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法政大学

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凡例　その他属性

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

【A6001】 Academic Writing Skills I(Class 3) ［Mark Birtles　］ 春学期授業/Spring 1
【A6002】 Academic Writing Skills I(Class 4) ［Mark Birtles　］ 春学期授業/Spring 2
【A6003】 Academic Writing Skills I(Class 5) ［Brian Sayers］ 春学期授業/Spring 3
【A6004】 Academic Writing Skills I(Class 6) ［Heike Kathryn Hoffer］ 春学期授業/Spring 4
【A6005】 Academic Writing Skills IA(Class 7) ［Olesya Shatunova］ 春学期授業/Spring 5
【A6006】 Academic Writing Skills IA(Class 8) ［Marcus Lovitt］ 春学期授業/Spring 6
【A6007】 Academic Writing Skills IA(Class 9) ［Robert Paterson］ 春学期授業/Spring 7
【A6008】 Academic Writing Skills IB(Class 7) ［Olesya Shatunova］ 春学期授業/Spring 8
【A6009】 Academic Writing Skills IB(Class 8) ［Marcus Lovitt］ 春学期授業/Spring 9
【A6010】 Academic Writing Skills IB(Class 9) ［Robert Paterson］ 春学期授業/Spring 10
【A6011】 Academic Writing Skills II(Class 1,2) ［Robert Paterson］ 春学期授業/Spring 11
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【A6013】 Academic Writing Skills II(Class 4) ［Mark Birtles　］ 秋学期授業/Fall 13
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【A6534】【休講】Topics in Applied Linguistics A ［休講］ 236
【A6276】Topics in English Linguistics ［Mark Birtles ］ 春学期授業/Spring 237
【A6277】【休講】Comparative Literature ［休講］ 238
【A6278】Performance Studies ［Stevie Suan］ 春学期授業/Spring 239
【A6279】Studies in Poetry ［Christopher Simons］ 秋学期授業/Fall 240
【A6602】（GO用）Studies in Poetry ［Christopher Simons］ 秋学期授業/Fall 241
【A6280】Studies in Popular Fiction ［Catherine Munroe Hotes］ 春学期授業/Spring 242
【A6281】Topics in English Literature ［Miui Watanabe］ 春学期授業/Spring 243
【A6282】Topics in English Literature ［Miui Watanabe］ 秋学期授業/Fall 244
【A6283】Topics in Japanese Literature I ［Kevin Thomas Niehaus］ 秋学期授業/Fall 245
【A6527】Topics in Japanese Literature: History of Japanese Literature in Translation ［Kevin Thomas Niehaus］ 秋学期授業/Fall 246
【A6284】Topics in Japanese Literature II ［Kevin Thomas Niehaus］ 春学期授業/Spring 247
【A6300】Advanced Topics in Philosophy I ［Joel Van Fossen］ 春学期授業/Spring 248
【A6301】Advanced Topics in Philosophy II ［Joel Van Fossen］ 秋学期授業/Fall 249
【A6302】Existentialism ［Joel Van Fossen］ 秋学期授業/Fall 250
【A6303】Readings in Philosophy ［Robert Sinclair］ 春学期授業/Spring 251
【A6304】Advanced Topics in Social Psychology ［Yu Niiya］ 秋学期授業/Fall 252
【A6305】Clinical Psychology ［Keiko Ito］ 秋学期授業/Fall 253
【A6306】Community Psychology ［Alma Jeftic］ 春学期授業/Spring 254
【A6307】Cultural Psychology ［Yu Niiya］ 秋学期授業/Fall 255
【A6308】Topics in Morality ［Christopher Kavanagh］ 秋学期授業/Fall 256
【A6546】Psychology of Morality ［Christopher Kavanagh］ 秋学期授業/Fall 257
【A6309】English Teaching in Primary School: Advanced ［Tomoko Shigyo］ 春学期授業/Spring 258
【A6310】TESOL IV: Testing and Evaluation ［Machiko Kobori］ 春学期授業/Spring 259
【A6311】East Asian Cinema ［Kukhee Choo］ 春学期授業/Spring 260
【A6312】【休講】Media and Globalization ［休講］ 261
【A6313】【休講】Media and the Nation ［休講］ 262
【A6314】Media Research ［Kukhee Choo］ 春学期授業/Spring 263
【A6315】Postcolonial Studies ［Kukhee Choo］ 秋学期授業/Fall 264
【A6545】Comparative Media ［Kukhee Choo］ 秋学期授業/Fall 265
【A6316】Qualitative Research Methods ［Hazuki Kaneko］ 春学期授業/Spring 266
【A6317】Realism and Cinema ［Catherine Munroe Hotes］ 秋学期授業/Fall 267
【A6544】Fact and Fiction in the Movies ［Catherine Munroe Hotes］ 秋学期授業/Fall 268
【A6318】Art in Everyday Life ［Timothy Betjeman］ 春学期授業/Spring 269
【A6539】Art in the Real World ［Timothy Betjeman］ 春学期授業/Spring 270
【A6319】Contemporary Art ［Utako Shindo］ 秋学期授業/Fall 271
【A6538】Advanced Topics in Contemporary Art ［Utako Shindo］ 秋学期授業/Fall 272
【A6320】Special Topics in Art I ［Gary Mcleod］ 春学期授業/Spring 273
【A6543】Special Topics I: Photography and Culture ［Gary Mcleod］ 春学期授業/Spring 274
【A6321】Twentieth Century Film Studies ［Catherine Munroe Hotes］ 春学期授業/Spring 275
【A6540】Film Studies ［Catherine Munroe Hotes］ 春学期授業/Spring 276
【A6322】Advanced Topics in Critical Theory I ［Daiki Hiramori］ 春学期授業/Spring 277
【A6542】Advanced Topics in Critical Theory ［Daiki Hiramori］ 春学期授業/Spring 278
【A6323】Advanced Topics in Critical Theory II ［Daiki Hiramori］ 秋学期授業/Fall 279
【A6541】Feminist Theory ［Daiki Hiramori］ 秋学期授業/Fall 280
【A6324】Migration and Diaspora ［Chris Park］ 春学期授業/Spring 281
【A6325】Race, Class and Gender II: Global Inequalities ［Daiki Hiramori］ 春学期授業/Spring 282
【A6601】（GO用）Race, Class and Gender II: Global Inequalities ［Daiki Hiramori］ 春学期授業/Spring . 283
【A6326】Social Theory: Perspectives on Inequality ［Hazuki Kaneko］ 秋学期授業/Fall 284
【A6327】【Pending】Special Topics in Sociology ［Pending］ 285
【A6548】【休講】Law in a Globalizing World ［Pending］ 286
【A6328】Contemporary British Culture ［Brian Sayers］ 春学期授業/Spring 287
【A6329】【休講】New Zealand Culture and History ［休講］ 288

【A6330】 Corporate Social Responsibility ［Sairan Hayama］ 秋学期授業/Fall 289
【A6331】 【休講】Corporate Social Responsibility ［休講］ 290
【A6332】 【休講】Digital Marketing ［休講］ 291
【A6333】 Financial Statement Analysis ［Karen Kai Lin Lai ］ 春学期授業/Spring 292
【A6334】 【休講】International Business ［休講］ 春学期授業/Spring 293
【A6335】 International Finance ［Keiichiro Omae］ 秋学期授業/Fall 294
【A6336】 【休講】Marketing Management ［休講］ 295
【A6337】 Services Marketing ［John Melvin］ 春学期授業/Spring 296
【A6338】 Supply Chain Management ［Kayhan Tajeddini］ 秋学期授業/Fall 297
【A6339】 International Economics ［Karen Kai Lin Lai ］ 秋学期授業/Fall 298
【A6340】 Stock Investment ［Shiaw Jia Eyo］ 秋学期授業/Fall 299
【A6341】 【休講】Database Utilization ［休講］ 300
【A6342】 【休講】Digital Transformation ［休講］ 301
【A6343】 International Environmental Policy ［Stephen Chitengi Sakapaji］ 秋学期授業/Fall 302
【A6344】 Globalization and Politics ［Jenny Balboa］ 秋学期授業/Fall 303
【A6547】 Globalization and Political Change ［Jenny Balboa］ 秋学期授業/Fall 305
【A6345】 【休講】International Relations of the Asia-Pacific ［休講］ 春学期授業/Spring 307
【A6605】 【休講】（GO用）International Relations of the Asia-Pacific ［休講］ 308
【A6346】 Advanced Comparative Politics ［Sam-Sang JO］ 春学期授業/Spring 309
【A6347】 Global Political Economy ［Nathalie Cavasin］ 春学期授業/Spring 311
【A6348】 International Development Policy ［Ippeita Nishida］ 春学期授業/Spring 312
【A6350】 Peace Building ［Aigul Kulnazarova］ 春学期授業/Spring 314
【A6351】 【休講】Strategic Studies ［休講］ 秋学期授業/Fall 316
【A6352】 Cultural Tourism ［Yiyang Sun］ 秋学期授業/Fall 317
【A6353】 Advanced Topics in English Linguistics ［Yuta Sakamoto］ 春学期授業/Spring 318
【A6354】 English Dialects around the World ［Megumi Kobayashi］ 秋学期授業/Fall 319
【A6355】 Language Policy ［Geraldo Faria］ 秋学期授業/Fall 320
【A6356】 【休講】Advanced Topics in American Literature ［休講］ 321
【A6536】 【休講】Advanced Topics in American Literature: US Southern Literature ［休講］ 322
【A6357】 Advanced Topics in English Literature ［Miui Watanabe］ 春学期授業/Spring 323
【A6358】 Advanced Topics in Japanese Literature ［Kevin Thomas Niehaus］ 春学期授業/Spring 324
【A6537】 Modern Japanese Fiction in Translation ［Kevin Thomas Niehaus］ 春学期授業/Spring 325
【A6401】 【休講】Seminar: Diversity of English I ［休講］ 326
【A6402】 【休講】Seminar: Diversity of English I ［休講］ 328
【A6403】 【休講】Seminar: Diversity of English II ［休講］ 329
【A6404】 【休講】Seminar: Diversity of English II ［休講］ 330
【A6405】 Seminar: Language Teaching and Learning I ［Machiko Kobori］ 春学期授業/Spring 331
【A6406】 Seminar: Language Teaching and Learning I ［Machiko Kobori］ 春学期授業/Spring 333
【A6407】 Seminar: Language Teaching and Learning II ［Machiko Kobori］ 秋学期授業/Fall 335
【A6408】 Seminar: Language Teaching and Learning II ［Machiko Kobori］ 秋学期授業/Fall 337
【A6409】 Seminar: Intersectionality: Multiple Inequalities I ［Hazuki Kaneko］ 春学期授業/Spring 339
【A6410】 Seminar: Intersectionality: Multiple Inequalities I ［Hazuki Kaneko］ 春学期授業/Spring 340
【A6411】 Seminar: Intersectionality: Multiple Inequalities II ［Hazuki Kaneko］ 秋学期授業/Fall 341
【A6412】 Seminar: Intersectionality: Multiple Inequalities II ［Hazuki Kaneko］ 秋学期授業/Fall 342
【A6413】 Seminar: Self and Culture I ［Yu Niiya］ 春学期授業/Spring 343
【A6414】 Seminar: Self and Culture I ［Yu Niiya］ 春学期授業/Spring 344
【A6415】 Seminar: Self and Culture II ［Yu Niiya］ 秋学期授業/Fall 345
【A6416】 Seminar: Self and Culture II ［Yu Niiya］ 秋学期授業/Fall 346
【A6417】 Seminar: International Relations I ［Takeshi Yuzawa］ 春学期授業/Spring 347
【A6418】 Seminar: International Relations I ［Takeshi Yuzawa］ 春学期授業/Spring 348
【A6419】 Seminar: International Relations II ［Takeshi Yuzawa］ 秋学期授業/Fall 349
【A6420】 Seminar: International Relations II ［Takeshi Yuzawa］ 秋学期授業/Fall 350
【A6421】 Seminar: Tourism Management I ［John Melvin］ 春学期授業/Spring 351
【A6422】 Seminar: Tourism Management I ［John Melvin］ 春学期授業/Spring 352
【A6423】 Seminar: Tourism Management II ［Philip Seaton］ 秋学期授業/Fall 353
【A6424】 Seminar: Tourism Management II ［Philip Seaton］ 秋学期授業/Fall 354
【A6425】 Seminar: Entrepreneurship &Innovation I ［Shiaw Jia Eyo］ 春学期授業/Spring 355

【A6426】 Seminar: Entrepreneurship &Innovation I ［Shiaw Jia Eyo］ 春学期授業/Spring 356
【A6427】 Seminar: Entrepreneurship &Innovation II ［Shiaw Jia Eyo］ 秋学期授業/Fall 357
【A6428】 Seminar: Entrepreneurship &Innovation II ［Shiaw Jia Eyo］ 秋学期授業/Fall 358
【A6429】 Seminar: Global Strategic Management I ［Takamasa Fukuoka］ 春学期授業/Spring 359
【A6430】 Seminar: Global Strategic Management I ［Takamasa Fukuoka］ 春学期授業/Spring 360
【A6431】 Seminar: Global Strategic Management II ［Takamasa Fukuoka］ 秋学期授業/Fall 361
【A6432】 Seminar: Global Strategic Management II ［Takamasa Fukuoka］ 秋学期授業/Fall 362
【A6433】 Seminar: Literature in Theory and Practice I ［Kevin Thomas Niehaus］ 春学期授業/Spring 363
【A6434】 Seminar: Literature in Theory and Practice I ［Kevin Thomas Niehaus］ 春学期授業/Spring 364
【A6435】 Seminar: Literature in Theory and Practice II ［Kevin Thomas Niehaus］ 秋学期授業/Fall 365
【A6436】 Seminar: Literature in Theory and Practice II ［Kevin Thomas Niehaus］ 秋学期授業/Fall 366
【A6437】 Seminar: Media Across Borders I ［Stevie Suan］ 春学期授業/Spring 367
【A6438】 Seminar: Media Across Borders I ［Stevie Suan］ 春学期授業/Spring 368
【A6439】 Seminar: Media Across Borders II ［Stevie Suan］ 秋学期授業/Fall 369
【A6440】 Seminar: Media Across Borders II ［Stevie Suan］ 秋学期授業/Fall 370
【A6650】 Law (Constitution of Japan) ［金子 匡良］ 春学期授業/Spring 371
【A6651】 Law (Constitution of Japan) ［金子 匡良］ 秋学期授業/Fall 372
【A6652】 Law (Constitution of Japan) ［茂木 洋平］ 春学期授業/Spring 373
【A6653】 Law (Constitution of Japan) ［茂木 洋平］ 秋学期授業/Fall 374
【A6654】 Physical Education ［武井 敦彦］ 秋学期授業/Fall 375
【A6655】 Introduction to Hosei Studies ［小林 ふみ子／金子 匡良］ 春学期授業/Spring 377
【A6656】 Hosei Studies A ［髙柳 俊男／北口 由望］ 秋学期授業/Fall 379
【A6657】 Hosei Studies B ［北口 由望］ 春学期授業/Spring 381
【A6659】 French C I ［中村　美緒］ 春学期授業/Spring 383
【A6660】 【休講】French C I ［休講］ 384
【A6662】 French C II ［中村　美緒］ 秋学期授業/Fall 385
【A6663】 【休講】French C II ［休講］ 386
【A6664】 French D I ［ニコラ ガイヤール］ 春学期授業/Spring 387
【A6665】 French D II ［ニコラ ガイヤール］ 秋学期授業/Fall 388
【A6668】 Chinese D I ［劉 渴水］ 春学期授業/Spring 389
【A6669】 Chinese D II ［劉 渴水］ 秋学期授業/Fall 390
【A6670】 Spanish C I ［OSNO I DE SASAKUBO H］ 春学期授業/Spring 391
【A6671】 Spanish C I ［鈴木 正士］ 春学期授業/Spring 392
【A6672】 Spanish C I ［宮田 絵津子］ 春学期授業/Spring 393
【A6673】 Spanish C II ［OSNO I DE SASAKUBO H］ 秋学期授業/Fall 394
【A6674】 Spanish C II ［鈴木 正士］ 秋学期授業/Fall 395
【A6675】 Spanish C II ［宮田 絵津子］ 秋学期授業/Fall 396
【A6676】 Spanish D I ［OSNO I DE SASAKUBO H］ 春学期授業/Spring 397
【A6677】 Spanish D II ［OSNO I DE SASAKUBO H］ 秋学期授業/Fall 398
【A6679】 Modern and Contemporary History of Japan ［Marco TINELLO］ 秋学期授業/Fall 399
【A6680】 Families and Sexualities in Japan ［Hazuki KANEKO］ 春学期授業/Spring 400
【A6681】 Japanese Social Problems ［David H SLATER］ 秋学期授業/Fall 402
【A6682】 Global and Transnational Japan ［Kei TAKATA］ 春学期授業/Spring 403
【A6683】 Journalism in Japan I ［Robert SAKAI-IRVINE］ 春学期授業/Spring 405
【A6684】 Journalism in Japan II ［Robert SAKAI-IRVINE］ 秋学期授業/Fall 407
【A6685】 Media Representations ［Müge IGARASHI］ 春学期授業/Spring 409
【A6686】 East Asian Media ［Kukhee CHOO］ 春学期授業/Spring 411
【A6687】 Corporate Finance ［Nobuya TAKEZAWA］ 秋学期授業/Fall 412
【A6688】 Marketing in Japan ［Y.SUZUKI,N.OKUTANI, H.MAJIMA, E.SEKIYA, A.NOMOTO］ 春学期授業/Spring 414
【A6690】 Global Governance ［JENNY D A BALBOA］ 春学期授業/Spring 416
【A6691】 Advanced Economics ［Sonia Isabel Mino AVILA］ 春学期授業/Spring 418
【A6692】 Hospitality Management in Japan ［Asako INOUE / 井上あさ子］ 秋学期授業/Fall 420
【A6693】 Hospitality Management in Japan ［Shima HOSONO］ 春学期授業/Spring 422

BSP100ZA（初年次教育、学部導入教育及びリテラシー教育 / Basic study practice 100）

Academic Writing Skills I(Class 3)

Mark Birtles

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：金1/Fri.1
Notes：Not Available for ESOP Students.
その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Each class consists of two basic parts: one is a short exercise building fundamental aspects of academic writing, such as vocabulary, sentence structure, or style; the second is longer, including a discussion on the week's lesson and exercises to illustrate its central components. Often we will work together on exercises, both in small groups and as a class. We will also share and edit each other's writing, so students should be prepared for both giving and receiving constructive feedback on assignments.
Instructors will provide general feedback in class, and students will receive written feedback on submitted assignments.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

【Textbooks】
Oshima, A., &Hogue, A. (2020). *Longman Academic Writing - (AE) - with Enhanced Digital Resources* (Fifth ed.). New York: Pearson Longman.
ISBN: 9780136838630
*This is the primary text for the course and must be purchased by students. Please do so as soon as possible.

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

【Grading criteria】
Participation: 10%
Assignments: 25%
Essays: 55%
Process or Cause/Effect (20%)
Comparison/Contrast or Argumentative (35%)
Final presentation: 10%

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

【Prerequisite】
None.

BSP100ZA（初年次教育、学部導入教育及びリテラシー教育 / Basic study practice 100）

Academic Writing Skills I(Class 4)

Mark Birtles

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1～4
Day/Period：金2/Fri.2
Notes：Not Available for ESOP Students.
その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Each class consists of two basic parts: one is a short exercise building fundamental aspects of academic writing, such as vocabulary, sentence structure, or style; the second is longer, including a discussion on the week's lesson and exercises to illustrate its central components. Often we will work together on exercises, both in small groups and as a class. We will also share and edit each other's writing, so students should be prepared for both giving and receiving constructive feedback on assignments.
Instructors will provide general feedback in class, and students will receive written feedback on submitted assignments.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

【Textbooks】
Oshima, A., &Hogue, A. (2020). *Longman Academic Writing - (AE) - with Enhanced Digital Resources* (Fifth ed.). New York: Pearson Longman.
ISBN: 9780136838630
*This is the primary text for the course and must be purchased by students. Please do so as soon as possible.

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

【Grading criteria】
Participation: 10%
Assignments: 25%
Essays: 55%
Process or Cause/Effect (20%)
Comparison/Contrast or Argumentative (35%)
Final presentation: 10%

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

【Prerequisite】
None.

BSP100ZA（初年次教育、学部導入教育及びリテラシー教育 / Basic study practice 100）

Academic Writing Skills I(Class 5)

Brian Sayers

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：木1/Thu.1
Notes：Not Available for ESOP Students.
その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Each class consists of two basic parts: one is a short exercise building fundamental aspects of academic writing, such as vocabulary, sentence structure, or style; the second is longer, including a discussion on the week's lesson and exercises to illustrate its central components. Often we will work together on exercises, both in small groups and as a class. We will also share and edit each other's writing, so students should be prepared for both giving and receiving constructive feedback on assignments.
Instructors will provide general feedback in class, and students will receive written feedback on submitted assignments.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

【Textbooks】
Oshima, A., &Hogue, A. (2020). *Longman Academic Writing - (AE) - with Enhanced Digital Resources* (Fifth ed.). New York: Pearson Longman.
ISBN: 9780136838630
*This is the primary text for the course and must be purchased by students. Please do so as soon as possible.

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

【Grading criteria】
Participation: 10%
Assignments: 25%
Essays: 55%
Process or Cause/Effect (20%)
Comparison/Contrast or Argumentative (35%)
Final presentation: 10%

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

【Prerequisite】
None.

BSP100ZA（初年次教育、学部導入教育及びリテラシー教育 / Basic study practice 100）

Academic Writing Skills I(Class 6)

Heike Kathryn Hoffer

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1～4
Day/Period：水2/Wed.2
Notes：Not Available for ESOP Students.
その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Each class consists of two basic parts: one is a short exercise building fundamental aspects of academic writing, such as vocabulary, sentence structure, or style; the second is longer, including a discussion on the week's lesson and exercises to illustrate its central components. Often we will work together on exercises, both in small groups and as a class. We will also share and edit each other's writing, so students should be prepared for both giving and receiving constructive feedback on assignments.
Instructors will provide general feedback in class, and students will receive written feedback on submitted assignments.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

【Textbooks】
Oshima, A., &Hogue, A. (2020). *Longman Academic Writing - (AE) - with Enhanced Digital Resources* (Fifth ed.). New York: Pearson Longman.
ISBN: 9780136838630
*This is the primary text for the course and must be purchased by students. Please do so as soon as possible.

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

【Grading criteria】
Participation: 10%
Assignments: 25%
Essays: 55%
Process or Cause/Effect (20%)
Comparison/Contrast or Argumentative (35%)
Final presentation: 10%

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

【Prerequisite】
None.

BSP100ZA（初年次教育、学部導入教育及びリテラシー教育 / Basic study practice 100）

Academic Writing Skills IA(Class 7)

Olesya Shatunova

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：土1/Sat.1
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
Academic Writing Skills IA provides an overview of academic writing with a focus on understanding the writing process. In particular, this course focuses on the comprehension of foundational principles of writing that are helpful in developing academic papers. The related activities and tasks are completed through various interactive approaches in order to facilitate students' thorough engagement in active communication in English. This will cultivate their reading, listening, and speaking skills in the target language as well as those of writing.

【Goal】
By the end of this course, students will be able to (1) describe the general steps to write academic papers, (2) explain specific techniques and strategies used in the process of developing papers, (3) apply what they learned to academic writing in other university-level courses, and (4) build confidence and competence in academic writing more generally, preparing them for Academic Writing Skills II.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Each class consists of two main parts: one is a short interactive lecture on writing concepts, such as paraphrasing, thesis statement, or paper outline; the second is longer, including a discussion on the week's lesson and exercises to illustrate its central components ("now you try"). A variety of active learning techniques, such as in-class writing exercises, neighbor/class discussions, and comment sheets, are used to accommodate diverse student learning styles. Often we will work together on exercises, both in small groups and as a class. Verbal and written feedback on assignments is given during class discussions and through using other tools as appropriate. Also, a quick recapitulation of the previous class is given at the beginning of each class in order to reinforce students' understanding of the connections between lessons.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Introduction	Course introduction
2	Starting the Writing I	How to start the process of writing? What is paraphrasing?
3	Narrowing the Focus I	How to narrow the focus of the paper? What are the elements of a research question?
4	Organizing the Paper I	How to create an effective outline? What is a thesis statement?
5	Writing the Body of the Paper I	How to write topic sentences? What are the steps to integrate outside information to the paper?
6	Refining the Paper I	How to evaluate and revise the paper? How to cite and refer to outside information in the paper?
7	Review &Midterm Paper Submission	Course review, students' inquiries, and midterm paper submission
8	Generative AI in Academic Writing	What is generative AI technology, and how does it work? What are potential uses and pitfalls of generative AI?
9	Starting the Writing II	How to write an academic response? What are the techniques to identify the main ideas of a paper?
10	Narrowing the Focus II	How to do a focused reading? How to start a rough outline?
11	Organizing the Paper II	What are some of the common problems with thesis statements? How to select evidence effectively?
12	Writing the Body of the Paper II	What are common writer's blocks? How to improve your paraphrasing skills?
13	Refining the Paper II	What are effective techniques to build cohesion in the paper?
14	Review &Final Paper Submission	What have we learned in this course? How to write your next research paper without close guidance? Final paper submission

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete weekly assignments. Preparatory study and review time for this class are 1 hour each.

【Textbooks】
Dollahite, Nancy E., and Julie Haun. 2012. Sourcework: Academic Writing from Sources. 2nd ed. Boston: National Geographic Learning.
*This is the primary text for the course and must be purchased by students. Please do so as soon as possible.

【References】
Aaron, Jane E., and Michael Greer. 2019. The Little, Brown Compact Handbook. 10th ed. New York: Pearson.

【Grading criteria】
Participation: 10%
Assignments: 30%
Midterm paper: 30%
Final paper: 30%

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

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

【Prerequisite】
None.

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Academic Writing Skills IA(Class 8)

Marcus Lovitt

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：水2/Wed.2
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
Academic Writing Skills IA provides an overview of academic writing with a focus on understanding the writing process. In particular, this course focuses on the comprehension of foundational principles of writing that are helpful in developing academic papers. The related activities and tasks are completed through various interactive approaches in order to facilitate students' thorough engagement in active communication in English. This will cultivate their reading, listening, and speaking skills in the target language as well as those of writing.

【Goal】
By the end of this course, students will be able to (1) describe the general steps to write academic papers, (2) explain specific techniques and strategies used in the process of developing papers, (3) apply what they learned to academic writing in other university-level courses, and (4) build confidence and competence in academic writing more generally, preparing them for Academic Writing Skills II.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Each class consists of two main parts: one is a short interactive lecture on writing concepts, such as paraphrasing, thesis statement, or paper outline; the second is longer, including a discussion on the week's lesson and exercises to illustrate its central components ("now you try"). A variety of active learning techniques, such as in-class writing exercises, neighbor/class discussions, and comment sheets, are used to accommodate diverse student learning styles. Often we will work together on exercises, both in small groups and as a class. Verbal and written feedback on assignments is given during class discussions and through using other tools as appropriate. Also, a quick recapitulation of the previous class is given at the beginning of each class in order to reinforce students' understanding of the connections between lessons.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Introduction	Course introduction
2	Starting the Writing I	How to start the process of writing? What is paraphrasing?
3	Narrowing the Focus I	How to narrow the focus of the paper? What are the elements of a research question?
4	Organizing the Paper I	How to create an effective outline? What is a thesis statement?
5	Writing the Body of the Paper I	How to write topic sentences? What are the steps to integrate outside information to the paper?
6	Refining the Paper I	How to evaluate and revise the paper? How to cite and refer to outside information in the paper?
7	Review &Midterm Paper Submission	Course review, students' inquiries, and midterm paper submission
8	Generative AI in Academic Writing	What is generative AI technology, and how does it work? What are potential uses and pitfalls of generative AI?
9	Starting the Writing II	How to write an academic response? What are the techniques to identify the main ideas of a paper?
10	Narrowing the Focus II	How to do a focused reading? How to start a rough outline?
11	Organizing the Paper II	What are some of the common problems with thesis statements? How to select evidence effectively?
12	Writing the Body of the Paper II	What are common writer's blocks? How to improve your paraphrasing skills?
13	Refining the Paper II	What are effective techniques to build cohesion in the paper?
14	Review &Final Paper Submission	What have we learned in this course? How to write your next research paper without close guidance? Final paper submission

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete weekly assignments. Preparatory study and review time for this class are 1 hour each.

【Textbooks】
Dollahite, Nancy E., and Julie Haun. 2012. Sourcework: Academic Writing from Sources. 2nd ed. Boston: National Geographic Learning.
*This is the primary text for the course and must be purchased by students. Please do so as soon as possible.

【References】
Aaron, Jane E., and Michael Greer. 2019. The Little, Brown Compact Handbook. 10th ed. New York: Pearson.

【Grading criteria】
Participation: 10%
Assignments: 30%
Midterm paper: 30%
Final paper: 30%

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

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

【Prerequisite】
None.

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Academic Writing Skills IA(Class 9)

Robert Paterson

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1～4
Day/Period：木4/Thu.4
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
Academic Writing Skills IA provides an overview of academic writing with a focus on understanding the writing process. In particular, this course focuses on the comprehension of foundational principles of writing that are helpful in developing academic papers. The related activities and tasks are completed through various interactive approaches in order to facilitate students' thorough engagement in active communication in English. This will cultivate their reading, listening, and speaking skills in the target language as well as those of writing.

【Goal】
By the end of this course, students will be able to (1) describe the general steps to write academic papers, (2) explain specific techniques and strategies used in the process of developing papers, (3) apply what they learned to academic writing in other university-level courses, and (4) build confidence and competence in academic writing more generally, preparing them for Academic Writing Skills II.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Each class consists of two main parts: one is a short interactive lecture on writing concepts, such as paraphrasing, thesis statement, or paper outline; the second is longer, including a discussion on the week's lesson and exercises to illustrate its central components ("now you try"). A variety of active learning techniques, such as in-class writing exercises, neighbor/class discussions, and comment sheets, are used to accommodate diverse student learning styles. Often we will work together on exercises, both in small groups and as a class. Verbal and written feedback on assignments is given during class discussions and through using other tools as appropriate. Also, a quick recapitulation of the previous class is given at the beginning of each class in order to reinforce students' understanding of the connections between lessons.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Introduction	Course introduction
2	Starting the Writing I	How to start the process of writing? What is paraphrasing?
3	Narrowing the Focus I	How to narrow the focus of the paper? What are the elements of a research question?
4	Organizing the Paper I	How to create an effective outline? What is a thesis statement?
5	Writing the Body of the Paper I	How to write topic sentences? What are the steps to integrate outside information to the paper?
6	Refining the Paper I	How to evaluate and revise the paper? How to cite and refer to outside information in the paper?
7	Review &Midterm Paper Submission	Course review, students' inquiries, and midterm paper submission
8	Generative AI in Academic Writing	What is generative AI technology, and how does it work? What are potential uses and pitfalls of generative AI?
9	Starting the Writing II	How to write an academic response? What are the techniques to identify the main ideas of a paper?
10	Narrowing the Focus II	How to do a focused reading? How to start a rough outline?
11	Organizing the Paper II	What are some of the common problems with thesis statements? How to select evidence effectively?
12	Writing the Body of the Paper II	What are common writer's blocks? How to improve your paraphrasing skills?
13	Refining the Paper II	What are effective techniques to build cohesion in the paper?
14	Review &Final Paper Submission	What have we learned in this course? How to write your next research paper without close guidance? Final paper submission

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete weekly assignments. Preparatory study and review time for this class are 1 hour each.

【Textbooks】
Dollahite, Nancy E., and Julie Haun. 2012. Sourcework: Academic Writing from Sources. 2nd ed. Boston: National Geographic Learning.
*This is the primary text for the course and must be purchased by students. Please do so as soon as possible.

【References】
Aaron, Jane E., and Michael Greer. 2019. The Little, Brown Compact Handbook. 10th ed. New York: Pearson.

【Grading criteria】
Participation: 10%
Assignments: 30%
Midterm paper: 30%
Final paper: 30%

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

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

【Prerequisite】
None.

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Academic Writing Skills IB(Class 7)

Olesya Shatunova

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1～4
Day/Period：土2/Sat.2
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
Academic Writing Skills IB provides an overview of academic writing with a focus on practicing the writing process. In particular, this course focuses on the application of foundational principles of writing that are helpful in developing academic papers. The related activities and tasks are completed through various interactive approaches in order to facilitate students' thorough engagement in active communication in English. This will cultivate their reading, listening, and speaking skills in the target language as well as those of writing.

【Goal】
By the end of this course, students will be able to (1) follow the general steps to write academic papers, (2) use specific techniques and strategies used in the process of developing papers, (3) apply what they learned to academic writing in other university-level courses, and (4) build confidence and competence in academic writing more generally, preparing them for Academic Writing Skills II.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Each class consists of two main parts: one is an in-class activity for students to practice using specific techniques and strategies before they apply those skills to their own paper; the second is longer, including practical, hands-on activities to help students' writing process step by step ("build your paper"). A variety of active learning techniques, such as in-class writing exercises, neighbor/class discussions, and comment sheets, are used to accommodate diverse student learning styles. Often we will work together on exercises, both in small groups and as a class. Verbal and written feedback on assignments is given during class discussions and through using other tools as appropriate. Also, a quick recapitulation of the previous class is given at the beginning of each class in order to reinforce students' understanding of the connections between lessons.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Introduction	Course introduction; choosing/assigning the theme to focus on for the midterm paper
2	Starting the Writing I	Practicing open reading for the midterm paper
3	Narrowing the Focus I	Creating a research question for the midterm paper
4	Organizing the Paper I	Writing an outline with a thesis statement for the midterm paper
5	Writing the Body of the Paper I	Writing a first draft for the midterm paper
6	Refining the Paper I	Revising a draft for the midterm paper
7	Review &Midterm Paper Submission	Getting your submission ready; choosing/assigning the theme to focus on for the final paper
8	Generative AI in Academic Writing	Practicing using generative AI
9	Starting the Writing II	Workshopping paper updates and providing feedback on the exploration of the paper
10	Narrowing the Focus II	Workshopping paper updates and providing feedback on the focus of the paper
11	Organizing the Paper II	Workshopping paper updates and providing feedback on the organization of the paper
12	Writing the Body of the Paper II	Workshopping paper updates and providing feedback on the development of the paper
13	Refining the Paper II	Workshopping paper updates and providing feedback on the refinement of the paper
14	Review &Final Paper Submission	What have we learned in this course? How to write your next research paper without close guidance? Final paper submission

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete weekly assignments. Preparatory study and review time for this class are 1 hour each.

【Textbooks】
Dollahite, Nancy E., and Julie Haun. 2012. Sourcework: Academic Writing from Sources. 2nd ed. Boston: National Geographic Learning.
*This is the primary text for the course and must be purchased by students. Please do so as soon as possible.

【References】
Aaron, Jane E., and Michael Greer. 2019. The Little, Brown Compact Handbook. 10th ed. New York: Pearson.

【Grading criteria】
Participation: 10%
Assignments: 30%
Textbook exercises: 30%
Activities for the papers: 30%

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

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

【Prerequisite】
None.

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Academic Writing Skills IB(Class 8)

Marcus Lovitt

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：水3/Wed.3
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
Academic Writing Skills IB provides an overview of academic writing with a focus on practicing the writing process. In particular, this course focuses on the application of foundational principles of writing that are helpful in developing academic papers. The related activities and tasks are completed through various interactive approaches in order to facilitate students' thorough engagement in active communication in English. This will cultivate their reading, listening, and speaking skills in the target language as well as those of writing.

【Goal】
By the end of this course, students will be able to (1) follow the general steps to write academic papers, (2) use specific techniques and strategies used in the process of developing papers, (3) apply what they learned to academic writing in other university-level courses, and (4) build confidence and competence in academic writing more generally, preparing them for Academic Writing Skills II.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Each class consists of two main parts: one is an in-class activity for students to practice using specific techniques and strategies before they apply those skills to their own paper; the second is longer, including practical, hands-on activities to help students' writing process step by step ("build your paper"). A variety of active learning techniques, such as in-class writing exercises, neighbor/class discussions, and comment sheets, are used to accommodate diverse student learning styles. Often we will work together on exercises, both in small groups and as a class. Verbal and written feedback on assignments is given during class discussions and through using other tools as appropriate. Also, a quick recapitulation of the previous class is given at the beginning of each class in order to reinforce students' understanding of the connections between lessons.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Introduction	Course introduction; choosing/assigning the theme to focus on for the midterm paper
2	Starting the Writing I	Practicing open reading for the midterm paper
3	Narrowing the Focus I	Creating a research question for the midterm paper
4	Organizing the Paper I	Writing an outline with a thesis statement for the midterm paper
5	Writing the Body of the Paper I	Writing a first draft for the midterm paper
6	Refining the Paper I	Revising a draft for the midterm paper
7	Review &Midterm Paper Submission	Getting your submission ready; choosing/assigning the theme to focus on for the final paper
8	Generative AI in Academic Writing	Practicing using generative AI
9	Starting the Writing II	Workshopping paper updates and providing feedback on the exploration of the paper
10	Narrowing the Focus II	Workshopping paper updates and providing feedback on the focus of the paper
11	Organizing the Paper II	Workshopping paper updates and providing feedback on the organization of the paper
12	Writing the Body of the Paper II	Workshopping paper updates and providing feedback on the development of the paper
13	Refining the Paper II	Workshopping paper updates and providing feedback on the refinement of the paper
14	Review &Final Paper Submission	What have we learned in this course? How to write your next research paper without close guidance? Final paper submission

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete weekly assignments. Preparatory study and review time for this class are 1 hour each.

【Textbooks】
Dollahite, Nancy E., and Julie Haun. 2012. Sourcework: Academic Writing from Sources. 2nd ed. Boston: National Geographic Learning.
*This is the primary text for the course and must be purchased by students. Please do so as soon as possible.

【References】
Aaron, Jane E., and Michael Greer. 2019. The Little, Brown Compact Handbook. 10th ed. New York: Pearson.

【Grading criteria】
Participation: 10%
Assignments: 30%
Textbook exercises: 30%
Activities for the papers: 30%

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

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

【Prerequisite】
None.

BSP100ZA（初年次教育、学部導入教育及びリテラシー教育 / Basic study practice 100）

Academic Writing Skills IB(Class 9)

Robert Paterson

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：木5/Thu.5
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
Academic Writing Skills IB provides an overview of academic writing with a focus on practicing the writing process. In particular, this course focuses on the application of foundational principles of writing that are helpful in developing academic papers. The related activities and tasks are completed through various interactive approaches in order to facilitate students' thorough engagement in active communication in English. This will cultivate their reading, listening, and speaking skills in the target language as well as those of writing.

【Goal】
By the end of this course, students will be able to (1) follow the general steps to write academic papers, (2) use specific techniques and strategies used in the process of developing papers, (3) apply what they learned to academic writing in other university-level courses, and (4) build confidence and competence in academic writing more generally, preparing them for Academic Writing Skills II.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Each class consists of two main parts: one is an in-class activity for students to practice using specific techniques and strategies before they apply those skills to their own paper; the second is longer, including practical, hands-on activities to help students' writing process step by step ("build your paper"). A variety of active learning techniques, such as in-class writing exercises, neighbor/class discussions, and comment sheets, are used to accommodate diverse student learning styles. Often we will work together on exercises, both in small groups and as a class. Verbal and written feedback on assignments is given during class discussions and through using other tools as appropriate. Also, a quick recapitulation of the previous class is given at the beginning of each class in order to reinforce students' understanding of the connections between lessons.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Introduction	Course introduction; choosing/assigning the theme to focus on for the midterm paper
2	Starting the Writing I	Practicing open reading for the midterm paper
3	Narrowing the Focus I	Creating a research question for the midterm paper
4	Organizing the Paper I	Writing an outline with a thesis statement for the midterm paper
5	Writing the Body of the Paper I	Writing a first draft for the midterm paper
6	Refining the Paper I	Revising a draft for the midterm paper
7	Review &Midterm Paper Submission	Getting your submission ready; choosing/assigning the theme to focus on for the final paper
8	Generative AI in Academic Writing	Practicing using generative AI
9	Starting the Writing II	Workshopping paper updates and providing feedback on the exploration of the paper
10	Narrowing the Focus II	Workshopping paper updates and providing feedback on the focus of the paper
11	Organizing the Paper II	Workshopping paper updates and providing feedback on the organization of the paper
12	Writing the Body of the Paper II	Workshopping paper updates and providing feedback on the development of the paper
13	Refining the Paper II	Workshopping paper updates and providing feedback on the refinement of the paper
14	Review &Final Paper Submission	What have we learned in this course? How to write your next research paper without close guidance? Final paper submission

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete weekly assignments. Preparatory study and review time for this class are 1 hour each.

【Textbooks】
Dollahite, Nancy E., and Julie Haun. 2012. Sourcework: Academic Writing from Sources. 2nd ed. Boston: National Geographic Learning.
*This is the primary text for the course and must be purchased by students. Please do so as soon as possible.

【References】
Aaron, Jane E., and Michael Greer. 2019. The Little, Brown Compact Handbook. 10th ed. New York: Pearson.

【Grading criteria】
Participation: 10%
Assignments: 30%
Textbook exercises: 30%
Activities for the papers: 30%

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

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

【Prerequisite】
None.

BSP100ZA（初年次教育、学部導入教育及びリテラシー教育 / Basic study practice 100）

Academic Writing Skills II(Class 1,2)

Robert Paterson

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1～4
Day/Period：土4/Sat.4
Notes：Not Available for ESOP Students.
その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Each class consists of a short lecture or demonstration of academic writing principles and a number of writing or editing exercises. Often we will work together on exercises, both in small groups and as a class. We will also share and edit each other's writing, so students should be prepared for both giving and receiving constructive feedback on assignments.
Instructors will provide general feedback in class, and students will receive written feedback on submitted assignments.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

【Textbooks】
No textbook will be used.

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

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

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

【Prerequisite】
None.

BSP100ZA（初年次教育、学部導入教育及びリテラシー教育 / Basic study practice 100）

Academic Writing Skills II(Class 3)

Mark Birtles

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：木2/Thu.2
Notes：Not Available for ESOP Students.

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Each class consists of a short lecture or demonstration of academic writing principles and a number of writing or editing exercises. Often we will work together on exercises, both in small groups and as a class. We will also share and edit each other's writing, so students should be prepared for both giving and receiving constructive feedback on assignments.
Instructors will provide general feedback in class, and students will receive written feedback on submitted assignments.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

【Textbooks】
No textbook will be used.

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

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

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

【Prerequisite】
None.

BSP100ZA（初年次教育、学部導入教育及びリテラシー教育 / Basic study practice 100）

Academic Writing Skills II(Class 4)

Mark Birtles

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：金1/Fri.1
Notes：Not Available for ESOP Students.

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Each class consists of a short lecture or demonstration of academic writing principles and a number of writing or editing exercises. Often we will work together on exercises, both in small groups and as a class. We will also share and edit each other's writing, so students should be prepared for both giving and receiving constructive feedback on assignments.
Instructors will provide general feedback in class, and students will receive written feedback on submitted assignments.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

【Textbooks】
No textbook will be used.

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

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

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

【Prerequisite】
None.

BSP100ZA（初年次教育、学部導入教育及びリテラシー教育 / Basic study practice 100）

Academic Writing Skills II(Class 5)

Brian Sayers

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：木1/Thu.1
Notes：Not Available for ESOP Students.
その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Each class consists of a short lecture or demonstration of academic writing principles and a number of writing or editing exercises. Often we will work together on exercises, both in small groups and as a class. We will also share and edit each other's writing, so students should be prepared for both giving and receiving constructive feedback on assignments.
Instructors will provide general feedback in class, and students will receive written feedback on submitted assignments.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

【Textbooks】
No textbook will be used.

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

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

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

【Prerequisite】
None.

BSP100ZA（初年次教育、学部導入教育及びリテラシー教育 / Basic study practice 100）

Academic Writing Skills II(Class 6)

Heike Kathryn Hoffer

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：火1/Tue.1
Notes：Not Available for ESOP Students.

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Each class consists of a short lecture or demonstration of academic writing principles and a number of writing or editing exercises. Often we will work together on exercises, both in small groups and as a class. We will also share and edit each other's writing, so students should be prepared for both giving and receiving constructive feedback on assignments.
Instructors will provide general feedback in class, and students will receive written feedback on submitted assignments.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

【Textbooks】
No textbook will be used.

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

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

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

【Prerequisite】
None.

BSP100ZA（初年次教育、学部導入教育及びリテラシー教育 / Basic study practice 100）

Academic Writing Skills II(Class 7)

Simon R G Petre

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：水1/Wed.1
Notes：Not Available for ESOP Students.

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Each class consists of a short lecture or demonstration of academic writing principles and a number of writing or editing exercises. Often we will work together on exercises, both in small groups and as a class. We will also share and edit each other's writing, so students should be prepared for both giving and receiving constructive feedback on assignments.
Instructors will provide general feedback in class, and students will receive written feedback on submitted assignments.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

【Textbooks】
No textbook will be used.

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

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

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

【Prerequisite】
None.

BSP100ZA（初年次教育、学部導入教育及びリテラシー教育 / Basic study practice 100）

Academic Writing Skills II(Class 8)

Simon R G Petre

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：水2/Wed.2
Notes：Not Available for ESOP Students.

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Each class consists of a short lecture or demonstration of academic writing principles and a number of writing or editing exercises. Often we will work together on exercises, both in small groups and as a class. We will also share and edit each other's writing, so students should be prepared for both giving and receiving constructive feedback on assignments.
Instructors will provide general feedback in class, and students will receive written feedback on submitted assignments.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

【Textbooks】
No textbook will be used.

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

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

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

【Prerequisite】
None.

BSP100ZA（初年次教育、学部導入教育及びリテラシー教育 / Basic study practice 100）

Academic Writing Skills II(Class 9)

Miui Watanabe

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：木2/Thu.2
Notes：Not Available for ESOP Students.

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Each class consists of a short lecture or demonstration of academic writing principles and a number of writing or editing exercises. Often we will work together on exercises, both in small groups and as a class. We will also share and edit each other's writing, so students should be prepared for both giving and receiving constructive feedback on assignments.
Instructors will provide general feedback in class, and students will receive written feedback on submitted assignments.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

【Textbooks】
No textbook will be used.

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

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

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

【Prerequisite】
None.

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Reading Skills I(Class 7)

Heike Kathryn Hoffer

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：水1/Wed.1
Notes：Not Available for ESOP Students.
その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction to the Course	Introduction to the course
2	Reading Selection: *Chapter 1*	Scanning for specific information: expressions and set phrases; evaluating websites.
3	Reading Selection: *Chapter 2*	Completing a summary; internet research.
4	Reading Selection: *Chapter 3*	Previewing a reading; making inferences.
5	Reading Selection: *Chapter 4*	Examining debates; considering the specifics of an issue.
6	Reading Selection: *Chapter 5*	Understanding issues in context; connecting themes and topics.
7	Quick Survey; Mid-term Examination	Revision Q&A; reading skills examination covering material and exercises from weeks 1 to 6.
8	Reading Selection: *Chapter 6*	Breaking down a complex issue; internet research.
9	Reading Selection: *Chapter 7*	Considering central points; supporting or challenging a hypothesis.
10	Reading Selection: *Chapter 8*	Underlining and marginal glossing; paraphrasing.
11	Special Academic Topic: Topic Introduction	Lecture on the academic topic chosen by the specific instructor; discussion activities; introductory reading.
12	Special Academic Topic: Academic Paper (i)	Exploring an academic paper; focusing on introduction; considering the paper in its immediate academic context.
13	Special Academic Topic: Academic Paper (ii)	Body and conclusion of the academic paper, with comprehension activities and discussion. Review of the second half of the course; discussion.
14	Quick Survey; Final Examination	Revision Q&A; reading skills examination covering material and exercises from weeks 8 to 13.

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

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

【References】
As specified by the instructor.

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

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

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Reading Skills I(Class 8)

Olesya Shatunova

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：土3/Sat.3
Notes：Not Available for ESOP Students.
その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction to the Course	Introduction to the course
2	Reading Selection: *Chapter 1*	Scanning for specific information: expressions and set phrases; evaluating websites.
3	Reading Selection: *Chapter 2*	Completing a summary; internet research.
4	Reading Selection: *Chapter 3*	Previewing a reading; making inferences.
5	Reading Selection: *Chapter 4*	Examining debates; considering the specifics of an issue.
6	Reading Selection: *Chapter 5*	Understanding issues in context; connecting themes and topics.
7	Quick Survey; Mid-term Examination	Revision Q&A; reading skills examination covering material and exercises from weeks 1 to 6.
8	Reading Selection: *Chapter 6*	Breaking down a complex issue; internet research.
9	Reading Selection: *Chapter 7*	Considering central points; supporting or challenging a hypothesis.
10	Reading Selection: *Chapter 8*	Underlining and marginal glossing; paraphrasing.
11	Special Academic Topic: Topic Introduction	Lecture on the academic topic chosen by the specific instructor; discussion activities; introductory reading.
12	Special Academic Topic: Academic Paper (i)	Exploring an academic paper; focusing on introduction; considering the paper in its immediate academic context.
13	Special Academic Topic: Academic Paper (ii)	Body and conclusion of the academic paper, with comprehension activities and discussion. Review of the second half of the course; discussion.
14	Quick Survey; Final Examination	Revision Q&A; reading skills examination covering material and exercises from weeks 8 to 13.

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

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

【References】
As specified by the instructor.

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

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

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Reading Skills I(Class 9)

Simon R G Petre

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：水3/Wed.3
Notes：Not Available for ESOP Students.

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction to the Course	Introduction to the course
2	Reading Selection: *Chapter 1*	Scanning for specific information: expressions and set phrases; evaluating websites.
3	Reading Selection: *Chapter 2*	Completing a summary; internet research.
4	Reading Selection: *Chapter 3*	Previewing a reading; making inferences.
5	Reading Selection: *Chapter 4*	Examining debates; considering the specifics of an issue.
6	Reading Selection: *Chapter 5*	Understanding issues in context; connecting themes and topics.
7	Quick Survey; Mid-term Examination	Revision Q&A; reading skills examination covering material and exercises from weeks 1 to 6.
8	Reading Selection: *Chapter 6*	Breaking down a complex issue; internet research.
9	Reading Selection: *Chapter 7*	Considering central points; supporting or challenging a hypothesis.
10	Reading Selection: *Chapter 8*	Underlining and marginal glossing; paraphrasing.
11	Special Academic Topic: Topic Introduction	Lecture on the academic topic chosen by the specific instructor; discussion activities; introductory reading.
12	Special Academic Topic: Academic Paper (i)	Exploring an academic paper; focusing on introduction; considering the paper in its immediate academic context.
13	Special Academic Topic: Academic Paper (ii)	Body and conclusion of the academic paper, with comprehension activities and discussion. Review of the second half of the course; discussion.
14	Quick Survey; Final Examination	Revision Q&A; reading skills examination covering material and exercises from weeks 8 to 13.

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

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

【References】
As specified by the instructor.

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

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

BSP100ZA（初年次教育、学部導入教育及びリテラシー教育 / Basic study practice 100）

Reading Skills II(Class 1,2)

Heike Kathryn Hoffer

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：水1/Wed.1
Notes：Not Available for ESOP Students.

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction to the Course	Course requirements; textbook and syllabus review. Study skills and study time management. Academic integrity: avoiding plagiarism. Preview of *The Tell-Tale Heart* and related internet research.
2	Reading Selection: *The Tell-Tale Heart*	Summarizing from a different point of view; internet research (memory biases).
3	Reading Selection: *The San Francisco Sculptor Who Created Nicolas Cage's "Dreadful Dragon"*	Finding the bases for inferences; comparisons from two texts (two sculptors compared).
4	Reading Selection: *Trees for Democracy*	Finding evidence to disprove false arguments; analyzing the author's point of view.
5	Reading Selection: *A Revolution in Medicine*	Separating fact from opinion; critical opinions (charities in the developing world).
6	Reading Selection: *What Makes Van Gogh So Great?*	Identifying false inferences; paraphrasing.
7	Reading Selection: *Contrite Makes Right*	Analyzing cause and effect; internet research (a pair of book reviews). Review of the first half of the course; discussion.
8	Quick Survey; Mid-term Examination	Revision Q&A; reading skills examination covering material and exercises from weeks 1 to 7.
9	Special Academic Topic: Topic Introduction (i)	Lecture on the academic topic chosen by the specific instructor; discussion activities; introductory reading.
10	Special Academic Topic: Topic Introduction (ii)	Further introductory reading on the topic; major structural patterns of academic papers.
11	Special Academic Topic: Academic Paper (i)	Lexical preview of the academic paper; abstract and structure.
12	Special Academic Topic: Academic Paper (ii)	Further glossary for the academic paper; introduction; locating the paper in its immediate academic context.
13	Special Academic Topic: Academic Paper (iii)	Body and conclusion of the academic paper, with comprehension activities. Review of the second half of the course; discussion.
14	Quick Survey; Final Examination	Revision Q&A; reading skills examination covering the academic paper and other material from weeks 9 to 13.

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

【Textbooks】
As specified by the instructor.

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

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

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

BSP100ZA（初年次教育、学部導入教育及びリテラシー教育 / Basic study practice 100）

Reading Skills II(Class 3)

Olesya Shatunova

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：土1/Sat.1
Notes：Not Available for ESOP Students.

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction to the Course	Course requirements; textbook and syllabus review. Study skills and study time management. Academic integrity: avoiding plagiarism. Preview of *The Tell-Tale Heart* and related internet research.
2	Reading Selection: *The Tell-Tale Heart*	Summarizing from a different point of view; internet research (memory biases).
3	Reading Selection: *The San Francisco Sculptor Who Created Nicolas Cage's "Dreadful Dragon"*	Finding the bases for inferences; comparisons from two texts (two sculptors compared).
4	Reading Selection: *Trees for Democracy*	Finding evidence to disprove false arguments; analyzing the author's point of view.
5	Reading Selection: *A Revolution in Medicine*	Separating fact from opinion; critical opinions (charities in the developing world).
6	Reading Selection: *What Makes Van Gogh So Great?*	Identifying false inferences; paraphrasing.
7	Reading Selection: *Contrite Makes Right*	Analyzing cause and effect; internet research (a pair of book reviews). Review of the first half of the course; discussion.
8	Quick Survey; Mid-term Examination	Revision Q&A; reading skills examination covering material and exercises from weeks 1 to 7.
9	Special Academic Topic: Topic Introduction (i)	Lecture on the academic topic chosen by the specific instructor; discussion activities; introductory reading.
10	Special Academic Topic: Topic Introduction (ii)	Further introductory reading on the topic; major structural patterns of academic papers.
11	Special Academic Topic: Academic Paper (i)	Lexical preview of the academic paper; abstract and structure.
12	Special Academic Topic: Academic Paper (ii)	Further glossary for the academic paper; introduction; locating the paper in its immediate academic context.
13	Special Academic Topic: Academic Paper (iii)	Body and conclusion of the academic paper, with comprehension activities. Review of the second half of the course; discussion.
14	Quick Survey; Final Examination	Revision Q&A; reading skills examination covering the academic paper and other material from weeks 9 to 13.

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

【Textbooks】
As specified by the instructor.

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

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

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

BSP100ZA（初年次教育、学部導入教育及びリテラシー教育 / Basic study practice 100）

Reading Skills II(Class 4)

Olesya Shatunova

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：土2/Sat.2
Notes：Not Available for ESOP Students.

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction to the Course	Course requirements; textbook and syllabus review. Study skills and study time management. Academic integrity: avoiding plagiarism. Preview of *The Tell-Tale Heart* and related internet research.
2	Reading Selection: *The Tell-Tale Heart*	Summarizing from a different point of view; internet research (memory biases).
3	Reading Selection: *The San Francisco Sculptor Who Created Nicolas Cage's "Dreadful Dragon"*	Finding the bases for inferences; comparisons from two texts (two sculptors compared).
4	Reading Selection: *Trees for Democracy*	Finding evidence to disprove false arguments; analyzing the author's point of view.
5	Reading Selection: *A Revolution in Medicine*	Separating fact from opinion; critical opinions (charities in the developing world).
6	Reading Selection: *What Makes Van Gogh So Great?*	Identifying false inferences; paraphrasing.
7	Reading Selection: *Contrite Makes Right*	Analyzing cause and effect; internet research (a pair of book reviews). Review of the first half of the course; discussion.
8	Quick Survey; Mid-term Examination	Revision Q&A; reading skills examination covering material and exercises from weeks 1 to 7.
9	Special Academic Topic: Topic Introduction (i)	Lecture on the academic topic chosen by the specific instructor; discussion activities; introductory reading.
10	Special Academic Topic: Topic Introduction (ii)	Further introductory reading on the topic; major structural patterns of academic papers.
11	Special Academic Topic: Academic Paper (i)	Lexical preview of the academic paper; abstract and structure.
12	Special Academic Topic: Academic Paper (ii)	Further glossary for the academic paper; introduction; locating the paper in its immediate academic context.
13	Special Academic Topic: Academic Paper (iii)	Body and conclusion of the academic paper, with comprehension activities. Review of the second half of the course; discussion.
14	Quick Survey; Final Examination	Revision Q&A; reading skills examination covering the academic paper and other material from weeks 9 to 13.

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

【Textbooks】
As specified by the instructor.

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

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

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

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Reading Skills II(Class 5)

Naomi Hirota

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：水3/Wed.3
Notes：Not Available for ESOP Students.

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction to the Course	Course requirements; textbook and syllabus review. Study skills and study time management. Academic integrity: avoiding plagiarism. Preview of *The Tell-Tale Heart* and related internet research.
2	Reading Selection: *The Tell-Tale Heart*	Summarizing from a different point of view; internet research (memory biases).
3	Reading Selection: *The San Francisco Sculptor Who Created Nicolas Cage's "Dreadful Dragon"*	Finding the bases for inferences; comparisons from two texts (two sculptors compared).
4	Reading Selection: *Trees for Democracy*	Finding evidence to disprove false arguments; analyzing the author's point of view.
5	Reading Selection: *A Revolution in Medicine*	Separating fact from opinion; critical opinions (charities in the developing world).
6	Reading Selection: *What Makes Van Gogh So Great?*	Identifying false inferences; paraphrasing.
7	Reading Selection: *Contrite Makes Right*	Analyzing cause and effect; internet research (a pair of book reviews). Review of the first half of the course; discussion.
8	Quick Survey; Mid-term Examination	Revision Q&A; reading skills examination covering material and exercises from weeks 1 to 7.
9	Special Academic Topic: Topic Introduction (i)	Lecture on the academic topic chosen by the specific instructor; discussion activities; introductory reading.
10	Special Academic Topic: Topic Introduction (ii)	Further introductory reading on the topic; major structural patterns of academic papers.
11	Special Academic Topic: Academic Paper (i)	Lexical preview of the academic paper; abstract and structure.
12	Special Academic Topic: Academic Paper (ii)	Further glossary for the academic paper; introduction; locating the paper in its immediate academic context.
13	Special Academic Topic: Academic Paper (iii)	Body and conclusion of the academic paper, with comprehension activities. Review of the second half of the course; discussion.
14	Quick Survey; Final Examination	Revision Q&A; reading skills examination covering the academic paper and other material from weeks 9 to 13.

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

【Textbooks】
As specified by the instructor.

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

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

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

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Reading Skills II(Class 6)

Naomi Hirota

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：金4/Fri.4
Notes：Not Available for ESOP Students.

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction to the Course	Course requirements; textbook and syllabus review. Study skills and study time management. Academic integrity: avoiding plagiarism. Preview of *The Tell-Tale Heart* and related internet research.
2	Reading Selection: *The Tell-Tale Heart*	Summarizing from a different point of view; internet research (memory biases).
3	Reading Selection: *The San Francisco Sculptor Who Created Nicolas Cage's "Dreadful Dragon"*	Finding the bases for inferences; comparisons from two texts (two sculptors compared).
4	Reading Selection: *Trees for Democracy*	Finding evidence to disprove false arguments; analyzing the author's point of view.
5	Reading Selection: *A Revolution in Medicine*	Separating fact from opinion; critical opinions (charities in the developing world).
6	Reading Selection: *What Makes Van Gogh So Great?*	Identifying false inferences; paraphrasing.
7	Reading Selection: *Contrite Makes Right*	Analyzing cause and effect; internet research (a pair of book reviews). Review of the first half of the course; discussion.
8	Quick Survey; Mid-term Examination	Revision Q&A; reading skills examination covering material and exercises from weeks 1 to 7.
9	Special Academic Topic: Topic Introduction (i)	Lecture on the academic topic chosen by the specific instructor; discussion activities; introductory reading.
10	Special Academic Topic: Topic Introduction (ii)	Further introductory reading on the topic; major structural patterns of academic papers.
11	Special Academic Topic: Academic Paper (i)	Lexical preview of the academic paper; abstract and structure.
12	Special Academic Topic: Academic Paper (ii)	Further glossary for the academic paper; introduction; locating the paper in its immediate academic context.
13	Special Academic Topic: Academic Paper (iii)	Body and conclusion of the academic paper, with comprehension activities. Review of the second half of the course; discussion.
14	Quick Survey; Final Examination	Revision Q&A; reading skills examination covering the academic paper and other material from weeks 9 to 13.

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

【Textbooks】
As specified by the instructor.

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

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

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

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Reading Skills II(Class 7)

Naomi Hirota

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：水4/Wed.4
Notes：Not Available for ESOP Students.

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction to the Course	Course requirements; textbook and syllabus review. Study skills and study time management. Academic integrity: avoiding plagiarism. Preview of *The Tell-Tale Heart* and related internet research.
2	Reading Selection: *The Tell-Tale Heart*	Summarizing from a different point of view; internet research (memory biases).
3	Reading Selection: *The San Francisco Sculptor Who Created Nicolas Cage's "Dreadful Dragon"*	Finding the bases for inferences; comparisons from two texts (two sculptors compared).
4	Reading Selection: *Trees for Democracy*	Finding evidence to disprove false arguments; analyzing the author's point of view.
5	Reading Selection: *A Revolution in Medicine*	Separating fact from opinion; critical opinions (charities in the developing world).
6	Reading Selection: *What Makes Van Gogh So Great?*	Identifying false inferences; paraphrasing.
7	Reading Selection: *Contrite Makes Right*	Analyzing cause and effect; internet research (a pair of book reviews). Review of the first half of the course; discussion.
8	Quick Survey; Mid-term Examination	Revision Q&A; reading skills examination covering material and exercises from weeks 1 to 7.
9	Special Academic Topic: Topic Introduction (i)	Lecture on the academic topic chosen by the specific instructor; discussion activities; introductory reading.
10	Special Academic Topic: Topic Introduction (ii)	Further introductory reading on the topic; major structural patterns of academic papers.
11	Special Academic Topic: Academic Paper (i)	Lexical preview of the academic paper; abstract and structure.
12	Special Academic Topic: Academic Paper (ii)	Further glossary for the academic paper; introduction; locating the paper in its immediate academic context.
13	Special Academic Topic: Academic Paper (iii)	Body and conclusion of the academic paper, with comprehension activities. Review of the second half of the course; discussion.
14	Quick Survey; Final Examination	Revision Q&A; reading skills examination covering the academic paper and other material from weeks 9 to 13.

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

【Textbooks】
As specified by the instructor.

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

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

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

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Reading Skills II(Class 8)

Olesya Shatunova

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：土3/Sat.3
Notes：Not Available for ESOP Students.

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction to the Course	Course requirements; textbook and syllabus review. Study skills and study time management. Academic integrity: avoiding plagiarism. Preview of *The Tell-Tale Heart* and related internet research.
2	Reading Selection: *The Tell-Tale Heart*	Summarizing from a different point of view; internet research (memory biases).
3	Reading Selection: *The San Francisco Sculptor Who Created Nicolas Cage's "Dreadful Dragon"*	Finding the bases for inferences; comparisons from two texts (two sculptors compared).
4	Reading Selection: *Trees for Democracy*	Finding evidence to disprove false arguments; analyzing the author's point of view.
5	Reading Selection: *A Revolution in Medicine*	Separating fact from opinion; critical opinions (charities in the developing world).
6	Reading Selection: *What Makes Van Gogh So Great?*	Identifying false inferences; paraphrasing.
7	Reading Selection: *Contrite Makes Right*	Analyzing cause and effect; internet research (a pair of book reviews). Review of the first half of the course; discussion.
8	Quick Survey; Mid-term Examination	Revision Q&A; reading skills examination covering material and exercises from weeks 1 to 7.
9	Special Academic Topic: Topic Introduction (i)	Lecture on the academic topic chosen by the specific instructor; discussion activities; introductory reading.
10	Special Academic Topic: Topic Introduction (ii)	Further introductory reading on the topic; major structural patterns of academic papers.
11	Special Academic Topic: Academic Paper (i)	Lexical preview of the academic paper; abstract and structure.
12	Special Academic Topic: Academic Paper (ii)	Further glossary for the academic paper; introduction; locating the paper in its immediate academic context.
13	Special Academic Topic: Academic Paper (iii)	Body and conclusion of the academic paper, with comprehension activities. Review of the second half of the course; discussion.
14	Quick Survey; Final Examination	Revision Q&A; reading skills examination covering the academic paper and other material from weeks 9 to 13.

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

【Textbooks】
As specified by the instructor.

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

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

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

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Reading Skills II(Class 9)

Daiki Hiramori

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：木1/Thu.1
Notes：Not Available for ESOP Students.

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction to the Course	Course requirements; textbook and syllabus review. Study skills and study time management. Academic integrity: avoiding plagiarism. Preview of *The Tell-Tale Heart* and related internet research.
2	Reading Selection: *The Tell-Tale Heart*	Summarizing from a different point of view; internet research (memory biases).
3	Reading Selection: *The San Francisco Sculptor Who Created Nicolas Cage's "Dreadful Dragon"*	Finding the bases for inferences; comparisons from two texts (two sculptors compared).
4	Reading Selection: *Trees for Democracy*	Finding evidence to disprove false arguments; analyzing the author's point of view.
5	Reading Selection: *A Revolution in Medicine*	Separating fact from opinion; critical opinions (charities in the developing world).
6	Reading Selection: *What Makes Van Gogh So Great?*	Identifying false inferences; paraphrasing.
7	Reading Selection: *Contrite Makes Right*	Analyzing cause and effect; internet research (a pair of book reviews). Review of the first half of the course; discussion.
8	Quick Survey; Mid-term Examination	Revision Q&A; reading skills examination covering material and exercises from weeks 1 to 7.
9	Special Academic Topic: Topic Introduction (i)	Lecture on the academic topic chosen by the specific instructor; discussion activities; introductory reading.
10	Special Academic Topic: Topic Introduction (ii)	Further introductory reading on the topic; major structural patterns of academic papers.
11	Special Academic Topic: Academic Paper (i)	Lexical preview of the academic paper; abstract and structure.
12	Special Academic Topic: Academic Paper (ii)	Further glossary for the academic paper; introduction; locating the paper in its immediate academic context.
13	Special Academic Topic: Academic Paper (iii)	Body and conclusion of the academic paper, with comprehension activities. Review of the second half of the course; discussion.
14	Quick Survey; Final Examination	Revision Q&A; reading skills examination covering the academic paper and other material from weeks 9 to 13.

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

【Textbooks】
As specified by the instructor.

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

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

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

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Presentation and Public Speaking IA(Class 7)

Kazuki Hata

Credit(s)：1 ｜ Semester：春学期授業/Spring ｜ Year：1～4
Day/Period：月1/Mon.1
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
This course is designed to equip students with the essential skills needed to engage and persuade audiences through presentations and public speaking. Students will embark on a journey to develop their communication abilities, enhance self-confidence, and acquire the tools necessary for clear, engaging, and impactful public speaking. Using hands-on practice supplemented by communication theory, students will learn how to structure compelling speeches, deliver them with poise, and captivate their audience. This course is taken in conjunction with Presentation and Public Speaking 1B.

【Goal】
Upon completing this course, students will have gained: (1) hands-on presentation delivery skills, (2) skills in creating effective and clear presentation visuals, (3) skills in creating a presentation based on an engaging narrative, (4) skills in translating written research into communicable information.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course is primarily a practical skill-based course. Feedback will be provided by the instructor either in person or via Hoppii. Students will be responsible for actively participating in classroom activities, preparing and presenting their presentations, and reviewing the course material outside of class.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	The Physical Message I	Posture and eye Contact
3	The Physical Message II	Gestures
4	The Physical Message III	Voice inflection
5	Student Presentations	Students provide informative, layout, or demonstration presentations
6	The Visual Message I	Effective visuals
7	The Visual Message II	Explaining visuals
8	Student Presentations	Students provide comparison presentations
9	The Story Message I	The introduction
10	The Story Message II	The body
11	The Story Message III	The conclusion
12	Final Presentation Preparation	Preparing final presentations based on the final Academic Writing Skills Paper
13	Final Performance	Students present final presentations based on their final Academic Writing Skills Paper
14	Final Performance	Students present final presentations based on their final Academic Writing Skills Paper

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 1 hour each (2 hours total).

【Textbooks】
LeBaeu, C. (2021) Speaking of Speech: Premium Edition. Tokyo, Japan: Cengage Learning K.K.
This textbook is required.

【References】
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【Grading criteria】
Class Participation (20%), Informative, Layout, or Demonstration Presentation (25%), Comparison Presentation (25%), Final Presentation based on the final Academic Writing Skills Paper (30%)

【Changes following student comments】
N/A

【Equipment student needs to prepare】
A laptop is required.

【Others】
Please note that this course must be taken in conjunction with Presentation and Public Speaking 1B, Academic Writing Skills I, and Academic Writing Skills II.

【Prerequisite】
None.

BSP100ZA（初年次教育、学部導入教育及びリテラシー教育 / Basic study practice 100）

Presentation and Public Speaking IA(Class 8)

Heike Kathryn Hoffer

Credit(s)：1 ｜ Semester：春学期授業/Spring ｜ Year：1～4
Day/Period：金1/Fri.1
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
This course is designed to equip students with the essential skills needed to engage and persuade audiences through presentations and public speaking. Students will embark on a journey to develop their communication abilities, enhance self-confidence, and acquire the tools necessary for clear, engaging, and impactful public speaking. Using hands-on practice supplemented by communication theory, students will learn how to structure compelling speeches, deliver them with poise, and captivate their audience. This course is taken in conjunction with Presentation and Public Speaking 1B.

【Goal】
Upon completing this course, students will have gained: (1) hands-on presentation delivery skills, (2) skills in creating effective and clear presentation visuals, (3) skills in creating a presentation based on an engaging narrative, (4) skills in translating written research into communicable information.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course is primarily a practical skill-based course. Feedback will be provided by the instructor either in person or via Hoppii. Students will be responsible for actively participating in classroom activities, preparing and presenting their presentations, and reviewing the course material outside of class.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	The Physical Message I	Posture and eye Contact
3	The Physical Message II	Gestures
4	The Physical Message III	Voice inflection
5	Student Presentations	Students provide informative, layout, or demonstration presentations
6	The Visual Message I	Effective visuals
7	The Visual Message II	Explaining visuals
8	Student Presentations	Students provide comparison presentations
9	The Story Message I	The introduction
10	The Story Message II	The body
11	The Story Message III	The conclusion
12	Final Presentation Preparation	Preparing final presentations based on the final Academic Writing Skills Paper
13	Final Performance	Students present final presentations based on their final Academic Writing Skills Paper
14	Final Performance	Students present final presentations based on their final Academic Writing Skills Paper

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 1 hour each (2 hours total).

【Textbooks】
LeBaeu, C. (2021) Speaking of Speech: Premium Edition. Tokyo, Japan: Cengage Learning K.K.
This textbook is required.

【References】
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【Grading criteria】
Class Participation (20%), Informative, Layout, or Demonstration Presentation (25%), Comparison Presentation (25%), Final Presentation based on the final Academic Writing Skills Paper (30%)

【Changes following student comments】
N/A

【Equipment student needs to prepare】
A laptop is required.

【Others】
Please note that this course must be taken in conjunction with Presentation and Public Speaking 1B, Academic Writing Skills I, and Academic Writing Skills II.

【Prerequisite】
None.

BSP100ZA（初年次教育、学部導入教育及びリテラシー教育 / Basic study practice 100）

Presentation and Public Speaking IA(Class 9)

Joel Van Fossen

Credit(s)：1 ｜ Semester：春学期授業/Spring ｜ Year：1～4
Day/Period：火1/Tue.1
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
This course is designed to equip students with the essential skills needed to engage and persuade audiences through presentations and public speaking. Students will embark on a journey to develop their communication abilities, enhance self-confidence, and acquire the tools necessary for clear, engaging, and impactful public speaking. Using hands-on practice supplemented by communication theory, students will learn how to structure compelling speeches, deliver them with poise, and captivate their audience. This course is taken in conjunction with Presentation and Public Speaking 1B.

【Goal】
Upon completing this course, students will have gained: (1) hands-on presentation delivery skills, (2) skills in creating effective and clear presentation visuals, (3) skills in creating a presentation based on an engaging narrative, (4) skills in translating written research into communicable information.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course is primarily a practical skill-based course. Feedback will be provided by the instructor either in person or via Hoppii. Students will be responsible for actively participating in classroom activities, preparing and presenting their presentations, and reviewing the course material outside of class.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	The Physical Message I	Posture and eye Contact
3	The Physical Message II	Gestures
4	The Physical Message III	Voice inflection
5	Student Presentations	Students provide informative, layout, or demonstration presentations
6	The Visual Message I	Effective visuals
7	The Visual Message II	Explaining visuals
8	Student Presentations	Students provide comparison presentations
9	The Story Message I	The introduction
10	The Story Message II	The body
11	The Story Message III	The conclusion
12	Final Presentation Preparation	Preparing final presentations based on the final Academic Writing Skills Paper
13	Final Performance	Students present final presentations based on their final Academic Writing Skills Paper
14	Final Performance	Students present final presentations based on their final Academic Writing Skills Paper

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 1 hour each (2 hours total).

【Textbooks】
LeBaeu, C. (2021) Speaking of Speech: Premium Edition. Tokyo, Japan: Cengage Learning K.K.
This textbook is required.

【References】
–

【Grading criteria】
Class Participation (20%), Informative, Layout, or Demonstration Presentation (25%), Comparison Presentation (25%), Final Presentation based on the final Academic Writing Skills Paper (30%)

【Changes following student comments】
N/A

【Equipment student needs to prepare】
A laptop is required.

【Others】
Please note that this course must be taken in conjunction with Presentation and Public Speaking 1B, Academic Writing Skills I, and Academic Writing Skills II.

【Prerequisite】
None.

BSP100ZA（初年次教育、学部導入教育及びリテラシー教育 / Basic study practice 100）

Presentation and Public Speaking IB(Class 7)

Kazuki Hata

Credit(s)：1 ｜ Semester：春学期授業/Spring ｜ Year：1～4
Day/Period：月2/Mon.2
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
This course is designed to help students develop foundational skills required for informed, persuasive, and analytical communication. Whether students aspire to excel in academic debates, engage in constructive discussions, or make sound decisions in their personal and professional lives, this course will empower them to think critically, communicate effectively, and engage in structured debates. This course is taken in conjunction with Presentation and Public Speaking 1A.

【Goal】
Upon completing this course, students will have gained: (1) critical thinking skills, (2) skills in constructing effective and persuasive arguments, (3) enhanced communication skills, (4) an understanding of debate structures, (5) research skills in collecting, selecting, and interpreting source material.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course is primarily a practical skill-based course. Feedback will be provided by the instructor either in person or via Hoppii. Students will be responsible for actively participating in classroom activities, including in-class debates, activities, and discussions.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Critical Thinking as a Skill	Developing your thinking skills
3	Arguments I	Identifying arguments
4	Arguments II	Argument and non-argument
5	Critiquing Arguments I	Clarity, consistency, and structure
6	Critiquing Arguments II	Recognizing assumptions and implicit arguments
7	Critiquing Arguments III	Flaws and fallacies in arguments
8	Persuading your Audience	Finding and evaluating sources of evidence
9	Being an Effective Audience Member	Preparing for debate: taking notes and asking questions
10	Debate I	Roundtable debate I
11	Debate II	Roundtable debate II
12	Preparation for Final Debate	Critical selection, interpretation, and noting source material
13	Final Debates	Prepared team debate
14	Final Debates	Prepared team debate

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 1 hour each (2 hours total).

【Textbooks】
Cottrell, Stella. (2023). Critical thinking skills: Developing effective analysis and arguments. 4th Ed. London: Palgrave Macmillan.
This textbook is required.
Other class materials will be provided by the instructor and distributed in class or uploaded on Hoppii.

【References】
Snider, Alfred &Schnurer, Maxwell. (2006). Many sides: Debate across the curriculum. Revised edition. New York: International Debate Association. (Downloadable as pdf file.)
Carlin Watson, Jamie, Robert Arp, Skyler King. (2015). Critical Thinking: An Introduction to Reasoning Well, 2nd edition. London: Bloomsbury Academic.

【Grading criteria】
Class Participation (20%), In-class activities (50%), Final debate preparation and performance (this includes student performance as debaters and audience members) (30%)

【Changes following student comments】
N/A

【Equipment student needs to prepare】
A laptop is required.

【Others】
Please note that this course must be taken in conjunction with Presentation and Public Speaking 1A, Academic Writing Skills I, and Academic Writing Skills II.

【Prerequisite】
None.

BSP100ZA（初年次教育、学部導入教育及びリテラシー教育 / Basic study practice 100）

Presentation and Public Speaking IB(Class 8)

Heike Kathryn Hoffer

Credit(s)：1 ｜ Semester：春学期授業/Spring ｜ Year：1～4
Day/Period：金2/Fri.2
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
This course is designed to help students develop foundational skills required for informed, persuasive, and analytical communication. Whether students aspire to excel in academic debates, engage in constructive discussions, or make sound decisions in their personal and professional lives, this course will empower them to think critically, communicate effectively, and engage in structured debates. This course is taken in conjunction with Presentation and Public Speaking 1A.

【Goal】
Upon completing this course, students will have gained: (1) critical thinking skills, (2) skills in constructing effective and persuasive arguments, (3) enhanced communication skills, (4) an understanding of debate structures, (5) research skills in collecting, selecting, and interpreting source material.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course is primarily a practical skill-based course. Feedback will be provided by the instructor either in person or via Hoppii. Students will be responsible for actively participating in classroom activities, including in-class debates, activities, and discussions.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Critical Thinking as a Skill	Developing your thinking skills
3	Arguments I	Identifying arguments
4	Arguments II	Argument and non-argument
5	Critiquing Arguments I	Clarity, consistency, and structure
6	Critiquing Arguments II	Recognizing assumptions and implicit arguments
7	Critiquing Arguments III	Flaws and fallacies in arguments
8	Persuading your Audience	Finding and evaluating sources of evidence
9	Being an Effective Audience Member	Preparing for debate: taking notes and asking questions
10	Debate I	Roundtable debate I
11	Debate II	Roundtable debate II
12	Preparation for Final Debate	Critical selection, interpretation, and noting source material
13	Final Debates	Prepared team debate
14	Final Debates	Prepared team debate

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 1 hour each (2 hours total).

【Textbooks】
Cottrell, Stella. (2023). Critical thinking skills: Developing effective analysis and arguments. 4th Ed. London: Palgrave Macmillan.
This textbook is required.
Other class materials will be provided by the instructor and distributed in class or uploaded on Hoppii.

【References】
Snider, Alfred &Schnurer, Maxwell. (2006). Many sides: Debate across the curriculum. Revised edition. New York: International Debate Association. (Downloadable as pdf file.)
Carlin Watson, Jamie, Robert Arp, Skyler King. (2015). Critical Thinking: An Introduction to Reasoning Well, 2nd edition. London: Bloomsbury Academic.

【Grading criteria】
Class Participation (20%), In-class activities (50%), Final debate preparation and performance (this includes student performance as debaters and audience members) (30%)

【Changes following student comments】
N/A

【Equipment student needs to prepare】
A laptop is required.

【Others】
Please note that this course must be taken in conjunction with Presentation and Public Speaking 1A, Academic Writing Skills I, and Academic Writing Skills II.

【Prerequisite】
None.

BSP100ZA（初年次教育、学部導入教育及びリテラシー教育 / Basic study practice 100）

Presentation and Public Speaking IB(Class 9)

Joel Van Fossen

Credit(s)：1 ｜ Semester：春学期授業/Spring ｜ Year：1～4
Day/Period：火2/Tue.2
Notes：Not Available for ESOP Students.

その他属性：

【Outline and objectives】
This course is designed to help students develop foundational skills required for informed, persuasive, and analytical communication. Whether students aspire to excel in academic debates, engage in constructive discussions, or make sound decisions in their personal and professional lives, this course will empower them to think critically, communicate effectively, and engage in structured debates. This course is taken in conjunction with Presentation and Public Speaking 1A.

【Goal】
Upon completing this course, students will have gained: (1) critical thinking skills, (2) skills in constructing effective and persuasive arguments, (3) enhanced communication skills, (4) an understanding of debate structures, (5) research skills in collecting, selecting, and interpreting source material.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course is primarily a practical skill-based course. Feedback will be provided by the instructor either in person or via Hoppii. Students will be responsible for actively participating in classroom activities, including in-class debates, activities, and discussions.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Critical Thinking as a Skill	Developing your thinking skills
3	Arguments I	Identifying arguments
4	Arguments II	Argument and non-argument
5	Critiquing Arguments I	Clarity, consistency, and structure
6	Critiquing Arguments II	Recognizing assumptions and implicit arguments
7	Critiquing Arguments III	Flaws and fallacies in arguments
8	Persuading your Audience	Finding and evaluating sources of evidence
9	Being an Effective Audience Member	Preparing for debate: taking notes and asking questions
10	Debate I	Roundtable debate I
11	Debate II	Roundtable debate II
12	Preparation for Final Debate	Critical selection, interpretation, and noting source material
13	Final Debates	Prepared team debate
14	Final Debates	Prepared team debate

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 1 hour each (2 hours total).

【Textbooks】
Cottrell, Stella. (2023). Critical thinking skills: Developing effective analysis and arguments. 4th Ed. London: Palgrave Macmillan.
This textbook is required.
Other class materials will be provided by the instructor and distributed in class or uploaded on Hoppii.

【References】
Snider, Alfred &Schnurer, Maxwell. (2006). Many sides: Debate across the curriculum. Revised edition. New York: International Debate Association. (Downloadable as pdf file.)
Carlin Watson, Jamie, Robert Arp, Skyler King. (2015). Critical Thinking: An Introduction to Reasoning Well, 2nd edition. London: Bloomsbury Academic.

【Grading criteria】
Class Participation (20%), In-class activities (50%), Final debate preparation and performance (this includes student performance as debaters and audience members) (30%)

【Changes following student comments】
N/A

【Equipment student needs to prepare】
A laptop is required.

【Others】
Please note that this course must be taken in conjunction with Presentation and Public Speaking 1A, Academic Writing Skills I, and Academic Writing Skills II.

【Prerequisite】
None.

BSP100ZA（初年次教育、学部導入教育及びリテラシー教育 / Basic study practice 100）

Presentation and Public Speaking II(Class 1,2)

Romeo Marcantuoni

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1～4
Day/Period：木2/Thu.2
Notes：Not Available for ESOP Students.

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Overview	The use of argument in debate and discussion Week-by-week explanation of the course Explanation of attendance policy, assignments and exercises, and grading policy
2	Personal Introduction Speech	The basics of public speaking
3	Analysing an Informative Speech	Identifying key concepts and models of communication
4	Analysing an Informative Speech II	Identifying key concepts and models of communication
5	Informative Speech Preparation	Preparing an informative speech of your own
6	Delivery Strategies I	Practice using verbal cues
7	Delivery Strategies II	Practice using non-verbal cues
8	Informative Speech Performances	Student presentations
9	Exploiting Visuals I	Making engaging presentation slides in PowerPoint
10	Exploiting Visuals II	Infographics and visual representations
11	Asking and Dealing with Questions	How to be an active listener and engage in Q&A
12	Persuasive Speech Preparation	Preparing a persuasive speech of your own
13	Persuasive Speech Preparation	Preparing a persuasive speech of your own
14	Persuasive Speech Performance	Student presentations

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

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

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

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

【Changes following student comments】

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

【Prerequisite】
None.

BSP100ZA（初年次教育、学部導入教育及びリテラシー教育 / Basic study practice 100）

Presentation and Public Speaking II(Class 3)

Alan Meadows

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1～4
Day/Period：水3/Wed.3
Notes：Not Available for ESOP Students.

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Overview	The use of argument in debate and discussion Week-by-week explanation of the course Explanation of attendance policy, assignments and exercises, and grading policy
2	Personal Introduction Speech	The basics of public speaking
3	Analysing an Informative Speech	Identifying key concepts and models of communication
4	Analysing an Informative Speech II	Identifying key concepts and models of communication
5	Informative Speech Preparation	Preparing an informative speech of your own
6	Delivery Strategies I	Practice using verbal cues
7	Delivery Strategies II	Practice using non-verbal cues
8	Informative Speech Performances	Student presentations
9	Exploiting Visuals I	Making engaging presentation slides in PowerPoint
10	Exploiting Visuals II	Infographics and visual representations
11	Asking and Dealing with Questions	How to be an active listener and engage in Q&A
12	Persuasive Speech Preparation	Preparing a persuasive speech of your own
13	Persuasive Speech Preparation	Preparing a persuasive speech of your own
14	Persuasive Speech Performance	Student presentations

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

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

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

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

【Changes following student comments】

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

【Prerequisite】
None.

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Presentation and Public Speaking II(Class 4)

Simon R G Petre

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1～4
Day/Period：水2/Wed.2
Notes：Not Available for ESOP Students.
その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Overview	The use of argument in debate and discussion Week-by-week explanation of the course Explanation of attendance policy, assignments and exercises, and grading policy
2	Personal Introduction Speech	The basics of public speaking
3	Analysing an Informative Speech	Identifying key concepts and models of communication
4	Analysing an Informative Speech II	Identifying key concepts and models of communication
5	Informative Speech Preparation	Preparing an informative speech of your own
6	Delivery Strategies I	Practice using verbal cues
7	Delivery Strategies II	Practice using non-verbal cues
8	Informative Speech Performances	Student presentations
9	Exploiting Visuals I	Making engaging presentation slides in PowerPoint
10	Exploiting Visuals II	Infographics and visual representations
11	Asking and Dealing with Questions	How to be an active listener and engage in Q&A
12	Persuasive Speech Preparation	Preparing a persuasive speech of your own
13	Persuasive Speech Preparation	Preparing a persuasive speech of your own
14	Persuasive Speech Performance	Student presentations

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

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

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

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

【Changes following student comments】

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

【Prerequisite】
None.

BSP100ZA（初年次教育、学部導入教育及びリテラシー教育 / Basic study practice 100）

Presentation and Public Speaking II(Class 5)

May Kristine Carlon

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1～4
Day/Period：土1/Sat.1
Notes：Not Available for ESOP Students.

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Overview	The use of argument in debate and discussion Week-by-week explanation of the course Explanation of attendance policy, assignments and exercises, and grading policy
2	Personal Introduction Speech	The basics of public speaking
3	Analysing an Informative Speech	Identifying key concepts and models of communication
4	Analysing an Informative Speech II	Identifying key concepts and models of communication
5	Informative Speech Preparation	Preparing an informative speech of your own
6	Delivery Strategies I	Practice using verbal cues
7	Delivery Strategies II	Practice using non-verbal cues
8	Informative Speech Performances	Student presentations
9	Exploiting Visuals I	Making engaging presentation slides in PowerPoint
10	Exploiting Visuals II	Infographics and visual representations
11	Asking and Dealing with Questions	How to be an active listener and engage in Q&A
12	Persuasive Speech Preparation	Preparing a persuasive speech of your own
13	Persuasive Speech Preparation	Preparing a persuasive speech of your own
14	Persuasive Speech Performance	Student presentations

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

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

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

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

【Changes following student comments】

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

【Prerequisite】
None.

BSP100ZA（初年次教育、学部導入教育及びリテラシー教育 / Basic study practice 100）

Presentation and Public Speaking II(Class 6)

May Kristine Carlon

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1～4
Day/Period：土2/Sat.2
Notes：Not Available for ESOP Students.

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Overview	The use of argument in debate and discussion Week-by-week explanation of the course Explanation of attendance policy, assignments and exercises, and grading policy
2	Personal Introduction Speech	The basics of public speaking
3	Analysing an Informative Speech	Identifying key concepts and models of communication
4	Analysing an Informative Speech II	Identifying key concepts and models of communication
5	Informative Speech Preparation	Preparing an informative speech of your own
6	Delivery Strategies I	Practice using verbal cues
7	Delivery Strategies II	Practice using non-verbal cues
8	Informative Speech Performances	Student presentations
9	Exploiting Visuals I	Making engaging presentation slides in PowerPoint
10	Exploiting Visuals II	Infographics and visual representations
11	Asking and Dealing with Questions	How to be an active listener and engage in Q&A
12	Persuasive Speech Preparation	Preparing a persuasive speech of your own
13	Persuasive Speech Preparation	Preparing a persuasive speech of your own
14	Persuasive Speech Performance	Student presentations

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

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

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

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

【Changes following student comments】

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

【Prerequisite】
None.

BSP100ZA（初年次教育、学部導入教育及びリテラシー教育 / Basic study practice 100）

Presentation and Public Speaking II(Class 7)

Kazuki Hata

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：月1/Mon.1
Notes：Not Available for ESOP Students.

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Overview	The use of argument in debate and discussion Week-by-week explanation of the course Explanation of attendance policy, assignments and exercises, and grading policy
2	Personal Introduction Speech	The basics of public speaking
3	Analysing an Informative Speech	Identifying key concepts and models of communication
4	Analysing an Informative Speech II	Identifying key concepts and models of communication
5	Informative Speech Preparation	Preparing an informative speech of your own
6	Delivery Strategies I	Practice using verbal cues
7	Delivery Strategies II	Practice using non-verbal cues
8	Informative Speech Performances	Student presentations
9	Exploiting Visuals I	Making engaging presentation slides in PowerPoint
10	Exploiting Visuals II	Infographics and visual representations
11	Asking and Dealing with Questions	How to be an active listener and engage in Q&A
12	Persuasive Speech Preparation	Preparing a persuasive speech of your own
13	Persuasive Speech Preparation	Preparing a persuasive speech of your own
14	Persuasive Speech Performance	Student presentations

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

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

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

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

【Changes following student comments】

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

【Prerequisite】
None.

BSP100ZA（初年次教育、学部導入教育及びリテラシー教育 / Basic study practice 100）

Presentation and Public Speaking II(Class 8)

Kazuki Hata

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：月2/Mon.2
Notes：Not Available for ESOP Students.

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Overview	The use of argument in debate and discussion Week-by-week explanation of the course Explanation of attendance policy, assignments and exercises, and grading policy
2	Personal Introduction Speech	The basics of public speaking
3	Analysing an Informative Speech	Identifying key concepts and models of communication
4	Analysing an Informative Speech II	Identifying key concepts and models of communication
5	Informative Speech Preparation	Preparing an informative speech of your own
6	Delivery Strategies I	Practice using verbal cues
7	Delivery Strategies II	Practice using non-verbal cues
8	Informative Speech Performances	Student presentations
9	Exploiting Visuals I	Making engaging presentation slides in PowerPoint
10	Exploiting Visuals II	Infographics and visual representations
11	Asking and Dealing with Questions	How to be an active listener and engage in Q&A
12	Persuasive Speech Preparation	Preparing a persuasive speech of your own
13	Persuasive Speech Preparation	Preparing a persuasive speech of your own
14	Persuasive Speech Performance	Student presentations

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

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

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

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

【Changes following student comments】

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

【Prerequisite】
None.

BSP100ZA（初年次教育、学部導入教育及びリテラシー教育 / Basic study practice 100）

Presentation and Public Speaking II(Class 9)

Alan Meadows

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：水4/Wed.4
Notes：Not Available for ESOP Students.

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Overview	The use of argument in debate and discussion Week-by-week explanation of the course Explanation of attendance policy, assignments and exercises, and grading policy
2	Personal Introduction Speech	The basics of public speaking
3	Analysing an Informative Speech	Identifying key concepts and models of communication
4	Analysing an Informative Speech II	Identifying key concepts and models of communication
5	Informative Speech Preparation	Preparing an informative speech of your own
6	Delivery Strategies I	Practice using verbal cues
7	Delivery Strategies II	Practice using non-verbal cues
8	Informative Speech Performances	Student presentations
9	Exploiting Visuals I	Making engaging presentation slides in PowerPoint
10	Exploiting Visuals II	Infographics and visual representations
11	Asking and Dealing with Questions	How to be an active listener and engage in Q&A
12	Persuasive Speech Preparation	Preparing a persuasive speech of your own
13	Persuasive Speech Preparation	Preparing a persuasive speech of your own
14	Persuasive Speech Performance	Student presentations

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

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

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

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

【Changes following student comments】

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

【Prerequisite】
None.

LAN100ZA

English Test Preparation for IELTS

Marcus Lovitt

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：火2/Tue.2
Notes：Not Available for ESOP Students.
その他属性：〈優〉

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

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

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

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

【Changes following student comments】
Not applicable

【Equipment student needs to prepare】
Not applicable

【Prerequisite】
None.

LAN100ZA

English Test Preparation for TOEFL

Marcus Lovitt

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：火3/Tue.3
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
ETP is designed to teach language skills, effective test-taking techniques, and strategies for the TOEFL iBT (computer-based test). The course will take into account test changes which came into effect January 21st 2026.

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

【Textbooks】
To be confirmed

【References】
1) Vocabulary and idiomatic expressions
Barron’s Essential Words for the TOEFL® by Steven J. Matthiesen, 7th Edition (2017)

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

【Changes following student comments】
Not applicable

【Prerequisite】
None.

PRI100ZA（情報学基礎 / Principles of informatics 100）

Introduction to Statistics

Adam Randall Smith

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：木1/Thu.1
Notes：Not Available for ESOP Students.
その他属性：〈優〉

【Outline and objectives】
This course introduces students to fundamental statistical concepts and methods used in data analysis. Students will learn how to organize, summarize, and interpret data using statistical techniques. The course covers descriptive and inferential statistics, including probability, hypothesis testing, and correlation. The focus is on real-world applications in a variety of disciplines, preparing students to use statistical reasoning in decision-making and research.

【Goal】
By the end of this course, students should be able to:
1. Understand and apply descriptive statistics, including measures of central tendency and variability.
2. Interpret data visualizations such as histograms, scatter plots, and bar graphs.
3. Conduct basic inferential statistical tests, including t-tests and regression analysis.
4. Use probability concepts to make informed decisions.
5. Differentiate between population vs. sample and understand the significance of sample distributions.
6. Apply statistical reasoning in various fields, including business, social sciences, and health sciences.
7. Gain familiarity with statistical processing software, especially Microsoft Excel, R, and ChatGPT.
8. Enjoy statistics; if you can truly understand basic statistics, you will see the world in a new and beautiful way!

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course uses a lecture-based approach combined with interactive problem-solving activities. Students will engage in real-world examples, in-class exercises, and discussions. The use of statistical software and spreadsheets will be introduced but a full understanding of these programs is not required (i.e., you will only be taught as much as is necessary for each topic). Homework assignments reinforce concepts covered in class, and students are encouraged to actively participate and ask questions.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction to Statistics &Course Overview	What is statistics? Why does it matter? Overview of course structure, grading, and key concepts. Basic introduction to data types.
2	Descriptive Statistics (1)	Understanding measures of central tendency (mean, median, mode) and their significance. Data visualization techniques (histograms, box plots).
3	Descriptive Statistics (2) &Variability	Understanding variability: range, interquartile range (IQR), variance, and standard deviation. The importance of data spread.
4	Correlation &Scatter Plots	Understanding relationships between two variables. How to interpret scatter plots and calculate correlation coefficients.
5	Population vs. Sample &Probability Basics	Introduction to probability concepts. Understanding populations, samples, and the importance of representative sampling.
6	Probability Distributions & Z-scores	Normal distribution, standardization, and Z-scores. How to compare individual scores to a population.
7	Hypothesis Testing: Concepts & Framework	Understanding null vs. alternative hypotheses, Type I & Type II errors, and p-values. Interpreting statistical significance.
8	Midterm Exam (In-Class)	Assessment covering descriptive statistics, probability, correlation, and hypothesis testing. Designed to gauge progress before moving into inferential statistics.
9	T-tests (1): Understanding Mean Comparisons	When and why we use t-tests. Introduction to one-sample and independent-samples t-tests.
10	T-tests (2): Paired Samples & Applications	Understanding paired t-tests and how they apply to repeated measures. Practical examples and real-world applications.
11	Regression Analysis (1): Understanding Relationships	Introduction to simple linear regression. How to interpret regression equations and coefficients.
12	Regression Analysis (2): Multiple Regression & Predictions	Expanding to multiple predictors. Interpreting R-squared, coefficients, and making data-driven predictions.
13	Common Statistical Misconceptions & Real-World Applications	Exploring how statistics are misused in media, politics, and research. Common pitfalls in data interpretation and how to spot misleading statistics.
14	Preparing for the Final Exam	Review of key topics. Practice problems, common mistakes, and strategies for success on the Final Exam. Q&A session.

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete weekly homework assignments that reinforce key concepts covered in class. These assignments will involve problem-solving, data analysis, and interpretation of statistical results. Additionally, students are encouraged to review their lecture notes and handouts after each class.
Students should expect to spend at least 2 hours per week on assignments, reviewing concepts, and practicing problems outside of class.
Regular practice is essential for developing a solid understanding of statistical methods and their applications.

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

【References】
References will be introduced in class.

【Grading criteria】
Students will be evaluated on the basis of active participation and assignments given in each class (40%). There will also be two exams, a Midterm Exam (30%) and Final Exam (30%). The purpose of the Midterm Exam is to assure you are learning at a suitable pace, and identify any potential learning problems early.
No credit will be given to students with more than two unexcused absences.

【Changes following student comments】
Not applicable

【Others】
This course is strongly recommended for students interested in various disciplines in the social sciences. It will be particularly useful for students intending to conduct their own research as part of a seminar, psychology courses, or related fields.
Additionally, students will be encouraged to use AI tools such as ChatGPT and statistical software to enhance their learning. AI can assist with data visualization, summarizing concepts, and generating study resources. However, its use should remain supplementary— not a replacement for critical thinking and problem-solving.
Rules regarding AI use:
1. AI-generated responses must be fact-checked and not used blindly.
2. AI tools may not be used during exams.
3. If AI is used, students must cite AI contributions in assignments (e.g., "ChatGPT was used for initial topic brainstorming").
By engaging critically with both statistical methods and modern tools such as AI, students will develop a deeper understanding of data analysis and research design while strengthening their ability to navigate technological advancements in the field.

Final note: I am an Assistant Professor of Psychology at ICU; I typically teach over 150 students in my Introductory Statistics Courses. Therefore, I am very much looking forward to teaching a smaller group of students at Hosei! Either way, please feel free to reach out to me any time.

【Prerequisite】
None.

PRI100ZA（情報学基礎 / Principles of informatics 100）

Statistics

Adam Randall Smith

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：木1/Thu.1
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
This course introduces students to fundamental statistical concepts and methods used in data analysis. Students will learn how to organize, summarize, and interpret data using statistical techniques. The course covers descriptive and inferential statistics, including probability, hypothesis testing, and correlation. The focus is on real-world applications in a variety of disciplines, preparing students to use statistical reasoning in decision-making and research.

【Goal】
By the end of this course, students should be able to:
1. Understand and apply descriptive statistics, including measures of central tendency and variability.
2. Interpret data visualizations such as histograms, scatter plots, and bar graphs.
3. Conduct basic inferential statistical tests, including t-tests and regression analysis.
4. Use probability concepts to make informed decisions.
5. Differentiate between population vs. sample and understand the significance of sample distributions.
6. Apply statistical reasoning in various fields, including business, social sciences, and health sciences.
7. Gain familiarity with statistical processing software, especially Microsoft Excel, R, and ChatGPT.
8. Enjoy statistics; if you can truly understand basic statistics, you will see the world in a new and beautiful way!

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course uses a lecture-based approach combined with interactive problem-solving activities. Students will engage in real-world examples, in-class exercises, and discussions. The use of statistical software and spreadsheets will be introduced but a full understanding of these programs is not required (i.e., you will only be taught as much as is necessary for each topic). Homework assignments reinforce concepts covered in class, and students are encouraged to actively participate and ask questions.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction to Statistics &Course Overview	What is statistics? Why does it matter? Overview of course structure, grading, and key concepts. Basic introduction to data types.
2	Descriptive Statistics (1)	Understanding measures of central tendency (mean, median, mode) and their significance. Data visualization techniques (histograms, box plots).
3	Descriptive Statistics (2) &Variability	Understanding variability: range, interquartile range (IQR), variance, and standard deviation. The importance of data spread.
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13	Common Statistical Misconceptions & Real-World Applications	Exploring how statistics are misused in media, politics, and research. Common pitfalls in data interpretation and how to spot misleading statistics.
14	Preparing for the Final Exam	Review of key topics. Practice problems, common mistakes, and strategies for success on the Final Exam. Q&A session.

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete weekly homework assignments that reinforce key concepts covered in class. These assignments will involve problem-solving, data analysis, and interpretation of statistical results. Additionally, students are encouraged to review their lecture notes and handouts after each class.
Students should expect to spend at least 2 hours per week on assignments, reviewing concepts, and practicing problems outside of class.
Regular practice is essential for developing a solid understanding of statistical methods and their applications.

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

【References】
References will be introduced in class.

【Grading criteria】
Students will be evaluated on the basis of active participation and assignments given in each class (40%). There will also be two exams, a Midterm Exam (30%) and Final Exam (30%). The purpose of the Midterm Exam is to assure you are learning at a suitable pace, and identify any potential learning problems early.
No credit will be given to students with more than two unexcused absences.

【Changes following student comments】
Not applicable

【Others】
This course is strongly recommended for students interested in various disciplines in the social sciences. It will be particularly useful for students intending to conduct their own research as part of a seminar, psychology courses, or related fields.
Additionally, students will be encouraged to use AI tools such as ChatGPT and statistical software to enhance their learning. AI can assist with data visualization, summarizing concepts, and generating study resources. However, its use should remain supplementary— not a replacement for critical thinking and problem-solving.
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By engaging critically with both statistical methods and modern tools such as AI, students will develop a deeper understanding of data analysis and research design while strengthening their ability to navigate technological advancements in the field.

Final note: I am an Assistant Professor of Psychology at ICU; I typically teach over 150 students in my Introductory Statistics Courses. Therefore, I am very much looking forward to teaching a smaller group of students at Hosei! Either way, please feel free to reach out to me any time.

【Prerequisite】
None.

CAR100ZA（キャリア教育 / Career education 100）

Professional Communication

Mark Birtles

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：木3/Thu.3
Notes：Not Available for ESOP Students.
その他属性：〈優〉

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

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

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

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

【Changes following student comments】
The mock interviews will be conducted via Zoom as the medium allows students to be immersed in an authentic-looking interview environment. The interviews are recorded and shared with the student for self-reflection and critical analysis.

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

【Prerequisite】
None.

ARS100ZA

Australia: Society and People

Marcus Lovitt

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

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

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

【References】
To be announced.

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

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

FRI100ZA（情報学フロンティア / Frontiers of informatics 100）

Information Technology I

May Kristine Carlon

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

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
The classes will consist of lectures and interactive presentations by students. Time will also be given for students to work on projects using computers in the classroom and to obtain personal guidance.
(1) For student presentations, feedback will be given after each presentation.
(2) For responses to the general quiz near the end of the semester, feedback will be given in the final class.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

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

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

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

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

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

【Prerequisite】
None.

ART100ZA（芸術学 / Art studies 100）

Introduction to Fine Art

Timothy Betjeman

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

その他属性：〈優〉

【Outline and objectives】
In this course, students will develop their knowledge of fine art actively by exploring the fundamental principles of drawing. The course is structured to provide a comprehensive overview of various drawing techniques, materials, and concepts, catering to individuals with diverse backgrounds and interests.
The outline of the course encompasses a progression from basic line drawing to more complex compositions, through reference to contemporary and art historical examples and live demonstrations, encouraging students to develop their observational skills and artistic intuition. Through guided practice, discussions, hands-on exercises and engaging projects, participants will gain a solid foundation in drawing while fostering their personal expression and visual communication abilities.

【Goal】
The primary goal of this introductory course is to provide a comprehensive foundation in drawing skills, working toward both technical proficiency and individual expression. Throughout the course, students will engage in a series of progressively challenging exercises and projects aimed at developing their observational abilities, understanding of composition, and creative mark-making techniques. A key focal point of the course is the cultivation of a personal portfolio, wherein students will compile a selection of their best works across various themes and techniques explored during the semester, and have an opportunity to benefit from a discussion/critique with their peers on the work. The ultimate objective is for students to present a cohesive and compelling portfolio that reflects their artistic growth, visual literacy, and the application of learned concepts, showcasing the diverse ways in which drawing can be a powerful tool for communication and self-expression.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will begin with a brief lecture, slideshow, or screening introducing the week’s topic, with reference to artists and/or artistic traditions. This will be followed by a guided practical activity, involving an extended focus on a given subject.
Students will be expected to keep a sketchbook and journal, and weekly drawing/writing assignments completed outside of class will form an important part of the structure of the course.
Students will receive critical feedback on their work in the form of in class critiques, group discussions, and grades or written comments on assignments submitted online.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction to drawing	This session provides an overview of the course, introducing basic drawing materials and techniques. Students will engage in simple line exercises to familiarize themselves with the act of mark-making and begin developing hand-eye coordination. Practical Exercise: Creating a series of contour drawings focusing on everyday objects, emphasizing the importance of observation and the relationship between eye and hand.
2	Gesture drawing	This class emphasizes capturing the energy and movement of a subject through quick, expressive sketches. Students will explore gesture drawing as a way to convey the essence and action of a scene. Practical Exercise: Using a variety of live models or reference images to create a series of quick gesture drawings, focusing on capturing the overall movement and flow of the subjects.
3	Shapes and forms/ light and shadow	Building on the foundations of Weeks 1 and 2, this class delves into the use of shapes and forms in drawing. Students will experiment with geometric and organic shapes, under various lighting conditions, understanding how they contribute to creating a sense of volume and three-dimensionality. Practical Exercise: Drawing a still life with a strong light source
4	Tools of mark making	This session encourages students to experiment with a variety of drawing tools and mark-making techniques to describe forms, express emotions and convey a sense of energy and movement in their drawings. Practical Exercise: Choose a subject that evokes a specific emotion and create a drawing using expressive marks to capture the mood and atmosphere.
5	Understanding proportions and scale	This week focuses on honing observational skills by exploring proportions and scale in drawing. Students will engage in exercises aimed at accurately representing the relationships between objects and their sizes in a composition. Practical Exercise: Self-portrait
6	Introduction to perspective drawing	Students will delve into the basics of linear perspective, learning how to create depth and space in their drawings. This class introduces one-point, two-point, and unconventional perspective techniques. Practical Exercise: Construct a simple interior or exterior scene using one-point or two-point perspective, applying the principles learned in class.
7	Exploring texture and detail	This session emphasizes the importance of texture in drawing and introduces techniques for capturing fine details. Students will explore various mark-making methods to convey different textures realistically. Practical Exercise: Choose an object with interesting textures (e.g., fabric, tree bark, or a feather) and create a detailed drawing, focusing on the texture and surface qualities.
8	Creative composition	This class focuses on the principles of composition in drawing, including balance, harmony, and focal points. Students will explore how these elements contribute to the overall visual impact of their work. Practical Exercise: Compose a drawing using found objects, arranging them in a visually interesting way, and paying attention to the overall balance and flow of the composition.

9	Negative space and figure-ground relationship	Students will explore the concept of negative space and how it contributes to the overall composition. This class also introduces the figure-ground relationship and its importance in creating dynamic and visually engaging drawings. Practical Exercise: Create a drawing that emphasizes the negative space, incorporating both positive and negative shapes to define the subject matter.
10	Color in drawing	Introducing color into the drawing process, this class explores the use of various drawing media to add vibrancy and dimension to artwork. Practical Exercise: Experiment with colored pencils, pastels, gouache, or watercolor to add color to a previously created drawing, exploring the effects and possibilities of each medium.
11	Portfolio preparation	Group discussions reviewing drawings produced so far.
12	Portfolio review	In class portfolio presentation and critique for all students. Individual presentations to the class.
13	Portfolio review	In class portfolio presentation and critique for all students. Individual presentations to the class.
14	Portfolio review/ interdisciplinary applications	Individual presentations and critiques continue, followed by a discussion and reflection on drawing as a mode of thought, and how it might be applied in situations outside the scope of fine arts.

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

【Textbooks】
No textbook will be used

【References】
Berger, John (1977) Ways of Seeing, Penguin Books. ・ Dexter, Emma (2005) Vitamin D: New Perspectives in Drawing. Phaidon Press.
Ingold, Tim (2007) Lines: A Brief History. Routledge Classics.
Weschler, Lawrence (1982) Seeing is Forgetting the Name of the Thing One Sees, UCLA Press.
Weschler, Lawrence (2009) True to Life: 25 Years of Conversations with David Hockney, UCLA Press.

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

【Changes following student comments】
More time has been allocated for in-class projects and portfolio review presentations.

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

【Prerequisite】
None.

ART100ZA（芸術学 / Art studies 100）

Topics in Arts: Fine Arts

Timothy Betjeman

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：月4/Mon.4
Notes：Not Available for ESOP Students.

その他属性：

【Outline and objectives】
In this course, students will develop their knowledge of fine art actively by exploring the fundamental principles of drawing. The course is structured to provide a comprehensive overview of various drawing techniques, materials, and concepts, catering to individuals with diverse backgrounds and interests.
The outline of the course encompasses a progression from basic line drawing to more complex compositions, through reference to contemporary and art historical examples and live demonstrations, encouraging students to develop their observational skills and artistic intuition. Through guided practice, discussions, hands-on exercises and engaging projects, participants will gain a solid foundation in drawing while fostering their personal expression and visual communication abilities.

【Goal】
The primary goal of this introductory course is to provide a comprehensive foundation in drawing skills, working toward both technical proficiency and individual expression. Throughout the course, students will engage in a series of progressively challenging exercises and projects aimed at developing their observational abilities, understanding of composition, and creative mark-making techniques. A key focal point of the course is the cultivation of a personal portfolio, wherein students will compile a selection of their best works across various themes and techniques explored during the semester, and have an opportunity to benefit from a discussion/critique with their peers on the work. The ultimate objective is for students to present a cohesive and compelling portfolio that reflects their artistic growth, visual literacy, and the application of learned concepts, showcasing the diverse ways in which drawing can be a powerful tool for communication and self-expression.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will begin with a brief lecture, slideshow, or screening introducing the week’s topic, with reference to artists and/or artistic traditions. This will be followed by a guided practical activity, involving an extended focus on a given subject.
Students will be expected to keep a sketchbook and journal, and weekly drawing/writing assignments completed outside of class will form an important part of the structure of the course.
Students will receive critical feedback on their work in the form of in class critiques, group discussions, and grades or written comments on assignments submitted online.

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

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction to drawing	This session provides an overview of the course, introducing basic drawing materials and techniques. Students will engage in simple line exercises to familiarize themselves with the act of mark-making and begin developing hand-eye coordination. Practical Exercise: Creating a series of contour drawings focusing on everyday objects, emphasizing the importance of observation and the relationship between eye and hand.
2	Gesture drawing	This class emphasizes capturing the energy and movement of a subject through quick, expressive sketches. Students will explore gesture drawing as a way to convey the essence and action of a scene. Practical Exercise: Using a variety of live models or reference images to create a series of quick gesture drawings, focusing on capturing the overall movement and flow of the subjects.
3	Shapes and forms/ light and shadow	Building on the foundations of Weeks 1 and 2, this class delves into the use of shapes and forms in drawing. Students will experiment with geometric and organic shapes, under various lighting conditions, understanding how they contribute to creating a sense of volume and three-dimensionality. Practical Exercise: Drawing a still life with a strong light source
4	Tools of mark making	This session encourages students to experiment with a variety of drawing tools and mark-making techniques to describe forms, express emotions and convey a sense of energy and movement in their drawings. Practical Exercise: Choose a subject that evokes a specific emotion and create a drawing using expressive marks to capture the mood and atmosphere.
5	Understanding proportions and scale	This week focuses on honing observational skills by exploring proportions and scale in drawing. Students will engage in exercises aimed at accurately representing the relationships between objects and their sizes in a composition. Practical Exercise: Self-portrait
6	Introduction to perspective drawing	Students will delve into the basics of linear perspective, learning how to create depth and space in their drawings. This class introduces one-point, two-point, and unconventional perspective techniques. Practical Exercise: Construct a simple interior or exterior scene using one-point or two-point perspective, applying the principles learned in class.
7	Exploring texture and detail	This session emphasizes the importance of texture in drawing and introduces techniques for capturing fine details. Students will explore various mark-making methods to convey different textures realistically. Practical Exercise: Choose an object with interesting textures (e.g., fabric, tree bark, or a feather) and create a detailed drawing, focusing on the texture and surface qualities.
8	Creative composition	This class focuses on the principles of composition in drawing, including balance, harmony, and focal points. Students will explore how these elements contribute to the overall visual impact of their work. Practical Exercise: Compose a drawing using found objects, arranging them in a visually interesting way, and paying attention to the overall balance and flow of the composition.

9	Negative space and figure-ground relationship	Students will explore the concept of negative space and how it contributes to the overall composition. This class also introduces the figure-ground relationship and its importance in creating dynamic and visually engaging drawings. Practical Exercise: Create a drawing that emphasizes the negative space, incorporating both positive and negative shapes to define the subject matter.
10	Color in drawing	Introducing color into the drawing process, this class explores the use of various drawing media to add vibrancy and dimension to artwork. Practical Exercise: Experiment with colored pencils, pastels, gouache, or watercolor to add color to a previously created drawing, exploring the effects and possibilities of each medium.
11	Portfolio preparation	Group discussions reviewing drawings produced so far.
12	Portfolio review	In class portfolio presentation and critique for all students. Individual presentations to the class.
13	Portfolio review	In class portfolio presentation and critique for all students. Individual presentations to the class.
14	Portfolio review/ interdisciplinary applications	Individual presentations and critiques continue, followed by a discussion and reflection on drawing as a mode of thought, and how it might be applied in situations outside the scope of fine arts.

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

【Textbooks】
No textbook will be used

【References】
Berger, John (1977) Ways of Seeing, Penguin Books. ・ Dexter, Emma (2005) Vitamin D: New Perspectives in Drawing. Phaidon Press.
Ingold, Tim (2007) Lines: A Brief History. Routledge Classics.
Weschler, Lawrence (1982) Seeing is Forgetting the Name of the Thing One Sees, UCLA Press.
Weschler, Lawrence (2009) True to Life: 25 Years of Conversations with David Hockney, UCLA Press.

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

【Changes following student comments】
More time has been allocated for in-class projects and portfolio review presentations.

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

【Prerequisite】
None.

FRI100ZA（情報学フロンティア / Frontiers of informatics 100）

【休講】Introduction to Programming

休講

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

その他属性：〈優〉

【Outline and objectives】
This course is aimed to help students understand how to use programming from basic to intermediate level as well as learn how to apply programming in business with the practice of multiple examples throughout the semester.

【Goal】
Students will 1)learn main components of programming, 2) use major programming patterns, 3) learn and practice knowledge a popular programming language Python, and 4) be prepared for the more advanced programming courses such as Big Data and Analytics and Database Utilization.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course will proceed with lecture, software practice and Q&A sessions. Students are required to review what they have learned every week so as to be preapred to take a mini test every week before the class starts.
At the beginning of every class, a brief review and feedback for the previous class will be given.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

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

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

【Grading criteria】
Participation (20%); Mini test (20%);
Midterm exam (20%); Final exam (40%).

【Changes following student comments】
Not applicable

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

【Prerequisite】
None.

FRI100ZA（情報学フロンティア / Frontiers of informatics 100）

Introduction to Programming

Alfons Josef Schuster

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

その他属性：〈優〉

【Outline and objectives】
Today, computers and computer programs (software) are omnipresent in the world around us. This course is an introductory course on computer programming. Programming is a creative activity, and the course emphasizes hands-on computer programming. The course aims to familiarize students with fundamental programming concepts such as Variables, Strings, Arrays, Operators, Conditional Statements, Loops, Functions, and so on. The course also aims to apply these basic programming concepts to computer-based problem-solving methods.

【Goal】
By the end of the semester, students should: (i) understand fundamental programming concepts shared by most programming languages, (ii) be able to apply these concepts to a wide range of problem situations, and (iii) have gained an understanding of the popular Python programming language.

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

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
The main elements of the course are lectures, assignments, programming exercises, and in-class discussions. The lectures relate to the topics mentioned in the course schedule below. A class typically provides feedback and guidance on assignments. In addition, each class provides various programming exercises that allow students to engage actively, discuss, and practice current issues in computer programming.

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

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction to the course.	Introduction to the course and to programming in Python.
2	Introduction to basic programming elements.	Inputs, outputs and variables. Programming exercises.
3	Introduction to basic programming elements.	Data types and operations. Programming exercises.
4	Introduction to basic programming elements.	Selection. E.g., if, else, or elif. Programming exercises.
5	Introduction to basic programming elements.	Iteration. E.g., for loops, and while loops. Programming exercises.
6	Introduction to basic programming elements.	Review and consolidation of material so far. Programming exercises.
7	Review and midterm exam.	Review and final tips. Midterm exam.
8	Introduction to basic programming elements.	Data structures. E.g., lists, tuples, sets, or dictionaries. Programming exercises.
9	Introduction to basic programming elements.	Subroutines. E.g., functions, methods, or modules. Programming exercises.
10	Introduction to basic programming elements.	File handling. E.g., reading from and writing to text files. File management. Programming exercises.
11	Introduction to more advanced Python programming elements.	Making programs robust. E.g., validation, debugging, or exception handling. Programming exercises.
12	Introduction to more advanced Python programming elements.	Algorithms. E.g., searching and sorting. Programming exercises.
13	Introduction to more advanced Python programming elements.	Review and consolidation of material so far. Programming exercises.
14	Final examination & wrap-up.	Review and final tips. Final exam.

【Work to be done outside of class (preparation, etc.)】
Class preparation and review for this class are 2 hours each. Students are expected to read various course related materials carefully to acquire a thorough understanding of the ideas and concepts presented to them in class. In addition, students are given weekly assignments. These assignments are an important element in the course and contribute to the overall mark that a student may achieve.

【Textbooks】
Python For GCSE Computer Science, by CGP Books (2024), ISBN-10: 1789088623, ISBN-13: 978-1789088625.

【References】
In addition, the course uses various online materials such as tutorials or videos. Handouts and other reading materials will be provided by the instructor.

【Grading criteria】
Participation (10%).
Assignments (20%).
Midterm exam (30%).
Final exam (40%).

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
The first class provides instructions about setting up a Python working environment on a PC/laptop.

【Prerequisite】
None.

MAN100ZA（経営学 / Management 100）

Leadership and Career Development

Takamasa Fukuoka

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：月5/Mon.5
Notes：Not Available for ESOP Students.
その他属性：〈優〉〈実〉

【Outline and objectives】
The primary objective of this course is to provide students with a deep understanding of entrepreneurship, and careers in both Japanese global companies and foreign affiliated companies. The knowledge and insights based on the real-life experiences of GGLI Fellows will assist students in learning the necessary skills, strategies, and thought processes for success in today's business environment. This course covers everything from the fundamentals of starting a business to actual business case studies, with the aim of integrating theory with practice. Furthermore, the global perspectives offered by GGLI Fellows, who come from diverse cultural backgrounds, will deepen students' understanding of how to thrive in international markets. Through this course, students will learn about adapting business models in different markets, the importance of intercultural communication, and ways to demonstrate leadership in various business environments. Additionally, for students aspiring to pursue entrepreneurship or careers in the global arena, this course will also provide opportunities for contemplation on career paths through these experiences.

【Goal】
The key learning objectives to be achieved through this course are as follows:
1. Understanding Entrepreneurship: Students will understand the skills, strategies, and mindset required to be a successful entrepreneur and learn how to actualize their own ideas.
2. Adaptability in a Global Business Environment: Students will grasp the complexities of conducting business across cultures and acquire the knowledge and skills necessary for adapting business models in international markets.
3. Leadership and Problem-Solving Skills: Students will learn how to exhibit leadership and propose innovative solutions to complex problems in real business scenarios.
4. Discovering and Planning One's Career Path: Based on their strengths and interests, students will learn how to plan their career path as entrepreneurs or in Japanese global corporations and multinational companies, and take the first steps toward it.
5. Adapting to Real Business Environments: Students will learn how to respond to challenges in real business environments through actual business case studies.
Upon completing this course, students will have established a foundation for thriving in the modern business environment and will be able to take practical steps toward shaping their future careers.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
The teaching method of this course emphasizes a practical and interactive approach. GGLI Fellows will bridge the gap between theory and practice by sharing their own experiences and expertise. Through lectures and interactive discussions, students will have opportunities to analyze real business scenarios and develop problem-solving skills.
This course encourages active participation and self-expression from students, and has the aim of deepening their thinking and enhance their skills. Each week, following the lecture by a Fellow, the instructor will facilitate interaction between the Fellow and the students. By the end of the course, students will have acquired practical knowledge and confidence for success in a global business environment.

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

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Course Introduction	Course Introduction
2	Entrepreneurship & IT (1)	Explore entrepreneurial career pathways, including founding ventures, setting up a Japan entity, and exits such as buyouts.
3	Global Business & International Expansion	Examine how Japanese companies expand globally and the strategic and operational challenges they face.
4	Multinational Corporations &HR	Consider what it is like to work in foreign-owned firms and how HR practices are designed and managed in multinational settings.
5	Government & Entrepreneurship	Discuss government policies and initiatives that support entrepreneurship and startups.
6	Entrepreneurship & IT (2)	Gain a broader view of entrepreneurship as a career, including the skills, decisions, and trade-offs entrepreneurs face.
7	Japanese Firms & Overseas Subsidiaries (Manufacturing) (1)	Look at roles, responsibilities, and career development in overseas subsidiaries of Japanese manufacturing companies.
8	Japanese Firms & Overseas Subsidiaries (Finance) (1)	Explore work practices and career paths in overseas subsidiaries of Japanese financial institutions.
9	Entrepreneurship & African Business	Examine entrepreneurship opportunities in Africa and key trends shaping the future of African business.
10	Entrepreneurship & Emerging Technologies	Review business cases where emerging technologies are leveraged to create new products, services, and business models.
11	AI &Society	Explore the relationship between AI and society, including opportunities, risks, and governance considerations.
12	Japanese Firms & Overseas Subsidiaries (Finance) (2)	Deepen understanding of roles and career trajectories in overseas subsidiaries of Japanese financial institutions through additional cases and perspectives.
13	Japanese Firms & Overseas Subsidiaries (Manufacturing) (2)	Further examine work and career development in overseas subsidiaries of Japanese manufacturing companies, with a focus on practical insights and examples.
14	Review and Final Exam	Review and Final Exam

【Work to be done outside of class (preparation, etc.)】
Each week, students are required to review the lecture materials and prepare for the upcoming week's lecture. Preparatory study and review time for this class are expected to be 2 hours for each.

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

【References】
References will be provided by the instructor.

【Grading criteria】
Evaluation will be based on a reaction paper submitted after the lectures (70%) and an essay in the final exam (30%). Grades will not be assigned from A to E, but will be determined as pass or fail. The passing criteria is set at a score of 70% or above.

【Changes following student comments】
Not applicable

【Equipment student needs to prepare】
None

【Others】
This course is available to GIS sophomores, juniors, seniors, and others (GIS freshmen and students from other faculty /departments) and accepts more students than the standard number of students at GIS. However, the priority for enrollment will be in the following order: GIS juniors, seniors, sophomores, freshmen, and then students from other departments if the number exceeds the limit. We may impose enrollment restrictions by grade level.

【Prerequisite】
None.

ARS100ZA

UK: Society and People

Brian Sayers

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

Day/Period：木3/Thu.3

Notes：TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉〈ア〉

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

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

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

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

【Changes following student comments】
None.

【Prerequisite】
None.

LANc100ZA（中国語 / Chinese language education 100）

Chinese A I

Nao Sato

Credit(s)：1 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：金3/Fri.3
Notes：Not Available for ESOP Students.
その他属性：〈優〉

【Outline and objectives】
この授業は、中国語を初めて学ぶ学生を対象とし、中国語を使って初級レベルの意思疎通ができるようになることを目的とする。授業では、指定の教科書に沿って文法を解説し、「読む・書く・聞く・話す」練習をおこなうことで、中国語の基礎を身につけていく。
This is the Chinese course for beginners. The aim of this course is to help students acquire basic communication skills in Chinese. In every class, the lecturer will explain the grammar in line with the textbook and students will practice reading, writing, listening and speaking, in order to improve their basic skills in Chinese.

【Goal】
この授業の到達目標は以下のとおりである。
1.中国語の発音と文法の基礎を理解し、正しくもちいることができる。
2.基本的な中国語の読み書き、聞きとり、会話によって、日常的な場面において初級レベルの意思疎通ができる。
The goals of this course are as follows:
1. Students will become able to understand the basics of pronunciation and grammar of Chinese and use them precisely.
2. Students will become able to communicate with others at a basic level by reading, writing, listening and speaking in everyday situations.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
・基本的には、指定の教科書に沿って毎回1課ずつ進める。まず担当講師が文法を解説し、その内容を理解してもらったうえで、学生に教科書の練習問題を解いてもらう。
・発音と文法に慣れるため、授業では講師が学生を指名するので、音読や回答をしてもらう。また、前に出て板書してもらったり、学生どうしで会話練習してもらったりする機会も設ける。
・継続的な学習が必要となるため、毎回の授業の初めに小テストをおこなう。担当講師は、添削した小テストを学生に返却し、まちがいの多かった問題については随時解説する。
・授業で学んだ項目の定着を図るため、自宅でｅラーニングに取り組んでもらう。

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	ガイダンス	授業概要の説明
2	第1課あるいは第2課	発音（一）［簡体字とピンイン］、発音（二）［声母］
3	第3課あるいは第4課	発音（三）［韻母］、発音（四）［二音節語の声調20パターン］
4	第5課あるいは第6課	自己紹介［您贵姓?］、動詞述語文［你学习什么? ］
5	第7課あるいは第8課	形容詞述語文［北京大学很大］、名詞述語文［我十八岁］
6	第9課あるいは第10課	主述述語文［你哪儿不舒服? ］、連体修飾語・連用修飾語［一年级的学生都学外语］
7	第11課あるいは第12課	補語［你每天看几个小时? ］、動詞述語文（一）［她是谁? ］
8	第13課あるいは第14課	動詞述語文（二）［这是什么?］、動詞述語文（三）［你有铅笔吗? ］
9	第15課あるいは第16課	動詞述語文（四）［你家有几口人?］、動詞述語文（五）［这儿有邮筒吗? ］
10	第17課あるいは第18課	動詞述語文（六）［请再念一次］、動詞述語文（七）［去中国干什么?］
11	第19課あるいは第20課	完了態［这本书你看了吗? ］、変化態［快要考试了］
12	復習①	Spring学期の学習項目の総復習
13	復習②	Spring学期の学習項目の確認
14	総括	これまでの学習内容の総括

【Work to be done outside of class (preparation, etc.)】
・毎回の授業で学んだ事項の復習をしっかりおこなうこと。中国語の発音や文法に慣れるため、繰り返しデジタル教材およびｅラーニング教材（https://hosei-ch.xsrv.jp/hosei）を活用してほしい。
・予習および復習の合計時間は、毎回1時間を標準とする。
・After every class, students review the items you have already learned. In particular, in order to get used to the pronunciation and grammar of Chinese, students are expected to use digital textbooks and e-learning materials. （https://hosei-ch.xsrv.jp/hosei）
・Preparatory study and review time for this class are 1 hour.

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

【References】
とくになし。必要があれば授業中に紹介する。

【Grading criteria】
毎回の授業の初めにおこなう小テストの平均点で100%評価し、学期末試験はおこなわない。小テストは100点満点とし、そのうち40点はｅラーニングによる自宅学習の達成度とする。
The average score of mini tests(100%). No final exam will be held in this course.

【Changes following student comments】
正しい文法と発音を身に着けてもらうため教科書の解説の時間を確保するが、可能なかぎり学生が中国語を話す時間をとりたい。

【Equipment student needs to prepare】
デジタル教科書やｅラーニングを活用するため、PCなどの機器を使用する予定である。詳細は授業時に説明する。

【Others】
・この授業はすべての回の出席を評価の前提とするので、欠席は原則として認めない。体調不良などのやむを得ない事情がある場合は、各種証明書を提出するなど、各自でしかるべき対応をとること。
・小テストは毎回授業の最初におこなうので、遅刻は厳禁である。
・オンライン授業が実施される場合には、授業計画や成績評価が変更になる可能性がある。こうした変更についての連絡は学習支援システムで連絡する。
・授業にかんする連絡や指示は学習支援システムをつうじておこなうことがあるので、学習支援システムを随時確認すること。
・必ずChinese B Ⅰと同セメスターで履修すること。2015年以前に入学した学生は、2単位となる。

【Prerequisite】
None.

LANc100ZA（中国語 / Chinese language education 100）

Chinese A II

Nao Sato

Credit(s)：1 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：金3/Fri.3
Notes：Not Available for ESOP Students.

その他属性：〈優〉

【Outline and objectives】
この授業は、中国語を使って初級レベルの意思疎通ができるようになることを目的とする。授業では、指定の教科書に沿って文法を解説し、「読む・書く・聞く・話す」練習をおこなうことで、中国語の基礎を身につけていく。
The aim of this course is to help students acquire basic communication skills in Chinese. In every class, the lecturer will explain the grammar in line with the textbook and students will practice reading, writing, listening and speaking, in order to improve their basic skills in Chinese.

【Goal】
この授業の到達目標は以下のとおりである。
1.中国語の発音と文法の基礎を理解し、正しくもちいることができる。
2.基本的な中国語の読み書き、聞きとり、会話によって、日常的な場面において初級レベルの意思疎通ができる。
The goals of this course are as follows:
1. Students will become able to understand the basics of pronunciation and grammar of Chinese and use them precisely.
2. Students will become able to communicate with others at a basic level by reading, writing, listening and speaking in everyday situations.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
・基本的には、指定の教科書に沿って毎回1課ずつ進める。まず担当講師が文法を解説し、その内容を理解してもらったうえで、学生に教科書の練習問題を解いてもらう。
・発音と文法に慣れるため、授業では講師が学生を指名するので、音読や回答をしてもらう。また、前に出て板書してもらったり、学生どうしで会話練習してもらったりする機会も設ける。
・継続的な学習が必要となるため、毎回の授業の初めに小テストをおこなう。担当講師は、添削した小テストを学生に返却し、まちがいの多かった問題については随時解説する。
・授業で学んだ項目の定着を図るため、自宅でｅラーニングに取り組んでもらう。

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	既習項目の復習・確認	Spring学期の既習項目（第1課〜第20課）の復習と確認
2	第21課あるいは第22課	経験態［你去过海边儿吗? ］、進行態・持続態［你在做什么呢? ］
3	第23課あるいは第24課	形容詞述語文（一）［水饺好吃吗?］、形容詞述語文（二）［明天比今天还热］
4	第25課あるいは第26課	形容詞述語文（三）［比泰山高一点儿］、名詞述語文（一）［今天几月几号? ］
5	第27課あるいは第28課	名詞述語文（二）［现在几点? ］、名詞述語文（三）［这只手表多少钱? ］
6	第29課あるいは第30課	連体修飾語［你的这件新毛衣真漂亮! ］、連用修飾語［我在饭馆儿辛辛苦苦地干了一个月］
7	第31課あるいは第32課	程度補語［谁打得好? ］、数量補語［你打了几年网球? ］
8	第33課あるいは第34課	結果補語［对不起，我打错了］、方向補語［你退回去吧］
9	第35課あるいは第36課	可能補語［我听不懂］、助動詞［我不想见他］
10	第37課あるいは第38課	兼語文［让谁讲好呢? ］、受け身表現［衣服被淋湿了］
11	第39課あるいは第40課	把構文［我把衬衫弄脏了］、存現文［大楼门口出来了一个高个子］
12	復習①	Fall学期の学習項目の総復習
13	復習②	Fall学期の学習項目の確認
14	総括	これまでの学習内容の総括

【Work to be done outside of class (preparation, etc.)】
・毎回の授業で学んだ事項の復習をしっかりおこなうこと。中国語の発音や文法に慣れるため、繰り返しデジタル教材およびｅラーニング教材（https://hosei-ch.xsrv.jp/hosei）を活用してほしい。
・予習および復習の合計時間は、毎回1時間を標準とする。
・After every class, students review the items they have already learned. In particular, in order to get used to the pronunciation and grammar of Chinese, students are expected to use digital textbooks and e-learning materials. （https://hosei-ch.xsrv.jp/hosei）
・Preparatory study and review time for this class are 1 hour.

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

【References】
とくになし。必要があれば授業中に紹介する。

【Grading criteria】
毎回の授業の初めにおこなう小テストの平均点で100%評価し、学期末試験はおこなわない。小テストは100点満点とし、そのうち40点はｅラーニングによる自宅学習の達成度とする。
The average score of mini tests(100%). No final exam will be held in this course.

【Changes following student comments】
正しい文法と発音を身に着けてもらうため教科書の解説の時間を確保するが、可能なかぎり学生が中国語を話す時間をとりたい。

【Equipment student needs to prepare】
デジタル教科書やｅラーニングを活用するため、PCなどの機器を使用する予定である。詳細は授業時に説明する。

【Others】
・この授業はすべての回の出席を評価の前提とするので、欠席は原則として認めない。体調不良などのやむを得ない事情がある場合は、各種証明書を提出するなど、各自でしかるべき対応をとること。
・小テストは毎回授業の最初におこなうので、遅刻は厳禁である。
・オンライン授業が実施される場合には、授業計画や成績評価が変更になる可能性がある。こうした変更についての連絡は学習支援システムで連絡する。
・授業にかんする連絡や指示は学習支援システムをつうじておこなうことがあるので、学習支援システムを随時確認すること。
・必ずChinese B Ⅱと同セメスターで履修すること。2015年以前に入学した学生は、2単位となる。

【Prerequisite】
None.

LANc100ZA（中国語 / Chinese language education 100）

Chinese B I

Shota Watanabe

Credit(s)：1 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：木4/Thu.4
Notes：Not Available for ESOP Students.
その他属性：〈優〉

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

【Work to be done outside of class (preparation, etc.)】
・受講開始後は、既習事項の復習をしっかり行うこと。特に、中国語の発音や文法に慣れるために、繰り返しデジタル教科書及びｅラーニング教材（https://hosei-ch.xsrv.jp/hosei/）を活用し、毎回の学習事項を確実に定着させるよう心がけてほしい。
・予習／復習の時間は毎回1時間を標準とする。
・After every class, students review the items you have already learned. In particular, in order to get used to the pronunciation and grammar of Chinese, students are expected to use digital textbooks and e-learning materials. （https://hosei-ch.xsrv.jp/hosei/）
・Preparatory study and review time for this class are 1 hour.

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

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

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

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

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

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

【Prerequisite】
None.

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

LANc100ZA（中国語 / Chinese language education 100）

Chinese B II

Shota Watanabe

Credit(s)：1　｜　Semester：秋学期授業/Fall　｜　Year：1〜4
Day/Period：木4/Thu.4
Notes：Not Available for ESOP Students.

その他属性：〈優〉

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

【Work to be done outside of class (preparation, etc.)】
・受講開始後は、既習事項の復習をしっかり行うこと。特に、中国語の発音や文法に慣れるために、繰り返しデジタル教科書及びｅラーニング教材（https://hosei-ch.xsrv.jp/hosei/）を活用し、毎回の学習事項を確実に定着させるよう心がけてほしい。
・予習／復習の時間は毎回1時間を標準とする。
・After every class, students review the items you have already learned. In particular, in order to get used to the pronunciation and grammar of Chinese, students are expected to use digital textbooks and e-learning materials. （https://hosei-ch.xsrv.jp/hosei/）
・Preparatory study and review time for this class are 1 hour.

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

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

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

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

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

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

【Prerequisite】
None.

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

LANf100ZA（フランス語 / French language education 100）

French A I

Masamichi Suzuki

Credit(s)：1 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：木3/Thu.3
Notes：Not Available for ESOP Students.
その他属性：〈優〉

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

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

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

【Main Teaching Method 】
L 講義 /Lecture

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

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

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

【Grading criteria】
Progress will be assessed by classwork and assignments. A term-end examination will be held. Continuous assessment: 40%; term-end examination: 60%. Students must work routinely at home: they must read aloud expressions and sentences given in the textbook. They must be able to use them in oral or writing class activities. Active participation in role-playing is important.

【Changes following student comments】
It is sometimes difficult to animate oral exercises during the class. I will try to create an optimum situation which can facilitate students' class performance.

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

【Prerequisite】
None.

LANf100ZA（フランス語 / French language education 100）

French A II

Masamichi Suzuki

Credit(s)：1 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：月5/Mon.5
Notes：Not Available for ESOP Students.
その他属性：〈優〉

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

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

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

【Main Teaching Method 】
L 講義 /Lecture

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

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

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

【Grading criteria】
Progress will be assessed by classwork and assignments. A term-end examination will be held. Continuous assessment: 40%; term-end examination: 60%.
The students must work routinely at home: they must read aloud expressions and sentences given in the textbook. They must be able to use them in oral class activities. Active participation in role-playing is important.

【Changes following student comments】
It is sometimes difficult to animate oral exercises during the class. I will try to create an optimum situation which can facilitate students' class performance.

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

【Prerequisite】
None.

LANf100ZA（フランス語 / French language education 100）

French B I

Tamio Okamura

Credit(s)：1 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：水4/Wed.4
Notes：Not Available for ESOP Students.
その他属性：〈優〉

【Outline and objectives】
フランス語初級文法を学びます。時間の許すかぎりで、フランス語圏の社会・歴史・文化についても学びます。

【Goal】
フランス語初級文法の習得。初級レベルのオーラル能力の獲得。

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
French AI と連動し、『Spirale　Nouvelle édition』を学習し、練習問題を解きます。また『新版　3段階チェック式フランス語トレーニング・コース』を併用し、体系的な文法学習を補います。各課終了ごとに小テスト(10点満点）を行います。フィードバックは講義と hoppii を通して行います。

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	ガイダンス	-ガイダンス
	Initiation 1	-挨拶①
		-数0～5
2	Initiation 2	-挨拶②
		-数6 10
		-動詞 être
		-動詞 aller
3	Leçon 1	-動詞 faire
		-否定形①
4	Leçon 1	-疑問文
5	Leçon 2	-所有形容詞
6	Leçon 2	-名詞・形容詞の男性形/女性形①
7	Leçon 3	-動詞 connaître
		-人称代名詞 on
8	Leçon 3	-定冠詞
		-国名
9	Leçon 4	-動詞 aimer
10	Leçon 4	-否定形②
		-動詞 préférer
11	Leçon 5	-aimer 不定法
12	Leçon 5	-vouloir の条件法現在
13	期末テスト	-期末テストの実施
14	復習	-期末テストの返却と答え合わせ
	Leçon 6	-形容詞の男性形／女性形②
		-trouver の用法

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

【Textbooks】
『Spirale　Nouvelle édition　新スピラルー日本人初学者のためのフランス語教材　』（アシェット・ジャポン、2015年、3025円）
『新版　3段階チェック式フランス語トレーニング・コース』（白水社、2003年、2640円）

【References】
講義内で適宜指示します。

【Grading criteria】
授業内評価50%＋期末試験50%。

【Changes following student comments】
宿題に関して、hoppii で添削を示すか、正答を示します。

【Others】
『Spirale』という同一教科書を French AI と交互にレリーしながら使用するので、必ず French AI と合わせて履修してください。なおBIでは『フランス語トレーニング・コース』も使用します。２冊の教科書を使用するので、早めに生協で購入してください。

【Prerequisite】
None.

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

LANf100ZA（フランス語 / French language education 100）

French B II

Tamio Okamura

Credit(s)：1 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：水2/Wed.2
Notes：Not Available for ESOP Students.

その他属性：〈優〉

【Outline and objectives】
フランス語初級文法を学びます。時間の許す限りでフランス語圏の社会・歴史・文化についても学びます。
We study Elementary French grammar.

【Goal】
フランス語初級文法の習得。初級のオーラル能力の獲得。

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
French AIIとリレーしながら、『Spirale Nouvelle édition』を学習し、練習問題を解きます。また『新版　3段階チェック式フランス語トレーニング・コース』を併用し、体系的な文法学習を補います。各科ごとに小テストを行います。フィードバックは講義とhoppiiを通じて行います。

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Leçon 6	-形容詞の男性形/女性形③
2	Leçon 7	-自分について話す （年齢、学年） -科目について話す
3	Leçon 7	-時間の使い方・時間割について話す
4	Leçon 8	-持っているもの -所有形容詞
5	Leçon 8	-物を借りる
6	Leçon 9	-場所について説明する -il y a
7	Leçon 9	-場所についてたずねる -savoir
8	補習	-avoir型の複合過去
9	Leçon 10	-何をするか尋ねる、答える -sortir, lire, faire, voir -否定形②
10	Leçon 10	-詳しくきく -指示形容詞 -部分冠詞
11	Leçon 11	-趣味・余暇について話す -faire de, jouer de -頻度を表す
12	Leçon 11	-習慣について話す -jouer à
13	期末テスト	期末テストの実施
14	復習	期末テストの返却と答えあわせ

【Work to be done outside of class (preparation, etc.)】
復習。ときどき宿題。各課終了ごとに小テストを行います。 Preparatory study and review time for this class are 1 hour.

【Textbooks】
『Spirale 新スピラル－日本人初心者のためのフランス語教材　Nouvelle édition』(アシェット・ジャポン、2015年、3025円)
『新版　3段階式フランス語トレーニング・コース』(白水社、2003年、2640円)

【References】
授業内で適宜指示します。

【Grading criteria】
授業内評価50％＋期末試験50％

【Changes following student comments】
宿題に関して、hoppiiで添削を示すか、正答を示します。

【Others】
『Spirale』という同一教科書をFrench AⅡと交互にレリーしながら使用するので、必ず French AⅡ と合わせて履修してください。

【Prerequisite】
None.

【Outline (in English)】
【Course outline】Students study Elementary French grammar.

