の正解に近づけるためのキャリア選択のあり方について検討を加える。
13	キャリア戦略② 「人生の経営戦略」	「自分自身のキャリア形成」=「人生経営」と捉え、企業の経営理論で用いられる方法論の自分の人生経営戦略への応用を試みる。キャリア形成プロセスを通じて、各自が自分の望む人生の実現に少しでも近づいていくための考え方と行動について検討していきたい。
14	キャリア戦略③ 「自己実現に近づくための行動様式変革戦略」	これからの激動の社会を生き抜いていくためには、フレキシブルに自分自身を変化させ、チャンスを自分でお膳立てして、自分のキャリアの可能性を少しでも拡大していく行動が必要である。そのために、各自が行動様式を見直し、また行動様式を変革していく戦略を考えていく。

【Work to be done outside of class (preparation, etc.)】
本授業では授業聴講時間以外に予習・復習・課題レポート等の作成のために 4 時間以上の学習を要することを標準としています。より深い理解のために有益な資料、参考図書、作業等は授業内で示します。授業後にそれらに目を通したり、作業したりして自分自身の知識やスキルの向上を目指されることを期待します。

【Textbooks】
特に定めません。

【References】
授業内で都度紹介します。

【Grading criteria】
毎回の課題レポートの記述内容の評価を点数化し、その全 14 回分を合計した総合点で評価（100 %）します。記述内容の評価においては、記述内容のオリジナリティ、論理構成、表現法を重点に評価します。単位取得には特段の事情がない限り課題レポートの期限内提出率が 70 %以上であることが必要です。さらに、課題レポートの総得点が満点の 60 %以上であることが必要です。やむを得ない事情で期限内の提出が難しい場合には、早めに担当教員（大八木）と相談してください。

【Changes following student comments】
本年度より課題の記述内容において、みなさんの「オリジナリティのある考え方」に対する評価を重点評価項目に加えます。世間一般の考え、どこかの本に書いてある考えではなく、みなさんが自分の頭でよく練った「考え」を評価します。一般的に「正しい」考えより、みなさんが「考え抜いた」考えを記述内容を期待します。

【Equipment student needs to prepare】
授業資料は、「授業支援システム」に一定期間公開するので、各自パソコン、タブレット等によってを受講、学習をしてください。

【Others】
新型コロナ感染症の拡散状況によって、授業方法が秋学期の途中でも変更になる場合があります。その場合は、随時ご連絡します。また、授業内容等に関する質問、問い合わせにはメールで受け付けます。必要に応じて対面での対応も可能です。コンタクト先については授業開始後に（初回授業において）お知らせします。

【Outline (in English)】
【Couse Outline】
In this class provides a variety of perspective that you should consider as you design your career.
【Leaning Objectives】
The goal of this class is to develop a basic attitude and a conceptual ability to get as close as possible to the life that you envision.
【Leaning activities outside of class】
In addition to the lecture ,this class requires at least four hours to prepare ,review and create assignment report.
【Grading Criteria/Policy】
In the evaluation of the results, the content of each assignment report is evaluated as a total score. The on-time submission rate of the assignment report must be 70% or higher to earn credits. And also ,the total score of the assignment report must be 60% or more of the perfect score.

CAR100LA

Career Design Advanced

Tomokazu OYAGI

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：集中・その他/intensive・other courses
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): キャリアデザイン応用

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
この授業では、「組織活動と働き方・生き方」に焦点を当て、これからの企業等での組織活動の諸相の理解を通じて、自分自身のキャリアデザインのあり方を考えていくことを目的とします。
この授業を通じて、残された大学生活の時間を自分自身で有効にプロデュースしていくための素養を身につけていくことも大切な作業です。そのために、各自のキャリアをデザインしていくうえで考えておくべき多様な視点を提供し、それらを考慮に入れた各人の戦略的なキャリアデザインが構築できるように支援していきたいと思います。

【Goal】
この授業を通じて、これから長い人生となる皆さんが、自分たちの思い描く人生にできるだけ近づけるようになるための基本的な態度と構想力を身につけることが到達目標です。特にこの授業では、生き方・働き方と企業等での組織活動との接点に焦点を当てているので、本授業の受講を通じて、皆さんが自分自身の生き方や働き方に関して少しでも具体的にイメージできるようになり、それが皆さんなりのキャリアデザインを検討していくうえで活かせるようになることをめざします。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
【この授業はオンライン（オンデマンド型）で実施します】
基本的に学習支援システムを活用したオンライン（オンデマンド型）で実施します。毎回の授業は動画配信（音声付き）を配信するので、それを視聴したのちに各回の課題レポートの作成に取り組んでください。毎回の授業において各授業回に関連した課題を提示するので、一定期間内（6 日間）において指示された課題レポートの作成に取り組み、学習支援システムを利用して提出してください。授業動画は、通常毎週木曜日（休講期間を除く）に配信予定です。配信から 6 日以内（具体的日程は授業中に指示します）に学習支援システム上で提出してください。また、提出されたレポート内容等のフィードバックは翌々週の授業内で行う予定です。

【Active learning in class (Group discussion, Debate.etc.)】
なし / No

【Fieldwork in class】
なし / No

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
1	オリエンテーション 仕事研究① 「公務」	本講義の目的、達成目標、授業の進め方、成績評価方法の周知、授業に臨む姿勢、カリキュラムについての概要を説明する。併せて、この講義受講の意義について解説する。 ついで、公務の仕事について学んでいく。公務員は基本的には行政機関で働く人々を指すが、ここでは、公務員の仕事内容と役割、民間企業との働き方の違いに焦点をあてて学んでいく。
2	仕事研究② 「営業」	いくら良い商品やサービスが提供できても営業活動がないと企業はお金を得られない。ここではこの「営業」の仕事について実例をもとに作成した教材視聴を通じて理解を深めていく。
3	仕事研究③ 「企画」	企画の仕事は商品やサービスの企画だけでなく、会社の経営計画の分野におよぶ幅の広い仕事である。ここではこの「企画」の仕事について実例をもとに作成した教材視聴を通じて理解を深めていく。
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【Textbooks】
特に定めません。

【References】
授業内で都度紹介します。

【Grading criteria】
毎回の課題レポートの記述内容の評価を点数化し、その全 14 回分を合計した総合点で評価（100 %）します。記述内容の評価においては、記述内容のオリジナリティ、論理構成、表現法を重点に評価します。単位取得には特段の事情がない限り課題レポートの期限内提出率が 70 %以上であることが必要です。さらに、課題レポートの総得点が満点の 60 %以上であることが必要です。やむを得ない事情で期限内の提出が難しい場合には、早めに担当教員（大八木）と相談してください。

【Changes following student comments】
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授業資料は、「授業支援システム」に一定期間公開するので、各自パソコン、タブレット等によってを受講、学習をしてください。

【Others】
新型コロナ感染症の拡散状況によって、授業方法が秋学期の途中でも変更になる場合があります。その場合は、随時ご連絡します。また、授業内容等に関する質問、問い合わせにはメールで受け付けます。必要に応じて対面での対応も可能です。コンタクト先については授業開始後に（初回授業において）お知らせします。

【Outline (in English)】
【Couse Outline】
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The goal of this class is to develop a basic attitude and a conceptual ability to get as close as possible to the life that you envision.
【Leaning activities outside of class】
In addition to the lecture ,this class requires at least four hours to prepare ,review and create assignment report.
【Grading Criteria/Policy】
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CAR100LA

Career Design Advanced

Tomokazu OYAGI

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：木 1/Thu.1
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): キャリアデザイン応用

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
この授業では、「組織活動と働き方・生き方」に焦点を当て、これからの企業等での組織活動の諸相の理解を通じて、自分自身のキャリアデザインのあり方を考えていくことを目的とします。
この授業を通じて、残された大学生活の時間を自分自身で有効にプロデュースしていくための素養を身につけていくことも大切な作業です。そのために、各自のキャリアをデザインしていくうえで考えておくべき多様な視点を提供し、それらを考慮に入れた各人の戦略的なキャリアデザインが構築できるように支援していきたいと思います。

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この授業を通じて、これから長い人生となる皆さんが、自分たちの思い描く人生にできるだけ近づけるようになるための基本的な態度と構想力を身につけることが到達目標です。特にこの授業では、生き方・働き方と企業等での組織活動との接点に焦点を当てているので、本授業の受講を通じて、皆さんが自分自身の生き方や働き方に関して少しでも具体的にイメージできるようになり、それが皆さんなりのキャリアデザインを検討していくうえで活かせるようになることをめざします。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
【この授業は教室での対面授業で実施します】
基本的には教室での対面で授業を実施しますが新型コロナの感染状況等によって一部の授業回の授業方式が変更になる場合があります。また、課題の取り組みはオンラインで実施します。毎回の授業において各授業回に関連した課題を提示するので、一定の期間内において指示された課題レポートの作成に取り組み、学習支援システムを利用して提出してください。また、課題レポート等におけるコメントに関しては、授業内で紹介するなどしてフィードバックをします。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	オリエンテーション 仕事研究① 「公務」	本講義の目的、達成目標、授業の進め方、成績評価方法の周知、授業に臨む姿勢、カリキュラムについての概要を説明する。併せて、この講義受講の意義について解説する。 ついで、公務の仕事について学んでいく。公務員は基本的には行政機関で働く人々を指すが、ここでは、公務員の仕事内容と役割、民間企業との働き方の違いに焦点をあてて学んでいく。
2	仕事研究② 「営業」	いくら良い商品やサービスが提供できても営業活動がないと企業はお金を得られない。ここではこの「営業」の仕事について実例をもとに作成した教材視聴を通じて理解を深めていく。
3	仕事研究③ 「企画」	企画の仕事は商品やサービスの企画だけでなく、会社の経営計画の分野におよぶ幅の広い仕事である。ここではこの「企画」の仕事について実例をもとに作成した教材視聴を通じて理解を深めていく。
4	仕事研究④ 「開発」	開発の仕事は一言でいうと企業において付加価値を創出していくための活動と言える。ここではこの「開発」の仕事について実例をもとに作成した教材視聴を通じて理解を深めていく。
5	仕事研究⑤ 「コンサルティング」	コンサルティングは、企業や団体が外部の頭脳（ノウハウ、専門知識、ネットワーク）を得たいときに活躍する仕事である。ここではこの「コンサルティング」の仕事について実例をもとに作成した教材視聴を通じて理解を深めていく。
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8	働き方研究① 「チームワーク」	組織が一定の成果を挙げるためには個々のメンバーが集団全体の目的をよく理解して、コミュニケーションをとりながら、必要に応じてお互いの考えや行動、態度などを調整しあうことが必要となる。ここでは、チームワークの特性を分析したうえで、優れたチームワークを育む方策を学ぶ。
9	働き方研究② 「リーダーシップ」	リーダーシップとは、目的に向かって、あるいは目標達成のために構成メンバーやチームに対して働きかけて、具体的な行動を促す力のことである。ここではリーダーシップとそれを支えるフォロワーシップにも言及し、それらの特性や要素について整理するとともに、それぞれの育成方法について学んでいく。
10	働き方研究③ 「モチベーション」	自己実現を目指して生きていくためには、常に自分自身が成長し続け、自分自身を改革し続けることが重要な要素となる。ここでは、自分自身が成長していくために「強みの活かし方」「モチベーションの高め方」などの観点からの自分自身の考え方や行動を問い直していく。

11	働き方研究④ 「メンタルヘルス」	仕事や生活を通じて生じるストレスによる心身への負荷や圧迫、あるいはものごとの捉え方によるネガティブな感情の形成は、自分自身のキャリア形成にマイナスに働くことが多い。そのため、ここでは心身の負荷を軽減するためのいくつかの方法を理論とともに学んでいく。
12	キャリア戦略① 「キャリア選択の考え方」	キャリア選択の多様化が進む現代においては適職選びには正解はないが、これまでの調査や研究の活用によって、少なくともより「正解」に近い選択は可能である。ここでは職業選択において陥りがちな問題について、最近のキャリア選択理論を紹介しながら各自の正解に近づけるためのキャリア選択のあり方について検討を加える。
13	キャリア戦略② 「人生の経営戦略」	「自分自身のキャリア形成」=「人生経営」と捉え、企業の経営理論で用いられる方法論の自分の人生経営戦略への応用を試みる。キャリア形成プロセスを通じて、各自が自分の望む人生の実現に少しでも近づいていくための考え方と行動について検討していきたい。
14	キャリア戦略③ 「自己実現に近づくための行動様式変革戦略」	これからの激動の社会を生き抜いていくためには、フレキシブルに自分自身を変化させ、チャンスを自分でお膳立てして、自分のキャリアの可能性を少しでも拡大していく行動が必要である。そのために、各自が行動様式を見直し、また行動様式を変革していく戦略を考えていく。

【Work to be done outside of class (preparation, etc.)】
本授業では授業時間以外に予習・復習・課題レポート等の作成のために 4 時間以上の学習を要することを標準としています。より深い理解のために有益な資料、参考図書、作業等は授業内で示します。授業後にそれらに目を通したり、作業したりして自分自身の知識やスキルの向上を目指されることを期待します。

【Textbooks】
特に定めません。

【References】
授業内で都度紹介します。

【Grading criteria】
毎回の課題レポートの記述内容の評価を点数化し、その全 14 回分を合計した総合点で評価（100 %）します。記述内容の評価においては、記述内容のオリジナリティ、論理構成、表現法を重点に評価します。単位取得には特段の事情がない限り課題レポートの期限内提出率が 70 %以上であることが必要です。さらに、課題レポートの総得点が満点の 60 %以上であることが必要です。やむを得ない事情で期限内の提出が難しい場合には、早めに担当教員（大八木）と相談してください。

【Changes following student comments】
本年度より課題の記述内容において、みなさんの「オリジナリティのある考え方」に対する評価を重点評価項目に加えます。世間一般の考え、どこかの本に書いてある考えではなく、みなさんが自分の頭でよく練った「考え」を評価します。一般的に「正しい」考えより、みなさんが「考え抜いた」考えを記述内容を期待します。

【Equipment student needs to prepare】
授業資料は、「授業支援システム」に一定期間公開するので、各自パソコン、タブレット等によってを受講、学習をしてください。

【Others】
新型コロナ感染症の拡散状況によって、授業方法が秋学期の途中でも変更になる場合があります。その場合は、随時ご連絡します。また、授業内容等に関する質問、問い合わせにはメールで受け付けます。必要に応じて対面での対応も可能です。コンタクト先については授業開始後に（初回授業において）お知らせします。

【Outline (in English)】
【Couse Outline】
In this class provides a variety of perspective that you should consider as you design your career.
【Leaning Objectives】
The goal of this class is to develop a basic attitude and a conceptual ability to get as close as possible to the life that you envision.
【Leaning activities outside of class】
In addition to the lecture ,this class requires at least four hours to prepare ,review and create assignment report.
【Grading Criteria/Policy】
In the evaluation of the results, the content of each assignment report is evaluated as a total score. The on-time submission rate of the assignment report must be 70% or higher to earn credits. And also ,the total score of the assignment report must be 60% or more of the perfect score.

CAR100LA

Career Design Advanced

Tomokazu OYAGI

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：火 5/Tue.5
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): キャリアデザイン応用

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
この授業では、「組織活動と働き方・生き方」に焦点を当て、これからの企業等での組織活動の諸相の理解を通じて、自分自身のキャリアデザインのあり方を考えていくことを目的とします。
この授業を通じて、残された大学生活の時間を自分自身で有効にプロデュースしていくための素養を身につけていくことも大切な作業です。そのために、各自のキャリアをデザインしていくうえで考えておくべき多様な視点を提供し、それらを考慮に入れた各人の戦略的なキャリアデザインが構築できるように支援していきたいと思います。

【Goal】
この授業を通じて、これから長い人生となる皆さんが、自分たちの思い描く人生にできるだけ近づけるようになるための基本的な態度と構想力を身につけることが到達目標です。特にこの授業では、生き方・働き方と企業等での組織活動との接点に焦点を当てているので、本授業の受講を通じて、皆さんが自分自身の生き方や働き方に関して少しでも具体的にイメージできるようになり、それが皆さんなりのキャリアデザインを検討していくうえで活かせるようになることをめざします。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
【この授業は教室での対面授業で実施します】
基本的には教室での対面で授業を実施しますが新型コロナの感染状況等によって一部の授業回の授業方式が変更になる場合があります。また、課題の取り組みはオンラインで実施します。毎回の授業において各授業回に関連した課題を提示するので、一定の期間内において指示された課題レポートの作成に取り組み、学習支援システムを利用して提出してください。また、課題レポート等におけるコメントに関しては、授業内で紹介するなどしてフィードバックをします。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

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【References】
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【Others】
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【Couse Outline】
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【Grading Criteria/Policy】
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LAW100LA

Law (Constitution of Japan)

Shiaki CHIN

Credit(s)：2 ｜ Semester：**春学期授業**/Spring ｜ Year：1〜4
Day/Period：**集中・その他**/intensive・other courses
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): **法学（日本国憲法）**

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
この授業は、主に初学者を対象に、法と国家及び社会の関係に関する理解を踏まえ、日本国憲法の理念や構成を理解することをテーマとしています。下記の目標を達するため、授業期間の初期に、法全般に関わる基礎的概念・理解に関する内容を取り上げて解説した上で、以降の期間で日本国憲法に関する講義を行う予定です。①立憲主義や権力分立等憲法そのものの土台に関わる原理、②日本国憲法の基本原則（「国民主権」「基本的人権の尊重」「平和主義」）、③そこでの統治の仕組みの 3 つがその柱となります。受講生が初学者であることを踏まえ、法一般や憲法に関わる今日的なトピックを多く取り上げることで、抽象的な議論・講述に偏ることを避け、基本的理解が容易に得られるように講義を進めます。

【Goal】
受講生が日本国憲法の基本原理及びそれに基づく内容構成、特徴等の「正しい理解」を通じ、憲法を中心とした法体系の基本構造を把握し、併せて基礎的な法的知識を身に付けることで、民主的国家の市民として、また主権者として必要な法的・制度的知識及び資質を習得することを目標としています。それと同時に、現実の社会における様々な法関係に対し、適切かつ妥当な対応ができるような、いわゆる「リーガルマインド（法的思考）」の涵養も目指します。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
「学習支援システム」上で教材配信型のオンライン授業を行い、毎回配信するレジュメ及び資料を受講生が読む形で授業を進めます。また計 5 回の授業内小レポートを課し、それに対するフィードバックは第 14 回授業のまとめに際して包括的に行います。なお対面授業に復帰することになった場合、「授業の進め方と方法」の変更は「学習支援システム」上に掲示します。

【Active learning in class (Group discussion, Debate.etc.)】
なし / No

【Fieldwork in class】
なし / No

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
第 1 回	オリエンテーション	講義概要（シラバス）の説明 法と社会及び国家との関係
第 2 回	法の特質	道徳等との関係 権利義務との関係 法の分類
第 3 回	憲法の特質	法律等との関係 国際法との関係 憲法の分類
第 4 回	近現代国家の憲法	近代憲法の成立 立憲主義及び基本原理 現代憲法の特質
第 5 回	日本の憲法の歴史	大日本帝国憲法の制定及び特質 日本国憲法の制定
第 6 回	日本国憲法の特質	日本国憲法の構成 日本国憲法の理念及び基本原則
第 7 回	統治機構①	国会及び選挙 議院内閣制 内閣
第 8 回	統治機構②	裁判所 違憲審査制 財政及び地方自治
第 9 回	統治機構③	象徴天皇制 憲法保障 憲法改正
第 10 回	基本的人権①	人権総論 包括的基本権 法の下の平等
第 11 回	基本的人権②	身体的自由権 精神的自由権 経済的自由権
第 12 回	基本的人権③	社会権 参政権及び国務請求権 国民の三大義務
第 13 回	平和主義	規定の背景 規定の内容及び解釈 安全保障
第 14 回	まとめ及び学期末レポート	総復習並びにレポートの作成及び提出

【Work to be done outside of class (preparation, etc.)】
授業前後に参考書の該当部分を併せて読むことを勧めます。この授業の準備学習・復習時間は、各 2 時間を標準とします。

【Textbooks】
テキストは使用しません。

【References】
伊藤正己・加藤一郎編『現代法学入門〔第 4 版〕』（有斐閣双書、有斐閣、2005 年）
伊藤正己『憲法入門〔第 4 版補訂版〕』（有斐閣双書、有斐閣、2006 年）
末川博編『法学入門〔第 6 版補訂版〕』（有斐閣双書、有斐閣、2014 年）
初宿正典・高橋正俊・米沢広一・棟居快行『いちばんやさしい憲法入門〔第 6 版〕』（有斐閣アルマ、有斐閣、2020 年）
その他の参考書は、必要に応じてその都度紹介します。

【Grading criteria】
学期末レポート（80 %）及び授業内小レポート（20 %）により、「到達目標」に掲げた「憲法を中心とした法体系の基本構造を把握し、併せて基礎的な法的知識を身に付けること」等の達成度を評価します。なお対面授業に復帰することになった場合、「成績評価の方法と基準」の変更は「学習支援システム」上に掲示します。

【Changes following student comments】
特にありませんが、法学部の専門科目ではなく、ILAC 科目であることに留意します。

【Outline (in English)】
The aim of this course is to help students acquire an understanding of the basic concepts related to law in general, and the history, principles and contents of the Constitution of Japan. At the end of the course, students are expected to understand the basic structure of the legal system centered on the Constitution and to acquire basic legal knowledge. Before/after each class meeting, students will be expected to spend four hours to understand the course content. Final grade will be calculated according to the following process: Term-end report (80%) and short reports (20%).

