

**2024年度**  
**Sustainability Co-Creation Programme (SCOPE)**  
**講義概要 (シラバス)**



**法政大学**

# 科目一覧

[発行日: 2024/5/1] 最新版のシラバスは、法政大学Webシラバス (<https://syllabus.hosei.ac.jp/>) で確認してください。

## 凡例 その他属性

〈他〉: 他学部公開科目	〈グ〉: グローバル・オープン科目
〈優〉: 成績優秀者の他学部科目履修制度対象科目	〈実〉: 実務経験のある教員による授業科目
〈S〉: サーティフィケートプログラム_SDGs	〈ア〉: サーティフィケートプログラム_アーバンデザイン
〈ダ〉: サーティフィケートプログラム_ダイバーシティ	〈未〉: サーティフィケートプログラム_未来教室
〈カ〉: サーティフィケートプログラム_カーボンニュートラル	

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ARSe200LA (地域研究 (東アジア) / Area studies(East Asia) 200)

## Intercultural Communication G

尾形 太郎

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 金3/Fri.3 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4  
Notes : Offered by Center for Japanese Language Education

その他属性 :

## 【Outline and objectives】

The purpose of the course is to provide students with opportunities to broaden their knowledge of Japan, especially in the areas of geography, history, education, family, gender, culture and so on.

Through the course, students will deepen their knowledge of Japan, which may support communication with Japanese people inside and outside of the campus.

Materials of each class will be available from Hoppi.

Every class includes quizzes or/and assignments.

Students are required to answer quizzes after the class.

Feedbacks on each task will be given through Hoppi.

## 【Goal】

Through the course, students will deepen their knowledge of Japan, which may support communication with Japanese people inside and outside of the campus.

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

## 【Method(s)】

Materials of each class will be available from Hoppi.

Every class includes quizzes or/and assignments.

Students are required to answer quizzes after the class.

Feedbacks on each task will be given through Hoppi.

There is a possibility that the schedule may be modified.

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

なし / No

## 【Fieldwork in class】

あり / Yes

## 【Schedule】 授業形態：対面/face to face

No.	Theme	Contents
Week 1	Orientation	Class orientation
Week 2	Geography	Introduction to geographical variations in Japan
Week 3	Religion 1 (Overview: revealed and natural religions in Japan)	Religions in modern Japan: an overview
Week 4	Religion 2 (Shinto and shrine)	Shinto and shrine: Definitions and terminologies
Week 5	Religion 3 (Fieldwork)	Fieldwork in a shrine
Week 6	Culture 1 (Tea ceremony)	Introduction to Tea ceremony
Week 7	Culture 2 (Japanese gardens)	Introduction to Japanese gardens
Week 8	Culture 3 (Fieldwork)	Fieldwork in a Japanese garden
Week 9	Social systems	Politics, Education etc.
Week 10	Demography	Demographic crisis
Week 11	Minority groups	Ainus, Okinawans, and Zainichi Korean
Week 12	Family system	Concept of ie (家), marriage, birth, gender roles.
Week 13	Gender issues	Introduction to gender stratification in Japan today
Week 14	Conclusion	Conclusion and further reading

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

1 hours a week(Quizzes and/or Mini report)

## 【Textbooks】

Original handouts

## 【References】

Lyon, V., Bestor, T.C. with Yamagata, A.(ed.), Routledge Handbook of Japanese culture and society, Routledge, 2011.

Sugimoto, Y., An Introduction to Japanese society 4th ed., Cambridge University Press, 2014.

## 【Grading criteria】

Quizzes and assignments 50%

Report 50%

## 【Changes following student comments】

Nothing special

## 【Others】

There is a possibility that the schedule may be modified.

ARSe200LA (地域研究 (東アジア) / Area studies(East Asia) 200)

## Intercultural Communication H

山本 そのこ

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 火4/Tue.4 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4  
Notes : Offered by Center for Japanese Language Education

その他属性 :

## 【Outline and objectives】

The objective of this course is to provide students with a brief survey of Japanese culture, covering both traditional and modern aspects. It also aims to raise students' awareness of the Japanese culture as well as their own, which will promote a better intercultural communication with local people. Classes will consist of lectures and various activities, including discussions, reaction paper writing, and student presentations.

## 【Goal】

At the end of this course, the students are expected to have a clearer and deeper understanding of Japanese culture and people, which eventually facilitates intercultural communication with Japanese people.

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

## 【Method(s)】

This course will consist of primarily lectures, discussions and presentations. Students are expected to actively participate in class-/group discussions and oral presentations. Class tasks, quiz, and students' reaction paper will be provided on the Google classroom. Feedback to the task and reaction paper (=students' feedback) will be given in the following class session in order to deepen the discussion.

The basic language used in class will be English, however, occasionally Japanese will be also used because of the nature of our topics.

## 【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
Week 1	Class Orientation and Self-Introduction	[A selection process may occur.] ・ class-orientation ・ self-introduction ・ greetings(as a part of culture)
W 2	Stereotypes	・ What is a stereotype? ・ Image of Japan: Collectivism, homogeneity and vertically structured society.
W 3	Geography	・ Outline of Japanese geography.
W 4	Seasonal Events①	・ Seasonal events from April to September.
W 5	Seasonal Events②	・ Seasonal events from October to March.
W 6	Rituals	・ Common rituals in Japanese life.
W 7	Beliefs	・ Religions. ・ Taboos, superstitions, ghosts and the supernatural.

W 8	Foods	・ Japanese traditional foods and drinks, including home-cooking, bento, Kaiseki and Teas.
W 9	Theater	Noh, Kabuki, Bunraku
W 10	Communication①	・ Characteristics of verbal communication.
W 11	Communication②	・ Characteristics of non-verbal communication.
W 12	Architecture and Urban Planning	・ Housing ・ Brief history and characteristics of Edo/Tokyo. ・ Natural disasters and their influence on architecture.
W 13	People	・ History & varieties. ・ 'Minorities' ・ Political correctness issues.
W 14	Final Exam and Feedback	Review Check of the whole course.

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

- ・ Reading of assigned materials
- ・ Preparation for allotted presentation.
- ・ University guidelines suggest preparation and review are around 4 hours a week for a two-credit course.

## 【Textbooks】

Handouts

## 【References】

- ・ 日鉄住金総研(Nittetsu-sumikin-souken)『日本 その姿と心』NIPPON JAPAN THE LAND AND ITS PEOPLE 学生社 (Gakusei-sha) (2014) <DVD>
- ・ 松本美江『英語で日本紹介ハンドブック』アルク (2014) (MATSUMOTO Mie, An Introductory Handbook to Japan and Its People, ALC)
- ・ E. Meyer "The Culture Map : Breaking Through the Invisible Boundaries of Global Business" Public Affairs, 2014
- ・ Nisbett Ph.D., Richard "The Geography of Thought: How Asians and Westerners Think Differently...and Why" Free Press, 2004
- \*Additional relevant literature will be introduced in class as necessary.

## 【Grading criteria】

Quiz 15%  
Class participation 15%  
Reaction paper writing 15%  
Presentation 25 %  
Final examination 30%

## 【Changes following student comments】

If the conditions permit, the students will have more discussions with their classmates who have various cultural backgrounds, concerning not only Japanese culture but also the cultures of their own. Also if the situation allows, some fieldwork activities are to be planned.

## 【Equipment student needs to prepare】

- ・ Device to access Google Classroom.

## 【Others】

- ・ Be sure to join Google Classroom.
- ・ Check Hoppii and your Hosei account mail!

- Do not miss the first class as the detailed syllabus will be handed out and a selection process may occur.
- The schedule may be subject to change based on class size and other factors.



SOC300HA (社会学 / Sociology 300)

## Japanese Society and Sustainability 1

王 川 菲

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：月3/Mon.3 | Campus：市ヶ谷 / Ichigaya | Grade：1～4  
Notes：

その他属性：〈グ〉

## 【Outline and objectives】

This interdisciplinary course focuses on technology and sustainability, offering a critical examination of social and environmental impacts that synthetic biology might bring to sustainability. It introduces the principles, techniques, and applications of genetic engineering to design and create novel biological systems through the lens of food system. Students will explore the ethical considerations surrounding genetic manipulation, the societal impacts of creating synthetic organisms, and the potential consequences of deploying engineered biological systems to sustainability of human society. Through readings, discussions, and research, this course aims to equip students with the knowledge and analytical tools necessary to engage in informed discussions about the social and environmental challenges and responsibilities associated with new technology. Students will practice applying the informed knowledge and analytical tools into the examination of the same issue in the Japanese context.

## 【Goal】

Upon the completion of this engaging course, students will:

1. Explore the applications of synthetic biology in creating synthetic organisms and designing novel biological systems.
2. Analyze the environmental and social implications associated with the advancement of synthetic biology.
3. Develop critical thinking skills to assess the potential benefits and risks of synthetic biology applications.
4. Apply informed knowledge through a research project that helps students comprehend diverse opinions on the topic in Japan.

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

Among diploma policies, "DP3" is related

## 【Method(s)】

Feedback will be provided in class or through 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
Week 1	Orientation and Introduction	Review syllabus Introduction to technology and sustainability in food system
Week 2	Part I Synthetic Biology and Ethics 1	Explore the historical context and foundational concepts of synthetic biology.
Week 3	Part I Synthetic Biology and Ethics 2	Discuss the historical context and foundational concepts of synthetic biology.
Week 4	Part I Environmental and Global Considerations 1	Explore the environmental impact of synthetic biology.

Week 5	Part I Environmental and Global Considerations 2	Discuss global considerations and potential consequences of widespread adoption.
Week 6	Part I Social Impacts of Genetic Engineering 1	Explore the social implications of genetic engineering on individuals and communities.
Week 7	Part I Social Impacts of Genetic Engineering 2	Discuss the social implications of genetic engineering on individuals and communities.
Week 8	Part I Responsible Innovation and Governance	Explore frameworks of responsible innovation in synthetic biology.
Week 9	Part I summary	In-class open-book essay writing
Week 10	Part II Assigned research Project 1	Initiate research
Week 11	Part II Assigned research Project 2	Design research
Week 12	Part II Assigned research Project 3	Carry out research
Week 13	Part II Assigned research Project 4	Analyze research
Week 14	Course conclusion and reflection	Students present assigned research findings.

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

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

## 【Textbooks】

George Monbiot. Regenesi: Feeding the World Without Devouring the Planet. Penguin Publishing Group, 2022

## 【References】

References are introduced in in-class slides of each session.

## 【Grading criteria】

Upon the completion of the following assignments, students will earn course credits.

1. In-class oral responses to questions (3% x 7 times, including weeks 2-8) 21%
2. In-class open-book essay writing 30%
3. Research project 30%
4. Presentation of research project 19%

## 【Changes following student comments】

本年度授業担当者変更によりフィードバックできません

SOC300HA (社会学 / Sociology 300)

## Japanese Society and Sustainability 2

佐伯 英子

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：金3/Fri.3 | Campus：市ヶ谷 / Ichigaya | Grade：1～4  
Notes：

その他属性：〈グ〉

## 【Outline and objectives】

## Sociology of Gender and Families

The family is one of the most important social institutions that everyone in society is familiar with. Because of the familiarity, however, we often lack critical perspectives on the issues pertaining to the family. We will challenge typically taken-for-granted notions of the family by considering it from a sociological point of view. We will do so by highlighting the ways in which gender plays a critical role in shaping our experiences, identity, as well as relationship to others.

## 【Goal】

While focusing on families in contemporary Japan, this course will take a historical and comparative perspective to highlight diversity and transformation of families, both within and outside Japan. By investigating both public policies and private dynamics, we aim to deepen our understanding of, and gain critical perspectives on the family.

Upon successful completion of the course, students will be able to:

1. identify and critically engage with social issues pertaining to the family and gender;
2. understand the connection between individual experiences in family and broader socio-historical contexts; and
3. discuss issues surrounding the family and gender with a comparative perspective.

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

Among diploma policies, "DP2" is related

## 【Method(s)】

Feedback on assignments submitted by students will be provided in class or through the Learning Management System. The course consists of lectures, discussions, and various activities (e.g., problem-solving tasks), including two in-class exams.

【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
Week 1	Introduction to the course	Introduction and overview of the course
Week 2	What is the family? Studying families sociologically	Systems of kinship and diversity in the world; Sociological methods and approaches
Week 3	What is gender?	Sex and gender; gender identity and sexuality
Week 4	History of the family in Japan	Patriarchy, "ie" system, and "koseki"
Week 5	Demographic change	Declining birthrate and aging society
Week 6	Love, sexuality, and relationship formation; In-class exam 1	Heterosexual norm and feminization of love; marriage and divorce
Week 7	Gender and families	Socialization and reproduction of gender norms

Week 8	Work and families	Work, parenting, and gender norms
Week 9	Intimate violence	Violence within family and close relationship
Week 10	Inequality and families	How structural inequality affects families; single-parenthood
Week 11	Reproductive Rights and Reproductive Health	Sexuality education; contraception; reproductive care
Week 12	Reproduction and technology	Infertility and reproductive technologies
Week 13	Gender and politics	Electoral politics, feminism
Week 14	Conclusion; In-class exam 2	Reflections and discussions

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

Students need to prepare for and review each session by using textbooks, references, and distributed materials.

It is essential that students complete weekly reading assignment before coming to the class. Students are expected to come to class fully prepared. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Materials will be distributed in class.

【References】

Texts will be introduced in class.

【Grading criteria】

Participation 30%; assignments 30%; 2 in-class exams 40% (20% each)

【Changes following student comments】

Based on the feedback from students who took this course previously, I will keep encouraging students' active participation by incorporating more activities and discussions. In every class, I will also provide my responses to questions and comments received during the class time as well as through comment sheets.

【Equipment student needs to prepare】

In order to have access to all the information and course materials necessary, every student taking this course is required to sign up in the course website (Hoppii). All the assignments must be submitted through this website. I may send occasional announcements and messages as well. For this reason, it is very important that you use this website actively and check your university email account (or the email account you registered with the course website).

SOC300HA (社会学 / Sociology 300)

## Japanese Society and Sustainability 3

王 川 菲

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：月1/Mon.1 | Campus：市ヶ谷 / Ichigaya | Grade：1~4  
Notes：

その他属性：〈グ〉

## 【Outline and objectives】

This course provides students with a survey of various facets and challenges characterizing contemporary Japanese society. Topics covered range from class inequality, depopulation and aging society, food security, and disaster management and recovery, technology and social isolation, shortage of natural resources urbanization and rural challenges. It focuses on values, institutions, processes and patterns of social change against the background of history and tradition on the one hand, and on the other, how Japan is now taking actions in achieving sustainability in these terms with the 17 goals in SDGs from the UN.

## 【Goal】

By the end of the course, students will be able to understand in a comprehensive manner central issues underpinning contemporary Japanese society and develop a foundation for detailed and critical analysis of specific aspects from the perspectives of sustainability. Students will also practice academic analysis of various sustainability issues in the Japanese context through data collection and in-class discussions.

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

Among diploma policies, "DP3" is related

## 【Method(s)】

This course consists of lectures, discussions, in-class research, oral report and full research presentation. Instructor will lead each class session by giving a lecture on the topic of the day. Students are required to join several rounds of group discussions, research and presentations in each session. Students receive feedback and comments in class and university's online learning system. Students can also seek advice during office hour.

These are very basic. Students are always encouraged to think beyond the box, be creative, and be their own leader of their learning experience!

【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
Week 1	Course Orientation	Review syllabus Course kick-off: Social Challenges in Japan
Week 2	SDGs goals 1-2 in Japan	Learn and discuss Japan's sustainable practices in addressing these goals
Week 3	SDGs goals 3-5 in Japan	Learn and discuss Japan's sustainable practices in addressing these goals
Week 4	SDGs goals 6-8 in Japan	Learn and discuss Japan's sustainable practices in addressing these goals
Week 5	SDGs goals 9-11 in Japan	Learn and discuss Japan's sustainable practices in addressing these goals

Week 6	Individual project I	Students start to think about individual projects and formulate a proposal
Week 7	SDGs goals 12-14 in Japan	Learn and discuss Japan's sustainable practices in addressing these goals
Week 8	SDGs goals 15-17 in Japan	Learn and discuss Japan's sustainable practices in addressing these goals
Week 9	Start-up exercise I (group work)	Students will be given instructors and discuss ideas
Week 10	Start-up exercise II (group work)	Students will discuss and produce a plan with guided forms.
Week 11	Start-up exercise III (group work)	Students talk and reflect their start up plan
Week 12	Individual project II	Students prepare a critical analysis of challenges and solutions covered in this course
Week 13	Course conclusion I	Students do presentations of critical analysis of challenges and solutions covered in this course and conduct peer-review.
Week 14	Course conclusion II	Students do presentations of critical analysis of challenges and solutions covered in this course and conduct peer-review.

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

Although some work may take longer time, students will spend 4-5 hours on average every week on their assignments and work done outside of class, including reading textbook before and after each class, researching and collecting data for discussions and presentations.

【Textbooks】

Reading materials are provided by instructor in and before each class.

【References】

None

【Grading criteria】

1. Start-up exercise 20%
2. In-class research and brief oral report (including weeks 2,3,4,5,7,8) (6 x 6 times) 36%
3. Final presentation of individual project of analysis report (weeks 13-14) 44%

【Changes following student comments】

特になし

## Business and Sustainability in Japan 1

竹原 正篤

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 水1/Wed.1 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4  
Notes :

その他属性 : 〈グ〉

## 【Outline and objectives】

This course offers students opportunities to acquire knowledge and skills to analyze the role of businesses to contribute to global sustainability. There is growing expectation for businesses to play more important roles toward solving global problems such as climate change, poverty, and various forms of inequalities. More concretely, businesses are expected to work with their stakeholders to reduce negative impacts across their supply chains and deliver solutions to challenging sustainability issues. In this course, through active learning, including students' presentation and class discussions, students will proactively learn the current status and challenges of corporate efforts regarding various sustainability challenges.

## 【Goal】

Students should aim to be able to achieve the following goals:  
(1)Understand global sustainability challenges and how companies are tackling various problems to realize CSV(Creating Shared Value).  
(2)Analyze actual business cases with analytical frameworks learned in class.

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

Among diploma policies,"DP3" is related

## 【Method(s)】

The class consists of lectures, students' presentations, and discussion.

Feedback on assignments submitted by students will be provided in class or through 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
Week 1	Overview of business and sustainability (1)	Understand why sustainability matters for business.
Week 2	Overview of business and sustainability (2)	Understand the relationship between sustainability challenges and business.
Week 3	Elements of sustainability and key concepts of business and sustainability	Understand the elements of sustainability and then understand key concepts of business and sustainability, including ISO26000, CSR, CSV, SDGs, ESG and the Paris Agreement.
Week 4	Corporate sustainability and stakeholders	Understand why companies need to communicate with their stakeholders and meet their needs.
Week 5	Sustainability and business strategy(1)	Understand why and how sustainability needs to be integrated into business strategy.

Week 6	Business and human rights (1)	Understand human rights issues in business and how companies are addressing them.
Week 7	Business and human rights (2)	Understand human rights issues in the supply chain through case studies.
Week 8	Business and human capital	Understand the relationship between business and human capital.
Week 9	Climate change and business (1)	Understand the climate change issues which are having a major impact on business and how companies are responding to them.
Week 10	Climate change and business (2)	Learn corporate climate change strategies through various case studies.
Week 11	Climate change and business (3)	Understand the TCFD disclosures which increasing numbers of companies are rapidly responding to.
Week 12	Sustainability and business strategy (2)	Review case studies of companies successfully integrating sustainability elements into business strategy.
Week 13	Sustainability and business strategy (3)	Review case studies of companies successfully integrating sustainability elements into business strategy.
Week 14	The price companies had to pay for not considering sustainability (Teachings of Minamata disease)	Learn the history of Minamata disease and understand its causes, damage, social and economic impact, etc. Understand how a series of wrong corporate decisions and practices caused a devastating effect on people and the community.

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

Students are expected to attend each class fully prepared by reading textbooks and references. Also, students are required to complete all assignments on time. If students want to maximize their learning effectiveness, approximately 4 hours study for each class is required (2 hours for preparation and 2 hours for review).

## 【Textbooks】

Academic literature to be used as textbooks will be introduced during the orientation.

Several chapters of the following books will be reviewed.  
Marc J. Epstein "Making Sustainability Work: Best Practices in Managing and Measuring Corporate Social, Environmental and Economic Impacts Second Edition" Routledge

## 【References】

Reference will be introduced in class as appropriate. Below are some of the reference.

\*Michael E. Porter, Mark R. Kramer (2011) "Creating Shared Value" Harvard Business Review January-February 2011.

\*Takashi Yorifuji, Toshihide Tsuda and Masazumi Harada(2013) "Minamata disease: a challenge for democracy and justice" Late lessons from early warnings: science, precaution, innovation, EEA Report No 1.

**[Grading criteria]**

Grading will be decided based on the following criteria:

(1) Active class participation (making comments and asking questions in class): 30%

(2) Students' presentation (on average two times/course): 35%

(3) Final writing assignments: 35%

Please note if students miss four or more classes, they cannot receive credit without a justifiable reason. Even with a justifiable reason, if students miss four or more classes, their grading may be adjusted.

**[Changes following student comments]**

Per students' request, the instructor will provide individual feedback to help students improve their presentation skills.

**[Equipment student needs to prepare]**

When students make their presentation in class, they may need a device such as PC.

## Business and Sustainability in Japan 2

竹原 正篤

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：月3/Mon.3 | Campus：市ヶ谷 / Ichigaya | Grade：1～4  
Notes：

その他属性：〈グ〉

## 【Outline and objectives】

This course offers students opportunities to acquire knowledge and skill to analyze the role of businesses to contribute to global sustainability. There is growing expectation for businesses to play more important roles toward solving global problems such as climate change, poverty and various forms of inequalities. More concretely, businesses are expected to work with their stakeholders to reduce negative impact across their supply chains and deliver solutions to the challenging sustainability issues. In this course, through active learning such as students' presentation and class discussion, students will proactively learn the current status and challenges of corporate sustainability in Japan and the world.

## 【Goal】

Students aim to be able to achieve the following goals:

- (1) Understand the basic functions of a company including its structure, financing, governance, and corporate/business strategy.
- (2) Learn about global sustainability challenges and how companies are tackling various problems.
- (3) Analyze actual business cases utilizing analytical frameworks learned in class.

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

Among diploma policies, "DP3" is related

## 【Method(s)】

The class consists of lectures, students' presentation and group discussion.

Feedback on assignments submitted by students will be provided in class or through the Learning Management System. Please note that the teaching approach may vary according to which threat level we are at. The details will be announced through 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
Week 1	Introduction Overview of business and sustainability (1)	The concept of sustainable development and its application to businesses
Week 2	Overview of business and sustainability (2)	Relation between sustainability challenges and business
Week 3	Key concepts of business and sustainability(1)	Learn ISO26000, CSR, CSV, SDGs and the Paris Agreement.
Week 4	Key concepts of business and sustainability(2)	Importance of corporate purpose, mission, vision and value
Week 5	Corporate sustainability and stakeholders	Understand various company stakeholders and what needs to be done to meet their needs.

Week 6	Case study: Teachings of Minamata Disease (1)	Review the history of Minamata Disease and understand its devastating effect on people and communities.
Week 7	Case study: Teachings of Minamata disease (2)	Discuss the teachings of Minamata disease for modern companies from the perspective of sustainability.
Week 8	Business and labor/human rights (1)	Understand labor and human rights issues to be addressed by companies.
Week 9	Business and labor/human rights (2)	Understand the importance of businesses tackling labor and human rights issues in their supply chains.
Week 10	Sustainability and business strategy(1)	Understand why and how sustainability needs to be integrated into business strategy.
Week 11	Sustainability and business strategy(2)	Understand the spread of CSV (Creating Shared Value) in business with actual cases.
Week 12	Climate change and business (1)	Understand how climate change is impacting business.
Week 13	Climate change and business (2)	Understand how businesses are responding to climate change.
Week 14	Sustainability and investors	Understand unique opportunity for investors to contribute to a sustainable society. Understand the impact of ESG investment.

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

Students are expected to attend each class fully prepared by reading textbooks and references. Also, students are required to complete all assignments on time. If students want to maximize learning effectiveness, approximately 2 hours for preparation for each class is required.

## 【Textbooks】

Textbooks and other academic literatures will be introduced during the class.

## 【References】

References will be introduced in class.

## 【Grading criteria】

Grading will be decided based on the following criteria:

- (1) Active class participation (making comments and asking questions in class) : 30%
- (2) Students' presentation : 35%
- (3) Final writing assignments: 35%

Please note if students miss four or more classes, they cannot receive credit without a justifiable reason. Even with a justifiable reason, if students miss four or more classes, their grading may be adjusted.

## 【Changes following student comments】

Per students' request, instructor will provide individual feedback to help students improve their presentation and writing skills.

**【Equipment student needs to prepare】**

No special equipment is needed in this course.

**【Others】**

Please note that if the number of students attending the first class significantly exceeds expectations, in order for the instructor to effectively manage the class, the number of students who are allowed to register for the course may be limited.

## Bio-diversity and Nature Conservation in Japan

STEFAN HOTES

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 水2/Wed.2 | Campus : 市ヶ谷 / Ichigaya | Grade : 2~4

Notes :

その他属性 : 〈グ〉

## 【Outline and objectives】

At the start of this course, we will explore the concept of biodiversity and the various indicators that can be used to quantify it. Equipped with these tools, we will investigate the relevance of biological diversity for human societies. Looking at the arguments that have been put forward to call for the conservation of nature, we will learn about the way in which world views and value systems influence our thinking and our decision-making. Scientific evidence concerning biodiversity, ecosystem functions and ecosystem services is playing an increasingly important role for strategic planning of public administration and private companies. We will synthesize our findings concerning the links between human activities and biota derived from case studies and apply them to scenarios of the future development of social-ecological systems.

## 【Goal】

Successful participants will be able to explain the various components of biological diversity and their relevance for the functioning of social-ecological systems. They will master the basics of species identification and biodiversity monitoring, including the application of biomarkers, remote sensing and image analysis. In addition to natural science aspects, participants will develop an understanding of the legal frameworks and the incentive schemes employed to balance the often-conflicting goals of economic prosperity and nature conservation.

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

Among diploma policies, "DP3" is related

## 【Method(s)】

Fundamental aspects are introduced through short lectures. Key topics are expanded on in a participatory approach using texts and figures related to biodiversity, nature conservation and methods for evaluating ecological functions in the context of policy-making and planning. Participants work on selected topics and present their findings in class. They summarize their findings in a report that will take the form of a short research paper. Feedback on assignments submitted by students will be provided in class or through 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 to the concept of biodiversity	The diversity of phenomena related to living organisms from molecular to planetary levels Geography and biota of the Japanese Archipelago Introduction to research areas from which topics for presentations and reports can be chosen

2	Measuring biodiversity along gradients of space and time	Distribution ranges of species in Japan and major biogeographical patterns Selection of topics for presentations and reports
3	Links between biodiversity and ecosystem functioning	Impact of human activities on biota – winners, losers and non-responders Feedback loops and threshold values driving the dynamic behaviour of ecosystems
4	Is biodiversity 'good' for us?	Selfish versus altruistic perceptions of genes, species and ecosystems The ecosystem service concept: classifying and quantifying the interactions between humans and their environment
5	Does nature need protection?	The beginning of the conservation movement in Japan Diversity of mammals in Japan
6	Legal frameworks for conservation in Japan	From Natural Monuments to 'Other effective area-based conservation measures Diversity of birds in Japan
7	Protected land areas in Japan	Wilderness Areas, National Parks, Wildlife Protection Areas Diversity of reptiles in Japan
8	Approaches to conserving biodiversity across the whole landscape	Sustainable use – integrating human needs into management concepts for biodiversity Diversity of amphibians in Japan
9	Marine protected areas	Drawing lines in the water – issues of delineating protected areas in the sea and controlling that rules are upheld Diversity of fishes in Japan
10	How much impact on species, communities and ecosystems can be sustained over time?	Intermediate disturbance hypothesis Regime shifts in ecosystems Diversity of butterflies and moths in Japan
11	Integrating biodiversity information in planning and decision-making	From the Aichi Targets to the Global Biodiversity Framework Diversity of dragonflies and damselflies in Japan
12	The overlooked and invisible parts of biodiversity	Diversity of other invertebrates and microorganisms



13	Diversity of plants and vegetation in Japan	Actual vegetation and potential natural vegetation Remote sensing of plants and vegetation
14	Synthesis	Biodiversity information and sustainable development in Japan

**[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 covers all relevant aspects, but we will instead use several sources, see section 11. References.

**[References]**

IPBES. (2023). IPBES Guide on the production of assessments. Zenodo. <https://doi.org/10.5281/zenodo.7568075>

Ash, N., Blanco, H., Brown, C., Garcia, K., Henrichs, T., Lucas, N., Raudsepp-Hearne, C., Simpson, R. D., Scholes, R., Tomich, T. P., Vira, B., & Zurek, M. (2010). Ecosystems and human well-being: A manual for assessment practitioners. Island Press.

Brazil, M. (2022). Japan: The Natural History of an Asian Archipelago. Princeton University Press.

**[Grading criteria]**

Active and regular participation during class

Adequate presentation of topics related to biodiversity and nature conservation in class

Submission of a high-quality report following the format of a short research paper (sections: introduction, methods, results, discussion, conclusions, reference list) according to the standards of research ethics by the Japanese Ministry of Education.

**[Changes following student comments]**

Participants will be asked to provide regular feedback concerning teaching methods and workload management. The student responses will be taken into account.

SOC300HA (社会学 / Sociology 300)

## Social Development and Sustainability 1

王 川菲

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 月1/Mon.1 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

その他属性 : 〈グ〉

## 【Outline and objectives】

As urbanization intensifies globally, an increasing number of people are choosing to live in cities. It is widely acknowledged that the design of cities significantly impacts the quality of life for their residents. This interdisciplinary course amalgamates concepts from urban design, environmental psychology, sociology, and environmental studies to provide a comprehensive understanding of the dynamic interplay between urban spaces and social-individual sustainability. It delves into themes such as the psychological effects of different urban environments on individuals and communities, the role of urban design in fostering or hindering social interactions, and the intersection of urban design and individual sustainability. These themes are translated into empirical questions, such as (1) How do green spaces, public transportation, and architectural design contribute to our mental and emotional well-being? (2) How can cities be designed to enhance community engagement, social cohesion, and a sense of belonging?

## 【Goal】

Upon the completion of this engaging course, students will:

- (1) Have developed a nuanced understanding of the intricate relationship between the design of our urban environments and the well-being of the people who inhabit them.
- (2) Be able to combine theory and practice to think critically about the spaces we inhabit and how they impact our lives.
- (3) Be able to examine empirical urban design case and provide solutions to transform the case of urban space that not only function efficiently but also contribute to the flourishing and sustainable life of their inhabitants.

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

Among diploma policies, "DP3" is related

## 【Method(s)】

Throughout the course, students will engage in critical discussions, collaborative projects, and independent research to apply theoretical concepts to real-world urban scenarios. This course is therefore divided into two parts—part I reading and discussion and part II knowledge application. Instructor will lead each class session in part I, conducting discussions and lectures on the topic of the day. Students are required to read assigned text before class and take part in discussions as basic requirements. In part II, students will examine a real urban design case with concepts that they have learned from part I and propose solutions to make a sustainable urban environment. Overall comments and feedback to student's performance are offered in class. Individual feedback can be offered by Hoppii or conversation in office hour.

【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
Week 1	Course orientation	Review syllabus Class rules
Week 2	Unhappy cities	Discuss chapter 1 The Mayor of Happy

Week 3	City in Western philosophies	Discuss chapter 2 The City Has Always Been a Happiness Project
Week 4	The impacts of modern urban design	Discuss chapter 3 The (Broken) Social Scene
Week 5	The model of modern cities	Discuss chapter 4 How We Got Here
Week 6	The principle of urban design	Discuss chapter 10 Who Is the City For?
Week 7	City as a contact zone	Discuss chapter 11 Everything Is Connected to Everything Else
Week 8	City inhabitants	Discuss chapter 13 Save Your City, Save Yourself
Week 9	Midterm exam	Open-book essay writing in class
Week 10	Part II knowledge application 1	Assess case
Week 11	Part II knowledge application 2	Analyze case
Week 12	Part II knowledge application 3	Redesign solutions
Week 13	Part II knowledge application 4	Conclude redesign project
Week 14	Course conclusion and reflection	Students present redesign project

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

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

## 【Textbooks】

Charles Montgomery. Happy City: Transforming Our Lives Through Urban Design. Farrar Straus & Giroux, 2013.

## 【References】

Related visual references will be provided during class sessions.

## 【Grading criteria】

1. Class participation 20%
2. Mid-term exam (in-class and open-book essay writing) 35%
3. Final presentation 45%

## 【Changes following student comments】

「本年度新規科目につきアンケートを実施していません」

SOC300HA (社会学 / Sociology 300)

## Social Development and Sustainability 2

王 川 菲

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：木1/Thu.1 | Campus：市ヶ谷 / Ichigaya | Grade：1～4  
Notes：

その他属性：〈グ〉〈ダ〉

### [Outline and objectives]

This course explores social issues with sociological approaches. It introduces students to some major social theories and concepts in sociology. Topics include a review of sociology as a discipline, culture, socialization, social interaction, education, social stratification, networks, work, economic life, body and health, urbanization, population, environment, and globalization. It is a theory-oriented course. However, it addresses empirical questions such as (1) What is society? (2) How is society organized and structured? (3) Who are individuals and their roles in society? (4) How do individuals and society affect each other? and (5) What does sustainability mean to our contemporary and future human society? The goal of this course is to provide students with conceptual tools for understanding society, thereby some inspirations of how individuals can live a happy and meaning life and contribute to a sustainable world.

### [Goal]

By emphasizing reading, discussing, and critical thinking skills, this course helps students build the foundation for a deeper understanding of theory and methods in the social sciences. Upon completion of this course, students will be empowered an eye to consider what happens in daily life with evidence-based reasoning. This course is designed to inspire students to think with their own talents, interests, and passion. Students have plenty of time expressing their own opinions and exchanging ideas with peers and instructor in each class.

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

Among diploma policies, "DP3" is related

### [Method(s)]

This is a lecture-and-discussion-based course. Instructor will lead each class session by giving a lecture on the topic of the day. Students are required to join several rounds of group discussions in class.

These are very basic. Students are always encouraged to think beyond the box, be creative, and be their own leader of their learning experience!

[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
Week 1	Course Orientation and Lecture	Orientation: Welcome students! Review Syllabus. Lecture: What is sociology? I
Week 2	What is sociology? II	Learn what sociology covers as a field and how everyday topics are shaped by social and historical forces. Recognize that sociology involves not only acquiring knowledge but also developing a sociological imagination.

Week 3	Asking and answering sociological questions.	Learn the steps of the research process. Name the different types of questions sociologists address in their research—factual, theoretical, comparative, and developmental.
Week 4	Culture and Society	Learn about the “cultural turn” and sociological perspectives on culture. Understand the processes that changed societies over time.
Week 5	Socialization and the Life Course	Understand how the four main agents of socialization contribute to social reproduction. Learn the stages of the life course, and see the similarities and differences among cultures.
Week 6	Social Interaction and Everyday Life in the Age of the Internet	Understand the core concepts of the “impression management” perspective. Recognize how we use impression management techniques in everyday life.
Week 7	Groups Networks and Organizations	Learn the variety and characteristics of groups, as well as the effect groups have on individual behavior. Know how to define an organization and understand how organizations developed over the last two centuries.
Week 8	Stratification, Class and Inequality	Learn about social stratification and the importance of social background in an individual’s chances for material success. Know the most influential theories of stratification, including those of Karl Marx, Max Weber, and Erik Olin Wright.
Week 9	Work and Economic Life	Understand that modern economies are based on the division of labor and economic interdependence. Consider the different forms that capitalism has taken, and understand on a shift in the predominant form of industrial organization in modern society has shaped the kinds of jobs people are likely to find.

Week 10	Education	Learn sociologists' explanations for achievement gaps among different groups of students. Learn four major sociological perspectives on the role of schooling in society.
Week 11	The Sociology of Body	Understand how social, cultural, and historical contexts shape attitudes toward health, illness, and sexuality. Two theories of understanding health and illness, and historical approaches to sexuality
Week 12	Population, Urbanization and Environment	Learn the key concepts demographers use to understand world population growth (and Japanese depopulation) and the changes in cities. Some Influential Theories Understand how theories of urbanism have placed an increasing emphasis on the influence of socioeconomic factors on city life.
Week 13	Course conclusion and reflection I	Student's individual research presentation and peer review with selected topics covered in this course.
Week 14	Course conclusion and reflection II	Student's individual research presentation and peer review with selected topics covered in this course.

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

Students will spend 4-5 hours on class related work including read before class as well as review textbook and complete study log after class each week.

**[Textbooks]**

Deborah Carr, Anthony Giddens, Mitchell Duneier, Richard P. Appelbaum. (2018).

Introduction to Sociology. Seagull Eleventh Edition. W. W. Norton & Company.

**[References]**

None.

**[Grading criteria]**

Students will complete the following assignments to earn credits.

1. In-class discussions except for weeks 1, 13 and 14 (1 x11 times) 11%
2. Study logs (6 x 11 pieces) 66 %
3. Final research presentation 12%
4. Peer-review final presentation 11%

**[Changes following student comments]**

特になし

**[Others]**

Students prepare themselves for speaking and discussing in all class sessions except for weeks 1, 13 and 14.

ECN300HA (経済学 / Economics 300)

## Practice of Environmental Economics and Japan

杉野 誠

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：金2/Fri.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4  
Notes：

その他属性：〈ゲ〉

## 【Outline and objectives】

Balancing economic activity and the environment is essential in achieving a sustainable world. Countries around the globe have implemented various types of environmental regulations in order to reduce emission of pollutants. This course will focus on the Japanese experience in reducing various types of pollutants from the environmental economics perspective.

## 【Goal】

The goal of this course is 1) to understand the economic theory behind the policies implemented, 2) study the economic efficiency of these policies, and 3) conceptualize policies that could have been economically efficient and could be used in developing countries.

By taking this course, students will be able to explain environmental economic theory and the economic efficiency of policies implemented in Japan. In addition, each individual will be able to come up with ideas on how to reduce emissions from developing countries based on the Japanese experience.

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

Among diploma policies, "DP3" is related

## 【Method(s)】

Feedback on assignments submitted by students will be provided in class or through the Learning Management System. Please note that the teaching approach may vary according to which threat level we are at. The details will be announced through 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	Guidance and Introduction	Introduction to Environmental Issues in Japan
2	Externality and Public Goods	What are public goods. What is externality. How are these two related.
3	Market Failure	Why are government interventions needed.
4	Policy Instruments	Command and Control versus market based instruments.
5	Urban Pollution 1	Environmental regulation until 1980
6	Urban Pollution 2	Environmental regulation after 1980
7	Urban Pollution 3	Regulation of the transport sector
8	Solid Waste 1	Limited landfills and the theory of pricing garbage disposal
9	Solid Waste 2	Pricing garbage disposal and plastic bags
10	Climate Change Policy 1	Pre-Kyoto Protocol period
11	Climate Change Policy 2	Kyoto Protocol Achievement Plan

12	Climate Change Policy 3	Post-Kyoto Protocol: target for 2030
13	Climate Change Policy 4	The role of economic analysis and carbon pricing
14	Voluntary Approach	Keidanren's Voluntary Action Plan and other voluntary efforts

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

Preparatory study and review time for this class are 2 hours each. Read the handouts before coming to class and prepare for class by reading books on related topics beforehand.

## 【Textbooks】

There are no requisite textbooks in this class. Handouts will be provided.

## 【References】

T.H. Arimura and K. Iwata (2015) An Evaluation of Japanese Environmental Regulations, Springer.

T.H. Arimura and S. Matsumoto ed. (2021) Carbon Pricing in Japan, Springer.

Committee on Japan's Experience in the Battle against Air Pollution (1997) Japan's Experience in the Battle against Air Pollution, The pollution-related health damage compensation and prevention association.

## 【Grading criteria】

Grades will be determined by the following criteria.

Class Participation 20% (Attitude 10%, Discussion 10%)

Quiz 20%

Final Report 60%

## 【Changes following student comments】

Will give more information on Japanese municipal environmental policies including waste management.

## 【Others】

Please note that if the number of students attending the first class significantly exceeds expectations, in order for the instructor to effectively manage the class, the number of students who are allowed to register for the course may be limited.

ECN300HA (経済学 / Economics 300)

## Japan's International Development Cooperation and Sustainable Society

武貞 稔彦

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：金3/Fri.3 | Campus：市ヶ谷 / Ichigaya | Grade：2～4  
Notes：

その他属性：〈グ〉〈実〉

## 【Outline and objectives】

This is a course on "International Development" and "Development Assistance". Development is one of the global issues in the current world as shown in the Sustainable Development Goals (SDGs). International Development Assistance has been perceived not only as an efficient tool for development of many societies and/or economies but also as a way to strengthen world peace. This class focuses on the history and the objectives of international development efforts and relationship between rich countries and poor countries putting special emphasis on Japan's role in the international society.

## 【Goal】

Completing the course, students are expected;

- 1) to better understand poverty and inequality in the current globalized world,
- 2) to acquire basic knowledge on international development efforts,
- 3) to understand each actor's role and responsibility in development efforts, and 4) to have an idea for more equal world structure.

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

Among diploma policies, "DP3" is related

## 【Method(s)】

Feedback on assignments submitted by students will be provided in class or through the Learning Management System. Classes consist of lectures and discussion. Students presentation based on assigned reading will be included. As the class will be held in seminar style, active contribution from students are expected.

Please note that the teaching approach may vary according to which threat level we are at regarding the COVID-19. The details will be announced through 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
Week 1	Introduction	Course introduction - What is poverty? What is inequality? Why do poverty and inequality matter?
Week 2	History and Background of International Development 1	Industrial Revolution, Great Diversion and Modernization
Week 3	History and Background of International Development 2	International development efforts after the World War II
Week 4	History and Background of International Development 3	International development efforts in the 21st century and the Sustainable Development Goals (SDGs)

Week 5	Development Assistance	What is development assistance? Who is responsible for it?
Week 6	Japan's Development Assistance	Very short history of Japanese economic development and Japan's contribution to international development efforts
Week 7	New actors in development efforts	NGOs and business community in development
Week 8	Global trend in international development 1	Economic development and human development
Week 9	Global trend in international development 2	Environment, Sustainability and Development
Week 10	Thematic issue 1	Gender, Micro-finance and Grameen Bank
Week 11	Thematic issue 2	Fair Trade
Week 12	Thematic issue 3	COVID-19 and development
Week 13	The effect and impact of development efforts	Does international development assistance really work?
Week 14	Summary of the Course	Why do we aid?

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

Students need to prepare for and review each session by using textbooks, references, and distributed materials.

Students are required to complete reading assignments before the class and to submit short writing assignments provided in the worksheet. Occasional reflection sheets should be also submitted in the class.

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

## 【Textbooks】

Particular textbook is not assigned. Materials prepared by the lecturer will be distributed in the class.

## 【References】

David Alexander Clark (ed.) "The Elgar Companion to Development Studies" (2007) Edward Elgar Publishing,  
Michael P. Todaro and Stephen C. Smith "Economic Development"(12th Edition) (The Pearson Series in Economics)(2014) Pearson

Websites of following organizations

- The World Bank
- The United Nations Development Programme
- The Ministry of Foreign Affairs, Japan

## 【Grading criteria】

In class contribution 20%

Reading and Writing assignments 30%

Term paper 50%

(In case if the class will be delivered on-line basis, the grading criteria may be adjusted. Details will be notified in the Hoppii, at the beginning of the spring semester if necessary.)

## 【Changes following student comments】

The lecturer will make further efforts to accommodate discussion and make necessary feedback to students.

**【Career background of the lecturer】**

The lecturer has working experience in the field of economic cooperation for developing countries. The contents of this course have direct relationship with lecturer's experience and knowledge.

ARS200HA

## Asian Societies and Japan

伊藤 弘太郎

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：木4/Thu.4 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

その他属性：〈ゲ〉

## 【Outline and objectives】

In this lecture, we will learn about the society, culture, and politics of the rapidly developing Asian region from various perspectives. Furthermore, after classifying Asia by region, we will deepen our understanding of the relationship between Japan and each region of Asia. You will also learn how the world's major powers are building relations with Asian countries in the face of the growing US-China conflict.

## 【Goal】

- (1) Understand the diversity of politics, society and culture in Asia.
- (2) Deepen understanding of the relationship between Asia and Japan from various perspectives.
- (3) Learn about the relationship between today's world and Asia by studying the history of Asia.

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

Among diploma policies, "DP2" is related

## 【Method(s)】

The course consists of lectures, discussions, and students presentations including writing 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
Week 1	Introduction	Overview of this lecture
Week 2	What is Asia? Geographical and historical features	Think about the geographical concept of Asia.
Week 3	What is Asia? Cultural features	Looking back on the history of Asia as a whole.
Week 4	Northeast Asian Countries' History and Society	Look back on the history of Northeast Asian countries and understand the characteristics of society.
Week 5	Relations between Northeast Asian countries and Japan	Issues with China, North Korea, and South Korea
Week 6	Southeast Asian Countries' History and Society	Look back on the history of Southeast Asian countries and understand the characteristics of society.
Week 7	Relations between Southeast Asian countries and Japan	China's expansion into the ocean and expansion of economic influence
Week 8	Southwest Asian Countries' History and Society	Look back on the history of Southwest Asian countries and understand the characteristics of society.
Week 9	Relations between Southwest Asian countries and Japan	Increasing China's influence and Japanese diplomacy

Week 10	Central Asian Countries' History and Society	Look back on the history of Central Asian countries and understand the characteristics of society
Week 11	Relations between Central Asian countries and Japan	Understand the relationship with Asian countries, which is the farthest from Japan.
Week 12	Relations between Asian countries and Oceania / Pacific countries	Impact of US-China conflict on relations between Asia and Oceania and Pacific countries
Week 13	Relations between Asian countries and European countries	US-China conflict and involvement of major European countries in the Indo-Pacific
Week 14	Summary / Overall Feedback	Reflections and final remarks

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

Preparatory study and review time for this class are 2 hours each. Students in this class need to prepare this class to read and analyze related news.

## 【Textbooks】

Materials will be distributed in this lecture.

Use news search on the Internet for your pre-learning.

## 【References】

References will be introduced in this lecture.

## 【Grading criteria】

Attendance (30%), Presentation and Discussion (30%), Final report (40%)

## 【Changes following student comments】

N/A

## 【Equipment student needs to prepare】

No equipment is needed in this class.

## 【Others】

Please note that if the number of students attending the first class significantly exceeds expectation, the number of students who are allowed to register for the course will be limited in order to effectively manage the class.