【Learning activities outside of classroom】After each class meeting, students will be expected to spend one hour to understand the course content
【Grading Criteria /Policy】Term-end examination:　50%, in class contribution: 50%

LANs100ZA（スペイン語 / Spanish language education 100）

Spanish A I

Taiga Wakabayashi

Credit(s)：1 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：金5/Fri.5
Notes：Not Available for ESOP Students.

その他属性：〈優〉

【Outline and objectives】
Basic Spanish grammar and conversation.

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

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

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

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

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

【Others】
Only this column is described in Japanese, as follows:
必ずSpanish BIと同セメスターで履修すること。

【Prerequisite】
None.

LANs100ZA（スペイン語 / Spanish language education 100）

Spanish A II

Taiga Wakabayashi

Credit(s)：1 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：金5/Fri.5
Notes：Not Available for ESOP Students.

その他属性：〈優〉

【Outline and objectives】
Basic Spanish grammar and conversation.

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

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

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

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

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

【Others】
Only this column is described in Japanese, as follows:
必ずSpanish BIIと同セメスターで履修すること。

【Prerequisite】
None.

LANs100ZA（スペイン語 / Spanish language education 100）

Spanish B I

Yoshifumi Onuki

Credit(s)：1 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：火4/Tue.4
Notes：Not Available for ESOP Students.

その他属性：〈優〉

【Outline and objectives】
Basic Spanish grammar and conversation.

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction Alphabet Pronunciation and Accent	Guidance to the class Spanish alphabet Rules of Spanish pronunciation and spelling
2	Gender, Singular and Plural of Nouns	Masculine, feminine and neuter nouns of Spanish Singular and plural form of nouns
3	Definite and Indefinite Articles	Definite (“el”, “la”, “lo”) and indefinite (“un”, “una”) articles Their distinction and singular / plural forms
4	Adjectives I	Inflection of adjectives with vowel and consonant termination
5	Adjectives II	Inflection of adjectives which express place-names and nationalities Adjectives whose termination is omitted by inflection
6	Conjugation of the Verb “ser”	Conjugation of the verb “ser” which expresses nature and quality
7	Self-introduction	Practice of self-introduction in Spanish Asking and telling the place of origin
8	Conjugation of the Verb “estar” Expression of Existence	Conjugation of the verb “estar” which expresses state and condition The phrase “Hay …” which expresses “There is …”
9	Existence, Quality and State	How to differentiate among “ser”, “estar” and “hay” Prepositions and pronouns
10	Regular Indicative Conjugation of Verbs (present tense)	Rule of regular indicative conjugation of verbs with “-ar”, “-er” and “-ir” terminations
11	Expression of Time I Numbers I	Expression of time: “at … o’clock” Numbers from 1 to 12
12	Demonstrative Adjectives and Pronouns	Demonstrative adjectives (“este/a”, “ese/a”, “aquel/lla”) and pronouns (“esto”, “eso”, “aquello”)
13	Numbers II	Numbers from 13 to 30 Questions and concerns about the content of the entire semester will be accepted for the final exam
14	Review and Final Exam	Review and Final Exam (written)

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

【Textbooks】
『スペイン語キックオフ』泉水浩隆（白水社）ISBN：9784560016794

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

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

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

【Others】
The first class will be meeting in person, not online.
Only this column is described in Japanese, as follows:
必ずSpanish AIと同セメスターで履修すること。
2015年度以前に入学した学生は、2単位となります。

【Prerequisite】
None.

LANs100ZA（スペイン語 / Spanish language education 100）

Spanish B II

Yoshifumi Onuki

Credit(s)：1 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：火4/Tue.4
Notes：Not Available for ESOP Students.

その他属性：〈優〉

【Outline and objectives】
Basic Spanish grammar and conversation.

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

【Textbooks】
『スペイン語キックオフ』泉水浩隆（白水社）ISBN：9784560016794

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

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

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

【Others】
The first class will be meeting in person, not online.
Only this column is described in Japanese, as follows:
必ずSpanish AIIと同セメスターで履修すること。
2015年度以前に入学した学生は、2単位となります。

【Prerequisite】
None.

PHL100ZA（哲学 / Philosophy 100）

History of Philosophy

Joel Van Fossen

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

その他属性：

【Outline and objectives】
Over 2,000 years ago in ancient Greece, Socrates introduced a new mode of general and abstract inquiry, which he described as "the love of wisdom" or "philosophy." This course focuses on two areas of the history of philosophical inquiry in ancient Greece and early modern Europe: metaphysics and epistemology. Metaphysics deals with the first principles of being, causation, and identity. Metaphysical questions covered in this course include: What is most fundamental about reality? What does it mean for one thing to cause another thing to happen? What does it mean for something to be the same thing over time? Epistemology deals with the nature and possibility of knowledge. Questions surveyed include: What is knowledge? Do we know anything? If so, what do we know? Philosophers surveyed in this course include Plato, Aristotle, René Descartes, John Locke, George Berkeley, David Hume, and Immanuel Kant.

【Goal】
This course has four primary learning goals. First, students will learn about various and diverging views throughout the history of philosophy with a focus on metaphysics and epistemology. Second, students will improve critical thinking skills when engaging with abstract philosophical reasoning. Third, students will improve their reading skills when confronting nuanced and challenging text. Finally, students will improve their writing skills to communicate complex ideas clearly and confidently.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will sometimes begin with a short quiz to assess comprehension of weekly readings. Feedback for these will be provided at the beginning of the following class. There will be an interactive lecture for each class, except exam days. There will also be several breakout small-group discussions throughout the lecture. Each small-group discussion is followed by a class-wide discussion. The midterm and final exams will be a combination of multiple-choice, short, and long-form essay questions. These exams will be written in class during exam days. Students will receive written feedback on their exams for the midterm. For the final exam, they will receive feedback via Hoppii.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Philosophy before Socrates
2	Ancient Greek Philosophy 1	Plato’s Euthyphro
3	Ancient Greek Philosophy 2	Plato’s Phaedo and Meno
4	Ancient Greek Philosophy 3	Plato’s Republic
5	Ancient Greek Philosophy 4	Aristotle’s Metaphysics
6	Ancient Greek Philosophy 5	Aristotle’s De Anima
7	Midterm	Review and midterm exam
8	Early Modern European Philosophy 1	René Descartes’s Meditations
9	Early Modern European Philosophy 2	René Descartes’s Meditations (cont.)
10	Early Modern European Philosophy 3	John Locke’s Essay Concerning Human Understanding
11	Early Modern European Philosophy 4	George Berkeley’s Principles of Human Knowledge
12	Early Modern European Philosophy 5	David Hume’s Enquiry Concerning Human Nature
13	Early Modern European Philosophy 6	Immanuel Kant’s Critique of Pure Reason
14	Final Exam and Review	Review, wrap-up, and final exam

【Work to be done outside of class (preparation, etc.)】
Students should complete weekly readings before coming to class. Students should also review their own notes and course slides after every class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
There are no required textbooks for this course. All readings will be provided by the instructor either in print or online.

【References】
The Stanford Encyclopedia of Philosophy is a great resource for delving further into any topics discussed in class: https://plato.stanford.edu

【Grading criteria】
Class Participation (15%), Quizzes (20%), Midterm Exam (30%), Final Exam (35%)

【Changes following student comments】
Students evaluated this class positively in the previous year, so there are no significant changes.

【Others】
There are no phones, laptops, or tablets allowed in class. Students may use an electronic dictionary during lectures and discussions, though.

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

PHL100ZA（哲学 / Philosophy 100）

Introduction to Ethics

Joel Van Fossen

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

その他属性：

【Outline and objectives】
We make decisions every day, but some decisions are better than others. This raises some important questions: Which decisions should we make? And more generally, what kind of life is worth living? Ethics is the rational inquiry into these questions. In this course, we will explore two central dimensions of ethics. First, we will consider the nature of well-being or what it means for one's life to go well. However, we not only care about our own well-being. We should also consider other people's interests. Therefore, the second main topic we will explore in this class will be morality. Morality is concerned with making the right decisions regarding the interests and lives of others.

【Goal】
This course has four primary learning goals. First, students will learn about various and diverging views on the philosophy of well-being and moral philosophy. Second, students will improve critical thinking skills when engaging with abstract reasoning in ethically challenging scenarios. Third, students will improve their reading skills when confronting nuanced and challenging text. Finally, students will improve their writing skills to communicate complex ideas clearly and confidently.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will sometimes begin with a short quiz to assess comprehension of weekly readings. Feedback for these will be provided at the beginning of the following class. There will be an interactive lecture for each class, except exam days. There will also be several breakout small-group discussions throughout the lecture. Each small-group discussion is followed by a class-wide discussion. The midterm and final exams will be a combination of multiple-choice, short, and long-form essay questions. These exams will be written in class during exam days. Students will receive written feedback on their exams for the midterm. For the final exam, they will receive feedback via Hoppii.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	What is ethics?
2	Well-being 1	Hedonism
3	Well-being 2	Desire fulfillment theory
4	Well-being 3	Objective list theory
5	Well-being 4	Death and well-being
6	Rational Egoism 1	Happiness and morality
7	Midterm Exam	Review and midterm exam
8	Rational Egoism 2	Rational Egoism
9	Rational Egoism 3	Virtue Ethics
10	Morality 1	Consequentialism 1
11	Morality 2	Consequentialism 2
12	Morality 3	Deontology 1
13	Morality 4	Deontology 2
14	Final Exam	Review, wrap-up, and final exam

【Work to be done outside of class (preparation, etc.)】
Students should complete weekly readings before coming to class. Students should also review their own notes and course slides after every class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
There are no required textbooks for this course. All readings will be provided by the instructor either in print or online.

【References】
The Stanford Encyclopedia of Philosophy is a great resource for delving further into any topics discussed in class: https://plato.stanford.edu

【Grading criteria】
Class Participation (15%), Quizzes (20%), Midterm Exam (30%), Final Exam (35%)

【Changes following student comments】
In previous years, this class involved writing a few short papers and a final paper. These have been replaced with a midterm and final exam, respectively.

【Others】
There are no phones, laptops, or tablets allowed in class. Students may use an electronic dictionary during lectures and discussions, though.

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

PHL100ZA（哲学 / Philosophy 100）

Introduction to Philosophy

Joel Van Fossen

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：月3/Mon.3
その他属性：

【Outline and objectives】
Philosophy tackles topics of fundamental interest and importance such as the nature of knowledge, the mind, and free will. This introductory philosophy course is designed to provide students with a comprehensive foundation in the fundamental concepts, questions, and methodologies of philosophy. Through critical thinking, analysis, and discussion, students will engage with some of the most enduring and thought-provoking questions ever posed by humans. The content of this course focuses on Western Philosophy.

【Goal】
This course has five primary learning goals. (1) Develop critical thinking skills: Learn to analyze and evaluate arguments, identify fallacies, and construct well-reasoned arguments. (2) Develop active reading skills: Acquire the ability to read nuanced and challenging texts effectively. (3) Enhance communication skills: Develop the ability to articulate complex philosophical ideas both verbally and in writing. (4) Explore philosophical traditions: Gain an understanding of major philosophical movements in Western Philosophy. (5) Investigate fundamental questions: Delve into classical philosophical questions such as the nature of reality, knowledge, and the mind.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will sometimes begin with a short quiz to assess comprehension of weekly readings. Feedback for these will be provided at the beginning of the following class. There will be an interactive lecture for each class, except exam days. There will also be several breakout small-group discussions throughout the lecture. Each small-group discussion is followed by a class-wide discussion. The midterm and final exams will be a combination of multiple-choice, short, and long-form essay questions. These exams will be written in class during exam days. Students will receive written feedback on their exams for the midterm. For the final exam, they will receive feedback via Hoppii.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	What is philosophy?
2	Epistemology 1	Skepticism
3	Epistemology 2	The Analysis of Knowledge
4	Epistemology 3	Testimony
5	Epistemology 4	Contextualism &Mind reading
6	Mind 1	Dualism
7	Mind 2	Identity Theory
8	Midterm	Review and midterm exam
9	Mind 3	Functionalism
10	Mind 4	Consciousness
11	Free Will 1	Libertarianism
12	Free Will 2	Free Will Skepticism
13	Free Will 3	Compatibilism
14	Final Exam	Review, wrap-up, and final exam

【Work to be done outside of class (preparation, etc.)】
Students should complete weekly readings before coming to class. Students should also review their notes and course slides after every class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Nagel, Jennifer. (2014). Knowledge: A Very Short Introduction. Oxford: Oxford University Press.
This textbook is required.

【References】
The Stanford Encyclopedia of Philosophy is a great resource for delving further into any topics discussed in class: https://plato.stanford.edu

【Grading criteria】
Class Participation (15%), Quizzes (20%), Midterm Exam (30%), Final Exam (35%).

【Changes following student comments】
In previous years, this class involved writing a few short papers and a final paper. These have been replaced with a midterm and final exam, respectively.

【Others】
There are no phones, laptops, or tablets allowed in class. Students may use an electronic dictionary during lectures and discussions, though.

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

PHL100ZA（哲学 / Philosophy 100）

Religious Studies

Robert Sinclair

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

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Overview	Course Overview
2	Religion: An Overview	Suffering and Evil, Explaining Death, Importance of Order and Ritual.
3	The History of Religious Studies; Religious Studies in Asia	Philosophy, Theology, and Religious Studies, Biblical Criticism, Anthropology and Religion, Negative Views of Religion
4	Early Religious Traditions	Prehistoric Religions, Animism and Anthropomorphism, Death and Hunting Rituals, Oral Traditions, and Religion, The Neolithic Revolution and the Rise of Historic Religions
5	Jewish and Christian Traditions	The History and Teachings of Judaism, The Rituals of Judaism, Judaism Today, The History and Teachings of Christianity, The Institutionalization and Politicization of Christianity, The Protestant Reformation, Christian Rituals, Christianity Today
6	Islamic Religious Traditions	The History and Teachings of Islam, The Life of Muhammad and the Rashidun Caliphs, The Modern Period: Reform and Recovery, Islamic Rituals
7	Review &Midterm Exam	Assessing the degree to which students understand the subject
8	Buddhism	History and Teachings of Buddhism, The Four Noble Truths, The Core of All Buddhist Traditions Theravada (Hinayana), Mahayana, Vajrayana, Buddhist Rituals
9	Confucianism, Taoism, and Buddhism in China	The History of Chinese Religious Thought, Confucius, Taoism, Buddhism in China, Chan (Zen) Buddhism, Rituals in Chinese Traditions
10	Japanese Folk Religions	Early traditions, rituals and beliefs of Japanese culture.
11	Shinto	The History and Teachings of Shinto, its rituals and beliefs, its emergence as an organized system of belief.
12	Buddhism	The history of Japanese Buddhism. Its interaction with Shinto. Varieties of Japanese Buddhism
13	New Religions	A survey of Japanese New Religions. Discusses the beliefs of Tenrikyo and Nichiren sects.
14	Final Exam & Wrap-up	Assessing the degree to which students understand the subject

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

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

【References】
The Religion Toolkit: A Complete Guide to Religious Studies by John Morreall and Tamara Sonn, 2011, Wiley-Blackwell.
Religion in Contemporary Japan, Ian Reader, 1991. University of Hawaii Press.

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

【Changes following student comments】
None.

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

【Prerequisite】
None.

PSY100ZA（心理学 / Psychology 100）

Developmental Psychology

Sayaka Aoki

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

その他属性：

【Outline and objectives】
This course introduces basic topics/theories of developmental psychology, specifically focusing on how “typical” individuals develop from infancy to adolescence as well as sharing characteristics of individuals following “atypical” development. Students will also develop skills for analyzing social phenomena and reflecting their own personal experiences from the perspective of developmental psychology.

【Goal】
Through this course, students are expected to:
- understand how “typical” individuals develop from infancy to adolescence, in different aspects (cognitive and social/emotional)
- learn some fundamental theories proposed by developmental psychologists, such as Piaget and Bowlby
- acquire some knowledge about developmental disorders and childhood mental disorders, including intellectual disabilities, learning disorder (LD), autistic spectrum disorder (ASD), attention deficit and hyperactive disorder (ADHD), etc.
- develop skills of analyzing social and personal experiences from perspectives of developmental psychology
- increase skills for expressing ideas about human behavior in English, through oral discussions and reflection papers

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

【Main Teaching Method 】
L 講義 /Lecture

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Introduction and Overview
2	Human’s early development	Development in infancy and early childhood
3	Cognitive development (1)	Piaget’s theory
4	Cognitive development (2)	Vygotsky’s theory
5	Cognitive development (3)	Development of information processing
6	Social emotional development (1)	Development of emotional recognition and expression
7	Social emotional development (2)	Theory of attachment
8	Mid-term exam	Assessing the degree to which students understand the subject
9	Social emotional Development (3)	Development of social interaction
10	Atypical development (1)	Intellectual disabilities/Learning disorder
11	Atypical development (2)	Attention-deficit and Hyperactivity Disorder (ADHD)
12	Atypical development (3)	Autism Spectrum Disorder (ASD)
13	Atypical development (4)	Other childhood disorders and review
14	Final exam &Wrap-up	Assessing the degree to which students understand the subject

【Work to be done outside of class (preparation, etc.)】
Students are expected to read the course slides uploaded on the course website prior to attending the classes. Time to spend for preparatory study, review, and homework completion for this class is 2 hours each week.

【Textbooks】
No textbook is used. Reading assignments, including journal articles and book chapters, along with links to websites, will be uploaded on the course website when necessary

【References】
Kipp &Shaffer (2013) *Developmental psychology: Childhood and adolescence*, 9th edition. Wardsworth publishing.
American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.). Washington, DC: Author

【Grading criteria】
Mid-term exam 35%; Final exam 35%;
Reflection paper 20%; Participation and discussion 10%

【Changes following student comments】
This class seems to facilitate one’s learning a lot, especially for students who like to learn from discussion and reflection.
Students are encouraged to ask questions so that they can fully understand the class contents.

【Prerequisite】
None.

PSY100ZA（心理学 / Psychology 100）

Introduction to Psychology I

Yu Niiya

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

Day/Period：火3/Tue.3

その他属性：

【Outline and objectives】
This is an introductory course in psychology. Students will learn the basic theories, research methods, and important findings from various sub-fields of psychology, and will develop a scientific understanding of how we think, feel, and act. Contemporary psychology is a very broad and diverse area. By necessity, then, the course will not be able to pursue all the topics in great depth. Introduction to Psychology I will focus primarily on the cognitive aspects of psychology, including brain functions, cognitive and sensory processes, state of consciousness, learning, and memory. Introduction to Psychology II will focus on the question of genes and environment, intelligence, personality, and psychological disorders. These two classes will complement each other to provide the basic knowledge for more specialized courses in psychology (e.g., social psychology, educational psychology, clinical psychology).

【Goal】
This course aims at providing an overview of the history, concepts, research methods, and empirical findings in the field of psychology, focusing on how people perceive and construct their surrounding “realities.” Students will acquire the ability to analyze human thoughts and behaviors through a scientific mindset. At the end of this course, students will be able to answer the following questions: How do our brains affect our behavior? How do we get to see and understand the world around us? Why do we sleep? How do we learn? How does memory work and how reliable is it?

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Methods of instruction include lectures, films, small group activities, and discussions. Students will engage in various hands-on activities to experience the concepts they learn in class. In these activities, students will also be asked to reflect on their daily experiences and share examples that illustrate these concepts. Quizzes are held occasionally and returned in the next class so that students understand their own level of understanding of the course materials at the moment. At the beginning of class, feedback for the previous class is given using some comments from submitted slips.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction to the Field of Psychology	Introduction to the field of psychology
2	Psychological Methods	How do we get to know about the human mind?
3	Neuroscience and Behavior	How do our brains affect our mind and action?
4	Sensation and Perception I	What can we see, feel, and smell?
5	Sensation and Perception II	How do we make sense of the world?
6	State of Consciousness I	How does sleep affect our mind?
7	State of Consciousness II	Can our mind be influenced unconsciously?
8	Review and Midterm Exam	What have we learned so far? Multiple choice questions and short essays
9	Learning I	Classical conditioning: How do we learn that two events are related?
10	Learning II	Operant conditioning: How do we learn the association between a behavior and an outcome?
11	Learning III	Observational learning: How do we learn by watching others?
12	Memory I	How is memory formed? How is the information “stored”?
13	Memory II	How accurate are our memories?
14	Review and Final Exam	What have we learned so far? Multiple choice questions and short essays

【Work to be done outside of class (preparation, etc.)】
Before each class, students are expected to review their notes from previous classes and do the assigned readings. They must also download and print out handouts prior to each class and bring them to class to take notes. Occasionally, students will also be assigned homework (worksheets, questionnaires, etc). Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Handouts and reading materials will be provided on Hoppii.

【References】
Myers, D. G., DeWall, C. N., &Gruber, J. (2024). *Psychology* (14th ed.). Macmillan Learning.
The reference book is available in the library and in the GIS Reference Room for those who wish to learn about each topic in more detail. Handouts and reading materials will be on the course website.

【Grading criteria】
Students are evaluated based on midterm and final exams (35% each), in-class activities and quizzes (20%), and class participation (10%).

【Changes following student comments】
Students usually find this course interesting and eye-opening. I hope to continue engaging students with materials through various hands-on activities and discussions.

【Others】
Introduction to Psychology I and II can be taken in reverse order (II and then I), simultaneously, or independently (just I or just II). Students are strongly encouraged to take this class if they intend to enroll in 200 and 300 level courses in psychology. Students who have taken and passed Introduction to Psychology I or II may be given priority in the selection for Social Psychology I and II.

【Prerequisite】
None.

PSY100ZA（心理学 / Psychology 100）

Introduction to Psychology II

Dexter Da Silva

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

その他属性：

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

【Goal】
This course aims at 1) providing an overview of the concepts, research methods, and empirical findings in the field of psychology and 2) developing a scientific understanding of how the human mind works. Students are expected to acquire a dynamic perspective of the human mind, i.e., learn how we constantly react and adapt to the external world. Through this course, students' employability skills in assessing and adapting to new situations are also expected to be improved.

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

【Main Teaching Method 】
L 講義 /Lecture、S 演習/ゼミ /Seminar

【Method(s)】
This course will focus on how nature and nurture interact to shape individuals and how people respond and adapt to their environment. Topics covered include human development, personality, intelligence, emotion, psychological disorders and their treatment. Instructional methods include assigned readings, lectures, videos, small group activities, and discussions. Weekly, students are required to submit a Learning and Reflection Paper, which is used by the instructor to assess understanding of the class content.
Feedback to students will be provided by the instructor in writing and oral responses in class the following week to comments and questions written by students on their Learning and Reflection Papers.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Twin Studies	Disentangling the influence of genes and environment
3	Development	When and how do we develop?
4	Intelligence I	What is intelligence?
5	Intelligence II	Why do people differ in intelligence?
6	Emotion	What is emotion?
7	Review &Exam 1	Assessing the degree to which students understand the course topics
8	Personality I	Freudian theory
9	Personality II	Humanistic and trait theories
10	Psychological Disorders I	How do we define psychological disorders?
11	Psychological Disorders II	Overview of various psychological disorders
12	Psychological Therapies	How do we treat psychological disorders?
13	Review &Exam 2	Assessing the degree to which students understand the course topics
14	Wrap-up	Review of the exam 2 and lecture about study skills for future classes

【Work to be done outside of class (preparation, etc.)】
Before each class, students should review their notes from previous classes and be able to explain the major concepts and theories. They also need to do the assigned readings outside class. Students must look over the materials on the Learning Management Systems (Hoppii and Google Classroom) before each class and come to class ready to take notes and ask questions. Preparatory study and review time for this class are 2 hours.

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

【References】
Meyers, D. *Psychology* (11th edition). Worth, 2015.
Noba Project Open Source Psychology textbook. These materials will be posted on Hoppii and Google Classroom.

【Grading criteria】
Students will be evaluated by means of 2 exams (50%), Student-led Reviews (20%), and weekly submission of Learning and Reflection Papers (30%).

【Changes following student comments】
Based on weekly Learning and Reflection Papers students found this class challenging and fast-paced. I will continue to incorporate more time for questions, discussions and review in class. Students have also been concerned about the use of AI and the unfairness it may cause.
The Final Exam will be 2 short essays in person, using pen and paper, without the use of any materials or devices.

【Equipment student needs to prepare】
Students should bring a laptop or electronic device to class, for accessing materials on Hoppii and Google Classroom, for taking notes, and for submitting their Learning and Reflection Papers every week.

【Others】
Introduction to Psychology I and II can be taken in reverse order (II and then I), simultaneously, or independently (just I or just II).

【Prerequisite】
None.

EDU100ZA（教育学 / Education 100）

Comparative Education

Machiko Kobori

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：火3/Tue.3
Notes：TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉

【Outline and objectives】
This course is designed for students interested in exploring motivational issues in second language (L2) education within a comparative education framework, with a particular focus on Japan and selected international contexts. Building on contemporary theories and research, it aims to develop students' capacity to analyse L2 motivation as a core issue from a historical perspective and across both macro and micro levels. The course also gives an insight into significant motivational variables that help explain persistent challenges in L2 education across settings. It examines how L2 education is shaped by globalisation and local contexts from an L2 motivational perspective, focusing on L2 societies that facilitate diverse learning conditions, as well as individual L2 learners with varied ethnic backgrounds, ages, and language preferences. Offering a comprehensive exploration of L2 motivation across Japanese and global contexts, the course encourages critical thinking about the practical implementation of motivational strategies to support L2 learners in Japan and overseas. Students will engage with a substantial body of research and contribute to informed discussion on effective L2 education. By the end of the course, students should be able to interpret L2 motivation research in context, compare motivational issues across educational systems, and articulate context-sensitive approaches for supporting L2 learners in diverse learning environments.

【Goal】
Upon completion of this course, students should be able to do the following:
(1) Develop and explain a foundational understanding of conceptual frameworks related to L2 motivation.
(2) Analyse various historical and macro-micro influences on L2 motivation across different contexts.
(3) Compare L2 motivational challenges across Japanese and global perspectives, drawing on the studies of L2 motivation and their effects on L2 education.
(4) Discuss designs and justification of context-sensitive motivational strategies for diverse L2 learners and assess implications for L2 education.

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

【Main Teaching Method 】
L 講義 /Lecture、Z その他 /Other

【Method(s)】
For the completion of this course, students are required to participate in Q&A/discussion sessions on a topic related to the lectures and to consolidate their learning through a daily task each week. A presentation, final exam, and writing assignment are also required at the end of the course; students are required to choose one of the course topics, give a presentation, and submit a corresponding writing assignment. Detailed requirements, submission procedures, and feedback will be provided through the learning management system (e.g., WebClass).

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

【Work to be done outside of class (preparation, etc.)】
1. Every week before class, students are required to comprehend the assigned readings and be ready for group discussion on related topics in class.
2. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Dörnyei, Z., &Ushioda, E. (2021) (3rd ed.). *Teaching and researching motivation*. Cambridge University Press.

【References】
1. Apple, T. M., Silva, Da D., &Fellner, T. (eds.). (2013).*Language learning motivation in Japan*. Multilingual Matters.
2. Apple, T. M., Silva, Da D., &Fellner, T. (eds.). (2017). *L2 selves and motivations in Asian contexts*. Multilingual Matters.
3. Csizér, K., Smid, D., Zólyomi, A. &Albert, A. (eds.). (2024). *Motivation, autonomy and emotions in foreign language learning: A multi-perspective investigation in Hungary*. Multilingual Matters.
4. Dörnyei, Z. (2005). *The psychology of the language learner*. LEA.
5. Dörnyei, Z. (2020). *Innovations and challenges in language learning motivation*. Routledge.
6. Dörnyei, Z., &Ushioda, E. (eds.). (2009). *Motivation, language identity and the L2 self*. Multilingual Matters.
7. Hagenauer, G., Lazarides, R. &Järvenoja, Hanna (eds.). (2023). *Motivation and emotion in learning and teaching across educational contexts: Theoretical and methodological perspectives and empirical insights*. Routledge.
8. Sampson, R. J. (2017).*Complexity in classroom foreign language learning motivation: A practitioner perspective from Japan*. Multilingual Matters.
9. Schunk, D. (2013).*Motivation in education: Theory, research, and applications*. (4th ed.). Pearson.
10. Ushioda, E. (2013). *International perspectives on motivation: Language learning and professional challenges*. Palgrave Macmillan.

【Grading criteria】
Evaluation will be based on:
1. Class participation (10%)
2. Daily tasks (20%)
3. Presentation (20%)
4. Writing assignment (30%)
5. Final Exam (20%)

【Changes following student comments】
More frequent and detailed notifications regarding class activities and tasks will be given through utilising various functions of LMS and in-person information to:
1) avoid causing any difficulties in getting access to important information about the course
2) allow students to prepare for class discussions, final requirements, etc.

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

【Others】
None.

【Prerequisite】
None.

LIN100ZA（言語学 / Linguistics 100）

Second Language Acquisition

Tomoko Shigyo

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

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Course guidance, Introduction
2	Language Learning in Early Childhood (1)	First language acquisition - The first three years - the pre-school years - The school years
3	Language Learning in Early Childhood (2)	Explaining first language acquisition - The behaviorist perspective - The innatist perspective - Interactionist/ development perspective Language disorders and delays Childhood bilingualism
4	Second Language Learning (1)	Learner characteristics Learning conditions Studying the language of second language learners - Contrastive analysis, error analysis, and interlanguage - Developmental sequences - More about first langauge influence
5	Second Language Learning (2)	Vocabulary Pragmatics Pronunciation Sampling learners’ language
6	Individual Differences in Second Language Learning (1)	Research on learner characteristics - Language learning aptitude - Personality - Attitudes and motivation - Motivatin in the classroom - Identity, ethnic group affiliation, and learner agency - Learning stypes and learner beliefs
7	Individual Differences in Second Language Learning (2)	Individual differences and classroom instruction Age and second language learning - The critical period: More than just pronunciation? - Intuitions of grammaticality - Rate of learning Age and second language instruction
8	Explaining Second Language Learning (1)	Explaining second language learning The behaviourist perspective - Second langauge applications: Mimicry and memorization The innatist perspective - Second langauge applicartions: Krashen’s ’Monitor Model’ The cognitive perspective - Information processing - Usage-basedlearning - The competition model - Langauge and the brain
9	Explaining Second Language Learning (2)	The cognitive perspective - Second langague applications: Interacting, noticing, processing, and practising The sociocultural perspective Second language applications: Learning by talking Complex dynamic systems theory - Second language applications: CDST
10	Observing Learning and Teaching in the Second Language Clssroom (1)	Natural and istructional settings - In natuarl acquisitional settings - In structure-based instructional settings - In communicative instructional settings
11	Observing Learning and Teaching in the Second Language Clssroom (2)	Observation schemes - Classroom comparions: Teacher–student interaction - Classroom comparisons: Student–student interaction - Corrective feedback in the classroom - Questions in the classroom - Time for learning languages in school Ethnography
12	Second Language Learning in the Classroom (1)	Proposals for teaching 1 Get it right from the beginning 2 Just listen… and read 3 Let’s talk
13	Second Language Learning in the Classroom (2)	4 Get two for one 5 Teach what is teachable 6 Get it right in the end Assessing the proposals
14	Consolidation of Second Language Learning	Reflecting on the popular ideas: Learning from research & Summary

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

【Textbooks】
Lightbown, P. M. &Spada, N. (2022). How languages are Learned. 5th. Oxford University Press.

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

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

【Changes following student comments】
Not applicable.

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

【Prerequisite】
None.

EDU100ZA（教育学 / Education 100）

TESOL I: Introduction

Machiko Kobori

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

Day/Period：木3/Thu.3

Notes：TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
The course focuses on the teaching and learning of English. Students will learn theories of first and second language acquisition and a range of opportunities to explore research studies and pedagogy on EFL/ESL education. The course will be highlighted by the students’ individual performance: they are to choose one of the course topics and then make a presentation on it. They are required to practice their ICT pedagogical skills through the presentation as well as learning its content. Students are also required to take a final exam and submit a written assignment on a related issue.
Submission of the final requirements and feedback will be on the learning management systems.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

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

【References】
1. Council of Europe. (2001). *Common European framework of reference for languages: learning, teaching, assessment.* Cambridge University Press.
2. Long, M. H., &Doughty, C. J. (2011). *The handbook of language teaching.*Wiley-Blackwell.
3. 白畑智彦・冨田祐一・村野井仁・若林茂則 (著). 2009.『英語教育用語辞典』（改訂版）大修館書店.
4. 文部科学省. 2017.『小学校学習指導要領（外国語）』東洋館出版社.
5. 文部科学省. 2017.『中学校学習指導要領（外国語）』開隆堂出版.
6. 文部科学省. 2018.『高等学校学習指導要領（外国語・英語）』開隆堂出版.

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

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

【Equipment student needs to prepare】
PC

【Prerequisite】
None.

ART100ZA（芸術学 / Art studies 100）

Introduction to Film Studies

Kukhee Choo

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

その他属性：

【Outline and objectives】
We live in a world where cinema dominates our everyday lives, whether we know it or not. Some skeptics view cinema as a dying medium, however, to the contrary, we are witnessing a new Renaissance of cinema with the rise of streaming platforms where media has become a ubiquitous part of our daily lives. This course introduces students to the terms and theories they need to know in order to analyze films in a more structural and critical manner. Lectures, in-class discussions, and assignments are designed to help students understand issues raised within film studies, and make sense of the films they encounter in their everyday lives.

【Goal】
1.Students will develop analytical skills in reading cinematic texts.
2.Students will learn key theories, terms, and arguments of film studies.
3.Students will develop discussion skills to exchange ideas with others.
4.Students will become familiar with important films in the history of cinema.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Each week will focus upon a different concept within film studies and instruct students on how to apply that topic to individual texts. Along the way, students will familiarize themselves with landmark films, filmmakers, filmic technologies, and filmmaking traditions by studying cinema from various eras, genres, and industries.
Classes combine lectures, film clips, discussions, analytical exercises, and student presentations. In addition, students will conduct research projects. As the history of cinema covers approximately 120 years and involves many regions, the list of the films examined in this course is eclectic. Some examples are as follows: A Trip to the Moon (1902), The Battleship Potemkin (1925), Citizen Kane (1941), Bambi (1942), Singing in the Rain (1952), Tokyo Story (1953), Psycho (1960), and Nobody Knows (2004).

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Overview
2	Early films and theories	Readings on cinema theories
3	Film Topics 1	Mise-en-scène
4	Film Topics 2	Cinematography
5	Film Topics 3	Editing
6	Film Topics 4	Sound
7	Midterm review	Student presentations
8	Film Topics 5	Narrative
9	Film Topics 6	Genre
10	Film Topics 7	Animation films
11	Film Topics 8	Auteur
12	Film Topics 9	National cinema and film festivals
13	Final review	Student presentations
14	Final review	Student presentations

【Work to be done outside of class (preparation, etc.)】
Students will view films, take viewing notes, and read essays in preparation for class sessions. Students will conduct research, deliver a midterm and final presentation. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
Corrigan, Timothy and Patricia White. *The Film Experience: An Introduction*. Sixth edition. Boston: Bedford/St. Martin’s, 2021.

【References】
Students must purchase the textbook and read each assigned chapter before class. Additional reading material will be uploaded to HOPPII.

【Grading criteria】
Class participation (10%)
Film viewing assignments (20%)
Asking questions, speaking up during class discussions, and class behavior (20%)
Midterm presentation (20%)
Final presentation (30%)

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
Pen and paper notebook. Students are not allowed to use computers, tablets or smartphones in this class so students must take notes by hand in class. They are also responsible for bringing hard copies of the required readings to class.

【Others】
Do not miss the first class as there will be a selection process. Students will not be accepted after the first class/selection process. The content of this syllabus may be subject to change.

【Prerequisite】
None.

ART100ZA（芸術学 / Art studies 100）

Film Theory and Analysis

Kukhee Choo

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：木3/Thu.3
Notes：Not Available for ESOP Students.

その他属性：

【Outline and objectives】
We live in a world where cinema dominates our everyday lives, whether we know it or not. Some skeptics view cinema as a dying medium, however, to the contrary, we are witnessing a new Renaissance of cinema with the rise of streaming platforms where media has become a ubiquitous part of our daily lives. This course introduces students to the terms and theories they need to know in order to analyze films in a more structural and critical manner. Lectures, in-class discussions, and assignments are designed to help students understand issues raised within film studies, and make sense of the films they encounter in their everyday lives.

【Goal】
1.Students will develop analytical skills in reading cinematic texts.
2.Students will learn key theories, terms, and arguments of film studies.
3.Students will develop discussion skills to exchange ideas with others.
4.Students will become familiar with important films in the history of cinema.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Each week will focus upon a different concept within film studies and instruct students on how to apply that topic to individual texts. Along the way, students will familiarize themselves with landmark films, filmmakers, filmic technologies, and filmmaking traditions by studying cinema from various eras, genres, and industries.
Classes combine lectures, film clips, discussions, analytical exercises, and student presentations. In addition, students will conduct research projects. As the history of cinema covers approximately 120 years and involves many regions, the list of the films examined in this course is eclectic. Some examples are as follows: A Trip to the Moon (1902), The Battleship Potemkin (1925), Citizen Kane (1941), Bambi (1942), Singing in the Rain (1952), Tokyo Story (1953), Psycho (1960), and Nobody Knows (2004).

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Overview
2	Early films and theories	Readings on cinema theories
3	Film Topics 1	Mise-en-scène
4	Film Topics 2	Cinematography
5	Film Topics 3	Editing
6	Film Topics 4	Sound
7	Midterm review	Student presentations
8	Film Topics 5	Narrative
9	Film Topics 6	Genre
10	Film Topics 7	Animation films
11	Film Topics 8	Auteur
12	Film Topics 9	National cinema and film festivals
13	Final review	Student presentations
14	Final review	Student presentations

【Work to be done outside of class (preparation, etc.)】
Students will view films, take viewing notes, and read essays in preparation for class sessions. Students will conduct research, deliver a midterm and final presentation. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
Corrigan, Timothy and Patricia White. *The Film Experience: An Introduction.* Sixth edition. Boston: Bedford/St. Martin’s, 2021.

【References】
Students must purchase the textbook and read each assigned chapter before class. Additional reading material will be uploaded to HOPPII.

【Grading criteria】
Class participation (10%)
Film viewing assignments (20%)
Asking questions, speaking up during class discussions, and class behavior (20%)
Midterm presentation (20%)
Final presentation (30%)

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
Pen and paper notebook. Students are not allowed to use computers, tablets or smartphones in this class so students must take notes by hand in class. They are also responsible for bringing hard copies of the required readings to class.

【Others】
Do not miss the first class as there will be a selection process. Students will not be accepted after the first class/selection process. The content of this syllabus may be subject to change.

【Prerequisite】
None.

CUA100ZA（文化人類学・民俗学 / Cultural anthropology 100）

Introduction to Media Studies

Muge Igarashi

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

Day/Period：木2/Thu.2

その他属性：

【Outline and objectives】
What are the effects of computers, smart phones, and the internet in our lives? Does the way we receive news or other information alter our perceptions of current events? Do our relationships with friends change depending on how we communicate with them?
The way we interact is mediated by communication technologies. This class is an introduction to media studies focused on how media has evolved and how it has come to shape and transform the way we communicate.

【Goal】
1. Introduce the history of major media and communication technologies.
2. Provide students with theoretical frameworks to understand and interpret media effects.
3. Build fundamental skills of media literacy.

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

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
Each course focuses on the historical introduction of a medium for media for a better understanding of mass communication and its evolution.
We will discuss a variety of media forms such as print, sound, film, internet, as well as their evolution, and their impact on culture.
The last few weeks will focus on changing trends in media culture by looking at topics such as advertising, gaming, and virtual reality.
Students are always encouraged to share their views and interesting media content during class or through the Google Classroom stream.
Students are always welcome to send in questions by e-mail, these will be addressed at the beginning of each class.
Individual feedback on assignments and examinations will be provided through Google Classroom.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Introduction to Mass Communication	Introduction to the field of mass communication.
3	Media Literacy	An introduction and exercises analyzing various types of media.
4	Texts and Print	The historical evolution of the printing press and its significance.
5	News and Journalism	Early history of news journalism and its transformation.
6	Sound and Recording	Early history of sound recording and the music industry.
7	Intellectual Property and Piracy	Piracy and the music industry. Copyright, fair use, and sampling.
8	Early Film	The history of early film. From photography to motion pictures.
9	Contemporary Film	Genre theory and product standardization.
10	The Internet	The history of information revolution, online cultures and AI.
11	Video Games	Gaming cultures and the virtual world.
12	Discussion Session	1. Internet addiction 2. AI 3. Relation between democracy and the internet.
13	Advertising	Brand logic and persuasive strategies.
14	Final Exam & Wrap-up	In-class final exam and review.

【Work to be done outside of class (preparation, etc.)】
Students should complete assigned readings before each class and regularly review current news in the fields of media and technology. Preparatory study and review time for this class is two hours per week.

【Textbooks】
The text book is available at the library but readings as well as relevant media will be uploaded to Google Drive.

【References】
Campbell, Richard, Christopher R. Martin, and Bettina Fabos. 2024. Media &Culture: An Introduction to Mass Communication. 14th edition. Bedford/St. Martin’s.

【Grading criteria】
Participation 10%
Assignments 30%
Discussion session 10%
Take home midterm exam 20%
Final Exam (in class) 30%

【Changes following student comments】
None.

【Prerequisite】
None.

CUA100ZA（文化人類学・民俗学 / Cultural anthropology 100）

Media Studies

Muge Igarashi

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：木2/Thu.2
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
What are the effects of computers, smart phones, and the internet in our lives? Does the way we receive news or other information alter our perceptions of current events? Do our relationships with friends change depending on how we communicate with them?
The way we interact is mediated by communication technologies. This class is an introduction to media studies focused on how media has evolved and how it has come to shape and transform the way we communicate.

【Goal】
1. Introduce the history of major media and communication technologies.
2. Provide students with theoretical frameworks to understand and interpret media effects.
3. Build fundamental skills of media literacy.

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

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
Each course focuses on the historical introduction of a medium for media for a better understanding of mass communication and its evolution.
We will discuss a variety of media forms such as print, sound, film, internet, as well as their evolution, and their impact on culture.
The last few weeks will focus on changing trends in media culture by looking at topics such as advertising, gaming, and virtual reality.
Students are always encouraged to share their views and interesting media content during class or through the Google Classroom stream.
Students are always welcome to send in questions by e-mail, these will be addressed at the beginning of each class.
Individual feedback on assignments and examinations will be provided through Google Classroom.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Introduction to Mass Communication	Introduction to the field of mass communication.
3	Media Literacy	An introduction and exercises analyzing various types of media.
4	Texts and Print	The historical evolution of the printing press and its significance.
5	News and Journalism	Early history of news journalism and its transformation.
6	Sound and Recording	Early history of sound recording and the music industry.
7	Intellectual Property and Piracy	Piracy and the music industry. Copyright, fair use, and sampling.
8	Early Film	The history of early film. From photography to motion pictures.
9	Contemporary Film	Genre theory and product standardization.
10	The Internet	The history of information revolution, online cultures and AI.
11	Video Games	Gaming cultures and the virtual world.
12	Discussion Session	1. Internet addiction 2. AI 3. Relation between democracy and the internet.
13	Advertising	Brand logic and persuasive strategies.
14	Final Exam & Wrap-up	In-class final exam and review.

【Work to be done outside of class (preparation, etc.)】
Students should complete assigned readings before each class and regularly review current news in the fields of media and technology. Preparatory study and review time for this class is two hours per week.

【Textbooks】
The text book is available at the library but readings as well as relevant media will be uploaded to Google Drive.

【References】
Campbell, Richard, Christopher R. Martin, and Bettina Fabos. 2024. Media &Culture: An Introduction to Mass Communication. 14th edition. Bedford/St. Martin’s.

【Grading criteria】
Participation 10%
Assignments 30%
Discussion session 10%
Take home midterm exam 20%
Final Exam (in class) 30%

【Changes following student comments】
None.

【Prerequisite】
None.

CUA100ZA（文化人類学・民俗学 / Cultural anthropology 100）

Introduction to Media Theory

Stevie Suan

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

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

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

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

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

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

ART100ZA（芸術学 / Art studies 100）

Manga Studies

Stevie Suan

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：木2/Thu.2
その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

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

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

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

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

ART100ZA（芸術学 / Art studies 100）

Introduction to Drama Studies

John Wescott Oglevee

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

Day/Period：水1/Wed.1

その他属性：

【Outline and objectives】
Students will learn about the history and aesthetic conventions of Japanese traditional performing arts, presented as living traditions in the context of contemporary Japanese society, using a combination of textual and audiovisual materials. The course will provide ample opportunities to watch videoed performances as well as information regarding live performances. The first half of the semester will focus on ritual performance and nohgaku. In the second half we look at kabuki, bunraku and contemporary theatre. This class will also feature guest lectures from master craftsman and performers depending on their availability.
To complement the academic background about the arts this class will also feature a direct, hands-on approach to the topics covered as well.
Another major feature of this class is to analyze what "performance" is and its importance in modern society.

【Goal】
By the end of this course, students will have a good overview of how Japanese performing arts is continually evolving from tribal ritual, to modern stage performance.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
1. This course will employ a number of teaching methods relevant to the subject, ranging from activity based classes, group discussions, research assignments and culminating in a final project that can be either literary (traditional essay, original script in a style learned in class) or performative (students can stage an original performance of their choosing)
2. Submission of assignments and feedback will be via email,the Learning Management System and/or Google Classroom.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction to Japanese performing arts	Introduction, Overview of syllabus.Timeline of performing arts in Japan
2	Ritual and performing practices of Early Japan	Students look at the definitions of performance, research on early Japanese ritual and performance.
3	History of nohgaku	Overview of the history of nohgaku from its origins until today.
4	Noh focus: Hayashi the heartbeat of noh	Students will discuss each instrument of noh and go over the how they interact with each other.
5	Noh and kyōgen masks	Students will examine noh and kyōgen masks within the history of Japanese performing arts. Possible visit from master carver and mask maker Kitazawa Hideta
6	Noh focus: the flow of noh.	Students will watch a noh on video, taking notes during the viewing. Students will go through the notes taken, exchange opinions, ask questions, and investigate noh further. Possible visit by professional noh performer.
7	Introduction to kabuki: origins and history	Overview of the thriving performance culture in the late sixteenth century, which brought the birth of kabuki, and of kabuki’s development afterwards.
8	The kabuki actor	Students will examine kabuki as an actor’s theatre, the close relationship between actors and spectators, and its influence on the stage construction and conventions.
9	Bunraku puppet theatre: history and performance	Overview of the development of bunraku and the elements of performance: puppets, puppeteers, music accompaniment and chanted narration, stage conventions and effects.
10	Meiji to the war: Mid-1800’s to early 1940’s	Students look at Japan’s embrace and experimentation with new forms of stage art and how traditional arts helped fuel imperial hopes.
11	Post-war Japan: Re-entering global performance 1945-1975	Students will look at Japan’s rich period of theatrical experimentation.
12	The Bubble to Now: 1975-2023	Students look at the boom of theatre, the building of arts centers, and the continued evolution of Japanese performing art both the traditional and contemporary.
13	Final presentations part 1	Students will be required to make a presentation based either on an essay they have written or an original script,
14	Final presentations part 2	Students will be required to make a presentation based either on an essay they have written or an original script,

【Work to be done outside of class (preparation, etc.)】
Students must complete any homework tasks given prior to or following certain classes.
Reading assignments must be read before each class. Students will watch some video in class, but there will also be assignments to watch online content outside the classroom.
In addition, students must keep a viewing journal which describes performative events they witness each week. Whether it is an actual live performance or an everyday interaction (such as: transaction at a convenience store, observing a couple arguing, someone reading or sleeping on public transport etc.) The performative journal should try and reflect on how the traditions are echoed in the contemporary.
Preparatory study and review time for this class are 2 hours each.

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

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

【Grading criteria】
Participation 20%
Reading quizzes 20%
Weekly live event journal 30%
Final assignment (paper or performance): 30%

【Changes following student comments】
n/a

【Others】
Watching on screens is a weak substitute for the live event. While it is not required or possible for the whole class to attend performances, I believe students will benefit immeasurably from going to see the traditional arts in person. For students interested in going on their own to performances around Tokyo, the instructor can give further information on the best ways to attend.

【Prerequisite】
None.

ART100ZA（芸術学 / Art studies 100）

Drama Survey

John Wescott Oglevee

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：水1/Wed.1
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
Students will learn about the history and aesthetic conventions of Japanese traditional performing arts, presented as living traditions in the context of contemporary Japanese society, using a combination of textual and audiovisual materials. The course will provide ample opportunities to watch videoed performances as well as information regarding live performances. The first half of the semester will focus on ritual performance and nohgaku. In the second half we look at kabuki, bunraku and contemporary theatre. This class will also feature guest lectures from master craftsman and performers depending on their availability.
To complement the academic background about the arts this class will also feature a direct, hands-on approach to the topics covered as well.
Another major feature of this class is to analyze what "performance" is and its importance in modern society.

【Goal】
By the end of this course, students will have a good overview of how Japanese performing arts is continually evolving from tribal ritual, to modern stage performance.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
1. This course will employ a number of teaching methods relevant to the subject, ranging from activity based classes, group discussions, research assignments and culminating in a final project that can be either literary (traditional essay, original script in a style learned in class) or performative (students can stage an original performance of their choosing)
2. Submission of assignments and feedback will be via email,the Learning Management System and/or Google Classroom.

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

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction to Japanese performing arts	Introduction, Overview of syllabus.Timeline of performing arts in Japan
2	Ritual and performing practices of Early Japan	Students look at the definitions of performance, research on early Japanese ritual and performance.
3	History of nohgaku	Overview of the history of nohgaku from its origins until today.
4	Noh focus: Hayashi the heartbeat of noh	Students will discuss each instrument of noh and go over the how they interact with each other.
5	Noh and kyōgen masks	Students will examine noh and kyōgen masks within the history of Japanese performing arts. Possible visit from master carver and mask maker Kitazawa Hideta
6	Noh focus: the flow of noh.	Students will watch a noh on video, taking notes during the viewing. Students will go through the notes taken, exchange opinions, ask questions, and investigate noh further. Possible visit by professional noh performer.
7	Introduction to kabuki: origins and history	Overview of the thriving performance culture in the late sixteenth century, which brought the birth of kabuki, and of kabuki’s development afterwards.
8	The kabuki actor	Students will examine kabuki as an actor’s theatre, the close relationship between actors and spectators, and its influence on the stage construction and conventions.
9	Bunraku puppet theatre: history and performance	Overview of the development of bunraku and the elements of performance: puppets, puppeteers, music accompaniment and chanted narration, stage conventions and effects.
10	Meiji to the war: Mid-1800’s to early 1940’s	Students look at Japan’s embrace and experimentation with new forms of stage art and how traditional arts helped fuel imperial hopes.
11	Post-war Japan: Re-entering global performance 1945-1975	Students will look at Japan’s rich period of theatrical experimentation.
12	The Bubble to Now: 1975-2023	Students look at the boom of theatre, the building of arts centers, and the continued evolution of Japanese performing art both the traditional and contemporary.
13	Final presentations part 1	Students will be required to make a presentation based either on an essay they have written or an original script,
14	Final presentations part 2	Students will be required to make a presentation based either on an essay they have written or an original script,

【Work to be done outside of class (preparation, etc.)】
Students must complete any homework tasks given prior to or following certain classes.
Reading assignments must be read before each class. Students will watch some video in class, but there will also be assignments to watch online content outside the classroom.
In addition, students must keep a viewing journal which describes performative events they witness each week. Whether it is an actual live performance or an everyday interaction (such as: transaction at a convenience store, observing a couple arguing, someone reading or sleeping on public transport etc.) The performative journal should try and reflect on how the traditions are echoed in the contemporary.
Preparatory study and review time for this class are 2 hours each.

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

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

【Grading criteria】
Participation 20%
Reading quizzes 20%
Weekly live event journal 30%
Final assignment (paper or performance): 30%

【Changes following student comments】
n/a

【Others】
Watching on screens is a weak substitute for the live event. While it is not required or possible for the whole class to attend performances, I believe students will benefit immeasurably from going to see the traditional arts in person. For students interested in going on their own to performances around Tokyo, the instructor can give further information on the best ways to attend.

【Prerequisite】
None.

ART100ZA（芸術学 / Art studies 100）

Introduction to Visual Communication

Gary Mcleod

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

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

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

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

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

【References】
Ambrose, Gavin and Harris, Paul (2011) *Basics Design 01: Format*, Fairchild Books.
Ambrose, Gavin and Harris, Paul (2011) *Basics Design 02: Layout*, 2nd Edition, Fairchild Books.
Ambrose, Gavin and Harris, Paul (2005) *Basics Design 03: Typography*, Fairchild Books.
Ambrose, Gavin and Harris, Paul (2006) *Basics Design 04: Image*, Fairchild Books.
Ambrose, Gavin and Harris, Paul (2007) *Basics Design 05: Colour*, Fairchild Books.
Berger, John (1977) *Ways of Seeing*, Penguin Books.
Frascara, Jorges (2004) *Communication Design: Principles, Methods, and Practice*, Allworth Press.
Triggs, Teal and Atzmon, Leslie (2017) *The Graphic Design Reader*, Bloomsbury.
Additional references will be provided by the instructor in class.

【Grading criteria】
Participation: this applies to class-activities, assigned readings and daily posts to Instagram. More than 2 unexcused absences will result in failure of this course.
Final Project: each student must produce an advertisement relating to a topic determined by the instructor.
The final grade is based on: Participation 40% and Final Project 60%.

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

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

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

【Prerequisite】
None.

ART100ZA（芸術学 / Art studies 100）

Topics in Arts: Visual Communication Design

Gary Mcleod

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：土2/Sat.2
Notes：Not Available for ESOP Students.

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

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

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

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

【References】
Ambrose, Gavin and Harris, Paul (2011) *Basics Design 01: Format*, Fairchild Books.
Ambrose, Gavin and Harris, Paul (2011) *Basics Design 02: Layout*, 2nd Edition, Fairchild Books.
Ambrose, Gavin and Harris, Paul (2005) *Basics Design 03: Typography*, Fairchild Books.
Ambrose, Gavin and Harris, Paul (2006) *Basics Design 04: Image*, Fairchild Books.
Ambrose, Gavin and Harris, Paul (2007) *Basics Design 05: Colour*, Fairchild Books.
Berger, John (1977) *Ways of Seeing*, Penguin Books.
Frascara, Jorges (2004) *Communication Design: Principles, Methods, and Practice*, Allworth Press.
Triggs, Teal and Atzmon, Leslie (2017) *The Graphic Design Reader*, Bloomsbury.
Additional references will be provided by the instructor in class.

【Grading criteria】
Participation: this applies to class-activities, assigned readings and daily posts to Instagram. More than 2 unexcused absences will result in failure of this course.
Final Project: each student must produce an advertisement relating to a topic determined by the instructor.
The final grade is based on: Participation 40% and Final Project 60%.

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

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

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

【Prerequisite】
None.

ART100ZA（芸術学 / Art studies 100）

【休講】Music Appreciation

休講

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

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Overview of the course and requirements. Selection evaluation (as needed)
2	Time and Rhythm	Music as a time-based artform. Keywords include tempo, beats, metronomes, BPM; meter; rhythmic notations. Intersections with poetry and dance.
3	Melody	Music as a horizontal flow of tones. Keywords include pitch, tuning, modes, scales, phrases, closure.
4	Timbre	Music as an appreciation of the sound of sounds. Keywords include vocals, strings, woodwinds, brass, percussion, harmonics, waveforms, synthesis, noise.
5	Texture &Harmony	Music as vertical combinations of sound. Keywords include monophony, biphony, polyphony, heterophony,homophony, chord names, major/minor triads, seventh -chords.
6	Harmonic function	Matching chords to melodies. Keywords include tonic, dominant, subdominant, non-chordal tones, cadence.
7	Mid-term review	Review of topics and materials from weeks 1-6. Selection of group projects.
8	Studio production	Basic DAW techniques. Keywords including panning, EQ filters, compression, side-chaining.
9	Repetition and Form	Standard ways of organizing a song or instrumental piece of music. Keywords include binary, ternary, verse, chorus.
10	The Art of Performance	Improvisation, interpretation, cover-versions and mashups.
11	Music Analysis 1	Student-led discussions and presentations of music analysis projects
12	Music Analysis 2	Student-led discussions and presentations of music analysis projects
13	Music Analysis 3	Student-led discussions and presentations of music analysis projects
14	Review and Wrap-Up	Review of topics and materials

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

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

【References】
GOTHAM, Mark et al. (2021). Open Music Theory, version 2 (https://viva.pressbooks.pub/openmusictheory)
MOUNT, Andre. (2020). Fundamentals, Function, and Form: Theory and Analysis of Tonal Western Art Music (https://milneopentextbooks.org/fundamentals-function-and-form/)

【Grading criteria】
In-Class Discussion and Activities: 30%,
Weekly Questionnaires: 50%
Group Presentation: 20%

【Changes following student comments】
Integrated opportunities for music-making activities. More discussion of harmony.

【Equipment student needs to prepare】
Some in-class activities may require the use of computers, tablets or smartphones for the creation and/or playback of sound.
Recommend GarageBand for Mac OS; Studio One for Windows OS.

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

【Prerequisite】
None

ART100ZA（芸術学 / Art studies 100）

【休講】Visual Arts

休講

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

その他属性：

【Outline and objectives】
The advent of digital photography and the present ubiquity of high speed internet and camera phones has sent most of us into a frenzy of image production and consumption. We simply recognize when a particular picture or video “hits the spot”, but how is that effect achieved? Is everyone a photographer now? Are our memes real art?
This course invites participants to answer those questions through a practice-based inquiry into image making in both "documentary" and "artistic" modalities.

【Goal】
What special conditions make an image get closer to being seen as "art" or at least "artistic"? Is the way we document our daily life on social media the same as a "real" documentary? How often do you look at the images you post online afterwards, and have you ever printed them?
This course aims to foster a critical eye towards camera use and the imagery it generates. Among other topics, it will explore basic techniques in image making which the participants will experience practically during the semester, including camera operation (full manual operation) and the basic handling of subjects and locations (lighting, composition, editing) gaining insight into what documentary or art photography is/isn’t. Students will learn the basics of ’making’ photographs and gain practical experience in working with real-life subjects. Drawing upon these experiences, students will prepare a final project based on a theme and methodology to be decided in class.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course uses a practice-based learning approach centered around the production of still photography with some video. Workshops, assignments and supporting lectures are designed to develop students’ basic understanding of image making using examples from many eras and contexts.
Students create an Instagram account for the course and post one photograph daily in response to a host of weekly class projects.
Final submission comprises a project portfolio, a written project statement, and evidence of participation (i.e., weekly assignments, class discussion).
Feedback is given constantly, both face to face and via email. Group critiques and personal assessments of the students’ development are the main thread of the class.

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

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

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

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

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

【References】
Barthes, Roland (1993) *Camera Lucida: Reflections on Photography*, Vintage Classics.
Batchen, Geoffrey (2011) *Photography Degree Zero: Reflections on Roland Barthes’s Camera Lucida*, MIT Press.
Berger, John (2013) *Understanding a Photograph*, Penguin Books.
Fontcuberta, Joan (2014) *Pandora’s Camera*, Mack.
Gibson, David (2014) *The Street Photographer’s Manual*, Thames & Hudson.
Heng, Terence (2016) *Visual Methods in the Field: Photography for the Social Sciences*, Routledge.
Lubben, Kristen (2014) *Magnum Contact Sheets*, Thames &Hudson.
Meyerowitz, Joel and Westerbeck, Colin (2017) *Bystander: A History of Street Photography*, Lawrence King.
Sontag, Susan (1977/2008) *On Photography*, Penguin Classics.
Krivine, Andrew (2020) *Too Fast to Live Too Young to Die: Punk &Post Punk Graphics 1976-1986*, Pavilion.
Additional references will be provided by the instructor in class.

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

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

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

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

【Prerequisite】
None.

SOC100ZA（社会学 / Sociology 100）

【休講】Cultural and Ethnic Diversity in Japan

休講

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

その他属性：

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

【Goal】
At the end of this course, you should be able to:
・Explain such concepts as race/ethnicity, nationalism, minority and diversity
・Think cross-culturally, critically, and collaboratively about cultures and practices of "Japan" in specific and changing sociocultural contexts.
・Analyze, apply, and extend conceptual material both informally and formally through discussion and writing.
・Think critically about the relationship among cultural difference, personal experiences, and power dynamics.
・Understand and analyze a complex set of privileges we live with and how differently we are situated in the society accordingly
・Converse civilly with people whose backgrounds, social position, and beliefs are different from yours.
・Envision different ways to realize equality and equity

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	In-class reading: Miner "Body Rituals Among the Narcirema"
2	Representation	Watch: Hall (1997) Representation &the Media (50 min) &Complete Worksheet
3	Multiculturalism	Read: Hankins (2014) Working Skin, Preface &Introduction, pp.xi-28
4	Language	Read: Sakai (1997) Translation & Subjectivity, Introduction, pp.1-17
5	Nation	Read: Morris-Suzuki (1998) Re-Inventing Japan "Japan" pp.9-34
6	Nation	Read: Allison (1996) "Japanese Mothers and Obento¯ s" pp.81-103
7	Diaspora	Watch: The Cats of Mirikitani (2006, 1h 14 min) &Complete Worksheet
8	Diaspora	Read: Lie (2008) Zainichi (Koreans in Japan), Chapter 1, pp.1-31
9	Refugees	Read: Slater &Barbaran (2020) "Refugees in Japan's detention centers during the pandemic"
10	Precarity	Read: Allison (2013) Precarious Japan, "The Social Body" pp.122-165
11	Gender &Sexuality	Watch: Shinjuku Boys (1995, 53 min) &Complete Worksheet
12	Gender &Sexuality	Read: Ho "Categories that bind" pp.1-19
13	Group Presentation	Group presentation and discussion
14	Final Exam	Final review, exam, and final discussion

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each. Add 1 hour to complete the writing assignment. Complete all readings prior to attending class in order to make meaningful contribution to discussion. Take notes of any concepts, terms, or sections that are unfamiliar, formulate questions, and bring them to class.

【Textbooks】
There is no required textbook for this course. Assigned readings will become available as PDF documents and by other means to be specified by the instructor.

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

【Grading criteria】
Active Participation20%
Weekly Reflection Post35%
Worksheets15%
Group Presentation10%
Final Exam20%

【Changes following student comments】
The instructor will make a feedback form available to incorporate students' feedback.

【Equipment student needs to prepare】
None.

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

【Prerequisite】
None.

SOC100ZA（社会学 / Sociology 100）

Introduction to Social Research Methods

Daiki Hiramori

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

Day/Period：火3/Tue.3

その他属性：

【Outline and objectives】
This course is designed to provide an introductory overview of social research methods. This course begins with conceptual issues in research, such as how theory is used in the research process and ethical issues in social science research. Then, building blocks of empirical research, such as measurement and sampling, are covered. The course also touches on a variety of research approaches, such as survey research, experimental research, content analysis, in-depth interviewing, cognitive interviews, and ethnography. In this course, students will learn how social scientists design social research, collect the data, and conduct the analysis. Details of specific research methods will be covered in more advanced courses, such as “Qualitative Research Methods” and “Quantitative Research Methods."

【Goal】
By the end of this course, students will be able to: (1) identify and describe the key concepts of social research methods (remembering/understanding), (2) apply those concepts to a context different from one in which it was learned (applying), (3) compare and contrast various approaches to social research (analyzing), and (4) choose appropriate research methods to propose a research project of their own (evaluating/creating).

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction	What is social science research? How to start the research process?
2	Linking Social Science Theory to Research (1): The Elements of Theory	What are the purposes for social scientists to use theory? What are the elements of theory?
3	Linking Social Science Theory to Research (2): The Role of Theory in Social Research	What is the role of theory in social research? What are the requirements for establishing causality?
4	Ethical Issues in Social Science Research	What are research ethics? What steps can researchers take to protect humans in research?
5	Qualitative and Quantitative Measurement	How do researchers develop and test hypotheses? What do conceptualization and operationalization involve?
6	Reliability and Validity	What are reliability and validity? What is the basic difference between reliability and validity?
7	Review &Midterm Exam	Course review, students’ inquiries, and midterm exam
8	Sampling Strategies	What are the strengths and weaknesses of different sampling approaches?
9	Survey Research	What are surveys? How do researchers administer surveys? What do they ask and how do they ask it?
10	Experimental Research	What are the key features of experiments? What are the strengths and weaknesses of different types of experiments?
11	Content Analysis	What is content analysis?
12	Writing a Research Proposal	What are the elements of a research proposal? Q&A on final paper
13	In-Depth Interviewing and Cognitive Interviews	How are an in-depth interview and a normal conversation similar, and how are they different? What are cognitive interviews?
14	Ethnography	What is ethnography? How to conduct an ethnographic field study? Preparing and submitting the final paper

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

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

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

【Grading criteria】
Participation: 20%
In-class quizzes: 20%
Midterm exam: 30%
Final paper: 30%

【Changes following student comments】
Students have generally evaluated the class positively. The instructor will be attentive to student feedback and adjust workload and class material, when necessary.

【Equipment student needs to prepare】
Many of our in-class activities will require access to the Internet, so please bring a laptop/tablet to every class meeting. Laptops and other devices should be used for purposes directly related to class activities; use of computers for other activities (e.g., checking emails) is non-conducive to a productive learning environment for you as well as the students sitting around you and therefore not allowed.

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

SOC100ZA（社会学 / Sociology 100）

Introduction to Sociology

Daiki Hiramori

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

Day/Period：木3/Thu.3

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	What is sociology? What is not sociology?
2	Sociological Theory	What are the main theoretical approaches in sociology?
3	Social Research Methods	How do sociologists conduct research?
4	Socialization and Social Interaction	What does it mean and take to become a member of society through socialization? What is impression management?
5	Social Networks	What happens when more than two people gather?
6	Organizations	What are the major characteristics of bureaucracy?
7	Review &Midterm Exam	Course review, students’ inquiries, and midterm exam
8	Marriage and Family	What does gender division of labor among married couples look like?
9	Education	Is education a great equalizer or does it reproduce social inequality?
10	Social Stratification and Inequality	What are the key theories of stratification in capitalist societies?
11	Race and Ethnicity	What is the social construction of race?
12	Gender	What does it mean to study gender as a social institution?
13	Sexuality	How do sociologists study inequality based on sexuality?
14	Review &Final Exam	What have we learned in this course? Final exam

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

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

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

【Grading criteria】
Participation: 20%
In-class quizzes: 20%
Midterm exam: 30%
Final exam: 30%

【Changes following student comments】
Students have generally evaluated the class positively. The instructor will be attentive to student feedback and adjust workload and class material, when necessary.

【Equipment student needs to prepare】
Many of our in-class activities will require access to the Internet, so please bring a laptop/tablet to every class meeting. Laptops and other devices should be used for purposes directly related to class activities; use of computers for other activities (e.g., checking emails) is non-conducive to a productive learning environment for you as well as the students sitting around you and therefore not allowed.

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

SOC100ZA（社会学 / Sociology 100）

Introduction to Sociology

Daiki Hiramori

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

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	What is sociology? What is not sociology?
2	Sociological Theory	What are the main theoretical approaches in sociology?
3	Social Research Methods	How do sociologists conduct research?
4	Socialization and Social Interaction	What does it mean and take to become a member of society through socialization? What is impression management?
5	Social Networks	What happens when more than two people gather?
6	Organizations	What are the major characteristics of bureaucracy?
7	Review &Midterm Exam	Course review, students’ inquiries, and midterm exam
8	Marriage and Family	What does gender division of labor among married couples look like?
9	Education	Is education a great equalizer or does it reproduce social inequality?
10	Social Stratification and Inequality	What are the key theories of stratification in capitalist societies?
11	Race and Ethnicity	What is the social construction of race?
12	Gender	What does it mean to study gender as a social institution?
13	Sexuality	How do sociologists study inequality based on sexuality?
14	Review &Final Exam	What have we learned in this course? Final exam

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

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

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

【Grading criteria】
Participation: 20%
In-class quizzes: 20%
Midterm exam: 30%
Final exam: 30%

【Changes following student comments】
Students have generally evaluated the class positively. The instructor will be attentive to student feedback and adjust workload and class material, when necessary.

【Equipment student needs to prepare】
Many of our in-class activities will require access to the Internet, so please bring a laptop/tablet to every class meeting. Laptops and other devices should be used for purposes directly related to class activities; use of computers for other activities (e.g., checking emails) is non-conducive to a productive learning environment for you as well as the students sitting around you and therefore not allowed.

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

MAN100ZA（経営学 / Management 100）

Accounting I

Noriaki Okamoto

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

その他属性：

【Outline and objectives】
Accounting is often called "the language of business". Basic accounting knowledge is fundamental to becoming a successful business manager. In this course, students can learn basic accounting concepts and key financial statements. The financial statements covered in this course are balance sheet, income statement and cash flow statement. It also covers important accounting topics such as the globalization of accounting standards and the double-entry bookkeeping process.

【Goal】
Students will be able to become familiar with the basic concepts and principles of accounting, and to understand corporate financial statements in order to analyze the overall business performance of corporations. Also, students will be able to learn the basic processes of double-entry bookkeeping. The processes include journal entries, posting, preparing trial balances, adjustments and closing entries.

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

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
This course is taught through lectures, discussions and exercises. At my discretion, I may assign several mini-projects (and exercises) to be completed during, or outside of, the class. Students are encouraged to ask questions and to request that particular points be explained if they remain confused or uncertain about items discussed during the class. Feedback on the students' performance in the assignments during the course will be given regularly.

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

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Introduction and Overview
2	Basics of Accounting	Learn the basic structure of financial accounting (Ch. 1, handouts and slides)
3	Accounting and Financial Statements	Learn the framework of accounting and basic financial statements (Ch. 1, handouts and slides)
4	Accounting Principles ①	Learn the generally accepted accounting principles: GAAP (Ch. 2, handouts and slides)
5	Accounting Principles ②	Learn the generally accepted accounting principles (Ch. 2, handouts and slides)
6	The Balance Sheet①	Understand the basics of the balance sheet (Ch. 3, handouts and slides)
7	The Balance Sheet②	Learn how to analyze the numbers on the balance sheet (Ch. 3, handouts and slides)
8	The Income Statement①	Learn the basic structure of the income statement (Ch. 4, handouts and slides)
9	The Income Statement②	Learn how to analyze the numbers on the income statement (Ch. 4, handouts and slides)
10	The Cash Flow Statement	Learn the basic structure of the cash flow statement (Ch. 5, handouts and slides)
11	The System of Bookkeeping	Learn the double-entry bookkeeping (Ch. 7, handouts and slides)
12	Posting and Trial Balance	Understand the important steps in the process of double-entry bookkeeping (Ch. 7, handouts and slides)
13	Wrap-up Discussion	Comprehensive review
14	Review and Final Exam	Review and Final exam

【Work to be done outside of class (preparation, etc.)】
Students are expected to read the assigned textbook chapters before each class session. Also, there are different types of homework during the course. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Wayne A. Label (2013), *Accounting for Non-Accountants* 3rd edition, Sourcebooks.

【References】
Wayne A. Label, Cheryl Kennedy Henderson (2019), *Study Guide and Workbook for Accounting for Non-Accountants* 4th edition, Solana Dreams Publishing Company.
Jae K. Shim, Joel G. Siegel, Nick Dauber, Anique A. Qureshi (2014), *Dictionary of Accounting Terms* 6th edition, Barrons Educational Series.
Thomas R. Ittelson (2009), *Financial Statements* revised and expanded edition, Career Press.

【Grading criteria】
Projects and Homework 40%, Class Participation and Discussion 20%, Final Exam 40%

【Changes following student comments】
Simple mid-term exam was added to encourage students' self-study in the middle of the course.

【Equipment student needs to prepare】
A calculator

【Prerequisite】
None.

MAN100ZA（経営学 / Management 100）

Accounting

Noriaki Okamoto

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：水2/Wed.2
Notes：Not Available for ESOP Students.

その他属性：

【Outline and objectives】
Accounting is often called "the language of business". Basic accounting knowledge is fundamental to becoming a successful business manager. In this course, students can learn basic accounting concepts and key financial statements. The financial statements covered in this course are balance sheet, income statement and cash flow statement. It also covers important accounting topics such as the globalization of accounting standards and the double-entry bookkeeping process.

【Goal】
Students will be able to become familiar with the basic concepts and principles of accounting, and to understand corporate financial statements in order to analyze the overall business performance of corporations. Also, students will be able to learn the basic processes of double-entry bookkeeping. The processes include journal entries, posting, preparing trial balances, adjustments and closing entries.

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

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
This course is taught through lectures, discussions and exercises. At my discretion, I may assign several mini-projects (and exercises) to be completed during, or outside of, the class. Students are encouraged to ask questions and to request that particular points be explained if they remain confused or uncertain about items discussed during the class. Feedback on the students' performance in the assignments during the course will be given regularly.

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

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Introduction and Overview
2	Basics of Accounting	Learn the basic structure of financial accounting (Ch. 1, handouts and slides)
3	Accounting and Financial Statements	Learn the framework of accounting and basic financial statements (Ch. 1, handouts and slides)
4	Accounting Principles ①	Learn the generally accepted accounting principles: GAAP (Ch. 2, handouts and slides)
5	Accounting Principles ②	Learn the generally accepted accounting principles (Ch. 2, handouts and slides)
6	The Balance Sheet①	Understand the basics of the balance sheet (Ch. 3, handouts and slides)
7	The Balance Sheet②	Learn how to analyze the numbers on the balance sheet (Ch. 3, handouts and slides)
8	The Income Statement①	Learn the basic structure of the income statement (Ch. 4, handouts and slides)
9	The Income Statement②	Learn how to analyze the numbers on the income statement (Ch. 4, handouts and slides)
10	The Cash Flow Statement	Learn the basic structure of the cash flow statement (Ch. 5, handouts and slides)
11	The System of Bookkeeping	Learn the double-entry bookkeeping (Ch. 7, handouts and slides)
12	Posting and Trial Balance	Understand the important steps in the process of double-entry bookkeeping (Ch. 7, handouts and slides)
13	Wrap-up Discussion	Comprehensive review
14	Review and Final Exam	Review and Final exam

【Work to be done outside of class (preparation, etc.)】
Students are expected to read the assigned textbook chapters before each class session. Also, there are different types of homework during the course. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Wayne A. Label (2013), *Accounting for Non-Accountants* 3rd edition, Sourcebooks.

【References】
Wayne A. Label, Cheryl Kennedy Henderson (2019), *Study Guide and Workbook for Accounting for Non-Accountants* 4th edition, Solana Dreams Publishing Company.
Jae K. Shim, Joel G. Siegel, Nick Dauber, Anique A. Qureshi (2014), *Dictionary of Accounting Terms* 6th edition, Barrons Educational Series.
Thomas R. Ittelson (2009), *Financial Statements* revised and expanded edition, Career Press.

【Grading criteria】
Projects and Homework 40%, Class Participation and Discussion 20%, Final Exam 40%

【Changes following student comments】
Simple mid-term exam was added to encourage students' self-study in the middle of the course.

【Equipment student needs to prepare】
A calculator

【Prerequisite】
None.

MAN100ZA（経営学 / Management 100）

【休講】International Business and Employability

休講

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

その他属性：

【Outline and objectives】
People, goods, money, and information are now crossing national borders in various industries thanks to the rapid development of technology. Employees working for multinational companies have more opportunities to communicate with people from different cultures. The lingua franca is, unsurprisingly, English, which has become the de facto standard language in business.
This course is aimed at students who may someday engage in global business, using their language skills and overseas experience. This class focuses on students acquiring basic knowledge and global business skills for the real world.

【Goal】
This course teaches the basics of international business and the skills required to compete in a competitive global marketplace.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
In a working environment, we need to develop global perspectives, with knowledge and skills that are sufficient to keep up with these global changes. In this course, we will look at aspects of globalization in various contexts, focusing on basic knowledge and skills, then we will learn about the internationalization of multinational companies.
Feedback can be given verbally, non-verbally or in written form.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Multinational Companies	Learn about MNCs (definition, role, etc.)
3	Global Human Resources	Learn about global human resources (definition, required skills, etc.)
4	Internationalization	Learn about internationalization (process, strategy, etc.)
5	Companies and Organizations (1)	Learn about companies and organizations (international dept, etc.)
6	Companies and Organizations (2)	Learn about companies and organizations (global strategy)
7	HQ and Local Offices (1)	Learn about HQ and local offices (control, function, relation, etc.)
8	HQ and Local Offices (2)	Learn about HQ and local offices (local employees and career, etc.)
9	Marketing (1)	Learn marketing basics (4P, 3C)
10	Marketing (2)	Learn marketing basics (SWOT, etc.)
11	Global Leadership	Learn about the global business and leadership
12	Case Study and Discussion (1), (2)	Case study and discussion
13	Case Study and Discussion (3), (4)	Case study and discussion
14	Review &Final Exam	Review &final exam

【Work to be done outside of class (preparation, etc.)】
Students should read the assigned chapters in the coursebook to prepare for class discussions. Preparatory study and review time for this class are 2 hours each.

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

【References】
To be announced.

【Grading criteria】
Class participation（20%）
Assignment（20%）
Final exam（60%）

【Changes following student comments】
The lecturer will provide more international business and employability tips.

【Others】
This is an introductory course to international business.
[For GIS students who entered in 2008 - 2015]
This course is regarded as a 100-level General Study Course. If you have obtained credits for both International Business and Employability I and II, you can’t register this course. If you have only obtained credits for either International Business and Employability I or II, or have not taken either one or both of these courses, you can register this course.
This course is conducted based on academic knowledge and the lecturer’s global business experience.

【Prerequisite】
None.

MAN100ZA（経営学 / Management 100）

【休講】International Business and Employability

休講

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

その他属性：

【Outline and objectives】
People, goods, money, and information are now crossing national borders in various industries thanks to the rapid development of technology. Employees working for multinational companies have more opportunities to communicate with people from different cultures. The lingua franca is, unsurprisingly, English, which has become the de facto standard language in business.
This course is aimed at students who may someday engage in global business, using their language skills and overseas experience. This class focuses on students acquiring basic knowledge and global business skills for the real world.

【Goal】
This course teaches the basics of international business and the skills required to compete in a competitive global marketplace.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
In a working environment, we need to develop global perspectives, with knowledge and skills that are sufficient to keep up with these global changes. In this course, we will look at aspects of globalization in various contexts, focusing on basic knowledge and skills, then we will learn about the internationalization of multinational companies.
Feedback can be given verbally, non-verbally or in written form.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Multinational Companies	Learn about MNCs (definition, role, etc.)
3	Global Human Resources	Learn about global human resources (definition, required skills, etc.)
4	Internationalization	Learn about internationalization (process, strategy, etc.)
5	Companies and Organizations (1)	Learn about companies and organizations (international dept, etc.)
6	Companies and Organizations (2)	Learn about companies and organizations (global strategy)
7	HQ and Local Offices (1)	Learn about HQ and local offices (control, function, relation, etc.)
8	HQ and Local Offices (2)	Learn about HQ and local offices (local employees and career, etc.)
9	Marketing (1)	Learn marketing basics (4P, 3C)
10	Marketing (2)	Learn marketing basics (SWOT, etc.)
11	Global Leadership	Learn about the global business and leadership
12	Case Study and Discussion (1), (2)	Case study and discussion
13	Case Study and Discussion (3), (4)	Case study and discussion
14	Review &Final Exam	Review &final exam

【Work to be done outside of class (preparation, etc.)】
Students should read the assigned chapters in the coursebook to prepare for class discussions. Preparatory study and review time for this class are 2 hours each.

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

【References】
To be announced.

【Grading criteria】
Class participation（20%）
Assignment（20%）
Final exam（60%）

【Changes following student comments】
The lecturer will provide more international business and employability tips.

【Others】
This is an introductory course to international business.
[For GIS students who entered in 2008 - 2015]
This course is regarded as a 100-level General Study Course. If you have obtained credits for both International Business and Employability I and II, you can’t register this course. If you have only obtained credits for either International Business and Employability I or II, or have not taken either one or both of these courses, you can register this course.
This course is conducted based on academic knowledge and the lecturer’s global business experience.

【Prerequisite】
None.

MAN100ZA（経営学 / Management 100）

Introduction to Business

Shiaw Jia Eyo

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

Day/Period：火1/Tue.1

その他属性：

【Outline and objectives】
Introducing the fundamentals of business. This is an introductory course for students to learn and to understand the principles and functions of business. Students will be exposed to an overview of business trends, business structure, entrepreneurship and various functional areas of a firm such as management, marketing, accounting and finance. The course is recommended for students with interest in business as well as students with other fields of study.

【Goal】
The goal of this class is to provide students with a basic understanding of the business environment and current business trends. Students will learn the various functional areas of a firm: management, marketing, e-business, accounting and finance.

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

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
This course is taught primarily through lectures. Feedback is given during class time and through using other tools such as HOPPII or email. Interactive class participation is encouraged.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Introduction and Overview
2	The Environment of Business	Exploring the world of business and economics
3	Business Ownership and Entrepreneurship (1)	Choosing a form of business ownership
4	Business Ownership and Entrepreneurship (2)	Small business, entrepreneurship and franchises
5	Management and Organization (1)	Understanding the management process
6	Management and Organization (2)	Creating a flexible organization
7	Review &Midterm Exam	Assessing the degree to which you understand the subject
8	Marketing (1)	Building customer relationships
9	Marketing (2)	Creating and pricing products
10	Marketing (3)	Distributing products
11	Marketing (4)	Promoting products
12	Information, Accounting and Finance (1)	Understanding financial statements
13	Information, Accounting and Finance (2)	Exploring social media and e-business
14	Final Exam & Wrap-up	Assessing the degree to which you understand the subject

【Work to be done outside of class (preparation, etc.)】
Download the lecture slides, read the assigned textbook chapters, and complete any assigned work. The preparatory study and review time for this class is 2 hours each.

【Textbooks】
Pride, Hughes and Kapoor, *Foundations of Business,* 7th edition, South-Western College Pub., 2022.

【References】
Further materials will be provided by the instructor.

【Grading criteria】
Students will be evaluated based on class participation (20%), assignments (10%) and two exams (70%).

【Changes following student comments】
Not applicable.

【Others】
Students who are interested in taking this course must attend the first week of class. A selection process will be conducted during the first week prior to the enrollment of this course.

【Prerequisite】
Not needed.

MAN100ZA（経営学 / Management 100）

Introduction to Business

Shiaw Jia Eyo

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

その他属性：

【Outline and objectives】
Introducing the fundamentals of business. This is an introductory course for students to learn and to understand the principles and functions of business. Students will be exposed to an overview of business trends, business structure, entrepreneurship and various functional areas of a firm such as management, marketing, accounting and finance. The course is recommended for students with interest in business as well as students with other fields of study.

【Goal】
The goal of this class is to provide students with a basic understanding of the business environment and current business trends. Students will learn the various functional areas of a firm: management, marketing, e-business, accounting and finance.

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

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
This course is taught primarily through lectures. Feedback is given during class time and through using other tools such as HOPPII or email. Interactive class participation is encouraged.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Introduction and Overview
2	The Environment of Business	Exploring the world of business and economics
3	Business Ownership and Entrepreneurship (1)	Choosing a form of business ownership
4	Business Ownership and Entrepreneurship (2)	Small business, entrepreneurship and franchises
5	Management and Organization (1)	Understanding the management process
6	Management and Organization (2)	Creating a flexible organization
7	Review &Midterm Exam	Assessing the degree to which you understand the subject
8	Marketing (1)	Building customer relationships
9	Marketing (2)	Creating and pricing products
10	Marketing (3)	Distributing products
11	Marketing (4)	Promoting products
12	Information, Accounting and Finance (1)	Understanding financial statements
13	Information, Accounting and Finance (2)	Exploring social media and e-business
14	Final Exam & Wrap-up	Assessing the degree to which you understand the subject

【Work to be done outside of class (preparation, etc.)】
Download the lecture slides, read the assigned textbook chapters, and complete any assigned work. The preparatory study and review time for this class is 2 hours each.

【Textbooks】
Pride, Hughes and Kapoor, *Foundations of Business,* 7th edition, South-Western College Pub., 2022.

【References】
Further materials will be provided by the instructor.

【Grading criteria】
Students will be evaluated based on class participation (20%), assignments (10%) and two exams (70%).

【Changes following student comments】
Not applicable.

【Others】
Students who are interested in taking this course must attend the first week of class. A selection process will be conducted during the first week prior to the enrollment of this course.

【Prerequisite】
Not needed.

ECN100ZA（経済学 / Economics 100）

Macroeconomics I

Karen Kai Lin Lai

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：水3/Wed.3
その他属性：

【Outline and objectives】
This course will provide an overview of macroeconomic issues: the determination of output, the cost of living and inflation, production and growth, and the financial and monetary systems. It introduces basic concepts of macroeconomics and illustrates the principles with the experiences of the developed and developing economies.
To prepare students for embarking confidently on their journey in the world of economic analysis and for seriously analyzing the economic signals and data we all face daily to be able to justify views and opinions with sound economic reasoning.

【Goal】
By the end of the course, students will be able to:
1. Understand the economic way of thinking and the basic macroeconomic variables that are used to evaluate economies.
2. Understand some policy implications in macroeconomics.
3. Apply the knowledge to conduct case studies.
4. Relate real-life economic issues to macroeconomic theories and analyze these issues with the tools learned in the course.

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

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
This course will be mainly conducted through lectures. Students are expected to read the required material prior to each lecture to discuss and solve problems in class. Assignments and related feedback will be given via the learning-management system. Additionally, midterm-exam and in-class-assignment feedback will be provided in class.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction to the Course (Syllabus)	Introduction to the Course (Syllabus)
	Ten Principles of Economics (Ch1)	Ten Principles of Economics (Ch1)
2	Ten Principles of Economics (Ch1)	Principles of economics
	Thinking Like an Economist (Ch2)	The economist as scientist
		The economists as policy advisors
		Economic models
3	Thinking Like an Economist (Ch2)	The circular-flow diagram
		The production possibilities frontier
4	Interdependence and the Gains from Trade (Ch3)	International trade theory
		Absolute and comparative advantages
5	Measuring a Nation’s Income (Ch24)	The economy’s income and expenditure
		The components of GDP
6	Measuring a Nation’s Income (Ch24)	Real versus nominal GDP
		Is GDP a good measure of economic well-being?
		Problems
7	Review &midterm exam	Assess students’ performance for the 1st half of the course (week 1-6).
8	Measuring the Cost of Living (Ch25)	Inflation, the consumer price index (CPI), GDP deflator versus the CPI
9	Measuring the Cost of Living (Ch25)	Correcting economic variables for the effects of inflation
		Problems
10	Production and Growth (Ch26)	Economic growth
		Productivity
		Economic growth and public policy
11	Production and Growth (Ch26)	Financial institutions in the economy
	Saving, Investment, and the Financial System -1 (Ch27)	Saving and investment
12	Saving, Investment, and the Financial System -2 (Ch27)	The market for loanable funds
		Problems
	The Monetary System -1 (Ch30)	The meaning of money
		The federal reserve system
13	The Monetary System -2 (Ch30)	The federal reserve system
		Banks and the money supply
14	Wrap-Up &final exam	Assess students’ performance for the 2nd half of the course (week 8-13).

【Work to be done outside of class (preparation, etc.)】
Students are expected to read the relevant material (text-book/articles/cases) and to participate in class discussions. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Mankiw, N. Gregory. *Principles of Economics*, 10th Edition. Cengage, 2024. (ISBN-13: 9788000046389). Digital version.

【References】
Principles of Macroeconomics, by Stevenson and Wolfers, Worth Publishers, Second Edition (2023).

【Grading criteria】
1. Participation: 10%
2. Homework: 20%
3. Midterm exam: 35%
4. Final exam: 35%

【Changes following student comments】
Students are encouraged to provide feedback and suggestion regarding the course. Constructive suggestion is appreciated and may be taken for course adjustment.

【Equipment student needs to prepare】
A calculator and a ruler are required.

【Others】
Students who have completed Understanding Macroeconomics cannot take this course.

【Prerequisite】
None.

ECN100ZA（経済学 / Economics 100）

Microeconomics I

Delgado Narro Augusto Ricardo

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

Day/Period：木4/Thu.4

その他属性：

【Outline and objectives】
This is a course for students who are interested in learning the fundamental concepts and principles in microeconomics; particularly, supply and demand, and how government policies can affect them. This introductory course in microeconomics will be covered in two semesters. Microeconomics I serves as a pre-requisite to Microeconomics II.
In the first half of the semester, we will examine how markets work. In the second half the semester, we will discuss how the public sector can affect markets.

【Goal】
The intention of this course is to integrate theory and application. At the end of the course, students should grasp and be able to discuss fundamental concepts in microeconomics, i.e. factors affecting supply and demand, the effects of the public sector on consumers and producers, as well as fiscal policy.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
At the beginning of class, feedback for the previous class is given using some comments from submitted reaction papers.
Submission of assignments and feedback will be via the Learning Management System.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	How the Market Works	-Markets(Chapter 4) -Definition of the Market. -Introduction to Perfect Competition and its assumptions.
3	Demand	-Demand (Chapter 1 and 4) -Individual demands. -Market demand.
4	(*) Supply. (*) Equilibrium	-Supply(Chapter 5) -Individual supplies. -Market Supply. -Equilibrium (Ch. 5) -Market Equilibrium between supply and demand.
5	(*) Review of Previous Topics. (*) Quiz 1.	-Practical applications of learned topics.
6	Elasticities.	-Elasticities. -Type of goods: Normal, Inferior, Giffen, Luxury, and so on.
7	Government Policies 1: price controls.	-Price Ceiling. -Price Floor. -Quotas (quantity control). -Chapter 6
8	Government Policies 2: taxes.	-Tax definitions. -Type of Taxes. -Measurement of taxes. -Taxes (Ch. 8 &12)
9	(*) Review of Previous Topics. (*) Quiz 2.	-Practical applications of learned topics.
10	-Economic Surplus.	-Consumer Surplus. -Producer Surplus. -Deadweight Loss.
11	-Public Sector.	-Externalities (Chapter 10) -Public goods and common resources (Chapter 11).
12	-Prices and Inflation.	-Price Index. -Consumer Price Index. -Inflation Concept. -Laspeyres and Paasche Price Indices.
13	(*) Review of Previous Topics. (*) Quiz 3.	-Practical applications of learned topics.
14	(*) Wrap-up Review. (*) Final Q&A.	-Classes Review. -Final Comments.

【Work to be done outside of class (preparation, etc.)】
Readings- Students are expected to read the textbook chapters carefully and to prepare for the lecture. Special attention should be paid to understanding the tables and the graphs.
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Mankiw, Gregory. N. (2015) *Principles of Microeconomics*, 7th edition, Cengage Learning.

【References】
Other materials will be given by the instructor or shall be announced in class.

【Grading criteria】
【Grading criteria】
Class Participation: 10%
Quiz 1: 30%*
Quiz 2: 30%
Quiz 3: 30%
(*) The quizzes might be done individually or in small groups depending on the number of registered students.

【Changes following student comments】
The lecture schedule may be adjusted depending on the pace of the class or at the discretion of the instructor. Any changes will be announced in class. Submission of assignments and feedback will be via the Learning Management System.

【Equipment student needs to prepare】
None.

【Others】
This course requires students to have a good understanding of mathematics and graphic analysis. Students are asked to bring a simple calculator to class.

【Prerequisite】
None

ECN100ZA（経済学 / Economics 100）

Microeconomics I

Delgado Narro Augusto Ricardo

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

その他属性：

【Outline and objectives】
This is a course for students who are interested in learning the fundamental concepts and principles in microeconomics; particularly, supply and demand, and how government policies can affect them. This introductory course in microeconomics will be covered in two semesters. Microeconomics I serves as a pre-requisite to Microeconomics II.
In the first half of the semester, we will examine how markets work. In the second half the semester, we will discuss how the public sector can affect markets.

【Goal】
The intention of this course is to integrate theory and application. At the end of the course, students should grasp and be able to discuss fundamental concepts in microeconomics, i.e. factors affecting supply and demand, the effects of the public sector on consumers and producers, as well as fiscal policy.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
At the beginning of class, feedback for the previous class is given using some comments from submitted reaction papers.
Submission of assignments and feedback will be via the Learning Management System.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	How the Market Works	-Markets(Chapter 4) -Definition of the Market. -Introduction to Perfect Competition and its assumptions.
3	Demand	-Demand (Chapter 1 and 4) -Individual demands. -Market demand.
4	(*) Supply. (*) Equilibrium	-Supply(Chapter 5) -Individual supplies. -Market Supply. -Equilibrium (Ch. 5) -Market Equilibrium between supply and demand.
5	(*) Review of Previous Topics. (*) Quiz 1.	-Practical applications of learned topics.
6	Elasticities.	-Elasticities. -Type of goods: Normal, Inferior, Giffen, Luxury, and so on.
7	Government Policies 1: price controls.	-Price Ceiling. -Price Floor. -Quotas (quantity control). -Chapter 6
8	Government Policies 2: taxes.	-Tax definitions. -Type of Taxes. -Measurement of taxes. -Taxes (Ch. 8 &12)
9	(*) Review of Previous Topics. (*) Quiz 2.	-Practical applications of learned topics.
10	-Economic Surplus.	-Consumer Surplus. -Producer Surplus. -Deadweight Loss.
11	-Public Sector.	-Externalities (Chapter 10) -Public goods and common resources (Chapter 11).
12	-Prices and Inflation.	-Price Index. -Consumer Price Index. -Inflation Concept. -Laspeyres and Paasche Price Indices.
13	(*) Review of Previous Topics. (*) Quiz 3.	-Practical applications of learned topics.
14	(*) Wrap-up Review. (*) Final Q&A.	-Classes Review. -Final Comments.

【Work to be done outside of class (preparation, etc.)】
Readings- Students are expected to read the textbook chapters carefully and to prepare for the lecture. Special attention should be paid to understanding the tables and the graphs.
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Mankiw, Gregory. N. (2015) *Principles of Microeconomics*, 7th edition, Cengage Learning.

【References】
Other materials will be given by the instructor or shall be announced in class.

【Grading criteria】
【Grading criteria】
Class Participation: 10%
Quiz 1: 30%*
Quiz 2: 30%
Quiz 3: 30%
(*) The quizzes might be done individually or in small groups depending on the number of registered students.

【Changes following student comments】
The lecture schedule may be adjusted depending on the pace of the class or at the discretion of the instructor. Any changes will be announced in class. Submission of assignments and feedback will be via the Learning Management System.

【Equipment student needs to prepare】
None.

【Others】
This course requires students to have a good understanding of mathematics and graphic analysis. Students are asked to bring a simple calculator to class.

【Prerequisite】
None

FRI100ZA（情報学フロンティア / Frontiers of informatics 100）

Information and Society

May Kristine Carlon

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

その他属性：

【Outline and objectives】
Information is now a fundamental feature of the human experience: we consume, produce, and use it to make important decisions. In this course, we will be approaching information studies from the lens of human-computer interaction, data visualization, and analytics. We will be introducing the students to various aspects of information and society: our changing views, how we utilize it, the effects of technological advancements, and our responsibility.

【Goal】
At the end of this course, the students are expected to apply critical thinking to exercise responsible digital citizenship. They should be able to discuss how information affects them as individuals and as a society, evaluate information credibility, and exercise caution in presenting information.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Course materials will be provided at least a week in advance via the learning management system. Each class will be kicked off with a short review from the previous week. This will be followed by lectures, discussions, and activities covering the topics given in the weekly schedule. Each class will close with a short retention quiz that students can choose to work on individually or collaboratively. A reminder of the assigned study materials and other announcements for the following week will also be given.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Briefing on the course coverage and setting expectations.
2	Evolution of Information	A historical overview of the evolution of information will be presented: how was it disseminated and how has it grown through time.
3	Information Stakeholders	Custodianship, ownership, and access will be discussed.
4	Argumentation and Information	Critical thinking concepts such as fallacies will be reviewed. Examples where information was used for faulty argumentation will be presented.
5	Human Factors of Information Consumption	Cognitive biases will be reviewed and methods on how these biases were used to influence information consumption will be presented.
6	Information and Public Opinion	Landmark cases where information has swayed public opinion, both for the good and for the bad, will be discussed.
7	Midterm Reflection	Students will respond to guide questions covering each module, demonstrating conceptual understanding and reflection.
8	Big Data and AI	Big data in key sectors such as healthcare, education, and national security will be introduced. Enablers of big data (e.g., increased computing power, internet) will also be discussed. A demonstration of big data technology will be done with generative AI applications.
9	Information Security	Information security (confidentiality, integrity, and accessibility) along with its related concepts (cybersecurity, cryptography) will be introduced.
10	Digital Footprint	Landmark cases where digital footprints were used, both for the good and for the bad, will be discussed.
11	Data and AI Ethics	Examples of algorithms and practices used with information and how they can potentially threaten the society will be presented. Depending on current technological developments, demonstration of ethical risks will be done with generative AI applications.
12	Future of Information	Expert predictions on how the future will change as we advance in the knowledge economy will be explored.
13	Responsible Digital Citizenship	Protective and ethical measures to prevent misinformation and promote healthy information activism will be debated.
14	Final Examination and Wrap-up	An open-book closed-response timed exam will be administered.

【Work to be done outside of class (preparation, etc.)】
Students are expected to read the relevant material for the week prior to class to promote lively discussion. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
All reference materials will be made available at the start of the term.

【References】
These texts are recommended but not required:
Tufte, E. R. (1990). Envisioning information. Graphics Press.
Mackenzie, I. S. (2013). Human-Computer Interaction. An Empirical Perspective.
O’Neil, C. (2016). Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy.

【Grading criteria】
Quizzes: 40%
Participation and Assignments: 20%
Midterm Reflection: 20%
Final Examination: 20%

【Changes following student comments】
No significant changes for this year.

【Prerequisite】
None.

FRI100ZA（情報学フロンティア / Frontiers of informatics 100）

Information Studies

Alfons Josef Schuster

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

その他属性：

【Outline and objectives】
Information study is an interdisciplinary science with a wide range of interests and goals. A major element in the field is concerned with fundamental information processes such as the acquisition and collection of information, the classification and storage of information, the manipulation and retrieval of information, as well as the analysis, dissemination, usage, and maintenance of information. Although information has attained a very important role in the world around us, it is a concept that is very difficult to define. This course tries to familiarize students with the history and evolution of the field of information study. Students completing the course will recognize the aims and goals of fundamental information processes. They will learn to analyze, evaluate, and appreciate the value information study provides, and they will understand today's information society and modern technology from an information perspective.

【Goal】
By the end of the semester, students should: (i) be familiar with the history and evolution of the field of information study, (ii) understand fundamental information processes, (iii) have acquired an understanding about the notion of information from various points of view, and (iv) be able to reason about modern society and modern technology from an information perspective.

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

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
The main elements of the course are lectures, assignments, and in-class discussions. The lectures relate to the topics mentioned in the course schedule below. A class typically provides feedback and guidance on assignments. In addition, each class provides an opportunity for students to engage actively in a discussion related to current issues in information studies.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Information Society and Information Revolution (1)	A brief introduction to information society and the information revolution.
3	Information Society and Information Revolution (2)	A brief introduction to information society and the information revolution.
4	The Language of Information	Understanding data, information and knowledge. A roadmap of information concepts.
5	Mathematical Theory of Information	Shannon's interpretation of information.
6	Physical Information	Life and entropy.
7	Biological Information (1)	Genetic code and genetic engineering.
8	Biological Information (2)	Brains and artificial neural networks.
9	Economic Information	Interpretations of information from the point of view of game theory.
10	Information Ethics	Responsibility in information environments.
11	Modern Information Environments (1)	Complex systems, the Internet, cyberspace.
12	Modern Information Environments (2)	Big data, machine learning, and artificial intelligence.
13	Information Future	Possible directions of information culture and information society. Outlook.
14	Examination & Wrap-up	Final tips; final exam.

【Work to be done outside of class (preparation, etc.)】
(1) Reading. Students are expected to read the course textbook and other materials carefully in order to acquire a thorough understanding of the ideas and concepts presented to them in class.
(2) Assignments. Students are given several assignments. These assignments are an important element in the course and contribute to the overall mark that a student may achieve.
Preparatory study and review time for this class are 2 hours each.

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

【References】
In addition to Floridi's book, we use newspaper and journal articles, science fiction short stories, videos, as well as other materials in this course.

【Grading criteria】
Participation (Quizzes): 10%
Assignments: 20%
Midterm Exam 30%
Final Exam: 40%

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
None.

【Others】
None.

【Prerequisite】
None.

POL100ZA（政治学 / Politics 100）

Introduction to Development Studies

Norio Usui

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

Day/Period：月3/Mon.3

その他属性：

【Outline and objectives】
Why do we need to extend aid to developing countries? If needed, how can we support growth and development of recipient countries? Do we really know what prevents growth and development (poverty reduction) in developing countries? If not, how can we know them, and then how to develop aid strategy based on the identified constraints? If development aid contains lending, how can we assess debt repayment capacity of a recipient country? Can projects financed by our aid attain expected goals? How can we measure the impact of an aid-funded project that can be attributed to the project? The course aims to answer these critical questions in development aid policy. After reviewing the traditional development paradigms — Structural adjustments and Washington consensus (confusion), the course focuses on the emerging 3rd generation of development paradigm, which emphasizes “diagnostics” and “evaluation” in formulating an effective development aid policy. A unique feature of the course is its intensive uses of case studies to deepen students’ understanding.

【Goal】
Students who have taken this course should be able to:
(1)understand how development aid is designed to resolve challenges in developing countries;
(2)understand how development paradigms have been evolving and how the changes in development paradigms have affected development organizations’ operational strategies;
(2)develop analytical skills to analyze development challenges and formulate an effective aid (and development) strategy.

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

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
The intent of this course is to expose the student to a range of ideas and issues in aid and development policy through an interactive learning process. Students will be provided an opportunity to learn, think and discuss broadly and deeply about aid and development issues through lectures, discussions, group work, presentations and homework.
Comments will be provided to assignments. Good works will be presented in class.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Guidance	Guidance
2	Why are we so rich but they so poor? Why is development aid needed?	Poverty reduction requires growth, which can be constrained by lack of financial resources, recipient’s capacity, and poor governance
3	Two gap theory (1st generation paradigm)	’Ghost’ of the financing gap
4	Original and augmented Washington consensus (2nd generation paradigm)	Is everything important to grow and develop?
5	Growth diagnostics (3rd generation paradigm)	A new approach focusing on only binding constraints
6	How the growth diagnostics work?	Case study 1: Pakistan
7	How the growth diagnostics work?	Case study 2: Philippines
8	Aid inflows induce the Dutch disease?	A dilemma of aid
9	How to measure project impact?	A dilemma of ’before and after comparison
10	Randomized control trials (RCTs)	How to create treatment and control groups?
11	How the impact evaluation work?	Case study 1: Philippines’ conditional cash transfer
12	How the impact evaluation work?	Case study 2: Mosquito nets for Malaria prevention
13	Recap: Core features of the new development (aid policy) paradigm	Diagnostics and Evaluation
14	Final exam &wrap up	Final exam &wrap up

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

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

【References】
Banerjee, A., and E. Duflo (2012), Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty, PublicAffairs. (for Classes 9-12)
Rodrik, D. (2006), “Goodbye Washington Consensus, Hello Washington Confusion? A Review of the World Bank’s Economic Growth in the 1990s: Learning from a Decade of Reform. (for Class 4)
Hausmann, R., D. Rodrik, and A. Velasco. (2005), “Growth Diagnostics”, John F. Kennedy School of Government, Harvard University (for Classes 5).
Felipe, J., N. Usui, and A. Abdon (2011), “Rethinking the Growth Diagnostics Approach: Questions from the Practitioners”, Journal of International Commerce, Economics and Policy, 2 (2): 251-276. (for Classes 5-7)
N. Usui, “Aid Induced Structural Change in Developing Countries: An Extension of the Two-Gap Model”, Singapore Economic Review, 41 (2): 53-66, 1998. (For Class 8).
N. Usui, “Searching for Effective Poverty Interventions: Conditional Cash Transfer in the Philippines”. 2011, Asian Development Bank. (for Class 11).

【Grading criteria】
The following criteria will be used to evaluate students:
・Class contribution (ex. Questions, Presentations, Discussions) 40%
・Final Exam 60%

【Changes following student comments】
Student requests and comments will be taken into consideration.

【Others】
Week 1 attendance is mandatory to register for this class.
Including attendance in week 1, more than 2 unexcused absences will result in failure of this course. An overall score of 60% or more is needed to pass this course.
As an economist in Asian Development Bank, the instructor worked for over 20 years for economic development in Asia and the Pacific. This course combines theories and practices based on the real-world development experiences of the instructor.

【Prerequisite】
Non-GIS students wishing to take part in this course should have adequate English skills to complete the course work and assignments.

SES100ZA（環境創成学 / Sustainable and environmental system development 100）

Introduction to Environmental Studies

Stephen Chitengi Sakapaji

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

Day/Period：木1/Thu.1

その他属性：

【Outline and objectives】
This is an introductory, 100-level course, which provides an introduction to environmental studies. This course introduces students to the interdisciplinary field of environmental studies. It explores the scientific foundations of environmental change alongside the social, political, economic, and cultural dimensions of human – environment interactions. Through case studies, discussions, presentations, media analysis, and applied projects, students will learn to critically evaluate environmental problems and solutions at local, national, and global scales.

【Goal】
By the end of this course, students are expected to:
1. Clearly understand key environmental concepts and how the Earth's environmental system processes work
2. Analyze environmental problems of our time using interdisciplinary perspectives
3. Gain a more deeper understanding of how power, inequality, and governance shape environmental outcomes
4. Communicate and evaluate policy responses to past environmental challenges and those of our time

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
The course will be delivered through a combination of traditional lectures and active student participation in class debates, presentations, and discussions. Responses to student assignments, quizzes, essays, and midterm exams, as well as the final exam, will be provided during classroom sessions or via the Hosei Learning Management System.

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

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Introduction	. Course overview and expectations . Historical perspectives in environmental studies . Environmental Studies as an interdisciplinary field, and the importance of studying this field . Environment vs. nature; sustainability and resilience Activity: . Personal environmental footprint reflection
2	Earth Systems and Environmental Change	. Atmosphere, hydrosphere, biosphere, lithosphere . Feedback loops and planetary boundaries . Anthropocene debate Case Study: . Planetary Boundaries Framework
3	Population, Consumption, and Resources	. Population growth and demographic transition . Consumption patterns and ecological footprints . Resource scarcity myths and realities Activity: . Lifestyle and consumption mapping
4	Climate Science Basics	. Greenhouse effect and climate systems . Evidence for climate change . Climate uncertainty and scientific consensus Skill Focus: . Reading and interpreting climate graphs
5	Climate Impacts and Adaptation	. Impacts on ecosystems, food, water, and health . Vulnerability and resilience . Adaptation strategies Case Study: . Climate adaptation in coastal and Indigenous communities
6	Biodiversity and Ecosystem Services	. Biodiversity loss and extinction . Ecosystem services framework . Conservation strategies Debate: . Conservation vs. development
7	Environmental Sustainability	・Principles of Sustainable Development ・Sustainable Development Goals (SDGs) ・Environmental Challenges and Solutions ・Technology, Innovation, and Sustainability
8	Midterm Exam	・ Mid-term exam (to cover what has already been discussed in class) . Format to be communicated in class
9	Biodiversity Conservation and Land Use	・Conservation strategies for biodiversity and ecosystems ・Land use patterns, impacts, and conservation planning ・Sustainable agriculture and land management ・Reflection Activity: Watch a selected environmental documentary and submit a reflection/critique
10	Pollution, Toxics, and Environmental Health and Justice	. Air, water, and soil pollution . Environmental toxins and human health . Risk, regulation, and precaution . Origins of environmental justice . Race, class, gender, and environment . Indigenous and marginalized communities Watch: Media/documentary analysis: Environmental justice and health disparities documentaries or news coverage Reflection: Based on the media/documentary watched
11	Energy Systems and Sustainability Transitions	・Overview of energy sources and consumption patterns ・Renewable energy alternatives and their environmental impacts ・Policy approaches and regulations for energy conservation . Fossil fuels, renewables, and energy justice . Energy transitions and technology . Political and economic barriers
12	Environmental Governance and Public Participation	・Governance structures and their role in environmental management ・International environmental governance and agreements ・Importance of public participation in environmental decision-making ・Case Study: Public Engagement in Renewable Energy Projects: Lessons from a global perspective . Lecture reflection
13	Cities, Development, and the Environment	. Urbanization and environmental challenges . Sustainable cities and planning . Climate-smart and resilient cities

14	Final exam &wrap-up	End of semester final examination &course review

【Work to be done outside of class (preparation, etc.)】
Students are anticipated to dedicate time to reading and/or conducting research assignments as preparation for lectures, as well as reviewing materials post-class. Additionally, they are encouraged to utilize this time outside of class for researching and composing essays. The expected time allocation for these preparatory and review activities for this course is approximately 3 hours each. Students are expected to complete all assigned activities on time.

【Textbooks】
This course does not require a specific textbook. Handouts and other relevant materials will be distributed in class.

【References】
IPCC (2023). AR6 Synthesis Report: Summary for Policymakers.
Bullard, R. D. (2001). “Environmental Justice in the 21st Century.” Environmental Law, 32(1).
Miller, G. T., &Spoolman, S. E. (2021). Living in the Environment. Cengage Learning.
McKinney, M. L., &Schoch, R. M. (2019). Environmental science: systems and solutions. Jones &Bartlett Learning.
Withgott, J., Laposata, M., &Murck, B. (2023). Environment: The Science Behind the Stories (8th ed.). Pearson.
Rockström, J. et al. (2009). “A Safe Operating Space for Humanity.” Nature, 461, 472– 475.
Robertson, Margaret (2021). Sustainability Principles and Practice (3rd edition). Oxon and New York: Routledge.
Tietenberg, T., &Lewis, L. (2024). Environmental and natural resource economics. Routledge.

【Grading criteria】
The following are the primary assessment methods:
1. Class participation, attendance, weekly reflection paper responses, debates &discussions: 20%
2. Group Presentation: 20%
3. Midterm Exam: 20%
4. Final Exam: 40%

【Changes following student comments】
In this course and similar ones I teach, collaborative and reflective activities are a must, as the ultimate goal is to foster teamwork and encourage deeper personal engagement with the material.

【Prerequisite】
None.

SES100ZA（環境創成学 / Sustainable and environmental system development 100）

Introduction to Environmental Science

Stephen Chitengi Sakapaji

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

Day/Period：木1/Thu.1

Notes：Not Available for ESOP Students.

その他属性：

【Outline and objectives】
This is an introductory, 100-level course, which provides an introduction to environmental studies. This course introduces students to the interdisciplinary field of environmental studies. It explores the scientific foundations of environmental change alongside the social, political, economic, and cultural dimensions of human – environment interactions. Through case studies, discussions, presentations, media analysis, and applied projects, students will learn to critically evaluate environmental problems and solutions at local, national, and global scales.

【Goal】
By the end of this course, students are expected to:
1. Clearly understand key environmental concepts and how the Earth's environmental system processes work
2. Analyze environmental problems of our time using interdisciplinary perspectives
3. Gain a more deeper understanding of how power, inequality, and governance shape environmental outcomes
4. Communicate and evaluate policy responses to past environmental challenges and those of our time

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
The course will be delivered through a combination of traditional lectures and active student participation in class debates, presentations, and discussions. Responses to student assignments, quizzes, essays, and midterm exams, as well as the final exam, will be provided during classroom sessions or via the Hosei Learning Management System.

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

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Introduction	. Course overview and expectations . Historical perspectives in environmental studies . Environmental Studies as an interdisciplinary field, and the importance of studying this field . Environment vs. nature; sustainability and resilience Activity: . Personal environmental footprint reflection
2	Earth Systems and Environmental Change	. Atmosphere, hydrosphere, biosphere, lithosphere . Feedback loops and planetary boundaries . Anthropocene debate Case Study: . Planetary Boundaries Framework
3	Population, Consumption, and Resources	. Population growth and demographic transition . Consumption patterns and ecological footprints . Resource scarcity myths and realities Activity: . Lifestyle and consumption mapping
4	Climate Science Basics	. Greenhouse effect and climate systems . Evidence for climate change . Climate uncertainty and scientific consensus Skill Focus: . Reading and interpreting climate graphs
5	Climate Impacts and Adaptation	. Impacts on ecosystems, food, water, and health . Vulnerability and resilience . Adaptation strategies Case Study: . Climate adaptation in coastal and Indigenous communities
6	Biodiversity and Ecosystem Services	. Biodiversity loss and extinction . Ecosystem services framework . Conservation strategies Debate: . Conservation vs. development
7	Environmental Sustainability	・Principles of Sustainable Development ・Sustainable Development Goals (SDGs) ・Environmental Challenges and Solutions ・Technology, Innovation, and Sustainability
8	Midterm Exam	・ Mid-term exam (to cover what has already been discussed in class) . Format to be communicated in class
9	Biodiversity Conservation and Land Use	・Conservation strategies for biodiversity and ecosystems ・Land use patterns, impacts, and conservation planning ・Sustainable agriculture and land management ・Reflection Activity: Watch a selected environmental documentary and submit a reflection/critique
10	Pollution, Toxics, and Environmental Health and Justice	. Air, water, and soil pollution . Environmental toxins and human health . Risk, regulation, and precaution . Origins of environmental justice . Race, class, gender, and environment . Indigenous and marginalized communities Watch: Media/documentary analysis: Environmental justice and health disparities documentaries or news coverage Reflection: Based on the media/documentary watched
11	Energy Systems and Sustainability Transitions	・Overview of energy sources and consumption patterns ・Renewable energy alternatives and their environmental impacts ・Policy approaches and regulations for energy conservation . Fossil fuels, renewables, and energy justice . Energy transitions and technology . Political and economic barriers
12	Environmental Governance and Public Participation	・Governance structures and their role in environmental management ・International environmental governance and agreements ・Importance of public participation in environmental decision-making ・Case Study: Public Engagement in Renewable Energy Projects: Lessons from a global perspective . Lecture reflection
13	Cities, Development, and the Environment	. Urbanization and environmental challenges . Sustainable cities and planning . Climate-smart and resilient cities

14	Final exam &wrap-up	End of semester final examination &course review

【Work to be done outside of class (preparation, etc.)】
Students are anticipated to dedicate time to reading and/or conducting research assignments as preparation for lectures, as well as reviewing materials post-class. Additionally, they are encouraged to utilize this time outside of class for researching and composing essays. The expected time allocation for these preparatory and review activities for this course is approximately 3 hours each. Students are expected to complete all assigned activities on time.

【Textbooks】
This course does not require a specific textbook. Handouts and other relevant materials will be distributed in class.

【References】
IPCC (2023). AR6 Synthesis Report: Summary for Policymakers.
Bullard, R. D. (2001). “Environmental Justice in the 21st Century.” Environmental Law, 32(1).
Miller, G. T., &Spoolman, S. E. (2021). Living in the Environment. Cengage Learning.
McKinney, M. L., &Schoch, R. M. (2019). Environmental science: systems and solutions. Jones &Bartlett Learning.
Withgott, J., Laposata, M., &Murck, B. (2023). Environment: The Science Behind the Stories (8th ed.). Pearson.
Rockström, J. et al. (2009). “A Safe Operating Space for Humanity.” Nature, 461, 472– 475.
Robertson, Margaret (2021). Sustainability Principles and Practice (3rd edition). Oxon and New York: Routledge.
Tietenberg, T., &Lewis, L. (2024). Environmental and natural resource economics. Routledge.

【Grading criteria】
The following are the primary assessment methods:
1. Class participation, attendance, weekly reflection paper responses, debates &discussions: 20%
2. Group Presentation: 20%
3. Midterm Exam: 20%
4. Final Exam: 40%

【Changes following student comments】
In this course and similar ones I teach, collaborative and reflective activities are a must, as the ultimate goal is to foster teamwork and encourage deeper personal engagement with the material.

【Prerequisite】
None.

POL100ZA（政治学 / Politics 100）

Introduction to International Relations

Takeshi Yuzawa

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

Day/Period：火4/Tue.4

その他属性：

【Outline and objectives】
This course is designed to provide an introduction to the study of International Relations (IR). It mainly examines key concepts and theories of IR, as well as contemporary issues in world politics.

【Goal】
The course objectives are:
(1)To equip students with a comprehensive understanding of the concepts and theories of International Relations (IR);
(2)To enable students to apply these concepts and theories to analyze enduring questions in IR, such as war and peace, conflict, the emergence of non-state actors, the role of international laws and organizations, the management of international economic relations, and the dynamics of globalization and economic development;
(3)To enable students to acquire the ability to form their own answers to enduring and contemporary questions in international relations.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course lays the groundwork for all other International Relations (IR) courses, including Foreign Policy Analysis, International Security, the International Relations of the Asia-Pacific, and the Seminar in International Relations. In the first half, students will delve into key IR concepts and theories, such as Realism, Liberalism, and Constructivism, to deepen their understanding of the dynamic mechanisms of world politics. The second half will focus on contemporary issues in world politics, covering topics like war and conflicts, the roles of international law and organizations, the rise of non-state actors, the interaction between states and markets in the global economy, and the prospects for international order. Feedback on assignments will be provided during class and office hours.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction: What is International Relations?	Introduction: What is International Relations?
2	Realism I	Examining the realist tradition in IR (Classical realism)
3	Realism II + (Case study: International relations of East Asia)	Examining the realist tradition in IR (Neo-realism) and conducting a case study
4	Liberalism I	Examining the liberal tradition in IR (Utopian liberalism, Sociological liberalism) and conducting a case study
5	Liberalism II +(Case study: International relations of Europe)	Examining the liberal tradition in IR (Interdependence liberalism, Institutionalism, Democratic peace theory)
6	Constructivism + (Case study	Providing an overview of constructivist approaches to IR and conducting a case study.
7	Review and Mid-term examination	Review and written test.
8	Global Conflicts and War	Analyzing the causes and nature of contemporary international conflicts
9	International Laws and Organizations in World Politics	Examining the roles of international laws and organizations in the maintenance of international order
10	Non-state actors and challenges to the state system	Examining the roles and effects of non-state actors in world politics
11	States and Markets in the World Economy (International Political Economy)	Examining theories of international political economy to understand the subject
12	The Prospects of an International Order	Examining prospects for an international order
13	Review	Review of lectures from week 2 to 12
14	Final examination and Review	Written test and review

【Work to be done outside of class (preparation, etc.)】
Students are required to have pored over the required readings before attending the lectures. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Robert Jackson and George Sorensen. *Introduction to International Relations: Theories and Approaches*, Eighth edition. Oxford University Press, 2022.
Joseph Grieco, John G.Ikenberry, and Michael Mastanduno. *Introduction to International Relations: Perspectives, Connections, and Enduring Questions*. Third edition, Red Globe Press, 2022,

【References】
John Baylis, Steve Smith and Patricia Owens,eds. *The Globalization of World Politics: An Introduction to International Relations*, Ninth edition. Oxford University Press, 2023.
Tim Dunne, Kurki, Kurki and Steve Smith.eds, *International Relations Theories: Discipline and Diversity*. Fifth edition, Oxford University Press, 2021.
Henry R.Nau *Perspectives on International Relations: Power,Institutions, Ideas*. Seventh edition. CQ Press, 2020.

【Grading criteria】
Contribution to class discussion, (10%), Mid-term exam (45%), Final exam (45%)

【Changes following student comments】
Nothing in particular

【Equipment student needs to prepare】
Some course materials will be delivered via Hoppii.

【Others】
None

【Prerequisite】
ESOP students wishing to take part in this course should have adequate English skills to complete the course work and assignments.

POL100ZA（政治学 / Politics 100）

Introduction to International Relations

Takeshi Yuzawa

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

その他属性：

【Outline and objectives】
This course is designed to provide an introduction to the study of International Relations (IR). It mainly examines key concepts and theories of IR, as well as contemporary issues in world politics.

【Goal】
The course objectives are:
(1)To equip students with a comprehensive understanding of the concepts and theories of International Relations (IR);
(2)To enable students to apply these concepts and theories to analyze enduring questions in IR, such as war and peace, conflict, the emergence of non-state actors, the role of international laws and organizations, the management of international economic relations, and the dynamics of globalization and economic development;
(3)To enable students to acquire the ability to form their own answers to enduring and contemporary questions in international relations.

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course lays the groundwork for all other International Relations (IR) courses, including Foreign Policy Analysis, International Security, the International Relations of the Asia-Pacific, and the Seminar in International Relations. In the first half, students will delve into key IR concepts and theories, such as Realism, Liberalism, and Constructivism, to deepen their understanding of the dynamic mechanisms of world politics. The second half will focus on contemporary issues in world politics, covering topics like war and conflicts, the roles of international law and organizations, the rise of non-state actors, the interaction between states and markets in the global economy, and the prospects for international order. Feedback on assignments will be provided during class and office hours.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction: What is International Relations?	Introduction: What is International Relations?
2	Realism I	Examining the realist tradition in IR (Classical realism)
3	Realism II + (Case study: International relations of East Asia)	Examining the realist tradition in IR (Neo-realism) and conducting a case study
4	Liberalism I	Examining the liberal tradition in IR (Utopian liberalism, Sociological liberalism) and conducting a case study
5	Liberalism II +(Case study: International relations of Europe)	Examining the liberal tradition in IR (Interdependence liberalism, Institutionalism, Democratic peace theory)
6	Constructivism + (Case study	Providing an overview of constructivist approaches to IR and conducting a case study.
7	Review and Mid-term examination	Review and written test.
8	Global Conflicts and War	Analyzing the causes and nature of contemporary international conflicts
9	International Laws and Organizations in World Politics	Examining the roles of international laws and organizations in the maintenance of international order
10	Non-state actors and challenges to the state system	Examining the roles and effects of non-state actors in world politics
11	States and Markets in the World Economy (International Political Economy)	Examining theories of international political economy to understand the subject
12	The Prospects of an International Order	Examining prospects for an international order
13	Review	Review of lectures from week 2 to 12
14	Final examination and Review	Written test and review

【Work to be done outside of class (preparation, etc.)】
Students are required to have pored over the required readings before attending the lectures. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Robert Jackson and George Sorensen. *Introduction to International Relations: Theories and Approaches*, Eighth edition. Oxford University Press, 2022.
Joseph Grieco, John G.Ikenberry, and Michael Mastanduno. *Introduction to International Relations: Perspectives, Connections, and Enduring Questions*. Third edition, Red Globe Press, 2022,

【References】
John Baylis, Steve Smith and Patricia Owens,eds. *The Globalization of World Politics: An Introduction to International Relations*, Ninth edition. Oxford University Press, 2023.
Tim Dunne, Kurki, Kurki and Steve Smith.eds, *International Relations Theories: Discipline and Diversity*. Fifth edition, Oxford University Press, 2021.
Henry R.Nau *Perspectives on International Relations: Power,Institutions, Ideas*. Seventh edition. CQ Press, 2020.

【Grading criteria】
Contribution to class discussion, (10%), Mid-term exam (45%), Final exam (45%)

【Changes following student comments】
Nothing in particular

【Equipment student needs to prepare】
Some course materials will be delivered via Hoppii.

【Others】
None

【Prerequisite】
ESOP students wishing to take part in this course should have adequate English skills to complete the course work and assignments.

POL100ZA（政治学 / Politics 100）

Introduction to Comparative Politics

Romeo Marcantuoni

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：火1/Tue.1
その他属性：

【Outline and objectives】
This course introduces students to the basics of comparative politics, a field of political science that is interested in why certain outcomes occur under certain circumstances and not others. It aims to provide students with a working knowledge of the various different political systems, institutions, and dynamics that are usually the central object of comparative research. As the purpose of comparative politics is to produce generalizable answers through the careful analysis of like cases, this course also focuses on the theoretical implications of research in the field.
Apart from those interested in political science, students seeking to better understand the world they inhabit will find that this course will equip them with valuable skills for distinguishing useful from misleading comparisons.

【Goal】
By the end of this course, students will:
- be familiar with the political conditions of different countries
- possess a knowledge of fundamental concepts such as types of governments, political systems, ideologies, and institutions
- understand how cases are chosen and how those choices affect outcomes in comparative research
- be able to speculate on the consequences of political events and choices

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

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
This class will primarily revolve around lectures with some opportunities for discussion and group work where appropriate. Interaction is encouraged. The last 10 to 15 minutes will be dedicated to writing a short reaction papers. At the beginning of each class, feedback for the previous class is given using some comments from submitted reaction papers. Specific comments are given during office hours.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	What is Comparative Politics?	Introduction to the course
2	Making Comparisons	Concepts: variables and case selection Reading: Chapter 1– 2
3	States and Nations	How do we compare states? Reading: Chapter 3
4	Democratic Rule	The different variations of democratic government Reading: Chapter 4
5	Authoritarian Rule	The different variations of authoritarian government Reading: Chapter 5
6	Political Culture	The comparison of political cultures Reading: Chapter 6
7	Mid-term examination	Mid-term examination based on the content seen thus far
8	Constitutions and courts	Types of constitutions and the different roles that courts play Reading: Chapter 7
9	Executives	Types of executives: presidential and parliamentary systems Reading: Chapter 8
10	Legislatures	Comparing lawmaking Reading: Chapter 9
11	Media	Varieties of the relationship between media and politics: propaganda, free press, and new media Reading: Chapter 12
12	Elections	How the rules of elections matter for outcomes and behaviors Reading: Chapter 14
13	Political parties	The typology of political parties Reading: Chapter 15
14	Exam &Wrap-up	Examination on the content of the entire semester

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each. Students are required to come to class having completed the mandatory readings.

【Textbooks】
McCormick, John, Rod Hague, and Martin Harrop. 2025. Comparative Government and Politics. 13th edition. Bloomsbury USA Academic.
Earlier editions are also okay

【References】
Various readings will be provided by the instructor in order to supplement the main textbook.
Soss, Joe. 2021. “On Casing a Study versus Studying a Case.” In Rethinking Comparison: Innovative Methods for Qualitative Political Inquiry, edited by Erica S. Simmons and Nicholas Rush Smith. Cambridge University Press. https://www.cambridge.org/core/books/rethinking-comparison/on-casing-a-study-versus-studying-a-case/9B187E9CED7FF5EA0F55905766686F4A.
Moustafa, Tamir. 2024. “Political Science as a Dependent Variable: The National Science Foundation and the Shaping of a Discipline.” Perspectives on Politics, April 23, 1 – 21. https://doi.org/10.1017/S1537592724000057.
Anderson, Benedict R. O’G. 1998. The Spectre of Comparisons: Nationalism, Southeast Asia, and the World. Verso.
Boswell, John, Jack Corbett, and R. A. W. Rhodes. 2019. The Art and Craft of Comparison. 1st ed. Cambridge University Press. https://doi.org/10.1017/9781108561563.

【Grading criteria】
Participation and attitude: 20%
Mid-term exam: 40%
Final exam: 40%

【Changes following student comments】
NA

【Prerequisite】
None

POL100ZA（政治学 / Politics 100）

Introduction to Political Science

Romeo Marcantuoni

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

Day/Period：金3/Fri.3

その他属性：

【Outline and objectives】
This course is an introduction to political science that provides a broad overview of the most important theories, methodologies, and themes within the field and applies them to concrete cases. Students with an interest in political science will find this course useful for understanding the background of the field, while others will more generally appreciate learning more about the political forces that shape our society.

【Goal】
By the end of this course students will
- be familiar with the important themes in political science
- understand how political scientists approach these themes
- have a passing knowledge of some of the most influential insights produced in political science
- be able to speculate on the causes and consequences of political events

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

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
This class will primarily revolve around lectures with some opportunities for discussion and group work where appropriate. Interaction is encouraged. The last 10 to 15 minutes will be dedicated to writing a short reaction papers. At the beginning of each class, feedback for the previous class is given using some comments from submitted reaction papers. Specific comments are given during office hours.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction to the course
2	Political Theory I	Why do we need theory?
3	Political Theory II	The limitations of theory
4	Political Institutions I	The role of political institutions
5	Political Institutions II	Clarifying a core tension in political science: Is it actors or institutions that matter?
6	Political Behavior	Voters and parties: party linkages, ideology, supply-and-demand
7	Mid-term exam	Mid-term examination on the content thus far
8	Contextual Political Analysis	Political ontology and the question of what we know to be "real" in politics
9	Comparative Politics I	The logic of comparison
10	Comparative Politics II	The interpretive approach to comparison
11	Political Economy	Theories of international political economy: Mercantilism, economic nationalism, liberalism, Marxism, and feminism
12	Political Discourse and Communication I	What is political discourse?
13	Political Discourse and Communication II	Narratives in politics
14	Wrap-up and Final Exam	Final examination on the content seen throughout the semester

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each. Students are required to come to class having completed the mandatory readings.

【Textbooks】
Students do not need to buy a book for this course.

【References】
All reading materials will be provided by the instructor.
Goodin, Robert E. 2021. The Oxford Handbook of Political Science.
Soss, Joe. 2021. “On Casing a Study versus Studying a Case.” In Rethinking Comparison: Innovative Methods for Qualitative Political Inquiry, edited by Erica S. Simmons and Nicholas Rush Smith. Cambridge University Press. https://www.cambridge.org/core/books/rethinking-comparison/on-casing-a-study-versus-studying-a-case/9B187E9CED7FF5EA0F55905766686F4A.
Marlin-Bennett, Renée, and David K. Johnson. 2010. “International Political Economy: Overview and Conceptualization.” Oxford Research Encyclopedia of International Studies, ahead of print, March 1. https://doi.org/10.1093/acrefore/9780190846626.013.239.
Riker, William H. 1982. “The Two-Party System and Duverger’s Law: An Essay on the History of Political Science.” The American Political Science Review 76 (4): 753– 66. https://doi.org/10.2307/1962968.
Yoshida, Toru. 2023. “Populism in Japan: Actors or Institutions?” In The Routledge Handbook of Populism in the Asia Pacific. Routledge India.
Samuels, Richard J. 2010. “Kidnapping Politics in East Asia.” Journal of East Asian Studies 10 (3): 363 – 96. https://doi.org/10.1017/S1598240800003660.
Weldes, Jutta. 2015. “High Politics and Low Data: Globalization Discourses and Popular Culture.” In Interpretation and Method: Empirical Research Methods and the Interpretive Turn, 2nd ed., edited by Yanow, Dvora and Schwartz-Shea, Peregrine. Routledge.

【Grading criteria】
Participation and discussion: 20%
Midterm examination: 40%
Final examination: 40%

【Changes following student comments】
None.

【Prerequisite】
None.

POL100ZA（政治学 / Politics 100）

Introduction to Political Science

Romeo Marcantuoni

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

その他属性：

【Outline and objectives】
This course is an introduction to political science that provides a broad overview of the most important theories, methodologies, and themes within the field and applies them to concrete cases. Students with an interest in political science will find this course useful for understanding the background of the field, while others will more generally appreciate learning more about the political forces that shape our society.

【Goal】
By the end of this course students will
- be familiar with the important themes in political science
- understand how political scientists approach these themes
- have a passing knowledge of some of the most influential insights produced in political science
- be able to speculate on the causes and consequences of political events

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

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
This class will primarily revolve around lectures with some opportunities for discussion and group work where appropriate. Interaction is encouraged. The last 10 to 15 minutes will be dedicated to writing a short reaction papers. At the beginning of each class, feedback for the previous class is given using some comments from submitted reaction papers. Specific comments are given during office hours.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction to the course
2	Political Theory I	Why do we need theory?
3	Political Theory II	The limitations of theory
4	Political Institutions I	The role of political institutions
5	Political Institutions II	Clarifying a core tension in political science: Is it actors or institutions that matter?
6	Political Behavior	Voters and parties: party linkages, ideology, supply-and-demand
7	Mid-term exam	Mid-term examination on the content thus far
8	Contextual Political Analysis	Political ontology and the question of what we know to be "real" in politics
9	Comparative Politics I	The logic of comparison
10	Comparative Politics II	The interpretive approach to comparison
11	Political Economy	Theories of international political economy: Mercantilism, economic nationalism, liberalism, Marxism, and feminism
12	Political Discourse and Communication I	What is political discourse?
13	Political Discourse and Communication II	Narratives in politics
14	Wrap-up and Final Exam	Final examination on the content seen throughout the semester

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each. Students are required to come to class having completed the mandatory readings.

【Textbooks】
Students do not need to buy a book for this course.

【References】
All reading materials will be provided by the instructor.
Goodin, Robert E. 2021. The Oxford Handbook of Political Science.
Soss, Joe. 2021. “On Casing a Study versus Studying a Case.” In Rethinking Comparison: Innovative Methods for Qualitative Political Inquiry, edited by Erica S. Simmons and Nicholas Rush Smith. Cambridge University Press. https://www.cambridge.org/core/books/rethinking-comparison/on-casing-a-study-versus-studying-a-case/9B187E9CED7FF5EA0F55905766686F4A.
Marlin-Bennett, Renée, and David K. Johnson. 2010. “International Political Economy: Overview and Conceptualization.” Oxford Research Encyclopedia of International Studies, ahead of print, March 1. https://doi.org/10.1093/acrefore/9780190846626.013.239.
Riker, William H. 1982. “The Two-Party System and Duverger’s Law: An Essay on the History of Political Science.” The American Political Science Review 76 (4): 753– 66. https://doi.org/10.2307/1962968.
Yoshida, Toru. 2023. “Populism in Japan: Actors or Institutions?” In The Routledge Handbook of Populism in the Asia Pacific. Routledge India.
Samuels, Richard J. 2010. “Kidnapping Politics in East Asia.” Journal of East Asian Studies 10 (3): 363 – 96. https://doi.org/10.1017/S1598240800003660.
Weldes, Jutta. 2015. “High Politics and Low Data: Globalization Discourses and Popular Culture.” In Interpretation and Method: Empirical Research Methods and the Interpretive Turn, 2nd ed., edited by Yanow, Dvora and Schwartz-Shea, Peregrine. Routledge.

【Grading criteria】
Participation and discussion: 20%
Midterm examination: 40%
Final examination: 40%

【Changes following student comments】
None.

【Prerequisite】
None.

HIS100ZA（史学 / History 100）

Introduction to Modern Asian History

Chris Park

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：火2/Tue.2
その他属性：

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

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

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

【Main Teaching Method 】
L 講義 /Lecture

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

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

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

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

【Changes following student comments】
n/a

【Equipment student needs to prepare】
None.

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

【Prerequisite】
None.

HIS100ZA（史学 / History 100）

History of Modern East Asia

Chris Park

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：火2/Tue.2
Notes：Not Available for ESOP Students.
その他属性：

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

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

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

【Main Teaching Method 】
L 講義 /Lecture

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

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

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

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

【Changes following student comments】
n/a

【Equipment student needs to prepare】
None.

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

【Prerequisite】
None.

HIS100ZA（史学 / History 100）

Introduction to Modern European History

Markus Winter

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：月1/Mon.1
その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	A State in the Middle Ages?	A State in the Middle Ages? Early modern states in Europe
2	Absolutism	'Absolute' rule? The Tilly Thesis; the court of Versailles
3	1789: the French Revolution	The Watershed: causes, triggers and ramifications
4	1789: the Aftermath &the rise of Napoleon	The triumph of absolutism after 1789? Napoleon's rise
5	The Concert of Europe - a first system of European International Relations	Europe's order post Napoleon: the system of Balance of Power
6	The Industrial Revolution	Europe - an Anomaly? Modernity and capitalism
7	Review &Mid-term Exam	A short exam on the topics covered so far
8	Nationalism and the Nation-State	The idea of the nation & nationalism
9	Heart of Darkness: European Imperialism	Colonisation; Imperialism; Orientalism;
10	Social Change: gender, family, consumer	A look at the social changes created by the previously studied developments
11	The Collapse of the Concert of Europe	The Road to War: the German Question &nationalism
12	'The Great War': World War I	'Total War'; uncertain outcomes; Treaty of Versailles
13	The Rise of Totalitarianism & World War II	The disenchantment of the world: the Holocaust
14	Review and Final Exam	A final exam covering the topics of the class

【Work to be done outside of class (preparation, etc.)】
1) Please conduct background research in preparation for the in-class discussion on each week's assigned topic. 2) In the case of no final exam: Brief presentation, due at the end of the term: Pick any European country you like and write about one specific aspect of its historical development that we address in this class. Preparatory study and review time for this class is ca. 4 hours per week.

【Textbooks】
Merriman, John. (2010). *A History of Modern Europe* (Volume Two): From the French Revolution to the Present. New York: Norton & Company.

【References】
http://legacy.fordham.edu/Halsall/mod/modsbook13.asp A very useful collection of primary sources, such as letters from Marie Antoinette, the Declaration of the Rights of Man, or writings from von Metternich. Ordered according to topic (see menu bar on the left) & http://avalon.law.yale.edu/default.asp
Similar to the Fordham collection, but listed chronologically.

【Grading criteria】
Participation: 25%; Mid-term exam (in-class): 25%; Final Exam (in-class): 50%

【Changes following student comments】
Less recap of previous week's lecture and more time for student discussion.

【Prerequisite】
None.

HIS100ZA（史学 / History 100）

History of Modern Europe

Markus Winter

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：月1/Mon.1
Notes：Not Available for ESOP Students.
その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	A State in the Middle Ages?	A State in the Middle Ages? Early modern states in Europe
2	Absolutism	'Absolute' rule? The Tilly Thesis; the court of Versailles
3	1789: the French Revolution	The Watershed: causes, triggers and ramifications
4	1789: the Aftermath &the rise of Napoleon	The triumph of absolutism after 1789? Napoleon's rise
5	The Concert of Europe - a first system of European International Relations	Europe's order post Napoleon: the system of Balance of Power
6	The Industrial Revolution	Europe - an Anomaly? Modernity and capitalism
7	Review &Mid-term Exam	A short exam on the topics covered so far
8	Nationalism and the Nation-State	The idea of the nation & nationalism
9	Heart of Darkness: European Imperialism	Colonisation; Imperialism; Orientalism;
10	Social Change: gender, family, consumer	A look at the social changes created by the previously studied developments
11	The Collapse of the Concert of Europe	The Road to War: the German Question &nationalism
12	'The Great War': World War I	'Total War'; uncertain outcomes; Treaty of Versailles
13	The Rise of Totalitarianism & World War II	The disenchantment of the world: the Holocaust
14	Review and Final Exam	A final exam covering the topics of the class

【Work to be done outside of class (preparation, etc.)】
1) Please conduct background research in preparation for the in-class discussion on each week's assigned topic. 2) In the case of no final exam: Brief presentation, due at the end of the term: Pick any European country you like and write about one specific aspect of its historical development that we address in this class. Preparatory study and review time for this class is ca. 4 hours per week.

【Textbooks】
Merriman, John. (2010). *A History of Modern Europe* (Volume Two): From the French Revolution to the Present. New York: Norton & Company.

【References】
http://legacy.fordham.edu/Halsall/mod/modsbook13.asp A very useful collection of primary sources, such as letters from Marie Antoinette, the Declaration of the Rights of Man, or writings from von Metternich. Ordered according to topic (see menu bar on the left) & http://avalon.law.yale.edu/default.asp
Similar to the Fordham collection, but listed chronologically.

【Grading criteria】
Participation: 25%; Mid-term exam (in-class): 25%; Final Exam (in-class): 50%

【Changes following student comments】
Less recap of previous week's lecture and more time for student discussion.

【Prerequisite】
None.

TRS100ZA（観光学 / Tourism Studies 100）

Introduction to Tourism Studies

John Melvin

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

Day/Period：月2/Mon.2

その他属性：〈実〉

【Outline and objectives】
The purpose of this course is to provide students with an introduction to the field of tourism. You will gain an overview of the scale, scope and organization of the tourism sector and consider both the positive and negative impacts of tourism on destinations. Through a range of international case studies, we will learn about the development of destinations' natural, built and cultural resources and how these can be managed and enjoyed sustainably. Students will engage in additional learning opportunities such as in-class discussions and a group project, focusing on tourism-related issues at a particular destination. As an introductory 100-level class, students will encounter some of the fundamental issues and theories relating to the study of tourism.

【Goal】
At the completion of this course, students should be able to:
1. Describe the structure and organisation of the tourism sector and the interrelationships between the various stakeholders (governments, local communities, companies, NGOs, etc.)
2. Identify processes to enable the sustainable development of a destination's natural, built and cultural resources
3. Identify factors facilitating the growth of travel and tourism at the global, national and local level
4. Discuss consumer behavior trends and the implications for tourism managers
5. Describe the impact of technology, particularly social media, on both tourism organizations and tourists

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

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
The course is designed to facilitate a free exchange of ideas and information. Lectures will take place in an interactive environment, with students contributing through discussions and a group presentation. These are important elements of the course and will aid in your learning. The group project on a given case study will provide you with in-depth understanding of the unique challenges facing your group's destination. You will be required to analyze this and present your solutions and recommendations via a report and presentation.
Assignments will be submitted via Hoppii; insightful answers will be shared in class to facilitate discussion.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction to the Course Content and Class Format	Introduction to the course content, the class format and the field of tourism
2	The Structure and Organization of the Tourism Sector I	Investigating the concept of carrying capacity and the implications for destination management
3	The Structure and Organization of the Tourism Sector II	Exploring the structure and organization of the tourism sector at the local, national & international level
4	Tourists: Who, What, Where, Why, How	Exploring different typologies of tourists &evolutions in tourists' motivations, decision-making and behaviors
5	Tourism Impacts in Developed and Developing Countries	Investigating how tourism can impact positively and negatively on host communities, economies and environments
6	Tourism: Sustainable Development	Examining the emergence of sustainability within tourism management &approaches on how to manage tourism more sustainably
7	Issues in Destination Management I	Analyzing destination management from a case study on Venice, Italy
8	Selling Dreams and Experiences: Tourism Marketing	Examining evolving theories of marketing, and the particular challenges of marketing services such as tourism
9	Tourism and Technology	Considering how technology has facilitated the management & organization of tourism. Also, analyze the impact of social media on tourism marketing.
10	Tourism in Japan	Examining the current state of tourism in Japan &analysis of the namahage event in Akita.
11	Event Tourism	Analyzing the role of events in destination development and marketing
12	Group Presentations	Student group project presentations (case studies will be assigned earlier in the semester)
13	Issues in Destination Management II	Considering a case study on the challenge of overtourism
14	Examination &Wrap Up	Course examination and wrap up.

【Work to be done outside of class (preparation, etc.)】
Students will be assigned individual and group reading as preparation for classes. Students are expected to download and preview the lecture slides before each class. More details on evaluation criteria and assignments will be given in class. Preparatory study and review time for this class are 2 hours each.