LAW100LA

Law (Constitution of Japan)

Shiaki CHIN

Credit(s)：2 ｜ Semester：**秋学期授業**/Fall ｜ Year：1〜4
Day/Period：**集中・その他**/intensive・other courses
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): **法学（日本国憲法）**

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
この授業は、主に初学者を対象に、法と国家及び社会の関係に関する理解を踏まえ、日本国憲法の理念や構成を理解することをテーマとしています。下記の目標を達するため、授業期間の初期に、法全般に関わる基礎的概念・理解に関する内容を取り上げて解説した上で、以降の期間で日本国憲法に関する講義を行う予定です。①立憲主義や権力分立等憲法そのものの土台に関わる原理、②日本国憲法の基本原則（「国民主権」「基本的人権の尊重」「平和主義」）、③そこでの統治の仕組みの 3 つがその柱となります。受講生が初学者であることを踏まえ、法一般や憲法に関わる今日的なトピックを多く取り上げることで、抽象的な議論・講述に偏ることを避け、基本的理解が容易に得られるように講義を進めます。

【Goal】
受講生が日本国憲法の基本原理及びそれに基づく内容構成、特徴等の「正しい理解」を通じ、憲法を中心とした法体系の基本構造を把握し、併せて基礎的な法的知識を身に付けることで、民主的国家の市民として、また主権者として必要な法的・制度的知識及び資質を習得することを目標としています。それと同時に、現実の社会における様々な法関係に対し、適切かつ妥当な対応ができるような、いわゆる「リーガルマインド（法的思考）」の涵養も目指します。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
「学習支援システム」上で教材配信型のオンライン授業を行い、毎回配信するレジュメ及び資料を受講生が読む形で授業を進めます。また計 5 回の授業内小レポートを課し、それに対するフィードバックは第 14 回授業のまとめに際して包括的に行います。なお対面授業に復帰することになった場合、「授業の進め方と方法」の変更は「学習支援システム」上に掲示します。

【Active learning in class (Group discussion, Debate.etc.)】
なし / No

【Fieldwork in class】
なし / No

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
第 1 回	オリエンテーション	講義概要（シラバス）の説明
		法と社会及び国家との関係
第 2 回	法の特質	道徳等との関係
		権利義務との関係
		法の分類
第 3 回	憲法の特質	法律等との関係
		国際法との関係
		憲法の分類
第 4 回	近現代国家の憲法	近代憲法の成立
		立憲主義及び基本原理
		現代憲法の特質
第 5 回	日本の憲法の歴史	大日本帝国憲法の制定及び特質
		日本国憲法の制定
第 6 回	日本国憲法の特質	日本国憲法の構成
		日本国憲法の理念及び基本原則
第 7 回	統治機構①	国会及び選挙
		議院内閣制
		内閣
第 8 回	統治機構②	裁判所
		違憲審査制
		財政及び地方自治
第 9 回	統治機構③	象徴天皇制
		憲法保障
		憲法改正
第 10 回	基本的人権①	人権総論
		包括的基本権
		法の下の平等
第 11 回	基本的人権②	身体的自由権
		精神的自由権
		経済的自由権
第 12 回	基本的人権③	社会権
		参政権及び国務請求権
		国民の三大義務
第 13 回	平和主義	規定の背景
		規定の内容及び解釈
		安全保障
第 14 回	まとめ及び学期末レポート	総復習並びにレポートの作成及び提出

【Work to be done outside of class (preparation, etc.)】
授業前後に参考書の該当部分を併せて読むことを勧めます。この授業の準備学習・復習時間は、各 2 時間を標準とします。

【Textbooks】
テキストは使用しません。

【References】
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伊藤正己『憲法入門〔第 4 版補訂版〕』（有斐閣双書、有斐閣、2006 年）
末川博編『法学入門〔第 6 版補訂版〕』（有斐閣双書、有斐閣、2014 年）
初宿正典・高橋正俊・米沢広一・棟居快行『いちばんやさしい憲法入門〔第 6 版〕』（有斐閣アルマ、有斐閣、2020 年）
その他の参考書は、必要に応じてその都度紹介します。

【Grading criteria】
学期末レポート（80 %）及び授業内小レポート（20 %）により、「到達目標」に掲げた「憲法を中心とした法体系の基本構造を把握し、併せて基礎的な法的知識を身に付けること」等の達成度を評価します。なお対面授業に復帰することになった場合、「成績評価の方法と基準」の変更は「学習支援システム」上に掲示します。

【Changes following student comments】
特にありませんが、法学部の専門科目ではなく、ILAC 科目であることに留意します。

【Outline (in English)】
The aim of this course is to help students acquire an understanding of the basic concepts related to law in general, and the history, principles and contents of the Constitution of Japan. At the end of the course, students are expected to understand the basic structure of the legal system centered on the Constitution and to acquire basic legal knowledge. Before/after each class meeting, students will be expected to spend four hours to understand the course content. Final grade will be calculated according to the following process: Term-end report (80%) and short reports (20%).

LAW100LA

Law (Constitution of Japan)

Yohei MOGI

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：火 4/Tue.4
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): 法学（日本国憲法）

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
下記の目標を達するため、授業期間の初期に、法全般に関わる基礎的概念・理解に関する内容を取り上げ解説した上で、以降の期間で日本国憲法に関する講義を行う。①立憲主義や権力分立など憲法そのものの土台に関わる原理、②日本国憲法の基本原則（「国民主権」「基本的人権の尊重」「平和主義」）、③そこでの統治の仕組みの３つがその柱となる。受講者が初学者であることを踏まえて、法一般や憲法に関わる今日的なトピックを多く取り上げることで、抽象的な議論・講述に偏ることを避け、基本的理解が容易に得られるように講義を進める。

【Goal】
おもに初学者を対象に、法と国家および社会の関係に関する理解を踏まえて、日本国憲法の理念や構成を理解することをテーマとする。日本国憲法の基本原理とそれに基づく内容構成、特徴などの〝正しい理解〟を通じて、憲法を中心とした法体系の基本構造を把握し、あわせて基礎的な法的知識を身に付けることで、民主的国家の市民として、また主権者として必要な法的・制度的知識と資質を習得することが授業の目標である。それと同時に、現実の社会における様々な法関係に対して、適切かつ妥当な対応ができるような、いわゆる「リーガルマインド（法的思考）」の涵養も目指す。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
前半は対面型講義を実施する。教科書は使用せず、配布資料を基に講義を進める。後半はオンデマンド型とする。ウェブの OATube に動画資料をアップする。質疑応答は、対面講義中は講義終了後、オンデマンド講義中はウェブ上の掲示板を通じて行う。
受けた質問に関するポイントの解説は、次回以降の授業の中で適宜行う

【Active learning in class (Group discussion, Debate.etc.)】
なし / No

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	ガイダンス	日本国憲法を学ぶ意義
2	憲法とは何か	憲法の概要を学ぶ
3	国家の成立	国家の存在意義と憲法の意義
4	国家の役割	国家が果たすべき役割
5	日本国憲法と立憲主義	日本国憲法と立憲主義の関係性について学ぶ
6	グローバル化と日本国憲法	グローバル化が日本国憲法に突き付けた課題を学ぶ
7	統治の基礎①	日本国憲法と権力分立の意義について学ぶ
8	統治の基礎②	国会の役割について学ぶ
9	統治の基礎③	内閣と裁判所について学ぶ
10	日本国憲法の基本原理	日本国憲法の基本的原理である国民主権の意義について学ぶ
11	日本国憲法と人権保障①	人権保障の特色 基本的人権の保障の限界
12	日本国憲法と人権保障②	私人間における人権保障
13	日本国憲法と人権保障③	法の下の平等（総論）
14	日本国憲法と人権保障④	法の下の平等（各論） 日本国憲法と家族

【Work to be done outside of class (preparation, etc.)】
本授業の準備学習・復習時間は、各 2 時間を標準とします。
講義中に指示した資料を閲覧する（紙媒体の資料だけでなく、YouTube 等の動画の閲覧を指示する場合もある）。
講義内容をメモにまとめ、分かり易い文章にまとめる（講義内容についてレポート作成を求めるため、この作業は成績評価とも直結する）。

【Textbooks】
特に使用しない。

【References】
講義中に適宜指示する。

【Grading criteria】
講義前半（対面型）の課題レポート（50 %）と講義後半（オンデマンド型）の課題レポート（50 %）によって、到達目標欄に記載した『憲法の体系的理解』『基礎的法知識』『リーガルマインドの涵養』の達成度を測ることで評価する評価する。

【Changes following student comments】
科目担当者の交代により、前年度のフィードバックはできない。

【Outline (in English)】
Learn basic knowledge about the Constitution of Japan.
The theme is to understand the philosophy and structure of the Constitution of Japan, mainly for beginners, based on their understanding of the relationship between law and the state and society. By grasping the basic structure of the legal system centered on the Constitution and acquiring basic legal knowledge through "correct understanding" of the basic principles of the Constitution of Japan and the content structure and characteristics based on it. The goal of the lesson is to acquire the legal and institutional knowledge and qualities necessary as a citizen of a democratic nation and as a sovereign. At the same time, we aim to cultivate a so-called "legal mind" that can respond appropriately and appropriately to various legal relationships in the real world.
The standard preparatory study and review time for this class is 2 hours each.
Browse the materials instructed during the lecture (in some cases, you may instruct to view videos such as YouTube as well as paper materials).
Summarize the content of the lecture in a memo and summarize it in easy-to-understand sentences (this work is directly linked to grade evaluation because a report is required for the content of the lecture).
"Systematic understanding of the Constitution", "Basic legal knowledge" described in the achievement goal column by the task report (50%) in the first half of the lecture (face-to-face type) and the task report (50%) in the second half of the lecture (on-demand type). Evaluate by measuring the degree of achievement of "Legal Mind Development".

LAW100LA

Law (Constitution of Japan)

Yohei MOGI

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：火 4/Tue.4
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): 法学（日本国憲法）

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
下記の目標を達するため、授業期間の初期に、法全般に関わる基礎的概念・理解に関する内容を取り上げ解説した上で、以降の期間で日本国憲法に関する講義を行う。①立憲主義や権力分立など憲法そのものの土台に関わる原理、②日本国憲法の基本原則（「国民主権」「基本的人権の尊重」「平和主義」）、③そこでの統治の仕組みの３つがその柱となる。受講者が初学者であることを踏まえて、法一般や憲法に関わる今日的なトピックを多く取り上げることで、抽象的な議論・講述に偏ることを避け、基本的理解が容易に得られるように講義を進める。

【Goal】
おもに初学者を対象に、法と国家および社会の関係に関する理解を踏まえて、日本国憲法の理念や構成を理解することをテーマとする。日本国憲法の基本原理とそれに基づく内容構成、特徴などの〝正しい理解〟を通じて、憲法を中心とした法体系の基本構造を把握し、あわせて基礎的な法的知識を身に付けることで、民主的国家の市民として、また主権者として必要な法的・制度的知識と資質を習得することが授業の目標である。それと同時に、現実の社会における様々な法関係に対して、適切かつ妥当な対応ができるような、いわゆる「リーガルマインド（法的思考）」の涵養も目指す。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
前半は対面型講義を実施する。教科書は使用せず、配布資料を基に講義を進める。後半はオンデマンド型とする。ウェブの OATube に動画資料をアップする。質疑応答は、対面講義中は講義終了後、オンデマンド講義中はウェブ上の掲示板を通じて行う。受けた質問に関するポイントの解説は、次回以降の授業の中で適宜行う

【Active learning in class (Group discussion, Debate.etc.)】
なし / No

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	ガイダンス	日本国憲法を学ぶ意義
2	憲法とは何か	憲法の概要を学ぶ
3	国家の成立	国家の存在意義と県央の意義を学ぶ
4	国家の役割	国家が果たすべき役割について学ぶ
5	日本国憲法と立憲主義	日本国憲法と立憲主義の関係性について学ぶ
6	グローバル化と日本国憲法	グローバル化が日本国憲法に突き付けた課題を学ぶ
7	統治の基礎①	日本国憲法と権力分立の意義について学ぶ
8	統治の基礎②	国会の役割について学ぶ
9	統治の基礎③	内閣と裁判所について学ぶ
10	日本国憲法の基本原理	日本国憲法の基本原理である国民主権の意義について学ぶ
11	日本国憲法と人権保障①	人権保障の特色について学ぶ
12	日本国憲法と人権保障②	私人間における人権保障について学ぶ
13	日本国憲法と人権保障③	法の下の平等（総論）
14	日本国憲法と人権保障④	法の下の平等（各論） 日本国憲法と家族

【Work to be done outside of class (preparation, etc.)】
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【Textbooks】
特に使用しない。

【References】
講義中に適宜指示する。

【Grading criteria】
講義前半（対面型）の課題レポート（50 %）と講義後半（オンデマンド型）の課題レポート（50 %）によって、到達目標欄に記載した『憲法の体系的理解』『基礎的法知識』『リーガルマインドの涵養』の達成度を測ることで評価する評価する。

【Changes following student comments】
前年度から担当者が変わったため、フィードバックできない。

【Outline (in English)】
Learn basic knowledge about the Constitution of Japan.
The theme is to understand the philosophy and structure of the Constitution of Japan, mainly for beginners, based on their understanding of the relationship between law and the state and society. By grasping the basic structure of the legal system centered on the Constitution and acquiring basic legal knowledge through "correct understanding" of the basic principles of the Constitution of Japan and the content structure and characteristics based on it. The goal of the lesson is to acquire the legal and institutional knowledge and qualities necessary as a citizen of a democratic nation and as a sovereign. At the same time, we aim to cultivate a so-called "legal mind" that can respond appropriately and appropriately to various legal relationships in the real world.
The standard preparatory study and review time for this class is 2 hours each.
Browse the materials instructed during the lecture (in some cases, you may instruct to view videos such as YouTube as well as paper materials).
Summarize the content of the lecture in a memo and summarize it in easy-to-understand sentences (this work is directly linked to grade evaluation because a report is required for the content of the lecture).
"Systematic understanding of the Constitution", "Basic legal knowledge" described in the achievement goal column by the task report (50%) in the first half of the lecture (face-to-face type) and the task report (50%) in the second half of the lecture (on-demand type). Evaluate by measuring the degree of achievement of "Legal Mind Development".

HSS100LA

Physical Education

Shigeharu AKIMOTO

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：月 1/Mon.1
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): Elementary Health and Physical Education
他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
Understanding the various physical activities and their effect on daily health and/or fitness level. Learning to develop teamwork and the role of the individual within a group through various exercises that require technique and/or tactical knowledge.

【Goal】
1. Learning about various ways of exercising.
2. Understanding the basics of a healthy lifestyle.
3. Learning about basic self control and its importance.
4. Exercising simple decision making, leadership, communication in a dependent and co-dependent environment.
5. Creating a demand for future self-education and self-development.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
This class is comprised of 5 lectures and 9 practical lessons; however, this may be changed due to the situation of COVID-19 and the university guidelines. Currently this class is planned to be held offline (face to face), therefore, please follow the university guidelines carefully when you participate in classes (e.g. sanitizing your hands prior to participation). If you have any difficulty to participate due to the situation of COVID-19, please inform the teacher as soon as possible in order to participate online.
Furthermore, due to the coronavirus pandemic, if there are too many students registered for this class, we may have to choose students via random selection in order to avoid a large group gathering. Further details of this will be announced through Hoppii before the first lesson starts.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Guidance (Lecture)	Introduction of the course.
2	Walking & Stretching (Lecture & Practical Lesson)	Learning how to stretch and the importance of walking in everyday life.
3	Physical Fitness Test (Lecture & Practical Lesson)	In addition to conducting physical fitness tests, students will evaluate and discuss the results.
4	Table Tennis (Lecture & Practical Lesson)	Learning the outline of table tennis.
5	Sound Table Tennis (Lecture & Practical Lesson)	Learning about game based table tennis as well as its adaptation for people with visual impairments.
6	Principles of Training (Lecture & Practical Lesson)	Learning the basic principles of training.
7	Disability Sport (Lecture)	Learning the outline of disability sports.
8	Badminton (Lecture & Practical Lesson)	Learning the outline of badminton.
9	Football (Lecture & Practical Lesson)	Learning the outline of football.
10	Disability Sport 2 (Lecture)	Learning about adaptation in sports.
11	Boccia (Lecture & Practical Lesson)	Learning the outline of boccia.
12	Basketball (Lecture & Practical Lesson)	Learning the outline of basketball.
13	Volleyball (Lecture & Practical Lesson)	Learning the outline of volleyball.
14	Summarizing the Course (Lecture)	Overview of the course and summarizing what students have learned through group discussions.

【Work to be done outside of class (preparation, etc.)】
Each student is required to prepare themselves to have a good physical and mental condition in order to participate safely in the lesson. Also, each student is required to study for 2 hours before and after each lesson accordingly.

【Textbooks】
No textbook will be used.

【References】
Reference books may be introduced as and if necessary.

【Grading criteria】
Grades will be based on the following:
· Understanding of class content, reports and reaction papers assigned in each class, etc.: 60%.
· Active participation in the class: 20%.
· Final report: 20%.
If you are absent from class or submit assignments after the deadline, your grade will be lowered. Also, arriving late to class will affect your grades, so be sure to arrive to class early. The same applies to those who are late because of delays in public transportation (except for major delays).
Moreover, if attendance is less than 2/3 of the total number of classes, the student will receive a grade of "E" for insufficient time to complete the course for credit.

【Changes following student comments】
· In the Covid-19 pandemic, there was a lot of feedback about changes in lifestyle and exercise habits. In light of this, this class will flexibly change the course content according to the social situation and students' needs at the time, and provide learning that is more suited to students' situations.
· We have heard that the number of interactions among students in the class has decreased due to the shift to online classes during the Covid-19 pandemic. Therefore, this class aims to provide an opportunity to learn through active interaction among students.

【Equipment student needs to prepare】
·Each student is required to bring their own proper sports wear and indoor shoes for practical lessons.

【Others】
· The order and content of each class can be changed/modified due to the number of participants and available facilities as well as the situation of COVID-19 and university guidelines.

・If students do not feel well or have (possible) injuries before or after the class, students must inform their condition to the teacher for safety.

【Outline (in English)】
Understanding the various physical activities and their effect on daily health and/or fitness level. Learning to develop teamwork and the role of the individual within a group through various exercises that require technique and/or tactical knowledge.

IDN100LA

Introduction to Hosei Studies

Fumiko KOBAYASHI, Junichi OGURA

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：金 4/Fri.4
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): 大学を知ろう ＜法政学＞への招待
他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
ようこそ法政大学へ！ みなさんのこの大学や学部がいつどのように、どうして作られたのか知ってみたくはありませんか？
この授業では、創立から 142 年めとなる本学の歴史、校歌の成り立ち、明治期からの海外との関わり、特徴ある研究の蓄積、学生文化の今昔、卒業生の活躍など、多方面から法政大学に迫ります。最後には未来を考え、総長に提言する機会も設けます。長い歴史をもつ本学で学ぶ自らをみつめ、将来の目標やキャリアを考えてみましょう。

【Goal】
・法政大学の歴史を日本近現代史、世界史の流れのなかで理解する。
・〈法政大学らしさ〉を考え、自らの将来へのヒントを得る。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
毎回、科目責任者 2 名のコーディネートのもと、総長以下、本学教員、卒業生等が、学部やキャンパスの垣根を超えて担当します。講義の途中や最後に内容を確認するクイズ、グループワークなどで参加型・双方向型授業にしています。毎回の Hoppii のコメントに書かれた質問のなかから講義担当者が重要なものを選んで翌週にペーパーにして応答します。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	「山の手」の市ヶ谷キャンパス〜法政大学と地域社会	ガイダンスとして授業の概要を説明したのち、市ヶ谷キャンパス周辺地域の歴史・地理環境、本学の地域連携活動を紹介する。（科目責任者＝小倉淳一）
2	市民社会の開明とノンエリートの夢〜法政大学と日本近現代史①	創立者の一人、青年薩埵正邦の「志」と「奮闘」を中心に、本学創立期について講義する。（浜村彰）
3	ボアソナードと梅謙次郎〜法政大学と日本近現代史②	開学後約 30 年の発展期に多大な貢献をした人物たち、その民法制定への関わりを学ぶ。（岡孝）
4	アジアからみつめる〜法政大学と国際社会	20 世紀初頭に始まる留学生の受け入れをはじめ、本学の国際関係を概観する。（髙柳俊男）
5	リベラリズムの潮流〜法政大学と日本近現代史③	本学で教えた夏目漱石門の内田百閒らの文学者、三木清らの哲学者たちを紹介し、そこに底流するリベラリズムを考える。図書館にある旧蔵書も紹介。（衣笠正晃）
6	学生生活の今昔	写真や映像を交えて学生文化史を振り返る。戦時下の学徒出陣にも触れる。（古俣達郎）
7	校歌「よき師よき友つどひ結べり」	成立背景や作詞・作曲者、歌詞の意味などについて知り、応援団のパフォーマンスを見ながらアカデミー合唱団のみなさんより歌唱指導を受ける予定。（児美川孝一郎）

8	大内総長とその時代～法政大学と日本近現代史④	戦後の本学の復興・発展期を担った大内兵衛総長の功績とその教育的理想を考える。（横内正雄）
9	ユニークな研究所	多数の研究所のうち他大に類例がなく、研究実績で世に知られる能楽研究所、沖縄文化研究所、大原社会問題研究所について知る。
10	先輩からのエール	社会で活躍する卒業生の体験を聞き、本学で学ぶ意義や可能性を考える。今年度はオリンピック 5 回連続出場の銀・銅メダリスト三宅宏実さん（キャリアデザイン学部卒）をお招きします。お楽しみに！
11	近年の発展～法政大学と日本近現代史⑤	本学が大きく変貌した 90 年代以降の改革と、市ヶ谷に設置された国際文化・人間環境学部について学ぶ。(職員・各学部教員)
12	近年の発展～法政大学と日本近現代史⑥、そして未来へ	前回に引き続き 2000 年代に市ヶ谷に設置されたキャリアデザイン学部・GIS（グローバル教養学部）について学んだ後、法政大学の展望を総長にお聞きします。（各学部教員・廣瀬克哉総長）
13	「自由と進歩」と法政大学憲章～「法政らしさ」を考える	法政大学の学風として掲げられてきた「自由と進歩」から「法政大学憲章」へ、この講義の内容をふり返りつつ「法政大学らしさ」を考える。（科目責任者＝小林ふみ子）
14	まとめのワーク	「法政大学と自分たちの未来」を話しあい、将来の法政大学への提言をする。廣瀬克哉総長の講評を受け、もっとも優れた発表に総長賞を授与する。（廣瀬克哉総長・科目責任者＝小林）

【Work to be done outside of class (preparation, etc.)】
毎回、講師は代わりますが、一つの流れになっています。配付資料を読み直し、紹介した参考文献にも目を通すようにしましょう。
一昨年オープンしたばかりの HOSEI ミュージアムは必見。予習復習をかねてぜひ見学を！　デジタル展示でつぎつぎと新しい情報が出てきます。
その他関連する特別展示なども紹介、見学を推奨します。
なお、本授業の準備学習・復習時間は、各 2 時間を標準とします。

【Textbooks】
写真でみせる『法政大学 1880-2000 そのあゆみと展望』から抜粋本をつくり、授業支援システムに掲載します。さらに充実したバージョンはテキストとして生協で販売します。

【References】
毎回、適宜お知らせします。本学の大学史については、上述書のほか『法政大学八十年史』『法政大学百年史』『法政大学と戦後五〇年』などがあります。

【Grading criteria】
毎回の Hoppii のコメントにみえる取り組み 70 %、期末レポート 30 %で総合的に評価します。

【Changes following student comments】
開設 12 年を迎える科目で、受講生が法政大学で学ぶ自分を見つめ直す役割を果たしているようです。毎回の授業内容を、テキストとより関連づけながら進めていくよう努めます。みなさんにとって興味深く、よい刺激となるようにする工夫を重ねていきます。

【Equipment student needs to prepare】
配付資料類は、授業支援システムを通じても配付します。

【Others】
・入学した段階で、本学で学ぶことの意味を考えられるよう 1 年次での履修を推奨します。2 年生以上の受講ももちろん歓迎します。
・この授業で法政大学の経てきた歴史に興味をもったら、上位科目として開講されている「法政学の探究 LA・LB」にもチャレンジしてみてください。

【Outline (in English)】
(Course outline) Welcome to Hosei University! Would you like to know when, how and why your university and faculty were founded?
We will trace the more than 140-year history of Hosei University, looking at its various aspects: the university song, acceptance of overseas students, relations with other countries, distinctive research institutes, changes in student culture, outstanding graduates, etc. In the last class session, we are going to hold a discussion as to the future of our university and you can present your proposals to the university president. Hopefully this class would be a good opportunity for you to reflect on yourself who study at this university and think about your future career.
(Learning activities outside of classroom) Students will be expected to study for four hours before and after each class.
(Grading Policies) The final grade will be calculated based on the small report submitted in each class (70%) and the final report (30%).