I can leverage my working experiences as a secretary for Member of House of the Representative and an administrative officer in the Japanese government.



ARS300HA

## Japanese Rural Society

合原 織部

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：火4/Tue.4 | Campus：市ヶ谷 / Ichigaya | Grade：1～4  
Notes：

その他属性：〈ゲ〉

## 【Outline and objectives】

This is a course to explore Japanese rural society through anthropological perspectives. It focuses on mountain villages as a field site, and aims to examine some of the key topics to learn their characteristics, as well as their transformations today.

The course consists of two parts: (1) life in mountain villages in Japan,

(2) Their transformations, issues and problems.

Students will gain good understanding of peoples' lives in Japanese rural society, and also examine issues and problems in current rural areas, such as environmental changes, depopulation, and human-animal conflicts. By discussing these themes, we will analyze various environmental, sustainable issues in contemporary Japan.

## 【Goal】

Students will gain a good understanding of rural societies of Japan, including their natural environments, subsistence activities, and religious rituals. Students also will be able to critically analyze the issues that rural villages have been facing today, such as depopulation and environmental degradation.

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

Among diploma policies, "DP3" is related

## 【Method(s)】

This class consists of lecture, discussion, group work and students' presentation. Feedback on assignments submitted by students will be provided in class or through 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
Week1	Introduction	Course introduction
Week2	Natural environment	What is the natural environment of mountain villages?
Week3	"Satoyama" and landscape	How do people in mountain villages categorize and use their land? What is "Satoyama"?
Week4	Social structure	Social Structure of mountain villages, such as population, social organization, family structure, socio-economic, cultural, religious aspects of the communities.
week5	Art and ritual	What is "Kagura"? Why is the ritual so important socially and culturally?
Week6	Subsistence activity 1	How are forestry and hunting are practiced today?

Week7	Subsistence activity 2	How is rice cultivation practiced in mountain villages? How did they reclaim the rice fields in mountain areas?
Week8	Subsistence activity 3	Why beekeeping and honey making are important subsistence economy in rural villages? How do beekeepers try to maintain their culture?
Week9	Environmental change 1	How has the forest policy introduced after the WW II affected to the ecosystem of mountain villages?
Week10	Environmental change 2	What is the current state of wildlife nuisance? What is the relationship between people and wildlife? How do people practice damage controls?
Week11	Environmental change 3	Why are honey-bees declining in rural areas in Japan today? How does it affect to subsistence activity, and the ecosystem of the region?
Week12	Depopulation	Why and how did the depopulation of rural societies occur? How did it affect to mountain villages, and Japan as a whole?
Week13	Sustainable Development	How do people attempt to achieve the goal of "environmentally, socio-economically sustainable society" of rural areas? Case studies: commercialization of honey and "Gibier" meat as local specialties.
Week14	Conclusion	Overall discussion

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

Preparatory study and review time for this class are 2 hours each. Students need to read suggested readings both to prepare and review for each class. Also, students need to plan carefully for an individual essay and a presentation. Those assignments need activities, such as reading relevant articles and books, searching information, analyzing data, and create PPT slides.

【Textbooks】

There are no prerequisite textbooks for this class.

【References】

Relevant literatures are introduced in each class.

【Grading criteria】

Class participation and discussion 30%  
one individual essay 30%  
students' presentation 40%

【Changes following student comments】

N/A

**[Equipment student needs to prepare]**

You will need your PC in your group work to prepare for your presentation.

**[Others]**

N/A

ARS300HA

## Subsistence, Resource Use and Sustainability

合原 織部

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：木3/Thu.3 | Campus：市ヶ谷 / Ichigaya | Grade：1～4  
Notes：

その他属性：〈ゲ〉

## 【Outline and objectives】

This course aims to examine some of the key topics and issues related to subsistence, resource use, and sustainability. By looking at case studies and ethnographic literatures, we will investigate different types of subsistence economies practiced around the world, such as hunting-gathering, reindeer herding, honey hunting, and fishery. We will learn how people have been practicing those subsistence economies and using natural resources in their everyday lives. We will look at how the relationships between people and natural environment have been formed in each subsistence activity. In addition, we also discuss the ways in which those subsistence activities are changing in today's world. By focusing on the issues of global warming, development project, deforestation, tourism, and natural disaster, we will develop our understanding of sustainability issues those societies are facing today.

## 【Goal】

By the end of the course, students will obtain skills to examine a wide range of topics concerning resource use and sustainability. Students will also develop critical thinking skills and theoretical viewpoints to investigate issues regarding subsistence activities and environmental changes occurring widely today.

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

Among diploma policies, "DP3" is related

## 【Method(s)】

This course consists of lecture, discussion and students' presentation. Feedback on assignments submitted by students will be provided in class or through 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
Week1	Introduction	Course overview
Week2	Concepts and theories	Exploring the concepts of subsistence, resource use, and sustainability. Introducing cultural anthropological approaches to these themes.
Week3	Hunter-gatherers 1	How do hunter gatherers in Amazon use natural resources in everyday lives? How do they interact with their surrounding environment, such as animals, plants, forests and rivers?
Week4	Hunter-gatherers 2	How has the recent introduction of oil development projects affected to hunter gatherers' life in Amazon Ecuador?

week5	Hunting 1	Subsistence hunting in Siberia. How do the Yukaghir hunters hunt and use animals?
Week6	Hunting 2	How has global warming affected to the subsistence hunting in Siberia? How did it alter human-animal relationships?
Week7	Reindeer herding 1	What is the life of reindeer herders in Siberia? How are their communities formed?
Week8	Reindeer herding 2	Why do more and more herders choose sedentary life-styles today? How does it affect to people - reindeer - land relationships?
Week9	Honey hunting 1	How is honey hunting practiced among the Gurung in Nepal? Why is it socially, economically, religiously important?
Week10	Honey hunting 2	What happened to their honey hunting practice when it became tourist attraction and commercialized in 2012? How do people practice fishery in Miyagi prefecture, Japan? How do they interact with the sea and fish?
Week11	Fishery 1	Natural disasters, such as earthquakes and Tsunami. How did the Great East Japan Earthquake damage the fishery, and people-sea relationships in Miyagi?
Week12	Fishery 2	How have people in Miyagi responded to the situation? How can anthropology contribute to the sustainability issues caused by natural disasters?
Week13	Fishery 3	Overall discussion. How are environmental, socio-economic, cultural factors interrelated to sustainable issues in each society?
Week14	Conclusion	

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

## 【Textbooks】

There are no required textbooks to purchase for this course.

## 【References】

There are some compulsory readings for each class. Reading lists are introduced in each class.

**【Grading criteria】**

Class participation and discussion 30%

one essay 30%

Students' presentation 40%

**【Changes following student comments】**

N/A

**【Equipment student needs to prepare】**

There is no equipment needed for this class.

**【Others】**

N/A

SOC300HA (社会学 / Sociology 300)

## Civil Society and NGOs

小野 行雄

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：金4/Fri.4 | Campus：市ヶ谷 / Ichigaya | Grade：1～4  
Notes：

その他属性：〈グ〉

## 【Outline and objectives】

Understanding modern issues of the world and situations of NGOs. Thinking of roles of NGOs and our own in civil society, and developing the positive attitude towards the participation.

## 【Goal】

Through the course, students will be able to:

1 understand the issues the world is facing as well as the interconnection among them.

2 understand the history and present situation of NGOs.

3 understand the linkage of people all over the world from a global citizens' point of view.

4 acquire positive attitudes to tackle world issues as a global citizen.

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

Among diploma policies, "DP3" is related

## 【Method(s)】

Feedback on assignments submitted by students will be provided in class or through the Learning Management System. Students will study and learn by way of group discussions and workshops. The positive attitude is necessary. Students will be asked to write a short report in every class. Discussion follows.

【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 World issues	Exchange experiences and group formation Discussion over SDGs
2	SOcial issues and society	Lecture on the role of market, government, community and civil society
3	NGO case study - India tribal people project 1	Basic knowledge of India Workshop "People of Donguria Kondoh"
4	NGO case study - India tribal people project 2	Discussion on culture and development projects
5	NGO case study - Ghana child labor project 1	Workshop "Child labor and school"
6	NGO case study - Ghana child labor project 2	Discussion on NGO's influence and society
7	Civil Society and NGOs	Lecture on the role of NGOs as agents of civil society and case study
8	Market and social responsibility	Lecture on market and social responsibility
9	History of Japanese NGOs 1	Lecture on Japanese NGO history and research certain NGOs
10	History of Japanese NGOs 2	Lecture on Japanese NGO history and research certain NGOs

11	History of World NGOs 1	Lecture on World NGO history and research certain NGOs
12	History of World NGOs 2	Lecture on World NGO history and research certain NGOs
13	NGOs and networks	Lecture on NGO networks and case study
14	Review	Review over NGOs and civil society

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

Students need to prepare for and review each session by using textbooks, references, and distributed materials.

Homework - either paper reading or NGO research - will be assigned in every class. Preparatory study and review time for this class is 2 hours each.

## 【Textbooks】

No textbooks will be used

## 【References】

To be given during the classes

## 【Grading criteria】

Worksheets and participation 40%

Homework 30%

Term-end report 30%

## 【Changes following student comments】

Not applicable

## 【Equipment student needs to prepare】

A laptop computer, a tablet or a smartphone is necessary. You will be asked to research through the Internet in class.

## 【Others】

Please note that if the number of students attending the first class significantly exceeds expectations, in order for the instructor to effectively manage the class, the number of students who are allowed to register for the course may be limited.

SES300HA (環境創成学 / Sustainable and environmental system development 300)

## Japanese Environmental Policy

石渡 幹夫

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：金2/Fri.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

その他属性：〈グ〉

## 【Outline and objectives】

This course is designed to learn the policies for resolving various environmental issues in Japan. Formulating environmental policies is crucial in achieving sustainable development. The course covers a wide range of environmental issues, such as pollution, climate change, disaster, and waste. Students will learn about experience in Japan and knowledge about environmental management.

## 【Goal】

- 1) To understand environmental issues that Japan has experienced
- 2) To learn policies and measures of resolving environmental issues
- 3) To discuss policy issues in the environment

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

Among diploma policies, "DP3" is related

## 【Method(s)】

Each class covers lectures and group discussions. Feedback on assignments submitted by students will be provided in class or through the Learning Management System.

Please note that the teaching approach may vary according to which threat level we are at. The details will be announced through the Learning Management System.

Some classes will be conducted virtually through ZOOM or an on-demand system. Virtual classes will be announced at HOPPII once decided.

【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
Week 1	Introduction	To understand - the objectives and structure of the course - background of environmental issues and policies in Japan
Week 2	Water resources	- Water pollution and health damage - Development of related acts, including Water Pollution Control Act - Development of sewerage system
Week 3	Ground water: Managing land subsidence and pollution	- Issues of land subsidence caused by over extraction of water - Pollution of groundwater - Development of policies of regulating and managing groundwater

Week 4 Water cycle, Integrated water recourses management  
- History of water management  
- Water right system considering environmental issues

- Legislation: River Law and Water cycle law,  
- Water governance

Week 5 Disaster management  
- History of water-related disasters and management  
- Cycle of disaster management: preparedness, mitigation, response, and recovery

Week 6 Natural environment and Ecosystem  
- Issues of ecosystem  
- Green Infrastructure, Nature-based solutions

Week 7 Recycling, Solid waste management  
- Law and measures  
- Waste treatment plants  
- Recycling

Week 8 Air pollution  
- Trend of air pollution  
- Air Pollution Control Act  
- Regulating pollution by automobiles

Week 9 Soil contamination  
- Issues  
- countermeasures

Week 10 Climate change 1: Mitigation  
- Energy sector  
- Urban sector

Week 11 Climate change 2: Adaptation  
- Impacts caused by climate change  
- Adaptation measures

Week 12 Environmental impact assessment 1: Framework  
- Legislation  
- Procedures

Week 13 Environmental impact assessment 2: Case studies  
Studying actual projects

Week 14 Overall review  
Overall review of environmental policy

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

Students need to prepare and review each session by using distributed materials and other references. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Materials for each lecture will be distributed prior to the lecture.

## 【References】

Japan's experience on water resources management  
[https://openjicareport.jica.go.jp/618/618/618\\_000\\_1000047169.html](https://openjicareport.jica.go.jp/618/618/618_000_1000047169.html)

Japan's Experiences on Water Supply Development  
[https://www.jica.go.jp/english/our\\_work/thematic\\_issues/water/materials\\_01.html](https://www.jica.go.jp/english/our_work/thematic_issues/water/materials_01.html)

Additional references may be introduced in the class.

## 【Grading criteria】

- 1) Performance in class (30%)
- 2) Group discussion and presentation (30%)
- 3) Short essay (40%)

**[Changes following student comments]**

Lectures will be given for the students who do not know environmental policy well to easily understand the key components. Materials for each lecture will be developed to provide the students with readable but sufficient information.

**[Others]**

The lecturer has experience formulating and implementing environmental policies in government organizations. Some experiences in the field will be shared in classes.

EDU200HA (教育学 / Education 200)

## Strategies for Intercultural Communication

ESTHER STOCKWELL

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 火4/Tue.4 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4  
Notes :

その他属性 :

## 【Outline and objectives】

Intercultural Communication is a fundamental field of study in today's globalized world. This course will deal with two main approaches to intercultural communication, Culture-General Approach, and Culture-Specific Approach. In the Culture-General Approach, the focus is on building a general understanding of the importance of culture to human existence and examining ways to either neutralize the impact of culture so that it does not get in the way of communication or communicate within culturally diverse groups without stereotyping or discriminating. In the Culture-Specific Approach, individuals usually try to learn as much as possible about a particular culture or group of cultures often by comparing them to their own cultural background or a particular nation's predominant culture so that they can avoid communication challenges. Combining these two approaches in this course prepares students to approach intercultural encounters with a set of practical principles and behaviors so that students acquire skill-building opportunities through intercultural encounters.

## 【Goal】

This course aims to provide students with advanced and integrated knowledge of intercultural communication theories and skills for research and professional practice. The course will critically analyze the key role that communication plays in developing intercultural relations and managing intercultural conflict, using various case studies from different cultures/countries. In addition, students will be able to evaluate how media and culture intersect as contested zones to influence cultural change. These contents will allow students to become aware of the diversity of cultures, become familiar with cultural variations, and develop skills in monitoring personal behavior and responding non-judgmentally to the unexpected behaviors encountered in diverse educational and workplace situations. After completing this course successfully, students should be able to engage sensitively and confidently with individuals, groups, and communities in local, national, and international communication environments.

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

Among diploma policies, "DP2" is related

## 【Method(s)】

Feedback on assignments submitted by students will be provided in class or through the Learning Management System. This course will consist of a series of lectures and various audiovisual materials using technology to provide many different cultural resources from different perspectives. In addition, each class will include interactive workshop activities focusing on group-based discussion, creating cultural resources including video clips and WebQuest lists, and problem-solving tasks. In order to develop knowledge and skills, students will be expected to participate in interactive discussions and activities and to critically engage with the weekly reading materials.

Please note that the teaching approach may vary according to which threat level we are at. The details will be announced through 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
第1回	Orientation to the Course	Overview of the course and online activities / Overview of communication and culture
第2回	Communication and Culture	Culture, the self, perception and communication / Introduction to communication and cultural models and theories
第3回	Foundations of Intercultural Communication	Deep structures of culture / Culture and identity / Intercultural communication and globalization
第4回	International Cultures	Understanding diversity of different cultures/ Theories and models dealing with various cultural patterns and characteristics
第5回	Intercultural Messages: Verbal Interaction	Culture and verbal communication / Understanding cultural diversity of verbal code
第6回	Intercultural Messages: Nonverbal Interaction	Culture and non-verbal communication / Understanding cultural diversity of non-verbal code
第7回	Developing Relationships with Culturally Different Others	Culture and human relationship development/ Values, attitudes, perceptions and religion / Current affairs related to religious conflicts
第8回	Case Studies: Managing Intercultural Conflicts	Factors leading to dysfunctions in intercultural communication / Conflict stages and conflict management approaches and styles / Current affairs related to international conflicts
第9回	Cultural Influences on Communication Contexts	Culture and context / Communication and context / Cultural influence on communication style
第10回	Cultural Contexts: The Influence of the Setting	Decision making processes / Globalism, multiculturalism and education
第11回	Mass Media, Technology and Cultural Change	Mass media and cultural change / Mass media and symbolic social reality / Globalization, technology, and mass media
第12回	Intercultural Challenges	Acculturation and culture shock / Multiculturalism dilemma / Developing intercultural competence



- 第13回 New Perspectives: From culture to intercultural:  
Prospects for the Communication, adaptation,  
Future and identity transformation  
in the globalizing world
- 第14回 Presentation Discussion on assigned topics

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

Students need to prepare for and review each session by using textbooks, references, and distributed materials.

Students will be given access to a wide range of resources through the course online site and Hosei University Library resources. These resources will include book chapters, journal articles, media articles, lecture notes, bibliographies for supplementary reading, videos, and links to external websites. Students will have the opportunity to contribute collectively to class resources by sharing their own research findings and sources with their peers. Preparatory study and review time for this class are 2 hours each.

**[Textbooks]**

There is no required textbook for this course. Handouts will be provided in class. Weekly required readings and assigned exercises are available on the course online site. It is **STRONGLY** recommended that students read the assigned readings **BEFORE** coming to the class of that week. In addition, they need to write online forum postings after each class for review purposes.

**[References]**

Adler, R., & Rodman, G. (2019). *Understanding Human Communication* (14th Edition). New York: Oxford University Press.

Griffin, E. (2019). *A First Look at Communication Theory*. (10th Edition). Boston: McGraw Hill.

Jackson, Jane. (2019). *Introducing language and intercultural communication* (2nd Edition). Routledge.

James W. Neuliep. (2021). *Intercultural Communication: A Contextual Approach* (8th Edition). Sage publications.

**[Grading criteria]**

Weekly class participation (group and class discussion)(40%), a presentation (20%), a take-home exam (20%), and a written assignment (20%)

**[Changes following student comments]**

There were no particular requirements for this course from students.

However, I would like this course to enable students to apply what they learnt in class to their daily lives by questioning general phenomena in their lives.

SOC200HA (社会学 / Sociology 200)

## Global Human Resources Management

櫻井 洋介

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：火4/Tue.4 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

その他属性：〈グ〉

## 【Outline and objectives】

This course provides an overview of Global Human Resource Management. In recent corporate management, the importance of human resources as a source of long-term value creation has significantly increased.

Students will learn about the role of human resources in global management and the necessity of global human capital. This course will focus on Global Human Resource Management at Japanese companies.

## 【Goal】

To enable students to consider their own careers from a global perspective through the acquisition of basic knowledge of global human resource management theories.

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

Among diploma policies, "DP2" is related

## 【Method(s)】

The first half of this course will be run in the form of lecture with active participation of students in the discussion. At the end of this course, students will provide group or individual presentations (depending on the number of participants).

【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
Week 1	Introduction	Introduce the course outline and explain the overview of Global Human Resource Management.
Week 2	Global Human Resource Management and Labor Market	Learn about economic globalization, trends in corporate management, and changes in the labor market.
Week 3	Features of Japanese Employment Practices	Understand the characteristics of Japanese-style employment.
Week 4	New Graduate Recruitment and Internship Program in Japan	Consider trends in Japan's new graduate recruitment system and student internships.
Week 5	Various Types of Employment	Learn about various forms of workers, such as temporary workers, contract workers, and self-employed workers.
Week 6	Careers within the organization - evaluation and reassignment	Understand personnel evaluation and reassignment in building a career within an organization.
Week 7	Retirement and Career Change	Learn about recent trends in retirement and career transition.
Week 8	Wages and Working Hours	Learn about the wage system and working hour management in Japan and other countries.

Week 9	International Comparison of Human Resource Management	Learn about international comparisons of HR systems and the importance of human resources in global management.
Week 10	Integration and Responsiveness	Learn about the concept of Global Integration and Local Responsiveness in international management.
Week 11	Recent Trends in Japan regarding Recruitment and Employment	Introduce the changing trend from human resources to human capital.
Week 12	Presentation (1)	Group or individual presentations by students about their career plans.
Week 13	Presentation (2)	Group or individual presentations by students about their career plans.
Week 14	Summary	Course summary

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

Students should read in advance handouts and other reading materials provided in class and should be ready to make comments.

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

【Textbooks】

No specific textbook is used. Various handouts and reading materials will be provided in class.

【References】

Some reference books will be introduced in the course.

【Grading criteria】

Evaluation will be based on active participation and contribution to the course (20%), presentation at the end of the course (30%), and a final report (50%).

【Changes following student comments】

No survey was conducted since this is a new course for this year.

MAN200HA (経営学 / Management 200)

## Business Communication

竹原 正篤

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：木5/Thu.5 | Campus：市ヶ谷 / Ichigaya | Grade：1～4  
Notes：

その他属性：〈ゲ〉

## 【Outline and objectives】

Effective communication is critical to our successful lives and careers. But the question is “How can we become an effective communicator?” In this course, we will be aiming to be effective communicators by understanding the following three topics:

## (1) Effective communication with a focus on others

When we want to be a good communicator, learning how to speak and write clearly is not enough; it is important for us to improve our ability to connect with others. The ability to truly connect with others is the key to building good relationships and improving our communication. In this course, we will learn how to communicate effectively by focusing, not on our own perspective, but on the perspective of others and their interests.

## (2) Understand cultural differences

Understanding cultural differences of people we communicate with is also very important for effective business communication. In this course, we will learn a model called “The Culture Map” and decode how cultural differences impact international business communication.

## (3) Understand unconscious bias

Unconscious bias refers to a bias that we are unaware of, and which happens outside of our control. Unconscious bias happens when we make quick judgments and assess other people and situations. Our biases are influenced by our background, cultural environment and individual experiences. Increasing numbers of global companies are introducing in-company education programs on unconscious bias because it could be a potential obstacle for their business unless they effectively address it. In this course, we have a basic understanding of unconscious bias and learn how to deal with it.

## 【Goal】

We aim at achieving the following goals:

(1) Learn basic methodologies for effective business communication with a focus on others

(2) Understand cultural differences in communication based on “the Culture Map”

(3) Gain a basic understanding of unconscious bias and how to cope with it.

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

Among diploma policies, “DP2” is related

## 【Method(s)】

Each class consists of lectures, students’ presentations and group discussions.

Feedback on assignments submitted by students will be provided in class or through the Learning Management System.

Please note that the teaching approach may vary according to which threat level we are at. The details will be announced through 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
Week1	Introduction	Overview of the course
Week 2	Effective business communication 1 (Content (1))	Conveying a clear message
Week 3	Effective business communication 2 (Content (2))	Telling an engaging story
Week 4	Effective business communication 3 (Content (3))	Organizing content
Week 5	Effective business communication 4 (Oral communication skill(1))	Learn how to listen to understand
Week 6	Effective business communication 5 (Oral communication skill(2))	Learn how to listen to understand (continued)
Week 7	Effective business communication 6 (Written communication skill)	Learn how to structure documents
Week 8	Effective cross-cultural communication 1	Overview of the culture map model
Week 9	Effective cross-cultural communication 2	Communicating across cultures (Low-Context vs. High-context)
Week 10	Effective cross-cultural communication 3	Cultural differences in evaluation (Direct negative feedback vs Indirect negative feedback)
Week 11	Effective inter-cultural communication 4	Cultural differences in persuasion (Principles-first vs. Application-first)
Week 12	Effective cross-cultural communication 5	Cultural differences in leadership (Egalitarian vs. Hierarchical)
Week 13	Effective cross-cultural communication 6	Cultural differences in decision making (Consensual vs. Top-down)
Week 14	Unconscious bias	Understand overview and background of unconscious bias.

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

Students are required to read the textbook before each class. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Jay Sullivan, “Simply Said: Communicating Better at Work and Beyond,” Wiley, 2016

Erin Meyer, “The Culture Map” Public Affairs, 2014

## 【References】

References will be introduced during the course as necessary.

**【Grading criteria】**

Grading will be decided based on following criteria:

- (1) Active class participation (making comments and asking questions): 35%
- (2) In class presentation (on average two times): 35%
- (3) Final writing assignment: 30%.

NOTE: If students miss four or more classes, they cannot receive credit without a justifiable reason. Even with a justifiable reason, if students miss four or more classes, their evaluation may be adjusted.

**【Changes following student comments】**

Instructor will give individual feedback on student presentations for future improvement.

**【Equipment student needs to prepare】**

No special equipment is used in this class.

**【Others】**

This course aims to deepen students' understanding of various business communication skills through student presentations and class discussions.

The language used in the class will be English. Therefore, students taking this course should understand that active class participation and sufficient English communication skills are essential conditions for taking this course.

Please note that if the number of students attending the first class significantly exceeds expectations, in order for the instructor to effectively manage the class, the number of students who are allowed to register for the course may be limited.

ART200HA (芸術学 / Art studies 200)

## Arts and Society

板橋 美也

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 水2/Wed.2 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4  
Notes :

その他属性 : 〈ゲ〉

## 【Outline and objectives】

The theme of this course is "fashion and sustainability". In this course, students will learn about the sustainability-related issues surrounding fashion, one of the design forms most familiar to us, and contemplate how we can address these issues through the pieces of clothing we wear every day.

## 【Goal】

Students will learn the following concepts: 1) how our everyday commodities (in this case, garments) are deeply related to the environmental problems, consumerism and global economy, 2) how we can critically think about the impact our every-day activities (e. g. purchasing clothes, washing clothes, etc.) have on the sustainability of our society and environment, and 3) what kinds of measures can be taken to tackle sustainability-related issues in fashion.

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

Among diploma policies, "DP2" is related

## 【Method(s)】

This course is taught through lectures, discussions, group works and presentations. Feedback on assignments submitted by students will be provided in class or through 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	Globalization and the fashion industry (1)	Global interdependencies in the garment industry
3	Globalization and the fashion industry (2)	Discussion about documentary videos on fashion
4	Globalization and the fashion industry (3)	Consumers' responsibilities
5	Approaches towards sustainability in fashion (1)	Environmental impact of the garment industry
6	Approaches towards sustainability in fashion (2)	Closed loop of garment lifecycle
7	Approaches towards sustainability in fashion (3)	Closed loop of garment lifecycle: case studies
8	Approaches towards sustainability in fashion (4)	Reducing textile waste

9	Approaches towards sustainability in fashion (5)	Reducing textile waste: case studies
10	Approaches towards sustainability in fashion (6)	Sustainable fibres
11	Approaches towards sustainability in fashion (7)	Sustainable fibres: case studies
12	Approaches towards sustainability in fashion (8)	Prolonging the lifespan of the garment
13	Approaches towards sustainability in fashion (9)	Prolonging the lifespan of the garment: case studies
14	Exam and comment	Written exam and wrap-up of the course

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

Students need to prepare for and review each session by using distributed handouts and references. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Handouts will be distributed in the classroom or through Hoppii.

## 【References】

Relevant books, articles and websites will be introduced.

## 【Grading criteria】

Participation: 50%

Exam: 50%

## 【Changes following student comments】

I will promote more interaction among students.

## 【Equipment student needs to prepare】

Students need to bring laptops or tablets to do research online, but are not allowed to use these devices for non-research purposes.

## 【Others】

Please note that if the number of students attending the first class significantly exceeds expectations, in order for the instructor to effectively manage the class, the number of students who are allowed to register for the course may be limited.

CUA200HA (文化人類学・民俗学 / Cultural anthropology 200)

## Human and Environment

高橋 五月

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 火3/Tue.3 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4  
Notes :

その他属性 : 〈ゲ〉

## 【Outline and objectives】

“Human and Environment” is an introductory-level environmental anthropology course to learn about various forms of human-environment relationship through anthropological lenses.

Through examining anthropological perspectives on the environment, students will gain basic understanding on environmental anthropology and also ability to discuss how environmental subjects are connected to broader socio-cultural issues, such as development, globalization, religion, food, and disasters.

No prior knowledge on cultural anthropology is necessary. Any students who are interested in cultural dimensions on the environment are welcomed!

## 【Goal】

The goal of this course is NOT to teach solutions to environmental problems, but rather to provide tools to think critically about human-environment relations. Environmental problems are often intertwined with social issues. Through learning environmental anthropology, students will develop critical thinking skills to recognize and articulate intricate human-environment connections, which are necessary to pursue the Sustainable Development Goals, or SDGs.

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

Among diploma policies, "DP2" is related

## 【Method(s)】

Feedback on assignments submitted by students will be provided in class or through the Learning Management System. This is a lecture/seminar course, which expects students to actively participate in class discussions.

Please note that the teaching approach may vary according to which threat level we are at. The details will be announced through 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
Week 1	Introduction	Course introduction
Week 2	Cultural Ecology	Introduction to Julian Steward's Cultural Ecology. How do human societies adapt to the environment?
Week 3	Ethnoecology	Introduction to Traditional Ecological Knowledge. How do indigenous people understand their environments?
Week 4	Rituals and Ecology	Introduction to Roy Rappaport's Ecological Anthropology. How are rituals connected to the environment?

Week 5	Amazon Hunters	Introduction to lives of hunters in Amazonia. How do Amazon hunters live with animals?
Week 6	Underground Minerals	Introduction to Applied Anthropology. What can environmental anthropologists do to help vulnerable population?
Week 7	Mid-term Exam	In-class exam
Week 8	Warfare Ecology	Introduction to Warfare Ecology. How do wars affect human-environment relations?
Week 9	Climate Change	Introduction to Anthropology of Climate Change. How does climate change affect human-environment relations?
Week 10	Population Environment	Introduction to Anthropology of Population. How does population relate to human-environment relations?
Week 11	Biodiversity	Introduction to Anthropology of the Anthropocene. How do human societies affect and are affected by biodiversity?
Week 12	Environmental Movements	Introduction to Anthropology of Environmental Movements. How do people stand up for the environment?
Week 13	Consumer Cultures	Introduction to Anthropology of Consumerism. How does consumerism affect the environment?
Week 14	Final Exam	In-class exam

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

Students are expected to complete reading assignments and be ready to discuss each day in class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Patricia K. Townsend (2017) "Environmental Anthropology: From Pigs to Policies." 3rd Edition.

【References】

Recommended readings and films will be introduced in class.

【Grading criteria】

2 Exams (60%) and weekly commentaries (40%).

【Changes following student comments】

"[T]he content that she showed was really interesting and relevant to our current situation in the world." – a comment by student

【Others】

A more detailed course syllabus will be provided on the first day of class.

ARS200HA

## Area Studies

王 川 菲

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：月2/Mon.2 | Campus：市ヶ谷/Ichigaya | Grade：1～4  
Notes：

その他属性：〈グ〉

## 【Outline and objectives】

This course explores how culinary tourism has been adopted as a viable strategy for revitalizing and sustaining rural society. It focuses on Japan's wine tourism and compares it with international practices of sustainable wine tourism. Wine tourism as a business serves as a lens for students to understand the complexity of economic growth and sustaining social development. Throughout the course, students explore international sustainable wine tourism practices and the ongoing projects of wine tourism in Japan, as well as examine Japan's sustainable wine tourism practices with the concept of imaginaries.

## 【Goal】

The nature of this course is student-oriented and project-based. It connects the classroom and actual society. Following the lectures and discussions in the first half of the course, students will work together on designing wine tourism in Japan in the form of role-playing in the second half of this course. At the end of this course, they will evaluate their completed project according to the UN's SDGs goals. Upon the completion of this course, students will gain hands-on experience in designing a sustainable project and develop logical and critical thinking in English.

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

Among diploma policies, "DP2" is related

## 【Method(s)】

Students will find various forms of learning, including lectures, discussions, ideas exploration and role-playing in this course. In the first half of the semester, instructor will lead each class session by giving a lecture on the topic of the day. Students are required to join several rounds of group discussions in class. In the second half, students will explore and generating ideas through group work and complete a project in the form of role-playing.

These are very basic. Students are always encouraged to think beyond the box, be creative, and be their own leader of their learning experience!

【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
Week 1	Course Orientation and Survey Lecture of Sustainability	Review syllabus and rules Opening lecture on the concept of sustainability
Week 2	Rural Development and Challenges and Wine Tourism as a Solution in Contemporary Japan	Comprehend contemporary rural Japan; Know wine tourism as a strategy of social sustainability
Week 3	Global Wine-making Agriculture and Wine Tourism	Learn global wine making and tourism

Week 4	Wine Tourism and Climate Change	Learn how environmental changes impact grape agriculture based tourism
Week 5	In-class research: International Practices of Sustainable Wine Tourism 1	Explore sustainable wine tourism
Week 6	In-class research: International Practices of Sustainable Wine Tourism 2	Explore sustainable wine tourism
Week 7	Mid-term exam: report in-class research: International Practices of Sustainable Wine Tourism	Group presentation: sustainable wine tourism outside of Japan
Week 8	Workshop: Project Initiation	Form groups; brainstorm and idea generating
Week 9	Workshop: Collecting Data	Grouping ideas
Week 10	Workshop: Discussing Data	Selecting ideas
Week 11	Workshop: Collecting Data	Finalizing ideas
Week 12	Workshop: Discussing Data	Cross-group discussions on the ideas
Week 13	Workshop: Completing Project	Complete project and prepare PPT within group
Week 14	Course Conclusion: Evaluating Project with the Sustainability Goals	Students do presentation of project

【Work to be done outside of class (preparation, etc.)】  
Students will spend about 3 hours on data collecting and making oral reports every week.

【Textbooks】

Readings will be provided by the instructor in class.

【References】

References will be introduced during each class session.

【Grading criteria】

1. In-class discussions 20%
2. Mid-term exam 35%
3. Final group presentation 45%

【Changes following student comments】

Feedback is not available due to the change in instructor.

SOC200HA (社会学 / Sociology 200)

## Studies for Environment and Society

合原 織部

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：木3/Thu.3 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

その他属性：〈グ〉

## 【Outline and objectives】

This course explores the field of environmental anthropology, focusing on how humans relate to, and are influenced by, the natural environment. We will use analytical tools of anthropology to investigate human-environment interactions, and look at a wide range of topics, such as subsistence activities, endangered species, wildlife management, Traditional Ecological Knowledge, “intellectual property rights”, and zoonotic diseases. Drawing together classic anthropological ethnographies and some of the recent debates in environmental anthropology, students will think critically about the ever-changing relations between humans and environment today and discuss how such issues are connected to the socio-cultural, economic, political, and medical spheres of the societies.

## 【Goal】

By the end of the course, students will obtain deep understanding of key discussions and theories of environmental anthropology. By looking at a wide range of topics with case studies around the world, students will be able to critically examine human - environment relationships and their transformations in contemporary societies.

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

Among diploma policies, "DP2" is related

## 【Method(s)】

The course consists of lectures, discussions, and other activities such as watching documentaries (or movies). Feedback on assignments submitted by students will be provided in class or through 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
Week1	Course overview.	Introduction to environmental anthropology.
Week2	Hunter-gatherers	How do hunter-gatherers perceive their surrounding environment, and interact with animals and plants in their everyday lives?
Week3	Pastoralists	How do pastoralists in Mongolia live with their herd animals?
Week4	Subsistence fishing	How do indigenous people in Alaska maintain subsistence fishing today?
week5	Endangered Species 1	Why is Asian vulture disappearing at an unprecedented rate throughout India today? How does that situation affect to other species in India

Week6	Endangered Species 2	What are the causes of recent honey-bee declines worldwide? How does it affect to humans, plants, insects, and the whole ecosystem, as well as the food chain?
Week7	Wildlife Management 1	What is the relationship between indigenous people and animals in Canada? How has the recent introduction of wildlife management affected to their relationships?
Week8	Wildlife Management 2	How is wildlife management practiced to control wildlife nuisance in mountain villages in Japan today
Week9	Traditional Ecological Knowledge 1	How do indigenous people in Nepal use medicinal plants in their everyday lives?
Week10	Traditional Ecological Knowledge 2	What happens to indigenous peoples' knowledge of medicinal plants when “intellectual property rights” is introduced into the realm of traditional medicine?
Week11	Zoonotic Diseases 1	Why and how did the outbreak of bubonic plague occur in Madagascar in 2014? How did land degradation, deforestation intensify the condition?
Week12	Zoonotic Diseases 2	How did people respond to the outbreak in Madagascar?
Week13	Zoonotic Diseases 3	How did the government of Madagascar, UN health agency, NGOs, and medical doctors try to control the outbreak in Madagascar?
Week14	Conclusion	Overall review of environmental anthropology

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

Preparatory study and review time for this class are 2 hours each. Students need to read required readings each week and prepare for your essays.

【Textbooks】

None

【References】

There are required readings according to the topic in each class. They are introduced in the class.

【Grading criteria】

Class participation and discussion 40%  
Assignments (2 essays) 60%

【Changes following student comments】

N/A



SCOPE 発行日 : 2024/5/1

**[Equipment student needs to prepare]**  
No equipment is needed in this class.

**[Others]**  
N/A

## Business and Society

竹原 正篤

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 木5/Thu.5 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

その他属性 : 〈グ〉

## 【Outline and objectives】

As the global economy is becoming increasingly integrated and interdependent, the relationship between business and society is becoming more complex. Corporate management has been significantly impacted by the globalization of business, increasing new regulations, international accords such as the Paris Agreement and SDGs, and the emergence of civil society organizations. Under these circumstances, businesses today are expected to integrate social and environmental aspects into corporate management and achieve sustainable growth. In this course students will learn various topics related to business and society and understand necessary conditions for businesses to achieve sustainable growth.

## 【Goal】

Students should aim at the following goals:

- (1) Understand various topics and theories related to business and society.
- (2) Analyze actual business cases with analytical frameworks students learn in class.

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

Among diploma policies, "DP2" is related

## 【Method(s)】

Class will consist of lectures, students' presentations, and discussions. Feedback on assignments submitted by students will be provided in class or through 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
Week 1	Orientation	Understand the overall picture of the relationship between business and society.
Week 2	Relationship between business and society (1)	Understand companies' various stakeholders and what the companies need to do to meet their stakeholders' needs. Case study: Starbucks
Week 3	Relationship between business and society (2)	Through case studies, understand how companies should respond to their stakeholders when they are in crisis. Case study: Johnson & Johnson
Week 4	SDGs and business	Understand Sustainable Development Goals (SDGs) and their relationship with businesses.
Week 5	Business and human rights (1) Overview	Understand why companies must respect human rights in their business activities.

Week 6	Business and human rights (2)	Understand the importance of companies respecting human rights within their supply chains through case studies. Case studies: Rana Plaza incident and supply chain management.
Week 7	Business and human rights (3)	Understand the current status and challenges of companies' efforts to respect human rights through international comparison.
Week 8	Business and human capital (1)	Understand the relationship between business and human capital.
Week 9	Business and human capital (2)	Understand the effects of companies enriching their human capital. Case study: Starbucks
Week 10	The role of business leaders (1)	Business leaders' commitment to society Case study: Multiple Japanese companies
Week 11	The role of business leaders (2)	Business leaders' commitment to society Case study: multiple Japanese companies
Week 12	The role of business leaders (3)	Solving social problems through leaders' commitment and knowledge creation Case study: multiple Japanese companies.
Week 13	Tackling social issues and business development	Analyze cases where companies have developed new markets by tackling social issues. Case study: Novo Nordisk, Unilever
Week 14	Wrap-up discussion	What is a win-win relationship for business and society?

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

If students want to maximize their learning effectiveness, approximately 4 hours study (2 hours for preparation and 2 hours for review) for each class is required. Also, it can be a good exercise if students follow major economic and business topics reported in the media and try to think about them from the viewpoint of business and society.

## 【Textbooks】

Selected chapters of the following literature will be reviewed. Details will be explained in the first class.

(1) Ikujiro Nonaka, Hiroataka Takeuchi (2019) "The Wise Company: How Companies Create Continuous Innovation" Oxford Univ Press.

(2) Masaatsu Takehara, Naoya Hasegawa (2020) "Sustainable Management of Japanese Entrepreneurs in Pre-War Period from the Perspective of SDGs and ESG" Palgrave

## 【References】

Reference will be introduced in class as appropriate.

**[Grading criteria]**

Grading will be decided based on the following criteria:

(1) Active class participation:30%

(2) Students' presentation in class: 35%

(3) Final writing assignments:35%

Details will be explained in the first class.

Please note that students who miss 4 classes or more without justification cannot receive credit.

**[Changes following student comments]**

If students request, they can present in class about business and society-related research topics that they are independently researching.

**[Equipment student needs to prepare]**

When students make their presentation in class, they may need a device such as PC.

BSP100HA (初年次教育、学部導入教育及びブリテラシー教育 / Basic study practice 100)

## Introduction to Sustainability Studies

佐伯 英子

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 金3/Fri.3 | Campus : 市ヶ谷 / Ichigaya | Grade : 1・2

Notes : SCOPE/Not available for ESOP students

その他属性 :

## 【Outline and objectives】

This course is designed to provide an overview of issues pertaining to sustainability as well as various approaches to study and engage with such issues. While the idea of sustainability gained attention relatively recently, this concept provides us with advantageous perspectives on the environment, society and the relationship between them. This foundational course is mandatory for all SCOPE students. Through lectures, discussions, group work, and engagement with academic and journalistic work on sustainability, students are expected to gain a broad understanding of sustainability and a clear idea of their academic endeavors in SCOPE.

## 【Goal】

Upon successful completion of the course, students will be able to:

1. identify and critically engage with issues pertaining to sustainability; and
2. gain a clear idea of what they study and how they will approach it in SCOPE.

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

Among diploma policies, "DP2" is related

## 【Method(s)】

The course consists of lectures, discussions, and various learning activities.

Feedback on assignments submitted by students will be provided in class or through 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
Week 1	Introduction	Overview of the course; Sustainable Development Goals (SDGs)
Week 2	What is sustainability?	Why does sustainability matter?
Week 3	Civilizations	Sustainability from a historical perspective
Week 4	Construction of social problems	Framing of issues; stakeholders; power dynamics
Week 5	How do we know what we know?	How knowledge is organized; academic disciplines and fields; epistemology
Week 6	Water and Food 1	Availability of water and sanitation
Week 7	Water and Food 2	Food security and sustainable agriculture
Week 8	Environment 1	Climate change
Week 9	Environment 2	Ecosystems and biodiversity
Week 10	Inequality 1	Poverty
Week 11	Inequality 2	Gender

Week 12	Future of sustainability: Making connection between knowledge and social change 1	Group presentations 1
Week 13	Future of sustainability: Making connection between knowledge and social change 2	Group presentations 2
Week 14	Conclusion	Review of what we learned; creating a roadmap for the further study in SCOPE; college education and career explorations

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

Students are expected to prepare for and review each session by using references and materials assigned in class and/or through course website. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Materials will be distributed in class.

【References】

N/A

【Grading criteria】

Participation 30%; Assignments 40%; Group project 30%

【Changes following student comments】

In addition to covering the materials for this course, I will continue to provide instructions for basic academic skills (e.g., research and writing).

【Others】

This course is compulsory for all SCOPE students, and it must be taken before advancing into the third year.

POL200HA (政治学 / Politics 200)

## International Society and Environmental Issues

兼頭 ゆみ子

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：木4/Thu.4 | Campus：市ヶ谷 / Ichigaya | Grade：1～4  
Notes：

その他属性：〈ゲ〉

### 【Outline and objectives】

The course introduces students to the legal order and rules that govern the international society and environmental issues. Students will also learn about the achievements and challenges in the implementation of these international norms.

### 【Goal】

Student will be able to understand and explain the legal framework of the international society and basic norms regulating various international environmental issues. As well as students will develop critical insights into the serious and on-going environmental matters that the world faces today.

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

Among diploma policies, "DP2" is related

### 【Method(s)】

- ・ The first three classes are held in lecture style. From the fourth week onwards, classes will consist of presentations and discussions.
- ・ Reading list is provided in the first class. All students are expected to read assigned material(s) and actively participate in discussions.
- ・ Additionally a student in charge of weekly presentation is expected to prepare a material for the presentation and send it to all course members including the lecturer in advance.
- ・ The schedule may be subject to change according to participants' preferences or make-up of the class.
- ・ Feedback on assignments submitted by students will be provided in class or through 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 guidance	Course guidance, Introduction to the international law Reading material: International law - Encyclopedia Britannica(Database provided by University Library)
2	Basic framework of international environmental law 1	Historical development of international environmental law, main actors
3	Basic framework of international environmental law 2	Law making, application and ensuring compliance, principles
4	Climate Change	UNFCCC, Kyoto Protocol, Paris Agreement
5	Ozone Depletion	Vienna Convention and Montreal Protocol
6	Biodiversity	Biodiversity Convention etc.

7	Trade in Endangered Species	CITES
8	Management of hazardous waste	Basel Convention
9	Human rights and environmental protection 1	Environmental Protection in the Human Right Law
10	Human rights and environmental protection 2	Environmental Procedural rights under the Aarhus Convention
11	Culture and environmental protection 1	World Heritage Convention
12	Culture and environmental protection 2	Life Style and Food Culture
13	Trade and environmental protection	Environmental Protection in GATT/WTO Law
14	Comprehensive environmental protection	SDGs

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

Students are expected to read the assigned materials and prepare their own presentation materials. In addition, academic research and reading will be required for the preparation of the final report. Preparation and review time for this class is 2 hours each.

【Textbooks】

No textbook is required. Reading list is provided in the first class.

【References】

Philippe Sands and Jacqueline Peel, Principles of International Environmental Law, 4th edition, Cambridge University Press (2018)

Pierre-Marie Dupuy and Jorge E. Viñuales, International Environmental Law, 2nd ed., Cambridge University Press (2018)

【Grading criteria】

Presentations : 40 %

active participation : 30 %

Final report:30 %

Attendance itself is not evaluated, but is a requirement to submit a final report.

【Changes following student comments】

N/A

【Equipment student needs to prepare】

Some of reading materials are limited-access academic resources. To obtain such materials at home, students should have "VNP Connect" set up on their PCs. Concerning "VNP Connect", go to the top of the following URL: <https://opac.lib.hosei.ac.jp/opac/myopac/gateway/?lang=1>

## Global Society 1

伊藤 弘太郎

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 火3/Tue.3 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4  
Notes :

その他属性 : 〈ゲ〉〈ダ〉

## 【Outline and objectives】

This course examines "peace," which is one of the "Sustainable Development Goals (SDGs)" listed in the "2030 Agenda for Sustainable Development" adopted at the United Nations Summit in 2015. The SDGs are the goal of realizing a sustainable and better society where no one is left behind, and in order to achieve that goal, the realization of "human security" is required.

Understand the concepts of "peace and security" and learn about the "threats" that impede them.

The feature of this lecture is how to maintain peace based on the "fictitious scenario" of peace by utilizing the active learning method and actually becoming a political leader or policymaker. Incorporate a policy simulation that discusses and presents the best method with other students on whether to foster it.

In addition, we will deepen our understanding of the work of achieving peace and conduct off-campus training to interview practitioners engaged in peacebuilding.