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

【References】
Cooper, C., Fletcher, J., Fyall, A., Gilbert, D. and Wanhill, S. (2013 5th edition) *Tourism: Principles and Practice*. Harlow: Pearson Education
Cooper, C. and Hall, C. M. (2018) *Contemporary Tourism: An International Approach.* London: Goodfellow
The reference books are available in the university library and in the GIS Reference Room.

【Grading criteria】
Evaluation will be based on:
1. Class participation &homework assignments (30%)
2. Group presentation and report (30%)
3. Exam (40%)
Students are expected to complete all the assigned reading and homework to enable them to get the most benefit from the lectures.
To help develop students' group-working skills and to encourage and reward cooperation and hard work, *the group project is assessed on an individual basis through peer assessment*.

【Changes following student comments】
From the 2026 academic year, as a general rule, students will not be permitted to use laptops or other devices during class. Lecture slide handouts will be provided to help students follow the lecture. Students may only use devices for specific tasks when requested to do so by the instructor.

【Others】
I can draw from my experience as marketing director of a tourism business and as an event organizer in the UK to help provide students with examples and to illustrate issues.

【Prerequisite】
None.

TRS100ZA（観光学 / Tourism Studies 100）

Introduction to Tourism Studies

Yiyang Sun

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

その他属性：〈実〉

【Outline and objectives】
The purpose of this course is to provide students with an introduction to the field of tourism. You will gain an overview of the scale, scope and organization of the tourism sector and consider both the positive and negative impacts of tourism on destinations. Through a range of international case studies, we will learn about the development of destinations' natural, built and cultural resources and how these can be managed and enjoyed sustainably. Students will engage in additional learning opportunities such as in-class discussions and a group project, focusing on tourism-related issues at a particular destination. This includes consideration of how tourism is recovering from the coronavirus pandemic in 2025 and beyond. As an introductory 100-level class, students will encounter some of the fundamental issues and theories relating to the study of tourism.

【Goal】
At the completion of this course, students should be able to:
1. Describe the structure and organisation of the tourism sector and the interrelationships between the various stakeholders (governments, local communities, companies, NGOs, etc.)
2. Identify processes to enable the sustainable development of a destination's natural, built and cultural resources
3. Identify factors facilitating the growth of travel and tourism at the global, national and local level
4. Discuss consumer behavior trends and the implications for tourism managers
5. Describe the impact of technology, particularly social media, on both tourism organizations and tourists

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

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
The course is designed to facilitate a free exchange of ideas and information. Lectures will take place in an interactive environment, with students contributing through discussions and a group presentation. These are important elements of the course and will aid in your learning. The group project on a given case study will provide you with in-depth understanding of the unique challenges facing your group's destination. You will be required to analyze this and present your solutions and recommendations via a report and presentation.
Assignments will be submitted via Hoppii; insightful answers will be shared in class to facilitate discussion.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：オンライン/online

No.	Theme	Contents
1	Introduction to the Course Content and Class Format	Introduction to the course content, the class format and the field of tourism
2	The Structure and Organization of the Tourism Sector I	Investigating the concept of carrying capacity and the implications for destination management
3	The Structure and Organization of the Tourism Sector II	Exploring the structure and organization of the tourism sector at the local, national & international level
4	Tourists: Who, What, Where, Why, How	Exploring different typologies of tourists &evolutions in tourists' motivations, decision-making and behaviors
5	Tourism Impacts in Developed and Developing Countries	Investigating how tourism can impact positively and negatively on host communities, economies and environments
6	Tourism: Sustainable Development	Examining the emergence of sustainability within tourism management &approaches on how to manage tourism more sustainably
7	Issues in Destination Management I	Analyzing destination management from a case study on Venice, Italy
8	Selling Dreams and Experiences: Tourism Marketing	Examining evolving theories of marketing, and the particular challenges of marketing services such as tourism
9	Tourism and Technology	Considering how technology has facilitated the management & organization of tourism. Also, analyze the impact of social media on tourism marketing.
10	Tourism Crisis and Disaster Management	Analyzing the vulnerability of tourism and how destinations can respond to disasters, including COVID-19
11	Event Tourism	Analyzing the role of events in destination development and marketing
12	Group Presentations I	Student group project presentations (case studies will be assigned earlier in the semester)
13	Group Presentations II	Student group project presentations (case studies will be assigned earlier in the semester)
14	Review and Examination	Open-book format: (students answer 2 essays from a choice of 5)

【Work to be done outside of class (preparation, etc.)】
Students will be assigned individual and group reading as preparation for classes. Students are expected to download and preview the lecture slides before each class. More details on evaluation criteria and assignments will be given in class. Preparatory study and review time for this class are 2 hours each.

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

【References】
Cooper, C., Fletcher, J., Fyall, A., Gilbert, D. and Wanhill, S. (2013 5th edition) *Tourism: Principles and Practice*. Harlow: Pearson Education
Cooper, C. and Hall, C. M. (2018) *Contemporary Tourism: An International Approach*. London: Goodfellow
The reference books are available in the university library and in the GIS Reference Room.

【Grading criteria】
Evaluation will be based on
1. Class participation &homework assignments (30%)
2. Group presentation and report (30%)
3. Exam (40%)
Students are expected to complete all the assigned reading and homework to enable them to get the most benefit from the lectures.
To help develop students' group-working skills and to encourage and reward cooperation and hard work, *the group project is assessed on an individual basis through peer assessment*.

【Changes following student comments】
Following reflection, there will be a case study on overtourism, given its growing prevalence in popular destinations around the world. The lecture on technology will have a greater focus on the influence of social media and AI.

【Prerequisite】
None.

LIN100ZA（言語学 / Linguistics 100）

Contrastive Linguistics

Geraldo Faria

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

Day/Period：火4/Tue.4

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

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

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

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

【Changes following student comments】
No feedback yet received.

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

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

【Prerequisite】
None.

LIN100ZA（言語学 / Linguistics 100）

Contrastive Linguistics

Geraldo Faria

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

その他属性：

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

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

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

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

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

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

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

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

【Changes following student comments】
No feedback yet received.

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

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

【Prerequisite】
None.

LIN100ZA（言語学 / Linguistics 100）

Introduction to Linguistics

Nobumi Nakai

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

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

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

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

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course is a combination of lectures and discussions about pre-assigned topics. The lectures are delivered using PowerPoint slides and Internet sources. Students have to address review and application questions given in advance. **Attendance at the first class is mandatory.** Submitted assignments and tests are reviewed in detail and commented on in the following week’s lecture.

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

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction I	(1) Outlining the course content and instructional methodologies (2) What is a language? (3) What is linguistics? (4) General linguistics and English linguistics
2	Introduction II	(1) The world’s major languages (2) History of English (3) Numbers of L1 and L2 English speakers (4) Regional variations of English
3	Synchronic and Diachronic Linguistics I	(1) Diachronic linguistics (2) Synchronic linguistics
4	Synchronic and Diachronic Linguistics II	(1) Comparative linguistics (2) The Indo-European language family (3) Contrastive linguistics
5	Phonetics and Phonology I	(1) Subfields of linguistics (2) Phonetics (3) Phonology (4) Phoneme &allophones (5) Phonetic and phonemic transcriptions
6	Phonetics and Phonology II Mid-semester Examination	(1) Suprasegmentals (2) Mid-semester exam
7	Morphology I	(1) Morpheme and allomorphs (2) Declension and conjugation (3) Patterns of inflection
8	Morphology II	Word formation
9	Syntax I	(1) Sentence (2) Phrase (3) Clause (4) Tense, aspect, mood, and voice (5) Agreement
10	Syntax II	(1) Grammatical structure (2) Theme and rheme (3) Given and new information
11	Syntax III	(1) Generative grammar (2) Phrase structure rules (3) Tree diagrams
12	Semantics	(1) What is meaning? (2) Seven types of meaning (3) Pragmatics
13	Linguistic Universals and Relativity	(1) Linguistic universals (2) Typology (3) Linguistic relativity
14	Introduction to Sociolinguistics and ELF Review and Final Examination	(1) What is sociolinguistics? (2) Examples of the interaction between linguistic and social variables (3) Standard and non-standard English (4) ELF (English as a lingua franca) (5) Language attitudes (6) Review and final exam

【Work to be done outside of class (preparation, etc.)】
Students are required to read the handouts beforehand so that they can actively participate in discussions. They may also need to consult chapter references or search for relevant online materials to answer pre-assigned questions satisfactorily. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbooks are used. All handouts are posted on the course website while additional materials will be provided in the classroom.

【References】
Detailed references and suggestions for further reading are listed on each chapter handout. The following books will be helpful as a general introduction.
Fasold, R. W., &Connor-Linton, J. (Eds.). (2014). *An introduction to language and linguistics* (2nd ed.). Cambridge: Cambridge University Press.
Yule, G. (2023). *The study of language* (8th ed.). Cambridge: Cambridge University Press.

【Grading criteria】
Evaluation will be based on in-class quizzes and take-home tasks (20%), a mid-semester exam (40%) and a final exam (40%). More than two unexcused absences will result in failure of the course.

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
The handouts are downloadable in PDF format.

【Prerequisite】
No prerequisite is required.

LIN100ZA（言語学 / Linguistics 100）

Introduction to Linguistics

Nobumi Nakai

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：金1/Fri.1
その他属性：

【Outline and objectives】
The aim of this course is to provide students with an essential understanding of linguistics, with examples drawn from the English language; the course begins by outlining diachronic, synchronic and contrastive perspectives, while illustrating the history and regional diversity of English. As an introduction to 200/300 level linguistics-related courses, subsequent lectures are dedicated to surveying phonetics, phonology, morphology and syntax, followed by semantics. The last part of the course deals with language typology and universals, and refers to some of the key topics in sociolinguistics.

【Goal】
By the end of the course, students will:
(1) have an understanding of linguistics as a scientific study, distinguished from language learning for practical purposes,
(2) understand key terminology, concepts and theories in the major fields of linguistics, and
(3) acquire basic research skills needed in more advanced linguistics courses.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course is a combination of lectures and discussions about pre-assigned topics. The lectures are delivered using PowerPoint slides and Internet sources. Students have to address review and application questions given in advance. **Attendance at the first class is mandatory.** Submitted assignments and tests are reviewed in detail and commented on in the following week’s lecture.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction I	(1) Outlining the course content and instructional methodologies (2) What is a language? (3) What is linguistics? (4) General linguistics and English linguistics
2	Introduction II	(1) The world’s major languages (2) History of English (3) Numbers of L1 and L2 English speakers (4) Regional variations of English
3	Synchronic and Diachronic Linguistics I	(1) Diachronic linguistics (2) Synchronic linguistics
4	Synchronic and Diachronic Linguistics II	(1) Comparative linguistics (2) The Indo-European language family (3) Contrastive linguistics
5	Phonetics and Phonology I	(1) Subfields of linguistics (2) Phonetics (3) Phonology (4) Phoneme &allophones (5) Phonetic and phonemic transcriptions
6	Phonetics and Phonology II Mid-semester Examination	(1) Suprasegmentals (2) Mid-semester exam
7	Morphology I	(1) Morpheme and allomorphs (2) Declension and conjugation (3) Patterns of inflection
8	Morphology II	Word formation
9	Syntax I	(1) Sentence (2) Phrase (3) Clause (4) Tense, aspect, mood, and voice (5) Agreement
10	Syntax II	(1) Grammatical structure (2) Theme and rheme (3) Given and new information
11	Syntax III	(1) Generative grammar (2) Phrase structure rules (3) Tree diagrams
12	Semantics	(1) What is meaning? (2) Seven types of meaning (3) Pragmatics
13	Linguistic Universals and Relativity	(1) Linguistic universals (2) Typology (3) Linguistic relativity
14	Introduction to Sociolinguistics and ELF Review and Final Examination	(1) What is sociolinguistics? (2) Examples of the interaction between linguistic and social variables (3) Standard and non-standard English (4) ELF (English as a lingua franca) (5) Language attitudes (6) Review and final exam

【Work to be done outside of class (preparation, etc.)】
Students are required to read the handouts beforehand so that they can actively participate in discussions. They may also need to consult chapter references or search for relevant online materials to answer pre-assigned questions satisfactorily. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbooks are used. All handouts are posted on the course website while additional materials will be provided in the classroom.

【References】
Detailed references and suggestions for further reading are listed on each chapter handout. The following books will be helpful as a general introduction.
Fasold, R. W., &Connor-Linton, J. (Eds.). (2014). *An introduction to language and linguistics* (2nd ed.). Cambridge: Cambridge University Press.
Yule, G. (2023). *The study of language* (8th ed.). Cambridge: Cambridge University Press.

【Grading criteria】
Evaluation will be based on in-class quizzes and take-home tasks (20%), a mid-semester exam (40%) and a final exam (40%). More than two unexcused absences will result in failure of the course.

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
The handouts are downloadable in PDF format.

【Prerequisite】
No prerequisite is required.

LIN100ZA（言語学 / Linguistics 100）

Introduction to Syntactic Theory

Yuta Sakamoto

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：水2/Wed.2

その他属性：

【Outline and objectives】
Syntax is the scientific study of sentence structure, investigating how well-formed sentences are created by arrangements of words and phrases. In this course, we introduce basic concepts on syntax especially in the context of generative grammar, providing students with a chance to consider not only how we can "easily" create grammatical sentences but also how it is possible that we uniformly acquire such an ability.

【Goal】
By the end of the course, students will: (1) acquire basic key terminologies and concepts in syntax, (2) understand the importance of sentence structure, being able to analyze basic language data syntactically, (3) understand what Generative Grammar is.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
We follow the three textbooks listed in References, learning the basics of Generative Grammar, sometimes highlighting several problems with traditional grammar (e.g. the definition of parts of speech). We’ll discuss excerpts from each book and related exercises in class. You are very welcome to come up with counterexamples to what’s written in the books, and so forth.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction to the course and its rationale
2	Word Categories	Classification among nouns, verbs, adjectives, and the rest
3	Verbs (i)	Verb inflection and paradigms; finite versus non-finite
4	Verbs (ii)	Auxiliary versus lexical verbs; perfective interpretation versus imperfective
5	Verbs (iii)	Primary versus perfect tense; progressive aspect; mood and modality; futurity; irrealis
6	Quick Survey; Mid-term Examination	Rapid reminders; assessing the degree to which students have understood the first half of the course
7	Clauses (i)	Clause structure, complements, and adjuncts; subjects; objects
8	Clauses (ii)	Predicative complements; canonical clause structures; adjuncts
9	Nouns and Noun Phrases (i)	Nouns, noun phrases, pronouns and proper nouns; number and countability; determiners and determinatives; noun complements
10	Nouns and Noun Phrases (ii)	Internal modifiers versus external modifiers; fused heads
11	Nouns and Noun Phrases (iii)	Pronouns; case
12	Adjective and Adverb Phrases (i)	Adjectives as distinguished from other categories; gradability
13	Adjective and Adverb Phrases (ii)	Adjective phrases; postpositional and other adjective use; adverbs; adverb phrases
14	Review and Quick Survey; Final Examination	Rapid reminders; assessing the degree to which students have understood the second half of the course

【Work to be done outside of class (preparation, etc.)】
Students need to review handouts after each class. They are also required to prepare answers for exercise whenever applicable. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook (Handouts will be distributed).

【References】
Radford, Andrew. 1988. *Transformational Grammar: A First Course*. Cambridge University Press.
Haegeman, Liliane. 1990. *Introduction to Government and Binding Theory* (2nd ed.). Wiley-Blackwell.
Carnie, Andrew. 2021. *Syntax: A Generative Introduction* (4th ed.). Wiley-Blackwell.

【Grading criteria】
Evaluation will be based on participation (20%), the mid-term exam (30%), and the final exam (50%).

【Changes following student comments】
N/A

【Others】
Each class slideshow will be openly available on the web. The slideshows are usable on computers, tablets, and most phones.

【Prerequisite】
None.

LIN100ZA（言語学 / Linguistics 100）

English Grammar: The Basics

Yuta Sakamoto

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：水2/Wed.2
Notes：Not Available for ESOP Students.

その他属性：

【Outline and objectives】
Syntax is the scientific study of sentence structure, investigating how well-formed sentences are created by arrangements of words and phrases. In this course, we introduce basic concepts on syntax especially in the context of generative grammar, providing students with a chance to consider not only how we can "easily" create grammatical sentences but also how it is possible that we uniformly acquire such an ability.

【Goal】
By the end of the course, students will: (1) acquire basic key terminologies and concepts in syntax, (2) understand the importance of sentence structure, being able to analyze basic language data syntactically, (3) understand what Generative Grammar is.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
We follow the three textbooks listed in References, learning the basics of Generative Grammar, sometimes highlighting several problems with traditional grammar (e.g. the definition of parts of speech). We’ll discuss excerpts from each book and related exercises in class. You are very welcome to come up with counterexamples to what’s written in the books, and so forth.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction to the course and its rationale
2	Word Categories	Classification among nouns, verbs, adjectives, and the rest
3	Verbs (i)	Verb inflection and paradigms; finite versus non-finite
4	Verbs (ii)	Auxiliary versus lexical verbs; perfective interpretation versus imperfective
5	Verbs (iii)	Primary versus perfect tense; progressive aspect; mood and modality; futurity; irrealis
6	Quick Survey; Mid-term Examination	Rapid reminders; assessing the degree to which students have understood the first half of the course
7	Clauses (i)	Clause structure, complements, and adjuncts; subjects; objects
8	Clauses (ii)	Predicative complements; canonical clause structures; adjuncts
9	Nouns and Noun Phrases (i)	Nouns, noun phrases, pronouns and proper nouns; number and countability; determiners and determinatives; noun complements
10	Nouns and Noun Phrases (ii)	Internal modifiers versus external modifiers; fused heads
11	Nouns and Noun Phrases (iii)	Pronouns; case
12	Adjective and Adverb Phrases (i)	Adjectives as distinguished from other categories; gradability
13	Adjective and Adverb Phrases (ii)	Adjective phrases; postpositional and other adjective use; adverbs; adverb phrases
14	Review and Quick Survey; Final Examination	Rapid reminders; assessing the degree to which students have understood the second half of the course

【Work to be done outside of class (preparation, etc.)】
Students need to review handouts after each class. They are also required to prepare answers for exercise whenever applicable. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook (Handouts will be distributed).

【References】
Radford, Andrew. 1988. *Transformational Grammar: A First Course*. Cambridge University Press.
Haegeman, Liliane. 1990. *Introduction to Government and Binding Theory* (2nd ed.). Wiley-Blackwell.
Carnie, Andrew. 2021. *Syntax: A Generative Introduction* (4th ed.). Wiley-Blackwell.

【Grading criteria】
Evaluation will be based on participation (20%), the mid-term exam (30%), and the final exam (50%).

【Changes following student comments】
N/A

【Others】
Each class slideshow will be openly available on the web. The slideshows are usable on computers, tablets, and most phones.

【Prerequisite】
None.

LIT100ZA（文学 / Literature 100）

Introduction to English Literature

Christopher Simons

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1～4

Day/Period：木1/Thu.1

その他属性：

【Outline and objectives】
The objectives are to introduce English literature in the historical context and provide a general knowledge of literature for foreign students.

【Goal】
Students will study facts and ideas of English literature, learn how to read literary works, and widen the cultural frame of reference around the English speaking world.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
English Literature may be an unfamiliar subject to many Japanese students. In this course, the approach to literature is traditional. Students will acquire basic knowledge of literary terms, works, authors, literary movements, and its history. Commentary will be made on various related aspects about Britain, including geography, race, religion, society, politics, and so on, to help students have a deeper understanding and appreciation of the works. At the same time, students will consider how ideas about literature and its interpretations have changed in post-war Britain when many British colonial states became independent. During this period, the UK went through drastic shifts and changes, and became more multi-racial and multi-cultural. Reference will be made to critical theory and topics including nationalism, post-colonialism, globalisation, and ethnicity. Students will read literary works, see film adaptations, and have discussions.
Feedback will be given through Hoppii.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Course overview
2	English Literature for Students of the English Language	Merits of learning English literature. How the English language is indebted to English literature.
3	History	Timeline of English literature
4	Genre 1: Poetry	The definition of poetry. How to read poems.
5	Genre 2: Drama	The differences between drama and other literary forms
6	Genre 3: The Novel	The novel, from its origins to postmodernism
7	Course Review Mid-term Examination	Course review, student inquiries, and discussion Written examination
8	Epic Poetry	An important form in English literature, with an overview of major epic poems from Beowulf to The Canterbury Tales
9	Film Adaptations of English Literature	An appreciation of literary works in British films
10	William Shakespeare	His plays and their place in the history of literature
11	John Milton	Puritanism and Paradise Lost
12	Romanticism and Literature in the Victorian Age	Literature in the age of the Industrial Revolutions and imperialism
13	Modern and Postmodern Literature	From T. S. Eliot to Hilary Mantel
14	Course Review End-term Examination	Course review, student inquiries, and discussion Written examination

【Work to be done outside of class (preparation, etc.)】
Students are expected to read materials as instructed and prepare for class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbooks will be used. Handouts and reading materials will be provided by the lecturer.

【References】
Thornley, G. C. and G. Roberts. (1984). *An Outline of English Literature*. London: Longman.
Poplawski, Paul. (ed) (2008). *English Literature in Context: From medieval to modern literature - an essential student resource*. Cambridge: CUP.
Birch, Dinah. (ed) (2009).*The Oxford Companion to English Literature*. Oxford: OUP.
Cuddon, J. A. (1999). *Penguin Dictionary of Literary Terms and Literary Theory*. London: Penguin.
Eaglestone, Robert. (2009). *Doing English: A Guide for Literature Students*. London: Routledge.

【Grading criteria】
Evaluation will be based on class participation (30%), a writing assignment (20%), and exams (50%). More than two unexcused absences will result in failure of the course.

【Changes following student comments】
Students will be encouraged to read literary works and find a favourite author.

【Prerequisite】
None.

LIT100ZA（文学 / Literature 100）

Introduction to English Literature

Christopher Simons

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：木2/Thu.2

その他属性：

【Outline and objectives】
The objectives are to introduce English literature in the historical context and provide a general knowledge of literature for foreign students.

【Goal】
Students will study facts and ideas of English literature, learn how to read literary works, and widen the cultural frame of reference around the English speaking world.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
English Literature may be an unfamiliar subject to many Japanese students. In this course, the approach to literature is traditional. Students will acquire basic knowledge of literary terms, works, authors, literary movements, and its history. Commentary will be made on various related aspects about Britain, including geography, race, religion, society, politics, and so on, to help students have a deeper understanding and appreciation of the works. At the same time, students will consider how ideas about literature and its interpretations have changed in post-war Britain when many British colonial states became independent. During this period, the UK went through drastic shifts and changes, and became more multi-racial and multi-cultural. Reference will be made to critical theory and topics including nationalism, post-colonialism, globalisation, and ethnicity. Students will read literary works, see film adaptations, and have discussions.
Feedback will be given through Hoppii.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Course overview
2	English Literature for Students of the English Language	Merits of learning English literature. How the English language is indebted to English literature.
3	History	Timeline of English literature
4	Genre 1: Poetry	The definition of poetry. How to read poems.
5	Genre 2: Drama	The differences between drama and other literary forms
6	Genre 3: The Novel	The novel, from its origins to postmodernism
7	Course Review Mid-term Examination	Course review, student inquiries, and discussion Written examination
8	Epic Poetry	An important form in English literature, with an overview of major epic poems from Beowulf to The Canterbury Tales
9	Film Adaptations of English Literature	An appreciation of literary works in British films
10	William Shakespeare	His plays and their place in the history of literature
11	John Milton	Puritanism and Paradise Lost
12	Romanticism and Literature in the Victorian Age	Literature in the age of the Industrial Revolutions and imperialism
13	Modern and Postmodern Literature	From T. S. Eliot to Hilary Mantel
14	Course Review End-term Examination	Course review, student inquiries, and discussion Written examination

【Work to be done outside of class (preparation, etc.)】
Students are expected to read materials as instructed and prepare for class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbooks will be used. Handouts and reading materials will be provided by the lecturer.

【References】
Thornley, G. C. and G. Roberts. (1984). *An Outline of English Literature*. London: Longman.
Poplawski, Paul. (ed) (2008). *English Literature in Context: From medieval to modern literature - an essential student resource*. Cambridge: CUP.
Birch, Dinah. (ed) (2009).*The Oxford Companion to English Literature*. Oxford: OUP.
Cuddon, J. A. (1999). *Penguin Dictionary of Literary Terms and Literary Theory*. London: Penguin.
Eaglestone, Robert. (2009). *Doing English: A Guide for Literature Students*. London: Routledge.

【Grading criteria】
Evaluation will be based on class participation (30%), a writing assignment (20%), and exams (50%). More than two unexcused absences will result in failure of the course.

【Changes following student comments】
Students will be encouraged to read literary works and find a favourite author.

【Prerequisite】
None.

LIT100ZA（文学 / Literature 100）

Introduction to Literature

Kevin Thomas Niehaus

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：金3/Fri.3
その他属性：

【Outline and objectives】
What is literature? What happens when we are reading a novel or studying a text? At its base, the study of literature is an ongoing conversation about these questions. This course prepares students to take part in that conversation by introducing the major concepts, tools, and theories of literary research. Students will broadly explore the historical issues that shape the field and cultivate an approach to critical reading that can be utilized in upper-level literature classes. In particular, this course will cover concepts of canonization, genre, close reading, and historical and comparative methodologies.

【Goal】
Students will gain an understanding of the basic methodologies and approaches of literature research. Students will also develop critical reading and writing skills.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will consist of lectures focused on specific concepts of literary theory followed by group discussions. Students will also utilize the methods we cover through reading and responding to selected texts. Short quizzes will be occasionally given to assess comprehension of readings. Students will also be evaluated through a midterm paper and final paper. In-class feedback will be provided for weekly response papers and other assignments.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction to the class and selection questionnaire
2	What is Literature?	Canonization and changing definitions of literature
3	Genre	Considering how genre and paratext shape our impression of literature
4	Reading for Authorial Intent	Approaching literature as a message from the author
5	Reading in Context	Historical, cultural, and social context in literature
6	Reading for Comparison	Comparative studies of literature
7	Review and Midterm Examination	A review of the content covered in the first half of the course
8	Writing About Literature I	The fundamentals of academic writing about literature
9	Writing About Literature II	Specific tools and techniques for writing
10	Literary Theory I	Structuralist approaches to literary analysis
11	Literary Theory II	An introduction to deconstruction and literary theory
12	Cultural Studies	Reconsidering the boundaries of the text
13	Writing Workshop	Students edit, revise, and workshop final papers
14	Final Synthesis	A review of major concepts of the course

【Work to be done outside of class (preparation, etc.)】
Students are required to complete all assigned readings and should come to each class prepared to ask questions and engage in discussion. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Readings will be provided in class as handouts.

【References】
Kusch, Celena. *Literary Analysis: The Basics*. Routledge, 2016.
Parker, Robert Dale. *How to Interpret Literature: Critical Theory for Literature and Cultural Studies*. Oxford University Press, 2018.

【Grading criteria】
Class contribution (15%), response papers and assignments (20%), quizzes (15%), midterm examination (25%), final essay (25%)

【Changes following student comments】
None.

【Prerequisite】
None.

LIT100ZA（文学 / Literature 100）

Introduction to Literary Theory

Kevin Thomas Niehaus

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：金3/Fri.3
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
What is literature? What happens when we are reading a novel or studying a text? At its base, the study of literature is an ongoing conversation about these questions. This course prepares students to take part in that conversation by introducing the major concepts, tools, and theories of literary research. Students will broadly explore the historical issues that shape the field and cultivate an approach to critical reading that can be utilized in upper-level literature classes. In particular, this course will cover concepts of canonization, genre, close reading, and historical and comparative methodologies.

【Goal】
Students will gain an understanding of the basic methodologies and approaches of literature research. Students will also develop critical reading and writing skills.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will consist of lectures focused on specific concepts of literary theory followed by group discussions. Students will also utilize the methods we cover through reading and responding to selected texts. Short quizzes will be occasionally given to assess comprehension of readings. Students will also be evaluated through a midterm paper and final paper. In-class feedback will be provided for weekly response papers and other assignments.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction to the class and selection questionnaire
2	What is Literature?	Canonization and changing definitions of literature
3	Genre	Considering how genre and paratext shape our impression of literature
4	Reading for Authorial Intent	Approaching literature as a message from the author
5	Reading in Context	Historical, cultural, and social context in literature
6	Reading for Comparison	Comparative studies of literature
7	Review and Midterm Examination	A review of the content covered in the first half of the course
8	Writing About Literature I	The fundamentals of academic writing about literature
9	Writing About Literature II	Specific tools and techniques for writing
10	Literary Theory I	Structuralist approaches to literary analysis
11	Literary Theory II	An introduction to deconstruction and literary theory
12	Cultural Studies	Reconsidering the boundaries of the text
13	Writing Workshop	Students edit, revise, and workshop final papers
14	Final Synthesis	A review of major concepts of the course

【Work to be done outside of class (preparation, etc.)】
Students are required to complete all assigned readings and should come to each class prepared to ask questions and engage in discussion. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Readings will be provided in class as handouts.

【References】
Kusch, Celena. *Literary Analysis: The Basics*. Routledge, 2016.
Parker, Robert Dale. *How to Interpret Literature: Critical Theory for Literature and Cultural Studies*. Oxford University Press, 2018.

【Grading criteria】
Class contribution (15%), response papers and assignments (20%), quizzes (15%), midterm examination (25%), final essay (25%)

【Changes following student comments】
None.

【Prerequisite】
None.

LIT100ZA（文学 / Literature 100）

Introduction to Literature

Kevin Thomas Niehaus

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：水3/Wed.3

その他属性：

【Outline and objectives】
What is literature? What happens when we are reading a novel or studying a text? At its base, the study of literature is an ongoing conversation about these questions. This course prepares students to take part in that conversation by introducing the major concepts, tools, and theories of literary research. Students will broadly explore the historical issues that shape the field and cultivate an approach to critical reading that can be utilized in upper-level literature classes. In particular, this course will cover concepts of canonization, genre, close reading, and historical and comparative methodologies.

【Goal】
Students will gain an understanding of the basic methodologies and approaches of literature research. Students will also develop critical reading and writing skills.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will consist of lectures focused on specific concepts of literary theory followed by group discussions. Students will also utilize the methods we cover through reading and responding to selected texts. Short quizzes will be occasionally given to assess comprehension of readings. Students will also be evaluated through a midterm paper and final paper. In-class feedback will be provided for weekly response papers and other assignments.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction to the class and selection questionnaire
2	What is Literature?	Canonization and changing definitions of literature
3	Genre	Considering how genre and paratext shape our impression of literature
4	Reading for Authorial Intent	Approaching literature as a message from the author
5	Reading in Context	Historical, cultural, and social context in literature
6	Reading for Comparison	Comparative studies of literature
7	Review and Midterm Examination	A review of the content covered in the first half of the course
8	Writing About Literature I	The fundamentals of academic writing about literature
9	Writing About Literature II	Specific tools and techniques for writing
10	Literary Theory I	Structuralist approaches to literary analysis
11	Literary Theory II	An introduction to deconstruction and literary theory
12	Cultural Studies	Reconsidering the boundaries of the text
13	Writing Workshop	Students edit, revise, and workshop final papers
14	Final Synthesis	A review of major concepts of the course

【Work to be done outside of class (preparation, etc.)】
Students are required to complete all assigned readings and should come to each class prepared to ask questions and engage in discussion. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Readings will be provided in class as handouts.

【References】
Kusch, Celena. *Literary Analysis: The Basics*. Routledge, 2016.

Parker, Robert Dale. *How to Interpret Literature: Critical Theory for Literature and Cultural Studies*. Oxford University Press, 2018.

【Grading criteria】
Class contribution (15%), response papers and assignments (20%), quizzes (15%), midterm examination (25%), final essay (25%)

【Changes following student comments】
None.

【Prerequisite】
None.

LIT100ZA（文学 / Literature 100）

Introduction to Literary Theory

Kevin Thomas Niehaus

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：水3/Wed.3
Notes：Not Available for ESOP Students.

その他属性：

【Outline and objectives】
What is literature? What happens when we are reading a novel or studying a text? At its base, the study of literature is an ongoing conversation about these questions. This course prepares students to take part in that conversation by introducing the major concepts, tools, and theories of literary research. Students will broadly explore the historical issues that shape the field and cultivate an approach to critical reading that can be utilized in upper-level literature classes. In particular, this course will cover concepts of canonization, genre, close reading, and historical and comparative methodologies.

【Goal】
Students will gain an understanding of the basic methodologies and approaches of literature research. Students will also develop critical reading and writing skills.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will consist of lectures focused on specific concepts of literary theory followed by group discussions. Students will also utilize the methods we cover through reading and responding to selected texts. Short quizzes will be occasionally given to assess comprehension of readings. Students will also be evaluated through a midterm paper and final paper. In-class feedback will be provided for weekly response papers and other assignments.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction to the class and selection questionnaire
2	What is Literature?	Canonization and changing definitions of literature
3	Genre	Considering how genre and paratext shape our impression of literature
4	Reading for Authorial Intent	Approaching literature as a message from the author
5	Reading in Context	Historical, cultural, and social context in literature
6	Reading for Comparison	Comparative studies of literature
7	Review and Midterm Examination	A review of the content covered in the first half of the course
8	Writing About Literature I	The fundamentals of academic writing about literature
9	Writing About Literature II	Specific tools and techniques for writing
10	Literary Theory I	Structuralist approaches to literary analysis
11	Literary Theory II	An introduction to deconstruction and literary theory
12	Cultural Studies	Reconsidering the boundaries of the text
13	Writing Workshop	Students edit, revise, and workshop final papers
14	Final Synthesis	A review of major concepts of the course

【Work to be done outside of class (preparation, etc.)】
Students are required to complete all assigned readings and should come to each class prepared to ask questions and engage in discussion. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Readings will be provided in class as handouts.

【References】
Kusch, Celena. *Literary Analysis: The Basics*. Routledge, 2016.

Parker, Robert Dale. *How to Interpret Literature: Critical Theory for Literature and Cultural Studies*. Oxford University Press, 2018.

【Grading criteria】
Class contribution (15%), response papers and assignments (20%), quizzes (15%), midterm examination (25%), final essay (25%)

【Changes following student comments】
None.

【Prerequisite】
None.

PHL200ZA（哲学 / Philosophy 200）

Political Philosophy

Joel Van Fossen

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4

Day/Period：月2/Mon.2

その他属性：〈優〉

【Outline and objectives】
Humans are deeply social creatures. Unlike other social creatures, humans create and exist within complex and dynamic political arrangements with laws, customs, institutions, and designated sources of authority. This situation presents us with the question of how we should arrange ourselves politically. The rational inquiry into this question is the primary task of political philosophy. In this course, we will explore a variety of topics in political philosophy with an emphasis on the social contract tradition and theories of justice.

【Goal】
This course has four primary learning goals. First, students will acquire knowledge about the various and diverging views on political philosophy. Second, students will improve critical thinking skills when engaging with abstract reasoning about political philosophy. Third, students will improve their reading skills when confronting nuanced and challenging text. Finally, students will improve their writing skills to communicate complex ideas clearly and confidently

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will begin with a one-hour lecture with interactive slides. In many meetings, an in-class activity will accompany the lecture. These activities are interactive and require active participation. Each class will end either (1) with a discussion about the course content or (2) an open discussion about the in-class activity for that day. Students will prepare questions for the discussion period as homework before coming to class. Finally, there are two in-class exams. These exams will include multiple choice, short answer, and essay questions. Students will receive written feedback on their exams.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	What is political philosophy?
2	The Social Contract 1	The need for a state
3	The Social Contract 2	The legitimacy of political authority
4	The Social Contract 3	Property and the state
5	The Social Contract 4	The nature of consent
6	The Social Contract 5	The corrupting influence of the state
7	The Social Contract 6	Political pessimism
8	Midterm	Review and midterm exam
9	Political Values 1	Freedom
10	Political Values 2	Equality
11	Justice 1	Liberal Egalitarianism
12	Justice 2	Libertarianism
13	Justice 3	Socialism
14	Final Exam and Review	Wrap-up, review, and final exam

【Work to be done outside of class (preparation, etc.)】
Students should complete weekly readings before coming to class. Students should also review their own notes and course slides after every class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
There are no required textbooks for this course. All readings will be provided by the instructor either in print or online.

【References】
The Stanford Encyclopedia of Philosophy is a great resource for delving further into any topics discussed in class: https://plato.stanford.edu

【Grading criteria】
Class Participation (15%), Discussion Questions (15%), Midterm Exam (30%), Final Exam (40%)

【Changes following student comments】
Students evaluated this class positively in the previous year. There will be no significant changes to the course.

【Others】
There are no phones, laptops, or tablets allowed in class. The one exception is that students will need to use their phones for an in-class activity during Week 4. Students may use an electronic dictionary during lectures and discussions, though.

【Prerequisite】
There is no prerequisite for this course. Students who intend to register for this course are required to attend the first class (online). A screening will be conducted in the class if necessary.

PHL200ZA（哲学 / Philosophy 200）

Philosophy and Political Thought

Joel Van Fossen

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：月2/Mon.2
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
Humans are deeply social creatures. Unlike other social creatures, humans create and exist within complex and dynamic political arrangements with laws, customs, institutions, and designated sources of authority. This situation presents us with the question of how we should arrange ourselves politically. The rational inquiry into this question is the primary task of political philosophy. In this course, we will explore a variety of topics in political philosophy with an emphasis on the social contract tradition and theories of justice.

【Goal】
This course has four primary learning goals. First, students will acquire knowledge about the various and diverging views on political philosophy. Second, students will improve critical thinking skills when engaging with abstract reasoning about political philosophy. Third, students will improve their reading skills when confronting nuanced and challenging text. Finally, students will improve their writing skills to communicate complex ideas clearly and confidently

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will begin with a one-hour lecture with interactive slides. In many meetings, an in-class activity will accompany the lecture. These activities are interactive and require active participation. Each class will end either (1) with a discussion about the course content or (2) an open discussion about the in-class activity for that day. Students will prepare questions for the discussion period as homework before coming to class. Finally, there are two in-class exams. These exams will include multiple choice, short answer, and essay questions. Students will receive written feedback on their exams.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	What is political philosophy?
2	The Social Contract 1	The need for a state
3	The Social Contract 2	The legitimacy of political authority
4	The Social Contract 3	Property and the state
5	The Social Contract 4	The nature of consent
6	The Social Contract 5	The corrupting influence of the state
7	The Social Contract 6	Political pessimism
8	Midterm	Review and midterm exam
9	Political Values 1	Freedom
10	Political Values 2	Equality
11	Justice 1	Liberal Egalitarianism
12	Justice 2	Libertarianism
13	Justice 3	Socialism
14	Final Exam and Review	Wrap-up, review, and final exam

【Work to be done outside of class (preparation, etc.)】
Students should complete weekly readings before coming to class. Students should also review their own notes and course slides after every class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
There are no required textbooks for this course. All readings will be provided by the instructor either in print or online.

【References】
The Stanford Encyclopedia of Philosophy is a great resource for delving further into any topics discussed in class: https://plato.stanford.edu

【Grading criteria】
Class Participation (15%), Discussion Questions (15%), Midterm Exam (30%), Final Exam (40%)

【Changes following student comments】
Students evaluated this class positively in the previous year. There will be no significant changes to the course.

【Others】
There are no phones, laptops, or tablets allowed in class. The one exception is that students will need to use their phones for an in-class activity during Week 4. Students may use an electronic dictionary during lectures and discussions, though.

【Prerequisite】
There is no prerequisite for this course. Students who intend to register for this course are required to attend the first class (online). A screening will be conducted in the class if necessary.

PHL200ZA（哲学 / Philosophy 200）

Topics in Philosophy

Joel Van Fossen

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：月1/Mon.1

その他属性：〈優〉

【Outline and objectives】
Philosophy &Aesthetics
Whether in nature or art, humans love beauty. In fact, appreciating and taking pleasure in beautiful things seems central to what it means to be a human. But what is beauty? What is art? Does art need to be beautiful? What is the value of art and beauty? What's the relation between the value of beauty and other values, like moral value? Why is art so important to us? These questions are the primary concern for the branch of philosophy called "aesthetics." In this course, we will investigate these questions in depth by exploring various texts on aesthetics from the history of philosophy. Philosophers surveyed in this course include Plato, Aristotle, Francis Hutcheson, David Hume, Immanuel Kant, G.W.F. Hegel, Arthur Schopenhauer, Friedrich Nietzsche, Leo Tolstoy, and Ludwig Wittgenstein.

【Goal】
This course has four primary learning goals. First, students will learn about various and diverging views on aesthetics. Second, students will improve critical thinking skills when engaging with abstract reasoning. Third, students will improve their reading skills when confronting nuanced and challenging text. Finally, students will improve their communication skills to present complex ideas clearly and confidently in written and spoken forms.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will begin with a one-hour interactive lecture that includes discussion periods. Students will prepare questions for the discussion period as homework before coming to class. However, for meetings 5-13, student presentations will precede the lecture. Each student must present once throughout the semester. Student presentations apply the course's various theoretical topics and ideas to analyze the students' choice of some piece(s) of art. The instructor will provide more detailed instructions on Hoppii. In addition to presentations, there will be a final exam in the last meeting. The final exam will consist of essay questions. Students will receive written feedback on the presentation. Feedback for the exam will be provided on Hoppii.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	What is aesthetics?
2	The Value of Beauty 1	Plato, Hippias Major and Ion
3	The Value of Beauty 2	Plato, Republic
4	The Value of Beauty 3	Aristotle, Poetics
5	Aesthetic Pleasure 1	Francis Hutcheson, excerpts from various works
6	Aesthetic Pleasure 2	David Hume, "Of the Standard of Taste"
7	Aesthetic Pleasure 3	Immanuel Kant, excerpts from the Critique of Judgment
8	Beauty Beyond Pleasure 1	G.W.F. Hegel, excerpts from Introductory Lectures on Aesthetics
9	Beauty Beyond Pleasure 2	Arthur Schopenhauer, excerpts from The World as Will and Representation
10	Beauty Beyond Pleasure 3	Friedrich Nietzsche, excerpts from Twilight of the Idols
11	What is Art? 1	Leo Tolstoy, excerpts from What is Art?
12	What is Art? 2	Ludwig Wittgenstein, Lectures on Aesthetics
13	What is Art? 3	Clive Bell, excerpts from Art
14	Final Exam and Review	Review, wrap-up, and final exam

【Work to be done outside of class (preparation, etc.)】
Students should complete weekly readings before coming to class. Students should also review their own notes and course slides after every class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
There are no required textbooks for this course. All readings will be provided by the instructor either in print or online.

【References】
The Stanford Encyclopedia of Philosophy is a great resource for delving further into any topics discussed in class: https://plato.stanford.edu

【Grading criteria】
Class Participation (15%), Presentations (30%), Discussion Questions (15%), Final Exam (40%)

【Changes following student comments】
Students evaluated this class positively in the previous year. As such, there are no changes from the previous year.

【Others】
There are no phones, laptops, or tablets allowed in class. Students may use an electronic dictionary during lectures and discussions, though.

【Prerequisite】
None

PSY200ZA（心理学 / Psychology 200）

Applied Psychology

Sayaka Aoki

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：月2/Mon.2
その他属性：〈優〉

【Outline and objectives】
This course focuses on how psychology can be applied in our lives. Students will learn new concepts and theories that are useful to understand their daily experiences from psychological perspectives. They will acquire some psychological skills that can be applicable in their daily life.

【Goal】
Upon completion of this course, students will have
-learned some psychological concepts and theories that are applied in the clinical, educational, and workplace settings
-acquired basic knowledge about how one's psychological characteristics are assessed and mental and behavioral problems are treated, and
-developed an array of skills that can be used to understand one's psychological characteristics and handle mental problems in daily life

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course is taught primarily through lectures and in-class activities students are expected to be engaged in. At the end of each class, students complete a brief reflection paper, which will be graded and returned with feedback comments from the lecturer by the beginning of the next class. In the middle of the course, students are also asked to work on a small project, which is directly related to the contents of the final exam.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction of the course	Introduction of the course
2	Assessment (I)	Overview of psychological assessment - How do we know ourselves?
3	Assessment (II)	Psychological tests (i)
4	Assessment (III)	Psychological tests (ii)
5	Assessment (IV)	Questionnaire
6	Assessment (V)	Interview
7	Assessment (VI)	Observation
8	Intervention (I)	Overview of psychological intervention - How do we change ourselves?
9	Intervention (II)	Cognitive behavior therapy
10	Intervention (III)	Dialectic behavior therapy
11	Intervention (IV)	Behavioral management
12	Intervention (V)	Motivation control
13	Intervention (VI)	Techniques to "apply" psychological skills Oral presentation
14	Final Exam & Wrap-up	Review and Final exam

【Work to be done outside of class (preparation, etc.)】
Students are required to print out and read over the slides for the class in advance, which are uploaded on the class website. Reading assignments, links to relevant websites for the next class, will be also included in the last slide. Students are also expected to consider the answers for the essay questions in the final exam which are shared in the beginning of the course. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No specific textbooks are used; class materials are uploaded in the class website.

【References】
Braden, J. P. (2013). Psychological assessment in school settings. In J. R. Graham, J. A. Naglieri, &I. B. Weiner (Eds.), Handbook of psychology: Assessment psychology (pp. 291 – 314). John Wiley &Sons, Inc..
Spiegler, M. D., &Guevremont, D. C. (2015). *Contemporary behavior therapy*, 6th ed. Belmont, CA, : Wadsworth/Cengage Learning.
Beck, J.S. (2021). *Cognitive behavior therapy*, Basics and beyond, 3rd ed. Guilford Press.

【Grading criteria】
The following show approximate activity-by-activity percentage points toward your final course grade: (a) active participation, preparation, and engagement (10%); (b) In-class activities and home assignment (35%); (c) Oral presentation (15%) Final exam (in-class report) (40%)

【Changes following student comments】
For the final exam, students are expected to start preparation well in advance, as they need to develop their own answers through experiences of practicing what they learned in the classes in on their own lives. For this purpose, the questions are shared in the beginning of this course.

【Equipment student needs to prepare】
Bringing one's computer/tablet to the classes is recommended.

【Others】
None

【Prerequisite】
None

PSY200ZA（心理学 / Psychology 200）

Educational Psychology

Dexter Da Silva

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：火6/Tue.6

その他属性：

【Outline and objectives】
This course will introduce students to important ideas, basic theories, classic and current research studies in key areas in the field of educational psychology, such as learning, memory, motivation and human development. It also will help students to connect these theories and research findings to their daily lives now as students and in their futures as life-long learners.

【Goal】
This course aims at developing students' 1) basic knowledge of educational psychological concepts, theories and important research findings, 2) understanding of their own learning histories, including how they know what they know, and 3) psychological literacy skills to apply the knowledge learnt in their own current and future lives. Students will become better able to develop their own learning skills, and to help others learn in a wide variety of situational roles, such as teachers, trainers, group leaders, or parents.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course will focus on human learning, and will include important areas related to learning, such as intelligence, memory, motivation, and self-concept. Methods of instruction include lectures, audio-visual materials, such as videos, TED Talks, student presentations, small group activities, reflection and discussions.
I respond to students' questions, comments, concerns, ideas they write on the Reflection Papers weekly / regularly.
I see quizzes and mid-term exams as learning opportunities for students, so ask students for input and for their reactions afterwards.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction to Educational Psychology and to the Course	Cooperative / collaborative / active learning; psychological literacy; reflective practice; six approaches – 1) developmental; 2) behaviourist; 3) cognitive; 4) constructivist; 5) socio-cultural; 6) situated
2	Learning	Theories and definitions of learning; classical, operant and instrumental conditioning; social learning theory; principles of good teaching and learning
3	Human Development	The nature vs nurture argument; Development throughout the lifespan; Theories of human development – Piaget; Vygotsky; Erikson
4	Intelligence	IQ; multiple intelligences; testing; EQ; practical / social intelligence; Dweck's 'Mindset'
5	Language Development and Language Learning	Learning our first language – stages and processes; foreign or second language learning theories; bilingualism.
6	Memory	Memory and learning; short-term memory, long-term memory and working memory; memory strategies;
7	Retrieval Practice	Week 1 – week 6 Student presentations
8	Review & Mid-semester Exam	Multiple choice questions and short essays on content from weeks 1 – 7
9	Motivation	Goal theory; theoretical models of motivation; intrinsic / extrinsic; self-determination theory (SDT); personal investment;
10	Motivation in Foreign Language Learning	Socio-educational model; current theories and constructs – L2 motivational self system; willingness to communicate; motivational strategies. EFL motivation in Japan.
11	Positive Education	Positive psychology applied to education – education for well-being, happiness; praise; personal strengths; individual goals; positive schooling.
12	Creativity	What is creativity and why is it important? 4 C model of creativity; developing and maintaining creativity;
13	Self-Concept	The importance of self-concept for effective learning; the self;
14	Final Exam & Wrap-up	Multiple choice questions and short essays

【Work to be done outside of class (preparation, etc.)】
To prepare for each class, students should do the required reading / homework, or watch the recommended websites or video talks. After each class, students should review their notes, rewriting and expanding on them, in order to remember and understand more deeply the important concepts. This may be best done in study groups. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
The textbook is a Noba Project book, Introduction to Educational Psychology, compiled by the teacher, and available for free download from:
http://nobaproject.com/textbooks/new-textbook-1b406e3d-5fa2-42be-bba3-d08dbb74741d

【References】
Handouts and reading materials on related topics.
Related talks on TED Talks available from: https://www.ted.com/

【Grading criteria】
Student Evaluation:
Weekly Learning and Reflection Papers: 25%
Student Presentations of content for review: 25%
Mid-semester Exam: 25%
Final Exam: 25%

【Changes following student comments】
No changes to the syllabus were made as weekly comments by students were very positive about the topics and style of teaching. Some changes based on my own reflections and student written comments will be made to some detailed in-class information, quizzes and content.

【Others】
This course will be useful for students who are planning to become teachers, those who are interested in learning about learning, and those who are interested in thinking scientifically about formal and non-formal learning.

【Prerequisite】
None.

PSY200ZA（心理学 / Psychology 200）

Quantitative Research Methods

Yu Niiya

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4

Day/Period：金2/Fri.2

Notes：TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉〈優〉

【Outline and objectives】
The goal of this course is to introduce the students to various quantitative research methods used in the social sciences. When making important decisions, be it choosing a strategy to increase the sales of a product, implementing an intervention program to boost people's well-being, or selecting a school program to increase students' learning, people can rely on their intuition and experience, or they can base their decisions on facts: data. In this course, students will develop skills to obtain valid and reliable data through experimental and survey methods. The course will also cover topics related to research ethics, some basic statistics, and APA-style writing.

【Goal】
This course provides an overview of the 'how's and 'why's of quantitative research in social sciences, and it covers such topics as design, ethics, and APA-style writing and such strategies as field experiments and surveys. Students will develop the ability to design, conduct, evaluate, and report empirical studies. By developing hypotheses and critically assessing information, students will improve on their critical thinking skills.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
The course consists of lectures, in which general ideas and methods of research will be presented, and hands-on applications of the methods, in which student's research projects will be planned and presented. Although some of the class time will be set aside for planning students' research, the majority of it will be done as assignments to be completed outside class. Feedback for research will be given during class time and through documents posted on Google Drive. Comments for individual papers will be given via Hoppii.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	What is research? Why should we care?
2	The Fundamentals of Research	How do we define variables? How do we measure them? What is good research? How do I know if I can trust the findings?
3	Common Experimental Designs	Evaluating causal claims with experiments: random assignment and control
4	Understanding Research Paper	Understanding the structure of a research paper
5	Experimental Research I	Presentation of the research question, hypotheses, and theories
6	Experimental Research II	Identifying the various threats to internal validity
7	Data Analyses I	Understanding the basics of inferential statistics
8	Correlational Research I	How are the two variables associated? How can we write clear questions?
9	Correlational Research II	Presentation of the research question, hypotheses, and theories
10	Correlational Research III	Creating a questionnaire
11	Sampling Issues and Validities	How generalizable are my findings?
12	Data Analyses II	Computing reliabilities and correlations
13	Data Analyses III	Data analysis workshop using a statistical software
14	Students Poster Presentations	Poster presentations of group research

【Work to be done outside of class (preparation, etc.)】
Students will have to complete the assigned homework on time to successfully complete the class. They will be asked to do the readings, create research materials, collect data, etc. outside the class. Please bear in mind that the course will require that students spend a considerable amount of time outside class (at least 2 hours every week, sometimes more). Most work will be done in small groups, suggesting that students need to be flexible in finding time to meet other students during the week. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbooks required.

【References】
Morling, B. (2021). *Research methods in psychology: Evaluating a world of information* (4th ed.). New York, NY: W.W. Norton &Company.
Hacker, D. &Sommers, N. (2020).*A pocket style manual*. (8th ed.). APA Version.
The reference books are available in the library and the GIS Reference Room for those who wish to learn about each topic in more detail. Handouts and reading materials are on the course website.

【Grading criteria】
Final grades are based on two research papers (20% and 30%), a poster presentation (20%), and the quality and timeliness of group work done outside class (30%).

【Changes following student comments】
Students in previous years found this course very demanding but rewarding. Because most of the work was done in small groups, some students found it challenging to coordinate their work and ensure that everyone contributed equally. The grades for the group work will take into consideration the amount of contribution of individual student.

【Equipment student needs to prepare】
For some weeks, students will be asked to bring laptop computers. Students must get the login information for PyscINFO database from the library.

【Others】
Students who have successfully completed Statistics will be given priority during enrollment.
Students must take and pass this course if they wish to enroll in the Self and Culture seminar. Students who plan to enroll in other seminars in social sciences are also strongly encouraged to take this course.

【Prerequisite】
none

PSY200ZA（心理学 / Psychology 200）

Social Psychology I

Yu Niiya

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4

Day/Period：火2/Tue.2

Notes：TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉〈優〉

【Outline and objectives】
This is an introductory course in social psychology, the scientific study of how we view and influence one another. Students are introduced to the theories, research methods, and seminal findings of social psychology. Social Psychology will primarily focus on how we think about the social world, how we come to understand others, and how we exert influence on others' thoughts, feelings, and behaviors. Topics include perceptions of others and the self, attitudes, conformity, obedience, and persuasion. Social Psychology II will focus on social relations and intergroup dynamics, covering topics such as helping and aggression, group influence, self, emotion, and prejudice. These two courses will complement each other to provide an overview of the main content areas of social psychology.

【Goal】
This course will introduce students to the perspectives, research methods, and empirical findings in the field of social psychology and cultivate skills in analyzing the social situations and events that we encounter in our everyday lives. By the end of the course, students will be able to (1) identify and understand major theories, principles, and research findings in the field of social psychology, (2) apply social psychological theories and principles to real life experiences, and (3) critically evaluate social psychological theories and research. In Social Psychology I, students will be able to answer the following questions: How are we influenced by our environment and by other people? How do we explain others' behavior? What are attitudes and how do they affect us? What leads to conformity and obedience? When are people persuaded by differing opinions and when are they not?

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Methods of instruction include lectures, films, individual and small group activities, and discussions. Students will engage in various hands-on activities and experiments to experience the concepts they learn in class. Students will be asked to reflect on their daily experiences and share examples that illustrate these concepts. Feedback for the quizzes and midterm exams will be given in class. Students are also encouraged to take advantage of the office hours should they wish to get more personalized feedback on how to improve their performance.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Methods in Social Psychology	How do social psychologists study behaviors?
3	Social Cognition I	How do we perceive our social world?
4	Social Cognition II	How do we make sense of our social world?
5	Attitudes and Behaviors I	When do attitudes predict behaviors?
6	Attitudes and Behaviors II	When do behaviors predict attitudes?
7	Attitudes and Behaviors III	How much is the social world "out there" vs. "in our head"?
8	Review &Midterm Exam	What have we learned so far? Multiple choice and short-essays
9	Conformity I	Why do people conform? Informational social influence
10	Conformity II	Why do people conform? Normative social influence
11	Obedience	What leads to attitude change
12	Persuasion I	When do people get convinced? Elaboration likelihood model
13	Persuasion II	How can you persuade others? Persuasion technique
14	Review &Final Exam	What have we learned so far? Multiple choice and short-essays

【Work to be done outside of class (preparation, etc.)】
Students should review their notes and read the assigned readings before each class and be able to explain the major concepts and theories they have learned. If there are any parts they do not fully understand, students are encouraged to consult the instructor during class, email the instructor, or go through related references. They must also download and print out handouts prior to each class and bring them to class to take notes. Occasionally, students will also be assigned homework (worksheets, questionnaires, etc). Preparatory study and review time for this class are 2 hours each.

【Textbooks】
None.

【References】
Myers, D. G. &Twenge, J. (2022). *Social Psychology* (14th ed.). McGraw-Hill.
The reference book is available in the library and the GIS Reference Room for those who wish to learn about each topic in more detail. Handouts and reading materials are on the course website.

【Grading criteria】
Students are evaluated based on midterm and final exams (35% each), in-class activities and quizzes (20%), and class participation (10%).

【Changes following student comments】
Students usually find this course interesting and eye-opening. I hope to continue engaging students with materials through various hands-on activities and discussions.

【Others】
Social Psychology I and II can be taken in reverse order (II and then I). Students who have taken and passed Statistics and introductory courses in psychology (e.g., Introduction to Psychology I/II, Developmental Psychology) may be given priority in the selection. Students are strongly encouraged to take this class if they intend to enroll in Self and Culture seminar or Advanced Topics in Social Psychology (300-level)

【Prerequisite】
None.

PSY200ZA（心理学 / Psychology 200）

Social Psychology II

Yu Niiya

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：月2/Mon.2
Notes：TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉〈優〉

【Outline and objectives】
This is an introductory course in social psychology, the scientific study of how we view and influence one another. Students are introduced to the theories, research methods, and seminal findings of social psychology. Social Psychology II will focus on social relations and intergroup dynamics, covering topics such as close relationships, helping and aggression, group influence, prejudice, and peacemaking. Social Psychology I and II will complement each other to provide an overview of the main content areas of social psychology.

【Goal】
This course will introduce students to the perspectives, research methods, and empirical findings in the field of social psychology and cultivate skills in analyzing the social situations and events that we encounter in our everyday lives. By the end of the course, students will be able to (1) identify and understand major theories, principles, and research findings in the field of social psychology, (2) apply social psychological theories and principles to real-life experiences, and (3) critically evaluate social psychological theories and research. In Social Psychology II, students will be able to answer the following questions: How are we influenced by our environment and by other people? What causes relationships to begin or fail? Why are people sometimes helpful, but at other times aggressive or even cruel? How does the presence of others influence individual performance and decision? What leads to prejudice and what can be done about this problem?

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Methods of instruction include lectures, films, individual and small group activities, and discussions. Students will engage in various hands-on activities and experiments to experience the concepts they learn in class. Students will be asked to reflect on their daily experiences and share examples that illustrate these concepts. Student will receive feedback from the lecturer in the form of in-class comments, feedback to comments/questions posted online, and written comments to any assignments that are handed in.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Attraction	What increases liking?
3	Close Relationships 1	What causes relationships to begin or fail?
4	Close Relationships 2	Group Work I
5	Prosocial Behavior	When and why we help (or don’t help)?
6	Aggression	What are the determinants of aggression?
7	Review and Midterm Exam	Review and midterm exam (weeks 1-6)
8	Group Influence 1	Task performance in groups
9	Group Influence 2	Decision-making in groups
10	Group Influence 3	Group Work II
11	Stereotyping and Prejudice 1	What causes stereotypes? What are the consequences?
12	Stereotyping and Prejudice 2	Group Work III
13	Stereotyping and Prejudice 3	What causes prejudice? How can we prevent it?
14	Review and Final Exam	Review and final exam (weeks 8-13)

【Work to be done outside of class (preparation, etc.)】
Students should review their notes and read the assigned readings before each class and be able to explain the major concepts and theories they have learned. If there are any parts they do not fully understand, students are encouraged to consult the instructor during class, email the instructor, or go through related references. They must also download and print out handouts prior to each class and bring them to class to take notes. Occasionally, students will also be assigned homework (worksheets, questionnaires, etc). Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used.

【References】
Myers, D. G. &Twenge, J. (2022). Social Psychology (14th ed.) McGraw-Hill.
The reference book is available in the library and the GIS Reference Room for those who wish to learn about each topic in more detail. Handouts and reading materials are on the course website.

【Grading criteria】
Students are evaluated by means of two exams (25% each), in-class activities/online quizzes (20%), group work (20%), and class participation (10%).

【Changes following student comments】
Some students found the readings for the group presentation challenging. I hope to encourage students to start their preparation early so that they can ask me questions beforehand.

【Others】
Social Psychology I and II can be taken in reverse order (II and then I). Students who have taken and passed Statistics and introductory courses in psychology (e.g., Introduction to Psychology I/II, Developmental Psychology) may be given priority in the selection. Students are strongly encouraged to take this class if they intend to enroll in Self and Culture seminar or Advanced Topics in Social Psychology (300-level).

【Prerequisite】
None.

EDU200ZA（教育学 / Education 200）

English Teaching in Primary School

Machiko Kobori

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：火4/Tue.4
Notes：TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉〈優〉

【Outline and objectives】
The course is designed for students interested in exploring teaching English to young learners (TEYL) in primary education, with a particular focus on Japan and selected international contexts. It offers a historical and theoretical overview of how children learn a second language (L2) in primary school, examining second language learning (SLL) from psychological, educational, and linguistic perspectives, and considering how this differs from language learning by adolescents and adults. The course aims to develop a holistic understanding of primary English education by linking theories of language development in young learners with primary education at various levels: core issues in language policy and assessment, pedagogical approaches, and various materials that can be integrated into primary English practices. Students will examine current trends and debates in Japan and overseas, as well as the aims and requirements of recent curriculum guidelines. Throughout the course, they will be encouraged to critically evaluate existing practices, materials, and instructional decisions from both teacher and learner perspectives. By the end of the course, students are expected to develop an evidence-informed understanding of effective approaches to teaching English to young learners and to articulate context-sensitive ways of supporting primary pupils' language learning. They should be able to connect related theories and research to practical decision-making and to formulate their own perspectives on how primary English education can contribute to coherent language learning pathways from primary to secondary levels in Japan and in other educational contexts.

【Goal】
Upon completion of this course, students should be able to:
1. Develop and explain an understanding of major second language learning (SLL) theories relevant to young learners and the core issues they address.
2. Explain and compare psychological, educational, and linguistic perspectives on L2 education in primary schools.
3. Analyse relationships between L2 education for young learners and primary school pedagogy in Japan and selected international contexts.
4. Apply the related theories to evaluate and propose context-sensitive TEYL pedagogical approaches across different levels of primary education.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
L 講義 /Lecture、Z その他 /Other

【Method(s)】
For the completion of this course, students are required to undertake daily independent tasks by selecting a topic related to the lectures. A presentation, final examination, and written assignment are also required at the end of the course. Students will choose one of the course topics, deliver a presentation, and submit a corresponding written assignment. Detailed requirements, submission procedures, and feedback will be provided through the learning management system (e.g., WebClass).

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Rationales of English Teaching in Primary School(1)	Issues in the historical overview of primary English education in Japan and overseas
3	Rationales of English Teaching in Primary School(2)	Issues in primary English education from different perspectives (1)
4	Rationales of English Teaching in Primary School(3)	Issues in primary English education from different perspectives (2)
5	SLL of Young Learners (1)	Issues in L2 pedagogical approaches (1)
6	SLL of Young Learners (2)	Issues in L2 pedagogical approaches (2)
7	Primary L2 Education (1)	Issues in teaching four skills (1)
8	Primary L2 Education (2)	Issues in teaching four skills (2)
9	Primary L2 Education (3)	Issues in teaching four skills (3)
10	Primary L2 Education (4)	Issues in assessing primary pupils
11	Presentation (1)	Preparation for presentation: checking contents, materials, procedure and performance
12	Presentation (2)	Discuss and review (1)
13	Presentation (3)	Discuss and review (2)
14	Consolidation of English Teaching in Primary School	Final exam and review

【Work to be done outside of class (preparation, etc.)】
1. Every week before class, students are required to comprehend the assigned readings and be ready for group discussion on related topics in class.
2. Preparatory study and review time for this class is 2 hours each.

【Textbooks】
Annamaria Pinter. (2017). *Teaching young language learners*. Oxford University Press.

【References】
1. Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.
2. Bland, J &Lütge, C. (eds.). (2013). *Children's literature in second language education*. Bloomsbury USA Academic.
3. Coyle, D., Hood, P., &Marsh, D. (2010). *CLIL: Content and language integrated learning* (1st ed.). Cambridge University Press.
4. Curtain, H. &Dahlberg, A. C. (2009). *Languages and children: Making the match, new languages for young learners, grades K-8* (4th ed.). Allyn &Bacon.
5. Ellis, G., Brewster, J., &Girard, D. (2002). *The primary English teacher's guide*. (New). Penguin English Guides.
6. Garton, S. &Copland, F. (eds.). (2018). *The Routledge handbook of teaching English to young learners.* Routledge.
7. VanPatten, B., Smith, M., &Benati, A. (2020). *Key questions in second language acquisition*. Cambridge UP.
8.『創造的な学びを育む初等英語教育ー時代を超えて生き続ける理論と実践ー』（2022）津田塾大学言語文化研究所早期英語教育研究会（編）朝日出版社.
9. 文部科学省（2017）『小学校学習指導要領（平成 29 年告示）解説外国語活動・外国語編』 開隆堂.

【Grading criteria】
Evaluation will be based on:
1. Class participation (10%)
2. Daily tasks (20%)
3. Presentation (20%)
4. Writing assignment (30%)
5. Final Exam (20%)

【Changes following student comments】
More frequent and detailed notifications regarding class activities and tasks will be given through utilising various functions of LMS and in-person information to:
1) avoid causing any difficulties in getting access to important information about the course
2) allow students to prepare for class discussions, final requirements, etc.

【Equipment student needs to prepare】
Use a laptop in class, get lecture materials, etc., in WebClass.

【Others】
Recommended to complete at least one of the courses presented below:
1. TESOL Ⅱ
2. Comparative Education

【Prerequisites】
Required to complete at least one of the courses presented below:
1. TESOL Ⅰ
2. Second Language Acquisition

EDU200ZA（教育学 / Education 200）

TESOL II: Teaching Methodology

Machiko Kobori

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4

Day/Period：木4/Thu.4

Notes：TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉

【Outline and objectives】
The course is mainly provided for students intending to teach English. Its purpose is to give an insight into the basic issues in teaching methodology for L2 education. It will also encourage students to develop their own teaching performance with a consideration to make consistency in language education from the primary to secondary levels.

【Goal】
Upon completion of this course, students should be able to do the following:
1. Understand different types of L2 teaching methods and approaches.
2. Learn how to apply some findings of linguistic studies to L2 English teaching.
3. Consider L2 education in relation to crucial issues of semantics and pragmatics.
4. Grasp the knowledge and skills for teaching languages as well as L2 pedagogy through ICT to qualify as an English teacher.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 2” and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
The course will focus on theoretical and practical aspects of the methodology of teaching EFL/ESL. It will also provide opportunities to explore a wide rage of EFL/ESL teaching scenes in different countries with reflections on those in Japan; for example EFL/ESL classrooms for learners who vary in age, gender, nationality and occupation can be examined. The students will relive EFL/ESL teaching scenes by following principles and techniques discussed and suggested in a range of teaching methods and approaches: they follow the model English lessons and demonstrate them in the form of micro-teaching. They are also required to create the related teaching materials including ICT along with the lessons. The final exam and a written assignment are required for the completion of this course, and in the written assignment, students demonstrate their study of the model lessons. Submission of the final requirements and feedback will be on the learning management systems.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Course overview
2	Introduction to Language Teaching Methods	Historical overview of language teaching methods and approaches
3	Language Teaching Methods and Approaches (1)	The Grammar-Translation Method / The Direct Method (DM)
4	Language Teaching Methods and Approaches (2)	The Audio-Lingual Method / The Silent Way
5	Language Teaching Methods and Approaches (3)	Dissugestopedia / Community Language Learning (CLL)
6	Language Teaching Methods and Approaches (4)	Total Physical Response (TPR) / Communicative Language Teaching (CLT)
7	Language Teaching Methods and Approaches (5)	Content-based Instruction / Content and Language Integrated Learning (CLIL)
8	Language Teaching Methods and Approaches (6)	The Participatory Approach / Cooperative Learning
9	Micro-teaching (1)	Creating a lesson plan: checking contents, materials, procedure and performance
10	Micro-teaching (2)	1. The Grammar-Translation Method 2. The Direct Method 3. The Audio Lingual Method 4. The Silent Way
11	Micro-teaching (3)	1. Desuggestopedia 2. Community Language Learning (CLL) 3. Total Physical Response (TPR) 4. Communicative Language Teaching (CLT)
12	Micro-teaching (4)	1. Content-based Instruction 2. Content and Language Integrated Learning (CLIL)
13	Micro-teaching (5)	1. The Participatory Approach 2. Cooperative Learning
14	Final Exam & Wrap-up	Consolidation and review

【Work to be done outside of class (preparation, etc.)】
1. Every week before attending the class, students are required to comprehend the assigned chapters of the text book and references, and to complete the pre-tasks/homework that should be submitted on the weekly basis.
2. Before conducting micro-teaching, students are required to prepare for their lesson by creating a lesson plan and teaching materials.
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Larsen-Freeman, D., &Anderson, M. (2011). *Techniques and principles in language teaching.* (3rd ed.). Oxford University Press, USA.

【References】
1. Council of Europe. (2001). *Common European framework of reference for languages: learning, teaching, assessment.* Cambridge University Press.
2. Erben, T. et al. (2009). Teaching English language learners through technology. Routledge.
3. Long, M. H., &Doughty, C. J. (2011). *The handbook of language teaching*. Wiley-Blackwell.
4. 白畑智彦、冨田祐一、村野井仁、若林茂則 (著) . 2009.『英語教育用語辞典』(改訂版) 大修館書店.
5. 神保 尚武（監修）. JACET教育問題研究会（編集）. 2012.『新しい時代の英語科教育の基礎と実践 成長する英語教師を目指して』三修社.
6. 望月昭彦、磐崎 弘貞、卯城 祐司、久保田 章（著）. 2010.『新学習指導要領にもとづく英語科教育法』大修館.
7. 文部科学省. 2017.『小学校学習指導要領（外国語）』東洋館出版社.
8. 文部科学省. 2017.『中学校学習指導要領（外国語）』開隆堂出版.
9. 文部科学省. 2018.『高等学校学習指導要領（外国語・英語）』開隆堂出版.

【Grading criteria】
Evaluation will be based on:
1. Class participation: 10%
2. Micro-teaching: 30%
3. Teaching materials: 20%
4. Writing assignment: 20%
5. Final exam: 20%
More than 2 unexcused absences will result in failure of this course.

【Changes following student comments】
1. More advanced notice of assigned readings will be given in order to allow students to prepare for class discussions.
2. More intensive instruction on how to reflect micro-teaching will be provided in advance.

【Equipment student needs to prepare】
PC

【Prerequisite】
ESL Education Ⅰ or TESOL Ⅰ

EDU200ZA（教育学 / Education 200）

TESOL III: Syllabus and Teaching Materials

Machiko Kobori

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：火2/Tue.2
Notes：TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉

【Outline and objectives】
The course is for students intending to teach English. Its purpose is to give an insight into syllabus design and lesson planning for L2 education. It encourages students to examine, discuss and create L2 resources with a consideration to make consistency in language education from the primary to secondary levels.

【Goal】
Upon completion of this course, students should be able to demonstrate the following:
1. Identify the components of a language course.
2. Design course materials that match educational objectives.
3. Employ a principled approach to the design, creation, and implementation of EFL/ESL course syllabi and teaching materials.
4. Grasp the knowledge and skills for teaching languages as well as L2 pedagogy through ICT to qualify as an English teacher.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
The course focuses on issues in planning and conducting EFL/ESL lessons: it encourages student teachers to take into consideration the importance of lesson planning when designing an EFL/ESL course. It also provides opportunities for the exploration of a wide range of ideas and examples in the syllabus design from different countries, with reflections on those in Japan. Students are expected to acquire a basic understanding of how to create a lesson plan with materials including ICT needed for managing the language classroom. Students are also required to create their own English lessons and teaching materials, with the opportunity to put them into practice. Students will complete a writing assignment and a final examination that reflects their work on teaching plans, performance and lesson materials.
Submission of the final requirements and feedback will be on the learning management systems.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Course guidance
2	Syllabus Design (1)	Aims and objectives: concepts and classification
3	Syllabus Design (2)	Outcomes: concepts and classification
4	Syllabus Design (3)	The context and levels of planning: curriculum and teaching procedure
5	Syllabus Design (4)	The context and levels of planning: lesson plans for the lower and upper secondary levels
6	Issues in Teaching Materials (1)	Aims and objectives: concepts and classification
7	Issues in Teaching Materials (2)	Selecting and creating teaching materials: sounds to structure
8	Issues in Teaching Materials (3)	Selecting and creating teaching materials: language functions, cultures and communication
9	Issues in Teaching Materials (4)	Selecting and creating teaching materials: using audio-visual aids and ICT
10	Lesson Planning	Creating a lesson plan: checking contents, materials, procedure and performance
11	Micro-teaching (1)	Lower secondary level: demonstration/observation, review and discussion
12	Micro-teaching (2)	Upper-secondary level: demonstration/observation, review and discussion
13	Micro-teaching (3)	Team-teaching: demonstration/observation, review and discussion
14	Final Exam & Wrap-up	Consolidation and review

【Work to be done outside of class (preparation, etc.)】
1. Every week before attending class, students are required to comprehend the assigned readings.
2. Before conducting micro-teaching, students are required to prepare for their lesson by creating a lesson plan and teaching materials.
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Cohen, L., Manion, L., &Wyse, D. (2010). *A guide to teaching practice.* (5th ed.). Routledge.

【References】
1. Council of Europe. (2001). *Common European framework of reference for languages: learning, teaching, assessment.* Cambridge University Press.
2. Erben, T. et al. (2009). Teaching English language learners through technology. Routledge.
3. Larsen-Freeman, D. &Anderson, M. (2011). Techniques and principles in language teaching (3E). Oxford University Press.
4. Long, M. H., &Doughty, C. J. (2011). *The handbook of language teaching.* Wiley-Blackwell.
5. Walker, R. &Adelman, C. (1992). A guide to classroom observation. Routledge.
6. 白畑智彦・冨田祐一・村野井仁・若林茂則 (著). 2009.『英語教育用語辞典』（改訂版）大修館書店.
7. 神保 尚武 (監修). JACET教育問題研究会 (編集). 2012.『新しい時代の英語科教育の基礎と実践 成長する英語教師を目指して』三修社.
8. 望月昭彦、磐崎 弘貞、卯城 祐司、久保田 章（著）. 2010.『新学習指導要領にもとづく英語科教育法』大修館.
9. 文部科学省. 2017.『小学校学習指導要領（外国語）』東洋館出版社.
10. 文部科学省. 2017.『中学校学習指導要領（外国語）』開隆堂出版.
11. 文部科学省. 2018.『高等学校学習指導要領（外国語・英語）』開隆堂出版.

【Grading criteria】
Evaluation will be based on:
1. Class participation (10%)
2. Micro-teaching (30%)
3. Teaching materials (20%)
4. Writing assignment (20%)
5. Examination (20%)

More than 2 unexcused absences will result in failure of this course.

【Changes following student comments】
1. More advanced notice of assigned readings will be given in order to allow students to prepare for class discussions.
2. More intensive instruction on how to reflect micro-teaching will be provided in advance.

【Equipment student needs to prepare】
PC

【Prerequisite】
ESL Education Ⅰ or TESOL Ⅰ
ESL Education Ⅱ or TESOL Ⅱ

LAN200ZA

Digital Writing and Publication

Mark Birtles

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：木3/Thu.3

その他属性：〈優〉

【Outline and objectives】
Technological advances have pushed society toward an ever-more participatory global culture; we both consume and create vast quantities of the written word on our phones, laptops and tablets. These digital texts have expanded the definition of what we call writing and what we can do with it. This course will look more closely at how this kind of digital copy is produced and the way it impacts our daily life. Together, we will examine the planning, writing and publication stages of digital content creation, as well as the practical and ethical issues that are involved.

【Goal】
Frederich Nietzsche once said, “it is my ambition to say in 10 sentences what others say in a whole book,” and that is what we will aim to do: produce clear and concise written communication. As part of this process, we will:
・Examine how technology has profoundly altered traditional writing practices
・Learn how to deliver content to a brief, within set style guidelines
・Be engaged in the analysis and production of digital writing, both individually and as part of a team
・Consider the fundamentally new set of ethical issues the online world has created.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Digital Writing and Publication has a focus on quality rather than quantity; in today’s digital world, information must be conveyed quickly and attractively. An assignment may be as short as 50 words, but students will learn how to make those 50 words count. Submission of assignments and feedback will be via the Learning Management System. We will look at practices that promote a collaborative approach toward a common goal via technology. Students will also learn industry-standard practices, such as writing to a specific style guide and for a specific audience.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	AI and Writing	Addressing the fundamental impact new technology has had on content creation
3	Identifying the Audience	Before we write a single word, we need to answer three questions: who is our audience? What do they need? What is our purpose?
4	Writing to a Brief and AP Style	Introducing the idea of a brief and using the standard AP stylebook
5	SEO	Getting a page seen
6	SERP Snippets	The importance of the search engine results page
7	Editing	A dive into the world of content editing
8	Review and Midterm Exam	Review and written examination of content thus far
9	Visual Style and Publication I	An examination of the interplay between text, images, video and colour
10	Visual Style and Publication II	Analysis of web page design
11	Collaborative Working Practices I	Over the two sessions, students will work as a team to create original digital content
12	Digital Ethics	Current debates regarding copyright, fair use and ethics
13	Collaborative Working Practices II	Over the two sessions, students will work as a team to create original digital content
14	Final Presentations and Assessment	Student presentations and take-home assessment

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be required in class, materials will be supplied by the instructor.

【References】
Alexander, J., &Rhodes, J. (2018). *The Routledge handbook of digital writing and rhetoric*. New York, US: Routledge.
Anderson, J. &Dean, D. (2014). *Revision decisions: talking through sentences and beyond*. Portland, US: Stenhouse Publishers.
Beach, R. (2014). *Understanding and creating digital texts: an activity-based approach.* Lanham, US: Rowman &Littlefield.
Carroll, B. (2017). *Writing and editing for digital media (third edition).* New York: Routledge.
DeVoss, D., Eidman-Aadahl, E. and Hicks, T. (2010). *Because digital writing matters.* San Francisco, US: Jossey-Bass.
Strunk, W &White, E. (1999). *The elements of style (fourth edition).* Boston, US: Allyn &Bacon.

【Grading criteria】
Class participation 15%, assignments 10%, midterm exam 20%, collaborative project/presentation 30%, final exam 25%.

【Changes following student comments】
The course has been restructured. The impact of AI on content creation will be discussed early in the course to better inform students on the current situation.

【Equipment student needs to prepare】
Please bring a laptop computer to every class. If access to a laptop computer is difficult, please inform the instructor.

【Prerequisite】
None.

LAN200ZA

【休講】Digital Writing and Publication

休講

Credit(s)：2 ｜ Semester： ｜ Year：2〜4
Day/Period：

その他属性：〈優〉

【Outline and objectives】
Technological advances have pushed society toward an ever-more participatory global culture; we both consume and create vast quantities of the written word on our phones, laptops and tablets. These digital texts have expanded the definition of what we call writing and what we can do with it. This course will look more closely at how this kind of digital copy is produced and the way it impacts our daily life. Together, we will examine the planning, writing and publication stages of digital content creation, as well as the practical and ethical issues that are involved.

【Goal】
Frederich Nietzsche once said, "it is my ambition to say in 10 sentences what others say in a whole book," and that is what we will aim to do: produce clear and concise written communication. As part of this process, we will:
・Examine how technology has profoundly altered traditional writing practices
・Learn how to deliver content to a brief, within set style guidelines
・Be engaged in the analysis and production of digital writing, both individually and as part of a team
・Consider the fundamentally new set of ethical issues the online world has created.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Digital Writing and Publication has a focus on quality rather than quantity; in today's digital world, information must be conveyed quickly and attractively. An assignment may be as short as 50 words, but students will learn how to make those 50 words count. Submission of assignments and feedback will be via the Learning Management System. We will look at practices that promote a collaborative approach toward a common goal via technology. Students will also learn industry-standard practices, such as writing to a specific style guide and for a specific audience.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Principles of Good Writing	The foundation of good copywriting practices
3	Identifying the Audience	Before we write a single word, we need to answer three questions: who is our audience? What do they need? What is our purpose?
4	Choosing a Voice and Writing to a Brief	The importance of tone and examples of the kind of brief a writer may be given
5	AP Style	A close look at the importance of writing to a specific style, using the standard AP stylebook
6	Editing	A dive into the world of content editing
7	Review and Midterm Exam	Review and written examination of content thus far
8	Visual Style and Publication	An examination of the interplay between text, images, video and colour
9	Digital Ethics I	Current debates regarding ownership, copyright and fair use
10	Collaborative Working Practices I	Over the two sessions, students will work as a team to create original digital content
11	Digital Ethics II	Current debates regarding standards and ethical codes
12	Collaborative Working Practices II	Over the two sessions, students will work as a team to create original digital content
13	AI and the Future of Writing	Will the machines take over?
14	Final Presentations and Assessment	Student presentations and take-home assessment

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be required in class, materials will be supplied by the instructor.

【References】
Alexander, J., &Rhodes, J. (2018). *The Routledge handbook of digital writing and rhetoric*. New York, US: Routledge.
Anderson, J. &Dean, D. (2014). *Revision decisions: talking through sentences and beyond*. Portland, US: Stenhouse Publishers.
Beach, R. (2014). *Understanding and creating digital texts: an activity-based approach.* Lanham, US: Rowman &Littlefield.
Carroll, B. (2017). *Writing and editing for digital media (third edition).* New York: Routledge.
DeVoss, D., Eidman-Aadahl, E. and Hicks, T. (2010). *Because digital writing matters.* San Francisco, US: Jossey-Bass.
Strunk, W &White, E. (1999). *The elements of style (fourth edition).* Boston, US: Allyn &Bacon.

【Grading criteria】
Class participation 15%, assignments 15%, midterm exam 20%, collaborative project 25%, final exam 25%.

【Changes following student comments】
The collaborative working sessions have been split to allow students more out-of-class working time on the project.

【Equipment student needs to prepare】
Please bring a laptop computer to every class. If access to a laptop computer is difficult, please inform the instructor.

【Prerequisite】
None.

ART200ZA（芸術学 / Art studies 200）

East Asian Popular Culture

Kukhee Choo

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：水3/Wed.3
その他属性：〈優〉

【Outline and objectives】
This class will examine popular culture across Asia, focusing on the region of East Asia, specifically media and cultural practices in South Korea, China, Taiwan, and Japan. Over this semester we will examine how various media — music, film, TV dramas, and internet videos — are part of local cultural practices in each place. This will include an examination of their histories in the area, their connections to society, and what cultural practices they accompany. However, instead of focusing exclusively on different countries, we will concentrate on how these cultural products work across borders, operating transnationally. By close examination of the production, distribution, and consumption of these media across East Asia, students will gain insight into connections beyond the countries they are usually associated with. In other words, this class will analyze the links between these countries that are facilitated by the media. With this in mind, this class will ultimately consider how media flows across national boundaries and engages with cultural regionalism.

【Goal】
In addition to teaching the students about contemporary East Asian societies and media, this class aims to develop critical thinking and analytical skills. Throughout the semester students will: 1) learn methodologies to examine popular culture from Asia; 2) explore the histories of various popular cultural products from Asia; 3) examine how cultural practices cross national boundaries and interact; 4) consider how these cultural products engage with regionalization in Asia.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will be discussion-based, with visual material such as clips of films and animation. Each week students will be provided with an academic reading relevant to the topic. These readings will be important background information and/or will be directly addressed as the topic of the class content and discussion. Discussions based off of the reading material will be facilitated by questions from the instructor to help the students explore and develop their critical and analytical skills for that topic. Feedback will be given throughout the course via discussion topics. Students will be assessed on their understanding of the readings and discussions through their presentations and exam.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Nationalism and Popular Culture	Readings on how popular culture influences our everyday lives
3	Early Asian Film Practices	Wartime/postwar film industries in Asia
4	Film Adaptation Across Borders	Pan-Asian Hong Kong films
5	Powtwar Western Influences in Asia	American culture in Japan
6	Television in Japan	Japanese drama and modernity
7	Midterm review	Midterm exam
8	Japanese Popular Culture in Asia	Manga and Jpop across Asia
9	Online Fan Practices of Asian popular Culture	Online circulation of Japanese popular media
10	New Develoments of the 21st Century	Changes in Asian entertainment industries
11	Korean Wave/Korean Drama	Transnational Korean media
12	Globalization of Cool Japan	Cultural policy changes in Asia
13	Hybrid Asian Popular Culture	New developments in race/gender/national identities
14	Final review	Final exam

【Work to be done outside of class (preparation, etc.)】
Students should complete the assigned readings before each class and study the notes they take in class. Preparatory study and review time for this class are 3 hours each.

【Textbooks】
No textbook will be required as readings will be provided by the instructor.

【References】
Various articles will be uploaded on Hoppii.

【Grading criteria】
Participation (10%)
Reading/viewing assignments (20%)
Asking questions, speaking up during class discussions, and class behavior (20%)
Midterm exam/assignment (20%)
Final exam/assignment (30%)

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
Pen and paper notebook. Students are not allowed to use computers, tablets or smartphones in this class so students must take notes by hand in class. They are also responsible for bringing hard copies of the required readings to class.

【Others】
This course requires students to have intermediate knowledge of media culture and globalization. Previously taking classes on media, race and gender, and East Asian history will enhance the learning experience for this class.
Do not miss the first class as there will be a selection process. Students may not join the class after the first class date/selection process. The content of this syllabus may be subject to change.

【Prerequisite】
Previously taking classes on media, race and gender, and East Asian history will enhance the learning experience for this class

ART200ZA（芸術学 / Art studies 200）

Asian Popular Culture

Kukhee Choo

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：水3/Wed.3
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
This class will examine popular culture across Asia, focusing on the region of East Asia, specifically media and cultural practices in South Korea, China, Taiwan, and Japan. Over this semester we will examine how various media — music, film, TV dramas, and internet videos — are part of local cultural practices in each place. This will include an examination of their histories in the area, their connections to society, and what cultural practices they accompany. However, instead of focusing exclusively on different countries, we will concentrate on how these cultural products work across borders, operating transnationally. By close examination of the production, distribution, and consumption of these media across East Asia, students will gain insight into connections beyond the countries they are usually associated with. In other words, this class will analyze the links between these countries that are facilitated by the media. With this in mind, this class will ultimately consider how media flows across national boundaries and engages with cultural regionalism.

【Goal】
In addition to teaching the students about contemporary East Asian societies and media, this class aims to develop critical thinking and analytical skills. Throughout the semester students will: 1) learn methodologies to examine popular culture from Asia; 2) explore the histories of various popular cultural products from Asia; 3) examine how cultural practices cross national boundaries and interact; 4) consider how these cultural products engage with regionalization in Asia.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will be discussion-based, with visual material such as clips of films and animation. Each week students will be provided with an academic reading relevant to the topic. These readings will be important background information and/or will be directly addressed as the topic of the class content and discussion. Discussions based off of the reading material will be facilitated by questions from the instructor to help the students explore and develop their critical and analytical skills for that topic. Feedback will be given throughout the course via discussion topics. Students will be assessed on their understanding of the readings and discussions through their presentations and exam.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Nationalism and Popular Culture	Readings on how popular culture influences our everyday lives
3	Early Asian Film Practices	Wartime/postwar film industries in Asia
4	Film Adaptation Across Borders	Pan-Asian Hong Kong films
5	Powtwar Western Influences in Asia	American culture in Japan
6	Television in Japan	Japanese drama and modernity
7	Midterm review	Midterm exam
8	Japanese Popular Culture in Asia	Manga and Jpop across Asia
9	Online Fan Practices of Asian popular Culture	Online circulation of Japanese popular media
10	New Develoments of the 21st Century	Changes in Asian entertainment industries
11	Korean Wave/Korean Drama	Transnational Korean media
12	Globalization of Cool Japan	Cultural policy changes in Asia
13	Hybrid Asian Popular Culture	New developments in race/gender/national identities
14	Final review	Final exam

【Work to be done outside of class (preparation, etc.)】
Students should complete the assigned readings before each class and study the notes they take in class. Preparatory study and review time for this class are 3 hours each.

【Textbooks】
No textbook will be required as readings will be provided by the instructor.

【References】
Various articles will be uploaded on Hoppii.

【Grading criteria】
Participation (10%)
Reading/viewing assignments (20%)
Asking questions, speaking up during class discussions, and class behavior (20%)
Midterm exam/assignment (20%)
Final exam/assignment (30%)

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
Pen and paper notebook. Students are not allowed to use computers, tablets or smartphones in this class so students must take notes by hand in class. They are also responsible for bringing hard copies of the required readings to class.

【Others】
This course requires students to have intermediate knowledge of media culture and globalization. Previously taking classes on media, race and gender, and East Asian history will enhance the learning experience for this class.
Do not miss the first class as there will be a selection process. Students may not join the class after the first class date/selection process. The content of this syllabus may be subject to change.

【Prerequisite】
Previously taking classes on media, race and gender, and East Asian history will enhance the learning experience for this class

ART200ZA（芸術学 / Art studies 200）

Japanese Popular Culture

Kukhee Choo

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：水4/Wed.4

その他属性：〈優〉

【Outline and objectives】
When asked to speak about Japan, individuals often turn to pop-cultural phenomena, such as manga, anime, or cosplay. This implies a link between culture and nation that is vital, yet ambiguous. What do folks mean when they say they like Japanese culture? Why has Japan become so popular?
Drawing on cultural and media studies, this course will explore the historical and theoretical study of Japanese popular culture. Lectures and discussions will engage with media forms and case studies from many eras, covering topics ranging from Takarazuka theater and pre-war radio culture to anime fandom and the so-called “golden age of Japanese cinema.” The course culminates with students delivering a presentation and submitting an essay on a pop-cultural phenomenon not covered in depth during a class session.

【Goal】
Students will learn many of the key theories, terms, and arguments of cultural studies, especially as those ideas relate to Japan. Students will practice analyzing, historically contextualizing, and writing about specific pop-cultural phenomena. Students should leave the course with a refined ability to define and discuss abstract concepts such as nation, culture, and what it means for something to be “Japanese.”

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will combine lectures, discussions, and student presentations. In addition to reading critical and theoretical texts, students are expected to experience, or refer back to their past experiences with, cultural objects and practices in question, and analyze them in a global context in their final papers. Students will also conduct research for the final paper. Submission of assignments and feedback will be via the Learning Management System. In-class oral feedback will be provided for presentation assignments.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Why study popular culture?
2	"Japanese" and Nihonjinron	Readings on Nihonjinron
3	The Image of Japan	Theories
4	Visualizing Modernity	Japanese cinema
5	Development of Television	Postwar TV culture and nationalism
6	Popular Television Programs	NHK morning dramas, variety programs
7	Midterm review	Midterm review
8	Popular Music	Jpop and idol culture
9	"Cute" Culture	Shoujo culture and Hello Kitty
10	Manga	History of boys and girls manga
11	Anime	Globalization of Anime
12	Otaku culture	Subculture and gender
13	Globalization of Japanese Popular Culture	Japan brand strategy
14	Final review	Final review

【Work to be done outside of class (preparation, etc.)】
Students are required to complete reading assignments so that they are ready for class discussions. Students will regularly be asked to summarize and reflect upon the weekly articles. There will be a midterm and final exam. Preparatory study and review time for this class are 3 hours each.

【Textbooks】
No textbook will be used. Reading materials will be provided by lecturer in PDF format.

【References】
All reading material will be uploaded to HOPPII.

【Grading criteria】
Class participation (10%)
Reading/viewing assignments (20%)
Asking questions, speaking up during class discussions, and class behavior (20%)
Midterm exam (20%)
Final exam (30%)

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
Pen and paper notebook. Students are not allowed to use computers, tablets or smartphones in this class so students must take notes by hand in class. They are also responsible for bringing hard copies of the required readings to class.

【Others】
Do not miss the first class as there will be a selection process. Students will not be accepted after the first class/selection process. The content of this syllabus may be subject to change.

【Prerequisite】
None.

ART200ZA（芸術学 / Art studies 200）

Art and Design

Timothy Betjeman

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4

Day/Period：火5/Tue.5

その他属性：〈優〉

【Outline and objectives】
Art and design play important roles in society. This is true not only for the 21st century, as art and design have been formative in the shaping of the history of societies throughout the world for centuries.
This course introduces students to the fields of art and design, identifying and exploring the differences and the overlaps between them.

【Goal】
Through this course, students will learn about the relationship between art and design and society, while also gaining an understanding of concepts relating to aesthetics, media studies, art history and contemporary art and design. Through the ideas introduced in this course, students will become more aware of the impact of art and design in the world around them, and equip themselves with the knowledge and vocabulary to engage in discussions related to the topics raised.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
In addition to attending lectures on art and design, students will engage in weekly tasks in response to the subjects of the lectures. As the first half of the course concludes, the students are expected to choose a topic for their final presentation.
The presentation of the project will be a combination of oral presentation, slides(optional) and presentation of preparatory notebook work.
Submission of assignments and feedback will be via the Learning Management System.
Feedback on presentations will be given in class. Separate feedback will be given via email or the Learning Management System if required.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	The functions of art	What does/should art do? What should art not do? Considering aesthetics, entertainment politics, ritual and other functions of art in society.
3	The functions of design	The purpose of design and the various roles within its production. Considering branding, products, and their impact on society.
4	Authorship in art and design	From the author as genius to the anonymous company designer, considering the importance of authorship in art and design
5	Art objects	Exploring art objects as commodities
6	Beyond function	Creativity in design and how design is not always functional
7	Mid-term presentations	Students present their proposed topic in a group and discuss how to develop each person’s topic towards the final presentation.
8	Focus on media art	Art beyond the art object: technology in art
9	Focus on technology in design	Cutting-edge technology and new materials in design
10	Innovation	Innovation in art and design in the 21st century:
11	Entertainment becomes art	Examples in computer games, cinema, etc.
12	Future Trajectories	Examine the potential of cutting-edge technologies and materials, works of science fiction, speculative inventions, and theories about the evolution of art in society.
13	Final Presentations	End of term presentations and discussion 1
14	Final Presentations	End of term presentations and discussion 2

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used.
The instructor will provide digital notes through Google Classroom, as well as access to reading materials.

【References】
Manoich, Lev (2002) *The Language of New Media*, MIT Press. Berger, John (2012/1972) *Ways of Seeing*, Penguin. Lidwell, William, et al. (2010) *Universal Principles of Design*, Rockport. Meggs, Philip, Purvis, Alston (2016) *Meggs' History of Graphic Design*, Wiley. Wagner, Richard (1993/1849)*"The Art-Work of the Future" and Other Works* < .>

【Grading criteria】
Participation:
Includes classroom activities, assigned readings, weekly submitted tasks/response.
Final Presentation: Students choose examples of "innovative" art or design they have experienced or engaged with directly. The presentation should include key points such as innovation, value, authorship, the user/viewer experience, and also logically reason the work’s appeal to them and to the general public. In addition to the presentation itself, preparatory work in a notebook will be assessed to form the final grade. Students are free to choose their topic, but must present the chosen topic in class during the first half of the semester.
Final assessment is based on:
Active participation 60% (including weekly tasks submitted through Google Classroom =50% and mid-term presentation/discussion =10%), Final Project 40% (Presentation =30% preparatory notebook work = 10%)

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
Students will need a computer, a notebook (e.g. sketchbook/notebook), and general stationary (e.g. pen, pencil, glue, tape). A digital notebook/ tablet is also acceptable.
Students will need access to a camera or scanner to submit digital images of their notebook work online.

【Prerequisite】
None.

ART200ZA（芸術学 / Art studies 200）

Drama Workshop

John Wescott Oglevee

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：水1/Wed.1
Notes：< GIS students> 2023年度までの入学者は配当年次1〜4年

その他属性：〈優〉

【Outline and objectives】
This course is a practical, semester-long practice of nohgaku and contemporary performance.
We will have hands on experience of the following:
1. Noh dance and chant
2. Group movement improvisation and deep listening exercises
3. Noh instruments
4. Kyogen style speech and movement

【Goal】
By the end of this course, students will have:
1. Memorized the movement and chant for one noh shimai (short dance)and one kyogen komai.
2. Be familiar with the flute, and hand drums of noh.
3. Be able to chant in a group of a short excerpt from a full noh.
4. Be able to differentiate between noh and kyogen.
5. Be familiar with a group of exercises called "viewpoints" which highlights group listening, responding and reacting as improvisation.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar、E 実験/実習/実技 /Experiment

【Method(s)】
1. This course will use traditional teaching methods of hands on experiental practice.
2. Students will be using their voices and bodies to repeat the techniques learned in class and express themselves.
3. Traditional techniques of noh instruction will be utilized. For instance, students will be required to sit on the floor (seiza) (exemptions will be made for those with physical limitations).
4. Feedback from the teacher will be given in class as well as to the students in response to their journal submissions.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Introduction and Overview of syllabus as well as brief history of nohgaku.
2	Shimai / utai day 1 Theater listening	Shimai / utai day 1 Deep Breathing, relaxation, memory game.
3	Shimai / utai day 2 Theatre exercises	Shimai / utai day 2 Zip Zap Zup, Mirroring
4	Shimai / utai day 3 Viewpoints intro	Shimai / utai day 3 Group jump, lanes.
5	Shimai / utai day 4 Viewpoints	Shimai / utai day 4 Group jump, lanes
6	Shimai/utai day 5 hayashi day 1 Viewpoints	Hayashi day 1 Flute
7	Shimai/utai day 6 Hayashi day 2 Viewpoints	Shimai/utai day 5 Hayashi day 2 Viewpoints
8	Shimai/utai day 7 Hayashi day 3	Hayashi day 3
9	Kyogen day 1 Viewpoints	Kyogen day 1 Viewpoints
10	Kyogen day 2 Viewpoints	Kyogen day 2 Viewpoints
11	Shimai / utai / komai practice Viewpoints	Students will prepare for in-class recital (happyokai)
12	Shimai / utai / komai practice	Students will prepare for in-class recital (happyokai)
13	Shimai / utai / komai practice Final practice	Students will perform shimai for the class
14	Final Performances. Viewpoints and class evaluations.	Students will have the opportunity to try their dance with a mask as well as fill out class evals. The evaluations will then be submitted at the conclusion of the class

【Work to be done outside of class (preparation, etc.)】
Students must practice what they have learned in class on their own. The physical movement and chant style of noh takes time to develop and only comes with repetition. Students should be prepared to practice noh a minimum of 15 minutes EACH DAY.
Students will be required to keep an "experience journal" an example of which will be distributed on the first day of class.
Total preparatory study and review time/practice for this class are 2 hours each week.

【Textbooks】
Material will be provided by the instructor and distributed in class.

【References】
A list of related references - when and if necessary - will be provided by the instructor.

【Grading criteria】
Participation 50%
Experience journal 30%
Final recital 20%

【Changes following student comments】
n/a

【Equipment student needs to prepare】
Students must come to class if possible in white indoor tabi. If the student has trouble acquiring them, please ask the teacher for assistance. If it is impossible to purchase tabi, students must come to class in socks. Another essential tool for practicing noh is a noh fan. Orders for fans will be taken on the first day of class. For students not able to purchase one, alternatives will be suggested.

【Others】
Students must come to class with clothes they can move in. Short skirts or restrictive jeans are not acceptable. We will be sitting and moving a lot as well as sitting on the floor.

【Prerequisite】
None.

ART200ZA（芸術学 / Art studies 200）

【休講】History of Photography

休講

Credit(s)：2 ｜ Semester： ｜ Year：2〜4
Day/Period：

その他属性：〈優〉

【Outline and objectives】
How old is photography? Can you imagine visually recording your lunch without a mobile-phone camera? Will you do it even if each shot cost you serious money? How can you share a photograph without Instagram, Twitter, or LINE? Photography was born out of a desire to capture moments, people and landscapes, but to many people, the details of the process are still 'magic' that happens behind a lens. This course looks at the history of photography to help us re-evaluate how digital images evolved and came to be an integral part of our lives.

【Goal】
Photography was developed through a process of scientific study and creative experimentation. This course will give students an insight into the problems that a large number of photographers overcame to make images. Knowledge gained of methods and approaches during the course will also help students better understand the production of images today, helping them to become more informed consumers/producers.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course uses a practice-led learning approach to guide students through a history of photographic processes and their effect in modern societies. Each week, a workshop is conducted that evokes technological and sociological developments in the medium. These are supported with periodic lectures relating to examples of past and contemporary photographers. Students document class activities and self-directed research projects using a workbook. Working towards an individual approach, students are required to make their own photographic projects, and to present them in the form of portfolio books (booklets). To create a portfolio book, students are expected to use an online book printing service(suggestions will be given). To evidence the creative process, students are also expected to document the classes and activities in a workbook.
Submission of assignments and mutual feedback are expected to be part of a continuous offline/online dialogue. Feedback regarding student work progress will provided in two ways: direct guidance from the instructor, and peer-review sessions including classmates.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	The Desire to Leave a Trace	Class introduction and examples of work by previous students and the instructor.
2	I was Here	Recording memories visually without a camera before and after photography.
3	Light Burns, Colors Fade	Discussing the history of photography from a technology perspective.
4	DIY Cameras-1	Making pinhole cameras / camera obscura at home.
5	DIY Cameras-2	Making pinhole cameras / camera obscura at home.
6	Painting with Light	Discussing the history of photography as a recognized fine art medium.
7	Consumer Cameras and the Democratization of Photography	Learning about 35mm and 120mm film processes, as well as instant photography.
8	Objects of Remembrance, Evidences of Identities	Discussing the cultural history of photography.
9	The End of Blind Faith	Exploring a notion of post-truth and a history of 'fake' imagery
10	Photo Project: Research	Conducting research for photo projects.
11	Photo Project: Proposal	Reviewing proposals for photo projects.
12	Photo Project: Peer Review	Peer review of photo projects prior to submission.
13	Photo Project: Final Submission	Review and submission of photo project.
14	Photo Project: Final Review	Presentation of photo projects and wrap-ups.

【Work to be done outside of class (preparation, etc.)】
Students are expected to prepare required materials for class (instructions will be given each week), as well as download and do assigned readings. The final project (photo project) and most assignments will require students to make photographs outside of class hours. In addition, students must maintain a workbook that keeps track of questions for self-directed research assignments and describes/reflects upon their creative activities across the semester (no strict format will be enforced, but seriousness is expected and will be rewarded). Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. Handouts and reading materials will be distributed in class.

【References】
Badger, Gerry (2011) *The Genius of Photography: How Photography Has Changed Our Lives*, Quadrille.
Barnes, Martin (2010) *Shadow Catchers: Camera-less Photography*, V&A.
Batchen, Geoff (1999) *Burning with Desire*, MIT Press.
Batchen, Geoff (2008) *William Henry Fox Talbot*, Phaidon.
Batchen, Geoff (2016) *Emanations: The Art of the Cameraless Photograph*, Prestel Publishing.
Berger, John (1972/2008) *Ways of Seeing*, Penguin Books.
Blight, Daniel C. (2019) *The Image of Whiteness: Contemporary Photography and Racialization*, Spbh Editions.
Hockney, David (2006) *Secret Knowledge: Rediscovering the Lost Techniques of the Old Masters*, Thames &Hudson.
Pinney, Christopher (2003) *Photography's Other Histories (Objects/Histories)*, Duke University Press.
Willes Tucker, Anne et al (2003) *The History of Japanese Photography*, Yale University Press.
Additional references will be provided by the instructor in class.

【Grading criteria】
Participation: This applies to taking part in the weekly activities, as well as weekly assignments at class. More than 2 unexcused absences will result in failure of this course.
Workbook: Weekly contribution to their workbooks will start at a minimum of 2 pages per week including documentation of class activities and self-directed research works.
Final Project: Each student must produce a personal photo project (min. of 10 solid (self-curated) images). Please note that each student will be asked to pay for an online book printing service to produce his/her portfolio book. Printing may cost around 4,000 yen according to size, number of pages, and print quality. Further details will be explained in class.
The final grade is based on: Participation 20%, Workbook 30%, and Final Photo Essay Project 50%.

【Changes following student comments】
The course has been modified to encourage more practical engagement with the history of photography.

【Equipment student needs to prepare】
Students will need a laptop, a smartphone, a camera (mobile-phone camera will do), a workbook (e.g. blank sketchbook/notebook), and general stationary (e.g. pen, pencil, glue, tape, scissors). Students will also need access to a printer (either at home, on campus, or at a convenience store). Details of other items required will be given each week.

【Others】
Students are expected to come to class on time, participate and show interest.
The instructor is a practicing artist and filmmaker whose work across different disciplines (starting with photography) has been shown at international exhibitions and media.

【Prerequisite】
None.

ART200ZA（芸術学 / Art studies 200）

Japanese Art History

Alberto Carrasco Lara

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：金1/Fri.1
Notes：< GIS students> 2023年度までの入学者は配当年次1〜4年

その他属性：〈優〉

【Outline and objectives】
What do terms like 'tradition,' 'modernity,' 'postmodernity,' and 'contemporary' really mean, and how do these concepts shape our understanding of a nation or its people? This course explores the intersection of art, aesthetics, tradition, modernity, and postmodernity in Japan. By examining the development of art history in Japan, we aim to address key questions related to these concepts. Our focus spans from the Meiji period to the present, highlighting key artists, movements, and cultural expressions.
We will study the paradigm shifts that occurred during both the pre-war and post-war periods, exploring how the introduction of modernity transformed Japanese aesthetics. This will involve analyzing the interpretations and manifestations of this change. At the same time, we will critically assess how ideas of tradition, modernity, and Japaneseness have been utilized in nation-building and identity formation.
Additionally, we will examine the work of prominent scholars who have theorized the creation of Japan as a cultural space and the role of art in Japan before and after the advent of modernity.
Throughout the course, students will develop the tools for visual analysis and critical thinking, equipping them with the skills needed for in-depth cultural analysis.

【Goal】
General Objectives:
・Differentiate between modern and contemporary Japanese art:
Explore the transformation of aesthetics in Japan from the Meiji period to the present, focusing on how modernity and postmodernity have been introduced and interpreted within Japanese art.
・Critically engage with culture and art:
Evaluate scholarly perspectives on modernity, postmodernity, and the transition between them in the context of Japanese visual arts. Challenge conventional ideas of 'art,' 'tradition', 'modernity,' and 'contemporary culture.'
・Identify key political and historical events that shaped art movements:
Analyze the major shifts in Japanese art within specific historical and political contexts, exploring the relationship between politics and aesthetics in the development of artistic movements.
・Develop skills in visual analysis and critical thinking:
Cultivate the ability to analyze visual form and think critically through the study of key art movements, events, and cultural expressions in Japan, enabling deeper engagement with the subject matter.
Specific Objectives:
・Recognize major art movements, events, and artists in Japan:
Identify the key artists, movements, and cultural expressions in Japanese art history, understanding their role in shaping modernity and postmodernity within Japanese aesthetics.
・Understand the global context of Japanese art:
Explore the broader cultural, linguistic, and geographic contexts in which Japanese art developed, recognizing the interconnectedness of the global art world and how international exchanges influenced Japanese aesthetics.
・Analyze the relationship between politics and aesthetics:
Examine the impact of political and historical events on Japanese art, and explore the complex ways in which politics and aesthetics intersect in shaping artistic developments in Japan.
・Compare modern and contemporary art in Japan:
Compare and contrast the characteristics and processes of modern and contemporary Japanese art, focusing on the transition between artistic periods and the influence of global trends and popular culture on Japanese art practices.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Class format:
Each session will be divided into two parts. The first part of the session is comprise by the lecture on the assigned topic/theme. The second part of the session is devoted to class discussion. *During the discussion, students will follow the lead of the student in charge of the assigned reading. After the initial discussion, the instructor will join to answer and pose questions to students. (*Contingent on the number of students enrolled in the course.)
At the beginning of each class, individual and general feedback will be given to students regarding their assignments. The subsequent questions will be par of the class discussion and students will be able to address the questions of their peers.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Mapping Tradition: the myth of the origin	Readings:Excerpts from: Anderson, Benedict, Imagined Communities: Reflections on the Origin and spread of Nationalism, Verso, 1983. Excerpts from: Hobsbawm, Eric and Ranger, Terence, The Invention of Tradition, Cambridge University Press, 1983. Excerpts from: Hudson, Mark J., Ruins of Identity: Ethnogenesis in the Japanese Islands, Hawaii University Press, 1999.
3	Traditional Arts of Where? The making of Japan as an homogeneous space	Readings: Vlastos, Stephen, "Tradition: Past, Present Culture and Modern Japanese History", in: Mirror of modernity: invented traditions of modern Japan, edited by Stephen Vlastos, University of California Press, Berkeley, 1998. Morris, Low, "Physical Anthropology in Japan: The Ainu and the Search for the Origins of the Japanese" in: Current Anthropology , Vol. 53, No. S5, The Biological Anthropology of Living Human Populations: World Histories, National Styles, and International Networks (April 2012), pp. S57-S68, University of Chicago Press.
4	The Invention and Reification of Culture: Japanese identity in traditional Art	Readings: Morris-Suzuki, Tessa, "The Invention and Reinvention of "Japanese Culture" in: The Journal of Asian Studies, Vol. 54, No. 3 (Aug., 1995), pp. 759-780, Duke University Press. Excerpts from: Addiss, Stephen; Groemer, Gerald and Rimer, J. Thomas (ed.), Traditional Japanese Arts and Culture, University of Hawaii Press, 2006. Excerpts from: Lebra Sugiyama, Takie, The Japanese Self in Cultural Logic, University of Hawaii Press, 2004.
5	Popular Media in Premodern Japan	Readings:Guth, Christine. "Development in Woodblock Prints: 1660– 1760," in Art of Edo Japan: The Artist and the City 1615– 1868 (New York: Harry N. Abrams, Inc., 1996) 99– 117. Burnham, Helen and Jane E. Braun. "Introduction: The Allure of Japan," in Looking East: Western Artists and the Allure of Japan from the Museum of Fine Arts, Boston, edited by Endo Nozomi, Kato Aya, Ozaki Masato et al. (NHK Promotions, 2014) 226– 229.

6	Modernity and Aesthetics in Japan	Readings:Excerpts from: Sato, Doshi, Modern Japanese Art and the Meiji State: The Politics of Beauty, Getty, 2011. Excerpts from: Marra, Michele, Modern Japanese Aesthetics: a reader, University of Hawaii Press, 2001.
7	Nihonga: the new Japanese art of the empire	Readings: Ellen P. Conant, “Japanese painting from Edo to Meiji: rhetoric and reality” in Since Meiji : perspectives on the Japanese visual arts, 1868-2000, University of Hawaii Press, 2011.
8	Yoga, Western Visuality in Japanese Arts	Readings: Excerpts from: Winther-Tamaki, Bert, Maximum Embodiment: Yoga, the Western Painting of Japan, 1912-1955, University of Hawaii Press, 2012. Excerpts from: Mostow, Joshua, Norman, Bryson, et al., Gender and Power in the Japanese Visual Field, University of Hawaii Press, 2003.
9	Towards a Postmodern Turn (?)	Readings: Excerpts from: Jameson, Frederic, Postmodernism, or the Cultural Logic of Late Capitalism, Verso, 1992. Ivy, Marilyn, Discourses of the Vanishing, University of Chicago Press, 1997.
10	Postmodernity Art and Subculture	Readings: Murakami, Takashi, Little Boy: The Arts of Japan’s Exploding Subculture, Yale University Press, 2005. Excerpts from: Lamarre, Thomas, The Anime Machine: a media theory of animation, University of Minnesota Press, 2009. Movie: Mamoru Oshii, Ghost in the Shell, (1995). &Katsuhiro Otomo, Akira (1988).
11	Queer Art and the Postmodern Condition, Yasumasa Morimura and the Pastiche	Readings:Brandes, Kerstin, Morimura/Duchamp: ImageRecycling and Parody, Edinburg University Press, 2003. Chino Kaori, “Gender in Japanese Art”, in Gender and Power in the Japanese Visual Field, Mostow, Joshua, Norman, Bryson, et al. University of Hawaii Press, 2003. Kinsella, Sharon. "Cuties in Japan." In Women, Media and Consumption in Japan, edited by Lise Skov and Brian Moeran, 220-254. Honolulu: University of Hawai’i Press, 1995.
12	Pop Culture, the State and Cultural Identity	Readings:Adrian, Favell, Resources, Scale, and Recognition in Japanese Contemporary Art: "Tokyo Pop" and the Struggle for a Page in Art History.
13	Japanese Art History Today	Readings: TBA
14	Wrap up Session	Open class

【Work to be done outside of class (preparation, etc.)】
Students are required to complete the assigned readings in advance and come to class ready to participate in class discussion. Students will complete homework assignments and reading responses in addition to conducting research for the final paper. Preparatory study and review time for this class are 2-3 hours each.

【Textbooks】
Required Readings:
All required readings for this course will become available on HOPPII as PDF file unless otherwise specified. It is the student’s responsibility to access and make a copy of the assigned texts. Please make sure to bring to class the required reading(s) for that day. I also reserve the right to introduce additional readings throughout the semester.

【References】
Bibliography:

・ Addiss, Stephen, Gerald Groemer, and J. Thomas Rimer, eds. Traditional Japanese Arts and Culture. University of Hawaii Press, 2006.
・ Adrian, Favell. "Resources, Scale, and Recognition in Japanese Contemporary Art: 'Tokyo Pop' and the Struggle for a Page in Art History."
・ Anderson, Benedict. Imagined Communities: Reflections on the Origin and Spread of Nationalism. Verso, 1983.
・ Brandes, Kerstin. Morimura/Duchamp: Image Recycling and Parody. Edinburgh University Press, 2003.
・ Burnham, Helen, and Jane E. Braun. "Introduction: The Allure of Japan." In Looking East: Western Artists and the Allure of Japan from the Museum of Fine Arts, Boston, edited by Endo Nozomi, Kato Aya, and Ozaki Masato et al., 226– 229. NHK Promotions, 2014.
・ Chino, Kaori. "Gender in Japanese Art." In Gender and Power in the Japanese Visual Field, edited by Joshua Mostow, Bryson Norman, et al. University of Hawaii Press, 2003.
・ Conant, Ellen P. "Japanese Painting from Edo to Meiji: Rhetoric and Reality." In Since Meiji: Perspectives on the Japanese Visual Arts, 1868 – 2000, University of Hawaii Press, 2011.
・ Guth, Christine. "Development in Woodblock Prints: 1660– 1760." In Art of Edo Japan: The Artist and the City 1615– 1868, 99– 117. New York: Harry N. Abrams, Inc., 1996.
・ Hobsbawm, Eric, and Terence Ranger, eds. The Invention of Tradition. Cambridge University Press, 1983.
・ Hudson, Mark J. Ruins of Identity: Ethnogenesis in the Japanese Islands. University of Hawaii Press, 1999.
・ Ivy, Marilyn. Discourses of the Vanishing. University of Chicago Press, 1997.
・ Jameson, Frederic. Postmodernism, or the Cultural Logic of Late Capitalism. Verso, 1992.
・ Kinsella, Sharon. "Cuties in Japan." In Women, Media and Consumption in Japan, edited by Lise Skov and Brian Moeran, 220 – 254. Honolulu: University of Hawai’i Press, 1995.
・ Lamarre, Thomas. The Anime Machine: A Media Theory of Animation. University of Minnesota Press, 2009.
・ Lebra Sugiyama, Takie. The Japanese Self in Cultural Logic. University of Hawaii Press, 2004.
・ Marra, Michele, ed. Modern Japanese Aesthetics: A Reader. University of Hawaii Press, 2001.
・ Morris, Low. "Physical Anthropology in Japan: The Ainu and the Search for the Origins of the Japanese." Current Anthropology 53, no. S5 (April 2012): S57– S68. University of Chicago Press.
・ Morris-Suzuki, Tessa. "The Invention and Reinvention of 'Japanese Culture'." The Journal of Asian Studies 54, no. 3 (August 1995): 759 – 780. Duke University Press.
・ Mostow, Joshua, Bryson Norman, et al., eds. Gender and Power in the Japanese Visual Field. University of Hawaii Press, 2003.
・ Murakami, Takashi. Little Boy: The Arts of Japan’s Exploding Subculture. Yale University Press, 2005.
・ Sato, Doshi. Modern Japanese Art and the Meiji State: The Politics of Beauty. Getty, 2011.
・ Vlastos, Stephen, ed. Mirror of Modernity: Invented Traditions of Modern Japan. University of California Press, Berkeley, 1998.
・ Winther-Tamaki, Bert. Maximum Embodiment: Yoga, the Western Painting of Japan, 1912– 1955. University of Hawaii Press, 2012.

【Grading criteria】
Grading Policy:
Reading responses: 40%
Midterm assignment: 15%
Final assignment: 30%
Participation: 15%

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

ART200ZA（芸術学 / Art studies 200）

【休講】Music and Culture

休講

Credit(s)：2 ｜ Semester： ｜ Year：2〜4
Day/Period：

その他属性：〈優〉

【Outline and objectives】
What is our relationship to music? How do we participate in musical activity? How are our musical practices a reflection of our society? In this course we will investigate music from a global perspective. We will pay special attention how musical practices have been influenced or shaped through the movements of people, the movement of music through mediating technologies, and combinations of these factors. Each week students will contemplate specific musical practices in relation to concepts introduced through assigned readings.

【Goal】
Students will be able to:
(1) develop vocabulary to talk about music;
(2) develop an awareness and appreciation of various musics of the world;
(3) develop an ability to recognize how their own musical behavior reflects contemporary society;
(4) think critically about the complex cultural workings within a piece of music or musical practice.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
The course is taught through a combination of lectures, documentary-viewings and group discussions. The course will facilitate self-learning through required weekly reading and listening assignments that will be assessed through short writing assignments, as well as collective learning through a final group presentation. Feedback will be given collectively in class or through the Learning Management System (Google Classroom), depending on the nature of the assignment.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Overview of the course and requirements.
2	Music, Politics & Modernization	Eastern and Western musical practices in Japan.
3	Music &Identity in the Diaspora	Korean music and music of the Korean diaspora in North America.
4	Music &Colonialism	Relationship between colonialism and the musical practices of Indonesia.
5	Review of weeks 2-4	Open discussion and review of musical practices from weeks 2-4.
6	Orientalism & Exoticism	The Romani diaspora in Europe.
7	Appropriation & Assimilation	Music of the African diaspora in the United States.
8	World Music	Hip-Hop as a World Music
9	Review of weeks 6-8	Open discussion and review of musical practices from weeks 6-8
10	Sound recording	Sound recording technology as a means to collect and distribute folk musics.
11	Music technology	Musical hyperreality, disembodiment and dislocation through technology.
12	Ownership of music	Questions of copyright and ownership of music in the age of mechanical reproduction.
13	Globalization	Music as a tool to unite and divide in a globalized world.
14	Final Review & Presentations	Student presentations; review of topics and materials

【Work to be done outside of class (preparation, etc.)】
Students are expected to read assigned texts, listen to assigned recordings, and complete assigned writing tasks. Students are also expected to find music examples to share with the class. Preparatory study and review time for this class are 2 hours per week.

【Textbooks】
Fosler-Lussier, D. (2020) Music on the Move. Ann Arbor, MI: University of Michigan Press. https://doi.org/10.3998/mpub.9853855.

【References】
Bakan, M. (2007). *World Music: Traditions and Transformations*, Second Edition. New York: McGraw-Hill.
Cornelius, S. and M. Natvig. (2018). *Music: A Social Experience*, Second Edition. New York: Routledge.
Milioto Matsue, J. (2016). *Music in Contemporary Japan*. New York: Routledge.

【Grading criteria】
Class Discussion and Activities: 30%,
Questionnaires for Weekly Reading and Reflection: 50%,
Group Presentation: 20%

【Changes following student comments】
- Adoption of free online textbook.
- Revised content to increase relevance for GIS students.

【Equipment student needs to prepare】
Some in-class activities may require the use of computers, tablets or smartphones for the creation and/or playback of sound.

【Others】
Class materials and assignments can be accessed through Google Classroom.

【Prerequisite】
None.

SOC200ZA（社会学 / Sociology 200）

American History and Society

Robert Sinclair

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：月4/Mon.4
その他属性：〈優〉

【Outline and objectives】
This course will introduce students to the culture and society of the United States, focusing primarily on events of the 20th and 21st century. A central theme will be the idea of America as a place of unlimited possibility and opportunity. This idea presents the United States as a new type of social experiment, where true freedom is available and where everyone can look to a better future. As we examine this perspective on America, we will further explore the conflict between American ideals and social reality as seen in the tensions between continuity and change, individualism and community, consensus and diversity.

【Goal】
Students will acquire knowledge about various aspects of America and American life, including its history, geography and political system, as well as its economic, educational, social and foreign policy. Students can then expect to (1) acquire general knowledge of the society and people in contemporary America, (2) learn how America developed from a small British colony into a major superpower, and (3) examine the new realities facing America and its global influence. We will be especially interested in understanding the consequences of the current US administration.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Students will attend lectures, read related material, give a class presentation and have two written examinations. Concerning assignments, students will receive feedback in class.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	American History: An Overview	American Revolution, Civil War, Reconstruction, Gilded Age, Progressive Era, The New Deal, rise as a superpower, The Cold War, recent developments
3	People	Native Americans, African Americans, immigration
4	US Political Institutions	The US Constitution, Federal Government, branches of government
5	US Religious Culture	US religions, church and state, religion and education
6	US Education	The American education system, education and democracy, recent problems
7	Review &Midterm Exam	Assessing the degree to which students understand the subject
8	US Economy	Economic Liberalism, social class and economy, the contemporary economy
9	US Foreign Policy	History of American foreign policy
10	Student Presentations	Students will discuss current issues in American Society.
11	Student Presentations	Students will discuss current issues in American Society.
12	Student Presentations	Students will discuss current issues in American Society.
13	Student Presentations	Students will discuss current issues in American Society.
14	Final Exam & Wrap-up	Assessing the degree to which students understand the subject

【Work to be done outside of class (preparation, etc.)】
Students are expected to read the materials as instructed and prepare for class participation and discussion. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Contemporary America. 4th edition, Russell Duncan and Joe Goddard, 2013, Palgrave Macmillan.
American Civilization: An Introduction, 7th Edition, David Mauk and John Oakland, 2017, Routledge.

【References】
A– Z of Modern America, Alicia Duchak, 1999, Routledge.
Oxford Guide to British and American Culture, Jonathan Crowther, 2005, Oxford University Press.

【Grading criteria】
Evaluation will be based on a selection exam (10%) class participation (10%) class presentation (30%) and two exams (50%).

【Changes following student comments】
Some of the topics and readings covered in the class have been changed.

【Prerequisite】
None.

SOC200ZA（社会学 / Sociology 200）

Asian America

Kukhee Choo

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：水3/Wed.3

その他属性：

【Outline and objectives】
This course looks at Asian Americans and their experiences in the USA beyond the image of the economically successful "model minority".
Focusing on the two oldest Asian minority groups, Japanese and Chinese Americans, but paying attention also to the many other groups included in the category “Asian Americans,” students will study the history of Asian immigration to the United States and trace the process and extent of integration of Asian Americans into mainstream society by exploring a range of topics, including the history of immigration and exclusion, the “model minority” thesis, discrimination at work and in education, media images, gender and sexuality, hate crime and violence, relations with other minority groups, and social activism. Through these topics, students will consider critically the meaning of assimilation, citizenship, and “American” as an identity and a classificatory category and will reflect upon their own identities.

【Goal】
Students will learn the multifaceted history and current situations of Asian Americans, and as a result acquire a deeper and more nuanced understanding of race relations in American society. Students can expect to develop skills of written communication and reading comprehension through engaging in critical thinking, analysis, writing, and discussion in this course.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course is taught through a combination of lectures interwoven with in-class discussions, presentations and post-presentation discussions. Feedback will be given throughout the course via discussion topics.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Overview	Topics to be covered in this course Key concepts and ideas - Who are "Asian Americans"?
2	From "Different Shores"	Brief history of Asian Americans
3	Immigration, Citizenship, Naturalization Laws	Early immigration laws and exclusion
4	The Internment Experience	The causes and consequences of the internment of Japanese residents and Japanese-American citizens during WWII
5	Shifting Demographics: Postwar Asian Americans	The historical context of the influx of Asian Americans
6	The (Asian) American Dream? The (Myth of the) Model Minority	The historical context of “the model minority thesis”
7	Midterm Review	Student presentations/papers
8	Orientalism in America: Media Images	Early media representations of Asians
9	Activism and Resistance	Social movements and mainstream politics
10	Racism, Hate Crimes and Inter-racial Relations	L.A. Riot, Anti-Asian hate during the Covid pandemic
11	Contemporary Media Representations of Asian Americans	Stereotypical depictions of Asians and Asian Americans in popular American media
12	Asian American Gender and Sexuality	Sexism, gender, and queer identities
13	Asian American Internal Voices	How Asian Americans view themselves, personal struggles
14	Final review	Student presentations

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 3 hours each.

【Textbooks】
No textbook will be used. Instructions, readings, and other materials will be uploaded to HOPPII.

【References】
All reading materials will be provided by the instructor and will be uploaded to HOPPII.

【Grading criteria】
Class participation (10%)
Reading assignments (20%)
Asking questions, speaking up during class discussions, and participation behavior (20%)
Midterm presentation (20%)
Final presentaiton (30%)

【Changes following student comments】
Will reflect changes based on student comments.

【Equipment student needs to prepare】
Pen and paper notebook. Students are not allowed to use computers, tablets or smartphones in this class so students must take hand-written notes in class. They must also bring hard copies of the required readings to class.

【Others】
Students who have taken any 100-level or 200-level sociology course or have an equivalent academic background may have an advantage in learning and understanding this course better. All students who intend to take this course must attend the first class as a selection process may occur. The content of this syllabus may be subject to change.

【Prerequisite】
None.

SOC200ZA（社会学 / Sociology 200）

（GO用）Asian America

Kukhee Choo

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：水3/Wed.3
Notes：Not Available for ESOP Students. / TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉

【Outline and objectives】
This course looks at Asian Americans and their experiences in the USA beyond the image of the economically successful "model minority". Focusing on the two oldest Asian minority groups, Japanese and Chinese Americans, but paying attention also to the many other groups included in the category “Asian Americans,” students will study the history of Asian immigration to the United States and trace the process and extent of integration of Asian Americans into mainstream society by exploring a range of topics, including the history of immigration and exclusion, the “model minority” thesis, discrimination at work and in education, media images, gender and sexuality, hate crime and violence, relations with other minority groups, and social activism. Through these topics, students will consider critically the meaning of assimilation, citizenship, and “American” as an identity and a classificatory category and will reflect upon their own identities.

【Goal】
Students will learn the multifaceted history and current situations of Asian Americans, and as a result acquire a deeper and more nuanced understanding of race relations in American society. Students can expect to develop skills of written communication and reading comprehension through engaging in critical thinking, analysis, writing, and discussion in this course.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course is taught through a combination of lectures interwoven with in-class discussions, presentations and post-presentation discussions. Feedback will be given throughout the course via discussion topics.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Overview	Topics to be covered in this course Key concepts and ideas - Who are "Asian Americans"?
2	From "Different Shores"	Brief history of Asian Americans
3	Immigration, Citizenship, Naturalization Laws	Early immigration laws and exclusion
4	The Internment Experience	The causes and consequences of the internment of Japanese residents and Japanese-American citizens during WWII
5	Shifting Demographics: Postwar Asian Americans	The historical context of the influx of Asian Americans
6	The (Asian) American Dream? The (Myth of the) Model Minority	The historical context of “the model minority thesis”
7	Midterm Review	Student presentations/papers
8	Orientalism in America: Media Images	Early media representations of Asians
9	Activism and Resistance	Social movements and mainstream politics
10	Racism, Hate Crimes and Inter-racial Relations	L.A. Riot, Anti-Asian hate during the Covid pandemic
11	Contemporary Media Representations of Asian Americans	Stereotypical depictions of Asians and Asian Americans in popular American media
12	Asian American Gender and Sexuality	Sexism, gender, and queer identities
13	Asian American Internal Voices	How Asian Americans view themselves, personal struggles
14	Final review	Student presentations

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 3 hours each.

【Textbooks】
No textbook will be used. Instructions, readings, and other materials will be uploaded to HOPPII.

【References】
All reading materials will be provided by the instructor and will be uploaded to HOPPII.

【Grading criteria】
Class participation (10%)
Reading assignments (20%)
Asking questions, speaking up during class discussions, and participation behavior (20%)
Midterm presentation (20%)
Final presentaiton (30%)

【Changes following student comments】
Will reflect changes based on student comments.

【Equipment student needs to prepare】
Pen and paper notebook. Students are not allowed to use computers, tablets or smartphones in this class so students must take hand-written notes in class. They must also bring hard copies of the required readings to class.

【Others】
Students who have taken any 100-level or 200-level sociology course or have an equivalent academic background may have an advantage in learning and understanding this course better. All students who intend to take this course must attend the first class as a selection process may occur. The content of this syllabus may be subject to change.

【Prerequisite】
None.

CUA200ZA（文化人類学・民俗学 / Cultural anthropology 200）

Cultural Studies

Muge Igarashi

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：木2/Thu.2

その他属性：〈優〉

【Outline and objectives】
Cultural studies analyzes the relationship between representation and power. It provides a variety of theoretical perspectives to understand how culture in the form of movies, advertising, music, everyday commodities, and other mediums combines with institutions of power in shaping how we communicate with others, interpret our social world, and formulate our identities.
In this class we will analyze things such as how media becomes a communication tool; how the commodities you consume communicate your social status to others; and how discourse and ideologies formulate your ideas on race, ethnicity, and gender.

【Goal】
Equip students with a variety of theories through which to interpret and critique the language, symbols, and visual images that we encounter and unconsciously internalize in our everyday lives.
To examine how economics, politics, and culture exert power over what and how we think.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
Classes consist of lectures and discussion. Much of class time is devoted to examining images, videos, and other media forms. Each class will introduce a major theory from cultural studies, which students will apply both individually and in groups to a particular cultural case study. Individual and detailed feedback will be provided through google classroom for each student.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Theory I: Representation	Examination of different understandings of this keyword.
3	Theory II: Language and Linguistics	Ferdinand de Saussure and the language of signs (the signifier and the signified).
4	Theory III: Semiotics	Roland Barthes and semiotics. Four Steps to analyzing cultural objects.
5	Theory IV: Discourse	Michel Foucault and discourse.
6	Culture and Ideology	Louis Althusser and interpellation.
7	Capitalism, Economy, Marxism	Basics of Marxist theory.
8	Consumption and Identity	Relation between consumption and identity formation.
9	Review and midterm	Summary, review, and midterm
10	Ethnicity, Race, Nation	Self identity and social identity. Typing and stereotyping.
11	Sex, Gender, Body I: Femininities	Social construction of femininity and its reflection in the media.
12	Sex, Gender, Body II: Masculinities	Social construction of masculinity and its reflection in the media.
13	Kawaii Fashion and Culture	What is "kawaii"? What does"kawaii" do? Is it different from the western notion of "cute"
14	Final exam &Wrap-up	Concluding remarks and final exam

【Work to be done outside of class (preparation, etc.)】
Students are required to read before each lesson and come to class prepared to discuss them. Preparatory study and review time for this class are two hours per week.

【Textbooks】
Readings as well as relevant media will be uploaded to Google Drive.

【References】
- Hall, Stuart, Jessica Evans, and Sean Nixon. 1997. Representation: Culture Representation and Signifying Practice, First Edition. Sage Publications Ltd. ISBN: 9780761954323.
- Barker, Chris. 2012. Cultural Studies: Theory and Practice, Fourth Edition. Sage Publications Ltd. ISBN: 9780857024800.
- Lewis, Jeff. 2008. Cultural Studies: The Basics. 2nd edition. Sage Publications Ltd. ISBN: 1412922305

【Grading criteria】
Participation 10%
Assignments 30%
Midterm 30%
Final exam 30%

【Changes following student comments】
None.

【Prerequisite】
None

SOC200ZA（社会学 / Sociology 200）

Education and Society

Kohei Takagi

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：金4/Fri.4

その他属性：〈優〉

【Outline and objectives】
In this course, students are introduced to a broad range of topics, issues and theories regarding education and its relationship with society. The course focuses on higher education. It examines how universities are influenced by social changes such as globalization, technological advancement, and transition to a knowledge society, as well as how universities themselves are agents of these changes.
While the course primarily looks at Japanese higher education, it incorporates international and comparative perspectives. Through the assessment of various topics, students will reflect on and critically evaluate their educational experiences and their connection to broader social changes.

【Goal】
Students will gain an understanding of key issues related to higher education and society. They will be able to critically assess how social changes impact educational institutions and, consequently, their learning within them. They will also develop research and collaborative skills by conducting research projects, delivering presentations, and initiating in-class discussions.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
The course consists of lectures, in-class discussions, and group work. Students are given reading assignments and are expected to come prepared for discussions.
For topics in Weeks 8-12, students will conduct group research projects and present their findings to the class.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction to the course, key concepts and topics to be explored.
2	Who goes to university?	Characteristics of university students in Japan and comparison with other countries.
3	Values of Higher Education	What are social and economic values of higher education?
4	Education and Career	Is university education relevant to your career? Assessing chraracteristics of Japanese perceptions based on international surveys.
5	Higher Education and Globalization I	Student mobility and internationalization of universities from historical perspectives.
6	Higher Education and Globalization II	University ranking and the race for world class universities. What are the implications to teaching and research?
7	Higher Education and Local Community	The town-gown relationship. How universities contribute to and are supported by local communities.
8	Teaching and Learning	Changing university education and student learning in relation to technological transformation, such as generative AI.
9	Diversity and Inclusion I	Gender, sexuality, and disability. Analyzing gender disparity, LGBTQ+ inclusion, and accessibility policies in Japan.
10	Diversity and Inclusion II	Racial/ethnic minority experiences and campus environment in Japan.
11	University Sports	Functions of university sports and experiences of student-athletes.
12	Student Activism	Students’ engagement in social issues on and off campus.
13	Academic Disciplines	Relevance and values of disciplinary knowledge in today’s society.
14	Do we need universities?	Concluding discussion on values of universities.

【Work to be done outside of class (preparation, etc.)】
Preparatory reading for class and willingness to engage in discussion are expected. Students are required to participate in group discussions and to conduct a group research project.
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
There is no textbook for this class.

【References】
Snowden, P. (Ed.). (2021). Handbook of Higher Education in Japan. Japan Documents.

【Grading criteria】
Weekly writing assignments 40%
Group research project 40%
Final essay 20%

【Changes following student comments】
NA

【Equipment student needs to prepare】
NA

【Others】
NA

【Prerequisite】
None

SOC200ZA（社会学 / Sociology 200）

Gender, Sexuality and Society

Daiki Hiramori

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：月1/Mon.1
その他属性：〈優〉

【Outline and objectives】
This course serves as an introduction to the sociology of gender and sexuality. The first half of the course covers the sociology of gender, and the second half of the course covers the sociology of sexuality. While a range of issues relevant to gender and sexuality will be taken up, this course focuses on the perspectives offered by relevant social science theories and concepts to interpret findings from social science research. In this course, students will learn to look at gender and sexuality issues critically and understand the subtle social processes through which taken-for-granted ideas and practices about gender and sexuality are created.

【Goal】
By the end of this course, students will be able to: (1) identify the difference between sex, gender, and sexuality, (2) define the key theories and concepts of gender and sexuality (remembering/understanding), (3) apply those concepts to understand how gender and sexuality affect individuals' experiences embedded in structures of power (applying), and (4) analyze the ways in which sex, gender, and sexuality are socially constructed (analyzing).

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course is taught primarily through interactive lectures. A variety of active learning techniques, such as in-class writing assignments, small group discussions, and comment sheets, are used to accommodate diverse student learning styles. In-class quizzes are held occasionally so that students understand their own level of understanding of the course materials at the moment. Verbal and written feedback on assignments is given during class discussions and through using other tools as appropriate. Also, feedback for the previous class is given at the beginning of each class. Students are encouraged to visit the instructor during office hours for more personalized feedback.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	What is gender? What is sexuality?
2	Sexing the Body	How is sex determined in human beings?
3	Feminist Thought and Movements	How has feminism shaped our understanding of gender?
4	Gender and Family	Why does housework remain "women's work"?
5	Gender and Education	What are the major sources of gender inequality in education?
6	Gender and Labor	What do we know about gender inequality at work?
7	Review &Midterm Exam	Course review, students' inquiries, and midterm exam
8	Dimensions of Sexuality	What is the social construction of sexuality?
9	History of LGBTQ movements	How do LGBTQ movements advocate for the human rights of LGBTQ people in society?
10	Same-Sex Marriage	How might same-sex marriage oppress those who are most marginalized within the LGBTQ community?
11	Discrimination against Transgender People	What social-institutional barriers do transgender people face?
12	Sexual/Gender Minorities and Social Attitudes	Is Japan "tolerant" of non-normative gender and sexuality?
13	Demography of Sexual Orientation and Gender Identity	How many people are LGBTQ? Do LGBTQ people earn more or less than non-LGBTQ people?
14	Review &Final Exam	What have we learned in this course? Final exam

【Work to be done outside of class (preparation, etc.)】
Students are expected to review the lecture slides and other course materials after each class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. Electronic slides will be provided by the instructor.

【References】
Further reference may be provided based on students' areas of interest.

【Grading criteria】
Participation: 20%
In-class quizzes: 20%
Midterm exam: 30%
Final exam: 30%

【Changes following student comments】
Students have generally evaluated the class positively. The instructor will be attentive to student feedback and adjust workload and class material, when necessary.

【Equipment student needs to prepare】
Many of our in-class activities will require access to the Internet, so please bring a laptop/tablet to every class meeting. Laptops and other devices should be used for purposes directly related to class activities; use of computers for other activities (e.g., checking emails) is non-conducive to a productive learning environment for you as well as the students sitting around you and therefore not allowed.

【Prerequisite】
None.

SOC200ZA（社会学 / Sociology 200）

Gender, Sexuality and Society

Daiki Hiramori

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：月1/Mon.1

その他属性：〈優〉

【Outline and objectives】
This course serves as an introduction to the sociology of gender and sexuality. The first half of the course covers the sociology of gender, and the second half of the course covers the sociology of sexuality. While a range of issues relevant to gender and sexuality will be taken up, this course focuses on the perspectives offered by relevant social science theories and concepts to interpret findings from social science research. In this course, students will learn to look at gender and sexuality issues critically and understand the subtle social processes through which taken-for-granted ideas and practices about gender and sexuality are created.

【Goal】
By the end of this course, students will be able to: (1) identify the difference between sex, gender, and sexuality, (2) define the key theories and concepts of gender and sexuality (remembering/understanding), (3) apply those concepts to understand how gender and sexuality affect individuals' experiences embedded in structures of power (applying), and (4) analyze the ways in which sex, gender, and sexuality are socially constructed (analyzing).

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course is taught primarily through interactive lectures. A variety of active learning techniques, such as in-class writing assignments, small group discussions, and comment sheets, are used to accommodate diverse student learning styles. In-class quizzes are held occasionally so that students understand their own level of understanding of the course materials at the moment. Verbal and written feedback on assignments is given during class discussions and through using other tools as appropriate. Also, feedback for the previous class is given at the beginning of each class. Students are encouraged to visit the instructor during office hours for more personalized feedback.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	What is gender? What is sexuality?
2	Sexing the Body	How is sex determined in human beings?
3	Feminist Thought and Movements	How has feminism shaped our understanding of gender?
4	Gender and Family	Why does housework remain "women's work"?
5	Gender and Education	What are the major sources of gender inequality in education?
6	Gender and Labor	What do we know about gender inequality at work?
7	Review &Midterm Exam	Course review, students' inquiries, and midterm exam
8	Dimensions of Sexuality	What is the social construction of sexuality?
9	History of LGBTQ movements	How do LGBTQ movements advocate for the human rights of LGBTQ people in society?
10	Same-Sex Marriage	How might same-sex marriage oppress those who are most marginalized within the LGBTQ community?
11	Discrimination against Transgender People	What social-institutional barriers do transgender people face?
12	Sexual/Gender Minorities and Social Attitudes	Is Japan "tolerant" of non-normative gender and sexuality?
13	Demography of Sexual Orientation and Gender Identity	How many people are LGBTQ? Do LGBTQ people earn more or less than non-LGBTQ people?
14	Review &Final Exam	What have we learned in this course? Final exam

【Work to be done outside of class (preparation, etc.)】
Students are expected to review the lecture slides and other course materials after each class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. Electronic slides will be provided by the instructor.

【References】
Further reference may be provided based on students' areas of interest.

【Grading criteria】
Participation: 20%
In-class quizzes: 20%
Midterm exam: 30%
Final exam: 30%

【Changes following student comments】
Students have generally evaluated the class positively. The instructor will be attentive to student feedback and adjust workload and class material, when necessary.

【Equipment student needs to prepare】
Many of our in-class activities will require access to the Internet, so please bring a laptop/tablet to every class meeting. Laptops and other devices should be used for purposes directly related to class activities; use of computers for other activities (e.g., checking emails) is non-conducive to a productive learning environment for you as well as the students sitting around you and therefore not allowed.

【Prerequisite】
None.

SOC200ZA（社会学 / Sociology 200）

Media Effects

Muge Igarashi

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：木3/Thu.3

その他属性：〈優〉

【Outline and objectives】
Media such as news, movies, and the Internet affect us both individually and socially. On the one hand media shapes our everyday lives at the individual level through our inspirations, career goals, and consumption patterns. On the other hand, at the social level, media can influence our perceptions on political decisions, leaders, economic performance, our global allies and/or enemies.
This course examines both of these individual and social effects of media, offering students a toolbox of terms and theories in order to recognize, analyze, and personally manage the pervasive effects of media in our lives.