IDN200LA

Hosei Studies A

Tatsuroh KOMATA, Toshio TAKAYANAGI

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：金 5/Fri.5
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): 法政学の探究 L A

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
この授業は、「大学を知ろう ＜法政学＞への招待」（旧科目名「法政学への招待」）をすでに受講し、法政大学が経てきた 140 年の歴史と現状について一通りの理解をもつ学生を主対象にして、本学ゆかりの特定の人物を媒介に、法政大学についてより深く考える場を提供する発展科目として設定しました。
「大学を知ろう ＜法政学＞への招待」における学習を前提に、本授業では、法政大学で教えた教員や、学んだ学生を具体的に取り上げます。教員の場合なら、その人物が法政大学でどういう教育研究に携わったのか、そのことで本学や社会の発展にいかに貢献したか、などを追います。卒業生の場合なら、本学で何を学んだのか、あるいは学んだことをその後の本人の人生や、社会に向けてどう役立てたかなどについて、探究することになるでしょう。
法政大学ゆかりの特定の人物を詳しく追うことで、「自由と進歩」の理念や、時代のフロントランナー養成を掲げる本学の歴史と現在が、より具体性を帯びて理解できるようになるはずです。

【Goal】
本学の経てきた道を、具体的な人物に即して、実証的・実感的に把握できることを目指します。時代の大きな流れの中で、本学ゆかりのその人物が何に興味をもち、どんな活動をし、何を目指し、何に悩んだかなど、時代の潮流や雰囲気を受講生個々人の知性と感性で感じられるようにします。それを、自分の学生生活や将来像へとつなげて考える契機を得るよう努めます。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
科目責任者の教員が毎回同席し、授業をコーディネートします。講義は、毎回のテーマに最適な本学内外の講師陣（科目責任者含む）が、分担して担当します。
授業の最後に毎回、リアクションペーパーを書いていただきます。受講生の声を反映した参加型・双方向型授業になるよう努めます。なお、質問やリアクションペーパーに対するフィードバックは授業中に行います。
＊各回のオンラインでの実施形式・実施方法は学習支援システムを通じて、事前にお伝えします。

【Active learning in class (Group discussion, Debate.etc.)】
なし / No

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	導入	この授業の狙いや、全体の構成について説明する。 あわせて、本学の経てきた歴史の概略を復習する。（科目責任者=高柳俊男、古俣達郎）
2	世界を知りつくした本学の祖 箕作麟祥	本学の前身である和仏法律学校の初代校長の箕作麟祥は、明治期の有数の啓蒙家であった。彼は、洋学を学んで、西洋の法律や歴史を日本に紹介し、日本の「民権」のために活躍した。彼の仕事を振り返って、そこから学ぶものを探りたい。（南塚信吾）
3	本学草創期を支えた日本近代法の父 ボアソナード	フランス人法学者のボアソナード（1825-1910 年）は、明治政府顧問として来日し、近代法典の整備と法学教育に尽力した。ボアソナードの事績と薫陶を受けた教え子たちの活動を紹介し、その歴史的意義を考える。（村松玄太）
4	「民法の父」・和仏法律学校初代総理 梅謙次郎	日本民法典起草者の一人であり、帝国大学法学部教授、法政大学の初代総理（総長）であった梅謙次郎について、韓国（大韓帝国、1897-1910 年）政府の法律顧問として活動していた頃の足跡を辿る。（李英美）
5	能楽研究の開拓者である野上豊一郎	法政大学は古典芸能の「能楽」と深い結び付きがあるが、その縁は、戦後間もなく総長を務めた野上豊一郎が創出したものである。本回は、野上と能楽との出会いから、彼が残した功績を概観する。（伊海孝充）
6	夏目漱石門下生たちに学んで作家になった椋鳩十	伊那谷出身の椋鳩十（本名：久保田彦穂）は、とくに動物物語の作者として広く知られる。初の詩集を出し、学生結婚もした法政大学時代をはじめ、戦前戦後にわたる椋の歩みを時代の中で振り返る。（髙柳俊男）
7	「女性である前にまず人間であれ」 野上弥生子と法政大学	日本を代表する作家野上弥生子。法政大学女子高等学校名誉校長もつとめた弥生子は同校の生徒たちに「女性である前にまず人間であれ」という言葉をのこした。弥生子の思想と人物像を探るとともに、その日記に記された法政大学の逸話を紹介する。（古俣達郎）
8	戦争の中を生きた学友たち〜久納好孚を例に	終戦直前のわずか 10 ヶ月足らずの間に 5,845 名もの戦死者を出した「特攻」。その第一号となったのが、本学に学んだ学友の一人・久納好孚であった。彼はなぜ「特攻」を志願したのか。その短い生涯を辿りながら、戦前戦中の本学の歴史と学友たちの生きざまを追体験してみたい。（鈴木靖）
9	城戸幡太郎、波多野完治、宮原誠一、乾孝〜生涯学習の時代を切り拓いた人々	戦前の法政大学高等師範部教授の城戸幡太郎、波多野完治、宮原誠一らは、本学を舞台に教育科学研究会や保育問題研究会を組織したが、そのねらいは現場の教員と研究者とが共同して教育実践を研究することにあった。キャリアデザイン学部へと引き継がれるこの伝統を明らかにしたい。（笹川孝一）
10	「不安の時代」を代表する思想家	西田幾多郎を中心とする「京都学派」随一の俊才とされ、昭和前期のアカデミズムとジャーナリズムの双方で幅広く活躍しながら、第 2 次大戦直後に悲劇的な獄死をとげた哲学者・三木清の生涯と思想を紹介・検討する。（衣笠正晃）
11	法政スポーツの伝統を探る	法政スポーツは 100 年以上の歴史をもつ。HOSEI ミュージアムで開催された展示「HOSEI スポーツの原点」をもとに、その歴史と伝統を振り返る。（北口由望）

12	高度経済成長と戦後思想の変容－藤田省三の射程	「焼け跡・闇市」の原風景から出発した日本の「戦後」は、政治的安定化と経済的繁栄とともに劇的に変わって行く。そのなかで行われた戦後思想の変容について、思想家藤田省三（1927-2003）の議論を中心に考察する。（趙星銀）
13	法政大学の歴史と人物	『法政大学百年史』（1980 年）、『法政大学と戦後五〇年年』（2004 年）など、長年にわたり法政大学の歴史の編纂に携わられている飯田泰三法政大学名誉教授をお招きし、法政大学の歴史並びに法政大学の歴史を形作った様々な人物についてお話いただく。（飯田泰三）
14	学生の目と教員の目から見る法政大学	学生として本学で学び、のちに本学で教えるに至った方を授業にお招きし、2 つの立場から見た法政大学について体験的に語っていただき、授業全体のまとめとする。(小倉淳一、明田川融、古俣達郎）

【Work to be done outside of class (preparation, etc.)】
毎回の講師が授業内で言及した文献は、積極的に参照してください。また、開館したばかりの HOSEI ミュージアムの展示および同ミュージアムデジタルアーカイブ (https://museum.hosei.ac.jp/archives/Users/Top) には、授業で取り上げた人物や事象に関するコンテンツが豊富に含まれていますので、準備学習・復習に活用してください。その他、授業に関連する特別展示などが学内外で開催される場合には、随時お知らせしますので、極力足を運んでみてください。
なお、本授業の準備学習・復習時間は、各 2 時間を標準とします。

【Textbooks】
特定のテキストはありません。講義担当者がプリントを適宜配付します。

【References】
各担当教員が、その都度お知らせします。
本学の歴史を通史的にまとめた書籍には、『法政大学 1880-2000：そのあゆみと展望』のほか、『法政大学参拾年史』『法政大学八十年史』 『法政大学百年史』『法政大学と戦後五〇年』などがあります。図書館などで適宜参照してください。

【Grading criteria】
毎回のリアクションペーパーに反映された授業に取り組む姿勢 40 %、学期末のレポート 60 %を基準にして、総合的に評価します。受講者数によっては若干の変更があるかもしれませんが、その場合は授業の場（もしくは学習支援システム）でお知らせします。この成績評価の方法をもとに、本授業の到達目標の 60%以上を達成した者を合格とします。
なお、レポートの作成に際しては、必ず文献に当たるよう心がけてください。

【Changes following student comments】
学術的でありながら、同時に自らの生き方の参考になるような授業を目指します。

【Equipment student needs to prepare】
とくにありません。学習支援システムを積極的に活用します。

【Others】
上述のように、「大学を知ろう ＜法政学＞への招待」で学んだ内容を前提に進めますので、原則として同科目の既修者か、それと同程度の前提知識がある方が受講対象者になります。
「大学を知ろう ＜法政学＞への招待」とこの「法政学の探究 LA」を履修し、さらに学びを深めたい方には、より演習に近い少人数の科目として、「法政学の探究 LB」（春学期）も用意されています。

【Outline (in English)】
This intermediate class aims to explore the history and the spirit of Hosei University, by following the achievements and personality of several specific individuals.
Please refer to the documents mentioned by the lecturer in the class. Also, please make use of the newly opened HOSEI Museum and Digital Archives for preparation and review.
Final grade will be calculated according to the following process. Reaction papers for each class 40%, and term-end report 60%.

IDN200LA

Hosei Studies B

Tatsuroh KOMATA

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：火 4/Tue.4
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): 法政学の探究 L B

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
この授業では、「学生（法政大学の学生＝法大生）」の歴史と文化に焦点をあてます。法政大学で学生生活を過ごすなか、ふと疑問に思ったことや関心を抱いたことを日本近現代史、大学史などの学問的な観点から検証します。具体的なテーマとして、体育会・文化系団体・サークルの由来、自主法政祭の歴史、留学生の変遷、法政大学におけるジェンダー、そして、外濠・神楽坂を中心とした周辺地域の特徴などを挙げることができます。法政大学の歴史を通して、日本の近現代や日本の大学のあり方を捉え直す機会となるでしょう。
また、2020 年度に開設された HOSEI ミュージアムの展示コンテンツやデジタルアーカイブをはじめ、映像資料なども活用し、様々な資料から「法政学」を探究します。

【Goal】
1. 法政大学の歴史はもちろんのこと、日本近現代史や大学の歴史に関する基礎的な知識を得ることができます。
2. 身近なテーマを学問的な「問い」へと発展させる視野を養います。
3. 調査研究の前提となるテーマ設定の具体化や各種資料の調査方法・読解方法について学ぶことができます。
4. 演習形式が中心となるため、各学部の専門ゼミ履修への準備になります。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
授業計画に則り、講義形式と演習形式を組み合わせて進行します。第 4 回では HOSEI ミュージアムで見学調査を行い、第 7・14 回では上映された映像について議論を行います。なお、受講生は授業内で報告（1 回）を行う必要があります。報告（発表）や質問、リアクションペーパー等に対するフィードバックは授業中に行います。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
第 1 回	導入	本授業の目標、スケジュール等を説明します。
第 2 回	法政大学の歴史－東京法学社創立から大学昇格まで－	法律学校時代の法政大学の歴史を主に「学生」の観点から振り返ります。
第 3 回	法政大学の歴史－大学昇格から現在まで－	大学昇格後の法政大学の歴史を主に「学生」の観点から振り返ります。
第 4 回	HOSEI ミュージアムでの学び	HOSEI ミュージアムを訪問し、展示内容から法政大学に関わる様々なテーマについて知見を得ます。
第 5 回	デジタルアーカイブの使い方	HOSEI ミュージアムデジタルアーカイブをはじめ、各種デジタルアーカイブ、データベースの使用方法を学びます。
第 6 回	テーマ設定方法と報告の基礎を学ぶ	「問い」の立て方、テーマ設定の方法をはじめ、レジュメの作成やプレゼンテーション方法など、報告の基礎を学びます。
第 7 回	映像から学ぶ法政大学	法政大学を舞台にした映画『横道世之介』を鑑賞し、そこで描かれた学生像について議論します。
第 8 回	体育会・文化系団体・サークルに関するテーマ設定と資料紹介	体育会・文化系団体・サークルに関するテーマ設定を科目担当者とともに行います。
第 9 回	その他、学生活動や学生の歴史に関するテーマ設定と資料紹介	上記（体育会・文化系団体・サークル）以外の学生活動や学生の歴史に関するテーマ設定を科目担当者とともに行います。
第 10 回	地域などに関するテーマ設定と資料紹介	主に外濠・神楽坂など法政大学の周辺地域に関するテーマ設定を科目担当者とともに行います。
第 11 回	体育会・文化系団体・サークルをテーマとした報告	体育会・文化系団体・サークルをテーマとした受講生の報告を行います。
第 12 回	その他、学生活動や学生の歴史をテーマとした報告	上記（体育会・文化系団体・サークル）以外の学生活動や学生の歴史をテーマとした受講生の報告を行います。
第 13 回	地域などをテーマとした報告	主に地域などをテーマとした受講生の報告を行います。
第 14 回	映像上映と総括	法政大学創立百周年記念映画『オレンジのその情熱と…』を鑑賞し、科目担当者による総括を行います。

【Work to be done outside of class (preparation, etc.)】
事前学習では、HOSEI ミュージアムに展示されているコンテンツ、同デジタルアーカイブの調査や授業内で紹介された文献の読解を行います。復習では、毎回科目担当者が配布した資料と授業支援システムにアップロードされた資料を読み直します。
なお、本授業の準備学習・復習時間は、各 2 時間を標準とします。

【Textbooks】
テキストは使用せず、毎回、科目担当者が資料を配布します。

【References】
『法政大学八十年史』（1961 年）、『法政大学百年史』（1980 年）、『法政大学と戦後五〇年』（2004 年）、『法律学の夜明けと法政大学』（1992 年）、唐澤富太郎『学生の歴史－学生生活の社会史的考察』（1955 年）

【Grading criteria】
平常点と授業内の報告（各 50 %）にて判断します。

【Changes following student comments】
学部を超えた交流の機会となるよう、受講者が自由に発言できる「場」を形成したいと思います。

【Equipment student needs to prepare】
報告用の PC などの機器は科目担当者が用意します。

【Others】
関連科目「大学を知ろう　＜法政学＞への招待」で学んだ内容を前提としますので、同科目の既修者か、それと同等の前提知識を得てから受講してください。後者の場合、大学公式 HP に掲載されている「HOSEI MUSEUM」が参考になります。

【Outline (in English)】
This course explores the history and culture of Hosei students. We examine questions and interests in student life from an academic perspective. Students will learn the modern and contemporary history of Japan, the history of Universities through the history of Hosei University.
Please refer to the documents mentioned by the lecturer in the class. Also, please make use of the newly opened HOSEI Museum and Digital Archives for preparation and review.
Your overall grade in the class will be decided based on the following
Usual performance score: 50%、Classroom presentations: 50%

LANf200LA

French C I

Tamio OKAMURA

Credit(s)：1 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：水 5/Wed.5
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): フランス語４ I

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
本授業の目的は、フランスとフランス語圏の時事紹介文を読んで翻訳することにより、その歴史・社会・文化の教養を身につけながら、初級文法の復習、中級文法や語彙の学習をおこなうことである。

【Goal】
フランス時事についての文章を読み、簡単な文章が理解できるようになること。フランス語検定 3 級レベル程度の達成を目指す。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
毎回、フランス文化や社会の側面が紹介された文章を読む。意味を確認し、音読をする。主に宿題のかたちで多くの練習問題をする。宿題に関しては hoppii や授業で正答を示したり解説をしたりしフィードバックする。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
第 1 回	ガイダンス	シラバスの説明
	フランス語文法の復習	主要動詞の現在形の復習
第 2 回	「1 章 ソルボンヌ」前半	中性代名詞 y
		複合過去形
第 3 回	「1 章 ソルボンヌ」後半	数詞
第 4 回	「4 章 ジュリエット・グレコ」前半	職業名
第 5 回	「4 章 ジュリエット・グレコ」後半	受動態
第 6 回	「5 章 コロナ時代のフランス」前半	être を使った複合過去
第 7 回	「5 章 コロナ時代のフランス」後半	疑問文のパターン
第 8 回	「7 章 カリカチュア」前半	savoir
第 9 回	「7 章 カリカチュア」後半	半過去形
第 10 回	「8 章 山下朝史 野菜の声を聞く男」前半	概数表現
第 11 回	「8 章 山下朝史 野菜の声を聞く男」後半	si の用法
第 12 回	「10 章 失業」前半	比較級
第 13 回	「10 章 失業」後半	使役の faire
第 14 回	期末試験	期末試験

【Work to be done outside of class (preparation, etc.)】
事前に文章を読み、単語を辞書で調べる。音読する。本授業の準備学習・復習時間は、合わせて 1 時間を標準する。

【Textbooks】
石井洋二郎、ミシェル・サガズ『時事フランス語 2022 年度版』朝日出版社、定価 2090 円

【References】
電子辞書

【Grading criteria】
平常点（宿題や小テストも含む）50%＋期末試験 50%

【Changes following student comments】
授業内で答え合わせをしなかった宿題に関しては、hoppii を通じて正答配布ないし添削配布をする。

【Others】
初回出席を受講資格とみなすので初回に欠席しないこと

【Outline (in English)】
【Course outline）】Students will be asked to read and translate texts about French culture.
【Learning Objectives】By the end of the course, students should be able to do the followings:
-A.Reading abilities
-B.Increase of vocabulary
-C.Review of the elementary grammar
-D.Acquisition of the intermediate grammar
【Learning activities outside of classroom）】Before/after each class meeting, students will be expected to spend one hour to understand the course content
【Grading Criteria /Policy】Term-end examination: 50%, in class contribution: 50%

LANf200LA

French C I

Isao HIROMATSU

Credit(s)：1 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：月 4/Mon.4
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): フランス語４ I

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
フランス語圏（フランコフォニー）を題材とした教科書を用いて、中級に向けたフラン語文法を学び、簡単なフランス語の文章を読めるようになります。特に、新しい文法事項を学ぶだけでなく、これまでに学習した文法事項を確りと記憶に定着させ、簡単な会話・文章を生産できるようになります。

【Goal】
これまでに学習した文法事項を記憶に定着させ、仏検 4 級レベルの文法事項の習得を目指します。
世界のフランス語圏（フランコフォニー）に関する基礎知識を習得し、簡単にフランス語で説明できるようになります。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
教科書『Destination francophonie（nouvelle édition）』を用いて、既習事項の確認を行いつつ、新しい文法事項を学びます。同時に、簡単なフランス語の文章を読むことを通じて、少しずつ発音と読解の方法を身に着けられるようにします。
2 回の授業で 1 つの課を終えることを目標とします（10 課＋ α）。授業中に触れられなかった練習問題などを「ミニ課題」として毎回提出してもらいます。後日、添削した上で返却します。
最後の授業では、期末テストを行い、理解度・習熟度を測ります。同時に、授業全体の総括を行います。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Leçon 0	・既習事項の確認 ・綴りと発音の関係、リズムとイントネーションの確認 ・フランス語圏（フランコフォニー）の概説
2	Leçon 1 Des villes francophones	会話文の読解・発音 文法事項の説明 （名詞の性数、冠詞、提示の表現など）
3	Leçon 1 Les francophones dans les monde	文章の読解・発音 文法事項の補足説明 （よく使う疑問詞と前置詞など）
4	Leçon 2 Nous sommes étudiants	会話文の読解・発音 文法事項の説明 （主語人称代名詞、être ／ avoir など）
5	Leçon 2 Les langues de France	文章の読解・発音 文法事項の補足説明 （形容詞、強勢形など）
6	Leçon 3 Elles travaille beaucoup!	会話文の読解・発音 文法事項の説明 （ER 動詞、命令法など）
7	Leçon 3 Le français en Europe	文章の読解・発音 文法事項の補足説明 （疑問文・否定文、所有形容詞など）
8	Leçon 4 Qu'est-ce fqu'on fait ce week-end ?	会話文の読解・発音 文法事項の説明 （IR 動詞、不規則動詞、部分冠詞、縮約など）
9	Leçon 4 Le français en Amérique du Nord ①	文章の読解・発音 文法事項の補足説明① （指示形容詞、近接未来・過去など）
10	Leçon 4 Le français en Amérique du Nord ②	文章の読解・発音 文法事項の補足説明② （既習の時制の確認、今後の時制との関係など）
11	Leçon 5 Quel pays francophone visiter ?	会話文の読解・発音 文法事項の説明 （不規則動詞、助動詞の疑問文・否定形など）
12	Leçon 5 Le français dans les Caraïbes ①	文章の読解・発音 文法事項の補足説明① （比較級と最上級など）
13	Leçon 5 Le français dans les Caraïbes ②	文章の読解・発音 文法事項の補足説明② （特殊な比較級と最上級など）
14	期末試験	試験・まとめと解説

【Work to be done outside of class (preparation, etc.)】
本授業の準備学習・復習時間は、合計 4 時間を標準とします。
・教科書・配布資料の文章は、確りと読み込むこと。
・教科書・配布資料の問題は、必ず予習・復習しておくこと。
・意味や発音の分からない単語などは、必ず辞書で調べておくこと。

【Textbooks】
・小松祐子，ジル・デルメール著，『Destination francophonie（nouvelle édition）』，駿河台出版社，2019 年.
・以下の出版社サイトを介して、音声を聞くこともできる。
https://www.e-surugadai.com/books/isbn978-4-411-00927-2

【References】
・これまでに用いた教科書
・久松健一著.『ケータイ「万能」フランス語文法』，駿河台出版社.2000 年.
・森本英夫他著，『増補改訂版　新リュミエール』，駿河台出版社，2013 年.
・曽我祐典著，『フランス語がわかる』，白水社，1995 年.
・久保田剛史著，『フランス語動詞 60』，朝日出版社，2015 年.
・『ディコ仏和辞典』，白水社.