## 【Goal】

(1) What is "peace"? Organize what kind of state is called 'peace'.

(2) Understand the concept of "security" and learn examples of what threatens 'peace'.

(3) Learn the problems that must be overcome in creating peace through policy simulation.

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

Among diploma policies, "DP3" is related

## 【Method(s)】

This course consist of lectures, discussions, group research, presentations, policy simulation, and various activities including final exam.

Feedback on assignments submitted by students will be provided in class or through 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
Week 1	Introduction	Overview of this lecture
Week 2	What is 'Peace'?	About the concept of peace
Week 3	What is 'Security'?	Organize the concept of the difference between human security and national security.
Week 4	International Relations Theory (1) Realism and Liberalism	Introduce the theory as a tool for understanding international relations.
Week 5	International Relations Theory (2) Neorealism and Neoliberalism	Introduce the theory as a tool for understanding international relations.
Week 6	Globalization	What is the impact of globalization on international affairs?

Week 7	Terrorism and Religion	Understand terrorism, which has become a global threat after the collapse of the Cold War, including its relationship with religion.
Week 8	Nuclear and International Relations	Think about the impact of nuclear weapons on international affairs and will deal with the issue of nuclear proliferation.
Week 9	United Nations and the international community	Think about the role and significance of the United Nations in building peace.
Week 10	What is 'Peacebuilding'? (Fieldwork)	Interview with practitioners who are actually doing the work of "creating peace".
Week 11	Discussion	In order to organize the knowledge gained through the lectures and fieldwork so far, the instructor will give various issues and the students will discuss with each other.
Week 12	Experience "what peace is". (Policy Simulation 1)	Experience what it takes to maintain or build peace based on fictitious scenarios.
Week 13	Experience "what peace is". (Policy Simulation 2)	Make final policy decisions and evaluate the results together.
Week 14	Summary / Overall Feedback	Reflections and final remarks

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

(1) Pick up news related to each lecture theme by the next lecture, and summarize where the problem is and (2) possible solutions.

(2) Reviewing is also important. Summarize the points learned in the lecture and review the advice from the lecturer. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Materials will be distributed in this lecture.

Use news search on the Internet for your pre-learning.

【References】

References will be introduced in this lecture.

【Grading criteria】

Participation (30%), Presentation and Discussion (30%), Final Exam (40%)

【Changes following student comments】

N/A

【Equipment student needs to prepare】

No equipment is needed in this class.

【Others】

Please note that if the number of students attending the first class significantly exceeds expectations, in order for the instructor to effectively manage the class, the number of students who are allowed to register for the course may be limited.

I have working experiences in the Executive and the Legislative bodies of Japan to deal with international relations, especially national security affairs. I will introduce actual examples from a practical point of view.

You can use Generation AI services but sentences produced by the generation AI cannot be copied verbatim. You can just utilize the idea.

## Global Society II

伊藤 弘太郎

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：火3/Tue.3 | Campus：市ヶ谷 / Ichigaya | Grade：1～4  
Notes：

その他属性：〈ゲ〉

## 【Outline and objectives】

This course will cover "Energy, "Infrastructure, Industrialization," in the "Sustainable Development Goals (SDGs)" listed in the "2030 Agenda for Sustainable Development" adopted at the United Nations Summit in 2015. This course also deals with economic challenges such as "innovation" and "sustainable cities".

The feature of this lecture is the way to utilize active learning methods. Students will play the roles of political leaders or policy makers to promote sustainable development based on the "fictitious crisis scenarios" related to economic problems such as food and energy crises. This is a kind of Role-playing game and students will have to think about the best solution to maximize each country's own national interests and establish multilateral or international cooperation.

This course also provides off-campus learning to interview practitioners who are active in Japanese industry working on SDGs. Through this learning, students will be able to deepen their understanding of actual policies and corporate initiatives to achieve sustainable economic growth.

## 【Goal】

Through this lecture, students will understand what are "SDGs"? and organize specific examples of sustainable development. In addition, students will learn the necessity of international cooperation to realize the SDGs through the policy simulation.

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

Among diploma policies,"DP3" is related

## 【Method(s)】

This course consists of lectures, discussions, group research, presentations, policy simulation, and various activities including final essay.

## 【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
Week 1	Introduction	Overview of this lecture
Week 2	What are Sustainable Developments (SDGs)?	About the concept of Sustainable Development (SDGs)
Week 3	Water and Sanitation	Learn about the efforts being made around the world to ensure the quality of water and sanitation that are essential for human life. We will also introduce the conflict between nations over water.
Week 4	Energy	Learn how to secure the energy essential for industrial development.
Week 5	Economic Growth and Employment	Think about how to achieve stable economic growth and employment while carrying out sustainable development.

Week 6	Infrastructure / Industrialization / Innovation	What is the impact of globalization on international affairs?
Week 7	Sustainable City	What are the characteristics of the cities that will be required in the future?
Week 8	Limited resources and sustainable consumption and production	What kind of resources are there and how finite are they? Organize the essential elements of sustainable consumption and policy.
Week 9	Climate Change	Think about the impact of climate change on sustainable development.
Week 10	Economic Growth and SDGs (Field Work)	Interview with practitioners who are actually engaged in work related to SDG
Week 11	Discussion	In order to organize the knowledge gained through the lectures and fieldwork so far, the instructor will give various issues and the students will discuss with each other.
Week 12	Experience "Global Crisis". (Policy Simulation 1)	Experience how to respond to the global crisis based on a fictitious scenario.
Week 13	Experience "Global Crisis". (Policy Simulation 2)	Make final policy decisions and evaluate the results together.
Week 14	Summary / Overall Feedback	Reflections and final remarks

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

Preparatory study and review time for each class meeting is 2 hours. Students are required to read and analyze related news, for the class meetings.

## 【Textbooks】

- (1) Materials will be distributed in this lecture.
- (2) Use news search on the Internet for your pre-learning.

## 【References】

References will be introduced in this lecture.

## 【Grading criteria】

Class participation (30%), Presentation and discussion (30%), Final report (40%)

## 【Changes following student comments】

N/A

## 【Equipment student needs to prepare】

No equipment is needed in this class.

## 【Others】

Please note that if the number of students attending the first class significantly exceeds expectations, the number of students who are allowed to register for the course will be limited in order to effectively manage the class.

I can leverage my working experiences as a secretary for Member of House of the Representative and an administrative officer in the Japanese government.



ENV200HA (環境保全学 / Environmental conservation 200)

## Environmental Science

藤倉 良

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：木5/Thu.5 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

その他属性：〈グ〉〈実〉

## 【Outline and objectives】

Environmental problems are the physical, chemical, and/or biological effects of human activities on nature. Scientific knowledge is critical to understanding what is happening and thinking about what we can do about it. I will introduce the basic science of global environmental and resource issues in this course.

## 【Goal】

Students will acquire the basic knowledge of the environment and resource problems.

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

Among diploma policies, "DP3" is related

## 【Method(s)】

The class will be conducted using PPT. A copy of the PPT will be uploaded to Hoppii in PDF format before the class. A short quiz will be given at the end of each class. Feedback on the quiz will be given in the next class. Details will be announced in Hoppii.

【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
Week 1	Introduction	Contents of the course.
Week 2	Climate science (1)	The Earth has been warmed. Greenhouse gases lead the warming. Humans are increasing atmospheric greenhouse gases.
Week 3	Climate science (2)	Global warming since the late 20th century is not natural but due to anthropogenic. Impact of climate change.
Week 4	Climate policy	International policy and Japanese policy.
Week 5	Mitigation	Economic instrument, alternative energy, energy saving, and other measures.
Week 6	Adaptation	Various measures.
Week 7	International Agreements.	UNFCCC and Paris Agreement.
Week 8	Energy resources	Fossil fuels, hydro, nuclear, and alternative energy.
Week 9	Climate Security	The impact of climate change on international security.
Week 10	Water resource	Availability and demand of water in the world.
Week 11	Water resource	International waters.
Week 12	Plastic waste	Definition, Use and Waste Management
Week 13	International environmental cooperation	Contribution of international organizations and the Japanese government to developing countries.

Week 14 Wrap up

How should we address environmental and resource issues?

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

Students need to prepare for and review each session by using material provided through the Hoppii.

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

【Textbooks】

No specific textbooks are assigned.

【References】

A copy of assigned paper will be distributed in class.

【Grading criteria】

Grades will be based on the result of the weekly quiz and (30%) and final exams (70%).

【Changes following student comments】

Be aware that the lecturer is not a native English speaker. If you do not understand what the teacher says well, simply make a question.

【Equipment student needs to prepare】

None

【Prerequisite】

None

【Selected lecturer's publications (books and special issues)】

1. Ryo Fujikura and Mikiyasu Nakayama (Editor) (2015) Resettlement Policy in Large Development Projects, Routledge, Oxford

2. Ryo Fujikura and Tomoyo Toyota (Editor) (2012) Climate Change Mitigation and International Development Cooperation, (p.264) Earthscan, London

3. Ryo Fujikura (Guest Editor) (2011) Environmental Policy in Japan: From Pollution Control to Sustainable Environmental Management, Special Issue, Environmental Policy and Governance, Vol. 21, No.5

4. Ryo Fujikura and Masato Kawanishi (Editor) (2010) Climate Change Adaptation and International Development – Making Development Cooperation More Effective, Earthscan, London

【Career background of the lecturer】

The lecturer has working experience at Japanese Environment Agency (currently Minister of the Environment) as a national officer. He also participated in Japanese official development assistance and formulation of Convention on Biodiversity Conservation. He will give lectures with the experience.

SOC200HA (社会学 / Sociology 200)

## Research Methods 1

伊藤 弘太郎

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 木4/Thu.4 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4  
Notes :

その他属性 : 〈ゲ〉

## 【Outline and objectives】

This course is an introduction to theory and practice of social science research, particularly qualitative methods. Students become familiar with the core concepts and basic principles of social science research and learn to develop research questions, think systematically, collect reliable and valid data, and how data, key concepts and theory fit together. The course encourages students to develop critical analytical and evaluative skills.

## 【Goal】

Upon successful completion of this course, students will be able to:

- 1) have a comprehensive understanding of key components of research paper.
- 2) formulate a meaningful research question.
- 3) improved ability to complete a research project on their own.
- 4) write a concrete research proposal.

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

Among diploma policies, "DP2" is related

## 【Method(s)】

The course consists of lectures, discussions, midterm exam and final paper. Students will conduct an in-class group research project. This course is provided as an online live course using Zoom.

## 【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
Week 1	Introduction to the course	What is research?
Week 2	Research question	How to start research
Week 3	Preparing for your project	Project management, research ethics
Week 4	Literature review	Sources, reading techniques, referencing systems
Week 5	Coming back to research question	Redefine your research
Week 6	Methodology I	Research design, research approach
Week 7	Methodology II	Design frames: case study, ethnography, comparative study
Week 8	Data gathering	Documents, observation
Week 9	Data gathering	Interviews, questionnaires
Week 10	Analysis	How to analyse words. Methods and analysis
Week 11	Writing up I	Writing a conclusion
Week 12	Writing up II	How to present research paper
Week 13	Presentations	Student presentations
Week 14	Conclusion	Reflections and discussions

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

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

## 【Textbooks】

Thomas, G. 2017. How to Do Your Research Project: A Guide for Students. (Sage Publications)

## 【References】

References will be introduced in class

## 【Grading criteria】

Class participation and discussions: 50%

Presentations: 20%

Final assignment: 30%

## 【Changes following student comments】

Because the course is designed as interactive, I encourage students' active participation.

## 【Equipment student needs to prepare】

In order to have access to all the information and course materials necessary, every student taking this course is required to sign up in the course website. All the assignments must be submitted through this website. I may send occasional announcements and messages as well. For this reason, it is very important that you use this website actively and check your registered email account.

## 【Others】

Please note that if the number of students attending the first class significantly exceeds expectations, in order for the instructor to effectively manage the class, the number of students who are allowed to register for the course may be limited.

I have working experiences in the Executive and the Legislative bodies of Japan to deal with international relations, especially national security affairs. I will introduce actual examples from a practical point of view.

You can use Generation AI services but sentences produced by the generation AI cannot be copied verbatim. You can just utilize the idea.

SOC200HA (社会学 / Sociology 200)

## Research Methods 2

合原 織部

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：月4/Mon.4 | Campus：市ヶ谷 / Ichigaya | Grade：1～4  
Notes：

その他属性：〈ゲ〉

## 【Outline and objectives】

This is an introductory course on quantitative research methods for social sciences. Students will learn a wide range of theoretical and practical methods used to design research projects, collect and analyze research data. Topics covered include research design, participant observation, writing field notes, interviewing, collecting and analyzing data.

## 【Goal】

Throughout the course, students will develop skills to use quantitative methods to pursue independent research project according to students' interests.

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

Among diploma policies, "DP2" is related

## 【Method(s)】

The course will be based on lectures, individual presentation, and discussion. Feedback on assignments submitted by students will be provided in class or through 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
Week1	Introduction	What is research? What is quantitative research?
Week2	Research preparation 1	Defining the field site, and the object of study.
Week3	Research preparation 2	Learning ethics and politics of quantitative research.
Week4	Research preparation 3	Literature Review. Research designing and developing questions.
week5	Sampling	Methods of sampling for quantitative research.
Week6	Basics of quantitative research 1	Randomness, causality and statistical representation.
Week7	Basics of quantitative research 2	Correlation and regression analysis
Week8	Survey 1	What is survey research? How do we construct questionnaires for survey research?
Week9	Survey 2	Interview surveys, telephone surveys, online surveys. Critiques of survey research. How valid is survey data?
Week10	Data analysis 1	Quantitative data analysis.
Week11	Data analysis 2	The methods to analyze data, identify questions, and themes.
Week12	Data analysis 3	Analyzing data with theoretical frameworks.
Week13	Writing up	Writing up a report through quantitative research.

Week14 Movie analysis Watch a movie to analyze how to carry out a social scientific research.

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

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

【Textbooks】

Relevant literatures are introduced in each lecture.

【References】

There are some necessary readings students need to cover in each class. References will be introduced in each lecture.

【Grading criteria】

Class participation and discussion 30%

Individual presentation 30%

Final report 40%

【Changes following student comments】

N/A

【Equipment student needs to prepare】

No equipment is needed for this class.

【Others】

N/A

OTR200HA (その他 / Others 200)

## Field Workshop (Term II : Spring)

## 人間環境学部教員

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 集中・その他/intensive・other courses | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes : In case of exceeding 15 number of students, instructor gives priority to students of SCOPE or Faculty of Sustainability Studies for enrollment.

その他属性 : 〈グ〉

## 【Outline and objectives】

Field Workshop is designed to provide hands-on experiences outside the classroom to further learn about sustainability. Students will visit locations and facilities within or outside of Japan and learn from experts who are devoted to unique issues relating to sustainability.

## 【Goal】

Through this course, students will be able to (1) better understand issues of sustainability, especially by connecting knowledges that they learned in classrooms and through field visits and (2) to actively engage in discussions on how to apply theories to actual problems in order to improve future sustainability.

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

Among diploma policies, "DP5" is related

## 【Method(s)】

Each Field Workshop consists of both a field trip itself and on-campus classes before and after the field trips for preparations and reflections. Class schedule below is a sample of a course. Since Field Workshops differ from one another in their contents, students are advised to find detailed information about each Field Workshop when announced.

Feedback on assignments submitted by students will be provided in class or through 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	Outlines of a Field Workshop
2-4	Classes for preparation of the field trips	Knowledge required to understand the sites and preparation of the Field Workshop
5-11	Fieldwork	Four days of field trips (four day trips or a four-day trip)
12-13	Classes for reflections of the field trips	Reviews and discussions
14	Report writing	Writing and submitting an assigned report

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

Detailed instructions are provided in the orientation and other sessions. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Materials will be distributed in orientation and preparatory classes.

## 【References】

Texts will be introduced in orientation and preparatory classes.

## 【Grading criteria】

Participation and contribution: 50%; the final report: 50%

## 【Changes following student comments】

We received highly positive feedback from students who participated in the previous Field Workshops. We will continue to provide engaging learning opportunities.

## 【Others】

Participants have to bear the costs of transportation, insurance, as well as program fees.

Cancellation of the participation is, in principle, not allowed after the enrollment is finalized. Furthermore, there is no refund made for the paid expenses if the cancellation is due to personal reasons.

If more than 15 students apply for this Field Workshop, instructors will select participants based on the essay submitted with the application. Priority goes to SCOPE students and students in the Faculty of Sustainability Studies. This course may be canceled if there is no participant from SCOPE.

OTR200HA (その他 / Others 200)

**Field Workshop****人間環境学部教員**

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：集中・その他/intensive・other courses | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：In case of oversubscription: priority given to students of the Faculty of Sustainability Studies

その他属性：〈グ〉

**[Outline and objectives]**

Field Workshop is designed to provide hands-on experiences outside the classroom to further learn about sustainability. Students will visit several locations and facilities and learn from experts who are devoted to various issues relating to sustainability.

**[Goal]**

Through this course, students will be able to (1) better understand issues of sustainability, especially by connecting knowledges that they learned in classrooms and through field visits and (2) to actively engage in discussions on how to apply theories to actual problems in order to improve future sustainability.

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

Among diploma policies, "DP3""DP5" is related

**[Method(s)]**

Each Field Workshop consists of both a field trip itself and on-campus classes before and after the field trips for preparations and reflections. Class schedule below is a sample of a course. Since Field Workshops differ from one another in their contents, students are advised to find detailed information about each Field Workshop when announced.

Feedback on assignments submitted by students will be provided in class or through 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	Outlines of a Field Workshop
2-4	Classes for preparation of the field trips	Knowledge required to understand the sites and preparation of the Field Workshop
5-11	Fieldwork	Four day trips
12-14	Classes for reflections of the field trips	Reviews and discussions

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

Detailed instructions are provided in the orientation and other sessions. Preparatory study and review time for this class are 2 hours each.

**[Textbooks]**

Materials will be distributed in orientation and preparatory classes.

**[References]**

Texts will be introduced in orientation and preparatory classes.

**[Grading criteria]**

Participation and contribution: 50%; the final report: 50%

**[Changes following student comments]**

Based on feedback from students, we will provide even more opportunities to engage with leading figures in sustainability issues.

**[Others]**

Participants have to bear the costs of transportation, insurance, etc.

Cancellation of the participation is, in principle, not allowed after the enrollment is finalized. Furthermore, there is no refund made for the paid expenses if the cancellation is due to personal reasons.

OTR200HA (その他 / Others 200)

## Cocreative Workshop A I

竹原 正篤

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 月4/Mon.4 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4  
Notes :

その他属性 :

## 【Outline and objectives】

The Co-creative Workshop provides students with multidisciplinary learning opportunities to discuss various challenges of sustainability. The class brings together students from SCOPE and students from the Faculty of Sustainability Studies and offers them the opportunity to collaborate on workshop projects together. Participants will discuss various sustainability issues and try to come up with solutions through group work. Examples of cases previous participants tackled include: (1) Activities to encourage Hosei students to recognize sustainability issues in the global apparel industry and consider solutions, (2) Analysis of Hosei University's food waste reduction efforts through interviews with stakeholders and (3) Local revitalization in Japanese rural areas with a social business approach.

## 【Goal】

Students should aim at being able to:

- (1) identify and analyze sustainability problems
- (2) interact proactively and collaborate with diverse participants to design solutions and present them in the class.

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

Among diploma policies, "DP1""DP2""DP4" is related

## 【Method(s)】

Students will participate in group work with other students from diverse backgrounds and study experience. Through facilitating interaction and teamwork, defining problems, and generating ideas, participants will collaborate to come up with solutions for various sustainability problems.

Feedback on assignments submitted by students will be provided in class or through 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
Week 1	Orientation	Ice-breaking and introduction of participants
Week 2	Practice of group work	Each group discusses selected sustainability topics and presents them in class
Week 3	Case No.1 (1)	Introduction to case No.1. Defining and analyzing the issue
Week 4	Case No.1 (2)	Analyze the issue focusing on causal relationship, generate ideas and reach collaborative solution
Week 5	Case No.1 (3)	Continue to analyze the issue focusing on causal relationship, generate ideas and reach collaborative solution
Week 6	Case No.1 (4)	Group presentation and discussion

Week 7 Case No.1 (5)

Feedback from

facilitator/participants

Week 8 Case No.1 (6)

Reflection and follow up work

Each group reviews their

group work and revise the

deliverables as necessary

Week 9 Case No.2 (1)

Introduction to case No.2.

Defining and analyzing the

issue

Week 10 Case No.2 (2)

Analyze the issue focusing on

causal relationship, generate

ideas and reach collaborative

solution

Week 11 Case No.2 (3)

Continue to analyze the issue

focusing on causal

relationship, generate ideas

and reach collaborative

solution.

Week 12 Case No.2 (4)

Group presentation and

discussion

Week 13 Case No.2 (5)

Feedback from

facilitator/participants

Week 14 Case No.2 (6)

Reflection and follow up work

Each group reviews their

group work and revise the

deliverables as necessary

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

Students are expected to read reference materials, do necessary research and contribute to group work. If students want to maximize learning effectiveness, approximately 2 hours for preparatory study for each class is required.

【Textbooks】

This course is a workshop-style class, so a textbook is not used. Materials will be distributed in class according to the topic and discussions.

【References】

Reference will be introduced as appropriate during class.

【Grading criteria】

Grading will be decided based on the following criteria:

- (1) Active class participation (20%)
- (2) Contribution to the group work (40%)
- (3) Student's own progress (40%)

Details will be explained in the first class.

Please note if students miss four or more classes, they cannot receive credit without a justifiable reason. Even with a justifiable reason, if students miss four or more classes, their grading may be adjusted.

【Changes following student comments】

Following student comments, the instructor's explanation will be minimized and students will lead the discussions.

【Equipment student needs to prepare】

When students do their group work and make presentations, using their own PCs or other devices may help students work productively.

【Others】

(1) Note that selection may be conducted in the first class if the number of participants is too large. Students interested in participating should attend the first class.

(2) As all the class and group work will be conducted in English, students with lower English proficiency may have difficulties keeping up with the class. In that case, students are expected to make additional efforts to improve their English skills.

(3) Students can take Co-creative workshops A-I and A-II in random order.

OTR200HA (その他 / Others 200)

## Co-creative Workshop A II

竹原 正篤

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：水4/Wed.4 | Campus：市ヶ谷 / Ichigaya | Grade：1～4  
Notes：

その他属性：

## 【Outline and objectives】

The Co-creative Workshop provides students with multi-disciplinary learning opportunities to deal with various challenges of sustainability. The class brings together students from SCOPE and students from the Faculty of Sustainability Studies and offers them the opportunity to collaborate on workshop projects. In this Co-creative Workshop, participants will discuss varied sustainability issues and try to come up with solutions through group work. Examples of cases previous participants tackled include: (1) achieving local revitalization in rural areas with a social business approach, (2) ensuring environmental and social sustainability in the global supply chain of an apparel company, and (3) comparative study of environmental policies in Japan, Europe and China.

## 【Goal】

By the end of the semester, students should be able to:

- (1) Identify and analyze sustainability problems and come up with solutions
- (2) Interact proactively and collaborate with diverse participants
- (3) Deepen understanding of sustainability from multiple dimensions

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

Among diploma policies, "DP1""DP2""DP4" is related

## 【Method(s)】

Students will participate in group work with other students who have diverse backgrounds and study experience. Through facilitating interaction and teamwork, defining problems, and generating ideas, participants will collaborate to come up with solutions for various sustainability challenges.

Feedback on assignments submitted by students will be provided in class or through the Learning Management System. Please note that the teaching approach may vary according to which threat level we are at. The details will be announced through 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
Week 1	Orientation	Ice-breaking and introduction of participants
Week 2	Basics of sustainability	Understand key concepts of sustainability
Week 3	Case No.1 (1)	Introduction to case/topic No.1. Defining the issue and analyzing stakeholders
Week 4	Case No.1 (2)	Analyze the issue focusing on a causal relationship, generate ideas and reach a collaborative solution
Week 5	Case No.1 (3)	Analyze the issue focusing on a causal relationship, generate ideas and reach a collaborative solution

Week 6	Case No.1 (4)	Group presentation and feedback from facilitator/participants
Week 7	Case No.2 (1)	Introduction to case/topic No.2. Defining the issue and analyzing stakeholders
Week 8	Case No.2 (2)	Analyze the issue focusing on a causal relationship, generate ideas and reach a collaborative solution
Week 9	Case No.2 (3)	Analyze the issue focusing on a causal relationship, generate ideas and reach a collaborative solution
Week 10	Case No.3 (4)	Group presentation and feedback from facilitator/participants
Week 11	Case No.3 (1)	Introduction to case/topic No.3. Defining the issue and analyzing stakeholders
Week 12	Case No.3 (2)	Analyze the issue focusing on a causal relationship, generate ideas and reach a collaborative solution
Week 13	Case No.3 (3)	Analyze the issue focusing on a causal relationship, generate ideas and reach a collaborative solution
Week 14	Case No.3 (4)	Group presentation and feedback from facilitator/participants

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

Students are expected to read reference materials, do necessary research and contribute to group work. If students want to maximize learning effectiveness, approximately 2 hours each for preparatory study and review for each class is required.

## 【Textbooks】

Textbooks are not used in the Co-creative workshop.

## 【References】

References will be introduced in the class as necessary.

## 【Grading criteria】

Grading will be decided based on the following criteria:

- (1) Contribution to the group work (30%)
- (2) Active class participation in the class discussion (30%)
- (3) Student's own progress (40%)

Details of grading will be explained in the first class.

NOTE: If students miss four or more classes, they cannot receive credit without a justifiable reason. Even with a justifiable reason, if students miss four or more classes, their grading may be adjusted.

## 【Changes following student comments】

Checking students' progress and feedback, class contents might change.

## 【Equipment student needs to prepare】

No special equipment is needed in this course.



**[Others]**

(1) Note that a selection may be conducted in the first class if the number of participants is too many. Students interested in participating in this course should attend the first class.

(2) As all the class discussion and group work will be conducted in English, students with lower English proficiency may have difficulties in keeping up with the class. In that case, students are expected to make additional efforts to improve their English skills.

(3) Methods and schedule will be subject to change based on feedback from participants.

(4) Students can take Co-creative Workshops A I and A II in random order.

OTR200HA (その他 / Others 200)

## Cocreative Workshop B I

合原 織部

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：水4/Wed.4 | Campus：市ヶ谷 / Ichigaya | Grade：1～4  
Notes：

その他属性：

## 【Outline and objectives】

The Co-creative Workshop aims to provide students with multidisciplinary learning opportunities to deal with various challenges of sustainability. It brings together students from SCOPE and students from the Faculty of Sustainability Studies and offers them the opportunity to collaborate on workshop project. We will discuss various sustainability issues and try to come up with possible solutions through group work. Examples of topics include environmental degradation, local revitalization business in rural Japan, and waste management policies in Japan, China and the EU.

## 【Goal】

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

- (1) identify and analyze sustainability problems in given cases
- (2) critically analyze the issues within the wider contexts of social, economic, political, and religious aspects of societies
- (3) interact proactively and collaborate with diverse participants
- (4) design collaborative solutions and present them in class

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

Among diploma policies, "DP1""DP2""DP4" is related

## 【Method(s)】

This course is highly student-oriented. Students are given opportunity to work on the topic according to your interests as a group. Instructor will play a role of facilitating and supporting students during the entire processes of completing their research. Lecture on methodology and advice on the specific steps of doing project will be given by the instructor in each class 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
Week1	Introduction	Course orientation
Week2	Group work	Each group discusses sustainability topics and presents them in the class.
Week3	Case study 1 ①	Introduction to case/topic No.1. Defining and analyzing the issue.
Week4	Case study 1 ②	Analyze the issue focusing on causal relationship, generate ideas and reach collaborative solution.
week5	Case study 1 ③	Group presentation and feedback from facilitator/participants.
Week6	Case study 2 ①	Introduction to case/topic No.2. Defining and analyzing the issue.
Week7	Case study 2 ②	Analyze the issue focusing on causal relationship, generate ideas and reach collaborative solution.

Week8	Case study 2 ③	Group presentation and feedback from facilitator/participants.
Week9	Case study 3 ①	Introduction to case/topic No.3. Defining and analyzing the issue.
Week10	Case study 3 ②	Analyze the issue focusing on causal relationship, generate ideas and reach collaborative solution.
Week11	Case study 3 ③	Group presentation and feedback from facilitator/participants.
Week12	Case study 4 ①	Introduction to case/topic No.4. Defining the issue and analyzing stakeholders.
Week13	Case study 4 ②	Analyze the issue focusing on causal relationship, generate ideas and reach collaborative solution.
Week14	Case study 4 ③	Group presentation and feedback from facilitator/participants. Overall discussion.

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

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

## 【Textbooks】

There are no particular textbooks required for this class. Relevant materials will be introduced in class according to the topics and discussions.

## 【References】

References are introduced in each class.

## 【Grading criteria】

Class participation and discussion 30%

Individual work and contribution to group work 30%

Group presentation 40%

## 【Changes following student comments】

Feedback is not available due to the change in instructor.

## 【Equipment student needs to prepare】

Students will need to bring in PC for the class sessions when conducting team project.

## 【Others】

None.

OTR200HA (その他 / Others 200)

## Co-creative Workshop B II

王 川 菲

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：水4/Wed.4 | Campus：市ヶ谷 / Ichigaya | Grade：1～4  
Notes：

その他属性：

## 【Outline and objectives】

This Co-creative Workshop provides multidisciplinary learning experiences of dealing with significant challenges of sustainability. It brings together students from SCOPE and students from the Faculty of Sustainability Studies and offers them the opportunity to collaborate on workshop project. In this Co-creative Workshop, participants will learn about sustainability as both a concept and an action through the processes of locating issues in actual society, critically analyzing current solutions, and proposing innovative approaches. Student's projects will be presented through an online digital platform (e.g. webpage), which will be selected and determined by students with academic aids from the instructor.

## 【Goal】

By the end of the semester, students are expected to:

- 1) be aware of actual challenges in culture and nature;
- 2) practice skills of critical and logical thinking from multidisciplinary perspectives;
- 3) experience full processes of discovering and addressing actual social challenges;
- 4) cultivate the ability of thinking through data.

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

Among diploma policies, "DP1""DP2""DP4" is related

## 【Method(s)】

This course is highly student-oriented. Students are given opportunity to work on the topic they are highly interested in. Instructor will play a role of facilitating and supporting students during the entire processes of completing their research. Lecture on methodology and advice on the specific step of doing project will be given by the instructor in each class session. Students will conduct project in the form of teamwork.

【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
Week 1	Course Orientation	Review syllabus and rules; Ice-break activities
Week 2	Global society	Global challenges in sustainability
Week 3	Japanese society	Japan challenges in sustainability
Week 4	The issue	Students discuss and propose the issue that they will work on.
Week 5	About the issue	Students explore the issue in both the global and Japanese contexts.
Week 6	Current solutions to the issue I The global perspective	Students conduct online research and collecting data.
Week 7	Current solutions to the issue II The Japanese perspective	Students conduct online research and collecting data.

Week 8	Critical analysis of current solutions	Student discuss and produce brief an assessment report of current solutions
Week 9	Proposing innovative solutions I The global perspective	Students consider innovative solutions in the global context
Week 10	Proposing innovative solutions II The Japanese perspective	Students consider innovative solutions in the Japanese context
Week 11	Making a project webpage	Students start to drafting webpage.
Week 12	Making a project webpage	Students work to complete webpage.
Week 13	Making a project webpage	Students finalize and submit webpage by the end of this class.
Week 14	Course conclusion	Students conduct peer-review of webpage and vote for the best project award

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

Students will spend 1.5-2 hours on collecting data and reading related books.

【Textbooks】

None. Reading materials are provided by the instructor in class.

【References】

None

【Grading criteria】

1. Project participation (including weeks 2-13) 1 x 12 times 12%
2. Project contribution (including weeks 2-13) 4 x 12 times 48%
2. Project results presented in an online digital platform 40%

【Changes following student comments】

特になし

【Others】

This class requires student's active participation in ideation, research execution, creation and solution.

OTR400HA (その他 / Others 400)

## Seminar

合原 織部

Subtitle : (FirstYear)

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 木2/Thu.2 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes : SCOPE/Not available for ESOP students

その他属性 :

## 【Outline and objectives】

The course is an introductory seminar for undergraduate students in SCOPE. It aims to provide opportunities for students to develop their basic understandings and skills necessary to carry out research in academic environments in university. The focus will be on brushing up skills to debate, present and write about your research. Students will choose and carry out their research according to their own interests.

## 【Goal】

Students will gain basic knowledge and academic skills necessary for their undergraduate studies. Students are expected to be able to apply academic research methods into their own studies. For example, students will gain knowledge of sustainability studies to analyze critically about the issues and write a report. The course will mainly be based on in-class discussions and assignments.

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

Among diploma policies, "DP3""DP4""DP5" is related

## 【Method(s)】

Feedback on assignments submitted by students will be provided in class or through 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
Week1	Introduction	Course outline
Week2	Literature review1	Thinking about a topic and doing literature review. How to find a research gap.
Week3	Literature review2	Research purpose and statement.
Week4	Research design1	Designing your research. learning about qualitative, quantitative and mixed methods for research
week5	Research design2	Research purpose and statement
Week6	Research design3	How to use theories in your research
Week7	Introduction to academic skills 1	Critical writing skills. How to cite other researches properly and avoid plagiarism.
Week8	Introduction to academic skills 2	Critical writing skills. How to cite other researches properly and avoid plagiarism (continued from Week 7).
Week9	Research	Carry out research through gathering data from various sources, such as internet, newspapers,etc. Reflections on the home assignment.
Week10	Introduction to academic skills3	Limitations of research and how to bring it into focus.

Week11	Presentations, discussions and feedback 1	Research presentation and discussion.
Week12	Presentations, discussions and feedback 2	Research presentation and discussion.
Week13	Presentations, discussions and feedback 3	Research presentation and discussion.
Week14	Summary	Final discussion and writing report.

【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 specific textbook; all materials will be introduced in the class.

【References】

Appropriate references will be introduced according to individual student's research interests. There are also certain required readings to acquire basic academic skills.

【Grading criteria】

Class participation and discussions: 30%

Class presentation: 30%

Final report: 40%

【Changes following student comments】

N/A

【Equipment student needs to prepare】

If possible, bringing your computers will be helpful.

【Others】

N/A

OTR400HA (その他 / Others 400)

## Seminar

合原 織部

Subtitle : (Academic)

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 水3/Wed.3 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

その他属性 :

## 【Outline and objectives】

This is a seminar to explore important topics about human and environmental relationships mainly through anthropological perspectives. We will examine various issues related to environmental problems and sustainability. It aims to develop a project that students are required to bring their own research questions while employing a suitable methods(e.g., literature review, interview, data analysis). At the end of the course, students are required to write a report, summing up their investigations.

## 【Goal】

The course aims to provide opportunities for students to develop their research interests about environmental and sustainable issues. By completing this seminar, students will gain a critical understanding of the various challenges of sustainable resource use mainly through critical thinking, and discussions.

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

Among diploma policies, "DP3""DP4""DP5" is related

## 【Method(s)】

Lectures and personal guidance will be carried out regarding each student's project. There will be opportunities for discussion and feedback on the individual project. The class will be conducted on a face-to-face basis.

【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
Week 1	Introduction	Guidance for the seminar course. What are socioecological landscapes? How socioecological landscapes can inform sustainability studies.
Week 2	Brainstorming on students research interests	Discussions on students research interests. Relating these interests with various dimensions of sustainability issues.
Week 3	Research methods: A brief introduction	Guidance and discussion on research methods and topics.
Week 4	Understanding change, degradation of landscape	Understanding change, degradation of landscapes through students' research projects.
Week 5	Examining environmental issues within social and cultural contexts.	Developing understanding of the relations between environmental issues and socio-cultural issues.
Week 6	Critical thinking and discussion	Discussion based on lecture of week 4 and week 5
Week 7	Individual guidance 1	Guidance on students' class projects

Week 8	Individual guidance 2	Guidance on students' class projects
Week 9	Individual guidance 3	Guidance on students' class projects
Week 10	Individual guidance 4	Guidance on students' class projects
Week 11	Presentations 1	Students class presentations on research projects
Week 12	Presentations 2	Students class presentations on research projects
Week 13	Presentations 3	Students class presentations on research projects
Week 14	Summary	Summary and course wrap-up. What we have learnt from the course and looking forward.

【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 specific textbook; all materials will be distributed in the class.

【References】

References will be provided in the class

【Grading criteria】

Class participation and discussions: 20%

Class presentation: 30%

Final report: 50%

【Changes following student comments】

No significant changes were made based on students' comments

【Equipment student needs to prepare】

None

【Others】

None

OTR400HA (その他 / Others 400)

## Seminar

合原 織部

Subtitle : (Academic)

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 水3/Wed.3 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

その他属性 :

## 【Outline and objectives】

## Seminar (Advanced)

The seminar aims to develop students' abilities of academic readings in the areas of environmental anthropology. Each student chooses an article or a chapter of books, and critically analyzes it, and finally has a presentation. This course will focus on the topics about human-environmental relationships, and contemporary environmental issues around the world through anthropological perspectives. A supervisor will guide students appropriate journals or books to choose.

## 【Goal】

The course is designed as an advanced seminar course for those who are interested in learning about environmental and sustainability issues around the world today. Students will brush up skills of reading academic papers, comprehend it, and critically analyze it. Students are also expected to have a presentation about their outcomes of literature review.

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

Among diploma policies, "DP3""DP4""DP5" is related

## 【Method(s)】

Feedback on assignments submitted by students will be provided in class or through 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
Week 1	Introduction	Social anthropological approaches to human and environmental relationships.
Week 2	Session	Brain storming. Each student chooses a topic and an article/a chapter to read.
Week 3	Presentation 1	A student's presentation. Guidance and discussion and deepen the understanding about the topic.
Week 4	Presentation 2	A student's presentation. Guidance and discussion and deepen the understanding about the topic.
Week 5	Presentation 3	A student's presentation. Guidance and discussion and deepen the understanding about the topic.
Week 6	Presentation 4	A student's presentation. Guidance and discussion and deepen the understanding about the topic.
Week 7	Presentation 5	A student's presentation. Guidance and discussion and deepen the understanding about the topic.

Week 8	Presentation 6	A student's presentation. Guidance and discussion and deepen the understanding about the topic.
Week 9	Presentation 7	A student's presentation. Guidance and discussion and deepen the understanding about the topic.
Week 10	Presentation 8	A student's presentation. Guidance and discussion and deepen the understanding about the topic.
Week 11	Presentation 9	A student's presentation. Guidance and discussion and deepen the understanding about the topic.
Week 12	Individual guidance 3	Guidance on individual projects
Week 13	Presentation 10	A student's presentation. Guidance and discussion and deepen the understanding about the topic.
Week 14	Over all discussion	Q and A and critical comments on students' practices of literature reviews.

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

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

【Textbooks】

Each student chooses a reading material with guidance from a supervisor.

【References】

None

【Grading criteria】

Class participation and discussions: 20%

Class presentation: 30%

Final report: 50%

【Changes following student comments】

No significant changes were required based on students' comments

【Equipment student needs to prepare】

N/A

【Others】

N/A

OTR400HA (その他 / Others 400)

## Seminar

伊藤 弘太郎

Subtitle : (FirstYear)

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 木3/Thu.3 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes : SCOPE/Not available for ESOP students

その他属性 :

## 【Outline and objectives】

## Seminar (First-year)

This seminar is designed to provide an introduction to college life and academic skills, and is compulsory for SCOPE program students.

## 【Goal】

Upon successful completion of this course, students will be able to:

- (1) Find academic sources both at the library and through online databases;
- (2) Read them effectively and summarize authors' arguments;
- (3) Make oral presentations with a short summary of the presentation;
- (4) And gain an understanding of what appropriate sources are for academic projects

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

Among diploma policies, "DP3""DP4""DP5" is related

## 【Method(s)】

The course will be based on a combination of lectures, class discussions, and one or two fieldworks. Students are required to complete assignments on time and come prepared to the class. The course will mainly be based on on-campus classes and fieldwork.

There will be opportunities for discussion and feedback on the individual projects undertaken by the students.

【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
Week 1	Introduction	Overview of this lecture
Week 2	College life in Japan	Introducing various academic and other resources on campus and beyond
Week 3	Introduction to Sustainability Studies	What is sustainability and why is it important?
Week 4	Workshop in the library	Learning how to use OPAC and online databases
Week 5	What are Sustainable Development Goals?	Student presentations on the SDGs
Week 6	Deciding individual research topic	Brainstorming and group discussions to decide individual research topics
Week 7	Media coverage of issues pertaining to sustainability	Student presentations on how their individual research topic is discussed in the media
Week 8	Finding resources in the library	Finding books on OPAC, locating them in the library and getting information about the books

Week 9	Presentation on an academic book (chapter) on the research topic	Student presentations on the academic book/chapter
Week 10	Finding and using academic articles	Using online databases to find academic articles
Week 11	Presentation of academic articles on the research topic	Student presentations on the academic articles
Week 12	Interviewing with experts in an area of student's interest	Short fieldwork for interviewing with experts
Week 13	Time management workshop	Activities and discussions on how to use your time more effectively for success in college and beyond
Week 14	Conclusion	Reflection and discussions, including plans for next semester

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

- (1) Pick up news related to a topic of student's interest by the next lecture, and summarize where the problem is and possible solutions.
  - (2) When preparing your presentation, be careful to make the content as concise as possible, taking about 10 minutes.
  - (3) Reviewing is also important. Summarize the points learned in the lecture and review the advice from the lecturer.
- Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Materials will be distributed in class.

【References】

Texts will be introduced in class.

【Grading criteria】

Class participation and discussions: 40%

Presentations: 20%

Final assignment: 40%

【Changes following student comments】

N/A

【Equipment student needs to prepare】

No equipment is needed in this class.

【Others】

I have working experiences in the Executive and the Legislative bodies of Japan to deal with international relations, especially national security affairs. I will introduce actual examples from a practical point of view.

You can use Generation AI services but sentences produced by the generation AI cannot be copied verbatim. You can just utilize the idea.

OTR400HA (その他 / Others 400)

## Seminar

伊藤 弘太郎

Subtitle : (First-Year)

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 木3/Thu.3 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes : SCOPE/Not available for ESOP students

その他属性 :

## 【Outline and objectives】

## Seminar (First-year)

The course is designed as an introductory seminar course for undergraduate students in SCOPE. The course will be a continuation of the basic understanding and utilization of academic environments in universities presented in the first seminar held in the fall semester. Students in this course will especially acquire basic knowledge on designing their research while developing their skill sets to debate, present and write about their research.

## 【Goal】

Students will gain basic knowledge and academic skills needed for their college studies. By completing this seminar, students will particularly be able to understand and apply methods of academic research into their studies. Students will also gain basic knowledge of sustainability studies and social sciences to gather their critical thinking and writing skills. The course will mainly be based on in-class discussions and assignments. Some field studies and workshops are planned for the students for reflecting their critical thinking and academic skills to report on these studies.

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

Among diploma policies, "DP3""DP4""DP5" is related

## 【Method(s)】

The course will be based on a combination of lectures, class discussions, and one or two field trips. Students are required to complete assignments on time and come prepared to the class. There will be opportunities for discussion and feedback on the individual projects undertaken by the students.

【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
Week 1	Introduction	Guidance for the seminar course
Week 2	Literature review	Thinking about a topic and doing literature review. How to find a research gap
Week 3	How to use online databases	Using online databases and other materials for research
Week 4	Research Design 1	Designing your research. Application of qualitative, quantitative and mixed methods for research
Week 5	Fieldwork	Location TBA
Week 6	Research Design 2	Research purpose and statement
Week 7	Research Design 3	How to use theories in your research
Week 8	Introduction to academic skills 1	How to cite other researches properly and avoid plagiarism
Week 9	Introduction to academic skills 2	How to utilize primary source materials such as interviews.
Week 10	Fieldwork	Location TBA

Week 11	Introduction to academic skills 3	Limitations of the research and how to bring it into focus
Week 12	Presentations 1	Research presentations and discussions
Week 13	Presentations 2	Research presentations and discussions
Week 14	Summary	Wrap up, final guidance for writing report.

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

Students need to prepare for and review each session by using textbooks, references, and distributed materials.

Students are required to complete assignments on time and attend each class fully prepared. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

There is no specific textbook; all materials will be distributed in the class.

【References】

N/A

【Grading criteria】

Class attendance and discussions: 30%

Class presentation: 30%

Final report: 40%

【Changes following student comments】

N/A

【Equipment student needs to prepare】

No equipment is needed in this class.

【Others】

I can leverage my working experiences as a secretary for Member of House of the Representative and an administrative officer in the Japanese government.



OTR400HA (その他 / Others 400)

## Seminar

伊藤 弘太郎

Subtitle : (Academic)

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 火4/Tue.4 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

その他属性 :

## 【Outline and objectives】

## Seminar (Academic)

This seminar offers students opportunities to discuss contemporary issues and prospects associated with international relations in the Indo-Pacific region. Although it is said that information technology (IT) has made a massive amount of knowledge accessible to us, it is entirely unclear how we can effectively use it to make the world more sustainable. On the contrary, we tend to be drawn in a sea of information. This seminar encourage students to gain skills to critically analyze knowledge in the age of globalization.

## 【Goal】

Upon successful completion of this course, students will be able to:

- (1) Learn critical reading skills.
- (2) Learn critical thinking skills.
- (3) Understand how 'concepts' are used analytically.

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

Among diploma policies, "DP3""DP4""DP5" is related

## 【Method(s)】

The course will consist of short lectures, discussions, and presentations by students. While we are reading the same textbook together, each student is encouraged to find news to share and discuss in class. In addition to a midterm report on what is learned from the textbook, each student is required to complete his/her final project.

Feedback on assignments submitted by students will be provided in class or through 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
Week 1	Introduction	Introduction to the course
Week 2	Reading academic literature (1)	Short lecture and discussion literature (1)
Week 3	Reading academic literature (2)	Short lectures and discussion literature (2)
Week 4	Reading academic literature (3)	Short lecture and discussion literature (3)
Week 5	Reading academic literature (4)	Short lecture and discussion literature (4)
Week 6	Reading academic literature (5)	Short lecture and discussion literature (5)
Week 7	Reading academic literature (6)	Short lecture and discussion literature (6)
Week 8	Reading academic literature (7)	Short lecture and discussion literature (7)
Week 9	Reading academic literature (8)	Short lectures and discussion literature (8)
Week 10	Reading academic literature (9)	Short lectures and discussion literature (9)
Week 11	Reading academic literature (10)	Short lectures and discussions literature (10)
Week 12	Reading academic literature (11)	Short lecture and discussion literature (11)

Week 13 Reading academic literature (12) Short lecture and discussion literature (12)

Week 14 Conclusion Reflections and final remarks

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

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

【Textbooks】

Textbook will be introduced in the first class.