【Goal】
1) Introduce basic terms and theories of media effects research.
2) Provide case studies on major topics in media effects research such as violence, consumer desire, nationalism, gender, and culture industries.
3) Equip students with basic skills to recognize and manage media effects on a personal level.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
This course focuses on the impact of the mass media on individuals and society. An overview of the history of media effects research will be presented and dominant theories in the field will be introduced.
Classes will also often include the textual reading of a particular media such as advertisements, TV shows, films, or web pages.
Students should be eager to participate in class discussion and share their ideas and experiences.
Students are required to submit three assignments and to participate in a group presentation.
Feedback on each assignment will be provided individually through Google Classroom.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Media as Medium	"The medium is the message" (McLuhan)
3	Media Effects	Introduction to media effects theories.
4	Media Influence	Brief historical overview of media influence on individuals and society.
5	Media Theory I	Cultivation Theory - Student presentations.
6	Media Effects: Case Study I	Media effects of violent and sexual content - Student Presentations. Assignment #1 due.
7	Media Theory II	Agenda setting and framing - Student presentations.
8	Media Theory III	Uses and gratifications - Student presentations. Assignment #2 due.
9	Media Effects: Case Study II	Media effects of Gaming and the Internet - Student presentations.
10	Media Effects: Case Study III	Media Effects of anime and manga - Student presentations.
11	Society, Culture, and Mass Media	Culture industries - Student presentations.
12	Media Effects in Japan	Idols and the entertainment industry - Student presentations.
13	Group Discussion	Group discussion on media effects. Assignment #3 due.
14	Wrap-up and Final Exam	Wrap-up and Final Exam

【Work to be done outside of class (preparation, etc.)】
Students are expected to review class materials, complete assignments, and find relevant material for their presentations. Preparatory study and review time for this class are two hours per week.

【Textbooks】
There is no single textbook required for this course. Readings as well as relevant media will be uploaded to Google Drive.

【References】
- Jennings Bryant, Susan Thompson, and Bruce Finklea. (2013). Fundamentals of Media Effects. Second Edition. Waveland: Illinois.
- Potter, James. (2012). Media Effects. Sage Publications: UK, India, Singapore.

【Grading criteria】
Participation 10%
Presentation 10%
Group Discussion 10%
Assignments 45%
Final Exam 25%

【Changes following student comments】
None.

【Prerequisite】
None.

SOC200ZA（社会学 / Sociology 200）

Race, Class and Gender I: Concepts &Issues

Daiki Hiramori

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：火3/Tue.3

その他属性：〈優〉〈S〉〈ダ〉〈未〉

【Outline and objectives】
This class sees our society through the lens of race, class and gender to understand how privilege and inequality are produced, maintained, naturalized and challenged. The course will look at how various inequalities are connected to one another through examining global, national and local issues. Students will learn to analyze how race, class and gender are connected to each other as intersecting inequalities in a society and the world, and on that basis, consider the possibility of an equal but diverse world.

【Goal】
By the end of this course, students will be able to: (1) identify and describe the key concepts and main themes in the field of social inequality (remembering/understanding), (2) apply key concepts from the field of social inequality to contemporary social issues in Japan and abroad (applying), (3) compare and contrast various dimensions of social inequality (analyzing), and (4) develop and present their own ideas and perspectives on social inequality (evaluating/creating).

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course will be based on a combination of short lectures by the instructor and student-led class discussions. Verbal and written feedback on assignments is given during class discussions and through using other tools as appropriate. Students are encouraged to visit the instructor during office hours for more personalized feedback.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Foundation: "Academic Reading"	What reading strategies can help us understand academic texts in the social sciences accurately and systematically?
3	Foundation: "Inequality"	What do we mean by inequality?
4	Foundation: "Class"	How do major social scientists conceptualize social class?
5	Social Stratification in Japan	What does social stratification in Japan look like?
6	Foundation: "Race"	What are the main theoretical approaches to race?
7	Critical Race Theory	What are the key premises of Critical Race Theory?
8	Foundation: "Gender"	What are the main theoretical approaches to gender?
9	Gender Inequality in Japan	What does gender inequality in Japan look like?
10	Foundation: "Sexuality"	What are the main theoretical approaches to sexuality?
11	Sexual Orientation and Gender Identity in Japan	How to measure sexual orientation and gender identity on surveys in Japan?
12	Foundation: “Disability”	What is the social model of disability?
13	Foundation: “Intersectionality”	What is intersectionality?
14	Review &Final Exam	What have we learned in this course? Final exam

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete the weekly readings and prepare for class discussion. Please note that the assigned readings for this course tend to be dense. As such, I recommend giving yourself ample time to complete them, even if the number of pages assigned at any given time appears small. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. All readings will be provided by the instructor.

【References】
Further references may be provided based on students’ areas of interest.

【Grading criteria】
Participation: 20%
Discussion facilitation: 20%
Weekly reading quizzes: 30%
Final exam: 30%

【Changes following student comments】
Students have generally evaluated the class positively. The instructor will be attentive to student feedback and adjust workload and class material, when necessary.

【Equipment student needs to prepare】
Many of our in-class activities will require access to the Internet, so please bring a laptop/tablet to every class meeting. Laptops and other devices should be used for purposes directly related to class activities; use of computers for other activities (e.g., checking emails) is non-conducive to a productive learning environment for you as well as the students sitting around you and therefore not allowed.

【Others】
Students are strongly encouraged to take "Race, Class and Gender II" after completing "Race, Class and Gender I." Students who have passed "Race, Class and Gender I" will be given admission priority to the seminar "Intersectionality: Multiple Inequalities."

【Prerequisite】
To take this class, students are expected to have passed “Introduction to Sociology" and "Introduction to Social Research Methods."

SOC200ZA（社会学 / Sociology 200）

（GO用）Race, Class and Gender I: Concepts & Issues

Daiki Hiramori

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：火3/Tue.3
Notes：Not Available for ESOP Students. / TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉〈S〉〈ダ〉〈未〉

【Outline and objectives】
This class sees our society through the lens of race, class and gender to understand how privilege and inequality are produced, maintained, naturalized and challenged. The course will look at how various inequalities are connected to one another through examining global, national and local issues. Students will learn to analyze how race, class and gender are connected to each other as intersecting inequalities in a society and the world, and on that basis, consider the possibility of an equal but diverse world.

【Goal】
By the end of this course, students will be able to: (1) identify and describe the key concepts and main themes in the field of social inequality (remembering/understanding), (2) apply key concepts from the field of social inequality to contemporary social issues in Japan and abroad (applying), (3) compare and contrast various dimensions of social inequality (analyzing), and (4) develop and present their own ideas and perspectives on social inequality (evaluating/creating).

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course will be based on a combination of short lectures by the instructor and student-led class discussions. Verbal and written feedback on assignments is given during class discussions and through using other tools as appropriate. Students are encouraged to visit the instructor during office hours for more personalized feedback.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Foundation: "Academic Reading"	What reading strategies can help us understand academic texts in the social sciences accurately and systematically?
3	Foundation: "Inequality"	What do we mean by inequality?
4	Foundation: "Class"	How do major social scientists conceptualize social class?
5	Social Stratification in Japan	What does social stratification in Japan look like?
6	Foundation: "Race"	What are the main theoretical approaches to race?
7	Critical Race Theory	What are the key premises of Critical Race Theory?
8	Foundation: "Gender"	What are the main theoretical approaches to gender?
9	Gender Inequality in Japan	What does gender inequality in Japan look like?
10	Foundation: "Sexuality"	What are the main theoretical approaches to sexuality?
11	Sexual Orientation and Gender Identity in Japan	How to measure sexual orientation and gender identity on surveys in Japan?
12	Foundation: “Disability”	What is the social model of disability?
13	Foundation: “Intersectionality”	What is intersectionality?
14	Review &Final Exam	What have we learned in this course? Final exam

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete the weekly readings and prepare for class discussion. Please note that the assigned readings for this course tend to be dense. As such, I recommend giving yourself ample time to complete them, even if the number of pages assigned at any given time appears small. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. All readings will be provided by the instructor.

【References】
Further references may be provided based on students’ areas of interest.

【Grading criteria】
Participation: 20%
Discussion facilitation: 20%
Weekly reading quizzes: 30%
Final exam: 30%

【Changes following student comments】
Students have generally evaluated the class positively. The instructor will be attentive to student feedback and adjust workload and class material, when necessary.

【Equipment student needs to prepare】
Many of our in-class activities will require access to the Internet, so please bring a laptop/tablet to every class meeting. Laptops and other devices should be used for purposes directly related to class activities; use of computers for other activities (e.g., checking emails) is non-conducive to a productive learning environment for you as well as the students sitting around you and therefore not allowed.

【Others】
Students are strongly encouraged to take "Race, Class and Gender II" after completing "Race, Class and Gender I." Students who have passed "Race, Class and Gender I" will be given admission priority to the seminar "Intersectionality: Multiple Inequalities."

【Prerequisite】
To take this class, students are expected to have passed “Introduction to Sociology" and "Introduction to Social Research Methods."

SOC200ZA（社会学 / Sociology 200）

【休講】Sociology of Work and Employment

休講

Credit(s)：2 ｜ Semester： ｜ Year：2〜4
Day/Period：

その他属性：〈優〉

【Outline and objectives】
This course is broadly concerned with the sociological analysis of work and society. Frequently, the first question we ask when we meet someone is “What do you do?” For many, the routine cycle of getting up, getting dressed, going to work and returning home to repeat the cycle the following day is common in contemporary industrialized economies. We devote many hours on the job. Work has powerful effects on both economic and social wellbeing. This course explores the sociological study of both the structure and nature of work, major economic changes including globalization, and concerns of workers such as earnings, promotions, personal finance, the “gigged” society, unemployment and the balance between work and family. We will examine broad topics including: education, the social organization of work, employment trends, inequalities at work, and the purpose of work as it relates to opportunity and rewards. Critical reading of texts, cogent writings, articulate oral presentations, and full participation in dialogue are all mandatory. Class assignments will measure your ability to grasp and apply the sociological perspective from readings and from information emerging from class discussions. Analytical projects provide opportunities to pursue interests in greater depth.

【Goal】
Through this course, students will acquire the basic sociological tools to analyze the development and impact of work and employment by learning the key concepts and theories used in social analysis and applying them in written assignments and discussions. Through the various assignments in this class, students will develop critical thinking, writing, discussion, and research skills.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Lectures are conducted weekly to introduce students to key concepts, theories, and research related to each topic. Students will interview professionals outside of the classroom setting. Short discussions are also integrated into the lectures to help students learn and apply the concepts and theories. In addition, there are also formal small group discussions for which students have to prepare in advance. Submission of assignments and feedback will be via the Learning Management System

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	The “Sociological Imagination”	The “Sociological Imagination”
2	Basic Concepts & Theories (1).	Major sociological perspectives
3	Contours of Work	Broad changes and trends of work
4	Industrialization and its Consequences	Rapid social and economic changes
5	Bureaucratic Organizations & Globalization	Mcdonaldization and stratification
6	New Ways of Working	“Gigged society”?
7	Workplace Culture and Socialization	Professionalization
8	Rewards, Perils and Pressures of Work	Concerns of workers
9	Income Inequality	Economic and social wellbeing
10	Unemployment and Income	Disappearance of work and meaning
11	Gender, Family and Work	Balancing work and life
12	Presentations	Class presentations
13	Money and Work	Financial literacy and retirement
14	Occupational Analysis	Interview reports

【Work to be done outside of class (preparation, etc.)】
In addition to completing assignments and preparing for discussion, students are expected after each class to review class materials, and prepare for their occupation projects and interviews. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Class materials and reading materials will be uploaded or distributed via email.

【References】
TBA

【Grading criteria】
The grade will be calculated as follows: Mini-think Journal (50%), Occupational Analysis Poster (25%), Interview a Professional Report and Presentation (25%).

【Changes following student comments】
NA

【Equipment student needs to prepare】
NA

【Others】
This is an intermediate level sociology course. A background in the discipline is highly recommended. Students who intend to register for this course are required to attend the first class. A screening test based on the lecture and discussion will be conducted.

【Prerequisite】
None.

SOC200ZA（社会学 / Sociology 200）

【休講】Topics in Sociology I

休講

Credit(s)：2 ｜ Semester： ｜ Year：2〜4
Day/Period：

その他属性：〈優〉

【Outline and objectives】
The course will help students develop an understanding of the relationship between crime and society. The course explores how crimes are defined, explained, and controlled in society. An overview of the components of justice systems, their development, and processes are explored to offer a comparative approach. The topics in this course include crime trends, theories of crime and behavior, law enforcement, courts, corrections, and crime policy and prevention.

【Goal】
After completing this course students will be able to: Understand the relationships between crime and society; Identify significant crime and victimization patterns; demonstrate the role of theory in understanding crime; explore theoretical hypotheses and research support; Identify and define the roles and functions of law enforcement, the effectiveness of law enforcement strategies and challenges; Demonstrate an understanding of the importance of court systems, including the organization and processes of courts, and the participants in courtroom matters; Describe methods of sentencing and the goals of punishment and rehabilitation; describe the nature of incarceration and community corrections; Discuss the extent of juvenile crimes; describe the treatment of juveniles in the justice system; Comprehend crime policies and prevention initiatives and challenges.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This is a lecture-based course that integrates activities to elicit student interaction. Throughout the semester, participation and discussion activities are also used to actively engage students. Students also demonstrate their knowledge of the content of the course upon completion of the assessments. Each assignment will receive graded feedback and comments on strengths and weaknesses of the submission (this will be available on the classroom online dashboard). During lectures, comments are given on students’ insights to further clarify and develop our conversations.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Introduction and Overview
2	Learning the fundamentals	What is a Crime? Criminal Law and the Nature and Elements of Crime
3	Crime Trends and Rates	What do we know about patterns of violent and property crimes and victimization in Japan and the US?
4	Crime Trends and Rates	What is organized and corporate crimes and how accurate is the data?
5	Theoretical Insights	How do we attempt to explain crime with Classical, Structural and Social Process theories
6	Midsemester Exam	This proctored exam consists of a short essay, multiple choice, and fill-in the blank questions.
7	Law Enforcement	Crime and Law Enforcement role in discovery and control
8	Law Enforcement	Law of Arrest, Search, and Seizure
9	Court Systems and Processes	Pretrial and Trial Activities in Japan and the US
10	Court Systems and Process	Court Methods and Challenges
11	Corrections	Goals of Punishment and Rehabilitation; Community corrections and Reintegration
12	Presentations	Student presentation and class discussion. Topic to be decided based on the interests of the students. We will also use this time to address any questions.
13	Presentations and Semester Wrap-up	Student presentation and class discussion. Topic to be decided based on the interests of the students. We will also use this time to address any questions.
14	Final Exam and Semester Wrap-up	The proctored exam will consist of multiple choice, fill-in the blank, and short essay type questions.

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
There is no required textbook. The instructor used these books and other materials to develop the course content. Bui, L. and Farrington, D.(2019). Crime in Japan: A Psychological Perspective. Palgrave Macmillan. Liu, J. and Miyazawa, S.(Eds.). Crime and Justice in Contemporary Japan. Springer International Publishing, 2018. Schmaelleger, F. (2017). Criminal Justice Today: An Introductory Text for the 21st Century (14th Edition). Pearson Publishing. Reading materials will be provided by the instructor from books excerpts, journal articles, newspapers, and video footage.

【References】
Reading materials are available online.
Outline of Criminal Justice in Japan, Supreme Court of Japan; Does Japan Have a Low Crime? Crime and Deviance in Japan; White-Collar Crime in US and Japan; Criminological Theories; Outline of Criminal Justice in Japan, Supreme Court of Japan. Any changes to this list will be announced online and during class..

【Grading criteria】
Attendance and Participation: Attendance will be taken each day. Participation involves informal talks that take place throughout the semester. Students will tell the class about an interesting (novel, strange) fact that you learned and how the topic relates to a class topic, current or historical events (12.5%).
Discussions: These short-written responses cover weekly topics (e.g. commentary on videos and/or article excerpts) and involve individual and/or group work (25%). Midsemester exam: Multiple-choice, open-ended, and/or fill in the blank questions that cover the lectures and readings (25%). Presentation: This is a real-world current event analysis presentation. Students will select and present on a topic of interest. The goal is to expand on theories and research discussed throughout the semester to address current events (12.5%). Final Exam: Covers all the materials discussed throughout the semester. A review of critical materials for the final will be discussed prior to the exam (25%).

【Changes following student comments】
Each semester feedback from students is taken into account to develop and change the content and method of instruction given the students’ interests and an assessment of students’ knowledge and skill levels.

【Equipment student needs to prepare】
Internet access a with smartphone, tablet, and/or computer.

【Others】
None

【Prerequisite】
Understanding Society or Introduction to Sociology

SOC200ZA（社会学 / Sociology 200）

【休講】Crime and Society

Pending

Credit(s)：2 ｜ Semester： ｜ Year：2〜4
Day/Period：
Notes：Not Available for ESOP Students.

その他属性：

【Outline and objectives】
The course will help students develop an understanding of the relationship between crime and society. The course explores how crimes are defined, explained, and controlled in society. An overview of the components of justice systems, their development, and processes are explored to offer a comparative approach. The topics in this course include crime trends, theories of crime and behavior, law enforcement, courts, corrections, and crime policy and prevention.

【Goal】
After completing this course students will be able to: Understand the relationships between crime and society; Identify significant crime and victimization patterns; demonstrate the role of theory in understanding crime; explore theoretical hypotheses and research support; Identify and define the roles and functions of law enforcement, the effectiveness of law enforcement strategies and challenges; Demonstrate an understanding of the importance of court systems, including the organization and processes of courts, and the participants in courtroom matters; Describe methods of sentencing and the goals of punishment and rehabilitation; describe the nature of incarceration and community corrections; Discuss the extent of juvenile crimes; describe the treatment of juveniles in the justice system; Comprehend crime policies and prevention initiatives and challenges.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This is a lecture-based course that integrates activities to elicit student interaction. Throughout the semester, participation and discussion activities are also used to actively engage students. Students also demonstrate their knowledge of the content of the course upon completion of the assessments. Each assignment will receive graded feedback and comments on strengths and weaknesses of the submission (this will be available on the classroom online dashboard). During lectures, comments are given on students’ insights to further clarify and develop our conversations.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Introduction and Overview
2	Learning the fundamentals	What is a Crime? Criminal Law and the Nature and Elements of Crime
3	Crime Trends and Rates	What do we know about patterns of violent and property crimes and victimization in Japan and the US?
4	Crime Trends and Rates	What is organized and corporate crimes and how accurate is the data?
5	Theoretical Insights	How do we attempt to explain crime with Classical, Structural and Social Process theories
6	Midsemester Exam	This proctored exam consists of a short essay, multiple choice, and fill-in the blank questions.
7	Law Enforcement	Crime and Law Enforcement role in discovery and control
8	Law Enforcement	Law of Arrest, Search, and Seizure
9	Court Systems and Processes	Pretrial and Trial Activities in Japan and the US
10	Court Systems and Process	Court Methods and Challenges
11	Corrections	Goals of Punishment and Rehabilitation; Community corrections and Reintegration
12	Presentations	Student presentation and class discussion. Topic to be decided based on the interests of the students. We will also use this time to address any questions.
13	Presentations and Semester Wrap-up	Student presentation and class discussion. Topic to be decided based on the interests of the students. We will also use this time to address any questions.
14	Final Exam and Semester Wrap-up	The proctored exam will consist of multiple choice, fill-in the blank, and short essay type questions.

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
There is no required textbook. The instructor used these books and other materials to develop the course content. Bui, L. and Farrington, D.(2019). Crime in Japan: A Psychological Perspective. Palgrave Macmillan. Liu, J. and Miyazawa, S.(Eds.). Crime and Justice in Contemporary Japan. Springer International Publishing, 2018. Schmaelleger, F. (2017). Criminal Justice Today: An Introductory Text for the 21st Century (14th Edition). Pearson Publishing. Reading materials will be provided by the instructor from books excerpts, journal articles, newspapers, and video footage.

【References】
Reading materials are available online.
Outline of Criminal Justice in Japan, Supreme Court of Japan; Does Japan Have a Low Crime? Crime and Deviance in Japan; White-Collar Crime in US and Japan; Criminological Theories; Outline of Criminal Justice in Japan, Supreme Court of Japan. Any changes to this list will be announced online and during class..

【Grading criteria】
Attendance and Participation: Attendance will be taken each day. Participation involves informal talks that take place throughout the semester. Students will tell the class about an interesting (novel, strange) fact that you learned and how the topic relates to a class topic, current or historical events (12.5%).
Discussions: These short-written responses cover weekly topics (e.g. commentary on videos and/or article excerpts) and involve individual and/or group work (25%). Midsemester exam: Multiple-choice, open-ended, and/or fill in the blank questions that cover the lectures and readings (25%). Presentation: This is a real-world current event analysis presentation. Students will select and present on a topic of interest. The goal is to expand on theories and research discussed throughout the semester to address current events (12.5%). Final Exam: Covers all the materials discussed throughout the semester. A review of critical materials for the final will be discussed prior to the exam (25%).

【Changes following student comments】
Each semester feedback from students is taken into account to develop and change the content and method of instruction given the students’ interests and an assessment of students’ knowledge and skill levels.

【Equipment student needs to prepare】
Internet access a with smartphone, tablet, and/or computer.

【Others】
None

【Prerequisite】
Understanding Society or Introduction to Sociology

SOC200ZA（社会学 / Sociology 200）

【休講】Topics in Sociology II

休講

Credit(s)：2 ｜ Semester： ｜ Year：2〜4
Day/Period：

その他属性：〈優〉

【Outline and objectives】
Every aspect of our lives is directly or indirectly regulated by various laws. In this course, students are introduced to the study of law and society from a multidisciplinary and comparative perspective. We will discuss why people (and corporations and other institutions) obey or do not obey laws, and how they act when resolving disputes. We will also study in-depth the ways in which law shapes society, how society influences law, and effectively bringing about social changes.

【Goal】
Upon completion of this course, students should have a better understanding of the role of law in society, and its impact (or lack of it) on individuals as well as society as a whole. Students will learn to analyze and apply abstract principles, and organize new information and their thoughts. Through group discussion and student presentations, students will develop their skills of communication and cooperation, as well as experience the importance of peer-learning.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Throughout the semester, we will discuss specific topics related to law and social change, and the impact of law on society. Students will be expected to read materials concerning the basic concepts and ideas in sociology of law, attend and participate in classroom discussions, and complete assignments based on the readings. Students will also be required to make presentations, and engage actively in class discussion. Students also demonstrate their acquisition and mastery of the course content upon completion of the assessments. For assignments, discussions, and exams feedback is given in the form of comments which is available on the classroom online dashboard; during the lectures, students will also receive feedback to further clarify and develop conversations that arise from the lectures.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Orientation	Orientation
2	Learning the Basics	What is law? Sources and types of law. Functions of law. What is sociology of law concerned with?
3	Why Do (or Don’t) We Obey the Law?	Incentive, Punishments and their effects; Evolution of Law
4	Theoretical Perspectives	Functionalism; Marxist/Conflict; Critical Legal Studies
5	Lawmaking	What is the relationship between law and society? What is the relationship between social structure, culture, and law?
6	Midsemester Exam	This proctored exam consists of a short essay, multiple choice, and fill-in the blank questions.
7	Sanctions and Social Control	Is law a tool for domination? How and why the law is mobilized
8	Conflict Resolution and Litigation	The process through which legal disputes emerge? Court and Social Change
9	Law and Social Change	How does law impact society? Should social change precede law reform?
10	Topics on Law and Social Change	Law as the cause of social change. Can we solve social ills by changing the law?
11	Topics on Law and Social Change	Can legal change effectively bring about social change?
12	Presentations	Student presentation(s) and class discussion. Topic to be decided based on the interests of the students.
13	Presentations and Wrap-up	Student presentation(s) and class discussion. Topic to be decided based on the interests of the students. We will also use this time to address any questions.
14	Final Exam and Wrap-up	The proctored exam will consist of multiple choice, fill-in the blank, and short essay type questions.

【Work to be done outside of class (preparation, etc.)】
Students are required to do the reading assignments before coming to class. In addition, reviewing class materials after every class will be a great benefit to your learning. Students should also allocate sufficient time to preparing for their assessments and presentations. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Class materials will be provided by the instructor and distributed in class. Readings will be taken from the following book(which you are not required to purchase): Vago, Steven and Barkan, Steven E. (2018). Law and Society (11th edition). New York, NY: Routledge.

【References】
Readings: These materials are posted on the classroom dashboard; any changes to this list will be announced during class and online.
Encyclopedia of Law &Society: American and Global Perspectives – Sociology of Law, Sage Publication, Inc.; The Common Place of Law – Transforming Matters of Concern into the Objects of Everyday Life, Susan S. Silbey and Ayn Cavicchi; Why People Obey the Law, Tom R. Tyler, Yale University Press; Law in Classical Social Theory - Durkheim and Marx; Contemporary Social Theory and Law - Critical Legal Theory; Lawmaking - Making Hate a Crime - Social Movement to Law Enforcement; Law and Social Change - Social Control; Law and Social Change - Discrimination, the Law - and Blacks in America

【Grading criteria】
Attendance and Preparation for class: 10%
Attendance will be taken each day. A preparation sheet is online - select a topic that interests you and sign-up for when you will lead the discussion for that topic of the day.
Participation: 25 %
Individual and group reflections during class, short written responses where you are asked to define key concepts and/or provide commentaries on videos and article excerpts on the discussion forum, feedback on the presentations
Midsemester Exam: 20 %
This exam covers all the materials discussed up until that point of the semester/midsemester assessment. A review of critical materials will be discussed prior to the exam.
Presentation: 20 %
This is a real-world current event analysis presentation. Students will work with a team to select and present on a topic of interest. The goal is to expand on theories and research discussed throughout the semester to take a position on an issue and discuss the impact on society.
What you need to submit:
Submit PowerPoint slides (10-15 slides maximum) that summarizes/ current event, the class material that relates to the topic/current event, and any new research you discovered. The PowerPoint presentation should have a reference page with citations/links of those references (e.g. journal articles, newspaper articles, video links). Your presentations will be recorded and upload online, and will receive feedback from the instructor and students.
Final exam: 25 %
This exam covers all the materials discussed throughout the semester. A review of critical materials will be discussed prior to the exam.

【Changes following student comments】
In order to diversify opportunities for learning, a variety of approaches for the different learning styles are integrated throughout the semester. Feedback from the students will also be incorporated into the lessons and assignments.

【Equipment student needs to prepare】
Internet access (smartphone, tablet, computer).

【Others】
The schedule and format for this course is subject to adjustments (given the number of students who will eventually enroll in this class, students’ interests, and/or university policies, etc.).

【Prerequisite】
None.

SOC200ZA（社会学 / Sociology 200）

【休講】Sociology of Law

Pending

Credit(s)：2 ｜ Semester： ｜ Year：2〜4
Day/Period：
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
Every aspect of our lives is directly or indirectly regulated by various laws. In this course, students are introduced to the study of law and society from a multidisciplinary and comparative perspective. We will discuss why people (and corporations and other institutions) obey or do not obey laws, and how they act when resolving disputes. We will also study in-depth the ways in which law shapes society, how society influences law, and effectively bringing about social changes.

【Goal】
Upon completion of this course, students should have a better understanding of the role of law in society, and its impact (or lack of it) on individuals as well as society as a whole. Students will learn to analyze and apply abstract principles, and organize new information and their thoughts. Through group discussion and student presentations, students will develop their skills of communication and cooperation, as well as experience the importance of peer-learning.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Throughout the semester, we will discuss specific topics related to law and social change, and the impact of law on society. Students will be expected to read materials concerning the basic concepts and ideas in sociology of law, attend and participate in classroom discussions, and complete assignments based on the readings. Students will also be required to make presentations, and engage actively in class discussion. Students also demonstrate their acquisition and mastery of the course content upon completion of the assessments. For assignments, discussions, and exams feedback is given in the form of comments which is available on the classroom online dashboard; during the lectures, students will also receive feedback to further clarify and develop conversations that arise from the lectures.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Orientation	Orientation
2	Learning the Basics	What is law? Sources and types of law. Functions of law. What is sociology of law concerned with?
3	Why Do (or Don’t) We Obey the Law?	Incentive, Punishments and their effects; Evolution of Law
4	Theoretical Perspectives	Functionalism; Marxist/Conflict; Critical Legal Studies
5	Lawmaking	What is the relationship between law and society? What is the relationship between social structure, culture, and law?
6	Midsemester Exam	This proctored exam consists of a short essay, multiple choice, and fill-in the blank questions.
7	Sanctions and Social Control	Is law a tool for domination? How and why the law is mobilized
8	Conflict Resolution and Litigation	The process through which legal disputes emerge? Court and Social Change
9	Law and Social Change	How does law impact society? Should social change precede law reform?
10	Topics on Law and Social Change	Law as the cause of social change. Can we solve social ills by changing the law?
11	Topics on Law and Social Change	Can legal change effectively bring about social change?
12	Presentations	Student presentation(s) and class discussion. Topic to be decided based on the interests of the students.
13	Presentations and Wrap-up	Student presentation(s) and class discussion. Topic to be decided based on the interests of the students. We will also use this time to address any questions.
14	Final Exam and Wrap-up	The proctored exam will consist of multiple choice, fill-in the blank, and short essay type questions.

【Work to be done outside of class (preparation, etc.)】
Students are required to do the reading assignments before coming to class. In addition, reviewing class materials after every class will be a great benefit to your learning. Students should also allocate sufficient time to preparing for their assessments and presentations. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Class materials will be provided by the instructor and distributed in class. Readings will be taken from the following book(which you are not required to purchase): Vago, Steven and Barkan, Steven E. (2018). Law and Society (11th edition). New York, NY: Routledge.

【References】
Readings: These materials are posted on the classroom dashboard; any changes to this list will be announced during class and online.
Encyclopedia of Law &Society: American and Global Perspectives – Sociology of Law, Sage Publication, Inc.; The Common Place of Law – Transforming Matters of Concern into the Objects of Everyday Life, Susan S. Silbey and Ayn Cavicchi; Why People Obey the Law, Tom R. Tyler, Yale University Press; Law in Classical Social Theory - Durkheim and Marx; Contemporary Social Theory and Law - Critical Legal Theory; Lawmaking - Making Hate a Crime - Social Movement to Law Enforcement; Law and Social Change - Social Control; Law and Social Change - Discrimination, the Law - and Blacks in America

【Grading criteria】
Attendance and Preparation for class: 10%
Attendance will be taken each day. A preparation sheet is online - select a topic that interests you and sign-up for when you will lead the discussion for that topic of the day.
Participation: 25 %
Individual and group reflections during class, short written responses where you are asked to define key concepts and/or provide commentaries on videos and article excerpts on the discussion forum, feedback on the presentations
Midsemester Exam: 20 %
This exam covers all the materials discussed up until that point of the semester/midsemester assessment. A review of critical materials will be discussed prior to the exam.
Presentation: 20 %
This is a real-world current event analysis presentation. Students will work with a team to select and present on a topic of interest. The goal is to expand on theories and research discussed throughout the semester to take a position on an issue and discuss the impact on society.
What you need to submit:
Submit PowerPoint slides (10-15 slides maximum) that summarizes/ current event, the class material that relates to the topic/current event, and any new research you discovered. The PowerPoint presentation should have a reference page with citations/links of those references (e.g. journal articles, newspaper articles, video links). Your presentations will be recorded and upload online, and will receive feedback from the instructor and students.
Final exam: 25 %
This exam covers all the materials discussed throughout the semester. A review of critical materials will be discussed prior to the exam.

【Changes following student comments】
In order to diversify opportunities for learning, a variety of approaches for the different learning styles are integrated throughout the semester. Feedback from the students will also be incorporated into the lessons and assignments.

【Equipment student needs to prepare】
Internet access (smartphone, tablet, computer).

【Others】
The schedule and format for this course is subject to adjustments (given the number of students who will eventually enroll in this class, students’ interests, and/or university policies, etc.).

【Prerequisite】
None.

MAN200ZA（経営学 / Management 200）

Accounting II

Noriaki Okamoto

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4

Day/Period：水2/Wed.2

その他属性：〈優〉

【Outline and objectives】
The main objective of this course is to theoretically and practically understand the new trends in accounting: accounting for sustainability and social impact. After taking this course, students will gain relevant knowledge about accounting for corporate sustainability and social impact. More specifically, students can learn the basics of how to recognize, measure, and report corporate sustainability and social impact.

【Goal】
This course consists of accounting for sustainability and social impact, both of which have recently gained prominence in corporations and attracted stakeholders' attention. By taking this course, students can understand theories and academic findings regarding accounting for sustainability and social impact. Moreover, students can discuss practical topics such as specific institutions (some frameworks to calculate sustainability and social impact) and real leading companies' practices.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course is taught through lectures, discussions and exercises. At my discretion, I may assign one or more mini-projects to be completed during, or outside of, the class. Occasionally, students are required to submit reaction papers (mini-essay) at the end of the session. Students are also encouraged to ask questions and to request that particular points be explained if they remain confused or uncertain about items discussed during the class. Feedback on the students' performance in the assignments during the course will be given. At the end of the course, final exam and (individual or group) presentation will be assigned.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Overview and introduction	General explanation of the course overview and structure
2	Accounting for Sustainability: Historical Development and Background ①	Review and discuss the historical development of accounting for sustainability (handouts/slides)
3	Accounting for Sustainability: Historical Development and Background ②	Understand global diffusion of accounting for sustainability (handouts/slides)
4	Accounting for Sustainability: Key Concepts and Theories ①	Learn the basic conceptual basis for accounting for sustainability (handouts/slides)
5	Accounting for Sustainability: Key Concepts and Theories ②	Discuss and analyze the theoretical framework for accounting for sustainability (handouts/slides)
6	Accounting for Sustainability: Sustainability Reporting ①	Learn the current state of accounting for sustainability (handouts/slides)
7	Accounting for Sustainability: Sustainability Reporting ②	Understand and discuss different types of accounting for sustainability (handouts/slides)
8	Accounting for Sustainability: Sustainability Reporting ③	Consider the structures and effects of accounting for sustainability (handouts/slides)
9	Accounting for Social Impact ①	Understand the significance of impact investment and accounting for social impact (handouts/slides)
10	Accounting for Social Impact ②	Understand the different types of accounting for social impact (handouts/slides)
11	Accounting for Social Impact ③	Consider and discuss the measurement of social impact (handouts/slides)
12	Accounting for Social Impact ④	Analyze and discuss some cases of social impact measurement (handouts/slides)
13	Review exam	Comprehensive review exam
14	Final presentation	Final presentations (individual/group) and Q&A

【Work to be done outside of class (preparation, etc.)】
Students are expected to read the assigned handouts (textbook chapters, etc.) before each class. Also, in addition to the preparation for presentations, there will be homework during the course. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
There is no specific textbook students should get. Necessary chapters from references will be given (will be uploaded on the course website).

【References】
Matias Laine, Helen Tregidga, and Jeffrey Unerman (2022), *Sustainability Accounting and Accountability* 3rd edition, Routledge.
Gunnar Rimmel (2020), *Accounting for Sustainability* , Routledge.
Stewart Jones, Helena de Anstiss, and Carman Garcia (2022), *Social Impact Investing: An Australian Perspective*, Routledge.
Ronald Cohen (2020), *Impact: Reshaping Capitalism to Drive Real Change*, Ebury Press.

【Grading criteria】
Projects / homework 30%,
Class participation / discussion 20%, Review exam 30%, and Final presentation 20%

【Changes following student comments】
None

【Equipment student needs to prepare】
A calculator

【Others】
Purchasing the textbook is not required.

【Prerequisite】
None.

MAN200ZA（経営学 / Management 200）

Advanced Accounting

Noriaki Okamoto

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：水2/Wed.2
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
The main objective of this course is to theoretically and practically understand the new trends in accounting: accounting for sustainability and social impact. After taking this course, students will gain relevant knowledge about accounting for corporate sustainability and social impact. More specifically, students can learn the basics of how to recognize, measure, and report corporate sustainability and social impact.

【Goal】
This course consists of accounting for sustainability and social impact, both of which have recently gained prominence in corporations and attracted stakeholders' attention. By taking this course, students can understand theories and academic findings regarding accounting for sustainability and social impact. Moreover, students can discuss practical topics such as specific institutions (some frameworks to calculate sustainability and social impact) and real leading companies' practices.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course is taught through lectures, discussions and exercises. At my discretion, I may assign one or more mini-projects to be completed during, or outside of, the class. Occasionally, students are required to submit reaction papers (mini-essay) at the end of the session. Students are also encouraged to ask questions and to request that particular points be explained if they remain confused or uncertain about items discussed during the class. Feedback on the students' performance in the assignments during the course will be given. At the end of the course, final exam and (individual or group) presentation will be assigned.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Overview and introduction	General explanation of the course overview and structure
2	Accounting for Sustainability: Historical Development and Background ①	Review and discuss the historical development of accounting for sustainability (handouts/slides)
3	Accounting for Sustainability: Historical Development and Background ②	Understand global diffusion of accounting for sustainability (handouts/slides)
4	Accounting for Sustainability: Key Concepts and Theories ①	Learn the basic conceptual basis for accounting for sustainability (handouts/slides)
5	Accounting for Sustainability: Key Concepts and Theories ②	Discuss and analyze the theoretical framework for accounting for sustainability (handouts/slides)
6	Accounting for Sustainability: Sustainability Reporting ①	Learn the current state of accounting for sustainability (handouts/slides)
7	Accounting for Sustainability: Sustainability Reporting ②	Understand and discuss different types of accounting for sustainability (handouts/slides)
8	Accounting for Sustainability: Sustainability Reporting ③	Consider the structures and effects of accounting for sustainability (handouts/slides)
9	Accounting for Social Impact ①	Understand the significance of impact investment and accounting for social impact (handouts/slides)
10	Accounting for Social Impact ②	Understand the different types of accounting for social impact (handouts/slides)
11	Accounting for Social Impact ③	Consider and discuss the measurement of social impact (handouts/slides)
12	Accounting for Social Impact ④	Analyze and discuss some cases of social impact measurement (handouts/slides)
13	Review exam	Comprehensive review exam
14	Final presentation	Final presentations (individual/group) and Q&A

【Work to be done outside of class (preparation, etc.)】
Students are expected to read the assigned handouts (textbook chapters, etc.) before each class. Also, in addition to the preparation for presentations, there will be homework during the course. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
There is no specific textbook students should get. Necessary chapters from references will be given (will be uploaded on the course website).

【References】
Matias Laine, Helen Tregidga, and Jeffrey Unerman (2022), *Sustainability Accounting and Accountability* 3rd edition, Routledge.
Gunnar Rimmel (2020), *Accounting for Sustainability* , Routledge.
Stewart Jones, Helena de Anstiss, and Carman Garcia (2022), *Social Impact Investing: An Australian Perspective*, Routledge.
Ronald Cohen (2020), *Impact: Reshaping Capitalism to Drive Real Change*, Ebury Press.

【Grading criteria】
Projects / homework 30%,
Class participation / discussion 20%, Review exam 30%, and Final presentation 20%

【Changes following student comments】
None

【Equipment student needs to prepare】
A calculator

【Others】
Purchasing the textbook is not required.

【Prerequisite】
None.

MAN200ZA（経営学 / Management 200）

Brand Management

Takamasa Fukuoka

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4

Day/Period：月3/Mon.3

Notes：TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉〈優〉〈実〉

【Outline and objectives】
To explore effective management for building a strong corporate / regional brand. Brand strategy has been receiving attention since the 1980s, after the innovative concept of brand equity became an important part of marketing strategy, helping companies and local governments to survive a competitive marketplace. In this course, students will examine some significant theories by Aaker and Keller, who are eminent researchers in this field. Basic / advanced theories by other researchers will also be explored.

【Goal】
The purpose of this course is to develop an understanding of branding and branding strategy. Students will learn effective ways to build a strong brand.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
In this course, students will read theories, discuss and analyze some case studies to find out the most suitable processes for building a strong brand, which will be helpful in increasing domestic and overseas sales. Moreover, as a wrap-up, we will also discuss the future outlook of brand management from a strategic viewpoint.
Feedback can be given verbally, non-verbally or in written form.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Introduction	Course Introduction
2	What is a Brand?	Learn how the definition of "brand".
3	Brand Equity	Learn how new brand equity is a set of assets.
4	Brand Loyalty	Learn new brand loyalty is one of the brand assets, and key considerations when placing a value on a brand that is to be bought or sold.
5	Brand Awareness	Learn new brand awareness and the strength of a brand’s presence in the consumer’s mind.
6	Perceived Quality	Learn about how new perceived quality is a brand association that is elevated to the status of a brand asset.
7	Brand Associations	Learn how new brand equity is supported in great part by associations that consumers make with a brand.
8	Name, Symbol and Slogan	Learn how the new name, symbol and slogan are the basic core indicators of a brand.
9	Brand Extension	Learn about line extensions, brand stretching, brand extensions, and co-branding.
10	Brand Identity	Learn the definition of brand identity and related concepts.
11	Brand Personality	Learn how new brand personality is a set of human characteristics associated with a given brand.
12	Brand Strategies over Time	Learn the reason why consistency is good.
13	Managing Brand Systems	Learn how to manage brands in a complex environment.
14	Review and Final Exam	Review of what students have learned from this course and final exam.

【Work to be done outside of class (preparation, etc.)】
As instructed, students will have to read chapters of the coursebook and also other materials for each class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. Handouts will be provided by the instructor.

【References】
Aaker, D.A (1991) *Managing Brand Equity: Capitalizing on the Value of Brand Name*, Free press.
Aaker, D.A (1996) *Building Strong Brand*, Free press.
Keller, K.L (1998) *Strategic Brand Management: Building, Measuring, and Managing Brand Equity*, Prentice-Hall, Pearson Education.

【Grading criteria】
Class participation（20%）
Assignment（20%）
Final exam（60%）(Midterm reviews will cover some questions in the final exam)

【Changes following student comments】
The course structure and content was favorably evaluated.

【Others】
This course is conducted based on academic knowledge and the lecturer’s global business experience.

【Prerequisite】
None

MAN200ZA（経営学 / Management 200）

Business Negotiation

Takamasa Fukuoka

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：月3/Mon.3

その他属性：〈優〉〈実〉

【Outline and objectives】
Negotiation is an interdisciplinary study (psychology, business management, economics, politics, law, etc.) which has been developed since the 1970s, when Harvard University started researching negotiation in a systematic manner. The study of this has become increasingly significant to global society. This course introduces students to the basic negotiation theories and techniques.

【Goal】
The purpose of this course is to learn basic negotiation theories and techniques, and utilize them in both business negotiations and daily life.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
In this course, students will learn basic negotiation theories, read and discuss case studies, and study consensus building so as to be able to interact with different societies. Feedback can be given verbally in class, non-verbally or in written form.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Introduction	Course Introduction
2	What is Negotiation?	Learn the definition of negotiation.
3	Negotiation and Conflict	Learn how negotiation is a method to resolve conflicts.
4	Win-Lose Negotiation (distributive bargaining)	Learn Win-Lose negotiation (theory and techniques).
5	Case Study (1)	Read and discuss case studies of Win-Lose negotiation.
6	Win-Win Negotiation (integrative bargaining)	Learn Win-Win negotiation (theory and techniques).
7	Case Study (2)	Read and discuss case studies of Win-Win negotiation.
8	Pareto-Optimal Solution	Learn how to search for Pareto-Optimal solutions in negotiation.
9	Negotiation Strategy and BATNA	Learn why BATNA is important in negotiation.
10	Case Study (3)	Read and discuss BATNA case studies.
11	Case Study (4)	Read and discuss BATNA case studies.
12	Consensus Building	Learn how to build consensus while negotiating complex issues.
13	Intercultural Negotiation	Learn cultural differences and effective intercultural negotiation methods.
14	Review and Final Exam	Review and final exam.

【Work to be done outside of class (preparation, etc.)】
As instructed, students will have to read chapters of the coursebook and also other materials for each class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. Handouts will be provided by the instructor.

【References】
Fisher, Roger and William Ury. *Getting to Yes: Negotiating Agreement Without Giving In* New York: Penguin Books, 1983.
Wheeler, Michael. *The Art of Negotiation: How to improvise Agreement in a Chaotic World* New York: Simon and Schster, 2013.
Bazerman, Max and Margaret Neale. *Negotiating Rationally* Free Press, 1994.

【Grading criteria】
Evaluation will be based on class participation (20%), a writing assignment (20%), and the final exam (60%)(Midterm reviews will cover some questions in the final exam)

【Changes following student comments】
The lecturer will provide more business negotiation tips.

【Prerequisite】
None.

MAN200ZA（経営学 / Management 200）

Creative Industries

Stevie Suan

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：木4/Thu.4

その他属性：〈優〉

【Outline and objectives】
In this class, we will explore different elements of contemporary creative industries and their surrounding cultures in Japan. This will include examining the differing conceptions of creativity they enable, and how this is connected to changes in media technologies and business strategies. Over the course of the semester we will explore the history of the idea of creative industries, examining specific industries in Japan. We will be focusing on the areas that are currently promoted locally and globally as key cultural industries in Japan. This includes anime, manga, toys, and the character business, exploring how these industries interacted and influenced one another. We will then move on to see how this connects to other industries, such as tourism. Lastly, we will examine the Japanese fashion industry in detail. For each of these commercial industries, we will analyze their production, distribution, and consumption as we examine different approaches to branding and creativity.

【Goal】
In addition to teaching the students information on the cultural production, economics, and marketing of the creative industries, this class aims to develop critical thinking and analytical skills. Throughout the semester students will: 1) critically engage with the concept of creativity; 2) learn the history of different creative industries and their shifts in business strategies and marketing; 3) explore how these shifts reflect societal changes in Japan.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will be lecture-based, with visual material such as clips of films and animation. Students will be asked to have group discussions and analyses on certain themes. Each week students will be provided with an academic reading relevant to the topic. These readings will be important background information and/or will be directly addressed as the topic of the lecture and discussion. Lectures will explain in detail and through examples the topic for that class. Discussions based on the lecture will be facilitated by questions from the instructor to help the students explore and develop their critical and analytical skills for that topic. Students will be assessed on their understanding of the lectures and readings through their presentations and papers. Students will receive feedback in class and in written form, based on a grading rubric.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Anime’s Business Structure	History and technology
3	Media-mix and Marketing I	Case study I
4	Media-mix and Marketing II	Case study II
5	Media-mix and Marketing III	Anime tourism
6	(Re)Conceptualizing Creativity I	Creativity and branding
7	(Re)Conceptualizing Creativity II	Robots and creativity
8	Smartphone Games	Production and problematics
9	Kawaii Culture	Local and global branding successes
10	Fashion I	Fashion and lifestyle branding
11	Fashion II	Branding Japanese Americana
12	Student Presentations	Feedback and Discussion
13	Student Presentations	Feedback and Discussion
14	Student Presentations	Feedback and Discussion

【Work to be done outside of class (preparation, etc.)】
Students should complete the assigned readings before each class and study the notes they take in class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be required as readings will be provided by the instructor.

【References】
Steinberg, Marc. *Anime’s Media Mix: Franchising Toys and Characters in Japan*. University of Minnesota Press, 2012.
Marx, W. David. *Ametora: How Japan Saved American Style*. Basic Books, 2015.

【Grading criteria】
Participation 20%
Presentation 40%
Final paper 40%

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

MAN200ZA（経営学 / Management 200）

Entrepreneurship and New Ventures

Sean Michael Hackett

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：土2/Sat.2

その他属性：〈優〉

【Outline and objectives】
This course is an active learning course centered on the fundamentals of entrepreneurship and entrepreneurial management. The course is positioned as an entry point for learners who think that they might want to start their own business “someday,” and want to learn about — and practice elements of — the lean startup process now. Specifically, the course is designed to help learners develop a better understanding of how to find, frame, and solve problems; generate and/or discover business ideas; articulate and evaluate business concepts; convert surviving business concepts into business opportunities through creativity, market analysis and segmentation, design thinking, lean startup customer development processes and business model design while searching for a validated business model; and then prepare to drive sales while leveraging a digital presence and infrastructure.

【Goal】
The learning goal of the course is developing entrepreneurial management competency. The learning objectives for this course include the following: developing an entrepreneurial mindset; understanding various frameworks; developing critical thinking, communication, leadership, teamwork, and ethical reasoning skills; developing a practice of reflection.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
L 講義 /Lecture、Z その他 /Other

【Method(s)】
・Preparation. Students should complete the assigned reading before each class.
・Class. In the first half of each class, there is a lecture. After the lecture, students break into groups to complete experiential exercises that require students to apply key concepts from the lecture and the assigned reading.
・Review &Reflect. After each class, students should review their notes and teams must submit the results of their in-class experiential exercise.
・The Mid-Term is a Short Paper that includes a description of a Business Concept and a 5Cs analysis.
・The Final Deliverable in the course is a Business Model Canvas and Executive Summary.
・Feedback. Feedback is provided via the grade book feature in the Learning Management System (LMS) used by the Professor. Additionally, when warranted, comments are provided by the Professor via the LMS.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Overview	The Fundamentals of Entrepreneurship.
2	Finding, Framing, and Solving Problems Worth Solving	Frameworks that entrepreneurs use in the initial stages of the entrepreneurial process.
3	Recognizing & Shaping Opportunities for a New Business	Distinguishing among business ideas, business concepts, and business opportunities; brainstorming skills and discovery skills.
4	Creativity and Business Concepts	How creativity can strengthen a business concept and help entrepreneurs discover transformative strategies.
5	Segmenting, Targeting, Customer Value Propositioning, and Positioning	Market analysis; positioning and customer value propositioning for targeted customer segments.
6	Business Models	Business models.
7	Design Thinking & New Product Development	The design thinking process as it is applied to new product development.
8	Lean Start-Ups &The Business Model Canvas	The three core elements of lean startups: business model canvas; customer development model; and agile development.
9	Customer Experience	How good customer experience design and good website design can translate into more sales.
10	Leveraging Cloud Computing, AI, and Workflow Automations	How cloud computing, AI, and workflow automations can be harnessed by entrepreneurial managers.
11	Go-to-Market Strategy	Go-to-Market Strategy.
12	SEO Marketing + Social Commerce	Using a case study to explore the potential for using SEO Marketing, Social Commerce, and an Entrepreneurial Mindset to compete against large enterprises.
13	Counterfeit Goods & System D	The logic of counterfeiters and the challenge of competing against them and System D (the informal economy).
14	Course Wrap Up	This session is a review of the course.

【Work to be done outside of class (preparation, etc.)】
Before each class, participants complete the assigned reading(s).
After each class individual students review their notes and reflect on what they learned; teams submit the results of their experiential exercise.

【Textbooks】
The instructor will create an online coursepack of readings from the Harvard Business School Publishing repository. The cost of the coursepack is approximately US $60. (Note: Payments for the coursepack can be made with either a credit card or a debit card).

【References】
If you want to read a book before taking the class, I recommend the new expanded edition of Disciplined Entrepreneurship by William Aulet.

【Grading criteria】
・LMS registration: REQUIRED
・Attendance: REQUIRED
・Class Participation &Attitude: 130 points (16%)
・Group Experiential Exercises: 165 points (21%)
・Mid-Term Short Paper: 105 points (13%)
・Final Deliverable: 400 points (50%)
Total Available Points: 800 (100%)
(% is rounded)

【Changes following student comments】
N/A

【Equipment student needs to prepare】
・A credit or debit card to pay for the online coursepack.
・A PC &internet connection.

【Others】
・IMPORTANT: Before the first class, please complete the Onboarding Survey which is located at https://hackettlabs.com/gis/
Also, this course does not use WebClass. Instead, this course uses Canvas, a global Learning Management System (LMS).

【Prerequisite】
None

MAN200ZA（経営学 / Management 200）

【休講】General Topics II: Business Ethics

休講

Credit(s)：2 ｜ Semester： ｜ Year：2〜4
Day/Period：

その他属性：〈優〉

【Outline and objectives】
Business Ethics covers a variety of contemporary case studies which demonstrates the dynamics between what could be called opportunity and misconduct. Over the years this has led to conflicts of interest, even more regulation to try and separate rule-makers from the rule-enforcers and the players and, where that fails, often catastrophic results ensue. This course aims to provide students with a framework to understand and deal with the fundamentals of ethics applied to the business world. We will look at various case studies to observe how companies operate within the grey area and/or have not acted responsibly in a highly competitive environment. This course will delve into specific areas that touch upon business ethics such as sustainability, ESG and technology. Students are encouraged to gain awareness of the interconnectedness of organizations and nations in a globalized world and how their actions as managers will affect different stakeholders, nations and the world as a whole.

【Goal】
Using the critical thinking assignments and class discussions, students will be able to apply their knowledge to case-studies and group work. Skills they acquire through this course should prepare them to understand key technical terms and give a better understanding of the business world.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Lessons will be structured with an initial lecture covering key themes and then a discussion of one or two case studies and examples. Students will be assigned three graded assignments, will sit two quizzes and one final exam.
Written feedback will be provided to the student individually on each graded assignment, quiz results will be shared also individually. The grades of the last exam will be sent back after grading, inclusive of personalized comments.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction to Business Ethics	An Overview of Business Ethics. Case Study review and Discussion.
2	Insights from Ethical Theory	Exploration of various ethical theories and how they can be applied to business situations.
3	Capitalism &its ethical implications	Introduction to ethical issues that arise from the capitalist economic model.
4	Corporate Social Responsibility	Introduction to the concept of corporate social responsibility (CSR).
5	ESG	Introduction to the concept of ESG and how it’s emerged over time.
6	Regulations and regulatory failures	Analysis of different regulatory regimes across countries and industries, and discussion of some notable failures. Quiz.
7	Human Resources and Hiring	Discussion of ethical issues that predominantly arise in the field of human resources.
8	Rights and Consumer Protection	Exploration of how ethics affects business advertising and the sales process.
9	Corporate engagement	Expanding from lecture 5 on CSR, discussion on how companies proactively engage with positive impact causes.
10	Ethics and Sustainability	Discussion of how sustainability can be tackled ethically by businesses.
11	Business Ethics in Technology	How do technological advances, such as big data, artificial intelligence, and cryptocurrencies impact business ethics.
12	Fraud &Greed	A history of corporate fraud, highlighting common themes and differences. Quiz.
13	Discussion and Review	Review of overall course and in-class discussion of key course topics.
14	Wrap-up and Final Exam	Wrap-up, review of class &in-class written exam.

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each. Additional reading on the daily news and related research articles is highly recommended. Three "at home" assignments to be done as indicated in the course schedule. Review of the textbook chapters indicated but the instructor is necessary after each class.

【Textbooks】
"Ethics and Business. An Introduction", second edition. Author: Kevin Gibson. Publisher: Cambridge University Press

【References】
Reading references will be provided in class.

【Grading criteria】
20% Quizzes (2x 10%)
30% Homework (3x 10%)
50% Final examination (1x 50%)

【Changes following student comments】
None.

【Equipment student needs to prepare】
None.

【Others】
None.

【Prerequisite】
None.

MAN200ZA（経営学 / Management 200）

Marketing Research

Kayhan Tajeddini

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：木5/Thu.5

その他属性：〈優〉

【Outline and objectives】
This course will provide an introduction to market research as a business decision-making tool. The primary goal of this course is to equip students with an understanding of how market research can help them make business decisions and how they can transform research findings into actionable business insights. The course also aims to help students gain the ability to evaluate and interpret research designed and conducted by outside providers. During the course, we will discuss a wide range of research methods, including in-depth interviews, focus groups, surveys and modeling, and their application to the services and non-profit sectors. We will also discuss data sources and data collection methods. Students will have the opportunity to define a business problem, develop a research plan, collect and analyze data and present findings and their implications as a class project.
This course aims to help students:
(1) Discuss what market research is and how, why, and when it's useful.
(2) Identify a range of market research tools (e.g., focus groups, interviews, surveys), consider their strengths and weaknesses, and discuss when it would (and wouldn't) make sense to use each.
(3) Use these tools to solve business problems and craft business strategies.

【Goal】
At the completion of this course, students are expected to be able to:
(1) Understand the importance of marketing research
(2) Formulate a research problem
(3) Design a questionnaire
(4) Collect respondent data
(5) Enter respondent data into a computerized spreadsheet
(6) Analyze respondent data with statistical software
(7) Write a research report
(8) Make a in-class presentation about the findings

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
The course will be lecture, case, and discussion based. The assignments are designed to help students build skills that cover scientific, information, and communication literacy. Effort will be made to make the class both challenging and exciting.
We will use a combination of text and cases to explore and apply the topics. It is vitally important that you come to class prepared and ready to discuss the topics. If you read and prepare the materials you will learn more during the discussions and will be successful at the assignments.
Regarding the presentation and case studies, it will be explained in the first class with all guidelines, expectations and standards. The strengths and weaknesses of each presentation and reports will be discussed individually.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Overview of Marketing Research Process	This session gives an overview of the process of marketing research and an introduction on research design.
3	Secondary Data and Research Question	This session explains the role of secondary data and how to clarify research question from secondary data.
4	Measurement	This session discusses measurement and measurement scales.
5	Data Gathering Instrument	This session introduces two important groups of data gathering instrument: (1) Survey and interview (2) Questionnaire.
6	Sample	This session discusses sample method and sample size.
7	Midterm Exam Basic Statistics	Midterm exam This session offers a crash course in basic statistics useful in marketing research.
8	Statistical Software	This session offers a crash course in how to use SPSS effectively.
9	Analyzing and Interpreting Data	This session introduces methods in analyzing and interpreting data: (1) Preparation and description (2) Exploring and displaying.
10	Analyzing and Interpreting Data	This is a follow up session of week 9 and introduces methods in analyzing and interpreting data: (1) Hypothesis testing (2) Measures of association.
11	Presenting Findings	This session discusses how to present findings by oral presentation and written report.
12	Review and Case Study	This session reviews the course contents by studying a complete case.
13	Student Presentation	Reserved for students to present their work.
14	Course Review Final Written Exam & Wrap-up	Course Review Final written exam

【Work to be done outside of class (preparation, etc.)】
Attendance is required at all scheduled class sessions, presentation and examinations. Students are expected to conduct their own project, write a report, and make a presentation. The project should begin after lecture 3. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
- Naresh K. Malhotra (2015) *Essentials of Marketing Research: A Hands-On Orientation*, Prentice Hall, New Jersey.
- Alvin C. Burns, Ann Veeck, Ronald F. Bush (2016) *Marketing Research (8th Edition)*, Prentice Hall, New Jersey.
Students will be advised in the first week on whether they need to purchase the textbook(s).

【References】
Burns A. C. &Bush, R. F. (2014): *Marketing Research (7th Edition)* Prentice Hall, New Jersey.

【Grading criteria】
Quiz: 20%
Presentation: 20%
Midterm Exam: 20%
Final Exam: 40%

【Changes following student comments】
Not applicable

【Others】
This course is self-contained. Basic knowledge in statistics is desirable but not necessary.

【Prerequisite】
None

MAN200ZA（経営学 / Management 200）

Organizational Behavior

Junko Shimazoe

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4

Day/Period：金5/Fri.5

その他属性：〈優〉

【Outline and objectives】
In this course, students learn (1) why modern organizations behave as they do, (2) how the behavior emerges from inside the organization, and (3) how exogenous forces influence formation of the behavior. Since studies of organizations are fundamentally cross-disciplinary, this course approaches organizations from sociological, social psychological, public policy, and psychological perspectives about organizational behavior. For the same reason, examples covered in this course include organizations in the public, private, and non-profit sectors. At the end of this course, students will develop a multifaceted view of their own to explain various problems of modern organizations.

【Goal】
This course has three goals. First, students are expected to understand the scientific approach to study organizations. For example, what does it mean to study organizational behavior in a scientific manner? What are the objects of studying, organizational structure, performance, routines, or interactions among people and organizations? How is it possible to explain the relationship between behavior of people and organizational behavior? Second, students are expected to understand “organic aspects” of organizations. Organizations are more than machines whose structures and rules repeatedly generate intended results. Members interact with each other and in organizational contexts, from which unintended outcomes may emerge. In addition, organizations are influenced from temporal, geographical, and other environmental conditions. It is important for students to understand organizations as evolving and interactive actors with members and other organizations. Finally, students are expected to become able to explain problems caused by modern organizations in their own words. Regardless of their career after graduation, organizations are everywhere in modern life, and students may encounter minor to major issues caused both in and by organizations. It is essential for students to apply concepts that they learn in this course to organizational behavior that they observe in real life.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
In each class, I will assign readings to explore the topic of the next class. Finish them before class.
Active participation in class is required. In this course, we will use lectures by the instructor, audiovisual materials, discussion, and group presentations. The contents covered in class will go beyond assigned readings of the week. In the case of being unable to come to the class, send an e-mail in advance to the lecturer unless the reason is that you are sick.
In this course, students work together to study and make a presentation about organizational accidents. In the group presentation, explain the probable causes of the accidents and their implications to society using the knowledge from this course. Do not simply repeat what the internet sources, books, or other authorities say about the problems. Build your own explanation based on what you learn in this course.
Students will receive feedback on their presentations in class.

【Active learning in class (Group discussion, Debate.etc.)】
なし / No

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Diversity in an Organization	- Diversity and its challenges
3	Individual Differences #1	- Values - Personality
4	Individual Differences #2 Attitudes and Behaviors	- Perception - Work attitudes and behaviors - Psychological contract - Relationships at work - OCB
5	Motivating Work Environment	- Job design - Goal setting - Performance appraisals - Performance incentives
6	Motivation	- Maslow’s Hierarchy - EPG theory - Theory X, Theory Y
7	Stress and Emotion at Workplace	- Stress - Stress process - Workplace stressors - Role demands - Outcomes of stress - Individual differences in experiences and managing stress - Organizational approaches to managing stress - Emotions - Emotional contagion - Emotions at work - Emotional labor
8	Groups and Teams	- Groups - Development stages - Cohesion - Problems of too much cohesion - Teams - Team roles - Types of teams - Designing effective teams
9	Decision Making	- Decision making - Ideal process - Reality - Game plan?
10	Organizational Accident and Learning	- Organizational accident - Risk vs. uncertainty - Normal accident - Organizational learning - Barriers to organizational learning - high-reliability organization
11	Power in an Organization Knowledge Management	- Power - Sources and conditions of power - Knowledge management - Intellectual capital - Organizational memory
12	Leadership Organizational Change	- Traits for leadership - Types of leadership - Process and forces of organizational change
13	Organizational Culture	- Organizational culture - Types of organizational culture - Why culture matters - Weakness of the strong culture - Strength of the adaptive culture - Organizational socialization - Outcomes
14	Group Presentations	- Presentations - Wrap-up

【Work to be done outside of class (preparation, etc.)】
In each class, I will assign readings to explore the topic of the next class. Students have to finish them before they come to the class. Students are also required to understand distributed materials in the class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
University of Minnesota Libraries. (2017). Organizational Behavior (University of Minnesota Libraries Publishing Edition). Minneapolis: online textbook available at https://open.lib.umn.edu/organizationalbehavior/. (Original author removed at request of original publisher.)

【References】
N/A

【Grading criteria】
- Class participation (15%)
- Group presentation (40%)
- Final paper (45%)

【Changes following student comments】
N/A

【Equipment student needs to prepare】
N/A

【Prerequisite】
None

MAN200ZA（経営学 / Management 200）

Principles of Marketing

Shiaw Jia Eyo

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4

Day/Period：火2/Tue.2

Notes：TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉〈優〉

【Outline and objectives】
Learning the fundamental concepts of marketing. This is a basic-level marketing course that focuses on the concepts and approaches that constitute contemporary marketing theory as well as its applications in practical business circles. The purpose of this course is to provide the students with a keen understanding of the marketing functions in business and the knowledge of developing and implementing successful marketing strategies.

【Goal】
This course introduces students to the fundamental concepts of marketing, its functions and organizations, marketing strategies companies use, and the role of marketing in society. Students learn how to understand the marketplace, how to create customer value, how to target and segment the market, and how to build customer relationships.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course is taught primarily through lectures and presentations. Feedback is given during class time and through using other tools such as HOPPII or email. Interactive class participation is encouraged.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction to the course, syllabus.	Read all materials posted on Hoppii.
2	Chapter 1: Marketing Chapter 3: Analyzing the marketing environment	Creating and capturing customer value. Understanding the marketing environment.
3	Chapter 5: Consumer markets and consumer buyer behavior.	Understanding the marketplace and customers.
4	Group presentations on Chapter 5.	Case studies based on marketing strategies related to consumer buying behavior.
5	Chapter 7: Creating value for the target customer	Understanding market segmentation, targeting, differentiation and positioning.
6	Group presentations on Chapter 7 Assignment 1 (due)	Case studies based on marketing strategies for the target customers.
7	Chapter 8: Products, services and brands	Understanding product, services and brands.
8	Chapter 9: New product development and product life-cycle strategies	Understanding new product development and product life-cycle strategies.
9	Chapter 11: Pricing Strategies	Understanding pricing strategies.
10	Group presentations on Chapter 11	Case studies based on companies’ pricing strategies.
11	Chapter 13: Retailing and Wholesaling	Understanding retailing and wholesaling,
12	Chapter 15: Advertising and Public Relations	Understanding advertising and public relations
13	Trends in marketing. Review for final exam.	Discussion
14	Final Exam	Assessing the degree to which you understand the subject

【Work to be done outside of class (preparation, etc.)】
Download the lecture slides, read the assigned textbook chapters, and complete any assigned work. Almost every week, there is a pop quiz based on the previous week’s material. The preparatory study and review time for this class is 2 hours each.

【Textbooks】
Not required.

【References】
1. Further materials will be provided by the instructor.
2.Kotler, Phillip and Armstrong, Gary. *Principles of Marketing,* 17th Edition, Pearson Education, 2017. **You are not required to buy the textbook. There are copies available in the library.**

【Grading criteria】
Students will be evaluated based on class participation (15%), group presentation (20%), pop quizzes (21%), and final exam (44%).

【Changes following student comments】
Students evaluated this class positively in the previous year. There will be no significant changes to the course.

【Others】
Students who are interested in taking this course must attend the first week of class. A selection process will be conducted during the first week prior to the enrollment of this course.
Students are recommended to have taken Introduction to Business or other 100-level business courses.

【Prerequisite】
None

MAN200ZA（経営学 / Management 200）

【休講】Strategic Business Management

休講

Credit(s)：2 ｜ Semester： ｜ Year：2〜4
Day/Period：

その他属性：〈優〉

【Outline and objectives】

【Goal】

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】

【Active learning in class (Group discussion, Debate.etc.)】

【Fieldwork in class】

【Schedule】Class form：対面/face to face

No.	Theme	Contents
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【Work to be done outside of class (preparation, etc.)】

【Textbooks】

【References】

【Grading criteria】

【Changes following student comments】

【Prerequisite】
None.

ECN200ZA（経済学 / Economics 200）

Development Economies

Delgado Narro Augusto Ricardo

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4

Day/Period：木5/Thu.5

その他属性：〈優〉

【Outline and objectives】
This is an introductory course to the field of Economic Development. This course aims to understand the main issues of development economics, analyze the economic problems of developing countries, and discuss strategies for achieving inclusive growth and reducing poverty and extreme inequality. This understanding will help the students answer key questions: Why do some countries achieve high levels of economic development and others do not? What policies can governments implement to change their countries' growth path? This course will start from a "macro" perspective and later introduce a "micro" viewpoint of the problems to explore the socioeconomic factors that affect economic development. This course will cover economic growth, agricultural development, food security, population, education, migration, poverty reduction, informality, and more.

【Goal】
1. Understand: (1) why some emerging countries have been successful in catching up with rich countries in per capita income while others are left behind, (2) why half of humanity remains poor, and many of them are living with less than $2 per day, and (3) why environmental degradation and resource exploitation are commonly associated with income growth.
2. Understand: what can be done to promote development through policies. Learn to analyze the economic and social impacts of specific initiatives.
3. Use data to conduct development analyses such as growth diagnostics, poverty assessments, impact analysis of development projects.
4. Encourage students to explore alternative paths of economic development that promote the well-being of individuals and communities.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
The course combines lectures and student presentations. The first part of the course will be conducted through lectures with the objective of learning, understanding, and using the fundamental concepts of development economics. Additionally, we will analyze some applications of our learned concepts. Students are encouraged and expected to participate in classes.
In the last part of our course, we will have presentations depending on the number of students. Feedback will be given to students at the end of each presentation.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Introduction and Overview of the course.
2	Growth & Development. Economic Growth Theories.	-Link between Economic Growth and Development Economics (Income Inequality and Poverty). -Economic Growth Theories: Exogenous and Endogenous.
3	Economic Convergence and the Middle-Income Trap.	-Evidence of the Economic Growth Models. -Economic Convergence: Absolute and Relative Convergence. -New Economic Convergence View: Clubs of convergence. -The role of external economic shocks.
4	Inequality and Poverty.	-Income Inequality. -Poverty. -Poverty and Income Inequality.
5	Review of Classes 1-4. Quiz 1.	Assess students' understanding of the 1st half of course materials (Week 1-4)
6	Food and Nutrition.	-Food and Nutrition. -Basic Model. -Food-based poverty trap.
7	Population, Migration, and Cities.	-Role of population on the Development Process. -Migration and its impact. -Cities and Economic Development.
8	Education and Health.	-Human Capital Concept. -Role of Education. -Role of Health.
9	Illegal and Informal Economy.	-Informal Economy. -Illegal Economy. -Measurement and basic concepts.
10	Review of Classes 6-9. Quiz 2.	-Assess students' understanding of the 2nd half of course materials (Week 6-10)
11	Presentations Groups 1	-Presentations of Groups. -Q&A from the class. -Feedback.
12	Presentations Groups 2	-Presentations of Groups. -Q&A from the class. -Feedback.
13	Presentations Groups 3	-Presentations of Groups. -Q&A from the class. -Feedback.
14	Presentations Groups 4	-Presentations of Groups. -Q&A from the class. -Feedback.

【Work to be done outside of class (preparation, etc.)】
Students are expected to read the assigned materials (textbook/articles/cases), participate in class discussion, and make a presentation.
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Ray, Debraj. (1998),Development Economics, Princeton University Press.
I highly recomend to buy this book for better understanding and complement our classes.

【References】
Additional references will be provided in the class.

【Grading criteria】
1. Quiz 1: 25%
2. Quiz 2: 25%
3. Presentation: 40%*
4. Class Participation: 10%**
* Presentation is divided into two sections: 30% for a presentation at his/her corresponding time and 10% for participating during classmates' presentations by making comments or questions.
** Class participation refers to student's participation during lectures.

【Changes following student comments】
Students are encouraged to provide feedback and suggestion regarding the course. Constructive suggestion is appreciated and may be taken for course adjustment.

【Others】
Quiz 2 is scheduled to be taken in class on the 10th. However, depending on the number of students, time, and number of groups, Quiz 2 may be changed to class 11th.

【Prerequisite】
None

ECN200ZA（経済学 / Economics 200）

Foundations of Finance

Shiaw Jia Eyo

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：火1/Tue.1
Notes：TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉〈優〉〈未〉

【Outline and objectives】
Learning the fundamental concepts of finance. This is a finance course that focuses on the core principles of finance, including financial statements, financial performance, time value of money financial assets such as bonds, stocks, and risk analysis. Even if you are not planning a career in finance, a working knowledge of finance will help you to understand and interpret financial information around you.

【Goal】
This course presents the fundamental concepts of finance to students. The goal of this class is to understand corporate finance analyses that are used in business. At the end of this course, students will learn how to construct financial statements, calculate various financial ratios, and understand financial assets such as bonds and stocks. Students will acquire the analytical skills necessary to make good financial decisions.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course is taught primarily through lectures. Feedback is given during class time and through tools such as HOPPII or email. Interactive class participation is encouraged.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Introduction and Overview
2	Financial Statements (1)	Construct the Income statement and Balance Sheet
3	Financial Statements (2)	Construct the Statement of Cash Flow
4	Financial Performance (1)	Calculate financial ratios
5	Financial Performance (2)	Analyzing financial ratios
6	The Time Value of Money (1)	Calculate present value, future value, and annuity
7	The Time Value of Money (2)	Understand interest rate, uneven cash flow and amortization table
8	Review &Midterm Exam	Assessing the degree to which you understand the subject
9	Financial Markets (1)	Learn the different financial institutions and the stock market
10	Financial Assets (1)	Understand the determinants of interest rate
11	Financial Assets (2)	Learn about bonds valuation and rating
12	Financial Assets (3)	Understand and calculate stand-alone risk
13	Financial Assets (4)	Understand and calculate risk in a portfolio context
14	Final Exam & Wrap-up	Assessing the degree to which you understand the subject

【Work to be done outside of class (preparation, etc.)】
Students are expected to download the lecture slides, read the textbook, and complete any assignments given. Since the finance materials are quite dry and challenging, the preparatory study and review time for this class is at least two hours.

【Textbooks】
Brigham, Eugene, Houston, Joel F. *Essentials of Financial Management,* 4th Edition, Cengage Learning Asia Pte Ltd, 2018.
You are not required to buy the textbook. There are older editions available in the library.

【References】
Further materials will be provided by the instructor.

【Grading criteria】
Students will be evaluated based on class participation (10%), assignments (20%), midterm exam (35%) and a final exam (35%).

【Changes following student comments】
Students in previous years found this course quite challenging but extremely useful and rewarding.

【Equipment student needs to prepare】
You will need to bring a calculator with roots and powers functions during the final exam.

【Others】
This course requires students to like “numbers” because it involves a lot of calculations and analysis. Students who are interested in taking this course must attend the first week of class. A selection process will be conducted during the first week prior to the enrollment of this course.

【Prerequisite】
None

ECN200ZA（経済学 / Economics 200）

Macroeconomics II

Karen Kai Lin Lai

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：水3/Wed.3
その他属性：〈優〉

【Outline and objectives】
This course will provide students with more knowledge of the core theories in macroeconomics, particularly on the economics of open economies, unemployment, monetary growth and inflation, and the model of aggregate demand and supply. Moreover, the role of fiscal and monetary policy to stimulate the economy will be discussed.
To prepare students for embarking confidently on their journey in the world of economic analysis and for seriously analyzing the economic signals and data we all face daily to be able to justify views and opinions with sound economic reasoning.

【Goal】
By the end of this course, students should be able to:
1. Apply macroeconomic knowledge to analyze contemporary macroeconomic issues and real-world problems.
2. Learn and apply the theory of the open economy to understand the factors that affect the economy's trade balance and exchange rate.
3. Understand the determinants of inflation, and apply the money-demand-and-supply model and the quantity equation to explain increases in the level of prices as well as its consequences.
4. Understand unemployment and the main factors that contribute to structural and frictional unemployment.
5. Learn the most important macroeconomic (Keynesian) model that is used by governments (policymakers) to formulate fiscal and monetary policies that stimulate the economy.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course will be mainly conducted through lectures, with analysis of appropriate case studies related to each topic. Students are expected to read the required material prior to the lecture to discuss and solve problems in class. Assignments and related feedback will be given via the learning-management system. Additionally, midterm-exam and in-class-assignment feedback will be provided in class.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction to the Course (Syllabus) Application: International Trade (Ch9)	Introduction to the Course (Syllabus) The determinants of trade The winners and losers from trade
2	Application: International Trade (Ch9) Open-economy macroeconomics (Ch31)	The effects of a tariff The international flows of goods and capital The prices for international transactions
3	Open-economy macroeconomics (Ch31) International economics (Wheelan, 2019)	A first theory of exchange-rate determination
4	Theory of the open economy (Ch32)	Supply and demand for loanable funds and the foreign-currency exchange Equilibrium in the open economy
5	Theory of the open economy (Ch32) International economics (Wheelan, 2019)	How policies and events affect an open economy
6	Unemployment (Ch28)	Identifying unemployment Frictional unemployment Structural unemployment
7	Review &midterm exam	Assess students' performance for the 1st half of the course (week 1-6).
8	Money Growth and Inflation -1 (Ch30)	The classic theory of inflation
9	Money Growth and Inflation -2 (Ch30)	The cost of inflation Case study
10	Aggregate demand and aggregate supply -1 (Ch33)	Economic fluctuations The aggregate demand curve The aggregate supply curve
11	Aggregate demand and aggregate supply -2 (Ch33)	The aggregate supply curve Two causes of economic fluctuations Problems
12	The influence of monetary and fiscal policy on aggregate demand (Ch34)	How monetary policy influences aggregate demand
13	The influence of monetary and fiscal policy on aggregate demand (Ch34)	How fiscal policy influences aggregate demand
14	Wrap up &final exam	Assess students' performance for the 2nd half of the course (week 8-13).

【Work to be done outside of class (preparation, etc.)】
Students are expected to read the relevant material (textbook/articles/cases) and participate in class discussions. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Mankiw, N. Gregory. *Principles of Economics*, 9th Edition. Cengage, 2021. (ISBN-13: 9780357562833). Digital version. MindTap-access code included and required to submit your assignments. (Required; sold as a bundle by Cengage at https://www.cengageasiaestore.com/jp/principles-of-economics-mindtap-12-months-digital-access.html). Importantly, students of Macroeconomics I who bought 24-month-access codes last year should not buy the code again.
Other students should not buy the physical copy of the textbook. You should buy MindTap, 12-month-digital access, which includes the eText for "Principles of Economics", from Cengage through the link shared above. This is the REQUIRED material to submit assignments.
Cengage provides a 60% discount on the purchase to Hosei University students when using the following discount code: JPCFE2024SP (Available till 2024/5/20) Special Price: 7,120 JPY (before tax) 7,832 JPY (with tax). To obtain the discount, add the product to the cart and then apply the discount code before proceeding to checkout.

【References】
Principles of Macroeconomics, by Stevenson and Wolfers, Worth Publishers, Second Edition (2023).
Macroeconomics, by Blanchard, Pearson, 8th Edition (2021).
Wheelan, C., "Naked Economics: Undressing the Dismal Science", Fully revised and updated, WW Norton &Company (2019).

【Grading criteria】
1. Participation: 10%
2. Homework: 20%
3. Midterm exam: 35%
4. Final exam: 35%

【Changes following student comments】
Students are encouraged to provide feedback and suggestion regarding the course. Constructive suggestion is appreciated and may be taken for course adjustment.

【Equipment student needs to prepare】
A calculator and a ruler are required.

【Others】
None

【Prerequisite】
Macroeconomics I. Students who have taken other economics courses need to discuss with the instructor for permission.

ECN200ZA（経済学 / Economics 200）

Microeconomics II

Delgado Narro Augusto Ricardo

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：水2/Wed.2

その他属性：〈優〉

【Outline and objectives】
This is the second part to an introductory course in microeconomics. (See prerequisite below.)
In this semester, we will continue covering fundamental concepts and principles in microeconomics. This time, we will focus on producer and consumer theory and the labor market. In the first half of the semester, we will study firm behavior and market structures. In the second half of the semester, we will discuss consumer theory. The labor market and income determination will also be examined.

【Goal】
The intention of this course is to integrate theory and application. At the end of the course, students should grasp and be able to discuss fundamental concepts in microeconomics, i.e. how different market structures affect producers and consumers and how the labor market works. Students should be able to examine issues related to consumption, production, the labor market, income inequality, and poverty.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
At the beginning of class, feedback for the previous class is given using some comments from submitted reaction papers.
Submission of assignments and feedback will be via the Learning Management System.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	-Introduction to the course. -Explanation of the grading system and course knowledge requirements.
2	Consumer Theory 1: Utility maximization.	-Preferences (Chapter 21). -Utility Curves. -Marginal Rate of Substitution.
3	Consumer Theory 2: Budget Constrain.	-Budget Constrain. -Coupons and discounts. -Price Ratio.
4	Consumer Theory 3: Labor.	-Labor demand and supply (Chapter 18). -Labor vs Leisure. -New budget constrain.
5	(*) Review of previous topics. (*) Quiz 1.	-Practical Applications of learned topics.
6	Perfect Competition.	-Perfect Competition assumptions and implications.
7	Producer Theory 1: Profit Maximization.	-Economic Profits. -Profit Maximization problem.
8	(*) Producer Theory 2: Cost Minimization	-Economic Costs. -Factors versus Inputs. -Cost Minimization problem.
9	(*) Review of previous topics. (*) Quiz 2.	-Practical Applications of learned topics.
10	Non-Competitive Markets 1: Monopoly.	-Monopolistic competition (Chapter 16) -Differences with other systems.
11	Non-Competitive Markets 2: Oligopoly and Monopolistic Competition.	-Oligopoly (Chapter 17) -Monopolistic Competition. -Differences with other systems.
12	Non-Competitive Markets 3: Industrial Organization.	-Cournot competition. -Bertrand competition. -Bertrand Paradox. -Hotelling Linear City.
13	(*) Review of previous topics. (*) Quiz 3.	-Practical Applications of learned topics.
14	(*) Final Comments. (*) Q&A	-Final Comments. -Review of main topics. -Learning agenda.

【Work to be done outside of class (preparation, etc.)】
1. Readings - Students are expected to read the textbook chapters carefully and to prepare for the lecture. Special attention should be paid to understanding the tables and the graphs.
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Mankiw, Gregory. N. (2015) *Principles of Microeconomics*, 7th edition, Cengage Learning.

【References】
Other materials, if any, will be given by the instructor or shall be announced in class.

【Grading criteria】
Class Participation: 10%
Quiz 1: 30%*
Quiz 2: 30%
Quiz 3: 30%
*Quizzes are, in principle, individual; however, depending on the number of registered students, these may change to be held in small groups.

【Changes following student comments】
The lecture schedule may be adjusted depending on the pace of the class or at the discretion of the instructor. Any changes will be announced in class.

【Others】
This course requires students to have a good understanding of mathematics and graphic analysis.

【Prerequisite】
Microeconomics I, Understanding Microeconomics or an equivalent introductory course in microeconomics or economics.

SHS200ZA（科学社会学・科学技術史 / Sociology/History of science and technology 200）

【休講】Science and Technology Studies

休講

Credit(s)：2 ｜ Semester： ｜ Year：2〜4
Day/Period：

その他属性：〈優〉

【Outline and objectives】
This course aims at helping students to learn the confluence of major technological forces–cloud computing, big data, artificial intelligence, and the Internet of Things–in driving a new digital society. In doing so, students will understand how digital-age companies such as Amazon, Google, Netflix, and Spotify are creating new business models.

【Goal】
Students will understand the role of digital technologies in determining the capabilities of both incumbents and digital-born companies. To do so, students will learn how companies have transformed their business models and how they have embedded new technologies in their organizational fabric. This will be covered from the era of post-industrial society to the digital society.
Also, using multiple case studies, students will be able to explore and analyze how contemporary organizations have led their own digital transformation.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 2”, “DP 3” and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course will proceed with lecture, readings, group presentation, and discussion. Students are required to read each chapter of a textbook in advance and submit a summary of it every week. After lecture by an instructor, students will participate in group presentation and subsequent discussion. For the group presentation, students should prepare case studies that are relevant to the content covered in the given week. The instrunctor will give feedback for each group’s presentation in class.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction of Course	Introduction of Course
2	Post- and Pre-Industrial Society	The class first covers how the pre-and post-industrial societies had emerged. The class pays particular attention to the role of data processing, data-bases in leading the development of manufacturing.
3	Chapter (1): Punctuated Equilibrium and Economic Disruption	This class covers the impact of science and technology on economic systems, and how it creates economic disruption and new stability in a society.
4	Chapter (2a): Digital Transformation	This class covers the definition, scope, and applications of digital transformation.
5	Chapter (2b): Digital Transformation and Case Studies	This class covers digitalization and the impact of the Internet using case studies and compares how incumbents and digital-born companies deal with digital transformation.
6	Chapter (3a): The Information Age	This class will cover technology innovations (e.g.,cloud computing, big data, artificial intelligence, machine learning, deep learning, the Internet of Things).
7	Chapter (3b): The Information Age and Case Studies	We will cover how modern companies incorporate new digital technologies to create/modify their new business model.
8	Chapter (4a): The Elastic Cloud	This class covers the rise of cloud computing, its business value, benefits, and risks.
9	Chapter (4b): The Elastic Cloud and Case Studies	This class covers specific companies that have made exponential growth with using cloud computing and examines risks involved in cloud computing via discussions.
10	Chapter (5a): Big Data and Analytics	This class covers the definition / size/ speed/ structure of big data and a brief history behind it.
11	Chapter (5b): Big Data and Analytics and Case Studies	This class covers specific applications of big data using case studies and discusses challenges in handling big data for modern enterprises.
12	Chapter (6, 7a): The AI and IoT	This class covers the definition of AI / Internet of Things (machine learning, neural networks)and the overall field of AI today.
13	Chapter (6, 7b): The AI and IoT and Case Studies	This class covers how AI and IoT are deployed and improved an organization’s workflow using case studies and discusses some challenges associated with them.
14	Wrap-up and final exam	The final class will briefly wrap up what we have learned throughout the semester, and have a final exam.

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Digital Transformation: Survive and Thrive in an Era of Mass Extinction (English Edition), Thomas M. Siebel, RosettaBooks (2019/7/9), 3,257yen (hardcover).

【References】
1. Rogers, D. (2016). The digital transformation playbook. Columbia University Press.
2. Marr, B. (2016). Big data in practice: how 45 successful companies used big data analytics to deliver extraordinary results. John Wiley & Sons.

【Grading criteria】
Participation (20%); Weekly paper (20%);
Group presentation (30%); Final exam (30%).

【Changes following student comments】
Not applicable

【Equipment student needs to prepare】
Bring to class: a notebook, the textbook on a laptop or a tablet, or bring a hard copy. Further information will be provided by the instructor.

【Prerequisite】
None.

FRI200ZA（情報学フロンティア / Frontiers of informatics 200）

【休講】Big Data and Analytics

休講

Credit(s)：2 ｜ Semester： ｜ Year：2〜4
Day/Period：

その他属性：〈優〉

【Outline and objectives】
This class aims at building a strong understanding of big data and analytics in terms of its concept and real-world business cases. Also, this class includes practical learning of data and analytical tools at a basic level, so that students can experience data analysis on their own.

【Goal】
Students will understand "what big data and analytics is," "how big data and analytics are utilized within organizations," and "what challenges modern companies have to embed big data analytics into their organizational fabric." These topics are timely and emerging issues to grasp a recently dominant business landscape in a digital society. In addition, by practically learning how to use data, students will have practical learning experiences in data analysis.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course will proceed with lecture, readings, group presentation, and practical learning. Students are required to read each chapter of textbook in advance and submit a summary of it (by the first half of the semseter).
For the first half of the semester, the class is led by lecture of an instructor, and students will participate in group presentation and subsequent discussion.
For the second half of the semester, the class led by programming lecture of an instructor, and students will participate in practice of Python.
At the beginning of class, feedback and brief review for the previous class will be given.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction of Course	Introduction of Course
2	Chapter 1: Big Data and Analytics	This class covers the definition of big data (in terms of data structure, volume, velocity) and studies tools that can make data into assets.
3	Chapter 2: Big Data in Business	This class covers how modern enterprise turns big data into business value.
4	Chapter 3: Big Data in Practice (Amazon & Etsy)	This class is focused on understanding real-world examples of modern companies that successfully utilize big data including Amazon and Etsy.
5	Chapter 4: Big Data in Practice (Ralph Lauren &Apixio)	This class is focused on understanding real-world examples of modern companies that successfully utilize big data including Ralph Lauren and Apixio.
6	Chapter 5: Big Data in Practice (Uber & Transport for London)	This class is focused on understanding real-world examples of modern companies that successfully utilize big data including Uber and Transport for London.
7	Chapter 6: Python Programming_Class &Object	This class covers basic programming concept (Class & Object) and practice learning.
8	Chapter 7: Python Programming_ Crawling	This class covers crawling code patterns and practice.
9	Chapter 8: Understanding Web Structure	This class helps students learn Web structure &HTML.
10	Chapter 9: Web Crawling	This class reviews web structures and practically learns web crawling based on the understanding of web structure.
11	Chapter 10: Understanding Web Structure &CSS	This class aims at understanding web structure &CSS and practically learning web crawling based on the understanding of HTML &CSS.
12	Chapter 10: Web Crawling_ Intermediate Practices	This class provides some technical tips regarding web crawling and practically learns web crawling using CSS selector
13	Chapter 11: Practice Web Crawling_Real World Cases	This class practically learns web crawling using real-world cases like a shopping mall site &a portal web site.
14	Wrap-up &Final Exam	This class reviews what we have covered throughout the semester and takes the final exam.

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Handouts and reading materials will be provided by lecturer.

【References】
1. Rogers, D. (2016). The digital transformation playbook. Columbia University Press.
2. Marr, B. (2016). Big data in practice: how 45 successful companies used big data analytics to deliver extraordinary results. John Wiley & Sons.
3. Python Basics: A Practical Introduction to Python 3 (English Edition)David Amos, Dan Bader, Joanna Jablonski, Fletcher Heisler, Real Python (2022/1/24),

【Grading criteria】
Participation (20%); Weekly assignment (20%);
Group presentation (30%); Final exam (30%).

【Changes following student comments】
Not applicable

【Equipment student needs to prepare】
1.A notebook, the references provided by an instructor
2.Laptop (*downloaded with ’anaconda’ and ’jupyter notebook’)

【Others】
It is highly recommended to take "Introduction to Programming" first before taking this class.

【Prerequisite】
None.

FRI200ZA（情報学フロンティア / Frontiers of informatics 200）

Big Data and Analytics

Alfons Josef Schuster

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：火1/Tue.1

その他属性：〈優〉

【Outline and objectives】
Big data and analytics is an approach to deal with, and to make sense of, the huge volumes of data that are generated daily, at unprecedented rates, worldwide. The course aims to generate a solid understanding of the wider big data and analytics environment. To deepen this understanding, the course provides an opportunity for students to experience, on a basic level, some of the tools, techniques and frameworks underpinning the rich, and challenging field of big data and analytics.

【Goal】
By the end of the semester, students should be familiar with the history and evolution of the field of big data and analytics and understand fundamental concepts and process of the wider big data and analytics environment. In addition, students should be familiar with some of the main tools, techniques, and frameworks of big data and analytics through various computer-based (programming) exercises. Finally, students should have gained an awareness of the impact big data and analytics has on modern society, humanity, and, perhaps, the world at large.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
The main elements of the course are lectures, assignments, computer-based (programming) exercises, and in-class discussions. The lectures relate to the topics mentioned in the course schedule below. A class typically provides feedback and guidance on assignments. In addition, classes provide an opportunity for students to learn and understand current issues in big data and analytics via a range of hands-on, computer-based (programming) exercises.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction to the course.	Course overview and course requirements. Introduction to big data and analytics.
2	Introduction to big data.	The nature and characteristics of big data. Applications and challenges. Computer/programming exercises.
3	Introduction to big data and analytics.	History and evolution of big data and analytics. E.g., early data processing, the Internet, world wide web, cloud computing, data science, or the internet of things. Computer/programming exercises.
4	Introduction to big data and analytics.	History and evolution of big data and analytics. E.g., early data processing, the Internet, world wide web, cloud computing, data science, or the internet of things. Computer/programming exercises.
5	Introduction to big data analytics.	Introduction to fundamental big data analytics concepts and processes. Computer/programming exercises.
6	Introduction to big data analytics.	Introduction to fundamental big data analytics concepts and processes. Computer/programming exercises.
7	Review and midterm exam.	Review and final tips. Midterm exam.
8	Big data and analytics, tools, techniques, and frameworks.	Introduction to big data and analytics, tools, techniques, and frameworks. E.g., statistics, R, machine learning, AI, generative AI, or data science. Computer/programming exercises.
9	Big data and analytics, tools, techniques, and frameworks.	Introduction to big data and analytics, tools, techniques, and frameworks. E.g., statistics, R, machine learning, AI, generative AI, or data science. Computer/programming exercises.
10	Big data and analytics, tools, techniques, and frameworks.	Introduction to big data and analytics, tools, techniques, and frameworks. E.g., statistics, R, machine learning, AI, generative AI, or data science. Computer/programming exercises.
11	Big data and analytics, tools, techniques, and frameworks.	Introduction to big data and analytics, tools, techniques, and frameworks. E.g., statistics, R, machine learning, AI, generative AI, or data science. Computer/programming exercises.
12	Big data and analytics and society.	Considering the impact big data and analytics has on modern society, humanity, and, perhaps, the world at large.
13	Course summary.	Course summary. Conclusions, outlook, and the future of big data and analytics.
14	Review and examination.	Review and final tips. Final exam.

【Work to be done outside of class (preparation, etc.)】
Class preparation and review for this class are 2 hours each. Students are expected to read various course related materials carefully to acquire a thorough understanding of the ideas and concepts presented to them in class. In addition, students are given weekly assignments. These assignments are an important element in the course and contribute to the overall mark that a student may achieve.

【Textbooks】
Big Data: A Very Short Introduction. Author: Dawn E. Holmes. Publisher: OUP Oxford (2017). ISBN-10: 0198064128. ISBN-13: 978-0198779575.

【References】
(1) Big Data and Analytics: The key concepts and practical applications of big data analytics. Authors: Jugnesh Kumar, Anubhav Kumar, Rinku Kumar. Publisher: BPB Publications (March 5, 2024). ISBN-10: 9355516177. ISBN-13: 978-9355516176.
(2) TCP/IP in 24 Hours, Sams Teach Yourself. Author: Joe Casad. Publisher: Sams Publishing; 6th edition (9 Mar. 2017). ASIN: B0CLKXLCZ2.
(3) Python Basics: A Practical Introduction to Python 3. Authors: David Amos, Dan Bader, Joanna Jablonski, Fletcher Heisler. Publisher: Real Python (realpython.com). ISBN-10: 1775093328. ISBN-13: 978-1775093329. (16 Mar. 2021).

【Grading criteria】
Participation (10%)
Assignments (20%)
Midterm Exam (30%)
Final exam (40%)

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
None.

【Others】
It is highly recommended that, before taking this course, students should have completed the course “Introduction to Programming”.

【Prerequisite】
None.

FRI200ZA（情報学フロンティア / Frontiers of informatics 200）

【休講】Data Visualization

休講

Credit(s)：2 ｜ Semester： ｜ Year：2〜4
Day/Period：

その他属性：〈優〉

【Outline and objectives】
This course aims at learning why and how contemporary organizations perform data visualization from a managerial perspective and understanding how to use one of the most popular data visualization tools, Tableau.

【Goal】
By participating in lecture and practice, students will (1) understand the opportunities, implication, and limitations of data visualization in contemporary organizations, (2) learn how to analyze and critically evaluate ideas, arguments, and perspective, and (3) develop skills on a data visualization tool needed by business professionals.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course will proceed with lecture, group presentation, and practice of software. Doing so helps students understand how to use a data visualization tool as well as the role of data visualization from a managerial perspective.
The class involves lecture and group presentation that are aimed to understand the basics of data analytics use (in this course, data visualization tool) in contemporary organizations and how it affects the paradigm of operational work processes in the company.
In addition, the class involves practical learning of Tableau. Students will learn how to use software called Tableau from the instructor and work on multiple examples with using Tableau. The instructor will give a brief review and feedback on the previous class every week.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Introduction and Overview
2	Chapter 1: The basics of data visualization	This class is focused on learning the basics of data visualization.
3	Chapter 2: Use of data visualization	This class covers why and how organizations use data visualization for business objectives.
4	Chapter 3: Functionalities of data visualization	This class aims at learning different functionalities of data visualization.
5	Chapter 4: Use of data visualization tools (1)	This class covers the use cases of data visualization tools.
6	Chapter 5: Use of data visualization tools (2)	This class practices storytelling with data.
7	Wrap-up &Midterm exam	This class will wrap-up the previous content of the course and hold a midterm exam.
8	Chapter 7: Tableau practice	This class focuses on learning data analytics with Tableau (for example, chart, scatterplot, and map).
9	Chapter 8: Multivariate visualization	This class helps learn multivariate visualization and create one’s own chart.
10	Chapter 9: Order of operations	This class covers set with various topics and order of operations.
11	Chapter 10: Dashboard and storytelling (1)	This class focuses on structuring dashboard.
12	Chapter 11:Dashboard and storytelling (2)	This class helps practices Tableau dashboard and creates storytelling.
13	Group project (1)	This class proceeds with group projects (using Tableau) and subsequent discussion.
14	Wrap-up &Final exam	This class will wrap-up the previous content of the course and hold a final exam.

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Cole Nussbaumer Knaflic (2015). Storytelling with Data: A Data Visualization Guide for Business Professionals. Wiley.

【References】
1. Cole Nussbaumer Knaflic (2015). Storytelling with Data: A Data Visualization Guide for Business Professionals. Wiley.
2. Sarikaya, A., Correll, M., Bartram, L., Tory, M., &Fisher, D. (2018). What do we talk about when we talk about dashboards?. IEEE transactions on visualization and computer graphics, 25(1), 682-692.
3. Szafir, D. A. (2018). The good, the bad, and the biased: five ways visualizations can mislead (and how to fix them). interactions, 25(4), 26-33.

【Grading criteria】
Participation (20%); Group presentation (20%);
Midterm exam (30%); Final exam (30%)

【Changes following student comments】
Not applicable

【Equipment student needs to prepare】
1.A notebook, the references provided by an instructor
2.Laptop (*downloaded with Tableau)

【Others】
None.

【Prerequisite】
None.

FRI200ZA（情報学フロンティア / Frontiers of informatics 200）

【休講】Data Visualization

休講

Credit(s)：2 ｜ Semester： ｜ Year：2〜4
Day/Period：

その他属性：〈優〉

【Outline and objectives】
This course aims at learning why and how contemporary organizations perform data visualization from a managerial perspective and understanding how to use one of the most popular data visualization tools, Tableau.

【Goal】
By participating in lecture and practice, students will (1) understand the opportunities, implication, and limitations of data visualization in contemporary organizations, (2) learn how to analyze and critically evaluate ideas, arguments, and perspective, and (3) develop skills on a data visualization tool needed by business professionals.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course will proceed with lecture, group presentation, and practice of software. Doing so helps students understand how to use a data visualization tool as well as the role of data visualization from a managerial perspective.
The class involves lecture and group presentation that are aimed to understand the basics of data analytics use (in this course, data visualization tool) in contemporary organizations and how it affects the paradigm of operational work processes in the company.
In addition, the class involves practical learning of Tableau. Students will learn how to use software called Tableau from the instructor and work on multiple examples with using Tableau. The instructor will give a brief review and feedback on the previous class every week.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Introduction and Overview
2	Chapter 1: The basics of data visualization	This class is focused on learning the basics of data visualization.
3	Chapter 2: Use of data visualization	This class covers why and how organizations use data visualization for business objectives.
4	Chapter 3: Functionalities of data visualization	This class aims at learning different functionalities of data visualization.
5	Chapter 4: Use of data visualization tools (1)	This class covers the use cases of data visualization tools.
6	Chapter 5: Use of data visualization tools (2)	This class practices storytelling with data.
7	Wrap-up &Midterm exam	This class will wrap-up the previous content of the course and hold a midterm exam.
8	Chapter 7: Tableau practice	This class focuses on learning data analytics with Tableau (for example, chart, scatterplot, and map).
9	Chapter 8: Multivariate visualization	This class helps learn multivariate visualization and create one’s own chart.
10	Chapter 9: Order of operations	This class covers set with various topics and order of operations.
11	Chapter 10: Dashboard and storytelling (1)	This class focuses on structuring dashboard.
12	Chapter 11:Dashboard and storytelling (2)	This class helps practices Tableau dashboard and creates storytelling.
13	Group project (1)	This class proceeds with group projects (using Tableau) and subsequent discussion.
14	Wrap-up &Final exam	This class will wrap-up the previous content of the course and hold a final exam.

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Cole Nussbaumer Knaflic (2015). Storytelling with Data: A Data Visualization Guide for Business Professionals. Wiley.

【References】
1. Cole Nussbaumer Knaflic (2015). Storytelling with Data: A Data Visualization Guide for Business Professionals. Wiley.
2. Sarikaya, A., Correll, M., Bartram, L., Tory, M., &Fisher, D. (2018). What do we talk about when we talk about dashboards?. IEEE transactions on visualization and computer graphics, 25(1), 682-692.
3. Szafir, D. A. (2018). The good, the bad, and the biased: five ways visualizations can mislead (and how to fix them). interactions, 25(4), 26-33.

【Grading criteria】
Participation (20%); Group presentation (20%);
Midterm exam (30%); Final exam (30%)

【Changes following student comments】
Not applicable

【Equipment student needs to prepare】
1.A notebook, the references provided by an instructor
2.Laptop (*downloaded with Tableau)

【Others】
None.

【Prerequisite】
None.

SES200ZA（環境創成学 / Sustainable and environmental system development 200）

Environment and Development

Stephen Chitengi Sakapaji

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4

Day/Period：水1/Wed.1

その他属性：〈優〉

【Outline and objectives】
This course examines the complex relationship between environmental issues and development processes, focusing on the interplay between economic development, environmental degradation, and social well-being. The course integrates theoretical perspectives from political ecology, sustainable development, and environmental governance with real-world case studies from both the Global North and South. Students will critically explore themes such as climate change, natural resource management, biodiversity conservation, environmental justice, and sustainable development.

【Goal】
By the end of the course, students will:
1. Understand the key concepts and debates in the field of environment and development.
2. Critically assess the environmental impacts of various development models.
3. Explore the role of international, national, and local institutions in managing environmental challenges.
4. Analyze case studies from different regions and assess sustainable development initiatives.
5. Evaluate policy responses to environmental challenges and their implications for equity and social justice.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
The course will be structured around weekly lectures, class discussions, presentations, debates, and readings from textbooks and articles. Each session will focus on a specific theme or case study, allowing students to delve into the core concepts and engage critically with the material. Feedback will be given through the following:
- Comments from submitted reaction papers and insightful comments from reaction papers will be introduced in class and used in deeper discussions.
- Submission of assignments and feedback will be via the Learning Management System.
- In the final class, comments and explanations will be given for assignments (tests and reports, etc.)for all classes taken/held during the semester.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction to Environment and Development	Overview of course themes and objectives. Key concepts: development, sustainability, and political ecology.
2	Theories of Development and Environmental Change	Historical perspectives on development and environmental degradation. Development paradigms: modernization, dependency theory, and neoliberalism.
3	Sustainable Development and Global Environmental Governance	The concept of sustainable development: critiques and alternatives. Global institutions and agreements: UN, SDGs, and international conventions.
4	Climate Change and Development	Climate change science, impacts, and global inequalities. Policy responses: mitigation, adaptation, and climate finance.
5	Conservation and Development	The politics of conservation: biodiversity, protected areas, biodiversity offsets, and community-based conservation.
6	Environmental Justice and Development	Environmental justice: North-South inequalities, vulnerable populations, and activism. Case studies: Industrial pollution, deforestation, and climate displacement.
7	Mid-term Exam	Covering topics discussed from week 1-6
8	Natural Resource Management and Development	The political economy of natural resources: Land, water, and energy. Case studies: Land grabs, mining, and deforestation in the Global South
9	Agriculture, Food Security, and Development	Industrial agriculture vs. sustainable agriculture. Case studies: agroecology, food sovereignty, and corporate farming.
10	Urbanization, Development, and the Environment	Urban sustainability: green cities, infrastructure, and social equity. Case studies: Mega-cities and informal settlements in the Global South
11	Water Security, Development, and Conflict	Water as a critical resource: access, privatization, and conflict. Case studies: water rights and hydropower projects.
12	Globalization, Trade, and the Environment	The impact of globalization on the environment: trade, consumption, and environmental degradation. Case studies: Supply chains, trade agreements, and ecological footprints
13	Environmental Movements and Social Change	Grassroots movements, activism, and environmental resistance. Case studies: Indigenous movements, climate protests, and ecofeminism.
14	Final Exam and a discussion on the future of environment and development	. The final exam will comprise of questions from selected class-discussed topics to be communicated in advance . The questions will include multiple-choice questions, short-answer questions and essays, and one long essay.

【Work to be done outside of class (preparation, etc.)】
Reading of materials identified (and often provided) by the instructor; preparation of discussion talking points and questions; group report/ presentation. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Required Readings:
Robbins, P., Hintz, J., &Moore, S. (2014). Environment and Society: A Critical Introduction (2nd Edition). Wiley-Blackwell.

【References】
Additional Readings:
・Escobar, A. (1995). Encountering Development: The Making and Unmaking of the Third World. Princeton University Press.
・ Guha, R., &Martinez-Alier, J. (1997). Varieties of Environmentalism: Essays North and South. Earthscan.
・ Adams, W. M. (2009). Green Development: Environment and Sustainability in a Developing World (3rd Edition). Routledge.
・ Peet, R., &Watts, M. (2004). Liberation Ecologies: Environment, Development, and Social Movements. Routledge.
・ Shiva, V. (2016). Who Really Feeds the World? The Failures of Agribusiness and the Promise of Agroecology. North Atlantic Books.
・Weekly articles, reports, and multimedia sources will also be assigned, and all readings will be available via the course learning management system.

【Grading criteria】
1. Class Participation, attendance, weekly reflection paper responses, debates &class discussions (25%): Active participation in class discussions/presentations/reflection papers/debates and demonstrating engagement with class readings is one of the key parts for this course.
2. Group Presentation (15%): Students will be assigned topics to present on. Grading of group presentations will be based on individual input and output and group coordination (teamwork).
3. Mid-term Exam (20%) (covering work covered from week 1-6) The format of the exam to be communicated in class
3. Final Exam (40%): A mix of multiple-choice questions and short essay questions covering key concepts from five key topics discussed in class.

【Changes following student comments】
Students are encouraged to utilize the discussion time to speak in class.

【Equipment student needs to prepare】
None

【Others】
Instructor reserves the right to adapt this syllabus as they deem fit during the course.

【Prerequisite】
None.

SES200ZA（環境創成学 / Sustainable and environmental system development 200）

Environment and Society

Stephen Chitengi Sakapaji

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：月4/Mon.4

その他属性：〈優〉

【Outline and objectives】
This course examines how social, political, economic, and cultural systems shape human relationships with the environment. Using perspectives from sociology, anthropology, political ecology, and environmental justice, students analyze contemporary environmental problems and explore pathways toward more just and sustainable societies.

【Goal】
By the end of the course, students will be able to:
1. Explain how social structures influence environmental outcomes
2. Analyze environmental issues through power, inequality, and governance lenses
3. Critically assess environmental policies and social movements
4. Connect local environmental experiences to global processes

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
The course will be delivered through a combination of traditional lectures and active student participation in class discussions. There will be weekly group presentations based on selected topics and weekly lecture reflection responses, quizzes, a midterm exam, and a final exam. These will be communicated during classroom sessions or via the Hosei Learning Management System/Google Classroom.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Overview	To include: . What is “environment” in social terms? . Environment vs. society: false separation . Environmental Studies vs. Environmental Science . Overview of key concepts and course themes
2	Nature, Culture, and the Social Construction of Nature	・Overview of environmental sociology ・Society-environment interactions . How societies define and value nature ・Environmental challenges in contemporary society
3	Biodiversity and Endangered Species Conservation	・Significance of biodiversity in sustaining life and ecosystem services ・Threats to biodiversity and endangered species ・Conservation strategies for endangered species and biodiversity
4	Valuing Nature and Ecosystem Services	・Approaches to valuing natural capital and ecosystem services ・Sustainable development paradigms ・Economic valuation methods and controversies
5	Socio-Economic Policies and Environmental Impact	・Role of socio-economic policies in environmental impact ・Case studies on policy-environment interactions ・Economic growth vs. environmental sustainability
6	Interdisciplinary Approaches for Sustainability	・Integration of societal, economic, and environmental aspects ・Building a sustainable society ・Technological innovations for sustainability
7	Globalization and Environmental Change	・Global perspectives on environmental change ・Effects of globalization on the environment ・International environmental policies and agreements
8	Midterm Exam	Mid-term Exam (based on on already covered/discussed topics)
9	Population, Consumption, and Capitalist Systems	. Population debates and environmental limits . Consumption patterns and inequality . Capitalism, growth, and ecological crises
10	Urbanization and Environmental Challenges	・Urbanization and associated environmental challenges ・Urban sustainability initiatives ・Urban planning for environmental conservation ・Group discussions I: Future Societies
11	Environmental Movements and Political Ecology	・History and impact of environmental movements ・Political dimensions of environmental issues ・Environmental justice movements and their impact ・Community-based approaches to environmental justice . Power, politics, and environmental access . Winners and losers in environmental change . Colonialism, land, and resource control
12	Global Perspectives on Environment-Society Relationships	・Global challenges and solutions for sustainable development ・The role of multilateral organizations in environmental governance ・Ethical considerations in international environmental agreements
13	Climate Change as a Social and Political Issue	. Climate change beyond science . Climate knowledge, uncertainty, and values . Politics of climate responsibility (global south vs global north)
14	Final Exam & Wrap-up of the course	Final exam and course review & future prospects in the relationship between environment &society

【Work to be done outside of class (preparation, etc.)】
Students are anticipated to dedicate time to reading and/or conducting research assignments as preparation for lectures, as well as reviewing materials post-class. Additionally, they are encouraged to utilize this time outside of class for researching and composing essays. The expected time allocation for these preparatory and review activities for this course is approximately 2 hours each. Students are expected to complete all the assignments and quizzes on time.

【Textbooks】
This course does not require a specific textbook. Handouts and other relevant materials will be distributed in class.

【References】
Bullard, R. D. (2001). “Environmental Justice in the 21st Century.” Environmental Law.
Hannigan, J. (2022). Environmental sociology. Taylor &Francis.
Dasgupta, P. (2021). The economics of biodiversity: the Dasgupta review. Hm Treasury
Miller, G. T., &Spoolman, S. E. (2021). Living in the Environment. Cengage Learning.
Robbins, P. (2012). Political Ecology: A Critical Introduction (Chapter 1).
Schlosberg, D. (2013). “Theorising Environmental Justice.” Environmental Politics.

【Grading criteria】
The following are the primary assessment methods:
Class participation, attendance, debates &discussions: 15%
Weekly reflection paper responses: 10%
Group Presentation: 15%
Midterm Exam: 20%

Final Exam: 40%
Midterm and final exams will be paper tests.

【Changes following student comments】
In response to student feedback and my own reflections, I have implemented two key enhancements to the course:
1. Group Project on Designing Future Cities: Students will collaborate to design future urban environments that address current and anticipated environmental challenges. This project encourages innovative thinking and practical application of course concepts.
2. Weekly group presentation: Each week, students will prepare a group presentation on solutions to assigned discussion questions related to course material and present them in the following class. This initiative aims to foster critical thinking, active engagement, and collaborative learning.

【Prerequisite】
None.

SES200ZA（環境創成学 / Sustainable and environmental system development 200）

Society and Environmental Change

Stephen Chitengi Sakapaji

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：月4/Mon.4
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
This course examines how social, political, economic, and cultural systems shape human relationships with the environment. Using perspectives from sociology, anthropology, political ecology, and environmental justice, students analyze contemporary environmental problems and explore pathways toward more just and sustainable societies.

【Goal】
By the end of the course, students will be able to:
1. Explain how social structures influence environmental outcomes
2. Analyze environmental issues through power, inequality, and governance lenses
3. Critically assess environmental policies and social movements
4. Connect local environmental experiences to global processes

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
The course will be delivered through a combination of traditional lectures and active student participation in class discussions. There will be weekly group presentations based on selected topics and weekly lecture reflection responses, quizzes, a midterm exam, and a final exam. These will be communicated during classroom sessions or via the Hosei Learning Management System/Google Classroom.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Overview	To include: . What is “environment” in social terms? . Environment vs. society: false separation . Environmental Studies vs. Environmental Science . Overview of key concepts and course themes
2	Nature, Culture, and the Social Construction of Nature	・Overview of environmental sociology ・Society-environment interactions . How societies define and value nature ・Environmental challenges in contemporary society
3	Biodiversity and Endangered Species Conservation	・Significance of biodiversity in sustaining life and ecosystem services ・Threats to biodiversity and endangered species ・Conservation strategies for endangered species and biodiversity
4	Valuing Nature and Ecosystem Services	・Approaches to valuing natural capital and ecosystem services ・Sustainable development paradigms ・Economic valuation methods and controversies
5	Socio-Economic Policies and Environmental Impact	・Role of socio-economic policies in environmental impact ・Case studies on policy-environment interactions ・Economic growth vs. environmental sustainability
6	Interdisciplinary Approaches for Sustainability	・Integration of societal, economic, and environmental aspects ・Building a sustainable society ・Technological innovations for sustainability
7	Globalization and Environmental Change	・Global perspectives on environmental change ・Effects of globalization on the environment ・International environmental policies and agreements
8	Midterm Exam	Mid-term Exam (based on on already covered/discussed topics)
9	Population, Consumption, and Capitalist Systems	. Population debates and environmental limits . Consumption patterns and inequality . Capitalism, growth, and ecological crises
10	Urbanization and Environmental Challenges	・Urbanization and associated environmental challenges ・Urban sustainability initiatives ・Urban planning for environmental conservation ・Group discussions I: Future Societies
11	Environmental Movements and Political Ecology	・History and impact of environmental movements ・Political dimensions of environmental issues ・Environmental justice movements and their impact ・Community-based approaches to environmental justice . Power, politics, and environmental access . Winners and losers in environmental change . Colonialism, land, and resource control
12	Global Perspectives on Environment-Society Relationships	・Global challenges and solutions for sustainable development ・The role of multilateral organizations in environmental governance ・Ethical considerations in international environmental agreements
13	Climate Change as a Social and Political Issue	. Climate change beyond science . Climate knowledge, uncertainty, and values . Politics of climate responsibility (global south vs global north)
14	Final Exam & Wrap-up of the course	Final exam and course review & future prospects in the relationship between environment &society

【Work to be done outside of class (preparation, etc.)】
Students are anticipated to dedicate time to reading and/or conducting research assignments as preparation for lectures, as well as reviewing materials post-class. Additionally, they are encouraged to utilize this time outside of class for researching and composing essays. The expected time allocation for these preparatory and review activities for this course is approximately 2 hours each. Students are expected to complete all the assignments and quizzes on time.

【Textbooks】
This course does not require a specific textbook. Handouts and other relevant materials will be distributed in class.

【References】
Bullard, R. D. (2001). “Environmental Justice in the 21st Century.” Environmental Law.
Hannigan, J. (2022). Environmental sociology. Taylor &Francis.
Dasgupta, P. (2021). The economics of biodiversity: the Dasgupta review. Hm Treasury
Miller, G. T., &Spoolman, S. E. (2021). Living in the Environment. Cengage Learning.
Robbins, P. (2012). Political Ecology: A Critical Introduction (Chapter 1).
Schlosberg, D. (2013). “Theorising Environmental Justice.” Environmental Politics.

【Grading criteria】
The following are the primary assessment methods:
Class participation, attendance, debates &discussions: 15%
Weekly reflection paper responses: 10%
Group Presentation: 15%
Midterm Exam: 20%

Final Exam: 40%
Midterm and final exams will be paper tests.

【Changes following student comments】
In response to student feedback and my own reflections, I have implemented two key enhancements to the course:
1. Group Project on Designing Future Cities: Students will collaborate to design future urban environments that address current and anticipated environmental challenges. This project encourages innovative thinking and practical application of course concepts.
2. Weekly group presentation: Each week, students will prepare a group presentation on solutions to assigned discussion questions related to course material and present them in the following class. This initiative aims to foster critical thinking, active engagement, and collaborative learning.

【Prerequisite】
None.

POL200ZA（政治学 / Politics 200）

American Politics and Foreign Policy

Jonathan Seth Snider

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：木4/Thu.4

その他属性：〈優〉

【Outline and objectives】
The purpose of this introductory course is to facilitate a broad understanding of the theories, concepts and issues associated with a sub-discipline of Political Science – American Politics. Research within this large and extensive field of study holds many points of applications, including various inputs into policymaking. Generally, the study of this discipline at the undergraduate level entails a broad range of political, military and institutional issues at a fairly theoretical level. Throughout the course, this approach will be complemented by a deeper dive into several real-world case studies from the perspective of the theoretical tools learned.

【Goal】
1) Students are expected to develop an understanding of basic structure of the United States government.
2) Students are expected to gain knowledge of the ways in which different branches of the United States government interact and impact foreign policy.
3) Students are expected to understand and critically analyze how governmental and non-governmental factors influence American politics and foreign policy.
4) Students are expected to understand some of the political ideals that have influenced American politics since the country's founding.
5) Students are expected to develop their ability to engage in academic research and writing through the completion of short essays.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course will be structured around lectures.
There will also be discussion questions for each week's lecture topic. Although time will be given in class to answer these questions, the questions will be posted on Hoppii each week. Students will be expected to post answers to these questions.
Feedback: Assignments will submitted on Hoppii, and feedback will be included.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Pilgrims, Puritans and The Fight for Independence	The City on a Hill Redcoats and Revolutionary Ideas
2	Structural Dimensions of American Political System	The US Constitution Federalism
3	Civil Rights and Civil Liberties	Bill of Rights and Various Freedoms Civil Disobedience
4	The Presidency and Congress	Executive Powers Commander in Chief Branches and Powers of Congress Committee System Law Making
5	Bureaucracy, Judiciary and Interest Groups	Government Departments Supreme and Federal Courts Lobbying
6	Midterm Exam	Exam: short-answer questions and short-essays
7	Rhetoric, Mass Media and Political Culture	The Role of the Media Misinformation and Political Debate
8	Modern Presidents and Presidential Power	The Presidency in the Modern Era Imperial Presidency?
9	Principles, Pragmatism and Engagement	Exceptionalism, Isolationism and Expansionism The American Century
10	Cold War, Containment and Nuclear Weapons	Truman Doctrine, Korean War and Cuban Missile Crisis Strategic Doctrines in the Cold War Context
11	Military Force and Diplomacy After the Cold War	Conventional Military Power International Diplomacy
12	Terrorism, Proliferation and Arms Control	War on Terrorism The Control of Nuclear Weapons Case Study: A World Without Nuclear Weapons?
13	Future Challenges in U.S. Foreign Policy	An Evolving Global Security Landscape Climate Change Technology and War
14	Final Exam	Exam: short-answer questions and short-essays

【Work to be done outside of class (preparation, etc.)】
Students are expected to have completed the readings before class. Expect roughly 15-30 pages of reading per week. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
All course reading materials will be uploaded to the course website.
Kernell, Samuel et al. The Logic of American Politics, 11th Edition (Thousand Oaks: CQ Press, 2024).
Kaufman, Joyce P. A Concise History of U.S. Foreign Policy, Fourth Edition (Lanham: Rowman &Littlefield, 2017).
McDougall, Walter. Promised Land, Crusader State: The American Encounter with the World Since 1776 (Boston: Houghton Mifflin, 1997).
Crenson, Matthew and Benjamin Ginberg. Presidential Power: Unchecked and Unbalanced (New York: W.W. Norton &Company: 2007).

【References】
The following books will prove to be good reference materials.

【Grading criteria】
Participation: 10%
Quizzes – 20%
Midterm Exam – 30%
Final Examination – 40%

【Changes following student comments】
Documentary responses will replace reading responses to reduce the reading load for two weeks.

【Equipment student needs to prepare】
N/A

【Prerequisite】
None.

POL200ZA（政治学 / Politics 200）

China's Domestic Politics and Foreign Policy

Zhihai Xie

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4

Day/Period：月1/Mon.1

その他属性：〈優〉

【Outline and objectives】
This course will address the basic knowledge, theoretical models and perspectives of Chinese domestic politics and foreign policy. For domestic politics, this course will introduce the Chinese political ideology and party-state structure, and analyze the current political institution and leadership system, as well as its political struggle and possible agenda for political reform. For foreign policy, this course will shed some light on the black box of Chinese foreign policy decision-making process, elaborate the hot topics related to Chinese foreign policy including nationalism, maritime ambition, the Belt and Road Initiative (BRI) strategy, and finally provide some detailed analysis on China's most two important bilateral foreign relations: China-US relations and China-Japan relations.

【Goal】
To help students gain basic knowledge, theoretical models and perspectives of Chinese domestic politics and foreign policy. Students will obtain the ability and skills to analyze issues related to Chinese politics and foreign policy. Students will also be able to deepen their understanding about what is happening related to China nowadays.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
Lectures will be conducted based on PowerPoint slides every week. Students are required to read related materials to prepare for classes in advance. There will be also time for team discussion in class. Students are also required to do the assignments weekly. Feedbacks and comments for assignments of previous class are given at the beginning of class.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction and Orientation	Introduction and Orientation
2	Chinese Political Ideology and the Party-State Structure	This theme deals with the role of Marxism-Leninism in Chinese politics and party-state system.
3	The Collective Leadership and Chinese Political Institution	This theme deals with the so-called collective leadership and the operating political institution.
4	Factions in CPC: Princelings VS Communist Youth League; Beijing VS Shanghai	This theme deals with the power struggle among different political factions in Chinese Communist Party.
5	The Anti-Corruption Campaign and Chinese Political Struggle	This theme covers the anti-corruption campaign and its relationship with China's political struggle.
6	The Agenda of Chinese Economic and Political Reform	This theme deals with China's economic and political reforms.
7	Chinese Social Structure and State-Social Relations	This theme deals with China's social structure and hierarchy.
8	The Black Box of Chinese Foreign Policy Decision-Making	This theme deals with the decision-making process of foreign policy.
9	Nationalism, Public Opinions and Chinese Foreign Policy	This theme deals with China's nationalism and its influence on foreign policy.
10	China's Rising Maritime Strategy and Territorial Disputes in the Seas	This theme deals with China's maritime strategy and ambitions.
11	Belt and Road Initiative (BRI), Asian Investment Bank (AIIB), and China's New Foreign Strategy	This theme deals with China's newly initiated BRI project, AIIB and its related foreign strategy.
12	New Type of Great Power Relations?: China-US Relations	This theme deals with China-US relations.
13	Two Tigers Can't Share One Mountain? : China-Japan Relations	This theme deals with China-Japan relations.
14	Course Wrap-up and Final Exam	Wrap-up and final exam.

【Work to be done outside of class (preparation, etc.)】
Students are required to read the designated materials for each topic in advance. Details are included in the References. Students are also required to do weekly assignments and submit in class. Preparatory study and assignment time for this course is about four hours per week.

【Textbooks】
No textbooks. Handouts will be distributed every week.

【References】
References exclusively for each theme:
Week 2: Guo, Sujian (2013), *Chinese Politics and Government: Power, Ideology and Organization*, New York: Routledge. Chapter IV Political ideology, pp89-128.
Week 3: Nikkei Asian Review (2017), *Xi Jinping and the end of collective leadership*, October 23
Week 4 Lai(2012), Alexis, *One party, Two coalitions: China's factional politics*, CNN, Nov.9
Week 5 Fabre (2017), Guilhem, *Xi jinping's Challenge: What is behind China's anti-corruption campaign*, Journal of Self-Governance and Management Economics, 5(2), 7-28.
Week 6 Yu, Keping, *What political reform looks like in China*, Huffington Post, https://www.huffingtonpost.com/keping-yu/china-political-reform_b_6075464.html
Week 7: Jakobson (2016), Linda and Ryan Manuel, *How are foreign policy decisions made in China?*, Asia and the Pacific Policy Studies, Vol. 3 No. 1, pp101-110.
Week8: Lu (2014), Rachel, *China's new class hierarchy: A guide*, Foreign Policy, April 25.
Week 9: Pang (2017), Qin, and Nicholas Thomas, *Chinese nationalism and trust in East Asia*, Journal of Contemporary Asia, Vol. 47, Issue 5, pp 815-838.
Week 10: Xie (2014), Zhihai, *China's rising maritime strategy: Implications for its territorial disputes*, Journal of Contemporary East Asian Studies, Vol.3, Issue 2, pp 111-124.
Week 11: Ploberger (2017), Christian, *One Belt, One Road-China's new grand strategy*, Journal of Chinese Economic and Business Studies,Vol. 15, Issue 3, pp 289-305.
Week 12: Bo (2017), Zhiyue, *Xi Jinping's US policy: Builing a 'new type of major-country relationship'*, in Bo Zhiyue ed., China-US Relations in Global Perspective, Victoria University Press
Week 13 : Zhao (2016), Suisheng, *China's difficult relations with Japan: Pragmatism, superficial, and historical memories*, Asian Journal of Comparative Politics, Vol. 1, Issue 4, pp335-353.
Week 14: Xie (2011), Zhihai, *The Rise of China and Its Growing Role in International Organizations*, ICCSJournal of Modern China Studies, Vol. 4(1), pp85-96.
Other general references:
Bo (2017), Zhiyue ed., *China-US Relations in Global Perspective*, Victoria University Press.
Guo (2013), Sujian, *Chinese Politics and Government: Power, Ideology and Organization*, New York: Routledge.
Lampton (2014), David M., *Following The Leader: Ruling China, from Deng Xiaoping to Xi Jinping*, University of California Press.
Lynch (2015), Daniel C., *China's Futures: PRC Elites Debate Economics, Politics, and Foreign Policy*, Standford University Press.
Shambaugh (2014), David, *China Goes Global: The Partial Power*, Oxford: Oxford University Press.
Shirk (2008), Susan L., *China: Fragile Superpower*, Oxford: Oxford University Press.

【Grading criteria】
Class Performance 20%; Weekly Assignments 40%; Final Exam 40%.

【Changes following student comments】
Not applicable.

【Prerequisite】
None

POL200ZA（政治学 / Politics 200）

Foreign Policy Analysis

Takeshi Yuzawa

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4

Day/Period：火3/Tue.3

Notes：TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉〈優〉

【Outline and objectives】
This course delves into the study of Foreign Policy Analysis (FPA), a field that investigates how governments make foreign policy decisions. It scrutinizes the interaction of various individual, domestic, and international factors that influence foreign policy, including the ideologies and personalities of political leaders, the functions and peculiarities of bureaucracies, the roles of mass media and public opinion, and the structural distribution of state capabilities.

【Goal】
The course objectives are:
(1) to enable students to demonstrate an understanding of the processes involved in foreign policy decision-making;
(2) to enable students to demonstrate an understanding of the contexts, pressures and constraints with which policy-makers must deal;
(3) to enable students to demonstrate their ability to engage in comparative analysis of the foreign policies of major countries.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course will begin by exploring the key concepts and theories in foreign policy analysis (FPA), which are crucial for comprehending the contexts, pressures, and constraints that policymakers face. These include the Rational Actor Model, cognitive and psychological approaches, bureaucratic politics approaches, the influence of history and identity on foreign policy, and other internal and external factors affecting foreign policy decisions. Following this exploration of major FPA approaches, students will engage in case studies. For this task, students are required to deliver a group presentation based on readings related to the foreign policies of major states. Feedback on assignments will be provided during class and office hours.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Actors and Structures	Identifying the actors and (domestic and international) structures influencing foreign policy
3	The Rational Actor Model	Examining models and approaches to foreign policy decision-making from a rational actor perspective
4	Cognitive and Psychological Approaches I (Cognitions, Emotions, Perceptions)	Examining cognitive and psychological models which identify boundaries to rational decision-making (Cognitions, Emotions, Perceptions)
5	Cognitive and Psychological Approaches II(Leader’s personality and Leadership styles)	Examining cognitive and psychological models that identify boundaries to rational decision-making (Leader’s personality and Leadership styles)
6	The Role of Advisers and Bureaucracies	Examining the role of bureaucracies in foreign policy decision-making
7	Domestic Influences: Public Opinion, Media, Interest Groups	Examining the role of the public, the media and interest groups in foreign policy decision-making
8	External Influences: The Impacts of International Structures	Examining how the structural distribution of states’ capabilities constrains the policy options that are realistically available to policy-makers
9	Case Studies I: The Cuban Missile Crisis	Case studies based on a group presentation and discussion
10	Case Studies II: The United States and the Iraq War	Case studies based on a group presentation and discussion
11	Case Studies III: Strongman Politics and China’s Foreign Policy	Case studies based on a group presentation and discussion
12	Case Studies IV: Modi’s Foreign Policy and India-China Relations	Case studies based on a group presentation and discussion
13	Case Studies V: Russian Invasion in Ukraine	Case studies based on a group presentation and discussion
14	Final exam	Review weeks 1-13

【Work to be done outside of class (preparation, etc.)】
Students will be required to pore over the chapters of the books listed in the reference section before attending the lecture. Preparatory study and review time for this class are 2 hours each.
Students are expected to prepare for their presentations under the instructor’s guidance.

【Textbooks】
No textbook will be used. However, students are required to read some chapters of the books listed in the reference section.

【References】
Steve Smith, Amelia Hadfield, and Tim Dunne, eds, *Foreign Policy: Theories, Actors, Cases*. Fourth edition. Oxford University Press, 2024.
Juliet Kaarbo and Cameron Theis, eds, *The Oxford Handbook of Foreign Policy Analysis*.Oxford University Press, 2024.
Jean-Frédéric Morin, and Jonathan Paquin, *Foreign Policy Analysis: A Toolbox* . Palgrave Macmilan, 2018.
Valerie M.Hudson *Foreign Policy Analysis: Classic And Contemporary Theory* . Third edition. Rowman &Littlefield Pub, 2019.
Alden, Chris and Amnon, Aran. (eds), *Foreign Policy Analysis: New Approaches*. Second edition. Routledge, 2017.
Neack Laura,*Studying Foreign Policy Comparatively: Cases and Analysis*. Fourth edition. Rowman and Littlefield, 2018
Breuning, Marijke,*Foreign Policy Analysis: A Comparative Introduction*. Palgrave Macmillan, 2007.
Mintz Alex and DeRouen, Karl R. Jr, *Understanding Foreign Policy Decision Making* . Cambridge University Press, 2010.

【Grading criteria】
Contributions to class discussion and group presentations (35%), Final exam (65%).
Regarding the group presentation, the performance of each student will also be assessed by the Group Evaluation Form. Students in the same presentation group will be required to evaluate each other independently and confidentially so that the instructor can effectively assess individual contribution to the group.

【Changes following student comments】
Nothing in particular.

【Equipment student needs to prepare】
Some course materials will be delivered via the Hoppii.

【Others】
Non-GIS students wishing to take part in this course should have adequate English skills to complete the course work and assignments.

【Prerequisite】
None.

POL200ZA（政治学 / Politics 200）

International Organizations

Heiko Lang

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：火4/Tue.4

その他属性：〈優〉

【Outline and objectives】
This course provides students with the fundamental knowledge of the role and activities of International Organizations, with a focus on the United Nations System.
The course consists of four parts. The first part lays the foundations by discussing the theoretical basis of the study of International Organizations. In the second part, we will examine the activities of the United Nations in the field of peace and security. The third part will deal with human rights. In the fourth part, we examine the impact of the UN in the field of development, including contemporary issues such as climate change and global health governance.

【Goal】
The aim of the course is to provide students with theoretical and empirical knowledge about the role of the United Nations on important issues of relevance to their future roles as global citizens.
Students who have completed this course will be able to
-explain the basic theories and approaches in the study of International Organizations,
-explain the main roles and functions of the UN in the field of peace and security, human rights, and development, and
-critically assess the effectiveness and impact of the UN on contemporary issues and real-life global problems.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
The teaching method will be based on a combination of lectures and discussion. You will be encouraged to engage in critical debate, thorough textual analysis, guided research and group work.
Classes are generally divided into three parts. The first part consists of a short warming-up discussion of the reading material, where we identify the main issues. This will be followed by a lecture by the instructor about the session’s topic. In the third part, discussion activities will give you the chance to ask questions and share your opinions with the class. You will be given timely feedback on your essays through Hoppii.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction: Why Do We Study International Organizations?	Introduction: Why do we study International Organizations?
2	Foundations (1): The Emergence International Organizations	Historical overview over the emergence of today’s International Organizations
3	Foundations (2): Theories and Concepts	Examining key theories and concepts of the study of International Organizations
4	Foundations (3): The UN System	Examining the United Nations System
5	Peace and Security (1): The Fundamentals of Conflict Management	Examining the role of the UN in the area of conflict management until the 1990s
6	Peace and Security (2): Humanitarian Interventions and R2P	Examining conteporary challenges in the area of peace and security
7	Mid-Term Exam	Mid-term exam
8	Human Rights (1): Overview	Examining the role of the UN in the area of human rights
9	Human Rights (2): Human Security	Examining the concept and politics of Human Security
10	Human Rights (3): International Justice	Examining the role of the International Court of Justice
11	Development (1): Sustainable Development	Examining the role of the UN in the area of sustainable development
12	Development (2): Global Health	Examining the role of the UN in the area of global health
13	Development (3): Environment and Climate Change	Examining the role of the UN in the area of global environment protection and climate change
14	Conclusion	Review of the course content and final exam

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class is 2 hours each.
Students are expected to closely read the assigned texts before class, submit discussion points, and to be ready to engage in discussion each week.

【Textbooks】
There is no need to buy a textbook.

【References】
A detailed list of required and recommended readings, and further materials for reference, will be distributed in class. All required texts will be uploaded to the online course management system.
For the weekly readings, we will mainly rely on the following books:
Ian Hurd (2017): International Organizations: Politics, Law, Practics, Cambridge: Cambridge University Press.
Weiss, Thomas G. et al. (2020): The United Nations and Changing World Politics, New York/London: Routledge.
The lecturer will provide further materials of interests (such as newspaper articles and UN documents) on a case-by-case basis.

【Grading criteria】
Participation and discussion: 20%
Mid-Term Exam: 40%
Final Exam: 40%

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

POL200ZA（政治学 / Politics 200）

International Security

Takeshi Yuzawa

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：火3/Tue.3
その他属性：〈優〉〈未〉

【Outline and objectives】
This course delves into the approaches to security studies, a sub-discipline of International Relations (IR). Security studies primarily explore topics such as the causes of interstate and intrastate wars, the conditions necessary for international peace, and the strategies employed by states and non-state actors to ensure their survival and security. Additionally, it examines methods for managing and resolving international and domestic armed conflicts, as well as the impact of new technologies, weapons, and ideas on how states engage in warfare.

【Goal】
The course objectives are:
(1) to enable students to gain a broader understanding of the key theories and concepts in security studies;
(2) to empower students to examine major security challenges in the international arena through the lens of relevant theories and concepts;
(3) to equip students with the ability to formulate their own answers to enduring and contemporary questions inherent in international security studies.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
The course is divided into two segments: The first segment introduces major theories and concepts in security studies, essential for comprehending contemporary security policies and issues. The second segment delves into contemporary security challenges, including armed conflicts, the arms trade and military competition, nuclear proliferation, genocide and mass killings in intrastate wars, and terrorism.Feedback on assignments will be provided during class and office hours.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Military Security	Exploring the concepts of military security
3	Regime Security	Exploring the concepts of regime security
4	Societal Security	Exploring the concepts of societal security
5	Human Security	Exploring the concepts of human security
6	Environmental Security	Exploring the concepts of enviromental security
7	Review and Mid-term exam	Review and Written test
8	The Evolution of Modern Warfare	Examining changes in warfare
9	The Arms Trade	Examining the key aspects of the contemporary arms trade
10	Nuclear Proliferation	Examining the important aspects of nuclear proliferation
11	Humanitarian Intervention	Providing an overview of the heated debate in terms of the validity of humanitarian intervention
12	Terrorism	Analyzing the threat that terrorism poses to countries and the world
13	Review and Preparation for the final exam	Review of major topics covered by week 9-13
14	Review and Final Exam	Review and Written test

【Work to be done outside of class (preparation, etc.)】
Students are required to have read the relevant chapters for the books listed in both the textbook and reference sections before attending the lecture. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Allan Collins (ed). *Contemporary Security Studies*, Seventh edition. Oxford University Press, 2025.

【References】
Paul D Williams and Matt McDonald, ed. *Security Studies: An Introduction*. Fourth edition. Routledge, 2023.
John Baylis,James J. Wirtz and Colin S.Gray *Strategy in the Contemporary World*. Seventh Edition. Oxford University Press, 2022.

【Grading criteria】
Contribution to discussion (10%), mid-term examination (45%), final examination (45%)

【Changes following student comments】
Nothing in particular

【Equipment student needs to prepare】
Some course materials will be delivered via the Hoppii.

【Others】
Non-GIS students wishing to take part in this course should have adequate English skills to complete the course work and assignments.

【Prerequisite】
none.

POL200ZA（政治学 / Politics 200）

（GO用）International Security

Takeshi Yuzawa

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：火3/Tue.3
Notes：Not Available for ESOP Students. / TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉〈未〉

【Outline and objectives】
This course delves into the approaches to security studies, a sub-discipline of International Relations (IR). Security studies primarily explore topics such as the causes of interstate and intrastate wars, the conditions necessary for international peace, and the strategies employed by states and non-state actors to ensure their survival and security. Additionally, it examines methods for managing and resolving international and domestic armed conflicts, as well as the impact of new technologies, weapons, and ideas on how states engage in warfare.

【Goal】
The course objectives are:
(1) to enable students to gain a broader understanding of the key theories and concepts in security studies;
(2) to empower students to examine major security challenges in the international arena through the lens of relevant theories and concepts;
(3) to equip students with the ability to formulate their own answers to enduring and contemporary questions inherent in international security studies.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
The course is divided into two segments: The first segment introduces major theories and concepts in security studies, essential for comprehending contemporary security policies and issues. The second segment delves into contemporary security challenges, including armed conflicts, the arms trade and military competition, nuclear proliferation, genocide and mass killings in intrastate wars, and terrorism.Feedback on assignments will be provided during class and office hours.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Military Security	Exploring the concepts of military security
3	Regime Security	Exploring the concepts of regime security
4	Societal Security	Exploring the concepts of societal security
5	Human Security	Exploring the concepts of human security
6	Environmental Security	Exploring the concepts of enviromental security
7	Review and Mid-term exam	Review and Written test
8	The Evolution of Modern Warfare	Examining changes in warfare
9	The Arms Trade	Examining the key aspects of the contemporary arms trade
10	Nuclear Proliferation	Examining the important aspects of nuclear proliferation
11	Humanitarian Intervention	Providing an overview of the heated debate in terms of the validity of humanitarian intervention
12	Terrorism	Analyzing the threat that terrorism poses to countries and the world
13	Review and Preparation for the final exam	Review of major topics covered by week 9-13
14	Review and Final Exam	Review and Written test

【Work to be done outside of class (preparation, etc.)】
Students are required to have read the relevant chapters for the books listed in both the textbook and reference sections before attending the lecture. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Allan Collins (ed). *Contemporary Security Studies*, Seventh edition. Oxford University Press, 2025.

【References】
Paul D Williams and Matt McDonald, ed. *Security Studies: An Introduction*. Fourth edition. Routledge, 2023.
John Baylis,James J. Wirtz and Colin S.Gray *Strategy in the Contemporary World*. Seventh Edition. Oxford University Press, 2022.

【Grading criteria】
Contribution to discussion (10%), mid-term examination (45%), final examination (45%)

【Changes following student comments】
Nothing in particular

【Equipment student needs to prepare】
Some course materials will be delivered via the Hoppii.

【Others】
Non-GIS students wishing to take part in this course should have adequate English skills to complete the course work and assignments.

【Prerequisite】
none.

POL200ZA（政治学 / Politics 200）

Japan's Foreign Policy

Heiko Lang

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4

Day/Period：火4/Tue.4

その他属性：〈優〉

【Outline and objectives】
This course offers an overview over the main issues that inform Japan's contemporary diplomatic relations. After reviewing theories of international relations and critically discussing their value for analysing international relations in East Asia, a brief historic overview will introduce the main topics of Japan's modern foreign relations.
After this, the course proceeds by looking into several case studies of Japan's foreign policy, focussing on bilateral and multilateral relations. Topics discussed include Japan's territorial disputes with its neighbours, Japan's efforts to manage the rise of China, aspects of Japan's efforts in the field of international cooperation, Japanese proposals for fostering regionalization in Asia, and its efforts to tackle the growing global climate crisis.

【Goal】
Students who have completed this course should be able to:
・understand the main issues that inform Japan's international position and develop individual research interests
・understand the variables that shape Japan's present foreign relations
・critically assess the various interests of the major regional powers in Asia, including Japan
・gain an understanding of the most prominent theories of international relations, and be able to relate them to contemporary issues

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Students are required to read mandatory assignments each week. Lectures will be used to introduce each topic; afterwards, a critical discussion will take place where students are strongly encouraged to voice their own opinions. In the second half of the semester, depending on the number of participants, students will have the opportunity to give individual or group presentations on a topic of their interest.
Students are required to hand in discussion points for the reading before each class, which will be the basis for the in-class discussion.
Teacher feedback will be given during the discussions and after the optional presentations; comments on the results of the two examinations will be given in written form in a timely manner.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Topics in Japan's Foreign Relations	Topics in Japan's Foreign Relations
2	International Relations Theory, East Asia, and Japan	Understanding "International Relations" and Japan's policies theoretically
3	Main Issues of Japan's Post War Diplomacy	Turning points and continuous characteristics of Japan's foreign policy after 1952
4	Recent Strategic Shifts	Assessing the recent strategic changes in Japan's Foreign Policy orientation since the 2000s
5	Japan and Regionalism in East Asia	Japan's efforts to influence the emerging regional political and economic order in East Asia
6	Japan and the United States	The shifting alliance between Japan and the United States
7	Mid-Term Exam	Exam and summary of the course content so far
8	Japan and China	Japan's relations with China
9	Japan and the Korean Peninsula	Japan's relations with North and South Korea
10	Japan and Russia	Japan's relations with the Russian Federation
11	Japan and ASEAN	Japan's relations with Southeast Asia
12	Japan and International Cooperation	Japan's policies in international organizations
13	Japan and Climate Security	Japan's policies in tackling different dimensions of climate change
14	Conclusion and Final Exam	Wrap-up of course content and final exam

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each.
Students are expected to closely read the assigned texts before class and to be ready to engage in discussion each week. Students are also required to prepare questions and discussion ideas based on interesting and/or problematic points of the assigned texts.

【Textbooks】
There is no need to buy a textbook.

【References】
A list of assigned readings and further materials for reference will be distributed at the beginning of the semester. All required texts will be uploaded to the online course management system.
The readings for this course will largely rely on the following textbooks:
-Brown, James D. J. and Kingston, Jeff (eds.) 2017: Japan's Foreign Relations in Asia, New York: Routledge.
-McCarthy, Mary M. (ed.) 2018: Routledge Handbook of Japanese Foreign Policy, London and New York: Routledge
-Pekkanen, Robert J. and Pekkanen, Saadia M. (eds.) 2022: The Oxford Handbook of Japanese Politics, Oxford: Oxford University Press.
The relevant chapters will be uploaded to the course website.

【Grading criteria】
Participation and discussion: 20%
Mid-term exam: 40%
Final exam: 40%

【Changes following student comments】
Not applicable.

【Others】
For GIS students who entered in 2012 - 2019:
This course is regarded as 100-level Introductory Courses.

【Prerequisite】
None.