【Grading criteria】
・平常点と期末テストに基づいて、総合的に評価する。
①平常点（ミニ課題など）： 30 %
②期末テスト： 70 %

【Changes following student comments】
特になし

【Outline (in English)】
This course is designed for students who has already learned French language for one year at least. They will enhance their communication skills by reading rather easy texts and doing exercises while using a manual which deals with the French speaking regions (francophonie) around the world. This course focuses on reading and writing without neglecting listening or speaking.
The goals of this course are to understanding the intermediate French language and expressiong in spoken and written language what they want to say.
Before and after each class meeting,students will be expected to spend four hours to read the relevant chapter(s) and documents.
Your overall grade in the class will be decided based on the followings:

in class contributions (mini-exercice, etc): 30%, term-end test: 70%.

LANf200LA

French C I

Mio NAKAMURA

Credit(s)：1 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：水 4/Wed.4
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): フランス語４ I

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
フランス語で書かれた時事問題の記事を読む、講読の授業です。

【Goal】
初見のフランス語でも正しく発音ができ、辞書で単語の意味を調べれば内容を理解することができるレベルを目指します。フランス語検定 4 級程度の文法の知識も復習します。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
使用テクストは 1 回の授業で 1 レッスンずつ進みます。各章のテーマについて解説を読んでから、音読練習をして、日本語に訳してみましょう。読んだ内容を発展させてより詳しく調べた結果を、毎回 1〜2 名ずつパワーポイント等により発表してもらいそれについてグループディスカッションを行います。音読パートは出版社のサイトにある音声教材であらかじめ練習をして、授業では確認をしながら声に出してみましょう。4 回講読が終わると 5 回目は仏検の過去問題や簡単な文章で書かれたフランス語の新聞を使って進度を確認します。音読・日本語訳は一人ずつで行いますが、発表とその内容についてのディスカッションは 4〜5 名のグループで行います。質問のやり取りや訳文の提出、発表を終えた掲示資料の提出は、初回の授業でお伝えするメールアドレスにお願いします。
The text is advanced one lesson at a time in one class. Read the explanations in Japanese on the subject of each chapter, then practice reading aloud and translate it into Japanese. Each time, one or two students will do the presentation by PowerPoint, and a group discussion will be held about the results of further investigation by developing the contents read. Practice the aloud part in advance with the audio teaching materials on the publisher's website, and let's speak out while checking in class. After four reading lessons, the fifth time, you will check your progress level using a French newspaper written in a simple sentence and past questions of the French certificate examination. The reading aloud and Japanese translation will be conducted by one person, but presentations and discussions on their contents will be held in groups of 4 to 5 people. Please contact the e-mail address you will be providing in your first class to exchange questions, submit translations, or submit posted materials that have been submitted.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1 回目	音読練習と仏検 5 級過去問	音読練習 (プリント) と仏検 5 級過去問
2 回目	1. フォション	接続法
3 回目	2. ソルボンヌ	中性代名詞 y
4 回目	3. ５ G	人称代名詞と強勢形、形容詞
5 回目	4. ジュリエット・グレコ	受動態
6 回目	仏検 4 級過去問、新聞記事 1	仏検 4 級過去問、新聞記事 1

7 回目	5. コロナ時代のフランス	疑問文
8 回目	6. 動物のいないサーカス	半過去
9 回目	7. カリカチュア	中性代名詞 en
10 回目	8. 山下朝史―野菜の声を聞く男	評価・推薦の表現、大過去
11 回目	仏検 4 級過去問、新聞記事 2	仏検 4 級過去問、新聞記事 2
12 回目	9. 父親の育児休暇	現在分詞・ジェロンディフ
13 回目	10. 失業	使役動詞
14 回目	まとめと期末試験	試験または課題

【Work to be done outside of class (preparation, etc.)】
本授業の準備学習・復習時間は、合わせて 1 時間を標準とします。ストリーミングの音声を使って、授業までに発音を練習しておきましょう。単語の意味を調べて、内容がきちんと伝わる訳を準備しておきましょう。指名された担当者は、テーマから発展させて調べた結果を次回プレゼン形式で発表できるように準備しましょう。

【Textbooks】
『時事フランス語 2022 年度版』石井洋二郎、ミシェル・サガズ著 (朝日出版社)

【References】
特にありません。

【Grading criteria】
授業中の音読・和訳・プレゼンなどの平常点 50%、期末課題または期末試験 50%で総合的に評価します。

【Changes following student comments】
読んだ内容やプレゼンに対するグループでの意見交換の時間をもう少し増やします。

【Equipment student needs to prepare】
仏和の辞書があると便利です。

【Outline (in English)】
【Course outline】This is a reading class for articles on current affairs written in French.
【Learning Objectives】We aim to be able to pronounce correctly in French even at first sight, and to be able to understand the contents by examining the meaning of words in a dictionary. We will also review the knowledge of grammar of level 4 of the French certificate test.
【Learning activities outside of classroom】Preparation study and review time is set to be 1 hour in total. Practice your pronunciation before class with streaming audio. Let's examine the meaning of the word and prepare the translation that the content is transmitted properly. The nominated student should be prepared to develop from the theme and present the results of the research in presentation format.
【Grading Criteria /Policy】Evaluation of this class will be given comprehensively for 50% of the usual points such as reading aloud, Japanese translation, presentation, etc. in class, and 50% for final assignments or final exams.

LANf200LA

French C II

Tamio OKAMURA

Credit(s)：1 ｜ Semester：**秋学期授業**/Fall ｜ Year：2〜4
Day/Period：**火** 3/Tue.3
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): **フランス語４Ⅱ**
他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
本授業の目的は、フランスとフランス語圏の時事紹介文を読んで翻訳することにより、その歴史・社会・文化の教養を身につけながら、中級文法や語彙の学習をおこなうことである。

【Goal】
フランス語の簡単な文章が理解できるようになること。フランス語検定 3 級レベル程度に達成することを目指す。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
毎回、フランス文化や社会の側面が紹介された文章を読む。意味や文法を確認し、音読をする。主に宿題のかたちで多くの練習問題をする。宿題に関しては hoppii や授業で正答を示したり解説をしたりしフィードバックする。

【Active learning in class (Group discussion, Debate.etc.)】
なし / No

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
第 1 回	「12 章 マリー・アントワネット」前半	connaitre
第 2 回	「12 章 マリー・アントワネット」後半	受動態 単純未来
第 3 回	「13 章 ボランティア」前半	不定代名詞
第 4 回	「13 章 ボランティア」後半	半過去 条件法現在
第 5 回	「14 章 ゾラ、作家にしてジャーナリスト」前半	半過去
第 6 回	「14 章 ゾラ、作家にしてジャーナリスト」後半	大過去 条件法過去
第 7 回	「15 章 リヨン」前半	前置詞 pour
第 8 回	「15 章 リヨン」後半	複合過去
第 9 回	「17 章 ピエール・スーラージュ」前半	不定冠詞 des と de
第 10 回	「17 章 ピエール・スーラージュ」後半	人称代名詞の目的補語
第 11 回	「18 章 モンマルトルのサクレ=クール寺院」前半	最上級
第 12 回	「18 章 モンマルトルのサクレ=クール寺院」後半	接続法
第 13 回	補習	単純過去
第 14 回	期末試験	-試験・まとめと解説

【Work to be done outside of class (preparation, etc.)】
事前に文章を読み、単語を辞書で調べる。音読する。本授業の準備学習・復習時間は、合わせて 1 時間を標準する。

【Textbooks】
石井洋二郎、ミシェル・サガズ『時事フランス語　2022 年版（À la plage 2022）』（朝日出版社、定価 2090 円）

【References】
電子辞書

【Grading criteria】
平常点（宿題や小テストも含む）50 %＋期末試験 50 %

【Changes following student comments】
授業内で答え合わせをしなかった宿題に関しては、hoppii を通じて正答配布ないし添削配布をする。

【Others】
フランス語４ I（岡村）を受講していることが望ましいが、フランス語４ II のみを受講することもできる。

【Outline (in English)】
【Course outline）】The student will be asked to read and translate texts about French culture.
【Learning Objectives】By the end of the course, students should be able to do the followings:
-A.Reading abilities
-B.Increase of vocabulary
-C.Review of the elementary grammar
-D.Acquisition of the intermediate grammar
【Learning activities outside of classroom）】Before/after each class meeting, students will be expected to spend one hour to understand the course content
【Grading Criteria /Policy】Term-end examination: 50%, in class contribution: 50%

LANf200LA

French C II

Isao HIROMATSU

Credit(s)：1 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：月 4/Mon.4
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): フランス語４ II

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
「フランス語 4 Ⅰ」に引き続き、フランス語圏（フランコフォニー）を題材とした教科書を用いて、中級に向けたフラン語文法を学び、簡単なフランス語の文章を読めるようになります。特に、新しい文法事項を学ぶだけでなく、これまでに学習した文法事項を確りと記憶に定着させ、簡単な会話・文章を生産できるようになります。

【Goal】
これまでに学習した文法事項を記憶に定着させ、仏検 4 級レベルの文法事項の習得を目指します。
世界のフランス語圏（フランコフォニー）に関する基礎知識を習得し、簡単にフランス語で説明できるようになります。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
「フランス語 4 Ⅰ」に引き続き、教科書『Destination francophonie（nouvelle édition）』を用いて、既習事項の確認を行いつつ、新しい文法事項を学びます。同時に、簡単なフランス語の文章を読むことを通じて、少しずつ発音と読解の方法を身に着けられるようにします。
2 回の授業で 1 つの課を終えることを目標とします（10 課＋ α）。授業中に触れられなかった練習問題などを「ミニ課題」として毎回提出してもらいます。後日、添削した上で返却します。
最後の授業では、期末テストを行い、理解度・習熟度を測ります。同時に、授業全体の総括を行います。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Leçon 1-5 の総括	・春学期の学習事項の復習 ・秋学期の学習事項の紹介
2	Leçon 6 Un week-end à Bruxelles	会話文の読解・発音 文法事項の説明 （代名動詞、不規則動詞など）
3	Leçon 6 Le français au Maghreb	文章の読解・発音 文法事項の補足説明 （Il faut、2 つの人称代名詞など）
4	Leçon 7 Les grandes vacances	会話文の読解・発音 文法事項の説明 （複合過去、過去分詞形など）
5	Leçon 7 Le français en Afrique noire	文章の読解・発音 文法事項の補足説明 （受動態、否定の多様性など）
6	Leçon 8 Je n'habite pas en France	会話文の読解・発音 文法事項の説明 （半過去、使役・放任動詞など）
7	Leçon 8 Le français en Asie du Sud-Est	文章の読解・発音 文法事項の補足説明 （関係代名詞など）
8	Leçon 9 J'irai dans un pays africain	会話文の読解・発音 文法事項の説明 （単純未来、前未来など）

9	Leçon 9 Le français dans le Pacifique ①	文章の読解・発音 文法事項の補足説明① （ジェロンディフ、現在分詞など）
10	Leçon 9 Le français dans le Pacifique ②	文章の読解・発音 文法事項の補足説明② （中生代名詞など）
11	Leçon 10 Les voyages forment la jeunesse	会話文の読解・発音 文法事項の説明 （条件法現在と過去など）
12	Leçon 10 Les institutions de la Francophonie ①	文章の読解・発音 文法事項の補足説明① （接続法現在と過去など）
13	Leçon 10 Les institutions de la Francophonie ②	文章の読解・発音 文法事項の補足説明② （感嘆文など）
14	期末試験	試験・まとめと解説

【Work to be done outside of class (preparation, etc.)】
本授業の準備学習・復習時間は、合計 4 時間を標準とします。
・教科書・配布資料の文章は、確りと読み込むこと。
・教科書・配布資料の問題は、必ず予習・復習しておくこと。
・意味や発音の分からない単語などは、必ず辞書で調べておくこと。

【Textbooks】
・小松祐子，ジル・デルメール著，『Destination francophonie (nouvelle édition)』，駿河台出版社，2019 年.
・以下の出版社サイトを介して、音声を聞くこともできる。
https://www.e-surugadai.com/books/isbn978-4-411-00927-2

【References】
・これまでに用いた教科書
・久松健一著.『ケータイ「万能」フランス語文法』，駿河台出版社. 2000 年.
・森本英夫他著，『増補改訂版　新リュミエール』，駿河台出版社，2013 年.
・曽我祐典著，『フランス語がわかる』，白水社，1995 年.
・久保田剛史著，『フランス語動詞 60』，朝日出版社，2015 年.
・『ディコ仏和辞典』，白水社.

【Grading criteria】
・平常点と期末テストに基づいて、総合的に評価する。
①平常点（ミニ課題など）：30 %
②期末テスト：70 %

【Changes following student comments】
特になし

【Outline (in English)】
This course is designed for students who has already learned French language for one year at least. They will enhance their communication skills by reading rather easy texts and doing exercises while using a manual which deals with the French speaking regions (francophonie) around the world. This course focuses on reading and writing without neglecting listening or speaking.
The goals of this course are to understanding the intermediate French language and expressiong in spoken and written language what they want to say.
Before and after each class meeting,students will be expected to spend four hours to read the relevant chapter(s) and documents.
Your overall grade in the class will be decided based on the followings:
in class contributions (mini-exercice, etc): 30%, term-end test: 70%.

LANf200LA

French C II

Mio NAKAMURA

Credit(s)：1　|　Semester：**秋学期授業**/Fall　|　Year：2〜4
Day/Period：**水** 4/Wed.4
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): **フランス語４Ⅱ**
他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
フランス語で書かれた時事問題の記事を読む、講読の授業です。

【Goal】
初見のフランス語でも正しく発音ができ、辞書で単語の意味を調べれば内容を理解することができるレベルを目指します。フランス語検定 4 級程度の文法の知識も復習します。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
使用テクストは 1 回の授業で 1 レッスンずつ進みます。各章のテーマについて解説を読んでから、音読練習をして、日本語に訳してみましょう。読んだ内容を発展させてより詳しく調べた結果を、毎回 1〜2 名ずつパワーポイント等により発表してもらいそれについてグループディスカッションを行います。音読パートは出版社のサイトにある音声教材であらかじめ練習をして、授業では確認をしながら声に出してみましょう。4 回講読が終わると 5 回目は仏検の過去問題や簡単な文章で書かれたフランス語の新聞を使って進度を確認します。音読・日本語訳は一人ずつで行いますが、発表とその内容についてのディスカッションは 4〜5 名のグループで行います。質問のやり取りや訳文の提出、発表を終えた掲示資料の提出は、初回の授業でお伝えするメールアドレスにお願いします。
The text is advanced one lesson at a time in one class. Read the explanations in Japanese on the subject of each chapter, then practice reading aloud and translate it into Japanese. Each time, one or two students will do the presentation by PowerPoint, and a group discussion will be held about the results of further investigation by developing the contents read. Practice the aloud part in advance with the audio teaching materials on the publisher's website, and let's speak out while checking in class. After four reading lessons, the fifth time, you will check your progress level using a French newspaper written in a simple sentence and past questions of the French certificate examination. The reading aloud and Japanese translation will be conducted by one person, but presentations and discussions on their contents will be held in groups of 4 to 5 people. Please contact the e-mail address you will be providing in your first class to exchange questions, submit translations, or submit posted materials that have been submitted.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1 回目	11. ラジオ・フランス	間接疑問文
2 回目	12. マリー・アントワネット、ポップなイコン	代名動詞
3 回目	13. ボランティア	非人称構文、条件法
4 回目	14. ゾラ、作家にしてジャーナリスト	半過去・複合過去・大過去・条件法の比較
5 回目	仏検 4 級過去問、新聞記事 3	仏検 4 級過去問、新聞記事 3
6 回目	15. リヨン	関係代名詞

7 回目	16. ドローン・エリオス	強調構文、長さ大きさをあらわす表現
8 回目	17. ピエール・スーラ―ジュ	冠詞、前置詞
9 回目	18. モンマルトルのサクレ＝クール寺院	比較級・最上級
10 回目	仏検 4 級過去問、新聞記事 4	仏検 4 級過去問、新聞記事 4
11 回目	19. サバイバリズム	動詞から名詞への変換
12 回目	20. ミシュリーヌ・オステルメイヤー	直接話法・間接話法
13 回目	仏検 4 級過去問、新聞記事 5	仏検 4 級過去問、新聞記事 5
14 回目	まとめと期末試験	試験または課題

【Work to be done outside of class (preparation, etc.)】
本授業の準備学習・復習時間は、合わせて 1 時間を標準とします。ストリーミングの音声を使って、授業までに発音を練習しておきましょう。単語の意味を調べて、内容がきちんと伝わる訳を準備しておきましょう。指名された担当者は、テーマから発展させて調べた結果を次回プレゼン形式で発表できるように準備しましょう。

【Textbooks】
『時事フランス語 2022 年度版』石井洋二郎、ミシェル・サガズ著 (朝日出版社)

【References】
特にありません。

【Grading criteria】
授業中の音読・和訳・プレゼンなどの平常点 50%、期末課題または期末試験 50%で総合的に評価します。

【Changes following student comments】
読んだ内容やプレゼンに対するグループでの意見交換の時間をもう少し増やします。

【Equipment student needs to prepare】
仏和の辞書があると便利です。

【Outline (in English)】
【Course outline】This is a reading class for articles on current affairs written in French.
【Learning Objectives】We aim to be able to pronounce correctly in French even at first sight, and to be able to understand the contents by examining the meaning of words in a dictionary. We will also review the knowledge of grammar of level 4 of the French certificate test.
【Learning activities outside of classroom】Preparation study and review time is set to be 1 hour in total. Practice your pronunciation before class with streaming audio. Let's examine the meaning of the word and prepare the translation that the content is transmitted properly. The nominated student should be prepared to develop from the theme and present the results of the research in presentation format.
【Grading Criteria /Policy】Evaluation of this class will be given comprehensively for 50% of the usual points such as reading aloud, Japanese translation, presentation, etc. in class, and 50% for final assignments or final exams.

LANf200LA

French D I

Gaillard NICOLAS

Credit(s)：1 ｜ Semester：**春学期授業**/Spring ｜ Year：2〜4
Day/Period：**木** 3/Thu.3
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): **フランス語コミュニケーション (初級)** I
他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
初心者向けの会話の授業です。フランス人の日常生活に触れながら、フランス語のコミュニケーションの基礎を学ぶことができます。
原則として、教室における対面授業を予定しています。ただし、大学から対面授業方針の変更が伝えられた場合はこの限りではありません。ま た、東京および日本全国における感染拡大状況を考慮に入れつつ、教室で行う対 面授業の回数とオンラインで行う遠隔授業の回数は学期開始後に調整します。

【Goal】
この授業の目的はフランス語でのベーシックコミュニケーション能力とフランスに対する好奇心や興味を高めることです。日常生活に必要な表現を取得することができます。その上、フランス語圏の文化や社会の面白いテーマを取り上げます。聞く、読む、話す、書くの４つの能力も鍛えます。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
音声で聞き取りをし、文法の練習問題を行います。その後、ペアーになり会話のロールプレーをします。また、フランス文化に関するテーマについてディスカッションをし、フランス語で文章をまとめます。基本的に授業時間内にフィードバックを行うが、LMS などを活用する場合もある

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Parler d'un besoin	必要なことを言う
2	Saluer et se présenter	挨拶する
3	Excuser et s'excuser	謝る・許す
4	Téléphoner à un ami	友達に電話する
5	Téléphoner 2. Dans une entreprise	会社で電話する
6	Donner des instructions : au club de gym	指示を出す。スポーツセンターで
7	Donner des instructions : Dans un jardin public	指示を出す。公園で
8	Nier	否定する
9	Inviter, accepter, refuser : entre voisins	誘う・承諾する・断る　近所の人と
10	Inviter, accepter, refuser : au travail	誘う・承諾する・断る　会社で
11	Demander à quelqu'un de faire quelque chose	依頼する
12	Proposer	提案する
13	Parler de sa santé	自分の健康の話する
14	Révisions	復習

【Work to be done outside of class (preparation, etc.)】
前の授業の勉強したことを生かし会話を書いて提出します。本授業の準備学習・復習時間は、合わせて 1 時間を標準とします。

【Textbooks】
Communication progressive du français - Niveau débutant 出版社： CLE International 作者： Claire Miquel ISBN : 978-2-09-038445-1

【References】
仏和・和仏の辞書があると便利です。

【Grading criteria】
平常点 100 % (授業中の発言 50%及び宿題の提出 50 %)。この授業は 5 回以上欠席する者は評価の対象外になりますので注意すること。

【Changes following student comments】
フランス人の生活の話をもっとします。

【Equipment student needs to prepare】
CD プレヤー

【Others】
感染症拡大状況により、授業開始後に授業形態に変更が生じる可能性もある。その場合は学習支援システム上に通知する。

【Outline (in English)】
This course introduces French conversation and culture to students taking this course at a beginner level. Students will improve their speaking, listening and writing skills.The goals of this course is to practice French conversation at beginner level and help students have a better knowledge of everyday life in France. Before/after each class meeting, students will be expected to spend one hour to understand the course content. Your overall grade in the class will be decided based on the following :
- In class contribution and participation : 50%
- Homework : 50%

LANf200LA

French D II

Gaillard NICOLAS

Credit(s)：1 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：木 3/Thu.3
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): フランス語コミュニケーション (初級) Ⅱ
他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
初心者向けの会話の授業です。フランス人の日常生活に触れながら、フランス語のコミュニケーションの基礎を学ぶことができます。

【Goal】
この授業の目的はフランス語でのベーシックコミュニケーション能力とフランスに対する好奇心や興味を高めることです。日常生活に必要な表現を取得することができます。その上、フランス語圏の文化や社会の面白いテーマを取り上げます。聞く、読む、話す、書くの４つの能力も鍛えます。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
音声で聞き取りをし、文法の練習問題を行います。その後、ペアーになり会話のロールプレーをします。また、フランス文化に関するテーマについてディスカッションをし、フランス語で文章をまとめます。基本的に授業時間内にフィードバックを行うが、LMS などを活用する場合もある。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Parler de sa santé : Une jambe cassée	自分の健康についてはます。骨折した足
2	Parler de sa santé : Chez le médecin	自分の健康についてはます。病院で
3	Parler de ses goûts	自分の好き嫌いについて話す
4	Parler de son curriculum vitae	自分の履歴について話す
5	Demander et donner son opinion	意見を言う
6	Exprimer la surprise	驚きを表現する
7	Exprimer la certitude ou l'incertitude : entre deux mères	確実性を表現する　お母さん同士
8	Exprimer la certitude ou l'incertitude : enquête policière	確実性を表現する　捜査
9	Décrire une personne	人の外見を説明する
10	Faire des compliments	賞賛する
11	Féliciter	祝福する
12	Consoler et encourager	慰める・励ます
13	Critiquer	批判する
14	Exprimer l'admiration	感嘆の気持ちを表現する