【References】

References will be introduced in class.

【Grading criteria】

Class participation and discussions: 50%

Presentations: 20%

Final assignment: 30%

【Changes following student comments】

N/A

【Equipment student needs to prepare】

No specified equipment is needed.

【Others】

I have working experiences in the Executive and the Legislative bodies of Japan to deal with international relations, especially national security affairs. I will introduce actual examples from a practical point of view.

You can use Generation AI services but sentences produced by the generation AI cannot be copied verbatim. You can just utilize the idea.

OTR400HA (その他 / Others 400)

## Seminar

伊藤 弘太郎

Subtitle : (Academic)

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 火4/Tue.4 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

その他属性 :

## 【Outline and objectives】

## Seminar (Academic)

This seminar offers students opportunities to discuss contemporary issues and prospects associated with international relations in the Indo-Pacific region. Although it is said that information technology (IT) has made a massive amount of knowledge accessible to us, it is entirely unclear how we can effectively use it to make the world more sustainable. On the contrary, we tend to be drawn in a sea of information. This seminar encourage students to gain skills to critically analyze knowledge in the age of globalization.

## 【Goal】

The goal of this seminar is as follows.

- (1) Learn critical reading skills.
- (2) Learn critical thinking skills.
- (3) Understand how 'concepts' are used analytically.

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

Among diploma policies, "DP3""DP4""DP5" is related

## 【Method(s)】

The course will consist of short lectures, discussions, and presentations by students. While we are reading the same textbook together, each student is encouraged to find news to share and discuss in class. In addition to a midterm report on what is learned from the textbook, each student is required to complete his/her final project.

【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
Week 1	Introduction	Introduction to the course
Week 2	Reading academic literature (1)	Short lecture and discussion
Week 3	Reading academic literature (2)	Short lectures and discussion
Week 4	Reading academic literature (3)	Short lecture and discussion
Week 5	Reading academic literature (4)	Short lecture and discussion
Week 6	Reading academic literature (5)	Short lecture and discussion
Week 7	Reading academic literature (6)	Short lecture and discussion
Week 8	Reading academic literature (7)	Short lecture and discussion
Week 9	Reading academic literature (8)	Short lectures and discussion
Week 10	Reading academic literature (9)	Short lectures and discussion
Week 11	Reading academic literature (10)	Short lectures and discussions
Week 12	Reading academic literature (11)	Short lecture and discussion
Week 13	Reading academic literature (12)	Short lecture and discussion

Week 14 Conclusion Reflections and final remarks

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

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

【Textbooks】

Textbook will be introduced in the first class.

【References】

References will be introduced in class.

【Grading criteria】

Class participation and discussions: 50%

Presentations: 20%

Final assignment: 30%

【Changes following student comments】

N/A

【Equipment student needs to prepare】

No specified equipment is needed.

【Others】

I can leverage my working experiences as a secretary for Member of House of the Representative and an administrative officer in the Japanese government.

OTR400HA (その他 / Others 400)

## Seminar

竹原 正篤

Subtitle : (Academic)

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 月5/Mon.5 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

その他属性 :

## 【Outline and objectives】

This seminar offers students opportunities to deepen their knowledge and skills to analyze the role of business to contribute to solving various sustainability challenges, especially global issues described in the U.N. Sustainable Development Goals (SDGs). As governments alone cannot solve problems such as climate change, poverty, and various forms of inequalities, there is growing expectation for businesses to play more important roles. Businesses are expected to reduce negative impact across their value chains and solve various environmental and social problems with innovative management, products, and services. Through this course, students learn various efforts of global and local companies to solve challenges in the world and how they are realizing sustainable growth.

## 【Goal】

Students should aim at achieving the following goals:

- (1) Learn global and local sustainability challenges and how companies are realizing their sustainable growth.
- (2) Develop logical thinking skills to set hypotheses, collect necessary information, and test the hypotheses through systematic analysis on themes which students choose.

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

Among diploma policies, "DP3""DP4""DP5" is related

## 【Method(s)】

The course will mainly consist of discussions and presentations by students with instructor's facilitation.

To acquire basic knowledge on global sustainability and roles of companies, students will review and present selected academic literature and various companies' sustainability/integrated reports. If students have a specific research topic, they can present their research findings in class and further discuss with seminar members.

Feedback on assignments submitted by students will be provided in class or through 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
Week 1	Orientation	Introduction to the course Short lectures and discussions
Week 2	Reading academic literatures 1	Review and discuss "Creating Shared Value"(1)
Week 3	Reading academic literatures 2	Review and discuss "Creating Shared Value"(2)
Week 4	Reading academic literatures 3	Review and discuss "The Wise Company" (1) Chapter 4
Week 5	Reading academic literatures 4	Review and discuss "The Wise Company" (2) Chapter 4
Week 6	Reading academic literatures 5	Review and discuss Making Sustainability Work Chapter 1

Week 7	Reading academic literatures 6	Review and discuss Making Sustainability Work Chapter 2
Week 8	Presentation on students' own research topic 1	Student presentation and discussions(1)
Week 9	Presentation on students' own research topic 2	Student presentation and discussions(2)
Week 10	Presentation on students' own research topic 3	Student presentation and discussions(3)
Week 11	Presentation on students' own research topic 4	Student presentation and discussions(4)
Week 12	Presentation on students' own research topic 5	Student presentation and discussions(5)
Week 13	Presentation on students' own research topic 6	Student presentation and discussions(6)
Week 14	Presentation on students' own research topic 7	Student presentation and discussions(7)

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

Students are expected to attend each class fully prepared. For students' own research topics, they are required to read materials and summarize key points on a regular basis. Instructor will provide students with support regarding what literature they should read and how they effectively conduct research.

If students want to maximize their learning effectiveness, approximately 4 hours for preparation for each class is required.

## 【Textbooks】

The textbooks to be reviewed will be determined based on the composition of the SCOPE Seminar participants (ratio of repeated participants to first-time participants).

In the fall semester of 2024, reviewing and discussing several chapters of the following literature is planned (literature is subject to change).

\*Michael E. Porter, Mark R. Kramer (2011) "Creating Shared Value" Harvard Business Review January - February 2011.

\*Ikujiro Nonaka, Hirotaka Takeuchi (2019), "The Wise Company: How Companies Create Continuous Innovation" Oxford University Press

\*Marc J. Epstein, Adriana Rejc Buhovac(2014) "Making Sustainability Work: Best Practices in Managing and Measuring Corporate Social, Environmental, and Economic Impacts (Second edition)" Routledge

We will also review some latest literatures, as new papers on business and sustainability are constantly published.

## 【References】

Reference will be introduced in class as appropriate.

## 【Grading criteria】

Grading will be decided based on the following criteria:

- (1) Active participation in class discussion: 50%
- (2) Students' presentations: 30%

(3) Student's overall progress: 20%

Details will be explained in class.

Please note if students miss four or more classes, they cannot receive credit unless they have a justifiable reason.

**[Changes following student comments]**

The instructor will provide students with detailed feedback on presentations for their future improvement.

**[Equipment student needs to prepare]**

PC or other devices are required for student presentations.

OTR400HA (その他 / Others 400)

## Seminar

竹原 正篤

Subtitle : (Academic)

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 水5/Wed.5 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

その他属性 :

## 【Outline and objectives】

This seminar offers students opportunities to acquire knowledge and skills to analyze the role of business to contribute to solving global issues described in the SDGs, U.N. Sustainable Development Goals. As governments alone cannot solve problems such as climate change, poverty and various forms of inequalities, there is growing expectation for businesses to play more proactive roles. Businesses are uniquely positioned to collaborate with their stakeholders to reduce negative impact across their value chains and provide innovative solutions to challenging sustainability issues. In this seminar, participants will gain an understanding of the latest efforts that businesses are making for global sustainability, as well as deepen their understanding of the current status and challenges of corporate sustainability management.

## 【Goal】

Students aim at achieving the following goals:

- (1) Learn global sustainability challenges and how companies are tackling these challenges through their businesses.
- (2) Acquire logical thinking and analytical skills to correctly analyze a company's efforts on sustainability.

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

Among diploma policies, "DP3""DP4""DP5" is related

## 【Method(s)】

The course will consist of short lectures, presentations by students and discussions. To acquire basic knowledge on global sustainability and roles of companies, students will review selected academic literatures and sustainability/Integrated reports issued by major global companies. The summary of those materials will be reported on by students and followed by class discussion. If students are interested in a specific industry or company, they can conduct research and share their findings with classmates.

Feedback on assignments submitted by students will be provided in class or through the Learning Management System.

Please note that the teaching approach may vary according to which threat level we are at. The details will be announced through 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
Week 1	Orientation	Introduction to the course Short lectures and discussions
Week 2	Reading academic literatures 1	Review and discuss "Creating Shared Value" (1)
Week 3	Reading academic literatures 2	Review and discuss "Creating Shared Value" (2)
Week 4	Reading academic literatures 3	Review and discuss "The Wise Company"(1) Chapter 4
Week 5	Reading academic literatures 4	Review and discuss "The Wise Company"(2) Chapter 4

Week 6	Reading academic literatures 5	Review and discuss Making Sustainability Work (1) Chapter 1
Week 7	Reading academic literatures 6	Review and discuss Making Sustainability Work (2) Chapter 2
Week 8	Presentation on students' own research topic 1	Student presentation and discussions
Week 9	Presentation on students' own research topic 2	Student presentation and discussions
Week 10	Presentation on students' own research topic 3	Student presentation and discussions
Week 11	Presentation on students' own research topic 4	Student presentation and discussions
Week 12	Presentation on students' own research topic 5	Student presentation and discussions
Week 13	Presentation on students' own research topic 6	Student presentation and discussions
Week 14	Presentation on students' own research topic 7	Student presentation and discussions

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

Students are expected to attend each class fully prepared by reading textbooks and references. Also, students are required to complete all assignments on time. If students want to maximize learning effectiveness, approximately 2 hours each for preparation and review for each class is required.

【Textbooks】

In the 2024 Spring Semester, we will read and discuss several chapters from the books below.

Books may be changed based on students' interests.

\*Michael E. Porter, Mark R. Kramer (2011) "Creating Shared Value" Harvard Business Review January-February 2011.

\*Ikujiro Nonaka, Hirotaka Takeuchi (2019), "The Wise Company: How Companies Create Continuous Innovation" Oxford University Press

\*Marc J. Epstein, Adriana Rejc Buhovac(2014) "Making Sustainability Work: Best Practices in Managing and Measuring Corporate Social, Environmental, and Economic Impacts (Second edition)" Routledge

The books above were used in Takehara's courses such as Business and Sustainability I&II and Business and Society.

【References】

References will be introduced in class.

【Grading criteria】

Grading will be decided based on the following criteria:

- (1) Active participation in the class discussion: 40%
- (2) Students' in-class presentations: 40%
- (3) Final report:20%

NOTE: If students miss four or more classes, they cannot receive credit unless they have a justifiable reason. Even with a justifiable reason, if students miss four or more classes, their grading may be adjusted.

**[Changes following student comments]**

Instructor will provide individual feedback on student presentations for future improvement.

**[Equipment student needs to prepare]**

No special equipment is needed in this course.

**[Others]**

This course aims to deepen students' understanding of various business and sustainability topics through student presentations and class discussions. The language used in the class will be English. Therefore, students taking this course should understand that active class participation and sufficient English communication skills are essential.

OTR400HA (その他 / Others 400)

## Seminar

王 川 菲

Subtitle : (Academic)

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 水2/Wed.2 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

その他属性 :

## 【Outline and objectives】

This course offers an interdisciplinary examination of the global culinary system, exploring the processes and consequences of globalization through the lens of culinary cultures. It focuses on cross-border influences on foodways and transnational culinary cultures. As we are situated in Tokyo, this course pays particular attention to culinary influences entering into and from Tokyo. It is designed for students to develop an understanding of Japanese culinary culture and its associated critical issues in the context of globalization.

## 【Goal】

1. Critically consider global and social issues occurring in the field of food in daily life.
2. Analyze and report the culinary issues in both oral and written forms.
3. Conduct academic discussions on the food-related topics and exchange opinions with peers.

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

Among diploma policies, "DP3""DP4""DP5" is related

## 【Method(s)】

Feedback on assignments submitted by students will be provided in class or through 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
Week 1	Course orientation	Review syllabus and ice-breaking activities
Week 2	The globalization of Japanese restaurants	Lecture on theoretical framework and concepts to understand of the globalization of Japanese restaurants
Week 3	Culinary fashions in global Japanese restaurants 1	Discuss chapter 4
Week 4	Culinary fashions in global Japanese restaurants 2	Discuss Chapter 4
Week 5	Fastfoodization of Japanese restaurants 1	Discuss Chapter 6
Week 6	Fastfoodization of Japanese restaurants 2	Discuss Chapter 6
Week 7	Global Izakaya 1	Discuss Chapter 7
Week 8	Global Izakaya 2	Discuss Chapter 7
Week 9	Global Japanese fine dining 1	Discuss Chapter 8
Week 10	Global Japanese fine dining 2	Discuss Chapter 8
Week 11	Storyboard 1	Design case research
Week 12	Storyboard 2	Carry out case research

Week 13 Storyboard 3 Analyze case research

Week 14 Final presentation Report case research

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

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

## 【Textbooks】

THE GLOBAL JAPANESE RESTAURANT: MOBILITIES, IMAGINARIES, AND POLITICS

Edited by James Farrer and David L. Wank

University of Hawaii Press

2023

## 【References】

Visual references will be provided during class sessions.

## 【Grading criteria】

Class participation and discussion (20%)

Reading notes (chapters 4,6,7,8) (10 x 4 pieces) (40%)

Storyboard research and presentation (40%)

## 【Changes following student comments】

特になし

OTR400HA (その他 / Others 400)

## Seminar

王 川 菲

Subtitle : (Academic)

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 月2/Mon.2 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

その他属性 :

## 【Outline and objectives】

This seminar aims to help students complete research project on their own. Following the understanding of scientific research, research process, basic theoretical paradigms in the social sciences and research design, it introduces students to major research methodologies in social sciences, including surveys, interviews, case study, interpretive research, quantitative and qualitative analysis. Students will practice full process of doing research on the topic of their interest with step-by-step advice from the instructor.

## 【Goal】

1. Know major research methodologies in social sciences
2. Use at least one research methodology to conduct a project on a specific topic
3. Practice a full process of doing a scientific research
4. Comprehensive understanding of scientific research

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

Among diploma policies, "DP3""DP4""DP5" is related

## 【Method(s)】

Students will need to read assigned readings before each class. Instructor will give a lecture in the first half of the class to highlight the key points from the reading. If any, students should raise their questions after the lecture. In the second half of each class, instructor will provide advice to each student on their research project.

【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
Week 1	Course Orientation Lecture: Science and scientific research	Review syllabus and rules What is science? What is research?
Week 2	Think like a researcher	Mental abstractions Students start to think about research topic.
Week 3	The research process	System of social research Students collect literature.
Week 4	Theories in scientific research	What is a theory? The attributes of good theory. Students make a literature list.
Week 5	Research design	Learn key attributes of a research design Students design research.
Week 6	Sampling	The sampling process Students collect data.
Week 7	Survey Research	Forms of survey research Students collect data.
Week 8	Case research	What is case research? Students collect data.
Week 9	Interpretive research	What is interpretive research? Students collect data.

Week 10	Qualitative Analysis	What is qualitative research? Students collect data.
Week 11	Quantitative research	What is quantitative analysis? Students collect data.
Week 12	A complete research	What is a complete scientific research? Students complete project.
Week 13	Course conclusion: research presentation and peer-review	Students present and peer-review research.
Week 14	Course conclusion: research presentation and peer-review	Students present and peer-review research.

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

To prepare each class, students will spend at least 4 hours in reading and collecting data.

【Textbooks】

Selected reading materials will be provided in class.

【References】

None

【Grading criteria】

1. Groupwork contribution (based on peer-review) 25%
2. Final research 50%
3. Presentation of final research 10 %
4. Peer-review final research 15%

【Changes following student comments】

N/A



LANj100LF (日本語 / Japanese language education 100)

## Elementary Foreign Languages A

山本 そのこ

Subtitle : J1

Term : 秋学期授業/Fall | Credit(s) : 1 | Day/Period : 月2/Mon.2 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~3

Notes : Offered by Center for Japanese Language Education

その他属性 :

<p><b>[Outline and objectives]</b> This course is designed for students with no or little knowledge of Japanese and aims to develop their basic communication skills for daily situations.</p>	7	Lesson 7	<p>L7. It's beautiful photograph, isn't it? (describing things and states using adjectives) kanji 3 L7.きれいな シャシんですね かんじ3</p>
<p>このクラスはにほんごをはじめて べんきょうする がくせい のクラスです。もくてきは、にほんごで かんたんな コミュニケーションが できる ようになる ことです。</p>	8	<p>Mid-term Exam (L1-L7) Lesson 8 ①</p>	<p>Mid-term Exam (L1-L7) L8. Where is Mt.Fuji? (asking and telling the location of people/things) kanji 4 L8.ふじさんは どこに ありますか かんじ4</p>
<p><b>[Goal]</b> By the end of the semester, students are expected to have gained basic language proficiency in Japanese, equivalent to A1 on the CEFR (Common European Framework of Reference for Languages) scale. ・このクラスでは、にほんごを つかって かんたんな コミュニケーションが できる ようになります。 ・かんじを 60 ぐらい よんだり かいったり することができます。 ・CEFRのA1レベルの ちからが つきます。</p>	9	<p>Lesson 8 ② Lesson 9 ①</p>	<p>L8(2) L9. What kind of sports do you like? (expressing preferences /reasons) kanji 5 L8(2) L9. どんな スポーツが すきですか かんじ5</p>
<p><b>[Which item of the diploma policy will be obtained by taking this class?]</b></p>			
<p><b>[Method(s)]</b> This course is designed to develop the basic communication skills necessary for daily situations, including speaking, listening, writing, and reading. It will also cover basic grammar, vocabulary, and Kanji, providing students with the resources they need to achieve their communicative goals. Feedback for assignments will be provided through Google Classroom, where assignments should also be submitted.</p>	10	<p>Lesson 9 ② Lesson10 ①</p>	<p>L9(2) L10. I learned the tea ceremony from Ms.Watanabe (talking about giving and receiving presents, ordering at the cafe) kanji 6 L9(2) L10.わたしは わたなべさんに お ちゃを ならいました かんじ6</p>
<p>にちじょうてきな コミュニケーションスキルを みに つける ために、はなしたり、きいたり、よんだり、かいったり します。 きほんてきな ぶんぼうや、かんじ、ことばなども べんきょう します。 しゅくだいの ていしゅつ・フィードバックは、Google Classroomで します。</p>	11	<p>Lesson10 ② Lesson11</p>	<p>L10(2) L11. Which is colder, Tokyo or Seoul? (comparing things using adjectives) kanji 7 L10(2)</p>
<p><b>[Active learning in class (Group discussion, Debate.etc.)]</b> あり / Yes</p>			
<p><b>[Fieldwork in class]</b> なし / No</p>			
<p><b>[Schedule] 授業形態 : 対面/face to face</b></p>			
<p>No. Theme Contents 1 Lesson 1 L1. I am Lin Tai (self introduction/greeting/introducing each other) hiragana 1 L1.わたしは リン・タイです ひらがな 1</p>	12	<p>Lesson12 Lesson13 ①</p>	<p>L12. How was your trip? (expressing impressions on past events) L13.We want something to eat, don't we? (expressing what you want and want to do) kanji 8</p>
<p>2 Lesson 2 L2. What is that CD? (learning words for daily goods/food etc.), hiragana 2 L2.それは なんの CDですか ひらがな 2</p>			
<p>3 Lesson 3 L3. This is Yuri University ( asking prices/location of the rooms) katakana 1 L3.ここは ゆりだいがく です カタカナ 1</p>	13	<p>Lesson13 ② Lesson14 ①</p>	<p>L13(2) L14. My hobby is listening to music(talking about hobbies) kanji 9 L13(2) L14.わたしの しゅみは おんがく を きく ことです かんじ9</p>
<p>4 Lesson 4 L4. What are you going to do tomorrow? (describing basic daily activities) katakana 2 L4.あした なにを しますか カタカナ 2</p>	14	<p>Lesson14 ② Final Exam(L8-L14) Review</p>	<p>L14(2) kanji 10 Final Exam(L8-L14) Review L14(2) かんじ10 きまつテスト (L8-L14) ふくしゅう</p>
<p>5 Lesson 5 L5. What time is it now in Sydney? (asking and telling time) kanji 1 L5.シドニーは いま なんじ ですか かんじ1</p>			
<p>6 Lesson 6 L6. I'm going to Kyoto (telling birthday, describing weekly schedule) kanji 2 L6.きょうとへ いきます かんじ2</p>			<p><b>[Work to be done outside of class (preparation, etc.)]</b> Students are expected to study at home for at least one hour to prepare and review each lesson. Students are expected to do all assigned homework.  よしゅうと ふくしゅうを 1じかんぐらい してください。 しゅくだいを してください。</p>

## 【Textbooks】

【DAICHI I Main Textbook】. (2008). 3A Network. ISBN 978-4883194766. [Price: 2,800 yen + tax]  
 【DAICHI I Translation of the Main Text and Grammar Notes】. (2009). 3A Network. ISBN 978-4883194773. [Price: 2,000 yen + tax]

【だいち I メインテキスト】(2008) スリーエーネットワーク ISBN 978-4883194766 (2,800 えん+ぜい)  
 【だいち I ぶんけいせつめいとほんやく えいごばん】(2009) スリーエーネットワーク ISBN 978-4883194773 (2,000 えん+ぜい)

## 【References】

【Nihongo Challenge N4-N5 (Kanji)】. (2010). Ask. ISBN 978-4-87217-757-2. [Price: 1,300 yen + tax]

【にほんごチャレンジ N4-N5 (かんじ)】(2010) アスク ISBN 978-4-87217-757-2 (1,300 えん+ぜい)

## 【Grading criteria】

Class participation: 20%  
 Midterm exam: 20%  
 Final exam: 20%  
 Assignments: 20%  
 Quizzes: 20%

※ Continuous attendance is required for all classes.

※ "Japanese 1, 2, and 3" (Monday, Tuesday, Friday) are one set; no credit will be given for taking only one or two. Be sure to take all three together.

※ Students who miss four or more classes will not be eligible to take the final exam and will also be ineligible to earn credit for this course.

※ Three instances of tardiness will be counted as one absence.

へいじょうてん：20%  
 ちゅうかんテスト：20%  
 きまつテスト：20%  
 しゅくだい：20%  
 クイズ：20%

\* 「にほんごそうごう1、2、3」は セットです。1つまたは2つだけ とっても、たんいは できません。かならず 3つ いっしょに とってください。  
 \* かくクラスで4かいいじょう けっせきすると たんいは できません。そして、きまつしけんを うけることが できません。  
 \* ちこく3かいで 1かいの けっせきです。

## 【Changes following student comments】

Based on the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

がくせいの コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしも もちたいです。

## 【Equipment student needs to prepare】

Please access and join Google Classroom before the first class. It is crucial for you to join Google Classroom because all class assignments, quizzes, and course information will be provided there.

## 【How to join a class】

- ① Go to Google Classroom. (Please click the following URL.)  
<https://classroom.google.com/>
- ② Enter your Hosei Univ. e-mail address.
- ③ Enter the class code and click "Join". (You can find the class code in the JLE Google Classroom.)

じゅぎょうでは Google Classroomをつかいます。  
 Google Classroomはとてもたいせつです。しゅくだいやクイズ、じょうほうを Google Classroomで だします。

## 【とうろくの しかた】

- ① <https://classroom.google.com> にアクセスする。
- ② ほうせいだいがくのメールアドレスを にゅうりよくする。
- ③ クラスコードをにゅうりよくして、とうろくする。  
 (クラスコードはJLEのGoogleClassroomでわかります。)

## 【Others】

※ "Japanese 1, 2, and 3" are one set; no credit will be given for taking only one or two. Be sure to take all three together.

※ Students are required to attend classes in the first and second weeks. Students attending for the first time in the third week will not be permitted to join the class.

※ If the class size is large, selection will be made.

※ This class was called "Japanese 1S (General I)" "Japanese 1F (General I)" until FY2023. Students who have earned credits in the past will not be able to take this class again.

※ 「にほんごそうごう1、2、3」は セットです。1つまたは2つだけ とっても、たんいは できません。かならず 3つ いっしょに とってください。  
 ※ 1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。  
 3しゅうめに はじめてきたがくせいは、クラスをとることができません。  
 ※ クラスのにんずうがおおいとき、せんこうを します。

※このクラスは 2023 ねんどまで「J1S日本語総合I (にほんごそうごう)」 「J1F日本語総合I (にほんごそうごう)」の なまえでした。ここに クラスのたんいをとった がくせいは、もういちどこのクラスをとることは できません。

## 【Outline (in English)】

## 【Course Outline】

This course is designed for students with little or no knowledge of Japanese. It aims to develop students' basic communication skills in Japanese for daily situations.

## 【Learning Objectives】

By the end of the semester, students are expected to have gained basic language proficiency in Japanese, equivalent to A1 on the CEFR (Common European Framework of Reference for Languages) scale.

## 【Learning Activities Outside of Classroom】

Students are expected to study at home for at least one hour to prepare and review each lesson. They are also expected to complete homework assignments related to vocabulary, kanji, and grammar.

## 【Grading Criteria/Policy】

Class participation: 20%  
 Midterm exam: 20%  
 Final exam: 20%  
 Assignments: 20%  
 Quizzes: 20%

※ Continuous attendance is required for all classes.

※ "Japanese 1, 2, and 3" (Monday, Tuesday, Friday) are one set; no credit will be given for taking only one or two. Be sure to take all three together.

※ Students who miss four or more classes will not be eligible to take the final exam and will also be ineligible to earn credit for this course.

※ Three instances of tardiness will be counted as one absence.

## 【Others】

※ This class was called "Japanese 1S (General I)" "Japanese 1F (General I)" until FY2023. Students who have earned credits in the past will not be able to take this class again.

※ The selection will be held if the number of applicants exceeds the class size limit.

LANj100LF (日本語 / Japanese language education 100)

## Elementary Foreign Languages A

長谷川 由香

Subtitle : J2

Term : 秋学期授業/Fall | Credit(s) : 1 | Day/Period : 月2/Mon.2 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~3

Notes : Offered by Center for Japanese Language Education

その他属性 :

<p><b>[Outline and objectives]</b></p> <p>This course is for students with no or little knowledge of Japanese. It aims to develop students' basic communication skills in Japanese in daily situations.</p> <p>このクラスはにほんごをはじめて べんきょうする がくせいの クラスです。もくてきは、にほんごで かんたんな コミュニケーションができるようになることです。</p>	4	L7-9	<p>L7(2)</p> <p>L8.Where is Mt.Fuji?</p> <p>L9.What kind of sports do you like?</p> <p>Kanji 1</p> <p>L7(2)</p> <p>L8.ふじさんは どこに ありますか</p> <p>L9.どんな スポーツがすきですか</p> <p>かんじ 1</p>
<p><b>[Goal]</b></p> <p>By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.1 (Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N5 (or halfway to N4) in JLPT (the Japanese Language Proficiency Test scale).</p> <p>・このクラスでは、にほんごをつかって きほんてきな コミュニケーションができるようになります。</p> <p>・かんじを 150 ぐらい よんだり かいたり することができます。</p> <p>・CEFRのA2レベルの ちからがつきます。</p> <p>・JLPTのN5レベルの ちからがつきます。</p>	5	L9-11	<p>L9(2)</p> <p>L10.I learned the tea ceremony from Ms.Watanabe</p> <p>L11.Which is colder, Tokyo or Seoul?</p> <p>Kanji 2</p> <p>L9(2)</p> <p>L10.わたしは わたなべさんに おちゃを ならいました</p> <p>L11.とうきょうと ソウルと どちらが さむいですか</p> <p>かんじ 2</p>
<p><b>[Which item of the diploma policy will be obtained by taking this class?]</b></p>	6	L11-13	<p>L11(2)</p> <p>L12.How was your trip?</p> <p>L13.We want something to eat, don't we?</p> <p>Kanji 3</p>
<p><b>[Method(s)]</b></p> <p>This course is designed to develop the basic communication skills necessary for daily situations, including speaking, listening, writing, and reading. It will also cover basic grammar, vocabulary, and Kanji, providing students with the resources they need to achieve their communicative goals.</p> <p>Feedback for assignments will be provided through Google Classroom, where assignments should also be submitted.</p> <p>にちじょうてきな コミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたり します。</p> <p>きほんてきな ぶんぽうや、かんじ、ことばなども べんきょう します。</p> <p>しゅくだいの ていしゅつ・フィードバックは、Google Classroomで します。</p>	7	L13-14	<p>L12.りょこうは どうでしたか</p> <p>L13.なにか たべたいですね</p> <p>かんじ 3</p> <p>L13(2)</p> <p>L14.My hobby is listening to music</p> <p>Kanji 4</p> <p>L13(2)</p> <p>L14.わたしの しゅみは おんがくを きくことです</p> <p>かんじ 4</p>
<p><b>[Active learning in class (Group discussion, Debate.etc.)]</b></p> <p>あり / Yes</p>	8	L14-15	<p>L14(2)</p> <p>L15.Others are using it now</p>
<p><b>[Fieldwork in class]</b></p> <p>なし / No</p>	8	Mid-term Exam (L1-14)	<p>Mid-term Exam (L1- L14)</p> <p>Kanji 5</p>
<p><b>[Schedule]</b> 授業形態 : 対面/face to face</p>			
<p>No. Theme Contents</p> <p>1 Lesson 1-3</p> <p>L1.I am Lin Tai</p> <p>L2.What is that CD?</p> <p>L3.This is Yuri University</p> <p>Hiragana</p> <p>L1.わたしは リン・タイです</p> <p>L2.それは なんの CDですか</p> <p>L3.ここは ゆりだいがくです</p> <p>ひらがな</p>			<p>L14(2)</p> <p>L15.いま、ほかのひとが つかって います</p> <p>かんじ 5</p> <p>ちゅうかんしけん (L1-14)</p> <p>かんじ 5</p>
<p>2 L4-5</p> <p>L4.What are you going to do tomorrow?</p> <p>L5.What time is it now in Sydney?</p> <p>Hiragana</p> <p>Katakana</p> <p>L4.あした なにを しますか</p> <p>L5.シドニーは いま なんじですか</p> <p>ひらがな</p> <p>カタカナ</p>			<p>L15(2)</p> <p>L16.May I touch it a little?</p> <p>Kanji 6</p> <p>L15(2)</p> <p>L16.ちょっとさわってもいいですか</p> <p>かんじ 6</p>
<p>3 L6-7</p> <p>L6.I'm going to Kyoto</p> <p>L7.It's beautiful photograph, isn't it?</p> <p>Katakana</p> <p>L6.きょうとへ いきます</p> <p>L7.きれいな しゃしんですね</p> <p>カタカナ</p>			<p>L16(2)</p> <p>L17.Please don't overdo it</p> <p>Kanji 7</p> <p>L16(2)</p> <p>L17.あまり むりを しないで ください</p> <p>さい</p> <p>かんじ 7</p>
<p>L6.きょうとへ いきます</p> <p>L7.きれいな しゃしんですね</p> <p>カタカナ</p>	11	L18-19	<p>L18.I have never seen sumo</p> <p>L17.Please don't overdo it</p> <p>L19.I think the station is bright and clean</p> <p>Kanji 8</p>
<p>L6.きょうとへ いきます</p> <p>L7.きれいな しゃしんですね</p> <p>カタカナ</p>			<p>L18.すもうを みたことが ありません</p> <p>L19.えきは あかるくて、きれいだ と おもいます</p> <p>かんじ 8</p>

12	L19-20	L19(2) L20. This is a T-shirt that I got from my girlfriend Kanji 9 L19(2) L20. これはかのじよからもらったTシャツです かんじ 9
13	L21-22	L21 If it rains, the tour will be cancelled L22. You cooked a meal for me Kanji 10 L21. あめがふったら、ツアーはちゅうしです L22. しよくじをつくってくれました かんじ 10
14	L22 Final Exam(L15-22) Review	L22(2) Kanji 11 Final Exam(L15-22) Review L22(2) かんじ 11 きまつテスト (L15-22) ふくしゅう

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

Students are expected to study at home for at least one hour to prepare and review each lesson.

Students are expected to do all assigned homework.

よしゅうとふくしゅうを1じかんぐらいしてください。  
しよくだいをしてください。

**[Textbooks]**

[DAICHI I Main Textbook] . (2008). 3A Network. ISBN 978-4883194766. [Price: 2,800 yen + tax]

[DAICHI I Translation of the Main Text and Grammar Notes] . (2009). 3A Network. ISBN 978-4883194773. [Price: 2,000 yen + tax]

[Nihongo Challenge N4-N5 (Kanji)] . (2010). Ask. ISBN 978-4-87217-757-2. [Price: 1,300 yen + tax]

[だいち I メインテキスト] (2008) スリーエーネットワーク ISBN 978-4883194766 (2,800 えん+ぜい)

[だいち I ぶんけいせつめいとほんやく えいごばん] (2009) スリーエーネットワーク ISBN 978-4883194773 (2,000 えん+ぜい)

[にほんごチャレンジ N4-N5 (かんじ)] (2010) アスク ISBN 978-4-87217-757-2 (1,300 えん+ぜい)

**[References]**

なし

**[Grading criteria]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Continuous attendance is required for all classes.

※ "Japanese 4, 5, and 6" are one set; no credit will be given for taking only one or two. Be sure to take all three together.

※ Students who miss four or more classes will not be eligible to take the final exam and will also be ineligible to earn credit for this course.

※ Three instances of tardiness will be counted as one absence.

へいじょうてん : 20 %

ちゅうかんテスト : 20 %

きまつテスト : 20 %

しよくだい : 20 %

クイズ : 20 %

※ 「にほんごそうごう4、5、6」は セットです。1つまたは2つだけ とっても、たんいは できません。かならず 3つ いっしょに ってください。

※ かくクラスで4かいいじょう けっせきするとたんいは できません。そして、きまつしけんを うけることが できません。

※ ちこく3かいで 1かいの けっせきです。

**[Changes following student comments]**

Due to a change in the course instructor this year, feedback cannot be provided.

(本年度授業担当者変更によりフィードバックできません)

**[Equipment student needs to prepare]**

Please access and join Google Classroom before the first class.

It is crucially important for you to join Google Classroom, because all the class assignments, quizzes, and course information will be provided on Google Classroom.

**[How to join a class]**

① Go to Google Classroom. (Please click the following URL.)

<https://classroom.google.com/>

② Enter your Hosei Univ. e-mail address.

③ Enter the class code and click "Join". (You can find the class code in the JLE Google Classroom.)

じゅぎょうでは Google Classroomをつかいます。

Google Classroomはとてもたいせつです。しよくだいやクイズ、じょうほうを Google Classroomで だします。

【とうろくの しかた】

① <https://classroom.google.com> にアクセスする。

② ほうせいだいがくのメールアドレスを にゅうりよくする。

③ クラスコードをにゅうりよくして、とうろくする。

(クラスコードはJLEのGoogleClassroomでわかります。)

**[Others]**

※ "Japanese 4, 5, and 6" are one set; no credit will be given for taking only one or two. Be sure to take all three together.

※ Students are required to attend classes in the first and second weeks. Students attending for the first time in the third week will not be permitted to join the class.

※ If the class size is large, selection will be made.

※ Class schedules may be altered based on the class size and the students' levels.

※ This class was called "Japanese 2S (General I)" "Japanese 2F (General I)" until FY2023. Students who have earned credits in the past will not be able to take this class again.

※ 「にほんごそうごう4、5、6」は セットです。1つまたは2つだけ とっても、たんいは できません。かならず 3つ いっしょに ってください。

※ 1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。3しゅうめに はじめてきたがくせいは、クラスをとることができません。

※ クラスのにんずうがおおいとき、せんこうをします。

※ クラスのにんずうや がくせいのレベルで、よていが かわることが あります。

※ このクラスは2023ねんどまで「J2S日本語総合I (にほんごそうごう)」 「J2F日本語総合I (にほんごそうごう)」のなまえでした。かこにクラスのた んいをとったがくせいは、もういちどこのクラスをとることはできません。

**[Outline (in English)]**

**[Course outline]**

This course is for students with no or little knowledge of Japanese. It aims to develop students' basic communication skills in Japanese in daily situations.

**[Learning Objectives]**

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.1 (Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N5 (or halfway to N4) in JLPT (the Japanese Language Proficiency Test scale).

**[Learning activities outside of classroom]**

Students are expected to study at least one hour at home for preparing /reviewing each lesson.

Students are expected to do homework for vocabulary, kanji, and grammar.

**[Grading Criteria /Policy]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ "Japanese 4, 5, and 6" are one set; no credit will be given for taking only one or two. Be sure to take all three together.

※ Students who miss four or more classes will not be eligible to take the final exam and will also be ineligible to earn credit for this course.

**[Others]**

※ This class was called "Japanese 2S (General I)" "Japanese 2F (General I)" until FY2023. Students who have earned credits in the past will not be able to take this class again.

※ The selection will be held if the number of applicants exceeds the class size limit.

LANj100LF (日本語 / Japanese language education 100)

## Elementary Foreign Languages A

米谷 章子

Subtitle : J3

Term : 秋学期授業/Fall | Credit(s) : 1 | Day/Period : 月2/Mon.2 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~3

Notes : Offered by Center for Japanese Language Education

その他属性 :

## [Outline and objectives]

This course is designed for upper beginning-level and lower intermediate-level students who already possess basic knowledge of Japanese grammar and vocabulary. The course aims to solidify students' basic communication skills in Japanese in order to assist them in performing various activities in daily situations.

このクラスは、しょきゅうこうはんから ちゅうきゅうぜんはんの学生 (かくせい) のための そうごうクラスです。  
にちじょうせいかつの なかでいろいろなかつどうをするために、日本語 (にほんご) でのコミュニケーションのうりよくを たかめます。

## [Goal]

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.2 (Strong Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N4 (or halfway to N3) in JLPT (the Japanese Language Proficiency Test scale).

- ・日本語をつかって、コミュニケーションができるようになります。
- ・かんじを 300 ぐらい よんだり かいたり することができます。
- ・CEFR の A2 + レベルの ちからが つきます。
- ・JLPT の N4 レベルの ちからが つきます。

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

## [Method(s)]

The course will develop the basic communication skills needed to speak, listen, write, and read for everyday situations. Basic grammar, vocabulary, and kanji are also covered to provide students with the resources they need to achieve their communicative goals.

Feedback for assignments:

Submission of assignments and feedback will be on Google Classroom.

にちじょうてきなコミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたり します。

きはなしてきな ぶんぼうや、かんじ、ことばなども べんきょう します。

フィードバック :

しゅくだいの ていしゅつ・フィードバックは、Google Classroom で 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	Lesson23、24	Self introduction L23. If you cross the bridge, you'll see a park on your left L24. You can enter this zoo even at night	5	Lesson27、28、29	L27(2) L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience
2	Lesson24、25	L24(2) L25. Have you already decided what you'll do?	6	Lesson29、30	L27(2) L28. そらに ほしが できています L29. せきにんの ある しごとだし、あたらしい けいけんが できるし… L29(2) L30. I'm thinking of going to confectionary school L29(2) L30. おかしの せんもんがっこうには いろいろと おもっています L30. (2) Review Mid-term Exam (L23-30) L31. I'll have it checked by tomorrow L30. (2) ふくしゅう ちゅうかんテスト (L23-30) L31. あしたまでに みておきます L31(2) L32. You should not peel apples L31(2) L32. りんごの かわは むかない ほうが いいですね L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまが あれば べんりです L34. しあいを まけて しまいました L34(2) L35. I try to carry an umbrella L34(2) L35. かさを もちあるくように しています L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くりにことばに ほんやくされています L37. おもしろそうですね L37(2) L38. It means that you must be careful about monkeys L37(2) L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but… L39. りょうごのとき つかおうと おもって かったのに… L40. むすこを じゅくにいかせた いんですが… L40(2) Review Final Exam(L31-L40) L40(2) ふくしゅう きまつテスト (L31-L40)
3	Lesson25、26	L25(2) L26. I got this when I participated in a soccer training camp	7	Lesson30 Review Mid-term Exam (L23-30) Lesson31	Review Mid-term Exam (L23-30) L31. I'll have it checked by tomorrow L30. (2) ふくしゅう ちゅうかんテスト (L23-30) L31. あしたまでに みておきます L31(2) L32. You should not peel apples L31(2) L32. りんごの かわは むかない ほうが いいですね L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまが あれば べんりです L34. しあいを まけて しまいました L34(2) L35. I try to carry an umbrella L34(2) L35. かさを もちあるくように しています L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くりにことばに ほんやくされています L37. おもしろそうですね L37(2) L38. It means that you must be careful about monkeys L37(2) L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but… L39. りょうごのとき つかおうと おもって かったのに… L40. むすこを じゅくにいかせた いんですが… L40(2) Review Final Exam(L31-L40) L40(2) ふくしゅう きまつテスト (L31-L40)
4	Lesson26、27	L26(2) Lesson27. How long have you had a fever? L26(2) L27. いつから ねつがあるんですか	8	Lesson31、32	L31(2) L32. You should not peel apples L31(2) L32. りんごの かわは むかない ほうが いいですね L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまが あれば べんりです L34. しあいを まけて しまいました L34(2) L35. I try to carry an umbrella L34(2) L35. かさを もちあるくように しています L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くりにことばに ほんやくされています L37. おもしろそうですね L37(2) L38. It means that you must be careful about monkeys L37(2) L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but… L39. りょうごのとき つかおうと おもって かったのに… L40. むすこを じゅくにいかせた いんですが… L40(2) Review Final Exam(L31-L40) L40(2) ふくしゅう きまつテスト (L31-L40)
			9	Lesson33、34	L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまが あれば べんりです L34. しあいを まけて しまいました L34(2) L35. I try to carry an umbrella L34(2) L35. かさを もちあるくように しています L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くりにことばに ほんやくされています L37. おもしろそうですね L37(2) L38. It means that you must be careful about monkeys L37(2) L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but… L39. りょうごのとき つかおうと おもって かったのに… L40. むすこを じゅくにいかせた いんですが… L40(2) Review Final Exam(L31-L40) L40(2) ふくしゅう きまつテスト (L31-L40)
			10	Lesson34、35	L34(2) L35. I try to carry an umbrella L34(2) L35. かさを もちあるくように しています L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くりにことばに ほんやくされています L37. おもしろそうですね L37(2) L38. It means that you must be careful about monkeys L37(2) L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but… L39. りょうごのとき つかおうと おもって かったのに… L40. むすこを じゅくにいかせた いんですが… L40(2) Review Final Exam(L31-L40) L40(2) ふくしゅう きまつテスト (L31-L40)
			11	Lesson36、37	L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くりにことばに ほんやくされています L37. おもしろそうですね L37(2) L38. It means that you must be careful about monkeys L37(2) L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but… L39. りょうごのとき つかおうと おもって かったのに… L40. むすこを じゅくにいかせた いんですが… L40(2) Review Final Exam(L31-L40) L40(2) ふくしゅう きまつテスト (L31-L40)
			12	Lesson37、38	L37(2) L38. It means that you must be careful about monkeys L37(2) L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but… L39. りょうごのとき つかおうと おもって かったのに… L40. むすこを じゅくにいかせた いんですが… L40(2) Review Final Exam(L31-L40) L40(2) ふくしゅう きまつテスト (L31-L40)
			13	Lesson39、40	L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but… L39. りょうごのとき つかおうと おもって かったのに… L40. むすこを じゅくにいかせた いんですが… L40(2) Review Final Exam(L31-L40) L40(2) ふくしゅう きまつテスト (L31-L40)
			14	Lesson40 Review Final Exam(L31-L40)	L40(2) Review Final Exam(L31-L40) L40(2) ふくしゅう きまつテスト (L31-L40)

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

Students are expected to study for at least one hour at home for preparing/reviewing each lesson.

Students are expected to do all homework.

よしゅうとふくしゅうを1じかんぐらいしてください。  
まいしゅう しゅくだいがあります。

#### [Textbooks]

『DAICHI II main textbook』3 A network (2,800yen + tax) 978-4883195077

『DAICHI II Translation of the main text and grammar notes』3 A network (2,000yen + tax)978-4883195213

『Nihongo Challenge N4-N5(Kanji)』ask (1,300yen + tax) 978-4-87217-757-2

『だいちII メインテキスト』スリーエーネットワーク (2,800円+税) 978-4883195077

『だいちII ぶんけいせつめいとほんやく えいごばん』スリーエーネットワーク (2,000円+税) 978-4883195213

『にほんごチャレンジ N4-N5 (かんじ)』アスク (1,300円+税) 978-4-87217-757-2

#### [References]

とくにありません  
N/A

#### [Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Essay : 20 %

※ Regular attendance of classes is required.

※ "Japanese 7, 8, and 9" (Monday, Tuesday, Friday) are one set; no credit will be given for taking only one or two. Be sure to take all three together.

※ Students who miss 4 or more times each class will not be eligible for the credit on this course, nor take the final exam.

※ Three tardiness will be counted as one absence.

平常点 (へいじょうてん) : 20 %

中間 (ちゅうかん) テスト : 20 %

期末 (きまつ) テスト : 20 %

宿題 (しゅくだい) : 20 %

作文 (さくぶん) : 20 %

\* 「にほんご7、8、9」は セットです。1つまたは2つだけ とっても、たんいは できません。かならず 3つ いっしょに とってください。

\* かくクラスで4かいいじょう けっせきするとたんいは できません。そして、きまつしけんを うけることが できません。

\* ちこく3かいで 1かいの けっせきにカウントされます。

#### [Changes following student comments]

Based on the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

がくせいの コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしも もちたいです。

#### [Equipment student needs to prepare]

Please access and join Google Classroom before the first class.

It is crucially important for you to join Google Classroom, because all the class assignments, quizzes, and course information will be provided on Google Classroom.

#### [How to join a class]

① Go to Google Classroom. (Please click the following URL.)

<https://classroom.google.com/>

② Enter your Hosei Univ. e-mail address.

③ Enter the class code and click "Join". (You can find the class code in the JLE Google Classroom.)

じゅぎょうでは Google Classroomをつかいます。

Google Classroomはとてもたいせつです。しゅくだいやクイズ、じょうほうを Google Classroomで だします。

#### [とうろくの しかた]

① [https://classroom.google.com](https://classroom.google.com/) にアクセスする。

② ほうせいだいがくのメールアドレスを にゅうりよくする。

③ クラスコードをにゅうりよくして、とうろくする。

(クラスコードはJLEのGoogleClassroomでわかります。)

#### [Others]

※ "Japanese 7, 8, and 9" are one set; no credit will be given for taking only one or two. Be sure to take all three together.