POL200ZA（政治学 / Politics 200）

Development Studies

Norio Usui

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4

Day/Period：月4/Mon.4

その他属性：〈優〉

【Outline and objectives】
The course centers on Asia, the most dynamic region in the world, to derive core policy lessons for economic development in the global context. Asia has achieved a remarkable growth during the past five decades, and its success has been referred to as a “miracle”. However, not all Asian economies have attained the same degree of success. The objective of this course is to learn how a group of Asian countries made it from low income into high income in a single generation. A key feature of the successful Asian economies has been their focus on structural transformation, that is, their capacity to shift resources from sectors of low productivity into sectors of high productivity, and upgrade the production and export baskets. After reviewing conventional development/growth theories, this course assesses Asia’s development from the lens of changing production and employment structures, and discusses implications for long-term growth and poverty reduction. The course pays due attention to the heterogeneity of Asian economies in their level of development and clarifies major causes of the divergence. This course is unique in its persistent focus on structural transformation and its applications of several new analytical tools originated from the network theory in physics.

【Goal】
Students who have taken this course should be able to:
(1)understand the main growth mechanism: structural transformation, in the development process;
(2)understand differences in development through the lens of structural transformation;
(3)understand what the government can do to facilitate the process of structural transformation.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
The intent of this course is to expose students to a range of ideas and issues in economic development. Students will be provided an opportunity to learn, think and discuss broadly and deeply about development issues across various development systems through lectures, discussions, group work, presentations and homework.
Comments will be provided to assignments. Good works will be presented in class.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Guidance and Introduction	Course Guidance and Introduction
2	The Asian miracle	Why was it labeled a miracle?
3	Development theories 1	Harrod-Domar, Two-Gaps, and Revised Minimum Standard Model (RMSM)
4	Development theories 2	Solow’s surprise and beyond (Institutions)
5	An introduction to structural transformation and productivity	What is the structural transformation? and Why we focus on productivity?
6	Decomposition of productivity growth	Sectoral productivity growth and structural transformation, and case studies (China and India)
7	The Product Space	Visualizing the process of diversification and upgrading
8	Case studies	China, Thailand, Malaysia, Indonesia, Philippines, Pakistan, Nigeria etc.
9	Case studies	Students’ presentations
10	Leapfrogging manufacturing?	Modern services, and a case study of the Philippines’ business process outsourcing (BPO)
11	The paradox of plenty	Dutch disease and the resource curse
12	Case studies	Indonesia, Mongolia, Kazakhstan, Mexico, and Nigeria
13	Recap	What did we learn in the course?
14	Final exam &wrap-up	Final exam &wrap up

【Work to be done outside of class (preparation, etc.)】
Assigned readings and preparation of group work, exercises and presentations and homework. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be required. Necessary materials will be provided before or during the class. Students are highly recommended to review readings from the reference listed below.

【References】
Mankiw, N.G., D. Romer, and D.N. Weil (1992), “A Contribution to the Empirics of Economic Growth”, The Quarterly Journal of Economics, 107(2):407-437. (for Class 4).
Caselli, F. (2004), “Accounting for cross country income differences”, NBER Working Paper 10828. (for Class 4).
Dollar, D., and W. Easterly (1999), “The Search for the Key: Aid, Investment and Policies in Africa”, Journal of African Economies, 8 (4): 546-577. (for Class 4).
Acemoglu, D., S. Johnson, and J.A. Robinson (2001), “The Colonial Origins of Comparative Development: An Empirical Investigation”, American Economic Review, 91 (5): 1369-1401. (for Class 3&4)
N. Usui (2012), “Taking the Right Road to Inclusive Growth: Industrial Upgrading and Diversification in the Philippines”, Asian Development Bank. (for Classes 5-8, and 10).
Felipe, J., Kumar, U., N. Usui, and A. Abdon (2013) "Why has China succeeded? And Why it will continue to do so", Cambridge Journal of Economics, 37 (4): 791-818, (for Class 8).
N. Usui (1998), “Dutch Disease and Policy Adjustments to the Oil Boom: A Comparative Study of Indonesia and Mexico”, Resources Policy, 23 (4): 151-162, (for Classes 12).

【Grading criteria】
The following criteria will be used to evaluate students:
・Class contribution (ex. Questions, Presentations, Discussions) 40%
・Final Exam 60%

【Changes following student comments】
Student requests and comments will be taken into consideration.

【Equipment student needs to prepare】
N/A

【Others】
(1) week 1 attendance is mandatory to register for this class.
(2) students are allowed a maximum of 2 unexplained absences. More than 2 unexcused absences will result in failure of this course.
(3) students should have enough English capacity to join in-class discussions.
As an economist in Asian Development Bank, the instructor worked for over 20 years for economic development in Asia and the Pacific. This course combines theories and practices based on the real-world development experiences of the instructor.

【Prerequisite】
None

POL200ZA（政治学 / Politics 200）

Japanese Politics

Romeo Marcantuoni

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：金1/Fri.1

その他属性：〈優〉

【Outline and objectives】
This course is an introduction to Japanese politics. The first part focuses on tracing historical developments from the Meiji period to the present day and describes the key features of postwar Japan's democratic institutions. After a mid-term examination on the content of the first part, the course then moves on to a number of important themes in Japanese politics.

【Goal】
Students who have completed this course will be able to
- understand the basics of Japan's political system,
- understand the main issues in contemporary Japanese politics,
- develop informed opinions on these issues, and
- critically assess the policies taken by the Japanese Government in response to these issues.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
This class will primarily revolve around lectures with some opportunities for discussion and group work where appropriate. Interaction is encouraged. The last 10 to 15 minutes will be dedicated to writing a short reaction papers. At the beginning of each class, feedback for the previous class is given using some comments from submitted reaction papers. Specific comments are given during office hours.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction to Japanese Politics	Introducing the main issues in Japanese politics
2	Japanese Imperialism and the American Occupation	The Meiji restoration, imperialism, and Japan's transformation into a democracy Reading: - Chapter 1 – 2
3	Postwar Politics and the 1955 System	The formation of the LDP and the 1955 system Reading: - Chapter 3
4	From System Breakdown to Revitalising Japan	The Heisei reforms and the end of the 1955 system Reading: - Chapter 4
5	Japan's Postwar Democratic Institutions and Actors (1)	The Diet, the electoral system, and the bureaucracy Reading: - Chapter 5 – 6
6	Japan's Postwar Democratic Institutions and Actors (2)	Local government and non-state actors Reading: - Chapter 7 – 8
7	Mid-term examination	Mid-term examination on the content of the first part of this course
8	Religion and Politics	Soka Gakkai, Aum Shinrikyō, and Shinto Renmei
9	Foreign and Security Policy	From Yoshida doctrine to collective self-defense Reading: - Chapter 9
10	Japanese Capitalism	Industrial policy and pollution Reading: - Chapter 10 – 11
11	Social Welfare Policies	Health, pensions, and social welfare Reading: - Chapter 12
12	Feminism and Minority Rights	Gender equality and human rights Reading: - Chapter 13
13	Japan as a Harbinger	How what happens in Japan is relevant for the rest of the world Reading: - Chapter 14
14	Conclusion and Final Exam	Wrap-up of the course content and final exam

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each week. Students are expected to closely read the assigned texts before class, submit discussion points on the readings before each class, and to engage in discussion.

【Textbooks】
The weekly readings will mainly rely on the following book:
Neary, Ian (2019): The State and Politics in Japan, Cambridge etc.: Polity Press

【References】
Mandatory articles will be provided.
Kim, Hoi-eun. 2013. "Cure for Empire: The 'Conquer-Russia-Pill', Pharmaceutical Manufacturers, and the Making of Patriotic Japanese, 1904 – 45." Medical History 57 (2): 249 – 68. https://doi.org/10.1017/mdh.2012.105.
Lipscy, Phillip Y. 2023. "Japan: The Harbinger State." Japanese Journal of Political Science 24 (1): 80 – 97. https://doi.org/10.1017/S1468109922000329.
Klein, A. (2012). Twice Bitten, Once Shy; Religious Organizations and Politics after the Aum Attack. Japanese Journal of Religious Studies 39/1. Kyoto: Nanzan Institute for Religion and Culture. [77-98].
Larsson, E. (2017). Jinja Honcho and the Politics of Constitutional Reform. Japan Review, 30 (Special Edition). [227-252]
Reed, Steven R., Ethan Scheiner, and Michael F. Thies. 2012. "The End of LDP Dominance and the Rise of Party-Oriented Politics in Japan." The Journal of Japanese Studies 38 (2): 353 – 76. https://doi.org/10.1353/jjs.2012.0037.
Htun, Tin Tin. 2022. "Preserving the Status Quo: Japan's Laws and Policies on Ethnic and Sexual Minorities." In Japan in the Heisei Era (1989 – 2019). Routledge.
Pempel, T J. 1997. "Regime Shift: Japanese Politics in a Changing World Economy." Journal of Japanese Studies 23 (2).

【Grading criteria】
Participation and attitude: 20%
Mid-term exam: 40%
Final exam: 40%

【Changes following student comments】
(not applicable)

【Prerequisite】
None.

POL200ZA（政治学 / Politics 200）

Politics of Africa

Kinyua L Kithinji

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：月3/Mon.3

その他属性：〈優〉

【Outline and objectives】
This course aims to introduce students to key concepts, themes, and approaches to African politics using the interdisciplinary methods of global studies. The course has, among others, objectives such as: a) to create awareness and an understanding of major issues in African politics; and b) to familiarise the students with the approaches and theories applied by political scientists in analysing the political development in Africa.

【Goal】
This course will focus on building academic skills by encouraging students to acquire analytical skills on a variety of issues in the discipline of global studies through the study of politics in Africa. Furthermore, students will be exposed to readings and discussions that will develop and improve academic reading and writing skills in the social sciences, with the goal of sparking an interest in conducting social research. Overall, this course will also encourage students to develop an interest in and inclinations towards Africa-related issues, including areas beyond politics, in order to expand their capacity for wider course selection and career prospects.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course will focus on building an academic exchange and having discussions on each week’s thematic areas. As an exercise to help students acquire reading and comprehension skills for academic articles, students will be expected to submit five key terms and one thesis statement from each assigned reading. The key terms and thesis statement will form the basis for in-class discussions. Students are also expected to familiarise themselves with the contemporary political discourse in Africa via BBC Focus on Africa. Although the instructor will use most of the time to explain the content of the class, students are encouraged to keep in mind that the style of the class is not a monologue but a discussion format. Students’ input will be through class discussions and a research-based essay to be submitted for final evaluation. For all written assignments, students will receive written feedback with corrections and recommendations from the instructor. Students are also encouraged to consult the instructor after the class session (the instructor will be available for 30 minutes after class) or make an appointment through email.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction I	a) Introduction to the course.b) Africa is not a country: states, capitals, people groups, languages.
2	Introduction II	Africa in global political discourse (reading James Ferguson’s Global Shadows and Binyavanga Wainaina’s How to Write About Africa).
3	Nation building in Africa	Emergence and crisis of the nation-state and its trajectories.
4	The politics of state in Africa I	Nationalism, one-party states, and military rule.
5	The politics of state in Africa II	Federalism, decentralization, neopatrimonialism, and political regimes.
6	Democracy and electoral politics I	Multiparty democracy, clientelism, and ethnicity.
7	Democracy and electoral politics II	Elections and electoral authoritarianism.
8	Review &Mid-term	In-class formulation of research questions and issues, context, and background.
9	Politics of conflicts and revolts in Africa I	African civil wars and military coups d’état in post-independent states.
10	Politics of conflicts and revolts in Africa II	Post-conflict resolution, peacebuilding, power sharing, and transitional justice.
11	The politics of identity in Africa	Class, ethnicity, politics of belonging, religion and politics, and women in politics.
12	Regionalization and globalization in Africa.	The African Union (AU), the Common Market for Eastern and Southern Africa (COMESA), the East African Community (EAC), the Economic Community of Central African States (ECCAS), the Economic Community of West African States (ECOWAS), the Intergovernmental Authority on Development (IGAD), and the Southern African Development Community (SADC).
13	Japan and China in Africa	The African resource question; the Tokyo International Conference for Africa Development (TICAD) process; and the Forum on China-Africa Cooperation (FOCAC).
14	Conclusion and End-term	Reflections on Africa in global political discourse &End-term evaluation report (an improved version of the mid-term report in essay format).

【Work to be done outside of class (preparation, etc.)】
In order for the students to participate and express their thoughts in class and in writing, they need to make adequate preparations. Students are advised to set aside 4 hours of preparatory study and review time for this class. The instructor will issue guiding questions at the end of every class for the next reading. Attempting to answer these questions will help the students grasp the main theme of the assigned readings. At least twice in the semester, students will be asked to watch recommended news items and documentaries outside of class.

【Textbooks】
The following text books will be reserved in the library for students’ reference. Those who can manage to purchase the books are encouraged to do so. Cheeseman, N., Anderson, D., &Scheibler, A. (Eds.). (2017). Routledge Handbook of African Politics, Routledge.

【References】
A wide range of diverse materials and recommended readings may be provided in class for every session. Nevertheless, these two texts are highly recommended. a) Thomson, A. (2016). An Introduction to African Politics (4th ed.). London: Routledge. b) Englebert, P., &Dunn, K. (2014). Inside African politics. Cape Town: UCT Press.

【Grading criteria】
20%: Identification of key terms and the main claim of the assigned readings.
20%: Pop Quizzes.
20%: Mid-Term Report.
40%: End-Term Evaluation Report (an improved version of the mid-term report).
The purpose of pop quizzes is to enhance students’ comprehension of key concepts covered in the class. There will be five pop quizzes. The dates and timing of the pop quizzes will not be disclosed to the students. Out of the five pop quizzes, only the top four will be used for grading. Pop quizzes will be ten short answer identification questions that will cover the contents discussed in the class.
Both the midterm and end-term evaluations will be a reflection on the topics we have covered in class, emphasising the context, causes, and consequences of political themes from the lecture materials and required readings. While previewing the questions is not encouraged, the themes for essays may be provided ahead of time to allow students to conduct prior research.

【Changes following student comments】
N/A

【Equipment student needs to prepare】
Students’ personal learning materials such as A4 folders, pens, and pencils.

【Prerequisite】
None.

POL200ZA（政治学 / Politics 200）

Politics of Southeast Asia

Nguyen Hoang Thanh Danh

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：火1/Tue.1
その他属性：〈優〉

【Outline and objectives】
This course introduces undergraduate students to the politics of Southeast Asia, one of the most politically, culturally, and economically diverse regions in the world. The course examines how contemporary political systems in Southeast Asia have been shaped by colonial legacies, post-independence state-building, and ongoing processes of regime change and political contestation.
Through comparative analysis of countries in the region, students will develop an understanding of key political institutions, ideologies, and actors, as well as the challenges facing governance and democratization in Southeast Asia today.

【Goal】
The primary objectives of this course are:
To introduce students to the Southeast Asian states and their contemporary political systems.
To explore the connections between the colonial period and modern Southeast Asia, as well as the interactions among Southeast Asian countries.
To enhance students' critical thinking skills by encouraging them to analyze current political issues in Southeast Asia, identify challenges, and propose solutions.
By the end of this course, students will be able to:
Describe and compare the political systems of Southeast Asian states.
xplain how colonial history and post-colonial state formation have influenced contemporary politics in the region.
Analyze major political challenges facing Southeast Asia.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course covers a number of topics about Southeast Asia through a historical lens. During the first segment of the course (Week 1 to 4), an overall introduction to Southeast Asia and its history is provided. This serves as the context for the next segment (Week 5 to 10), which further discusses nationalism and ethnicity, politics and religions in Southeast Asia. The last segment of the course (Week 11 to 13) examines the establishment and the role of ASEAN, outside political influence over Southeast Asia, and non-traditional security threats facing the region.
Submission of assignments and feedback will be via the Learning Management System so please make sure to check the course's website each week before class.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction and Course Outline	A brief introduction about the course
2	An Introduction to Southeast Asia	An overall introduction to Southeast Asia
3	History of Southeast Asia I	Pre-colonial History of Southeast Asia
4	History of Southeast Asia II	History of Southeast Asia from Colonial Period until Modern Times
5	Nationalism and Ethnicity I	Nationalism and Ethnicity in Southeast Asia I
6	Nationalism and Ethnicity II	Nationalism and Ethnicity in Southeast Asia II
7	Nationalism and Ethnicity II	Political Systems in Modern Southeast Asia
8	Politics in Modern Southeast Asia II	The Political Economy of Southeast Asia
9	Politics in Modern Southeast Asia III	The Coexistence of Democracy and Authoritarianism in Southeast Asia
10	Religions in Southeast Asia	Islam, Buddhism, Catholicism and Regional Religions in Southeast Asia
11	Southeast Asia and Regionalism	The Establishment and the Role of ASEAN
12	The U.S., China, and Japan's Involvement to South East Asia	The U.S., China, and Japan's Involvement to South East Asia
13	Modern Non-military Security Threats	Climate Change, Resource Depletion, Cross-border Environmental Degradation, Terrorism, and Infectious Diseases
14	Final Exam and Review/Wrap Up	Final Exam and Review/Wrap Up

【Work to be done outside of class (preparation, etc.)】
Quizzes will be conducted before certain lessons to assess students' preparedness and basic understanding of the material covered in the previous class. These short tests will also serve as a method of taking attendance. Students are expected to review the materials distributed during the previous week to prepare for the quizzes. On average, students should allocate approximately two hours each week for preparatory study and review.

【Textbooks】
Handouts and reading materials will be provided by the lecturer.

【References】
No single textbook is required for this course. Instead, selected readings and materials will be provided before each class.
The below textbooks are for references only, students are not required to purchase them or read them beforehand.
Ba, Alice D., and Mark Beeson, eds. Contemporary Southeast Asia: the politics of change, contestation, and adaptation. Macmillan International Higher Education, 2017.
Rush, James R. Southeast Asia: A very short introduction. Oxford University Press, 2018.
Case, William. Politics in Southeast Asia: democracy or less. Routledge, 2013.

【Grading criteria】
Weekly short quizzes or tests (30%)
Class participation, including discussion and group activities (20%)
Final examination (50%)

【Changes following student comments】
Student comments will be considered for course management.

【Equipment student needs to prepare】
None

【Others】
None

【Prerequisite】
None

POL200ZA（政治学 / Politics 200）

Public Policy

Romeo Marcantuoni

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：金2/Fri.2

その他属性：〈優〉

【Outline and objectives】
This course is an introduction to public policy. Its aim is to give students a sense of what the process of policy formulation is like, who has influence over them, how they are implemented, and how their effects are measured. It will equip students with the tools (concepts, theories, and methods) to analyze important questions of global significance.

【Goal】
By the end of this course students will:
- understand the processes of policy formulation
- have knowledge on the main actors involved in public policy
- be familiar with tools to analyze important questions in the field

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
At the beginning of class, feedback for the previous class is given using some comments from submitted reaction papers. Specific comments are given during office hours.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Chapter 1: What is public policy?
2	The Nature of Public Policies	Chapter 2: The nature of public policies, typologies, dimensions, and styles
3	The Context for Policy-Making: Central Institutions and Actors	Chapter 3: The context for policy making, institutions, and actors
4	Theoretical Approaches to Policy-Making	Chapter 4: Theoretical approaches such as structure-based models, institution-based models, and interest-based models
5	Problem Definition and Agenda-Setting	Chapter 5: The process of defining a problem and the roles of actors and interests
6	Decision-Making	Chapter 6: Determinants and procedures
7	Midterm exam	Midterm examination on the content seen so far
8	Implementation	Chapter 7: Who is involved in implementation and what determines success?
9	Evaluation	Chapter 8: Types of evaluation
10	Governance: A Synoptic Perspective on Policy-Making	Chapter 9: Ideal types of governance
11	Public Policies beyond the Nation State	Chapter 10: Public policy on the international stage
12	Policy Change and Policy Convergence	Chapter 11: Policy change theories, management, and general patterns
13	Conclusions: Theoretical Insights and Practical Advice	Chapter 12: What have we learned?
14	Final exam	Final exam

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each. Students are required to come to class having completed the mandatory readings.

【Textbooks】
Knill, C., &Tosun, J. (2020). Public Policy: A New Introduction (2nd ed.). London: Red Globe Press.

【References】
Other articles will be provided.

Edmonds, Will. 2026. “The Social Cost of the UK’s Approach to Transport Policy.” The Loop, January 7. https://theloop.ecpr.eu/the-social-cost-of-the-uks-approach-to-transport-policy/.
Mahoney, James. 2012. “The Logic of Process Tracing Tests in the Social Sciences.” Sociological Methods &Research 41 (4): 570 – 97. https://doi.org/10.1177/0049124112437709.
Bevir, Mark. 2003. “Narrating the British State: An Interpretive Critique of New Labour’s Institutionalism.” Review of International Political Economy 10 (3): 455 – 80. https://doi.org/10.1080/09692290308428.
Shinoda, T. (2020) The Policymaking Process in Japan. In Pekkanen, R.J. &Pekkanen, S.M. (Eds.), The Oxford Handbook of Japanese Politics. Oxford: Oxford University Press.
Leheny, David. 2003. “Chapter 1: Guns, Butter, or Paragliding?” In The Rules of Play: National Identity and the Shaping of Japanese Leisure, by David Leheny. Cornell University Press. https://doi.org/10.7591/9781501731891.
Pader, Ellen. 2014. “Seeing with an Ethnographic Sensibility: Explorations Beneath the Surface of Public Policies.” In Interpretation and Method, 2nd ed. Routledge.

【Grading criteria】
Participation and attitude: 20%
Mid-term exam: 40%
Final exam: 40%

【Changes following student comments】
None.

【Equipment student needs to prepare】
None.

【Prerequisite】
None.

POL200ZA（政治学 / Politics 200）

Religion and Politics

Christopher Kavanagh

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：月4/Mon.4

その他属性：〈優〉

【Outline and objectives】
This course introduces students to the complex relationships between religion and politics, drawing on cross-cultural case studies that range from the premodern to the contemporary period. The course takes a cross-disciplinary approach, examining research from anthropology, sociology, psychology, and history.
"Religion" refers not only to doctrinal beliefs and formal institutions but also to informal supernatural beliefs, ritual practices, and the subcultures and social dimensions of religious communities. The principal aim of the course is to explore how religions, as cultural systems, interact with and affect political systems and nation-states.
By the end of the course, students will understand the relationships that religious groups, institutions, and larger traditions have with political systems. Students will critically engage with a wide range of theoretical perspectives, analyze the role of religion in both fostering political cohesion and inciting conflict, and assess contemporary issues where religion and politics intersect. The course aims to improve students' analytical skills, increase cross-cultural awareness, and equip them to understand the significance of religion in global and local political contexts.

【Goal】
By the end of the course, students will be able to:
1) Analyze and discuss the roles that religion has played historically and cross-culturally in politics and public life.
2) Explain the diverse ways that religion and politics can interact in different cultural and historical contexts.
3) Critically evaluate scholarly research and media accounts that explore issues of religion and politics, identifying biases and methodological strengths or weaknesses.
4) Compare and contrast various theoretical models of religion and politics, articulating the key arguments and implications of each.
5) Apply theoretical frameworks to contemporary case studies and assess real-world interactions between religion and politics.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
The course uses a combination of lectures, class discussions, and small group activities. Each session begins with a lecture introducing key concepts and case studies, followed by class and group discussions based on the assigned readings. Students submit reaction papers online to reflect on specific topics covered in selected classes. Each student will also select a topic related to the course content and prepare an oral presentation. Presentations must be accompanied by a written script, and students will receive written feedback on both the content and delivery of their presentations and reaction papers.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Religion and Politics: Course Introduction and Overview	Religion and Politics: Course Introduction and Overview
2	Defining Religion and Politics	An examination of the debates surrounding how to define religion and politics and the associated theoretical approaches.
3	The evolutionary role of religion in society	Exploring the role of religion in human societies from a cultural evolutionary perspective. Discussing its potential role in enabling large scale cooperation.
4	Religion and the State: Compatibility, Conflict, and Convergence	An examination of the varied relationships between religions and states, drawing on historical and contemporary examples.
5	Secularization Thesis	A critical assessment of the secularization thesis and the evidence presented for and against the position.
6	Resurgent Religiosity	An examination of contemporary claims of resurgent religiosity and growth in alternative religious beliefs.
7	Mid-term Exam & Course Review	Mid-term Exam and Course Review
8	Religious Identity & Intergroup Conflict	Exploring the role of religious identity in conflicts through case studies: 1. Buddhist nationalism and Hindu minority identities in Sri Lanka. 2. The role of Catholic &Protestant identity in the Northern Irish ‘Troubles’ 3. Religious identities in the Palestine/Israel Conflict
9	Religious Activism and Social Protest	Exploring the ability for religion to function as a source of activism including as an anti-state counter-hegemonic, emancipatory force.
10	Online Gurus, Conspiracy Cults, & New Political Movements	Reviewing new interactions between religion and politics in the contemporary world, especially in the online sphere.
11	State Religion &War	Examining the nature of state religions through a case study of State Shinto &Buddhist institutions involvement in WW2.
12	Religious Extremism &Terrorism	A critical examination of the role that religious doctrines and personal beliefs play in terrorism.
13	Religion and Social Issues: Evolution, Abortion, and Same-Sex Marriage	Investigating the role that religion plays in controversial social issues. Focusing on debates surrounding the teaching of evolution, abortion, and same sex marriage.
14	Final Exam & Wrap-up	Course wrap up and final exam

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete their weekly reading assignments and reaction papers, participate in class discussions and prepare a 15-20 minute oral presentation on a topic of their choice. For selected weeks students will be asked to summarise key readings. Preparatory study/reading and review time for this class is estimated to be at least 4 hours per week.

【Textbooks】
All readings will be distributed by the instructor on the online platform for class material.

【References】
Haynes, J. (Ed.). (2008). Routledge handbook of religion and politics. Routledge.
Fox, J. (2018). An introduction to religion and politics: Theory and practice. Routledge.
These books are useful references but not necessary to purchase.

【Grading criteria】
Presentation 25%
Mid-term exam 25%
Final exam 25%
Reaction Papers 25%

【Changes following student comments】
Some collective preparation for group discussion tasks will be set instead of reaction papers to provide some variation. More details will be provided on presentation and essay structure early in the course.

【Equipment student needs to prepare】
Students do not need any specialist equipment beyond access to a PC/laptop &the internet. Students will need to complete readings before each class and submit reaction papers online via Google Classroom. At various points in the semester, students should be prepared to participate in discussions of ideas and concepts covered in readings.

【Prerequisite】
None.

HIS200ZA（史学 / History 200）

European History

Brian Sayers

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：木2/Thu.2

その他属性：〈優〉

【Outline and objectives】
As the world becomes an increasingly globalized place, the study of history is more relevant than ever to understand the forces that have shaped our society. This course will chart some of the major political, social, and economic changes that took place in Europe from the fourteenth to the nineteenth century and assess their impact upon the rest of the world. It will adopt a thematic and broadly chronological approach.

【Goal】
The aim of this course is to enable students to reach a deeper understanding of the key events in European History from the fourteenth to the nineteenth century. In doing so they will enhance their ability to think critically about historical events. Students will also develop their interpersonal skills through group discussions in the classroom.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will be held in both lecture and seminar style. PowerPoint lectures will be followed by small group discussions in which students will compare their answers (written in note form, and submitted to the lecturer on Hoppii, before class) to questions on the assigned readings for each lecture. The discussion findings will then be reported by a member of each group and students from the other groups will be encouraged to contribute to the class discussion. Finally, feedback will be given by the lecturer to each group. Students will also receive individual feedback on Hoppii.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	The Catholic Church, State Building, and Economic Recovery after the Black Death	The Catholic Church, State Building, and Economic Recovery after the Black Death
2	The Renaissance	As Europeans rebuilt after the devastation of the plague, a movement called the Renaissance revived Europe’s connections with its Greek and Roman past and produced masterpieces of art, architecture, and other forms of thought.
3	Interpreting Visual Evidence: Marking Boundaries, Inspiring Loyalty	The fourteenth century witnessed the emergence of dynastic states across Afro-Eurasia that endured for centuries. Rulers used a careful mixture of privilege and punishment to create a sense of unity among their subjects while at the same time justifying their own right to rule and reinforcing traditional social hierarchies.
4	European Exploration and Expansion	By opening new sea-lanes in the Atlantic, European explorers set the stage for a major transformation in world history: the establishment of overseas colonies for the purpose of enriching themselves and their monarchs.
5	The Reformation	In sixteenth century Europe frequent warfare centered on purely European concerns, above all on a religious split within the Roman Catholic Church, known as the Reformation.
6	Interpreting Visual Evidence seminar: Conflict and Consent	In the fifteenth and sixteenth centuries, European overseas empires came into conflict with indigenous societies, decimating the Amerindian population and drafting African slaves to perform labor the remaining Amerindians refused. This resulted in societies in the Americas that initially had extremely pronounced cultural differences.
7	Exchanges and Expansions in North America	Although the search for precious metals or water routes to Asia had initially spurred British, French, and Dutch efforts to establish New World colonies, colonizers soon learned that only by exploiting other resources could they generate profits.
8	The Slave Trade and Africa	Although the slave trade began in the mid-fifteenth century, only in the seventeenth and eighteenth centuries did the numbers of human exports from Africa begin to soar. By 1820, four slaves had crossed the Atlantic for every European. Those numbers were essential to the prosperity of Europe’s American colonies.
9	Interpreting Visual Evidence seminar: A World of Goods	As overseas trade generated new wealth, elites displayed this wealth in diverse ways. Ranging from the purely ornamental to the modest and practical, material objects reflected the identities of the people who bought and displayed them, as well as the identities of the producers who made them.
10	The Enlightenment in Europe	The Enlightenment was an extraordinary cultural flowering, driven by trade and internal commerce, which blossomed in Europe during the seventeenth and eighteenth centuries. This era encompassed broader developments, such as the expansion of literacy, the spread of critical thinking and the decline of religious persecution.
11	Consequences of the Enlightenment	The Enlightenment - or, more properly, Enlightenments, as there was much variation across Europe - was a movement with numerous ambivalent consequences, both for religious and political institutions and for Europe’s relationship with the rest of the world.
12	Interpreting Visual Evidence seminar: Envisioning the World	Although maps give the impression of objectivity and geographic precision, the arrangement of names and locations, as well as the areas placed at the center and the margins, reveal the mapmakers’ views of the world. In most cultures, official maps located their own major administrative and religious sites at the center of the universe and reflected local elites’ ideas about how the world was organized.
13	Revolutionary Transformations and the New Language of Freedom	Late in the eighteenth century, revolutionary ideas spread across the Atlantic world following the trail of Enlightenment ideas about political freedom and reason. The slogans of independence, freedom, liberty, and equality seemed to promise an end to oppression, hardship, and inequities.

14	Interpreting Visual Evidence seminar: Framing the Subject	Important currents of Enlightenment thought stressed the autonomy of the individual. Painters sought to capture and reflect an independent, external, stable reality - this in a period before photography. It was a confident but also a self-centered view of the world.

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each.
Students are expected to complete weekly reading assignments.

【Textbooks】
No textbook will be used.
Handouts and reading materials will be provided by lecturer.

【References】
Students will receive information about essential reading for this course at the first session.

【Grading criteria】
Marks will be allocated on exercises submitted before class (20%), participation in class (20%), a quiz (20%) and two short essays (40%)

【Changes following student comments】
Students will submit exercises on Hoppii before the class. They will also answer a quiz and write two short essays, to ensure that they get continuous feedback about their performance in class during the course.

【Equipment student needs to prepare】
Please bring reading materials provided by the lecturer together with completed assignments each week to class.

【Prerequisite】
None.

TRS200ZA（観光学 / Tourism Studies 200）

【休講】Event Management

休講

Credit(s)：2 ｜ Semester： ｜ Year：2〜4
Day/Period：
その他属性：〈優〉〈実〉

【Outline and objectives】
For millennia, humans have found ways to mark important events in their lives: the changing of the seasons, the phases of the moon and the renewal of life each spring. Today, events are playing an increasing role in people's lives and culture. More leisure time and better standards of living have led to a proliferation of public and private events. More recently, governments and businesses have recognised the incredible power of events to help with economic development and destination marketing. The wide array of events, from community to international level, makes event management a hugely exciting field of study.

【Goal】
The purpose of this course is to acquire an in-depth knowledge about the field of event management. Students will learn both important theoretical considerations as well as applied knowledge relating to the successful planning, promotion, implementation and evaluation of events within different contexts.
Upon completion of this course, you should be able to:
1) Understand the range of factors behind the successful conceptualization and design of events
2) Understand the range of socio-cultural, economical &environmental impacts events can have on host destinations &inhabitants
3) Understand different sources of event funding and support and apply appropriate risk management practices
4) Understand the role and management of event volunteers
5) Appreciate the varied aims and objectives of different events and consider strategies to achieve a positive longer-term legacy

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
The course is lecture-based, though you will have a number of opportunities to discuss issues in small groups. A range of international case studies can help you consolidate your learning by illustrating the lecture content with real examples.
Also, in groups, students will design a unique event, which will provide an opportunity to apply the theories and concepts from the lectures.
Assignments will be submitted and returned, with feedback, via Hoppii; insightful answers will be shared in class to facilitate discussion.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction to the Course Content and Class Format	Introduction to the course content, the class format and the field of event management
2	Event Conceptualization	Analyzing the event impacts & legacy. Also, the various influences on developing an event concept and the issues to be included in the planning process.
3	The Event Environment	Examining the unique context and stakeholder networks that events must negotiate and how this influences the event design and management process
4	Designing the Event Experience	Designing and developing the attendee experience (theme, program, venue, etc.) to best achieve an event's particular objectives
5	Event Funding & Support	Analyzing how events can utilize various forms of support (e.g. grants and sponsorship) to more effectively realize aims and objectives
6	In-depth Event Focus I	Case studies analyzing the social, cultural &economic impacts of a local-level event &assessing its success in achieving its objectives
7	Event Marketing and Promotion	Analyzing the 10Ps and contemporary approaches to event marketing as well as the challenges of marketing an intangible experience
8	Human Resource/Volunteer Management	Managing human resources for the event including volunteer recruitment, motivation and retainment
9	Financial Management and Budgeting	Financial management processes including sourcing funding, managing cashflow, monitoring and evaluation
10	Risk Management, Licensing and Health and Safety	Planning and preparing for negative incidents to ensure the safe and smooth delivery of the event
11	Group Presentations	Groups will give a presentation on their original event
12	Group Presentations	Groups will give a presentation on their original event
13	In-depth Event Focus II	Case studies analyzing the range of impacts of local festivals on residents &attendees
14	Mega-Event Legacy & Wrap-up	Analyzing the impact of large-scale events such as the Olympics; focus on the 2022 World Cup in Qatar Considering the potential for meaningful change to socio-cultural attitudes: focus on the Paralympics

【Work to be done outside of class (preparation, etc.)】
Students will be assigned individual and group reading as preparation for classes. Students are expected to download the lecture slides to preview before class.
Groups will be assigned selected case studies and tasked with developing discussion questions and leading group &class discussions.
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
There is no set text for this course. Weekly handouts and reading materials will be distributed in class and/or available via the online class management page.

【References】
The reference books are available in the university library.
Allen, J, O'Toole, W, McDonnell, I. and Harris, R. (2011) *Festival and Special Event Management.* (5th edition) Brisbane: Wiley
Bowdin, G., McDonnell, I., Allen, J. and O'Toole, W. (2001) *Events Management.* Oxford: Butterworth-Heinemann
Brittain, I., Bocarro, J., Byers, T. and Swart, K. (eds) (2017) Legacies and Mega Events: Fact or Fairy Tales? London: Routledge

【Grading criteria】
Evaluation will be based on:
1. Class participation &homework assignments (30%)
2. Group presentation and report (30%)
3. Term paper (40%)
Students are expected to complete all the assigned reading and homework to enable them to get the most benefit from the lectures.
To improve students' group-working skills and encourage and reward cooperation and hard work, the group project is assessed on an individual basis.

【Changes following student comments】
To enhance students' group working and analytical skills, groups will be given more responsibility for leading discussions on assigned case studies.

【Equipment student needs to prepare】
N/A

【Others】
There are no prerequisites, though students are recommended to have taken, or concurrently take, the 100-level Introduction to Tourism Studies course.
I can draw from my experience in organizing events and as marketing director of a tourism business in the UK to help provide students with examples and to illustrate issues.

【Prerequisite】
None.

TRS200ZA（観光学 / Tourism Studies 200）

Tourism Development in Japan

John Melvin

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4

Day/Period：木3/Thu.3

その他属性：〈優〉〈実〉

【Outline and objectives】
The post-coronavirus recovery of inbound tourism to Japan has surpassed expectations and 2025 was another record-breaking year for visitor numbers and spending.
After a consideration of historical tourism development, this course will examine a range of topical issues, including relations with South Korea, the Tokyo Olympics in 2021 and the impact of UNESCO World Heritage Site designation of Mt. Fuji. We will analyze different management and marketing approaches of tourism in different prefectures. We will consider the factors behind the remarkable recovery of inbound tourism after the 2011 Great East Japan Earthquake and how Japanese tourism may develop in 2026 and beyond.

【Goal】
Upon completion of this course students should be able to:
1) Understand how tourism in Japan has developed into its present form
2) Understand some of the key stakeholders involved in planning tourism in Japan
3) Consider destination management and how to harness the social and economic potential of tourism for revitalizing Japan at local level
4) Critically analyze prefectural and national government tourism management and marketing initiatives
5) Critically analyze sustainable tourism development in different prefectures

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
The course is primarily lecture-based, though students will have a number of opportunities to have group and class discussions. A range of case studies can help students consolidate their learning by illustrating the lecture content with real examples.
In groups, students will conduct an in-depth analysis of tourism in a particular prefecture, which will provide an opportunity to apply the theories and concepts from the lectures and enhance understanding of key issues.
Assignments will be submitted and returned, with feedback, via Hoppii; insightful answers will be shared in class to facilitate discussion.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction to the Course Content and Class Format	Introduction to the course content and class format and a consideration of contemporary tourism in Japan
2	The Roots of Japanese Travel Culture and Tourism Development	Exploring the historical development and evolution of the tourism sector in Japan, and the emergence of the 'leisure concept' in Japan in the 1970s
3	Destination Management and Marketing	Analysis of destination competitiveness, and an introduction to some of the key organizations involved in tourism management and planning in Japan
4	Rural Japan: Tourism as an Economic and Social Lifeline	Exploring destination management and tourism sustainability. Also the economic potential of niche tourism for local and regional development 'off the beaten track' to tackle serious demographic problems.
5	Tourism Marketing I	Considering marketing strategy and different approaches to tourism marketing
6	Tourism Marketing II: Prefectural Campaigns	Analyzing examples of prefectural marketing campaigns
7	Japan and Asia. Case Study: Japan and South Korea	Examining the current & historical connections with some of Japan's close neighbors, with a particular focus on South Korea
8	Tourism Resources: Events	Analyzing how Japan's rich event calendar provides competitive advantage at local and international levels
9	Tourism Resources: Natural, Built and Cultural	Analyzing the tangible and intangible resources in Japan, with a particular focus on World Heritage Sites. We will consider Mt Fuji from a sustainable tourism management perspective.
10	Tourism Focus: Niche Tourism	Considering different forms of tourism including ecotourism, gastronomical tourism, indigenous tourism (the Ainu) and cultural tourism related to anime, manga, movies and TV shows.
11	Group Presentations	Presentations on tourism in selected prefectures
12	Group Presentations	Presentations on tourism in selected prefectures
13	Disaster Management and Recovery	Analyzing how destinations can manage disasters. The response to the Great East Japan earthquake in 2011 will be considered, as will the rapid recovery from the coronavirus pandemic.
14	Examination &Course Wrap Up	Course examination and wrap up

【Work to be done outside of class (preparation, etc.)】
Students will be assigned reading as preparation for classes. Students are expected to download the lecture slides to preview before class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
There is no set textbook. Weekly handouts and reading materials will be distributed in class and/or available via the online class management page.

【References】
Various reference books are available in the library and in the GIS Reference Room, including:
Funck, C. and Cooper, M. (2013) *Japanese Tourism: Spaces, Places and Structures.* Berghahn: New York
Sharpley, R. and Kato, K. (2020) *Tourism Development in Japan: Themes, Issues and Challenges (Contemporary Geographies of Leisure, Tourism and Mobility).* Routledge: London

【Grading criteria】
1. Class participation &homework assignments (30%)
2. Group project (30%)
3. Exam (40%)
Students are expected to complete all the assigned reading and homework assignments to enable them to get the most benefit from the lectures. *To improve students' group-working skills and encourage and reward cooperation and hard work, the group project is assessed on an individual basis.*

【Changes following student comments】
From the 2026 academic year, as a general rule, students will not be permitted to use laptops or other devices during class. Lecture slide handouts will be provided to help students follow the lecture. Students may only use devices for specific tasks when requested to do so by the instructor.

【Equipment student needs to prepare】
N/A

【Others】
I can draw from my experience as marketing director of a tourism business and event organizer in the UK to help provide students with examples and to illustrate issues.
Although not essential, students are encouraged to have taken (or concurrently take) the 100-level 'Introduction to Tourism Studies' course.

【Prerequisite】
None.

LIN200ZA（言語学 / Linguistics 200）

English as a Lingua Franca

Mark Birtles

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4

Day/Period：木2/Thu.2

Notes：TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉〈優〉

【Outline and objectives】
The ratio of L1 to L2 English speakers worldwide is roughly estimated to be 1:3 or 1:4. However, it was only towards the turn of the century that sociolinguists and applied linguists took a keen interest in the expanding use of English as a lingua franca (ELF), which is due to the globalisation in all aspects of society, including mass media and pop culture. Arguably, some Expanding Circle countries, where English does not have an official language status, have recently overshadowed the Outer Circle ones in proficiency and frequency of use.
The first section of the course situates English in the international contexts, mainly among non-native speakers. It also refers to the limitations in the traditional models of World Englishes put forward by Kachru and other scholars. The middle section discusses native-speakerness, native-speakerism and their influence on pedagogical practices, suggesting how these notions could/should be modified from an ELF perspective. Finally, the course concludes with an analysis of the status and function of English in Asia and Japan, before looking towards future directions.

【Goal】
By the end of the course, students will:
・Understand key terminology and concepts in ELF and World Englishes
・Have an awareness of the wider use of English in non-native speaking contexts
・Become confident in engaging with, and critiquing, key theories.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Lectures and readings will introduce key concepts and theories related to ELF and its role in international communication. Discussions and practical exercises will then allow students to engage with primary texts and case studies in order to examine how ELF operates across diverse social, cultural, and institutional contexts. Students will apply practical analytical tools to explore how English is used, negotiated, and adapted in real-world interactions, whilst critically reflecting on their own relationship with ELF. Feedback will either be given online or collectively in class, depending on the assignment.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Overview	Outlining the course content and defining ELF
2	World Englishes	Kachru’s Three-Circle Model and the historical, social and political context of English
3	Limitations of the Three-Circle Model	The limitations of Kachru’s model and alternative conceptual models
4	English as a global language: issues and attitudes	A lingua franca or linguistic imperialism?
5	Variation in “native” English	Exploring variation in the inner circle
6	Variation across postcolonial Englishes	Pidgin, creole and variation in the outer circle
7	English as an international lingua franca	The nature of ELF communication
8	Midterm exam	Examination of the content thus far
9	Native Speakerness	The native/non-native dichotomy and how a language is learned
10	Native Speakerism and Education	Examining the value of “native” in English language teaching
11	English in Asia	Exploring variation in the expanding circle
12	ELF in Japan	English as an international language in the Japanese context
13	The direction of ELF	Possible future scenarios
14	Summary and Final Exam	Review and final examination

【Work to be done outside of class (preparation, etc.)】
Students are required to complete assignments so that they can actively participate in discussions. Preparatory study and review time for this course are 2 hours each.

【Textbooks】
No textbooks are used. All materials are posted online, while additional materials will be provided in the classroom.

【References】
Detailed references and suggestions for further reading are listed on each chapter handout. The following books will be helpful as a general introduction.
Galloway, N., &Rose, H. (2015). *Introducing global Englishes*. Routledge.
Jenkins, J. (2015). *Global Englishes: A resource book for students* (3rd ed.). Routledge.
Jenkins, J., Baker, W., &Dewey, M. (2018). *The Routledge handbook of English as a lingua franca*. Routledge.

【Grading criteria】
Evaluation will be based on in-class and online discussions and participation (20%), a midterm exam (40%), and a final exam (40%). Attendance at the first class is mandatory. Having more than two absences is likely to result in failing the course.

【Changes following student comments】
This course is under new instruction, so this is the first time this course has run in this format.

【Equipment student needs to prepare】
Please bring a laptop computer to every class. If access to a laptop computer is difficult, please inform the instructor. Please do not take out your laptops, phones or tablets during the class, unless I request that you do so. This is to try and foster an atmosphere where everyone is focused on the lesson, rather than a device.

【Others】
It is highly recommended that students have completed 100-level linguistics courses with a good understanding. This course is cross-listed with the Global Open Program. Non-GIS students may join if they demonstrate solid background in linguistics and meet the minimum English proficiency requirement: TOEFL iBT 80 or IELTS 6.0.

【Prerequisite】
No prerequisite is required.

LIN200ZA（言語学 / Linguistics 200）

English as a Lingua Franca

Mark Birtles

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：金3/Fri.3
Notes：TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉〈優〉

【Outline and objectives】
The ratio of L1 to L2 English speakers worldwide is roughly estimated to be 1:3 or 1:4. However, it was only towards the turn of the century that sociolinguists and applied linguists took a keen interest in the expanding use of English as a lingua franca (ELF), which is due to the globalisation in all aspects of society, including mass media and pop culture. Arguably, some Expanding Circle countries, where English does not have an official language status, have recently overshadowed the Outer Circle ones in proficiency and frequency of use.
The first section of the course situates English in the international contexts, mainly among non-native speakers. It also refers to the limitations in the traditional models of World Englishes put forward by Kachru and other scholars. The middle section discusses native-speakerness, native-speakerism and their influence on pedagogical practices, suggesting how these notions could/should be modified from an ELF perspective. Finally, the course concludes with an analysis of the status and function of English in Asia and Japan, before looking towards future directions.

【Goal】
By the end of the course, students will:
・Understand key terminology and concepts in ELF and World Englishes
・Have an awareness of the wider use of English in non-native speaking contexts
・Become confident in engaging with, and critiquing, key theories.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Lectures and readings will introduce key concepts and theories related to ELF and its role in international communication. Discussions and practical exercises will then allow students to engage with primary texts and case studies in order to examine how ELF operates across diverse social, cultural, and institutional contexts. Students will apply practical analytical tools to explore how English is used, negotiated, and adapted in real-world interactions, whilst critically reflecting on their own relationship with ELF. Feedback will either be given online or collectively in class, depending on the assignment.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Overview	Outlining the course content and defining ELF
2	World Englishes	Kachru’s Three-Circle Model and the historical, social and political context of English
3	Limitations of the Three-Circle Model	The limitations of Kachru’s model and alternative conceptual models
4	English as a global language: issues and attitudes	A lingua franca or linguistic imperialism?
5	Variation in “native” English	Exploring variation in the inner circle
6	Variation across postcolonial Englishes	Pidgin, creole and variation in the outer circle
7	English as an international lingua franca	The nature of ELF communication
8	Midterm exam	Examination of the content thus far
9	Native Speakerness	The native/non-native dichotomy and how a language is learned
10	Native Speakerism and Education	Examining the value of “native” in English language teaching
11	English in Asia	Exploring variation in the expanding circle
12	ELF in Japan	English as an international language in the Japanese context
13	The direction of ELF	Possible future scenarios
14	Summary and Final Exam	Review and final examination

【Work to be done outside of class (preparation, etc.)】
Students are required to complete assignments so that they can actively participate in discussions. Preparatory study and review time for this course are 2 hours each.

【Textbooks】
No textbooks are used. All materials are posted online, while additional materials will be provided in the classroom.

【References】
Detailed references and suggestions for further reading are listed on each chapter handout. The following books will be helpful as a general introduction.
Galloway, N., &Rose, H. (2015). *Introducing global Englishes*. Routledge.
Jenkins, J. (2015). *Global Englishes: A resource book for students* (3rd ed.). Routledge.
Jenkins, J., Baker, W., &Dewey, M. (2018). *The Routledge handbook of English as a lingua franca*. Routledge.

【Grading criteria】
Evaluation will be based on in-class and online discussions and participation (20%), a midterm exam (40%), and a final exam (40%). Attendance at the first class is mandatory. Having more than two absences is likely to result in failing the course.

【Changes following student comments】
This course is under new instruction, so this is the first time this course has run in this format.

【Equipment student needs to prepare】
Please bring a laptop computer to every class. If access to a laptop computer is difficult, please inform the instructor. Please do not take out your laptops, phones or tablets during the class, unless I request that you do so. This is to try and foster an atmosphere where everyone is focused on the lesson, rather than a device.

【Others】
It is highly recommended that students have completed 100-level linguistics courses with a good understanding. This course is cross-listed with the Global Open Program. Non-GIS students may join if they demonstrate solid background in linguistics and meet the minimum English proficiency requirement: TOEFL iBT 80 or IELTS 6.0.

【Prerequisite】
No prerequisite is required.

LIN200ZA（言語学 / Linguistics 200）

Language, Social Media and Society

Mark Birtles

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：金2/Fri.2

その他属性：〈優〉

【Outline and objectives】
The world of social media has led to a revolution in how we express ourselves and interact with others; the way we consume and disseminate information grows ever more complex. This increased use of computer-mediated communication means that analysis is now more critical than ever. This course aims to make sense of our digital lives by joining the dots between language, the parts of the web we use in daily life and its impact on our world.

【Goal】
By the end of the course, students will be able to:
・ Understand the use of social media from an academic perspective
・ Engage in scholarly discussion about social media, using appropriate ideas and terminology
・ Interpret linguistic analysis on social media discourse
・ Consider the wider social implications of the lives we lead online

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
The classes will be a mixture of lecture-based teaching and discussion, with students invited to share their own experiences. Each week we will actively engage with a social, political or ethical question regarding social media use and how it shapes our world. We will also look at the theoretical approaches scholars use to investigate the impact of the language we use on the web. Submission of assignments and feedback will be via the Learning Management System.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	From Myspace to TikTok	How did social media evolve? What is its place in the wider historical context of computer-mediated communication?
3	Social Media and Linguistics	How does a linguist approach social media and the different aspects of language?
4	Netspeak: Changes in Language	From LOL to the emoji – how has the internet shaped the way in which we communicate?
5	Communicating IRL	Is social media "ruining" language?
6	The Power of Social Media	What part did social media play in world events?
7	Review and Midterm	midterm assessment In-class review and midterm task based on content thus far
8	English as a Lingua Franca and Code Switching	Does the internet further the global dominance of English?
9	Self-representation I	Can we ever be "ourselves"?
10	Self-representation I	How is an online identity constructed?
11	The Great Privacy Debate	What are the implications of social media on privacy?
12	Anti-social Social Media	What can be done about online negativity?
13	Constructing Virtual Communities	How do we use language to form groups?
14	Final Exam and Wrap Up	End-of-course assessment and review

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be required in class, materials will be supplied by the instructor.

【References】
Crystal, D. (2006). *Language and the Internet (Second Edition).* Cambridge, England: Cambridge University Press.
Jones, R. H., &Hafner, C. A. (2021). *Understanding digital literacies: A practical introduction (Second edition).* London, England: Routledge, Taylor &Francis Group.
Cover, R. (2023). *Identity and Digital Communication* London, England: Routledge, Taylor &Francis Group.
Tagg, C. (2015). *Exploring digital communication: Language in action.* London, England: Routledge, Taylor &Francis Group.
Tagg, C., Seargeant, P., &Brown, A. A. (2017). *Taking offence on social media: Conviviality and communication on Facebook.* Cham, Switzerland: Palgrave Macmillan.
Zappavigna, M. (2015). *Discourse of Twitter and social media: How we use language to create affiliation on the web.* London, England: Bloomsbury.

【Grading criteria】
Class participation 15%, assignments 15%, midterm exam 30%, final exam 40%

【Changes following student comments】
Following student suggestions, there will be more time allocated for group discussions to facilitate a sharing of ideas and experiences.

【Equipment student needs to prepare】
Please bring a laptop computer to every class. If access to a laptop computer is difficult, please inform the instructor.

【Prerequisite】
None.

LIN200ZA（言語学 / Linguistics 200）

Phonetics and Phonology

Yuriko Yokoe

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4

Day/Period：水3/Wed.3

その他属性：

【Outline and objectives】
This course will cover the basic notions of articulatory, acoustic, and auditory phonetics and phonology.
We will explore how speech sounds are produced in articulatory organs, how these sounds travel in the air and auditory pathways, and how they are perceived in the listener's brain.

【Goal】
Students are going to learn about the mechanisms of speech perception and production. We will explore how articulatory organs are coordinated when we produce speech sounds, how speech sounds propagate in the air, and how these sounds are perceived and understood. There are three main goals.
(1) Students understand the basic physiology (i.e., articulatory organs and hearing organs).
(2) Students understand the physical representation of speech sounds and the mental representation of language.
(3) Students understand how speech sounds are produced and understood in daily situations.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 2" and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course consists of lectures, discussions, and pop quizzes. Handouts and worksheets are provided in class. Students are expected to actively participate in class: take notes, be responsive to questions, and work in pairs and groups.
Comments for assignments (tests and reports, etc.) are given during class or via email.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Speech communication through sounds
2	Speech Production 1	What kind of articulatory organs do humans have?
3	Speech Production 2	Consonants (IPA)
4	Speech Production 3	Vowels (IPA)
5	Speech Production 4	Connected speech
6	Acoustics of Speech 1	Sound waves and propagation
7	Acoustics of Speech 2	Vowels
8	Acoustics of Speech 3	Consonants
9	Acoustics of Speech 4	Connected speech / midterm exam
10	Speech Perception 1	What kind of hearing organs do humans have?
11	Speech Perception 2	Pitch, loudness, timbre
12	Speech Perception 3	Accent, rhythm, intonation
13	Speech Perception 4	Perceptual restoration: how do humans understand speech?
14	Speech Perception 5	Categorical perception / final exam

【Work to be done outside of class (preparation, etc.)】
Students are expected to review what was covered in class every week. If you miss a class, please be sure to contact your classmates or the course instructor about lecture notes and assignments. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used.

【References】
Johnson, K. (2011). *Acoustic and Auditory Phonetics* (3rd edition). Oxford: Wiley-Blackwell.
Ladefoged, P. &Johnson, K. (2011). *A Course in Phonetics* (6th edition). Boston: Wadsworth/Cengage Learning.

【Grading criteria】
Participation and attitude (20%), Pop quizzes (20%), Midterm exam (30%), Final exam (30%).
Please be sure to attend every class. Absence three times without prior and reasonable notice will result in the failure of this course. Arriving late can be counted as an absence. Pop quizzes are "open-notes" (not "open-book"), and they are intended to assess your comprehension of materials.

【Changes following student comments】
No particular change.

【Equipment student needs to prepare】
Not applicable.

【Others】
Students who are interested in speech sounds are welcome.

【Prerequisite】
None.

LIN200ZA（言語学 / Linguistics 200）

Psycholinguistics

Mako Ishida

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：火2/Tue.2

その他属性：〈優〉

【Outline and objectives】
This course will cover the basic notions of psycholinguistics – how languages are acquired, learnt, used, and understood in daily situations. It primarily focuses on human speech communication - how auditory and visual information is processed and integrated in the human brain. We will explore research findings in linguistics, acoustics, psychology, and neuroscience.

【Goal】
There are three main goals:
(1) Students understand the basic structures of language.
(2) Students understand communication strategies including auditory and optical illusion.
(3) Students understand the basic brain structure and functions for human speech communication.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 2” and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course consists of lectures, discussions, pop-quizzes, and midterm/final reviews. Handouts and worksheets are provided in class. Students are expected to actively participate in class: take notes, be responsive to questions, and work in pairs and groups. Feedback for course contents and assignments will be provided in class.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Language Acquisition	How did we acquire a first language?
3	Speech Communication 1	The basic components of language 1
4	Speech Communication 2	The basic components of language 2
5	Speech Communication 3	The basic components of language 3
6	Speech Communication 4	The basic components of language 4
7	Checkpoint	Review and midterm exam
8	Speech Chain 1	Speech production
9	Speech Chain 2	Physical and psychological properties
10	Speech Chain 3	Speech perception
11	Neuroscience 1	Basic brain anatomy and function
12	Neuroscience 2	Auditory illusions
13	Neuroscience 3	Optical illusions
14	Checkpoint	Review and final exam

【Work to be done outside of class (preparation, etc.)】
Students are expected to review what was covered in class every week. If you miss a class, please be sure to contact your classmates or the course instructor about lecture notes and assignments. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. Handouts and worksheets are provided in class.

【References】
Berninger, V.W., &Richards, T.L. (2002). Brain literacy for educators and psychologists. San Diego, CA: Academic Press.
Carroll, D.W. (2008). Psychology of language (5th edition). Belmont, CA: Cengage Learning/Wadsworth.
O’Grady, W., Dobrovolsky, M., &Katamba, F. (1996). Contemporary linguistics: An introduction. Essex: Pearson Education.

【Grading criteria】
Attitude and participation (20%), Pop quizzes (20%), Midterm exam (30%), Final exam (30%).

Please be sure to attend every class. Three absences without prior and reasonable notice will result in failure of the course. Tardiness may be counted as an absence. Pop quizzes are “open-notes” (not “open-book”), and they are intended to assess your comprehension of the materials.

【Changes following student comments】
No particular change.

【Equipment student needs to prepare】
Not applicable.

【Others】
Students who are interested in human speech communication are welcome.

【Prerequisite】
None.

LIN200ZA（言語学 / Linguistics 200）

Semantics and Pragmatics

Nobumi Nakai

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：金2/Fri.2
その他属性：〈優〉

【Outline and objectives】
Semantics is the study of meaning in language. Pragmatics is the study of the ways people use language in actual conversations. The aim of this course is to provide students with an essential understanding of semantics and pragmatics, with examples drawn from English and Japanese.

【Goal】
By the end of the course, students will:
(1) Have a general understanding of the interface between semantics and pragmatics.
(2) Understand key concepts and major theories in the fields.
(3) Survey the wide range of semantic and pragmatic phenomena in all their richness and variety.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
This course begins by covering some essential issues of semantics. In subsequent lectures, we will discuss how the identification of the semantic contribution of words and sentences gets us only partway to understanding what an utterance means. The course is a combination of lectures, group discussions, and review exercises. Feedback will be given during class discussions as necessary.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	An Overview of Semantics	Describes the components of linguistic meaning and introduces lexical and compositional semantics.
3	Lexical Semantics (1): The Meanings of Words	Examines the different ways that word senses could be represented in the mind of a language user and discusses the types of reference that words can have.
4	Lexical Semantics (2): Word Relations	Discusses the kinds of meaning relationships that exist between words.
5	Compositional Semantics (1): The Meanings of Sentences	Introduces propositions, truth values, and truth conditions, and discusses relationships between propositions.
6	Compositional Semantics (2): Putting Meanings Together	Introduces the Principle of Compositionality in more detail and discusses different ways that lexical meanings combine to give rise to phrasal meanings.
7	Practice (1)	Provides exercises, discussion questions, and activities.
8	Language in Context	Explores several ways in which context can affect the meaning of utterances, and introduces the idea of felicity in discourse.
9	Rules of Conversation	Discusses why conversation needs to follow rules, and introduces Grice’s maxims for cooperative conversation.
10	Drawing Conclusions	Shows ways in which language users may employ context to convey or derive meaning that is not part of an utterance’s entailed meaning.
11	Speech Acts	Outlines many of the jobs that speakers accomplish with language and the ways in which they accomplish them.
12	Presupposition	Discusses another precondition for felicity.
13	Practice (2)	Provides exercises, discussion questions, and activities.
14	Examination & Wrap-up	Semester-end exam

【Work to be done outside of class (preparation, etc.)】
Students are required to read the relevant reading materials carefully in advance so that they can actively participate in discussions. Practice problems will be assigned occasionally. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbooks are used. All reading materials and exercises will be provided in class or/and through Hoppii.

【References】
The following books will be helpful for a general understanding of the fields.
(1) Griffiths, Patrick &Cummins, Chris (eds.). An Introduction to English Semantics and Pragmatics (3rd ed.). Edinburgh Textbooks on the English Language. Edinburgh: Edinburgh University Press, 2023.
(2) Kroeger, Paul. Analyzing Meaning: An Introduction to Semantics and Pragmatics (3rd ed.). Berlin: Language Science Press, 2022.

【Grading criteria】
Student evaluations are based on class participation (30%), in-class assignments (30%), and a final exam (40%). More than two unexcused absences will result in failure of the course. Attendance at the first and second classes is mandatory.

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
The handouts are downloadable in PDF format.

【Others】
None.

【Prerequisite】
None.

LIN200ZA（言語学 / Linguistics 200）

【休講】Sociolinguistics

休講

Credit(s)：2 ｜ Semester： ｜ Year：2〜4
Day/Period：

その他属性：〈優〉

【Outline and objectives】
This course provides students with a basic knowledge of sociolinguistics, the study of language in relation to society. The first part of the course is concerned with how individual language use is correlated with a variety of social variables, such as gender, age, class, and ethnicity, by outlining a number of previous studies conducted in the English-speaking world. Particular reference is made to the classic research of William Labov, one of the founding figures of quantitative sociolinguistics.

Later lectures focus on how a language or dialect is positioned and perceived within a community, with examples from multi-lingual/dialectal countries such as Singapore. Students who are or are becoming bilingual will find the discussion on bilingualism particularly intriguing when they learn that its implications not merely vary from one society to another, but have been significantly changing recently. Another major topic is language attitudes. They are not based on purely linguistic considerations, but connected with how people perceive and evaluate different dialects or accents.

【Goal】
By the end of the course, students will:
(1) understand key terminology, concepts, and theories in sociolinguistics,
(2) have an awareness of ongoing language changes in society, and
(3) become familiar with interpreting quantitative/qualitative data for sociolinguistic analysis.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course is a combination of lectures and class discussions. Following a flipped learning model, students are required to read chapter handouts and complete assigned questions before attending each lecture. In-class quizzes and exams are reviewed in detail and receive comments either immediately or during the following week’s lecture.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Overview Linguistics and Sociolinguistics	(1) Outlining the course contents and instructional methodologies (2) Definitions of linguistics and sociolinguistics (3) Interaction between linguistic and social variables
2	Languages and Dialects	(1) How many languages are there in the world? (2) Languages and dialects
3	Regional and Social Variations	(1) Dialect, accent, and variation (2) Regional and social variations
4	William Labov’s Studies	(1) The social stratification of the non-prevocalic /-r/ in NYC (2) Centralized diphthongs in Martha’s Vineyard
5	Language and Gender	(1) Genderlect (2) Sexism and PC (3) Gender and attitudes
6	Language and Ethnicity	(1) AAVE (2) Ethnic markers in utterances (3) Australian accents and ethnic groups in Sydney (4) Features of Maori English
7	Mid-semester Exam Language and Social Class (Part 1)	(1) Mid-semester examination (2) Three Australian accents
8	Language and Social Class (Part 2)	(1) Three New Zealand accents (2) H-dropping in Bradford and Norwich
9	Linguistic Features and Indexicality	(1) Indicators, markers, and stereotypes (2) Indexicality (3) Enregisterment
10	Language Attitudes (Part 1)	(1) Language attitudes (2) Preston’s (1989) study (3) New Zealanders’ attitudes towards a variety of accents
11	Language Attitudes (Part 2)	(1) Rubin’s (1992) study (2) Approaches to language attitudes
12	Bilingualism and Diglossia	(1) Bilingualism and multilingualism (2) Types of bilinguals (3) Singapore as a multilingual country (4) Code-switching and code-mixing (5) Diglossia
13	Standard and Non-standard English Elaborated and Restricted codes Pidgin and Creole	(1) The standard variety of a language (2) Non-standard English (3) Elaborated and restricted codes (4) Pidgin and creole English (5) Pidgin Japanese
14	Summary and Final Exam	(1) Review (2) Final examination

【Work to be done outside of class (preparation, etc.)】
Students are required to read the handouts beforehand so that they can actively participate in discussions. They may also need to consult chapter references or search for relevant online resources. Preparatory study and review time for this course are 2 hours each.

【Textbooks】
No textbooks are used. All handouts are posted on the course website, while additional materials will be provided in the classroom.

【References】
Detailed references and suggestions for further reading are listed on each chapter handout. The following books will be helpful as a general introduction.
Holmes, J., &Wilson, N. (2022). *An introduction to sociolinguistics* (6th ed.). Routledge.
Wardhaugh, R., &Fuller, J. M. (2021). *An introduction to sociolinguistics* (8th ed.). Wiley Blackwell.

【Grading criteria】
Evaluation will be based on in-class discussions and quizzes (20%), a mid-semester exam (40%), and a final exam (40%). Attendance at the first class is mandatory. Having more than two absences is likely to result in failing the course.

【Changes following student comments】
Students have been positive about the contents and method of instruction. Hyperlinked video clips are updated every year.

【Equipment student needs to prepare】
The lectures are delivered using PowerPoint slides and Internet resources. The handouts are downloadable in PDF format.

【Others】
It is highly recommended that students have completed 100-level linguistics courses with a good understanding. This course is cross-listed with the Global Open Program. Non-GIS students may join if they demonstrate solid background in linguistics and meet the minimum English proficiency requirement: TOEFL iBT 80 or IELTS 6.0.

【Prerequisite】
No prerequisite is required.

LIN200ZA（言語学 / Linguistics 200）

【休講】（GO用）Sociolinguistics

休講

Credit(s)：2 ｜ Semester： ｜ Year：2〜4
Day/Period：
Notes：Not Available for ESOP Students. / TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉

【Outline and objectives】
This course provides students with a basic knowledge of sociolinguistics, the study of language in relation to society. The first part of the course is concerned with how individual language use is correlated with a variety of social variables, such as gender, age, class and ethnicity, by outlining a number of previous studies conducted in the English-speaking world. Particular reference is made to the classic research of William Labov, one of the founding figures of quantitative sociolinguistics.

Later lectures focus on how and where a language or dialect is socially placed and ranked within a community, including multi-lingual/dialectal countries such as Singapore. Students who are or are becoming bilingual will find the discussion on bilingualism especially interesting when they learn that its implications not merely vary from one society to another, but have been significantly changing recently. Another major topic is language attitudes. They are not based on purely linguistic considerations, but connected with how people perceive and evaluate different dialects or accents.

【Goal】
By the end of the course, students will:
(1) understand key terminology, concepts and theories in sociolinguistics,
(2) have an awareness of ongoing language changes in society, and
(3) become familiar with interpreting quantitative/qualitative data for sociolinguistic analysis.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course is a combination of lectures and class discussions. Based on a flipped learning model, students have to read chapter handouts and answer assigned questions prior to attending each lecture. Submitted assignments and tests are reviewed in detail and commented on in the following week’s lecture.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Overview Linguistics and Sociolinguistics	(1) Outlining the course contents and instructional methodologies (2) Definitions of linguistics and sociolinguistics (3) Interaction between linguistic and social variables
2	Languages and Dialects	(1) How many languages are there in the world? (2) Languages and dialects
3	Regional and Social Variations	(1) Dialect, accent and variation (2) Regional and social variations
4	William Labov’s Studies	(1) The social stratification of the non-prevocalic /-r/ in NYC (2) Centralized diphthongs in Martha’s Vineyard
5	Language and Gender	(1) Genderlect (2) Sexism and PC (3) Gender and attitudes
6	Language and Ethnicity	(1) AAVE (2) Ethnic markers in utterances (3) Australian accents and ethnic groups in Sydney (4) Features of Maori English
7	Mid-semester Exam Language and Social Class (Part 1)	(1) Mid-semester examination (2) Three Australian accents
8	Language and Social Class (Part 2)	(1) Three New Zealand accents (2) H-dropping in Bradford and Norwich
9	Linguistic Features and Indexicality	(1) Indicators, markers and stereotypes (2) Indexicality (3) Enregisterment
10	Language Attitudes (Part 1)	(1) Language attitudes (2) Preston’s (1989) study (3) New Zealanders’ attitudes towards a variety of accents
11	Language Attitudes (Part 2)	(1) Rubin’s (1992) study (2) Approaches to language attitudes
12	Bilingualism and Multilingualism	(1) Bilingualism and multilingualism (2) Types of bilinguals (3) Singapore as a multilingual country (4) Code-switching and code-mixing (5) Diglossia
13	Standard and Non-standard English Elaborated and Restricted codes Pidgin and Creole	(1) The standard variety of a language (2) Non-standard English (3) Elaborated and restricted codes (4) Pidgin and creole English (5) Pidgin Japanese
14	Summary and Final Exam	(1) Review (2) Final examination

【Work to be done outside of class (preparation, etc.)】
Students are required to read the handouts beforehand so that they can actively participate in discussions. They may also need to consult chapter references or search for relevant online resources. Preparatory study and review time for this course are 2 hours each.

【Textbooks】
No textbooks are used. All handouts are posted on the course website, while additional materials will be provided in the classroom.

【References】
Detailed references and suggestions for further reading are listed on each chapter handout. The following books will be helpful as a general introduction.
Holmes, J., &Wilson, N. (2022). *An introduction to sociolinguistics* (6th ed.). Routledge.
Wardhaugh, R., &Fuller, J. M. (2021). *An introduction to sociolinguistics* (8th ed.). Wiley Blackwell.

【Grading criteria】
Evaluation will be based on in-class quizzes and take-home tasks (20%), a mid-semester exam (40%) and a final exam (40%). Attendance at the first class is mandatory. More than two unexcused absences will result in failure of the course.

【Changes following student comments】
Students have been positive about the contents and method of instruction. Hyperlinked video clips are updated every year.

【Equipment student needs to prepare】
The lectures are delivered using PowerPoint slides and Internet resources. The handouts are downloadable in PDF format.

【Others】
It is highly recommended that students have completed 100-level linguistics courses with a good understanding. This course is cross-listed with the Global Open Program. Non-GIS students may join if they demonstrate solid background in linguistics and meet the minimum English proficiency requirement: TOEFL iBT 80 or IELTS 6.0.

【Prerequisite】
No prerequisite is required.

LIN200ZA（言語学 / Linguistics 200）

【休講】Sociolinguistics

休講

Credit(s)：2 ｜ Semester： ｜ Year：2〜4
Day/Period：

その他属性：〈優〉

【Outline and objectives】
This course provides students with a basic knowledge of sociolinguistics, the study of language in relation to society. The first part of the course is concerned with how individual language use is correlated with a variety of social variables, such as gender, age, class, and ethnicity, by outlining a number of previous studies conducted in the English-speaking world. Particular reference is made to the classic research of William Labov, one of the founding figures of quantitative sociolinguistics.

Later lectures focus on how a language or dialect is positioned and perceived within a community, with examples from multi-lingual/dialectal countries such as Singapore. Students who are or are becoming bilingual will find the discussion on bilingualism particularly intriguing when they learn that its implications not merely vary from one society to another, but have been significantly changing recently. Another major topic is language attitudes. They are not based on purely linguistic considerations, but connected with how people perceive and evaluate different dialects or accents.

【Goal】
By the end of the course, students will:
(1) understand key terminology, concepts, and theories in sociolinguistics,
(2) have an awareness of ongoing language changes in society, and
(3) become familiar with interpreting quantitative/qualitative data for sociolinguistic analysis.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course is a combination of lectures and class discussions. Following a flipped learning model, students are required to read chapter handouts and complete assigned questions before attending each lecture. In-class quizzes and exams are reviewed in detail and receive comments either immediately or during the following week’s lecture.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Overview Linguistics and Sociolinguistics	(1) Outlining the course contents and instructional methodologies (2) Definitions of linguistics and sociolinguistics (3) Interaction between linguistic and social variables
2	Languages and Dialects	(1) How many languages are there in the world? (2) Languages and dialects
3	Regional and Social Variations	(1) Dialect, accent, and variation (2) Regional and social variations
4	William Labov’s Studies	(1) The social stratification of the non-prevocalic /-r/ in NYC (2) Centralized diphthongs in Martha’s Vineyard
5	Language and Gender	(1) Genderlect (2) Sexism and PC (3) Gender and attitudes
6	Language and Ethnicity	(1) AAVE (2) Ethnic markers in utterances (3) Australian accents and ethnic groups in Sydney (4) Features of Maori English
7	Mid-semester Exam Language and Social Class (Part 1)	(1) Mid-semester examination (2) Three Australian accents
8	Language and Social Class (Part 2)	(1) Three New Zealand accents (2) H-dropping in Bradford and Norwich
9	Linguistic Features and Indexicality	(1) Indicators, markers, and stereotypes (2) Indexicality (3) Enregisterment
10	Language Attitudes (Part 1)	(1) Language attitudes (2) Preston’s (1989) study (3) New Zealanders’ attitudes towards a variety of accents
11	Language Attitudes (Part 2)	(1) Rubin’s (1992) study (2) Approaches to language attitudes
12	Bilingualism and Diglossia	(1) Bilingualism and multilingualism (2) Types of bilinguals (3) Singapore as a multilingual country (4) Code-switching and code-mixing (5) Diglossia
13	Standard and Non-standard English Elaborated and Restricted codes Pidgin and Creole	(1) The standard variety of a language (2) Non-standard English (3) Elaborated and restricted codes (4) Pidgin and creole English (5) Pidgin Japanese
14	Summary and Final Exam	(1) Review (2) Final examination

【Work to be done outside of class (preparation, etc.)】
Students are required to read the handouts beforehand so that they can actively participate in discussions. They may also need to consult chapter references or search for relevant online resources. Preparatory study and review time for this course are 2 hours each.

【Textbooks】
No textbooks are used. All handouts are posted on the course website, while additional materials will be provided in the classroom.

【References】
Detailed references and suggestions for further reading are listed on each chapter handout. The following books will be helpful as a general introduction.
Holmes, J., &Wilson, N. (2022). *An introduction to sociolinguistics* (6th ed.). Routledge.
Wardhaugh, R., &Fuller, J. M. (2021). *An introduction to sociolinguistics* (8th ed.). Wiley Blackwell.

【Grading criteria】
Evaluation will be based on in-class discussions and quizzes (20%), a mid-semester exam (40%), and a final exam (40%). Attendance at the first class is mandatory. Having more than two absences is likely to result in failing the course.

【Changes following student comments】
Students have been positive about the contents and method of instruction. Hyperlinked video clips are updated every year.

【Equipment student needs to prepare】
The lectures are delivered using PowerPoint slides and Internet resources. The handouts are downloadable in PDF format.

【Others】
It is highly recommended that students have completed 100-level linguistics courses with a good understanding. This course is cross-listed with the Global Open Program. Non-GIS students may join if they demonstrate solid background in linguistics and meet the minimum English proficiency requirement: TOEFL iBT 80 or IELTS 6.0.

【Prerequisite】
No prerequisite is required.

LIN200ZA（言語学 / Linguistics 200）

【休講】（GO用）Sociolinguistics

休講

Credit(s)：2 ｜ Semester： ｜ Year：2〜4
Day/Period：
Notes：Not Available for ESOP Students. / TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉

【Outline and objectives】
This course provides students with a basic knowledge of sociolinguistics, the study of language in relation to society. The first part of the course is concerned with how individual language use is correlated with a variety of social variables, such as gender, age, class, and ethnicity, by outlining a number of previous studies conducted in the English-speaking world. Particular reference is made to the classic research of William Labov, one of the founding figures of quantitative sociolinguistics.

Later lectures focus on how a language or dialect is positioned and perceived within a community, with examples from multi-lingual/dialectal countries such as Singapore. Students who are or are becoming bilingual will find the discussion on bilingualism particularly intriguing when they learn that its implications not merely vary from one society to another, but have been significantly changing recently. Another major topic is language attitudes. They are not based on purely linguistic considerations, but connected with how people perceive and evaluate different dialects or accents.

【Goal】
By the end of the course, students will:
(1) understand key terminology, concepts, and theories in sociolinguistics,
(2) have an awareness of ongoing language changes in society, and
(3) become familiar with interpreting quantitative/qualitative data for sociolinguistic analysis.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course is a combination of lectures and class discussions. Following a flipped learning model, students are required to read chapter handouts and complete assigned questions before attending each lecture. In-class quizzes and exams are reviewed in detail and receive comments either immediately or during the following week’s lecture.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Overview Linguistics and Sociolinguistics	(1) Outlining the course contents and instructional methodologies (2) Definitions of linguistics and sociolinguistics (3) Interaction between linguistic and social variables
2	Languages and Dialects	(1) How many languages are there in the world? (2) Languages and dialects
3	Regional and Social Variations	(1) Dialect, accent, and variation (2) Regional and social variations
4	William Labov’s Studies	(1) The social stratification of the non-prevocalic /-r/ in NYC (2) Centralized diphthongs in Martha’s Vineyard
5	Language and Gender	(1) Genderlect (2) Sexism and PC (3) Gender and attitudes
6	Language and Ethnicity	(1) AAVE (2) Ethnic markers in utterances (3) Australian accents and ethnic groups in Sydney (4) Features of Maori English
7	Mid-semester Exam Language and Social Class (Part 1)	(1) Mid-semester examination (2) Three Australian accents
8	Language and Social Class (Part 2)	(1) Three New Zealand accents (2) H-dropping in Bradford and Norwich
9	Linguistic Features and Indexicality	(1) Indicators, markers, and stereotypes (2) Indexicality (3) Enregisterment
10	Language Attitudes (Part 1)	(1) Language attitudes (2) Preston’s (1989) study (3) New Zealanders’ attitudes towards a variety of accents
11	Language Attitudes (Part 2)	(1) Rubin’s (1992) study (2) Approaches to language attitudes
12	Bilingualism and Diglossia	(1) Bilingualism and multilingualism (2) Types of bilinguals (3) Singapore as a multilingual country (4) Code-switching and code-mixing (5) Diglossia
13	Standard and Non-standard English Elaborated and Restricted codes Pidgin and Creole	(1) The standard variety of a language (2) Non-standard English (3) Elaborated and restricted codes (4) Pidgin and creole English (5) Pidgin Japanese
14	Summary and Final Exam	(1) Review (2) Final examination

【Work to be done outside of class (preparation, etc.)】
Students are required to read the handouts beforehand so that they can actively participate in discussions. They may also need to consult chapter references or search for relevant online resources. Preparatory study and review time for this course are 2 hours each.

【Textbooks】
No textbooks are used. All handouts are posted on the course website, while additional materials will be provided in the classroom.

【References】
Detailed references and suggestions for further reading are listed on each chapter handout. The following books will be helpful as a general introduction.
Holmes, J., &Wilson, N. (2022). *An introduction to sociolinguistics* (6th ed.). Routledge.
Wardhaugh, R., &Fuller, J. M. (2021). *An introduction to sociolinguistics* (8th ed.). Wiley Blackwell.

【Grading criteria】
Evaluation will be based on in-class discussions and quizzes (20%), a mid-semester exam (40%), and a final exam (40%). Attendance at the first class is mandatory. Having more than two absences is likely to result in failing the course.

【Changes following student comments】
Students have been positive about the contents and method of instruction. Hyperlinked video clips are updated every year.

【Equipment student needs to prepare】
The lectures are delivered using PowerPoint slides and Internet resources. The handouts are downloadable in PDF format.

【Others】
It is highly recommended that students have completed 100-level linguistics courses with a good understanding. This course is cross-listed with the Global Open Program. Non-GIS students may join if they demonstrate solid background in linguistics and meet the minimum English proficiency requirement: TOEFL iBT 80 or IELTS 6.0.

【Prerequisite】
No prerequisite is required.

LIN200ZA（言語学 / Linguistics 200）

Teaching Pronunciation

Katsuya Yokomoto

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：金4/Fri.4
その他属性：〈優〉

【Outline and objectives】
This course will cover the theoretical and practical aspects of pronunciation teaching. We will look at pronunciation variations, and explore possible obstacles that adults and children come across in speech perception and production. We will discuss how teachers can help students learn and understand the articulation of English sounds.

【Goal】
At the end of this course, students will be able to:
(1) Understand and explain the articulation of individual sounds in English,
(2) Understand and explain the basic rules about the connected speech, rhythm, and intonation in English,
(3) Understand the common challenges that learners encounter in learning pronunciation in English, and
(4) Apply the knowledge about the English pronunciation and learners' difficulties into pronunciation teaching.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course is offered through lectures and discussions in class. Handouts are provided in class, and students are expected to participate in all class activities actively. Individual members' contributions to group work are vital to successful learning. Please make sure to complete preparatory study to maximize your contributions to class members and therefore learning outcomes. Good comments in group discussions will be introduced to the class for further discussions, and comments and explanations for tests will be given either in class or in a recording. Written feedback on microteaching will be given to individual students.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction: Pronunciation and pronunciation teaching
2	The consonant system in English	Phonetic symbols of English consonants How to pronounce consonants in English
3	Practical issues in teaching consonants in English	How to teach English consonants Practice planning a lesson on teaching English consonants
4	The vowel system in English	Phonetic symbols of English vowels How to pronounce vowels in English
5	Practical issues in teaching English vowels	How to teach English vowels Practice planning a lesson on teaching English vowels
6	Practice teaching segmentals	Microteaching: Consonants and vowels
7	Review: Teaching segmentals	Review and midterm examination
8	Connected speech in English	Basic rules of connected speech in English Practice planning a lesson on connected speech
9	Stress in English	Word stress and sentence stress in English Practice planning a lesson on stress in English
10	Practice teaching connected speech and stress in English	Microteaching: Connected speech and stress in English
11	Prominence in English	Roles of prominence in English Practice planning a lesson on prominence in English
12	Intonation in English	Basic rules about intonation in English Practice planning a lesson on intonation in English
13	Practice teaching prominence and intonation	Microteaching: Prominence and intonation
14	Review: Teaching suprasegmentals	Review and final examination

【Work to be done outside of class (preparation, etc.)】
Students are expected to read handouts thoroughly and think about the questions and issues in the handouts before class. Students are also expected to refer to recommended readings when necessary as preparatory study for class discussion. If you miss a class, please make sure to contact your classmates or the instructor about lectures, discussions, and assignments. Students are expected to spend 2 hours for preview and 2 hours for review.

【Textbooks】
No textbook will be used.

【References】
Levis, J. M. (2018). Intelligibility, oral communication, and the teaching of pronunciation. Cambridge University Press.
Murphy, J. (2013). Teaching pronunciation. TESOL International Association.
Murphy, J. (Ed.). (2017). Teaching the pronunciation of English: Focus on whole courses. University of Michigan Press.
Celce-Murcia, M., Brinton, D. M., Goodwin, J. M., &Griner, B. (2010). Teaching pronunciation: A course book and reference guide. Cambridge University Press.

【Grading criteria】
Participation (20%), Microteaching (20%), Midterm exam (30%), and Final exam (30%)
Students are expected to attend every class. When you have legitimate reasons for being absent, please notify your instructor of your absence prior to class. Being absent three times without reasonable notice will result in the failure of this course. Students will choose a teaching focus (e.g., consonants) for microteaching, and rubrics for microteaching will be provided in advance.

【Changes following student comments】
Not applicable

【Equipment student needs to prepare】
Students are encouraged to bring their own devices to class.

【Others】
Students who are interested in teaching English and/or teaching pronunciation are welcome.

【Prerequisite】
None

LIN200ZA（言語学 / Linguistics 200）

【休講】Topics in Applied Linguistics

休講

Credit(s)：2 ｜ Semester： ｜ Year：2〜4
Day/Period：

その他属性：〈優〉

【Outline and objectives】
The course will explore how linguistic landscapes reflect complicated relationships between language and society. Linguistic landscapes are defined by Landry and Bourhis (1997) as “the visibility and salience of languages on public and commercial signs in a given territory or region.” Linguistic landscapes is a concept in sociolinguistics to study languages visually used in multilingual societies. We may not perceive Japanese society as multilingual. However, when you look at language use on public signs, you will realize that you are surrounded by more than just one language. Because the function of linguistic landscapes is not only an informational indicator but also a symbolic marker, you can observe our ever-changing society through an investigation of language use in signs. In the course, students will learn about the basic concepts of linguistic landscapes through lectures and literature reviews and deepen their understanding by conducting research.

【Goal】
By the end of the course, students should be able to meet the following objectives:
(1) Becoming aware of the presence of different languages and its meanings in public space,
(2) Understanding how social, political, economic, and technological elements are embedded in linguistic landscapes,
(3) Becoming familiar with the basic theories and methodologies of linguistic landscapes, and
(4) Applying the knowledge to conduct individual research projects.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
The main elements of the course are lectures, discussions, and student presentations. To begin with, the key concepts of linguistic landscapes will be explained. Next, the theories and methodologies of linguistic landscapes will be discussed through literature reviews. During the course, all the literature and extra materials are provided in class or on the course website. The students are encouraged to read the literature before attending a class. Interactive class participation is highly encouraged. Students will be required to carry out small-scale research projects in the field of linguistic landscapes and share their findings in class at the end of the course. Feedback is given both in class and through e-mail. Attendance at the first class is mandatory.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Signage in Tokyo (1)	Terminology (what is linguistic landscapes?)
3	Signage in Tokyo (2)	Methodology (how to classify and analyze signs)
4	Signage in Tokyo (3)	Tendency of LL in Tokyo (Multilingual or monolingual?)
5	Previous research (1)	Linguistic landscapes in Seoul, Korea
6	Previous research (2)	Linguistic landscapes in Bangkok, Thailand
7	Previous research (3)	Linguistic landscapes in Kuala Lumpur, Malaysia
8	Previous research (4)	Linguistic Landscapes in Brussels, Belgium
9	Previous research (5)	Linguistic Landscapes in Montreal, Canada
10	New perspectives on linguistic landscape (1)	The use of Japanese in LL in overseas
11	New perspectives on linguistic landscape (2)	Errors in the use of English in LL
12	Student presentations (1)	Student in-class presentations
13	Student presentations (2)	Student in-class presentations
14	Student presentations (3) Summary	Student in-class presentations Review the course

【Work to be done outside of class (preparation, etc.)】
Students are expected to read the handouts beforehand for class participation and discussion. For giving presentations in class and writing end-term reports, students are required to conduct field research outside of class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
All handouts are posted on the course website.

【References】
Backhaus, P. (2007). *Linguistic landscapes. A comparative study of urban multilingualism in Tokyo*. Clevedon: Multilingual Matters.
Gorter, D., Marten, H. F., &Van Mensel, L. (Eds.). (2011). *Minority languages in the linguistic landscape*. Springer.
Shohamy, E., &Gorter, D. (Eds.). (2008). *Linguistic landscape: Expanding the scenery*. Routledge.
Shohamy, E. G., Rafael, E. B., &Barni, M. (Eds.). (2010). *Linguistic landscape in the city*. Multilingual Matters.
庄司博史, ペート・バックハウス, &フロリアン・クルマス. (2009). 『日本の言語景観』. 三元社.
内山純蔵(監), 中井精一, ダニエル・ロング(編). (2011) 『世界の言語景観 日本の言語景観-景色のなかのことば-』. 桂書房刊.

【Grading criteria】
Class participation and attitude: 20%
Reflection paper: 20%
Presentation: 30%
Research report: 30%

【Changes following student comments】
Student constructive feedback will be taken into consideration.

【Prerequisite】
None.

LIN200ZA（言語学 / Linguistics 200）

【休講】Topics in Applied Linguistics A

休講

Credit(s)：2 ｜ Semester： ｜ Year：2〜4
Day/Period：
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
The course will explore how linguistic landscapes reflect complicated relationships between language and society. Linguistic landscapes are defined by Landry and Bourhis (1997) as “the visibility and salience of languages on public and commercial signs in a given territory or region.” Linguistic landscapes is a concept in sociolinguistics to study languages visually used in multilingual societies. We may not perceive Japanese society as multilingual. However, when you look at language use on public signs, you will realize that you are surrounded by more than just one language. Because the function of linguistic landscapes is not only an informational indicator but also a symbolic marker, you can observe our ever-changing society through an investigation of language use in signs. In the course, students will learn about the basic concepts of linguistic landscapes through lectures and literature reviews and deepen their understanding by conducting research.

【Goal】
By the end of the course, students should be able to meet the following objectives:
(1) Becoming aware of the presence of different languages and its meanings in public space,
(2) Understanding how social, political, economic, and technological elements are embedded in linguistic landscapes,
(3) Becoming familiar with the basic theories and methodologies of linguistic landscapes, and
(4) Applying the knowledge to conduct individual research projects.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
The main elements of the course are lectures, discussions, and student presentations. To begin with, the key concepts of linguistic landscapes will be explained. Next, the theories and methodologies of linguistic landscapes will be discussed through literature reviews. During the course, all the literature and extra materials are provided in class or on the course website. The students are encouraged to read the literature before attending a class. Interactive class participation is highly encouraged. Students will be required to carry out small-scale research projects in the field of linguistic landscapes and share their findings in class at the end of the course. Feedback is given both in class and through e-mail. Attendance at the first class is mandatory.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Signage in Tokyo (1)	Terminology (what is linguistic landscapes?)
3	Signage in Tokyo (2)	Methodology (how to classify and analyze signs)
4	Signage in Tokyo (3)	Tendency of LL in Tokyo (Multilingual or monolingual?)
5	Previous research (1)	Linguistic landscapes in Seoul, Korea
6	Previous research (2)	Linguistic landscapes in Bangkok, Thailand
7	Previous research (3)	Linguistic landscapes in Kuala Lumpur, Malaysia
8	Previous research (4)	Linguistic Landscapes in Brussels, Belgium
9	Previous research (5)	Linguistic Landscapes in Montreal, Canada
10	New perspectives on linguistic landscape (1)	The use of Japanese in LL in overseas
11	New perspectives on linguistic landscape (2)	Errors in the use of English in LL
12	Student presentations (1)	Student in-class presentations
13	Student presentations (2)	Student in-class presentations
14	Student presentations (3) Summary	Student in-class presentations Review the course

【Work to be done outside of class (preparation, etc.)】
Students are expected to read the handouts beforehand for class participation and discussion. For giving presentations in class and writing end-term reports, students are required to conduct field research outside of class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
All handouts are posted on the course website.

【References】
Backhaus, P. (2007). *Linguistic landscapes. A comparative study of urban multilingualism in Tokyo*. Clevedon: Multilingual Matters.
Gorter, D., Marten, H. F., &Van Mensel, L. (Eds.). (2011). *Minority languages in the linguistic landscape*. Springer.
Shohamy, E., &Gorter, D. (Eds.). (2008). *Linguistic landscape: Expanding the scenery*. Routledge.
Shohamy, E. G., Rafael, E. B., &Barni, M. (Eds.). (2010). *Linguistic landscape in the city*. Multilingual Matters.
庄司博史, ペート・バックハウス, &フロリアン・クルマス. (2009). 『日本の言語景観』. 三元社.
内山純蔵(監), 中井精一, ダニエル・ロング(編). (2011) 『世界の言語景観 日本の言語景観-景色のなかのことば-』. 桂書房刊.

【Grading criteria】
Class participation and attitude: 20%
Reflection paper: 20%
Presentation: 30%
Research report: 30%

【Changes following student comments】
Student constructive feedback will be taken into consideration.

【Prerequisite】
None.

LIN200ZA（言語学 / Linguistics 200）

Topics in English Linguistics

Mark Birtles

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4

Day/Period：金3/Fri.3

その他属性：〈優〉

【Outline and objectives】
“Language” is much more than simply words, symbols and grammar. Discourse analysis explores how these tools are used in real life to construct meaning in everyday exchanges. This course is an introduction to the central analysis methods and how they can be applied to examine the interplay between language use, social structures, and power dynamics. Students will explore theoretical frameworks and methodological practices, before applying them to discourse across different forms of communication. Through this theoretical and practical engagement, students will develop an understanding of the nuances of how discourse operates in the real world.

【Goal】
The course goal is to impart competence in the following:
・ Understanding the foundations of discourse analysis
・ Applying different analytical frameworks to discourse
・ Examining naturally occurring discourse across contexts
・ Developing research and analytical skills

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Lectures and readings will introduce the concepts and theories on how discourse analysis can contribute to our understanding of language and the world. At the beginning of each session, concepts from the previous class are reviewed and checked through an exploration of ideas generated in take-home assignments. Discussions and practical exercises allow students to engage with primary texts and case studies to understand how discourse analysis can be used for critical engagement with discourse. Then, students can apply practical tools to understand how language shapes and reflects the world around them, whether analysing a political speech, a newspaper front page, or a casual conversation.
Information on feedback methods will be provided in class.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Introduction	Overview of the weeks ahead
2	What is discourse?	Definition of key terms and the relationship between context and language
3	Discourse &Genre I	Steps in genre analysis
4	Discourse &Genre II	Applying a genre analysis and consideration of social and cultural context
5	Critical Discourse Analysis I	Principles of CDA
6	Critical Discourse Analysis II	An examination of ideology and power
7	Multimodal Discourse I	Kress and van Leeuwen on multimodality
8	Multimodal Discourse II	Multimodality in our world
9	Midterm Assessment	Assessment of theoretical and methodological knowledge
10	Discourse and Conversation I	Aspects of conversation analysis
11	Discourse and Conversation II	Analysis of a conversation
12	Discourse and Society I	An exploration of language, identity and gender
13	Discourse and Society II	Linguistic landscapes
14	Final Assessment	Assessment of theoretical and methodological knowledge

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be required in class, materials will be supplied by the instructor.

【References】
Fairclough, N. (2013). Critical Discourse Analysis: The Critical Study of Language. New York: Routledge.
Gee, J. (2014). An Introduction to Discourse Analysis: Theory and Method. Routledge
Hutchby, I., &Wooffitt, R. (2008). Conversation Analysis (2nd ed.). Cambridge: Polity Press.
Jones, R. (2024). Discourse analysis: A resource book for students. New York: Routledge.
Kress, G., &Van Leeuwen, T. (2021) Reading images: The grammar of visual design New York: Routledge
van Dijk, T. (2008). Discourse and Power. New York: Palgrave Macmillan.
Paltridge, B. (2022) Discourse analysis: an introduction. London: Bloomsbury.

【Grading criteria】
Participation and Discussion (20%) – Engagement in class discussions and application of concepts to real-world examples.
Assignments (10%) – Short critical reflections on readings and class discussions.
Midterm Assessment (20%) – Assessment of theoretical and methodological knowledge.
Conversation analysis (20%) – Writing up and analysing a student conversation
Final Assessment (30%) – Assessment of theoretical and methodological knowledge

【Changes following student comments】
Following feedback comments received last year, the midterm and final exam structure will be redesigned.

【Equipment student needs to prepare】
Please bring a laptop computer to every class. If access to a laptop computer is difficult, please inform the instructor.

【Prerequisite】
None.

LIT200ZA（文学 / Literature 200）

【休講】Comparative Literature

休講

Credit(s)：2 ｜ Semester： ｜ Year：2〜4
Day/Period：
Notes：TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉〈優〉

【Outline and objectives】
What is world literature? Why do some books become global bestsellers while others are deemed untranslatable? How does literature relate to other forms of art such as movies or music? This course will introduce the fundamental issues of modern comparative literary studies, including national canons, world literature, translation, and adaptation. We will discuss how comparing works with other texts across genres, languages, time periods, or forms of media can give us a fuller understanding of not only the text itself, but also how systems of literature combine to influence our impression of the text.

【Goal】
Students will practice critical reading and writing while learning the basic approaches used in comparative literary studies. Students will examine the historical development of comparative literature as a field while utilizing comparative methodology to read and respond to selected texts.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Each class will consist of a lecture on the specified topic followed by group discussions. Short quizzes will be given to assess comprehension of weekly readings. Students will also be evaluated through a midterm examination and final paper. In-class feedback will be given for reaction papers and written assignments.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Class introduction and selection questionnaire
2	What is Comparative Literature?	Basic terms and concepts of the field
3	Interliterary Theory	Relationships between national and world literature canons
4	World Literature	Development of the concept of world literature
5	Global Writing	Writing strategies within world literature
6	Literature and Colonialism	Colonialism and the world literature system
7	Decoloniality	Postcolonial voices in world literature
8	Review and Midterm Examination	A review of topics covered in the first half of the course
9	Themes and Images I	Relationships between language and interpretation
10	Themes and Images II	Specific examples of themes and images used in literature
11	Literature and Translation I	The invisibility of translation
12	Literature and Translation II	"Untranslatable" literature
13	Interartistic Comparison	Modernity, hypertextuality, and the relationship between literature and other forms of media
14	Final Synthesis	Review major themes of the course

【Work to be done outside of class (preparation, etc.)】
Students are expected to perform close readings of weekly reading assignments and prepare to actively engage in class discussions. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Readings will be provided as handouts in class.

【References】
Domínguez, César, et al. *Introducing Comparative Literature: New Trends and Applications*. Routledge, 2015.
Hutchinson, Ben. *Comparative Literature: A Very Short Introduction* Oxford University Press, 2018.

【Grading criteria】
Class contribution (15%), reaction papers and written assignments (20%), quizzes (15%), midterm examination (25%), final paper (25%)

【Changes following student comments】
None.

【Prerequisite】
None.

LIT200ZA（文学 / Literature 200）

Performance Studies

Stevie Suan

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4

Day/Period：木4/Thu.4

その他属性：〈優〉

【Outline and objectives】
This class will explore performance studies, an interdisciplinary field which uses various conceptions of performance to analyze the world around us. To perform can mean many things: to execute (to perform an action), to bring about (to perform a ritual: “I hereby pronounce the official beginning of the Olympics”), to judge (“how well did she perform at the Olympics?”). This includes performance in the traditional sense, such as in the theater, but also in everyday life, in our societies and daily practices of living, how we think about ourselves and our relationship to society: how are we performing when we use SNS or when we change our behavior with friends or family? How can thinking about the world as a series of performances allow us to analyze the news, public elections, gender, branding, and technology. Throughout the class we will be using Richard Schechner’s textbook, developed to introduce Performance Studies, to guide the course. We will look at an overview of the major approaches used in the field, examine their theories, and explore how they can reveal important insights about our world.

【Goal】
In addition to teaching the students about the fundamentals to performance studies, this class aims to develop critical thinking and analytical skills. Throughout the semester students will: 1) learn various methodologies and theories about performance; 2) explore how to apply these concepts to other subject matter beyond the theater; 3) to learn how to articulate what, where, how, and why we are performing; 4) learn how to conduct analyses on various topics by applying the concepts from performance studies.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will be lecture-based, with visual material such as video clips and images. Students will be asked to have group discussions on certain themes. Students will be asked to have group discussions on certain themes. Each week students will be assigned a section from Schechner’s book. This reading will be important background information and/or will be directly addressed as the topic of the lecture and discussion. Lectures will explain in detail and through examples the topic for that class. Discussions based on the lecture will be facilitated by questions from the instructor to help the students explore and develop their critical and analytical skills for that topic. Students will be assessed on their understanding of the lectures and readings through their presentations and papers. Students will receive feedback in class and in written form, based on a grading rubric.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	What is Performance?	Performance beyond the theatrical stage
3	Conceptualizing Performance	Ways of examining performances around us
4	Ritual Practices	Types of rituals across cultures
5	Modern Rituals	Regular practices in modern society
6	Playing and Performance	Thinking about "playing" beyond games
7	Philosophies of Play	Gradients of playfulness in various contexts
8	Performativity of Language	How are words active on us
9	Performativity of Gender	How gender is constituted as practice
10	Ways of Performing	Types of acting and their implications on us
11	Shifting Frames of Reference	Stages in everyday life and how they effect us
12	Intercultural Performances	Performance on the global stage
13	Student Presentations I	Student presentations
14	Student Presentations II	Student presentations; final paper submission

【Work to be done outside of class (preparation, etc.)】
Students should complete the assigned readings before each class and study the notes they take in class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Schechner, Richard. *Performance Studies: An Introduction*. 3rd ed., Routledge, 2013.

【References】
Bial, Henry. *The Performance Studies Reader*. 3rd ed., Routledge, 2013.

【Grading criteria】
Participation 20%
Presentation 40%
Final paper 40%

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

LIT200ZA（文学 / Literature 200）

Studies in Poetry

Christopher Simons

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：木1/Thu.1

その他属性：

【Outline and objectives】
A general introduction to poetry, focusing on the works of a variety of poets from different countries, cultures and eras.

【Goal】
The primary goal of this course is to teach the students an appreciation of poetry, doing so through a close reading of the texts. Additionally, the study of poetry will deepen student knowledge and understanding of English and English-speaking cultures.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Students will learn to analyze poetry, studying its formal elements: rhyme and meter, lineation, tone, voice, figurative language, and so on. By studying how poets see, think, and write about themselves and the world, students will improve their critical thinking, reading, speaking and writing skills. Discussion, comprehension and vocabulary activities, essay writing, and a poetry recitation are all part of the course. Submission of assignments and feedback will be via the Learning Management System.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction of Course	Explanation of course theme, content, grading, participation and attendance requirements
2	Meter and Scanning 1	Selected poetry: analysis and interpretation (accentual meter, syllabic meter)
3	Meter and Scanning 2	Selected poetry: poetry worksheet; reading and identifying poetic techniques and terminology: stress, feet, image, tone, theme
4	Rhyme Schemes	Selected poetry: analysis and marking of rhyme schemes
5	Figures of Speech: Metaphor, Simile	Review of poetic techniques learned weeks 2 - 4 Selected poetry; poetry worksheet; reading and identifying poetic techniques (denotation, connotation)
6	The Sonnet	Selected poetry; analysis and marking of the sonnet form
7	Review &Mid-term Exam	Examination on material read and poetic techniques learned weeks 2 - 6
8	Dramatic Narrative and Monologue	Review of mid-term exam material Reading and analysis of selected narrative and monologue poetry
9	Lyrical Poetry	The ballad; poetry worksheet Reading and identifying poetic techniques
10	Lyrics as Poetry	Selected works: analysis and interpretation
11	Free and Blank Verse 1	Review of poetic techniques learned weeks 8 - 11 Selected works: analysis and interpretation
12	Interpretation and Recital 1	Introduction of selected poet and poem; recital or presentation of poem; peer feedback
13	Interpretation and Recital 2	Introduction of selected poet and poem; recital or presentation of poem; peer feedback
14	(1) Interpretation and Recital 3 (2) Term paper due	3-5 page term paper on recital poem plus one other poem by that same poet

【Work to be done outside of class (preparation, etc.)】
Students must read the material, do required research and study questions for each class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. The instructor will provide handouts, as well as access to course reading materials.

【References】
For term paper formatting:
owl.english.purdue.edu/owl/resource/747/01/
Childs, Peter, and Roger Fowler, editors. The Routledge Dictionary of Literary Terms. 3rd ed., Routledge, 2006.
Eagleton, Terry. How to Read a Poem. Blackwell Publishers, 2007.
Hollander, John. The Work of Poetry. Columbia University Press, 1997.
*Hollander, John. Rhyme’s Reason: A Guide to English Verse. 4th ed., Yale University Press., 2014.
*Hurley, Michael D., and Michael O’Neill. Poetic Form: An Introduction. Cambridge University Press, 2012.
Leighton, Angela. On Form: Poetry, Aestheticism, and the Legacy of a Word. Oxford University Press, 2007.
Leitch, Vincent B., editor. The Norton Anthology of Theory and Criticism. 1st ed., Norton, 2001.
Vendler, Helen, editor. Poems, Poets, Poetry: An Introduction and Anthology. Bedford Books, 1997.
Wolfson, Susan J. Formal Charges: The Shaping of Poetry in British Romanticism. Stanford University Press, 1997.
Poetry Out Loud. 2005. www.poetryoutloud.org. Accessed 5 January 2019. (POL is an organization that promotes poetry recitation and contests.)

【Grading criteria】
Participation (20%); mid-term exam (50%); final paper and recitation (30%).

【Changes following student comments】
A renewed emphasis on instruction in poetry recitation skills.

【Equipment student needs to prepare】
Bring to class: a notebook, the reading material on a laptop or a tablet, or bring a hard copy of the material. Further information will be provided by the instructor.

【Others】
Enrollment is limited to 2nd - 4th year students.

【Prerequisite】
None.

LIT200ZA（文学 / Literature 200）

（GO用）Studies in Poetry

Christopher Simons

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：木1/Thu.1
Notes：Not Available for ESOP Students. / TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉

【Outline and objectives】
A general introduction to poetry, focusing on the works of a variety of poets from different countries, cultures and eras.

【Goal】
The primary goal of this course is to teach the students an appreciation of poetry, doing so through a close reading of the texts. Additionally, the study of poetry will deepen student knowledge and understanding of English and English-speaking cultures.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Students will learn to analyze poetry, studying its formal elements: rhyme and meter, lineation, tone, voice, figurative language, and so on. By studying how poets see, think, and write about themselves and the world, students will improve their critical thinking, reading, speaking and writing skills. Discussion, comprehension and vocabulary activities, essay writing, and a poetry recitation are all part of the course. Submission of assignments and feedback will be via the Learning Management System.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction of Course	Explanation of course theme, content, grading, participation and attendance requirements
2	Meter and Scanning 1	Selected poetry: analysis and interpretation (accentual meter, syllabic meter)
3	Meter and Scanning 2	Selected poetry: poetry worksheet; reading and identifying poetic techniques and terminology: stress, feet, image, tone, theme
4	Rhyme Schemes	Selected poetry: analysis and marking of rhyme schemes
5	Figures of Speech: Metaphor, Simile	Review of poetic techniques learned weeks 2 - 4 Selected poetry; poetry worksheet; reading and identifying poetic techniques (denotation, connotation)
6	The Sonnet	Selected poetry; analysis and marking of the sonnet form
7	Review &Mid-term Exam	Examination on material read and poetic techniques learned weeks 2 - 6
8	Dramatic Narrative and Monologue	Review of mid-term exam material Reading and analysis of selected narrative and monologue poetry
9	Lyrical Poetry	The ballad; poetry worksheet Reading and identifying poetic techniques
10	Lyrics as Poetry	Selected works: analysis and interpretation
11	Free and Blank Verse 1	Review of poetic techniques learned weeks 8 - 11 Selected works: analysis and interpretation
12	Interpretation and Recital 1	Introduction of selected poet and poem; recital or presentation of poem; peer feedback
13	Interpretation and Recital 2	Introduction of selected poet and poem; recital or presentation of poem; peer feedback
14	(1) Interpretation and Recital 3 (2) Term paper due	3-5 page term paper on recital poem plus one other poem by that same poet

【Work to be done outside of class (preparation, etc.)】
Students must read the material, do required research and study questions for each class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. The instructor will provide handouts, as well as access to course reading materials.

【References】
For term paper formatting:
owl.english.purdue.edu/owl/resource/747/01/
Childs, Peter, and Roger Fowler, editors. The Routledge Dictionary of Literary Terms. 3rd ed., Routledge, 2006.
Eagleton, Terry. How to Read a Poem. Blackwell Publishers, 2007.
Hollander, John. The Work of Poetry. Columbia University Press, 1997.
*Hollander, John. Rhyme’s Reason: A Guide to English Verse. 4th ed., Yale University Press., 2014.
*Hurley, Michael D., and Michael O’Neill. Poetic Form: An Introduction. Cambridge University Press, 2012.
Leighton, Angela. On Form: Poetry, Aestheticism, and the Legacy of a Word. Oxford University Press, 2007.
Leitch, Vincent B., editor. The Norton Anthology of Theory and Criticism. 1st ed., Norton, 2001.
Vendler, Helen, editor. Poems, Poets, Poetry: An Introduction and Anthology. Bedford Books, 1997.
Wolfson, Susan J. Formal Charges: The Shaping of Poetry in British Romanticism. Stanford University Press, 1997.
Poetry Out Loud. 2005. www.poetryoutloud.org. Accessed 5 January 2019. (POL is an organization that promotes poetry recitation and contests.)

【Grading criteria】
Participation (20%); mid-term exam (50%); final paper and recitation (30%).

【Changes following student comments】
A renewed emphasis on instruction in poetry recitation skills.

【Equipment student needs to prepare】
Bring to class: a notebook, the reading material on a laptop or a tablet, or bring a hard copy of the material. Further information will be provided by the instructor.

【Others】
Enrollment is limited to 2nd - 4th year students.

【Prerequisite】
None.

LIT200ZA（文学 / Literature 200）

Studies in Popular Fiction

Catherine Munroe Hotes

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：水4/Wed.4
Notes：< GIS students> 2023年度までの入学者は配当年次1〜4年
その他属性：

【Outline and objectives】
A general introduction to popular Western literature, its conventions and formulas, as well as to contemporary tastes in reading.

【Goal】
To guide students to an understanding and appreciation of popular fiction as a distinctive literary field of cultural production. Students will analyze the various features of the field: its use of conventions and formulas; its relation to literature, genre and identity; its readership/fan base; its marketing.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Lecture, readings, and group work. Reading of recent and past examples of popular literature from a variety of sub-genres, including: action-adventure; romance; horror; science fiction; fantasy; children’s. The students will learn to read and think critically and creatively, understanding themes, story lines and character development, and will also learn to identify the conventions of the various sub-genre of popular fiction. Moreover, popular fiction’s popularity among the reading public, as well as the readers who drive popular demand will be examined. Submission of assignments and feedback will be via the Learning Management System.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction	What is popular fiction? An introduction to the history of popular fiction, how genres develop, and how they are defined. Lecture and discussion.
2	Crime Genre 1: Introduction	Introduction to the tropes of the crime genre and its various forms Topics: film noir, film adaptation, cross-cultural adaptation of genre Lecture and discussion.
3	Crime Genre 2: Sherlock Holmes & Arsène Lupin	Transnational genre flows and internet streaming Topic: the use of revisionist genre fiction to explore issues of race, class, and religion Lecture, group work.
4	Crime Genre 3: Arsène Lupin and Japanese Culture	Manga and anime iterations of the crime genre. Lecture, group work. Essay thesis proposal due.
5	Horror 1: Vampire fiction	Introduction to the horror genre Topics: gender and sexuality, racism and anti-Semitism Lecture and discussion.
6	Horror 2: Vampires in Film	An overview of the genre from the 18th century to the present Topics: political interpretations, gothic subcultures, sexuality & taboos Lecture, group work. Annotated Bibliography due.
7	Romance 1: Defining Romance	An overview of the genre from the medieval chivalric romance to the present Topics: contemporary prejudices against “women’s fiction”, feminist interpretations of the genre, introduction to the Regency Romance subgenre Lecture and discussion.
8	Romance 2: Jane Austen Adaptations	Topics: classical historical romance tropes, feminist & post-colonial re-visions. Lecture, group work.
9	Romance 3: Bridgerton	Topics: the debate over Bridgerton and race Key terms: the female gaze, colour-blind casting, revisionist fiction, gender-blind casting, escapist fiction, alternate timeline. Lecture, group work. Essay outline due. Essay workshop, Peer Review assigned.
10	Fantasy 1: A Song of Ice and Fire	An overview of the fantasy genre, its origins and genre tropes Topics: genre fandom, the influence of medieval European history Lecture and discussion.
11	Fantasy 2: Game of Thrones	The Art of Adaptation: how to strike a balance between fan expectations and the conventions of the televisual medium Topics: Comic-con, Cosplay, and fan culture Lecture and discussion. Peer Review of Essays Due.
12	Science Fiction 1: Nausicaä of the Valley of the Wind	An overview of the science fiction genre, its origins and genre tropes Topic: use of genre diction to explore existential crises in contemporary culture (i.e. fears surrounding climate change and nuclear energy)
13	Science Fiction 2: Castle in the Sky	An exploration of science fiction subgenres Lecture and discussion.
14	Concluding Lecture and Discussion	An overview of other genres not discussed in depth in class A class discussion about current genre trends and predictions for the future Lecture and discussion. Final Essay due.

【Work to be done outside of class (preparation, etc.)】
Readings and Preparation (2-4 hours each week), the preparation time includes watching video clips.

【Textbooks】
This is a paperless class. The novels and short stories are all available in digital formats. The lecturer will provide excerpts of the novels for class use. You only need to purchase novels or rent copies of films if you are planning to write your essay on the topic. Secondary sources, videos, and other materials will be made available using online resources or shared files.

【References】
Bordwell, David. *The Way Hollywood Tells It: Story and Style in Modern Movies.* Berkeley: U of California P, 2006.
Fowler, Alastair. *Kinds of Literature: An Introduction to the Theory of Genres and Modes.* Oxford: Oxford UP, 1982.
Neale Steve. *Genre and Hollywood.* New York: Routledge, 1999.

【Grading criteria】
Participation (30%), essay thesis proposal (10%), annotated bibliography (10%), essay outline and partner feedback (20%), final essay (30%)

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
Bring to class: a notebook, the reading material on a laptop or a tablet, or bring a hard copy of the material. Further information will be provided by the instructor.

【Prerequisite】
None.

LIT200ZA（文学 / Literature 200）

Topics in English Literature

Miui Watanabe

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4

Day/Period：月3/Mon.3

その他属性：〈優〉

【Outline and objectives】
This course examines the evolution of literary tradition through the lens of the Arthurian legend, one of the most enduring and adaptable narratives in Western literature. Using key texts from the medieval, Victorian, and modern era, students will explore how themes such as love, loyalty, and moral conflict are reimagined across time. The course also introduces critical approaches to reading texts and other forms of storytelling in modern popular culture, focusing on issues of genre, gender, and the construction of myth. Through this case study, students will develop a deeper understanding of how literary traditions are shaped, adapted, and interpreted. Designed for students with a general interest in literature and mythology, this course builds on foundational skills in literary analysis.

【Goal】
The goal of this course is to:
- Develop an understanding of how themes, characters, motifs evolve across different periods and genres, using the Arthurian legend as a case study for broader literary developments.
- Understand key themes and literary devices of English literary tradition.
- Foster interdisciplinary approaches to literature, connecting literary analysis to history, film criticism, and cultural studies to understand how stories transcend their original medium.
- Develop transferrable skills, such as critical reading and academic writing, developing persuasive arguments supported by textual evidence and critical scholarship.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Each class session will begin with a lecture by the instructor, introducing students to key concepts and providing literary and/or historical context for the relevant work(s). This will be followed by interactive activities, including discussions, group-work, close analytical reading, etc. Students will also be required to regularly submit reaction papers. Submission of assignments and feedback will be via the Learning Management System.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Course description; introduction to literary tradition
2	History and Myth-Making	Historical and cultural origins; issues of historicity
3	Genre	Courtly romance
4	*Le Morte d'Arthur* (1)	Historical context; close reading
5	*Le Morte d'Arthur* (2)	Presentations; discussion of main themes
6	Victorian Arthur (1)	Arthurian Revival; close analytical reading of *Idylls of the King*
7	Victorian Arthur (2)	Cultural context of *Idylls*; discussion of themes
8	Mid-Term	Mid-Term course review; Q&A Session
9	Adaptation: 20th Century Novels	Adapting literary traditions in modern fiction
10	Adaptation: Feminist Re-imaginings	Gender and power dynamics in *Mists of Avalon*
11	Adaptation: Satire and Parody	Social commentary in *A Connecticut Yankee in King Arthur's Court*
12	Adaptation: Film and Popular Culture	Arthurian motifs in modern media
13	Course Synthesis	Essay preparation; Q&A Session
14	Wrap-Up	Review of entire course

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete all assigned readings before each class and arrive prepared to contribute to discussions. Additionally, they will be required to submit assignments, write reaction papers, and prepare for class activities on designated topics. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
None. Reading material will be provided by the instructor.

【References】
Lacy, Norris J., editor. *The New Arthurian Encyclopedia*. Garland Publishing, 1996.
Birch, Dina, editor. *The Oxford Companion to English Literature*. 7th ed., Oxford University Press, 2009.

【Grading criteria】
Evaluation will be based on class participation (30%), group presentations (20%), reaction papers (30%), and the final essay (20%). More than two unexcused absences will result in failure of the course.

【Changes following student comments】
Additional course time to provide support with challenging texts.

【Prerequisite】
None.

LIT200ZA（文学 / Literature 200）

Topics in English Literature

Miui Watanabe

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：月5/Mon.5

その他属性：〈優〉

【Outline and objectives】
This course examines the evolution of literary tradition through the lens of the Arthurian legend, one of the most enduring and adaptable narratives in Western literature. Using key texts from the medieval, Victorian, and modern era, students will explore how themes such as love, loyalty, and moral conflict are reimagined across time. The course also introduces critical approaches to reading texts and other forms of storytelling in modern popular culture, focusing on issues of genre, gender, and the construction of myth. Through this case study, students will develop a deeper understanding of how literary traditions are shaped, adapted, and interpreted. Designed for students with a general interest in literature and mythology, this course builds on foundational skills in literary analysis.

【Goal】
The goal of this course is to:
- Develop an understanding of how themes, characters, motifs evolve across different periods and genres, using the Arthurian legend as a case study for broader literary developments.
- Understand key themes and literary devices of English literary tradition.
- Foster interdisciplinary approaches to literature, connecting literary analysis to history, film criticism, and cultural studies to understand how stories transcend their original medium.
- Develop transferrable skills, such as critical reading and academic writing, developing persuasive arguments supported by textual evidence and critical scholarship.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Each class session will begin with a lecture by the instructor, introducing students to key concepts and providing literary and/or historical context for the relevant work(s). This will be followed by interactive activities, including discussions, group-work, close analytical reading, etc. Students will also be required to regularly submit reaction papers. Submission of assignments and feedback will be via the Learning Management System.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Course description; introduction to literary tradition
2	History and Myth-Making	Historical and cultural origins; issues of historicity
3	Genre	Courtly romance
4	*Le Morte d'Arthur* (1)	Historical context; close reading
5	*Le Morte d'Arthur* (2)	Presentations; discussion of main themes
6	Victorian Arthur (1)	Arthurian Revival; close analytical reading of *Idylls of the King*
7	Victorian Arthur (2)	Cultural context of *Idylls*; discussion of themes
8	Mid-Term	Mid-Term course review; Q&A Session
9	Adaptation: 20th Century Novels	Adapting literary traditions in modern fiction
10	Adaptation: Feminist Re-imaginings	Gender and power dynamics in *Mists of Avalon*
11	Adaptation: Satire and Parody	Social commentary in *A Connecticut Yankee in King Arthur's Court*
12	Adaptation: Film and Popular Culture	Arthurian motifs in modern media
13	Course Synthesis	Essay preparation; Q&A Session
14	Wrap-Up	Review of entire course

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete all assigned readings before each class and arrive prepared to contribute to discussions. Additionally, they will be required to submit assignments, write reaction papers, and prepare for class activities on designated topics. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
None. Reading material will be provided by the instructor.

【References】
Lacy, Norris J., editor. *The New Arthurian Encyclopedia*. Garland Publishing, 1996.
Birch, Dina, editor. *The Oxford Companion to English Literature*. 7th ed., Oxford University Press, 2009.

【Grading criteria】
Evaluation will be based on class participation (30%), group presentations (20%), reaction papers (30%), and the final essay (20%). More than two unexcused absences will result in failure of the course.

【Changes following student comments】
Additional course time to provide support with challenging texts.

【Prerequisite】
None.

LIT200ZA（文学 / Literature 200）

Topics in Japanese Literature I

Kevin Thomas Niehaus

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：金4/Fri.4
Notes：TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉〈優〉

【Outline and objectives】
This course examines the social, political, and cultural forces that shape the canon of Japanese literature available in English translation. In particular, we will focus on translations published in the United States in the postwar period. How did publishers determine which authors to introduce to an American audience, and how did those choices influence our image of Japanese literature in Japan, the US, and globally?

【Goal】
Students will think critically about the discourses of translation, publication, and world literature. Students will also develop critical reading and writing skills through class assignments.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will consist of lectures followed by group discussions. Quizzes will be used to check reading comprehension, and students will complete two papers for midterm and final evaluations. In-class feedback will be given for daily reaction papers, and students will receive personal feedback on written assignments.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction to the class and selection exam
2	The Postwar Translation Project	Knopf and the Japanese literature publication project
3	Osaragi Jiro and Postwar Narratives	Osaragi, *Homecoming*
4	Traditional Aesthetics	Tanizaki, *In Praise of Shadows*
5	Visions of Modernity	Tanizaki, *In Praise of Shadows*
6	Visions of Japan in the Postwar US	Loti, *Madame Chrysantheme*
7	Tanizaki and Orientalism	Tanizaki, *In Praise of Shadows* (1954 translation)
8	Review and Midterm Examination	A review of topics covered in the first half of the course
9	Negotiating Japanese and Western Modernities	Tanizaki, *Some Prefer Nettles*
10	Orientalism and Self-Orientalism	Tanizaki, *Some Prefer Nettles*
11	O-Hisa and Femininity	Tanizaki, *Some Prefer Nettles*
12	Reconsidering the “Return to Japan”	Tanizaki, *Some Prefer Nettles*
13	Tanizaki in Translation	Primary sources related to Tanizaki’s introduction in the US
14	Final Synthesis	A review of the major themes of the course

【Work to be done outside of class (preparation, etc.)】
You are expected to perform close readings of all assigned texts and come to class prepared to engage in discussions with classmates and the instructor. As you read, take notes and jot down any questions you may have. These will be helpful during discussions and allow you to make a positive contribution to the class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Tanizaki, Junichiro. *In Praise of Shadows*. Vintage, 2001.
Tanizaki, Junichiro. *Some Prefer Nettles*. Vintage, 2001.
Other readings will be provided as handouts in class.

【References】
References will be announced in class.

【Grading criteria】
Class contribution (15%), response papers and written assignments (20%) reading quizzes (15%), midterm paper (25%), final paper (25%)

【Changes following student comments】
None.

【Prerequisite】
None.

LIT200ZA（文学 / Literature 200）

Topics in Japanese Literature: History of Japanese Literature in Translation

Kevin Thomas Niehaus

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：金4/Fri.4
Notes：Not Available for ESOP Students.

その他属性：

【Outline and objectives】
This course examines the social, political, and cultural forces that shape the canon of Japanese literature available in English translation. In particular, we will focus on translations published in the United States in the postwar period. How did publishers determine which authors to introduce to an American audience, and how did those choices influence our image of Japanese literature in Japan, the US, and globally?

【Goal】
Students will think critically about the discourses of translation, publication, and world literature. Students will also develop critical reading and writing skills through class assignments.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will consist of lectures followed by group discussions. Quizzes will be used to check reading comprehension, and students will complete two papers for midterm and final evaluations. In-class feedback will be given for daily reaction papers, and students will receive personal feedback on written assignments.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction to the class and selection exam
2	The Postwar Translation Project	Knopf and the Japanese literature publication project
3	Osaragi Jiro and Postwar Narratives	Osaragi, *Homecoming*
4	Traditional Aesthetics	Tanizaki, *In Praise of Shadows*
5	Visions of Modernity	Tanizaki, *In Praise of Shadows*
6	Visions of Japan in the Postwar US	Loti, *Madame Chrysantheme*
7	Tanizaki and Orientalism	Tanizaki, *In Praise of Shadows* (1954 translation)
8	Review and Midterm Examination	A review of topics covered in the first half of the course
9	Negotiating Japanese and Western Modernities	Tanizaki, *Some Prefer Nettles*
10	Orientalism and Self-Orientalism	Tanizaki, *Some Prefer Nettles*
11	O-Hisa and Femininity	Tanizaki, *Some Prefer Nettles*
12	Reconsidering the “Return to Japan”	Tanizaki, *Some Prefer Nettles*
13	Tanizaki in Translation	Primary sources related to Tanizaki’s introduction in the US
14	Final Synthesis	A review of the major themes of the course

【Work to be done outside of class (preparation, etc.)】
You are expected to perform close readings of all assigned texts and come to class prepared to engage in discussions with classmates and the instructor. As you read, take notes and jot down any questions you may have. These will be helpful during discussions and allow you to make a positive contribution to the class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Tanizaki, Junichiro. *In Praise of Shadows*. Vintage, 2001.
Tanizaki, Junichiro. *Some Prefer Nettles*. Vintage, 2001.
Other readings will be provided as handouts in class.

【References】
References will be announced in class.

【Grading criteria】
Class contribution (15%), response papers and written assignments (20%) reading quizzes (15%), midterm paper (25%), final paper (25%)

【Changes following student comments】
None.

【Prerequisite】
None.

LIT200ZA（文学 / Literature 200）

Topics in Japanese Literature II

Kevin Thomas Niehaus

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4

Day/Period：金4/Fri.4

その他属性：〈優〉

【Outline and objectives】
This class considers the development of Modern Japanese literature through a close examination of the literature and thought of the Meiji Era (1868-1912). Through a reading of many of this era's canonical works of fiction, this class will familiarize students with the many and variegated attempts of writers to craft a distinctly modern Japanese literature (from 1868 to 1912), and it will consider the literary, cultural, and socio-historical frames through which scholars have subsequently analyzed these texts.

【Goal】
1.Become familiar with canonical texts in modern Japanese literature
2.Become conversant in contemporary methods of literary analysis
3.Encourage critical thinking and the exchange of ideas
4.Improve one's writing about literature

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Literature classes thrive upon lively and informed conversations. In order to facilitate discussion, students are encouraged to read and think about the readings before class. Students will also be prohibited from using smartphones during class.
Tablets and other devices, however, may be used to access the readings. Additionally, students are required to submit a short reaction paper by midnight of the day before class. Reaction papers should be 250 words (or more), contain an argument about the text, and include evidence to support that argument. Reaction papers should be uploaded to Hoppii.
Finally, depending on the size of the class, students may be asked to read and present on critical texts that have informed how we understand the literature of the Meiji period.
Feedback on assignments will come in several forms. Comments on student writing will be uploaded to Hoppii by the professor, and particularly enlightening comments from the response papers will be introduced in class to deepen discussion.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Greetings	Introduction and Syllabus
2	Between Premodern and Modern	Higuchi Ichiyo
3	Between Premodern and Modern	Koda Rohan
4	First Experiments	Futabatei Shimei and Tsubouchi Shoyo
5	First Experiments	Futabatei Shimei and Tsubouchi Shoyo
6	The Modern Subject	Mori Ogai
7	Naturalism and Romanticism	Kunikida Doppo
8	Naturalism and Romanticism	Izumi Kyoka
9	The I-novel	Tayama Katai
10	The Modern Subject	Natsume Soseki
11	The Modern Subject	Natsume Soseki
12	Women's Writing	Tamura Toshiko
13	Early Modernism	Tanizaki Junichiro
14	The End of Modern Literature	Mori Ogai

【Work to be done outside of class (preparation, etc.)】
All readings must be completed before class. Students will also be required to write a reaction paper and submit it to Hoppii midnight of the day before class.

【Textbooks】
All course materials will be available for download on Hoppii. The uploaded materials will be English translations of the original Japanese fictions, but if students wish, they may also read the original Japanese and discuss that text in class.

【References】
None

【Grading criteria】
50% — In-class participation and attendance. Missing more that two classes in a grade reduction, and missing four classes will result in failure of the course
25% — Reaction papers
25% — Final paper (details to be announced)

【Changes following student comments】
None

【Prerequisite】
None.

PHL300ZA（哲学 / Philosophy 300）

Advanced Topics in Philosophy I

Joel Van Fossen

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：月1/Mon.1
その他属性：〈優〉

【Outline and objectives】
Philosophy of Love
Love comes in many forms: romantic love, familial love, and friendship are some examples. Moreover, love and loving relationships play important roles in human life and well-being, and because of this, many of us are familiar with love. Despite love's familiarity, puzzling philosophical questions arise when reflecting on its nature. What exactly is love? Is love irrational? Can it be immoral? How do advances in technology alter or shape how we think about love? These are all questions that we will explore in this course.

【Goal】
This course has four primary learning goals. First, students will learn about various and diverging views on the philosophy of love. Second, students will improve critical thinking skills when engaging with abstract reasoning, especially in the context of philosophical debate. Third, students will improve their reading skills when confronting nuanced and challenging text. Finally, students will improve their writing skills to communicate complex ideas clearly and confidently.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will begin with a one-hour interactive lecture that includes discussion periods. Students will prepare questions for the discussion period as homework before coming to class. However, for meetings 5-13, student presentations will precede the lecture. Each student must present once throughout the semester. The instructor will provide more detailed instructions on Hoppii. The instructor will provide written feedback on the presentations. In addition to presentations, there will be a final paper. For the final paper, students are required to produce a paper proposal. They are also required to share a draft of their paper with classmates and provide a peer-review report. Feedback for the proposal, peer-review report, and final paper will be provided on Hoppii.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Love, society, and biology
2	Love and rationality 1	Irrational love
3	Love and rationality 2	Loving humanity
4	Love and rationality 3	Love and relationships
5	Love and rationality 4	Loving someone for their good qualities
6	Love and rationality 5	Love and time
7	Love and morality 1	Partiality
8	Love and morality 2	Immoral Love
9	Love and morality 3	Moral Love
10	Love and happiness 1	Love and pleasure
11	Love and happiness 2	Love and meaningfulness
12	Love and Applied Ethics 1	Love, robots, and AI
13	Love and Applied Ethics 2	Love drugs
14	Love and Applied Ethics 2	The right to be loved

【Work to be done outside of class (preparation, etc.)】
Students should complete weekly readings before coming to class. Students should also review their own notes and course slides after every class. Preparatory study time for this class is 3-4 hours, and review time for this class is 2 hours.

【Textbooks】
There are no required textbooks for this course. All readings will be provided by the instructor either in print or online.

【References】
The Stanford Encyclopedia of Philosophy is a great resource for delving further into any topics discussed in class: https://plato.stanford.edu
The philosopher Jim Pryor has created helpful guides for writing and reading philosophy papers. Writing: http://www.jimpryor.net/teaching/guidelines/writing.html Reading: http://www.jimpryor.net/teaching/guidelines/reading.html

【Grading criteria】
Participation (15%), Discussion questions (20%), Presentation (25%), Paper Proposal (5%), Peer-review report (10%), Final paper (25%)

【Changes following student comments】
A presentational component has been added.

【Others】
There are no phones, laptops, or tablets allowed in class. Students may use an electronic dictionary during lectures and discussions, though.

【Prerequisite】
None

PHL300ZA（哲学 / Philosophy 300）

Advanced Topics in Philosophy II

Joel Van Fossen

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：火1/Tue.1

その他属性：〈優〉

【Outline and objectives】
Foundations of Ethics
This course examines whether religion is necessary for a coherent moral framework through the lens of analytic philosophy of religion and contemporary metaethics. The course begins by investigating attempts to ground morality in religion, focusing on Divine Command Theory, moral realism, and the problem of evil. Students will analyze logical and evidential arguments from evil and assess whether theistic accounts can reconcile divine goodness with moral facts and pervasive suffering. The second half of the course turns to secular alternatives, exploring whether morality can be objective without religion. Topics include moral realism and anti-realism, naturalism, constructivism, error theory, and reasons-based ethics. Throughout, emphasis is placed on careful argument reconstruction, conceptual clarity, and the evaluation of competing grounding claims.

【Goal】
This course aims to equip students to analyze foundational questions about moral value, obligation, and authority by engaging both religious and secular moral frameworks; to evaluate the role religion has played in grounding moral norms and shaping moral reasoning, particularly in light of challenges from naturalism, evolution, and moral disagreement; to examine the problem of evil as a central moral and philosophical test case for religious moral frameworks and competing secular accounts; and to develop advanced skills in critical thinking, close reading of philosophical texts, clear and persuasive philosophical writing, and sustained, respectful discussion, including the ability to articulate arguments charitably and respond thoughtfully to opposing views.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will begin with a one-hour interactive lecture that includes discussion periods. Students will prepare questions for the discussion period as homework before coming to class. However, for meetings 5-13, student presentations will precede the lecture. Each student must present once throughout the semester. The instructor will provide more detailed instructions on Hoppii. The instructor will provide written feedback on the presentations. In addition to presentations, there will be a final paper. For the final paper, students are required to produce a paper proposal. They are also required to share a draft of their paper with classmates and provide a peer-review report. Feedback for the proposal, peer-review report, and final paper will be provided on Hoppii.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	The Euthyphro Dilemma
2	Unit 1 - The Problem of Evil	The Metaethical Argument for Theism
3	Unit 1 - The Problem of Evil	The Logical Problem of Evil
4	Unit 1 - The Problem of Evil	The Free Will Defense
5	Unit 1 - The Problem of Evil	The Inductive/Evidential Problem of Evil
6	Unit 1 - The Problem of Evil	Epistemic Limits and Skeptical Theism
7	Unit 1 - The Problem of Evil	Theodicy and the Problem of Horrendous Evils
8	Unit 2 - Secular Foundations and Metaethics	Non-Naturalism and the Naturalistic Fallacy
9	Unit 2 - Secular Foundations and Metaethics	Non-Cognitivism and Moral Language
10	Unit 2 - Secular Foundations and Metaethics	Moral Error Theory and Ontological Queerness
11	Unit 2 - Secular Foundations and Metaethics	Neo-Aristotelian Naturalism
12	Unit 2 - Secular Foundations and Metaethics	Kantian Constructivism
13	Unit 2 - Secular Foundations and Metaethics	Evolutionary Debunking and Moral Skepticism
14	Unit 2 - Secular Foundations and Metaethics	Non-Metaphysical Moral Realism

【Work to be done outside of class (preparation, etc.)】
Students should complete weekly readings before coming to class. Students should also review their own notes and course slides after every class. Preparatory study time for this class is 3-4 hours, and review time for this class is 2 hours.

【Textbooks】
There are no required textbooks for this course. All readings will be provided by the instructor either in print or online.

【References】
The Stanford Encyclopedia of Philosophy is a great resource for delving further into any topics discussed in class: https://plato.stanford.edu
The philosopher Jim Pryor has created helpful guides for writing and reading philosophy papers. Writing: http://www.jimpryor.net/teaching/guidelines/writing.html Reading: http://www.jimpryor.net/teaching/guidelines/reading.html

【Grading criteria】
Participation (15%), Discussion questions (20%), Presentation (25%), Paper Proposal (5%), Peer-review report (10%), Final paper (25%)

【Changes following student comments】
I have weighted assignments more to assessments of student discussion rather than a final paper project.

【Others】
There are no phones, laptops, or tablets allowed in class. Students may use an electronic dictionary during lectures and discussions, though.

【Prerequisite】
None

PHL300ZA（哲学 / Philosophy 300）

Existentialism

Joel Van Fossen

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：金4/Fri.4

その他属性：〈優〉

【Outline and objectives】
Existentialism is a branch of philosophy that confronts some of the most problematic aspects of existence. These include the value of freedom and rationality, whether living an authentic life is achievable, whether life can be meaningful, the nature of absurdity, whether modern life is nihilistic, and the role of emotions in ethics. This course is an in-depth exploration of several themes from existentialist thought. This course focuses on the philosophical writings of Albert Camus, Søren Kierkegaard, Friedrich Nietzsche, Jean-Paul Sartre, Keiji Nishitani, Simone de Beauvoir, and Iris Murdoch.

【Goal】
This course has four primary learning goals. First, students will learn about various and diverging views on the philosophy of existentialism. Second, students will improve critical thinking skills when engaging with abstract reasoning. Third, students will improve their reading skills when confronting nuanced and challenging philosophical and literary texts. Finally, students will improve their writing skills to communicate complex ideas clearly and confidently.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Each meeting will include an interactive lecture with slides and a discussion period. The lectures will occupy roughly one hour of each meeting. Each class will end with a discussion about the lecture content for that day. Students will prepare questions for the discussion period as homework before coming to class. Exams are comprised of short and long essay questions. Students will receive written feedback on their exams for the midterm. For the final exam, they will receive feedback via Hoppii.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	What is existentialism?
2	Albert Camus	Life without objective meaning
3	Søren Kierkegaard 1	The paradox of faith
4	Søren Kierkegaard 2	Teleological suspension of the ethical
5	Friedrich Nietzsche 1	The death of God
6	Friedrich Nietzsche 2	Eternal recurrence and the affirmation of life
7	Midterm exam	Review and midterm exam
8	Jean-Paul Sartre 1	Existence precedes essence
9	Jean-Paul Sartre 2	Bad faith
10	Keiji Nishitani	Buddhism and existentialism
11	Simone de Beauvoir 1	Existentialist ethics
12	Simone de Beauvoir 2	Existentialism and politics
13	Iris Murdoch	The selfishness of existentialism
14	Final Exam	Review, wrap-up, and final exam

【Work to be done outside of class (preparation, etc.)】
Students should complete weekly readings before coming to class. Students should also review their own notes and course slides after every class. Preparatory study time for this class is 3-4 hours, and review time for this class is 2 hours.

【Textbooks】
There are no required textbooks for this course. All readings will be provided by the instructor either in print or online.

【References】
The Stanford Encyclopedia of Philosophy is a great resource for delving further into any topics discussed in class: https://plato.stanford.edu
The philosopher Jim Pryor has created helpful guides for writing and reading philosophy papers.
Writing: http://www.jimpryor.net/teaching/guidelines/writing.html
Reading: http://www.jimpryor.net/teaching/guidelines/reading.html

【Grading criteria】
Class Participation (15%), Discussion Questions (15%), Midterm Exam (30%), Final Exam (40%)

【Changes following student comments】
In previous semesters, students were required to submit 3 short papers. These have been replaced by a midterm exam.

【Others】
There are no phones, laptops, or tablets allowed in class. Students may use an electronic dictionary during lectures and discussions, though.

【Prerequisite】
There is no prerequisite for this course.

PHL300ZA（哲学 / Philosophy 300）

Readings in Philosophy

Robert Sinclair

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：月3/Mon.3

その他属性：〈優〉

【Outline and objectives】
Capitalism – Its Nature and Its Replacement
This course explores the systemic problems of the 21st century — including wealth inequality, global warming, and social alienation — through the combined lenses of Buddhist and Marxist philosophies. Students will examine how these two seemingly disparate traditions provide complementary insights into the nature of human suffering and the socio-economic structures that perpetuate it. The first half of the course focuses on "Right View," analyzing the internal and external causes of our current crisis. The second half, "Right Action," incorporates anarchist thought to investigate the transition toward a more rational, humane, and bottom-up post-capitalist society.

【Goal】
By the end of the course, students will be able to:
1.Analyze Core Philosophies: Explain the fundamental elements of Marxist, Buddhist, and anarchist thought as they relate to political economy and ethics.
2.Identify Complementarity: Demonstrate how Buddhist and Marxist notions of the "self" and "interdependence" can mutually supplement each other to guide political praxis.
3. Critique Capitalist Structures: Evaluate the role of capitalism in creating contemporary socio-economic problems, environmental degradation, and race or gender-based oppression.
4. Deconstruct Power: Analyze the corrosiveness of top-down power structures and the psychological effects of power on individuals and society.
5. Propose Alternatives: Investigate the viability of bottom-up organizational models, such as self-organizing cooperatives (SOCs), as replacements for existing state and market structures.
6. Apply Ethical Mindfulness: Discuss how changing the self through mindfulness and the cultivation of virtues is necessary for effective social and political change.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
L 講義 /Lecture、S 演習/ゼミ /Seminar

【Method(s)】
Students will attend lectures, read related materials and have two written examinations. Feedback on completed assignments will be given in class.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction: The Crisis &The Synthesis	Crisis of Capitalism; Buddhism, Marxism and Anarchism
2	Elements of Buddhist Philosophy	The Four Noble Truths, Compassion, and Interdependence
3	Elements of Marxist Philosophy	Capital, its effects on people, and its role in environmental catastrophe
4	The Nature of the Self &Social Relations	Anatman (Non-self) and Gattungswesen (Species-being)
5	The Complementary Framework	Society, Ethics, and the convergence of Buddhist/Marxist elements
6	The State of the World &Farewell to Capital	Socio-economic, environmental, and political critiques with "2020 Vision"
7	Review &Midterm Exam	Review
8	Transitioning to Action &Power Dynamics	Power and the Psychology of Oppression
9	Building from the Bottom Up	Self-Organising Cooperatives (SOCs) and Solidarity
10	Radical Action &The New Society	Reforming vs. Radical action and dismantling old structures
11	Ideology, Consciousness, and Education	The propagation of capitalist ideology and its dismantling
12	Changing Oneself: Praxis &Mindfulness	Cultivating virtues, mindfulness within/without, and Interbeing
13	Matters Arising & Global Challenges	Race, Gender, War, the Environment, and the Epilogue
14	Final Exam & Wrap-up	Review

【Work to be done outside of class (preparation, etc.)】
Students are expected to read the materials as instructed and prepare for class participation and discussion. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Priest, Graham. Capitalism — Its Nature and Its Replacement: Buddhist and Marxist Insights. Routledge, 2022.
All readings and handouts will be made available in class or through Hoppi.

【References】
Marx and Engels, The Communist Manifesto
Buddhist Scriptures, Lopez, Penguin Books.

【Grading criteria】
Evaluation will be based on a selection exam (10%) class participation (10%) midterm exam (40%) and final exam (40%).

【Changes following student comments】
Some changes have been made to the topics covered in the class.

【Others】
This course is intended for the those new to the philosophical study of society, political economy, and Buddhism presupposing little or no background in philosophy.

【Prerequisite】
none.

PSY300ZA（心理学 / Psychology 300）

Advanced Topics in Social Psychology

Yu Niiya

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：金2/Fri.2

その他属性：〈優〉

【Outline and objectives】
We all want to live a happy life and yet we may be inadvertently creating obstacles to achieving happiness. In this course, students will learn how we get to know ourselves, the maladaptive habits that our minds develop to protect the self from various ego threats, and various ways to improve psychological well-being of the self and others.

【Goal】
Upon completion of the course, students should be able to:
(a) Identify and explain classic and contemporary theories relating to the self.
(b) Critically analyze and synthesize empirical research in social psychology.
(c) Apply their learning to their own life to critically evaluate and explain interpersonal experiences during daily life.
(d) Verbally present their reactions and experiences to course content.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course mostly combines lectures and student-led class discussions on assigned readings. Students will receive oral and written feedback on their discussion questions and reaction papers.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Overview of course and review of syllabus
2	Know Thyself	How do we get to know ourselves? How accurate is our understanding? What are the consequences of knowing ourselves?
3	Evaluating Ourselves (1)	What is self-esteem?
4	Evaluating Ourselves (2)	What is self-esteem for?
5	Evaluating Ourselves (3)	Is it better to have high self-esteem?
6	The Vulnerable and Maladaptive Self (1)	What causes our self-esteem to be vulnerable?
7	The Vulnerable and Maladaptive Self (2)	What do people do to maintain self-esteem? What are the consequences of protecting self-esteem?
8	Self-Analysis Workshop	What causes anxiety? What do I do to protect myself?
9	Reducing Self-Threats (1)	What can we do about our vulnerable self-esteem?
10	Reducing Self-Threats (2)	How can I be compassionate to myself?
11	The Self in the Ecosystem (1)	How can we promote our well-being without worrying about self-esteem?
12	The Self in the Ecosystem (2)	How does supporting others help us?
13	The Self in the Ecosystem (3)	How do compassionate goals allow us to take interpersonal risks?
14	Transcending the Self	What have we learned so far and where do we go from here?

【Work to be done outside of class (preparation, etc.)】
Students should review their notes and be able to explain the major concepts and theories they have learned in previous lectures. They will read the assigned readings before each class and prepare a reaction paper and discussion questions based on the readings. They must also download and print out handouts prior to each class and bring them to class to take notes. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
None.