【Work to be done outside of class (preparation, etc.)】
前の授業の勉強したことを生かし会話を書いて、提出します。本授業の準備学習・復習時間は、合わせて 1 時間を標準とします。

【Textbooks】
Communication progressive du français - Débutant 出版社 ： CLE International 作者： Claire Miquel ISBN : 978-2-09-038445-1

【References】
仏和・和仏の辞書があると便利です。

【Grading criteria】
平常点 (授業中の発言 50%や宿題の提出 50 %)。この授業は 5 回以上欠席する者は評価の対象外になりますので注意すること。

【Changes following student comments】
フランス人の生活をもっと話します。

【Equipment student needs to prepare】
CD プレヤー

【Others】
感染症拡大状況により、授業開始後に授業形態に変更が生じる可能性もある。その場合は学習支援システム上に通知する。

【Outline (in English)】
This course introduces French conversation and culture to students taking this course at a beginner level. Students will improve their speaking, listening and writing skills.The goals of this course is to practice French conversation at beginner level and help students have a better of French grammar. Before/after each class meeting, students will be expected to spend one hour to understand the course content.Your overall grade in the class will be decided based on the following :
- In class contribution and participation : 50%
- Homework : 50%

LANc200LA

Chinese C I

Koon ko

Credit(s)：1 ｜ Semester：**春学期授業**/Spring ｜ Year：2〜4
Day/Period：**金** 4/Fri.4
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): **中国語作文初級 I**

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
本講義は初級で学んだ中国語の基礎を固め、読解力や翻訳力の向上を図ります。そして正しい声調で、自然なリズムで話せるようにも指導します。

【Goal】
中国語の基礎文法を一通り学ぶことによって一応の文章も読解でき、翻訳ができる段階まで力を付けることを目指します。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
プリントを事前に配り、予習してもらいます。授業中にチェックします。必要に応じて授業後の指導もできます。
社会情勢に合わせてオンライン授業（リアルタイム）を実施する場合もあります。その時、「学習支援システム」でお知らせします。
課題等へのフィードバックは授業時間またはメールを通じて行います。

【Active learning in class (Group discussion, Debate.etc.)】
なし / No

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1 回	オリエンテーション	レベルチェック
2 回	数字の使い方（一）	例文解説
3 回	数詞の使い方（二）	翻訳の練習
4 回	「是」の使い方（一）	例文解説
5 回	「是」の使い方（二）、一日の行動	翻訳の練習
6 回	連体修飾語＋的＋被修飾語	例文解説、翻訳の練習
7 回	「有」構文、「在」構文	例文解説、翻訳の練習
8 回	疑問詞の使い方	例文解説、翻訳の練習
9 回	介詞の使い方	例文解説、翻訳の練習
10 回	「比較」の表現	例文解説、翻訳の練習
11 回	程度補語の使い方	例文解説、翻訳の練習
12 回	アスペクト（一）	例文解説
13 回	アスペクト（二）	翻訳の練習
14 回	総復習	補足説明・期末試験

【Work to be done outside of class (preparation, etc.)】
必ず予習すること。本授業の準備学習・復習時間は、合わせて 1 時間を標準とします。

【Textbooks】
授業にてプリント配布

【References】
辞書を必ず用意すること。

【Grading criteria】
対面授業が再開された場合には期末試験を実施し 40 %にします。ふだんの成績は 60 %にします。再開されなかった場合には、毎回の課題の実施状況によって評価します。

【Changes following student comments】
発音の指導を徹底的にやるつもりです。

【Equipment student needs to prepare】
オンライン授業を受講する場合、通信環境・PC の準備をしてください。

【Others】
学生の様子によって、内容を調整する場合があります。

【Outline (in English)】
In this course, we will improve the writing skill of Chinese through reviewing the basic grammar.
Before/after each class meeting, students will be expected to spend one hour to understand the course content.
Final grade will be calculated according to the following
Term-end examination(40%), in-class contribution(60%).

LANc200LA

Chinese C II

Koon ko

Credit(s)：1 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：金 4/Fri.4
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): 中国語作文初級Ⅱ

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
本講義は初級で学んだ中国語の基礎を固め、読解力や翻訳力の向上を図ります。

【Goal】
中国語の基礎文法を一通り学ぶことによって一応の文章も読解でき、翻訳できる段階まで力を付けることを目指します。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
まず中国語作文の基礎を理解してもらい、基本的な文法事項や重要な文型について詳しく説明します。それを基に、単文を中心とした練習問題を解くことによって基礎的な作文能力を高めていきます。必要に応じて授業後の指導もできます。
社会情勢に合わせてオンライン授業（リアルタイム）を実施する場合もあります。その時、「学習支援システム」でお知らせします。
課題等へのフィードバックは授業時間またはメールを通じて行います。

【Active learning in class (Group discussion, Debate.etc.)】
なし / No

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1 回	能願動詞の使い方	例文解説、翻訳の練習
2 回	方向補語	例文解説、翻訳の練習
3 回	結果補語	例文解説、翻訳の練習
4 回	可能補語	例文解説、翻訳の練習
5 回	兼語文	例文解説、翻訳の練習
6 回	受身文	例文解説、翻訳の練習
7 回	「是……的」構文	例文解説、翻訳の練習
8 回	存現文	例文解説、翻訳の練習
9 回	介詞の使い方	例文解説、翻訳の練習
10 回	「比較」の表現	例文解説、翻訳の練習
11 回	「把」構文	例文解説、翻訳の練習
12 回	動量補語・時量補語	例文解説、翻訳の練習
13 回	複文・「了」の使い方	例文解説、翻訳の練習
14 回	総復習	補足説明・期末試験

【Work to be done outside of class (preparation, etc.)】
必ず予習すること。本授業の準備学習・復習時間は、合わせて 1 時間を標準とします。

【Textbooks】
プリント添付

【References】
辞書を必ず用意すること。

【Grading criteria】
対面授業が再開された場合には期末試験を実施し、40 %にし、ふだんの成績は 60 %にする。再開されなかった場合には、毎回の課題の出来具合によって評価する。

【Changes following student comments】
学生から高く評価された。続けてこのやり方でやります。

【Equipment student needs to prepare】
オンライン授業を受講する場合、通信環境・PC の準備をしてください。

【Others】
学生の様子によって内容を調整することがあります。

【Outline (in English)】
In this course, we will improve the writing skill of Chinese through reviewing the basic grammar.
Before/after each class meeting, students will be expected to spend one hour to understand the course content.
Final grade will be calculated according to the following
Term-end examination(40%), in-class contribution(60%).

LANc200LA

Chinese D I

Kebing LIU

Credit(s)：1 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：木 2/Thu.2
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): 中国語視聴覚初級 I

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
中国の様子を紹介する映像を見ながら、会話文や読解文を学習します。聞き取り・書き取り練習を通して、リスニング力を鍛えることを目的とします。同時に、中国文化への理解も深めます。

【Goal】
1 年生で学んだ基礎的な中国語運用能力を伸ばし、とくに中国語の「音」に慣れ、リスニング力を向上させることが目標です。中検３級を目指します。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
単語を習得し、文法を理解する。
DVD 教材を観ながら、聞き取り・書き取り練習を行う。
簡単な中国語作文・会話練習を行う。
課題等へのフィードバックは授業時間またはメールを通じて行う。
本授業はハイブリッド（オンラインと対面を併用）で行います。授業についての詳細は学習支援システムでお知らせします。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	ガイダンス	授業内容に関するガイダンス
2	第１課	文法理解と応用
3	第１課	会話と応用
4	第１課	読解文の理解と応用
5	第２課	文法理解と応用
6	第２課	会話と応用
7	第２課	読解文の理解と応用
8	第３課	文法理解と応用
9	第３課	会話と応用
10	第３課	読解文の理解と応用
11	第４課	文法理解と応用
12	第４課	会話と応用
13	第４課	読解文の理解と応用
14	授業の総まとめと試験	試験・まとめと解説

【Work to be done outside of class (preparation, etc.)】
授業前に単語の意味を調べる。教材の予習復習をする。本授業の準備学習・復習時間は、合わせて 1 時間を標準とします。

【Textbooks】
洪潔清著『チャイニーズアドベンチャー〜DVD で学ぶ中国文化〜』金星堂

【References】
授業中に指示。

【Grading criteria】
平常点（授業態度、小テスト）30%、試験 70%。

【Changes following student comments】
特に無し。

【Equipment student needs to prepare】
オンライン授業を受講するための通信環境、PC 等を準備して下さい。

【Others】
授業形態は大学の方針に従い変更する場合があります。

【Outline (in English)】
In this course, we will use the basic audio-visual materials and improve the listening skill of Chinese.
Before/after each class meeting, students will be expected to spend one hour to understand the course content.
Final grade will be calculated according to the following
Term-end examination(70%), in-class contribution(30%).

LANc200LA

Chinese D II

Kebing LIU

Credit(s)：1 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：木 2/Thu.2
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): 中国語視聴覚初級Ⅱ

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
中国の様子を紹介する映像を見ながら、会話文や読解文を学習します。聞き取り・書き取り練習を通して、リスニング力を鍛えることを目的とします。同時に、中国文化への理解も深めます。

【Goal】
1 年生で学んだ基礎的な中国語運用能力を伸ばし、とくに中国語の「音」に慣れ、リスニング力を向上させることが目標です。中検３級を目指します。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
単語を習得し、文法を理解する。
DVD 教材を観ながら、聞き取り・書き取り練習を行う。
簡単な中国語作文・会話練習を行う。
課題等へのフィードバックは授業時間またはメールを通じて行う。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	ガイダンス復習	授業内容に関するガイダンスと復習
2	第５課	文法理解と応用
3	第５課	会話と応用
4	第５課	読解文の理解と応用
5	第６課	文法理解と応用
6	第６課	会話と応用
7	第６課	読解文の理解と応用
8	第７課	文法理解と応用
9	第７課	会話と応用
10	第７課	読解文の理解と応用
11	第８課	文法理解と応用
12	第８課	会話と応用
13	第８課	読解文の理解と応用
14	授業の総まとめと試験	試験・まとめと解説

【Work to be done outside of class (preparation, etc.)】
授業前に単語の意味を調べる。教材の予習復習をする。
本授業の準備学習・復習時間は、合わせて 1 時間を標準とします。

【Textbooks】
洪潔清著『チャイニーズアドベンチャー〜DVD で学ぶ中国文化〜』金星堂

【References】
授業中に指示。

【Grading criteria】
平常点（授業態度、小テスト）30%、試験 70%。

【Changes following student comments】
特に無し。

【Others】
授業形態は大学の方針に従い変更する場合があります。

【Outline (in English)】
In this course, we will use the basic audio-visual materials and improve the listening skill of Chinese.
Before/after each class meeting, students will be expected to spend one hour to understand the course content.
Final grade will be calculated according to the following

Term-end examination(70%), in-class contribution(30%).

LANs200LA

Spanish C I

Osno Illanes DE SASAKUBO H

Credit(s)：1 ｜ Semester：**春学期授業**/Spring ｜ Year：2〜4
Day/Period：**火** 2/Tue.2
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): **スペイン語４Ｉ**

他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
この授業では初級スペイン語を終了した学生が、スピーキング、リスニング、リーディング、ライティングのスキルを通してスペイン語でコミュニケーションすることを学ぶ。

【Goal】
自分の住環境、学習環境，労働環境について、評価または願望などをスペイン語で述べることができるようにします。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
授業はテキストに沿って実習形式で進められる。必要に応じて教員が説明を行うが、基本的には学生が会話をしたり、練習問題を解いたりして積極的に授業に参加することが期待される。毎回の授業開始時に、課題やリアクションペーパーへのフィードバックを行います。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Introducción al curso	スペイン語で紹介、挨拶、授業の説明
2	Elena se prepara para ir a verle	再帰動詞・代名詞
3	Elena se prepara para ir a verle	日常生活、習慣、日課
4	Ya ha llegado a Valencia	現在完了形・頻度を表す副詞・
5	Ya ha llegado a Valencia	近い過去・習慣について話す
6	Iremos a Peñíscola	未来形、関係代名詞、副詞
7	Iremos a Peñíscola	友人を紹介する、仮定の話をする、他’
8	El partido de fútbol. ¿ Qué está pasando?	比較級と最上級、現在進行形
9	El partido de fútbol. ¿ Qué está pasando?	アドバイス、同時進行する言動、今行っていることを話す
10	Antes todo era diferente	線過去、旅行しながら過去を思い出す
11	Antes todo era diferente	過去の状態, 行動、日常について述べる
12	El año pasado fui a...	点過去、時を表す副詞
13	El año pasado fui a...	過去のある時点での出来事, 過去の重要事項について話す
14	期末テスト	まとめ、試験

【Work to be done outside of class (preparation, etc.)】
復習をしっかりやること、十分な準備をすること。本授業の準備・復習時間は、あわせて１時間を標準とします。

【Textbooks】
Te Veo,nivel intermedio. Editorial DTP

楽しく覚えるスペイン語「改訂版」
スペイン語中級

【References】
授業の進行によって随時提示。

【Grading criteria】
授業内での口頭試験 50 %
小テスト 20 %、期末試験の結果 30 %
毎回、新しい事を学び、それらは連続しているので欠席することは致命的となる。原則として遅刻は認めない。

【Changes following student comments】
新規の担当科目のため、学生からの意見は今後授業改善に反映する。

【Outline (in English)】
In this lesson, students who have finished Spanish for beginners learn to communicate in Spanish through speaking, listening, reading, and writing skills. In addition, our goal is to improve conversation based on the current state of culture and society in the Spanish-speaking world.
At the end of this course, students will be able to express their desires or aspirations in Spanish, and they will also evaluate their learning to project the Spanish language as a work tool in their future.
The standard preparation and review time for this class is 1 hour.
Grading will be decided based on exams (50%) and the active class participation of students (50%).

LANs200LA

Spanish C I

Osno Illanes DE SASAKUBO H

Credit(s)：1　|　Semester：**春学期授業**/Spring　|　Year：2〜4
Day/Period：**金** 3/Fri.3
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): **スペイン語４Ｉ**
他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
この授業では初級スペイン語を終了した学生が、スピーキング、リスニング、リーディング、ライティングのスキルを通してスペイン語でコミュニケーションすることを学ぶ。また、スペイン語圏の文化や社会の現状を踏まえた会話の上達を目指す。

【Goal】
自分の住環境、学習環境，労働環境について、評価または願望などをスペイン語で述べることができるようにします。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
授業はテキストに沿って実習形式で進められる。必要に応じて教員が説明を行うが、基本的には学生が会話をしたり、練習問題を解いたりして積極的に授業に参加することが期待される。毎回の授業開始時に、課題やリアクションペーパーへのフィードバックを行います。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	スペイン語	南米にスペイン語を話す国々
2	スペイン語で自己紹介	目的人称代名詞、再帰代名詞。
3	生活習慣、スペイン語圏の家族	現在進行形　/ 現在分詞のその他の用法。
4	人の一生、家族	復習:直説法点過去。過去を表す副詞句。
5	中南米諸国への日本人移民	関係詞Ｉ：関係詞代名詞
6	町で	SER. ESTAR. HABER. TENER 直説法線過去:活用 / -mente で終わる副詞
7	昔と今	直説法線過去の用法　/　品質形容詞
8	旅行	直説法点過去と線過去　/ 旅行：活動と携行品
9	天候	色々な副詞節
10	余暇活動	過去分詞　/　直説法現在完了：活用　/ 余暇生活　/　勧誘表現
11	社会生活	直説法現在完了の用法 / 過去分詞のその他用法
12	未来を表す副詞	直説法未来：活用　/ 直説法未来の用法
13	推測	直説法未来完了：活用と用法
14	まとめ	期末試験

【Work to be done outside of class (preparation, etc.)】
復習をしっかりやること、十分な準備をすること。本授業の準備・復習時間は、あわせて１時間を標準とします。

【Textbooks】
Entre amigos 2, 2da. edición,(総合スペイン語コース中級ー改訂版ー)
Editorial Asahi

【References】
授業の進行によって随時提示。

【Grading criteria】
授業内での口頭試験 50 %
小テスト 20 %、期末試験の結果 30 %
毎回、新しい事を学び、それらは連続しているので欠席することは致命的となる。原則として遅刻は認めない。

【Changes following student comments】
新規の担当科目のため、学生からの意見は今後授業改善に反映する。

【Outline (in English)】
In this lesson, students who have finished Spanish for beginners learn to communicate in Spanish through speaking, listening, reading, and writing skills. In addition, our goal is to improve conversation based on the current state of culture and society in the Spanish-speaking world.
At the end of this course, students will be able to express their desires or aspirations in Spanish, and they will also evaluate their learning to project the Spanish language as a work tool in their future.
The standard preparation and review time for this class is 1 hour.
Grading will be decided based on exams (50%) and the active class participation of students (50%).

LANs200LA

Spanish C I

Etsuko MIYATA

Credit(s)：1 ｜ Semester：**春学期授業**/Spring ｜ Year：2〜4
Day/Period：**水** 2/Wed.2
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): **スペイン語４Ｉ**
他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
１年生で学んだスペイン語の復習とさらに進んだ文法の習得とならんで、スペイン語圏の文化について、各国の文化遺産を通してに学ぶ。初級、中級の文法を使って、「話す」「聞く」「理解する」「書く」ことを目標とする。

【Goal】
スペイン語を用いて自分の意見を表現することを目標とする。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
基本的には対面授業だが、社会状況に応じてオンライン授業に切り替わる可能性もあるので学習支援を確認すること。テキストを使用して文法の学びを基本とし、練習問題を解いていくことでスペイン語を身につける。同時にスペイン語圏の文化についての理解を深める。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	オリエンテーション	一年を通じてどのように授業を進めていくのか、授業の紹介、スペイン語の導入。
2	１課前半	１年で学んだ文法の復習。ser,estar,hay の使い分けおよび直説法現在の動詞の活用。グラナダ（スペイン）について知る。
3	１課後半	１年で学んだ直説法現在の用法、指示形容詞、指示代名詞を学び、この、その、あの、これ、それ、あれ、という言い方の復習。グラナダ（スペイン）について知る。
4	２課前半	再帰動詞、目的格人称代名詞。セビーヤ（スペイン）について知る。
5	２課後半	不定詞と「弱い代名詞」。セビーヤ（スペイン）について知る。
6	３課前半	現在分詞、進行形。ハバナ（キューバ）について知る。
7	３課後半	現在分詞を用いた分詞構文、所有形容詞。ハバナ（キューバ）について知る。
8	４課前半	過去分詞、受動態。テオティワカン（メキシコ）について知る。
9	４課後半	結果状態、点過去。テオティワカン（メキシコ）について知る。
10	５課前半	線過去、点過去と線過去の使い分け。ティカル（グアテマラ）について知る。
11	５課後半	時間の経過を示す、比較表現、絶対最上級。ティカル（グアテマラ）について知る。
12	６課前半	直説法現在完了、直説法過去完了。マチュ・ピチュ（ペルー）について知る。

13	６課後半	不定語と否定語、無人称表現。マチュ・ピチュ（ペルー）について知る。
14	期末試験	春学期に学んだことの確認として期末テストを行う。

【Work to be done outside of class (preparation, etc.)】
本授業の準備学習・復習時間は、合わせて１時間を標準とします。

【Textbooks】
Conociendo el Patrimonio de la Humanidad Segunda edición
初級～中級スペイン語世界遺産を訪ねて　改訂版　朝日出版社

【References】
『クラウン西和辞典』(小学館)
『プログレッシブスペイン語辞典』（小学館）
『わかるスペイン語』(同学社)

【Grading criteria】
試験（６０％）平常点（４０％）。携帯電話の使用は減点の対象とする。欠席は２回まで。３回欠席した学生は単位を取得できないので注意すること。期末テストでは６０％取得しないと単位は取れない。

【Changes following student comments】
適宜リアクションペーパーを配布し、学生からの質問や要望に応える方針。質問したい単元や確認したい文法について記入してください。授業内で復習するなど質問に対する対応をします。

【Outline (in English)】
1.Learn basic grammars and carry on practices which are in the textbook. 2.In order to be able to learn intermediary Spanish, it is aimed to learn grammatical interpretation.3.Learning activities outside of classroom aiming to restudy what is learned in the class is required. Your required study time is at least one hour for each class meeting.4.Grading criteria: 40% is presence and participation, attitude during class and 60% is the exam points. In the exams, more than 60 points is required to obtain the credit.

LANs200LA

Spanish C II

Osno Illanes DE SASAKUBO H

Credit(s)：1　｜　Semester：**秋学期授業**/Fall　｜　Year：2～4
Day/Period：**火** 2/Tue.2
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): **スペイン語４Ⅱ**
他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
この授業では初級スペイン語を終了した学生が、スピーキング、リスニング、リーディング、ライティングのスキルを通してスペイン語でコミュニケーションすることを学ぶ。

【Goal】
自分の住環境、学習環境，労働環境について、評価または願望などをスペイン語で述べることができるようにします。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
授業はテキストに沿って進められる。必要に応じて教員が説明を行うが、会話練習や練習問題への取り組みが主要な時間を占める。毎回の授業開始時に、課題やリアクションペーパーへのフィードバックを行います。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	¿ Dónde nos conocimos?	時を表す語句とそれに合った３つの過去（現在完了形・線過去・点過去）
2	¿ Dónde nos conocimos?	歴史上の出来事と伝記、レシピ、料理
3	La paella.Enséñame	命令法
4	La paella.Enséñame	命令・アドバイス・指示の仕方、待ち合わせをする、他
5	Ya había estado aquí.	過去完了形、時を表す副詞
6	Ya había estado aquí.	過去・大過去の出来事について話す、時の表現の復習
7	映像	ラテンアメリカの映画
8	Quiero que venga mucha gente	接続法現在
9	Quiero que venga mucha gente	願望・要求・許可・禁止
10	Un regalo para mi madre. ¿ Qué le comprarías?	過去未来形、接続法過去形
11	Un regalo para mi madre. ¿ Qué le comprarías?	願い・憧れ・夢について話す、洋服・プレゼントを買う
12	La fiesta. ¡ Dice que saques unas cervezas!	間接語法、金言・名言集
13	La fiesta. ¡ Dice que saques unas cervezas!	他者の言葉を再現する、他者のメッセージを伝える
14	期末テスト	まとめ、試験

【Work to be done outside of class (preparation, etc.)】
復習をしっかりやること、十分な準備をすること。本授業の準備・復習時間は、あわせて１時間を標準とします。

【Textbooks】
Te Veo. Nivel intermedio.Editorial DTP
スペイン語中級
楽しく覚えるスペイン語

【References】
授業の進行によって随時提示。

【Grading criteria】
授業内での口頭試験 50 %
小テスト 20 %、期末試験の結果 30 %
毎回、新しい事を学び、それらは連続しているので欠席することは致命的となる。原則として遅刻は認めない。

【Changes following student comments】
新規担当科目のため、学生からの意見は今後反映させる。

【Outline (in English)】
In this lesson, students who have finished Spanish for beginners learn to communicate in Spanish through speaking, listening, reading, and writing skills. In addition, our goal is to improve conversation based on the current state of culture and society in the Spanish-speaking world.
At the end of this course, students will be able to express their desires or aspirations in Spanish, and they will also evaluate their learning to project the Spanish language as a work tool in their future.
The standard preparation and review time for this class is 1 hour.
Grading will be decided based on exams (50%) and the active class participation of students (50%).