※ Please attend the class in the first and second weeks. The student coming for the first time in the third week cannot take the class.

※ In this class, selection will be made if there is a large number of students enrolled.

※ It is strongly recommended to take "Japanese Listening, Vocabulary & Kanji 1" class together to keep up the pace of this class.

※ This class was called "Japanese 3S (General I)" "Japanese 3F (General I)" until FY2023. Students who have earned credits in the past will not be able to take this class again.

\* 「にほんご7、8、9」は セットです。1つまたは2つだけ とっても、たんいは できません。かならず 3つ いっしょに とってください。

\* 1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。3しゅうめに はじめてきたがくせいは、クラスをとることができません。

\* このクラスは、にんずうが おおかつたら、せんこうを します。

\* いっしょに 「にほんご ちょうかい・ごい・かんじ1」 クラスをとることを つよくすすめます。

\* このクラスは 2023ねんどまで 「J3S日本語総合I (にほんごそうごう)」 「J3F日本語総合I (にほんごそうごう)」の なまえでした。かこに クラスの たんいを とったがくせいは、もういちどこのクラスをとることは できません。

#### [Outline (in English)]

##### [Course outline]

This course is designed for upper beginning-level and lower intermediate-level students who already possess basic knowledge of Japanese grammar and vocabulary. The course aims to solidify students' basic communication skills in Japanese in order to assist them in performing various activities in daily situations.

##### [Learning Objectives]

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.2 (Strong Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N4 (or halfway to N3) in JLPT (the Japanese Language Proficiency Test scale).

##### [Learning activities outside of classroom]

Students are expected to study at least one hour at home for preparing /reviewing each lesson.

Students are expected to do all homework.

##### [Grading Criteria /Policy]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Essay : 20 %

※ Regular attendance of classes is required.

※ "Japanese 7, 8, and 9" (Monday, Tuesday, Friday) are one set; no credit will be given for taking only one or two. Be sure to take all three together.

##### [Others]

※ This class was called "Japanese 3S (General I)" "Japanese 3F (General I)" until FY2023. Students who have earned credits in the past will not be able to take this class again.

※ The selection will be held if the number of applicants exceeds the class size limit.

※ Students, who miss four classes on Monday, Tuesday, or Friday, will not be allowed to take the final exam and not be eligible for the credit on this course.

※ Three tardiness will be counted as one absence.

LANj100LF (日本語 / Japanese language education 100)

## Elementary Foreign Languages B

山本 そのこ

Subtitle : J1

Term : 秋学期授業/Fall | Credit(s) : 1 | Day/Period : 火2/Tue.2 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~3

Notes : Offered by Center for Japanese Language Education

その他属性 :

<p><b>[Outline and objectives]</b> This course is designed for students with no or little knowledge of Japanese and aims to develop their basic communication skills for daily situations.</p>	7	Lesson 7	L7. It's beautiful photograph, isn't it? (describing things and states using adjectives) kanji 3 L7.きれいな シャシんですね かんじ3
<p>このクラスはにほんごをはじめて べんきょうする がくせい のクラスです。もくてきは、にほんごで かんたんな コミュニケーションが できる ようになる ことです。</p>	8	Mid-term Exam (L1-L7) Lesson 8 ①	Mid-term Exam (L1-L7) L8. Where is Mt.Fuji? (asking and telling the location of people/things) kanji 4 L8.ふじさんは どこに あります か かんじ4
<p><b>[Goal]</b> By the end of the semester, students are expected to have gained basic language proficiency in Japanese, equivalent to A1 on the CEFR (Common European Framework of Reference for Languages) scale. ・このクラスでは、にほんごを つかって かんたんな コミュニケーションが できる ようになります。 ・かんじを 60 ぐらい よんだり かいったり することが できます。 ・CEFRのA1レベルの ちからが つきます。</p>	9	Lesson 8 ② Lesson 9 ①	L8(2) L9. What kind of sports do you like? (expressing preferences /reasons) kanji 5 L8(2) L9. どんな スポーツが すきですか かんじ5
<p><b>[Which item of the diploma policy will be obtained by taking this class?]</b></p>			
<p><b>[Method(s)]</b> This course is designed to develop the basic communication skills necessary for daily situations, including speaking, listening, writing, and reading. It will also cover basic grammar, vocabulary, and Kanji, providing students with the resources they need to achieve their communicative goals. Feedback for assignments will be provided through Google Classroom, where assignments should also be submitted.</p>	10	Lesson 9 ② Lesson10 ①	L9(2) L10. I learned the tea ceremony from Ms.Watanabe (talking about giving and receiving presents, ordering at the cafe) kanji 6 L9(2) L10.わたしは わたなべさんに お ちゃを ならいました かんじ6
<p>にちじょうてきな コミュニケーションスキルを みに つける ために、はなしたり、きいたり、よんだり、かいったり します。 きほんてきな ぶんぼうや、かんじ、ことばなども べんきょう します。 しゅくだいの ていしゅつ・フィードバックは、Google Classroomで します。</p>	11	Lesson10 ② Lesson11	L10(2) L11. Which is colder, Tokyo or Seoul? (comparing things using adjectives) kanji 7 L10(2) L11.とうきょうと ソウルと どちら が さむい ですか かんじ7
<p><b>[Active learning in class (Group discussion, Debate.etc.)]</b> あり / Yes</p>			
<p><b>[Fieldwork in class]</b> なし / No</p>			
<p><b>[Schedule]</b> 授業形態 : 対面/face to face</p>			
<p>No. Theme Contents 1 Lesson 1 L1. I am Lin Tai (self introduction/greeting/introducing each other) hiragana 1 L1.わたしは リン・タイです ひらがな 1</p>	12	Lesson12 Lesson13 ①	L12. How was your trip? (expressing impressions on past events) L13.We want something to eat, don't we? (expressing what you want and want to do) kanji 8 L12.りょうこうは どうでしたか L13.なにか たべたい ですね かんじ8
<p>2 Lesson 2 L2. What is that CD? (learning words for daily goods/food etc.), hiragana 2 L2.それは なんの CD ですか ひらがな 2</p>	13	Lesson13 ② Lesson14 ①	L13(2) L14. My hobby is listening to music(talking about hobbies) kanji 9 L13(2) L14.わたしの しゅみは おんがく を きく ことです かんじ9
<p>3 Lesson 3 L3. This is Yuri University ( asking prices/location of the rooms) katakana 1 L3.ここは ゆりだいがく です カタカナ 1</p>	14	Lesson14 ② Final Exam(L8-L14) Review	L14(2) kanji 10 Final Exam(L8-L14) Review L14(2) かんじ10 きまつテスト (L8-L14) ふくしゅう
<p>4 Lesson 4 L4. What are you going to do tomorrow? (describing basic daily activities) katakana 2 L4.あした なにを しますか カタカナ 2</p>			
<p>5 Lesson 5 L5. What time is it now in Sydney? (asking and telling time) kanji 1 L5.シドニーは いま なんじ ですか かんじ1</p>			
<p>6 Lesson 6 L6. I'm going to Kyoto (telling birthday, describing weekly schedule) kanji 2 L6.きょうとへ いきます かんじ2</p>			<p><b>[Work to be done outside of class (preparation, etc.)]</b> Students are expected to study at home for at least one hour to prepare and review each lesson. Students are expected to do all assigned homework.  よしゅうと ふくしゅうを 1じかんぐらい してください。 しゅくだいを してください。</p>

## [Textbooks]

[DAICHI I Main Textbook] . (2008). 3A Network. ISBN 978-4883194766. [Price: 2,800 yen + tax]  
 [DAICHI I Translation of the Main Text and Grammar Notes] . (2009). 3A Network. ISBN 978-4883194773. [Price: 2,000 yen + tax]

『だいち I メインテキスト』(2008) スリーエーネットワーク ISBN 978-4883194766 (2,800 えん+ぜい)  
 『だいち I ぶんけいせつめいとほんやく えいごばん』(2009) スリーエーネットワーク ISBN 978-4883194773 (2,000 えん+ぜい)

## [References]

[Nihongo Challenge N4-N5 (Kanji)] . (2010). Ask. ISBN 978-4-87217-757-2. [Price: 1,300 yen + tax]

『にほんごチャレンジ N4-N5 (かんじ)』(2010) アスク ISBN 978-4-87217-757-2 (1,300 えん+ぜい)

## [Grading criteria]

Class participation: 20%  
 Midterm exam: 20%  
 Final exam: 20%  
 Assignments: 20%  
 Quizzes: 20%

※ Continuous attendance is required for all classes.

※ "Japanese 1, 2, and 3" (Monday, Tuesday, Friday) are one set; no credit will be given for taking only one or two. Be sure to take all three together.

※ Students who miss four or more classes will not be eligible to take the final exam and will also be ineligible to earn credit for this course.

※ Three instances of tardiness will be counted as one absence.

へいじょうてん：20%

ちゅうかんテスト：20%

きまつテスト：20%

しゅくだい：20%

クイズ：20%

\* 「にほんごそうごう1、2、3」は セットです。1つまたは2つだけ とっても、たんいは できません。かならず 3つ いっしょに とってください。  
 \* かくクラスで4かいへいじょう けっせきするとたんいは できません。そして、きまつしけんを うけることが できません。  
 \* ちこく3かいで 1かいの けっせきです。

## [Changes following student comments]

Based on the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

がくせいの コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしも もちたいです。

## [Equipment student needs to prepare]

Please access and join Google Classroom before the first class. It is crucial for you to join Google Classroom because all class assignments, quizzes, and course information will be provided there.

## [How to join a class]

① Go to Google Classroom. (Please click the following URL.)  
<https://classroom.google.com/>

② Enter your Hosei Univ. e-mail address.

③ Enter the class code and click "Join". (You can find the class code in the JLE Google Classroom.)

じゅぎょうでは Google Classroomをつかいます。

Google Classroomはとてもたいせつです。しゅくだいやクイズ、じょうほうを Google Classroomで だします。

## [とうろくの しかた]

① [https://classroom.google.com](https://classroom.google.com/) にアクセスする。

② ほうせいだいがくのメールアドレスを にゅうりよくする。

③ クラスコードをにゅうりよくして、とうろくする。

(クラスコードはJLEのGoogleClassroomでわかります。)

## [Others]

※ "Japanese 1, 2, and 3" are one set; no credit will be given for taking only one or two. Be sure to take all three together.

※ Students are required to attend classes in the first and second weeks. Students attending for the first time in the third week will not be permitted to join the class.

※ If the class size is large, selection will be made.

※ This class was called "Japanese 1S (General II)" "Japanese 1F (General II)" until FY2023. Students who have earned credits in the past will not be able to take this class again.

※ 「にほんごそうごう1、2、3」は セットです。1つまたは2つだけ とっても、たんいは できません。かならず 3つ いっしょに とってください。  
 ※ 1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。  
 3しゅうめに はじめてきたがくせいは、クラスをとることができません。  
 ※ クラスのにんずうがおおいとき、せんこうを します。

※このクラスは 2023 ねんどまで「J1S 日本語総合Ⅱ (にほんごそうごう)」 「J1F 日本語総合Ⅱ (にほんごそうごう)」の なまえでした。ここに クラスのたんいを とった がくせいは、もういちどこのクラスをとることは できません。

## [Outline (in English)]

## [Course Outline]

This course is designed for students with little or no knowledge of Japanese. It aims to develop students' basic communication skills in Japanese for daily situations.

## [Learning Objectives]

By the end of the semester, students are expected to have gained basic language proficiency in Japanese, equivalent to A1 on the CEFR (Common European Framework of Reference for Languages) scale.

## [Learning Activities Outside of Classroom]

Students are expected to study at home for at least one hour to prepare and review each lesson. They are also expected to complete homework assignments related to vocabulary, kanji, and grammar.

## [Grading Criteria/Policy]

Class participation: 20%

Midterm exam: 20%

Final exam: 20%

Assignments: 20%

Quizzes: 20%

※ Continuous attendance is required for all classes.

※ "Japanese 1, 2, and 3" (Monday, Tuesday, Friday) are one set; no credit will be given for taking only one or two. Be sure to take all three together.

※ Students who miss four or more classes will not be eligible to take the final exam and will also be ineligible to earn credit for this course.

※ Three instances of tardiness will be counted as one absence.

## [Others]

※ This class was called "Japanese 1S (General II)" "Japanese 1F (General II)" until FY2023. Students who have earned credits in the past will not be able to take this class again.

※ The selection will be held if the number of applicants exceeds the class size limit.



LANj100LF (日本語 / Japanese language education 100)

## Elementary Foreign Languages B

鴻野 豊子

Subtitle : J2

Term : 秋学期授業/Fall | Credit(s) : 1 | Day/Period : 火2/Tue.2 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~3

Notes : Offered by Center for Japanese Language Education

その他属性 :

<p><b>[Outline and objectives]</b> This course is for students with no or little knowledge of Japanese. It aims to develop students' basic communication skills in Japanese in daily situations.</p> <p>このクラスはにほんごをはじめて べんきょうする がくせいの クラスです。もくてきは、にほんごで かんたん な コミュニケーションが できる ように なる こと です。</p>	4	L7-9	L7(2) L8.Where is Mt.Fuji? L9.What kind of sports do you like? Kanji 1 L7(2) L8.ふじさんは どこに ありますか L9.どんな スポーツが すきですか かんじ 1
<p><b>[Goal]</b> By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.1 (Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N5 (or halfway to N4) in JLPT (the Japanese Language Proficiency Test scale).</p> <p>・このクラスでは、にほんごをつかって きほんてきな コミュニケーションが できる ように なります。            ・かんじを 150 ぐらい よんだり かいたり する こと が でき ます。            ・CEFRの A2 レベルの ちからが つき ます。            ・JLPTの N5 レベルの ちからが つき ます。</p>	5	L9-11	L9(2) L10.I learned the tea ceremony from Ms.Watanabe L11.Which is colder, Tokyo or Seoul? Kanji 2 L9(2) L10.わたしは わたなべさん に お ちゃを ならい ました L11.とうきょうと ソウルと どち らが さむい ですか かんじ 2
<p><b>[Which item of the diploma policy will be obtained by taking this class?]</b></p>	6	L11-13	L11(2) L12.How was your trip? L13.We want something to eat, don't we? Kanji 3 L11(2) L12.りょうこうは どう でした か L13.なにが たべたい ですか かんじ 3
<p><b>[Method(s)]</b> This course is designed to develop the basic communication skills necessary for daily situations, including speaking, listening, writing, and reading. It will also cover basic grammar, vocabulary, and Kanji, providing students with the resources they need to achieve their communicative goals. Feedback for assignments will be provided through Google Classroom, where assignments should also be submitted. にちじょうてきな コミュニケーション スキルを みにつける ため に、はなし たり、きい たり、よん だり、かいた りし ます。 きほんてきな ぶんぽう や、かんじ、ことば など も べんきょう し ます。 しゅくだいの ていしゅつ・フィードバックは、Google Classroom で し ます。</p>	7	L13-14	L13(2) L14.My hobby is listening to music Kanji 4 L13(2) L14.わたしの しゅみは おんがくを きく こと です かんじ 4
<p><b>[Active learning in class (Group discussion, Debate.etc.)]</b> あり / Yes</p>	8	L14-15	L14(2) L15.Others are using it now Mid-term Exam (L1- L14) Kanji 5 L14(2) L15.いま、ほかのひとが つかっ ています かんじ 5
<p><b>[Fieldwork in class]</b> なし / No</p>	8	L14-15	L15.Others are using it now Mid-term Exam (L1- L14) Kanji 5 L14(2) L15.いま、ほかのひとが つかっ ています かんじ 5
<p><b>[Schedule] 授業形態：対面/face to face</b></p>	8	L14-15	L15.Others are using it now Mid-term Exam (L1- L14) Kanji 5 L14(2) L15.いま、ほかのひとが つかっ ています かんじ 5
<p>No. Theme Contents 1 Lesson 1-3 L1.I am Lin Tai L2.What is that CD? L3.This is Yuri University Hiragana L1.わたしは リン・タイ です L2.それは なんの CD ですか L3.ここは ゆりだいがく です ひらがな</p>	9	L15-16	Mid-term Speech L15(2) L16.May I touch it a little? Kanji 6 L15(2) L16.ちよつと さわつても いい ですか かんじ 6
<p>2 L4-5 L4.What are you going to do tomorrow? L5.What time is it now in Sydney? Hiragana Katakana L4.あした なにを し ますか L5.シドニーは いま なんじ ですか ひらがな カタカナ</p>	10	L16-17	L16(2) L17.Please don't overdo it Kanji 7 L16(2) L17.あまり むりを しな い で く だ さ い かんじ 7
<p>3 L6-7 L6.I'm going to Kyoto L7.It's beautiful photograph, isn't it? Katakana L6.きょうとへ い きます L7.きれいな しゃしん ですね カタカナ</p>	11	L18-19	L18.I have never seen sumo L17.Please don't overdo it L19.I think the station is bright and clean Kanji 8 L18.すもうを み た こと が あり ませ ん L19.えきは あかるくて、きれいだ と おも います かんじ 8

12	L19-20	L19(2) L20.This is a T-shirt that I got from my girlfriend Kanji 9 L19(2) L20.これはかのじよからもらったTシャツです かんじ 9
13	L21-22	L21 If it rains, the tour will be cancelled L22.You cooked a meal for me Kanji 10 L21.あめがふったら、ツアーはちゅうしです L22.しよくじをつくってくれました かんじ 10
14	L22 Final Exam(L15-22) Review	L22(2) Kanji 11 Final Exam(L15-22) Review L22(2) かんじ 11 きまつテスト (L15-22) ふくしゅう

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

Students are expected to study at home for at least one hour to prepare and review each lesson.

Students are expected to do all assigned homework.

よしゅうとふくしゅうを1じかんぐらいしてください。  
しよくだいをしてください。

**[Textbooks]**

[DAICHI I Main Textbook] . (2008). 3A Network. ISBN 978-4883194766. [Price: 2,800 yen + tax]

[DAICHI I Translation of the Main Text and Grammar Notes] . (2009). 3A Network. ISBN 978-4883194773. [Price: 2,000 yen + tax]

[Nihongo Challenge N4-N5 (Kanji)] . (2010). Ask. ISBN 978-4-87217-757-2. [Price: 1,300 yen + tax]

[だいち I メインテキスト] (2008) スリーエーネットワーク ISBN 978-4883194766 (2,800 えん+ぜい)

[だいち I ぶんけいせつめいとほんやく えいごばん] (2009) スリーエーネットワーク ISBN 978-4883194773 (2,000 えん+ぜい)

[にほんごチャレンジ N4-N5 (かんじ)] (2010) アスク ISBN 978-4-87217-757-2 (1,300 えん+ぜい)

**[References]**

なし

**[Grading criteria]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Continuous attendance is required for all classes.

※ "Japanese 4, 5, and 6" are one set; no credit will be given for taking only one or two. Be sure to take all three together.

※ Students who miss four or more classes will not be eligible to take the final exam and will also be ineligible to earn credit for this course.

※ Three instances of tardiness will be counted as one absence.

へいじょうてん : 20 %

ちゅうかんテスト : 20 %

きまつテスト : 20 %

しよくだいで : 20 %

クイズ : 20 %

※ 「にほんごそうごう4、5、6」は セットです。1つまたは2つだけ とっても、たんいは できません。かならず 3つ いっしょに とってください。

※ かくクラスで4かいいじょう けっせきするとたんいは できません。そして、きまつしけんを うけることが できません。

※ ちこく3かいで 1かいの けっせきです。

**[Changes following student comments]**

Due to a change in the course instructor this year, feedback cannot be provided.

(本年度授業担当者変更によりフィードバックできません)

**[Equipment student needs to prepare]**

Please access and join Google Classroom before the first class.

It is crucially important for you to join Google Classroom, because all the class assignments, quizzes, and course information will be provided on Google Classroom.

**[How to join a class]**

① Go to Google Classroom. (Please click the following URL.)

<https://classroom.google.com/>

② Enter your Hosei Univ. e-mail address.

③ Enter the class code and click "Join". (You can find the class code in the JLE Google Classroom.)

じゅぎょうでは Google Classroomをつかいます。

Google Classroomはともたせつです。しよくだいやクイズ、じょうほうを Google Classroomで だします。

【とうろくの しかた】

① <https://classroom.google.com> にアクセスする。

② ほうせいだいがくのメールアドレスを にゅうりよくする。

③ クラスコードをにゅうりよくして、とうろくする。

(クラスコードはJLEのGoogleClassroomでわかります。)

**[Others]**

※ "Japanese 4, 5, and 6" are one set; no credit will be given for taking only one or two. Be sure to take all three together.

※ Students are required to attend classes in the first and second weeks. Students attending for the first time in the third week will not be permitted to join the class.

※ If the class size is large, selection will be made.

※ Class schedules may be altered based on the class size and the students' levels.

※ This class was called "Japanese 2S (General II)" "Japanese 2F (General II)" until FY2023. Students who have earned credits in the past will not be able to take this class again.

※ 「にほんごそうごう4、5、6」は セットです。1つまたは2つだけ とっても、たんいは できません。かならず 3つ いっしょに とってください。

※ 1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。3しゅうめに はじめてきたがくせいは、クラスをとることができません。

※ クラスのにんずうがおおとき、せんこうをします。

※ クラスのにんずうや がくせいのレベルで、よていが かわることが あります。

※ このクラスは 2023 ねんどまで 「J2S 日本語総合Ⅱ (にほんごそうごう)」 「J2F 日本語総合Ⅱ (にほんごそうごう)」の なまえでした。かこに クラスの たんいを とったがくせいは、もういちどこのクラスをとることは できません。

**[Outline (in English)]**

**[Course outline]**

This course is for students with no or little knowledge of Japanese. It aims to develop students' basic communication skills in Japanese in daily situations.

**[Learning Objectives]**

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.1 (Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N5 (or halfway to N4) in JLPT (the Japanese Language Proficiency Test scale).

**[Learning activities outside of classroom]**

Students are expected to study at least one hour at home for preparing /reviewing each lesson.

Students are expected to do homework for vocabulary, kanji, and grammar.

**[Grading Criteria /Policy]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ "Japanese 4, 5, and 6" are one set; no credit will be given for taking only one or two. Be sure to take all three together.

※ Students who miss four or more classes will not be eligible to take the final exam and will also be ineligible to earn credit for this course.

**[Others]**

※ This class was called "Japanese 2S (General II)" "Japanese 2F (General II)" until FY2023. Students who have earned credits in the past will not be able to take this class again.

※ The selection will be held if the number of applicants exceeds the class size limit.

LANj100LF (日本語 / Japanese language education 100)

## Elementary Foreign Languages B

中原 なおみ

Subtitle : J3

Term : 秋学期授業/Fall | Credit(s) : 1 | Day/Period : 火2/Tue.2 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~3

Notes : Offered by Center for Japanese Language Education

その他属性 :

<p><b>[Outline and objectives]</b> This course is designed for upper beginning-level and lower intermediate-level students who already possess basic knowledge of Japanese grammar and vocabulary. The course aims to solidify students' basic communication skills in Japanese in order to assist them in performing various activities in daily situations.</p> <p>このクラスは、しょきゅうこうはんから ちゅうきゅうぜんはんの学生 (かくせい) のための そうごうクラスです。 にちじょうせいかつの なかでいろいろなかつどうをするために、日本語 (にほんご) でのコミュニケーションのうりよくを たかめます。</p>	5	Lesson27、28、29	L27 (2) L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L27 (2) L28. そらに ほしが できています L29. せきにんの ある しごとだし、あたらしい けいけんが できるし…															
<p><b>[Goal]</b> By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.2 (Strong Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N4 (or halfway to N3) in JLPT (the Japanese Language Proficiency Test scale).</p> <ul style="list-style-type: none"> <li>日本語をつかって、コミュニケーションができるようになります。</li> <li>かんじを 300 ぐらい よんだり かいたり することができます。</li> <li>CEFR の A2 + レベルの ちからが つきます。</li> <li>JLPT の N4 レベルの ちからが つきます。</li> </ul>	6	Lesson29、30	L29 (2) L30. I'm thinking of going to confectionary school L29 (2) L30. おかしの せんもんがっこうには いろいろと おもっています L30. (2) Review Mid-term Exam (L23-30) L31. I'll have it checked by tomorrow L30. (2) ふくしゅう ちゅうかんテスト (L23-30) L31. あしたまでに みておきます L31 (2) L32. You should not peel apples L31 (2) L32. りんごの かわは むかない ほうが いいですね L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまが あれば べんりです L34. しあい に まけて しまいました L34 (2) L35. I try to carry an umbrella L34 (2) L35. かさを もちあるくように しています L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くにの ことばに ほんやく されています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L37 (2) L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょうごのとき つかおうと おもって かったのに… L40. むすこを じゅくに いかせた いんですが…															
<p><b>[Which item of the diploma policy will be obtained by taking this class?]</b></p> <p><b>[Method(s)]</b> The course will develop the basic communication skills needed to speak, listen, write, and read for everyday situations. Basic grammar, vocabulary, and kanji are also covered to provide students with the resources they need to achieve their communicative goals. Feedback for assignments: Submission of assignments and feedback will be on Google Classroom.</p>	7	Lesson30 Review Mid-term Exam (L23-30) Lesson31																
<p>にちじょうてきな コミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたり します。 きはなしてきな ぶんぼうや、かんじ、ことばなども べんきょう します。 フィードバック： しゅくだいの ていしゅつ・フィードバックは、Google Classroom で します。</p> <p><b>[Active learning in class (Group discussion, Debate.etc.)]</b> あり / Yes</p> <p><b>[Fieldwork in class]</b> なし / No</p>	8	Lesson31、32																
<p><b>[Schedule]</b> 授業形態：対面/face to face</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Theme</th> <th>Contents</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Lesson23、24</td> <td>Self introduction L23. If you cross the bridge, you'll see a park on your left L24. You can enter this zoo even at night L23. はしを わたると、ひだりに こうえんが あります L24. この どうぶつえん は よるでも はいれます</td> </tr> <tr> <td>2</td> <td>Lesson24、25</td> <td>L24 (2) L25. Have you already decided what you'll do? L24 (2) L25. なにを やるか もうきめましたか</td> </tr> <tr> <td>3</td> <td>Lesson25、26</td> <td>L25 (2) L26. I got this when I participated in a soccer training camp L25 (2) L26. サッカーの がっしゅくに さんかしたとき もらいました</td> </tr> <tr> <td>4</td> <td>Lesson26、27</td> <td>L26 (2) Lesson27. How long have you had a fever? L26 (2) L27. いつから ねつが あるんですか</td> </tr> </tbody> </table>	No.	Theme	Contents	1	Lesson23、24	Self introduction L23. If you cross the bridge, you'll see a park on your left L24. You can enter this zoo even at night L23. はしを わたると、ひだりに こうえんが あります L24. この どうぶつえん は よるでも はいれます	2	Lesson24、25	L24 (2) L25. Have you already decided what you'll do? L24 (2) L25. なにを やるか もうきめましたか	3	Lesson25、26	L25 (2) L26. I got this when I participated in a soccer training camp L25 (2) L26. サッカーの がっしゅくに さんかしたとき もらいました	4	Lesson26、27	L26 (2) Lesson27. How long have you had a fever? L26 (2) L27. いつから ねつが あるんですか	9	Lesson33、34	
No.	Theme	Contents																
1	Lesson23、24	Self introduction L23. If you cross the bridge, you'll see a park on your left L24. You can enter this zoo even at night L23. はしを わたると、ひだりに こうえんが あります L24. この どうぶつえん は よるでも はいれます																
2	Lesson24、25	L24 (2) L25. Have you already decided what you'll do? L24 (2) L25. なにを やるか もうきめましたか																
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	10	Lesson34、35																
	11	Lesson36、37																
	12	Lesson37、38																
	13	Lesson39、40																
	14	Lesson40 Review Final Exam(L31-L40)	L40 (2) Review Final Exam(L31-L40) L40 (2) ふくしゅう きまつテスト (L31-L40)															

**[Work to be done outside of class (preparation, etc.)]**  
Students are expected to study for at least one hour at home for preparing/reviewing each lesson.  
Students are expected to do all homework.

よしゅうとふくしゅうを1じかんぐらいしてください。  
まいしゅう しゅくだいがあります。

#### [Textbooks]

『DAICHI II main textbook』3 A network (2,800yen + tax) 978-4883195077

『DAICHI II Translation of the main text and grammar notes』3 A network (2,000yen + tax)978-4883195213

『Nihongo Challenge N4-N5(Kanji)』ask (1,300yen + tax) 978-4-87217-757-2

『だいちII メインテキスト』スリーエーネットワーク (2,800円+税) 978-4883195077

『だいちII ぶんけいせつめいとほんやく えいごばん』スリーエーネットワーク (2,000円+税) 978-4883195213

『にほんごチャレンジ N4-N5 (かんじ)』アスク (1,300円+税) 978-4-87217-757-2

#### [References]

とくにありません  
N/A

#### [Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Essay : 20 %

※ Regular attendance of classes is required.

※ "Japanese 7, 8, and 9" (Monday, Tuesday, Friday) are one set; no credit will be given for taking only one or two. Be sure to take all three together.

※ Students who miss 4 or more times each class will not be eligible for the credit on this course, nor take the final exam.

※ Three tardiness will be counted as one absence.

平常点 (へいじょうてん) : 20 %

中間 (ちゅうかん) テスト : 20 %

期末 (きまつ) テスト : 20 %

宿題 (しゅくだい) : 20 %

作文 (さくぶん) : 20 %

\* 「にほんご7、8、9」は セットです。1つまたは2つだけ とっても、たんいは できません。かならず 3つ いっしょに とってください。

\* かくクラスで4かいいじょう けっせきするとたんいは できません。そして、きまつしけんを うけることが できません。

\* ちこく3かいで 1かいの けっせきにカウントされます。

#### [Changes following student comments]

Based on the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

がくせいの コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしも もちたいです。

#### [Equipment student needs to prepare]

Please access and join Google Classroom before the first class.

It is crucially important for you to join Google Classroom, because all the class assignments, quizzes, and course information will be provided on Google Classroom.

#### [How to join a class]

① Go to Google Classroom. (Please click the following URL.)

<https://classroom.google.com/>

② Enter your Hosei Univ. e-mail address.

③ Enter the class code and click "Join". (You can find the class code in the JLE Google Classroom.)

じゅぎょうでは Google Classroomをつかいます。

Google Classroomはとてもたいせつです。しゅくだいやクイズ、じょうほうを Google Classroomで だします。

#### [とうろくの しかた]

① [https://classroom.google.com](https://classroom.google.com/) にアクセスする。

② ほうせいだいがくのメールアドレスを にゅうりよくする。

③ クラスコードをにゅうりよくして、とうろくする。

(クラスコードはJLEのGoogleClassroomでわかります。)

#### [Others]

※ "Japanese 7, 8, and 9" are one set; no credit will be given for taking only one or two. Be sure to take all three together.

※ Please attend the class in the first and second weeks. The student coming for the first time in the third week cannot take the class.

※ In this class, selection will be made if there is a large number of students enrolled.

※ It is strongly recommended to take "Japanese Listening, Vocabulary & Kanji 1" class together to keep up the pace of this class.

※ This class was called "Japanese 3S (General II)" "Japanese 3F (General II)" until FY2023. Students who have earned credits in the past will not be able to take this class again.

\* 「にほんご7、8、9」は セットです。1つまたは2つだけ とっても、たんいは できません。かならず 3つ いっしょに とってください。

\* 1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。3しゅうめに はじめてきたがくせいは、クラスをとることができません。

\* このクラスは、にんずうが おおかつたら、せんこうを します。

\* いっしょに 「にほんご ちょうかい・ごい・かんじ1」 クラスをとることを つよくすすめます。

\* このクラスは 2023ねんどまで 「J3S日本語総合II (にほんごそうごう)」 「J3F日本語総合II (にほんごそうごう)」のなまえでした。かこに クラスのたんいをとったがくせいは、もういちどこのクラスをとることはできません。

#### [Outline (in English)]

##### [Course outline]

This course is designed for upper beginning-level and lower intermediate-level students who already possess basic knowledge of Japanese grammar and vocabulary. The course aims to solidify students' basic communication skills in Japanese in order to assist them in performing various activities in daily situations.

##### [Learning Objectives]

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.2 (Strong Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N4 (or halfway to N3) in JLPT (the Japanese Language Proficiency Test scale).

##### [Learning activities outside of classroom]

Students are expected to study at least one hour at home for preparing /reviewing each lesson.

Students are expected to do all homework.

##### [Grading Criteria /Policy]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Essay : 20 %

※ Regular attendance of classes is required.

※ "Japanese 7, 8, and 9" (Monday, Tuesday, Friday) are one set; no credit will be given for taking only one or two. Be sure to take all three together.

※ Students, who miss four classes on Monday, Tuesday, or Friday, will not be allowed to take the final exam and not be eligible for the credit on this course.

※ Three tardiness will be counted as one absence.

##### [Others]

※ This class was called "Japanese 3S (General II)" "Japanese 3F (General II)" until FY2023. Students who have earned credits in the past will not be able to take this class again.

※ The selection will be held if the number of applicants exceeds the class size limit.

LANj100LF (日本語 / Japanese language education 100)

## Elementary Foreign Languages C

長谷川 由香

Subtitle : J1

Term : 秋学期授業/Fall | Credit(s) : 1 | Day/Period : 金2/Fri.2 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~3

Notes : Offered by Center for Japanese Language Education

その他属性 :

## [Outline and objectives]

This course is designed for students with no or little knowledge of Japanese and aims to develop their basic communication skills for daily situations.

このクラスはにほんごをはじめて べんきょうする がくせい のクラスです。もくてきは、にほんごで かんたんな コミュニケーションが できる ようになる ことです。

## [Goal]

By the end of the semester, students are expected to have gained basic language proficiency in Japanese, equivalent to A1 on the CEFR (Common European Framework of Reference for Languages) scale.

・このクラスでは、にほんごを つかって かんたんな コミュニケーションが できる ようになります。

・かんじを 60 ぐらい よんだり かいったり することができます。

・CEFR の A1 レベルの ちからが つきます。

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

## [Method(s)]

This course is designed to develop the basic communication skills necessary for daily situations, including speaking, listening, writing, and reading. It will also cover basic grammar, vocabulary, and Kanji, providing students with the resources they need to achieve their communicative goals.

Feedback for assignments will be provided through Google Classroom, where assignments should also be submitted.

にちじょうてきな コミュニケーション スキル を みに つける ために、はなしたり、きいたり、よんだり、かいったり します。

きほんてきな ぶんぽう や、かんじ、ことば など も べんきょう します。

しゅくだいの ていしゅつ・フィードバックは、Google Classroom で 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	Lesson 1	L1. I am Lin Tai (self introduction/greeting/introducing each other) hiragana 1 L1. わたしはリン・タイです ひらがな 1
2	Lesson 2	L2. What is that CD? (learning words for daily goods/food etc.), hiragana 2 L2. それはなんのCDですか ひらがな 2
3	Lesson 3	L3. This is Yuri University ( asking prices/location of the rooms) katakana 1 L3. ここはゆりだいがく です カタカナ 1
4	Lesson 4	L4. What are you going to do tomorrow? (describing basic daily activities) katakana 2 L4. あしたなにを しますか カタカナ 2
5	Lesson 5	L5. What time is it now in Sydney? (asking and telling time) kanji 1 L5. シドニーは いま なんじ ですか かんじ 1
6	Lesson 6	L6. I'm going to Kyoto (telling birthday, describing weekly schedule) kanji 2 L6. きょうとへ いきます かんじ 2

7	Lesson 7	L7. It's beautiful photograph, isn't it? (describing things and states using adjectives) kanji 3 L7. きれいな シャシ ですね かんじ 3
8	Mid-term Exam (L1-L7) Lesson 8 ①	Mid-term Exam (L1-L7) L8. Where is Mt.Fuji? (asking and telling the location of people/things) kanji 4 L8. ふじさんは どこに ありますか かんじ 4
9	Lesson 8 ② Lesson 9 ①	L8(2) L9. What kind of sports do you like? (expressing preferences /reasons) kanji 5 L8(2) L9. どんな スポーツが すきですか かんじ 5
10	Lesson 9 ② Lesson10 ①	L9(2) L10. I learned the tea ceremony from Ms.Watanabe (talking about giving and receiving presents, ordering at the cafe) kanji 6 L9(2) L10. わたしは わたなべさんに お ちゃを ならいました かんじ 6
11	Lesson10 ② Lesson11	L10(2) L11. Which is colder, Tokyo or Seoul? (comparing things using adjectives) kanji 7 L10(2) L11. とうきょうと ソウルと どちらが さむい ですか かんじ 7
12	Lesson12 Lesson13 ①	L12. How was your trip? (expressing impressions on past events) L13. We want something to eat, don't we? (expressing what you want and want to do) kanji 8 L12. りょうこうは どうでしたか L13. なにか たべたい ですね かんじ 8
13	Lesson13 ② Lesson14 ①	L13(2) L14. My hobby is listening to music(talking about hobbies) kanji 9 L13(2) L14. わたしの しゅみは おんがくを きく ことです かんじ 9
14	Lesson14 ② Final Exam(L8-L14) Review	L14(2) kanji 10 Final Exam(L8-L14) Review L14(2) かんじ 10 きまつテスト (L8-L14) ふくしゅう

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

Students are expected to study at home for at least one hour to prepare and review each lesson.

Students are expected to do all assigned homework.

よしゅうと ふくしゅうを 1 じかんぐらい してください。  
しゅくだいを してください。

## [Textbooks]

[DAICHI I Main Textbook] . (2008). 3A Network. ISBN 978-4883194766. [Price: 2,800 yen + tax]  
 [DAICHI I Translation of the Main Text and Grammar Notes] . (2009). 3A Network. ISBN 978-4883194773. [Price: 2,000 yen + tax]

『だいち I メインテキスト』(2008) スリーエーネットワーク ISBN 978-4883194766 (2,800 円+税)  
 『だいち I ぶんけいせつめいとほんやく えいごばん』(2009) スリーエーネットワーク ISBN 978-4883194773 (2,000 円+税)

## [References]

[Nihongo Challenge N4-N5 (Kanji)] . (2010). Ask. ISBN 978-4-87217-757-2. [Price: 1,300 yen + tax]

『にほんごチャレンジ N4-N5 (かんじ)』(2010) アスク ISBN 978-4-87217-757-2 (1,300 円+税)

## [Grading criteria]

Class participation: 20%  
 Midterm exam: 20%  
 Final exam: 20%  
 Assignments: 20%  
 Quizzes: 20%

※ Continuous attendance is required for all classes.

※ "Japanese 1, 2, and 3" (Monday, Tuesday, Friday) are one set; no credit will be given for taking only one or two. Be sure to take all three together.

※ Students who miss four or more classes will not be eligible to take the final exam and will also be ineligible to earn credit for this course.

※ Three instances of tardiness will be counted as one absence.

へいじょうてん：20%

ちゅうかんテスト：20%

きまつテスト：20%

しゅくだい：20%

クイズ：20%

\* 「にほんごそうごう1、2、3」は セットです。1つまたは2つだけ とっても、たんいは できません。かならず 3つ いっしょに とってください。  
 \* かくクラスで4かいへいじょう けっせきするとたんいは できません。そして、きまつしけんを うけることが できません。  
 \* ちこく3かいで 1かいの けっせきです。

## [Changes following student comments]

Based on the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

がくせいの コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしも もちたいです。

## [Equipment student needs to prepare]

Please access and join Google Classroom before the first class. It is crucial for you to join Google Classroom because all class assignments, quizzes, and course information will be provided there.

## [How to join a class]

① Go to Google Classroom. (Please click the following URL.)

<https://classroom.google.com/>

② Enter your Hosei Univ. e-mail address.

③ Enter the class code and click "Join". (You can find the class code in the JLE Google Classroom.)

じゅぎょうでは Google Classroomをつかいます。

Google Classroomはとてもたいせつです。しゅくだいやクイズ、じょうほうを Google Classroomで だします。

## [どうろくの しかた]

① [https://classroom.google.com](https://classroom.google.com/) にアクセスする。

② ほうせいだいがくのメールアドレスを にゅうりよくする。

③ クラスコードをにゅうりよくして、どうろくする。

(クラスコードはJLEのGoogleClassroomでわかります。)

## [Others]

※ "Japanese 1, 2, and 3" are one set; no credit will be given for taking only one or two. Be sure to take all three together.

※ Students are required to attend classes in the first and second weeks. Students attending for the first time in the third week will not be permitted to join the class.

※ If the class size is large, selection will be made.

※ This class was called "Japanese 1S (General III)" "Japanese 1F (General III)" until FY2023. Students who have earned credits in the past will not be able to take this class again.

※ 「にほんごそうごう1、2、3」は セットです。1つまたは2つだけ とっても、たんいは できません。かならず 3つ いっしょに とってください。  
 ※ 1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。  
 3しゅうめに はじめてきたがくせいは、クラスをとることができません。  
 ※ クラスのにんずうがおおいとき、せんこうを します。

※このクラスは2023ねんどまで「J1S日本語総合Ⅲ(にほんごそうごう)」 「J1F日本語総合Ⅲ(にほんごそうごう)」のなまえでした。かこに クラスのたんいは とったがくせいは、もういちどこのクラスをとることはできません。

## [Outline (in English)]

## [Course Outline]

This course is designed for students with little or no knowledge of Japanese. It aims to develop students' basic communication skills in Japanese for daily situations.

## [Learning Objectives]

By the end of the semester, students are expected to have gained basic language proficiency in Japanese, equivalent to A1 on the CEFR (Common European Framework of Reference for Languages) scale.

## [Learning Activities Outside of Classroom]

Students are expected to study at home for at least one hour to prepare and review each lesson. They are also expected to complete homework assignments related to vocabulary, kanji, and grammar.

## [Grading Criteria/Policy]

Class participation: 20%

Midterm exam: 20%

Final exam: 20%

Assignments: 20%

Quizzes: 20%

※ Continuous attendance is required for all classes.

※ "Japanese 1, 2, and 3" (Monday, Tuesday, Friday) are one set; no credit will be given for taking only one or two. Be sure to take all three together.

※ Students who miss four or more classes will not be eligible to take the final exam and will also be ineligible to earn credit for this course.

※ Three instances of tardiness will be counted as one absence.

## [Others]

※ This class was called "Japanese 1S (General III)" "Japanese 1F (General III)" until FY2023. Students who have earned credits in the past will not be able to take this class again.

※ The selection will be held if the number of applicants exceeds the class size limit.

LANj100LF (日本語 / Japanese language education 100)

## Elementary Foreign Languages C

荻谷 智子

Subtitle : J2

Term : 秋学期授業/Fall | Credit(s) : 1 | Day/Period : 金2/Fri.2 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~3

Notes : Offered by Center for Japanese Language Education

その他属性 :

<p><b>[Outline and objectives]</b> This course is for students with no or little knowledge of Japanese. It aims to develop students' basic communication skills in Japanese in daily situations.</p> <p>このクラスはにほんごをはじめて べんきょうする がくせい のクラスです。もくてきは、にほんごで かんたんな コミュニケーションが できる ように なる ことです。</p>	4	L7-9	L7(2) L8.Where is Mt.Fuji? L9.What kind of sports do you like? Kanji 1 L7(2) L8.ふじさんは どこに ありますか L9.どんな スポーツが すきですか かんじ 1
<p><b>[Goal]</b> By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.1 (Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N5 (or halfway to N4) in JLPT (the Japanese Language Proficiency Test scale).</p> <p>・このクラスでは、にほんごをつかって きほんてきな コミュニケーションが できる ように なります。            ・かんじを 150 ぐらい よんだり かいたり することが できます。            ・CEFRの A2 レベルの ちからが つきます。            ・JLPTの N5 レベルの ちからが つきます。</p>	5	L9-11	L9(2) L10.I learned the tea ceremony from Ms.Watanabe L11.Which is colder, Tokyo or Seoul? Kanji 2 L9(2) L10.わたしは わたなべさんに お ちゃを ならいました L11.とうきょうと ソウルと どちらが さむい ですか かんじ 2
<p><b>[Which item of the diploma policy will be obtained by taking this class?]</b></p>	6	L11-13	L11(2) L12.How was your trip? L13.We want something to eat, don't we? Kanji 3 L11(2) L12.りょうこうは どうでしたか L13.なにか たべたい ですね かんじ 3
<p><b>[Method(s)]</b> This course is designed to develop the basic communication skills necessary for daily situations, including speaking, listening, writing, and reading. It will also cover basic grammar, vocabulary, and Kanji, providing students with the resources they need to achieve their communicative goals. Feedback for assignments will be provided through Google Classroom, where assignments should also be submitted. にちじょうてきな コミュニケーション スキルを みに つける ために、はなし たり、きい たり、よん だり、かいた り します。 きほんてきな ぶんぽう や、かんじ、ことば など も べんきょう します。 しゅくだいの ていしゅつ・フィードバックは、Google Classroom で します。</p>	7	L13-14	L13(2) L14.My hobby is listening to music Kanji 4 L13(2) L14.わたしの しゅみは おんがくを きく こと です かんじ 4
<p><b>[Active learning in class (Group discussion, Debate.etc.)]</b> あり / Yes</p>	8	L14-15	L14(2) L15.Others are using it now Mid-term Exam (L1- L14) Kanji 5 L14(2) L15.いま、ほかのひとが つかっ ています かんじ 5 ちゅうかん しけん (L1-14) かんじ 5
<p><b>[Fieldwork in class]</b> なし / No</p>	8	L14-15	L14(2) L15.Others are using it now Mid-term Exam (L1- L14) Kanji 5 L14(2) L15.いま、ほかのひとが つかっ ています かんじ 5 ちゅうかん しけん (L1-14) かんじ 5
<p><b>[Schedule]</b> 授業形態：対面/face to face</p>	8	L14-15	L14(2) L15.Others are using it now Mid-term Exam (L1- L14) Kanji 5 L14(2) L15.いま、ほかのひとが つかっ ています かんじ 5 ちゅうかん しけん (L1-14) かんじ 5
<p>No. Theme Contents</p> <p>1 Lesson 1-3 L1.I am Lin Tai L2.What is that CD? L3.This is Yuri University Hiragana L1.わたしは リン・タイ です L2.それは なんの CD ですか L3.ここは ゆりだいがく です ひらがな</p>	9	L15-16	Mid-term Speech L15(2) L16.May I touch it a little? Kanji 6 L15(2) L16.ちよつと さわつても いい ですか かんじ 6
<p>2 L4-5 L4.What are you going to do tomorrow? L5.What time is it now in Sydney? Hiragana Katakana L4.あした なにを しますか L5.シドニーは いま なんじ ですか ひらがな カタカナ</p>	10	L16-17	L16(2) L17.Please don't overdo it Kanji 7 L16(2) L17.あまり むりを しな い で くだ さい かんじ 7
<p>3 L6-7 L6.I'm going to Kyoto L7.It's beautiful photograph, isn't it? Katakana L6.きょうとへ い きます L7.きれいな しゃしん ですね カタカナ</p>	11	L18-19	L18.I have never seen sumo L17.Please don't overdo it L19.I think the station is bright and clean Kanji 8 L18.すもうを み た こと が あり ませ ん L19.えきは あかるくて、きれいだ と おも います かんじ 8

12	L19-20	L19(2) L20. This is a T-shirt that I got from my girlfriend Kanji 9 L19(2) L20. これはかのじよからもらったTシャツです かんじ 9
13	L21-22	L21 If it rains, the tour will be cancelled L22. You cooked a meal for me Kanji 10 L21. あめがふったら、ツアーはちゅうしです L22. しよくじをつくってくれました かんじ 10
14	L22 Final Exam(L15-22) Review	L22(2) Kanji 11 Final Exam(L15-22) Review L22(2) かんじ 11 きまつテスト (L15-22) ふくしゅう

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

Students are expected to study at home for at least one hour to prepare and review each lesson.