【References】
The assigned readings will be uploaded on Hoppii.

【Grading criteria】
Students are evaluated based on a final paper (25%), in-class quizzes (10%), discussion questions (15%), reaction papers (30%), and class contribution (20%).

【Changes following student comments】
Some students found it easier to have discussions in small groups while others preferred discussions in a larger group. In fact, several students pointed out that changing the format of the discussion can be refreshing and motivating. I will continue experimenting with the format of the discussions to ensure that everybody feels comfortable sharing their experiences and thoughts during class.

【Others】
Students will be asked to reflect on their daily experiences and share examples that illustrate various concepts and theories covered in the course.
Students who have taken and passed courses in psychology and statistics may be given priority in student selection.

【Prerequisite】
Students must have taken and passed one of the following courses: Social Psychology 1, Social Psychology 2, or Cultural Psychology.

PSY300ZA（心理学 / Psychology 300）

Clinical Psychology

Keiko Ito

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：月6/Mon.6

その他属性：〈優〉

【Outline and objectives】
Major topics include definition, psychological assessment methods, psychotherapy approaches, along with the history of treatment and the role of science in clinical psychology. The course also explores some of the most common mental illnesses.

【Goal】
Major Course Objectives.
By the end of the course, you should be able to:
· Demonstrate an understanding of how clinical psychologists approach mental health from a biological, cognitive, and social perspective.
· Explain the importance of the scientist-practitioner model of clinical psychology.
· Describe the types of questions clinical psychologists ask and realize that appropriate research methods must be employed in order to answer them.
· Identify the major tasks and responsibilities of clinical psychologists as health care professionals.
· Engage with the ethical framework for the practice of psychology.
· Identify diversity issues as they relate to clinical psychology.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Through a series of lectures, readings, exercises, films, and group projects, this course introduces and provides a broad overview of the field of clinical psychology. 1. Final Project -presentation
The final project is to be completed in small groups of students (if you want to do it individually, you must clear it with myself). The goal of the final project is for students to research and present information about the topic of clinical psychology in class by using power-point slides. Projects will focus on and cover the specific topic of clinical intervention. Possible examples of the projects include: Person-centered therapy, Psychodynamics therapy, Humanistic &Existential Psychotherapies, Behavior therapy, Cognitive-Behavioral therapy, Child &Family therapy, Couple therapy, Psychopharmacology, etc.
The topic could be a specific issues in clinical psychology other than intervention, but those who wants to do so must consult myself in advance.
2.Movie Report: A list of movies will be provided in class.
3. Exams: There will be no exam, but a brief final paper will be assigned.
4. Research Article Summary: In order to help you develop your understanding of psychological findings and methodology, you will be required to complete a brief (2 to 5 pages) summary of a research article. Articles appropriate for this paper can be found on the website or in library. Use an article of interest to you as long as it is appropriate to the course content and relevant to the field of clinical psychology.
Insightful comments from reaction papers will be introduced in class and used in deeper discussions.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Orientation & Guidance.	Orientation &Guidance.
2	History	The history of psychiatry and clinical psychology.
3	Group project discussion / Library research Overview of Assessment (1)	Assessment of psychopathology and personality Projective tests personality test
4	Overview of Assessment (2)	Intelligence testing Neuropsychological assessment, behavioral assessment DSM &ICD 10
5	Major Psychiatric Disorder (1)	Anxiety disorder(includes panic/ OCD / PTSD)
6	Major Psychiatric Disorder (2)	Mood disorder (depression / bipolar)
7	Major Psychiatric Disorder (3)	Schizophrenia
8	Developmental Disorders	ADHD Learning disorder Autisic syndrome
9	Culture Issues in Clinical Psychology	Multicultural counseling Therapists’ culture identity development
10	Stress management	Stress and its coping methods
11	Clinical Interventions/ Therapies	Psychoanalytic Therapy, Person Centered Therapy, CBT, Behavior Therapy, and other psychological interventions
12	Group Project Presentation (1)	Topics in clinical psychology and its intervention (2)
13	Group Project Presentation (2)	Topics in clinical psychology and its intervention (3)
14	The Road to Becoming a Clinical Psychologist	Wrap up

【Work to be done outside of class (preparation, etc.)】
・Class Preparation: An active learning approach requires students to prepare the readings and assignments BEFOFE class.
・Group Project: Students should expect to allocate time outside of class to meet with their group members to discuss/ prepare project assignment.
・Movie assignments: Write reflection essays on the movie.
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
None.

【References】
・Class handouts will be provided in class.
・Supplemental readings will be provided in class.
・There will be an instructions session for how to find the research article assignment and articles to use in class.
・The APA Ethics Code including 2010 amendments can be downloaded for free directly from the APA website: http://www.apa.org/ethics/code/index.aspx.

【Grading criteria】
Participation: 20%
Reaction Papers: 10%
Movie Report (2): 10%
Group (or individual) Project: 35%
Research Article Summary: 10%
Final Report: 15%
Total: 100%

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
Not in particular (there will be a power point presentation in class).

【Others】
Dates and contents of a class may change somewhat depending on our progress in covering the material.
Office hours (contact by email).

【Prerequisite】
None.

PSY300ZA（心理学 / Psychology 300）

Community Psychology

Alma Jeftic

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：月4/Mon.4

その他属性：〈優〉

【Outline and objectives】
This course has been designed to provide a rigorous undergraduate-level introduction to the theories and methods of community psychology. Community psychology is concerned with person-environment interactions and the ways society impacts individual and community functioning. The field focuses on social issues, social institutions, and other settings that influence individuals, groups, and organizations. Community psychology aims to optimize the well-being of individuals and communities with innovative alternative interventions designed in collaboration with affected community members and with other related disciplines inside and outside of psychology. Students are expected to gain a comprehensive understanding of working knowledge and skills in community psychology, as practiced around the world.

【Goal】
Upon completion of the course, students are expected to achieve the following goals:
(a) to develop an understanding of the role of social-historical factors in the development of community psychological perspectives while dispelling the popular myth about the field;
(b) to gain a working knowledge of different theoretical approaches for prevention of social and psychological problems in the community and begin to think about how these can be practically implemented and evaluated;
(c) to critically analyze the literature in community psychology; and
(d) to understand the nature of professional careers and practices in community psychology.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar、L 講義 /Lecture

【Method(s)】
This course combines several different kinds of pedagogical strategies including lectures, class discussion, film discussion, and small group work. The requirements of the course include: (a) active participation, preparation, and engagement in class, (b) in-class and take-home exercises, and (c) midterm and final exam. Feedback will be provided via individual face-to-face sessions and/or the Hosei Hoppi System.
Required Readings
Students are expected to come to class fully prepared to participate in class discussion and other activities. In order to do so, students are required to have read the readings for each module prior to coming to class sessions.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction & Overview	Introduction &Overview
2	Community Psychology (CP): History, Values, & Assumptions	Introduces and discusses key historical events, values and assumptions in CP practice and research
3	Embracing Social Change	Discusses the nature of social change and theories
4	Empowerment	Introduces several empowerment models and theories of empowerment
5	Community and Citizen Participation	Discusses theoretical frameworks for community and citizen participation
6	Ecological and Environmental Approaches (1)	Introduces ecological models for understanding life space
7	Ecological and Environmental Approaches (2)	Discusses ecological interventions and a video presentation
8	Midterm Review	In-Class Review and/or Film Review
9	Appreciating and Affirming Human and Cultural Diversity	Discusses models of human diversity and interventions around the world
10	Prevention, Strengths &Promotion Approaches (1)	Discusses key concepts in prevention science
11	Prevention, Strengths &Promotion Approaches (2)	Introduces “best practices” in prevention interventions
12	Stress &Coping Approaches	Compare and contrast several clinical approaches to stress and coping with CP approaches
13	Social Justice Approaches	Introduces the idea of social justice for community psychology
14	Emerging Trends in Community Psychology Final Exam	Ends the course with discussion on several recent trends and future directions in CP research and practice; Final Exam will be given at the end.

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete all the reading assignments, and are prepared to engage in class activities and discussion. The course requirements and assignments are explained above in the Method(s) section, but depending on the level of students’ preparation and interest, chances are that some of the requirements may be subject to change slightly, if not entirely. Preparatory study and review time for this class are 3 hours each.

【Textbooks】
Class readings will be available online. Some of the chapters will be drawn from the following textbooks, and from American Journal of Community Psychology, American Psychologist, Journal of Community Psychology, etc.
Kelly, J.G. et al. (2004). Six community psychologists tell their stories: History, contexts, and narratives. Binghamton, NY: Haworth Press.
Jason, L. A. et al. (2019). Introduction to community psychology. Downloadable free of charge from https://press.rebus.community/introductiontocommunitypsychology/

【References】
Additional references and readings will be introduced and/or provided in class.

【Grading criteria】
The following show approximate activity-by-activity percentage points toward your final course grade: (a) Active Participation, Preparation, and Engagement (30%); (b) In-class and take-home Exercises (30%) and (c) Midterm (20%) and Final (20%). Please note that students are expected to be actively involved in class by sharing your ideas and thoughts, reactions to lectures and class discussion, based on careful reading of the assigned materials.

【Changes following student comments】
From time to time during class sessions, ideas and opinions are solicited from students regarding the class structure and format.

【Equipment student needs to prepare】
None.

【Others】
Successful completion of general psychology, social psychology, clinical psychology, or a few psychology-related courses may be assumed and desirable, but not required. Additional coursework in sociology, education, social work, public health, international relations, anthropology, etc. would be useful.
Use of Internet technology esp. AI (Chat GPT particularly) must comply with Hosei University’s guidelines.

【Prerequisite】
It would be helpful if any intro, social, or developmental psych courses were taken previously.

PSY300ZA（心理学 / Psychology 300）

Cultural Psychology

Yu Niiya

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：月3/Mon.3
Notes：TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉〈優〉

【Outline and objectives】
This course introduces the perspectives and major research findings of cultural psychology. The course will introduce general theories and perspectives underlying cultural psychology, explore cultural influences on a wide range of psychological processes, including socialization, self-concept, motivation, emotion, and cognition. The course will also explain the mechanisms underlying cultural differences and examine the process of acculturation and biculturalism in an increasingly diverse world. Throughout the course, students will learn how culture (i.e., institutions, social interactions, and cultural ideas) shapes the way we think and behave and how we, at the same time, shape these cultures.

【Goal】
One of the aims of this course is to introduce students to the perspectives, research methods, and findings of cultural psychology. Another equally important aim of this course is cultivating students' abilities to understand and deal with variations in psychological processes across cultural and ethnic groups, as well as to gain an understanding of the cultural groundings of their own experiences and actions. By the end of the course, students will be able to demonstrate understanding of how cultural systems influence individuals' psychological processing, including development, self-concepts, motivation, emotion, and cognition. They will also critically engage and analyze cultural products, such as books, films, and advertisements.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Instructional methods include lectures, films, discussion over assigned readings, and small group activities. Feedback on the assignments will be given on Hoppii and also verbally in class.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	What is culture? Why is cultural psychology important?
2	Models of Person, Self, and Agency I	How are different "selves" constructed?
3	Models of Person, Self, and Agency II	What are the independent models and their consequences?
4	Models of Person, Self, and Agency III	What are the interdependent models and their consequences?
5	Culture and Emotion I	How does culture shape our emotions?
6	Culture and Emotion II	How does culture shape how we should feel?
7	Review and Midterm Exam	What have we learned so far? Multiple choice and short-essays
8	Culture and Cognition I	How does culture shape what we perceive in the world?
9	Culture and Cognition II	How does culture shape how we make sense of others' behaviors?
10	Culture and Cognition III	Where do these cultural differences come from?
11	Socialization I	How do cultural practices shape us?
12	Socialization II	How does education shape us?
13	Review and Final Exam	What have we learned so far? Multiple choice and short-essays
14	Acculturation and Biculturalism	How do we adjust ourselves to the cultural contexts?

【Work to be done outside of class (preparation, etc.)】
Students should review their notes before each class and be prepared to explain the major concepts and theories they have learned. Students must download and print out the handouts before each class and bring them to class to take notes. Students are required to do the assigned readings and submit reaction papers during the term. Each student will be asked to find and share an example of a cultural product or practice and connect it to the course material.

【Textbooks】
None.

【References】
Heine, S. J. (2015). *Cultural Psychology.* New York: Norton.
Cohen, D. &Kitayama, S. (2019). *Handbook of cultural psychology.* Second edition. New York: Guilford Press.
Markus, H. R., &Conner, A. (2013). *Clash! 8 cultural conflicts that make us who we are.* New York: Hudson Street Press.
The reference books are available in the library and the GIS Reference Room for those who wish to learn about each topic in more detail. Handouts and reading materials are on the course website.

【Grading criteria】
Final grades are based on two exams (25% each), reaction papers for assigned readings (30%) , presentation over a cultural product (10%) , and class participation (10%).

【Changes following student comments】
Students found this class difficult but appreciated the challenge. A lot of the class materials have been updated to address the dynamics of culture and individuals, going beyond the comparisons between cultures.

【Prerequisites】
Students must have taken and received credits in at least one (preferably both) of the following courses: Social Psychology I, Social Psychology II. Exception applies to those who have done study abroad the previous year(s). Please ask the instructor for permission on the first day of class.

PSY300ZA（心理学 / Psychology 300）

Topics in Morality

Christopher Kavanagh

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：月3/Mon.3

その他属性：〈優〉

【Outline and objectives】
This course is introduces students to the major theoretical perspectives and empirical research on morality, with a primary focus on psychological approaches. In recent decades, there has been a renaissance in research exploring morality and its associated psychological aspects. Accordingly, this course will emphasize psychological research from a variety of fields, including cognitive psychology, comparative psychology, social psychology, developmental psychology, and evolutionary psychology, while also incorporating discussions of related work in philosophy, animal behavior, economics, and neuroscience.
The course provides an introductory overview of morality and related research while also addressing core questions, such as: What is morality? Where does it come from? Do humans have core innate moral intuitions, or are they socially learned and culturally dependent? Is there evidence of morality in any other species?
By the end of the course, students will be better equipped to evaluate answers to these questions and the ongoing debates that surround them.

【Goal】
By the end of the course, students should be able to:
1) Recognise and explain key terms and major theoretical approaches in the study of morality, with a focus on psychological perspectives.
2) Discuss relevant empirical studies, identifying strengths and weaknesses in their methodologies and theoretical models.
3) Compare and contrast different theories of morality and evaluate their application to selected scenarios and real-world situations.
4) Critically assess key theoretical approaches from various disciplines and consider their relevance to everyday moral judgments and decision-making.
5) Apply theoretical frameworks to case studies and assess real-world interactions by integrating psychological and interdisciplinary perspectives.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course uses a combination of lectures and group discussions. Each class begins with lectures introducing key topics and theories, followed by group discussions focusing on related readings and debates. Reaction papers will be assigned for selected topics to encourage deeper engagement with the material. Over the course of the semester, students will prepare an oral presentation discussing the research on a topic of their choice covered in the course. Midterm and final exams will consist of questions evaluating lecture content and core readings. Readings, reaction papers, and feedback will be provided via the online class platform.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction to Psychology of Morality	Introduction to Psychology of Morality
2	What is morality?	Introducing key psychological theories of morality, including classical approaches &moral foundations theory.
3	Where does morality come from?	Exploring the evolutionary origins of morality and comparative research on morality in non-humans.
4	Morality and religion	Examining the complex relationship between religion and morality and the impact of concepts like supernatural punishment and High Gods.
5	Person Centred Morality	Exploring how Virtue Ethics and Person-Centred Approaches offer an alternative to deontological and utilitarian perspectives.
6	Developmental Psychology and Morality	Addressing the evidence for innate moral intuitions in infants.
7	Mid-Term Exam & Review	Mid-Term Exam &Review
8	Emotions and Moral Judgments	Examining the role that emotional responses, especially disgust, play in determining moral judgments and the social intuitionist model
9	Mind Perception and Moral Judgement	Reviewing how perception of intentionality &agency impact moral judgements and the Dyadic Morality model
10	Empathy: For & Against	Exploring the arguments for and against empathy as a core component of ethical moral systems.
11	The role of punishment in morality	Examining the role of punishment in moral systems and how it influences psychological responses
12	Moral Responsibility, Free Will & Determinism	Addressing the various perspectives on free will and how they impact concepts of moral responsibility.
13	Morality and Politics	Exploring the role that moral sentiments play in determining political beliefs and moral outrage debates.
14	Final Examination & Wrap-up	Final Exam &Course Wrap Up

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete weekly reading assignments, participate in class discussions, and prepare an oral presentation on a topic of their choice. Reaction papers will be assigned for specific weeks and can be submitted online via Google Classroom. Preparatory study and review time for this class will be at least 4 hours per week.

【Textbooks】
All readings will be distributed by the instructor.

【References】
Joshua Greene (2014). *Moral Tribes: Emotion, Reason and the Gap Between Us and Them* (English Edition), Penguin Books.
Valerie Tiberius (2014). *Moral Psychology: A Contemporary Introduction*(First Edition), Routledge Contemporary Introductions to Philosophy).
These books are not necessary to buy but provide good introductions to the topics covered on the course.

【Grading criteria】
Presentation 25%
Mid-term exam 25%
Final exam 25%
Reaction papers &In-class participation 25%

【Changes following student comments】
More details will be provided earlier in the course in regards to the presentations and essay structures required for the course. And earlier classes will devote some time to quizzes and discussions that ensure that students have understood the core approaches before the second half of the course.

【Equipment student needs to prepare】
There is no specialist equipment required beyond a PC/laptop and access to the internet. Some classes may be held online. Weekly readings and reaction papers will be distributed via Google Classroom.

【Others】
None.

【Prerequisite】
You must have taken and received credits in at least 2 courses in psychology.

PSY300ZA（心理学 / Psychology 300）

Psychology of Morality

Christopher Kavanagh

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：月3/Mon.3
Notes：Not Available for ESOP Students.

その他属性：

【Outline and objectives】
This course is introduces students to the major theoretical perspectives and empirical research on morality, with a primary focus on psychological approaches. In recent decades, there has been a renaissance in research exploring morality and its associated psychological aspects. Accordingly, this course will emphasize psychological research from a variety of fields, including cognitive psychology, comparative psychology, social psychology, developmental psychology, and evolutionary psychology, while also incorporating discussions of related work in philosophy, animal behavior, economics, and neuroscience.
The course provides an introductory overview of morality and related research while also addressing core questions, such as: What is morality? Where does it come from? Do humans have core innate moral intuitions, or are they socially learned and culturally dependent? Is there evidence of morality in any other species?
By the end of the course, students will be better equipped to evaluate answers to these questions and the ongoing debates that surround them.

【Goal】
By the end of the course, students should be able to:
1) Recognise and explain key terms and major theoretical approaches in the study of morality, with a focus on psychological perspectives.
2) Discuss relevant empirical studies, identifying strengths and weaknesses in their methodologies and theoretical models.
3) Compare and contrast different theories of morality and evaluate their application to selected scenarios and real-world situations.
4) Critically assess key theoretical approaches from various disciplines and consider their relevance to everyday moral judgments and decision-making.
5) Apply theoretical frameworks to case studies and assess real-world interactions by integrating psychological and interdisciplinary perspectives.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course uses a combination of lectures and group discussions. Each class begins with lectures introducing key topics and theories, followed by group discussions focusing on related readings and debates. Reaction papers will be assigned for selected topics to encourage deeper engagement with the material. Over the course of the semester, students will prepare an oral presentation discussing the research on a topic of their choice covered in the course. Midterm and final exams will consist of questions evaluating lecture content and core readings. Readings, reaction papers, and feedback will be provided via the online class platform.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction to Psychology of Morality	Introduction to Psychology of Morality
2	What is morality?	Introducing key psychological theories of morality, including classical approaches &moral foundations theory.
3	Where does morality come from?	Exploring the evolutionary origins of morality and comparative research on morality in non-humans.
4	Morality and religion	Examining the complex relationship between religion and morality and the impact of concepts like supernatural punishment and High Gods.
5	Person Centred Morality	Exploring how Virtue Ethics and Person-Centred Approaches offer an alternative to deontological and utilitarian perspectives.
6	Developmental Psychology and Morality	Addressing the evidence for innate moral intuitions in infants.
7	Mid-Term Exam & Review	Mid-Term Exam &Review
8	Emotions and Moral Judgments	Examining the role that emotional responses, especially disgust, play in determining moral judgments and the social intuitionist model
9	Mind Perception and Moral Judgement	Reviewing how perception of intentionality &agency impact moral judgements and the Dyadic Morality model
10	Empathy: For & Against	Exploring the arguments for and against empathy as a core component of ethical moral systems.
11	The role of punishment in morality	Examining the role of punishment in moral systems and how it influences psychological responses
12	Moral Responsibility, Free Will & Determinism	Addressing the various perspectives on free will and how they impact concepts of moral responsibility.
13	Morality and Politics	Exploring the role that moral sentiments play in determining political beliefs and moral outrage debates.
14	Final Examination & Wrap-up	Final Exam &Course Wrap Up

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete weekly reading assignments, participate in class discussions, and prepare an oral presentation on a topic of their choice. Reaction papers will be assigned for specific weeks and can be submitted online via Google Classroom. Preparatory study and review time for this class will be at least 4 hours per week.

【Textbooks】
All readings will be distributed by the instructor.

【References】
Joshua Greene (2014). *Moral Tribes: Emotion, Reason and the Gap Between Us and Them* (English Edition), Penguin Books.
Valerie Tiberius (2014). *Moral Psychology: A Contemporary Introduction*(First Edition), Routledge Contemporary Introductions to Philosophy).
These books are not necessary to buy but provide good introductions to the topics covered on the course.

【Grading criteria】
Presentation 25%
Mid-term exam 25%
Final exam 25%
Reaction papers &In-class participation 25%

【Changes following student comments】
More details will be provided earlier in the course in regards to the presentations and essay structures required for the course. And earlier classes will devote some time to quizzes and discussions that ensure that students have understood the core approaches before the second half of the course.

【Equipment student needs to prepare】
There is no specialist equipment required beyond a PC/laptop and access to the internet. Some classes may be held online. Weekly readings and reaction papers will be distributed via Google Classroom.

【Others】
None.

【Prerequisite】
You must have taken and received credits in at least 2 courses in psychology.

EDU300ZA（教育学 / Education 300）

English Teaching in Primary School: Advanced

Tomoko Shigyo

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：金1/Fri.1

その他属性：〈優〉

【Outline and objectives】
This course is for students intending to teach English to young learners as primary pupils. It provides an overview of the curriculum development of the teaching of English in primary school based on second language learning (SLL) theories to primary pupils. Its purpose is to cultivate skills to implement second language (L2) education in primary school appropriately. It particularly looks at how to design English classes to facilitate literacy skills (reading and writing) of primary pupils with consideration to make consistency in L2 education from the primary to secondary levels. Students are encouraged to develop their own perspectives on designing English classes and practice modern EFL pedagogy such as content and language integrated learning (CLIL) and using picture books.

【Goal】
Upon completion of this course, students should be able to do the following:
1. Understand how children learn to read and write.
2. Understand how to link picture books with curriculum.
3. Develop curriculum of CLIL using picture books.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Developing a lesson plan, micro-teaching and final assignment are required for the completion of this course; students are to create their lesson plans and demonstrate their English lessons based on the plans. They are required to reflect on their lessons in class and to revise their lesson plans based on the reflection in the final assignment. Submission of the final requirements and feedback will be on the learning management systems (HOPPII).

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Course guidance
2	Issues in Children Learning L2: Literacy (1)	Phonological awareness and children’s development
3	Issues in Children Learning L2: Literacy (2)	For starting to read and write in English
4	Issues in Children Learning L2: Picture books	Development of children’s literacy-picture books
5	Issues in Children Learning L2: Stories (1)	Learning through stories
6	Issues in Children Learning L2: Stories (2)	Language and stories
7	Lesson Planning (1)	Curriculum development (1)
8	Micro-teaching (1)	Micro-teaching (1), review and discuss(1)
9	Issues in Children Learning L2: CLIL	Introduction of CLIL
10	Issues in Children Learning L2: CLIL with picture books	CLIL and picture books
11	Issues in Children Learning L2: Assessment	CLIL and assessment
12	Lesson Planning (2)	Curriculum development (2)
13	Micro-teaching (2)	Micro-teaching (2), review and discuss(2)
14	Consolidation of English Teaching in Primary School: Advanced	Reflection &Summary

【Work to be done outside of class (preparation, etc.)】
Every week before attending class, students are expected to have completed the assigned readings. Students are required to choose a topic, prepare a presentation, and write a reflective paper. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Cameron, L. (2001). Teaching Languages to Young Learners. Cambridge University Press.

【References】
1. Coyle, D., Hood, P., Marsh, D. (2010). CLIL: Content and lanugage integrated learning. Cambridge.
2. Dale, L. and Tanner, R. (2012). CLIL Activities: A resource for subject and language teachers. Cambridge University Press.
3. Mehisto, P. (2008). Uncovering CLIL: Content and language integrated learning in bilingual and multilingual education. MacMillan Education, Limited
4. Jalongo, M. R. (2004). Young chidren and picture books.Naeyc.
5. Fresch, M. J. and Hakins, P. (2009). The power of picture books: Using content area literature in middle school. NCTE.
6. 吉田真理子・佐藤佳子・執行智子（2021） 『小学校英語に児童文学をー絵本・ナーサリーライム・ストーリーテリングの世界に遊ぶ』春風社
7. 津田塾大学言語文化研究所早期英語教育研究会（編）（2022）『創造的な学びを育む初等英語教育ー時代を超えて生き続ける理論と実践』朝日出版社
8. 文部科学省（2017）『小学校学習指導要領（平成29年告示）解説外国語活動・外国語編』開隆堂

【Grading criteria】
Evaluation will be based on:
1. Class participation (30%)
2. Micro-teaching (30%)
3. Final assignment (40%)
More than 2 unexcused absences will result in failure of this course.

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
Use a laptop in class, get lecture materials, etc. on Hoppi.

【Prerequisite】
None.

EDU300ZA（教育学 / Education 300）

TESOL IV: Testing and Evaluation

Machiko Kobori

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：木5/Thu.5

Notes：TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉

【Outline and objectives】
This course is for student teachers of English. It explains how to evaluate learners and teachers in L2 education. It encourages students to examine, discuss and assess practices in L2 education.
This course focuses on issues in assessing EFL/ESL learners and teachers: it encourages student teachers to reflect on EFL/ESL learning. The course provides opportunities to explore a wide range of ideas with a consideration to make consistency in language education from the primary to secondary levels.

【Goal】
Upon completion of this course, students should be able to demonstrate the following:
1. Explain the core issues in L2 education testing and its integration with ICT.
2. Identify testing components.
3. Design testing materials that match educational objectives.
4. Employ a principled approach to the design, creation and implementation of materials testing and evaluation.
5. Understand what is required to qualify as an English teacher.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Student teachers will learn how to create English tests as well as how to integrate ICT with it, and then make presentations. They must create their own English tests. The course finishes with a writing assignment and final examination.
Submission of the final requirements and feedback will be on the learning management systems.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Course guidance
2	Issues in Assessing Language Learning (1)	Aims and methods
3	Issues in Assessing Language Learning (2)	Issues in action research
4	Issues in Assessing Language Learning (3)	1. Teaching and testing 2. Kinds of tests and testing 3. Common test techniques
5	Issues in Assessing Language Learning (4)	1. Validity 2. Reliability 3. Achieving beneficial backwash
6	Issues in Assessing Language Learning (5)	1. Stages of test development 2. Test administration
7	Issues in Assessing Language Learning (6)	1. Scoring procedures 2. Criterial level of performance
8	Issues in Assessing Language Learning (7)	1. Testing writing 2. Testing oral ability 3. Testing reading
9	Issues in Assessing Language Learning (8)	1. Testing listening 2. Testing grammar and vocabulary 3. Testing overall ability
10	Planning Tests (1)	Introduction to testing for the lower secondary level: checking contents, materials, procedure and performance
11	Planning Tests (2)	Introduction to testing for the upper secondary level: checking contents, materials, procedure and performance
12	Demonstration of Testing (1)	Testing for the lower secondary level: test administration, scoring, evaluation and review
13	Demonstration of Testing (2)	Testing for the upper secondary level: test administration, scoring, evaluation and review
14	Final Exam & Wrap-up	Consolidation and review

【Work to be done outside of class (preparation, etc.)】
1. Every week before attending class, students are required to comprehend the assigned readings.
2. Students are required to create an original test plan before their testing demonstration.
3. Preparing testing materials is also mandatory.
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Hughes, A. (2002). *Testing for language teachers.* (2nd ed.). Cambridge University Press.
Nitko, A. J., &Brookhart, S. M. (2011). *Educational assessment of students.* (6th ed.). Pearson.

【References】
1. Burns, A. (2009). *Doing action research in English language teaching: a guide for practitioners.* Routledge.
2. Council of Europe. (2001). *Common European framework of reference for languages: learning, teaching, assessment.* Cambridge University Press.
3. Long, M. H., &Doughty, C. J. (2011). *The handbook of language teaching.* Wiley-Blackwell.
4. Nitko, A. and Brookhart, S. (2013). *Educational assessment of students*. Pearson.
5. 白畑智彦・冨田祐一・村野井仁・若林茂則 (著). 2009.『英語教育用語辞典』（改訂版）大修館書店.
6. 神保 尚武 (監修). JACET教育問題研究会 (編集). 2012.『新しい時代の英語科教育の基礎と実践 成長する英語教師を目指して』三修社.
7. 望月昭彦、磐崎 弘貞、卯城 祐司、久保田 章(著). 2010.『新学習指導要領にもとづく英語科教育法』大修館.
8. 文部科学省. 2017.『小学校学習指導要領（外国語）』東洋館出版社.
9. 文部科学省. 2017.『中学校学習指導要領（外国語）』開隆堂出版.
10. 文部科学省. 2018.『高等学校学習指導要領（外国語・英語）』開隆堂出版.

【Grading criteria】
Evaluation will be based on:
1.Class participation (10%)
2.Testing &Testing materials (40%)
3.Writing assignment (20%)
4.Examination (30%)
More than 2 unexcused absences will result in failure of this course.

【Changes following student comments】
1. More advanced notice of assigned readings will be given in order to allow students to prepare for class discussions.
2. More detailed information about the testing demonstration and writing assignment will be provided in advance.
3. More detailed instruction on how to reflect the testing demonstration will be provided in advance.
4. More discussion time will be provided.

【Equipment student needs to prepare】
PC

【Prerequisite】
ESL Education Ⅰ, Ⅱ, Ⅲ or TESOL Ⅰ, Ⅱ, Ⅲ

ART300ZA（芸術学 / Art studies 300）

East Asian Cinema

Kukhee Choo

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：木3/Thu.3
その他属性：〈優〉

【Outline and objectives】
This course offers a historical study of cinemas in East Asia. Spring 2026 will mainly focus on the themes and visualities of Korean cinema in relation to other East Asian cinematic developments. Korean cinema has witnessed a remarkable growth both domestically and internationally during the past two decades. This course will follow the historical development of Korea's film industry during the 20th and 21st Century beginning with early films from the 1930s to the mega blockbusters of the 1990s-2000s. Themes such as modernity, gender and masculinity, nationalism as well as globalization and localization will be covered.

【Goal】
By the end of the course, students will be able to
・Understand the historical development of Korean cinema in relation to East Asian cinematic development
・Engage in academic discourses regarding East Asian cinema at large
・Improve critical thinking, oral and writing skills and demonstrate this ability by constructing strong arguments during class discussions and papers

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will be discussion-based, with visual material such as clips of films and videos. Each week students will be provided with an academic reading relevant to the topic. These readings will be important background information and/or will be directly addressed as the topic of the class content and discussion. Discussions based on the reading material will be facilitated by questions from the instructor to help the students explore and develop their critical and analytical skills for that topic. Feedback will be given throughout the course via discussion topics. Students will be assessed on their understanding of the readings and discussions through their midterm and final assignments.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Early Korean cinema	Readings on early Korean cinema
3	Under the Japanese empire	Readings on Korean cinema during the colonial era
4	Postwar cinema	Readings on 1950s Korean films
5	Cinema renaissance	Readings on 1960s Korean films
6	Melodrama modernity	Readings on Korean melodrama films
7	Midterm review	Midterm assignment
8	Redefining film industry	Readings on 1970s Korean cinema
9	Military censorship	Readings on 1980s Korean films
10	Feminism and new Korea	Readings on 1990s Korean films
11	New Wave cinema	Readings on New Millenial Korean cinema
12	Era of blockbusters	Readings on 2000s Korean films
13	Globalization of Korean cinema	Readings on 2010s Korean films
14	Final review	Final assignment

【Work to be done outside of class (preparation, etc.)】
Students should complete the assigned readings before each class and study the notes they take in class. Preparatory study and review time for this class are total 5 hours (2 hours for at-home film viewing and 3 hours for reading assigned articles).

【Textbooks】
No textbook will be required as readings will be provided by the instructor.

【References】
Assigned articles will be uploaded to HOPPII.

【Grading criteria】
Class participation (10%)
Reading/Viewing assignments (20%)
Asking questions, speaking up during class discussions, and class behavior (20%)
Midterm assignment (20%)
Final assignment (30%)

【Changes following student comments】
Not applicable

【Equipment student needs to prepare】
Pen and paper notebook. Students are not allowed to use computers, tablets or smartphones in this class so students must take notes by hand in class. They are also responsible for bringing hard copies of the required readings to class.

【Others】
Do not miss the first class as there will be a selection process. Students will not be accepted after the first class/selection process. The content of this syllabus may be subject to change. Any changes in the syllabus will be notified during class and a new syllabus will be updated on HOPPII.

【Prerequisite】
This course requires students to have intermediate knowledge of the history of cinema and East Asian media culture.

CUA300ZA（文化人類学・民俗学 / Cultural anthropology 300）

【休講】Media and Globalization

休講

Credit(s)：2 ｜ Semester： ｜ Year：3〜4
Day/Period：

その他属性：〈優〉

【Outline and objectives】
With Disney films and anime becoming popular all over the world, it is hard not to see animation as a dominant form of global media. But how can we explore animation in its global position? Focusing on animation from the U.S., Japan, as well as Europe and parts of Asia, in this class we will closely examine the particularities of animation, exploring different thematic topics that intersect with globalization. Throughout the semester we will be engaging with the aesthetics of animation, analyzing its history, production processes, and global presence. In the first section of the class, we will learn how animation functions as a certain type of technology, how it operates transnationally, and how this is representative of contemporary globalization. In the second section of the class, we will examine specific topics that are relevant to globalization, including the spread of culture, the ethics of globalization, and global environmental destruction. Utilizing the methods learned in the first section of the class, we will analyze how specific animations and genres grapple with these topics.

【Goal】
In addition to teaching students information about animation and globalization, this class aims to develop critical thinking and analytical skills. Throughout the semester students will: 1) learn methodologies to examine animation as a particular type of media; 2) explore many of the problems of globalization through the example of animation; 3) learn how to apply those methodologies to analyze how certain animations engage with the problems of globalization.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will be lecture-based, with visual material such as clips of films and animation. Students will be asked to have group discussions on certain themes. Each week students will be provided with an academic reading relevant to the topic. These readings will be important background information and/or will be directly addressed as the topic of the lecture and discussion. Lectures will explain in detail and through examples the topic for that class. Discussions based on the lecture will be facilitated by questions from the instructor to help the students explore and develop their critical and analytical skills for that topic. Students will be assessed on their understanding of the lectures and readings through their presentations and papers. Students will receive feedback in class and in written form, based on a grading rubric.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Media Flows Across the World	Different ways of thinking about globalization
3	Transnational Production of Media	Animation production across national borders and Regions
4	Global History of Media	Transnational influences from Russia, US, and Japan
5	Global Expansion of Animation	Differences and similarities of consuming media in various locales
6	Animation as Global Technology	Effects of technology in the ways we see and think about globalization
7	Globalized Aesthetics	Implications of anime’s globally recognizable stylistics
8	Animating Characters Differently	Disney’s techniques vs. anime’s techniques and their relationship to culture
9	Dislocation of Transnational Media	How different animations consider ways to exist in an interconnected world
10	Local Folklore Gone Global	Traditional cultures in conflict with globalization
11	Ecology as a Global Issue	Environmentalism in various types of animation
12	A Technological Globe	Imagining a global world in cyberpunk animation
13	Student Presentations	Feedback and Discussion
14	Student Presentations	Feedback and Discussion

【Work to be done outside of class (preparation, etc.)】
Students should complete the assigned readings before each class and study the notes they take in class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Stevie Suan, *Anime’s Identity: Performativity and Form Beyond Japan* . Minneapolis: University of Minnesota Press, 2021.
Additional readings will be provided by the instructor.

【References】
Appadurai, Arjun. *Modernity at Large: Cultural Dimensions of Globalization*. University of Minnesota Press, 1996.

【Grading criteria】
Participation 20%
Presentation 40%
Final paper 40%

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

CUA300ZA（文化人類学・民俗学 / Cultural anthropology 300）

【休講】Media and the Nation

休講

Credit(s)：2 ｜ Semester： ｜ Year：3〜4
Day/Period：

その他属性：〈優〉

【Outline and objectives】
In this class, we will explore how various media intersect with the idea of the nation in Japan. This will include engaging with the intersection of different media during the formation of the modern Japanese nation-state in the late 1800s. From this point of departure, we will move forward through Japanese history, exploring different media and how they operated in Japanese society at different times. We will examine print culture, from newspapers and wood-block prints, to comics and magazines, as well as moving-image media such as animation and live-action TV and film. Exploring their history, we will analyze some of their shifts over time, and how they reflect changes in their relationship to images of the nation in Japan. This includes how subcultural “otaku” media became official symbols of Japanese national culture, both locally and globally. After addressing this topic in detail, we will then return to more mainstream media, such as films and TV dramas and their relationship to shifts in Japanese society.

【Goal】
In addition to teaching the students about modern Japanese history, society, and media, this class aims to develop critical thinking and analytical skills. Throughout the semester students will: 1) learn methodologies to examine various media and their connection to Japanese society; 2) examine the specific dynamics of each media and their connection with the nation of Japan on a local and global scale; 3) develop how to analytically engage with the history of Japan and these media through the methodologies learned in class.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will be lecture-based, with visual material such as clips of films and animation. Students will be asked to have group discussions on certain themes. Each week students will be provided with an academic reading relevant to the topic. These readings will be important background information and/or will be directly addressed as the topic of the lecture and discussion. Lectures will explain in detail and through examples the topic for that class. Discussions based on the lecture will be facilitated by questions from the instructor to help the students explore and develop their critical and analytical skills for that topic. Students will be assessed on their understanding of the lectures and readings through their presentations and papers. Students will receive feedback in class and in written form, based on a grading rubric.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Imagined Communities	Newspapers and the early nation-state
3	Making National Arts	Theater and hanga’s transformations in Meiji Japan
4	Wartime Media	Animation and film during the Taisho and Showa periods
5	Post-war Shifts	Shifting gender dynamics in popular genres from the 1960s and 1970s
6	From Niche to Mass	Anime and manga’s rise to national fame from 1980s to early 200s
7	Media Stereotypes	Creating an image of otaku in the 1980s to early 2000s
8	Otaku in Transition	Shifting images of otaku in film in the 2000s
9	Otaku Consumption/ Production	Conceptualizing different types of consumption patterns of otaku
10	National Visibility of Fujoshi	Rise of female otaku consumers in early 2000s
11	Post-Bubble TV	Celebrity and lifestyle in TV dramas in 1990s and 2000s
12	Making Japan’s Food	Contemporary "food focused TV" in imagining the nation
13	Student Presentations	Feedback and Discussion
14	Student Presentations	Feedback and Discussion

【Work to be done outside of class (preparation, etc.)】
Students should complete the assigned readings before each class and study the notes they take in class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be required as readings will be provided by the instructor.

【References】
Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso Ed., 1985.

【Grading criteria】
Participation 20%
Presentation 40%
Final paper 40%

【Changes following student comments】
Not applicable.

【Prerequisite】
None.

CUA300ZA（文化人類学・民俗学 / Cultural anthropology 300）

Media Research

Kukhee Choo

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：木4/Thu.4

その他属性：〈優〉

【Outline and objectives】
This course aims at helping students historicize and contextualize the socio-political and economic influences that media technology has had on our everyday lives and how that influence manifested itself in media representations. The study of media technology as material culture through its production, dissemination and uses has become more urgent as new forms of media are created faster than ever. In this course, students will analyze how media technology has developed throughout history and will further examine the pros and cons, social embracement and anxieties associated with each technology and their representations. Students will apply what they learn about the development of media technology and how it has been represented from a historical and socio-economic perspective and reflect it in their research projects.

【Goal】
By the end of the course, students will be able to,
・understand the history of media technology and its institutional development through their research projects
・learn theories regarding the development of media technology and learn how the technological development of media and its institutions has informed human perception, anxieties, body, gender and politics throughout history
・improve critical thinking ability about how the historical development of media technology has changed the institutional landscape as we know it and demonstrate that understanding by constructing strong arguments during class discussions

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
The course will cover the historical development of media technology through required readings and watching relevant media examples. The class will be centered on student discussions related to the required readings and topics and the instructor will guide the discussions accordingly.
Comments/feedback for assignments (tests and reports, etc.) are written directly on their assignments, or if students want, may be given during office hours.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Print culture	Readings on print culture
3	Photography	Readings on photography
4	Film	Readings on cinema
5	Telegraph	Readings on telegraph
6	Telephone	Readings on telephone
7	Midterm review	Midterm review
8	Radio	Readings on radio
9	Television	Readings on television
10	Computers	Readings on computers
11	Video games	Readings on video games
12	Internet	Readings on the Internet
13	Digital divide	Readings on the influence of the Internet
14	Final review	Final research project &wrap-up

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 3 hours each.
Students will be expected to complete weekly readings and therefore, must read all required readings before class.

【Textbooks】
No text book required. Instructor will provide reading material.

【References】
All reading material will be uploaded to HOPPII.

【Grading criteria】
Class participation (10%)
Reading assignments (20%)
Asking questions, speaking up during class discussions, and class behavior (20%)
Midterm research project (20%)
Final research project (30%)

【Changes following student comments】
None.

【Equipment student needs to prepare】
Pen and paper notebook. Students are not allowed to use computers, tablets or smartphones in this class so students must take notes by hand in class. They are also responsible for bringing hard copies of the required readings to class.

【Others】
Do not miss the first class as there will be a selection process. Students will not be accepted after the first class/selection process.
The content of this syllabus may be subject to change. Any changes in the syllabus will be notified during class and a new syllabus will be updated on Hoppii.

【Prerequisite】
None.

CUA300ZA（文化人類学・民俗学 / Cultural anthropology 300）

Postcolonial Studies

Kukhee Choo

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：木4/Thu.4

その他属性：〈優〉

【Outline and objectives】
This course will introduce students to essential critical theories, ranging from Marxism, psychoanalysis, gender and sexuality, racism, postcolonialism to postmodernism. Critical theory contextualizes, examines, and theorizes culture as it influences and shapes our everyday lives and social structures. Students will learn about the various academic approaches on how to analyze culture based on the canonical works of critical theories, especially focusing on postcolonial studies, and learn how to apply such critical theories to our everyday lives.

【Goal】
In addition to teaching the students about critical theories and postcolonialism and related media examples, this class aims to develop critical thinking and analytical skills. Throughout the semester students will:
・learn methodologies to analyze various media through the lens of postcolonial theories
・examine the specific operations of how postcolonial concepts influence media representations
・learn how to analyze the postcolonial relationships to self and society
・improve critical thinking ability and demonstrate that ability by constructing strong arguments during class discussions and through written class assignments

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will be discussion-based, with visual material such as images and clips of news, films, popular culture, etc. Each week students will be provided with an academic reading relevant to the topic. These readings will be important background information and/or will be directly addressed as the topic of the class content and discussion. Discussions based on the reading material will be facilitated by questions from the instructor to help the students explore and develop their critical and analytical skills for that topic. Students will be assessed on their understanding of the readings through class discussions and presentations. In class, feedback is given using some comments in relation to student questions and comments.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Ideology	Readings on ideology
3	Hegemony	Readings on hegemony
4	Psychoanalysis	Readings on psychoanalysis
5	Structuralism	Readings on structuralism
6	Poststructuralism	Readings on poststructuralism
7	Midterm review	Midterm exam
8	Feminism	Readings on feminism
9	Gender &Sexuality	Readings on gender and sexuality
10	Race &Racism	Readings on racism
11	Postcolonialism	Readings on colonialism and its aftermath
12	Orientalism	Readings on orientalism
13	Postmodernism	Readings on postmodernism
14	Final review	Final exam

【Work to be done outside of class (preparation, etc.)】
Students should complete the assigned readings before each class and study the notes they take in class. Preparatory study and review time for this class are about 3 hours each.

【Textbooks】
Storey, John (2021). Cultural theory and popular culture: An introduction (10th ed.). Routledge.

【References】
Additional reading material will be provided on HOPPII.

【Grading criteria】
Class participation (10%)
Reading assignments (20%)
Asking questions, speaking up during class discussions, and class behavior (20%)
Midterm exam (20%)
Final exam (30%)

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
Pen and paper notebook. Students are not allowed to use computers, tablets or smartphones in this class so students must take notes by hand in class. They are also responsible for bringing hard copies of the required readings to class.

【Others】
Do not miss the first class as there will be a selection process. Students may not join the class after the first class date/selection process. The content of this syllabus may be subject to change.

【Prerequisite】
None.

CUA300ZA（文化人類学・民俗学 / Cultural anthropology 300）

Comparative Media

Kukhee Choo

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：木4/Thu.4
Notes：Not Available for ESOP Students.

その他属性：

【Outline and objectives】
This course will introduce students to essential critical theories, ranging from Marxism, psychoanalysis, gender and sexuality, racism, postcolonialism to postmodernism. Critical theory contextualizes, examines, and theorizes culture as it influences and shapes our everyday lives and social structures. Students will learn about the various academic approaches on how to analyze culture based on the canonical works of critical theories, especially focusing on postcolonial studies, and learn how to apply such critical theories to our everyday lives.

【Goal】
In addition to teaching the students about critical theories and postcolonialism and related media examples, this class aims to develop critical thinking and analytical skills. Throughout the semester students will:
・learn methodologies to analyze various media through the lens of postcolonial theories
・examine the specific operations of how postcolonial concepts influence media representations
・learn how to analyze the postcolonial relationships to self and society
・improve critical thinking ability and demonstrate that ability by constructing strong arguments during class discussions and through written class assignments

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will be discussion-based, with visual material such as images and clips of news, films, popular culture, etc. Each week students will be provided with an academic reading relevant to the topic. These readings will be important background information and/or will be directly addressed as the topic of the class content and discussion. Discussions based on the reading material will be facilitated by questions from the instructor to help the students explore and develop their critical and analytical skills for that topic. Students will be assessed on their understanding of the readings through class discussions and presentations. In class, feedback is given using some comments in relation to student questions and comments.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Ideology	Readings on ideology
3	Hegemony	Readings on hegemony
4	Psychoanalysis	Readings on psychoanalysis
5	Structuralism	Readings on structuralism
6	Poststructuralism	Readings on poststructuralism
7	Midterm review	Midterm exam
8	Feminism	Readings on feminism
9	Gender &Sexuality	Readings on gender and sexuality
10	Race &Racism	Readings on racism
11	Postcolonialism	Readings on colonialism and its aftermath
12	Orientalism	Readings on orientalism
13	Postmodernism	Readings on postmodernism
14	Final review	Final exam

【Work to be done outside of class (preparation, etc.)】
Students should complete the assigned readings before each class and study the notes they take in class. Preparatory study and review time for this class are about 3 hours each.

【Textbooks】
Storey, John (2021). Cultural theory and popular culture: An introduction (10th ed.). Routledge.

【References】
Additional reading material will be provided on HOPPII.

【Grading criteria】
Class participation (10%)
Reading assignments (20%)
Asking questions, speaking up during class discussions, and class behavior (20%)
Midterm exam (20%)
Final exam (30%)

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
Pen and paper notebook. Students are not allowed to use computers, tablets or smartphones in this class so students must take notes by hand in class. They are also responsible for bringing hard copies of the required readings to class.

【Others】
Do not miss the first class as there will be a selection process. Students may not join the class after the first class date/selection process. The content of this syllabus may be subject to change.

【Prerequisite】
None.

CUA300ZA（文化人類学・民俗学 / Cultural anthropology 300）

Qualitative Research Methods

Hazuki Kaneko

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：火3/Tue.3
その他属性：〈優〉

【Outline and objectives】
This course introduces students to qualitative research methods and provides them with experience in conducting qualitative research. The course begins with research problems, questions and design considerations. The course follows with training, through lecture, group work and hands-on experiences, in data collection methods commonly used in qualitative research, such as field observation, interviews, and the use of documents and archival data. Students will undertake a pilot research study as part of the course requirements. This includes designing a research question, doing a literature review, creating a questionnaire, observing a field setting, analyzing field notes, and presenting on preliminary research findings. The exercises are intended to develop the mindset required to think through, design, and execute a qualitative study.

【Goal】
By the end of this course, students will be able to understand the basic principles of qualitative research design and methods, formulate research questions, select appropriate research sites or communities, and know how to conduct original qualitative research. Students will also be able to address key theoretical, ethical, and practical issues and present their empirical findings in an academically appropriate manner.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Although the instructor will provide the basic framework in a lecture format, students are expected to actively participate in and contribute to class discussion. This includes asking questions, seeking clarification and offering your critical ideas and interpretation about student projects, practical fieldwork issues, and lectures on other fieldwork techniques. Submission of assignments and feedback will be via Hoppii.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Overview of the course, requirements and expectations.
2	Research Designs	Types of research, research process steps, structure of an empirical research paper.
3	Literature Review and Citation/Reference	Setting up a research topic, reviewing existing scholarly work, formulating research questions, learning about conceptual and theoretical frameworks.
4	Research Ethics	Research dilemmas, bias anonymity, confidentiality, positionality, and data management.
5	Data Collection Methods	Types of data, data collection and sampling methods
6	Writing a Research Proposal	Question, design, site, data collection methods, ethical issues, contribution
7	Presentation of Research Proposal	Students will give a presentation of their research proposal.
8	Interviews I (fieldwork)	Types of interviews (structured to unstructured). How to create an interview guide and conduct interviews, online and offline interviews, interview workshop.
9	Interviews II	Preparing interview transcripts, and types of analysis
10	Observation (fieldwork)	Types of observation, note-taking, and analyzing social settings
11	Films, Documents, and Internet data	Collecting and analyzing media and textual data using content analysis
12	Writing tips and Wrap-up	Communicate the findings in an academic and effective way
13	Student Presentations I	Student presentations on a pilot research project and feedback
14	Student Presentations II	Student presentations on a pilot research project and feedback

【Work to be done outside of class (preparation, etc.)】
Students are expected to come to class having completed the assigned readings and prepared to discuss them. The course also requires students to conduct research outside of class. Students should plan to spend approximately 2 hours on preparatory study and review for each class session.

【Textbooks】
Berg, B. L. (2004). Qualitative Research Methods for the Social Sciences (4th ed). Allyn &Bacon. (The PDF version will be uploaded to Hoppii.)
All the materials will be uploaded to Hoppii.

【References】
References will be shared in class.

【Grading criteria】
Participation: 10%
In-class quiz: 20%
Mid-term research proposal and oral presentation: 20%
Final paper and oral research presentation: 50%
More than three unexcused absences will result in an incomplete grade. Please contact the instructor and provide documentation if you need to be absent from class for medical reasons, job interviews and family emergencies. If you arrive late or leave early, each will be counted as one ½ absence.
Inappropriate use of AI tools in written assignments will result in a failing grade.

【Changes following student comments】
N/A

【Equipment student needs to prepare】
None. You may use laptop or tablet to take notes.

【Others】
Slight modifications in the schedule may be expected.
Students with special needs should notify the instructor in advance.
Qualitative research is time-consuming, and students should expect to spend more time on this course than on a typical 300-level course, as they will be required to carry out a pilot research project.
Admission priority will be given to students who are affiliated with a seminar and are conducting or plan to conduct qualitative research. In addition, students who have passed "Introduction to Social Research Methods" will be given priority.
Students with only a general interest in social research methods should consider taking "Introduction to Social Research Methods" first.

【Prerequisite】
See, "others"

LIT300ZA（文学 / Literature 300）

Realism and Cinema

Catherine Munroe Hotes

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：水1/Wed.1

その他属性：〈優〉

【Outline and objectives】
This course will examine how reality is depicted on film, from the advent of cinema to contemporary forms of online media. We will look at how the tropes of documentary fiction and non-fiction were developed and changed with new technologies.

【Goal】
Students will learn documentary film theory and narrative film theory with particular emphasis on how cinematography, mise-en-scène, sound, editing and other techniques are used by filmmakers in both fiction and non-fiction films to give the impression of realism. We will also discuss the ethics of depicting the lives of real people and events on film. Students will learn to engage critically with media and learn how to determine fact from fiction.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Lecture, readings, film analysis, quizzes, group work, exam, and essay writing. Lectures take a hybrid form that actively encourages student participation in discussion. Submission of assignments and feedback will be via the Learning Management System or Google Classroom.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Introduction & Introduction to Documentary Theory	Course introduction & Introduction to Documentary Theory
2	Kino Pravda	Man with a Movie Camera (Dziga Vertov, 1929)
3	Docudrama	Nanook of the North (Robert J. Flaherty, 1922)
4	Propaganda	Triumph of the Will (Triumph des Willens, Leni Riefenstahl, 1935)
5	Ethnographic Filmmaking & Indigenous Perspectives	Selection of National Film Board of Canada shorts
6	Introduction to Direct Cinema &Cinéma Vérité	Cinéma Vérité: Defining the Moment (Peter Wintonick, 1999)
7	Midterm Exam, Direct Cinema and Cinéma Vérité	The exam will consist of a terminology quiz and a short essay response to a short film that will be played in class.
8	First Person Narration	Waiting for Fidel (Michael Rubbo, 1974) and Fahrenheit 9/11 (Michael Moore, 2001)
9	Re-Enactments of True Events	The Thin Blue Line (Errol Morris, 1988)
10	Manufacturing Consent	A discussion of how the media manufactures consent in the context of the 1991 NFB documentary about Noam Chomsky.
11	Historical Dramas: Re-Viewing the Past	Hidden Figures (Theodore Melfi, 2016
12	Biographical Films	The Stories We Tell (Sarah Polley, 2012)
13	Animated Documentaries: Capturing Psychological Reality on Film	A selection of animated films from the 2000s &2010s
14	How AI is changing Cinematic Reality	A selection of clips from recent TV series and movies.

【Work to be done outside of class (preparation, etc.)】
Reading academic texts and answer comprehension questions (4 hours each week). The estimated preparation time includes watching video clips.

【Textbooks】
Nichols, Bill. Introduction to Documentary. 3rd ed. Bloomington: Bloomington UP, 2017. (available as an ebook)

【References】
Bordwell, David. The Way Hollywood Tells It: Story and Style in Modern Movies. Berkeley: U of California P, 2006.
Bordwell, David, Kristin Thompson and Jeff Smith. Film Art: An Introduction. 12th ed. New York: McGraw-Hill, 2019.
Other materials will be made available using online library resources or shared files.

【Grading criteria】
Midterm Exam (week 7) 30%
Film Responses (Weeks 1, 3, 5, 10, 11) 50%
Group Tasks (Weeks 8 and 13) 20%

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
Students should bring their device (laptop, tablet, et al.) to class in order to refer to course readings if necessary.

【Others】
Enrollment is limited to 3rd and 4th year students.

【Prerequisite】
None

LIT300ZA（文学 / Literature 300）

Fact and Fiction in the Movies

Catherine Munroe Hotes

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：水1/Wed.1
Notes：Not Available for ESOP Students.

その他属性：

【Outline and objectives】
This course will examine how reality is depicted on film, from the advent of cinema to contemporary forms of online media. We will look at how the tropes of documentary fiction and non-fiction were developed and changed with new technologies.

【Goal】
Students will learn documentary film theory and narrative film theory with particular emphasis on how cinematography, mise-en-scène, sound, editing and other techniques are used by filmmakers in both fiction and non-fiction films to give the impression of realism. We will also discuss the ethics of depicting the lives of real people and events on film. Students will learn to engage critically with media and learn how to determine fact from fiction.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Lecture, readings, film analysis, quizzes, group work, exam, and essay writing. Lectures take a hybrid form that actively encourages student participation in discussion. Submission of assignments and feedback will be via the Learning Management System or Google Classroom.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Introduction & Introduction to Documentary Theory	Course introduction & Introduction to Documentary Theory
2	Kino Pravda	Man with a Movie Camera (Dziga Vertov, 1929)
3	Docudrama	Nanook of the North (Robert J. Flaherty, 1922)
4	Propaganda	Triumph of the Will (Triumph des Willens, Leni Riefenstahl, 1935)
5	Ethnographic Filmmaking & Indigenous Perspectives	Selection of National Film Board of Canada shorts
6	Introduction to Direct Cinema &Cinéma Vérité	Cinéma Vérité: Defining the Moment (Peter Wintonick, 1999)
7	Midterm Exam, Direct Cinema and Cinéma Vérité	The exam will consist of a terminology quiz and a short essay response to a short film that will be played in class.
8	First Person Narration	Waiting for Fidel (Michael Rubbo, 1974) and Fahrenheit 9/11 (Michael Moore, 2001)
9	Re-Enactments of True Events	The Thin Blue Line (Errol Morris, 1988)
10	Manufacturing Consent	A discussion of how the media manufactures consent in the context of the 1991 NFB documentary about Noam Chomsky.
11	Historical Dramas: Re-Viewing the Past	Hidden Figures (Theodore Melfi, 2016
12	Biographical Films	The Stories We Tell (Sarah Polley, 2012)
13	Animated Documentaries: Capturing Psychological Reality on Film	A selection of animated films from the 2000s &2010s
14	How AI is changing Cinematic Reality	A selection of clips from recent TV series and movies.

【Work to be done outside of class (preparation, etc.)】
Reading academic texts and answer comprehension questions (4 hours each week). The estimated preparation time includes watching video clips.

【Textbooks】
Nichols, Bill. Introduction to Documentary. 3rd ed. Bloomington: Bloomington UP, 2017. (available as an ebook)

【References】
Bordwell, David. The Way Hollywood Tells It: Story and Style in Modern Movies. Berkeley: U of California P, 2006.
Bordwell, David, Kristin Thompson and Jeff Smith. Film Art: An Introduction. 12th ed. New York: McGraw-Hill, 2019.
Other materials will be made available using online library resources or shared files.

【Grading criteria】
Midterm Exam (week 7) 30%
Film Responses (Weeks 1, 3, 5, 10, 11) 50%
Group Tasks (Weeks 8 and 13) 20%

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
Students should bring their device (laptop, tablet, et al.) to class in order to refer to course readings if necessary.

【Others】
Enrollment is limited to 3rd and 4th year students.

【Prerequisite】
None

ART300ZA（芸術学 / Art studies 300）

Art in Everyday Life

Timothy Betjeman

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：火4/Tue.4

その他属性：〈優〉

【Outline and objectives】
Despite art being a part of human culture and civilisation for millennia, the art world is often looked upon as something disconnected from everyday life. In this course, we will examine how art and everyday life are intertwined. This will be followed by study on the forms art takes in contemporary society, the value of art, spaces for art, and case studies on how artists live and work in contemporary society.

【Goal】
Through this course, students will gain an understanding of the role of contemporary art in society.
An important aspect of this study is to comprehend the processes of creation and the thinking behind public exhibitions, the multifaceted approaches of artists, the infrastructure of the world of contemporary art in Japan and abroad, and how the art world is connected to the "real" world.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
In addition to lectures on relevant topics, students will take part in practical exercises to gain first-hand knowledge and experience of the processes involved in contemporary art-making.
・ Drawing to communicate
・ Collating images to create narrative
・ Combining text and images to change meaning
・ Action-based art
Students will also research a living artist working now, and will make a presentation on the results of this research.
In addition to the above, students must keep track of their weekly learning by collating images and text in a class notebook, 2 pages (minimum) per week that are relevant to the course material.
Submission of assignments and feedback will be via the Learning Management System.
Feedback on presentations will be given in class. Separate feedback will be given via email or the Learning Management System if required.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Art as communication	Sharing experiences through drawing. Practical activity to explore the communicative qualities of images.
3	Worthless art(?)	Artists with subversive approaches to value: Marcel Duchamp, Andy Warhol, Jeff Koons, Tracy Emin, etc.
4	Art with value	Group and class discussion on artworks with value for the 21st century
5	Connecting with the land	Connecting art practices with pre-historic art and ritual. Artists who work directly in the landscape: Robert Smithson, Richard Long, Christo and Jean Claude, Nancy Holt, etc.
6	Originality: It’s all been done before	Tracing the thread of an idea in art; redefining originality
7	Art as action	Performance art and happenings, activism as art, and the importance of documentation
8	A working artist	A visit from, or case study of, an artist, discussing their works and career
9	Text and Images: Making meaning	Study of examples from art and online media. Practical exercises in making meaning
10	Outside of the gallery system	Artist-led initiatives and unconventional art spaces in Japan and abroad
11	Curation as practice	How curation creates meaning. Planning a fictional exhibition.
12	Student Presentations I &discussion	On each student’s artist of choice working in the world today
13	Student Presentations II &discussion	On each student’s artist of choice working in the world today
14	Final discussion and review	Presentation of notebooks and group discussion on art in the real world

【Work to be done outside of class (preparation, etc.)】
Students are expected to prepare a notebook and basic writing and drawing materials. Reading and preparation activities will be assigned on a weekly basis.
Students are also expected to visit at least one art exhibition and conduct research in preparation for a presentation (suggestions will be provided).
Students are also expected to use their notebook to keep a record of ideas, samples of artworks, and other experiences throughout the semester. A digital notebook is acceptable.
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. Lecture slides/notes/other materials will be provided online.

【References】
Berger, John. *Ways of Seeing*, Penguin Books (1972)
Sontag, Susan. *On Photography* (1977)
Benjamin, Walter. *Art in the Age of Mechanical Reproduction* (1935)
Debord, Guy. *The Society of the Spectacle* (1967)
Krauss, Rosalind. *Sculpture in the Expanded Field* October, vol. 8, 1979, pp. 31– 44.
Shifman, Limor. *Memes in Digital Culture*, The MIT Press (2013)
Foster, Hal. *Art Since 1900: Modernism, Antimodernism, Postmodernism*. London: Thames &Hudson (2004)
Weschler, Lawrence. *Seeing is Forgetting the Name of the Thing One Sees*. University of California Press (1982)
Weschler, Lawrence. *True To Life* University of California Press (2009)

【Grading criteria】
Participation:
This applies to class activities, assigned readings, exhibition visit and regular contribution to the group discussions.
Weekly submitted responses:
This is a requirement to submit weekly assignments. Examples of weekly assignments are: Pages from your workbook; a written response to class contents, a response to an assigned reading, evidence of activities completed in class that week.
Presentation: each student must make a short presentation on a living, working artist within the context of the course.
The final grade is calculated as follows:
Active participation 30%
Weekly submitted responses 40%
Presentation 30%

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
Students will need a class notebook (e.g. A5-A4 sketchbook/notebook), and general stationary (e.g. pen, pencil, glue, tape, scissors). A digital notebook is also acceptable. Access to a computer, as weekly responses and submissions will be digital only.
Details of other items required will be given as required.

【Others】
You do not need to be "good at art" or have previous practical experience in art to take this class.
What is essential for this class is to be curious and open-minded about what art can be, and to be willing to engage in discussions on topics that are new and, at times, challenging.
Students are expected to be punctual. As many of the topics are open for debate, participation in group and class discussions will be expected of all students.
Weekly responses must be submitted before the next week’s class, through an online system.

【Prerequisite】
None.

ART300ZA（芸術学 / Art studies 300）

Art in the Real World

Timothy Betjeman

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：火4/Tue.4
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
Despite art being a part of human culture and civilisation for millennia, the art world is often looked upon as something disconnected from everyday life. In this course, we will examine how art and everyday life are intertwined. This will be followed by study on the forms art takes in contemporary society, the value of art, spaces for art, and case studies on how artists live and work in contemporary society.

【Goal】
Through this course, students will gain an understanding of the role of contemporary art in society.
An important aspect of this study is to comprehend the processes of creation and the thinking behind public exhibitions, the multifaceted approaches of artists, the infrastructure of the world of contemporary art in Japan and abroad, and how the art world is connected to the "real" world.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
In addition to lectures on relevant topics, students will take part in practical exercises to gain first-hand knowledge and experience of the processes involved in contemporary art-making.
・ Drawing to communicate
・ Collating images to create narrative
・ Combining text and images to change meaning
・ Action-based art
Students will also research a living artist working now, and will make a presentation on the results of this research.
In addition to the above, students must keep track of their weekly learning by collating images and text in a class notebook, 2 pages (minimum) per week that are relevant to the course material.
Submission of assignments and feedback will be via the Learning Management System.
Feedback on presentations will be given in class. Separate feedback will be given via email or the Learning Management System if required.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Art as communication	Sharing experiences through drawing. Practical activity to explore the communicative qualities of images.
3	Worthless art(?)	Artists with subversive approaches to value: Marcel Duchamp, Andy Warhol, Jeff Koons, Tracy Emin, etc.
4	Art with value	Group and class discussion on artworks with value for the 21st century
5	Connecting with the land	Connecting art practices with pre-historic art and ritual. Artists who work directly in the landscape: Robert Smithson, Richard Long, Christo and Jean Claude, Nancy Holt, etc.
6	Originality: It’s all been done before	Tracing the thread of an idea in art; redefining originality
7	Art as action	Performance art and happenings, activism as art, and the importance of documentation
8	A working artist	A visit from, or case study of, an artist, discussing their works and career
9	Text and Images: Making meaning	Study of examples from art and online media. Practical exercises in making meaning
10	Outside of the gallery system	Artist-led initiatives and unconventional art spaces in Japan and abroad
11	Curation as practice	How curation creates meaning. Planning a fictional exhibition.
12	Student Presentations I &discussion	On each student’s artist of choice working in the world today
13	Student Presentations II &discussion	On each student’s artist of choice working in the world today
14	Final discussion and review	Presentation of notebooks and group discussion on art in the real world

【Work to be done outside of class (preparation, etc.)】
Students are expected to prepare a notebook and basic writing and drawing materials. Reading and preparation activities will be assigned on a weekly basis.
Students are also expected to visit at least one art exhibition and conduct research in preparation for a presentation (suggestions will be provided).
Students are also expected to use their notebook to keep a record of ideas, samples of artworks, and other experiences throughout the semester. A digital notebook is acceptable.
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. Lecture slides/notes/other materials will be provided online.

【References】
Berger, John. *Ways of Seeing*, Penguin Books (1972)
Sontag, Susan. *On Photography* (1977)
Benjamin, Walter. *Art in the Age of Mechanical Reproduction* (1935)
Debord, Guy. *The Society of the Spectacle* (1967)
Krauss, Rosalind. *Sculpture in the Expanded Field* October, vol. 8, 1979, pp. 31– 44.
Shifman, Limor. *Memes in Digital Culture*, The MIT Press (2013)
Foster, Hal. *Art Since 1900: Modernism, Antimodernism, Postmodernism*. London: Thames &Hudson (2004)
Weschler, Lawrence. *Seeing is Forgetting the Name of the Thing One Sees*. University of California Press (1982)
Weschler, Lawrence. *True To Life* University of California Press (2009)

【Grading criteria】
Participation:
This applies to class activities, assigned readings, exhibition visit and regular contribution to the group discussions.
Weekly submitted responses:
This is a requirement to submit weekly assignments. Examples of weekly assignments are: Pages from your workbook; a written response to class contents, a response to an assigned reading, evidence of activities completed in class that week.
Presentation: each student must make a short presentation on a living, working artist within the context of the course.
The final grade is calculated as follows:
Active participation 30%
Weekly submitted responses 40%
Presentation 30%

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
Students will need a class notebook (e.g. A5-A4 sketchbook/notebook), and general stationary (e.g. pen, pencil, glue, tape, scissors). A digital notebook is also acceptable. Access to a computer, as weekly responses and submissions will be digital only.
Details of other items required will be given as required.

【Others】
You do not need to be "good at art" or have previous practical experience in art to take this class.
What is essential for this class is to be curious and open-minded about what art can be, and to be willing to engage in discussions on topics that are new and, at times, challenging.
Students are expected to be punctual. As many of the topics are open for debate, participation in group and class discussions will be expected of all students.
Weekly responses must be submitted before the next week’s class, through an online system.

【Prerequisite】
None.

ART300ZA（芸術学 / Art studies 300）

Contemporary Art

Utako Shindo

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：金4/Fri.4

その他属性：〈優〉

【Outline and objectives】
Since the late 19th century we have witnessed the dynamic shift in the field of Fine Art, from Modernism Art to Contemporary Art. The course looks at this shift in details; the influential Cezannism, the birth of Abstraction and Minimal art, the expansion of New media and Interdisciplinary practice, the rise of Conceptual and Critical work, and towards more Participatory aId Collaborative approaches. In so doing, we also pay attention to what remains unchangeable, hence, essential to Art. You, as a valuable audience member, is encouraged to gain more nuanced understanding of art, through asking what it is to experience art, and how it can inspire the sense of us being in this life-world. Artworks of different origins, and referential texts and audio-visual materials will be studied together.

【Goal】
- You will become familiar with some key works, artists' voices and aesthetic concepts from the modernism art to the contemporary art.
- You will become aware of and comfortable with your ways to engage with art and express your appreciation in writing and conversation.
- You will gain artistic perspectives that can be practiced in your everyday, to live the world through creative and critical thinking and gesture.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
L 講義 /Lecture、E 実験/実習/実技 /Experiment

【Method(s)】
- Referential materials such as texts, videos and class slides will be shared through Google Classroom for each class. In the class we will look into them together to learn and discuss how certain artistic expressions were nourished and also understood in a certain milieu. Unless your question involves something personal, please ask any questions during the class so we can share some ideas and information. In/After-Class exercise will be offered as an opportunity to experiment with ideas and ways of writing.
- You are also asked to visit an exhibition or a relevant artistic location off-campus, which will be determined by the instructor. If you would like to visit somewhere else, please consult with me. Based on your visit, you will give a short presentation about an artwork that you saw and engaged most strongly. The presentation will be developed into a research paper to be submitted at the end of the semester.
- During the semester, we will also do some experiments together to explore our own creative possibilities.
NOTE 1: The feedbacks to the discussions, the presentations and the experiments will be provided during the class or through the Google Classroom.
NOTE 2: The schedule and the content may change in response to the students' needs. The change will be notified in the classes as well as through the Google Classroom.
NOTE 3: Please be aware that some works shown in the class may address controversial issues and may include nudity.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Overview of the course; being 'contemporary', Richard Tuttle (*a selection process may occur.)
2	New ways of Perception	Before and Post Impressionism; Gustave Courbet, Claude Monet, Paul Cézanne, Pablo Picasso; Merleau-Ponty
3	Cezannism to Abstraction	Spirituality, Geometry and War; Maurice Denis, Henri Matisse, Piet Mondrian; Wassily Kandinsky
4	Europe to USA	Art Informel to Abstract Expressionism; Jean Fautrier, Mark Rothko, Jackson Pollock ; Clement Greenberg
5	Explosion of New Media	Minimalism to Post Minimalism; Frank Stella, Donald Judd, Robert Morris, E.A.T., Fujiko Nakaya; Agnes Martin
6	Institutional Critique	Dada to Conceptual Art; Marcel Duchamp, Joseph Kosuth, John Cage, Micheal Asher, High Red Center; Lucy Lippard
7	Questioning Norms	Fluxus, Pop to Post-Conceptual; Yoko Ono, Jenny Holzer, Yasumasa Morimura, Felix Gonzales=Torres; Jose Esteban Munoz
8	Problem of Representation	Counter Monument, Postmodern Architecture; Isamu Noguchi, Rachel Whiteread, Daniel Libeskind
9	Ways of story telling	New Painting, Video Installation; Lorna Fencer Napurrula, William Kentridge, Shirin Neshat, Christian Marclay
10	Attempts for living together	Relational Art, Collaboration, New Technology and Craft; Rirkrit Tiravaniya, Koki Tanaka, Grayson Perry
11	Short Presentation 1	Student presentations 1
12	Short Presentation 2	Student presentations 2
13	Short Presentation 3	Student presentations 3
14	Reflection and Experimentation	Reflect through your interdisciplinary perspectives, Experiment with your own creative possibilities

【Work to be done outside of class (preparation, etc.)】
- Students are encouraged to engage with the class materials (readings, audio-visual references) and to be prepared for class discussions and activities. Additionally, students are required to make at least one visit to an art exhibition or art related location suggested by the instructor, as a preparation for their presentations and research papers. Preparatory study and review time for this class are a maximum of 1.5 hours each.
- No textbook will be used. Readings will be made available on Google Classroom.
- References will be made available on Google Classroom.

【Textbooks】
No textbook will be used. Readings will be made available on Google Classroom.

【References】
References will be made available on Google Classroom.

【Grading criteria】
Participation (30%) : Actively attend the class to study the referential materials. You are encouraged to express your thoughts and feelings through discussion and in/after-class exercise.
Short Presentation (25%) : Discuss the chosen artwork from your visit that interested you most. Please refer to at lease one idea/notion studied in the class.
Project Paper (30%) : Develop your presentation into a research paper: compare your chosen artwork with an artwork studied in the class, and review an article that discusses the artwork or the artist you selected.
Experimentation (15%) : Reflect on an idea/artwork that inspired your own interdisciplinary interest during the course. Carry out experiments together to use your imagination and practice your creativity.

【Changes following student comments】
I have updated some class contents to make it more accessible for students with diverse interests.
I have updated some class contents to make it more possible to learn deeper into each topic.

【Others】
Do not miss the first class as a selection process may occur.

【Prerequisite】
None.

ART300ZA（芸術学 / Art studies 300）

Advanced Topics in Contemporary Art

Utako Shindo

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：金4/Fri.4
Notes：Not Available for ESOP Students.

その他属性：

【Outline and objectives】
Since the late 19th century we have witnessed the dynamic shift in the field of Fine Art, from Modernism Art to Contemporary Art. The course looks at this shift in details; the influential Cezannism, the birth of Abstraction and Minimal art, the expansion of New media and Interdisciplinary practice, the rise of Conceptual and Critical work, and towards more Participatory aId Collaborative approaches. In so doing, we also pay attention to what remains unchangeable, hence, essential to Art. You, as a valuable audience member, is encouraged to gain more nuanced understanding of art, through asking what it is to experience art, and how it can inspire the sense of us being in this life-world. Artworks of different origins, and referential texts and audio-visual materials will be studied together.

【Goal】
- You will become familiar with some key works, artists' voices and aesthetic concepts from the modernism art to the contemporary art.
- You will become aware of and comfortable with your ways to engage with art and express your appreciation in writing and conversation.
- You will gain artistic perspectives that can be practiced in your everyday, to live the world through creative and critical thinking and gesture.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
L 講義 /Lecture、E 実験/実習/実技 /Experiment

【Method(s)】
- Referential materials such as texts, videos and class slides will be shared through Google Classroom for each class. In the class we will look into them together to learn and discuss how certain artistic expressions were nourished and also understood in a certain milieu. Unless your question involves something personal, please ask any questions during the class so we can share some ideas and information. In/After-Class exercise will be offered as an opportunity to experiment with ideas and ways of writing.
- You are also asked to visit an exhibition or a relevant artistic location off-campus, which will be determined by the instructor. If you would like to visit somewhere else, please consult with me. Based on your visit, you will give a short presentation about an artwork that you saw and engaged most strongly. The presentation will be developed into a research paper to be submitted at the end of the semester.
- During the semester, we will also do some experiments together to explore our own creative possibilities.
NOTE 1: The feedbacks to the discussions, the presentations and the experiments will be provided during the class or through the Google Classroom.
NOTE 2: The schedule and the content may change in response to the students' needs. The change will be notified in the classes as well as through the Google Classroom.
NOTE 3: Please be aware that some works shown in the class may address controversial issues and may include nudity.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Overview of the course; being 'contemporary', Richard Tuttle (*a selection process may occur.)
2	New ways of Perception	Before and Post Impressionism; Gustave Courbet, Claude Monet, Paul Cézanne, Pablo Picasso; Merleau-Ponty
3	Cezannism to Abstraction	Spirituality, Geometry and War; Maurice Denis, Henri Matisse, Piet Mondrian; Wassily Kandinsky
4	Europe to USA	Art Informel to Abstract Expressionism; Jean Fautrier, Mark Rothko, Jackson Pollock ; Clement Greenberg
5	Explosion of New Media	Minimalism to Post Minimalism; Frank Stella, Donald Judd, Robert Morris, E.A.T., Fujiko Nakaya; Agnes Martin
6	Institutional Critique	Dada to Conceptual Art; Marcel Duchamp, Joseph Kosuth, John Cage, Micheal Asher, High Red Center; Lucy Lippard
7	Questioning Norms	Fluxus, Pop to Post-Conceptual; Yoko Ono, Jenny Holzer, Yasumasa Morimura, Felix Gonzales=Torres; Jose Esteban Munoz
8	Problem of Representation	Counter Monument, Postmodern Architecture; Isamu Noguchi, Rachel Whiteread, Daniel Libeskind
9	Ways of story telling	New Painting, Video Installation; Lorna Fencer Napurrula, William Kentridge, Shirin Neshat, Christian Marclay
10	Attempts for living together	Relational Art, Collaboration, New Technology and Craft; Rirkrit Tiravaniya, Koki Tanaka, Grayson Perry
11	Short Presentation 1	Student presentations 1
12	Short Presentation 2	Student presentations 2
13	Short Presentation 3	Student presentations 3
14	Reflection and Experimentation	Reflect through your interdisciplinary perspectives, Experiment with your own creative possibilities

【Work to be done outside of class (preparation, etc.)】
- Students are encouraged to engage with the class materials (readings, audio-visual references) and to be prepared for class discussions and activities. Additionally, students are required to make at least one visit to an art exhibition or art related location suggested by the instructor, as a preparation for their presentations and research papers. Preparatory study and review time for this class are a maximum of 1.5 hours each.
- No textbook will be used. Readings will be made available on Google Classroom.
- References will be made available on Google Classroom.

【Textbooks】
No textbook will be used. Readings will be made available on Google Classroom.

【References】
References will be made available on Google Classroom.

【Grading criteria】
Participation (30%) : Actively attend the class to study the referential materials. You are encouraged to express your thoughts and feelings through discussion and in/after-class exercise.
Short Presentation (25%) : Discuss the chosen artwork from your visit that interested you most. Please refer to at lease one idea/notion studied in the class.
Project Paper (30%) : Develop your presentation into a research paper: compare your chosen artwork with an artwork studied in the class, and review an article that discusses the artwork or the artist you selected.
Experimentation (15%) : Reflect on an idea/artwork that inspired your own interdisciplinary interest during the course. Carry out experiments together to use your imagination and practice your creativity.

【Changes following student comments】
I have updated some class contents to make it more accessible for students with diverse interests.
I have updated some class contents to make it more possible to learn deeper into each topic.

【Others】
Do not miss the first class as a selection process may occur.

【Prerequisite】
None.

ART300ZA（芸術学 / Art studies 300）

Special Topics in Art I

Gary Mcleod

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：土2/Sat.2

その他属性：〈優〉

【Outline and objectives】
How can photography help to understand the world around us? Can it support or shape the way in which we interact with it? This course looks at the role of photography in an increasingly digital and time-poor society. Through “rephotography”, a set of visual practices for expanding conversations about place over time, the course explores the dual pressures upon today’s camera users to evidence and record reality while embodying authentic acts of personal expression.

【Goal】
Students carry out an independent rephotography project from conception to publication under a broader research agenda to visually record time and place in Tokyo. Through producing a photo book, students will develop critical perspectives toward contemporary image-making while learning to articulate research methodologies and give constructive feedback.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course uses a practical approach. Workshops, assignments and supporting lectures are employed to develop students’ understanding of contemporary photography and improve critical skills regarding the production of images (i.e. visual literacy). Students produce and print a contact sheet of 35 photographs every week which is used for discussion in class. Final submission comprises a photo book and evidence of participation (12 submitted contact sheets). Attendance is recorded weekly using visual media (e.g. photograph). Feedback is given through ongoing dialogue between students and instructor during production of the contact sheets and photobook.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Slow Glass	Introducing photography as a visual methodology.
2	Looking Again	Photographing the campus ‘in’ time.
3	The Landscape of Rephotography	Discussing rephotography as a diverse set of visual strategies.
4	Re-entering the Past	Discussing the relationship between rephotography and place.
5	Now and Again	Discussing the relationship between rephotography and time.
6	Conversations with the future	Sharing ideas for visually exploring time and place in Tokyo.
7	Photo Book Research	Analysing photo books in the university library.
8	Developing Strategies	Discussing and reviewing work-in-progress in terms of strategies.
9	Developing Sequences	Discussing and reviewing work-in-progress in terms of sequences.
10	Refining Selections	Discussing and reviewing work-in-progress in terms of selections.
11	Expanding Horizons	Discussing and reviewing work-in-progress in terms of outcomes.
12	Draft Photobook	Making preparations for producing a booklet.
13	Photobook Review	Reviewing reflection and notation in workbooks.
14	Final Photobook Review	Making final improvements to books prior to submission.

【Work to be done outside of class (preparation, etc.)】
Students must regularly take photographs throughout the semester. Every week students are required to bring a contact sheet containing 35 photographs made during the week before, which will be discussed in class. They are also expected to use the photo book resource in the library and do assigned readings. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. Handouts and reading materials will be will be uploaded on Hoppii or distributed in class.

【References】
Batchen, Geoffrey (2008) *William Henry Fox Talbot*, Phaidon.
Berger, John (1977) *Ways of Seeing*, Penguin Books.
Flusser, Vilém (2014) *Gestures*, University of Minnesota Press.
Ruetz, Michael (2008) *Eye on Infinity*, Steidl.
Ritchin, Fred (2013) *Bending the Frame*, Aperture.
Sagami, Tomoyuki (2018) *YKTO*, Steidl.
Tomiyasu, Hayahisa (2018) *TTP*, Mack Books.
Watanabe, Toshiya. (2018) *Thereafter*, Steidl.
Additional references will be provided by the instructor in class.

【Grading criteria】
Participation: this applies to weekly contact sheets (minimum of 12) More than 2 unexcused absences will result in failure of this course.
Photo book: each student must produce a small photo book (min. 96 pages) that communicates ideas relating to the city and time.
The final grade is based on: Participation 40% and Photo book 60%. As a variety of predictable and unpredictable factors are involved in the process of creating a photobook, evaluation considers a blend of concept, research, originality, visual communication ability and tenacity.

【Changes following student comments】
Changes have been made in response to student feedback, thank you.

【Equipment student needs to prepare】
Students will need a laptop with photo-editing software and a camera. Please note that the use of a smartphone camera is acceptable for this course. However, if you have regular access to other kinds of cameras (and wish to use them), please bring them to class and the instructor will happily show you how to use them.

【Others】
Being naturally creative is not a requirement for this course. However, students are expected to come to class on time, participate and demonstrate an active interest.

【Prerequisite】
None.

ART300ZA（芸術学 / Art studies 300）

Special Topics I: Photography and Culture

Gary Mcleod

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：土2/Sat.2
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
How can photography help to understand the world around us? Can it support or shape the way in which we interact with it? This course looks at the role of photography in an increasingly digital and time-poor society. Through “rephotography”, a set of visual practices for expanding conversations about place over time, the course explores the dual pressures upon today’s camera users to evidence and record reality while embodying authentic acts of personal expression.

【Goal】
Students carry out an independent rephotography project from conception to publication under a broader research agenda to visually record time and place in Tokyo. Through producing a photo book, students will develop critical perspectives toward contemporary image-making while learning to articulate research methodologies and give constructive feedback.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course uses a practical approach. Workshops, assignments and supporting lectures are employed to develop students’ understanding of contemporary photography and improve critical skills regarding the production of images (i.e. visual literacy). Students produce and print a contact sheet of 35 photographs every week which is used for discussion in class. Final submission comprises a photo book and evidence of participation (12 submitted contact sheets). Attendance is recorded weekly using visual media (e.g. photograph). Feedback is given through ongoing dialogue between students and instructor during production of the contact sheets and photobook.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Slow Glass	Introducing photography as a visual methodology.
2	Looking Again	Photographing the campus ‘in’ time.
3	The Landscape of Rephotography	Discussing rephotography as a diverse set of visual strategies.
4	Re-entering the Past	Discussing the relationship between rephotography and place.
5	Now and Again	Discussing the relationship between rephotography and time.
6	Conversations with the future	Sharing ideas for visually exploring time and place in Tokyo.
7	Photo Book Research	Analysing photo books in the university library.
8	Developing Strategies	Discussing and reviewing work-in-progress in terms of strategies.
9	Developing Sequences	Discussing and reviewing work-in-progress in terms of sequences.
10	Refining Selections	Discussing and reviewing work-in-progress in terms of selections.
11	Expanding Horizons	Discussing and reviewing work-in-progress in terms of outcomes.
12	Draft Photobook	Making preparations for producing a booklet.
13	Photobook Review	Reviewing reflection and notation in workbooks.
14	Final Photobook Review	Making final improvements to books prior to submission.

【Work to be done outside of class (preparation, etc.)】
Students must regularly take photographs throughout the semester. Every week students are required to bring a contact sheet containing 35 photographs made during the week before, which will be discussed in class. They are also expected to use the photo book resource in the library and do assigned readings. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. Handouts and reading materials will be will be uploaded on Hoppii or distributed in class.

【References】
Batchen, Geoffrey (2008) *William Henry Fox Talbot*, Phaidon.
Berger, John (1977) *Ways of Seeing*, Penguin Books.
Flusser, Vilém (2014) *Gestures*, University of Minnesota Press.
Ruetz, Michael (2008) *Eye on Infinity*, Steidl.
Ritchin, Fred (2013) *Bending the Frame*, Aperture.
Sagami, Tomoyuki (2018) *YKTO*, Steidl.
Tomiyasu, Hayahisa (2018) *TTP*, Mack Books.
Watanabe, Toshiya. (2018) *Thereafter*, Steidl.
Additional references will be provided by the instructor in class.

【Grading criteria】
Participation: this applies to weekly contact sheets (minimum of 12) More than 2 unexcused absences will result in failure of this course.
Photo book: each student must produce a small photo book (min. 96 pages) that communicates ideas relating to the city and time.
The final grade is based on: Participation 40% and Photo book 60%. As a variety of predictable and unpredictable factors are involved in the process of creating a photobook, evaluation considers a blend of concept, research, originality, visual communication ability and tenacity.

【Changes following student comments】
Changes have been made in response to student feedback, thank you.

【Equipment student needs to prepare】
Students will need a laptop with photo-editing software and a camera. Please note that the use of a smartphone camera is acceptable for this course. However, if you have regular access to other kinds of cameras (and wish to use them), please bring them to class and the instructor will happily show you how to use them.

【Others】
Being naturally creative is not a requirement for this course. However, students are expected to come to class on time, participate and demonstrate an active interest.

【Prerequisite】
None.

ART300ZA（芸術学 / Art studies 300）

Twentieth Century Film Studies

Catherine Munroe Hotes

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：金1/Fri.1

その他属性：〈優〉

【Outline and objectives】
This course is an introduction to the study and analysis of film. Over the course of the semester you will be exposed to key critical and theoretical approaches in 20th century film studies (genre, auteur theory, realism, formalism, etc.), in addition to gaining further knowledge into world cinema history and major film movements. All films screened in class are in their original language with English subtitles.

【Goal】
(1) Students will learn the basic terminology of film form in order to describe and analyse films. (2) Students will learn the key concepts of film authorship and genre. (3) Students will gain an understanding of film history and major film movements. (4) Students will learn, practice, and improve their film writing skills.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1” and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Each class consists of a lecture (50%), film clips (30%), and discussion (20%). Feedback on quizzes and written assignments will be sent via the Learning Management System or Google Classroom.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction: What is Film Studies?	Introduction: What is Film Studies?
2	Early Film History and Approaches to Film	A selection of early shorts (Lumières, Edison, Méliès, Alice Guy-Blaché) and film excerpts (D.W. Griffith, Edwin S. Porter, Mack Sennett, Germaine Dulac)
3	Classical Hollywood, the Studio System, and Mise-en-scène	Cleopatra (Cecil B. DeMille, USA, 1934); Casablanca (Michael Curtiz, 1942)
4	Soviet montage and the Kuleshov Effect	Mother (Vsevolod Pudovkin, 1926)
5	Cinematography, Composing the Frame, and Authorship	North by Northwest (Alfred Hitchcock, 1959)
6	Narrative Form I	Citizen Kane (Orson Welles, 1941) Midterm Scene Analysis (20%)
7	Narrative Form II	I’ve Heard the Mermaids Singing (Patricia Rozema, 1987) Rashomon (Akira Kurosawa, 1950)
8	Editing, and Camera Movement, and the Long Take	Touch of Evil (Orson Welles, 1958) and Jeanne Dielman, 23 quai du Commerce, 1080 Bruxelles (Chantal Akerman, 1975)
9	Sound and Colour (Genre 1: Musicals)	Singin’ in the Rain (Stanley Donan,1952) The Godfather (Martin Scorsese, 1972),
10	Art Cinema and the Festival Circuit 1	Hiroshima mon amour (Alain Resnais, 1959), La Jetée (Chris Marker, 1962)
11	Colour (Genre 2: Melodrama)	Written on the Wind (Douglas Sirk, 1945)
12	The New American Cinema	The Godfather (Francis Ford Coppola, 1972)
13	French New Wave	Cléo de 5 à 7 (Agnès Varda, 1962, France).
14	Final Exam	You will be shown clips in class and be asked answer multiple choice questions or to write short responses.

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 3 hours each.

【Textbooks】
Materials will be made available using online library resources or shared files.

【References】
Bordwell, David, Kristin Thompson &Jeff Smith, Film Art: An Introduction, 12th ed. New York: McGraw-Hill Education, 2020.
Pramaggiore, Maria &Tom Wallis, Film: A Critical Introduction, 2nd ed. Pearson, 2008.

【Grading criteria】
Film Responses (5x10%): 50%
Midterm Scene Analysis (Week 7): 20%
Final Exam (Week 14): 30%

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
Students will need to access class materials and submit assignments online. Students may bring their device (laptop, tablet, et al.) to class in order to refer to course readings if necessary.

【Prerequisite】
None.

ART300ZA（芸術学 / Art studies 300）

Film Studies

Catherine Munroe Hotes

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：金1/Fri.1
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
This course is an introduction to the study and analysis of film. Over the course of the semester you will be exposed to key critical and theoretical approaches in 20th century film studies (genre, auteur theory, realism, formalism, etc.), in addition to gaining further knowledge into world cinema history and major film movements. All films screened in class are in their original language with English subtitles.

【Goal】
(1) Students will learn the basic terminology of film form in order to describe and analyse films. (2) Students will learn the key concepts of film authorship and genre. (3) Students will gain an understanding of film history and major film movements. (4) Students will learn, practice, and improve their film writing skills.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1” and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Each class consists of a lecture (50%), film clips (30%), and discussion (20%). Feedback on quizzes and written assignments will be sent via the Learning Management System or Google Classroom.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction: What is Film Studies?	Introduction: What is Film Studies?
2	Early Film History and Approaches to Film	A selection of early shorts (Lumières, Edison, Méliès, Alice Guy-Blaché) and film excerpts (D.W. Griffith, Edwin S. Porter, Mack Sennett, Germaine Dulac)
3	Classical Hollywood, the Studio System, and Mise-en-scène	Cleopatra (Cecil B. DeMille, USA, 1934); Casablanca (Michael Curtiz, 1942)
4	Soviet montage and the Kuleshov Effect	Mother (Vsevolod Pudovkin, 1926)
5	Cinematography, Composing the Frame, and Authorship	North by Northwest (Alfred Hitchcock, 1959)
6	Narrative Form I	Citizen Kane (Orson Welles, 1941) Midterm Scene Analysis (20%)
7	Narrative Form II	I’ve Heard the Mermaids Singing (Patricia Rozema, 1987) Rashomon (Akira Kurosawa, 1950)
8	Editing, and Camera Movement, and the Long Take	Touch of Evil (Orson Welles, 1958) and Jeanne Dielman, 23 quai du Commerce, 1080 Bruxelles (Chantal Akerman, 1975)
9	Sound and Colour (Genre 1: Musicals)	Singin’ in the Rain (Stanley Donan,1952) The Godfather (Martin Scorsese, 1972),
10	Art Cinema and the Festival Circuit 1	Hiroshima mon amour (Alain Resnais, 1959), La Jetée (Chris Marker, 1962)
11	Colour (Genre 2: Melodrama)	Written on the Wind (Douglas Sirk, 1945)
12	The New American Cinema	The Godfather (Francis Ford Coppola, 1972)
13	French New Wave	Cléo de 5 à 7 (Agnès Varda, 1962, France).
14	Final Exam	You will be shown clips in class and be asked answer multiple choice questions or to write short responses.

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 3 hours each.

【Textbooks】
Materials will be made available using online library resources or shared files.

【References】
Bordwell, David, Kristin Thompson &Jeff Smith, Film Art: An Introduction, 12th ed. New York: McGraw-Hill Education, 2020.
Pramaggiore, Maria &Tom Wallis, Film: A Critical Introduction, 2nd ed. Pearson, 2008.

【Grading criteria】
Film Responses (5x10%): 50%
Midterm Scene Analysis (Week 7): 20%
Final Exam (Week 14): 30%

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
Students will need to access class materials and submit assignments online. Students may bring their device (laptop, tablet, et al.) to class in order to refer to course readings if necessary.

【Prerequisite】
None.

SOC300ZA（社会学 / Sociology 300）

Advanced Topics in Critical Theory I

Daiki Hiramori

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：火1/Tue.1
その他属性：〈優〉

【Outline and objectives】
Students will learn the fundamental concepts of feminist theory, which has been attracting attention in recent years not only in the humanities but also in the social sciences. In this year's class, in addition to the foundational texts of feminist studies, students will read texts in feminist methods and Chicana feminist theory to acquire proficiency in the consideration of social phenomena related to gender and sexuality.

【Goal】
By the end of this course, students will be able to: (1) identify and describe the key concepts and main themes of feminist theory (remembering/understanding), (2) apply feminist theory to contemporary social issues in Japan and abroad (applying), (3) compare and contrast various strands of feminist theory (analyzing), and (4) develop and present their own ideas and perspectives on gender and sexuality (evaluating/creating).

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course will be based on a combination of short lectures by the instructor and student-led class discussions. Verbal and written feedback on assignments is given during class discussions and through using other tools as appropriate. Students are encouraged to visit the instructor during office hours for more personalized feedback.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Theory as Liberatory Practice	What is the role of theory in feminist studies?
3	Black Feminist Thought	What is Black feminist theory?
4	Intersectionality as Critical Social Theory	What are some of the unsolved issues with the intersectionality framework?
5	Transgender Feminism	Who are included as women in feminism?
6	Marxist Feminism	What is the relationship between feminism and Marxism?
7	Postcolonial Feminism	What is the relationship between feminism and nation?
8	Feminism in Japan	What does feminism in Japan look like?
9	Feminist Methods	How does feminist theory inform research methods?
10	Gender and Science	How has feminism changed science?
11	Chicana Feminist Theory I	What are the characteristics of Chicana feminism? What is "la conciencia de la mestiza"?
12	Chicana Feminist Theory II	What is the "methodology of the oppressed"?
13	Prepare for Final Paper	Preparation and feedback for the final paper
14	Theory in Action	What have we learned in this course? Preparing and submitting the final paper

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete the weekly readings and prepare for class discussion. Please note that the assigned readings for this course tend to be dense. As such, I recommend giving yourself ample time to complete them, even if the number of pages assigned at any given time appears small. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. All readings will be provided by the instructor.

【References】
Further reference may be provided based on students' areas of interest.

【Grading criteria】
Participation: 20%
Discussion facilitation: 20%
Weekly reading responses: 30%
Final paper: 30%

【Changes following student comments】
Students have generally evaluated the class positively. The instructor will be attentive to student feedback and adjust workload and class material, when necessary.

【Equipment student needs to prepare】
Many of our in-class activities will require access to the Internet, so please bring a laptop/tablet to every class meeting. Laptops and other devices should be used for purposes directly related to class activities; use of computers for other activities (e.g., checking emails) is non-conducive to a productive learning environment for you as well as the students sitting around you and therefore not allowed.

【Prerequisite】
To take this class, students are expected to have passed "Race, Class and Gender I."

SOC300ZA（社会学 / Sociology 300）

Advanced Topics in Critical Theory

Daiki Hiramori

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：火1/Tue.1
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
Students will learn the fundamental concepts of feminist theory, which has been attracting attention in recent years not only in the humanities but also in the social sciences. In this year's class, in addition to the foundational texts of feminist studies, students will read texts in feminist methods and Chicana feminist theory to acquire proficiency in the consideration of social phenomena related to gender and sexuality.

【Goal】
By the end of this course, students will be able to: (1) identify and describe the key concepts and main themes of feminist theory (remembering/understanding), (2) apply feminist theory to contemporary social issues in Japan and abroad (applying), (3) compare and contrast various strands of feminist theory (analyzing), and (4) develop and present their own ideas and perspectives on gender and sexuality (evaluating/creating).

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course will be based on a combination of short lectures by the instructor and student-led class discussions. Verbal and written feedback on assignments is given during class discussions and through using other tools as appropriate. Students are encouraged to visit the instructor during office hours for more personalized feedback.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Theory as Liberatory Practice	What is the role of theory in feminist studies?
3	Black Feminist Thought	What is Black feminist theory?
4	Intersectionality as Critical Social Theory	What are some of the unsolved issues with the intersectionality framework?
5	Transgender Feminism	Who are included as women in feminism?
6	Marxist Feminism	What is the relationship between feminism and Marxism?
7	Postcolonial Feminism	What is the relationship between feminism and nation?
8	Feminism in Japan	What does feminism in Japan look like?
9	Feminist Methods	How does feminist theory inform research methods?
10	Gender and Science	How has feminism changed science?
11	Chicana Feminist Theory I	What are the characteristics of Chicana feminism? What is "la conciencia de la mestiza"?
12	Chicana Feminist Theory II	What is the "methodology of the oppressed"?
13	Prepare for Final Paper	Preparation and feedback for the final paper
14	Theory in Action	What have we learned in this course? Preparing and submitting the final paper

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete the weekly readings and prepare for class discussion. Please note that the assigned readings for this course tend to be dense. As such, I recommend giving yourself ample time to complete them, even if the number of pages assigned at any given time appears small. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. All readings will be provided by the instructor.

【References】
Further reference may be provided based on students' areas of interest.

【Grading criteria】
Participation: 20%
Discussion facilitation: 20%
Weekly reading responses: 30%
Final paper: 30%

【Changes following student comments】
Students have generally evaluated the class positively. The instructor will be attentive to student feedback and adjust workload and class material, when necessary.

【Equipment student needs to prepare】
Many of our in-class activities will require access to the Internet, so please bring a laptop/tablet to every class meeting. Laptops and other devices should be used for purposes directly related to class activities; use of computers for other activities (e.g., checking emails) is non-conducive to a productive learning environment for you as well as the students sitting around you and therefore not allowed.

【Prerequisite】
To take this class, students are expected to have passed "Race, Class and Gender I."

SOC300ZA（社会学 / Sociology 300）

Advanced Topics in Critical Theory II

Daiki Hiramori

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：火1/Tue.1

その他属性：〈優〉

【Outline and objectives】
Students will learn the fundamental concepts of queer theory, which has been attracting attention in recent years not only in the humanities but also in the social sciences. In this year's class, in addition to the foundational texts of queer studies, students will read Black queer studies and queer demography literature to acquire proficiency in the consideration of social phenomena related to gender and sexuality.

【Goal】
By the end of this course, students will be able to: (1) identify and describe the key concepts and main themes of queer theory (remembering/understanding), (2) apply queer theory to contemporary social issues in Japan and abroad (applying), (3) compare and contrast various strands of queer theory (analyzing), and (4) develop and present their own ideas and perspectives on gender and sexuality (evaluating/creating).

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course will be based on a combination of short lectures by the instructor and student-led class discussions. Verbal and written feedback on assignments is given during class discussions and through using other tools as appropriate. Students are encouraged to visit the instructor during office hours for more personalized feedback.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	The Development of Queer Thinking	Why can't sexuality be properly studied within gender studies?
3	Gender Performativity	How does gender performativity differ from gender performance?
4	Homosociality	What is homosociality?
5	Compulsory Sexuality and Amatonormativity	What does asexuality offer queer theory?
6	Black Queer Studies	How does sexuality intersect with race?
7	HIV/AIDS in the '80s	How does the HIV/AIDS crisis affect queer theory?
8	HIV/AIDS in the '00s	How does a queer theoretical understanding of barebacking subculture differ from an epidemiological understanding?
9	Trans Politics	What does critical trans politics envision?
10	Homonormativity	What happens when neoliberalism meets LGBT movements?
11	Homonationalism	What happens when nationalism meets LGBT movements?
12	Queer Demography	How can LGBTQ populations be studied from a queer theoretical perspective?
13	Prepare for Final Paper	Preparation and feedback for the final paper
14	Theory in Action	What have we learned in this course? Preparing and submitting the final paper

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete the weekly readings and prepare for class discussion. Please note that the assigned readings for this course tend to be dense. As such, I recommend giving yourself ample time to complete them, even if the number of pages assigned at any given time appears small. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. All readings will be provided by the instructor.

【References】
Further reference may be provided based on students' areas of interest.

【Grading criteria】
Participation: 20%
Discussion facilitation: 20%
Weekly reading responses: 30%
Final paper: 30%

【Changes following student comments】
Students have generally evaluated the class positively. The instructor will be attentive to student feedback and adjust workload and class material, when necessary.

【Equipment student needs to prepare】
Many of our in-class activities will require access to the Internet, so please bring a laptop/tablet to every class meeting. Laptops and other devices should be used for purposes directly related to class activities; use of computers for other activities (e.g., checking emails) is non-conducive to a productive learning environment for you as well as the students sitting around you and therefore not allowed.

【Prerequisite】
To take this class, students are expected to have passed "Race, Class and Gender I."

SOC300ZA（社会学 / Sociology 300）

Feminist Theory

Daiki Hiramori

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：火1/Tue.1
Notes：Not Available for ESOP Students.

その他属性：

【Outline and objectives】
Students will learn the fundamental concepts of queer theory, which has been attracting attention in recent years not only in the humanities but also in the social sciences. In this year's class, in addition to the foundational texts of queer studies, students will read Black queer studies and queer demography literature to acquire proficiency in the consideration of social phenomena related to gender and sexuality.

【Goal】
By the end of this course, students will be able to: (1) identify and describe the key concepts and main themes of queer theory (remembering/understanding), (2) apply queer theory to contemporary social issues in Japan and abroad (applying), (3) compare and contrast various strands of queer theory (analyzing), and (4) develop and present their own ideas and perspectives on gender and sexuality (evaluating/creating).

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course will be based on a combination of short lectures by the instructor and student-led class discussions. Verbal and written feedback on assignments is given during class discussions and through using other tools as appropriate. Students are encouraged to visit the instructor during office hours for more personalized feedback.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	The Development of Queer Thinking	Why can't sexuality be properly studied within gender studies?
3	Gender Performativity	How does gender performativity differ from gender performance?
4	Homosociality	What is homosociality?
5	Compulsory Sexuality and Amatonormativity	What does asexuality offer queer theory?
6	Black Queer Studies	How does sexuality intersect with race?
7	HIV/AIDS in the '80s	How does the HIV/AIDS crisis affect queer theory?
8	HIV/AIDS in the '00s	How does a queer theoretical understanding of barebacking subculture differ from an epidemiological understanding?
9	Trans Politics	What does critical trans politics envision?
10	Homonormativity	What happens when neoliberalism meets LGBT movements?
11	Homonationalism	What happens when nationalism meets LGBT movements?
12	Queer Demography	How can LGBTQ populations be studied from a queer theoretical perspective?
13	Prepare for Final Paper	Preparation and feedback for the final paper
14	Theory in Action	What have we learned in this course? Preparing and submitting the final paper

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete the weekly readings and prepare for class discussion. Please note that the assigned readings for this course tend to be dense. As such, I recommend giving yourself ample time to complete them, even if the number of pages assigned at any given time appears small. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. All readings will be provided by the instructor.

【References】
Further reference may be provided based on students' areas of interest.

【Grading criteria】
Participation: 20%
Discussion facilitation: 20%
Weekly reading responses: 30%
Final paper: 30%

【Changes following student comments】
Students have generally evaluated the class positively. The instructor will be attentive to student feedback and adjust workload and class material, when necessary.

【Equipment student needs to prepare】
Many of our in-class activities will require access to the Internet, so please bring a laptop/tablet to every class meeting. Laptops and other devices should be used for purposes directly related to class activities; use of computers for other activities (e.g., checking emails) is non-conducive to a productive learning environment for you as well as the students sitting around you and therefore not allowed.

【Prerequisite】
To take this class, students are expected to have passed "Race, Class and Gender I."

SOC300ZA（社会学 / Sociology 300）

Migration and Diaspora

Chris Park

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：火1/Tue.1

その他属性：〈優〉

【Outline and objectives】
Scholarship on diaspora has drastically increased in the last three decades, and the issues pertaining to immigration and exile, as well as nation-state, nationalism, citizenship, identity and belonging have been explored and examined through a lens of diaspora in various academic disciplines. The course will address various issues that constitute diaspora such as the process of transmigration, settlement, and creation of diasporic communities, as well as identity formation, cultural hybridization, and cultural/knowledge productions – all of which are informed by race, gender, sexuality, class, religion, language and others.
In so doing, the class will first locate the roots of diasporas. As early historical references of the Jewish diaspora and the Black diaspora suggest, the displacement of people and communities from the original homeland often involved both internal and external forces that rendered them “exiles” or “slaves” against their will. Similarly, more recent diasporas emerge as a result of conflicts, wars, colonization, decolonization and globalization that result dispersion of people as “immigrants,” “refugees” and “adoptees.” Situating diaspora in broader projects of nation-building and empire-building, the course will ask and complicate the questions not simply about who, but also when, how, and under what circumstances people become disaspora, as well as how they (re)construct diasporic subjectivity and identity. Finally, the course will have a special focus on women’s experiences and voices.

【Goal】
At the end of this course, students should be able to:
・Explain such concepts as nationalism, citizenship, identity and belonging
・Explain historical and contemporary issues faced by various displaced people categorized as “immigrants,” “refugees,” and “adoptees” in their process of transmigration, settlement, and creation of diasporic communities
・Analyze various data sources including policies, legislations, historical facts, popular cultural production and personal narratives
・Use intersectionality as a lens of analysis to discuss issues pertaining to identity formation

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
Although the instructor will provide the basic framework in a lecture format, students are expected to actively participate in and contribute to class discussion. This includes asking questions, seeking clarification and offering critical ideas and interpretation. In addition, a small group of 3-5 individuals will work on a project and present findings and analyses on a topic of their choice. Further directions will be given in class.
In addition, it is possible that some comments from the reaction papers may be introduced in class to elaborate on each lecture and to facilitate discussions.
Comments for assignments and the final reports are given through email.
Students are expected to regularly check (at least once or twice a week) their university email account and Hoppii for course announcements and updates.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Overview & Self-introduction	Course Overview & Self-introduction
2	Definitional Questions	Theories and concepts: Migrant categories, return migration, migrants to citizens, diasporas and transnational communities.
3	Identity/ies for Diasporic Subjects	Why the poorest don’t migrate: examining systems, links, chains, routes, networks and diverse migrant motivations.
4	"Military Wives"	Japanese women’s departure, becoming American, the "modernized subjects"
5	"To Save the Children"	Origin of international adoption
6	Militarized Process of “Leaving”	How "refugee" subjects are created and mobilized through spaces and modernity.
7	War, Racism and Incarceration	Japanese American internment experience during WWII
8	Forced Identity	Representation of “Good” & “Grateful” minority
9	Racialized as “Invisible Asians”	Korean adoptees’ experience
10	Orphan with Two Mothers	Film: Liem, Deann Borshay, First Person Plural (2000)
11	Diasporic Homecoming	Homecoming experiences: Japanese Brazilians v. Japanese Americans
12	Between Home and Homeland	Film: Yang, Yonghi. Dear Pyongyang (2005)
13	Group Presentations I	Student presentations
14	Group Presentations II	Student presentations

【Work to be done outside of class (preparation, etc.)】
In addition to preparing for discussions, students are expected to review class materials after each class, note down reflections on the videos shown in class, and do the prescribed readings. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. Handouts, readings and other materials will be distributed in class and/or uploaded on online course management system.

【References】
Espiritu, Y. *Home bound Filipino American lives across cultures, communities, and countries*. UC Press, 2003.

【Grading criteria】
Participation: 30%
Reading and Writing Assignments: 20%
Presentation on Weekly Reading: 20%
Group Project: 30%
Students are not allowed for more than 2 unexcused absences. These exclude absences due to medical reasons, job interviews, but include those due to family emergency and train delays. If students arrive late or leave early, each will be counted as one ½ absence. If students miss 20 min of class time, it will be considered as 1 absence. 3 or more absences will result in not-passing. Students must complete all the assignments to pass the course. If students have special needs, exceptions may be made. Contact the instructor no later than Week 3.

【Changes following student comments】
NA

【Equipment student needs to prepare】
NA

【Others】
Changes to the above class schedule may take place. For example, the schedule for group presentations may be given depends on the number of enrolled students.
Students who intend to enrol in this class are expected to have passed or taken Understanding Society or Introduction to Sociology.
This prerequisite may be waived through consultation with the instructor.

【Prerequisite】
NA

SOC300ZA（社会学 / Sociology 300）

Race, Class and Gender II: Global Inequalities

Daiki Hiramori

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：木1/Thu.1
その他属性：〈優〉〈S〉〈ダ〉〈未〉

【Outline and objectives】
This class builds on what students have learned in Race, Class and Gender I to look at how inequalities are inter-connected through examining various global issues. Students will learn to analyze how race, class and gender are connected to each other as intersecting inequalities in a society and the world, and on that basis, consider the possibility of an equal but diverse world.

【Goal】
By the end of this course, students will be able to: (1) identify and describe the key concepts and main themes in the field of social demography (remembering/understanding), (2) apply key concepts from the field of social demography to contemporary social issues in Japan and abroad (applying), (3) compare and contrast various population processes and population structures (analyzing), and (4) develop and present their own ideas and perspectives on population issues (evaluating/creating).

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course will be based on a combination of short lectures by the instructor and student-led class discussions. Verbal and written feedback on assignments is given during class discussions and through using other tools as appropriate. Students are encouraged to visit the instructor during office hours for more personalized feedback.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Intersectionality as an Integrative Framework for Race, Class and Gender	Reviewing what was covered in Race, Class and Gender I
3	Population Processes	What is demography? How do demographers study population processes?
4	Population Structures	What is demography? How do demographers study population structures?
5	Theories of Population	How do populations grow and shrink?
6	Fertility	What determines how many children people have?
7	Mortality	Why do people die, and how does mortality vary across populations?
8	Migration	What drives people to move from one place to another?
9	Demography of Race and Ethnicity	How do race and ethnicity shape population patterns and inequalities?
10	Demography of Gender	How do gender shape population patterns and inequalities?
11	Demography of Sexuality	How do sexuality shape population patterns and inequalities?
12	Population Issues in Japan I	Why is Japan experiencing declining fertility?
13	Population Issues in Japan II	Why is Japan experiencing rising anti-immigrant sentiment?
14	Review &Final Exam	What have we learned in this course? Final exam

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete the weekly readings and prepare for class discussion. Please note that the assigned readings for this course tend to be dense. As such, I recommend giving yourself ample time to complete them, even if the number of pages assigned at any given time appears small. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. All readings will be provided by the instructor.

【References】
Further reference may be provided based on students’ areas of interest.

【Grading criteria】
Participation: 20%
Discussion facilitation: 20%
Weekly reading quizzes: 30%
Final exam: 30%

【Changes following student comments】
Students have generally evaluated the class positively. The instructor will be attentive to student feedback and adjust workload and class material, when necessary.

【Equipment student needs to prepare】
Many of our in-class activities will require access to the Internet, so please bring a laptop/tablet to every class meeting. Laptops and other devices should be used for purposes directly related to class activities; use of computers for other activities (e.g., checking emails) is non-conducive to a productive learning environment for you as well as the students sitting around you and therefore not allowed.

【Prerequisite】
To take this class, students are expected to have passed "Race, Class and Gender I."

SOC300ZA（社会学 / Sociology 300）

（GO 用）Race, Class and Gender II: Global Inequalities

Daiki Hiramori

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：木1/Thu.1
Notes：Not Available for ESOP Students. / TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉〈S〉〈ダ〉〈未〉

【Outline and objectives】
This class builds on what students have learned in Race, Class and Gender I to look at how inequalities are inter-connected through examining various global issues. Students will learn to analyze how race, class and gender are connected to each other as intersecting inequalities in a society and the world, and on that basis, consider the possibility of an equal but diverse world.

【Goal】
By the end of this course, students will be able to: (1) identify and describe the key concepts and main themes in the field of social demography (remembering/understanding), (2) apply key concepts from the field of social demography to contemporary social issues in Japan and abroad (applying), (3) compare and contrast various population processes and population structures (analyzing), and (4) develop and present their own ideas and perspectives on population issues (evaluating/creating).

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course will be based on a combination of short lectures by the instructor and student-led class discussions. Verbal and written feedback on assignments is given during class discussions and through using other tools as appropriate. Students are encouraged to visit the instructor during office hours for more personalized feedback.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Intersectionality as an Integrative Framework for Race, Class and Gender	Reviewing what was covered in Race, Class and Gender I
3	Population Processes	What is demography? How do demographers study population processes?
4	Population Structures	What is demography? How do demographers study population structures?
5	Theories of Population	How do populations grow and shrink?
6	Fertility	What determines how many children people have?
7	Mortality	Why do people die, and how does mortality vary across populations?
8	Migration	What drives people to move from one place to another?
9	Demography of Race and Ethnicity	How do race and ethnicity shape population patterns and inequalities?
10	Demography of Gender	How do gender shape population patterns and inequalities?
11	Demography of Sexuality	How do sexuality shape population patterns and inequalities?
12	Population Issues in Japan I	Why is Japan experiencing declining fertility?
13	Population Issues in Japan II	Why is Japan experiencing rising anti-immigrant sentiment?
14	Review &Final Exam	What have we learned in this course? Final exam

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete the weekly readings and prepare for class discussion. Please note that the assigned readings for this course tend to be dense. As such, I recommend giving yourself ample time to complete them, even if the number of pages assigned at any given time appears small. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. All readings will be provided by the instructor.

【References】
Further reference may be provided based on students’ areas of interest.

【Grading criteria】
Participation: 20%
Discussion facilitation: 20%
Weekly reading quizzes: 30%
Final exam: 30%

【Changes following student comments】
Students have generally evaluated the class positively. The instructor will be attentive to student feedback and adjust workload and class material, when necessary.

【Equipment student needs to prepare】
Many of our in-class activities will require access to the Internet, so please bring a laptop/tablet to every class meeting. Laptops and other devices should be used for purposes directly related to class activities; use of computers for other activities (e.g., checking emails) is non-conducive to a productive learning environment for you as well as the students sitting around you and therefore not allowed.

【Prerequisite】
To take this class, students are expected to have passed "Race, Class and Gender I."

SOC300ZA（社会学 / Sociology 300）

Social Theory: Perspectives on Inequality

Hazuki Kaneko

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：水2/Wed.2
その他属性：〈優〉〈S〉

【Outline and objectives】
Social inequality has always been a part of human society, and social scientists have invested much effort into “figuring out” why there is social inequality and how social inequality is sustained and reproduced. Earlier efforts focused mostly on socioeconomic inequality, while later endeavors explored racial, gender, sexual inequalities and their interconnections. These efforts resulted in classical and contemporary social theories on inequality. In this course, students will learn these theories, which are interesting in and of themselves, but more importantly, they will learn to think about inequality deeply and sophisticatedly.
Many theories covered in this course come from Western scholars. Therefore, it is important to explore their limitations in non-Western contexts and to consider the possibility of alternative perspectives.

【Goal】
In mastering the social theories covered in this course, students will hone their critical thinking skills, develop their own theories of various aspects of society and the world and consider solutions to lessen inequality. Students will acquire the skills to engage with complex ideas and think systematically and logically, and remaining aware of social injustices and problems. By the end of the course, students should be able to form and support their opinions with ease.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course is taught through a combination of lectures interwoven with short discussions, student presentations based on readings, and post-presentation discussions.
After the active learning section, the instructor will give feedback to each student personally in verbal or written form.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Overview	What is social theory?
2	The Trio in Classical Theories (1)	Karl Marx on social class and capitalism
3	The Trio in Classical Theories (2)	Karl Marx on ideology and Louis Althusser on state apparatuses
4	The Trio in Classical Theories (3)	Max Weber on class, status, and party, and on power, state and bureaucracy.
5	The Trio in Classical Theories (4)	Emile Durkheim on the division of labor in society
6	Student Presentation and Discussion (1)	Student presentation and discussion on Davis and Moore’s structural-functionalist theory and Tumin’s critique
7	Modern social theories on inequality (1)	Ralph Dahrendorf’s theory of the origin of inequality or continue with the trio
8	Modern social theories on inequality (1)	Pierre Bourdieu’s *Distinctions* and the significance of taste and lifestyle
9	Race and inequality (1)	Theories related to racial inequality: The work of W.E.B. Du Bois, Michael Omi &Howard Winant
10	Race and inequality (2)	Theories related to racial inequality:Joe Feagin Theories related to racial inequality: Critical Race Theories (CRT)
11	Student presentation (2)	Student presentation and discussion on CRT, focusing on storytelling and counter-storytelling approaches
12	The "F" word: "Classic" Feminist Theories on Gender Inequality	What is feminism? Liberal Feminism: *the* feminist theory? Mary Wollstonecraft, John Stuart &Harriet Taylor Mill, and Betty Friedan Black Feminist Standpoint Theory: Patricia Hill Collins Intersectional Theories: understanding multiple inequalities
13	Student presentation (3)	Student presentation and discussion on intersectionality and privilege
14	Theories on Inequality: One More Time	What have we learned? Where to go from here? Short presentation and discussions of "favorite concepts"

【Work to be done outside of class (preparation, etc.)】
Since the class is centered on reading and discussion, students are expected to do the readings before class and also review materials after each class. Every effort will be made to keep the amount of readings reasonable and enjoyable. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
The instructor will prepare materials to be distributed in class or downloaded from the university portal.

【References】
Grabb, Edward G. 2007. *Theories of Social Inequality*. 5th edition. Toronto, Canada:Thomson Nelson.

【Grading criteria】
Presentations (20%), reading assignments (40%), take-home examination (30%), class participation (10%).
Inappropriate use of AI tools in assignments and exams will result in a failing grade. The final exam will include an oral component to measure students’ understanding.

【Changes following student comments】
No feedback has been made (a new instructor).

【Others】
If you enjoy reading, thinking, and discussion, this course may be a good fit for you. Students who have taken and enjoyed courses in political theory, philosophy, cultural anthropology, or sociology are also likely to find this course engaging. However, students without any sociological background are encouraged to take a relevant introductory or intermediate course first, as this is an advanced sociology course.
Also, students who have passed *Introduction to Sociology* and *Race, Class, Gender I* will be given admission priority.

【Prerequisite】
See "others"

SOC300ZA（社会学 / Sociology 300）

【Pending】Special Topics in Sociology

Pending

Credit(s)：2 ｜ Semester： ｜ Year：3〜4
Day/Period：

その他属性：〈優〉

【Outline and objectives】
As nations and peoples continue the trend of globalization, legal issues become increasingly more complex. This course provides an overview of this trend, investigating similarities, differences, changes, and challenges experienced by an array of stakeholders as new issues arise and views on existing issues converge in some ways and diverge in others. Specific discussion topics include, but are not limited to, human rights, crime, the environment, international institutions, and conflict of laws.

【Goal】
Upon completion of this course, students should be able to discuss and analyze the legal aspects of specific problems in a globalizing world. Through discussion and debate, students will develop their ability to grasp and analyze different opinions, as well as predict counter-arguments.Through the creation of a final report and related presentation, students will enhance their ability to develop and logically present their ideas, while reflecting on peer feedback.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course will be taught through a combination of lecture- and seminar-style classes. Students are required to attend class prepared to participate in discussion. Students are also required to make one main and one or more smaller presentations and submit a final report on the topic of their main presentation, which should reflect class discussion and peer feedback. Instructor feedback will be given during class discussions, through commentary on errors and correct responses found in the assignments, and in response to individual requests. Assignments submitted on the online dashboard will receive individualized comments on the strengths and weaknesses of the submissions.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	What is Law? What is Globalization?	Defining law and globalization; What are the causes and impacts of globalization? International organizations
3	How does globalization of the law affect national legal systems?	Hard law versus soft law; international organizations; reputational harm
4	Freedom of Expression and Religion	Comparative analysis of free speech and the right to worship (or not) as one chooses.
5	Right to Life	Comparative analysis -death penalty; International declarations
6	Gender Issues	How does globalization change/impact gender roles? Empowerment; disenfranchisement
7	Crime and Enforcement	Comparison of criminal justice systems; Are we more or less safe in a globalizing world?
8	Humanitarian Law	Crime and punishment in war time
9	Right to a Healthy Environment	Global treaties and other agreements protecting the environment; sustainable development
10	What does the future hold for globalization?	Fragmentation / Convergence; inevitability vs nationalization.
11	Outline of presentation	Meet to discuss and provide feedback on the presentation online
12	Presentations	Student presentation(s) and class discussion. Topics to be decided based on the interests of the students.
13	Presentations	Student presentation(s) and class discussion. Topics to be decided based on the interests of the students.
14	Wrap-Up the semester	Discussion and provide feedback

【Work to be done outside of class (preparation, etc.)】
Students are required to complete the reading assignments and prepare before class.Students are also required to do independent and collaborative work for their assignments.Preparatory study and review time for this class are two hours each.

【Textbooks】
No textbook will be used. The readings are available online.

【References】
Reading materials are available on the classroom dashboard.

【Grading criteria】
Detailed requirements concerning assignments will be given in class. The final grade is calculated based on preparation (20 %), participation (20 %), presentation (30 %), outline and final summary (30 %).

【Changes following student comments】
N/A.

【Equipment student needs to prepare】
Internet access (smartphone, tablet, laptop).

【Others】
Slight alterations might be made to this syllabus, taking into account the number and specific interests of students who decide to take this course.

【Prerequisite】
None

SOC300ZA（社会学 / Sociology 300）

【休講】Law in a Globalizing World

Pending

Credit(s)：2 ｜ Semester： ｜ Year：3〜4
Day/Period：
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
As nations and peoples continue the trend of globalization, legal issues become increasingly more complex. This course provides an overview of this trend, investigating similarities, differences, changes, and challenges experienced by an array of stakeholders as new issues arise and views on existing issues converge in some ways and diverge in others. Specific discussion topics include, but are not limited to, human rights, crime, the environment, international institutions, and conflict of laws.

【Goal】
Upon completion of this course, students should be able to discuss and analyze the legal aspects of specific problems in a globalizing world. Through discussion and debate, students will develop their ability to grasp and analyze different opinions, as well as predict counter-arguments.Through the creation of a final report and related presentation, students will enhance their ability to develop and logically present their ideas, while reflecting on peer feedback.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course will be taught through a combination of lecture- and seminar-style classes. Students are required to attend class prepared to participate in discussion. Students are also required to make one main and one or more smaller presentations and submit a final report on the topic of their main presentation, which should reflect class discussion and peer feedback. Instructor feedback will be given during class discussions, through commentary on errors and correct responses found in the assignments, and in response to individual requests. Assignments submitted on the online dashboard will receive individualized comments on the strengths and weaknesses of the submissions.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	What is Law? What is Globalization?	Defining law and globalization; What are the causes and impacts of globalization? International organizations
3	How does globalization of the law affect national legal systems?	Hard law versus soft law; international organizations; reputational harm
4	Freedom of Expression and Religion	Comparative analysis of free speech and the right to worship (or not) as one chooses.
5	Right to Life	Comparative analysis -death penalty; International declarations
6	Gender Issues	How does globalization change/impact gender roles? Empowerment; disenfranchisement
7	Crime and Enforcement	Comparison of criminal justice systems; Are we more or less safe in a globalizing world?
8	Humanitarian Law	Crime and punishment in war time
9	Right to a Healthy Environment	Global treaties and other agreements protecting the environment; sustainable development
10	What does the future hold for globalization?	Fragmentation / Convergence; inevitability vs nationalization.
11	Outline of presentation	Meet to discuss and provide feedback on the presentation online
12	Presentations	Student presentation(s) and class discussion. Topics to be decided based on the interests of the students.
13	Presentations	Student presentation(s) and class discussion. Topics to be decided based on the interests of the students.
14	Wrap-Up the semester	Discussion and provide feedback

【Work to be done outside of class (preparation, etc.)】
Students are required to complete the reading assignments and prepare before class.Students are also required to do independent and collaborative work for their assignments.Preparatory study and review time for this class are two hours each.

【Textbooks】
No textbook will be used. The readings are available online.

【References】
Reading materials are available on the classroom dashboard.

【Grading criteria】
Detailed requirements concerning assignments will be given in class. The final grade is calculated based on preparation (20 %), participation (20 %), presentation (30 %), outline and final summary (30 %).

【Changes following student comments】
N/A.

【Equipment student needs to prepare】
Internet access (smartphone, tablet, laptop).

【Others】
Slight alterations might be made to this syllabus, taking into account the number and specific interests of students who decide to take this course.

【Prerequisite】
None

ARS300ZA

Contemporary British Culture

Brian Sayers

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：木2/Thu.2

その他属性：

【Outline and objectives】
This course will provide a perspective on contemporary British culture. With Britain as a case theme, we also understand the diversity of cultures around the world and the significance of enhancing communication with people from other cultural backgrounds.

【Goal】
(1) Students will study the latest developments of, and arguments on, culture in Britain after WWII, particularly after the 1980s. During this period, British society and culture changed rapidly and were fragmented and reshaped. (2) Students will think of them in social, political, economic and historical contexts, and also study factors such as nation, ethnicity, gender, youth culture, commercialism, entertainments, and the internet. (3) Accumulating knowledge and having a map concerning contemporary British culture will contribute to students' understanding of interdisciplinary discourses in media and academia. (4) This course will help build skills of acquiring information, analyzing materials, and writing reports.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Students will learn the words, concepts, and proper nouns of every week's theme. While giving consideration to the tradition, the conventions, and Britishness in culture, these themes will be analysed in the context of 21st-century Britain. The recent studies of culture will make debate issues more understandable to foreign students. Pictures, films, and music will be used in the class. For students' further study, materials will be distributed, as well as related books and websites introduced.
Feedback will be given through Hoppii.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Outlining the course
2	A Survey of Post-war Britain 1950-79	Timeline and the economic, political and social context
3	A Survey of Post-war Britain 1980-present	Timeline and the economic, political and social context
4	English Language	English and the society, RP, PC, the Celtic languages
5	Journalism and the Media	Newspaper, magazine, alternative publications The class compares Britain and Japan with regard to the conservation of culture
6	Literature (Poetry and Novel)	Experiments, women, ethnic minority, children, publication
7	Theatre	Realism, absurdity, musical, new dramas, comedy, theatre after Thatcher
8	Cinema	Social realism, pop style, Heritage films, Ken Loach, Independent films
9	Internet and Cyberculture	Trends in social media, video games, the web and the law The class is expected to compare Britain and Japan in these aspects
10	TV and Radio	BBC, commercial TV, political satire, soap opera, reality TV
11	Art, Architecture and Design	Francis Bacon, Damien Hirst, Tracey Emin, Modernist and post-modernist architects
12	Popular Music and Fashion	Rock'n'roll, Mods, Beatles, Punk, post-Punk, club, Britpop, the business of music
13	Sport and Cultural Heritage	Gentlemen, the home nations, leisure, gender, disability, government, commerce The country house, the National Trust, festivals, sectarianism. The class is expected to compare Britain and Japan in these aspects
14	Review End-term Examination	Students' inquiries and discussion, written examination

【Work to be done outside of class (preparation, etc.)】
Students are required to read the assigned materials and prepare for class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Textbooks will not be used. Handouts and reading materials will be provided by the lecturer.

【References】
David Christopher (2015). *British Culture: An Introduction* (3rd edn). London: Routledge.
Michael Higgins, Clarissa Smith and John Storey (eds.)(2010). *The Cambridge Companion to Modern British Culture*. Cambridge: Cambridge University Press.
Peter Childs and Michael Storry (1999). *Encyclopedia of Contemporary British Culture*. London: Routledge.
The BBC History website (The Making of Modern Britain): http://bbc.co.uk/british/modern/overview_1945_present_01.shtml

【Grading criteria】
Evaluation will be based on class participation (30%), a writing assignment (20%), and exam (50%). More than two unexcused absences will result in failure of the course.

【Changes following student comments】
Nothing in particular.

【Prerequisite】
Students should have completed *UK: Society and People* or have some basic knowledge about British society and culture.

ARS300ZA

【休講】New Zealand Culture and History

休講

Credit(s)：2 ｜ Semester： ｜ Year：3〜4
Day/Period：

その他属性：

【Outline and objectives】
New Zealand (NZ) is one of the most popular destinations for nature-lovers and fans of world-acclaimed movies such as *The Lord of the Rings* and *The Hobbit*. At the same time, its flourishing economy and relaxing lifestyle has attracted immigrants and long-term stayers from all over the world. It is little known, however, that this small country with a population of about five million has been leading the world on social issues, particularly with regard to women's suffrage, the anti-nuclear movement and caring for the underprivileged. This course is concerned with the significant historical figures and events of NZ from the early contact between the Maori and Europeans to some great backyard inventors. With NZ as a case theme, we also understand the diversity of cultures around the world and the significance of enhancing communication with people from other cultural backgrounds.

【Goal】
By the end of the course, students will:
(1) acquire substantial understanding of the major facts and issues of NZ,
(2) develop the skills needed to collect and analyse data for research purposes, and
(3) learn to make an effective presentation about selected topics.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3" and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Each student does research on an assigned topic independently and gives a 20-minute talk on it, while the other students are expected to contribute to the discussion with questions and comments. The instructor is more of a facilitator to assist students by providing a framework for study and inviting lively discussion and response. By the last class, students will complete an essay on one of their chosen subjects, addressing the review comments and the suggestions they receive at the time of their presentation.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Overview	(1) Outlining the course content and instructional methodologies (2) APA style guide
2	Introduction	A quick look at NZ geography
3	European Explorers	*For each topic, key words in parentheses should be referred to in a student's presentation.* (1) Abel Tasman (Batavia, Terra Australis) (2) James Cook (HMS *Endeavour*, Jean-Francois-Marie de Surville)
4	Indigenous People	(1) Maori (Kupe, Hawaiki, Aotearoa, iwi) (2) Moriori (Tommy Solomon)
5	Maori Culture	(1) Buildings (marae, pa) (2) Moko [The class compares NZ and Japan with regard to the conservation of indigenous culture.]
6	Early Visitors	(1) Seal hunters (NZ seals, Dusky Sound) (2) Whalers (NZ whales, Kaikoura)
7	Racial Relations	(1) Treaty of Waitangi (Bay of Islands, lieutenant-governor) (2) Waitangi Tribunal (Maori as an official language)
8	Movie Time	NZ culture and history through a film [The class is expected to compare NZ and Japan in these aspects, discussing with international students.]
9	Settlement	(1) Gold rush (Otago, West Coast) (2) Sheep farming past and present
10	World War I	(1) ANZAC (Gallipoli) (2) Relation with Japan (HIJMS *Ibuki*)
11	World War II and After	(1) Featherston Incident (2) Anti-nuclear policy (*Rainbow Warrior*, USS *Buchanan*)
12	Policies	(1) Women's suffrage (Kate Sheppard) (2) Endangered birds (yellow-eyed penguin, black robin) [The class is expected to compare NZ and Japan in these aspects, discussing with international students.]
13	Pioneers I	(1) Richard Pearse (Wright brothers) (2) Burt Munro (*The World's Fastest Indian*)
14	Pioneers II	(3) Bungy jumping (AJ Hackett, Henry van Asch) (4) Peter Jackson (*The Lord of the Rings*)

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbooks are used. All handouts are posted on the course website while additional materials will be provided in the classroom.

【References】
The following websites will be useful as comprehensive introductions.
Ministry for Culture and Heritage. (2022). *New Zealand history*. Retrieved from http://www.nzhistory.net.nz/
Ministry for Culture and Heritage. (2021). *Te Ara: The encyclopedia of New Zealand*. Retrieved from http://www.teara.govt.nz/en

【Grading criteria】
Evaluation will be based on class discussion (20%), presentation (40%) and a submitted essay (40%). **Attendance at the first class is mandatory.** More than two unexcused absences will result in failure of the course.

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
The reference materials are downloadable in PDF format.

【Others】
It is recommended that students have completed *Australia: Society and People* and/or *UK: Society and People* with good grades.

【Prerequisite】
No prerequisite is required.

MAN300ZA（経営学 / Management 300）

Corporate Social Responsibility

Sairan Hayama

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：木2/Thu.2

その他属性：〈優〉

【Outline and objectives】
This course is designed to introduce and explore the diversified perspectives and understandings on Corporate Social Responsibility (CSR). We are going to develop an understanding of CSR in the global context and learn why and how modern corporations are managing CSR in their business activities. The major topics dealt with in this course will be Defining CSR, CSR Concepts and Theories, Cases for and against CSR, CSR-Related Concepts (CSV, ESG &Sustainability), CSR to Stakeholders, CSR in the Marketplace, and CSR in the Workplace.

【Goal】
The goal of this course is to help students build the basic understanding of CSR, know how CSR is applied in different arenas of business and explore CSR management in companies. Students will be able to define CSR and explain the meanings of CSR strategic practices in modern corporations after taking this course.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
The class format consists of lecture and discussion, group work, class presentation, assignments, quizzes, and exams. In order to develop a global vision and analytical thinking, students will be encouraged to discuss their findings from the course materials and compare their own personal cultural views with those of their peers. Therefore, regular attendance is required for this course. Feedback will be given verbally, non-verbally or in written form.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Orientation & Introduction	Orientation &introduction
2	CSR in a Global Context	Introduce the key concepts in corporate social responsibility, the essential issues relevant to the responsible management of businesses.
3	The Cases for and against CSR-1	Discuss different perspectives for and against arguments regarding CSR. (lecture &discussion)
4	The Cases for and against CSR-2	Discuss different perspectives for and against arguments regarding CSR. (lecture &discussion)
5	CSR-Related Concepts and Theories-1	Explore the concepts and related theories of CSR. (lecture & discussion)
6	CSR-Related Concepts and Theories-2	Explore the concepts and related theories of CSV. (lecture & discussion)
7	Responsibilities to Stakeholders-1	Who are the stakeholders? How should companies respond to these stakeholders? (lecture & discussion)
8	Responsibilities to Stakeholders-2	What are the responsibilities of companies for stakeholders? (lecture &discussion)
9	Case Study-1 Mid-term Exam	Company A regards employees as No.1 stakeholders and adopt stakeholder-oriented management philosophy and implement CSR positively.
10	CSR and ESG in the Marketplace	How to improve the triple(ESG) bottom line by implementing an engaging, authentic, and business-enhancing CSR program that helps staff and business thrive.(lecture &discussion)
11	Case Study-2	Company B - BOP business in Africa. A case study on the business designed for people who live at the bottom of the base pyramid.
12	CSR and SDGs	Discuss human rights ,work-life balance and SDGs related issues. (lecture &discussion)
13	Case Study-3	Company C - family friendly company. A case study on the work-life balance implementations.
14	Case Study-4 Final Exam (Presentation)	Company D - corporate citizenship in the community. A case study on corporate citizenship and sustainable development.

【Work to be done outside of class (preparation, etc.)】
Students are required to prepare for each class by reading the handouts and reviewing the companies’ CSR implementations assigned by the instructor. The reference books recommended by the instructor are listed in the syllabus. The recommended time for preparatory study and review is two hours each.

【Textbooks】
Handouts and reading materials will be provided by the instructor in face-to-face class meetings.

【References】
1. Andrew Crane &Dirk Matten (2016), Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization, Oxford Univ. Printing.
2.Andrew Crane, Dirk Matten and Laura J. Spence (2014), Corporate Social Responsibility: Readings and Cases in a Global Context, Routledge.
3. Charlotte Walker &John D. Kelly edited (2015), Corporate Social Responsibility? : Human Rights in the New Global Economy, University of Chicago Press.
4. Jeremy Moon (2015), Corporate Social Responsibility: A Very Short Introduction, Oxford Univ. Printing.
5. J.Okpara &S.O. Idowu edited (2016),Corporate Social Responsibility: Challenges, Opportunities and Strategies for 21st Century Leaders(CSR, Sustainability, Ethics &Governance), Springer.
6. Peter Baines (2015), Doing Good By Doing Good: Why Creating Shared Value is the Key to Powering Business Growth and Innovation, Wrightbooks.

【Grading criteria】
Participation and Attitude: 30%
Assignment/Report/Presentation: 30%
Midterm: 20%
Final Exam: 20%
1.According to GIS policy, only two unexcused absences are acceptable.
2.Maintaining a positive learning environment is important. Please be aware that leaving the classroom without permission will negatively affect your grade and will be considered an early departure. Leaving and reentering the classroom during a lecture disturbs the class.
3.Avoid making basic grammatical errors when submitting assignments or exams. These errors will negatively affect your grade.

【Changes following student comments】
Students taking this course are required to have basic business management knowledge.

【Equipment student needs to prepare】
To help you stay focused during lectures and group discussions, please follow the instructor’s instructions about using personal computers in class.

【Others】
A formal document of proof is necessary when you are absent from the class meetings because of recruiting interviews which are on an assigned date by the company. Absences for free selection group interviews will not be given consideration since the needs of the class have priority.

【Prerequisite】
None.

MAN300ZA（経営学 / Management 300）

【休講】Corporate Social Responsibility

休講

Credit(s)：2 ｜ Semester： ｜ Year：3〜4
Day/Period：

その他属性：〈優〉

【Outline and objectives】
This course is designed to introduce and explore the diversified perspectives and understandings on Corporate Social Responsibility (CSR). We are going to develop an understanding of CSR in the global context and learn why and how modern corporations are managing CSR in their business activities. The major topics dealt with in this course will be Defining CSR, CSR Concepts and Theories, Cases For and Against CSR, Responsibilities to Stakeholders, CSR in the Marketplace, CSR in the Workplace, and etc.

【Goal】
The goal of this course is to help students build the basic understanding of CSR, know how CSR is applied in different arenas of business and explore CSR management in companies. Students will be able to define CSR and explain the meanings of CSR strategic practices in modern corporations after taking this course.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
The class format consists of lecture and discussion, group work, class presentation, assignments, quizzes, and exams. In order to develop a global vision and analytical thinking, students will be encouraged to discuss their findings from the course materials and compare their own personal cultural views with those of their peers. Therefore, regular attendance is required for this course. Feedback will be given verbally, non-verbally or in written form.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Orientation & Introduction	Orientation &Introduction
2	CSR in a Global Context	Introduce the key concepts in corporate social responsibility, the essential issues relevant to the responsible management of businesses. Textbook: pp.3-25 (lecture &discussion)
3	The Cases for and against CSR -1	Discuss different perspectives for and against CSR. Textbook: pp.27-65 (lecture &discussion)
4	The Cases for and against CSR-2	Discuss different perspectives for and against CSR. Textbook: pp.27-65 (lecture &discussion)
5	CSR Concepts and Theories -1	Explore the concepts and theories of CSR. Textbook: pp.66-96 (lecture &discussion)
6	CSR Concepts and Theories -2	Explore the concepts and theories of CSR. Textbook: pp.104-127 (lecture &discussion)
7	Responsibilities to Stakeholders -1	Who are the stakeholders? How should companies respond to these stakeholders? Textbook: pp.133-164 (lecture &discussion)
8	Responsibilities to Stakeholders -2	What are the responsibilities of companies for stakeholders? Textbook: pp.168-198 (lecture & discussion)
9	Case Study -1 Mid-term Exam	Company A regards employees as No.1 stakeholders and adopt stakeholder-oriented management philosophy and implement CSR positively.
10	CSR in the Marketplace	How to improve the bottom line by implementing an engaging, authentic, and business-enhancing CSR program that helps staff and business thrive. Textbook: pp.213-250 (lecture &discussion)
11	Case Study -2	Company B- BOP business in Africa. A case study on the business designed for people who live at the bottom of the base pyramid.
12	CSR in the Workplace	Discuss human rights and work-life balance issues in the workplace. Textbook: pp.253-289 (lecture &discussion)
13	Case Study -3	Company C - family friendly company. A case study on the work-life balance implementations.
14	Case Study -4 Final Exam (Presentation)	Company D - corporate citizenship in the community. A case study on corporate citizenship and sustainable development.

【Work to be done outside of class (preparation, etc.)】
Students are required to have their own text material copies and prepare for each class by reading through the materials to be covered before coming to class. The textbook is available in the library but you are recommended to have your own textbook. Preparatory study and review for this class are 2 hours each.

【Textbooks】
Andrew Crane, Dirk Matten and Laura J. Spence (2014), *Corporate Social Responsibility: Readings and Cases in a Global Context*, Routledge.

【References】
1. Andrew Crane &Dirk Matten (2016), *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization*, Oxford Univ. Printing.
2. Charlotte Walker &John D. Kelly edited (2015), *Corporate Social Responsibility? : Human Rights in the New Global Economy* , University of Chicago Press.
3. Jeremy Moon (2015), *Corporate Social Responsibility: A Very Short Introduction*, Oxford Univ. Printing.
4. J.Okpara &S.O. Idowu edited (2016), *Corporate Social Responsibility: Challenges, Opportunities and Strategies for 21st Century Leaders* (CSR, Sustainability, Ethics &Governance), Springer.
5. Peter Baines (2015), *Doing Good By Doing Good: Why Creating Shared Value is the Key to Powering Business Growth and Innovation*, Wrightbooks.

【Grading criteria】
participation and attitude 30%, presentation and report / homework 30%, mid-term 20％, final exam 20%

【Changes following student comments】
Students taking this course are required to have basic business management knowledge.