LANs200LA

Spanish C II

Osno Illanes DE SASAKUBO H

Credit(s)：1　｜　Semester：**秋学期授業**/Fall　｜　Year：2〜4
Day/Period：**金** 3/Fri.3
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): **スペイン語４Ⅱ**
他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
この授業では初級スペイン語を終了した学生が、スピーキング、リスニング、リーディング、ライティングのスキルを通してスペイン語でコミュニケーションすることを学ぶ。また、スペイン語圏の文化や社会の現状を踏まえた会話の上達を目指す。

【Goal】
自分の住環境、学習環境，労働環境について、評価または願望などをスペイン語で述べることができるようにします。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
授業はテキストに沿って進められる。必要に応じて教員が説明を行うが、会話練習や練習問題への取り組みが主要な時間を占める。毎回の授業開始時に、課題やリアクションペーパーへのフィードバックを行います。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	家具	家具と調度品 / 直説法過去完了：活用と用法
2	調度品	直説法の時制：まとめ/関係詞 II
3	命令形	命令形 I: tú / vosotros に対する肯定命令 / 命令形の用法命令形と目的人称代名詞 / 再帰代名詞
4	食べ物/スポーツ	無人称表現　/ 直説法過去未来の用法 II
5	意見	接続法現在：活用　/　接続法の用法 I:名詞節過去形 II ：usted/ustedes に対する肯定命令
6	命令	否定命令 /　願望、依頼、命令表す表現
7	数	接続法の用法 II ：副詞節
8	環境問題	接続法の用法 III:形容詞節/
9	自然と人間	接続法現在完了:　活用と用法
10	願望表現	接続法の用法ＩＶ：独立文 / 接続法過去：活用
11	スペイン語圏の映画	接続法過去/ 条件文 I
12	会話で用いられる表現	接続法過去完了:活用 / 接続法過去完了の用法　/ 直説法過去未来完了:活用と用法
13	後悔	条件文 II
14	まとめ	期末試験

【Work to be done outside of class (preparation, etc.)】
復習をしっかりやること、十分な準備をすること。本授業の準備・復習時間は、あわせて１時間を標準とします。

【Textbooks】
Entre amigos 2, 2da. edición,(総合スペイン語コース中級ー改訂版ー)

Editorial Asahi

【References】
授業の進行によって随時提示。

【Grading criteria】
授業内での口頭試験 50 %
小テスト 20 %、期末試験の結果 30 %
毎回、新しい事を学び、それらは連続しているので欠席することは致命的となる。原則として遅刻は認めない。

【Changes following student comments】
新規担当科目のため、学生からの意見は今後反映させる。

【Outline (in English)】
In this lesson, students who have finished Spanish for beginners learn to communicate in Spanish through speaking, listening, reading, and writing skills. In addition, our goal is to improve conversation based on the current state of culture and society in the Spanish-speaking world.
At the end of this course, students will be able to express their desires or aspirations in Spanish, and they will also evaluate their learning to project the Spanish language as a work tool in their future.
The standard preparation and review time for this class is 1 hour.
Grading will be decided based on exams (50%) and the active class participation of students (50%).

LANs200LA

Spanish C II

Etsuko MIYATA

Credit(s)：1 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：水 2/Wed.2
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): スペイン語４Ⅱ

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
１年生で学んだスペイン語の復習とさらに進んだ文法の習得とならんで、スペイン語圏の文化について、各国の文化遺産を通してに学ぶ。初級、中級の文法を使って、「話す」「聞く」「理解する」「書く」ことを目標とする。

【Goal】
スペイン語を用いて自分の意見を表現することを目標とする。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
基本的は対面授業だが、社会状況に応じてオンライン授業に切り替わる可能性もあるので学習支援を確認すること。テキストを使用して文法の学びを基本とし、練習問題を解いていくことでスペイン語を身につける。同時にスペイン語圏の文化についての理解を深める。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	復習（１課～３課）	春学期に学んだ教科書１課から３課までの復習
2	復習（４課～６課）	春学期に学んだ教科書４課から６課までの復習
3	７課前半	直説法未来、直説法過去未来。メキシコ市（メキシコ）
4	７課後半	直説法未来・過去未来の不規則活用。関係詞。メキシコ市（メキシコ）
5	８課前半	直説法未来完了。クスコ（ペルー）について知る。
6	８課後半	直説法過去未来完了、間接話法。クスコ（ペルー）について知る。
7	９課前半	接続法現在の活用。ポトシ（ボリビア）について知る。
8	９課後半	接続法の用法：独立分、知覚、使役の表現。ポトシ（ボリビア）について知る。
9	１０課前半	命令文（肯定命令）。ラ・サンティシマ・トリニダードとヘスス・デ・タバランゲ（パラグアイ）について知る。
10	１０課後半	命令文（否定命令）、再帰前置詞各人称代名詞。ラ・サンティシマ・トリニダードとヘスス・デ・タバランゲ（パラグアイ）について知る。
11	１１課前半	接続法の用法：名詞節。ガラパゴス諸島（エクアドル）について知る。
12	１１課後半	接続法の用法：形容詞節、接続法の用法：副詞節。ガラパゴス諸島（エクアドル）について知る。

13	１２課	接続法過去の活用と用法、条件文。ラパ・ヌイ国立公園（チリ）を知る
14	期末試験	秋学期に学んだことを確認。

【Work to be done outside of class (preparation, etc.)】
本授業の準備学習・復習時間は、合わせて 1 時間を標準とします。

【Textbooks】
Conociendo el Patrimonio de la Humanidad Segunda edición
初級～中級スペイン語世界遺産を訪ねて　改訂版　朝日出版社

【References】
『中級スペイン語文法』　山田善郎著　白水社
『プログレッシブスペイン語辞典』小学館
『クラウン西和辞典』三省堂
『プエルタ新スペイン語辞典』研究社
紙媒体の辞書必携

【Grading criteria】
試験６０%、平常点４０%。
携帯電話の使用は減点の対象とする。欠席は３回まで。３回欠席した学生は単位を取得できないので注意すること。期末テストでは６０%取得しないと単位は取れない。

【Changes following student comments】
適宜配布するリアクションペーパーに疑問点、要望などがあれば対応。質問したい単元や確認したい文法があれば記入してください。授業内で復習するなど対応します。

【Outline (in English)】
1.Learn intermediary grammars and carry on practices which are in the textbook. 2.In order to be able to learn basic Spanish, it is aimed to learn grammatical interpretation.3.Learning activities outside of classroom aiming to restudy what is learned in the class is required. Your required study time is at least one hour for each class meeting.4.Grading criteria: 40% is presence and participation, attitude during class and 60% is the exam points. In the exams, more than 60 points is required to obtain the credit.

LANs200LA

Spanish D I

Aurora URITANI

Credit(s)：1　｜　Semester：**春学期授業**/Spring　｜　Year：2～4
Day/Period：**水** 2/Wed.2
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): **スペイン語コミュニケーション I**
他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
春学期はオンラインでの開講となる。ZOOM を使ってリアルタイムで行う。
身近な話題を相手に伝える練習をする。モデル文章を作って重要な表現解説と置き換え練習も行う。モデル文章を元に表現を置き換えて、自分の文章を書けるようになるのが目標である。

【Goal】
身近な話題について文章で書き表し、それをベースに簡単なプレゼンテーションができるようになることを目指す。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
この講座では身近な話題を相手に伝える練習を行う。モデル文章を作って重要な表現解説と置き換え練習も行う。その後、学んだ表現を暗記し、Break Out Room で仲間と練習する。次に暗記した表現を利用してモデル文章を書き換えて Break Out Room で発表する。学習した内容は次週の講義の最初に何人かに聞いて確認を行う。毎回暗記しなければいけない短文の数は 12 個程度である。
2 回で一つのテーマが終わると課題として自分について書いた文章を Hoppii で提出する。受け取った Feedback をよく読み、文書を暗記して、仲間に発表する。

【Active learning in class (Group discussion, Debate.etc.)】
なし / No

【Fieldwork in class】
なし / No

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
1	Mi nombre 1	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
2	Mi nombre 2	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
3	Mi familia 1	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
4	Mi familia 2	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
5	Mi ciudad 1	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
6	Mi ciudad 2	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
7	Mi universidad 1	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
8	Mi universidad 2	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
9	Un día normal 1	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
10	Un día normal 2	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
11	Descripciones 1	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
12	Descripciones 2	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
13	春学期の総復習	春学期の総復習
14	春学期の理解度の確認	春学期の理解度の確認

【Work to be done outside of class (preparation, etc.)】
前の週の復習から始まる。履修者は Break Out Room を使ってペアで練習を行うので、予習をしっかり行い、積極的に授業に参加することが求められる。事前学習として毎回送られてくるモデル文章とその日本語訳をよく理解しておくこと。事後学習は講義で暗記した 12 個程度の短文を次回の講義までに確認し、完璧に暗記すること。次回の授業で確認を行う。学習の目安は毎回 60 分程度である。

【Textbooks】
なし

【References】
なし

【Grading criteria】
平常点及び課題と期末試験から判断する。
平常点評価:30 %
授業内で指された時の返事に基づく点数。又、授業での態度や積極的な参加度など。平常点は積み重ねていくので、欠席があればその日の平常点はゼロになる。
課題:30 %
期末試験:40 %

【Changes following student comments】
今年度は「量が多すぎ」という学生たちの声があったので、量を少し減らしました。

【Equipment student needs to prepare】
ZOOM に滞りなく参加ができるように機器環境を整えること。

【Others】
なし

【Outline (in English)】
In the spring term the course will be held online, in real time using ZOOM.
In this course students will practice communicating familiar topics to others. Model sentences will be created to explain important expressions and practice replacing them. The goal is to be able to write your own sentences by replacing expressions based on the model sentences.
Grading criteria
Students will be judged on the basis of regular scores, assignments and final examinations.
Regular point evaluation: 30%.
A score based on the student's response when pointed out in class. Also, your attitude and active participation in class. Regular points will be accumulated, so if a student is absent, the regular points for that day will be zero.
Assignments: 30%.
Final exam: 40%.
In this course, students will practice communicating familiar topics to others. After replacing model sentences and memorize the expressions you have learned, you will practice them with your pairs in the Break Out Room. Next, rewrite the model sentences using the memorized expressions and present them in the Break Out Room. I will confirm what you have learned by asking some of you at the beginning of the next week's lecture. The number of short sentences to be memorized each time is about 12.
After two sessions on a single topic, the students will submit a piece of writing about themselves in Hoppii as an assignment. Read the Feedback you receive carefully, memorize the document, and present it to your pears.
Every week begins with a review of the previous week. Students will practice in pairs using the Break Out Room, so they are expected to prepare well and actively participate in class. Students are required to understand the model sentences and their Japanese translations well in advance of each class. For post-lesson study, students are expected to check about 12 short sentences memorized in the lecture and memorize them perfectly by the next lecture. Confirmation will be done in the next class. The estimated study time is about 60 minutes for each class.

LANs200LA

Spanish D II

Aurora URITANI

Credit(s)：1 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：水 2/Wed.2
Notes：< GIS students > Cross-listed in Ichigaya Liberal Arts Center (ILAC): スペイン語コミュニケーションⅡ
他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
秋学期はオンラインでの開講となる。ZOOM を使ってリアルタイムで行う。
身近な話題を相手に伝える練習をする。モデル文章を作って重要な表現解説と置き換え練習も行う。モデル文章を元に表現を置き換えて、自分の文章を書けるようになるのが目標である。

【Goal】
身近な話題について文章で書き表し、それをベースに簡単なプレゼンテーションができるようになることを目指す。

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
この講座では身近な話題を相手に伝える練習を行う。モデル文章を作って重要な表現解説と置き換え練習も行う。その後、学んだ表現を暗記し、Break Out Room で仲間と練習する。次に暗記した表現を利用してモデル文章を書き換えて Break Out Room で発表する。学習した内容は次週の講義の最初に何人かに聞いて確認を行う。毎回暗記しなければいけない短文の数は 12 個程度である。
2 回で一つのテーマが終わると課題として自分について書いた文章を Hoppii で提出する。受け取った Feedback をよく読み、文書を暗記して、仲間に発表する。

【Active learning in class (Group discussion, Debate.etc.)】
なし / No

【Fieldwork in class】
なし / No

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
1	Mi mejor viaje 1	リスニング練習、発音練習、語彙練習、再構築練習、発話練習
2	Mi mejor viaje 2	内容 リスニング練習、発音練習、語彙 練習、再構築練習、発話練習
3	Mis gustos 1	内容 リスニング練習、発音練習、語彙 練習、再構築練習、発話練習
4	Mis gustos 2	内容 リスニング練習、発音練習、語彙 練習、再構築練習、発話練習
5	Mi mejor regalo 1	内容 リスニング練習、発音練習、語彙 練習、再構築練習、発話練習
6	Mi mejor regalo 2	内容 リスニング練習、発音練習、語彙 練習、再構築練習、発話練習
7	Mi personaje preferido 1	内容 リスニング練習、発音練習、語彙 練習、再構築練習、発話練習
8	Mi personaje preferido 2	内容 リスニング練習、発音練習、語彙 練習、再構築練習、発話練習
9	Después de mi graduación 1	内容 リスニング練習、発音練習、語彙 練習、再構築練習、発話練習
10	Después de mi graduación 2	内容 リスニング練習、発音練習、語彙 練習、再構築練習、発話練習
11	Navidad 1	内容 リスニング練習、発音練習、語彙 練習、再構築練習、発話練習
12	Navidad 2	内容 リスニング練習、発音練習、語彙 練習、再構築練習、発話練習
13	秋学期の総合復習	秋学期の総合復習
14	秋学期の理解度の確認	秋学期の理解度の確認

【Work to be done outside of class (preparation, etc.)】
前の週の復習から始まる。履修者は Break Out Room を使ってペアで練習を行うので、予習をしっかり行い、積極的に授業に参加することが求められる。事前学習として毎回送られてくるモデル文章とその日本語訳をよく理解しておくこと。事後学習は講義で暗記した 12 個程度の短文を次回の講義までに確認し、完璧に暗記すること。次回の授業で確認を行う。学習の目安は毎回 60 分程度である。

【Textbooks】
なし

【References】
なし

【Grading criteria】
平常点及び課題と期末試験から判断する。
平常点評価:30 %
授業内で指された時の返事に基づく点数。又、授業での態度や積極的な参加度など。平常点は積み重ねていくので、欠席があればその日の平常点はゼロになる。
課題:30 %
期末試験:40 %

【Changes following student comments】
今年度は「量が多すぎ」という学生たちの声があったので、量を少し減らしました。

【Equipment student needs to prepare】
ZOOM に滞りなく参加ができるように機器環境を整えること。

【Others】
なし

【Outline (in English)】
In the fall term the course will be held online, in real time using ZOOM.
We will practice communicating familiar topics to others. Model sentences will be created to explain important expressions and practice replacing them. The goal is to be able to write your own sentences by replacing expressions based on the model sentences.
Grading criteria
Students will be judged on the basis of regular scores, assignments and final examinations.
Regular point evaluation: 30%.
A score based on the student's response when pointed out in class. Also, your attitude and active participation in class. Regular points will be accumulated, so if a student is absent, the regular points for that day will be zero.
Assignments: 30%.
Final exam: 40%.
In this course, students will practice communicating familiar topics to others. After replacing model sentences and memorize the expressions you have learned, you will practice them with your pairs in the Break Out Room. Next, rewrite the model sentences using the memorized expressions and present them in the Break Out Room. I will confirm what you have learned by asking some of you at the beginning of the next week's lecture. The number of short sentences to be memorized each time is about 12.
After two sessions on a single topic, the students will submit a piece of writing about themselves in Hoppii as an assignment. Read the Feedback you receive carefully, memorize the document, and present it to your pears.
Every week begins with a review of the previous week. Students will practice in pairs using the Break Out Room, so they are expected to prepare well and actively participate in class. Students are required to understand the model sentences and their Japanese translations well in advance of each class. For post-lesson study, students are expected to check about 12 short sentences memorized in the lecture and memorize them perfectly by the next lecture. Confirmation will be done in the next class. The estimated study time is about 60 minutes for each class.

HIS300LE

Modern and Contemporary History of Japan

Marco TINELLO

Credit(s)：2 ｜ Semester：**春学期授業**/Spring ｜ Year：2〜4
Day/Period：**月** 5/Mon.5
Notes：< GIS students > Cross-listed in ESOP
他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
This course explores the modern and contemporary history of Japan with a focus on its foreign relations. We examine the interrelated history of Japan with China, Korea, Ryukyu, Southeast Asia, and the Western world from the mid-1800 century to the present.

【Goal】
To enrich participants view of the modern and contemporary history of Japan by providing an outline and a framework to better understand the events that shaped the modern and contemporary history of Japan.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
The style of each class of this course consists of the instructor's lecture and an open-ended discussion. In the first part of the lesson, I will give a lecture on a given subject, and in the second, we will discuss a paper, which the students are required to read in advance. Comments for assignments are given during office hours.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
1.	Introduction	Overview of the Course and Explanation of Basic Concepts
2.	East Asian diplomacy	Japan and its traditonal relations with East Asia
3.	The Edo Period	The Tokugawa bakufu's foreign relations
4.	The Late Edo Period (1)	The arrival of the Western powers in East Asia
5.	The Late Edo Period (2)	The opening of Japan
6.	The Late Edo Period (3)	The collapse of the Tokugawa bakufu
7.	The Meiji Revolution	The establishment of the Meiji government and the creation of a modern state
8.	The Meiji Period (1)	The annexation of Ryukyu and the treaty with Korea from a global perspective
9.	The Meiji Period (2)	From the Sino-Japanese War and Russo-Japanese War to the Annexation of Korea
10.	The Taisho and Showa Eras	The Japanese empire from ascendance to collapse: The Second World War
11.	The Showa Era (1)	The American occupation and its legacy
12.	The Showa Era (2)	Changes in Japan after the Second World War
13.	Contemporary Japan	Present-day Japan and its contemporary diplomatic issues
14.	Final Presentations	Course conclusion and Final Presentations

【Work to be done outside of class (preparation, etc.)】
Students are expected to prepare for one presentation. In addition, students are expected to read the assigned readings and review materials distributed after each class. The average study time outside of class per week would be roughly 4 hours.

【Textbooks】
Students are expected to read the handouts and the assigned readings in place of "textbooks".

【References】
References will be provided for each topic in class.

【Grading criteria】
10% Participation
25% Presentation
20% In-class quizzes and reaction papers
45% Take-home final examination

【Changes following student comments】
Have reduced material to be covered, in response to student request.

【Equipment student needs to prepare】
Students are expected to download class materials through Google Classroom and/or HOPPI.

SOC300LE

Families and Sexualities in Japan

Saori KAMANO

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：火 4/Tue.4
Notes：< GIS students > Cross-listed in ESOP

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
This course gives an overview of contemporary family lives, systems, policies, as well as pertinent historical facts in Japan.

【Goal】
Through the course, students will obtain knowledge of how family life and sexuality are experienced and organized in contemporary Japanese society. They will acquire an understanding of the historical backgrounds of and empirical studies on various topics on families and sexualities.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
The course will be taught through lectures and audio-visual materials. In addition, students will give presentations, prepare for and participate in group discussions and write reaction papers. Feedback is given orally in class after discussion and presentation. Comments are also given in a written form to presenters and written assignments submitted.
*Note : This course will be conducted fully online.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
1.	Introduction ———-	Introduction to the course: What is “the family”? What do studies of “sexualities” include?; Details of the course structure ———-
2.	Marriage and having children (1) ———-	Institution of marriage; Demographic trends (1) ———-
3	Marriage and having children (2) ———-	Declining marital rate and birthrate ———-
4	Lives of married couples (1) ———-	Relationship between husband and wife; Housewives and motherhood; “Work-family balance” ———-
5	Marriage and having children (3); Lives of married couples (2) ———-	Student presentations based on readings and/or survey of university ———-
6	Koseki system and variation in /alternatives to "the family” (1) ———-	Koseki System; Divorce; Lone-parent families; Cohabiting couples and kongaishi ———-
7	Koseki system and variation in /alternatives to "the family” (2) ———-	Student presentations based on readings and/or survey of university students ———-

8	Sexual orientation and gender identity (1) ———-	Same-sex couples, lesbians and gay men's lives ———-
9	Sexual orientation and gender identity (2) ———-	Transgenders ———-
10	Sexual orientation and gender identity (3) ———-	Student presentations based on readings and/or survey of university students ———-
11	Issues regarding reproduction (1) ———-	Abortion and family planning issues; Reproductive technologies ———-
12	Issues regarding reproduction (2) ———-	Student presentations based on readings and/or survey of university students ———-
13	Sex industry (1); International marriage (1) ———-	Historical changes in and current state of the sex industry; public attitudes toward the sex industry; social issues in international marriage ———-
14	Sex industry (2); International marriage (2) ———-	Student presentations based on readings and/or survey of university students, etc. ———-

【Work to be done outside of class (preparation, etc.)】
Complete all readings prior to attending each class is recommended. The average study time outside of class per week would be between 3-4 hours.

【Textbooks】
Handouts and reading materials will be provided by the instructor. Students can download course materials on Google Classroom.

【References】
None

【Grading criteria】
Class Participation: 10%
Quiz and Reaction Paper: 20%
Presentation: 25%
Final Exam: 45%

【Changes following student comments】
I will continue to incorporate class and/or group discussion whenever appropriate.

【Equipment student needs to prepare】
Access to internet and computer for downloading and viewing course materials and submitting reaction papers, presentation slides and final exam. Hoppi and Google Classroom will be used.