Students are expected to do all assigned homework.

よしゅうとふくしゅうを1じかんぐらいしてください。  
しよくだいをしてください。

**[Textbooks]**

[DAICHI I Main Textbook] . (2008). 3A Network. ISBN 978-4883194766. [Price: 2,800 yen + tax]

[DAICHI I Translation of the Main Text and Grammar Notes] . (2009). 3A Network. ISBN 978-4883194773. [Price: 2,000 yen + tax]

[Nihongo Challenge N4-N5 (Kanji)] . (2010). Ask. ISBN 978-4-87217-757-2. [Price: 1,300 yen + tax]

『だいち I メインテキスト』(2008) スリーエーネットワーク ISBN 978-4883194766 (2,800 えん+ぜい)

『だいち I ぶんけいせつめいとほんやく えいごばん』(2009) スリーエーネットワーク ISBN 978-4883194773 (2,000 えん+ぜい)

『にほんごチャレンジ N4-N5 (かんじ)』(2010) アスク ISBN 978-4-87217-757-2 (1,300 えん+ぜい)

**[References]**

なし

**[Grading criteria]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Continuous attendance is required for all classes.

※ "Japanese 4, 5, and 6" are one set; no credit will be given for taking only one or two. Be sure to take all three together.

※ Students who miss four or more classes will not be eligible to take the final exam and will also be ineligible to earn credit for this course.

※ Three instances of tardiness will be counted as one absence.

へいじょうてん : 20 %

ちゅうかんテスト : 20 %

きまつテスト : 20 %

しよくだいで : 20 %

クイズ : 20 %

※ 「にほんごそうごう4、5、6」は セットです。1つまたは2つだけ とっても、たんいは できません。かならず 3つ いっしょに ってください。

※ かくクラスで4かいいじょう けっせきするとたんいは できません。そして、きまつしけんを うけることが できません。

※ ちこく3かいで 1かいの けっせきです。

**[Changes following student comments]**

Due to a change in the course instructor this year, feedback cannot be provided.

(本年度授業担当者変更によりフィードバックできません)

**[Equipment student needs to prepare]**

Please access and join Google Classroom before the first class.

It is crucially important for you to join Google Classroom, because all the class assignments, quizzes, and course information will be provided on Google Classroom.

**[How to join a class]**

① Go to Google Classroom. (Please click the following URL.)

<https://classroom.google.com/>

② Enter your Hosei Univ. e-mail address.

③ Enter the class code and click "Join". (You can find the class code in the JLE Google Classroom.)

じゅぎょうでは Google Classroomをつかいます。

Google Classroomはともたせつです。しよくだいやクイズ、じょうほうを Google Classroomで だします。

【とうろくの しかた】

① <https://classroom.google.com> にアクセスする。

② ほうせいだいがくのメールアドレスを にゅうりよくする。

③ クラスコードをにゅうりよくして、とうろくする。

(クラスコードはJLEのGoogleClassroomでわかります。)

**[Others]**

※ "Japanese 4, 5, and 6" are one set; no credit will be given for taking only one or two. Be sure to take all three together.

※ Students are required to attend classes in the first and second weeks. Students attending for the first time in the third week will not be permitted to join the class.

※ If the class size is large, selection will be made.

※ Class schedules may be altered based on the class size and the students' levels.

※ This class was called "Japanese 2S (General III)" "Japanese 2F (General III)" until FY2023. Students who have earned credits in the past will not be able to take this class again.

※ 「にほんごそうごう4、5、6」は セットです。1つまたは2つだけ とっても、たんいは できません。かならず 3つ いっしょに ってください。

※ 1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。3しゅうめに はじめてきたがくせいは、クラスをとることができません。

※ クラスのにんずうがおおいとき、せんこうをします。

※ クラスのにんずうや がくせいのレベルで、よていが かわることが あります。

※ このクラスは 2023 ねんどまで 「J2S 日本語総合Ⅲ (にほんごそうごう)」 「J2F 日本語総合Ⅲ (にほんごそうごう)」の なまえでした。ここに クラスの たんいを とったがくせいは、もういちど このクラスをとることは できません。

**[Outline (in English)]**

**[Course outline]**

This course is for students with no or little knowledge of Japanese. It aims to develop students' basic communication skills in Japanese in daily situations.

**[Learning Objectives]**

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.1 (Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N5 (or halfway to N4) in JLPT (the Japanese Language Proficiency Test scale).

**[Learning activities outside of classroom]**

Students are expected to study at least one hour at home for preparing /reviewing each lesson.

Students are expected to do homework for vocabulary, kanji, and grammar.

**[Grading Criteria /Policy]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ "Japanese 4, 5, and 6" are one set; no credit will be given for taking only one or two. Be sure to take all three together.

※ Students who miss four or more classes will not be eligible to take the final exam and will also be ineligible to earn credit for this course.

**[Others]**

※ This class was called "Japanese 2S (General III)" "Japanese 2F (General III)" until FY2023. Students who have earned credits in the past will not be able to take this class again.

※ The selection will be held if the number of applicants exceeds the class size limit.



LANj100LF (日本語 / Japanese language education 100)

## Elementary Foreign Languages C

村田 道明

Subtitle : J3

Term : 秋学期授業/Fall | Credit(s) : 1 | Day/Period : 金2/Fri.2 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~3

Notes : Offered by Center for Japanese Language Education

その他属性 :

## [Outline and objectives]

This course is designed for upper beginning-level and lower intermediate-level students who already possess basic knowledge of Japanese grammar and vocabulary. The course aims to solidify students' basic communication skills in Japanese in order to assist them in performing various activities in daily situations.

このクラスは、しょきゅうこうはんから ちゅうきゅうぜんはんの学生 (かくせい) のための そうごうクラスです。  
にちじょうせいかつの なかでいろいろなかつどうをするために、日本語 (にほんご) でのコミュニケーションのうりよくを たかめます。

## [Goal]

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.2 (Strong Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N4 (or halfway to N3) in JLPT (the Japanese Language Proficiency Test scale).

- ・日本語をつかって、コミュニケーションができるようになります。
- ・かんじを 300 ぐらい よんだり かいたり することができます。
- ・CEFR の A2 + レベルの ちからが つきます。
- ・JLPT の N4 レベルの ちからが つきます。

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

## [Method(s)]

The course will develop the basic communication skills needed to speak, listen, write, and read for everyday situations. Basic grammar, vocabulary, and kanji are also covered to provide students with the resources they need to achieve their communicative goals.

Feedback for assignments:

Submission of assignments and feedback will be on Google Classroom.

にちじょうてきなコミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたり します。

きはんできな ぶんぼうや、かんじ、ことばなども べんきょう します。

フィードバック :

しゅくだいの ていしゅつ・フィードバックは、Google Classroom で 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	Lesson23、24	Self introduction L23. If you cross the bridge, you'll see a park on your left L24. You can enter this zoo even at night L23. はしを わたると、ひだりに こうえんが あります L24. このどうぶつえんはよるでも はいれます	5	Lesson27、28、29	L27 (2) L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L27 (2) L28. そらに ほしが でています L29. せきにんのある しごとだし、あたらしい けいけんが できるし…
2	Lesson24、25	L24 (2) L25. Have you already decided what you'll do? L24 (2) L25. なにを やるか もうきめましたか	6	Lesson29、30	L29 (2) L30. I'm thinking of going to confectionary school L29 (2) L30. おかしの せんもんがっこうには いろいろと おもっています L30. (2) Review Mid-term Exam (L23-30) L31. I'll have it checked by tomorrow L30. (2) ふくしゅう ちゅうかんテスト (L23-30) L31. あしたまでに みておきます L31 (2) L32. You should not peel apples L31 (2) L32. りんごの かわは むかない ほうが いいですね
3	Lesson25、26	L25 (2) L26. I got this when I participated in a soccer training camp L25 (2) L26. サッカーのがっしゅくに さんかしたとき もらいました	7	Lesson30 Review Mid-term Exam (L23-30) Lesson31	Review Mid-term Exam (L23-30) L31. I'll have it checked by tomorrow L30. (2) ふくしゅう ちゅうかんテスト (L23-30) L31. あしたまでに みておきます L31 (2) L32. You should not peel apples L31 (2) L32. りんごの かわは むかない ほうが いいですね L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまが あれば べんりです L34. しあいを まけて しまいました L34 (2) L35. I try to carry an umbrella L34 (2) L35. かさを もちあるくように しています
4	Lesson26、27	L26 (2) Lesson27. How long have you had a fever? L26 (2) L27. いつから ねつがあるんですか	8	Lesson31、32	L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまが あれば べんりです L34. しあいを まけて しまいました L34 (2) L35. I try to carry an umbrella L34 (2) L35. かさを もちあるくように しています
			9	Lesson33、34	L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くりにことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L37 (2) L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょうごのとき つかおうと おもって かったのに… L40. むすこを じゅくにかせた いんですが…
			10	Lesson34、35	L34 (2) L35. I try to carry an umbrella L34 (2) L35. かさを もちあるくように しています
			11	Lesson36、37	L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くりにことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L37 (2) L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょうごのとき つかおうと おもって かったのに… L40. むすこを じゅくにかせた いんですが…
			12	Lesson37、38	L37 (2) L38. It means that you must be careful about monkeys L37 (2) L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょうごのとき つかおうと おもって かったのに… L40. むすこを じゅくにかせた いんですが…
			13	Lesson39、40	L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょうごのとき つかおうと おもって かったのに… L40. むすこを じゅくにかせた いんですが…
			14	Lesson40 Review Final Exam(L31-L40)	L40 (2) Review Final Exam(L31-L40) L40 (2) ふくしゅう きまつテスト (L31-L40)

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

Students are expected to study for at least one hour at home for preparing/reviewing each lesson.  
Students are expected to do all homework.

よしゅうとふくしゅうを1じかんぐらい してください。  
まいしゅう しゅくだいがあります。

#### [Textbooks]

『DAICHI II main textbook』3 A network (2,800yen + tax) 978-4883195077

『DAICHI II Translation of the main text and grammar notes』3 A network (2,000yen + tax)978-4883195213

『Nihongo Challenge N4-N5(Kanji)』ask (1,300yen + tax) 978-4-87217-757-2

『だいちII メンテキスト』スリーエーネットワーク (2,800円+税) 978-4883195077

『だいちII ぶんけいせつめいとほんやく えいごばん』スリーエーネットワーク (2,000円+税) 978-4883195213

『にほんごチャレンジ N4-N5 (かんじ)』アスク (1,300円+税) 978-4-87217-757-2

#### [References]

とくにありません

N/A

#### [Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Essay : 20 %

※ Regular attendance of classes is required.

※ "Japanese 7, 8, and 9" (Monday, Tuesday, Friday) are one set; no credit will be given for taking only one or two. Be sure to take all three together.

※ Students who miss 4 or more times each class will not be eligible for the credit on this course, nor take the final exam.

※ Three tardiness will be counted as one absence.

平常点 (へいじょうてん) : 20 %

中間 (ちゅうかん) テスト : 20 %

期末 (きまつ) テスト : 20 %

宿題 (しゅくだい) : 20 %

作文 (さくぶん) : 20 %

\* 「にほんご7、8、9」は セットです。1つまたは2つだけ とっても、たんいは できません。かならず 3つ いっしょに とってください。

\* かくクラスで4かいいじょう けっせきするとたんいは できません。そして、きまつしけんを うけることが できません。

\* ちこく3かいで 1かいの けっせきにカウントされます。

#### [Changes following student comments]

Based on the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

がくせいの コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしも もちたいです。

#### [Equipment student needs to prepare]

Please access and join Google Classroom before the first class.

It is crucially important for you to join Google Classroom, because all the class assignments, quizzes, and course information will be provided on Google Classroom.

#### [How to join a class]

① Go to Google Classroom. (Please click the following URL.)

<https://classroom.google.com/>

② Enter your Hosei Univ. e-mail address.

③ Enter the class code and click "Join". (You can find the class code in the JLE Google Classroom.)

じゅぎょうでは Google Classroomをつかいます。

Google Classroomはとてもたいせつです。しゅくだいやクイズ、じょうほうを Google Classroomで だします。

#### [とうろくの しかた]

① <https://classroom.google.com> にアクセスする。

② ほうせいだいがくのメールアドレスを にゅうりよくする。

③ クラスコードをにゅうりよくして、とうろくする。

(クラスコードはJLEのGoogleClassroomでわかります。)

#### [Others]

※ "Japanese 7, 8, and 9" are one set; no credit will be given for taking only one or two. Be sure to take all three together.

※ Please attend the class in the first and second weeks. The student coming for the first time in the third week cannot take the class.

※ In this class, selection will be made if there is a large number of students enrolled.

※ It is strongly recommended to take "Japanese Listening, Vocabulary & Kanji 1" class together to keep up the pace of this class.

※ This class was called "Japanese 3S (General III)" "Japanese 3F (General III)" until FY2023. Students who have earned credits in the past will not be able to take this class again.

\* 「にほんご7、8、9」は セットです。1つまたは2つだけ とっても、たんいは できません。かならず 3つ いっしょに とってください。

\* 1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。3しゅうめに はじめてきたがくせいは、クラスをとることができません。

\* このクラスは、にんずうが おおかつたら、せんこうを します。

\* いっしょに 「にほんご ちょうかい・ごい・かんじ1」 クラスをとることを つよくすすめます。

\* このクラスは 2023ねんどまで 「J3S日本語総合Ⅲ (にほんごそうごう)」 「J3F日本語総合Ⅲ (にほんごそうごう)」のなまえでした。かこに クラスのたんいをとったがくせいは、もういちどこのクラスをとることはできません。

#### [Outline (in English)]

##### [Course outline]

This course is designed for upper beginning-level and lower intermediate-level students who already possess basic knowledge of Japanese grammar and vocabulary. The course aims to solidify students' basic communication skills in Japanese in order to assist them in performing various activities in daily situations.

##### [Learning Objectives]

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.2 (Strong Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N4 (or halfway to N3) in JLPT (the Japanese Language Proficiency Test scale).

##### [Learning activities outside of classroom]

Students are expected to study at least one hour at home for preparing /reviewing each lesson.

Students are expected to do all homework.

##### [Grading Criteria /Policy]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Essay : 20 %

※ Regular attendance of classes is required.

※ "Japanese 7, 8, and 9" (Monday, Tuesday, Friday) are one set; no credit will be given for taking only one or two. Be sure to take all three together.

※ Students, who miss four classes on Monday, Tuesday, or Friday, will not be allowed to take the final exam and not be eligible for the credit on this course.

※ Three tardiness will be counted as one absence.

##### [Others]

※ This class was called "Japanese 3S (General III)" "Japanese 3F (General III)" until FY2023. Students who have earned credits in the past will not be able to take this class again.

※ The selection will be held if the number of applicants exceeds the class size limit.

OHR400HA

## Thesis

## Faculty members

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：集中・その他/intensive・other courses | Campus：市ヶ谷 / Ichigaya |

Grade：4

Notes：SCOPE/Not available for ESOP students

その他属性：

## 【Outline and objectives】

Completion of a thesis based on the study in SCOPE. Those who decided to write a graduation thesis must register for this course.

## 【Goal】

Students write and submit a thesis based on an individual project.

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

Among diploma policies, "DP4" is related

## 【Method(s)】

A thesis advisor provides instructions and guidance necessary for thesis writing, including how to set up a research question, how to collect and analyze data, and how to write the thesis. The schedule below is just a general guideline. Students must consult with their advisor to decide how to carry out the project. Feedback on assignments submitted by students will be provided in class or through the Learning Management System. Please note that the teaching approach may vary according to which threat level we are at. The details will be announced through 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
Week 1	Introduction	Learn how to write a thesis
Week 2	Theme and organization	Decide on the theme, research question, methods, and organization of the thesis
Week 3	Data collection 1	Gather data and materials necessary for the project
Week 4	Data collection 2	Gather data and materials necessary for the project
Week 5	Data collection 3	Gather data and materials necessary for the project
Week 6	Data collection 4	Gather data and materials necessary for the project
Weeks 7	Data analysis 1	Organize and analyze the data
Week 8	Data analysis 2	Organize and analyze the data
Week 9	Data analysis 3	Organize and analyze the data
Week 10	Thesis writing 1	Write and revise the thesis, including the table of contents and references cited
Week 11	Thesis writing 2	Write and revise the thesis, including the table of contents and references cited
Week 12	Thesis writing 3	Write and revise the thesis, including the table of contents and references cited
Week 13	Thesis writing 4	Write and revise the thesis, including the table of contents and references cited

Week 14 Completion Complete and submit the thesis

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

It is essential that students conduct research independently while communicating regularly with their advisor.

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

## 【Textbooks】

Textbooks will be instructed as needed.

## 【References】

References will be instructed as needed.

## 【Grading criteria】

Evaluation is based on the final draft of the thesis.

## 【Changes following student comments】

No questionnaire survey conducted.

## 【Others】

1. It is imperative that students study the materials thoroughly and conduct research with clear and concrete plans.
2. Students must obtain agreement from a faculty member to become their thesis advisor prior to signing up to thesis credit.
3. This course is only available during the last semester in the program.

LANe100LA (英語 / English language education 100)

## Academic Literacy A

THOMAS G POWER

Subtitle : Class 1

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 木4/Thu.4 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

その他属性 :

## 【Outline and objectives】

Academic Literacy A provides opportunities for students to practice reading and oral communication skills, to develop critical thinking skills, and to express opinions effectively in discussions, written texts, and presentations. This course will help students to improve academic skills and vocabulary skills necessary for success in a university setting. Students will submit assignments and receive feedback in Google Classroom.

## 【Goal】

This course provides students with guidelines to develop further academic reading and vocabulary skills and to acquire a “scholarly voice” in discussions, literary critiques, and presentations. The course textbook, University Success Reading, Transition Level, “helps students successfully work with challenging and engaging authentic content provided by top professors in their academic fields.”

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

## 【Method(s)】

The first class and most other classes in Fall 2024 will be held face-to-face in the classroom on the Ichigaya campus. When necessary, some classes will be held on Zoom or in on-demand lectures. Active participation is essential. There will be a brief lecture about academic reading and oral communication skills introduced in the textbook and an analysis and discussion of reading passages each class. Homework will be given each week to prepare students for the next class. The interactive textbook and online learner lab (MyEnglishLab) provide additional ways to introduce authentic texts and review fundamental skills and critical thinking skills. Assignments must be completed and submitted in Google Classroom 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
Week 1	Introduction: What is Academic Literacy?	Syllabus, expectations and grading criteria
Week 2	Reading Skills I	Read actively Skim & scan How to avoid plagiarism Vocabulary acquisition
Week 3	Reading Skills II	Note-taking skills Topics, main ideas and details Citing sources
Week 4	Presentation Skills	Brainstorming & outlining Paraphrasing text Vocabulary acquisition
Week 5	Critical Thinking Skills I	Fact and opinion Reliable sources Summarizing skills APA Citation

Week 6	Presentation Preparation and Research	Develop an argument Visual aids Useful expressions Prompt cards
Week 7	Mid-term Vocabulary Acquisition Project	Presentations with Q & A Peer Feedback
Week 8	Reading Skills III	Extended reading text Synthesizing sources Vocabulary acquisition
Week 9	Reading Skills IV	Patterns of cohesion Word parts & collocations Outlines and graphic organizers
Week 10	Discussion Skills	Useful expressions for discussions Vocabulary acquisition
Week 11	Critical Thinking Skills II	Implication and inference Deliberate implications and direct statements
Week 12	Presentation Preparation & Research	Develop an argument Visual aids Useful expressions Prompt cards
Week 13	Final Presentations & Peer Review	Presentations with Q & A Peer Feedback
Week 14	Review and final assessment	Review of academic literacy skills Vocabulary acquisition Final comments

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

The first class will held face-to-face in the classroom. It is important that you are well prepared for each class and meet on time. If you are absent, you must complete all missed assignments, inform me in person or by email, and be ready for the next class. Be sure to bring your textbook to each class. University guidelines suggest preparation and review are around 4 hours a week for a two-credit course.

## 【Textbooks】

Zwier, Lawrence and Vosters, Maggie. (2020) University Success Reading, Transition Level. New Jersey: Pearson Education, Inc.

ISBN : 9780134400785

<https://www.pearson.co.jp/en/catalog/product.php?item=193008>

Additional handouts and reading materials will be provided by instructor.

## 【References】

Students are required to use the APA citation style when conducting research, writing summaries, and presenting research projects. Most research will be done on the internet and in the library.

## 【Grading criteria】

Final Evaluation will be based on:

Participation and regular attendance 20%

Homework, quizzes, and written assignments 40%

Vocabulary acquisition project 20%

Research presentation project 20%

More than three unexcused absences will result in a failing grade.

**[Changes following student comments]**

Not applicable.

**[Equipment student needs to prepare]**

Students need to have access to the internet, Google Classroom, and Zoom with audio and video capabilities if needed.

LANe100LA (英語 / English language education 100)

## Academic Literacy B

THOMAS G POWER

Subtitle : Class 1

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 木4/Thu.4 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

その他属性 :

## 【Outline and objectives】

Academic Literacy B provides more opportunities for students to practice reading, note-taking, and oral communication skills with an emphasis on vocabulary acquisition, critical thinking skills, and effective communication in academic discussions and presentations. This course will help students to improve their academic skills necessary for success in a university setting.

## 【Goal】

The goal of this course is to provide students with guidelines and strategies to improve their academic skills and to develop a more “scholarly voice” in discussions, literary critiques, and presentations. The course textbook, University Success Reading, Transition Level, “helps students successfully work with challenging and engaging authentic content provided by top professors in their academic fields.”

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

## 【Method(s)】

Most classes will be held face-to-face in the classroom on the Ichigaya campus. If necessary, some classes may be held on Zoom. Active participation is essential. There will be a weekly lecture about a reading passage or video lecture, academic terminology, and critical thinking skills followed by discussion and a vocabulary exercise. There will be a unit quiz every three to four weeks. The interactive textbook and online learner lab (MyEnglishLab) provide additional ways to introduce authentic texts and review fundamental skills and critical thinking skills. Students will submit assignments, take quizzes, prepare presentations, and receive feedback in Google Classroom. Assignments must be completed and submitted in Google Classroom 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
Week 1	Introduction: Review of Academic Literacy Skills	Explanation of the course, class expectations, and grading criteria
Week 2	Reading Skills V	Understand & recognize patterns of cohesion Recognize collocations Vocabulary flashcards Note-taking skills
Week 3	Reading Skills VI	Develop and increase reading fluency Recognize and use rhetorical techniques Understand nominalization Paraphrase practice

Week 4	Critical Thinking Skills III	Evaluate evidence and argumentation Recognize and deal with faulty rhetoric Understand extended metaphor Summary practice
Week 5	Critical Thinking Skills IV	Synthesize information from several sources Evaluate the credibility and motives of sources Use direct and indirect quotations Appreciate hedging
Week 6	Vocabulary acquisition project 1	Preparation of group presentations about an academic subject and vocabulary
Week 7	Vocabulary acquisition project 2	Group presentations about an academic subject and vocabulary
Week 8	Reading Skills VII	Passage: The Cultivation of Higher Learning Thinking Critically & Visually Vocabulary acquisition
Week 9	Reading Skills VIII	Interpret visuals & information in visuals Recognize and learn multi-word vocabulary items Synthesizing practice
Week 10	Critical Thinking Skills V	Definitions and Classifications Understand definitions and classifications Recognize and understand definitions within a text Vocabulary flashcards
Week 11	Critical Thinking Skills VI	Classifications Produce references to other sources Understand & use clarifiers Vocabulary flashcards
Week 12	Preparation of Research Presentation Project	Research, APA citation, slide and script preparation
Week 13	Research Presentation Projects	Research presentations with peer review
Week 14	Research Presentations Projects / Final assessment	Research presentations with peer review Final comments

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

Most other classes will be held in the classroom on Ichigaya campus. If it is necessary, some classes will be held by Zoom or on-demand lectures. It is important that you are well prepared for each class and meet on time. If you are absent, you must complete all missed assignments, inform me in person or by email, and be ready for the next class.

University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

**[Textbooks]**

Zwier, Lawrence and Vosters, Maggie. (2020) University Success Reading, Transition Level. New Jersey: Pearson Education, Inc.

ISBN : 9780134400785

<https://www.pearson.co.jp/en/catalog/product.php?item=193008>

It is mandatory that all students have a print copy of the textbook for class assignments. Students should have purchased the textbook at the University Co-op on the Ichigaya campus in the fall semester. Additional handouts and reading materials will be provided by the instructor.

**[References]**

Students are required to use the APA citation style when conducting research, writing summaries, and presenting research projects. Most research will be done on the internet and in the library.

**[Grading criteria]**

Final Evaluation will be based on:

Participation and regular attendance 20%

Homework and written assignments 20%

Quizzes on unit content 20%

Vocabulary acquisition project 15%

Research presentation project 25%

More than three unexcused absences will result in a failing grade.

**[Changes following student comments]**

Not applicable.

**[Equipment student needs to prepare]**

Students need to have access to a computer or tablet and the internet with use of Google Classroom and Zoom.

LANe100LA (英語 / English language education 100)

## College Writing A

ROBIN F WEICHERT

Subtitle : Class 1

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 金4/Fri.4 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

その他属性 :

## 【Outline and objectives】

College writing A reviews basic formal structures of academic writing and introduces a process approach to writing academic texts, from single paragraphs to a longer essay. It builds competence in the use of original sources and prepares students for College Writing B, in which they are to produce a formal research paper.

## 【Goal】

The course provides students with essential tools and procedures for writing essays and research papers. Students learn to analyze and write the types of essays that commonly occur in academic contexts. They gain an understanding of how to organize the essay coherently, how to cite and reference sources correctly and how to use academic vocabulary, transitional devices, and styles of prose effectively. By acquiring a set of strategies of how to develop a thesis, organize an outline, write effective introductions and conclusions, and edit and revise multiple drafts, students will eventually become competent in conceiving and writing longer essays.

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

## 【Method(s)】

In the course, students complete a series of tasks that guide them to effective essay writing in a step-by-step manner. Students will first work on recognizing and identifying key writing structures from model essays. They then manipulate the structures in short tasks, and finally apply them to their own writing. Students will frequently work together, with a partner and with a group. They will share and edit each other's writing and are expected to both give and receive constructive feedback on assignments. Feedback by the teacher will be given individually and to the whole class. Students need to submit one full-length essay by 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：対面/face to face

No.	Theme	Contents
1	Course	Overview of the course introduction
2	Review Academic Writing Skills	Paragraph organization/ kinds of essays
3	Essay Structure 1	Introduction/hooks
4	Essay Structure 2	Body paragraphs
5	Essay Structure 3	Conclusion
6	Writing Process 1	Choosing a topic/ brainstorming
7	Writing Process 2	Outlining
8	Writing Process 3	Peer-editing/ proofreading
9	Writing Process 4	Proofreading
10	Essay Practice 1: Argument Essay	Arguing Pro and Con: Organizing/Topics

11	Essay Practice 2: Argument Essay	Thesis statement/ Counterarguments and refutations, Writing an outline
12	Writing an Argument Essay	Peer-editing outlines, writing a first draft
13	Peer-reading the first draft	Peer-review and self-editing
14	Final Essay Assessment	Student reports on final essay

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

University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

## 【Textbooks】

Folse, Keith S.and Pugh, Tison. (2020). Great Writing 5: From Great Essays to Research. Boston: National Geographic Learning. ISBN 978-0-357-02086-9

## 【References】

Lester, J. D., & Lester, J. D. (2015). Writing Research Papers: A Complete Guide (15th ed.). New York: Pearson. ISBN:1-292-07689-5

## 【Grading criteria】

Grading will be based on class participation and assignments (50%), and on a final essay (50% including 1st&2nd drafts). More than three unexcused absences will result in a failing grade.

【Changes following student comments】

None in particular.

【Equipment student needs to prepare】

Students require a laptop or computer and access to a printer (students are required to bring print-outs of their work to class) to take part in this class.

【Others】

Students should check Hoppii for the class code and join the class on Google Classroom.



LANe100LA (英語 / English language education 100)

## College Writing B

ROBIN F WEICHERT

Subtitle : Class 1

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 金4/Fri.4 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

その他属性 :

## [Outline and objectives]

College writing B builds on the skills learned in College Writing A and develops them with a set of supplementary writing strategies. It guides students to apply the acquired skills to the organization and writing of an original research paper.

## [Goal]

The course provides students with essential tools and procedures for writing essays and research papers. Students learn to analyze and write the types of essays that commonly occur in academic contexts. They gain an understanding of how to plan and organize a major research paper, how to choose, evaluate, and use academic sources, and how to thereby develop their own original contribution to their fields. Students will also become competent in proofreading, editing, and revising drafts of their research paper.

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

## [Method(s)]

This course will be conducted partly as an on-demand class using Google Classroom and partly in the classroom. In the course, students complete a series of tasks that guide them to effective essay writing in a step-by-step manner. Students will first work on recognizing and identifying key writing structures from model essays. They then manipulate the structures in short tasks, and finally apply them to their own writing. Students will frequently work together, with a partner and with a group. They will share and edit each other's writing and are expected to both give and receive constructive feedback on assignments. Feedback by the teacher will be given individually and to the whole class. Students need to submit one full-length research paper by 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：対面/face to face

No.	Theme	Contents
1	Course introduction	Overview of the course/ Steps in Writing a Research Paper
2	What is a Research Paper?	Choosing research paper topics, Brainstorming questions/ Finding & Evaluating sources
3	Writing a Research Paper	Creating an Outline/ Writing a tentative thesis statement
4	Patterns of Organization	Comparison/ Cause-effect/ Argument
5	Writing a Research paper	Peer-reading/ Revision of Outline, Writing a first draft
6	First Draft of a Research Paper	Peer-reading first draft/ Developing research summaries/ writing a strong thesis statement
7	Using Original Sources 1	Paraphrasing
8	Using Original Sources 2	Direct quotation/ in-text citation vs. reference list/ reporting verbs

9	Using Original Sources 3	Summarizing
10	Using Original Sources 4	Synthesizing
11	Presentation: second draft	In class presentations/ Peer-reading the second draft
12	Presentation: second draft	In class presentations/ Peer-reading the second draft
13	Presentation: second draft	In class presentations/ Peer-reading the second draft
14	Course Review	Submission of final draft

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

University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

## [Textbooks]

Folse, Keith S.and Pugh, Tison. (2020). Great Writing 5: From Great Essays to Research. Boston: National Geographic Learning. ISBN 978-0-357-02086-9

## [References]

Lester, J. D., & Lester, J. D. (2015). Writing Research Papers: A Complete Guide (15th ed.). New York: Pearson. ISBN:1-292-07689-5

## [Grading criteria]

Grading will be based on class participation and assignments (50%), and on a final essay (50% including 1st&2nd drafts). More than three unexcused absences will result in a failing grade.

## [Changes following student comments]

None in particular.

## [Equipment student needs to prepare]

Students require a laptop or computer and access to the internet and to a printer (students are required to bring print-outs of their work to class) to take part in this class.

## [Others]

Please check Hoppii for the class code and join the class on Google Classroom.

HIS200LA (史学 / History 200)

## Intercultural Communication A

佐々木 一恵

Subtitle : History of Japan-U.S relations from a global perspective

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 木2/Thu.2 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes : Only a certain number of students

その他属性 :

## 【Outline and objectives】

The course explores topics in the history of Japan-U.S relations from a global perspective. In recent years, global history has revealed complex interactions between goods, ideas, services, finance, and people across nation states and regions. By incorporating the framework of global history, the course will aim to reexamine the relationship between Japan and the U.S. by paying special attention to the interactions of individuals with different objectives and backgrounds in the Asia-Pacific region.

## 【Goal】

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

- ① Understand the historical development of Japan - U.S. relations from a global perspective.
- ② Critically read and analyze both secondary scholarship and primary historical documents on Japan-U.S. relations by incorporating the framework of global history.

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

## 【Method(s)】

The class consists of lectures, class discussions, and student 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	An overview of the course.
2	Whaling and the Meiji Restoration	Reading assignment: "Western Whalers in 1860s" Hakodate: How the Nantucket of the North Pacific Connected Restoration Era Japan to Global Flows"
3	The Pacific at the Crossroads 1	Reading assignment: "The Emergence of Japan on the Global Stage, 1895 - 1908"
4	The Pacific at the Crossroads 2	Reading assignment: "Race, Language, and War in Two Cultures: World War II in Asia"
5	W.W.II and the Atomic Bomb	Reading assignment: "The Decision to Use the Atomic Bomb"
6	Competing Capitalism between the U.S. and Japan	Reading assignment: "Competing Capitalisms"
7	Consuming Japan in the 1980s U.S. 1	Reading assignment: "A Medium but Not a Message: The VCR and Cultural Globalization"

8	Consuming Japan in the 1980s U.S. 2	Reading assignment: "Authenticity in a Hybrid World: Sushi at the Crossroads of Cultural Globalization"
9	The Practice of Analyzing Primary Sources and a Quiz	The Assigned primary documents
10	Presentation(s): Group or Individual 1	Theme: Japan-U.S. relations from a global perspective 1 - Immigration
11	Presentation(s): Group or Individual 2	Theme: Japan-U.S. relations from a global perspective 2 - Diplomacy and Politics
12	Presentation(s): Group or Individual 3	Theme: Japan-U.S. relations from a global perspective 3 - Culture
13	Presentation(s): Group or Individual 4	Theme: Japan-U.S. relations from a global perspective 4 - Economics
14	Wrap up	Summary of the course

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

Students are required to read the assignments and be ready for class discussions and presentations. University guidelines suggest preparation and review should be around two hours a week for a two-credit course.

## 【Textbooks】

There is no textbook for this course. All course materials are available online through the course website (Hoppii - student information management system).

## 【References】

- ◎ Sebastian Conrad, What is Global History? (Princeton, NJ: Princeton University Press, 2017).
- ◎ Pedro Iacobelli, Danton Leary, Shinnosuke Takahashi, eds, Transnational Japan as History: Empire, Migration, and Social Movements (New York: Palgrave Macmillan, 2016).
- ◎ Robert Hellyer and Harald Fuess, The Meiji Restoration: Japan as a Global Nation (Cambridge: Cambridge University Press, 2020).
- Brian McAllister Linn, Guardians of Empire: The U.S. Army and the Pacific, 1902 - 1940 (Chapel Hill: University of North Carolina Press, 1997).
- ◎ Lon Kurashige ed., Pacific America: Histories of Transoceanic Crossings (University of Hawaii Press, 2017).
- ◎ Andrew C. McKeivitt, Consuming Japan: Popular Culture and the Globalizing of 1980s America (Chapel Hill: University of North Carolina Press, 2017).

## 【Grading criteria】

1. Class participation 30%
2. In-class primary document analysis quiz 10%
3. Presentation 30%
4. Primary document analysis essay 30%

Based on the grading criteria set by the instructor, students who successfully achieve 60% or more of the course goals will earn a passing grade.

## 【Changes following student comments】

N/A

SCOPE 発行日：2024/5/1

**[Equipment student needs to prepare]**  
ITC devices such as laptops and tablets.

## Intercultural Communication D

石原 紀子

Subtitle : ArtsBased Learning of Equity, Diversity, and Social Activism

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 木3/Thu.3 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes : Only a certain number of students

その他属性 :

## 【Outline and objectives】

In this course, we start by discussing how arts facilitate learning, especially of current social issues related to equity, diversity, and social justice in the globalized world today. You are invited to become part of this learning community sharing your cultural and social knowledge and experience while learning from others of all majors enrolled in this course. You will experience various forms of art incorporated into social activism calling for social and ecological justice. Through this experience, you will understand social, political, and historical backgrounds associated with the given activism. Your learning will be facilitated through the modeling by the instructor as well as through peer teaching. We will also collaboratively research, discuss, and learn about non-violent peace activists from various cultures and ethnic groups in the world. This will provide you with an opportunity to consider a method and option of acting and relating to others with respect, empathy, and compassion within and across cultural borders.

## 【Goal】

In this course, you will: 1) understand and appreciate artistic expressions of equity and diversity, 2) understand social activism behind artistic expressions, and 3) participate in an arts-based approach to social justice issues. You will also reflect on your own reactions to issues of equity and diversity and consider how this learning may influence your values, identities, and worldview in relation to your major field of study and career choice.

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

## 【Method(s)】

Before class you are required to work on some reading assignments. In class we study new material, complete relevant tasks in pairs or small groups, and share your discussion with the class. You are encouraged to actively participate in group work and problem-based learning (PBL). Feedback will be given orally in interaction throughout the course. Written feedback will also be provided for your writing and oral presentations within a week of your assignment submission.

【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 information, getting to know each other
2	Learning language from/with art	Learning about social activism from poetry, Marshall Rosenberg
3	Poetry - 1, social activism	Developing multicultural identities through poetry, Mother Teresa
4	Poetry - 2, social activism	Appreciating poetry writing, Mahatoma & Katurabai Gandhi

5	Film, social activism	Film for art and social justice, Nelson Mandela
6	Stories/Story-telling, social activism	Narratives for equity and diversity, Mairead Corrigan McGuire & Betty Williams
7	Artistic creativity in peace linguistics, social activism	Language and peace, H. H. The Dalai Lama
8	Music - 1, social activism	Social activism through music, social activist (TBA)
9	Music - 2, social activism	Social activism through music, Peter Benenson
10	Children's literature,	Art and social justice in picture books, Sister Chan Khong
11	Folk tales	Peace education via kamishibai theater, Cesar Chavez
12	Novels	Social/ecological justice through literature, Meena Keshwar Kamal
13	Documentaries	Equity and diversity in documentary films, social activist (TBA)
14	Wrap-up	Reflection and your artistic expression

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

You should complete assigned reading and/or homework ahead of time and come to class ready for discussion. Review your lesson after class and complete reflective writing when assigned.

For your presentations, develop a peer teaching session on artistic expressions of diversity or equity issues (Micro Teaching) and creative multi-media talk on a social activist of your choice (Mini-Research presentation). Prepare a presentation and discussion appealing and engaging for your peers and rehearse it to be effective.

University guidelines suggest the preparation and review time of around two hours a week for a two-credit course like this one.

【Textbooks】

Censor, Meera. (2011). Humanitarians for justice, nonviolence, and peace. San Bernadino, California.

【References】

Other readings will be distributed through the course website, Google Classroom. Handouts and resources related to the course content are to be provided in class or made available in Google Classroom as well.

【Grading criteria】

You will receive a formal assessment of your work at the end of the term. The grade on a late assignment may be lowered. You will be graded on:

- 1) Attendance and participation (20%)
- 2) Micro teaching and mini research presentations (50%)
- 4) Online reactive writing (16%)
- 5) Final reflection (14%)

Regular attendance is essential in order to benefit from the interactive nature of this course. You will not be able to pass this course if you miss more than three class periods a semester except in extreme circumstances.

**[Changes following student comments]**

Message to the course participants:

This is a course that requires you to share your ideas, knowledge, and experiences. You will meet interesting peers from various cultures and learn from working with them as well as the instructor. Be ready to interact with different peers each time.

This course is conducted in English. Students must be competent speakers of English (native or proficient with TOEFL® iBT 81+ or equivalent). If your scores are TOEFL® iBT 81 - 100, you can take this course but be ready to make a little more thorough preparation each week.

I expect international and Japanese students of all majors to work collaboratively despite their different cultural and linguistic backgrounds. Come with an open mind and learn from each other!

**[Equipment student needs to prepare]**

Become familiar with the course website to download readings and post your work. You are also expected to check your university email on a daily basis to keep up with course announcements.

**[Others]**

Depending on the pandemic situation and your preferences, the course delivery method may change. Please check announcements on Hoppii before the start of the course and Google Classroom during the semester.

LANe100LA (英語 / English language education 100)

## Academic Literacy A

THOMAS G POWER

Subtitle : Class 2

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 金4/Fri.4 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

その他属性 :

## 【Outline and objectives】

Academic Literacy A provides opportunities for students to practice reading and oral communication skills, to develop critical thinking skills, and to express opinions effectively in discussions, written texts, and presentations. This course will help students to improve academic skills and vocabulary skills necessary for success in a university setting. Students will submit assignments and receive feedback in Google Classroom.

## 【Goal】

This course provides students with guidelines to develop further academic reading and vocabulary skills and to acquire a “scholarly voice” in discussions, literary critiques, and presentations. The course textbook, University Success Reading, Transition Level, “helps students successfully work with challenging and engaging authentic content provided by top professors in their academic fields.”

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

## 【Method(s)】

The first class and most other classes in Fall 2024 will be held face-to-face in the classroom on the Ichigaya campus. When necessary, some classes will be held on Zoom or in on-demand lectures. Active participation is essential. There will be a brief lecture about academic reading and oral communication skills introduced in the textbook and an analysis and discussion of reading passages each class. Homework will be given each week to prepare students for the next class. The interactive textbook and online learner lab (MyEnglishLab) provide additional ways to introduce authentic texts and review fundamental skills and critical thinking skills. Assignments must be completed and submitted in Google Classroom 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
Week 1	Introduction: What is Academic Literacy?	Syllabus, expectations and grading criteria
Week 2	Reading Skills I	Read actively Skim & scan How to avoid plagiarism Vocabulary acquisition
Week 3	Reading Skills II	Note-taking skills Topics, main ideas and details Citing sources
Week 4	Presentation Skills	Brainstorming & outlining Paraphrasing text Vocabulary acquisition
Week 5	Critical Thinking Skills I	Fact and opinion Reliable sources Summarizing skills APA Citation

Week 6	Presentation Preparation and Research	Develop an argument Visual aids Useful expressions Prompt cards
Week 7	Mid-term Vocabulary Acquisition Project	Presentations with Q & A Peer Feedback
Week 8	Reading Skills III	Extended reading text Synthesizing sources Vocabulary acquisition
Week 9	Reading Skills IV	Patterns of cohesion Word parts & collocations Outlines and graphic organizers
Week 10	Discussion Skills	Useful expressions for discussions Vocabulary acquisition
Week 11	Critical Thinking Skills II	Implication and inference Deliberate implications and direct statements
Week 12	Presentation Preparation & Research	Develop an argument Visual aids Useful expressions Prompt cards
Week 13	Final Presentations & Peer Review	Presentations with Q & A Peer Feedback
Week 14	Review and final assessment	Review of academic literacy skills Vocabulary acquisition Final comments

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

The first class will held face-to-face in the classroom. It is important that you are well prepared for each class and meet on time. If you are absent, you must complete all missed assignments, inform me in person or by email, and be ready for the next class. Be sure to bring your textbook to each class. University guidelines suggest preparation and review are around 4 hours a week for a two-credit course.

【Textbooks】

Zwier, Lawrence and Vosters, Maggie. (2020) University Success Reading, Transition Level. New Jersey: Pearson Education, Inc.

ISBN : 9780134400785

<https://www.pearson.co.jp/en/catalog/product.php?item=193008>

Additional handouts and reading materials will be provided by instructor.

【References】

Students are required to use the APA citation style when conducting research, writing summaries, and presenting research projects. Most research will be done on the internet and in the library.

【Grading criteria】

Final Evaluation will be based on:

Participation and regular attendance 20%

Homework, quizzes, and written assignments 40%

Vocabulary acquisition project 20%

Research presentation project 20%

More than three unexcused absences will result in a failing grade.

**[Changes following student comments]**

Not applicable.

**[Equipment student needs to prepare]**

Students need to have access to the internet, Google Classroom, and Zoom with audio and video capabilities if needed.

LANe100LA (英語 / English language education 100)

## Academic Literacy B

THOMAS G POWER

Subtitle : Class 2

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 金4/Fri.4 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

その他属性 :

## 【Outline and objectives】

Academic Literacy B provides more opportunities for students to practice reading, note-taking, and oral communication skills with a primary focus on vocabulary acquisition, critical thinking skills, and effective communication in academic discussions and presentations. This course will help students to improve their academic skills necessary for success in a university setting.

## 【Goal】

The goal of this course is to provide students with guidelines and strategies to improve their academic skills and to develop a more “scholarly voice” in discussions, literary critiques, and presentations. The course textbook, University Success Reading, Transition Level, “helps students successfully work with challenging and engaging authentic content provided by top professors in their academic fields.”

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

## 【Method(s)】

Most classes will be held face-to-face in the classroom on the Ichigaya campus. If necessary, some classes may be held on Zoom. Active participation is essential. There will be a weekly lecture about a reading passage or video lecture, academic terminology, and critical thinking skills followed by discussion and a vocabulary exercise. There will be a unit quiz every three to four weeks. The interactive textbook and online learner lab (MyEnglishLab) provide additional ways to introduce authentic texts and review fundamental skills and critical thinking skills. Students will submit assignments, take quizzes, prepare presentations, and receive feedback in Google Classroom. Assignments must be completed and submitted in Google Classroom 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
Week 1	Introduction: Review of Academic Literacy Skills	Explanation of the course, class expectations, and grading criteria
Week 2	Reading Skills V	Understand & recognize patterns of cohesion Recognize collocations Vocabulary flashcards Note-taking skills
Week 3	Reading Skills VI	Develop and increase reading fluency Recognize and use rhetorical techniques Understand nominalization Paraphrase practice

Week 4	Critical Thinking Skills III	Evaluate evidence and argumentation Recognize and deal with faulty rhetoric Understand extended metaphor Summary practice
Week 5	Critical Thinking Skills IV	Synthesize information from several sources Evaluate the credibility and motives of sources Use direct and indirect quotations Appreciate hedging
Week 6	Vocabulary acquisition project 1	Preparation of group presentations about an academic subject and vocabulary
Week 7	Vocabulary acquisition project 2	Group presentations about an academic subject and vocabulary
Week 8	Reading Skills VII	Passage: The Cultivation of Higher Learning Thinking Critically & Visually Vocabulary acquisition
Week 9	Reading Skills VIII	Interpret visuals & information in visuals Recognize and learn multi-word vocabulary items Synthesizing practice
Week 10	Critical Thinking Skills V	Definitions and Classifications Understand definitions and classifications Recognize and understand definitions within a text Vocabulary flashcards
Week 11	Critical Thinking Skills VI	Classifications Produce references to other sources Understand & use clarifiers Vocabulary flashcards
Week 12	Preparation of Research Presentation Project	Research, APA citation, slide and script preparation
Week 13	Research Presentation Projects	Research presentations with peer review
Week 14	Research Presentations Projects / Final assessment	Research presentations with peer review Final comments



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

Most other classes will be held in the classroom on Ichigaya campus. If it is necessary, some classes will be held by Zoom or on-demand lectures. It is important that you are well prepared for each class and meet on time. If you are absent, you must complete all missed assignments, inform me in person or by email, and be ready for the next class.