【Others】
A formal document of proof is necessary when you are absent from the class meetings because of recruiting interviews which are on an assigned date by the company. Absences for free selection group interviews will not be given consideration since the class has priority.

【Prerequisite】
None.

MAN300ZA（経営学 / Management 300）

【休講】Digital Marketing

休講

Credit(s)：2 ｜ Semester： ｜ Year：3〜4
Day/Period：

その他属性：〈優〉

【Outline and objectives】
This course aims at understanding the application of human-mimicking technologies (AI, NLP, sensors, robotics, augmented reality, etc.) to create, communicate, deliver, and enhance value across the customer journey.

【Goal】
Students will understand the current challenges that marketers deal with in a modern society (e.g., generation gap, COVID-19, digital divide). Based on that, students will learn the role of human-like technologies in addressing such challenges and marketing customers effectively. In this line, predictive marketing, contextual marketing, and augmented marketing will be covered. Finally, students will practically learn how to apply what they have learned and how to devise feasible solutions by performing group projects.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course will proceed with lecture, readings, group presentation, and discussion. Students are required to read each chapter of a textbook in advance and submit a summary of it every week. After a lecture from an instructor, students will participate in group presentation and subsequent discussion. The subject of group presentation will be about case studies of the content covered in the given week.
At the beginning of class, feedback and a brief review for the previous class will be given.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction of Course	Introduction of course
2	Chapter 1: Marketing 5.0	This class covers the definition of marketing 5.0 enabled by a group of technologies that emulate capabilities of human marketers.
3	Chapter 2: Marketers’ Challenges (Generation Gap)	This class covers five different generations and corresponding marketing strategies in general.
4	Chapter 3: Marketers’ Challenges (Prosperity Polarization)	This class covers characteristics of today’s polarized society (jobs, ideologies, lifestyle, and markets) and explores why inclusivity and sustainability matters.
5	Chapter 5: COVID-19 as the Digitalization Accelerator	This class covers what changes have brought out due to COVID-19 and what types of new strategies are required to provide new customer experiences.
6	Chapter 6: Human-Like Technologies	This class covers the concepts and features of human-like technologies including natural language processing, sensor, robotics, mixed reality.
7	Chapter 7: The New Customer Experience	This class covers the future landscape of service industries that combine service robots and human employees to serve customers.
8	Chapter 8: Data-Driven Marketing	This class covers the definition of data-driven marketing and the requirements to perform data-driven marketing.
9	Chapter 9: Predictive Marketing	This class covers the definition of predictive marketing, what predictive marketing can do, and why it is necessary in a fast-changing digital market.
10	Chapter 10: Contextual Marketing	This class covers newly emerging marketing strategy that develops humans’ situational awareness by scanning environments. This can help marketers provide personalized services to customers.
11	Chapter 11: Augmented Marketing (Customer Tiering Model)	This class covers the future of human-machine collaboration and explores future directions of robotics development to devise effective marketing strategies.
12	Project 1: Project Analysis Methods	This class covers methodologies and examples of marketing projects. It includes problem identification, analysis, and finding feasible solutions.
13	Project 2: Planning for Group Projects	In this class, students (each group) will present which type of marketing strategy they will focus on to analyze the real-world case
14	Project 3: Final Presentation of Group Projects &Wrap-Up	In this class, students (each group) will give their case analysis based on a specific marketing strategy. After the presentation, subsequent discussion and feedback will follow.

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Marketing 5.0: Technology for Humanity (English Edition) , Philip Kotler, Hermawan Kartajaya, Iwan Setiawan, Wiley(2021/1/27), 2,972yen (hardcover)

【References】
Rogers, D. (2016). The digital transformation playbook. Columbia University Press

【Grading criteria】
Participation (20%); Weekly paper (20%);
Group presentations (40%); Final project (20%).

【Changes following student comments】
Not applicable

【Equipment student needs to prepare】
Bring to class: a notebook, the textbook on a laptop or a tablet, or bring a hard copy. Further information will be provided by the instructor.

【Prerequisite】
None.

MAN300ZA（経営学 / Management 300）

Financial Statement Analysis

Karen Kai Lin Lai

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：水2/Wed.2
その他属性：〈優〉

【Outline and objectives】
This course introduces students to the interpretation and analysis of corporate financial statements. Emphasis is placed on understanding financial position, operating performance, cash flows, and financial risk through ratio analysis, trend analysis, and integrated financial statement analysis. The course develops students' ability to think analytically and apply financial information to decision-making contexts.

【Goal】
The goals of this course are to:
1. Understand the structure and content of financial statements.
2. Apply financial ratios and analytical techniques to assess company performance.
3. Conduct comprehensive financial analysis for decision-making processes.
4. Demonstrate critical thinking and communication skills through case studies and discussion.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
The class is conducted mainly through lectures and discussions. I highly recommend that students make full use of the lecture slides available on the Hosei Learning Management System (HOPPII), both during and after class.
Feedback on Assignments:
Model answers will be provided after submission, and key points will be reviewed and discussed in class to ensure that students clearly understand the appropriate approaches and underlying reasoning.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction to Financial Analysis &Financial Thinking	Purpose of financial analysis; users; role of finance; abstraction; analytic reasoning
2	Balance Sheet and Income Statement Fundamentals	Assets, liabilities, equity; revenues and expenses; accrual accounting; statement relationships
3	Liquidity and Short-Term Financial Health	Working capital, current and quick ratios, short-term solvency
4	Profitability and Operating Performance	Profit margins; ROA; ROE; interpreting performance
5	DuPont Framework and Return Decomposition	ROE decomposition: links between profitability, efficiency, and leverage
6	Efficiency and Asset Utilization Analysis	Asset turnover, inventory, and receivables management
7	Review and Midterm Examination	In-class midterm examination
8	Leverage, Capital Structure, and Financial Risk	Debt financing; leverage ratios; interest coverage (Assignment released)
9	Cash Flow Statement and Cash Flow Analysis	Operating, investing, and financing cash flows; earnings vs cash
10	Trend and Comparative Financial Analysis	Horizontal analysis; vertical analysis; peer comparison
11	Integrated Financial Statement Analysis	Combining liquidity, profitability, efficiency, leverage, and cash flow analysis
12	Introduction to Forecasting and Valuation Concepts	Pro-forma thinking; assumptions; valuation intuition (Assignment submission deadline)
13	Applied Practice and Group Discussion	Group discussion, applied review, and feedback
14	Wrap-Up and Final Examination	Wrap-Up and Final Examination

【Work to be done outside of class (preparation, etc.)】
Students are expected to spend approximately two hours per week on review and two hours per week on preparation for upcoming classes.

【Textbooks】
Main Text
Bigel, K. S. (n.d.). Introduction to financial analysis. Open Textbook Library.

【References】
Subramanyam, K. R., &Wild, J. J. (2020/2023). Financial statement analysis (10th or 11th ed.). McGraw-Hill Education. (Students are not required to purchase the supplementary text; the instructor may provide selected references.)

【Grading criteria】
Students will be evaluated based on the midterm examination (35%), final examination (35%), case study assignment(20%), and class participation (10%)

【Changes following student comments】
N/A

【Equipment student needs to prepare】
None.

【Others】
None.

【Prerequisite】
Basic knowledge of accounting principles and financial reporting is preferred.

MAN300ZA（経営学 / Management 300）

【休講】International Business

休講

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：

Notes：TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉〈優〉

【Outline and objectives】
Learning and applying the principles of international business. Globalization and international business will continue to impact international activities and influence local outcomes. In this course, students will learn concepts, processes and strategies of international business management. Emphasis will be on issues impacting international business and how companies conduct business to compete successfully in the global market.

【Goal】
The goal of this course is to understand the environment of international business, and its advantages and disadvantages. Students will develop analytical and critical thinking skills by analyzing business cases relating to international business.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
This course is taught primarily through lecture and discussions. Feedback is given during class time or through tools such as HOPPII or email. Interactive class participation is encouraged.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Introduction and Overview
2	Foundation Concepts (1)	What is international business?
3	Foundation Concepts (2)	Dimensions and drivers of market globalization
4	The Environment of International Business (1)	The cultural environment of international business
5	The Environment of International Business (2)	Ethics, CSR, sustainability and governance
6	The Environment of International Business (3)	Government intervention in international business
7	Emerging Markets, Developing Economies and Advanced Economies (1)	Understanding emerging markets (presentation)
8	Emerging Markets, Developing Economies and Advanced Economies (2)	Understanding emerging markets (presentation)
9	Emerging Markets, Developing Economies and Advanced Economies (3)	Understanding emerging markets (presentation)
10	International Monetary and Financial Environment (1)	Exchange rates, currencies, monetary and financial system.
11	International Monetary and Financial Environment (2)	Global financial crisis.
12	Strategy and Opportunity Assessment (1)	Case studies
13	Strategy and Opportunity Assessment (2)	Case studies
14	Final Exam & Wrap-up	Assessing the understanding of the subject

【Work to be done outside of class (preparation, etc.)】
Download and print out the handouts before each class. Read the assigned chapters in the textbook and complete any assignments given. The preparatory study and review time for this class is 2 hours each.

【Textbooks】
Cavusgil, Tamer S., Knight, Gary and Riesenberger, John. *International Business: The new Realities,* Global Edition, 6th Edition, Prentice Hall, 2025.

【References】
Further materials will be provided by the instructor.

【Grading criteria】
Students will be evaluated based on class participation (15%), in-class pop quizzes (20%), group presentation (20%) and final exam (45%).

【Changes following student comments】
Not applicable.

【Others】
Students who are interested to take this course, must attend the first week of class. A selection process will be conducted during the first week prior to the enrollment of this course.
Students who have taken business or economic courses are preferred.

【Prerequisite】
None

MAN300ZA（経営学 / Management 300）

International Finance

Keiichiro Omae

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：火6/Tue.6

その他属性：〈優〉

【Outline and objectives】
This course is an advanced class to learn key concepts of international finance. We cover topics such as financial markets (money, foreign exchange, bonds, stocks, etc.) and roles of financial institutions (commercial banks, investment banks, insurance companies and various types of funds (hedge funds, pension funds, etc.)). We also cover variety of financial products such as derivatives (futures, options), structured products and cryptocurrencies.
Regardless of whether you want to work in financial industry or not, in your future professional career, you will work with global financial institutions and be impacted by international financial markets in various situations no matter what type of business you engage in. Through this course, you will obtain deep and practical understanding of financial markets, institutions and products that will be a great asset for your future career.

【Goal】
You should be able to apply theories and knowledge we learn in the class in a real-world situation. The goal of this course is to prepare yourselves to start your professional career successfully in international business environment.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
This class consists of lecture and discussion based on real-world examples. In addition to a Final Exam, several mini tests (quiz) will be conducted from time to time to check your understanding of basic concepts. While class participation is also an important component of the entire grade, adoption of "cold call" or "warm call" will be decided depending upon the preparedness and enthusiasm of registered students. Feedback is given in class or after class on a group or an individual basis.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction and review of key concepts
2	Basics of Finance and Market	Understand the role of finance and market in the economy
3	The Stock Market	Understand how the stock market works including roles of Stock Exchange
4	The Bond Market	Understand how the bond market works and how the interest rates are decided
5	The Foreign Exchange Market	Understand how the foreign exchange market works
6	Derivatives	Understand derivatives such as futures, forwards and options
7	Financial Institutions and Funds	Understand roles and characteristics of financial institutions
8	Valuation (1)	Learn valuation using Discount Cash Flow method
9	Valuation (2)	Learn valuation using comparable method
10	Option (1)	Learn concept of option including "real option"
11	Option (2)	Learn option pricing model
12	Recent Topics in International Finance	To apply learned concepts to real world financial economy
13	Wrap Up	Review all concepts learned
14	Final Exam and Review	Final exam and review

【Work to be done outside of class (preparation, etc.)】
You will be expected to read and digest materials distributed before each class. Preparatory study and review time for this class are 2 hours each. It is also expected to prepare questions in case you do not fully understand the facts or concepts in the materials. Detail of expected preparation for the following class will be provided in each class.

【Textbooks】
There are no textbooks required. Handouts and case studies will be distributed in advance for each class.

【References】
Zvi Bodie, Alex Kane, and Alan J. Marcus. (2021). Essentials of Investments 12th ed. McGraw-Hill. (ISBN: 978-1260772166)
Zvi Bodie, Alex Kane, and Alan J. Marcus. (2023). Investments 13th ed. McGraw-Hill. (ISBN: 978-1266837319)
(The textbooks below are discontinued and available only in libraries)
Bodie, Zvi, Robert C. Merton, and David L. Cleeton. (2009). Financial Economics. 2nd ed. Prentice Hall. (ISBN: 978-0131579521)
(Japanese Translation)
『現代ファイナンス論』（原著第２版）ボディ、マートン、クリートン著
大前恵一朗訳　ピアソン　(2011)　(ISBN: 978-4864010160)

【Grading criteria】
The grading will be based on the final exam (50%), quizzes/assignments (30%) and class participation (discussion, etc.) (20%).

【Changes following student comments】
None.

【Equipment student needs to prepare】
Using a laptop PC in class is permitted but not required.

【Others】
There is no prerequisite in terms of financial knowledge to take this course.
However, because this is an advanced class, basic understanding of economics and financial statements is preferred, but not required.
The first class will be held in person in class. However, please pay attention to the announcement in Hoppi and/or the class management system to confirm the format of the first class.

【Prerequisite】
None.

MAN300ZA（経営学 / Management 300）

【休講】Marketing Management

休講

Credit(s)：2 ｜ Semester： ｜ Year：3〜4
Day/Period：
Notes：TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉〈優〉

【Outline and objectives】

【Goal】

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】

【Active learning in class (Group discussion, Debate.etc.)】

【Fieldwork in class】

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1		
2		
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【Work to be done outside of class (preparation, etc.)】

【Textbooks】

【References】

【Grading criteria】

【Changes following student comments】

【Prerequisite】
None.

MAN300ZA（経営学 / Management 300）

Services Marketing

John Melvin

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：木1/Thu.1
その他属性：〈優〉〈実〉

【Outline and objectives】
What are services? The service sector, which includes finance, education and tourism, now accounts for around 80% of developed countries' economies and today's graduates are highly likely to be employed in such organizations. The purpose of this course is to provide students with an in-depth understanding of the theoretical and practical processes of marketing services, with a particular focus on tourism. Driven particularly by more demanding customers and advances in technology, organizations are pursuing closer and more interactive relationships with their customers, with important consequences for marketing. It is essential for companies and destinations to understand the impact of these changes in order to maintain and develop competitive advantage.
This course will consider strategic issues in services marketing; we will also consider micro-marketing issues relating to service design, the service experience, tourist behavior and the challenges and opportunities for managers presented by recent technological developments.
Students will engage in additional learning opportunities such as group discussions and presentations. We will analyze a number of tourism-related case studies in addition to other service sectors.

【Goal】
This course aims to give students insights into the particular characteristics of marketing services such as tourism. After exploring current marketing theory on destination marketing, consumer value creation and the consumer experience, the course will apply these to the management and marketing of services.
From the consumer perspective, students will learn about consumer behavior, the impact of the service environment and forming relationships with service providers. From an organizational perspective, we will consider managing the service environment, innovation and developing service brands in order to facilitate consumer value creation and provide more memorable and rewarding experiences.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
Classes will take place in an interactive environment, with students contributing through group discussions and a presentation in addition to lectures. In group projects, students will gain an in-depth understanding of a particular organization/destination and must then present the results of their analysis.
Assignments will be submitted and returned, with feedback, via Hoppii; insightful answers will be shared in class to facilitate discussion.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction to the Course Content and Class Format	Introduction to the course content, the class format and the field of services marketing
2	Marketing Intangible Experiences	Considering the challenges of marketing intangible experiences and utilizing the 7Ps
3	Consumer Value Creation	Considering the concept of value, and analyzing theories relating to the new marketing paradigm of value co-creation
4	The Experience Economy	Analyzing this seminal text and considering the implications for service providers as economies evolve beyond goods and services
5	The Service Experience and the Servicescape	Exploring the design of the service environment and the impact on service consumption & customer satisfaction. In addition, considering the various stages of service delivery.
6	Case Study I	An in-depth analysis of service marketing &management: examining the role of employees in facilitating consumer value creation, including intercultural sensitivity
7	Consumer Decision Making	Examining the influences on consumer decision-making and how organizations can manage these
8	Service Quality and Service Delivery	Examining consumer perceptions of quality and organizational strategy
9	Case Study II	An in-depth analysis of contemporary service marketing &management: The Kiwi Experience
10	Innovation and New Service Development	Considering the challenges and opportunities for organizations in developing new services: focus on Airbnb
11	Developing Service Brands	Investigating branding and differentiation as well as recent developments in CSR.
12	Group Presentations I	Student group presentations
13	Group Presentations II	Student group presentations
14	Examination &Course Wrap Up	Examination &wrap up

【Work to be done outside of class (preparation, etc.)】
Students will be assigned both individual and group reading as preparation for classes. Students are expected to download and preview the lecture slides before each class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
There is no set textbook. Weekly handouts and reading materials will be distributed in class and/or available via the online class management page.

【References】
McCabe, S. (2014) *The Routledge Handbook of Tourism Marketing.* London: Routledge
Palmer, A. (2014) (7th Edition) *Services Marketing.* London: McGraw Hill
Pine, J. and Gilmore, J. (2011) (Updated Edition). *The Experience Economy.* Harvard: Harvard University Press

【Grading criteria】
Evaluation will be based on
1. Class participation &homework assignments (30%)
2. Group presentation and report (30% - individually assessed)
3. Exam (40%)
Students are expected to complete all the assigned reading and homework to enable them to get the most benefit from the lectures.
To improve students' group-working skills and encourage and reward cooperation and hard work, the group project is assessed on an individual basis.

【Changes following student comments】
More examples have been included to reflect the growing interest in sustainability and its importance on services marketing.
From the 2026 academic year, as a general rule, students will not be permitted to use laptops or other devices during class. Lecture slide handouts will be provided to help students follow the lecture. Students may only use devices for specific tasks when requested to do so by the instructor.

【Equipment student needs to prepare】
N/A

【Others】
Students are strongly encouraged to have taken/concurrently take **at least one** other tourism-related courses, such as the 100-level 'Introduction to Tourism Studies', the 200-level 'Event Management' and 'Tourism Development in Japan' courses or the 300-level 'Cultural Tourism' course.
I can draw from my experience in organizing events and as marketing director of a tourism business in the UK to help provide students with examples and to illustrate issues.

【Prerequisite】
None.

MAN300ZA（経営学 / Management 300）

Supply Chain Management

Kayhan Tajeddini

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：木6/Thu.6

その他属性：〈優〉

【Outline and objectives】
Global supply chains interact with all facets of business and society. In this interdisciplinary course, students will gain a multi-faceted perspective on the global dimensions of today's business operations. Students will explore the interrelationships between global supply chains, logistics operations, society, and the environment. The study of business operations will be set in the context of social science theories and popular perspectives on the history, geography, structure and ethics of trade. Students will examine the impacts of current trade systems on both production and consumption regions and the human and environmental consequences of trade patterns.

【Goal】
1. For students to gain a multi-faceted perspective on the global dimensions of today's business operations through understanding how modern, global supply chains and logistics networks operate.
2. For students to understand the multi-disciplinary facets of how a global supply chain can be viewed, analyzed, and operated.
3. For students to explain multiple key social science theories and popular perspectives on the history, geography, structure and ethics of trade, and apply them to the analysis of supply chains.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
The course will be lecture, case, and discussion based. The assignments are designed to help students build skills that cover scientific, information, and communication literacy. Effort will be made to make the class both challenging and exciting.
We will use a combination of text and cases to explore and apply the topics. It is vitally important that you come to class prepared and ready to discuss the topics. If you read and prepare the materials you will learn more during the discussions and will be successful at the assignments.
Regarding the presentation and case studies, it will be explained in the first class with all guidelines, expectations and standards. The strengths and weaknesses of each presentation and reports will be discussed individually.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introductory Session Operations and Productivity	Introductory session - operations and productivity
2	Project Management	Demand forecasting in a supply chain
3	Design of Goods and Services	Concepts for product and service design that include a supply chain perspective
4	Managing Quality, Statistical Process Control	The use of statistical techniques to control a process or production method
5	Process Strategy and Sustainability	The development and implementation of process strategy the development
6	Capacity and Constraint Management, Location Strategies	Incorporating capacity issues into management
7	Midterm Exam Layout Strategies	Midterm Exam How to develop an economic layout
8	Human Resources, Job Design, and Work Measurement	How human resources, job design, and work measurement affect the organizational effectiveness
9	Supply-Chain Management	Main components of supply chain management
10	Outsourcing as a Supply Chain Strategy Inventory Management	Manage, improve and optimize the supply chain by hiring a third-party company
11	Aggregate Planning Material Requirements Planning (MRP) and ERP	Understanding the difference between ERPs and MRPs in managing different levels of performance and capabilities
12	Short-Term Scheduling, JIT and Lean Operations	Different types of production system
13	Maintenance and Reliability	The importance of maintenance and reliability management in any well-functioning production
14	Course Review Final Exam	Course review Final exam

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete regular reading assignments. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Jay Heizer, Barry Render, 2011, Operations Management, 10e
Principles of Operations Management, 8e
Pearson Education, Inc. publishing as Prentice Hall
ISBN-13: 9780135107263

【References】
Chopra, Sunil and Peter Meindl, *Supply Chain Management*, Sixth Edition, Person Education, Inc., Upper Saddle River, NJ, 2015.
Johnsen, Thomas, Mickey Howard, and Joe Miemczyk, *Purchasing and Supply Chain Management: A Sustainability Perspective*, Routledge, 2014.

【Grading criteria】
Quiz: 20%
Presentation: 20%
Midterm Exam: 20%
Final Exam: 40%

【Changes following student comments】
Student requests and comments will be taken into consideration.

【Prerequisite】
None

ECN300ZA（経済学 / Economics 300）

International Economics

Karen Kai Lin Lai

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：木2/Thu.2

その他属性：〈優〉

【Outline and objectives】
The course provides a thorough exploration of international trade, including core principles, theories, and practical aspects. It covers topics such as the Ricardian and Heckscher-Ohlin models, trade policies, and the functions of international economic institutions. Additionally, it addresses crises and responses within the realm of international trade. While the course primarily involves lectures, I highly encourage active participation and class discussions.

【Goal】
The goals of this course are to:
1.Understand the fundamental principles, theories, and practical aspects of international trade.
2.Evaluate the impact of various trade policies on international trade flows and economic welfare.
3.Examine the roles and functions of international economic institutions, identify crises, and analyze their responses."

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
At the start of each class, quizzes will be distributed, or group discussions will be held to reinforce key concepts before introducing a new chapter. Feedback will be provided after the quizzes: answers will be provided, followed by a brief discussion and review. I highly recommend that students make use of the lecture slides available on the Hosei Learning Management System (HOPPII) both during and after class. As the assignments emphasize discussion and conceptual understanding, key points will be reviewed and discussed in class to ensure that students clearly understand the appropriate approaches and underlying reasoning.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction to the course	Introduction to the course
2	Absolute Advantage	Absolute Advantage
3	Ricardian Model of Comparative Advantage	Ricardian Model of comparative advantage
4	Heckscher-Ohlin Model of Comparative Advantage	Heckscher-Ohlin Model of comparative advantage
5	Intra-Industry Trade	Intra-Industry Trade
6	The Political Economy of Trade	The Political Economy of Trade
7	Midterm exam (Assignment 1)	Midterm exam (Assignment 1)
8	Trade Policy Analysis(Assignment 1 due)	Trade Policy Analysis(Assignment 1 due)
9	The World Trade Organization	The World Trade Organization
10	Preferential Trade Agreements	Preferential Trade Agreements
11	Multinational Enterprise and Foreign Direct Investment (Assignment 2)	Multinational Enterprise and Foreign Direct Investment (Assignment 2)
12	Crises and Responses (Assignment 2 due)	Crises and Responses (Assignment 2 due)
13	Review and Discussion (Global Value Chains)	Review and Discussion (Global Value Chains)
14	Wrap-up and the Final Exam	Wrap-up and the Final Exam

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review are required. Students are expected to spend two hours per week on review and two hours per week on preparation.

【Textbooks】
The primary materials for the course are the lecture slides.

【References】
For reference, please consult "An Introduction to International Economics" by Kenneth A. Reinert, Second Edition.

【Grading criteria】
Students will be evaluated based on Class participation (20%), Assignments (20%), Midterm exam (30%) and Final exam (30%)

【Changes following student comments】
N/A

【Others】
Attendance Policy
Students are permitted a maximum of two absences per semester. Those exceeding this limit must schedule a consultation with me.
Important Note:
If you have been enrolled in this class but wish to drop it, please send me an email before the second week of class.
Students who did not attend the first week (selection week) are not eligible to enroll in this class.

【NONE】
Basic knowledge of business, economics, and finance is preferred.

ECN300ZA（経済学 / Economics 300）

Stock Investment

Shiaw Jia Eyo

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：火3/Tue.3

その他属性：〈優〉

【Outline and objectives】
This is an advanced level finance course that focuses on the concepts of stock investment: characteristics of stocks, the market, stock valuation and dividend policy. Students will also apply investment theories into practice based on a virtual stock market simulation.

【Goal】
The end goal of the class is to apply the strategies of stock investment into an actual stock portfolio based on a virtual stock market simulation.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
This course is taught primarily through lectures and discussions. Feedback is given during class, using tools such as HOPPII or email. Interactive class participation is encouraged.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Introduction and overview
2	Basics of Stock Investing (1)	Setting up your virtual account Common approaches and risks
3	Basics of Stock Investing (2)	Snapshot of the market
4	Basics of Stock Investing (3)	Investing for growth and income
5	Investment Strategies (1)	Technical analysis (MACD, Volume, and RSI)
6	Investment Strategies (2)	Technical analysis (Dow Theory)
7	Investment Strategies (3)	Ten challenges and opportunities for stock investors
8	Investment Strategies (4)	"The Intelligent Investor" by Benjamin Graham
9	Financial Assets (1)	Financial markets and institutions
10	Financial Assets (2)	Stocks and their valuations
11	Financial Assets (3)	Valuing constant growth stocks and non-constant growth stocks
12	Distribution to Shareholders	Dividends versus capital gains
13	Stock Market Discussion	Stock market booms and crashes
14	Final Exam & Wrap-up	Assessing the degree to which you understand the subject

【Work to be done outside of class (preparation, etc.)】
Read the chapters in the assigned reference book and the textbook. Update and monitor your stock portfolio constantly. The preparatory study and review time for this class is 2 hours each.

【Textbooks】
No textbook will be used

【References】
Mladjenovic, Paul. *Stock Investing For Dummies*, 2016.
Graham, Benjamin. *The Intelligent Investor: The Definitive Book On Value Investing* , 2016 (Revised Edition).
Brigham, Eugene, Houston, Joel F. *Essentials of Financial Management,* 4th Edition, Cengage Learning Asia Pte Ltd, 2018.

【Grading criteria】
Students will be evaluated based on class participation (12%), in-class pop quizzes (18%), portfolio report (35%), and one final exam (35%).

【Changes following student comments】
Not applicable.

【Others】
Preference will be given to students who have taken 'Foundations of Finance' because we will be utilizing knowledge of financial statement analysis and time value of money in this course.
Students who are interested in taking this course must attend the first week of class. A selection process will be conducted during the first week prior to the enrollment of this course.

【Prerequisite】
Foundations of Finance.

FRI300ZA（情報学フロンティア / Frontiers of informatics 300）

【休講】Database Utilization

休講

Credit(s)：2 ｜ Semester： ｜ Year：3〜4
Day/Period：

その他属性：〈優〉

【Outline and objectives】
This course aims at understanding a relational database. Through lectures and actual practices, students will learn how to build and utilize databases.

【Goal】
By participating lecture and actual practice, students can (1) understand and implement MySQL to create, read, update, delete databases, (2) learn how to use MySQL and Python, and (3) utilize databases to meet business needs.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course will proceed with lectures, actual practices, and Q&A sessions (including individual instructions if necessary). Students are required to review what they have learned in the previous class and to take the mini test every week.
At the beginning of every class, feedback and a brief review for the previous class will be given.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Chapter 1: Introduction to database	This class focuses on introducing databases and RDBMS.
3	Chapter 2: Introduction to SQL (1)	This class introduces SQL.
4	Chapter 3: Introduction to SQL (2)	This class covers basic grammar of SQL.
5	Chapter 4: Using SQL	This class focuses on practicing multiple ways to utilize SQL.
6	Chapter 5: Building database (1)	This class helps students build databases based on the actual dataset.
7	Chapter 6: Building database (2)	This class helps students build databases and understand SQL to manage MySQL.
8	Review &Midterm exam	Students will learn what the class has covered during the first half of the semester, and students will take a midterm exam.
9	Chapter 7: Introduction to Python	This class focuses on an introduction of Python, including how to use library, installation of pymysql, and so on.
10	Chapter 8: Python and MySQL (1)	This class focuses on learning Python and MySQL through pattern.
11	Chapter 9: Python and MySQL (2)	This class provides students with multiple examples to get used to Python and MySQL.
12	Chapter 10: Python and MySQL (3)	This class covers pandas library, pymysql, and Foreign Key.
13	Chapter 11: Data analysis and SQL	This class helps students analyze the actual dataset using SQL.
14	Final Exam & Wrap-up	The instructor will summarize the content throughout the semester, and students will take a final exam.

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Handouts and reading materials will be provided by a instructor.

【References】
1. Walter Shields (2019) SQL QuickStart Guide: The Simplified Beginner’s Guide to Managing, Analyzing, and Manipulating Data With SQL. ClydeBank Media LLC.
2. Anthony DeBarros (2022) Practical SQL, 2nd Edition: A Beginner’s Guide to Storytelling with Data. No Starch Press

【Grading criteria】
Participation (20%); Weekly mini test (20%); Midterm exam (20%); Final exam (40%).

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
Laptop (*downloaded with ’anaconda’, ’jupyter notebook’, ’SQL’)

【Others】
This course is highly recommended to students who have already taken Introduction to Programming and/or Big Data and Analytics.

【Prerequisite】
None.

FRI300ZA（情報学フロンティア / Frontiers of informatics 300）

【休講】Digital Transformation

休講

Credit(s)：2 ｜ Semester： ｜ Year：3〜4
Day/Period：

その他属性：〈優〉

【Outline and objectives】
This course aims at learning three domains of business strategy, “customer”, “competition”, “data” as individual topics in relation to digital transformation. Students will explore and analyze the meanings and applications of three domains for modern companies (including both incumbents and digital-born companies) through a textbook and multiple case studies.

【Goal】
In this course, students will (1) discover the macro/ micro mechanisms in digital transformation, (2) learn to suggest solutions to dilemmas that modern companies have, (3) synthesize emerging opportunities derived from big data and create positive organizational strategies, products, services, and experiences.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course will proceed with lectures, readings, group presentation, and discussion. Students are required to read each chapter of a textbook in advance and submit a summary of it every week. After a lecture from an instructor, students will participate in group presentation and subsequent discussion. The subject of group presentations will be about case studies of the content covered in the given week.
At the beginning of class, feedback and a brief review for the previous class will be given.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction of Course	Introduction of course
2	Chapter (1a): Digital Transformation	This class covers what digital transformation is and what historical background is behind it.
3	Chapter (1b): Five Domains of Strategy	This class covers the role of customers, competition, data, innovation, and value in leading digital transformation of companies.
4	Chapter (2a): Customer Networks	This class covers customer network model, marketing funnel, and relevant customer behaviors.
5	Chapter (2b): Customer Network Strategy Generator	This class covers core behaviors of customer networks which generates new marketing communications, customer experiences, and new product/service innovations.
6	Case Study of BTS	This class proceeds with open discussion about how BTS (K-pop) makes success from the perspective of digital networks.
7	Chapter (3a): Business Platform	This class covers the nature / types of business platforms and analyzes how digital impacts platforms.
8	Chapter (3b): Competitive Benefits of Platforms	This class covers powerful benefits of business platforms and studies how Apple, Google, and Microsoft have built their businesses on platform business models.
9	Chapter (3c): Value Train Analysis in Business Platforms	This class aims to understand value trains in platform businesses and identifies differences between traditional market and digital platform.
10	Chapter (4a): Big Data and Analytics	This class covers the definition of big data (in terms of data structure, volume, velocity) and studies tools that can make data into assets.
11	Chapter (4b): Big Data in Business	This class specifically covers how modern enterprise turns big data into business value.
12	Big Data in Practice (1): Representative Cases	This class is focused on understanding real-world examples of modern companies that successfully utilize big data.
13	Big Data in Practice (2): Representative Cases	This class is focused on understanding real-world examples of modern companies that successfully utilize big data.
14	Wrap-up &Final exam	The final class will briefly wrap up what we have learned by an instructor, and hold a final exam.

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Rogers, D. (2016). The digital transformation playbook. Columbia University Press, 3,492yen (hardcover).

【References】
Marr, B. (2016). Big data in practice: how 45 successful companies used big data analytics to deliver extraordinary results. John Wiley &Sons.

【Grading criteria】
Participation (20%); Weekly paper (20%);
Group presentation (30%); Final exam (30%).

【Changes following student comments】
Not applicable

【Equipment student needs to prepare】
Bring to class: a notebook, the textbook on a laptop or a tablet, or bring a hard copy. Further information will be provided by the instructor.

【Prerequisite】
None.

SES300ZA（環境創成学 / Sustainable and environmental system development 300）

International Environmental Policy

Stephen Chitengi Sakapaji

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：木1/Thu.1

その他属性：〈優〉

【Outline and objectives】
This course explores opportunities and challenges for international environmental regulations, examining the interactions between international organizations, national governments, NGOs, multinational corporations, and local communities in global environmental rule-making. Students will engage in a detailed analysis of global environmental governance, addressing key sectors such as agriculture, forestry, biodiversity, climate, urbanization, and trade. Through case studies, policy analysis, and simulations, students will develop a critical understanding of the complex dynamics involved in shaping international environmental policy.

【Goal】
By the end of this course, students should be able to:
1. Understand the historical evolution and current state of global environmental governance.
2. Identify the roles of key actors in the international environmental policy arena.
3. Analyze the interaction between global environmental policies and national/local governments.
4. Critically evaluate the effectiveness of various international environmental agreements.
5. Develop and propose policy solutions to address global environmental challenges.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3” and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
The course consists of short lectures and interactive class discussions and presentations in which students address, from a critical perspective, the topics covered each week (prepared prior to class). Feedback will be given through the following:
- Comments from submitted reaction papers and insightful comments from reaction papers will be introduced in class and used in deeper discussions.
- Submission of assignments and feedback will be via the Learning Management System.
- In the final class, comments and explanations will be given for assignments (tests and reports, etc.)for all classes taken/held during the semester.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction to International Environmental Policy	Overview of key themes, historical evolution of governance, introduction to key actors
2	Global Environmental Governance Frameworks	Discussion on multilateral environmental agreements (MEAs), principles of environmental governance
3	Role of International Organizations	Group presentations on the role of international organizations
4	National Governments and Environmental Policy	Case study: U.S. withdrawal from the Paris Agreement
5	The Role of NGOs in International Env-policy Discussions	Case study: Greenpeace’s impact on global climate policy
6	Multinational Corporations and Environmental Governance	Debate on the role of corporations in environmental governance
7	Group Presentations	Group Presentations
8	Biodiversity and International Environmental Policy	Case study: International efforts to protect endangered species
9	Agriculture, Forestry, and Environmental Governance	Role-playing simulation on international deforestation negotiations
10	Urbanization, Trade, and Environmental Policy	Case study: Sustainable urban development in megacities
11	Trade and Environmental Conflicts	Case study: The tuna-dolphin dispute between the US and Mexico
12	Local Communities and International Policy	Case study: Indigenous rights in international climate policy
13	Global Environmental Justice and Equity	Group discussion on global environmental equity
14	Conclusion	Reflections on the course and the way forward for int. env. policy

【Work to be done outside of class (preparation, etc.)】
Reading of materials identified (and often provided) by the instructor; Preparation of discussion talking points and questions; Group report/ presentation. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
1. Biermann, F., &Pattberg, P. (Eds.). (2012). Global Environmental Governance Reconsidered. MIT Press.
2. Carter, N. (2021). The Politics of the Environment: Ideas, Activism, Policy (4th ed.). Cambridge University Press
3. Chasek, P. S., Downie, D. L., &Brown, J. W. (2020). Global Environmental Politics (8th ed.). Routledge.
4.IPCC reports, WTO case files, and other supplementary articles will be provided weekly.

【References】
Various references will be noted within the course materials.Each week’s materials would include essential resources that would be accessed through reputable platforms such as UNEP, IPCC, CBD, WTO, and academic journals like Global Environmental Politics and Environmental Politics. These would provide comprehensive overviews, case studies, and frameworks for deeper understanding.

【Grading criteria】
1. Class Participation (30%): Active participation in class discussions/ presentations/reflection paper/debates and demonstrating engagement with class readings.
2. Group Presentation (30%): Students will be given a topic from a given list of discussed class topics to present.
3. Final Exam (40%): A mix of multiple-choice questions and short essay questions covering key concepts from key topics discussed in class.

【Changes following student comments】
Students are encouraged to utilize the discussion time to speak in class.

【Equipment student needs to prepare】
Computer

【Others】
The instructor reserves the right to adapt this syllabus as they deem fit during the course of the semester. Students will be promptly informed of any such changes in class.

【Prerequisite】
none

POL300ZA（政治学 / Politics 300）

Globalization and Politics

Jenny Balboa

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：火4/Tue.4

その他属性：〈優〉

【Outline and objectives】
This course examines major contemporary global political issues and their relationship to globalization, with a particular focus on how globalization has reshaped democratic politics. It explores the rise of populism and authoritarianism, political polarization in the United States, and the impact of Brexit in Europe. The course analyzes how misinformation, post-truth politics, and declining trust in institutions have affected civic engagement and democratic governance. It considers how the uneven impacts of globalization — such as rising inequality, cultural tensions, and value-based divisions — have contributed to social fragmentation and political polarization, as well as challenges to democratic institutions. In addition, the course addresses ongoing conflicts and their implications for global stability and the rules-based international order. Students will critically assess these developments and evaluate possible policy responses to their social, economic, and political consequences.

【Goal】
In examining globalization and politics, the course is organized around three guiding questions:
1) What are the impacts and consequences of globalization?
2) What are the recent trends in global politics? and
3) What is the future of globalization and global politics?
Globalization has created opportunities for international cooperation, economic integration, and greater inclusion of marginalized voices. At the same time, it has also generated significant domestic and global tensions. The course recognizes that globalization produces both positive and negative consequences. We will explore how its benefits can be maximized while critically assessing how its harmful effects can be managed, mitigated, or reduced.
This course will help students develop a deeper understanding of contemporary political issues and strengthen their ability to analyze the significance of major global events. Through lectures, discussions, and active learning activities, students will enhance their critical thinking skills and improve their ability to articulate their ideas and reflections on course readings and current affairs. The final examination will consist of both objective and essay components based on lectures and class discussions.
Active learning will include group discussions and individual student presentations designed to build confidence in expressing ideas clearly, logically, and persuasively.
To receive credit for the course, students are required to attend lectures, participate in active learning tasks, submit a mid-term reflective essay, and pass the final examination, which will require careful reading and reflection on assigned materials.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar、L 講義 /Lecture

【Method(s)】
The class combines lectures with active learning tasks, such as group reports, discussions, and individual presentations. We will also be watching videos and analyzing news and academic papers. To make the class more lively and interesting, you are encouraged to participate actively and share your opinion regarding the topic of the day and the reading materials. The first half of the course tackles the nature, impact, and consequences of globalization. The second half of the course examines the recent trends and future direction of globalization and politics.

Submission of assignments and feedback will be via the Learning Management System. Feedback will be provided in the Midterms and Final Exams.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction and Overview of the Course	Outline of the course, definition of terms, explanation of course requirements
2	Impact and Consequences of Globalization (a)	Nature and consequences of globalization/Group assignments are decided
3	Impact and Consequences of Globalization (b)	Globalization and inequality/Individual report topics are discussed and decided
4	Impact and Consequences of Globalization (c)	Global rift, resistance and backlash/Individual Report topics are discussed and decided
5	Active Learning 1: Task Group presentation	Group Presentation and Discussion
6	Recent Trends in Global Politics (a)	Post-truth politics and Identity politics
7	Recent Trends in Global Politics (b)	Populist and authoritarian leaders
8	Recent Trends in Global Politics (c)	Illiberal democracy
9	Recent Trends in Global Politics (d)	Brexit and the Far Right Movement in Europe
10	Active Learning Task: 1st Group	Individual student report
11	Active Learning Task: 2nd Group	Individual student report
12	Active Learning Task: 3rd Group	Individual student report
13	The Future of Globalization and Politics and Wrap-up/Review	Strategies to counter populism, illiberalism and deniers of history and science &Wrap-up discussion
14	Course Review	Final examination

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class is at least 2 hours each for every meeting. The students are expected to read the assigned materials prior to class and conduct research for the active learning tasks.

【Textbooks】
Class materials will be provided by the Instructor.

【References】
Arendt, Hannah. 1967. Truth and Politics. The New Yorker. February 25, 1967. Accessed at https://www.newyorker.com/magazine/1967/02/25/truth-and-politics
Case, Anne &Angus Deaton. 2020. Deaths of Despair and the Future of Capitalism. Princeton University Press.
Davos 2026: Special address by Mark Carney, Prime Minister of Canada. https://www.weforum.org/stories/2026/01/davos-2026-special-address-by-mark-carney-prime-minister-of-canada/
Frieden, Jeffry. 2017. The Politics of Globalization and Backlash: Sources and Implications. Conference Paper, American Economics Association, January 6, 2018.
https://institute.global/policy/high-tide-populism-power-1990-2020
https://scholar.harvard.edu/files/jfrieden/files/the_political_economy_of_the_globalization_backlash.pdf
Fukuyama, Francis. 2018. Against Identity Politics:
The New Tribalism and the Crisis of Democracy. Council on Foreign Relations: Foreign Affairs. https://www.foreignaffairs.com/articles/americas/2018-08-14/against-identity-politics-tribalism-francis-fukuyama

Huntington, Samuel. 1991. Democracy's Third Wave. Journal of Democracy. Spring 1991.
Huntington, Samuel. 2011. "The Clash of Civilizations?" In Essential Readings in World Politics. Mingst, Karen and Jack Snyder (eds). The Norton Series in World Politics. (pp. 159-166)
Kyle, Jordan and Brett Meyer. 2020. High Tide? Populism in Power, 1990-2020. Tony Blair Institute for Global Change. Accessed at https://institute.global/policy/high-tide-populism-power-1990-2020
Milanovic, Branko. 2016. Global Inequality. Cambridge, Massachusetts, London: The Belknap Press of Harvard University Press. Chapters 1&3.
Milner, Helen. 2018. Globalization and its Political Consequences: The Effects on Party Politics in the West. APSA Conference Paper, 2018. https://scholar.princeton.edu/sites/default/files/hvmilner/files/milner_globalization_political_consequences.pdf
OECD. 2024. The OECD Reinforcing Democracy Initiative: Monitoring Report — Assessing Progress and Charting the Way Forward (OECD Public Governance Reviews). OECD Publishing. https://doi.org/10.1787/9543bcfb-en
Rodrik, Dani. 2000. "Has Globalization Gone Too Far?". In The Global Transformations Reader. David Held and Anthony McGrew (Eds). Polity Press. Chapter 28.
Sen, Amartya. 2004. "How to Judge Globalism." In The Globalization Reader. Frank Lechner and John Boli (Eds). Blackwell Publishing.
Sen, Amartya. 2004. "Universal Truths: Human Rights and Westernizing Illusion". In Essential Readings in World Politics. Mingst, Karen and Jack Snyder (eds). The Norton Series in World Politics.
Zakaria, Fareed. 1997. The Rise of Illiberal Democracy. Accessed at
https://www.foreignaffairs.com/articles/1997-11-01/rise-illiberal-democracy

【Grading criteria】
Grading Criteria:
1) Class participation —— 10%
2) Active learning tasks — 30%
3) Midterm Reflective essay– 20%
4) Final Examination ——- 40%
Notes:
a) For the active learning tasks, other than applying what you learned in class, the activities also aim to enhance your presentation and teamwork skills. Excellent marks will be given to well-prepared, interesting presentations.
b) Class participation – excellent marks will be given to those who raise relevant issues, contribute to class discussions in ways that reflect the reading materials, and treat the opinions of others with respect.

【Changes following student comments】
The active learning tasks may change depending on class size.

【Equipment student needs to prepare】
None.

【Others】
There are strict university guidelines about plagiarism and AI (ChatGPT, Grammarly, etc) use. You may not use AI-generated work and pass it as your own for your class reports and essay tests. This would qualify as cheating and could result in disciplinary action. If you are using the work of others, including AI use, you need to cite them in your essay and reports.

【Prerequisite】
None.

POL300ZA（政治学 / Politics 300）

Globalization and Political Change

Jenny Balboa

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：火4/Tue.4
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
This course examines major contemporary global political issues and their relationship to globalization, with a particular focus on how globalization has reshaped democratic politics. It explores the rise of populism and authoritarianism, political polarization in the United States, and the impact of Brexit in Europe. The course analyzes how misinformation, post-truth politics, and declining trust in institutions have affected civic engagement and democratic governance. It considers how the uneven impacts of globalization — such as rising inequality, cultural tensions, and value-based divisions — have contributed to social fragmentation and political polarization, as well as challenges to democratic institutions. In addition, the course addresses ongoing conflicts and their implications for global stability and the rules-based international order. Students will critically assess these developments and evaluate possible policy responses to their social, economic, and political consequences.

【Goal】
In examining globalization and politics, the course is organized around three guiding questions:
1) What are the impacts and consequences of globalization?
2) What are the recent trends in global politics? and
3) What is the future of globalization and global politics?
Globalization has created opportunities for international cooperation, economic integration, and greater inclusion of marginalized voices. At the same time, it has also generated significant domestic and global tensions. The course recognizes that globalization produces both positive and negative consequences. We will explore how its benefits can be maximized while critically assessing how its harmful effects can be managed, mitigated, or reduced.
This course will help students develop a deeper understanding of contemporary political issues and strengthen their ability to analyze the significance of major global events. Through lectures, discussions, and active learning activities, students will enhance their critical thinking skills and improve their ability to articulate their ideas and reflections on course readings and current affairs. The final examination will consist of both objective and essay components based on lectures and class discussions.
Active learning will include group discussions and individual student presentations designed to build confidence in expressing ideas clearly, logically, and persuasively.
To receive credit for the course, students are required to attend lectures, participate in active learning tasks, submit a mid-term reflective essay, and pass the final examination, which will require careful reading and reflection on assigned materials.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar、L 講義 /Lecture

【Method(s)】
The class combines lectures with active learning tasks, such as group reports, discussions, and individual presentations. We will also be watching videos and analyzing news and academic papers. To make the class more lively and interesting, you are encouraged to participate actively and share your opinion regarding the topic of the day and the reading materials. The first half of the course tackles the nature, impact, and consequences of globalization. The second half of the course examines the recent trends and future direction of globalization and politics.
Submission of assignments and feedback will be via the Learning Management System. Feedback will be provided in the Midterms and Final Exams.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction and Overview of the Course	Outline of the course, definition of terms, explanation of course requirements
2	Impact and Consequences of Globalization (a)	Nature and consequences of globalization/Group assignments are decided
3	Impact and Consequences of Globalization (b)	Globalization and inequality/Individual report topics are discussed and decided
4	Impact and Consequences of Globalization (c)	Global rift, resistance and backlash/Individual Report topics are discussed and decided
5	Active Learning 1: Task Group presentation	Group Presentation and Discussion
6	Recent Trends in Global Politics (a)	Post-truth politics and Identity politics
7	Recent Trends in Global Politics (b)	Populist and authoritarian leaders
8	Recent Trends in Global Politics (c)	Illiberal democracy
9	Recent Trends in Global Politics (d)	Brexit and the Far Right Movement in Europe
10	Active Learning Task: 1st Group	Individual student report
11	Active Learning Task: 2nd Group	Individual student report
12	Active Learning Task: 3rd Group	Individual student report
13	The Future of Globalization and Politics and Wrap-up/Review	Strategies to counter populism, illiberalism and deniers of history and science &Wrap-up discussion
14	Course Review	Final examination

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class is at least 2 hours each for every meeting. The students are expected to read the assigned materials prior to class and conduct research for the active learning tasks.

【Textbooks】
Class materials will be provided by the Instructor.

【References】
Arendt, Hannah. 1967. Truth and Politics. The New Yorker. February 25, 1967. Accessed at https://www.newyorker.com/magazine/1967/02/25/truth-and-politics
Case, Anne &Angus Deaton. 2020. Deaths of Despair and the Future of Capitalism. Princeton University Press.
Davos 2026: Special address by Mark Carney, Prime Minister of Canada. https://www.weforum.org/stories/2026/01/davos-2026-special-address-by-mark-carney-prime-minister-of-canada/
Frieden, Jeffry. 2017. The Politics of Globalization and Backlash: Sources and Implications. Conference Paper, American Economics Association, January 6, 2018.
https://institute.global/policy/high-tide-populism-power-1990-2020
https://scholar.harvard.edu/files/jfrieden/files/the_political_economy_of_the_globalization_backlash.pdf
Fukuyama, Francis. 2018. Against Identity Politics:
The New Tribalism and the Crisis of Democracy. Council on Foreign Relations: Foreign Affairs. https://www.foreignaffairs.com/articles/americas/2018-08-14/against-identity-politics-tribalism-francis-fukuyama

Huntington, Samuel. 1991. Democracy's Third Wave. Journal of Democracy. Spring 1991.
Huntington, Samuel. 2011. "The Clash of Civilizations?" In Essential Readings in World Politics. Mingst, Karen and Jack Snyder (eds). The Norton Series in World Politics. (pp. 159-166)
Kyle, Jordan and Brett Meyer. 2020. High Tide? Populism in Power, 1990-2020. Tony Blair Institute for Global Change. Accessed at https://institute.global/policy/high-tide-populism-power-1990-2020
Milanovic, Branko. 2016. Global Inequality. Cambridge, Massachusetts, London: The Belknap Press of Harvard University Press. Chapters 1&3.
Milner, Helen. 2018. Globalization and its Political Consequences: The Effects on Party Politics in the West. APSA Conference Paper, 2018. https://scholar.princeton.edu/sites/default/files/hvmilner/files/milner_globalization_political_consequences.pdf
OECD. 2024. The OECD Reinforcing Democracy Initiative: Monitoring Report — Assessing Progress and Charting the Way Forward (OECD Public Governance Reviews). OECD Publishing. https://doi.org/10.1787/9543bcfb-en
Rodrik, Dani. 2000. "Has Globalization Gone Too Far?". In The Global Transformations Reader. David Held and Anthony McGrew (Eds). Polity Press. Chapter 28.
Sen, Amartya. 2004. "How to Judge Globalism." In The Globalization Reader. Frank Lechner and John Boli (Eds). Blackwell Publishing.
Sen, Amartya. 2004. "Universal Truths: Human Rights and Westernizing Illusion". In Essential Readings in World Politics. Mingst, Karen and Jack Snyder (eds). The Norton Series in World Politics.
Zakaria, Fareed. 1997. The Rise of Illiberal Democracy. Accessed at
https://www.foreignaffairs.com/articles/1997-11-01/rise-illiberal-democracy

【Grading criteria】
Grading Criteria:
1) Class participation —— 10%
2) Active learning tasks — 30%
3) Midterm Reflective essay– 20%
4) Final Examination ——- 40%
Notes:
a) For the active learning tasks, other than applying what you learned in class, the activities also aim to enhance your presentation and teamwork skills. Excellent marks will be given to well-prepared, interesting presentations.
b) Class participation – excellent marks will be given to those who raise relevant issues, contribute to class discussions in ways that reflect the reading materials, and treat the opinions of others with respect.

【Changes following student comments】
The active learning tasks may change depending on class size.

【Equipment student needs to prepare】
None.

【Others】
There are strict university guidelines about plagiarism and AI (ChatGPT, Grammarly, etc) use. You may not use AI-generated work and pass it as your own for your class reports and essay tests. This would qualify as cheating and could result in disciplinary action. If you are using the work of others, including AI use, you need to cite them in your essay and reports.

【Prerequisite】
None.

POL300ZA（政治学 / Politics 300）

【休講】International Relations of the Asia-Pacific

休講

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：
その他属性：〈優〉

【Outline and objectives】
This course will explore the nature of international relations in the Asia-Pacific. It will mainly examine and discuss the following: (1) factors for stability and peace in the Asia-Pacific region after the end of the Cold War; (2) roles for the great powers in the region: the United States, China, and Japan; (3) problems and prospects for regional security and economic cooperation; (4) the evolution of regional institutions; (5) the prospects for regional order.

【Goal】
The course objectives are: (1) to develop students' ability to effectively use IR theories to analyze and explain developments in regional affairs; (2) to enable students to analyze the foreign policies of the major powers and selected regional countries; (3) to enable students to assess the developments of regional institutions; (4) to enable students to examine and assess the status and prospects for regional order.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course is composed of twelve lectures. In each class, a background lecture on a pre-selected topic will be provided to students. After a lecture, there will be a discussion. While the lectures will provide an overview of the topics in question, the discussions will give students an opportunity to examine policies in more depth.
Comments for assignments are given during class and office hours.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	The United States and the Asia-Pacific	Examining US foreign and security policies with special reference to the Asia-Pacific region
3	China and the Asia-Pacific I	Examining China's foreign and security policies with special reference to the Asia-Pacific region
4	China and the Asia-Pacific II	Examining China's foreign and security policies with special reference to the Asia-Pacific region
5	Japan and the Asia-Pacific I	Examining Japan's foreign and security policies with special reference to the Asia-Pacific region
6	Japan and the Asia-Pacific II	Examining Japan's foreign and security policies with special reference to the Asia-Pacific region
7	Review and Mid-term exam	Written test and review
8	The Development of ASEAN	Investigating the processes behind the development of ASEAN
9	Economic Cooperation and Integration in the Asia-Pacific	Investigating the problems and prospects for regional economic cooperation
10	Security Cooperation and Multilateralism in the Asia-Pacific	Investigating the problems and prospects for regional security cooperation
11	Prospects for Regional Order in the Asia-Pacific I	Examining prospects for regional order
12	Prospects for Regional Order in the Asia-Pacific II	Examining prospects for regional order
13	Review	Review of lectures from week 2 to 12
14	Final examination and review	Written test and review

【Work to be done outside of class (preparation, etc.)】
Students are required to have pored over assigned readings before attending the lectures. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
There is no assigned textbook for this course. Students are required to read the journal articles and the book chapters specified in the reading list.

【References】
David Shambaugh and Yahuda, Michael Yahuda, eds. *International Relations of Asia*. Third edition. Rowman &Littlefield Publishers, 2022.
Michael Yahuda. *The International Politics of the Asia Pacific*. Fourth and revised edition. Routledge, 2019.
Michael K.Conors, Rémy Davison and Jorn Dosch, eds. *The New Global Politics of the Asia-Pacific*. Third edition. Routledge, 2017.
Saadia Pekkanen, John Ravenhill and Rosemary Foot,eds. *The Oxford Handbook of the International Relations of Asia*. Oxford University Press, 2014.
Wallis, Joanne Wallis and Andrew Carr, eds.*Asia-Pacific Security: An Introduction*.Georgetown University Press, 2016.

【Grading criteria】
Contribution to discussion (10%), Mid-term Examination (45%), Final Examination (45%)

【Changes following student comments】
Handouts to be provided in a timely manner.

【Equipment student needs to prepare】
Course materials will be delivered via the Hoppii.

【Others】
none.

【Prerequisite】
Students wishing to take this course are required to have completed "*Introduction to International Relations*"
Non-GIS students wishing to take part in this course should have a basic knowledge of International Relations theories and adequate English skills to complete the course work and assignments.

POL300ZA（政治学 / Politics 300）

【休講】（GO用）International Relations of the Asia-Pacific

休講

Credit(s)：2 ｜ Semester： ｜ Year：3〜4
Day/Period：
Notes：Not Available for ESOP Students. / TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉

【Outline and objectives】
This course will explore the nature of international relations in the Asia-Pacific. It will mainly examine and discuss the following: (1) factors for stability and peace in the Asia-Pacific region after the end of the Cold War; (2) roles for the great powers in the region: the United States, China, and Japan; (3) problems and prospects for regional security and economic cooperation; (4) the evolution of regional institutions; (5) the prospects for regional order.

【Goal】
The course objectives are: (1) to develop students' ability to effectively use IR theories to analyze and explain developments in regional affairs; (2) to enable students to analyze the foreign policies of the major powers and selected regional countries; (3) to enable students to assess the developments of regional institutions; (4) to enable students to examine and assess the status and prospects for regional order.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course is composed of twelve lectures. In each class, a background lecture on a pre-selected topic will be provided to students. After a lecture, there will be a discussion. While the lectures will provide an overview of the topics in question, the discussions will give students an opportunity to examine policies in more depth.
Comments for assignments are given during class and office hours.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	The United States and the Asia-Pacific	Examining US foreign and security policies with special reference to the Asia-Pacific region
3	China and the Asia-Pacific I	Examining China's foreign and security policies with special reference to the Asia-Pacific region
4	China and the Asia-Pacific II	Examining China's foreign and security policies with special reference to the Asia-Pacific region
5	Japan and the Asia-Pacific I	Examining Japan's foreign and security policies with special reference to the Asia-Pacific region
6	Japan and the Asia-Pacific II	Examining Japan's foreign and security policies with special reference to the Asia-Pacific region
7	Mid-term Review	Review of major topics covered by week 2 to 6
8	Mid-term exam and review	Written test and review
9	The Development of ASEAN	Investigating the processes behind the development of ASEAN
10	Economic Cooperation and Integration in the Asia-Pacific	Investigating the problems and prospects for regional economic cooperation
11	Security Cooperation and Multilateralism in the Asia-Pacific	Investigating the problems and prospects for regional security cooperation
12	Prospects for Regional Order in the Asia-Pacific I	Examining prospects for regional order
13	Prospects for Regional Order in the Asia-Pacific II	Examining prospects for regional order
14	Review and Wrap-up	Wrap-up

【Work to be done outside of class (preparation, etc.)】
Students are required to have pored over assigned readings before attending the lectures. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
There is no assigned textbook for this course. Students are required to read the journal articles and the book chapters specified in the reading list.

【References】
Yahuda, Michael. *The International Politics of the Asia Pacific*. Fourth and revised edition. Routledge, 2019.
Connors, Michael K., Davison Rémy and Dosch, Jorn (eds), *The New Global Politics of the Asia-Pacific*. Third edition. Routledge, 2017.
Dent, Christopher M. *East Asian Regionalism*. Second edition. Routledge, 2016.
Shambaugh, David and Yahuda, Michael (eds), *International Relations of Asia*. Second edition. Rowman &Littlefield Publishers, 2014.
Pekkanen, Saadia, Ravenhill, John and Foot, Rosemary (eds), *The Oxford Handbook of the International Relations of Asia*. Oxford University Press, 2014.
Wallis, Joanne and Carr, Andrew (eds.)*Asia-Pacific Security: An Introduction*.Georgetown University Press, 2016.

【Grading criteria】
Contribution to discussion (10%), Mid-term Examinations (45%), Final Essay (45%)

【Changes following student comments】
Handouts to be provided in a timely manner.

【Equipment student needs to prepare】
Course materials will be delivered via the Hoppii.

【Others】
none.

【Prerequisite】
GIS students wishing to take part in this course are required to have completed "Introduction to International Relations" or "World Politics".
Non-GIS students wishing to take part in this course should have a basic knowledge of International Relations theories and adequate English skills to complete the course work and assignments.

POL300ZA（政治学 / Politics 300）

Advanced Comparative Politics

Sam-Sang JO

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：月2/Mon.2

その他属性：〈優〉

【Outline and objectives】
This advanced comparative politics course is designed to significantly enhance students' comprehension of the subject matter by broadening and deepening their knowledge, as well as enhancing their problem-solving abilities. Building upon the foundational concepts covered in "Introduction to Comparative Politics," the course navigates into more intricate aspects, facilitating a comprehensive exploration of the crises and challenges faced by political institutions. Specifically, the course undertakes a nuanced examination of the causes of crises and challenges to political institutions, requiring students to engage in a profound study encompassing modernization theory, its critics, nation-building, political development, parliamentary government, presidency, authoritarian institutions, regional institutions, the crisis of democracy, the populist explosion, a third wave of autocratization, and inequality. The goal is not only to develop a nuanced understanding of these critical topics but also to present a promising avenue for enhancing students' problem-solving abilities. This strategic approach aims to empower students with the tools to address real-world challenges within political institutions and to actively contribute to the improvement of political institutions, fostering a comprehensive skill set that goes beyond theoretical knowledge.

【Goal】
The overarching goal of this course is to deepen students' understanding of key crises and challenges faced by political institutions while enhancing their problem-solving abilities. Additionally, the course aims to refine students' skills as critical thinkers, analysts, and effective communicators. It is hoped that by the end of the semester students will find the course to be informative, interesting and enjoyable.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Students are expected to engage in an appropriate amount of reading and will be evaluated through class participation, a mid-term exam, presentation, and short essay. Feedback on assignments will be provided through the online system.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Theoretical Approach: Modernization Theory and its Critics	Samuel P. Huntington. 2006. "Political Order and Political Decay." In Political Order in Changing Societies. New York: Yale University Press.
3	The Historical Context: Nation-Building and Political Development	Francis Fukuyama. 2015. "What is Political Development?" In Political Order and Political Decay: From the Industrial Revolution to the Globalization of Democracy. New York: Profile Book.
4	Parliamentary Government	Arend Lijphart. 2012. "The Westminster Model of Democracy." In Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries. Yale University Press.
5	Presidency	Matthew Søberg Shugart. 2008. "Comparative Executive-Legislative Relations." In The Oxford Handbook of Political Institutions. R. A. W. Rhodes and Sarah Binder (eds.). Oxford: Oxford University Press.
6	Authoritarian Institutions	Daniel Bell. 2016. "Preface to the Paperback Edition." In The China Model: Political Meritocracy and the Limits of Democracy. New Jersey: Princeton University Press.
7	Beyond the Nation-State: Regional Institutions	Donald J. Puchala. 2000. "Building Peace in Pieces: The Promise of European Unity." In The Global Agenda, Charles Kegley and Eugene Wittkopf (eds.). New York: McGraw-Hill, Inc.
8	Mid-term exam	Review
9	The Crisis of Democracy: Political Decay	Francis Fukuyama. 2015. "America the Vetocracy." In Political Order and Political Decay.
10	The Populist Explosion: Populism and Euroscepticism	John B. Judis. 2016. "The Rise of European Populism." In The Populist Explosion: How the Great Recession Transformed American and European Politics. Columbia Global Reports.
11	A Third Wave of Autocratization	Sergei Guriev and Daniel Treisman. 2023. "Fear and Spin." Spin Dictators: The Changing Face of Tyranny in the 21st Century. New Jersey: Princeton University Press.
12	Industrial Policy and Its Discontents: Inequality and Supercapitalism	Robert Reich. 2008. "The Paradox." In Supercapitalism: The Transformation of Business, Democracy, and Everyday Life, New York: Vintage.
13	An Alternative to Electoral Democracy?	No readings assigned Recommended: Daniel Bell. 2016. "Is Democracy the Least Bad Political System?" In The China Model: Political Meritocracy and the Limits of Democracy. New Jersey: Princeton University Press
14	Oral Presentation	Students must present your chosen essay topics to your peers. You are expected not only to provide an analysis for the identified issue but also to propose fresh ideas for the improvement of political institutions. The oral presentation should be around 5-6 minutes.

【Work to be done outside of class (preparation, etc.)】
In order to get the most out of class, you must be prepared when you come to class. Students are required to complete the readings prior to class meetings and to come to class ready to discuss them. I expect everyone to participate actively in the discussion of the day. The class is organized around the required readings and their topics. Every student should be able to summarize, analyze, synthesize, and evaluate each assigned reading by addressing the following questions:
i. What is the author's purpose?
ii. What is the basic theme(s) or argument(s) of the reading?
iii. What are the most important historical events, information, concepts, etc. discussed in the reading?
iv. How does this reading relate to the other readings and to the central themes of the course?
v. How powerful or weak is the argument and the evidence? Why?
Students are expected to spend two hours per week on preparation.

【Textbooks】
A course packet containing assigned articles and book chapters will be posted in Hoppii.

【References】
Francis Fukuyama. 2015. Political Order and Political Decay: From the Industrial Revolution to the Globalization of Democracy. New York: Profile Book.

【Grading criteria】
class participation (20%), a mid-term exam (30%), presentation (20%), and short essay (30%)

【Changes following student comments】
Nothing in particular.

【Others】
・ If you have any questions or complications that we should be aware, feel free to contact me. The best way to contact me is probably through email. My email address: sam-sang.jo.86@hosei.ac.jp

・ The class will be structured around what I call a class dialogue in which information, knowledge, and thought will be generated through lecture, discussion and, in particular, the Socratic method. I will often play the role of provocateur and advocate to stimulate participation. The class dialogue emphasizes the importance of student participation and active learning as a means to improve one's skills, interest, information, knowledge, and, ultimately, understanding. In essence, class discussions will consist of an active exchange between the student and professor.

【Prerequisite】
None.

POL300ZA（政治学 / Politics 300）

Global Political Economy

Nathalie Cavasin

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：水4/Wed.4

その他属性：〈優〉

【Outline and objectives】
We will examine the structure of the contemporary global political economy. Students will be introduced to the theories, debates and paradigms using case studies to develop an understanding of the global political economy. Students will also debate on the new political economy landscape and its effect on the global supply chain, the war in Ukraine, the war in the Middle East, the global rise in resource nationalism, the increase of state intervention in the economy, the global environmental governance among other topics. Specific attention will be put on the role of China and its increased participation in the global political economies, the rise of the "illiberal international", the geopolitical tensions in the world and the recent trends regarding India's motivation to be a player in the yet to be multipolar global order.

【Goal】
Students through the assignments that are based on currents events in the world (analysis with back-up from recent news) will be able to learn to express their opinions and develop their critical thinking skills.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar、L 講義 /Lecture

【Method(s)】
Each week, in addition to readings to be done, written assignments will be assigned. These written assignments are mandatory as they be included in the evaluation. In addition, there will be an individual essay with a group presentation (topic to decided later with the supervision of the professor) a book review project (on selected chapters) to be written and a critical written assignment during the last class. Students will receive written feedback (eventually oral feedback and mini-discussions with the professor in class) from the professor.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction and Overview of the Course	Introduction and overview of the course
2	Understanding the Evolution of the World Economy	Evolution of the world economy from the industrial revolution
3	Post-war Global Economy	The global economy: from 1945 to today
4	International Trade Patterns	International trade
5	Transnational Production Systems	Transnational production - Discussion on the impact of transnational corporations
6	How the Global Financial System Operates	The global financial system Decision on the topics for the essay-presentation project
7	International Division of Labor Analyzing Women in the World Economy	The international division of labor
8	Understanding the Notion of Development Today	Economic development
9	Discussion and Debate Essay - Submission (group 1 and 2)	Political economy of gender
10	What are the Most Challenging Environmental Issues Today in the World? Essay-Presentation (group 1 and 2) Essay - Submission (group 3 and 4)	Global environmental changes
11	Essay-Presentation (group 3 and 4) Essay - Submission (group 5 and 6) Looking at the Security in Political Economy	Political economy of global security
12	Ideas on global political economies Essay-Presentation (group 5 and 6)	Theoretical perspectives on global political economy
13	Book Review Assignment in Class	Governing the global political economy I
14	Critical Review of an Academic Paper: In-class Assignment	Governing the global political economy II

【Work to be done outside of class (preparation, etc.)】
Be always ready by preparing the pages of the readings given in advance before coming to the next class. Additional homework will be assigned such as preparing an update with a current affair in the world related to the discussion/class contents. It is expected to read newspapers and news magazines several times a week. Students will need to update themselves with currents news to stay informed about key issues and debate both within Japan and in the world. Students should prepare the work for the essay and book review at the date defined in the course agenda table. Preparatory study and review time for this course are an average of 4 hours each week.

【Textbooks】
O'Brien R., and Williams M., *Global political economy: evolution and dynamics*, London, Bloomsbury Academic, 2022.
Additional materials will be distributed in class by the professor.

【References】
Examples of on-line websites to access the news:
- The Financial Times
- The New York Times
- The Financial Times
- The Guardian
- The Economist
- Foreign Affairs
- The Wall Street Journal
- Time
- Nikkei Asia
- Foreign Policy

【Grading criteria】
Participation (10%)
Participation (news debriefing report and one news report presentation, presentation related to homework) (20%)
Book Review (25%) (written assignment in Class 13)
Essay (20%) (Submission from Class 9 to 11(according to group number)
Final: (Written assignment in class-14 critical review of an academic paper) (25%)

【Changes following student comments】
N/A

【Equipment student needs to prepare】
The professor may request that you use a computer, tablet or smartphone in order to access the Internet to prepare for the discussion or fact-check during the class. Otherwise, such devices cannot be used.

【Others】
- Taking photos in class (the slides or notes on the board or in the class) is not allowed unless requested by Hosei University. Recording in class is not allowed.
- AI (Artificial Intelligence) type of software is not allowed be used for discussions in class or for written assignments in this course. Write all the assignments in your own words by using appropriately the academic sources from scientific journals.

【Prerequisite】
N/A

POL300ZA（政治学 / Politics 300）

International Development Policy

Ippeita Nishida

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：金2/Fri.2
その他属性：〈優〉

【Outline and objectives】
International development policies have been formulated along two domains, one by the donor coordination group (i.e. providers of Official Development Aid), traditionally represented by the OECD-DAC and another at the multilateral agenda setting forum such as the United Nations. Then, increasingly, voices of the emerging economies such as India are assuming more weight than before. While these serve the purpose of advancing the lives of people and discussions are mutually-related, each has distinct interests and constraints. In this course, we aim to understand how international development policy/agenda is being formulated and what the current (and future) issues are. Specifically, students will explore: (1) the rationale and evolution of development policies by the donor community, (2) the more holistic and people-centered agenda setting at the United Nations and (3) interests of the emerging donors and current policy issues that would impact on the policies of international development, such as the "Global South" debate, impact of the Trump US and deterioration of international cooperation, etc.

【Goal】
The course objectives are:
1) To enable students to assess the development policy debates from multiple aspects.
2) To make students able to differentiate development agenda formulation process at different stakeholder groups.
3) To equip students with the holistic understanding of the on-going issues that affect on the process of global development, through groupwork and discussion.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This class will have lectures and interactive discussions, as well as group/individual presentations where appropriate. Active participation is required. Students will undertake a final exam and have occasional quizzes and short papers to write. In addition to general feedback, insightful comments may be introduced in class to deepen discussions.
The course is composed of three parts. The first part (weeks 3-6) will have lectures on debates among traditional donors. In the second part (weeks 7-9), lectures will cover key discourses at the United Nations such as the basic human rights and the Sustainable Development Goals. The third part (weeks 10-13) will examine current policy issues that are related to development. Students may be tasked to do small researches and make individual/group presentations.
Except the first day, in principle, this class will adopt the face-to-face format, to allow students’ direct interaction. Yet, it may use the online platform when necessary (in such case, students will be notified in advance). When possible and appropriate, on-going global events that relate to the course’s subject will be touched . Also, pending on students’ interests and availabilities of the host, one or two fieldwork trips may be introduced.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	・Introduction
2	Overview of Discourse	・History and institutions, and stakeholders ・Emergence of the voice from "the South"
3	Concept of Aid	・Concept of helping others, aid by state
4	Foreign Aid and ODA	・Uses of "aid" in foreign policy ・“Official Development Assistance (ODA)”, Role of DAC
5	Debates over the Responsibility	・Aid effectiveness ・Financing aid ・Common But Dirrentiated Responsibility (CBDR)
6	Donors’ Policy	・National agenda and policy orientation (case studies)
7	United Nations	・Mandates and structure for development ・Human rights and people-centric approach
8	SDGs	・Formulating the “Sustainable Development Goals (SDGs)”
9	Synthesis Discussion 1	・Reconciling states’ interests and global agenda
10	Current Policy Issues 1	Contesting strategy and approaches to development: China’s BRI and Japan’s FOIP
11	Current Policy Issues 2	・Debates on the "Global South" ・Impact of emerging donors
12	Current Policy Issues 3	・Impact of Trump 2.0 oninternational cooperation
13	Synthesis Discussion 2	・Considering the world we live and the role of development cooperation
14	Final Exam & Wrap-up	・In-class ・Review of the learnings.

【Work to be done outside of class (preparation, etc.)】
Occasional reading and writing assignments. Individual and/or group work for presentation. Preparatory study and review time for this class are expected about 2 hours each.

【Textbooks】
There is no assigned textbook for this course. Students are required to read handouts and suggested articles/chapters from the references. Students may also be requested to watch short online videos at home.

【References】
Students are encouraged to read following references to further their understandings.
OECD (2006), *DAC in Dates: The History of OECD’s Development Assistance Committee*
(available online at www.oecd.org/dac/1896808.pdf)
Lancaster, Carol (2007), *Foreign Aid: Diplomacy, Development, Domestic Politics*, University of Chicago Press
UN Document, A/RES/70/1, 21 October 2015 *Transforming our world: the 2030 Agenda for Sustainable Development* (available online at http://www.un.org/sustainabledevelopment/sustainable-development-goals/)

Sachs, Jeffrey D (2015), *The Age of Sustainable Development*, Columbia University Press
Wickstead, Myles A. (2015) *Aid and Development: A Brief Introduction*, Oxford University Press
Hynes, W. and S. Scott (2013), *The Evolution of Official Development Assistance: Achievements, Criticisms and a Way Forward*, OECD Development Co-operation Working Papers, No. 12, OECD Publishing
(available at http://dx.doi.org/10.1787/5k3v1dv3f024-en)

【Grading criteria】
Class Participation: 20%
Quiz, Short Papers, etc.: 40%
Final Exam: 40%

【Changes following student comments】
Constructive comments and feedback from students are always welcomed and will be taken into consideration.

【Equipment student needs to prepare】
None in the class.
But, access to PC/electric device and Wi-Fi may be required, when class is held on-line (e.g. first class).

【Others】
For students to successfully complete the class, basic understandings of the development theory, development thoughts as well as international relations are needed. GIS students wishing to register for this class are recommended to have taken“Introduction to Development Studies” and/or “Development Studies". Also, knowledge of international relations, international organizations and foreign policy will be of benefit, etc. Those who are keen to learn on-going global affairs may also find some of the class contents interesting.

【Prerequisite】
None (see "Others" for recommended classes).

POL300ZA（政治学 / Politics 300）

Peace Building

Aigul Kulnazarova

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：木2/Thu.2

その他属性：〈優〉

【Outline and objectives】
This course examines the evolving field of peacebuilding in international relations, with a focus on the social, economic, legal and political forces shaping war and peace, conflict prevention, resolution, management and transformation, alongside the use of force, and other related concepts. The course is designed for upper-level undergraduate students specializing in global studies, international relations, security studies, and similar programs. Building on lectures, discussions, readings, presentations, and cases, the course aims to enhance students' understanding of critical issues and challenges related to international peacebuilding processes, as well as their transformation in today's global politics. Students will engage with theoretical and policy debates while developing analytical skills essential for evaluating peacebuilding efforts at international, regional, national and local levels.

【Goal】
By the end of the course, successful students will be able to:
- Explain various theoretical frameworks of peacebuilding in international relations.
- Analyze the legal, political, and ethical aspects of armed conflicts and their resolution under international law.
- Identify links between humanitarian interventions and prospects for sustainable peacebuilding.
- Understand the growing role of humanitarian factors and their specific challenges and constraints in postconflict peacebuilding.
- Integrate knowledge, skills, and competencies in peace and conflict studies, international relations, international law, and the evolving field of peacebuilding.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
Z その他 /Other

【Method(s)】
This course will utilize a blend of lectures, interactive discussions, and other active learning methods, adapted for each class. Sessions are 100 minutes long and held weekly. Roughly half the time will be for lectures, with the other half reserved for student presentations, Q&A, and group case study work relevant to the week's topic.
There will be two timed exams, one in Week 7 and another in Week 14. Each exam will include multiple-choice, true/false, and short-answer questions. Additionally, the final exam will feature two essay questions. Both exams will be timed, closed book, and will take place during class sessions. No class materials, including student notes, as well as laptops and other electronic devices will be allowed during the exams (For additional information about the exam policy, see “Others”).
The midterm exam (Week 7) will cover the lectures from weeks 1 through 6, while the final exam (Week 14) will cover the lectures from weeks 1 through 13. Retakes will not be allowed. Students are expected to attend classes, take notes, and review the content covered to succeed in these exams.
In the interim between the two exams, there will be short-response assignments in Week 2, Week 4, and Week 10 to test students' cognitive, independent learning, and critical thinking skills. These assignments will reflect the topics covered during those weeks, as well as the associated reading materials. Alongside exams and short-response assignments, students will analyze a journal article chosen from the weekly schedule (“Readings”). Beginning in Week 3, one-third of each class will be allocated for individual presentations on chosen journal articles (“Discussion paper”). A detailed handout outlining guidelines will be distributed during the first session.
Feedback will be provided after student presentations, discussions, and group work ("good" or "what needs to be improved," etc.). Scores and/or comments on written assignments, including exams, will be provided individually via Google Classroom.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction to Peacebuilding	What is peacebuilding? Definition and elements, and their significance in international relations. Historical context: peacebuilding in the post-World War II era. Key concepts: war, peace, security. Course organization and content.
2	Theoretical Diversity: Conflict and Peace	Theories of conflict. Theories of peace. Practical approaches to peace. Key concepts: peacemaking, peacekeeping, peacebuilding.
3	Conflict Prevention and Early Warning Systems	Definition and instruments of conflict prevention. Role of diplomacy and international organizations. Early warning signs. Discussion paper presentations.
4	The Role of the United Nations in Peacebuilding	Overview of UN peacekeeping and peacebuilding operations. Case studies: Bosnia, Rwanda, and East Timor. Criticisms and reforms of UN peacebuilding efforts. Discussion paper presentations.
5	Use of Force	Legal and ethical considerations of the “use of force.” Just War theory. UN Charter, state sovereignty, and military interventions. Case studies: Iraq, Afghanistan, Russia – Ukraine war. Discussion paper presentations.
6	Humanitarian Intervention	The evolution of humanitarian intervention. Responsibility to Protect (R2P). Sovereignty vs. human rights: dilemmas and debates. Role of international organizations and coalitions in humanitarian intervention. Case studies: Kosovo, Libya, Syria. Discussion paper presentations.
7	Review. Midterm Exam	Review (Weeks 1-6). Timed, closed-book exam. No presentations.
8	Peace Agreements	Nature and structure of peace agreements. Mediation and negotiation. Case studies: Dayton Accords, Good Friday Agreement, Sudan Peace Agreement. Challenges of implementation and enforcement. The role of spoilers. Discussion paper presentations.
9	Peacebuilding I: International and Regional Frameworks	UN peacebuilding architecture. The UN in peace processes: Rwandan Genocide, East Timor. Regional peacebuilding architectures: African Union, ASEAN, LAS, SAARC, etc. Discussion paper presentations.
10	Peacebuilding II: Local Contexts, Peace, and Development	Role of “The Local” in peacebuilding. Resources and processes. Dilemmas of humanitarian relief and foreign aid. The documentary film in-class, “Poverty, Inc.,” drawing from 200 interviews conducted in 20 countries, reveals a less-discussed and perhaps uncomfortable truth about international aid and development programs in the Global South. No presentations.

11	Peacebuilding III: Human Security, Human Rights, and Global Governance	Human security – human rights synergy: Article 28 of the UDHR. Dimensions of human security: UNDP Human Development Report 1994. Human security – peacebuilding nexus. Discussion paper presentations.
12	Peacebuilding IV: Women, Peace, and Security	Feminist peace theory. Human security, women's security and gender justice. The UN Security Council Resolution 1325. Gender-sensitive approaches to conflict resolution and peacebuilding. Discussion paper presentations.
13	Challenges of Peacebuilding for the 2020s. The Future of Peacebuilding	New forms of violence: terrorism, social protests, and unconventional warfare. Emerging security threats: climate change, cyber conflicts, AI in warfare. The crisis of multilateralism and the future of international peacebuilding. Discussion paper presentations.
14	Wrap-Up. Final Exam	Review (Weeks 1– 13). Timed and closed book exam. No presentations.

【Work to be done outside of class (preparation, etc.)】
Preparatory study and review time for this class is at least 2 hours per week.

【Textbooks】
There are no required textbooks for this course.

【References】
Weekly readings, selected from academic journals will be posted on Google Classroom.

【Grading criteria】
Weekly class reflections, participation, learning attitude and attendance: 10%
Short-response assignments: 10%
Discussion paper and presentation: 20%
Midterm Exam: 20%
Final Exam: 40%
IMPORTANT NOTE:
The final reflects weekly class participation, learning attitude, and attendance, which are assessed as part of the course grading criteria above. For additional information about the exams, see "Others."

【Changes following student comments】
Any changes made to the syllabus are based on the instructor's reflection and not directly influenced by student input.

【Equipment student needs to prepare】
Students are NOT allowed to use electronic devices (including smartphones, PCs, etc.) during class. They are strongly encouraged to take notes from lectures each week using a good set of pens and notepads to pass exams. No lecture material will be posted online.

【Others】
CLASS POLICIES
Exam Policy
The midterm and final exams are closed book. Students will be prohibited from using notes, textbooks, electronic devices, or any external materials during the exams. Any student found violating this rule will be disqualified from the exams and will receive a score of zero (0) for that assessment. Cases of academic misconduct will be reported under university policies.
Attendance Policy
Attendance in all classes is expected as part of the university's academic regulations. Absences without legitimate documentation, such as a doctor's certificate, will not be accepted. Under the GIS rules, absences related to job hunting or similar activities will not be considered valid excuses.
No-Laptop/Digital Device Policy
To create a focused and distraction-free learning environment, personal laptops, phones, tablets, and other digital devices are strictly prohibited during class sessions, unless explicitly permitted by the instructor for specific activities. Students should keep all devices turned off and stored away. Those who repeatedly disregard this rule will face point deductions that will be reflected in their final grade.
Concerning the Use of Generated AI Tools
In line with Hosei University's "Basic Approach to Generative AI Tools" and academic integrity, in this course students shall refrain from using AI-generated text in their written assignments, midterm and final exams. Students may use generative AI/LLMs, but only as auxiliary tools for editing, translation and similar purposes. In no case should coursework content be generated (created) by generative AI tools. Any work detected as excessively generated by AI-powered programs will cause a failing grade.

【Prerequisite】
No course prerequisites are required.

POL300ZA（政治学 / Politics 300）

【休講】Strategic Studies

休講

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：
Notes：TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉〈優〉

【Outline and objectives】
This course covers the studies of grand strategy in international relations (IR).Grand strategy is the comprehensive framework that guides a state's efforts to coordinate and employ its military, economic, diplomatic resources to achieve long-term national objectives, often in the face of changing strategic environment. The course examines a wide range of issues in the field, ranging from the historical evolution of and theoretical perspectives on grand strategy, material and ideational foundations of grand strategy, domestic and external challenges facing state leaders in crafting and implementing their nation's grand strategy, to empirical case studies of major countries' grand strategies.

【Goal】
The course objectives are: (1) To enable students to broadly understand the concept and theories of grand strategy in IR; (2) To enable students to comprehend material and ideational sources of grand strategy; (3) To enable students to understand domestic and international challenges that state leaders face in designing and applying their country's grand strategy; (4) To enable students to acquire the ability to analyze the grand strategy of major countries.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course will first provide a series of lectures on key topics in the studies of grand strategy, including the concept and theories of grand strategy in IR, material and ideational foundations of grand strategy, and domestic and international challenges for the formulation and implementation of grand strategy. The course will subsequently delve into various case studies relating to the grand strategy of major states.Comments for assignments are given during class and office hours.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Broad examinations of the concept of grand strategy
2	History of Grand Strategy	Examining history of grand staretegy
3	Theoretical Approaches to Grand Strategy(1)	Studying theories of grand strategy
4	Theoretical Approaches to Grand Strategy(2)	Studying theories of grand strategy
5	Sources of Grand Strategy(1) (Military, Economy, Technology)	Investigating foundations of grand strategy
6	Sources of Grand Strategy(2)(Idea, Culture, Identity)	Investigating foundations of grand strategy
7	Instruments of Grand Strategy	Examining instruments of grand strategy
8	Major Challenges for the formulation and Implementation of Grand Strategy	Examining major external and internal challenges for the formulation and implementation of grand strategy
9	Case studies(1)	Case studies based on a group presentation and discussion
10	Case studies(2)	Case studies based on a group presentation and discussion
11	Case studies(3)	Case studies based on a group presentation and discussion
12	Case studies(4)	Case studies based on a group presentation and discussion
13	Review	Review of lectures from week 2 to week 12
14	Final Examination and Review	Written test and review

【Work to be done outside of class (preparation, etc.)】
Students will be required to pore over the chapters of the books listed in the reference section before attending the lecture. Preparatory study and review time for this class are 2 hours each.
Students are expected to prepare for their presentations under the instructor's guidance.

【Textbooks】
No textbook will be used. However, students are required to read the relevant chapters of the books listed in the reference section.

【References】
Thierry Balzacq and Ronald R. Krebs, eds.*The Oxford Handbook of Grand Strategy*, Oxford University Press, 2021.
Hal Brands, ed. *The New Makers of Modern Strategy: From the Ancient World to the Digital Age*, Princeton University Press, 2023.
Balzacq, Thierry, Peter J. Dombrowski, and Simon Reich, eds. *Comparative Grand Strategy: A Framework and Cases*, Oxford University Press, 2019.
John Lewis Gaddis. *On Grand Strategy*, Penguin Books, 2019.
John Baylis,James J. Wirtz and Colin S.Gray *Strategy in the Contemporary World*. Seventh Edition. Oxford University Press, 2022.

【Grading criteria】
Contributions to class discussion and group presentations (40%), Final exam (60%).
Regarding the group presentation, the performance of each student will also be assessed by the Group Evaluation Form. Students in the same presentation group will be required to evaluate each other independently and confidentially so that the instructor can effectively assess individual contribution to the group.

【Changes following student comments】
Handouts to be provided in a timely manner.

【Prerequisite】
Students wishing to take this course are recommended to have completed "*Introduction to International Relations*"
Non-GIS students wishing to take part in this course should have a basic knowledge of International Relations theories and adequate English skills to complete the course work and assignments.

TRS300ZA（観光学 / Tourism Studies 300）

Cultural Tourism

Yiyang Sun

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：月1/Mon.1

その他属性：〈優〉〈実〉

【Outline and objectives】
Cultural tourism is defined as "*A form of tourism that relies on a destination's cultural heritage assets and transforms them into products that can be consumed by tourists.*" (du Cros &McKercher, 2015: p.6).
Regarded as one of the oldest forms of tourism, it exists in many forms. This course will cover the 4 elements within the definition: (i) Cultural tourism within the broader field of tourism, (ii) Utilization of destinations' Cultural Assets, (iii) Consumption of Cultural Tourism Experiences, and (iv) Tourists and the Host Community.
We will consider the importance of cultural assets: as a way to define and understand nations, as a manifestation of people's ethnicities and identities as well as a vital driver of tourism. To do so, we will analyze the role played by various stakeholders, such as governments, businesses, the media, NGOs and conservation organizations such as UNESCO &ICOMOS.

【Goal】
Upon completion of this course students should be able to:
1) Understand the various forms of cultural tourism
2) Understand the key organizations involved in providing and conserving cultural tourism at local, national and international level
3) Understand the role of cultural tourism in destination branding and marketing
4) Understand the role of cultural resources in forming people's national and local identity, and how these are preserved and managed
5) Understand the complexities of stakeholder relations in the management of cultural tourism resources

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
The course is primarily lecture-based, though students will have a number of opportunities to discuss issues in small groups. A broad range of case studies can help students consolidate their learning.
In groups, students will conduct an in-depth analysis of tourism in a selected destination through a case study, which will provide an opportunity to apply the theories and concepts from the lectures and enhance understanding of key issues.
Assignments will be submitted and returned with feedback via Hoppii; insightful answers will be shared in class to facilitate discussion.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：オンライン/online

No.	Theme	Contents
1	Introduction to Cultural Tourism and the Class Format	Introduction to the course content, the class format and the field of cultural tourism (CT)
2	Cultural Tourists & Host Communities	Analyzing tourist demand for CT and the role of CT in destination management &development. Also, considering the important socio-cultural role of CT from the host community's perspective.
3	Cultural Tourism and Authenticity	What is an 'authentic' experience? Considering the authenticity of tangible and intangible resources, and the importance of authenticity for visitors &local communities.
4	Impacts of Cultural Tourism	Considering the economic and socio-cultural impacts of CT on host communities
5	Culture &Nation Branding	Considering the strategic role of culture for developed &developing countries' destination brands and tourism 'portfolios'
6	Politics of Cultural Tourism &Dark Heritage Sites	Considering the role of socio-political attitudes in influencing how culture is interpreted and the subjectivity of history: whose version of history prevails and from what perspective(s) is it presented?
7	World Heritage Sites 1	Considering concepts and definitions of heritage tourism, and the management of built and natural heritage resources
8	World Heritage Sites 2	Considering the value of heritage resources for host communities, and the management and preservation of heritage sites
9	Cultural Visitor Attractions	Considering the educational and conservational role of cultural visitor attractions. Also the range of management issues, including developing an engaging visitor experience and designing effective interpretation.
10	The Marketing of Cultural Tourism	Considering the challenges & issues relating to the marketing of CT
11	Gastrotourism &The Future of Cultural Tourism	Considering the role of food & drink as cultural resources. Also possible ways cultural tourism may develop in the future.
12	Group Presentations I	Presentations on group case study destinations
13	Group Presentations II	Presentations on group case study destinations
14	Final examination and wrap up	Open-book format; students must answer 2 essays from a choice of 5 essay questions

【Work to be done outside of class (preparation, etc.)】
Students will be assigned reading individually and in groups as preparation for classes. Students are expected to download the lecture slides to preview before class. Preparatory study and review time for this class are 2 hours each. *Please note, as a 300-level class the reading load is heavy*.

【Textbooks】
There is no set textbook. The course will refer frequently to the textbook by Park (2014; see below), which can be bought or rented through the publisher's website, or accessed via the Hosei library. Weekly handouts and reading materials will be distributed in class and/or available via the online class management page.

【References】
du Cros, H. and McKercher, B. (2015). *Cultural Tourism* (2nd Edition). London: Routledge
Jimura, T. (2019). *World Heritage Sites: Tourism, Local Communities and Conservation Activities*. London: CABI
Park, H. (2014). *Heritage Tourism*. London: Routledge

【Grading criteria】
1. Class participation &assignments (30%)
2. Group project (40%)
3. Term paper (30%)
Students are expected to complete all the assigned reading and homework assignments to enable them to get the most benefit from the lectures. Students are expected to complete a lot of reading for this course!
To improve students' group-working skills and to encourage and reward cooperation and hard work, the group project is assessed on an individual basis.

【Changes following student comments】
N/A

【Equipment student needs to prepare】
N/A

【Others】
Although not essential, this course will be more accessible for students who have taken other tourism-related courses. As such, students are strongly recommended to have taken one or more of the following: 100-level Introduction to Tourism Studies or the 200-level Event Management or Tourism Development in Japan courses.

【Prerequisite】
None

LIN300ZA（言語学 / Linguistics 300）

Advanced Topics in English Linguistics

Yuta Sakamoto

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：水2/Wed.2

その他属性：〈優〉

【Outline and objectives】
In this course, we discuss formalisms for analyzing syntactic/ grammatical phenomena including, e.g. the distribution of pronouns, WH movement, etc (see the contents in the schedule below) within the framework of generative grammar. Examples will be drawn mainly from English but, whenever necessary, from a wide variety of other languages.

【Goal】
In the end of this class, students are expected:
1. to understand the basics of syntactic theories.
2. to obtain techniques and formalisms for analyzing various syntactic phenomena.
3. to be able to investigate their interest in a certain syntactic phenomenon.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
I will give lectures on syntax within the framework of generative grammar to students based on the three textbooks listed in the references. Each lecture will be accompanied by in-class exercise in order for me to check students’ understanding of the class materials. In the end of this class, each student is expected to write a short squib on the basis of their own interest in syntactic phenomena. Depending on the number of registered students, I will give feedback to students either by email or in person before/after class.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Class outline
2	Review 1	Review of "Introduction to Syntactic Theory"
3	Review 2	Review of "Introduction to Syntactic Theory"
4	Binding Theory	The distribution of pronouns (e.g. John believes that Nancy hates him vs. *John believes that Nancy hates himself)
5	Head Movement	Verb movement, question formation, and VSO language (e.g. Why do we sometimes need "do" in the sentence-initial position of a question sentence?)
6	NP Movement	Case, Passive, and Raising (e.g. Why do the passive construction look "similar" across languages?)
7	WH Movement	Wanna contration, locality, and island (e.g. Who do you wanna visit? vs. *Who do you wanna visit Fred?)
8	Logical Form	Wh-in-situ and scope (e.g. Why is the sentence "Someone loves everyone" ambiguous?)
9	Exam	Written exam for the content #3-8
10	Raising vs. Control	Movement, empty category, and idiom (e.g. John is likely to leave vs. John is reluctant to leave)
11	Double Object Construction	Ditransitive Verb (e.g. theoretical problems with Vs taking two objects)
12	Ellipsis	Silent structure in language (e.g. What did John agree to see, and what did he refuse to vs. *what did he refuse?)
13	Preparation for Presentation	Presentation outline
14	Student Presentation	Short oral presentation for a squib

【Work to be done outside of class (preparation, etc.)】
Students need to review handouts after each class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
None. Handouts will be distributed in class.

【References】
Radford, Andrew. 1988. Transformational Grammar: A First Course. Cambridge University Press.
Haegeman, Liliane. 1990. Introduction to Government and Binding Theory (2nd ed.). Wiley-Blackwell.
Carnie, Andrew. 2021. Syntax: A Generative Introduction (4th ed.). Wiley-Blackwell.

【Grading criteria】
Evaluation will be based on class participation (20%), the exam (40%), and the final squib (40%).

【Changes following student comments】
N/A

【Prerequisite】
None. However, students are highly recommended to have already taken the "Introduction to Syntactic Theory" class.

LIN300ZA（言語学 / Linguistics 300）

English Dialects around the World

Megumi Kobayashi

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：金2/Fri.2
Notes：TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。
その他属性：〈グ〉

【Outline and objectives】
No language has ever been used as extensively worldwide as English is today. Spoken as a mother tongue by well over 400 million people, English has developed a wide range of varieties shaped by regional and social factors.
This course aims to survey the basic linguistic features of selected varieties of English in the UK, the US, and Australasia along with their historical and cultural backgrounds. In addition, the course examines other varieties of English used in the world, with a special attention to Asia, where English is used as an official language or learned as a foreign language, taking into account relevant historical, social, and educational contexts.

【Goal】
By the end of the course, students will:
(1) better understand the richness and diversity of the English language,
(2) be able to identify the characteristics of major English dialects in the world,
(3) understand some historical and social contexts of how English spread, and
(4) develop an inclusive perspective toward different varieties of English

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course consists of a combination of lectures and follow-up pair and group activities. Students will take a quiz at the beginning of each class based on the assigned readings. At the end of each class, students will also submit reflection comments demonstrating their understanding of the topic and their active participation.
Feedback on the quizzes will be provided immediately via forms by presenting the basis for the correct answers. Individual comments will be given for presentations along with peer feedback where appropriate. Overall assessment will be shared throughout the course as needed.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Overview English Speakers in the World	(1) Outlining the course content and instructional methodologies (2) L1 and L2 English speakers (3) World Englishes
2	Comparing US and UK “standard” Englishes	(1)Standard English (2)Dialect, accent and variation (3)Linguistic features (vocabulary, pronunciation, stress, other elements)
3	UK I	(1)Historical overview (2)Dialects of English in the UK (3) RP (Received Pronunciation)
4	UK II	(1)RP vs Cockney (2)“My Fair Lady” (3)Language and Identity
5	US	(1)Historical background (2)Regional differences (3)AAVE
6	Australia	(1)Historical background (2)Australian characteristics
7	Europe	(1)English in EU (2)Plurilingualism
8	India	(1)Historical background (2)English and social divide
9	Singapore	(1)Historical background (2)Language policy (3)Singlish
10	Korea	(1)Historical and educational background (2)K-culture and English
11	Japan	(1)Historical and educational background (2)English education in Asia
12	Presentation prep.	Review and preparing for the presentation/report
13	Presentation	Student presentation and peer review
14	Final Review	(1)Feedback (2)Reflection

【Work to be done outside of class (preparation, etc.)】
Students are required to complete the assigned readings in advance in order to participate actively in class. The expected time for preparatory study and review for this course is two hours each.

【Textbooks】
No textbooks are used. All handouts are posted on the course website while additional materials will be provided in the classroom.

【References】
Relevant references and suggestions for further reading will be introduced in class as needed. The following books will be helpful as a general introduction:
Melchers, G., Shaw, P., &Sundkvist, P. (2019). *World Englishes* (3rd ed.). Routledge.
Trudgill, P., &Hannah, J. (2017). *International English: A guide to varieties of English around the world* (6th ed.). Routledge.

【Grading criteria】
The final grade will be based on the following criteria:
・Active participation in class: 25%
・Quizzes: 25%
・Weekly reaction papers: 25%
・Other assignments (presentations and/or reports): 25%
Regular attendance is essential for the successful completion of this course.

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
The lectures are delivered using PowerPoint slides and Internet resources. The handouts are downloadable in PDF format.

【Others】
It is recommended that students have completed 100/200-level linguistics courses with good grades.

【Prerequisite】
No prerequisite is required.

LIN300ZA（言語学 / Linguistics 300）

Language Policy

Geraldo Faria

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：火5/Tue.5

その他属性：〈優〉

【Outline and objectives】
In this course, you will learn how Language Policy is defined as an academic subject. This course will cover major concepts behind language policies. By drawing on various topics related to language variation (e.g. social class and gender), this course will provide an accessible and engaging overview of Language Policy.

【Goal】
The understanding of language policies that cause and result in linguistic mechanisms utilized by particular members of a given society so as to distinguish themselves from societal members. The broad goal of this course is to promote social understanding and justice in schools, communities, and corporations.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
After an introduction to the topics in the form of mini-lectures, examples of policies or general concepts will be presented for discussion, activity, and analysis. This course will contain assignments and writings outside of class, which may be presented in class. Note that the suggested topics may vary slightly depending on the number of registered students and their interests. Finally, submissions of assignments and their feedback will be via Google docs (unless students are notified previously).

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Concepts	Language overview and policies that affect its use by members of a given society
3	Language Planning	Language policies prescribed by governments to standardize language use
4	Language and Social Class	Social stratification and linguistic differentiation within a society
5	Language and Geography	National languages (standard registers) versus dialects
6	Designing a Project Related to Language Policy	Preparation for a study (requirements, data, analysis, text production, and presentation)
7	Language and Gender	Constraints (types, consequences, and formation of gender-neutral language) imposed by the gender of speakers. Mid-term review quiz
8	National Policies on Foreign Language Studies	Implications of governmental regulations on the choice of foreign language studies
9	Multilingualism	The language of minority groups within a larger society
10	Endangered Languages and Fieldwork Studies	Assimilation, language death, linguistic and societal implications / Language policy research models
11	Migrations and Pidginization of Languages	Human migration and its effects on language (second language, linguistic transition, and the language of the next generation)
12	Profession-specific Registers	Specialized language as a means to distance groups from non-specialists
13	Presentations of group projects	Students will give short academic presentations, followed by feedback
14	Consolidation	End-of-course assessment, feedback, and wrap-up

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete weekly reading assignments before class and review previous handouts before the following class. They should also organize their notes in the form of a notebook or a computer file. Students must choose a topic, and prepare a presentation with a handout, which will be delivered in class.
Preparatory study and review time for this class are 2 hours each.

【Textbooks】
No textbook will be used. The teacher will provide handouts, reading material, and links to online data.

【References】
Crystal, David. *The Cambridge Encyclopedia of Language*. Third Edition. Cambridge University Press, 2010 ISBN 9780521516983
Finegan, Edward. *Language: Its Structure and Use*. Harcourt Brace Jovanovich, 1992 ISBN 0729512681
Johnson, David. *Language Policy*. Palgrave MacMillan, 2013 ISBN 9781403911858
Pereltsvaig, Asya. *Languages of the World*. Cambridge University Press, 2014 ISBN 9780521175777
Yule, George. *The Study of Language.* Fifth Edition. Cambridge University Press, 2014 ISBN 9781107044197
The teacher will suggest material appropriate to the students’ projects and interests through either the Internet or reference books available at the library.

【Grading criteria】
Grades will be based on exams (mid-term 30% and final 30%), assignments 30%, and participation 10%.

【Changes following student comments】
No feedback yet received.

【Equipment student needs to prepare】
A laptop or smartphone may be used to research an in-class assignment. Students may choose to take notes using their laptops.

【Others】
Students should have an enthusiasm to investigate (in)formal language policies that affect social justice globally.

【Prerequisite】
None

LIT300ZA（文学 / Literature 300）

【休講】Advanced Topics in American Literature

休講

Credit(s)：2 ｜ Semester： ｜ Year：3〜4
Day/Period：
Notes：TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉〈優〉

【Outline and objectives】
Southern literature is perhaps the best-known regional literature of the United States, featuring a distinct traditions of voices, genres, and motifs. But it is far from a monolith, with works reflecting the diverse cultures, peoples, and languages of the region. Southern literature has often provided a sharp focus to social, historical, and cultural issues of the United States, serving as a grim counterpoint to more optimistic national mythmaking. This course will focus on southern literature in the twentieth century, exploring how writers respond to questions of war, race, memory, class, and modernization.

【Goal】
Students will examine the historical context and major themes of southern literature. Students will also develop critical reading and writing skills.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Class time will be divided between lectures and group discussions. In-class feedback will be given for reaction papers, and students will receive personal feedback on written assignments.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction, Defining the South	Introduction to the class and selection exam
2	Postwar Culture and Modernity	Tate, *Ode to the Confederate Dead*
3	The South and Slavery	Washington, *Up From Slavery*
4	Community and Memory	Faulkner, *A Rose for Emily*
5	Race in the Postwar South I	Wright, *The Ethics of Living Jim Crow*
6	Race in the Postwar South II	Welty, *Where is the Voice Coming From?*
7	Review and Midterm Examination	A review of topics covered in the first half of the course
8	Southern Gothic	O’Connor, *A Good Man is Hard to Find*
9	Southern Poetry I	Walker, Selected Poems
10	Southern Poetry II	Dickey, Selected Poems
11	Culture and Authenticity	Walker, *Everyday Use*
12	The Modern South I	Gates, *Colored People*
13	The Modern South II	Rash, *Speckled Trout*
14	Final Synthesis	Review of the major themes of the course

【Work to be done outside of class (preparation, etc.)】
Students should perform close readings of each of the assigned texts. Students should come to class prepared to ask questions and engage in discussion. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Readings will be provided in class as handouts.

【References】
Andrews, William et al. *The Literature of the American South*. Norton, 1998.
Monteith, Sharon et al. *The Cambridge Companion to the Literature of the American South*. Cambridge, 2013.
Additional references will be announced in class.

【Grading criteria】
Class contribution (15%), response papers and written assignments (20%), reading quizzes (15%), midterm paper (25%), final paper (25%)

【Changes following student comments】
None.

【Others】
The readings and schedule are subject to modification at the instructor’s discretion. Any changes will be announced in the first week of the course.

【Prerequisite】
None.

LIT300ZA（文学 / Literature 300）

【休講】Advanced Topics in American Literature: US Southern Literature

休講

Credit(s)：2 ｜ Semester： ｜ Year：3〜4
Day/Period：
Notes：Not Available for ESOP Students.

その他属性：

【Outline and objectives】
Southern literature is perhaps the best-known regional literature of the United States, featuring voices, genres, and motifs specific to its distinct tradition. But it is far from a monolith, and the literature of the south reflects the diverse cultures, peoples, and languages of the region. Moreover, southern literature has often given a sharp focus to social, historical, and cultural issues of the United States, serving as a grim counterpoint to more optimistic national mythmaking. This course will focus on southern literature in the twentieth century, exploring how writers respond to questions of war, race, memory, class, and modernization.

【Goal】
Students will examine the historical context and major themes of southern literature. Students will also develop critical reading and writing skills.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Class time will be divided between lectures and group discussions. In-class feedback will be given for reaction papers, and students will receive personal feedback on written assignments.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction, Defining the South	Introduction to the class and selection exam
2	Postwar Culture and Modernity	Tate, *Ode to the Confederate Dead*
3	The South and Slavery	Washington, *Up From Slavery*
4	Community and Memory	Faulkner, *A Rose for Emily*
5	Race in the Postwar South I	Wright, *The Ethics of Living Jim Crow*
6	Race in the Postwar South II	Welty, *Where is the Voice Coming From?*
7	Review and Midterm Examination	A review of topics covered in the first half of the course
8	Southern Gothic	O’Connor, *A Good Man is Hard to Find*
9	Southern Poetry I	Walker, Selected Poems
10	Southern Poetry II	Dickey, Selected Poems
11	Culture and Authenticity	Walker, *Everyday Use*
12	The Modern South I	Gates, *Colored People*
13	The Modern South II	Rash, *Speckled Trout*
14	Final Synthesis	Review of the major themes of the course

【Work to be done outside of class (preparation, etc.)】
Students should perform close readings of each of the assigned texts. Students should come to class prepared to ask questions and engage in discussion. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Readings will be provided in class as handouts.

【References】
Andrews, William et al. *The Literature of the American South*. Norton, 1998.
Monteith, Sharon et al. *The Cambridge Companion to the Literature of the American South*. Cambridge, 2013.
Additional references will be announced in class.

【Grading criteria】
Class contribution (20%), response papers and written assignments (20%), reading quizzes (20%), midterm paper (20%), final paper (20%)

【Changes following student comments】
None.

【Prerequisite】
None.

LIT300ZA（文学 / Literature 300）

Advanced Topics in English Literature

Miui Watanabe

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：月2/Mon.2

その他属性：〈優〉

【Outline and objectives】
Medieval and Early Modern English literature had a profound impact on the English language, and its literary and cultural legacy pervades modern popular culture, from fantasy novels to Hollywood blockbusters. The course introduces students to some of the canonical texts of English literature, beginning with Old English poetry and concluding with writers from the English Renaissance, such as Shakespeare and Spenser. By providing students with the opportunity to engage with texts across a wide spectrum of genres, periods, and languages, the course facilitates a deeper understanding of how English literature emerged and developed during this crucial period in literary history. The writings will be studied with regard to their literary and socio-historical context, making reference to topics including class, religion, gender, and other thematic concerns. In addition to close analytical readings of the texts in modern English translations, students will also be introduced to literary forms and practices of pre-modern English literature through the examination of works in their original language. Prior experience in a literature course is strongly recommended.

【Goal】
By the end of the course, students will:
- Gain basic knowledge of the major works and the cultural and historical circumstances of their production/reception.
- Understand key concepts and terms of literary studies, particularly those crucial to understanding medieval and early modern literature.
- Be able to analyse texts and make critical interpretations.
- Develop transferrable skills, including critical reading and academic writing.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will consist of introductory lectures by the instructor, followed by discussions, presentations, and/or close analytical reading of the text. Feedback on assignments will be provided through the Learning Management System.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Course description; introduction to early English literature
2	Old English Poetry	Introduction to Old English poetry
3	*Beowulf* (1)	Historical context; structure and style
4	*Beowulf* (2)	Scholarship; issues of translation; class discussion; quiz
5	*Sir Gawain and the Green Knight* (1)	Introduction to romance; alliterative revival
6	*SIr Gawain and the Green Knight* (2)	analytical reading; presentations
7	Mid-Term	Course review; Q&A Session; quiz
8	14th Century Moral Texts	Social commentary; allegory; *Piers Plowman*
9	*The Canterbury Tales - Nun's Priest's Tale* (1)	Social/historical context; beast fable
10	*The Canterbury Tales - Nun's Priest's Tale* (2)	Close analytical reading session
11	*The Canterbury Tales - Nun's Priest's Tale* (3)	discussion of themes; review of text
12	English Renaissance (1) - Sonnets	From Middle English to Early Modern; learning to read sonnets
13	English Renaissance (2) - Theatre	Mystery &Morality Plays; *William Shakespeare*
14	Course Review	Review of entire course; Q&A Session

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete all assigned readings for each week and arrive prepared to contribute to class discussions. Additionally, they will be required to submit written assignments, and prepare to lead a close reading session of an assigned passage in Week 10. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
None. Reading material will be provided by the instructor.

【References】
Alexander, Michael. *A History of English Literature*. 3rd ed., Palgrave Macmillan, 2013.
Goring, Paul, et al, editors. *Studying Literature: The Essential Companion*, 2nd ed, Bloomsbury Academic, 2010.
Lapidge, M., et al., editors. *The Wiley Blackwell Encyclopedia of Anglo-Saxon England*, 2nd ed. Wiley, 2013.

【Grading criteria】
Evaluation will be based on class participation (30%), reading quizzes (20%), written assignments (20%), mid-term exam and final exam (30%). More than two unexcused absences will result in failure of the course.

【Changes following student comments】
Additional review time has been incorporated throughout the course to support student comprehension.

【Prerequisite】
None.

LIT300ZA（文学 / Literature 300）

Advanced Topics in Japanese Literature

Kevin Thomas Niehaus

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4

Day/Period：金2/Fri.2

Notes：TOEFL iBT 80以上、IELTS (Academic Module)band 6.0以上、TOEIC860以上、英検：準1級以上合格かつCSEスコアが2500点以上 ※配当年次によって前述以上のスコアが必要な場合があります。

その他属性：〈グ〉〈優〉

【Outline and objectives】
How do we process the experience of encountering a new language and culture? How does that process in turn affect our own personal language and identity? In this course, we will read translations of personal essays and fiction written in the Japanese language by contemporary authors undergoing such experiences, including Japanese authors living abroad and non-Japanese authors writing in their adopted language. As we compare their stories and observations, we will also consider how the act of writing provides each author with a space to form and perform new cultural identities and personal idioms.

【Goal】
Students will practice reading and writing critically as they explore dynamics of culture, language, and identity in modern Japanese literature.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will be divided roughly evenly between lectures and guided discussions. Short quizzes will be given to assess comprehension of weekly readings. Students will submit midterm and final papers. In-class feedback will be given for reaction papers, and students will receive personal feedback on written assignments.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction and selection exam
2	Transnational Literature and the Modern Canon	Considering the place of the stories in this class in “Japanese literature”
3	Culture Shock and Interpretation	Tawada, *Where Europe Begins*
4	Exophony and Border Crossing	Tawada, *Where Europe Begins*
5	Language, Literature, and Imagined Communities	Mizumura, *A True Novel*
6	Language and the Construction of Identity	Mizumura, *The Fall of Language in the Age of English*
7	Review and Midterm Examination	A review of topics covered in the first half of the course
8	Language and Belonging	Levy, *A Room Where the Star-Spangled Banner Cannot Be Heard*
9	The Right to Language	Levy, *A Room Where the Star-Spangled Banner Cannot Be Heard*
10	Transnationalism and Ideology	Zoppetti, *Ichigensan*
11	Writing within the Canon	Zoppetti, *Ichigensan*
12	Modern Trends I	Yang, *Wan-chan*
13	Modern Trends II	Li, *Solo Dance*
14	Final Synthesis	Review major themes of the course and discuss new frontiers in transnational Japanese literature

【Work to be done outside of class (preparation, etc.)】
Students are expected to perform close readings of weekly reading assignments and prepare to actively engage in class discussions. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Readings will be distributed through Hoppii.

【References】
Li, Kotomi. *Solo Dance.* World Editions, 2022.
Levy, Ian Hideo. *A Room Where The Star-Spangled Banner Cannot Be Heard: A Novel in Three Parts.* Columbia University Press, 2011.
Mack, Edward. *Manufacturing Modern Japanese Literature: Publishing, Prizes, and the Ascription of Literary Value.* Duke University Press, 2010.
Mizumura, Minae. *A True Novel.* Other Press, 2014.
Mizumura, Minae. *The Fall of Language in the Age of English.* Columbia University Press, 2015.
Tawada, Yoko. *Where Europe Begins.* New Directions, 2007.
Zoppetti, David. *Ichigensan: The Newcomer.* Ozaru Books, 2011.

【Grading criteria】
Class contribution (15%), response papers and written assignments (20%), quizzes (15%), midterm paper (25%), final paper (25%)

【Changes following student comments】
None.

【Others】
The readings and schedule are subject to modification at the instructor’s discretion. Any changes will be announced in the first week of the course.

【Prerequisite】
None.

LIT300ZA（文学 / Literature 300）

Modern Japanese Fiction in Translation

Kevin Thomas Niehaus

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：金2/Fri.2
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
How do we process the experience of encountering a new language and culture? How does that process in turn affect our own personal language and identity? In this course, we will read translations of personal essays and fiction written in the Japanese language by contemporary authors undergoing such experiences, including Japanese authors living abroad and non-Japanese authors writing in their adopted language. As we compare their stories and observations, we will also consider how the act of writing provides each author with a space to form and perform new cultural identities and personal idioms.

【Goal】
Students will practice reading and writing critically as they explore dynamics of culture, language, and identity in modern Japanese literature.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Classes will be divided roughly evenly between lectures and guided discussions. Short quizzes will be given to assess comprehension of weekly readings. Students will submit midterm and final papers. In-class feedback will be given for reaction papers, and students will receive personal feedback on written assignments.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction and selection exam
2	Transnational Literature and the Modern Canon	Considering the place of the stories in this class in “Japanese literature”
3	Culture Shock and Interpretation	Tawada, *Where Europe Begins*
4	Exophony and Border Crossing	Tawada, *Where Europe Begins*
5	Language, Literature, and Imagined Communities	Mizumura, *A True Novel*
6	Language and the Construction of Identity	Mizumura, *The Fall of Language in the Age of English*
7	Review and Midterm Examination	A review of topics covered in the first half of the course
8	Language and Belonging	Levy, *A Room Where the Star-Spangled Banner Cannot Be Heard*
9	The Right to Language	Levy, *A Room Where the Star-Spangled Banner Cannot Be Heard*
10	Transnationalism and Ideology	Zoppetti, *Ichigensan*
11	Writing within the Canon	Zoppetti, *Ichigensan*
12	Modern Trends I	Yang, *Wan-chan*
13	Modern Trends II	Li, *Solo Dance*
14	Final Synthesis	Review major themes of the course and discuss new frontiers in transnational Japanese literature

【Work to be done outside of class (preparation, etc.)】
Students are expected to perform close readings of weekly reading assignments and prepare to actively engage in class discussions. Preparatory study and review time for this class are 2 hours each.

【Textbooks】
Readings will be distributed through Hoppii.

【References】
Li, Kotomi. *Solo Dance.* World Editions, 2022.
Levy, Ian Hideo. *A Room Where The Star-Spangled Banner Cannot Be Heard: A Novel in Three Parts.* Columbia University Press, 2011.
Mack, Edward. *Manufacturing Modern Japanese Literature: Publishing, Prizes, and the Ascription of Literary Value.* Duke University Press, 2010.
Mizumura, Minae. *A True Novel.* Other Press, 2014.
Mizumura, Minae. *The Fall of Language in the Age of English.* Columbia University Press, 2015.
Tawada, Yoko. *Where Europe Begins.* New Directions, 2007.
Zoppetti, David. *Ichigensan: The Newcomer.* Ozaru Books, 2011.

【Grading criteria】
Class contribution (15%), response papers and written assignments (20%), quizzes (15%), midterm paper (25%), final paper (25%)

【Changes following student comments】
None.

【Others】
The readings and schedule are subject to modification at the instructor’s discretion. Any changes will be announced in the first week of the course.

【Prerequisite】
None.

LIN400ZA（言語学 / Linguistics 400）

【休講】Seminar: Diversity of English I

休講

Credit(s)：2 ｜ Semester： ｜ Year：3〜4
Day/Period：
Notes：Not Available for ESOP Students.
その他属性：〈優〉

【Outline and objectives】
With estimated 2.3 billion users, the global dominance of the English language is in no dispute. However, the language has developed a wide range of variations, depending on the social and cultural contexts where it was transplanted and the other languages it exists alongside. This seminar explores lesser-known varieties of English in the Inner Circle and the L2 use of English in the Expanding Circle. We start the spring semester by reviewing Kachru's (1985) three-circle model and Schneider's (2007) model of postcolonial English. Then we focus on New Zealand English (NZE), one of the youngest Inner Circle varieties, examining how it is distinguishable from UK, US and Australian English. The latter part of the semester addresses L2 English speakers' attitudes towards their accents, the use of English as a lingua franca (ELF) in Europe, and strategies for incorporating accented English and ELF into pop-cultural productions.

【Goal】
By the end of the course, students will:
(1) understand the evolution and diversity of the English language,
(2) examine the phonetic features of NZE in comparison to those of UK and US English,
(3) explore L2-accented English and its speakers' attitudes towards various accents, and
(4) study the current use of accented English and ELF in international contexts.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This seminar is presentation and discussion oriented: Students take turns to review a book chapter or journal article assigned by the instructor, noting key terms and concepts, which could be proactively studied by consulting reference materials. The other students in the class contribute to the discussion with their questions and observations. Detailed comments and suggestions for further study are provided at the end of each presentation.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Overview	(1) Outlining the course contents and instructional methodologies (2) APA style: In-text citations and references (3) Hosei and GIS libraries, and online resources
2	Essential Phonetics	(1) IPA (2) Phonemes and allophones (3) Suprasegmentals
3	World Englishes	(1) The world's major languages (2) Indo-European language family (3) L1 and L2 English (4) Kachru's (1985) three-circle model
4	Postcolonial English	(1) Schneider's (2007) model (2) Foundation of NZE
5	Phonetic Features of NZE (Part 1)	(1) Rhoticity (2) H-dropping (3) /l/ vocalisation (4) TR-affrication
6	Phonetic Features of NZE (Part 2)	(1) Flapping /t/ (2) TH-fronting (3) Short front vowels (4) NEAR/SQUARE merger
7	NZ Accent in Films	Phonetic features observed in NZ films
8	L2 English Speakers' Attitudes towards Accents	(1) Japanese students' attitudes (2) Thai students' attitudes (3) Norwegian students' attitudes (4) Swiss people's attitudes
9	Euro-English and ELF	(1) Euro-English (2) EU citizens' views on ELF (3) Conceptualising English in Europe
10	Indexicality of L2 Accents	(1) Indexicality of Japanese-accented English in NZ (2) Identification of the provenance of speakers
11	English in Pop Culture (Part 1)	(1) L2 English pop singers (2) Language choice in Eurovision Song Contest (ESC) (3) The use of English in ESC
12	English in Pop Culture (Part 2)	(1) Stereotyping and films (2) Dialects and accents in films
13	ELF and Education	(1) The *Course of Study in English* (2) English education in EU and Japan
14	Conclusion	(1) Review and final discussion (2) Preparation for seminar papers

【Work to be done outside of class (preparation, etc.)】
Students are required to read in advance the references posted on the course website and the handouts emailed by presenters. Preparatory study and review time for this course are 4 hours each.

【Textbooks】
Hay, J., Maclagan, M., &Gordon, E. (2008). *New Zealand English*. Edinburgh University Press.

【References】
Detailed references are listed on the website, while the following books will be helpful as a general introduction.
Melchers, G., Shaw, P., &Sundkvist, P. (2019). *World Englishes* (3rd ed.). Routledge.
Trudgill, P., &Hannah, J. (2017). *International English: A guide to varieties of English around the World* (6th ed.). Routledge.

【Grading criteria】
Evaluation will be based on presentation (70%) and class discussion (30%).

【Changes following student comments】
The schedule and contents may be partially modified based on students' interests and needs. Details of any modifications will be notified in the first class and/or four weeks prior to the change.

【Equipment student needs to prepare】
The presentations are delivered using PowerPoint slides and Internet resources. The handouts are downloadable in PDF format.

【Others】
Successful applicants must be knowledgeable and enthusiastic about the seminar theme. They are expected to have completed 200-level linguistics courses with a good understanding.

【Prerequisite】
No prerequisite is required.

LIN400ZA（言語学 / Linguistics 400）

【休講】Seminar: Diversity of English I

休講

Credit(s)：2 ｜ Semester： ｜ Year：3〜4
Day/Period：
Notes：Not Available for ESOP Students.
その他属性：〈優〉

【Outline and objectives】
With estimated 2.3 billion users, the global dominance of the English language is in no dispute. However, the language has developed a wide range of variations, depending on the social and cultural contexts where it was transplanted and the other languages it exists alongside. This seminar explores lesser-known varieties of English in the Inner Circle and the L2 use of English in the Expanding Circle. We start the spring semester by reviewing Kachru's (1985) three-circle model and Schneider's (2007) model of postcolonial English. Then we focus on New Zealand English (NZE), one of the youngest Inner Circle varieties, examining how it is distinguishable from UK, US and Australian English. The latter part of the semester addresses L2 English speakers' attitudes towards their accents, the use of English as a lingua franca (ELF) in Europe, and strategies for incorporating accented English and ELF into pop-cultural productions.

【Goal】
By the end of the course, students will:
(1) understand the evolution and diversity of the English language,
(2) examine the phonetic features of NZE in comparison to those of UK and US English,
(3) explore L2-accented English and its speakers' attitudes towards various accents, and
(4) study the current use of accented English and ELF in international contexts.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This seminar is presentation and discussion oriented: Students take turns to review a book chapter or journal article assigned by the instructor, noting key terms and concepts, which could be proactively studied by consulting reference materials. The other students in the class contribute to the discussion with their questions and observations. Detailed comments and suggestions for further study are provided at the end of each presentation.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Overview	(1) Outlining the course contents and instructional methodologies (2) APA style: In-text citations and references (3) Hosei and GIS libraries, and online resources
2	Essential Phonetics	(1) IPA (2) Phonemes and allophones (3) Suprasegmentals
3	World Englishes	(1) The world's major languages (2) Indo-European language family (3) L1 and L2 English (4) Kachru's (1985) three-circle model
4	Postcolonial English	(1) Schneider's (2007) model (2) Foundation of NZE
5	Phonetic Features of NZE (Part 1)	(1) Rhoticity (2) H-dropping (3) /l/ vocalisation (4) TR-affrication
6	Phonetic Features of NZE (Part 2)	(1) Flapping /t/ (2) TH-fronting (3) Short front vowels (4) NEAR/SQUARE merger
7	NZ Accent in Films	Phonetic features observed in NZ films
8	L2 English Speakers' Attitudes towards Accents	(1) Japanese students' attitudes (2) Thai students' attitudes (3) Norwegian students' attitudes (4) Swiss people's attitudes
9	Euro-English and ELF	(1) Euro-English (2) EU citizens' views on ELF (3) Conceptualising English in Europe
10	Indexicality of L2 Accents	(1) Indexicality of Japanese-accented English in NZ (2) Identification of the provenance of speakers
11	English in Pop Culture (Part 1)	(1) L2 English pop singers (2) Language choice in Eurovision Song Contest (ESC) (3) The use of English in ESC
12	English in Pop Culture (Part 2)	(1) Stereotyping and films (2) Dialects and accents in films
13	ELF and Education	(1) The *Course of Study in English* (2) English education in EU and Japan
14	Conclusion	(1) Review and final discussion (2) Preparation for seminar papers

【Work to be done outside of class (preparation, etc.)】
Students are required to read in advance the references posted on the course website and the handouts emailed by presenters. Preparatory study and review time for this course are 4 hours each.

【Textbooks】
Hay, J., Maclagan, M., &Gordon, E. (2008). *New Zealand English*. Edinburgh University Press.

【References】
Detailed references are listed on the website, while the following books will be helpful as a general introduction.
Melchers, G., Shaw, P., &Sundkvist, P. (2019). *World Englishes* (3rd ed.). Routledge.
Trudgill, P., &Hannah, J. (2017). *International English: A guide to varieties of English around the World* (6th ed.). Routledge.

【Grading criteria】
Evaluation will be based on presentation (70%) and class discussion (30%).

【Changes following student comments】
The schedule and contents may be partially modified based on students' interests and needs. Details of any modifications will be notified in the first class and/or four weeks prior to the change.

【Equipment student needs to prepare】
The presentations are delivered using PowerPoint slides and Internet resources. The handouts are downloadable in PDF format.

【Others】
Successful applicants must be knowledgeable and enthusiastic about the seminar theme. They are expected to have completed 200-level linguistics courses with a good understanding.

【Prerequisite】
No prerequisite is required.

LIN400ZA（言語学 / Linguistics 400）

【休講】Seminar: Diversity of English II

休講

Credit(s)：2 ｜ Semester： ｜ Year：3〜4
Day/Period：
Notes：Not Available for ESOP Students.
その他属性：〈優〉

【Outline and objectives】
English is the most common international language in business, education, and mass media, and is used by more than one billion people in the world as L2 speakers alone. The fall semester focuses on the use of English in the Expanding Circle, particularly in mainland Europe and Japan. We compare the two regions regarding their use of and attitudes toward English as a lingua franca (ELF). Through individual or collaborative research, we also explore various sociolinguistic issues as potential topics for seminar papers.

【Goal】
By the end of the course, students will:
(1) study the use of English in mainland Europe,
(2) become aware of the extensive use of ELF in education and pop culture, and
(3) get used to collecting and analysing data for research purposes.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This seminar is presentation and discussion oriented: Students take turns to review a journal article assigned by the instructor, noting key terms and concepts, which could be proactively studied by consulting reference materials. The other students in the class contribute to the discussion with their questions and observations. Detailed comments and suggestions for further study are provided at the end of each presentation. All students are expected to write an extended essay on their chosen topic towards the end of the semester.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Overview	Outlining the course contents and instructional methodologies
2	Project Introduction	Introducing each research project
3	Use of English in EU	(1) English as a EU lingua franca (2) English-taught bachelor’s programmes (3) German and Swedish teachers’ attitudes
4	Use of English in Japan (Papers)	(1) Postgraduate students’ attitudes towards ELF (2) English as a corporate official language (3) English in popular culture and J-pop music
5	Guide to Choosing Topics	Source of research topics
6	Use of English in Japan (Data Collection)	(1) Analysis of high school textbooks (2) CEFR and private sector English tests (3) Linguistic landscapes
7	Review	Review of previous studies and Q &A.
8	Students’ Presentations (Part 1)	Oral presentations and discussions
9	Students’ Presentations (Part 2)	Oral presentations and discussions
10	Guide to Writing Papers	The structure and format of a seminar paper
11	Editing (Part 1)	Support for writing papers
12	Editing (Part 2)	Support for writing papers
13	Editing (Part 3)	Further support for writing papers
14	Conclusion	(1) Final discussion and future perspectives (2) Submission of the seminar papers

【Work to be done outside of class (preparation, etc.)】
Students are required to read in advance the references posted on the course website and the handouts emailed by presenters. Preparatory study and review time for this course are 4 hours each.

【Textbooks】
No textbooks are used. All handouts are posted on the course website, while additional materials will be provided in the classroom.

【References】
Detailed references are listed on the website, while the following books will be helpful as a general introduction.
Galloway, N., &Rose, H. (2015). *Introducing global Englishes*. Routledge.
Jenkins, J. (2015). *Global Englishes: A resource book for students* (3rd ed.). Routledge.

【Grading criteria】
Evaluation will be based on class discussion (10%), presentation (30%), and a submitted essay (60%). More than two unexcused absences per semester will result in failure of the course.

【Changes following student comments】
The schedule and contents may be partially modified based on students’ interests and needs. Details of any modifications will be notified in the first class and/or four weeks prior to the change.

【Equipment student needs to prepare】
The presentations are delivered using PowerPoint slides and Internet resources. The handouts are downloadable in PDF format.

【Others】
Successful applicants must be knowledgeable and enthusiastic about the seminar theme. They are expected to have completed 200-level linguistics courses with a good understanding.

【Prerequisite】
No prerequisite is required.

LIN400ZA（言語学 / Linguistics 400）

【休講】Seminar: Diversity of English II

休講

Credit(s)：2 ｜ Semester： ｜ Year：3〜4
Day/Period：
Notes：Not Available for ESOP Students.
その他属性：〈優〉

【Outline and objectives】
English is the most common international language in business, education, and mass media, and is used by more than one billion people in the world as L2 speakers alone. The fall semester focuses on the use of English in the Expanding Circle, particularly in mainland Europe and Japan. We compare the two regions regarding their use of and attitudes toward English as a lingua franca (ELF). Through individual or collaborative research, we also explore various sociolinguistic issues as potential topics for seminar papers.

【Goal】
By the end of the course, students will:
(1) study the use of English in mainland Europe,
(2) become aware of the extensive use of ELF in education and pop culture, and
(3) get used to collecting and analysing data for research purposes.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This seminar is presentation and discussion oriented: Students take turns to review a journal article assigned by the instructor, noting key terms and concepts, which could be proactively studied by consulting reference materials. The other students in the class contribute to the discussion with their questions and observations. Detailed comments and suggestions for further study are provided at the end of each presentation. All students are expected to write an extended essay on their chosen topic towards the end of the semester.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Course Overview	Outlining the course contents and instructional methodologies
2	Project Introduction	Introducing each research project
3	Use of English in EU	(1) English as a EU lingua franca (2) English-taught bachelor’s programmes (3) German and Swedish teachers’ attitudes
4	Use of English in Japan (Papers)	(1) Postgraduate students’ attitudes towards ELF (2) English as a corporate official language (3) English in popular culture and J-pop music
5	Guide to Choosing Topics	Source of research topics
6	Use of English in Japan (Data Collection)	(1) Analysis of high school textbooks (2) CEFR and private sector English tests (3) Linguistic landscapes
7	Review	Review of previous studies and Q &A.
8	Students’ Presentations (Part 1)	Oral presentations and discussions
9	Students’ Presentations (Part 2)	Oral presentations and discussions
10	Guide to Writing Papers	The structure and format of a seminar paper
11	Editing (Part 1)	Support for writing papers
12	Editing (Part 2)	Support for writing papers
13	Editing (Part 3)	Further support for writing papers
14	Conclusion	(1) Final discussion and future perspectives (2) Submission of the seminar papers

【Work to be done outside of class (preparation, etc.)】
Students are required to read in advance the references posted on the course website and the handouts emailed by presenters. Preparatory study and review time for this course are 4 hours each.

【Textbooks】
No textbooks are used. All handouts are posted on the course website, while additional materials will be provided in the classroom.

【References】
Detailed references are listed on the website, while the following books will be helpful as a general introduction.
Galloway, N., &Rose, H. (2015). *Introducing global Englishes*. Routledge.
Jenkins, J. (2015). *Global Englishes: A resource book for students* (3rd ed.). Routledge.

【Grading criteria】
Evaluation will be based on class discussion (10%), presentation (30%), and a submitted essay (60%). More than two unexcused absences per semester will result in failure of the course.

【Changes following student comments】
The schedule and contents may be partially modified based on students’ interests and needs. Details of any modifications will be notified in the first class and/or four weeks prior to the change.

【Equipment student needs to prepare】
The presentations are delivered using PowerPoint slides and Internet resources. The handouts are downloadable in PDF format.

【Others】
Successful applicants must be knowledgeable and enthusiastic about the seminar theme. They are expected to have completed 200-level linguistics courses with a good understanding.

【Prerequisite】
No prerequisite is required.

EDU400ZA（教育学 / Education 400）

Seminar: Language Teaching and Learning I

Machiko Kobori

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：金2/Fri.2
Notes：Not Available for ESOP Students.
その他属性：〈優〉

【Outline and objectives】
This course is designed for students interested in exploring second language (L2) education through both global and Japanese research perspectives. It delves into both the theoretical and practical aspects of second language learning (SLL). The course investigates effective strategies for teaching and learning languages in in-person, online, and hybrid environments. This course also addresses educational inequality through language education on a global scale. Special emphasis is placed on comparative studies conducted in Japanese and overseas educational contexts, including research on primary, secondary, and higher education settings, as well as community-based and out-of-school learning spaces. It caters to a diverse range of L2 learners within and outside traditional classroom settings. A key focus of the course is the core issues affecting L2 education, including exploring various teaching approaches and multimodal resources related to L2 motivational issues, educational settings with particular attention to the role of digital technologies, and more, that support and foster successful second language learning (SLL). The seminar also examines core issues influencing L2 learning success, including instructional design, learner autonomy, assessment, and sociocultural factors. Students will analyse similarities and differences between Japan and other educational contexts in terms of policy, equity, and access to technology-enhanced learning opportunities. They are expected to discuss and evaluate strategies for translating theory into effective pedagogical practice across varied learning situations. They are also encouraged to consider their potential contributions to learner support and reflect on future professional pathways in the related educational fields worldwide.

【Goal】
The course provides opportunities to:
1. Understand and explain key issues and challenges in global and Japanese L2 education.
2. Examine studies of second language learning (SLL) to inform effective L2 learning environments.
3. Acquire and summarise theoretical knowledge of core issues in L2 education.
4. Discuss and analyse connections between SLL theories and diverse L2 pedagogical approaches, including ICT-mediated and multimodal practices.
5. Apply basic principles of effective L2 education to support learners in Japanese and global contexts.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar、E 実験/実習/実技 /Experiment

【Method(s)】
This seminar is conducted through interactive reading, discussion, and research-based activities, and active participation in Q&A is expected throughout the semester. Each week, students will engage in text-reading sessions using several core texts on key issues in L2 education. Students are required to take turns selecting and sharing chapters or sections, presenting the main contents and raising questions for discussion. In parallel, each student will carry out an individual research project on a self-selected topic related to the seminar theme, which will form the basis for their seminar presentation, short reports, writing assignments, and final seminar paper. Fieldwork will occasionally be required to support these research tasks and to connect theory with practice. Detailed information will be provided via the learning management system (e.g., WebClass). Students will receive brief weekly formative feedback through in-class reflection sessions and via the LMS within a set timeframe after submitting weekly tasks, to support iterative improvement. Peer feedback will also be incorporated regularly. For major assignments (e.g., presentation materials and the final seminar paper), students will receive: 1) analytic written feedback aligned with the assignment criteria, and 2) several short individual feedback conferences to discuss revision strategies.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	SLL approaches (1)	Studies of learning environment (1)
3	SLL approaches (2)	Studies of learning environment (2)
4	SLL approaches (3)	Studies of learning environment (3)
5	SLL approaches (4)	Studies of learning environment (4)
6	L2 learners (1)	Studies of L2 motivation (1)
7	L2 learners (2)	Studies of L2 motivation (2)
8	L2 learners (3)	Studies of L2 motivation (3)
9	L2 learners (4)	Studies of L2 motivation (4)
10	paper research (1)	Studies of the related topics (1)
11	paper research (2)	Studies of the related topics (2)
12	paper research (3)	Studies of the related topics (3)
13	paper research (4)	Studies of the related topics (4)
14	Consolidation of Seminar Ⅰ	Reviews and final discussion, and next steps towards Seminar Ⅱ

【Work to be done outside of class (preparation, etc.)】
1.Every week before class, students are required to carefully read and understand the assigned readings, be prepared to give short presentations, and participate in group discussions on related topics.
2.Students are also expected to prepare for any assigned fieldwork.
3.Students are required to spend approximately 4 hours per week on preparation and review for this class.

【Textbooks】
1. Gegenfurtner, A. &Kollar, I. (2024). *Designing effective digital learning environments*. Routledge.
2. 2.Hubbard, P., &Levy, M. (Eds.). (2017). *The Routledge Handbook of Language Learning and Technology*. Routledge.
3. Dörnyei, Z., &Ushioda, E. (2021). *Teaching and researching motivation*. (3rd ed.). Cambridge UP.

【References】
1. Baker, C. (2021). *Foundation of bilingual education and bilingualism*. Multilingual Matters.
2. Chapelle, C. A. (2016). *Technology in Language Teaching* (2nd ed.). Cambridge University Press.
3. Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge UP.
4. Dörnyei, Z. (2020). *Innovations and challenges in language learning motivation*. Routledge.
5. Dörnyei, Z., &Ushioda, E. (2009). *Motivation, language identity and the L2 self.* Multilingual Matters.
6. Hagenauer, G., Lazarides, R. &Järvenoja, H. (2023). *Motivation and emotion in learning and teaching across educational contexts: Theoretical and methodological perspectives and empirical insights*. Routledge.
7. Larsen-Freeman, D. &Anderson, M. (2011). *Techniques and principles in language teaching*. Oxford UP.
8. Mäkitalo, Å., Nicewonger, E. T. &Elam, M. (2019). *Designs for experimentation and inquiry: Approaching learning and knowing in digital transformation*. Routledge.
9. Mitchell, R., Myles, F., &Marsden, E. (2019). *Second language learning theories*. Hodder Education.
10. Schunk, D. H. (2013). *Motivation in education: Theory, research, and applications*. (4th ed.). Pearson.
11. Schunk, D. H. (2016). *Handbook of self-regulation of learning and performance.* (2nd ed.). Routledge.
12. VanPatten, B., Smith, M., &Benati, A. (2020). *Key questions in second language acquisition*. Cambridge UP.
13. Walker, R. &Adelman, C. (1992). *A guide to classroom observation*. Routledge.

【Grading criteria】
Evaluation will be based on:
1. Class participation (10%)
2. Reading tasks (10%)
3. Presentation (20%)
4. Writing assignment (30%)
5. Educational practices &fieldwork (30%)

【Changes following student comments】
More frequent and detailed notifications regarding class activities and tasks will be given through utilising various functions of LMS and in-person information to:
1) avoid causing any difficulties in getting access to important information about the course
2) allow students to prepare for class discussions, final requirements, etc.

【Equipment student needs to prepare】
Use a laptop in class, get lecture materials, etc., in WebClass.

【Others】
1. Students are expected to be actively involved in various seminar activities, including fieldwork targeting different types of L2 learners in ages and proficiency levels to ensure the related studies examined in the seminar.
2. Information about details of the seminar activities is provided and discussed in class.

【Prerequisites 】
1. Required to complete both TESOL Ⅰ &Ⅱ (priorities on those who also completed TESOL Ⅲ and TESOL IV)
2. Required to complete at least one of the following courses (priorities on courses taught by the seminar instructor): Comparative Education, English Teaching in Primary School &its advanced course and Second Language Acquisition

EDU400ZA（教育学 / Education 400）

Seminar: Language Teaching and Learning I

Machiko Kobori

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：金3/Fri.3
Notes：Not Available for ESOP Students.
その他属性：〈優〉

【Outline and objectives】
This course is designed for students interested in exploring second language (L2) education through both global and Japanese research perspectives. It delves into both the theoretical and practical aspects of second language learning (SLL). The course investigates effective strategies for teaching and learning languages in in-person, online, and hybrid environments. This course also addresses educational inequality through language education on a global scale. Special emphasis is placed on comparative studies conducted in Japanese and overseas educational contexts, including research on primary, secondary, and higher education settings, as well as community-based and out-of-school learning spaces. It caters to a diverse range of L2 learners within and outside traditional classroom settings. A key focus of the course is the core issues affecting L2 education, including exploring various teaching approaches and multimodal resources related to L2 motivational issues, educational settings with particular attention to the role of digital technologies, and more, that support and foster successful second language learning (SLL). The seminar also examines core issues influencing L2 learning success, including instructional design, learner autonomy, assessment, and sociocultural factors. Students will analyse similarities and differences between Japan and other educational contexts in terms of policy, equity, and access to technology-enhanced learning opportunities. They are expected to discuss and evaluate strategies for translating theory into effective pedagogical practice across varied learning situations. They are also encouraged to consider their potential contributions to learner support and reflect on future professional pathways in the related educational fields worldwide.

【Goal】
The course provides opportunities to:
1. Understand and explain key issues and challenges in global and Japanese L2 education.
2. Examine studies of second language learning (SLL) to inform effective L2 learning environments.
3. Acquire and summarise theoretical knowledge of core issues in L2 education.
4. Discuss and analyse connections between SLL theories and diverse L2 pedagogical approaches, including ICT-mediated and multimodal practices.
5. Apply basic principles of effective L2 education to support learners in Japanese and global contexts.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar、E 実験/実習/実技 /Experiment

【Method(s)】
This seminar is conducted through interactive reading, discussion, and research-based activities, and active participation in Q&A is expected throughout the semester. Each week, students will engage in text-reading sessions using several core texts on key issues in L2 education. Students are required to take turns selecting and sharing chapters or sections, presenting the main contents and raising questions for discussion. In parallel, each student will carry out an individual research project on a self-selected topic related to the seminar theme, which will form the basis for their seminar presentation, short reports, writing assignments, and final seminar paper. Fieldwork will occasionally be required to support these research tasks and to connect theory with practice. Detailed information will be provided via the learning management system (e.g., WebClass). Students will receive brief weekly formative feedback through in-class reflection sessions and via the LMS within a set timeframe after submitting weekly tasks, to support iterative improvement. Peer feedback will also be incorporated regularly. For major assignments (e.g., presentation materials and the final seminar paper), students will receive: 1) analytic written feedback aligned with the assignment criteria, and 2) several short individual feedback conferences to discuss revision strategies.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	SLL approaches (1)	Studies of learning environment (1)
3	SLL approaches (2)	Studies of learning environment (2)
4	SLL approaches (3)	Studies of learning environment (3)
5	SLL approaches (4)	Studies of learning environment (4)
6	L2 learners (1)	Studies of L2 motivation (1)
7	L2 learners (2)	Studies of L2 motivation (2)
8	L2 learners (3)	Studies of L2 motivation (3)
9	L2 learners (4)	Studies of L2 motivation (4)
10	paper research (1)	Studies of the related topics (1)
11	paper research (2)	Studies of the related topics (2)
12	paper research (3)	Studies of the related topics (3)
13	paper research (4)	Studies of the related topics (4)
14	Consolidation of Seminar Ⅰ	Reviews and final discussion, and next steps towards Seminar Ⅱ

【Work to be done outside of class (preparation, etc.)】
1.Every week before class, students are required to carefully read and understand the assigned readings, be prepared to give short presentations, and participate in group discussions on related topics.
2.Students are also expected to prepare for any assigned fieldwork.
3.Students are required to spend approximately 4 hours per week on preparation and review for this class.

【Textbooks】
1. Gegenfurtner, A. &Kollar, I. (2024). *Designing effective digital learning environments*. Routledge.
2. 2.Hubbard, P., &Levy, M. (Eds.). (2017). *The Routledge Handbook of Language Learning and Technology*. Routledge.
3. Dörnyei, Z., &Ushioda, E. (2021). *Teaching and researching motivation*. (3rd ed.). Cambridge UP.