【Others】
Students are required to inform the instructor if they are going to absent for one of these cases such as medical reasons, job interviews, family emergency, and other circumstances. Students with special needs should contact the instructor as early as possible.
In addition, the classroom is an academic community. This means both instructor and students alike have obligation to respect each other's points of view and maintain a critical and yet open mind. To this end, all members of the community will preserve the rights and dignity of every individual.

SOC300LE

Japanese Social Problems

Sachiko HORIGUCHI

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：木 3/Thu.3
Notes：< GIS students > Cross-listed in ESOP
他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
We will draw on a "social constructionist" framework and examine how certain social problems have been discovered, defined, and dealt with in post-war Japan. We begin the course by providing an overview of sociological approaches, in particular, a social constructionist approach to social problems, and critically examining *Nihonjin-ron* (theories of Japanese-ness) to provide frameworks for approaching Japanese social problems. We will then discuss specific Japanese social problems around the family, education, youth, gender, work, and aging Japan.
The aim of this course is to take critical perspectives into representations of Japanese social problems, particularly in the media, through taking a constructionist approach.

【Goal】
By the end of the course, students will be able to explain the "social constructionist" framework and apply it for making sense of Japanese social problems in post-war Japan. It is expected that students will develop a nuanced understanding of contemporary Japanese society through critically examining the social problems from sociological/ anthropological perspectives.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
Classes will primarily be based on discussions rather than lectures. It is therefore expected that students come to class having done the assigned reading and ready to discuss them. Every student will make a presentation or write a paper on a chosen topic. Feedback will be given on the Learning Management System for assignments submitted on the Learning Management System, and in class for work done in class (e.g. presentations).

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
1.	Introduction	Making sense of Japanese social problems
2.	Sociological Approaches to Social Problems	Introduction to the social constructionist perspective on social problems (self introduction due)
3.	Approaches to Japanese Society: *Nihonjin-ron*	Overview of key concepts in *Nihonjin-ron*
4.	Critical Approaches to Japanese Society	Overview of critiques against *Nihonjin-ron*
5.	A Case Study of a Japanese Social Problem: *Hikikomori* (Youth Social Withdrawal)	Lecture of instructor's research on *hikikomori*
6.	Approaching Japanese Social Problems	Discussion of media reports on Japanese social problems (article assignment 1)
7.	Rethinking Motherhood and the Japanese Family	Examining gendered division of labor in the home through a case study of child abuse

8.	Suffering School-children	Examining *ijime* (bullying), *futoko* (school non-attendance), and violence in schools
9.	Education and "Internationalization"	Examining *kikokushijo* (returnees), their problems and privileges
10.	*Otaku*: From a "Moral Panic" to "Cool Japan"	Examining shifting interpretations of *otaku* subcultures
11.	LGBTQIA+: Accepted or Not?	Examining shifting perspectives on LGBTQIA+ issues
12.	Gender & Work	Examining the *salaryman* masculinity through a case study of *karoshi* (death due to overtime work)
13.	Challenges of an Aging Society	Examining "good death" and care for the elderly
14.	Summing up	Summary and discussion of media reports on Japanese social problems (article assignment 2)

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete regular reading assignments prior to class and to be ready for productive discussions on the assigned readings. They should also prepare for either a presentation or a paper on a topic of their choice. Students should expect to spend roughly 4 hours per week for preparation/review outside of class.

【Textbooks】
We will not use a textbook. Required readings will be provided by the instructor.

【References】
Goodman, Roger, Yuki Imoto, and Tuukka H. I. Toivonen. *A Sociology of Japanese Youth: From Returnees to NEETs*. London: Routledge, 2012.

【Grading criteria】
Active class particiipation/Completion of in-class tasks (14 sessions, 3% each) 42%
Reading notes (checked in 10 sessions; minimum A4 half-page notes including key questions of the text, at least 2 key terms & definitions, 1 discussion question, 2% each) 20%
Self-introduction (200-word text + photo/2-3 minute video, due Week 2) 4%
Article assignments (finding and sharing a non-academic media story; in-class discussions of the articles will involve applications of a social constructionist approach to social problems) (twice, 5% each) 10%
Presentation/paper (5-minute presentation or 1000-word paper on a topic of choice) 20%
End of semester essay reflection (200 words on what you learned in the course) 4%

【Changes following student comments】
Students gave positive feedback on discussions, so I will continue to include discussions in class.

【Equipment student needs to prepare】
We will use the Learning Management System available from the university.

【Others】
You must attend the first class if you are interested in the course. We may have student selection in the first class, depending on the number of interested students.

SOS300LE

Global and Transnational Japan

Kei TAKATA

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：水 3/Wed.3
Notes：< GIS students > Cross-listed in ESOP
他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
This course looks at Japanese society through the lens of globalization and its transnational relations with foreigners and foreign societies. On the one hand, Japan's relative geographical isolation as an archipelago surrounded by the sea has cultivated a unique aesthetic culture that attracts people across the world in recent times, as well as being one of the driving forces behind its economic development. Yet, at the same time, this could also be a critical factor in generating a peculiar social system and norms that sometimes generate a considerable gap with the "global standards." Hence, in theory, the global process would be an agency that shapes, reshapes, and alters the social structure in both positive and negative ways. As such, how does globalization - the closer integration of the countries and peoples of the world, especially after the 1980s - affect the change in contemporary Japanese society? The course will explore this question through reading and discussing the effect of transnationalism – both inbound/import and outbound/export - on migration, work, civil society, tourism, education, family, culture, identity, language, Olympics, among others. The course also introduces theoretical approaches to understand globalization and transnationalism.

【Goal】
The primary goal of this class is to gain an alternative understanding of Japanese society that could not be seen only observing from the perspective of the nation-state. Taking the transnational and relational approach would then provide us with insights into why and how Japan is changing in this contemporary era. Students are expected to gain skills and knowledge to critically analyze Japanese globalization through a comparative approach with other countries from East Asia, North America, Europe, among other regions that you are familiar with.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
The course follows a mixed lecture-seminar format, combining short lectures, discussions, and group work designed for ESOP students at Hosei. In the class, followed by the instructor's lecture, participants are expected to discuss the topics through a critical reading of the assigned materials. There will be a group project to work on, and we will allocate time to discuss the project with your group members. Each group will make a short presentation on the final week of the class, and students will write a final assignment individually based on the findings from the group work.
The instructor will provide feedback on the presentations during the class. Students can also access the instructor during office hours (prior appointment needed).

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
1	Introduction to the Course	Course Introduction/Course Overview
2	What is Globalization?	Theories of globalization and transnationalism; History of Globalization

3	Globalization and Japan	Globalization and Japan; Kokusaika and Gurōbaruka
4	Japanese Returnees	Japanese returnees; Kikokushijo; Youth
5	New Migrants in Japan	Contemporary migration from Asia; Student migration
6	Japanese Emigration	Japanese migration to overseas; Japanese in overseas; Labor migration
7	Mixed Race (Hāfu) and Identity	Globalization and racial hybridity; Hāfu, Daburu, Mixed
8	Multiculturalism and Cosmopolitanism	Multiculturalism and Cosmopolitanism; Tabunka Kyōsei; Multicultural city
9	Globalization, Culture and Politics	Transnational culture flow; Cool Japan; Nation branding
10	Globalization of Language	Global language; Englishinization
11	Globalization of Education	Globalization of higher education
12	Globalization and Tourism	Inbound tourism, Foreign tourists: Tourism and social change
13	Tokyo Olympics and Global Events	Tokyo Olympics; Global mega events; Globalization and Nationalism
14	Final Presentations	Student presentations on chosen topics

【Work to be done outside of class (preparation, etc.)】
- Reading assignments (every week)
- Preparation for project presentation
- Final paper
The average study time outside of class per week would be roughly 4 hours.

【Textbooks】
Readings will be provided by the instructor.

【References】
Reference materials will be suggested by the instructor whenever appropriate.

【Grading criteria】
Class Participation and Discussions: 20%
Presentations (Reading & Project): 30%
Final Paper: 50%

【Changes following student comments】
This is relatively a new course and has not yet received student evaluations.

【Equipment student needs to prepare】
None

【Others】
- The schedule and detail may be subject to change.
- Detailed course descriptions, including the assignments, will be provided on the first day of the class.

SOC300LE

Journalism in Japan I

Robert Sakai IRVINE

Credit(s)：2　|　Semester：春学期授業/Spring　|　Year：2〜4
Day/Period：金 5/Fri.5
Notes：< GIS students > Cross-listed in ESOP
他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
This course asks you to think about and discuss the principle of press freedom through its expression here in Japan. Over the 14 weeks of the course, you will delve into the Japanese free press' sometimes troubled history and present reality, while grappling with questions that go to the heart of not just journalism, but to definitions of the "public good" and the health of democratic systems. For example: Is state control of the news media ever justified? Looking at real-world situations for context, your own responses to that question may surprise you. Like any good journalist, be curious and critical.

【Goal】
Using historical and present-day case studies, you will examine what press freedom actually means in practice, and the different ways it can be restricted. For example, does keeping secrets and imposing penalties for reporting them count as limiting press freedom? You will do this by:
- examining the early days of print news in Japan, and the dark days of the descent into war;
- discussing types of information control, and present-day law and attitudes to official secrecy;
- questioning, through actual examples, whether there are any ethical limits to freedom of the press and expression;
- comparing coverage of the same issues in different publications;
- a formal essay and presentation on a question related to press freedom or freedom of speech;
- and talking about how news is covered from day to day, through class analysis of at least one real-time news article per week (of your choosing).

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
In Class
Each class will start with a discussion on one or two articles (chosen by you the student) from the previous week, focussing not just on the content of the news but on how it is presented and why.
We will then move on to the topic of the day, starting the class discussion with points from that week's readings and treating each as a case study, and attempt to draw conclusions about the role and responsibility of journalism in each situation.
This is a heavily discussion-based course (as is reflected in the grading structure), and you will get feedback on your comments from the instructor in real time. While participation is necessary, quality of contribution is more important than volume; well thought-out ideas are appreciated, and will be acknowledged in class.
After Class
By the end of the Monday after each class, students will post their personal thoughts on the topic discussed in the course discussion forum on Hoppii, and comment on at least one other student's reflections, to keep the discussion fresh and moving forward. The instructor will also read and comment on the students' posts.
Final Paper and Presentation
The final project is a research paper (approx. 3,000 words) plus presentation to the class on a major issue of journalism, information literacy or freedom of expression. For the presentation, the instructor will be looking at the quality of the argument, strong evidence, and the student's ability to answer questions on their topic. The instructor will provide topic suggestions on request.

Other Written Work
The instructor will provide feedback on written work in the form of extensive comments and constructive criticism, as well as a number grade.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
1	What is journalism for?	Outline of the class. Reflections on your assumptions about the purposes of journalism. Class discussion and short essay assigned.
2	Small paper, big paper, huge paper	Introducing Japanese print news outlets and reporting styles. Comparison with English-language newspapers.
3	Censorship and self-censorship I	A little bit of history on the early days of Japan's news business - and information control - starting in the Meiji period. Class discussion. **Short essay due.**
4	War and the news	Delving into the treacherous space between news and propaganda in WWII Japan. What is the news media's responsibility during wartime?
5	Censorship and self-censorship II	Flash forward to Japan's present. What should and should not be a secret? Is freedom of speech under threat in Japan?
6	Access journalism	What is "access journalism", and can it be used to strangle free reporting? We will also explore Japan's kisha clubs.
7	Essay consultations	Individual consultations with the instructor on your final paper.
8	Hot potato topics I	How are topics that tend to spark a backlash from the public or specific groups handled by newspapers? Case study: "Comfort women."
9	Hot potato topics II	Presentations to the class on specific hot potato topics. Group discussion.
10	Hot potato topics II continued	Presentations to the class on specific hot potato topics. Group discussion.
11	How far is too far?	Debating the limits of freedom of speech in a newspaper. Is there such a thing as 'too offensive to print'?
12	Essay presentations I	Students give presentations on their essay topic, and answer questions from their peers and the instructor. Constructive feedback. **Rough draft of final paper due** by class time.
13	Essay presentations II	Students give presentations on their essay topic, and answer questions from their peers and the instructor. Constructive feedback.
14	Freedom of the press in the social media age	Is fake news and mass opinion manipulation a threat to the role of freedom of speech in a democratic society? **Final paper due** by class time.

【Work to be done outside of class (preparation, etc.)】
- Weekly reading assignments.
- Read and be ready to discuss at least one news article about Japan per week.
- Post personal reflections to the Hoppii course discussion forum on the topic of the previous class. Posts are due by the end of the Monday after each class, to give other students and the instructor time to respond.
- One short essay, term paper and presentation preparation.
The average study time outside of class per week would be roughly 4 hours.

【Textbooks】
Students will receive weekly reading assignments. Also, students are expected to keep an eye on current affairs in Japan by following the news regularly.

【References】
Additional literature will be introduced in class as necessary.

【Grading criteria】
Participation: 20%
Preparation: 20%
Short essay: 10%
Weekly reflections on Hoppii discussion forum: 10%
Final Essay Presentation: 20%
Final Essay: 20%
NOTE: Three unexplained absences will result in an automatic E grade.

【Changes following student comments】
NA

【Equipment student needs to prepare】
A laptop or tablet would be handy, but not essential.

【Others】
The instructor has been a newspaper writer and editor at one of Japan's largest dailies since 2008.

【Prerequisite】
None

SOC300LE

Journalism in Japan II

Robert Sakai IRVINE

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：金 5/Fri.5
Notes：< GIS students > Cross-listed in ESOP
他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
News plays a significant role in forming what we all think we know about the world. Through the lens of print news here in Japan, This course asks students to question and discuss the ethics of reporting, tackling issues including anonymous sourcing, privacy vs. public interest, and cozying up to information sources. Hopefully, you will never look at news articles the same way again.
NOTE: You may enroll in this course without having taken Journalism in Japan I.

【Goal】
To achieve the above, you will explore the ins and outs of news reporting by:
- exploring how print news media operates in Japan, especially the big national dailies;
- learning the basics of writing articles and penning a few of your own, from a simple crime story to a major news feature;
- looking at real-world examples from both the past and more recent times, and discussing ethical problems and solutions for each case with classmates and the instructor;
- and choosing real-time news stories to dissect in class, asking the basic but important questions: What happened? And is it news?

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
In Class
Each class will start with a discussion on one or two articles (chosen by you the student) from the previous week, focussing not just on the content of the news but on how it is presented and why.
We will then move on to the topic of the day, starting the class discussion with points from that week's readings and treating each as a case study, and attempt to draw conclusions about what it means to behave as an ethical journalist, editor or publication in each situation.
This is a heavily discussion-based course (as is reflected in the grading structure), and you will get feedback on your comments from the instructor in real time. While participation is necessary, quality of contribution is more important than volume; well thought-out ideas are appreciated, and will be acknowledged in class.
Articles
The bulk of the written work for this course is made up of three news articles the students will have to write based on provided information and, for the last two, their own research. The articles will rise in complexity from a basic news report to a news feature on a major social issue. The instructor will be looking for structure, efficient presentation of information, and adherence to newswriting ethics such as source accreditation.
Other Written Work
The instructor will provide feedback on written work in the form of extensive comments and constructive criticism, as well as a number grade (where applicable).

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
1	What makes a good news article?	Outline of the class. Short inro to the Japanese media landscape. Class discussion: What makes a good newspaper article? **Due in Class 3.**
2	Part I: The life of a reporter at a Japanese newspaper. Part II: Building an article 1.	Part I: What's it like to be a reporter in Japan? Part II: How do you build a basic article?
3	Coverage	Who gets coverage? And why? Short essay due. Article assignment 1: Write a basic news article based on provided information. **Due in Class 4.**
4	Sources	Goldmines and landmines. Article 1 due.
5	Access journalism and Japan's kisha clubs	What is "access journalism"? And what are kisha clubs, a fairly unique feature of reporting in Japan? Article assignment 2: A news piece about former US President Barack Obama's visit to Hiroshima, using speech excerpts. Due in Class 7.
6	Getting personal	Can reporters be friends with their sources? Case study: The Mainichi Shimbun and the return of Okinawa.
7	Anonymity	The prevalence of anonymous sources in Japanese articles. When is anonymity necessary, and when is it an ethical misstep? Who does anonymity serve?Article 2 due.
8	Building an article 2	A second go around at building an article in class. Unleash your inner editor. Article assignment 3: Long-form news article or feature, based on provided information and quotes plus the student's own research. Up to a 5% bonus for original reporting. **First draft due in Class 11.**
9	Documentary screening I	Citizenfour screening.
10	Documentary screening II	Citizenfour cont'd.
11	Snowden as a source	Discussion of Edward Snowden as a news source, and his treatment by reporters. **First draft of Article 3 for peer review due**
12	Driving the discussion	Advocacy journalism, agenda-setting and the purpose of reporting the news.
13	Things foreign	Overseas news coverage in Japan, and Japanese news coverage overseas. **Article 3 Final Due**
14	PR and the press	What's news and what's an ad?

【Work to be done outside of class (preparation, etc.)】
- Weekly reading assignments.
- Read and be ready to discuss at least one news article about Japan each week.
- Write three news articles and one short essay.
The average study time outside of class per week would be roughly 4 hours.

【Textbooks】
Readings will be assigned for each class.

【References】
Extra readings will be provided as required.

【Grading criteria】
Participation: 25%
Preparation: 25%
Three articles: 40%
Article 1=5%, Article 2=15%, Article 3=20% (+possible bonus)
Note that you should be ready to exchange your work with classmates for peer review. That means getting things done on time. In the news business, missing deadline is not an option.
One short essay: 10%
NOTE: Three unexplained absences will result in an automatic E.

【Changes following student comments】
A lot more class time has been allotted to practicing how to write newspaper articles. This will be done in a group format.

【Equipment student needs to prepare】
A laptop or tablet would come in handy but is not essential.

【Others】
The instructor has been a newspaper writer and editor at a major Japanese daily since 2008.

SOS300LE

Media Representations

Zeliha MUGE IGARASHI

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：月 3/Mon.3
Notes：< GIS students > Cross-listed in ESOP
他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
When you follow media outlets from different countries, you will notice that very similar events or concepts can be elaborated upon in very different ways. Some issues are covered more widely whereas some do not even make it to mainstream media outlets.
Have you heard of "Las Tesis"? Do you know "Greta Thunberg"? Do you know the "#metoo" movement? What about the "#kutoo" campaign? How much do you know about the COVID situation around the world?
Countries have dominant ideologies that are formulated through institutions of power and diffused through mainstream media. Consequently, we are subject to stereotypical media representations formulated by the dominant culture and ideology that we live in. This determines what we are informed about and in which way. This class is designed for students to have media literacy through the analysis of identity formation linked to race, ethnicity, and gender in Japan.
Repetitive and stereotypical media representations have a significant impact on how we think about different events, minority groups or subcultures. Lectures will combine theories from cultural studies, media studies and gender studies to analyze stereotypical representations in mainstream media outlets in Japan.
Through this class, students will gain academic skills to identify these stereotypical media representations and to examine these from a critical perspective.

【Goal】
Each class will start with a theoretical introduction from either cultural studies, media studies or gender, followed by discussion on the media chosen by students.
The analysis of media will allow students to understand dynamics of media representations in Japan and to differentiate between mainstream ideology versus minorities and subcultures.
At the end of the semester, students will be equipped with enough knowledge to identify the discourse formulated by power institutions that sustain dynamics of how minority groups and disadvantaged groups are portrayed in the media and how mainstream ideas are reproduced and strengthened through media representations.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
Students are required to participate in class discussion and share their views and ideas with their classmates while respecting different views and cultures.
All students are required to actively participate in discussion throughout the semester.
General feedback will be provided at the beginning of each class whereas individual feedback on assignments and quizzes will be provided through Google Classroom system. Students who prefer to submit assignments and exams through HOPPII should contact the lecturer to receive feedback during office hours or by e-mail.
There will be discussion sessions during which students will have the opportunity to work in small groups and discuss theories learned in class before the mid-term and the final exams.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
1	Introduction	Introduction to class contents.
2	Representation Theory	Representation theory. Minority vs. majority. Stereotypes in the media.
3	Media Literacy	Media Literacy Worksheet 1. Description 2. Analysis 3. Interpretation 4. Evaluation 5. Engagement
4	Gender I	Femininity in Japan.
5	Gender II	Masculinity in Japan.
6	Gender III	Gender roles and child rearing in Japan.
7	Gender IV: Sexuality	Sexuality and sex education in Japan.
8	Discussion Session I	Social Construction of Gender in Japan and the Gender Gap. The role of mainstream representations in the media.
9	Race and Ethnicity I	Theory. Benedict Anderson, "Imagined communities." Representation of Japanese-ness in the media.
10	Race and Ethnicity II	Representation of foreign workers in Japanese media.
11	Race and Ethnicity III	Representation of foreign spouses and "Half" children in Japanese media
12	Race and Ethnicity IV	Media Representations of Muslims in Japan
13	Discussion Session II	Group Discussions on race and identity representations in Japanese media.
14	Final Exam and Wrap-up	Summary and final exam.

【Work to be done outside of class (preparation, etc.)】
Actively participating in all class discussions is essential to doing well in this course. Students are expected to prepare by doing all the required reading assignments before coming to class. The average study time outside of class per week would be roughly 2 hours.

【Textbooks】
All reading assignments and other materials will be made available on Google Drive due to Covid situation.

【References】

• Baker, C., Jane, E. (2016). Cultural Studies Theory and Practice. Sage publications.
• Campbell, Richard, Christopher R. Martin, and Bettina Fabos. (2017). Media & culture: mass communication in a digital age. 11th Edition. Bedford/St. Martin's.
• Dasgupta, R. (2013). Re-reading the salaryman in Japan crafting masculinities. New York: Routledge.
• Kawano, S., Roberts, G. S. & Orpett Long, S. (Eds). (2014). Capturing contemporary Japan differentiation and uncertainty. Honolulu: University of Hawai'i Press.
• Anderson, B. (1983). Imagined communities: Reflections on the origin and spread of nationalism". London, New York: Verso.
• Vogt, G. (2014). Foreign workers in Japan. In The Sage handbook of modern Japanese studies. Babb, J. D. (ed.). (567-582). UK: University of Newcastle.

【Grading criteria】
Students will be evaluated according to the following criteria.*
(1) Participation in discussion (10%)
(2) Homework (10%)
(3) Discussion Sessions (30%)
(4) Midterm Assignment (25%)
(5) Final Assignment(25%)
*More information regarding the syllabus will be provided on the first day of class.

【Changes following student comments】
None.

【Equipment student needs to prepare】
None.