University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

**[Textbooks]**

Zwier, Lawrence and Vosters, Maggie. (2020) University Success Reading, Transition Level. New Jersey: Pearson Education, Inc.

ISBN : 9780134400785

<https://www.pearson.co.jp/en/catalog/product.php?item=193008>

It is mandatory that all students have a print copy of the textbook for class assignments. Students should have purchased the textbook at the University Co-op on the Ichigaya campus in the fall semester. Additional handouts and reading materials will be provided by the instructor.

**[References]**

Students are required to use the APA citation style when conducting research, writing summaries, and presenting research projects. Most research will be done on the internet and in the library.

**[Grading criteria]**

Final Evaluation will be based on:

Participation and regular attendance 20%

Homework and written assignments 20%

Quizzes on unit content 20%

Vocabulary acquisition project 15%

Research presentation project 25%

More than three unexcused absences will result in a failing grade.

**[Changes following student comments]**

Not applicable.

**[Equipment student needs to prepare]**

Students need to have access to a computer or tablet and the internet with use of Google Classroom and Zoom.

## College Writing A

DANIEL G DUSZA

Subtitle : Class 2

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 木4/Thu.4 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

その他属性 :

## 【Outline and objectives】

College Writing A covers foundational formal structures of academic writing. The course introduces a process approach to writing academic texts, starting with writing single paragraphs and building up to longer essays. The course includes using published works, AI, and other third-party material and provides students with the tools and experience to use and cite with academic integrity. College Writing A prepares students for College Writing B, where these skills will be used to produce a formal research paper.

## 【Goal】

The course provides students with essential tools and procedures for writing various essays in preparation for writing research papers in the future. Students will practice analyzing articles, reports, and other academic essays, such as summaries and annotated bibliographies, rephrasing, synthesizing, and providing opinions and conclusions, skills necessary for writing academic contexts. Students will understand how to organize essays coherently, cite and reference sources appropriately, and effectively use academic vocabulary, transitional devices, and prose styles. Students will be taught the process and strategies of developing a thesis, organizing an outline, writing effective introductions and conclusions, and editing and revising multiple drafts. Students should complete this semester competent in conceiving and writing essays for various academic purposes.

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

## 【Method(s)】

Classes will be conducted in English and will cover units from selected textbooks. Published open-source articles are used for analysis and case studies. Communicative approaches will be used because collaboration is essential in achieving academic writing success. Students will discuss and read assigned and individual materials to gather and communicate knowledge. Students will first work on recognizing and identifying key writing structures from model essays. They then manipulate these key structures in short tasks and apply them to their writing, initially in teams but reaching autonomous production by the end of the semester. Collaborative writing is used throughout the early stages of the course. Collaborative partners are not restricted to students in the class but include outside sources, Internet services, and AI. Therefore, academic integrity is an underlying foundation of this writing 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
Week-1	Course Overview	Course overview, class structure, rules and procedures for collaborative writing, assignment submissions, and grading.
Introduction	Unit-1 What is an essay? Part A	Unit-1 Essay organization, types, and examples. Homework Reading-1.1 Plagiarism Reading-1.2 Exploring Ides with Others
Week-2	Unit-1 What is an essay? Part B	Learn how to write an introduction, a thesis statement, transition statements conclusions. Reading 1.3 Evaluating Online Sources Reading 1.4 Using Online Material
Week-3	Essay-1 (10%) Plagiarism in the AI World	Write a 250-word summary using a framework about the tech-mediated writing process.
Week-4	Unit-2 The Writing Process	Practice the 7 Steps academic writing process
Week-5	Unit-3 Academic Writing Skills	Practice paraphrasing, summarizing, synthesizing, and citing sources.
Week-6	Essay-2 (10%) Summary Essay	Summarise a selected reading or reading of choice (pre-approved) citing at least two sources.
Week-7	Unit-4 Process Essays	Recognize and organize a process essay, make a strong thesis statement, and use transition and connections appropriately.
Week-8	Unit-5 Comparison Essays	Recognize and organize a comparison essay, make a strong thesis statement, and use transitions and connections appropriately.
Week-9	Essay-3 (10%) Integrated Writing. Comparing two process essays.	Compare two process essays and write about their strong and weak points while recognizing the use of transitions and connectors.
Week-10	Unit-6 Cause and Effect Essays	Recognize and organize a cause-effect essay, make a strong thesis statement, and use transitions and connections appropriately.
Week-11	Unit-7 Argument Essays	Recognize and organize an argumentative essay, make a strong thesis statement, and use transitions and connections appropriately.
Week-12	Essay-4 (10%) Integrated Argumentative Essay	Integrated writing of argumentative essays about global debate issues

<p>Week-13 Unit-8 What is a "Good" Research Paper</p>	<p>Recognize types of research papers, parts of research papers, where the information is distributed, and the steps in writing a research paper for publication.</p>	<p>[None] None</p>
<p>Week-14 Final-Essay (40%)</p>	<p>Write a research essay with five or more references.</p>	

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

College Writing A is a two-credit course. University guidelines suggest preparation and review are around 4 hours a week for a two-credit course. Most students should be able to finish the preparation in two hours.

**[Textbooks]**

No textbook is required to be purchased. Readings will be provided in the syllabus.

**[References]**

Folse, Keith S. & Pugh, Tison. (2020). Great Writing 5: From Great Essays to Research. Boston: National Geographic Learning. ISBN 978-0-357-02086-9

Lester, J. D., & Lester, J. D. (2015). Writing Research Papers: A Complete Guide (15th ed.). New York: Pearson. ISBN:1-292-07689-5

**[Grading criteria]**

Grades are determined as follows.

Class participation and class work assignments (5% each), 20%.

Four integrated essays (10% each), 40%.

One final academic essay based on a rubric of achievements, 40%.

In principle, up to three(3) absences per semester are permitted.

Absences should not impact collaboration or participation.

Late submissions of assignments will be penalized 10% each day late.

You can expect a satisfactory grade if you complete all the classwork, homework, and essays on time.

Passing Grade Thresholds (Credit is awarded)

S(90% and Above)

A(89~80%)

B(79~70%)

C(69~60%)

Non-passing Grades (no credit awarded)

D(59% and below)

E(Incomplete)

**[Changes following student comments]**

None.

**[Equipment student needs to prepare]**

Students should bring a portable device for connecting to the internet and Google Classroom. If a student has extenuating circumstances, please discuss them with the instructor. Devices must be able to connect to the internet, Google Docs, and upload to Google Classroom. These apps should be installed before the start of class. Students will be sent a reminder with instructions before the first lesson.

**[Others]**

In general, two classes are held face-to-face to provide instruction and assistance for understanding each unit, followed by an asynchronous lesson for writing the essay in the students' time (see Schedule). This process allows students to practice real-life skills, seek help through technology, and use academic correspondence. Students may contact the lecturer anytime via Email for assistance. Therefore, any signs of breaches in academic integrity will be detected and will need to be corrected. Delays will incur a late submission penalty of 10% for each day.

[None]

None

[None]

None

[None]

None

[None]

None

## College Writing B

ROBIN F WEICHERT

Subtitle : Class 2

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 木4/Thu.4 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

その他属性 :

## 【Outline and objectives】

College writing B builds on the skills learned in College Writing A and develops them with a set of supplementary writing strategies. It guides students to apply the acquired skills to the organization and writing of an original research paper.

## 【Goal】

The course provides students with essential tools and procedures for writing essays and research papers. Students learn to analyze and write the types of essays that commonly occur in academic contexts. They gain an understanding of how to plan and organize a major research paper, how to choose, evaluate, and use academic sources, and how to thereby develop their own original contribution to their fields. Students will also become competent in proofreading, editing, and revising drafts of their research paper.

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

## 【Method(s)】

This course will be conducted partly as an on-demand class using Google Classroom and partly in the classroom. In the course, students complete a series of tasks that guide them to effective essay writing in a step-by-step manner. Students will first work on recognizing and identifying key writing structures from model essays. They then manipulate the structures in short tasks, and finally apply them to their own writing. Students will frequently work together, with a partner and with a group. They will share and edit each other's writing and are expected to both give and receive constructive feedback on assignments. Feedback by the teacher will be given individually and to the whole class. Students need to submit one full-length research paper by 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：対面/face to face

No.	Theme	Contents
1	Course introduction	Overview of the course/ Steps in Writing a Research Paper
2	What is a Research Paper?	Choosing research paper topics, Brainstorming questions/ Finding & Evaluating sources
3	Writing a Research Paper	Creating an Outline/ Writing a tentative thesis statement
4	Patterns of Organization	Comparison/ Cause-effect/ Argument
5	Writing a Research paper	Peer-reading/ Revision of Outline, Writing a first draft
6	First Draft of a Research Paper	Peer-reading first draft/ Developing research summaries/ writing a strong thesis statement

7	Using Original Sources 1	Paraphrasing
8	Using Original Sources 2	Direct quotation/ in-text citation vs. reference list/ reporting verbs
9	Using Original Sources 3	Summarizing
10	Using Original Sources 4	Synthesizing
11	Presentation: second draft	In class presentations/ Peer-reading the second draft
12	Presentation: second draft	In class presentations/ Peer-reading the second draft
13	Presentation: second draft	In class presentations/ Peer-reading the second draft
14	Course Review	Submission of final draft

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

University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

## 【Textbooks】

False, Keith S.and Pugh, Tison. (2020). Great Writing 5: From Great Essays to Research. Boston: National Geographic Learning. ISBN 978-0-357-02086-9

## 【References】

Lester, J. D., & Lester, J. D. (2015). Writing Research Papers: A Complete Guide (15th ed.). New York: Pearson. ISBN:1-292-07689-5

## 【Grading criteria】

Grading will be based on class participation and assignments (50%), and on a final essay (50% including 1st&2nd drafts). More than three unexcused absences will result in a failing grade.

## 【Changes following student comments】

None in particular.

## 【Equipment student needs to prepare】

Students require a laptop or computer and access to the internet and to a printer (students are required to bring print-outs of their work to class) to take part in this class.

## 【Others】

Please check Hoppii for the class code and join the class on Google Classroom.

ARSa200LA (地域研究 (ヨーロッパ) / Area studies(Europe) 200)

## Intercultural Communication E

## コリンヌ ヴァリエヌ

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：集中・その他/intensive・other courses | Campus：市ヶ谷 / Ichigaya |

Grade：1～4

Notes：Only a certain number of students

その他属性：

## 【Outline and objectives】

In this class you will discover French culture in fashion and gastronomy. Intercultural part is also important and you will improve your knowledge about French culture.

## 【Goal】

You will be able to describe a fashion show and talk about stylists as well as to recognize regional dishes and chef. You will discover and improve your knowledge about French culture.

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

## 【Method(s)】

We will study documents about French fashion and French Gastronomy. For example, you will discover famous French city, Chefs and Stylists. Intercultural part is very important in this class and you will have to think about your own habits and compare with your own culture. You'll have some reports during the semester and a Final report.

I will correct your reports and provide you with online comments.

You can contact me by email and I will reply to your questions.

【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
第1回	Presentation	program of the semester
第2回	French region	Lyon 1 - All about the beginning of French "cinema"
第3回	gastronomy	Lyon 2 - the specificity of Lyon cuisine
第4回	Culture	Lyon 3 - what about the cultural aspects of Lyon
第5回	Fashion	Coco Chanel -
第6回	Gastronomy	Do you know "Champagne" ? how to make champagne and the symbol of this famous drink
第7回	Gastronomy	Champagne 2 - What is the Champagne gastronomy ? Champagne is not only a drink, it is a famous region of France too.
第8回	Culture	What can you visit in Champagne ?
第9回	Gastronomy	Joël Robuchon, one of the famous French chef.
第10回	Culture	Paris 1 - Paris's secrets - Museum and places you don't know in Paris
第11回	Gastronomy	Paris 2 -What do Parisien eat ? Speciality of Paris
第12回	Gastronomy and culture	The art of eating from Middle age to XIXe century
第13回	Revision	Fashion and gastronomy revisions

第14回 Review and Exam Review and Exam

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

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

【Textbooks】

dictionary -

【References】

辞書- a dictionary will help you to understand some French sentences or expressions

【Grading criteria】

出席と参加 -HOMEWORK : 50%.

最終試験 - FINAL EXAM : 50 %

You'll have 3 reports as homework during the semester and 1 final exam at the end of semester.

Feedback will be given on Hoppii for each assignment.

【Changes following student comments】

本年度新規科目につきアンケートを実施していません

Questionnaires have not been conducted for subjects new this year.

ARSa200LA (地域研究 (ヨーロッパ) / Area studies(Europe) 200)

## Intercultural Communication F

ルルー 清野 ブレンダン

Subtitle : A Global History of France

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 火3/Tue.3 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes : Only a certain number of students

その他属性 :

## 【Outline and objectives】

This course explores topics in the history of France from a global perspective. In recent years, global history, alongside connected history or transnational history, has revealed complex interactions between goods, ideas, people across nation-states and regions.

The aim of this course, thus, is to provide students with an overview of the History of France, not as a nation-state per se but as a part of a connected, global world. The course will principally follow the (mainly) acclaimed *France in the World - A New Global History*, edited by Patrick Boucheron and Stéphane Gerson.

## 【Goal】

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

- understand and explain key concepts and ideas about the history of France in a global perspective;
- critically read and analyse academic readings on the history of France by incorporating the framework of global history;
- discuss their ideas on the history of France with others;
- deploy appropriate analytical tools to critically examine various historical materials.

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

## 【Method(s)】

The course consists of lectures, class discussions, group activities, and student presentations (depending on the number of enrolled students).

All work is carried out in English in class and that includes interaction between students and from students to teacher. Students will deal with reading various historical and academic texts, looking at visual documents such as pictures and diagrams, watching videos, then they will discuss these, try to answer questions, and apply strategies to solve problems. The format of the course will be as interactive and participatory as possible, with the help of screened slides in order to explain important facts and/or concepts.

The key to success in this course is weekly preparation and review of the class content, and active participation during class discussion and group works, in order to build a common knowledge about the history of France in a global perspective.

【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	- Self-introductions - Overview of the syllabus - Introduction of the course: "Early stirrings in one corner of the World"	3	The feudal order triumphs - When languages did not make kingdoms - Normans in the four corners of the World - Troyes, a Talmudic capital
			4	France expands - The two Europes, and the France of Bouvines - Universitas: the "French model" - Saint Louis is born in Carthage
			5	The great Monarchy of the West - An image of the World in a library - An enslaved black man in Pamiers - Jacques Cartier and the new lands - The Empire of the French language
			6	Absolute power - Spain cedes supremacy and cocoa to France - Versailles, capital of French Europe - 1492, French-style? - Siam: a missed opportunity
			7	Enlightenment Nation - A Kingdom for an Empire - The World's a conversation - The Global Revolution - Plantations in Revolution
			8	A homeland for a universal Revolution - Many nations under one code of law - Utopian year - Paris, Revolution ground zero - Penal colonization
			9	Globalization in the French style (1) - The other free trade country - The inauguration of the Suez canal - Local revolution, global myth
			10	Globalization in the French style (2) - Measuring the world - Dreyfus, a European affair - France hosts the World
			11	Modernizing in troubled times (1) - The view from New Caledonia - Two World-changing conferences - Naturalizing
			12	Modernizing in troubled times (2) - Empire at the gates of Paris - A French New Deal - Reinventing feminism - The end of the federalist dream and the invention of Françafrique
2	From one Empire to another	- Romans like the rest - The Franks choose Paris as their capital - Africa knocks at the Franks' door	13	Leaving the colonial empire, entering Europe - "The wretched of the Earth": mourn Frantz Fanon - "A specter haunts the planet" - The other 9/11 - Socialism and globalization

- 14 Today in France - France and multiculturalism:  
"Black-Blanc-Beur"  
- "This message comes to you from an old country"  
- The return of the flag

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

Students are required to read all the assignments (given in advance) and be ready for class discussions, group activities and presentations in class.

University guidelines suggest preparation and review should be around two hours a week for a two-credit course like this one.

**[Textbooks]**

There is no textbook to be bought for this class.

However, reading and viewing assignments will be made available in the reserve section of the library and/or uploaded to the course website on Hoppii (student information management system).

**[References]**

*France in the World - A New Global History*, edited by Patrick Boucheron and Stéphane Gerson, Other Press, 2019.

**[Grading criteria]**

50% - Attendance, class participation, short tests (in class)

30% - Homework, "preparation sheets" etc. (at home)

20% - Final group presentation or report or final exam (depending on the number of enrolled students)

Based on the grading criteria set by the instructor, students that successfully achieve 60% or more of course goals will be able to earn a passing grade for the course.

\* Regular attendance is essential in order to benefit from the interactive nature of this course. Therefore, you will not be able to pass this course if you miss more than three classes. Moreover, full score for regular attendance is only given to those students attending all classes. Each absence will result in a 10% lowering of your final grade. If you are absent for any reason, you must contact the lecturer through e-mail and explain.

**[Changes following student comments]**

n/a (First time the instructor is teaching this course.)

**[Others]**

- The course will be given in English, therefore students are expected to have a basic knowledge of English at university level. But perfect English is NOT required to take this class (the lecturer does not use himself a perfect English). The will to develop your English skills and an interest in history and historical texts is also expected. When necessary, additional explanations (e.g. difficult terms) may be given in Japanese or other languages.

- Students being late more than 15 minutes for no valid reason will be counted as being absent!

- Depending on the number of enrolled students and on the rhythm of the class, the above schedule is subject to change.

- Please refrain from private conversations during class, but feel free to ask any questions you may have.

BIO200LA (その他の総合生物・生物学 / Biology 200)

## Natural Science A

宇野 真介

Subtitle :

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 月3/Mon.3 | Campus : 市ヶ谷 | Grade : 1~4

Notes : ※ Only a certain number of students (30)

その他属性 :

## 【Outline and objectives】

The UN 2030 Agenda for Sustainable Development (Sustainable Development Goals: SDGs) has come to be recognized as a common challenge for the human society, which is a manifestation of the severity of various problems we as a species are faced with. In light of this current situation, this course focuses on the concept of "sustainability" so as to provide students with an opportunity to learn about basic scientific aspects of environmental problems and also to learn about relevant social issues in an attempt to provide a holistic view of human impact on the global environment.

## 【Goal】

This course is designed to teach about ecological and social issues. Therefore, the course objectives are: 1) to understand basic scientific concepts required to comprehend various environmental problems; 2) to understand social problems related to the environmental problems addressed in this course; and 3) to form personal perspective and opinion about the current state of human society by understanding the interrelated nature of the environmental and socioeconomic problems.

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

## 【Method(s)】

The course will be taught mainly in a face-to-face lecture format, however, there will also be opportunities for students to actively participate in class through, for example, group activities and discussions. In addition to in-class interactions, students will submit their opinions about/reactions to the materials presented in each class, and the instructor will give feedback/answer questions, as needed.

【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
Week 1	Understanding sustainability and basic features of ecosystem	As an introduction to the course, the concept of sustainability and the basic features of ecosystem will be discussed.
Week 2	Atmospheric changes and their consequences	In light of the ongoing "climate crisis", the composition of the Earth's atmosphere and consequences of atmospheric changes will be discussed.
Week 3	Water cycle and the use of water resource	As an essential matter for sustaining life and ecosystem, the water cycle and use of water resource will be discussed.

Week 4	Energy supply	Energy supply in ecosystem and energy issue in the human society will be discussed.
Week 5	What is "soil"?	The importance of soil in an ecosystem will be discussed in relation to ongoing environmental problems.
Week 6	What is biodiversity and why is it important?	Basic features and current state of biodiversity will be discussed in relation to its importance for the human society.
Week 7	Applied ecology for sustainable resource management	Group activity is used to integrate the concepts learned in the previous lectures and apply them to ecological problem solving.
Week 8	Ecological issues of modern agriculture	Positive and negative impacts of agricultural modernization will be discussed.
Week 9	Food production and environmental conservation	Approaches to achieving food security without degrading environment will be discussed with concrete examples.
Week 10	Is development sustainable?	Focusing on mineral resources, issues related to demand and supply of natural resources will be discussed.
Week 11	Consequences of "unwanted" development	Environmental and social problems caused by "development" in the developing world will be discussed.
Week 12	Understanding multi-stakeholder problem solving	Group work will be used to integrate the concepts learned in the previous lectures and apply them to socio-ecological problem solving.
Week 13	Toward a sustainable society	Alternative models that may help build a sustainable society will be discussed.
Week 14	What is happening in the global environment and where do we go from here?	The course contents will be reviewed to grasp the current state of the global environment, and future prospects will be discussed.

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

Students are expected to review contents of individual lectures, thoroughly read distributed materials, and utilize the online learning support system, as needed. Standard amounts of time to be spent for this purpose are two hours each for preparation and review.

【Textbooks】

None. Reading materials will be distributed as needed.

【References】

To be announced as needed.



**[Grading criteria]**

Student performance will be graded based on quizzes (40 %), a final assignment (40 %), and participation/in-class contribution (20%). Quizzes will be used to evaluate understanding of course materials (Course objectives 1 and 2). The final assignment will be an opportunity for students to demonstrate their understanding of the course material by presenting their personal analysis/opinion about the current state of human society (Course objective 3). Participation will be used to evaluate student performance in each class and in-class activities.

**[Changes following student comments]**

Providing opportunities for students to interact with other students and exchange their opinions proved to be effective in enhancing their learning.

**[Equipment student needs to prepare]**

Students will need to have access to Hoppii. Online format may be used, as needed, and students are expected to prepare necessary devices in such a case.

**[Others]**

There is an enrollment limit of 30 students. There will be selection, if the limit is exceeded. Details will be announced on Hoppii prior to the first class.

**[Outline (in English)]**

[Course outline] The UN 2030 Agenda for Sustainable Development (Sustainable Development Goals: SDGs) has come to be recognized as a common challenge for the human society, which is a manifestation of the severity of various problems we as a species are faced with. In light of this current situation, this course focuses on the concept of "sustainability" so as to provide students with an opportunity to learn about basic scientific aspects of environmental problems and also to learn about relevant social issues in an attempt to provide a holistic view of human impact on the global environment.

[Learning objectives] The course objectives are: 1) to understand basic scientific concepts required to comprehend various environmental problems; 2) to understand social problems related to the environmental problems addressed in this course; and 3) to form personal perspective and opinion about the current state of human society by understanding the interrelated nature of the environmental and socioeconomic problems.

[Learning activities outside of classroom] In addition to attending classes, students are expected to review contents of individual lectures, thoroughly read distributed reading materials, and utilize the online learning support system, as needed. Standard amounts of time to be spent for this purpose are two hours each for preparation and review.

[Grading criteria/policy] Final grade will be determined based on quizzes (40 %), final assignment (40 %), and participation/in-class contribution (20%).

HSS100LA (健康・スポーツ科学 / Health/Sports science 100)

## Elementary Health and Physical Education

武井 敦彦

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 月1/Mon.1 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes : Only a certain number of students

その他属性 :

## 【Outline and objectives】

The purpose of this course is to deepen students' understanding of the significance and role of physical activity and to foster the acquisition of essential knowledge and attitudes that contribute to the maintenance and promotion of physical, mental, and social health and self-management throughout life through lectures and practical training.

## 【Goal】

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

1. Deepen understanding of the significance and role of physical activity from various perspectives.
2. Acquire the ability to use sports activities to establish a prosperous and healthy student and social life.
3. Acquire basic knowledge and develop attitudes that contribute to self-management.
4. To acquire the ability to demonstrate leadership and solve problems through communication with others, which is considered to be extremely important for playing an active role in the real world after graduation.
5. Aim to acquire various skills that lead to the development of employment ability (ability to build relationships of trust, ability to act jointly, etc.).

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

## 【Method(s)】

If the Method(s) is changed, we will announce the details of any changes.

Students are expected to be in good physical condition before attending the class so that they will not have any physical or mental problems during the physical activities in the class. In addition, students are expected to follow the lecture's instructions in charge of the class regarding assignments to be done after class and preparations for the next class.

This class has comprised both lectures and practical lessons, and students are expected to learn and understand elementary health and physical education. Also, the class schedule may be changed due to COVID-19 and the university guidelines.

Due to the coronavirus pandemic, if too many students are registered for this class, we may have to choose students via random selection 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	Introduction of the course, 1st Presentation (Lecture)
2	Physical Fitness Test 1	Implementing of the physical fitness test (Practical Lesson)
3	Physical Fitness Test 2	Review of the physical fitness test and compile a report (Lecture)

4	Learning the Warm-Ups	Learning the basic principle and implementing the proper warm-ups (Lecture & Practical Lesson)
5	Learning the Individual Sports 1	Building the relationship with classmates through badminton (Practical Lesson)
6	Learning the Individual Sports 2	Facilitating mutual understanding with classmates through badminton (Practical Lessons)
7	Strength & Conditioning 1	Learning the theory of strength and conditioning (Lecture)
8	Strength & Conditioning 2	Implementing and collecting the data of the strength and conditioning (Practical Lesson)
9	Learning the Team Sports 1	Building the relationship with classmates through the futsal (Practical Lesson)
10	Learning the Team Sports 2	Facilitating the mutual understanding with classmates through the volleyball (Practical Lesson)
11	Health & Fitness	Learning and implementing the proper physical functional training to improve the QOL (quality of life) (Lecture & Practical Lesson)
12	Learning the Individual Sports 3	Building the relationship with classmates through table tennis (Practical Lesson)
13	Learning the Individual Sports 4	Facilitating mutual understanding with classmates through table tennis, 2nd Presentation (Practical Lesson)
14	Summarizing the Course	Overview of the course and compile a report (Lecture)

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

This class's standard preparatory study and review time is 2 hours each. The purpose of this class is to understand that sports activities contribute to the promotion of physical and mental health and interpersonal relationships through lectures and practical training. Therefore, record the time spent on daily physical activity, meals, sleep time, etc., look back on the contents, and record the effects and future tasks. Also, get in the habit of looking at various sports-related information sent from TV, newspapers, the Web, etc. This work will deepen your understanding of the contents of this class.

【Textbooks】

No textbook will be used.

【References】

Reference books may be introduced as and if necessary.

**[Grading criteria]**

Your overall grade in the class will be decided based on the following.

1. Participation status for activities during class / Presentation/ Reaction paper 60%.
2. Assignments / Reports 40%.

In principle, this grade evaluation method is used, and students who have difficulty in normal activities will be treated and evaluated individually.

**[Changes following student comments]**

1. Students are expected to communicate and interact with other students from all over the world, so this class tried to create the opportunity to enhance communication skills through sports and physical activities, including individual and team sports.
2. Students are expected to learn and implement the proper physical training (strength and conditioning). This class provided the appropriate information regarding physical training and aimed to improve the knowledge and skills of physical training based on the evidence.

**[Equipment student needs to prepare]**

1. Students must bring their proper sportswear and shoes for practical lessons.
2. Students must bring their own personal computer or mobile device to create and submit assignments.

**[Others]**

1. 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.
2. This class is planned to be held offline (face to face); therefore, please follow the university guidelines carefully when participating in classes (e.g., sanitizing your hands before participation).
3. If students have any issues, including health, before, during, and after the class, students must inform their condition to the teacher.

## Elementary Information Technology

齋藤 明

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：水5/Wed.5 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：Only a certain number of students

その他属性：

## 【Outline and objectives】

Processing is a computer language designed for those who study programming for the first time. Despite its simple grammatical structure, it provides us with a strong beginner-friendly graphical environment. In this lecture, you learn the basic grammar of Processing and how to write programs in this language.

## 【Goal】

You will learn basic elements of a programming language and how to write simple programs. The grammar of Processing has a lot in common with java and other computer languages widely used in the society. Thus, the knowledge and techniques which you learn in this lecture will be easily transferred to other programming environments.

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

## 【Method(s)】

The class consists of a lecture and exercises. The lecture is delivered through slides. You are frequently required to write simple programs as exercises during the class. Homework is assigned at the end of the class, which you are required to finish by the next class.

## 【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	What is Processing?	You will see a sample program written in Processing and get a rough idea on how it works. It serves as an introduction to this lecture.
2	Calculation	You learn how to calculate in a computer language.
3	Variables	You learn how to declare variables. You also learn several types of variables.
4	Drawing [1]	You learn how to draw pictures in Processing.
5	Drawing [2]	You learn the importance of using variables when you draw a picture.
6	Conditional Statement [1]	You learn the "if" statement and how to use it.
7	Conditional Statement [2]	You learn how to combine logical conditions.
8	Conditional Statement [3]	You learn how to construct a nested structure of conditional statements.
9	Repetition [1]	You learn the "while" statement, which enables you to repeat the execution of statements.

10 Repetition [2]

You learn the nested structure of repetitions, which we call a double loop.

11 Repetition [3]

You learn the combination of repetitions and conditional statements.

12 Animation [1]

You learn the active mode of Processing, in which you can manipulate animation.

13 Animation [2]

You learn how to utilize conditional statements and repetitions appropriately in the active mode.

14 Exercises

You tackle several exercises concerning the subject you have learned in this lecture.

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

Homework is assigned in each class. You are required to finish it by the next class. Also the slides for the next class are available a couple of days in advance. You are required to browse them and grasp the image of the upcoming class. An estimated time for this work is 2 hours.

## 【Textbooks】

None.

## 【References】

None.

## 【Grading criteria】

The grade of this class consists of :  
the quality of exercises submitted during the class : 50%  
the quality of the submitted homework : 50%

## 【Changes following student comments】

None.

## 【Equipment student needs to prepare】

None.

## 【Others】

None.

PRI200LA (情報学基礎 / Principles of informatics 200)

## Information Technology

齋藤 明

Subtitle : Programming in Processing

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 水5/Wed.5 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes : Only a certain number of students

その他属性 :

<p><b>[Outline and objectives]</b> Processing is a computer language which provides you with a beginner-friendly graphical environment. Aiming at those who have learned basic elements of Processing in the course "Elementary Information Technology", this course teaches you mid-level elements of Processing, which enable you to develop a sufficiently large software.</p> <p><b>[Goal]</b> In the course "Elementary Information Technology", you have learned how to use various types of variables as well as basic statements such as if, while and for statements. In this course, you will learn arrays, which can store more than one values, and functions, which integrate similar codes into one component. Both are essential elements when you develop a large-scale software.</p> <p><b>[Which item of the diploma policy will be obtained by taking this class?]</b></p> <p><b>[Method(s)]</b> The class consists of a lecture and exercises. The lecture is delivered through slides. You are required to write short programs as exercises during the class. A homework is assigned at the end of the class, which you are required to finish by the next class.</p> <p><b>[Active learning in class (Group discussion, Debate.etc.)]</b> なし / No</p> <p><b>[Fieldwork in class]</b> なし / No</p> <p><b>[Schedule] 授業形態 : 対面/face to face</b></p> <table border="0"> <thead> <tr> <th>No.</th> <th>Theme</th> <th>Contents</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Review of the basic grammar of Processing 1</td> <td>You will review what you have learned in "Elementary Information Technology". We will focus on variables and conditional statements.</td> </tr> <tr> <td>2</td> <td>Review of the basic grammar of Processing 2</td> <td>You will review what you have learned in "Elementary Information Technology". We will focus on statements performing loops.</td> </tr> <tr> <td>3</td> <td>Array 1</td> <td>You will learn a type called an array. It will enable you to store multiple values under a common name.</td> </tr> <tr> <td>4</td> <td>Array 2</td> <td>You will learn how to declare an array with an explicit initialization.</td> </tr> <tr> <td>5</td> <td>Array 3</td> <td>You will learn how to declare an array without explicitly initializing it.</td> </tr> <tr> <td>6</td> <td>Array 4</td> <td>You will learn an advanced technique on how to use an array.</td> </tr> </tbody> </table>	No.	Theme	Contents	1	Review of the basic grammar of Processing 1	You will review what you have learned in "Elementary Information Technology". We will focus on variables and conditional statements.	2	Review of the basic grammar of Processing 2	You will review what you have learned in "Elementary Information Technology". We will focus on statements performing loops.	3	Array 1	You will learn a type called an array. It will enable you to store multiple values under a common name.	4	Array 2	You will learn how to declare an array with an explicit initialization.	5	Array 3	You will learn how to declare an array without explicitly initializing it.	6	Array 4	You will learn an advanced technique on how to use an array.	<p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p>	<p>Function 1</p> <p>Function 2</p> <p>Function 3</p> <p>How to Use Functions</p> <p>Scope Rule</p> <p>Recursion 1</p> <p>Recursion 2</p> <p>Exercises</p>	<p>You will learn the basics of a function. You will see the similarities and the differences between functions in mathematics and those in programming.</p> <p>You will learn how to write and use functions which return a value. They are similar to the functions in a mathematical sense.</p> <p>You will learn how to write and use functions which do not return a value. You will understand that in a programming language, the word "function" is used in a sense broader than the counterpart in mathematics.</p> <p>You will learn how to divide a whole program into meaningful small parts and convert them into functions.</p> <p>When you write a program, you declare a number of variables inside and outside of functions. You will learn which of them you can refer in a specific part of the program.</p> <p>You can call a function from inside of a function. Recursion is a special type of calling in which you call a function which is the same as the one you are currently in. You will learn how to use recursion.</p> <p>Many tasks in the information processing are described in a recursive manner. You will learn how to naturally convert the recursive description into a recursive function.</p> <p>You are required to solve various types problems on what you have learned in this course. The solutions to these problems are explained in the latter half of the class.</p> <p><b>[Work to be done outside of class (preparation, etc.)]</b> Homework is assigned in each class. You are required to finish it by the next class. Also the slides for the next class are available a couple of days in advance. You are required to browse them and grasp the image of the upcoming class. An estimated time for this work is 2 hours.</p> <p><b>[Textbooks]</b> None.</p>
No.	Theme	Contents																						
1	Review of the basic grammar of Processing 1	You will review what you have learned in "Elementary Information Technology". We will focus on variables and conditional statements.																						
2	Review of the basic grammar of Processing 2	You will review what you have learned in "Elementary Information Technology". We will focus on statements performing loops.																						
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6	Array 4	You will learn an advanced technique on how to use an array.																						

**【References】**

None

**【Grading criteria】**

Your are assessed from the following points.

The quality of the exercises you submit from 1st to 13th classes  
: 30%

The quality of the submitted homework : 50%

The quality of the exercises you submit in the last (14th.) class  
: 20%

**【Changes following student comments】**

None.

**【Equipment student needs to prepare】**

None.

**【Others】**

None

CAR100LA (キャリア教育 / Career education 100)

## Elementary Career Development

AMINE A ABBADIE

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 月2/Mon.2 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes : Only a certain number of students

その他属性 :

## 【Outline and objectives】

This course is designed to equip students with the necessary tools and knowledge to navigate their career paths successfully. Through interactive sessions, self-assessments, and practical exercises, students will explore their strengths, interests, values, and goals to make informed decisions about their future careers.

## 【Goal】

Students will have a deep understanding of:

- 1- Understand the importance of career development and planning.
- 2- Identify personal strengths, interests, values, and goals.
- 3- Explore various career options and pathways.
- 4- Develop essential skills for career success, including communication, networking, and problem-solving.
- 5- Learn effective job search strategies, resume writing, and interview techniques.
- 6- Understand the role of continuous learning and professional development in career advancement.
- 7- Develop a personalized career action plan.

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

## 【Method(s)】

- Lectures: Instructor-led sessions to introduce concepts and facilitate discussions.

- Activities: Individual and group activities to apply concepts learned in lectures.

All of the class activities will be conducted in English.

【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
Week 1	Orientation	Outline of the course. Introduction of instructor. Free discussion on "career" and career development.
Week 2	Introduction to Career Development	Career development is the proactive, lifelong process of finding your footing and advancing your career path.
Week 3	Self-Assessment	Helping students identify their strengths, weaknesses, interests, and values to align with potential career paths.
Week 4	Career Exploration	Introducing students to various career options, industries, and roles, and teaching them how to conduct effective research.
Week 5	Skill Development	- Communication skills - Critical thinking and problem-solving - Adaptability and resilience

week 6	Job Search Strategies	Equipping students with tools and methods to search for job opportunities, including online job boards, networking events, and informational interviews.
Week 7	Interview Preparation	Training students on interview etiquette, common interview questions, and techniques to showcase their qualifications and suitability for roles.
Week 8	Professional Development	Encouraging students to pursue continuous learning, skill development, and professional growth throughout their careers.
Week 9	Career Action Plan	- Defines your career goals - Audits your skillset - Identifies strengths and weaknesses - Creates achievable milestones - Details the actionable steps to take. - Tracks and monitors your progress.
Week 10	Career Transitions and Adaptability	Helping students navigate career transitions, whether it's changing industries, roles, or returning to work after a hiatus.
week 11	Personal Branding and Online Presence	Educating students on the importance of personal branding and managing their online presence through platforms like LinkedIn.
Week 12	Guest Speaker(1) sessions HR Recruiter Recruitment Company	Listen to the guest speaker session on Career in Japan, recruitment company.
Week 13	Guest Speaker(2) sessions HRPB Tech company	Listen to the guest speaker session on the career from company aspect.
Week 14	Wrap-up	Review major points students learned in the course and further deepen their understanding through wrap-up Q&A and discussions.

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

Students taking this course should spend time to prepare and review the lessons before and after the course, for approximately One (1) Hour.

【Textbooks】

For this course there is not a specific textbook which will be followed, I will be using different resources like as below:  
"Designing Your Life" by Bill Burnett and Dave Evans:

- A book that applies design thinking principles to help students create a meaningful and fulfilling career.  
"The 7 Habits of Highly Effective People" by Stephen R. Covey.
- Focuses on personal development and effectiveness, providing valuable insights for career success.

Online Platforms: LinkedIn Learning.

**[References]**

References will be introduced in class.

**[Grading criteria]**

Grading will be decided based on the following criteria:

Participation: Active engagement in class discussions and activities: 60%

Final Project: Develop a comprehensive career action plan: 40%

Details will be explained during the first class.

Please note that students who miss 4 classes or more without justification cannot receive credit.

**[Changes following student comments]**

Following student comments, more pair and group discussion will be conducted.



CAR200LA (キャリア教育 / Career education 200)

## Career Development Skills

AMINE A ABBADIE

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：月2/Mon.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：Only a certain number of students

その他属性：

## 【Outline and objectives】

Career development skills are critical for professional growth and success in any field. Designing modules for a career development program can help individuals enhance these skills.

Career development is a vital aspect of one's professional life. Whether you are just starting in your career or looking to make a change, there are several skills and strategies that can help you succeed.

## 【Goal】

Here are some essential skills and goals to focus on for career development:

- 1- Equip students with the necessary skills to navigate their future career paths effectively.
- 2- Enhance students' understanding of the job market and employment trends.
- 3- Develop key competencies such as resume writing, interview techniques, and networking skills.

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

## 【Method(s)】

- Lectures: Instructor-led sessions to introduce concepts and facilitate discussions.
- Activities: Individual and group activities to apply concepts learned in lectures.

All of the class activities will be conducted in English.

【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
Week 1	Orientation	Outline of the course. Introduction of instructor. Free discussion on "career" and career development Skills.
Week 2	Self-Assessment and Goal Setting	To help students understand their strengths, weaknesses, interests, and values.
Week 3	Skill Development	To assist students in identifying and developing key professional skills.
Week 4	Networking and Relationship Building	To teach effective networking strategies and relationship management.
Week 5	Resume Writing and Personal Branding	To guide students in creating impactful resumes and developing a strong personal brand.
Week 6	Job Search Strategies	To equip students with effective job search techniques.
Week 7	Interview Skills	To prepare students for job interviews.
Week 8	Negotiation and Decision Making	To improve negotiation skills and decision-making abilities.

Week 9	Career Advancement and Leadership	To assist in developing leadership skills and strategies for career advancement.
Week 10	Work-Life Balance and Wellness	To emphasize the importance of maintaining a healthy work-life balance.
Week 11	Future Trends and Adaptability	To prepare for future trends and the evolving job market.
Week 12	Career Advocacy	Learning how to effectively advocate for oneself in terms of career advancement, including asking for promotions, raises, or additional responsibilities.
Week 13	Guest Speaker	People who are active in various fields are invited to talk about their careers
Week 14	Recap	- Recap of the key points. - Encouragement to take charge of one's career development journey.

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

Students taking this course should spend time to prepare and review the lessons before and after the course, for approximately One (1) Hour.

## 【Textbooks】

For this course there is not a specific textbook which will be followed, I will be using different resources like as below:

Books:

"Atomic Habits" by James Clear:

- Offers insights into building positive habits that can contribute to long-term career success.

1. "Ikigai: The Japanese Secret to a Long and Happy Life" by Héctor García and Francesc Miralles:

- While not specifically focused on career development, this book explores the concept of ikigai, which can be valuable for Japanese students seeking purpose in their careers.

Online Platforms: LinkedIn Learning courses.

## 【References】

References will be introduced in class.

## 【Grading criteria】

Grading will be decided based on the following criteria:

Participation: Active engagement in class discussions and activities: 60%

Final Project: Develop a comprehensive career action plan: 40%

Details will be explained during the first class.

Please note that students who miss 4 classes or more without justification cannot receive credit.

## 【Changes following student comments】

This course will be conducted for the 2nd time in 2024

ART100LA (芸術学 / Art studies 100)

## Elementary Humanities A

URBANOVA JANA

Subtitle : Japanese Literature I.

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 水1/Wed.1 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes : Only a certain number of students

その他属性 :

## 【Outline and objectives】

This course is a survey of ancient to medieval Japanese literature. Major literary works are introduced with an emphasis on their literary artistry as well as their historical and cultural importance. Focus is also placed on the unique philosophy that shaped the aesthetic values in Japan throughout the centuries. This topic will be further highlighted by discussing differences in Eastern and Western world views and by introducing Okinawan poetry which displays unique features when compared with classical Japanese poetry.

## 【Goal】

1. to learn about major literary works in their historical and cultural context
2. to gain deeper understanding of the different philosophical backgrounds that have influenced the way of thinking in Japan and the West
3. to improve your English vocabulary regarding the topic

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

## 【Method(s)】

This course is based on lectures by the instructor featuring the use of written and audio-visual materials. In addition, every student will be required to deliver a class presentation on a given topic, to submit a short written summary of the presentation topic and an essay, and to pass the final exam. The topics for the presentation will be distributed at the beginning of the course.

Comments and explanation about assignments and answers to questions from students are given at the end of each class.

**This course is in principle a face-to-face course. However, the first lecture will be taught online on Zoom.** Please see HOPPII for further instructions about how to join our Zoom 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	Introduction to course; scheduling of presentations
2.	Historical overview of Japanese literature	Brief overview of major literary works in their historical context with a focus on the <i>Nara</i> and <i>Heian</i> periods
3.	Japanese perception of nature, Part 1	Definition of nature and corresponding terms in Japanese; Japanese love for nature and its various aspects; Japanese vs. Western concepts of nature
4.	Japanese perception of nature, Part 2	The four seasons as one of the central concepts in Japanese culture and literature; the concept of transformation and change, harmony of <i>yin</i> and <i>yang</i> ; perception of time
5.	Natural images in classical Japanese poetry	Literal and figural meaning of images in Japanese and Western poetic tradition
6.	Key concepts of Japanese aesthetics	Four aesthetic concepts in Japanese culture and literature; demonstration of these concepts in <i>Essays in Idleness</i> by the Buddhist priest <i>Kenkō</i>
7.	Japanese mythology	<i>Records of Ancient Matters (Kojiki)</i> ; Japanese mythology vs. Western ideological concepts (Greek mythology and Christianity)
8.	Japanese poetry, Part 1	The role of poetry from ancient times through the era of <i>Man'yōshū (Collection of Ten Thousand Leaves)</i> to the flourishing era of imperial poetry anthologies
9.	Japanese poetry, Part 2	Long and short poetic forms ( <i>chōka</i> and <i>tanka</i> ); believed to be the first Japanese poem in the fixed form; major themes in classical poetry
10.	Japanese prose, Part 1	Japanese tales and its various genres; the oldest preserved tale ( <i>The Tale of the Bamboo Cutter; Taketori Monogatari</i> ) and the collection of poem tales ( <i>Tales of Ise; Ise Monogatari</i> )
11.	Japanese prose, Part 2	Flourishing of women writers in the <i>Heian</i> period with a focus on two prominent figures <i>Murasaki Shikibu</i> and <i>Sei Shōnagon</i> and their works <i>The Tale of Genji (Genji Monogatari)</i> and <i>The Pillow Book (Makura no Sōshi)</i>
12.	Okinawan language and poetry - Introduction	Languages of the Ryūkyū Islands as part of the Japanese language group; language rules in Okinawan poetry <i>ryūka</i>
13.	The world of Okinawan poetry	The oldest preserved collection of old epic songs <i>Omorosōshi</i> ; Okinawan lyrical poetry <i>ryūka</i>
14.	Course wrap up	Submit short summary of presentation topic and essay; final written exam

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

- 1.Prepare a short self-introduction
- 2.Reading: handout on anthology of Japanese literature
- 3.Reading: Asquith 1-35
- 4.Readings: Asquith 36– 53; handout related to the topic
- 5.Readings: Asquith 54– 67; handout on Western poetry
- 6.Reading: Keene 3– 22
- 7.Reading: handout on the *Kojiki*
- 8.Reading: Keene 47– 69
- 9.Reading: Keene 25– 44
- 10.Readings: Keene 73– 95; handout on Japanese tales
- 11.Reading: handout on women's classical prose
- 12.&13.Reading: text by lecturer on Okinawan language and poetry
- 14.Submit short summary of presentation topic and essay; final written exam

Before/after each class meeting, students will be expected to spend four hours to understand the course content.

(University guidelines suggest preparation and review should be around four hours a week for a two-credit course.)

**[Textbooks]**

Keene, Donald. *The Pleasures of Japanese Literature*. New York: Columbia University Press, 1988.

All other study materials and handouts will be provided by the lecturer.

**[References]**

Asquith, Pamela J. and Arne Kalland, ed. *Japanese Images of Nature*. Richmond: Curzon Press, 1997.

Keene, Donald. *Anthology of Japanese Literature*. Rutland, Vermont & Tokyo: Charles E. Tuttle Company, 1956. Twenty-second edition, 1991.

McCullough, Helen Craig. *Classical Japanese Prose: an Anthology*. Stanford: Stanford University Press, 1990.

Miner, Earl. *An Introduction to Japanese Court Poetry*. Stanford: Stanford University Press, 1968.

Further references related to the topic of each class will be provided by the lecturer.

**[Grading criteria]**

Class attendance and oral participation are expected; failure to participate in class will result in the subtraction of marks from the total. Grading criteria: oral presentation and written summary (40%); final examination and essay (60%).

**[Changes following student comments]**

There are no student comments that would require major changes to the course.

**[Equipment student needs to prepare]**

● Please use the designated textbook. - The instructions on where to find the textbook will be provided in the first class.

● In case this course needs to switch to online format, it will be taught on Zoom, so students who attend the Zoom session on campus will need to prepare a headset.

● Please check HOPP II regularly for further instructions and details about the course.

ART200LA (芸術学 / Art studies 200)

## Humanities A

## URBANOVA JANA

Subtitle : Japanese Literature II.

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 水1/Wed.1 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes : Only a certain number of students

その他属性 :

## [Outline and objectives]

This course focuses on the major literary figures and their representative works of early modern, modern and contemporary Japanese literature. The works will be discussed with regard to the circumstances and background that shaped the authors' way of thinking. The course will also include a lesson introducing two significant works of medieval literature to shed light on one of the crucial concepts in Japanese culture - transience. There will also be a lesson introducing two major women poets of Okinawa.

## [Goal]

Goals:

1. to learn about the major literary figures of pre-modern, modern and contemporary Japanese literature
2. to gain an appreciation of the depth and atmosphere of their literary works as well as the beauty of the English translations

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

## [Method(s)]

This course is based on lectures by the instructor featuring the use of written and audio-visual materials. In addition, every student will be required to actively participate in class discussions, deliver a class presentation on a given topic, submit a short written summary of the presentation topic and an essay and complete a short written exam at the end of the semester. The topics for the presentation will be distributed at the beginning of the course.

Comments and explanation about assignments and answers to questions from students are given at the end of each class.

This course is in principle a face-to-face course. However, the first lecture will be taught online on Zoom. Please see HOPPII for further instructions about how to join our Zoom 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	Introduction to course; brief self-introduction; scheduling of presentations
2.	Transience in Japanese poetry	The concept of transience as portrayed in <i>Essays in Idleness (Tsurezuregusa)</i> , written by Buddhist priest Kenkō)the <i>waka</i> anthology <i>A Hundred Poems by a Hundred Poets (Hyakunin Isshu)</i> , compiled by Fujiwara no Teika)
3.	Haikai poetry	Transition from comic <i>haikai</i> poetry to the mastering of <i>haiku</i> ; <i>Matsuo Bashō</i> ; Hints for appreciating and writing <i>haiku</i>

4.	Poetry of Okinawa	Two women poets of Okinawa: <i>Yoshiya Tsuru</i> and <i>Onna Nabe</i> and their <i>ryūka</i> poems
5.	Literature of the floating world	The rising merchant society during the <i>Edo</i> period; stories of the floating world ( <i>ukiyo zōshi</i> ); <i>Ihara Saikaku: The Life of an Amorous Man (Kōshoku Ichidai Otoko)</i> and <i>Five Women who Loved Love (Kōshoku Gonin Onna)</i> <i>Ueda Akinari</i> and his <i>Tales of Moonlight and Rain (Ugetsu Monogatari)</i>
6.	Tales of the supernatural in pre-modern literature	<i>Ueda Akinari</i> and his <i>Tales of Moonlight and Rain (Ugetsu Monogatari)</i>
7.	Tales of the supernatural in modern literature	<i>Akutagawa Ryūnosuke</i> and the influence of <i>Japanese Tales from Times Past (Konjaku Monogatari Shū)</i> ; short stories <i>In a Grove (Yabu no Naka)</i> and <i>Rashōmon</i>
8.	The world of fantasy and reality of Miyazawa Kenji	<i>Miyazawa Kenji</i> : fantasy novel <i>Milky Way Railroad (Ginga Tetsudō no Yoru)</i> , poem <i>Be not Defeated by the Rain (Ame ni mo makezu)</i>
9.	Modern novelists, Part 1	<i>Natsume Sōseki</i> : his life and literary works, particularly the novel <i>I Am a Cat (Wagahai wa Neko de aru)</i>
10.	Modern novelists, Part 2	<i>Mishima Yukio (Confessions of a Mask; Kamen no Kokuhaku)</i>
11.	Modern novelists, Part 3	<i>Tanizaki Junichirō</i> and his works <i>The Key (Kagi)</i> and <i>In Praise of Shadows (Inei Raison)</i>
12.	Modern novelists, Part 4	Nobel Prize winner <i>Kawabata Yasunari</i> and his masterpiece <i>Snow Country (Yukiguni)</i>
13.	Contemporary literature	<i>Yoshimoto Banana</i> and <i>Haruki Murakami</i> and their representative works
14.	Course wrap up	Submit short summary of presentation and essay; final written exam

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

Please prepare a short self-introduction for the first class. In addition, each student will be asked to deliver an oral presentation on a designated topic and to submit a short written summary of the presentation and essay at the end of the semester. Students are also expected to actively engage in class discussions and to revise all of the readings done in class, as they will form the basis for the discussions and questions on the final exam. Preparatory study and review time for this class are 2 hours each. (University regulations suggest preparation and review are around 4 hours a week for a two-credit course.)

**【Textbooks】**

No textbooks will be used. Handouts and reading materials on each lesson's topic together with the specified sources will be distributed by the lecturer through HOPPIL.

**【References】**

Selected references:

Keene, Donald. *Appreciations of Japanese Culture*. Tokyo, New York & London: Kodansha International, Ltd., 1971. First paperback edition, 1981.

Keene, Donald. *World Within Walls - Japanese Literature of the Pre-Modern Era, 1600-1867*. New York: Holt, Rinehart and Winston, 1976.

Petersen, Gwen Boardman. *The Moon in the Water - Understanding Tanizaki, Kawabata and Mishima*. Honolulu: The University Press of Hawaii, 1979.

Further references related to the topic of each class will be provided by the lecturer.

**【Grading criteria】**

Class attendance and oral participation are expected; failure to participate in class will result in the subtraction of marks from the total. Grading criteria: oral presentation and written summary (50%); active participation in discussions, final examination and essay (50%).

**【Changes following student comments】**

There are no student comments that would require major changes to the course.

**【Equipment student needs to prepare】**

Please check HOPPIL for further instructions about the course.

ARSa100LA (地域研究 (ヨーロッパ) / Area studies(Europe) 100)

## Elementary Humanities B

Richard.J.Burrows

Subtitle : UK Culture &amp; Society

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 水4/Wed.4 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes : Only a certain number of students

その他属性 :

## 【Outline and objectives】

This course will seek to introduce the culture & society of contemporary Britain to students through a series of stimulating audio-visual units, together with selected thematically linked readings.

In addition to offering a greater understanding of contemporary UK culture, the course encourages students through the presentation & report to critically compare & contrast UK culture & society with their own.

## 【Goal】

During this course, through regular exposure to a variety of audio-visual material, students will have the opportunity to sharpen their listening skills. Follow-up pair-work comprehension questions, discussion & structured conversation practice will also give them the opportunity to improve their oral skills. Finally students will be encouraged to reflect on their own culture & society as they learn about UK.

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

## 【Method(s)】

The previous lesson's reading assignment will be reviewed & discussed before a pair-work preview will introduce the theme for that lesson. Any required vocabulary will be previewed before students view/listen to the material.

Pair-work comprehension questions will allow students to check their own understanding, while a post-viewing discussion will offer more chances to analyze the material. Time permitting, there will be structured conversation practice before outlining the following week's homework.

【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	Course Introduction
2	Listening & Speaking	Presentation Guidance
3	Listening & Speaking - The Seven Wonders of Britain	The Seven Wonders of Britain - reading assignment, preview, vocabulary, comprehension questions
4	Listening & Speaking - Wales	Wales - reading assignment, preview, vocabulary, comprehension questions
5	Listening & Speaking - BBC	BBC - reading assignment, preview, vocabulary, comprehension questions
6	Listening & Speaking - The Mini	The Mini - reading assignment, preview, vocabulary, comprehension questions
7	Listening & Speaking - The Village	The Village - reading assignment, preview, vocabulary, comprehension questions

8	Writing - Comparison & Contrast Reports Listening & Speaking - English Tea	Semester report preparation. English Tea - reading assignment, preview, vocabulary, comprehension questions
9	Listening & Speaking - The Purple Violin	The Purple Violin - reading assignment, preview, vocabulary, comprehension questions
10	Listening & Speaking - Sherlock Holmes	Sherlock Holmes - reading assignment, preview, vocabulary, comprehension questions
11	Listening & Speaking - Agatha Christie	Agatha Christie - reading assignment, preview, vocabulary, comprehension questions
12	Listening & Speaking - The Sea	The Sea - reading assignment, preview, vocabulary, comprehension questions
13	Listening & Speaking - London Taxis	London Taxis - reading assignment, preview, vocabulary, comprehension questions
14	Listening & Speaking British Public School	British Public Schools - reading assignment, preview, vocabulary, comprehension questions

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

Regular reading assignments with both vocabulary exercises & comprehension questions, & audio-visual vocabulary preparation will be required from students each week.

No more than 3 absences will be permitted. The weekly reading assignment, preparatory study and review time for this class are about 4 hours for each week. University guidelines suggest preparation and review are around 4 hours a week for a two-credit course.

【Textbooks】

None, but students need to download and prepare the required files before each class.

【References】

An electronic or smartphone dictionary, or dictionary app will be required at every lesson

【Grading criteria】

Evaluation will be based on the following criteria:

Classwork & Participation 30%

Homework 30%

Presentation 20%

Report 20%

In principle, no more than 3 absences are permitted

【Changes following student comments】

Online access to the course materials will allow to students to both preview & review class work.

**[Equipment student needs to prepare]**

A PC with a reliable internet connection will be needed to download lesson materials each week. In addition, access to a PC in order to prepare a PowerPoint presentation & complete, upload or print the final report

**[Others]**

Please join this class if you have an interest in this topic, a desire to improve your English skills, and are willing to attend classes on a regular basis and submit all homework & other assignments on time.

**[None]**

None

**[None]**

None

**[None]**

None

**[None]**

None

**[None]**

None

ARSc200LA (地域研究 (北アメリカ) / Area studies(North America) 200)

## Humanities B

Richard.J.Burrows

Subtitle : US 20th Century History

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 水4/Wed.4 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes : Only a certain number of students

その他属性 :

## 【Outline and objectives】

Despite the rise of powers in Asia such as China & India, the US remains the pre-eminent global power and a key to understanding its prominence lies in an understanding of its rise as a superpower during the 20th century. Therefore, this course will focus on key political, economic & cultural developments during the latter half of that period, how they contributed to the rise of American power and continue to influence nations around the world, especially in Asia. Regular reading assignments will be set, analyzed & discussed during the lessons, allowing students to reflect on how the US continues to influence their nations as we enter a new century.

## 【Goal】

Through a variety of media, this course seeks to firstly, give students a thorough understanding of key events in the US from the end of World War I to the close of the century. In addition, students will be able to comprehend how those events impacted not only on the course of modern US history, but their wider effect throughout the world, especially in the Asia-Pacific region.

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

## 【Method(s)】

Regular reading assignments will be set, analyzed & discussed during the lessons, allowing students to reflect on how the US continues to influence their nations as we enter the 21st century. Furthermore, an audio-visual element will allow students to sharpen their listening skills and engage in comprehension activities.

Students will present on topics of their own choice, and after each presentation, the student will receive private feedback, in addition to a grade & constructive evaluation

【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
Week 1	Explanation	Course Introduction
Week 2	Course Assignments	Presentation Skills
Week 3	Innovation	The Wright Brothers
Week 4	The Pacific Conflict	US in World War II
Week 5	Post-War Settlement	Bombing of Hiroshima
Week 6	Technology	Breaking the Sound Barrier
Week 7	The Fight Against Communism	The Vietnam War
Week 8	The Civil Rights Movement	Martin Luther King
Week 9	A Divided Nation	The Anti-War Movement
Week 10	Civil Unrest & Violence	The Assassination of JFK
Week 11	Watergate	The End of Nixon
Week 12	The Space Race	The Apollo Landings
Week 13	Domestic Terrorism	Oklahoma Bombing

Week 14 Course Review The 20th Century Influence on the Present Day

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

Students will be expected to make a presentation and submit a report on a relevant theme during the semester. In addition, regular reading assignments will be set with comprehension & vocabulary questions, which will require 4 hours each week. No more than 3 absences will be permitted. University guidelines suggest preparation and review are around 4 hours a week for a two-credit course.

【Textbooks】

None, but students are required to download & prepare the required material before class.

【References】

An electronic or smart phone English dictionary, or dictionary app is required at every class

【Grading criteria】

Evaluation will be based on the following criteria:

Classwork & Participation 30%

Homework 30%

Presentation 20%

Report 20%

In principle, no more than 3 absences are permitted

【Changes following student comments】

Online access to the course materials will allow to students to both preview & review class work.

【Equipment student needs to prepare】

Since all materials will be available online, students need to either download & print the necessary file, or download and have it ready on their laptop or tablet device, before the start of each class. In addition, students need to have access to a pc in order to prepare their presentation & report

【Others】

Please join this class if you have an interest in this topic, a desire to improve your English skills, and are willing to attend classes on a regular basis and submit all homework & other assignments on time.

【None】

None

【None】

None

【None】

None

【None】

None

【None】

None



POL100LA (政治学 / Politics 100)

## Elementary Social Science A

GAEL BESSON

Subtitle : Introduction to Legal Theory

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 火5/Tue.5 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes : Only a certain number of students

その他属性 :

## [Outline and objectives]

Legal theory is a discipline that uses tools, concepts and methods from philosophy, sociology, political science, economics and critical studies, in order to study the concepts that are central or deemed the most important to talk about Law in a general way : authority, rule, norm, obligation, and the concept of law itself.

But as a specific discipline, Legal theory's vocabulary is distinct from the Legal vocabulary. It is therefore important to be able to understand the texts of the authors that build the framework and laid the background that is used today : HOBBS, ROUSSEAU, HUME, BENTHAM, AUSTIN, WEBER, KELSEN...

Their debates shaped new ideas and arguments, and in order to keep the discussion ongoing, this class will accompany the student into one of its most fundamental branches :

How to distinguish what is law and what it should be ? How do judges, legal practitioners and law professors deal with their functions and their personal preferences ? And overall, how does analytical philosophy of law, one of the most influential positivist approaches of legal phenomenon, historically deal with national and international tensions while ensuring respect of the individual ?

## [Goal]

By the end of the course, students are expected to have acquired:

1. An understanding of the purpose of legal theory and an overview of some of the main figures of the discipline.
2. A firm grasp on important notions in the fields of Law, Politics and Philosophy.
3. Analytical tools to understand legal theory texts, old english texts and classic and contemporary debates.
4. How to write a synthesis and argumentative essay.

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

## [Method(s)]

Classes consist in discussion, documents study, and lecture.

Students will be required to apply analytical frameworks they learned during class by doing weekly homework that may sometimes include a little essay.

Mail can be written to the professor anytime.

Course contents may vary depending on the number of students.

A final test will check if the notions are understood.

[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 (PLATO)	1. Question(s) : Can you, should you study and understand something that is not your main passion ? What is science ? What is philosophy ? 2. Notion(s) : Definitions, Purpose, Perspectives, Epistemology, Axiology, Ontology 3. Documents : A. (-429 ? / - 347 BC) Plato, The Republic, The cavern, -387, -370. B. ???, The World As I See It, ????
2.	II. LAW AND EXPERIENCE 1 (HOBBS)	1. Question(s) : Can you, should you, think of yourself or of the other first ? Is experience more important than reason ? 2. Notion(s) : Empiricism, Selfishness, State of Nature 3. Document : C. (1588-1679) HOBBS Thomas, Leviathan, 1651

3.	II. LAW AND EXPERIENCE 2 (HUME)	1. Question(s) : What is the difference between description (it is...) and prescription (it should be) ? 2. Notion(s) : Empiricism, Induction, Deduction, Hume's Law 3. Documents : D. (1711-1776) HUME David, Treaty, 1740
4.	III. LAW AND PEOPLE 1 (HOBBS)	1. Question(s) : Can you, should you have a more active participation in society or do you want people that you put in charge to do it for you ? 2. Notion(s) : Contractarianism, Representation 3. Documents : E. (1588-1679) HOBBS Thomas, Leviathan, 1651
5.	III. LAW AND PEOPLE 2 (ROUSSEAU)	1. Question(s) : How can citizen participate in society ? 2. Notion(s) : Contractualism, Participation, Democracy, Social contract 3. Documents : F. (1712-1768) ROUSSEAU Jean-Jacques, On the social contract, 1762
6.	Training session.	Midterm check and help.
7.	IV. LAW AND VALUES 1 (BURKE)	1. Question(s) : What is the difference between "right" and "left" ? Is there a better system than a democracy ? If not, can we still criticize it ? 2. Notion(s) : Conservatism, Stability, Reaction 3. Documents : H. (1729-1797) BURKE Edmund, An appeal from the new to the old Whigs, 1791
8.	IV. LAW AND VALUES 2 (PAINE)	1. Question(s) : Who can understand Law ? To whom does Constitution belong ? 2. Notion(s) : Liberalism, Revolution 3. Documents : J. (1737-1809) PAINE Thomas, The Rights of Man, 1795
9.	V. LAW AND THE ANGLO-SAXON TRADITION 1 (BENTHAM)	1. Question(s) : What makes an individual action or a public policy a morally good one ? If not could you, should you obey ? 2. Notion(s) : Utilitarianism, Happiness, Utility principle 3. Documents : K. (1747-1832) BENTHAM Jeremy, An Introduction to the Principles of Morals and Legislation, 1789
10.	V. LAW AND THE ANGLO-SAXON TRADITION 2 (AUSTIN)	1. Question(s) : Can we make a scientific study (description) of law rather than a political or moral one ? 2. Notion(s) : Utilitarianism, Pain, Sanction, Law as command, Legal positivism 3. Documents : L. (1790 - 1859) AUSTIN John, The Province of Jurisprudence Determined, Excerpts, 1832

- |     |   |   |
|-----|---|---|
| 11. | VI. LAW AND THE<br>CONTINENTAL<br>TRADITION 1<br>(WEBER)  | 1. Question(s) : How can we scientifically understand people's actions ? Especially the actions of professors, jurists, judges and legislators when they act in law, respectively teaching, using, applying/evaluating, and preparing legal texts?<br>2. Notion(s) : Sociology, Substantive law, Fields of law, Rationality in law, Imputation, Anti-positivism<br>3. Documents : M. (1864-1920) WEBER Max, Economy and society, 1922 |
| 12. | VI. LAW AND THE<br>CONTINENTAL<br>TRADITION 2<br>(KELSEN) | 1. Question(s) : Can we make a science of law different from other social sciences ?<br>2. Notion(s) : Grundnorm, Sein/sollen, Imputation, Exclusive positivism<br>3. Documents : N. (1881-1973) KELSEN Hans, Pure Theory of Law, 1934  |
| 13. | Training session  | Final training session for the exam.  |
| 14. | Final exam  | Final test  |

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

Students will be required to prepare the class by familiarizing themselves with the documents handed out for this purpose. Around 2-3 hours a week.

Except in exceptional circumstances and notification to the Professor, attendance to each lesson is mandatory.

[Textbooks]

None

[References]

- Herbert L.A. HART, Leslie Green, The Concept of Law 3rd ed, 2012, Oxford University Press ISBN-13 : 9780199644704

- Hans KELSEN, Pure Theory of Law. Translation from the Second German Edition by Max Knight, reprint by The Lawbook Exchange, 2009 ISBN-13: 9781584775782.

- Martti KOSKENNIEMI, From Apology to Utopia: The Structure of International Legal Argument. 2nd ed, 2006, Cambridge: Cambridge University Press ISBN-13: 9780511493713.

[Grading criteria]

Participation in class (including homework-essay, attendance and discussions): 50%; final test: 50%.

[Changes following student comments]

Course content has been reviewed and updated.

[Equipment student needs to prepare]

A notebook, a pencil, a rubber, and color pencils.

[Others]

Students can contact the instructor at: [gael.besson.77@hosei.ac.jp](mailto:gael.besson.77@hosei.ac.jp)

In accordance with Hosei University policies, this course will be held face-to-face.

POL100LA (政治学 / Politics 100)

## Elementary Social Science B

GAEL BESSON

Subtitle : Introduction to Constitutional Law : Liberty and Equality

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 火5/Tue.5 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes : Only a certain number of students

その他属性 :

## [Outline and objectives]

The purpose of this class is to allow students to read the Japanese Constitution, and any Constitution, and understand how legal scholars (judges, lawyers, professors) interpret it. There is a tension between the traditional understanding of these sometimes old texts, and contemporary claims from new generations. This class will allow student to make "the source of fundamental rights" their own, especially after analysing the balance between the concepts of liberty and equality. Module 1 is devoted to the elements that made it possible to politicise the Constitution: the organisation of the State around the use of the principle of sovereignty, the separation of powers, and the Rule of law.

Module 2 shows how the introduction of these principles in Japan enabled a rapid transition from the monarchy established by the Meiji Charter to representative democracy in 1946, and will point out the limits of the pre-eminence accorded to Parliament, and see that from an European point of view, it's not enough. This is the reason for the birth of Constitutionalism in its modern sense.

Module 3 sketches out the relationship between this state and individuals, through the import of the individualism characteristic of Western thought, and more precisely one

of its versions, the liberalism of Locke and Constant, and the consequences of this choice for the concept of freedom: Japan defends the idea of negative freedom.

Module 4 will introduce the place of the Bill of Rights inside the Japanese constitution and its internal dynamic.

Module 5 succinctly presents the fundamental clauses of the Japanese constitution, article 12 and 13.

Module 6 will summarise the role of article 14 of the Japanese constitution in protecting against discrimination

## [Goal]

By attending this course, students will be able to:

1. Find, read and summarise legal texts (Constitution, law, court decision...)
2. Understand the actual challenges that the judge holding the power of judicial review have to face, and those that normal people have to access the tribunal, and be able to see the strong and weak point in their legal argumentations.
3. Being presented and familiarized with some of the most important theoretical notions (liberty, equality, right...) and the differences and links between law and politics, and on this base,
4. To be able to form a personal opinion, and share it with others in a safe environment

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

## [Method(s)]

Classes consist in discussion, documents study, and lecture.

Students will be required to apply analytical frameworks they learned during class by doing weekly homework that may sometimes include a little essay.

Mail can be written to the professor anytime if students have questions. Feedback about homework will be given at the beginning of the class. At the end of each class 5 to 10 minutes will be used to see if the notions of the day are understood.

Course contents may vary depending on the number of students.

A final test will check if the notions are understood.

[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	MODULE 1 - CONSTITUTION AS ORGANISATION	A) Substitution and attribution
2	MODULE 1 - CONSTITUTION AS ORGANISATION	B) Separation of powers and the Rule of Law
3	MODULE 2 - DEMOCRACY AND CONSTITUTIONALISM	A) From monarchy to parliamentary democracy

4	MODULE 2 - DEMOCRACY AND CONSTITUTIONALISM	B) The limits of law, and the birth of constitutionalism
5	MODULE 3 - INDIVIDUALISM AND NEGATIVE LIBERTY	A) Individualism in Japan : from Hobbes to Locke ?
6	MODULE 3 - INDIVIDUALISM AND NEGATIVE LIBERTY	B) Berlin's Negatives liberties and positives liberties
7	MODULE 4 - THE BILL OF RIGHTS	A) Categories of rights : liberal and social rights
8	MODULE 4 - THE BILL OF RIGHTS	B) General doctrines about Constitution application to people
9	MODULE 5 - FUNDAMENTAL CLAUSES	A) The relation between the bill of rights and organisational principles
10	MODULE 5 - FUNDAMENTAL CLAUSES	B) Welfare restrictionism
11	MODULE 6 - THE EQUALITY CLAUSE	A) Article 14 of Japanese constitution
12	MODULE 6 - THE EQUALITY CLAUSE	B) The judge test
13	Preparation for the final exam	A review of the homework and training for the final test
14	Final test	In class

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

Students will be required to prepare the class by familiarizing themselves with the documents handed out for this purpose. Around 2-3 hours a week.

Except in exceptional circumstances and notification to the Professor, attendance to each lesson is mandatory.

## [Textbooks]

None. But a copy of the class will be given to students.

## [References]

Shigenori MATSUI, The Constitution of Japan : A Contextual Analysis (Constitutional Systems of the World). 2011, Hart. ISBN 13 978-1841137926.

Hiroshi ITOH, The Supreme Court and Benign Elite Democracy in Japan, 2020, Routledge, ISBN 13 : 978-0367602680.

Kyoko INOUE, Macarthur's Japanese Constitution : A Linguistic and Cultural Study of Its Making, 1991, University of Chicago, ISBN-13 : 978-0226383910

Michael J. GERHARDT ET AL., Constitutional theory : arguments and perspectives (3d ed. 2007)

## [Grading criteria]

Participation in class (including attendance, homework and discussion): 50%

Final test or essay: 50%

## [Changes following student comments]

Course content has been reviewed and updated.

## [Equipment student needs to prepare]

Pen, notebook, color pencils and an eraser.

## [Others]

Students can contact the instructor at: gael.besson.77@hosei.ac.jp

In accordance with Hosei University policies, this course will be held face-to-face.

POL200LA (政治学 / Politics 200)

## Social Science A

GAEL BESSON

Subtitle : Legal Theory

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 金5/Fri.5 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes : Only a certain number of students

その他属性 :

## [Outline and objectives]

Legal theory is a discipline that uses tools, concepts and methods from philosophy, sociology, political science, economics and critical studies, in order to study the concepts that are central or deemed the most important to talk about Law in a general way : authority, rule, norm, obligation, and the concept of law itself.

But as a specific discipline, Legal theory's vocabulary is distinct from the Legal vocabulary, so it is therefore important to be able to understand the texts of the founders of the discipline among whom we will find Hart, Kelsen, Dworkin, Finnis, Fuller ... and be able to keep the discussion ongoing.

This class will accompany the student into one of the most fundamental branches of this discussion : how does analytical philosophy of law, and especially the tools provided by Herbert L. A. Hart's theory (1), one of the most influential positivist approaches of legal phenomenon, deal with contemporary problems such as :

- (2) the persistence of law in an era of seemingly never ending crises
- (3) the new forms of law usages by NGO and governments
- (4) the reluctance of justices to strike down arguably unconstitutional rules
- (5) the concurrence between the three branches of government
- (6) the complexities of interconnected legal systems, and the challenges posed to States, by private corporations
- (7) the way to scientifically account for injustices, especially ones rising from global warming
- (8) the role of law as a mean to avoid violence, and the stimulating challenges posed to legal positivism by jusnaturalism

## [Goal]

By the end of the course, students are expected to have acquired:

1. The skill of being able to find in library and online databases research articles
2. A firm grasp of some of the core notions of legal positivism and jusnaturalism
3. Comprehension of some of the great doctrinal debates of the discipline
4. A way to use these analytical tools to face contemporary problems

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

## [Method(s)]

Classes consist in discussion, documents study, and lecture.

Students will be required to apply analytical frameworks they learned during class by conducting a research on a subject of their choice that will result in a little essay that will be submitted at the end of the semester.

Use of AI tools is forbidden, but feedback by the professor will be given at the beginning and the end of the class (are sources reliable, is the problematic sound, how to organize your study schedule...) in order to accompany the students in their research and homework. Mail can be written to the professor anytime if the student doesn't want to ask in front of the other students.

Course contents will vary depending on number of students presentations to be performed in class.

A final test will check if the notions are understood.

[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	MODULE 1 - WHAT IS LEGAL THEORY	A) General definitions B) Main themes and questions of legal theory
2	MODULE 2 - METHOD OF LEGAL THEORY	A) Intuition and the choice between a lawyer's or a societal point of view B) The importance of working on the great texts of legal philosophy.

3	MODULE 3 - HERBERT L. A. HART and research project choice	A) Biography B) Bibliography
4	MODULE 4 - SOCIAL RULES	A) The notion of "Habits" doesn't account for the persistence of law B) The internal aspect of a social rule
5	MODULE 5 - FROM SOCIAL TO LEGAL	A) The necessity of secondary rules in a "complex" legal system B) A specific social rule at the base of all legal rules : the rule of recognition
6	MODULE 6 - LEGAL RULES	A) The choice of the strict internal point of view B) Who needs to recognize the rule as a legal rule ?
7	MODULE 7 - SECONDARY RULES AND PRIMARY RULES	A) The relationship between the rule of recognition and other secondary rules. B) The difference between rules that create obligation and rules that confer power
8	MODULE 8 - THE EXISTENCE OF LAW	A) The union of primary and secondary rules B) Hart vs Kelsen conception of validity
9	MODULE 9 - THE OPEN TEXTURE OF LEGAL LANGUAGE	A) A few words on realism and their scepticism about rules B) Open texture, it's not bad to have some leeway
10	MODULE 10 - THE INTERPRETATION OF LAW	A) Wittgenstein's paradox and the distinction between to follow and to interpret B) The realist' confusion
11	Research project advice. Help with homework.	Open discussion.
12	Presentation of the final report	Group A
13	Presentation of the final report	Group B
14	Test	Final test in class to check student's knowledge and skills.

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

In addition to the research project to be presented in class, students will be required to prepare the class by familiarizing themselves with the documents handed out for this purpose. Around 2-3 hours a week. Except in exceptional circumstances and notification to the Professor, attendance to each lesson is mandatory.

[Textbooks]

None.

[References]

- Nicola Lacey, A Life of H. L. A. Hart, The Nightmare and the noble dream, Oxford UP, 2004
- Neil McCormick, H.L.A. Hart, Stanford University Press, 2nd ed., 2008
- Frederick Schauer, "(Re)Taking Hart," 119 Harv. L. Rev. 852 (2006) (reviewing Lacey, "A Life of H. L. A. Hart")
- P.M.S. Hacker, « Hart's Philosophy of Law », in P.M.S. Hacker and J. Raz, Law, Morality and Society. Essays in Honor of H.L.A. Hart, Clarendon Press, Oxford, 1977, p. 1 s.
- Joseph Raz, « H.L.A. Hart (1907-1992) », Utilitas, vol. 5, 1993, p. 145-156
- Herbert L.A. Hart, Leslie Green, The Concept of Law 3rd ed, 2012, Oxford University Press.
- Hans Kelsen, Pure Theory of Law. Translation from the Second German Edition by Max Knight, reprint by The Lawbook Exchange, 2009.
- Martti Koskenniemi, From Apology to Utopia: The Structure of International Legal Argument. 2nd ed, 2006, Cambridge: Cambridge University Press.

- Jean-Yves Chérot, "Hart et le concept de droit", manuscript, 2019.

**[Grading criteria]**

Participation in class (including attendance, homework and discussion):  
50%

Final test and essay: 50%

**[Changes following student comments]**

Course content has been reviewed and updated.

**[Equipment student needs to prepare]**

Pen, notebook, color pencils, eraser.

**[Others]**

Students can contact the instructor at: [gael.besson.77@hosei.ac.jp](mailto:gael.besson.77@hosei.ac.jp)

In accordance with Hosei University policies, this course will be held face-to-face.

POL200LA (政治学 / Politics 200)

## Social Science B

GAEL BESSON

Subtitle : Japanese Constitutional Case Law : Comparative Approach

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 金5/Fri.5 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes : Only a certain number of students

その他属性 :

## [Outline and objectives]

The purpose of this class is to allow student to read and understand a court decision in the field of fundamentals rights.

Constitutional law is now a trans-disciplinary field that connect to every branches of law, whether it is family law, commercial law, penal law... At the core of it is the protection of fundamental rights.

But, even if one of the wonders of the Japanese legal system is to provide the texts of the great legal decisions in English, the vocabulary that the judge uses to make or justify his decision can look frightening for the non-specialist. The class will accompany the student in acquiring the tools to read and understand in English, some of the most important constitutional cases in Japan.

We will see the influence of French, German and US doctrines, and the very specific Japanese ones on Japanese constitutional law, compare with solutions in other countries, and see that, contrary to the idea that Japan is always a country of consensus, that there have been strong debates between Justice especially because some defend a very national concept of Law when the other want to promote human rights protection with the same standards as others countries do.

## [Goal]

By the end of the course, it is expected that students have acquired :

1. Specific vocabulary to be able to read legal decisions.
2. Overview of some of the most important cases in Japan.
3. A robust knowledge of the structural doctrines that ensure or limit fundamental rights protection.
4. How to write a synthesis and argumentative essay.

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

## [Method(s)]

Classes consist in discussion, documents study, and lecture.

Students will be required to apply analytical frameworks they learned during class by conducting a research on an subject of their choice that will result in a little essay that will be submitted at the end of the semester.

Use of AI tools is forbidden, but feedback by the professor will be given at the beginning and the end of the class (are sources reliable, is the problematic sound, how to organize your study schedule...) in order to accompany the students in their research and homework. Mail can be written to the professor anytime if the student doesn't want to ask in front of the other students.

Course contents will vary depending on number of students presentations to be performed in class.

A final test will check if the notions are understood.

[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 : Judicial power in Japan	Explanation of the class, elements of the Japanese legal system, National Police reserve case ; independence of Japanese judges.
2.	Limits of judicial power I. The political problem	Sunagawa case; Tomabechei case : avoiding political issues.
3.	II. The divided society	Yonaiyama case : Justices Tanaka and Mano on the separation of powers. Infra-state pluralism theory.
4.	Access to court : I. The standing to sue	Naganuma case / Comparison with US case law.
5.	II. The mootness	Asahi case, Ienaga case, May day parade Case.
6.	Research project I	Methodology, help to choose subject and finding data.
7.	Judicial review : I. Purpose and effect	Nationality act case; Hyakuri case, Reapportionment cases. Vote at Home case.

8.	II. Application of fundamentals rights	Mitsubishi resin case
9.	III. Presumption of constitutionality	Thayer-Holmes-Franfurter and Ashibe argument.
10.	IV. Legislative and administrative discretion	Parricide cases, Pharmaceutical act case, MacLean case, Tamagushiryo case.
11.	Research project II	Feedback for the research project.
12.	Human rights protection Changes in the Japanese family structure	Art. 14 of the Japanese Constitution and the rationality test.
13.	Presentation I	Example of subjects : Woman and LGBT rights protection...
14.	Presentation II	Nature rights, workers rights ...

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

In addition to the research project to be presented in class, students will be required to prepare the class by familiarizing themselves with the documents handed out for this purpose. Around 2-3 hours a week.

Except in exceptional circumstances and notification to the Professor, attendance to each lesson is mandatory.

## [Textbooks]

None. Historical and contemporary cases translations in English will be given to students.

## [References]

- Shigenori MATSUI, The Constitution of Japan : A Contextual Analysis (Constitutional Systems of the World). 2011, Hart. ISBN 13 978-1841137926.

- Hiroshi ITOH, The Supreme Court and Benign Elite Democracy in Japan, 2020, Routledge, ISBN 13 : 978-0367602680.

- Kyoko INOUE, Macarthur's Japanese Constitution : A Linguistic and Cultural Study of Its Making, 1991, University of Chicago, ISBN-13 : 978-0226383910

## [Grading criteria]

Participation in class (including homework and discussions): 50%; research project: 50% (presentation in class: 10%; written report: 40%).

## [Changes following student comments]

Course content has been reviewed and updated.

## [Equipment student needs to prepare]

Pen, notebook, color pencils and an eraser.

## [Others]

Students can contact the instructor at: gael.besson.77@hosei.ac.jp

In accordance with Hosei University policies, this course will be held face-to-face.

MAT100LA (数学 / Mathematics 100)

## Elementary Mathematics A

小木曾 岳義

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：木5/Thu.5 | Campus：市ヶ谷 / Ichigaya | Grade：1～4  
Notes：

その他属性：

## 【Outline and objectives】

This course is designed for students who need calculus to study business, economics, or other related business majors. In particular, the course will review the basic ideas you need to start calculus. The topics include exponential and logarithmic functions, arithmetic and geometric sequences, graphing basic functions, graphing exponential and logarithmic functions, limit of a sequence, limit of a function.

## 【Goal】

At the end of this course, students will demonstrate the ability to perform different operations involving algebraic expressions, to graph linear and quadratic functions, and to graph polynomial, rational, algebraic, exponential and logarithmic functions.

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

## 【Method(s)】

The expected learning outcomes for the course will be assessed through graded activities and ungraded activities. The graded activities include exams, homework and quizzes. It is strongly recommended that students work all those problems since homework and test score are used to determine your grade. The ungraded activities will be used to monitor your 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
01.	Introduction	Preliminaries 1
02.	Basics and Key Terms	Preliminaries 2
03.	Exponential Functions	Functions and Graphs 1
04.	Logarithmic Functions	Functions and Graphs 2
05.	Graphing Basic Functions	Functions and Graphs 3
06.	Shifting and Stretching Graphs	Functions and Graphs 4
07.	Inverse Functions	Functions and Graphs 5
08.	Graphing Exponential Functions	Functions and Graphs 6
09.	Graphing Logarithmic Functions	Functions and Graphs 7
10.	Composite Functions	Functions and Graphs 8)
11.	Arithmetic and Geometric Sequences	Limits 1
12.	Sigma Notation and Sequences of Differences	Limits 2
13.	Limit of a Sequence	Limits 3
14.	Limit of a Function	Limits 4

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

Solve the problems of the exercises well. Think by writing on a paper.

## 【Textbooks】

You don't need to buy a text book. When you learn more, respectively serve as a reference if it is rudimentary or a book on the theme of preparation for its calculus.

## 【References】

You don't need to prepare references.

## 【Grading criteria】

Final exam (approximately 2/3) and the homework submission (approximately 1/3)

## 【Changes following student comments】

Not offered until the last fiscal year for the new subjects

MAT100LA (数学 / Mathematics 100)

## Elementary Mathematics B

小木曾 岳義

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 木5/Thu.5 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4  
Notes :

その他属性 :

## 【Outline and objectives】

This course is a calculus course intended for those studying business, economics, or other related business majors, and a continuation of topics from “Elementary Mathematics II”. The following topics are presented with applications: derivatives, differentiation rules, derivative of an exponential function and logarithmic function, higher-order derivative, Taylor and Maclaurin series, integrals.

## 【Goal】

Students will become proficient in techniques of differentiation, understand the concept of rate of change and how to use it to solve real world problems.

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

## 【Method(s)】

The expected learning outcomes for the course will be assessed through graded activities and ungraded activities. The graded activities include exams, homework and quizzes. It is strongly recommended that students work all those problems since homework and test score are used to determine your grade. The ungraded activities will be used to monitor your 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
01.	Introduction	Preliminaries
02.	The Derivative and the Slope of a Graph	Differentiation: Basic Concepts 1
03.	Some Rules for Differentiation	Differentiation: Basic Concepts 2
04.	The Product and Quotient Rules	Differentiation: Basic Concepts 3
05.	The Chain Rule	Differentiation: Basic Concepts 4
06.	Derivatives of Exponential Functions	Differentiation: Basic Concepts 5
07.	Derivatives of Logarithmic Functions	Differentiation: Basic Concepts 6
08.	Higher-order Derivatives	Differentiation: Basic Concepts 7
09.	Extrema and the First-Derivative Test	Additional Applications of the Derivative 1
10.	Concavity and the Second-Derivative Test	Additional Applications of the Derivative 2
11.	The Mean Value Theorem, Taylor's Theorem	Additional Applications of the Derivative 3
12.	Taylor and Maclaurin Series	Additional Applications of the Derivative 4

- |     |  |  |
|-----|--|--|
| 13. | Approximate Values                     | Additional Applications of the Derivative 5) |
| 14. | Antiderivatives, Differential Equation | Additional Topics 1                          |

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

Solve the problems of the exercises well. Think by writing on a paper. 本授業の準備学習・復習時間は、各2時間を標準とします。University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

【Textbooks】

You don't need to buy a textbook. When you learn more, respectively serve as a reference if it is rudimentary or a book on the theme of preparation for its calculus.

【References】

You don't need to prepare references.

【Grading criteria】

Final exam (approximately 2/3) and the homework submission (approximately 1/3)

【Changes following student comments】

Not offered until the last fiscal year for the new subjects



BSC200LA (基礎化学 / Basic chemistry 200)

## Natural Science B

西村 直美

Subtitle : Environmental Science

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 火3/Tue.3 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes : Only a certain number of students

その他属性 :

## 【Outline and objectives】

One of the most pressing issues the Earth is facing is environmental problems. Such environmental problems are universal issues, so all the people on the earth should cooperate to solve these problems. At the beginning of this course, each environmental problem will be focused from the chemical viewpoint. Then, the students with different backgrounds will delve into the matters. The ultimate goal of this course is that we think about these problems deeply by sharing possible solutions with each other.

## 【Goal】

The goal of this course is for students to learn environmental problems through chemistry. The objective 1) entirely environmental problems in the world; 2) to learn them you understand basic chemistry; 3) they think about solving the imminent problems by themselves.

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

## 【Method(s)】

Students will be tested on their knowledge of chemistry at the beginning of the course, and the contents for the first three weeks of the course will be decided, based on the test results. After that, many different environmental problems are explained each week.

## 【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	Introduction	Overview of the course and explanation of some terminology. Test your chemistry level.
2	Basic chemistry 1	Learning the chemical skills to study this course.
3	Basic chemistry 2	Learning the chemical skills to study this course.
4	Mini test-1	Review learning.
5	Environmental problems overview	Small topics of environmental problems.
6	Ozone holes	Stratospheric air chemistry. Especially ozone holes.
7	Air pollution	Tropospheric air chemistry and effect of air pollution on our health.
8	Greenhouse effect	Climates change
9	Greenhouse effect-DVD	Watching DVD about climates change.
10	Mini test-2	Review learning.
11	Solid, toxic, and hazardous wastes	What do we do with the wastes?
12	Water pollution and water shortage	The basic chemistry of natural water.
13	Energy and fuels	Current energy system and alternative energy sources.

14 Final test Overall review.

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

After each class, students are expected to spend time understanding each topic.

University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

## 【Textbooks】

None. Reading materials will be distributed as needed.

## 【References】

None.

## 【Grading criteria】

Class participation (20%), Weekly assignment (40%), mini-tests (20%), final examination (20%)

## 【Changes following student comments】

Students often say that chemistry is hard! I try to teach chemistry as clearly as possible.

## 【Equipment student needs to prepare】

none

## 【none】

none

HSS200LA (健康・スポーツ科学 / Health/Sports science 200)

## Health and Physical Education

武井 敦彦

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：月1/Mon.1 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：Only a certain number of students

その他属性：

## 【Outline and objectives】

The purpose of this course is to deepen students' understanding of the significance and role of physical activity and to foster the acquisition of essential knowledge and attitudes that contribute to the maintenance and promotion of physical, mental, and social health and self-management throughout life through lectures and practical training.

## 【Goal】

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

1. Deepen understanding of the significance and role of physical activity from various perspectives.
2. Acquire the ability to use sports activities to establish a prosperous and healthy student and social life.
3. Acquire basic knowledge and develop attitudes that contribute to self-management.
4. To acquire the ability to demonstrate leadership and solve problems through communication with others, which is considered to be extremely important for playing an active role in the real world after graduation.
5. Aim to acquire various skills that lead to the development of employment ability (ability to build relationships of trust, ability to act jointly, etc.).

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

## 【Method(s)】

If the Method(s) is changed, we will announce the details of any changes.

Students are expected to be in good physical condition before attending the class so that they will not have any physical or mental problems during the physical activities in the class. In addition, students are expected to follow the lecture's instructions in charge of the class regarding assignments to be done after class and preparations for the next class.

This class has comprised both lectures and practical lessons, and students are expected to learn and understand elementary health and physical education. Also, the class schedule may be changed due to COVID-19 and the university guidelines.

Due to the coronavirus pandemic, if too many students are registered for this class, we may have to choose students via random selection 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	Introduction of the course, 1st Presentation (Lecture)
2	Physical Fitness Test 1	Implementing of the physical fitness test (Practical Lesson)
3	Physical Fitness Test 2	Review of the physical fitness test and compile a report (Lecture)

4	Learning the Warm-Ups	Learning the basic principle and implementing the proper warm-ups (Lecture & Practical Lesson)
5	Learning the Individual Sports 1	Building the relationship with classmates through badminton (Practical Lesson)
6	Learning the Individual Sports 2	Facilitating mutual understanding with classmates through badminton (Practical Lessons)
7	Strength & Conditioning 1	Learning the theory of strength and conditioning (Lecture)
8	Strength & Conditioning 2	Implementing and collecting the data of the strength and conditioning (Practical Lesson)
9	Learning the Team Sports 1	Building the relationship with classmates through the futsal (Practical Lesson)
10	Learning the Team Sports 2	Facilitating the mutual understanding with classmates through the volleyball (Practical Lesson)
11	Health & Fitness	Learning and implementing the proper physical functional training to improve the QOL (quality of life) (Lecture & Practical Lesson)
12	Learning the Individual Sports 3	Building the relationship with classmates through table tennis (Practical Lesson)
13	Learning the Individual Sports 4	Facilitating mutual understanding with classmates through table tennis, 2nd Presentation (Practical Lesson)
14	Summarizing the Course	Overview of the course and compile a report (Lecture)

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

This class's standard preparatory study and review time is 2 hours each. The purpose of this class is to understand that sports activities contribute to the promotion of physical and mental health and interpersonal relationships through lectures and practical training. Therefore, record the time spent on daily physical activity, meals, sleep time, etc., look back on the contents, and record the effects and future tasks. Also, get in the habit of looking at various sports-related information sent from TV, newspapers, the Web, etc. This work will deepen your understanding of the contents of this class.

【Textbooks】

No textbook will be used.

【References】

Reference books may be introduced as and if necessary.

**[Grading criteria]**

Your overall grade in the class will be decided based on the following.

1. Participation status for activities during class / Presentation/ Reaction paper 60%.
2. Assignments / Reports 40%.

In principle, this grade evaluation method is used, and students who have difficulty in normal activities will be treated and evaluated individually.

**[Changes following student comments]**

1. Students are expected to communicate and interact with other students from all over the world, so this class tried to create the opportunity to enhance communication skills through sports and physical activities, including individual and team sports.
2. Students are expected to learn and implement the proper physical training (strength and conditioning). This class provided the appropriate information regarding physical training and aimed to improve the knowledge and skills of physical training based on the evidence.

**[Equipment student needs to prepare]**

1. Students must bring their proper sportswear and shoes for practical lessons.
2. Students must bring their own personal computer or mobile device to create and submit assignments.

**[Others]**

1. 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.
2. This class is planned to be held offline (face to face); therefore, please follow the university guidelines carefully when participating in classes (e.g., sanitizing your hands before participation).
3. If students have any issues, including health, before, during, and after the class, students must inform their condition to the teacher.