ARSe300LF

East Asian Media

Kukhee Choo

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：火 4/Tue.4
Notes：< GIS students > Cross-listed in ESOP
他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
The last decades of the 20th century witnessed a great shift in the landscape of East Asian media and popular culture. Border-crossing visual cultural flows in conjunction with trans-Asian co-production among East Asian countries have not only strengthened the imaginary bond of "Asia," but also have cultivated a wider pan-Asian identity. This course will engage the interdisciplinary field of visual media and popular culture studies of East Asia. In this course, students will learn about the trans-Asian flow of Hong Kong films since the 1950s, the dissemination of Japanese popular culture during the 1970s-90s, and the recent popularity of Korean Wave.

【Goal】
Students will also develop an understanding of the processes that enabled Asian entertainers to become part of the larger Western media flows. Students will develop a critical awareness of how visual media and cultural globalization has engaged with the East Asian region and how the local visual media flow has influenced the global.
By the end of the course, students will be able to
• understand the historical development of visual media flows within East Asia
• learn through examples of East Asian visual media flows how culture and socio-political forces help shape hybridized trans-national identities
• cultivate a better understanding how East Asian visual cultural flows border cross and interact with globalization

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
This course will combine lectures, discussions, presentations and screenings. The topics covered will include, but not necessarily be limited to, the following in the schedule section.
Comments/feedback for assignments (tests and reports, etc.) are given during office hours.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
1	Introduction	Lecture about popular culture in Asia.
2	Nationalism and Popular Culture	"National Identity, Popular Culture and Everyday Life","Conceptualizing East Asian Popular Culture".
3	Early "Asian" Cinema	"From transnationalism to nativism? The rise, decline and reinvention of a regional Hokkien entertainment industry","The Early Development of East Asian Cinema in a Regional Context".
4	Transnational Hong Kong Films	"Transnational imagination in action cinema:Hong Kong and the making of a global popular culture","Transnational collaborations, local competitiveness: Mapping the geographies of filmmaking in/through Hong Kong"
5	Postcolonial Japanese Pop Culture	"Consuming Japan: Early Korean girls comic book artists' resistance and empowerment","Japanese popular music in Hong Kong"
6	Japanese Trendy Drama	"Romancing the Everyday: Hong Kong women watching Japanese Dorama","Popular Cultural Capital and Cultural Identity: Young Korean Women's Cultural Appropriation of Japanese TV Dramas"
7	Midterm review	Midterm review
8	Pan Asian Music Flows	"Go with your feelings: Hong Kong and Taiwan Popular Culture in Greater China","Reconsidering Transnational Cultural Flows of Popular Music in East Asia:Transbordering Musicians in Japan and Korea searching for "Asia""
9	Millennial Flows	"Postcolonial Hong Kong cinema: Utilitarianism and (trans)local","Promise and perhaps love: Pan-Asian production and the Hong Kong-China interrelationship"
10	Korean Wave,Korean Drama	"Time and the Neighbor: Japanese Media Consumption of Asia in the 1990s","Winter Sonata and the politics of memory","Touring 'Dramatic Korea': Japanese Women as Viewers of Hanryu Dramas and Tourists on Hanryu Tours".
11	21st Century Cool Japan	"Nationalizing 'Cool': Japan's Global Promotion of the Content Industry","Akihabara: Conditioning a Public "Otaku" Image".
12	K-pop phenomenon	"Hybridity and the rise of Korean popular culture in Asia","Chogukjeok pan-East Asian soft masculinity".
13	Future of East Asian Media Flows	"The limits of soft power"
14	Final review	Final review

【Work to be done outside of class (preparation, etc.)】
Students are required to read assigned materials before class and be prepared to participate actively in class. Homework should be submitted on time. Late submission will not be entertained. The average study time outside of class per week would be roughly 4 hours.

【Textbooks】
Students are not required to purchase textbooks.

【References】
None

【Grading criteria】
Evaluation is based on class readings, discussions and questions (50%), Midterm exam(20%), and a Final Exam (30%).

【Changes following student comments】
Not applicable

【Others】
This course requires students to have intermediate knowledge of economics and business

MAN300LE

Corporate Finance

TAKEZAWA Nobuya

Credit(s)：2　|　Semester：秋学期授業/Fall　|　Year：2〜4
Day/Period：火 4/Tue.4
Notes：< GIS students > Cross-listed in ESOP
他学部公開：　グローバル：　成績優秀：　実務教員：

【Outline and objectives】
This course is an introduction to financial management for companies which operate globally. The course discusses the basic principles of financial management and applies them to the decisions faced by financial managers in global firms.The objective is to familiarize the student with financial concepts and tools used in business. The course provides an introduction to standard financial decision-making tools, the role of stock and bond markets, the risk & return tradeoff, and foreign exchange markets.

【Goal】
The fundamental goal of this course is to equip you, as a future business person, with a working knowledge of finance as a tool. Upon completing this course students should:
1) be familiar with financial securities such as stocks and bonds.
2) be able to explain and critique a net present value and internal rate of return analysis for a project (financial decision making).
3) be able to explain the risk-return trade-off as discussed in finance.
4) acquire working knowledge (familiar with) of EXCEL for discounting exercises and other finance related functions.
5) develop a solid understanding of the link between topics covered in finance and international business (and other areas/fields in business).
6) acquire the basic skills and knowledge to undertake more advanced course work in the area of finance.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
The class consists of lectures, in class exercises and discussion. Feedback on in class exercises provided during class when appropriate. Active class participation is encouraged.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
1	Introduction to Stocks and Bonds	Define and discuss the role of stocks & bonds (securities markets). Introduce the IPO process.
2	Introduction to Japanese Capital Markets	An overview of the history and unique characteristics of Japanese capital markets.
3	Overview of Balance Sheet and Income Statement	Introduction to the basic structure, rationale, and items in balance sheet and income statement. Familiarize students with how these statements summarize the business of a company.
4	Introduction to Financial Ratios	Introduction to profitability ratios and liquidity ratios.

5	Discounting and Time Value of Money	Introduction to the mechanics of discounting. Examples include obtaining the price of a straight bond.
6	Perpetuities and the Dividend Discount Model	Extending the discounting technique to perpetuities. Examples include obtaining the price of a share of stock.
7	Net Present Value Rule and Internal Rate of Return Rule	Introduce financial decision making rules.
8	Understanding Risk and Return	Measuring risk: variance and standard deviation.
9	Introduction to Portfolio Diversification	Understanding risk and portfolio diversification.
10	Capital Asset Pricing Model	Obtaining the cost of equity.
11	Weighted Average Cost of Capital	Cost of equity, cost of debt, and tax savings effect of debt.
12	The Foreign Exchange Market and Purchasing Power Parity	An introduction to the foreign exchange market (Japanese yen) and determine the fair exchange rate.
13	Review and Catch-up	Review course content and assignments.
14	Final Test	Final Test

【Work to be done outside of class (preparation, etc.)】
Students are expected to read the assigned sections of the text prior to class and review notes after class (4 hours per week on average). Reviewing concepts and numerical exercises on a regular basis is especially important in building block oriented courses such as finance.

【Textbooks】
Text
Akashi Hongo, *A Bilingual Introduction to Corporate Finance*, 2nd edition, Chuo Keizai, 2019.
Notes and other readings provided by the instructor.

【References】
R. Brealey, S. Myers, and A. Marcus, *Fundamentals of Corporate Finance*, (international paperback) McGraw Hill.
Other references provided in class.

【Grading criteria】
1) Active, constructive participation (10%)
2) In-class and other assignments (30%)
3) Final test (60%)
Regular class attendance is required.

【Changes following student comments】
There are no student comments that would require major changes to the course.

【Equipment student needs to prepare】
Notebook PC or pad with access to EXCEL.

MAN300LE

Marketing in Japan

Yoshiko SUZUKI

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2～4
Day/Period：木 4/Thu.4
Notes：< GIS students > 1) Cross-listed in ESOP 2) This course is limited to five students. Please see the GIS website for details : https://www.hosei.ac.jp/gis/zaigakusei/information/2022spring/
他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
Students will learn actual marketing strategy and management in each of the following fields of industry as well as principles and concepts.
1. Consumer Goods
2. Tourism Industry
3. Sogo Shosha (Integrated Trading Company)
4. Food
5. Automobile

【Goal】
Student will deepen their understanding on the peculiarity and commonality of Japan and Japanese companies through their marketing strategies and management as well.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
This is an interactive course which focuses on recent developments in marketing with attention to actual processes and strategies in each industry. It aims to introduce the practical views and opinions of experienced players in the field of marketing. Their following brief profiles may help students enrolling in the lecture.
Feedback will be provided through discussions in the class.
-Yoshiko SUZUKI
Worked for U.S-based consumer goods companies for 25 years, engaging in marketing of import tobacco, cosmetics and apparel industries.
-Hiroyoshi WATANABE
Worked for Japan Tourism Marketing Co., (later became JTB Tourism Research & Consulting Co.). Engaged in research and consulting services for public and private sector.
-Kunio TSURUMI
Worked for Sumitomo Corp. Engaged in marketing, Corporate Communications (Public Relations) and Research. Stationed in UK and U.S.A. for about 12 years.
-Norikazu KANAZAWA
Worked for Sumitomo Corp.,Sumifru Singapore PTE LTD and Summit Oil Mill engaging in marketing of food industry. Stationed in Canada, U.S.A., Singapore and China for about 15 years.
-Ryohei ITO
Worked for ITOCHU Corporation and later joined Akebono Brake Industry. Engaged in sales, distribution & marketing, logistics, purchasing, IR and management for Automobile industry. Stationed in France, U.S.A., and Panama for about 20 years.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
Class 1	Overview of Marketing (Y. Suzuki)	Key concepts of marketing and global marketing
Class 2	Marketing in Consumer Goods - I (Y. Suzuki)	Globalization vs. Localization

Class 3	Marketing in Consumer Goods - II (Y. Suzuki)	Uniqueness and commonality of Japan market in a global market
Class 4	Marketing in Consumer Goods - III (Y. Suzuki)	Transition of consumer marketing in Japan
Class 5	Tourism Industry I (H. Watanabe)	Introduction of travel and tourism What is Travel and Tourism? Why tourism is so important for local economy? Tourism for local vitalization in Japan
Class 6	Tourism Industry – II (H. Watanabe)	Tourism related businss Future of travel and tourism
Class 7	Marketing Strategies of Sogo Shosha - I (K. Tsurumi)	What is “Sogo Shosha”? It’s origin and function.
Class 8	Marketing Strategies of Sogo Shosha - II (K. Tsurumi)	Marketing of Sogo Shosha, how do you improve corporate image?
Class 9	Marketing of Food products in Japan - I (N. Kanazawa)	Overview of Japanese Food industry
Class 10	Marketing of Food products in Japan - II (N. Kanazawa)	Actual Marketing of Vegetable Oils
Class 11	Marketing of Food products in Japan - III (N. Kanazawa)	Case study, Food Safety and Labeling
Class 12	Marketing in the Automobile industry - I (R. Ito)	Introduction and Overview of Auto Industry
Class 13	Marketing in the Automobile industry - II (R. Ito)	Practices of Japanese Auto manufacturers
Class 14	Marketing in the Automobile industry - III (R. Ito)	Future of Auto Industry

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete regular reading assignments and prepare an individual project or report.
The average study time outside of class per week would be roughly 4 hours.

【Textbooks】
Textbook is not required. The instructor’s own materials will be given each time as the basis for their classes and relevant reading material for each topic will be recommended.

【References】
To be announced in class.

【Grading criteria】
Grade evaluation consists of class participation and writing assignment (reports). Class participation is not only to attend the class, but also to participate in case studies and group discussions actively given in the class.
Final grade will be determined as follow:
Class participation: 30%
Writing assignment (reports): 70%

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
To be informed later if any

【Others】
For GIS students, this course is limited to five (5) students. GIS will determine the five students. For more information, please the GIS office. (GIS students who entered prior to 2012 can apply for the course at the Global Education Center.)

POL300LE

Global Governance

YONEKAWA Masako

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：金 4/Fri.4
Notes：< GIS students > Cross-listed in ESOP
他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
This course aims at learning the objectives and nature of global social, security and economic governances, focusing on four thematic issues: (1) migration; (2) peace and humanitarian; (3) human rights; and (4) development. Students are to discuss and analyze structures, actors, intentions, and limits of global governance as well as those of Japan by examining some case studies.

【Goal】
At the end of the course, students are expected to deepen understanding on (1) causes of major global issues; (2) who are governing the world; (3) how the world is governed, ordered and organized; and (4) what kind of role Japan plays in global governance. Students will also enhance capacity of logical and critical thinking, and expand their global view “from below.”

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
Apart from lectures by the instructor and two guest speakers, students are to engage in group discussions during each class, and make at least one (group) presentation based on assigned reading materials.
Feedback and comments are provided to individual students on written assignments including a short mid-term reaction paper and a long academic essay to be submitted at the end of the term.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
1	Introduction	Concept of global governance and outline of the course; discussions on presentation plans
2	Migration governance I	Concept of migrants, refugees, and internal displaced persons; causes of forced movement
3	Migration governance II	Evolution on refugee durable solutions
4	Migration governance III	Migrants and foreign labor in Japan
5	Peace governance I	Concept of peace and conflict; causes of conflict
6	Peace governance II	Concept of humanitarian, and humanitarian aid
7	Peace governance III	Militarization, US military bases in Japan
8	Peace governance IV	Peacekeeping, and Japan’s role in global peace
9	Human rights governance	Japan’s human rights records
10	Development governance I	Poverty and inequality, origin of development aid; causes of poverty

11	Development governance II	Japan's foreieng aid policy and practices
12	Development governance III	Case study of Japan's aid project in Mozambique (by a guest speaker)
13	Development governance IV	Watching documentary film "Poverty Inc."
14	Review discussion	Essay writing on unseen questions or essay assignment

【Work to be done outside of class (preparation, etc.)】
Before each class meeting, all students will be expected to have read the relevant chapter(s) from the text or articles. Additionally, assigned students are to prepare presentation. Your required study time per week is at least two hours for reading, and roughly four hours for preparing presentation.

【Textbooks】
available in e-book
1 Post-Genocide Rwandan Refugees, Why They Refuse to Return 'Home': Myths and Realities, Masako Yonekawa, Springer, 2020
2 Globalization and Militarism: Feminists Make the Link, Cynthia Enloe, Rowman & Littlefield, 2016
3 Greed and Grievance: Economic Agendas in Civil Wars, Mats Berdal and David M. Malone eds., Lynne Rienner 2000
4 The Oxford Handbook of Peacebuilding, Statebuilding, and Peace Formation, Oliver P. Richmond and Gëzim Visoka eds., Oxford University Press, 2021
available in hard-copies
1 Dead Aid: Why Aid Is Not Working and How There Is a Better Way for Africa, Dambisa Moyo, Farrar Straus & Giroux, 2010
2 Base Nation: How U.S. Military Bases Abroad Harm America and the World, David Vine, Skyhorse Publishing, 2017

【References】
International Organization and Global Governance, Thomas G. Weiss and Rorden Wilkinson eds., Routledge, 2018
Other reference materials will be provided or suggested by the instructor when necessary.

【Grading criteria】
Final grade will be calculated according to the following process:
mid-term report (30%);
term-end essay (40%);
in-class contribution, including group presentation (30%).

【Changes following student comments】
Not applicable

【Equipment student needs to prepare】
To be announced if any.

ECN300LE

Advanced Economics

Samuel KWABENA OFORI

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：水 4/Wed.4
Notes：< GIS students > Cross-listed in ESOP, Prerequisite: Microeconomics II and Macroeconomics II
他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
Innovation plays an important role in economic growth. This course seeks to provide the foundational concepts and understanding of central aspects of Innovation. We will address questions such as: What is innovation? Are patents the best option and are there other ways of providing incentives to innovate? How do we measure Innovation? What are the linkages between Government, Businesses and Universities in facilitating R&D? Why and how do firms innovate, and what are some of the challenges they face? Students will explore these and other questions to understand this complex process of innovation.The latter part of the course will deal with the study of Japan's corporate network-the keiretsu- and some case studies on innovation in this globalized world.

【Goal】
By the end of the course, students should have grasped the various concepts of innovation, the role played by the various actors of the economy in spurring innovation, and the effects of innovations on economic growth.

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
Lectures and guided discussion are the fundamental methods to be used in the course. Students will have to turn in assignments based on the previous week's lecture/topic.
Submission of assignments and feedback are to be uploaded on the Learning Management System.
*Note : This course will be conducted fully online.
Feedback on assignments and exams will sent to students through email.
Where necessary, online meetings will be scheduled with students to discuss the feedback.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
Week 1	The Nature and Importance of Innovation	Introduction to the course What is Innovation?
Week 2	The Nature and Importance of Innovation	Stages of Innovation Basic concepts in Innovation Process and Product Innovation Incentives to invent and Innovate
Week 3	The Nature and Role of Intellectual Property	Why Intellectual Property Rights (IPRs) are awarded? Main Forms of Intellectual Property Rights : Patents, Trademarks, Copyright, and Designs How firms Can benefit from IPRs IPR strategies

Week 4	The Measurement of Innovation and Productivity	Innovation Surveys Assessing the Inputs to Innovation Innovation Index R&D Expenditures Partial and Total Factor Productivity
Week 5	The National Innovative System	The Role of Universities, Government and Businesses The Role of R&D
Week 6	The National Innovative System	Government – University Axis University-Business Axis Government – Business Axis
Week 7	Innovative Firms and Market	Entrepreneurship and New Firms Innovation and Firms Empirical Evidence on Returns to Innovation
Week 8	Diffusion and Social returns	Epidemic and Rank models of Diffusion Network and Lock-in Effects Spillover and Social Returns to Innovation
Week 9	Innovation and Globalization	Effects of Innovation on Jobs and Wages International Knowledge and Technology Flows: Theory and Evidence International Aspects of IPRs
Week 10	Japan's Network Economy I	The Origins of Japanese Network Structures Emergence of Network Structures: From Meiji through Prewar
Week 11	Japan's Network Economy II	Transformation of Network Structures: The Wartime Economy Institutionalization of Network Structures: The Postwar Economy
Week 12	Japan's Network Economy III	Network Organization in Japan Keiretsu What Keiretsu Do: Performance Consequences
Week 13	Japan's Economy I	High Growth Era
Week 14	Japan's Economy II	The Bubble Burst and Recession

【Work to be done outside of class (preparation, etc.)】
Students should expect to spend about four hours every week, besides class meetings, for readings and homework related to this class.

【Textbooks】
Textbook is not required.

【References】
Greenhalgh, C. & Rogers, M. (2010). Innovation, Intellectual Property, and Economic Growth. Princeton, NJ: Princeton University Press.
Lincoln, R. J. & Gerlach, M. L. (2004), Japan's Network Economy: Structure, Persistence, and Change. Cambridge University Press.
Case Studies from Harvard Business Publishing
Ohno, K. (2006), The Economic Development of Japan: The Path taken by Japan as a Developing Country, Grips Development Forum, http://www.grips.ac.jp/forum/pdf06/EDJ.pdf

【Grading criteria】
Active class participation (participation in class discussions/completion of in-class tasks)is 10%
Homework (40%)
2 Exams (25% each)

【Changes following student comments】
Students' preferences for assignments and topics have been incorporated into the course.

【Equipment student needs to prepare】
Hosei Learning Management System and Zoom will be utilized

【Others】
Prerequisites: Students should have taken some basic courses in Economics.

MAN300LF

Hospitality Management in Japan

Masako SHIOZAKIKyoko INODA

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：
Day/Period：月 3/Mon.3
Notes：< GIS students > Cross-listed in ESOP
他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】
This course is designed to provide the fundamental concepts and understanding of hospitality by introducing how hospitality is practiced in different industries in Japan and discussing the key elements necessary in the pursuit of hospitality. At the end of the course, based on their gained knowledge and insight, students will have the opportunity to explore new possibilities and approaches to the hospitality in the future.

【Goal】
By the end of the course, students should be able to do the following.
① Develop comprehensive understandings of hospitality
② Analyze the ways of providing hospitality through the case studies of hospitality industries.
③ Examine the significance of diversity and inclusion as an element to promote hospitality
④ Engage in group discussion to consider future models of hospitality

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】
The course will consist of lectures and group works.
Each student is required to participate actively in group discussion about each topic and submit reflection papers. Feedback is given orally in the next class.
Each student is required to prepare for giving final presentation as a team.

【Active learning in class (Group discussion, Debate.etc.)】

【Fieldwork in class】

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
1	Introduction	Overview of the course (the purpose, contents, and methods of the course)
2	What is hospitality?	Definition of hospitality (conceptual differences between service and hospitality)
3	Airline industries ①	Basic knowledge of airline industry including the current situation and efforts
4	Airline industries ②	Japan Airlines' hospitality
5	Hotel industry ①	Hospitality of luxury hotels
6	Hotel industry ② (Japanese inns)	Hotels in a variety of styles
7	Theme park industry	Strategies and hospitality of theme parks
8	Practice of hospitality	The role of communication in practicing hospitality
9	Diversity and hospitality	The benefits and difficulties of diversity in hospitality industry
10	Safety and hospitality	Safety as a key element supporting hospitality
11	Technology in hospitality	The use of technology in the field of hospitality
12	Group work	Group discussion to prepare for the presentation
13	Group presentation	Presentation by each group
14	Wrap up	Summary and reflection

【Work to be done outside of class (preparation, etc.)】
Students are expected to:
• attend each class session,
• complete all assigned readings, exercises and problems,
• be prepared to answer questions and take an active and constructive role in discussions and group work.
· write reflection paper after each class meeting and submit it
For some classes, you will be asked short questions before, during, and at the end of class.
Pre-class exercises are designed to let you know what topics will be covered in the coming class.
In-class exercises are designed to check your understanding what is covered in class and may constitute a portion of class participation points.
Post class exercises are in the form of homework assignment and subject to grading.
The average study time outside of class per week would be roughly 4 hours.

【Textbooks】
No text book will be used.

【References】
Reference materials on each topic will be introduced by lecturer during the class.

【Grading criteria】
Grading will be decided based on class participation, mid-term report and group presentation.
Class participation includes active participation in group discussions in class and submit reflection paper after each class.
Final grade will be calculated according to the following process:
1)Class participation(including submission of reflection paper):30%
2)Mid-term report:30%
3)Group presentation:40%

【Changes following student comments】
Topics of "diversity" and "technology" were covered in the same class last year, but these topics will be discussed in two separate classes this year.
This change was based on my own reflections of the course. As this course is available for both international and Japanese students, it would be beneficial for them to have more time to discuss about diversity and inclusion.

【Equipment student needs to prepare】
To be announced if any

法政大学
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