【References】
1. Baker, C. (2021). *Foundation of bilingual education and bilingualism*. Multilingual Matters.
2. Chapelle, C. A. (2016). *Technology in Language Teaching* (2nd ed.). Cambridge University Press.
3. Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge UP.
4. Dörnyei, Z. (2020). *Innovations and challenges in language learning motivation*. Routledge.
5. Dörnyei, Z., &Ushioda, E. (2009). *Motivation, language identity and the L2 self.* Multilingual Matters.
6. Hagenauer, G., Lazarides, R. &Järvenoja, H. (2023). *Motivation and emotion in learning and teaching across educational contexts: Theoretical and methodological perspectives and empirical insights*. Routledge.
7. Larsen-Freeman, D. &Anderson, M. (2011). *Techniques and principles in language teaching*. Oxford UP.
8. Mäkitalo, Å., Nicewonger, E. T. &Elam, M. (2019). *Designs for experimentation and inquiry: Approaching learning and knowing in digital transformation*. Routledge.
9. Mitchell, R., Myles, F., &Marsden, E. (2019). *Second language learning theories*. Hodder Education.
10. Schunk, D. H. (2013). *Motivation in education: Theory, research, and applications*. (4th ed.). Pearson.
11. Schunk, D. H. (2016). *Handbook of self-regulation of learning and performance.* (2nd ed.). Routledge.
12. VanPatten, B., Smith, M., &Benati, A. (2020). *Key questions in second language acquisition*. Cambridge UP.
13. Walker, R. &Adelman, C. (1992). *A guide to classroom observation*. Routledge.

【Grading criteria】
Evaluation will be based on:
1. Class participation (10%)
2. Reading tasks (10%)
3. Presentation (20%)
4. Writing assignment (30%)
5. Educational practices &fieldwork (30%)

【Changes following student comments】
More frequent and detailed notifications regarding class activities and tasks will be given through utilising various functions of LMS and in-person information to:
1) avoid causing any difficulties in getting access to important information about the course
2) allow students to prepare for class discussions, final requirements, etc.

【Equipment student needs to prepare】
Use a laptop in class, get lecture materials, etc., in WebClass.

【Others】
1. Students are expected to be actively involved in various seminar activities, including fieldwork targeting different types of L2 learners in ages and proficiency levels to ensure the related studies examined in the seminar.
2. Information about details of the seminar activities is provided and discussed in class.

【Prerequisites 】
1. Required to complete both TESOL Ⅰ &Ⅱ (priorities on those who also completed TESOL Ⅲ and TESOL IV)
2. Required to complete at least one of the following courses (priorities on courses taught by the seminar instructor): Comparative Education, English Teaching in Primary School &its advanced course and Second Language Acquisition

EDU400ZA（教育学 / Education 400）

Seminar: Language Teaching and Learning II

Machiko Kobori

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：金2/Fri.2
Notes：Not Available for ESOP Students.

その他属性：〈優〉

【Outline and objectives】
This course is designed for students interested in exploring second language (L2) education through both global and Japanese research perspectives. It delves into both the theoretical and practical aspects of second language learning (SLL). The course investigates effective strategies for teaching and learning languages in in-person, online, and hybrid environments. This course also addresses educational inequality through language education on a global scale. Special emphasis is placed on comparative studies conducted in Japanese and overseas educational contexts, including research on primary, secondary, and higher education settings, as well as community-based and out-of-school learning spaces. It caters to a diverse range of L2 learners within and outside traditional classroom settings. A key focus of the course is the core issues affecting L2 education, including exploring various teaching approaches and multimodal resources related to L2 motivational issues, educational settings with particular attention to the role of digital technologies, and more, that support and foster successful second language learning (SLL). The seminar also examines core issues influencing L2 learning success, including instructional design, learner autonomy, assessment, and sociocultural factors. Students will analyse similarities and differences between Japan and other educational contexts in terms of policy, equity, and access to technology-enhanced learning opportunities. They are expected to discuss and evaluate strategies for translating theory into effective pedagogical practice across varied learning situations. They are also encouraged to consider their potential contributions to learner support and reflect on future professional pathways in the related educational fields worldwide.

【Goal】
The course provides opportunities to:
1. Understand and explain key issues and challenges in global and Japanese L2 education.
2. Examine studies of second language learning (SLL) to inform effective L2 learning environments.
3. Acquire and summarise theoretical knowledge of core issues in L2 education.
4. Discuss and analyse connections between SLL theories and diverse L2 pedagogical approaches, including ICT-mediated and multimodal practices.
5. Apply basic principles of effective L2 education to support learners in Japanese and global contexts.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar、T 卒業論文/卒業研究/卒業制作 /Thesis

【Method(s)】
This seminar is conducted through interactive reading, discussion, and research-based activities, and active participation in Q&A is expected throughout the semester. Each week, students will engage in text-reading sessions using several core texts on key issues in L2 education. Students are required to take turns selecting and sharing chapters or sections, presenting the main contents and raising questions for discussion. In parallel, each student will carry out an individual research project on a self-selected topic related to the seminar theme, which will form the basis for their seminar presentation, short reports, writing assignments, and final seminar paper. Fieldwork will occasionally be required to support these research tasks and to connect theory with practice. Detailed information will be provided via the learning management system (e.g., WebClass). Students will receive brief weekly formative feedback through in-class reflection sessions and via the LMS within a set timeframe after submitting weekly tasks, to support iterative improvement. Peer feedback will also be incorporated regularly. For major assignments (e.g., presentation materials and the final seminar paper), students will receive: 1) analytic written feedback aligned with the assignment criteria, and 2) several short individual feedback conferences to discuss revision strategies.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Research Design (1)	Essay writing: topics and methods (1)
3	Research Design (2)	Essay writing: topics and methods (2)
4	Research Design (3)	Essay writing: topics and methods (3)
5	Research Design (4)	Essay writing: topics and methods (4)
6	Research Design (5)	Reviews and discussion
7	Exploring L2 Education Research Studies (1)	Individual topics (1)
8	Exploring L2 Education Research Studies (2)	Individual topics (2)
9	Exploring L2 Education Research Studies (3)	Individual topics (3)
10	Exploring L2 Education Research Studies (4)	Individual topics (4)
11	Exploring L2 Education Research Studies (5)	Individual topics (5)
12	Consolidation (1)	L2 education: review and discussion (1) &Final presentation
13	Consolidation (2)	L2 education: review and discussion (2) &Final presentation
14	Consolidation (3)	L2 education: review and discussion (3) &Final presentation

【Work to be done outside of class (preparation, etc.)】
1.Every week before class, students are required to carefully read and understand the assigned readings, be prepared to give short presentations, and participate in group discussions on related topics.
2.Students are also expected to prepare for any assigned fieldwork.
3.Students are required to spend approximately 4 hours per week on preparation and review for this class.

【Textbooks】
1. Creswell, W. J. &Creswell, J. D. (2018). *Research Design*. (5th ed). SAGE.

【References】
1. Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge UP.
2. Dörnyei, Z., &Taguchi, T. (2009). *Questionnaires in second language research: construction, administration, and processing.* Routledge.
3. Hagenauer, G., Lazarides, R. &Järvenoja, H. (2023). *Motivation and emotion in learning and teaching across educational contexts: Theoretical and methodological perspectives and empirical insights*. Routledge.
4.Hubbard, P., &Levy, M. (Eds.). (2017). *The Routledge Handbook of Language Learning and Technology*. Routledge.
5. Gegenfurtner, A. &Kollar, I. (2024). *Designing Effective Digital Learning Environments*. Routledge.
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8. Mitchell, R., Myles, F., &Marsden, E. (2019). *Second language learning theories*. Hodder Education.
9. Schunk, D. H. (2013). *Motivation in education: Theory, research, and applications*. (4th ed.). Pearson.
10. Schunk, D. H. (2016). *Handbook of self-regulation of learning and performance.* (2nd ed.). Routledge.

【Grading criteria】
Evaluation will be based on:
1. Class participation (10%)
2. Reading tasks (10%)
3. Presentation (20%)
4. Writing assignment (30%)
5. Educational practices &fieldwork (30%)

【Changes following student comments】
More frequent and detailed notifications regarding class activities and tasks will be given through utilising various functions of LMS and in-person information to:
1) avoid causing any difficulties in getting access to important information about the course
2) allow students to prepare for class discussions, final requirements, etc.

【Equipment student needs to prepare】
Use a laptop in class, get lecture materials, etc., in WebClass.

【Others】
1. Students are expected to be actively involved in various seminar activities, including fieldwork targeting different types of L2 learners in ages and proficiency levels to ensure the related studies examined in the seminar.
2. Information about details of the seminar activities is provided and discussed in class.

【Prerequisites 】
1. Required to complete all the following courses: Seminar Ⅰ, TESOL Ⅲ and TESOL IV
2. Required to complete at least one of the following courses (priorities on courses taught by the seminar instructor): Comparative Education, English Teaching in Primary School &its advanced course and Second Language Acquisition

EDU400ZA（教育学 / Education 400）

Seminar: Language Teaching and Learning II

Machiko Kobori

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：金3/Fri.3
Notes：Not Available for ESOP Students.
その他属性：〈優〉

【Outline and objectives】
This course is designed for students interested in exploring second language (L2) education through both global and Japanese research perspectives. It delves into both the theoretical and practical aspects of second language learning (SLL). The course investigates effective strategies for teaching and learning languages in in-person, online, and hybrid environments. This course also addresses educational inequality through language education on a global scale. Special emphasis is placed on comparative studies conducted in Japanese and overseas educational contexts, including research on primary, secondary, and higher education settings, as well as community-based and out-of-school learning spaces. It caters to a diverse range of L2 learners within and outside traditional classroom settings. A key focus of the course is the core issues affecting L2 education, including exploring various teaching approaches and multimodal resources related to L2 motivational issues, educational settings with particular attention to the role of digital technologies, and more, that support and foster successful second language learning (SLL). The seminar also examines core issues influencing L2 learning success, including instructional design, learner autonomy, assessment, and sociocultural factors. Students will analyse similarities and differences between Japan and other educational contexts in terms of policy, equity, and access to technology-enhanced learning opportunities. They are expected to discuss and evaluate strategies for translating theory into effective pedagogical practice across varied learning situations. They are also encouraged to consider their potential contributions to learner support and reflect on future professional pathways in the related educational fields worldwide.

【Goal】
The course provides opportunities to:
1. Understand and explain key issues and challenges in global and Japanese L2 education.
2. Examine studies of second language learning (SLL) to inform effective L2 learning environments.
3. Acquire and summarise theoretical knowledge of core issues in L2 education.
4. Discuss and analyse connections between SLL theories and diverse L2 pedagogical approaches, including ICT-mediated and multimodal practices.
5. Apply basic principles of effective L2 education to support learners in Japanese and global contexts.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar、T 卒業論文/卒業研究/卒業制作 /Thesis

【Method(s)】
This seminar is conducted through interactive reading, discussion, and research-based activities, and active participation in Q&A is expected throughout the semester. Each week, students will engage in text-reading sessions using several core texts on key issues in L2 education. Students are required to take turns selecting and sharing chapters or sections, presenting the main contents and raising questions for discussion. In parallel, each student will carry out an individual research project on a self-selected topic related to the seminar theme, which will form the basis for their seminar presentation, short reports, writing assignments, and final seminar paper. Fieldwork will occasionally be required to support these research tasks and to connect theory with practice. Detailed information will be provided via the learning management system (e.g., WebClass). Students will receive brief weekly formative feedback through in-class reflection sessions and via the LMS within a set timeframe after submitting weekly tasks, to support iterative improvement. Peer feedback will also be incorporated regularly. For major assignments (e.g., presentation materials and the final seminar paper), students will receive: 1) analytic written feedback aligned with the assignment criteria, and 2) several short individual feedback conferences to discuss revision strategies.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Research Design (1)	Essay writing: topics and methods (1)
3	Research Design (2)	Essay writing: topics and methods (2)
4	Research Design (3)	Essay writing: topics and methods (3)
5	Research Design (4)	Essay writing: topics and methods (4)
6	Research Design (5)	Reviews and discussion
7	Exploring L2 Education Research Studies (1)	Individual topics (1)
8	Exploring L2 Education Research Studies (2)	Individual topics (2)
9	Exploring L2 Education Research Studies (3)	Individual topics (3)
10	Exploring L2 Education Research Studies (4)	Individual topics (4)
11	Exploring L2 Education Research Studies (5)	Individual topics (5)
12	Consolidation (1)	L2 education: review and discussion (1) &Final presentation
13	Consolidation (2)	L2 education: review and discussion (2) &Final presentation
14	Consolidation (3)	L2 education: review and discussion (3) &Final presentation

【Work to be done outside of class (preparation, etc.)】
1.Every week before class, students are required to carefully read and understand the assigned readings, be prepared to give short presentations, and participate in group discussions on related topics.
2.Students are also expected to prepare for any assigned fieldwork.
3.Students are required to spend approximately 4 hours per week on preparation and review for this class.

【Textbooks】
1. Creswell, W. J. &Creswell, J. D. (2018). *Research Design*. (5th ed). SAGE.

【References】
1. Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge UP.
2. Dörnyei, Z., &Taguchi, T. (2009). *Questionnaires in second language research: construction, administration, and processing.* Routledge.
3. Hagenauer, G., Lazarides, R. &Järvenoja, H. (2023). *Motivation and emotion in learning and teaching across educational contexts: Theoretical and methodological perspectives and empirical insights*. Routledge.
4.Hubbard, P., &Levy, M. (Eds.). (2017). *The Routledge Handbook of Language Learning and Technology*. Routledge.
5. Gegenfurtner, A. &Kollar, I. (2024). *Designing Effective Digital Learning Environments*. Routledge.
6. Larsen-Freeman, D. &Anderson, M. (2011). *Techniques and principles in language teaching*. Oxford UP.
7. Mäkitalo, Å., Nicewonger, E. T. &Elam, M. (2019). *Designs for experimentation and inquiry: Approaching learning and knowing in digital transformation*. Routledge.
8. Mitchell, R., Myles, F., &Marsden, E. (2019). *Second language learning theories*. Hodder Education.
9. Schunk, D. H. (2013). *Motivation in education: Theory, research, and applications*. (4th ed.). Pearson.
10. Schunk, D. H. (2016). *Handbook of self-regulation of learning and performance.* (2nd ed.). Routledge.

【Grading criteria】
Evaluation will be based on:
1. Class participation (10%)
2. Reading tasks (10%)
3. Presentation (20%)
4. Writing assignment (30%)
5. Educational practices &fieldwork (30%)

【Changes following student comments】
More frequent and detailed notifications regarding class activities and tasks will be given through utilising various functions of LMS and in-person information to:
1) avoid causing any difficulties in getting access to important information about the course
2) allow students to prepare for class discussions, final requirements, etc.

【Equipment student needs to prepare】
Use a laptop in class, get lecture materials, etc., in WebClass.

【Others】
1. Students are expected to be actively involved in various seminar activities, including fieldwork targeting different types of L2 learners in ages and proficiency levels to ensure the related studies examined in the seminar.
2. Information about details of the seminar activities is provided and discussed in class.

【Prerequisites 】
1. Required to complete all the following courses: Seminar Ⅰ, TESOL Ⅲ and TESOL IV
2. Required to complete at least one of the following courses (priorities on courses taught by the seminar instructor): Comparative Education, English Teaching in Primary School &its advanced course and Second Language Acquisition

SOC400ZA（社会学 / Sociology 400）

Seminar: Intersectionality: Multiple Inequalities I

Hazuki Kaneko

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：月3/Mon.3
Notes：Not Available for ESOP Students.
その他属性：〈優〉〈S〉

【Outline and objectives】
Race, class, gender and sexuality, nation and so on constitute our identities, shape our experiences, and constrain as well as enrich our lives. Importantly, they constitute interconnecting sources of inequality in society and in the world today. In this seminar, students will read and critique social theories and research informed by an intersectional perspective that aims at understanding the complex, intersecting nature of social inequalities. In this process, they will acquire tools and develop perspectives to apply to their own research.

【Goal】
The main goal of this seminar is to develop students' sensitivity towards issues of inequality related to race, class, gender, sexuality, nationality and so on, and expose them to the cutting-edge theoretical and empirical works in the developing field of "intersectionality". Another goal is to develop students' skills in social research, discussion, presentation, and writing. Learning to evaluate and critique ideas and research is a particularly important goal in this seminar.
Seminar members will conduct original research over the course of two years as their graduation project. The final research paper may be used as a writing sample for graduate school applications, a foundation for future research, and a way to showcase their research skills and academic interests during job hunting. In the first year, seminar members will develop research questions, identify gaps in the existing literature, and create a feasible research proposal. In the second year, they will collect and analyze data, discuss their findings, and write up the research paper.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Since this course is a seminar, it is taught primarily through student presentations and discussions. Students deliver presentations on selected readings as well as on their own research. Further, they also engage in discussions based on critical reading of extant research and theories, as well as on current relevant social issues. Feedback is given orally after each presentation and discussion, and comments are given to individual students on every assignment submitted.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Overview	Overview
2	Doing Social Research Critiquing Academic Works	Overview of social research Learning to critique a journal article
3	Reading on Intersectionality (1)	Student presentation and discussion of a reading relevant to intersectionality
4	Reading on Intersectionality (2)	Student presentation and discussion of a reading relevant to intersectionality
5	Research Proposal	Student presentation of research interests and topics Learning to use library resources in research
6	Research Reading and Discussion (1)	Presentation and discussion of a reading related to students' research
7	Research Reading and Discussion (2)	Presentation and discussion of a reading related to students' research
8	Research Reading and Discussion (3)	Presentation and discussion of a reading related to students' research
9	Research Reading and Discussion (4)	Presentation and discussion of a reading related to students' research
10	Research Reading and Discussion (5)	Presentation and discussion of a reading related to students' research
11	Research Reading and Discussion (6)	Presentation and discussion of a reading related to students' research
12	Research Workshop and Consultation	Individual consultations on research project
13	Research Paper Presentations (1)	Student presentations and discussion of research
14	Research Paper Presentations (2)	Student presentations and discussion of research

【Work to be done outside of class (preparation, etc.)】
Every week, there is work to do: reading, preparation for presentation, and/or conducting research. Students are expected to keep up with all this work to make the seminar work for them and other students. Preparatory study and review time for this 4-credit class are at least 4 hours each.

【Textbooks】
No textbook will be used. Copies of journal articles and book chapters will be distributed in class and uploaded on the Hosei Learning Management System.

【References】
Collins, P. (2019). *Intersectionality as critical theory*. Durham, N.C.: Duke University Press.
Collins, P. H., &Bilge, S. (2016). *Intersectionality*. Cambridge: Polity Press.
Grzanka, Patrick R. (ed.) (2014). *Intersectionality: A foundations and frontiers reader*. Boulder, CO: Westview Press.
Berger, M. T., &Guidroz, K. (eds.) (2009). *The intersectional approach: Transforming the academy through race, class and gender.* Chapel Hill, NC: University of North Carolina Press.
Dill, B. T., &Zambrana, R. E. (eds.) (2009). *Emerging intersections: Race, class, gender in theory, policy, and practice.* New Brunswick, NJ: Rutgers University Press.
Lykke, Nina. 2012. *Feminist Studies: A Guide to Intersectional Theory, Methodology and Writing*. London: Routledge.
Jónasdóttir, Anna G., Valerie Bryson, and Kathleen B. Jones (eds). 2011. *Sexuality, Gender and Power: Intersectional and Transnational Perspectives*. London: Routledge.

【Grading criteria】
Clear instructions and goals are set for every assignment. The grade will be calculated as follows:
Participation in class discussion (8%)
Reading presentations and discussant presentation (24%)
Critiques on readings (18%)
Research topic presentation and research paper presentation (10%)
Research paper (40%)

【Changes following student comments】
The instructor will constantly check in with students to ensure a manageable workload.

【Others】
Students are expected to have passed Introduction to Sociology and Race, Class and Gender I. However, this prerequisite may be waived if a student has equivalent academic background.
Students are expected to take both Intersectionality I and Intersectionality II, and in principle, they are expected to continue for two years. Special arrangements will be made for students who will study abroad for one or two semesters.

【Prerequisite】
See "Others".

SOC400ZA（社会学 / Sociology 400）

Seminar: Intersectionality: Multiple Inequalities I

Hazuki Kaneko

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：月4/Mon.4
Notes：Not Available for ESOP Students.
その他属性：〈優〉〈S〉

【Outline and objectives】
Race, class, gender and sexuality, nation and so on constitute our identities, shape our experiences, and constrain as well as enrich our lives. Importantly, they constitute interconnecting sources of inequality in society and in the world today. In this seminar, students will read and critique social theories and research informed by an intersectional perspective that aims at understanding the complex, intersecting nature of social inequalities. In this process, they will acquire tools and develop perspectives to apply to their own research.

【Goal】
The main goal of this seminar is to develop students' sensitivity towards issues of inequality related to race, class, gender, sexuality, nationality and so on, and expose them to the cutting-edge theoretical and empirical works in the developing field of "intersectionality". Another goal is to develop students' skills in social research, discussion, presentation, and writing. Learning to evaluate and critique ideas and research is a particularly important goal in this seminar.
Seminar members will conduct original research over the course of two years as their graduation project. The final research paper may be used as a writing sample for graduate school applications, a foundation for future research, and a way to showcase their research skills and academic interests during job hunting. In the first year, seminar members will develop research questions, identify gaps in the existing literature, and create a feasible research proposal. In the second year, they will collect and analyze data, discuss their findings, and write up the research paper.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Since this course is a seminar, it is taught primarily through student presentations and discussions. Students deliver presentations on selected readings as well as on their own research. Further, they also engage in discussions based on critical reading of extant research and theories, as well as on current relevant social issues. Feedback is given orally after each presentation and discussion, and comments are given to individual students on every assignment submitted.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Overview	Overview
2	Doing Social Research Critiquing Academic Works	Overview of social research Learning to critique a journal article
3	Reading on Intersectionality (1)	Student presentation and discussion of a reading relevant to intersectionality
4	Reading on Intersectionality (2)	Student presentation and discussion of a reading relevant to intersectionality
5	Research Proposal	Student presentation of research interests and topics Learning to use library resources in research
6	Research Reading and Discussion (1)	Presentation and discussion of a reading related to students' research
7	Research Reading and Discussion (2)	Presentation and discussion of a reading related to students' research
8	Research Reading and Discussion (3)	Presentation and discussion of a reading related to students' research
9	Research Reading and Discussion (4)	Presentation and discussion of a reading related to students' research
10	Research Reading and Discussion (5)	Presentation and discussion of a reading related to students' research
11	Research Reading and Discussion (6)	Presentation and discussion of a reading related to students' research
12	Research Workshop and Consultation	Individual consultations on research project
13	Research Paper Presentations (1)	Student presentations and discussion of research
14	Research Paper Presentations (2)	Student presentations and discussion of research

【Work to be done outside of class (preparation, etc.)】
Every week, there is work to do: reading, preparation for presentation, and/or conducting research. Students are expected to keep up with all this work to make the seminar work for them and other students. Preparatory study and review time for this 4-credit class are at least 4 hours each.

【Textbooks】
No textbook will be used. Copies of journal articles and book chapters will be distributed in class and uploaded on the Hosei Learning Management System.

【References】
Collins, P. (2019). *Intersectionality as critical theory*. Durham, N.C.: Duke University Press.
Collins, P. H., &Bilge, S. (2016). *Intersectionality*. Cambridge: Polity Press.
Grzanka, Patrick R. (ed.) (2014). *Intersectionality: A foundations and frontiers reader*. Boulder, CO: Westview Press.
Berger, M. T., &Guidroz, K. (eds.) (2009). *The intersectional approach: Transforming the academy through race, class and gender.* Chapel Hill, NC: University of North Carolina Press.
Dill, B. T., &Zambrana, R. E. (eds.) (2009). *Emerging intersections: Race, class, gender in theory, policy, and practice.* New Brunswick, NJ: Rutgers University Press.
Lykke, Nina. 2012. *Feminist Studies: A Guide to Intersectional Theory, Methodology and Writing*. London: Routledge.
Jónasdóttir, Anna G., Valerie Bryson, and Kathleen B. Jones (eds). 2011. *Sexuality, Gender and Power: Intersectional and Transnational Perspectives*. London: Routledge.

【Grading criteria】
Clear instructions and goals are set for every assignment. The grade will be calculated as follows:
Participation in class discussion (8%)
Reading presentations and discussant presentation (24%)
Critiques on readings (18%)
Research topic presentation and research paper presentation (10%)
Research paper (40%)

【Changes following student comments】
The instructor will constantly check in with students to ensure a manageable workload.

【Others】
Students are expected to have passed Introduction to Sociology and Race, Class and Gender I. However, this prerequisite may be waived if a student has equivalent academic background.
Students are expected to take both Intersectionality I and Intersectionality II, and in principle, they are expected to continue for two years. Special arrangements will be made for students who will study abroad for one or two semesters.

【Prerequisite】
See "Others".

SOC400ZA（社会学 / Sociology 400）

Seminar: Intersectionality: Multiple Inequalities II

Hazuki Kaneko

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：月3/Mon.3
Notes：Not Available for ESOP Students.

その他属性：〈優〉〈S〉

【Outline and objectives】
Continuing with what they have learned in the spring semester in "Seminar: Intersectionality I", students will read and critique social theories and research informed by an intersectional perspective that aims at understanding the complex, intersecting nature of social inequalities. In the process, they will acquire tools and develop perspectives to apply to their own research.

【Goal】
The main goal of this seminar is to develop students' sensitivity towards issues of inequality related to race, class, gender, sexuality, nationality and so on, and expose them to the cutting-edge theoretical and empirical works in the developing field of "intersectionality". Another goal is to develop students' skills in social research, discussion, presentation, and writing. Learning to evaluate and critique ideas and research is a particularly important goal in this seminar.
Seminar members will conduct original research over the course of two years as their graduation project. The final research paper may be used as a writing sample for graduate school applications, a foundation for future research, and a way to showcase their research skills and academic interests during job hunting. In the first year, seminar members will develop research questions, identify gaps in the existing literature, and create a feasible research proposal. In the second year, they will collect and analyze data, discuss their findings, and write up the research paper.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This is a continuation of the seminar in the Spring semester, with the same emphasis but more time devoted to student research. The seminar research and readings, as much as possible, will be based on students' individual research interests. Feedback is given orally after each presentation and discussion, and comments are given to individual students on every assignment submitted. Talks by seminar alumni on their careers and connection of the seminar to their work will be scheduled in November and December. An updated schedule will be provided in class.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Overview	Overview
2	Research Workshop (1)	Students will do in-class exercises and discuss published research to prepare them to conduct their own research
3	Research Workshop (2)	Students will do in-class exercises and discuss published research to prepare them to conduct their own research
4	Research Reading and Discussion (1)	Presentation and discussion of a reading related to students' research
5	Research Reading and Discussion (2)	Presentation and discussion of a reading related to students' research
6	Research in Progress	Research paper progress report and help session Decision on individual research readings in the second half of the seminar
7	Seminar Reading (1)	Student presentation and discussion on a reading relevant to intersectionality
8	Seminar Reading (2)	Student presentation and discussion on a reading relevant to intersectionality
9	Research Reading and Discussion (3)	Presentation and discussion of a reading related to students' research
10	Research Reading and Discussion (4)	Presentation and discussion of a reading related to students' research
11	Research Reading and Discussion (5)	Presentation and discussion of a reading related to students' research
12	Research Workshop and Consultation	Individual consultation and peer critique on research project
13	Research Paper Presentations (1)	Research paper presentations and discussions
14	Research Paper Presentations (2)	Research paper presentations and discussions

【Work to be done outside of class (preparation, etc.)】
Every week, there is work to do: reading, preparation for presentation, and/or conducting research. Students are expected to keep up with all this work to make the seminar work for them. Preparatory study and review time for this 4-credit class are at least 4 hours each.

【Textbooks】
No textbook will be used. Copies of journal articles and book chapters will be distributed in class and uploaded on the Hosei Learning Management System.

【References】
Collins, P. (2019). *Intersectionality as critical theory*. Durham, N.C.: Duke University Press.
Collins, P. H., &Bilge, S. (2016). *Intersectionality*. Cambridge: Polity Press.
Grzanka, Patrick R. (ed.) (2014). *Intersectionality: A foundations and frontiers reader*. Boulder, CO: Westview Press.
Berger, M. T., &Guidroz, K.(eds.) (2009). *The intersectional approach: Transforming the academy through race, class and gender.* Chapel Hill, NC: University of North Carolina Press.
Dill, B. T., &Zambrana, R. E. (eds.) (2009). *Emerging intersections: Race, class, gender in theory, policy, and practice.* New Brunswick, NJ: Rutgers University Press.
Lykke, Nina. 2012. *Feminist Studies: A Guide to Intersectional Theory, Methodology and Writing*. London: Routledge.
Jónasdóttir, Anna G., Valerie Bryson, and Kathleen B. Jones (eds). 2011. *Sexuality, Gender and Power: Intersectional and Transnational Perspectives*. London: Routledge.

【Grading criteria】
Clear instructions and goals are set for every assignment. The grade will be calculated as follows:
Participation in class discussion (8%)
Reading presentations and discussant presentation (24%)
Critiques on readings (18%)
Research-in-progress presentation, peer critique, and research paper presentation (10%)
Research paper (40%)

【Changes following student comments】
The instructor will constantly check in with students to ensure a manageable workload.

【Others】
Students are expected to have passed Seminar: Intersectionality I.
Students are expected to take both Intersectionality I and Intersectionality II, and in principle, they are expected to continue for two years. Special arrangements will be made for students who study abroad for one or two semesters.

【Prerequisite】
See "Others".

SOC400ZA（社会学 / Sociology 400）

Seminar: Intersectionality: Multiple Inequalities II

Hazuki Kaneko

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：月4/Mon.4
Notes：Not Available for ESOP Students.

その他属性：〈優〉〈S〉

【Outline and objectives】
Continuing with what they have learned in the spring semester in "Seminar: Intersectionality I", students will read and critique social theories and research informed by an intersectional perspective that aims at understanding the complex, intersecting nature of social inequalities. In the process, they will acquire tools and develop perspectives to apply to their own research.

【Goal】
The main goal of this seminar is to develop students' sensitivity towards issues of inequality related to race, class, gender, sexuality, nationality and so on, and expose them to the cutting-edge theoretical and empirical works in the developing field of "intersectionality". Another goal is to develop students' skills in social research, discussion, presentation, and writing. Learning to evaluate and critique ideas and research is a particularly important goal in this seminar.
Seminar members will conduct original research over the course of two years as their graduation project. The final research paper may be used as a writing sample for graduate school applications, a foundation for future research, and a way to showcase their research skills and academic interests during job hunting. In the first year, seminar members will develop research questions, identify gaps in the existing literature, and create a feasible research proposal. In the second year, they will collect and analyze data, discuss their findings, and write up the research paper.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This is a continuation of the seminar in the Spring semester, with the same emphasis but more time devoted to student research. The seminar research and readings, as much as possible, will be based on students' individual research interests. Feedback is given orally after each presentation and discussion, and comments are given to individual students on every assignment submitted. Talks by seminar alumni on their careers and connection of the seminar to their work will be scheduled in November and December. An updated schedule will be provided in class.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Overview	Overview
2	Research Workshop (1)	Students will do in-class exercises and discuss published research to prepare them to conduct their own research
3	Research Workshop (2)	Students will do in-class exercises and discuss published research to prepare them to conduct their own research
4	Research Reading and Discussion (1)	Presentation and discussion of a reading related to students' research
5	Research Reading and Discussion (2)	Presentation and discussion of a reading related to students' research
6	Research in Progress	Research paper progress report and help session Decision on individual research readings in the second half of the seminar
7	Seminar Reading (1)	Student presentation and discussion on a reading relevant to intersectionality
8	Seminar Reading (2)	Student presentation and discussion on a reading relevant to intersectionality
9	Research Reading and Discussion (3)	Presentation and discussion of a reading related to students' research
10	Research Reading and Discussion (4)	Presentation and discussion of a reading related to students' research
11	Research Reading and Discussion (5)	Presentation and discussion of a reading related to students' research
12	Research Workshop and Consultation	Individual consultation and peer critique on research project
13	Research Paper Presentations (1)	Research paper presentations and discussions
14	Research Paper Presentations (2)	Research paper presentations and discussions

【Work to be done outside of class (preparation, etc.)】
Every week, there is work to do: reading, preparation for presentation, and/or conducting research. Students are expected to keep up with all this work to make the seminar work for them. Preparatory study and review time for this 4-credit class are at least 4 hours each.

【Textbooks】
No textbook will be used. Copies of journal articles and book chapters will be distributed in class and uploaded on the Hosei Learning Management System.

【References】
Collins, P. (2019). *Intersectionality as critical theory*. Durham, N.C.: Duke University Press.
Collins, P. H., &Bilge, S. (2016). *Intersectionality*. Cambridge: Polity Press.
Grzanka, Patrick R. (ed.) (2014). *Intersectionality: A foundations and frontiers reader*. Boulder, CO: Westview Press.
Berger, M. T., &Guidroz, K.(eds.) (2009). *The intersectional approach: Transforming the academy through race, class and gender.* Chapel Hill, NC: University of North Carolina Press.
Dill, B. T., &Zambrana, R. E. (eds.) (2009). *Emerging intersections: Race, class, gender in theory, policy, and practice.* New Brunswick, NJ: Rutgers University Press.
Lykke, Nina. 2012. *Feminist Studies: A Guide to Intersectional Theory, Methodology and Writing*. London: Routledge.
Jónasdóttir, Anna G., Valerie Bryson, and Kathleen B. Jones (eds). 2011. *Sexuality, Gender and Power: Intersectional and Transnational Perspectives*. London: Routledge.

【Grading criteria】
Clear instructions and goals are set for every assignment. The grade will be calculated as follows:
Participation in class discussion (8%)
Reading presentations and discussant presentation (24%)
Critiques on readings (18%)
Research-in-progress presentation, peer critique, and research paper presentation (10%)
Research paper (40%)

【Changes following student comments】
The instructor will constantly check in with students to ensure a manageable workload.

【Others】
Students are expected to have passed Seminar: Intersectionality I.
Students are expected to take both Intersectionality I and Intersectionality II, and in principle, they are expected to continue for two years. Special arrangements will be made for students who study abroad for one or two semesters.

【Prerequisite】
See "Others".

PSY400ZA（心理学 / Psychology 400）

Seminar: Self and Culture I

Yu Niiya

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：金3/Fri.3
Notes：Not Available for ESOP Students.
その他属性：〈優〉

【Outline and objectives】
The focus of this seminar is on a deeper understanding and analysis of how the self and culture shape how we feel, think, and behave, by drawing on empirical literature in social and cultural psychology. In both the spring and fall semesters, the seminar will meet once a week for 2 periods. In the spring, class time will be devoted to group discussions on assigned readings. In addition, third-year students will decide on the research questions, hypotheses, and theories of the research they will pursue in the seminar. Fourth-year students will collect data by running an experiment or a survey and will analyze them using a statistical package of their choice (JASP, HAD, SPSS, or R).

【Goal】
Upon completion of the course, students are expected to achieve the following goals:
(a) To learn how social psychology can help understand our behaviors and decisions via literature review and in-depth discussion;
(b) To develop a working knowledge of different approaches and methods of social and cultural psychology;
(c) To develop a deeper understanding of our own lives, using knowledge and wisdom gained through the seminar;
(d) To develop research skills and knowledge to apply selected social psychological theories to a real-life context;
and
(e) To develop skills in data analyses.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course combines several pedagogical strategies including student-led weekly class discussions and presentations. Students will receive oral and written feedback on their presentations and weekly reaction papers.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Share course overview, expectations, and requirements
2	Seminar Reading and Discussion (1)	Student presentations and discussions of assigned readings
3	Seminar Reading and Discussion (2)	Student presentations and discussions of assigned readings
4	Proposing Research Ideas	Discussing students’ research proposals
5	Seminar Reading and Discussion (3)	Student presentations and discussions of assigned readings
6	Seminar Reading and Discussion (4)	Student presentations and discussions of assigned readings
7	Proposing Research Questions	Discussing students’ research proposals
8	Seminar Reading and Discussion (5)	Student presentations and discussions of assigned readings
9	Seminar Reading and Discussion (6)	Student presentations and discussions of assigned readings
10	Proposing Research Hypotheses	Discussing students’ research proposals
11	Seminar Reading and Discussion (7)	Student presentations and discussions of assigned readings
12	Seminar Reading and Discussion (8)	Student presentations and discussions of assigned readings
13	Seminar Reading and Discussion (9)	Student presentations and discussions of assigned readings
14	Final Synthesis	What have we learned and what are the next steps?

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete all the reading assignments, write weekly reaction papers, and post them on the course website by the designated date. Those assigned to lead discussions will further prepare the summaries of the readings and discussion questions. Third-year students will formulate research questions and hypotheses based on a comprehensive review of relevant literature on the topic. Fourth-year students are expected to run their survey or experiment and collect data for their graduation thesis. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
none

【References】
The weekly readings and other resources will be posted on the course website.
Hacker, D. &Sommers, N. (2020).*A pocket style manual.* (8th ed.). APA Version.

【Grading criteria】
Progress on research 30%
Weekly questions &papers 30%
Contribution to discussion 20%
Final synthesis paper 10%
Leading discussion 10% (3rd year students)
Research support 10% (4th year students)

【Changes following student comments】
Students found the readings challenging but appreciated that they were able to read faster and still able to grasp the main points. Students also appreciated the opportunities to discuss their research multiple times over the semester.

【Equipment student needs to prepare】
Students must get the login information for PyscINFO database from the library.

【Others】
Students are strongly encouraged to have successfully completed the following courses prior to joining this seminar: Statistics, Social Psychology I and II, and Quantitative Research Methods. Instructor’s permission is required.

【Prerequisites】
none

PSY400ZA（心理学 / Psychology 400）

Seminar: Self and Culture I

Yu Niiya

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：金4/Fri.4
Notes：Not Available for ESOP Students.
その他属性：〈優〉

【Outline and objectives】
The focus of this seminar is on a deeper understanding and analysis of how the self and culture shape how we feel, think, and behave, by drawing on empirical literature in social and cultural psychology. In both the spring and fall semesters, the seminar will meet once a week for 2 periods. In the spring, class time will be devoted to group discussions on assigned readings. In addition, third-year students will decide on the research questions, hypotheses, and theories of the research they will pursue in the seminar. Fourth-year students will collect data by running an experiment or a survey and will analyze them using a statistical package of their choice (JASP, HAD, SPSS, or R).

【Goal】
Upon completion of the course, students are expected to achieve the following goals:
(a) To learn how social psychology can help understand our behaviors and decisions via literature review and in-depth discussion;
(b) To develop a working knowledge of different approaches and methods of social and cultural psychology;
(c) To develop a deeper understanding of our own lives, using knowledge and wisdom gained through the seminar;
(d) To develop research skills and knowledge to apply selected social psychological theories to a real-life context;
and
(e) To develop skills in data analyses.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course combines several pedagogical strategies including student-led weekly class discussions and presentations. Students will receive oral and written feedback on their presentations and weekly reaction papers.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Share course overview, expectations, and requirements
2	Seminar Reading and Discussion (1)	Student presentations and discussions of assigned readings
3	Seminar Reading and Discussion (2)	Student presentations and discussions of assigned readings
4	Proposing Research Ideas	Discussing students’ research proposals
5	Seminar Reading and Discussion (3)	Student presentations and discussions of assigned readings
6	Seminar Reading and Discussion (4)	Student presentations and discussions of assigned readings
7	Proposing Research Questions	Discussing students’ research proposals
8	Seminar Reading and Discussion (5)	Student presentations and discussions of assigned readings
9	Seminar Reading and Discussion (6)	Student presentations and discussions of assigned readings
10	Proposing Research Hypotheses	Discussing students’ research proposals
11	Seminar Reading and Discussion (7)	Student presentations and discussions of assigned readings
12	Seminar Reading and Discussion (8)	Student presentations and discussions of assigned readings
13	Seminar Reading and Discussion (9)	Student presentations and discussions of assigned readings
14	Final Synthesis	What have we learned and what are the next steps?

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete all the reading assignments, write weekly reaction papers, and post them on the course website by the designated date. Those assigned to lead discussions will further prepare the summaries of the readings and discussion questions. Third-year students will formulate research questions and hypotheses based on a comprehensive review of relevant literature on the topic. Fourth-year students are expected to run their survey or experiment and collect data for their graduation thesis. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
none

【References】
The weekly readings and other resources will be posted on the course website.
Hacker, D. &Sommers, N. (2020).*A pocket style manual.* (8th ed.). APA Version.

【Grading criteria】
Progress on research 30%
Weekly questions &papers 30%
Contribution to discussion 20%
Final synthesis paper 10%
Leading discussion 10% (3rd year students)
Research support 10% (4th year students)

【Changes following student comments】
Students found the readings challenging but appreciated that they were able to read faster and still able to grasp the main points. Students also appreciated the opportunities to discuss their research multiple times over the semester.

【Equipment student needs to prepare】
Students must get the login information for PyscINFO database from the library.

【Others】
Students are strongly encouraged to have successfully completed the following courses prior to joining this seminar: Statistics, Social Psychology I and II, and Quantitative Research Methods. Instructor’s permission is required.

【Prerequisites】
none

PSY400ZA（心理学 / Psychology 400）

Seminar: Self and Culture II

Yu Niiya

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：金3/Fri.3
Notes：Not Available for ESOP Students.
その他属性：〈優〉

【Outline and objectives】
The focus of this seminar is on a deeper understanding and analysis of how the self and culture shape how we feel, think, and behave, drawing on empirical literature in social and cultural psychology. In both the spring and fall semesters, the seminar will meet once a week for 2 periods. In the fall, class time will be devoted to group discussions on assigned readings related to students' research interest as well as to group discussions on student led research. Third year students will design and prepare an experiment or a survey to be conducted the following year; fourth year students will analyze their data and write a research paper in APA-style. Students will receive guidance on each step of research, from identifying and refining a research question, conducting a literature review, to creating a questionnaire, analyzing data, and reporting their results.

【Goal】
Upon completion of the course, students are expected to achieve the following goals:
(a) To learn how social psychology can help understand our behaviors and decisions via literature review and in-depth discussion;
(b) To develop a deeper understanding of our own lives, using knowledge and wisdom gained through the seminar;
(c) To design and implement a small-scale empirical study on the basis of previous research and skills;
(d) To analyze and interpret collected data using statistical software (e.g., JASP, SPSS, R, HAD, JAMOVI); and
(e) To write up a research paper formatted in APA style (for fourth year students).

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course combines several different kinds of pedagogical strategies including student-led weekly class discussions and presentations. Students will receive oral and written feedback on their presentations and papers.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Share course overview, expectations, &requirements
2	Seminar Reading and Discussion (1)	Discussion of readings relevant to students' research interest
3	Developing Research Procedure (1)	Shares and gets feedback on the progress of student research
4	Seminar Reading and Discussion (2)	Discussion of readings relevant to students' research interest
5	Developing Research Procedure (2)	Shares and gets feedback on the progress of student research
6	Seminar Reading and Discussion (3)	Discussion of readings relevant to students' research interest
7	Analyzing and Interpreting Data (1)	Shares and gets feedback on data analyses
8	Seminar Reading and Discussion (4)	Discussion of readings relevant to students' research interest
9	Analyzing and Interpreting Data (2)	Shares and gets feedback on data analyses
10	Seminar Reading and Discussion (5)	Discussion of readings relevant to students' research interest
11	Developing Research Materials (1)	Shares and gets feedback on research materials
12	Developing Research Materials (2)	Shares and gets feedback on research materials
13	Research Presentation (1)	Reviews the entire semester, and shares research findings
14	Research Presentation (2)	Reviews the entire semester, and shares research findings

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete all the reading assignments, write reaction papers, and post them on the course website by the designated date. Those assigned to lead discussions will further prepare the summaries of the readings and discussion questions. Third-year students will design an experimental or survey study, prepare research materials, and write up a research proposal. Fourth-year students will collect and analyze data, and write up their graduation thesis. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
None.

【References】
Readings and other resources will be provided on the course website. Additional references will be introduced in class.
Hacker, D. &Sommers, N. (2020).*A pocket style manual*. (8th ed.). APA Version.

【Grading criteria】
Students are evaluated based on their research (70%, see below for the specific components), contribution to the seminar (20%), and contribution to the discussion on the assigned readings (10%).
For graduating students, their research grade (70%) will be based on progress and punctuality (30%), final draft (30%). and final presentation (10%).
For third-year students, their research grade (70%) will be based on consistent progress (30%), research proposal (20%), ethics approval form (10%), and final presentation (10%).

【Changes following student comments】
Students appreciated that they had multiple opportunities to present their work and discuss their research designs. They also appreciated the one-on-one consultations with the instructor.

【Equipment student needs to prepare】
Students must get the login information for PyscINFO database from the library.

【Others】
Students are strongly encouraged to have successfully completed the following courses prior to joining this seminar: Statistics, Social Psychology I and II, and Quantitative Research Methods. Instructor's permission is required.

【Prerequisite】
None.

PSY400ZA（心理学 / Psychology 400）

Seminar: Self and Culture II

Yu Niiya

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：金4/Fri.4
Notes：Not Available for ESOP Students.
その他属性：〈優〉

【Outline and objectives】
The focus of this seminar is on a deeper understanding and analysis of how the self and culture shape how we feel, think, and behave, drawing on empirical literature in social and cultural psychology. In both the spring and fall semesters, the seminar will meet once a week for 2 periods. In the fall, class time will be devoted to group discussions on assigned readings related to students' research interest as well as to group discussions on student led research. Third year students will design and prepare an experiment or a survey to be conducted the following year; fourth year students will analyze their data and write a research paper in APA-style. Students will receive guidance on each step of research, from identifying and refining a research question, conducting a literature review, to creating a questionnaire, analyzing data, and reporting their results.

【Goal】
Upon completion of the course, students are expected to achieve the following goals:
(a) To learn how social psychology can help understand our behaviors and decisions via literature review and in-depth discussion;
(b) To develop a deeper understanding of our own lives, using knowledge and wisdom gained through the seminar;
(c) To design and implement a small-scale empirical study on the basis of previous research and skills;
(d) To analyze and interpret collected data using statistical software (e.g., JASP, SPSS, R, HAD, JAMOVI); and
(e) To write up a research paper formatted in APA style (for fourth year students).

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course combines several different kinds of pedagogical strategies including student-led weekly class discussions and presentations. Students will receive oral and written feedback on their presentations and papers.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction and Overview	Share course overview, expectations, &requirements
2	Seminar Reading and Discussion (1)	Discussion of readings relevant to students' research interest
3	Developing Research Procedure (1)	Shares and gets feedback on the progress of student research
4	Seminar Reading and Discussion (2)	Discussion of readings relevant to students' research interest
5	Developing Research Procedure (2)	Shares and gets feedback on the progress of student research
6	Seminar Reading and Discussion (3)	Discussion of readings relevant to students' research interest
7	Analyzing and Interpreting Data (1)	Shares and gets feedback on data analyses
8	Seminar Reading and Discussion (4)	Discussion of readings relevant to students' research interest
9	Analyzing and Interpreting Data (2)	Shares and gets feedback on data analyses
10	Seminar Reading and Discussion (5)	Discussion of readings relevant to students' research interest
11	Developing Research Materials (1)	Shares and gets feedback on research materials
12	Developing Research Materials (2)	Shares and gets feedback on research materials
13	Research Presentation (1)	Reviews the entire semester, and shares research findings
14	Research Presentation (2)	Reviews the entire semester, and shares research findings

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete all the reading assignments, write reaction papers, and post them on the course website by the designated date. Those assigned to lead discussions will further prepare the summaries of the readings and discussion questions. Third-year students will design an experimental or survey study, prepare research materials, and write up a research proposal. Fourth-year students will collect and analyze data, and write up their graduation thesis. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
None.

【References】
Readings and other resources will be provided on the course website. Additional references will be introduced in class.
Hacker, D. &Sommers, N. (2020).*A pocket style manual*. (8th ed.). APA Version.

【Grading criteria】
Students are evaluated based on their research (70%, see below for the specific components), contribution to the seminar (20%), and contribution to the discussion on the assigned readings (10%).
For graduating students, their research grade (70%) will be based on progress and punctuality (30%), final draft (30%). and final presentation (10%).
For third-year students, their research grade (70%) will be based on consistent progress (30%), research proposal (20%), ethics approval form (10%), and final presentation (10%).

【Changes following student comments】
Students appreciated that they had multiple opportunities to present their work and discuss their research designs. They also appreciated the one-on-one consultations with the instructor.

【Equipment student needs to prepare】
Students must get the login information for PyscINFO database from the library.

【Others】
Students are strongly encouraged to have successfully completed the following courses prior to joining this seminar: Statistics, Social Psychology I and II, and Quantitative Research Methods. Instructor's permission is required.

【Prerequisite】
None.

POL400ZA（政治学 / Politics 400）

Seminar: International Relations I

Takeshi Yuzawa

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：木4/Thu.4
Notes：Not Available for ESOP Students.
その他属性：〈優〉

【Outline and objectives】
The first two decades of the 21st century have witnessed dramatic shifts in international relations. It has become increasingly obvious that the relative power and influence of the United States in world politics is declining vis-à-vis rising states, represented by BRICS. At the same time, the legitimacy of Western liberal norms and values - such as democracy, the rule of law, and human rights- that have constituted an important feature of the existing international order are being contested by the rise of alternative norms and values, championed by authoritarian rising states. This trend is further bolstered by growing public distrust of existing political systems in many Western democracies, mainly stemming from detrimental effects of economic globalization. In addition, the international political stage, once dominated by states, is now increasingly populated by non-state actors, including multinational corporations (in particular giant IT companies), non-government organizations, and transnational terrorist groups. The enormous growth of non-state actors poses serious challenges to the power and authority of the state. These drastic changes in the realm of IR pose the significant question: What will the world order look like in the 21st century?
To address this question, this seminar will explore the following topics:
1) Changes in power distribution among major powers and their strategic competitions.
2) Prospects for global governance, including issues like climate change, trade and investment, and financial crises.
3) The intersection of new technology and geopolitics, focusing on rivalries among major powers over AI and clean energy technologies, as well as the roles of "Big Tech" companies. 4) The political implications of economic globalization, such as the rise of populism and the decline of democracy in key countries.
5) Competition among differing norms and values, including disputes over capitalism, democracy, human rights, and self-determination in world politics.

【Goal】
The course objectives are:
1) To equip students with the foundational knowledge necessary for future careers in fields such as government, international organizations, business, and media, where articulate and clear-thinking individuals with an understanding of contemporary international relations (IR) are essential;
2) To prepare students to build a solid foundation for pursuing IR studies at the graduate level;
3) To enable students to demonstrate their mastery of the course material by expressing relevant factual knowledge and comprehending pertinent theory, applied with appropriate analytical skills, as evidenced through discussions, oral presentations, and written work.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
During the spring semester, students will engage in in-depth discussions on topics related to the seminar’s main theme and are required to write several short essays on these subjects. An extensive review of IR theories will also be conducted in the early weeks of the semester. In the fall semester and during the summer camp, students will embark on their own research projects, with the research paper due by late January 2027. They can select any topic within the IR discipline, with the research paper needing to be at least 4,000 words long. Fourth-year students will concentrate on their dissertation projects throughout the year, which can cover any subject within the IR discipline. The dissertation must be at least 8,000 words, excluding the bibliography but including notes, appendices, and tables. Seminar participants will also engage in group work related to their research topics, including role-playing and simulation studies during the semester. Feedback on assignments is provided during class and office hours.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Review of IR Theories	Reviewing IR theories
3	Seminar Topic 1	Discussion on the assigned topic
4	Seminar Topic 2	Discussion on the assigned topic
5	Debate 1	Debate
6	Seminar Topic 3	Discussion on the assigned topic
7	Seminar Topic 4	Discussion on the assigned topic
8	Debate 2 and the Mid-term Presentation (4th year students)	Presenting preliminary research proposal
9	Seminar Topic 6	Discussion on the assigned topic
10	Seminar Topic 7	Discussion on the assigned topic
11	Debate 3	Debate
12	Seminar Topic 8	Discussion on the assigned topic
13	Seminar Topic 9	Discussion on the assigned topic.
14	Final Research Proposal Presentation (Fourth- year students)	Presenting a research proposal

【Work to be done outside of class (preparation, etc.)】
Students are expected to engage in detailed independent and group study in order to achieve their seminar tasks. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
Students are required to pore over assigned readings specified by the lecturer. No textbook is required.

【References】
Information relating to references will be provided during the course.

【Grading criteria】
Third year students: Essays (45%), Presentations and Discussions (35%), Debate (20%). Fourth year students: Class Contributions (15%), Mid-Term and Final Presentations (25%), Research Proposals (60%).

【Changes following student comments】
Nothing in particular

【Prerequisite】
Students wishing to take this seminar are required to have completed *"Introduction to International Relations"* .

POL400ZA（政治学 / Politics 400）

Seminar: International Relations I

Takeshi Yuzawa

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：木5/Thu.5
Notes：Not Available for ESOP Students.
その他属性：〈優〉

【Outline and objectives】
The first two decades of the 21st century have witnessed dramatic shifts in international relations. It has become increasingly obvious that the relative power and influence of the United States in world politics is declining vis-à-vis rising states, represented by BRICS. At the same time, the legitimacy of Western liberal norms and values - such as democracy, the rule of law, and human rights- that have constituted an important feature of the existing international order are being contested by the rise of alternative norms and values, championed by authoritarian rising states. This trend is further bolstered by growing public distrust of existing political systems in many Western democracies, mainly stemming from detrimental effects of economic globalization. In addition, the international political stage, once dominated by states, is now increasingly populated by non-state actors, including multinational corporations (in particular giant IT companies), non-government organizations, and transnational terrorist groups. The enormous growth of non-state actors poses serious challenges to the power and authority of the state. These drastic changes in the realm of IR pose the significant question: What will the world order look like in the 21st century?
To address this question, this seminar will explore the following topics:
1) Changes in power distribution among major powers and their strategic competitions.
2) Prospects for global governance, including issues like climate change, trade and investment, and financial crises.
3) The intersection of new technology and geopolitics, focusing on rivalries among major powers over AI and clean energy technologies, as well as the roles of "Big Tech" companies. 4) The political implications of economic globalization, such as the rise of populism and the decline of democracy in key countries.
5) Competition among differing norms and values, including disputes over capitalism, democracy, human rights, and self-determination in world politics.

【Goal】
The course objectives are:
1) To equip students with the foundational knowledge necessary for future careers in fields such as government, international organizations, business, and media, where articulate and clear-thinking individuals with an understanding of contemporary international relations (IR) are essential;
2) To prepare students to build a solid foundation for pursuing IR studies at the graduate level;
3) To enable students to demonstrate their mastery of the course material by expressing relevant factual knowledge and comprehending pertinent theory, applied with appropriate analytical skills, as evidenced through discussions, oral presentations, and written work.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
During the spring semester, students will engage in in-depth discussions on topics related to the seminar’s main theme and are required to write several short essays on these subjects. An extensive review of IR theories will also be conducted in the early weeks of the semester. In the fall semester and during the summer camp, students will embark on their own research projects, with the research paper due by late January 2027. They can select any topic within the IR discipline, with the research paper needing to be at least 4,000 words long. Fourth-year students will concentrate on their dissertation projects throughout the year, which can cover any subject within the IR discipline. The dissertation must be at least 8,000 words, excluding the bibliography but including notes, appendices, and tables. Seminar participants will also engage in group work related to their research topics, including role-playing and simulation studies during the semester. Feedback on assignments is provided during class and office hours.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Review of IR Theories	Reviewing IR theories
3	Seminar Topic 1	Discussion on the assigned topic
4	Seminar Topic 2	Discussion on the assigned topic
5	Debate 1	Debate
6	Seminar Topic 3	Discussion on the assigned topic
7	Seminar Topic 4	Discussion on the assigned topic
8	Debate 2 and the Mid-term Presentation (4th year students)	Presenting preliminary research proposal
9	Seminar Topic 6	Discussion on the assigned topic
10	Seminar Topic 7	Discussion on the assigned topic
11	Debate 3	Debate
12	Seminar Topic 8	Discussion on the assigned topic
13	Seminar Topic 9	Discussion on the assigned topic.
14	Final Research Proposal Presentation (Fourth- year students)	Presenting a research proposal

【Work to be done outside of class (preparation, etc.)】
Students are expected to engage in detailed independent and group study in order to achieve their seminar tasks. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
Students are required to pore over assigned readings specified by the lecturer. No textbook is required.

【References】
Information relating to references will be provided during the course.

【Grading criteria】
Third year students: Essays (45%), Presentations and Discussions (35%), Debate (20%). Fourth year students: Class Contributions (15%), Mid-Term and Final Presentations (25%), Research Proposals (60%).

【Changes following student comments】
Nothing in particular

【Prerequisite】
Students wishing to take this seminar are required to have completed *"Introduction to International Relations"* .

POL400ZA（政治学 / Politics 400）

Seminar: International Relations II

Takeshi Yuzawa

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：木4/Thu.4
Notes：Not Available for ESOP Students.

その他属性：〈優〉

【Outline and objectives】
The first two decades of the 21st century have witnessed dramatic shifts in international relations. It has become increasingly obvious that the relative power and influence of the United States in world politics is declining vis-à-vis rising states, represented by BRICS. At the same time, the legitimacy of Western liberal norms and values - such as democracy, the rule of law, and human rights- that have constituted an important feature of the existing international order are being contested by the rise of alternative norms and values, championed by authoritarian rising states. This trend is further bolstered by growing public distrust of existing political systems in many Western democracies, mainly stemming from detrimental effects of economic globalization. In addition, the international political stage, once dominated by states, is now increasingly populated by non-state actors, including multinational corporations (in particular giant IT companies), non-government organizations, and transnational terrorist groups. The enormous growth of non-state actors poses serious challenges to the power and authority of the state. These drastic changes in the realm of IR pose the significant question: What will the world order look like in the 21st century?
To address this question, this seminar will explore the following topics:
1) Changes in power distribution among major powers and their strategic competitions.
2) Prospects for global governance, including issues like climate change, trade and investment, and financial crises.
3) The intersection of new technology and geopolitics, focusing on rivalries among major powers over AI and clean energy technologies, as well as the roles of "Big Tech" companies. 4) The political implications of economic globalization, such as the rise of populism and the decline of democracy in key countries.
5) Competition among differing norms and values, including disputes over capitalism, democracy, human rights, and self-determination in world politics.

【Goal】
The course objectives are:
1) To equip students with the foundational knowledge necessary for future careers in fields such as government, international organizations, business, and media, where articulate and clear-thinking individuals with an understanding of contemporary international relations (IR) are essential;
2) To prepare students to build a solid foundation for pursuing IR studies at the graduate level;
3) To enable students to demonstrate their mastery of the course material by expressing relevant factual knowledge and comprehending pertinent theory, applied with appropriate analytical skills, as evidenced through discussions, oral presentations, and written work.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
During the spring semester, students will engage in in-depth discussions on topics related to the seminar’s main theme and are required to write several short essays on these subjects. An extensive review of IR theories will also be conducted in the early weeks of the semester. In the fall semester and during the summer camp, students will embark on their own research projects, with the research paper due by late January 2027. They can select any topic within the IR discipline, with the research paper needing to be at least 4,000 words long. Fourth-year students will concentrate on their dissertation projects throughout the year, which can cover any subject within the IR discipline. The dissertation must be at least 8,000 words, excluding the bibliography but including notes, appendices, and tables. Seminar participants will also engage in group work related to their research topics, including role-playing and simulation studies during the semester. Feedback on assignments is provided during class and office hours.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Revised Research Proposal I	Revised Research Proposal I
2	Revised Research Proposal II	Presenting revised research proposals
3	Newspaper Content Analysis I	Analyzing contemporary topics by utilizing IR theories
4	Role play I	A simulation and role play exercise
5	Research Project Workshop	Individual consultation on research project
6	Mid-term Presentation on Research Papers (Third-year students)	Reporting progress on research papers
7	Mid-term Presentation on Dissertations (Fourth-year students)	Reporting progress on dissertations
8	Research Project Workshop	Individual consultation on research project
9	Role play II	A simulation and role play exercise
10	Newspaper Content Analysis II	Analyzing contemporary topics by utilizing IR theories
11	Research Project Workshop	Individual consultation on research project
12	Research Project Workshop	Individual consultation on research project
13	Final Presentation on Research Papers (Third-year students)	Presenting research papers
14	Final Presentation on Dissertations (Fourth-year students)	Presenting dissertations

【Work to be done outside of class (preparation, etc.)】
Students are expected to engage in detailed independent and group study in order to achieve their seminar tasks. For this reason, students are expected to organize study groups (sub-seminars) outside of class. This seminar will host a summer camp. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
Students are required to pore over assigned readings specified by the lecturer. No textbook is required.

【References】
Information relating to references will be provided during the course.

【Grading criteria】
Third year students: Research Papers (including Mid-Term and Final Presentations) (70%), Newspaper Content Analysis (20%), Role Play (10%).
Fourth year students: Role Play (10)%, Newspaper Content Analysis (10%) Dissertations (including Mid-Term and Final Presentations (80%).

【Changes following student comments】
Handouts to be provided in a timely manner.

【Equipment student needs to prepare】
Course materials will be delivered via Hoppii.

【Prerequisite】
Students wishing to take this seminar are required to have completed either "*Introduction to International Relations " or "World Politics*."

POL400ZA（政治学 / Politics 400）

Seminar: International Relations II

Takeshi Yuzawa

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：木5/Thu.5
Notes：Not Available for ESOP Students.

その他属性：〈優〉

【Outline and objectives】
The first two decades of the 21st century have witnessed dramatic shifts in international relations. It has become increasingly obvious that the relative power and influence of the United States in world politics is declining vis-à-vis rising states, represented by BRICS. At the same time, the legitimacy of Western liberal norms and values - such as democracy, the rule of law, and human rights- that have constituted an important feature of the existing international order are being contested by the rise of alternative norms and values, championed by authoritarian rising states. This trend is further bolstered by growing public distrust of existing political systems in many Western democracies, mainly stemming from detrimental effects of economic globalization. In addition, the international political stage, once dominated by states, is now increasingly populated by non-state actors, including multinational corporations (in particular giant IT companies), non-government organizations, and transnational terrorist groups. The enormous growth of non-state actors poses serious challenges to the power and authority of the state. These drastic changes in the realm of IR pose the significant question: What will the world order look like in the 21st century?
To address this question, this seminar will explore the following topics:
1) Changes in power distribution among major powers and their strategic competitions.
2) Prospects for global governance, including issues like climate change, trade and investment, and financial crises.
3) The intersection of new technology and geopolitics, focusing on rivalries among major powers over AI and clean energy technologies, as well as the roles of "Big Tech" companies. 4) The political implications of economic globalization, such as the rise of populism and the decline of democracy in key countries.
5) Competition among differing norms and values, including disputes over capitalism, democracy, human rights, and self-determination in world politics.

【Goal】
The course objectives are:
1) To equip students with the foundational knowledge necessary for future careers in fields such as government, international organizations, business, and media, where articulate and clear-thinking individuals with an understanding of contemporary international relations (IR) are essential;
2) To prepare students to build a solid foundation for pursuing IR studies at the graduate level;
3) To enable students to demonstrate their mastery of the course material by expressing relevant factual knowledge and comprehending pertinent theory, applied with appropriate analytical skills, as evidenced through discussions, oral presentations, and written work.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
During the spring semester, students will engage in in-depth discussions on topics related to the seminar’s main theme and are required to write several short essays on these subjects. An extensive review of IR theories will also be conducted in the early weeks of the semester. In the fall semester and during the summer camp, students will embark on their own research projects, with the research paper due by late January 2027. They can select any topic within the IR discipline, with the research paper needing to be at least 4,000 words long. Fourth-year students will concentrate on their dissertation projects throughout the year, which can cover any subject within the IR discipline. The dissertation must be at least 8,000 words, excluding the bibliography but including notes, appendices, and tables. Seminar participants will also engage in group work related to their research topics, including role-playing and simulation studies during the semester. Feedback on assignments is provided during class and office hours.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Revised Research Proposal I	Revised Research Proposal I
2	Revised Research Proposal II	Presenting revised research proposals
3	Newspaper Content Analysis I	Analyzing contemporary topics by utilizing IR theories
4	Role play I	A simulation and role play exercise
5	Research Project Workshop	Individual consultation on research project
6	Mid-term Presentation on Research Papers (Third-year students)	Reporting progress on research papers
7	Mid-term Presentation on Dissertations (Fourth-year students)	Reporting progress on dissertations
8	Research Project Workshop	Individual consultation on research project
9	Role play II	A simulation and role play exercise
10	Newspaper Content Analysis II	Analyzing contemporary topics by utilizing IR theories
11	Research Project Workshop	Individual consultation on research project
12	Research Project Workshop	Individual consultation on research project
13	Final Presentation on Research Papers (Third-year students)	Presenting research papers
14	Final Presentation on Dissertations (Fourth-year students)	Presenting dissertations

【Work to be done outside of class (preparation, etc.)】
Students are expected to engage in detailed independent and group study in order to achieve their seminar tasks. For this reason, students are expected to organize study groups (sub-seminars) outside of class. This seminar will host a summer camp. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
Students are required to pore over assigned readings specified by the lecturer. No textbook is required.

【References】
Information relating to references will be provided during the course.

【Grading criteria】
Third year students: Research Papers (including Mid-Term and Final Presentations) (70%), Newspaper Content Analysis (20%), Role Play (10%).
Fourth year students: Role Play (10)%, Newspaper Content Analysis (10%) Dissertations (including Mid-Term and Final Presentations (80%).

【Changes following student comments】
Handouts to be provided in a timely manner.

【Equipment student needs to prepare】
Course materials will be delivered via Hoppii.

【Prerequisite】
Students wishing to take this seminar are required to have completed either "*Introduction to International Relations " or "World Politics*."

TRS400ZA（観光学 / Tourism Studies 400）

Seminar: Tourism Management I

John Melvin

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：月3/Mon.3
Notes：Not Available for ESOP Students.
その他属性：〈優〉〈実〉

【Outline and objectives】
While governments are quick to laud the economic benefits that tourists can bring, there are growing concerns about the impact of relentless growth of global tourism on the environment as well as the socio-cultural wellbeing of host communities. Driven largely by deregulation, globalisation and technological developments, the overarching focus on growth that has driven post-WW2 development is being increasingly challenged and questioned. The post-coronavirus recovery process offered a rare chance for the tourism industry to consider revising hitherto unsustainable business practices, but it's clear that many destinations are returning to 'business as usual'.
Adopting a lens of sustainability, this semester considers the management and marketing of tourism. Combining analysis of seminal research with illustrative and up-to-date case studies from a range of domestic and international destinations, students will gain insights into the factors driving tourism development. Students will also be introduced to different research methods, and will acquire the tools to critically investigate tourism in a context of their choice. This will form the basis of an extended research paper that will be the completed during the second year of the seminar.

【Goal】
The goal of this seminar is to provide students with academic and practical knowledge relating to management and marketing that can facilitate their progression into the world of work. This will include multiple aspects of tourism management including stakeholder management, tourism impacts, Airbnb, overtourism, indigenous tourism and niche tourism development.
Upon completion of this course, students will have acquired enhanced valuable research and analytical skills that will be of great use in their future. They will develop their ability to design, organise and manage an original tourism-related research project. Additionally, through in-class discussions and presentations, students will gain valuable experience in persuasively expressing and defending their opinions on a range of issues relating to business management and marketing.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar、T 卒業論文/卒業研究/卒業制作 /Thesis

【Method(s)】
The seminar consists of in-depth analysis of various issues related to sustainable tourism management. In the spring semester, junior students are introduced to some core texts and research and are encouraged to start to consider which areas they intend to focus on. In the fall semester, they will begin to refine their topic and develope a firm research proposal.
In the second year of the seminar, senior students will research and write their extended research paper.
While seminars will be partly instructor-led, students will play an increasing role in giving presentations &leading discussions on the Core Readings. As students' own research develops, they will give presentations on their research, and share their growing expertise on their subject areas and research methods with the other students.
Assignments will be submitted via Hoppii; insightful answers will be shared in class to facilitate discussion.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction to the seminar: format &expectations
2	Seminar Reading 1	Case study 1: tourism & stakeholder management
3	Seminar Reading 2	Case study 2: branding &an introduction to a sustainable tourism framework
4	Seminar Reading 3	Case study 3: sustainability & marketing
5	Research Methods	Tourism management: stakeholder relations
6	Seminar Reading 4	Introduction to research methods
7	Seminar Reading 5	Case study 4: destination management. Also a focus on research methods.
8	Research Project	Case study 5: tourism focus in Japan
9	Seminar Reading 6	Case study 6: authenticity & indigenous tourism
10	Seminar Reading 7	Focus on research methods
11	Research Workshop and Consultation	Case study 7: niche tourism
12	Presentations on Student Research Proposal 1	Case study 8: destination marketing issues
13	Presentations on Student Research Proposal 2	Presentations workshop
14	Final Discussion	Group presentations &discussion on first-semester progress and expectations for the second semester

【Work to be done outside of class (preparation, etc.)】
Students must complete the assigned Core Reading(s) as preparation for classes. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
Richards, G. (2018) *Small Cities with Big Dreams.* London: Routledge.
Pike, S. (2018) *Tourism Marketing for Small Businesses.* London: Goodfellow Publishers
In alternate years we will use one of the above textbooks so you will need to have both. More details will be provided in class.
Also weekly handouts and reading materials will be distributed in class and/or available on Hoppii.

【References】
Brotherton, B. (2015 2nd Edition) *Researching Hospitality and Tourism.* London: SAGE
McCabe, S. (2014) *The Routledge Handbook of Tourism Marketing.* London: Routledge

【Grading criteria】
Third year students: Class Participation (30%), Assignments and Presentation (30%) and Research Proposal (40%).
Fourth year students: Class Participation (30%), Assignments and Presentation (30%) and Research Update (40%).
Students must submit weekly reports on the reading and self-assess their seminar performance.

【Changes following student comments】
Case studies will vary year to year depending on students' interests. We will hope to take both a summer trip and undertake field work during the semester.

【Equipment student needs to prepare】
Students should bring a laptop or tablet PC to class.

【Others】
Seminar students **must** concurrently enroll in Services Marketing and/or Cultural Tourism (300-level courses).
Students are expected to study in the seminar for two years. Special arrangements will be made for students who study abroad for one or two semesters.
As well as tourism-related courses, seminar students are encouraged to take a broad selection of courses including, but not limited to, 'culture', 'sustainability', 'politics', 'media', 'psychology' and 'marketing'.
*As mentioned, the AY2026 fall semester and AY2027 spring semesters will be taught by Professor Seaton, while I am on sabbatical leave.

【Prerequisite】
Students should have taken at least 2 of my courses (confirmed during selection interview).

TRS400ZA（観光学 / Tourism Studies 400）

Seminar: Tourism Management I

John Melvin

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：月4/Mon.4
Notes：Not Available for ESOP Students.
その他属性：〈優〉〈実〉

【Outline and objectives】
While governments are quick to laud the economic benefits that tourists can bring, there are growing concerns about the impact of relentless growth of global tourism on the environment as well as the socio-cultural wellbeing of host communities. Driven largely by deregulation, globalisation and technological developments, the overarching focus on growth that has driven post-WW2 development is being increasingly challenged and questioned. The post-coronavirus recovery process offered a rare chance for the tourism industry to consider revising hitherto unsustainable business practices, but it's clear that many destinations are returning to 'business as usual'.
Adopting a lens of sustainability, this semester considers the management and marketing of tourism. Combining analysis of seminal research with illustrative and up-to-date case studies from a range of domestic and international destinations, students will gain insights into the factors driving tourism development. Students will also be introduced to different research methods, and will acquire the tools to critically investigate tourism in a context of their choice. This will form the basis of an extended research paper that will be the completed during the second year of the seminar.

【Goal】
The goal of this seminar is to provide students with academic and practical knowledge relating to management and marketing that can facilitate their progression into the world of work. This will include multiple aspects of tourism management including stakeholder management, tourism impacts, Airbnb, overtourism, indigenous tourism and niche tourism development.
Upon completion of this course, students will have acquired enhanced valuable research and analytical skills that will be of great use in their future. They will develop their ability to design, organise and manage an original tourism-related research project. Additionally, through in-class discussions and presentations, students will gain valuable experience in persuasively expressing and defending their opinions on a range of issues relating to business management and marketing.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar、T 卒業論文/卒業研究/卒業制作 /Thesis

【Method(s)】
The seminar consists of in-depth analysis of various issues related to sustainable tourism management. In the spring semester, junior students are introduced to some core texts and research and are encouraged to start to consider which areas they intend to focus on. In the fall semester, they will begin to refine their topic and develope a firm research proposal.
In the second year of the seminar, senior students will research and write their extended research paper.
While seminars will be partly instructor-led, students will play an increasing role in giving presentations &leading discussions on the Core Readings. As students' own research develops, they will give presentations on their research, and share their growing expertise on their subject areas and research methods with the other students.
Assignments will be submitted via Hoppii; insightful answers will be shared in class to facilitate discussion.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction to the seminar: format &expectations
2	Seminar Reading 1	Case study 1: tourism & stakeholder management
3	Seminar Reading 2	Case study 2: branding &an introduction to a sustainable tourism framework
4	Seminar Reading 3	Case study 3: sustainability & marketing
5	Research Methods	Tourism management: stakeholder relations
6	Seminar Reading 4	Introduction to research methods
7	Seminar Reading 5	Case study 4: destination management. Also a focus on research methods.
8	Research Project	Case study 5: tourism focus in Japan
9	Seminar Reading 6	Case study 6: authenticity & indigenous tourism
10	Seminar Reading 7	Focus on research methods
11	Research Workshop and Consultation	Case study 7: niche tourism
12	Presentations on Student Research Proposal 1	Case study 8: destination marketing issues
13	Presentations on Student Research Proposal 2	Presentations workshop
14	Final Discussion	Group presentations &discussion on first-semester progress and expectations for the second semester

【Work to be done outside of class (preparation, etc.)】
Students must complete the assigned Core Reading(s) as preparation for classes. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
Richards, G. (2018) *Small Cities with Big Dreams.* London: Routledge.
Pike, S. (2018) *Tourism Marketing for Small Businesses.* London: Goodfellow Publishers
In alternate years we will use one of the above textbooks so you will need to have both. More details will be provided in class.
Also weekly handouts and reading materials will be distributed in class and/or available on Hoppii.

【References】
Brotherton, B. (2015 2nd Edition) *Researching Hospitality and Tourism.* London: SAGE
McCabe, S. (2014) *The Routledge Handbook of Tourism Marketing.* London: Routledge

【Grading criteria】
Third year students: Class Participation (30%), Assignments and Presentation (30%) and Research Proposal (40%).
Fourth year students: Class Participation (30%), Assignments and Presentation (30%) and Research Update (40%).
Students must submit weekly reports on the reading and self-assess their seminar performance.

【Changes following student comments】
Case studies will vary year to year depending on students' interests. We will hope to take both a summer trip and undertake field work during the semester.

【Equipment student needs to prepare】
Students should bring a laptop or tablet PC to class.

【Others】
Seminar students **must** concurrently enroll in Services Marketing and/or Cultural Tourism (300-level courses).
Students are expected to study in the seminar for two years. Special arrangements will be made for students who study abroad for one or two semesters.
As well as tourism-related courses, seminar students are encouraged to take a broad selection of courses including, but not limited to, 'culture', 'sustainability', 'politics', 'media', 'psychology' and 'marketing'.
*As mentioned, the AY2026 fall semester and AY2027 spring semesters will be taught by Professor Seaton, while I am on sabbatical leave.

【Prerequisite】
Students should have taken at least 2 of my courses (confirmed during selection interview).

TRS400ZA（観光学 / Tourism Studies 400）

Seminar: Tourism Management II

Philip Seaton

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：火1/Tue.1
Notes：Not Available for ESOP Students.
その他属性：〈優〉〈実〉

【Outline and objectives】
This seminar continues from the Tourism Management I seminar, though with a greater focus on students' independent research projects. In addition to a field trip, students are expected to conduct investigative research that will form the basis of an extended research paper to be the completed during the second year of the seminar.
Building on knowledge acquired in the Spring semester on the management and marketing of tourism, the class content will continue to blend analysis of seminal research with illustrative and up-to-date case studies from a range of domestic and international destinations on tourism management (with a focus on cultural and heritage tourism). These will vary from year to year based on students' research interests and current affairs.

【Goal】
The goal of this seminar is to provide students with academic and practical knowledge relating to management and marketing that can facilitate their progression into the world of work or graduate school.
Upon completion of this course, students will have acquired enhanced research and analytical skills. They will develop their ability to design, organise and manage an original tourism-related research project. Additionally, through in-class discussions and presentations, students will gain valuable experience in persuasively expressing and defending their opinions on a range of issues relating to cultural and heritage tourism.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Following on from the Spring semester, the seminar will continue to feature in-depth analysis of various issues related to cultural heritage tourism in the form of discussion, presentation and writing. In the Fall semester, junior students will begin to refine their topic and develop a firm research proposal.
In the second year of the seminar, senior students will research and write their 5000-word extended research paper.
In order to get the most from each seminar, students must commit to undertake the reading assignments. Students will play an increasing role in leading discussions.
Assignments will be submitted via email; insightful answers will be shared in class to facilitate discussion.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction &Update	Based on the research conducted in the Spring semester and over the summer break, students will present their research proposals (3rd year students) or research plans (4th year students) for this semester
2	Cultural Tourism: Seminar Reading 1	Reading Jimura "Cultural Heritage" Lecture/Discussion: What is contents tourism?
3	Cultural Tourism: Seminar Reading 2	Reading Jimura "Cultural Heritage" Role play: What if Hosei University was a tourist site?
4	Cultural Tourism 3: Seminar Reading	Reading Jimura "Cultural Heritage" Case Studies of Heritage and/or Contents Tourism
5	Fieldwork Preparation	Preparatory lecture and discussion about the fieldwork site
6	Fieldwork (off-campus)	Fieldwork at a tourist site
7	Fieldwork Review	Student presentations about their fieldwork
8	Research Methods: Questionnaires 1	Reading Jimura "Cultural Heritage" Group work: designing a questionnaire
9	Research Methods: Questionnaires 2	Reading Jimura "Cultural Heritage" Group work: questionnaire data analysis
10	Research Methods: Questionnaires 3	Reading Jimura "Cultural Heritage" Group work: results presentation
11	Discussions on Students' Research Projects	Discussions on students' individual research projects
12	Research Methods: Tourism Statistics Analysis 1	Reading Jimura "Cultural Heritage" Group work: gathering tourism statistics
13	Research Methods: Tourism Statistics Analysis 2	Reading Jimura "Cultural Heritage" Group presentations: tourism statistics
14	Presentations on Students' Research Projects 2 &Final Discussion	Presentations on students' individual research projects and wrapping up the year

【Work to be done outside of class (preparation, etc.)】
Students must complete the assigned Core Reading as preparation for classes. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
Takamitsu Jimura (2022) *Cultural Heritage and Tourism in Japan* Abingdon: Routledge.
Other open access articles will be distributed in class and/or available on the course website. https://philipseaton.net/undergraduate-teaching/hosei-university/

【References】
Takayoshi Yamamura and Philip Seaton (eds) (2020) *Contents Tourism and Pop Culture Fandom: Transnational Tourist Experiences* Bristol: Channel View Publications
Philip Seaton, Takayoshi Yamamura, Akiko Sugawa-Shimada and Kyungjae Jang (2017) *Contents Tourism in Japan: Pilgrimages to "Sacred Sites" of Popular Culture* Amherst NY: Cambria Press

【Grading criteria】
Third year students: Class Participation (30%), Assignments and Presentation (30%) and Research Proposal (40%).
Fourth year students: Class Participation (20%), Assignments and Presentation (30%) and 5000-word Final Paper (50%).
Students must submit weekly reports on the reading and self-assess their seminar performance.

【Changes following student comments】
Case studies will vary year to year depending on students' interests. We will undertake field work during the semester.

【Equipment student needs to prepare】
Students should bring a laptop or tablet PC to class.

【Others】
Class homepage: https://philipseaton.net/undergraduate-teaching/hosei-university/

【Prerequisite】
Seminar students should have passed Seminar: Tourism Management I.

TRS400ZA（観光学 / Tourism Studies 400）

Seminar: Tourism Management II

Philip Seaton

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：火2/Tue.2
Notes：Not Available for ESOP Students.

その他属性：〈優〉〈実〉

【Outline and objectives】
This seminar continues from the Tourism Management I seminar, though with a greater focus on students' independent research projects. In addition to a field trip, students are expected to conduct investigative research that will form the basis of an extended research paper to be the completed during the second year of the seminar.
Building on knowledge acquired in the Spring semester on the management and marketing of tourism, the class content will continue to blend analysis of seminal research with illustrative and up-to-date case studies from a range of domestic and international destinations on tourism management (with a focus on cultural and heritage tourism). These will vary from year to year based on students' research interests and current affairs.

【Goal】
The goal of this seminar is to provide students with academic and practical knowledge relating to management and marketing that can facilitate their progression into the world of work or graduate school.
Upon completion of this course, students will have acquired enhanced research and analytical skills. They will develop their ability to design, organise and manage an original tourism-related research project. Additionally, through in-class discussions and presentations, students will gain valuable experience in persuasively expressing and defending their opinions on a range of issues relating to cultural and heritage tourism.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Following on from the Spring semester, the seminar will continue to feature in-depth analysis of various issues related to cultural heritage tourism in the form of discussion, presentation and writing. In the Fall semester, junior students will begin to refine their topic and develop a firm research proposal.
In the second year of the seminar, senior students will research and write their 5000-word extended research paper.
In order to get the most from each seminar, students must commit to undertake the reading assignments. Students will play an increasing role in leading discussions.
Assignments will be submitted via email; insightful answers will be shared in class to facilitate discussion.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction &Update	Based on the research conducted in the Spring semester and over the summer break, students will present their research proposals (3rd year students) or research plans (4th year students) for this semester
2	Cultural Tourism: Seminar Reading 1	Reading Jimura "Cultural Heritage" Lecture/Discussion: What is contents tourism?
3	Cultural Tourism: Seminar Reading 2	Reading Jimura "Cultural Heritage" Role play: What if Hosei University was a tourist site?
4	Cultural Tourism 3: Seminar Reading	Reading Jimura "Cultural Heritage" Case Studies of Heritage and/or Contents Tourism
5	Fieldwork Preparation	Preparatory lecture and discussion about the fieldwork site
6	Fieldwork (off-campus)	Fieldwork at a tourist site
7	Fieldwork Review	Student presentations about their fieldwork
8	Research Methods: Questionnaires 1	Reading Jimura "Cultural Heritage" Group work: designing a questionnaire
9	Research Methods: Questionnaires 2	Reading Jimura "Cultural Heritage" Group work: questionnaire data analysis
10	Research Methods: Questionnaires 3	Reading Jimura "Cultural Heritage" Group work: results presentation
11	Discussions on Students' Research Projects	Discussions on students' individual research projects
12	Research Methods: Tourism Statistics Analysis 1	Reading Jimura "Cultural Heritage" Group work: gathering tourism statistics
13	Research Methods: Tourism Statistics Analysis 2	Reading Jimura "Cultural Heritage" Group presentations: tourism statistics
14	Presentations on Students' Research Projects 2 &Final Discussion	Presentations on students' individual research projects and wrapping up the year

【Work to be done outside of class (preparation, etc.)】
Students must complete the assigned Core Reading as preparation for classes. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
Takamitsu Jimura (2022) *Cultural Heritage and Tourism in Japan* Abingdon: Routledge.
Other open access articles will be distributed in class and/or available on the course website. https://philipseaton.net/undergraduate-teaching/hosei-university/

【References】
Takayoshi Yamamura and Philip Seaton (eds) (2020) *Contents Tourism and Pop Culture Fandom: Transnational Tourist Experiences* Bristol: Channel View Publications
Philip Seaton, Takayoshi Yamamura, Akiko Sugawa-Shimada and Kyungjae Jang (2017) *Contents Tourism in Japan: Pilgrimages to "Sacred Sites" of Popular Culture* Amherst NY: Cambria Press

【Grading criteria】
Third year students: Class Participation (30%), Assignments and Presentation (30%) and Research Proposal (40%).
Fourth year students: Class Participation (20%), Assignments and Presentation (30%) and 5000-word Final Paper (50%).
Students must submit weekly reports on the reading and self-assess their seminar performance.

【Changes following student comments】
Case studies will vary year to year depending on students' interests. We will undertake field work during the semester.

【Equipment student needs to prepare】
Students should bring a laptop or tablet PC to class.

【Others】
Class homepage: https://philipseaton.net/undergraduate-teaching/hosei-university/

【Prerequisite】
Seminar students should have passed Seminar: Tourism Management I.

MAN400ZA（経営学 / Management 400）

Seminar: Entrepreneurship &Innovation I

Shiaw Jia Eyo

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：金1/Fri.1
Notes：Not Available for ESOP Students.
その他属性：〈優〉

【Outline and objectives】
In this seminar, students will learn theories, concepts and issues related to entrepreneurship and innovation.

【Goal】
The goal of this seminar is to provide students with fundamental theories, and contemporary practices of entrepreneurship and innovation. Students will learn the importance of entrepreneurship and innovation to a country's economic growth. In addition, through case studies, students will learn how firms use innovation to create new products, new markets, new organizations, new business model and new industries.
Spring Innovation Themes: Japanese Entrepreneurs, Creating New Ventures.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course is taught primarily through presentations and discussions. Feedback is given during class time, using tools such as HOPPII and email. Students give presentations on selected readings as well as on their own research.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Innovation Theories, Dimensions and Innovation Models (1)	Schumpeter on innovation and entrepreneurship
3	Innovation Theories, Dimensions and Innovation Models (2)	The discipline of innovation
4	Innovative Entrepreneurs in Japan (1)	Case studies: Kiichiro Toyoda, Konosuke Matsushita
5	Innovative Entrepreneurs in Japan (2)	Case studies: Masaru Ibuka, Akio Morita, Soichiro Honda, Takeo Fujisawa
6	Innovative Entrepreneurs in Japan (3)	Case studies: Toshifumi Suzuki, Tadashi Yanai
7	Creating New Ventures (1)	Business ideas and business models
8	Creating New Ventures (2)	Business planning and pitches
9	Creating New Ventures (3)	Incubators and accelerators
10	Creating New Ventures (4)	Funding for start-ups
11	Creating New Ventures (5)	Exiting mechanisms
12	Presentation (1)	Business plan presentations
13	Presentation (2)	Business plan presentations
14	Review	Review and discussion

【Work to be done outside of class (preparation, etc.)】
Every week, there is work to do: reading and preparation for discussion/ presentation. Students are required to read the assigned readings and case studies thoroughly to engage in active class discussion. The preparatory study and review time for this class is 4 hours each.

【Textbooks】
No textbook will be used

【References】
Bessant, John and Tidd, Joe. *Innovation and Entrepreneurship,* 3rd edition. Wiley, 2015
Christensen, Clayton. *The Innovation Dilemma,* Harvard Business Review, 2013
Chesbrough, Henry. *Open Innovation: The New Imperative for Creating and Profiting from Technology,* Harvard Business Review, 2006
Grant, Robert. *Contemporary strategy analysis: text and cases,* , 9th edition, Wiley. 2016
Kikkawa, Takeo. *History of Innovative Entrepreneurs in Japan,* , Springer, 2019
Other case studies from Harvard Business Publishing and journal articles.

【Grading criteria】
Students will be evaluated based on class participation (20%), group assignments and discussions (25%), review tests (25%), and a final paper and presentation (30%).

【Changes following student comments】
Not applicable

【Prerequisite】
Students who passed the interview for this seminar.

MAN400ZA（経営学 / Management 400）

Seminar: Entrepreneurship &Innovation I

Shiaw Jia Eyo

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：金2/Fri.2
Notes：Not Available for ESOP Students.
その他属性：〈優〉

【Outline and objectives】
In this seminar, students will learn theories, concepts and issues related to entrepreneurship and innovation.

【Goal】
The goal of this seminar is to provide students with fundamental theories, and contemporary practices of entrepreneurship and innovation. Students will learn the importance of entrepreneurship and innovation to a country's economic growth. In addition, through case studies, students will learn how firms use innovation to create new products, new markets, new organizations, new business model and new industries.
Spring Innovation Themes: Japanese Entrepreneurs, Creating New Ventures.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course is taught primarily through presentations and discussions. Feedback is given during class time, using tools such as HOPPII and email. Students give presentations on selected readings as well as on their own research.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Innovation Theories, Dimensions and Innovation Models (1)	Schumpeter on innovation and entrepreneurship
3	Innovation Theories, Dimensions and Innovation Models (2)	The discipline of innovation
4	Innovative Entrepreneurs in Japan (1)	Case studies: Kiichiro Toyoda, Konosuke Matsushita
5	Innovative Entrepreneurs in Japan (2)	Case studies: Masaru Ibuka, Akio Morita, Soichiro Honda, Takeo Fujisawa
6	Innovative Entrepreneurs in Japan (3)	Case studies: Toshifumi Suzuki, Tadashi Yanai
7	Creating New Ventures (1)	Business ideas and business models
8	Creating New Ventures (2)	Business planning and pitches
9	Creating New Ventures (3)	Incubators and accelerators
10	Creating New Ventures (4)	Funding for start-ups
11	Creating New Ventures (5)	Exiting mechanisms
12	Presentation (1)	Business plan presentations
13	Presentation (2)	Business plan presentations
14	Review	Review and discussion

【Work to be done outside of class (preparation, etc.)】
Every week, there is work to do: reading and preparation for discussion/ presentation. Students are required to read the assigned readings and case studies thoroughly to engage in active class discussion. The preparatory study and review time for this class is 4 hours each.

【Textbooks】
No textbook will be used

【References】
Bessant, John and Tidd, Joe. *Innovation and Entrepreneurship,* 3rd edition. Wiley, 2015
Christensen, Clayton. *The Innovation Dilemma,* Harvard Business Review, 2013
Chesbrough, Henry. *Open Innovation: The New Imperative for Creating and Profiting from Technology,* Harvard Business Review, 2006
Grant, Robert. *Contemporary strategy analysis: text and cases,* , 9th edition, Wiley. 2016
Kikkawa, Takeo. *History of Innovative Entrepreneurs in Japan,* , Springer, 2019
Other case studies from Harvard Business Publishing and journal articles.

【Grading criteria】
Students will be evaluated based on class participation (20%), group assignments and discussions (25%), review tests (25%), and a final paper and presentation (30%).

【Changes following student comments】
Not applicable

【Prerequisite】
Students who passed the interview for this seminar.

MAN400ZA（経営学 / Management 400）

Seminar: Entrepreneurship &Innovation II

Shiaw Jia Eyo

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：金1/Fri.1
Notes：Not Available for ESOP Students.

その他属性：〈優〉

【Outline and objectives】
In this seminar, students will learn theories, concepts and issues related to entrepreneurship and innovation.

【Goal】
This is a continuation of the seminar from the Spring semester. We will continue to learn concepts and theories related to entrepreneurship and innovation but more emphasis will be placed on case studies. Students will refine their skills in discussion and presentation. Students will also conduct their own research related to a theme in this seminar.
Fall Innovation Theme: Industry Analysis, Resources and Capabilities, Competitive Advantage, and External Growth Strategies.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Students will further examine the theories, concepts and issues related to entrepreneurship and innovation through case studies. Students will read and discuss papers and research conducted in this area. In the process, they will acquire tools and perspectives to formulate a research question and to apply what they have learnt to their own research. Feedback is given during class time, using tools such as HOPPII and email.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Strategy (1)	What is strategy?
3	Industry Analysis	The fundamental of industry analysis
4	Industry Analysis (2)	Case studies
5	Resources and Capabilities (1)	From theory to practice
6	Resources and Capabilities (2)	Case studies
7	Competitive Advantage (1)	From theory to practice
8	Competitive Advantage (2)	Case studies
9	Competitive Advantage (3)	Blue ocean strategies
10	External Growth Strategy (1)	From theory to practice
11	External Growth Strategy (2)	Case studies
12	Company visit/Guest speaker	Company visit
13	Final Presentation (1)	Term paper and research paper presentation
14	Final Presentation (2)	Term paper and research paper presentation

【Work to be done outside of class (preparation, etc.)】
Every week, there is work to do: reading and preparation for discussion/ presentation. Students are required to read the assigned readings and case studies thoroughly to engage in active class discussion.
The preparatory study and review time for this class is 4 hours each.

【Textbooks】
No particular textbook.

【References】
Bessant, John and Tidd, Joe. *Innovation and Entrepreneurship,* 3rd edition. Wiley, 2015
Grant, Robert. *Contemporary strategy analysis: text and cases,* , 9th edition, Wiley. 2016
Portales, Luis. *Social innovation and social entrepreneurship: Fundamentals, Concepts, and Tools,* Palgrave Macmillan. 2019
Other case studies from Harvard Business Publishing and journal articles.

【Grading criteria】
Students will be evaluated based on class participation (20%), group assignments and discussions (25%), review tests (25%), and a final paper and presentation (30%).

【Changes following student comments】
Not applicable.

【Others】
This seminar is only for GIS students who passed the seminar interview and have taken Seminar: Entrepreneurship and Innovation I.

【Prerequisite】
Seminar: Entrepreneurship and Innovation I

MAN400ZA（経営学 / Management 400）

Seminar: Entrepreneurship &Innovation II

Shiaw Jia Eyo

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：金2/Fri.2
Notes：Not Available for ESOP Students.

その他属性：〈優〉

【Outline and objectives】
In this seminar, students will learn theories, concepts and issues related to entrepreneurship and innovation.

【Goal】
This is a continuation of the seminar from the Spring semester. We will continue to learn concepts and theories related to entrepreneurship and innovation but more emphasis will be placed on case studies. Students will refine their skills in discussion and presentation. Students will also conduct their own research related to a theme in this seminar.
Fall Innovation Theme: Industry Analysis, Resources and Capabilities, Competitive Advantage, and External Growth Strategies.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Students will further examine the theories, concepts and issues related to entrepreneurship and innovation through case studies. Students will read and discuss papers and research conducted in this area. In the process, they will acquire tools and perspectives to formulate a research question and to apply what they have learnt to their own research. Feedback is given during class time, using tools such as HOPPII and email.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Strategy (1)	What is strategy?
3	Industry Analysis	The fundamental of industry analysis
4	Industry Analysis (2)	Case studies
5	Resources and Capabilities (1)	From theory to practice
6	Resources and Capabilities (2)	Case studies
7	Competitive Advantage (1)	From theory to practice
8	Competitive Advantage (2)	Case studies
9	Competitive Advantage (3)	Blue ocean strategies
10	External Growth Strategy (1)	From theory to practice
11	External Growth Strategy (2)	Case studies
12	Company visit/Guest speaker	Company visit
13	Final Presentation (1)	Term paper and research paper presentation
14	Final Presentation (2)	Term paper and research paper presentation

【Work to be done outside of class (preparation, etc.)】
Every week, there is work to do: reading and preparation for discussion/ presentation. Students are required to read the assigned readings and case studies thoroughly to engage in active class discussion.
The preparatory study and review time for this class is 4 hours each.

【Textbooks】
No particular textbook.

【References】
Bessant, John and Tidd, Joe. *Innovation and Entrepreneurship,* 3rd edition. Wiley, 2015
Grant, Robert. *Contemporary strategy analysis: text and cases,* , 9th edition, Wiley. 2016
Portales, Luis. *Social innovation and social entrepreneurship: Fundamentals, Concepts, and Tools,* Palgrave Macmillan. 2019
Other case studies from Harvard Business Publishing and journal articles.

【Grading criteria】
Students will be evaluated based on class participation (20%), group assignments and discussions (25%), review tests (25%), and a final paper and presentation (30%).

【Changes following student comments】
Not applicable.

【Others】
This seminar is only for GIS students who passed the seminar interview and have taken Seminar: Entrepreneurship and Innovation I.

【Prerequisite】
Seminar: Entrepreneurship and Innovation I

MAN400ZA（経営学 / Management 400）

Seminar: Global Strategic Management I

Takamasa Fukuoka

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：金3/Fri.3
Notes：Not Available for ESOP Students.
その他属性：〈優〉〈実〉

【Outline and objectives】
This seminar is designed for students who are interested in international business. As described in the seminar title, students will mainly learn Global Strategic Management. Global Strategic Management includes many different academic aspects. In this seminar, we would like to focus on “Global Marketing Strategy”, including the following fields: Intercultural Communication, Negotiation, Brand Management, Advertisement, PR, Decision Making, and Organization.

【Goal】
By the end of the seminar, students will: (a) gain academic knowledge of international / global business (b) learn "practical wisdom" by pursuing the reality (c) learn the ability to see the entire picture and a wide variety of perspectives with strategic thinking (d) learn logical / critical thinking and effective presentation skills (e) develop and enhance strategic business planning skills.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
To achieve the goal, this seminar is mainly conducted through: (a) learning theoretical studies and case studies, (b) visiting companies and local areas, (c) doing joint research and collaboration with companies and local governments (product development, focus group, etc.), (d) conducting on-site survey (questionnaire, interview, etc.), (e) approaching from manager’s perspective, (f) making presentations and discussion based on “facts and data” and “experience”, (g) participating in business contests.
In addition, we sometimes use case methods being currently used by the MBA program in western countries. Feedback can be given verbally, non-verbally or in written form.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Overview	Overview
2	Research Methods	Understanding of the Qualitative and Quantitive approach with various samples
3	Analysis of Management Strategy (1)	Understanding of the analysis methods for management strategy
4	Analysis of Management Strategy (2)	Understanding of the analysis methods for management strategy
5	Case Study (1)	Discussion on the case study from the strategic view point
6	Case Study (2)	Discussion on the case study from the strategic view point
7	Case Study (3)	Discussion on the case study from the strategic view point
8	Library Tour	Learning how to use the library database
9	Prior Research (1)	Presentation and discussion on the prior research
10	Prior Research (2)	Presentation and discussion on the prior research
11	Prior Research (3)	Presentation and discussion on the prior research
12	Presentation for Research Proposal (1)	Presentations and discussion on the individual research proposal
13	Presentation for Research Proposal (2)	Presentations and discussion on the individual research proposal
14	Wrap-up	Wrap-up

【Work to be done outside of class (preparation, etc.)】
・Students are expected to engage in sub-seminar to deepen understanding of the management strategy, analysis methods, business model, etc.
・Students need to make good preparations for individual / group study.
・Students are encouraged to join the summer training camp.
・Preparatory study and review time for this class are 4 hours each.

【Textbooks】
No textbook will be used in this class. Handouts (journal articles) will be provided by the instructor.

【References】
Harvard business school case studies (details will be provided by the instructor)

【Grading criteria】
Participation (presentation / discussion etc.)（40%）
Assignment（20%）
Individual Report (3rd year students)（40%）
Final Report (4th year students)（40%）

【Changes following student comments】
N/A

【Equipment student needs to prepare】
N/A

【Others】
This course is conducted based on academic knowledge and the lecturer’s global business experience.

【Prerequisite】
None.

MAN400ZA（経営学 / Management 400）

Seminar: Global Strategic Management I

Takamasa Fukuoka

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：金4/Fri.4
Notes：Not Available for ESOP Students.
その他属性：〈優〉〈実〉

【Outline and objectives】
This seminar is designed for students who are interested in international business. As described in the seminar title, students will mainly learn Global Strategic Management. Global Strategic Management includes many different academic aspects. In this seminar, we would like to focus on “Global Marketing Strategy”, including the following fields: Intercultural Communication, Negotiation, Brand Management, Advertisement, PR, Decision Making, and Organization.

【Goal】
By the end of the seminar, students will: (a) gain academic knowledge of international / global business (b) learn "practical wisdom" by pursuing the reality (c) learn the ability to see the entire picture and a wide variety of perspectives with strategic thinking (d) learn logical / critical thinking and effective presentation skills (e) develop and enhance strategic business planning skills.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
To achieve the goal, this seminar is mainly conducted through: (a) learning theoretical studies and case studies, (b) visiting companies and local areas, (c) doing joint research and collaboration with companies and local governments (product development, focus group, etc.), (d) conducting on-site survey (questionnaire, interview, etc.), (e) approaching from manager’s perspective, (f) making presentations and discussion based on “facts and data” and “experience”, (g) participating in business contests.
In addition, we sometimes use case methods being currently used by the MBA program in western countries. Feedback can be given verbally, non-verbally or in written form.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Overview	Overview
2	Research Methods	Understanding of the Qualitative and Quantitive approach with various samples
3	Analysis of Management Strategy (1)	Understanding of the analysis methods for management strategy
4	Analysis of Management Strategy (2)	Understanding of the analysis methods for management strategy
5	Case Study (1)	Discussion on the case study from the strategic view point
6	Case Study (2)	Discussion on the case study from the strategic view point
7	Case Study (3)	Discussion on the case study from the strategic view point
8	Library Tour	Learning how to use the library database
9	Prior Research (1)	Presentation and discussion on the prior research
10	Prior Research (2)	Presentation and discussion on the prior research
11	Prior Research (3)	Presentation and discussion on the prior research
12	Presentation for Research Proposal (1)	Presentations and discussion on the individual research proposal
13	Presentation for Research Proposal (2)	Presentations and discussion on the individual research proposal
14	Wrap-up	Wrap-up

【Work to be done outside of class (preparation, etc.)】
・Students are expected to engage in sub-seminar to deepen understanding of the management strategy, analysis methods, business model, etc.
・Students need to make good preparations for individual / group study.
・Students are encouraged to join the summer training camp.
・Preparatory study and review time for this class are 4 hours each.

【Textbooks】
No textbook will be used in this class. Handouts (journal articles) will be provided by the instructor.

【References】
Harvard business school case studies (details will be provided by the instructor)

【Grading criteria】
Participation (presentation / discussion etc.)（40%）
Assignment（20%）
Individual Report (3rd year students)（40%）
Final Report (4th year students)（40%）

【Changes following student comments】
N/A

【Equipment student needs to prepare】
N/A

【Others】
This course is conducted based on academic knowledge and the lecturer’s global business experience.

【Prerequisite】
None.

MAN400ZA（経営学 / Management 400）

Seminar: Global Strategic Management II

Takamasa Fukuoka

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：金3/Fri.3
Notes：Not Available for ESOP Students.

その他属性：〈優〉〈実〉

【Outline and objectives】
Following Global Strategic Management I, Global Strategic Management II is designed for more group discussion and puts emphasis on planning and conducting independent research based on what students learn in the spring semester. Students are expected to participate in a business contest in this course, work with companies / local governments, and conduct a field study.
This seminar is designed for students who are interested in international business. As described in the seminar title, students will mainly learn Global Strategic Management. Global Strategic Management includes many different academic aspects. In this seminar, we would like to focus on Global Marketing Strategy, Cross-Culture Management, Intercultural Communication, Brand Management, Global Advertisement, Decision Making, and CSR Strategy.

【Goal】
By the end of the seminar, students will gain (1)academic knowledge about international / global business, (2) practical wisdom by pursuing the reality in business activities, (3) the ability to see the entire picture and a wide variety of perspectives with strategic thinking,(4) logical / critical thinking ability and effective presentation skills, (5) the ability to develop and enhance strategic business planning skills.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
To achieve the goal, this seminar is mainly conducted through (1) learning theoretical studies and case studies, (2) visiting companies and local areas, (3) doing joint research and collaboration with companies and local governments (product development, focus group, etc.), (4) conducting on-site survey (questionnaire, interview, etc.), (5) approaching from manager’s perspective, (6) making presentations and discussions based on “facts and data” and “experience”, (7) participating business contests. Necessary feedback will be givien for the diversified academic activities at the class meetings.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Orientation and Introduction	Orientation and introduction
2	Preparation for the Field Study	Preparation for the field study based on students’ interest
3	Field Study (Outside the Campus)	Conduct of field study based on students’ interest
4	Presentation and Discussion	Presentation and Discussion based on the findings in the field study
5	Presentation of your field study	Findings and Management Issues for your field study
6	Preparation of Business Plan Competition (1) —Marketing Analysis	Marketing analysis (analysis of the status quo)
7	Preparation of Business Plan Competition (2)— Planning	Planning from a strategic view point
8	Preparation of Business Plan Competition (3)— Presentation and Discussion	Presentation and discussion
9	Preparation of Business Plan Competition (4)— Final Presentation and Discussion	Revised presentation and discussion
10	Case Study (1)	Discussion on the case study from the strategic viewpoint
11	Case Study (2)	Discussion on the case study from the strategic view point
12	Oral Presentation for Individual Research (1)	Presentation and discussion on the research conducted by each member of the seminar
13	Oral Presentation for Individual Research (2)	Presentation and discussion on the research conducted by each member of the seminar
14	Review for this course	Student will be asked to present on what they have learned in this course

【Work to be done outside of class (preparation, etc.)】
・Students are expected to engage in this course to deepen their understanding about global management strategy, analysis methods, business model, etc.
・Students need to prepare for individual / group study and presentations.
・Students are encouraged to join the summer training camp.
・Preparatory study and review time for this class are 4 hours each.

【Textbooks】
No textbook will be used in this class. Handouts (journal articles) will be provided by the instructor if necessary.

【References】
Harvard business school case studies (details will be provided by the instructor)

【Grading criteria】
Participation (presentation / discussion etc.)－40%
Assignment－20%
Interim Report (3rd year students)－40%
Final Report (4th year students)－40%

【Changes following student comments】
N/A

【Equipment student needs to prepare】
N/A

【Prerequisite】
Global Strategic Management I

MAN400ZA（経営学 / Management 400）

Seminar: Global Strategic Management II

Takamasa Fukuoka

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：金4/Fri.4
Notes：Not Available for ESOP Students.
その他属性：〈優〉〈実〉

【Outline and objectives】
Following Global Strategic Management I, Global Strategic Management II is designed for more group discussion and puts emphasis on planning and conducting independent research based on what students learn in the spring semester. Students are expected to participate in a business contest in this course, work with companies / local governments, and conduct a field study.
This seminar is designed for students who are interested in international business. As described in the seminar title, students will mainly learn Global Strategic Management. Global Strategic Management includes many different academic aspects. In this seminar, we would like to focus on Global Marketing Strategy, Cross-Culture Management, Intercultural Communication, Brand Management, Global Advertisement, Decision Making, and CSR Strategy.

【Goal】
By the end of the seminar, students will gain (1)academic knowledge about international / global business, (2) practical wisdom by pursuing the reality in business activities, (3) the ability to see the entire picture and a wide variety of perspectives with strategic thinking,(4) logical / critical thinking ability and effective presentation skills, (5) the ability to develop and enhance strategic business planning skills.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
To achieve the goal, this seminar is mainly conducted through (1) learning theoretical studies and case studies, (2) visiting companies and local areas, (3) doing joint research and collaboration with companies and local governments (product development, focus group, etc.), (4) conducting on-site survey (questionnaire, interview, etc.), (5) approaching from manager’s perspective, (6) making presentations and discussions based on “facts and data” and “experience”, (7) participating business contests. Necessary feedback will be givien for the diversified academic activities at the class meetings.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Orientation and Introduction	Orientation and introduction
2	Preparation for the Field Study	Preparation for the field study based on students’ interest
3	Field Study (Outside the Campus)	Conduct of field study based on students’ interest
4	Presentation and Discussion	Presentation and Discussion based on the findings in the field study
5	Presentation of your field study	Findings and Management Issues for your field study
6	Preparation of Business Plan Competition (1) —Marketing Analysis	Marketing analysis (analysis of the status quo)
7	Preparation of Business Plan Competition (2)— Planning	Planning from a strategic view point
8	Preparation of Business Plan Competition (3)— Presentation and Discussion	Presentation and discussion
9	Preparation of Business Plan Competition (4)— Final Presentation and Discussion	Revised presentation and discussion
10	Case Study (1)	Discussion on the case study from the strategic viewpoint
11	Case Study (2)	Discussion on the case study from the strategic view point
12	Oral Presentation for Individual Research (1)	Presentation and discussion on the research conducted by each member of the seminar
13	Oral Presentation for Individual Research (2)	Presentation and discussion on the research conducted by each member of the seminar
14	Review for this course	Student will be asked to present on what they have learned in this course

【Work to be done outside of class (preparation, etc.)】
・Students are expected to engage in this course to deepen their understanding about global management strategy, analysis methods, business model, etc.
・Students need to prepare for individual / group study and presentations.
・Students are encouraged to join the summer training camp.
・Preparatory study and review time for this class are 4 hours each.

【Textbooks】
No textbook will be used in this class. Handouts (journal articles) will be provided by the instructor if necessary.

【References】
Harvard business school case studies (details will be provided by the instructor)

【Grading criteria】
Participation (presentation / discussion etc.)－40%
Assignment－20%
Interim Report (3rd year students)－40%
Final Report (4th year students)－40%

【Changes following student comments】
N/A

【Equipment student needs to prepare】
N/A

【Prerequisite】
Global Strategic Management I

LIT400ZA（文学 / Literature 400）

Seminar: Literature in Theory and Practice I

Kevin Thomas Niehaus

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：水3/Wed.3
Notes：Not Available for ESOP Students.
その他属性：〈優〉

【Outline and objectives】
This seminar is for students interested in literature, literary research, and composition. What separates a strong reading from a weak reading? How do critics and theorists evaluate and discuss a text? What tools and methods do researchers employ to deepen our understanding of a work of literature and its context? In this course, we will be exploring these questions through reading, researching, and discussing a selection of modern and contemporary pieces of short fiction.

【Goal】
Over the course of this seminar, students will:
(1) develop advanced close reading skills
(2) grasp the basic theory and methodology of literary research
(3) develop the ability to discuss prose fiction in multiple technical and theoretical contexts

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This seminar will be primarily based around reading short fiction and essays. Students will conduct independent research on assigned short stories, which they will then present in class. These presentations will be interspersed with lectures and guided readings by the instructor. Students will be assessed based on class participation, presentations, and written submissions. Feedback on presentations and written assignments will be provided in class.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Research Methods	An introduction to methods and resources for literature research
3	Reading Literary Research (1)	Reading and critiquing secondary sources in literature research
4	Reading Literary Research (2)	Reading and critiquing secondary sources in literature research
5	Reading 1	Presentation and discussion related to student research
6	Reading 2	Presentation and discussion related to student research
7	Reading 3	Presentation and discussion related to student research
8	Reading 4	Presentation and discussion related to student research
9	Reading 5	Presentation and discussion related to student research
10	Reading 6	Presentation and discussion related to student research
11	Reading 7	Presentation and discussion related to student research
12	Reading 8	Presentation and discussion related to student research
13	Reading 9	Presentation and discussion related to student research
14	Synthesis	A review of the major themes and concepts of the course

【Work to be done outside of class (preparation, etc.)】
Students are expected to perform close readings of each of the assigned texts outside of class. This seminar will also require the completion of an independent research project. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
Texts will be provided through Hoppii.

【References】
Relevant references will be provided in class by the instructor.

【Grading criteria】
Class contribution: 20%
Written assignments: 30%
Presentation: 25%
Final paper: 25%

【Changes following student comments】
Not applicable.

【Others】
Students who have previously taken literature courses in GIS – particularly Introduction to Literature and/or Comparative Literature – will be given priority consideration.

【Prerequisite】
There are currently no prerequisites for this seminar.

LIT400ZA（文学 / Literature 400）

Seminar: Literature in Theory and Practice I

Kevin Thomas Niehaus

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：水4/Wed.4
Notes：Not Available for ESOP Students.
その他属性：〈優〉

【Outline and objectives】
This seminar is for students interested in literature, literary research, and composition. What separates a strong reading from a weak reading? How do critics and theorists evaluate and discuss a text? What tools and methods do researchers employ to deepen our understanding of a work of literature and its context? In this course, we will be exploring these questions through reading, researching, and discussing a selection of modern and contemporary pieces of short fiction.

【Goal】
Over the course of this seminar, students will:
(1) develop advanced close reading skills
(2) grasp the basic theory and methodology of literary research
(3) develop the ability to discuss prose fiction in multiple technical and theoretical contexts

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This seminar will be primarily based around reading short fiction and essays. Students will conduct independent research on assigned short stories, which they will then present in class. These presentations will be interspersed with lectures and guided readings by the instructor. Students will be assessed based on class participation, presentations, and written submissions. Feedback on presentations and written assignments will be provided in class.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】 Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Research Methods	An introduction to methods and resources for literature research
3	Reading Literary Research (1)	Reading and critiquing secondary sources in literature research
4	Reading Literary Research (2)	Reading and critiquing secondary sources in literature research
5	Reading 1	Presentation and discussion related to student research
6	Reading 2	Presentation and discussion related to student research
7	Reading 3	Presentation and discussion related to student research
8	Reading 4	Presentation and discussion related to student research
9	Reading 5	Presentation and discussion related to student research
10	Reading 6	Presentation and discussion related to student research
11	Reading 7	Presentation and discussion related to student research
12	Reading 8	Presentation and discussion related to student research
13	Reading 9	Presentation and discussion related to student research
14	Synthesis	A review of the major themes and concepts of the course

【Work to be done outside of class (preparation, etc.)】
Students are expected to perform close readings of each of the assigned texts outside of class. This seminar will also require the completion of an independent research project. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
Texts will be provided through Hoppii.

【References】
Relevant references will be provided in class by the instructor.

【Grading criteria】
Class contribution: 20%
Written assignments: 30%
Presentation: 25%
Final paper: 25%

【Changes following student comments】
Not applicable.

【Others】
Students who have previously taken literature courses in GIS – particularly Introduction to Literature and/or Comparative Literature – will be given priority consideration.

【Prerequisite】
There are currently no prerequisites for this seminar.

LIT400ZA（文学 / Literature 400）

Seminar: Literature in Theory and Practice II

Kevin Thomas Niehaus

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：水4/Wed.4
Notes：Not Available for ESOP Students.

その他属性：〈優〉

【Outline and objectives】
This seminar is for students interested in literature, literary research, and composition. How do authors approach the composition of a text? How does a text change through the revision process? How does the act of writing transform how we read literature? In this seminar, students will put their research from the spring into practice by creating their own pieces of short fiction.

【Goal】
Over the course of this seminar, students will:
(1) develop advanced close reading skills
(2) practice planning, composing, revising, and workshopping prose fiction
(3) develop the ability to discuss prose fiction in multiple technical and theoretical contexts

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Students will utilize the theories and examples covered in the spring to write their own pieces of short fiction, which they will present, workshop, and revise. Students will also be responsible for providing constructive feedback to their classmates each week. These workshops will be interspersed with lectures and guided readings by the instructor. Students will be assessed based on class contributions, workshops, and written submissions. Feedback on workshops and written assignments will be provided in class.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Theories of Writing 1	An introduction to various approaches to composing prose fiction
3	Theories of Writing 2	An introduction to various approaches to composing prose fiction
4	Practice Workshop	An introduction to the format and structure of fiction workshops
5	Workshop 1	Reading, discussing, and revising student compositions
6	Workshop 2	Reading, discussing, and revising student compositions
7	Workshop 3	Reading, discussing, and revising student compositions
8	Workshop 4	Reading, discussing, and revising student compositions
9	Workshop 5	Reading, discussing, and revising student compositions
10	Workshop 6	Reading, discussing, and revising student compositions
11	Workshop 7	Reading, discussing, and revising student compositions
12	Workshop 8	Reading, discussing, and revising student compositions
13	Workshop 9	Reading, discussing, and revising student compositions
14	Synthesis	A review of the major themes and concepts of the course

【Work to be done outside of class (preparation, etc.)】
Students are expected to perform close readings of each of the assigned texts outside of class. This seminar will also require the completion of an independent composition assignment. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
Readings will be provided in class by the instructor.

【References】
Relevant references will be provided in class by the instructor.

【Grading criteria】
Class contribution: 20%
Written assignments: 30%
Workshop draft: 25%
Final draft: 25%

【Changes following student comments】
Not applicable.

【Others】
Students who have previously taken literature courses in GIS – particularly Introduction to Literature and/or Comparative Literature – will be given priority consideration.

【Prerequisite】
There are currently no prerequisites for this seminar. However, this course is intended to be taken in tandem with Seminar: Literature in Theory and Practice I in the spring semester.

LIT400ZA（文学 / Literature 400）

Seminar: Literature in Theory and Practice II

Kevin Thomas Niehaus

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：水5/Wed.5
Notes：Not Available for ESOP Students.

その他属性：〈優〉

【Outline and objectives】
This seminar is for students interested in literature, literary research, and composition. How do authors approach the composition of a text? How does a text change through the revision process? How does the act of writing transform how we read literature? In this seminar, students will put their research from the spring into practice by creating their own pieces of short fiction.

【Goal】
Over the course of this seminar, students will:
(1) develop advanced close reading skills
(2) practice planning, composing, revising, and workshopping prose fiction
(3) develop the ability to discuss prose fiction in multiple technical and theoretical contexts

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain “DP 1”, “DP 2”, “DP 3”, and “DP 4”.

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
Students will utilize the theories and examples covered in the spring to write their own pieces of short fiction, which they will present, workshop, and revise. Students will also be responsible for providing constructive feedback to their classmates each week. These workshops will be interspersed with lectures and guided readings by the instructor. Students will be assessed based on class contributions, workshops, and written submissions. Feedback on workshops and written assignments will be provided in class.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Theories of Writing 1	An introduction to various approaches to composing prose fiction
3	Theories of Writing 2	An introduction to various approaches to composing prose fiction
4	Practice Workshop	An introduction to the format and structure of fiction workshops
5	Workshop 1	Reading, discussing, and revising student compositions
6	Workshop 2	Reading, discussing, and revising student compositions
7	Workshop 3	Reading, discussing, and revising student compositions
8	Workshop 4	Reading, discussing, and revising student compositions
9	Workshop 5	Reading, discussing, and revising student compositions
10	Workshop 6	Reading, discussing, and revising student compositions
11	Workshop 7	Reading, discussing, and revising student compositions
12	Workshop 8	Reading, discussing, and revising student compositions
13	Workshop 9	Reading, discussing, and revising student compositions
14	Synthesis	A review of the major themes and concepts of the course

【Work to be done outside of class (preparation, etc.)】
Students are expected to perform close readings of each of the assigned texts outside of class. This seminar will also require the completion of an independent composition assignment. Preparatory study and review time for this class are 4 hours each.

【Textbooks】
Readings will be provided in class by the instructor.

【References】
Relevant references will be provided in class by the instructor.

【Grading criteria】
Class contribution: 20%
Written assignments: 30%
Workshop draft: 25%
Final draft: 25%

【Changes following student comments】
Not applicable.

【Others】
Students who have previously taken literature courses in GIS – particularly Introduction to Literature and/or Comparative Literature – will be given priority consideration.

【Prerequisite】
There are currently no prerequisites for this seminar. However, this course is intended to be taken in tandem with Seminar: Literature in Theory and Practice I in the spring semester.

CUA400ZA（文化人類学・民俗学 / Cultural anthropology 400）

Seminar: Media Across Borders I

Stevie Suan

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：金3/Fri.3
Notes：Not Available for ESOP Students.
その他属性：〈優〉

【Outline and objectives】
It has often been noted that animation is the dominant medium of the current era. For instance, Disney is the world's largest media company, anime is a globally popular media, and we even use animated LINE stamps to communicate with each other. Considering how our lives are now so "animated" as the point of departure, this seminar will explore ways of thinking about media broadly, including anime and films, manga and music, games, lifestyle, fashion, and SNS. Learning various theoretical and methodological approaches, this seminar will explore how different media are both affected by and affect the global societies we live in.

【Goal】
Throughout the seminar, students will learn how to engage with various media by examining relevant theories and research, exploring them through group work and discussion. They will also learn how to apply and critique the approaches examined in class. To do so, there will be presentations as well as smaller projects that work with specific theories and methods that focus on certain media. The students will have the opportunity to examine first-hand what media theorists and researchers are discussing about contemporary (and past) media and how such media reflect and affect society. Across the semester, students will also develop their own research project on a specific media of their choosing, applying the theories and methods we explored in class.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
As a seminar, these classes will primarily be discussion and presentation-based. Each week students will be provided with an academic reading relevant to the topic, engaging with methodological and theoretical concepts in ways that connect to their research interests. Students will have group and class discussions on certain themes and prepare group presentations and activities to better engage with that week's reading. Classes will also feature visual material such as images and clips of films and animation to better address, apply, and critique the readings. Students will also receive individual feedback and consultation at different points in the semester. Assessments of their work will be based on their understanding and application of the readings through their presentations, participation in discussion, and final papers.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Theory and Methods I	Overview of some foundational theories and methodologies as a class
3	Theory and Methods II	In depth examination of important methods and theories as a class
4	Theory and Methods III	Focusing on applying and critiquing specific theories and methods as a class
5	Reading Research I	Student presentations and discussions of a reading relevant to media studies
6	Reading Research II	Student presentations and discussions of a reading relevant to media studies
7	Reading Research III	Student presentations and discussions of a reading relevant to media studies
8	Reading Research IV	Student presentations and discussions of a reading relevant to media studies
9	Research Project Workshop I	Individual consultation on each students' research project
10	Reading Research V	Student presentations and discussions of a reading relevant to media studies
11	Reading Research VI	Student presentations and discussions of a reading relevant to media studies
12	Reading Research VII	Student presentations and discussions of a reading relevant to media studies
13	Reading Research VIII	Student presentations and discussions of a reading relevant to media studies
14	Research Project Workshop II	Presentations and discussions on students' own research

【Work to be done outside of class (preparation, etc.)】
Each week there will be articles/chapters to read, preparations for the discussion, presentation, and/or conducting research. All students are expected to be diligent and keep up with this workload to ensure that the seminar works for the class, the other students, and their own research interests. Reading, preparation, and review time for this class are at least 8 hours.

【Textbooks】
No textbook will be required as readings will be provided by the instructor.

【References】
Hansen, Mark B. N., and W. J. T. Mitchell. *Critical Terms for Media Studies*. Chicago and London: The University of Chicago Press, 2010.
Jin, Dal Yong. *Transmedia Storytelling in East Asia: The Age of Digital Media*. New York: Routledge, 2020.
Manovich, Lev. *The Language of New Media*. Cambridge: MIT Press, 2000.
Ngai, Sianne. *Ugly Feelings*. Cambridge, Mass.; London: Harvard University Press, 2007.
Santiago Iglesias, José Andrés, and Ana Soler Baena, eds. *Anime Studies: Media-Specific Approaches to Neon Genesis Evangelion*. Stockholm: Stockholm University Press, 2021.
Silvio, Teri. *Puppets, Gods, and Brands: Theorizing the Age of Animation from Taiwan*. Honolulu: University Press of Hawai' i Press, 2019.
Storey, John. *Cultural Theory and Popular Culture: A Reader*. New York: Routledge, 2019.

【Grading criteria】
Class participation 20%, Comment/Question sheets 20%, Group activity I 15%, Group activity II 15%, Research plan 30%

【Changes following student comments】
The professor will check constantly with students to make sure the workload and content are reasonable.

【Others】
It is not required but suggested that you have taken one or more of the following courses: Introduction to Media Theory,
Performance Studies, Creative Industries.
Students are expected to take both Media Across Borders I and II and to continue for two years. However, special arrangements may be made for students who study abroad.

【Prerequisite】
None.

CUA400ZA（文化人類学・民俗学 / Cultural anthropology 400）

Seminar: Media Across Borders I

Stevie Suan

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：金4/Fri.4
Notes：Not Available for ESOP Students.
その他属性：〈優〉

【Outline and objectives】
It has often been noted that animation is the dominant medium of the current era. For instance, Disney is the world's largest media company, anime is a globally popular media, and we even use animated LINE stamps to communicate with each other. Considering how our lives are now so "animated" as the point of departure, this seminar will explore ways of thinking about media broadly, including anime and films, manga and music, games, lifestyle, fashion, and SNS. Learning various theoretical and methodological approaches, this seminar will explore how different media are both affected by and affect the global societies we live in.

【Goal】
Throughout the seminar, students will learn how to engage with various media by examining relevant theories and research, exploring them through group work and discussion. They will also learn how to apply and critique the approaches examined in class. To do so, there will be presentations as well as smaller projects that work with specific theories and methods that focus on certain media. The students will have the opportunity to examine first-hand what media theorists and researchers are discussing about contemporary (and past) media and how such media reflect and affect society. Across the semester, students will also develop their own research project on a specific media of their choosing, applying the theories and methods we explored in class.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
As a seminar, these classes will primarily be discussion and presentation-based. Each week students will be provided with an academic reading relevant to the topic, engaging with methodological and theoretical concepts in ways that connect to their research interests. Students will have group and class discussions on certain themes and prepare group presentations and activities to better engage with that week's reading. Classes will also feature visual material such as images and clips of films and animation to better address, apply, and critique the readings. Students will also receive individual feedback and consultation at different points in the semester. Assessments of their work will be based on their understanding and application of the readings through their presentations, participation in discussion, and final papers.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Theory and Methods I	Overview of some foundational theories and methodologies as a class
3	Theory and Methods II	In depth examination of important methods and theories as a class
4	Theory and Methods III	Focusing on applying and critiquing specific theories and methods as a class
5	Reading Research I	Student presentations and discussions of a reading relevant to media studies
6	Reading Research II	Student presentations and discussions of a reading relevant to media studies
7	Reading Research III	Student presentations and discussions of a reading relevant to media studies
8	Reading Research IV	Student presentations and discussions of a reading relevant to media studies
9	Research Project Workshop I	Individual consultation on each students' research project
10	Reading Research V	Student presentations and discussions of a reading relevant to media studies
11	Reading Research VI	Student presentations and discussions of a reading relevant to media studies
12	Reading Research VII	Student presentations and discussions of a reading relevant to media studies
13	Reading Research VIII	Student presentations and discussions of a reading relevant to media studies
14	Research Project Workshop II	Presentations and discussions on students' own research

【Work to be done outside of class (preparation, etc.)】
Each week there will be articles/chapters to read, preparations for the discussion, presentation, and/or conducting research. All students are expected to be diligent and keep up with this workload to ensure that the seminar works for the class, the other students, and their own research interests. Reading, preparation, and review time for this class are at least 8 hours.

【Textbooks】
No textbook will be required as readings will be provided by the instructor.

【References】
Hansen, Mark B. N., and W. J. T. Mitchell. *Critical Terms for Media Studies*. Chicago and London: The University of Chicago Press, 2010.
Jin, Dal Yong. *Transmedia Storytelling in East Asia: The Age of Digital Media*. New York: Routledge, 2020.
Manovich, Lev. *The Language of New Media*. Cambridge: MIT Press, 2000.
Ngai, Sianne. *Ugly Feelings*. Cambridge, Mass.; London: Harvard University Press, 2007.
Santiago Iglesias, José Andrés, and Ana Soler Baena, eds. *Anime Studies: Media-Specific Approaches to Neon Genesis Evangelion*. Stockholm: Stockholm University Press, 2021.
Silvio, Teri. *Puppets, Gods, and Brands: Theorizing the Age of Animation from Taiwan*. Honolulu: University Press of Hawai' i Press, 2019.
Storey, John. *Cultural Theory and Popular Culture: A Reader*. New York: Routledge, 2019.

【Grading criteria】
Class participation 20%, Comment/Question sheets 20%, Group activity I 15%, Group activity II 15%, Research plan 30%

【Changes following student comments】
The professor will check constantly with students to make sure the workload and content are reasonable.

【Others】
It is not required but suggested that you have taken one or more of the following courses: Introduction to Media Theory,
Performance Studies, Creative Industries.
Students are expected to take both Media Across Borders I and II and to continue for two years. However, special arrangements may be made for students who study abroad.

【Prerequisite】
None.

CUA400ZA（文化人類学・民俗学 / Cultural anthropology 400）

Seminar: Media Across Borders II

Stevie Suan

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：金3/Fri.3
Notes：Not Available for ESOP Students.

その他属性：〈優〉

【Outline and objectives】
This class is the second semester in the Media Across Borders seminar. As such, it will build on what the students learned in the spring semester. This semester will continue the exploration and examination of various theories and methods pertaining to media studies, and in particular, animation as broadly conceived. There will also be more focus on students' research projects, with the students presenting their research projects in a more extended form at the end of the semester and submitting their final written versions. There will also be the opportunity to get more feedback on their topics as it develops across the semester

【Goal】
Throughout the seminar, students will learn how to engage with various media by examining relevant theories and research, exploring them through group work and discussion. They will also learn how to apply and critique the approaches examined in class. To do so, there will be presentations as well as smaller projects that work with specific theories and methods that focus on certain media. The students will have the opportunity to examine first-hand what media theorists and researchers are discussing about contemporary (and past) media and how such media reflect and affect society. Across the semester, students will also develop their own research project on a specific media of their choosing, applying the theories and methods we explored in class.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
As a seminar, these classes will primarily be discussion and presentation-based. Each week students will be provided with an academic reading relevant to the topic, engaging with methodological and theoretical concepts in ways that connect to their research interests. Students will have group and class discussions on certain themes and prepare group presentations and activities to better engage with that week's reading. Classes will also feature visual material such as images and clips of films and animation to better address, apply, and critique the readings. Students will also receive individual feedback and consultation at different points in the semester. Assessments of their work will be based on their understanding and application of the readings through their presentations, participation in discussion, and final papers.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Theory and Methods I	Overview of some foundational theories and methodologies as a class
3	Theory and Methods II	In depth examination of important methods and theories as a class
4	Theory and Methods III	Focusing on applying and critiquing specific theories and methods as a class
5	Reading, Applying, Critiquing Research I	Student presentations and discussions of a reading relevant to media studies
6	Reading, Applying, Critiquing Research II	Student presentations and discussions of a reading relevant to media studies
7	Reading, Applying, Critiquing Research III	Student presentations and discussions of a reading relevant to media studies
8	Research Project Workshop I	Individual consultation on each students'research project
9	Reading, Applying, Critiquing Research IV	Student presentations and discussions of a reading relevant to media studies
10	Reading, Applying, Critiquing Research V	Student presentations and discussions of a reading relevant to media studies
11	Reading, Applying, Critiquing Research VI	Student presentations and discussions of a reading relevant to media studies
12	Research Project Workshop II	Research project presentations and feedback
13	Research Project Workshop III	Research project presentations and feedback
14	Research Project Workshop IV	Research project presentations and feedback

【Work to be done outside of class (preparation, etc.)】
Each week there will be articles/chapters to read, preparations for the discussion, presentation, and/or conducting research. All students are expected to be diligent and keep up with this workload to ensure that the seminar works for the class, the other students in their group, and their own research interests. Reading, preparation, and review time for this class are at least 8 hours.

【Textbooks】
No textbook will be required as readings will be provided by the instructor.

【References】
Chung, Hye Jean. *Media Heterotopias: Digital Effects and Material Labor in Global Film Production*. Durnham: Duke University Press, 2018.
Durham, Meenakshi Gigi, and Douglas Kellner. *Media and Cultural Studies: Keyworks*. Malden: Wiley-Blackwell, 2012.
Heise, Ursula. *The Routledge Companion to the Environmental Humanities*. New York: Routledge, 2017.
Heise, Ursula K. *Sense of Place and Sense of Planet: The Environmental Imagination of the Global*. Oxford, New York: Oxford University Press, 2008.
Morton, Timothy. *All Art Is Ecological*. London: Penguin Books, 2021.
Roudometof, Victor. *Glocalization: A Critical Introduction*. New York: Routledge, 2016.

【Grading criteria】
Class participation 20%, Comment/Question sheets 20%, Group activity I 10%, Group activity II 10%, Research Presentation 10%, Research Paper 30%

【Changes following student comments】
The professor will check constantly with students to make sure the workload and content are reasonable.

【Others】
It is not required but suggested that you have taken one or more of the following courses: Introduction to Media Theory,
Performance Studies, Creative Industries.
Students are expected to take both Media Across Borders I and II and to continue for two years. However, special arrangements may be made for students who study abroad.

【Prerequisite】
None.

CUA400ZA（文化人類学・民俗学 / Cultural anthropology 400）

Seminar: Media Across Borders II

Stevie Suan

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：3〜4
Day/Period：金4/Fri.4
Notes：Not Available for ESOP Students.
その他属性：〈優〉

【Outline and objectives】
This class is the second semester in the Media Across Borders seminar. As such, it will build on what the students learned in the spring semester. This semester will continue the exploration and examination of various theories and methods pertaining to media studies, and in particular, animation as broadly conceived. There will also be more focus on students' research projects, with the students presenting their research projects in a more extended form at the end of the semester and submitting their final written versions. There will also be the opportunity to get more feedback on their topics as it develops across the semester

【Goal】
Throughout the seminar, students will learn how to engage with various media by examining relevant theories and research, exploring them through group work and discussion. They will also learn how to apply and critique the approaches examined in class. To do so, there will be presentations as well as smaller projects that work with specific theories and methods that focus on certain media. The students will have the opportunity to examine first-hand what media theorists and researchers are discussing about contemporary (and past) media and how such media reflect and affect society. Across the semester, students will also develop their own research project on a specific media of their choosing, applying the theories and methods we explored in class.

【Which item of the diploma policy will be obtained by taking this class?】
Will be able to gain "DP 1", "DP 2", "DP 3", and "DP 4".

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
As a seminar, these classes will primarily be discussion and presentation-based. Each week students will be provided with an academic reading relevant to the topic, engaging with methodological and theoretical concepts in ways that connect to their research interests. Students will have group and class discussions on certain themes and prepare group presentations and activities to better engage with that week's reading. Classes will also feature visual material such as images and clips of films and animation to better address, apply, and critique the readings. Students will also receive individual feedback and consultation at different points in the semester. Assessments of their work will be based on their understanding and application of the readings through their presentations, participation in discussion, and final papers.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction
2	Theory and Methods I	Overview of some foundational theories and methodologies as a class
3	Theory and Methods II	In depth examination of important methods and theories as a class
4	Theory and Methods III	Focusing on applying and critiquing specific theories and methods as a class
5	Reading, Applying, Critiquing Research I	Student presentations and discussions of a reading relevant to media studies
6	Reading, Applying, Critiquing Research II	Student presentations and discussions of a reading relevant to media studies
7	Reading, Applying, Critiquing Research III	Student presentations and discussions of a reading relevant to media studies
8	Research Project Workshop I	Individual consultation on each students'research project
9	Reading, Applying, Critiquing Research IV	Student presentations and discussions of a reading relevant to media studies
10	Reading, Applying, Critiquing Research V	Student presentations and discussions of a reading relevant to media studies
11	Reading, Applying, Critiquing Research VI	Student presentations and discussions of a reading relevant to media studies
12	Research Project Workshop II	Research project presentations and feedback
13	Research Project Workshop III	Research project presentations and feedback
14	Research Project Workshop IV	Research project presentations and feedback

【Work to be done outside of class (preparation, etc.)】
Each week there will be articles/chapters to read, preparations for the discussion, presentation, and/or conducting research. All students are expected to be diligent and keep up with this workload to ensure that the seminar works for the class, the other students in their group, and their own research interests. Reading, preparation, and review time for this class are at least 8 hours.

【Textbooks】
No textbook will be required as readings will be provided by the instructor.

【References】
Chung, Hye Jean. *Media Heterotopias: Digital Effects and Material Labor in Global Film Production*. Durnham: Duke University Press, 2018.
Durham, Meenakshi Gigi, and Douglas Kellner. *Media and Cultural Studies: Keyworks*. Malden: Wiley-Blackwell, 2012.
Heise, Ursula. *The Routledge Companion to the Environmental Humanities*. New York: Routledge, 2017.
Heise, Ursula K. *Sense of Place and Sense of Planet: The Environmental Imagination of the Global*. Oxford, New York: Oxford University Press, 2008.
Morton, Timothy. *All Art Is Ecological*. London: Penguin Books, 2021.
Roudometof, Victor. *Glocalization: A Critical Introduction*. New York: Routledge, 2016.

【Grading criteria】
Class participation 20%, Comment/Question sheets 20%, Group activity I 10%, Group activity II 10%, Research Presentation 10%, Research Paper 30%

【Changes following student comments】
The professor will check constantly with students to make sure the workload and content are reasonable.

【Others】
It is not required but suggested that you have taken one or more of the following courses: Introduction to Media Theory,
Performance Studies, Creative Industries.
Students are expected to take both Media Across Borders I and II and to continue for two years. However, special arrangements may be made for students who study abroad.

【Prerequisite】
None.

LAW100LA（法学 / law 100）

Law (Constitution of Japan)

金子 匡良

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：集中・その他/intensive・other courses
Notes：Not Available for ESOP Students.
その他属性：〈S〉

【Outline and objectives】
この授業では、まず憲法の土台となっている立憲主義とそれが成立した歴史的背景について学び、法体系における憲法の存在意義・機能・役割を理解する。その上で、日本国憲法の歴史と全体構造を概観し、日本国憲法が社会において果たしている役割、あるいは果たすべき役割について考える。この授業の目的は、単に憲法の知識を学ぶことにあるのではなく、憲法を通じて現代社会の諸問題を分析し、自分なりの考えを提示できる力を養うことにある。

【Goal】
①憲法の土台となっている立憲主義とそれが成立した歴史的背景について理解する。
②法体系における憲法の機能と役割、および憲法の特質を理解する。
③日本国憲法が成立した歴史的経緯および日本国憲法の構造について理解する。
④現代社会で生起する諸問題について分析する力を養う。

【Which item of the diploma policy will be obtained by taking this class?】
各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP3、国際文化学部：DP3、人間環境学部：DP2、キャリアデザイン学部：DP1

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
授業は学習支援システム（WebClass）を通じて配布するプリントと動画を用いて、オンデマンド形式のオンライン授業で行う。受講者は予めプリントをダウンロードし、一読の上で動画を視聴し、自己学習を行う。質問はWebClassの掲示板、およびメールを通じて受け付ける。質問等に対するフィードバックはWebClassまたは個別のメールを通じて行う。

【Active learning in class (Group discussion, Debate.etc.)】
なし / No

【Fieldwork in class】
なし / No

【Schedule】Class form：オンライン/online

No.	Theme	Contents
第1回	憲法の意義と機能	法体系における憲法の位置づけと立憲主義の意義について学ぶ
第2回	憲法の歴史①	近代国家と近代憲法の成立経緯について学ぶ
第3回	憲法の歴史②	近代国家から現代国家への変遷、それに伴う現代憲法の成立について学ぶ
第4回	日本国憲法の概要	日本国憲法の制定経緯と構造について学ぶ
第5回	国民主権・天皇制	国民主権の意義と象徴天皇制の意義、および天皇の権能について学ぶ
第6回	平和主義	平和主義の内容とその変遷について学ぶ
第7回	平等権	平等権の意義とそれに関する判例について学ぶ
第8回	表現の自由	表現の自由の意義とそれに関する判例について学ぶ
第9回	参政権	参政権の意義とそれに関する判例について学ぶ
第10回	社会権	社会権の意義とそれに関する判例について学ぶ
第11回	権力分立	権力分立の類型と議院内閣制について学ぶ
第12回	違憲審査制	違憲審査制の意義と限界について学ぶ
第13回	司法権の独立	司法権の独立の意義とそれを脅かす要因について学ぶ
第14回	憲法改正	憲法改正の手続とその限界について学ぶ

【Work to be done outside of class (preparation, etc.)】
事前に学習支援システム（WebClass）からプリントをダウンロードし、それをよく読んで要点を把握するとともに、疑問点を明らかにしておく。動画を視聴して自己学習を行った後に、プリントの内容が理解できたかどうか、また事前に抱いた疑問点が解明できたかどうかを確認し、授業内容を復習する。本授業の準備学習・復習時間は各2時間を標準とする。

【Textbooks】
テキストは指定しない。授業はWebClassを通じて配布するプリントを用いて行う。

【References】
毛利透『グラフィック憲法入門〔第3版〕』（新世社、2024年）
芦部信喜（高橋和之（補訂））『憲法〔第8版〕』（岩波書店、2023年）
安西文雄・巻美矢紀・宍戸常寿『憲法学読本〔第4版〕』（有斐閣、2024年）
その他の参考文献は、授業の中で適宜紹介する。

【Grading criteria】
上記「到達目標」の達成度を学期末にオンラインで実施する期末試験の点数で判断し、成績を評価する（100％）。

【Changes following student comments】
法学の初学者が多いことを考慮して、なるべく平易な説明を心がける。

【Others】
国会議員政策担当秘書の実務経験がある。その知識と経験を活かして、日本の政治運営の実態、および現実政治における法の役割についても授業の中で随時触れていく。

【Outline (in English)】
In this class, students will first learn about constitutionalism, which is the foundation of the Constitution, and the historical background of the Constitution. The class will then overview the history and overall structure of the Constitution of Japan, and consider the role that the Constitution of Japan plays, or should play, in society. The purpose of this class is not merely to learn about the Constitution, but to develop the ability to analyze various issues in contemporary society through the Constitution.
Before/after each class, students will be expected to read the printouts distributed by Hoppii. Your required study time is at least four hours for each class.
Grading will be decided based on term-end examination (100%).

LAW100LA（法学 / law 100）

Law (Constitution of Japan)

金子 匡良

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：集中・その他/intensive・other courses
Notes：Not Available for ESOP Students.

その他属性：〈S〉

【Outline and objectives】
この授業では、まず憲法の土台となっている立憲主義とそれが成立した歴史的背景について学び、法体系における憲法の存在意義・機能・役割を理解する。その上で、日本国憲法の歴史と全体構造を概観し、日本国憲法が社会において果たしている役割、あるいは果たすべき役割について考える。この授業の目的は、単に憲法の知識を学ぶことにあるのではなく、憲法を通じて現代社会の諸問題を分析し、自分なりの考えを提示できる力を養うことにある。

【Goal】
①憲法の土台となっている立憲主義とそれが成立した歴史的背景について理解する。
②法体系における憲法の機能と役割、および憲法の特質を理解する。
③日本国憲法が成立した歴史的経緯および日本国憲法の構造について理解する。
④現代社会で生起する諸問題について分析する力を養う。

【Which item of the diploma policy will be obtained by taking this class?】
各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP3、国際文化学部：DP3、人間環境学部：DP2、キャリアデザイン学部：DP1

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
授業は学習支援システム（WebClass）を通じて配布するプリントと動画を用いて、オンデマンド形式のオンライン授業で行う。受講者は予めプリントをダウンロードし、一読の上で動画を視聴し、自己学習を行う。質問はWebClassの掲示板、およびメールを通じて受け付ける。質問等に対するフィードバックはWebClassまたは個別のメールを通じて行う。

【Active learning in class (Group discussion, Debate.etc.)】
なし / No

【Fieldwork in class】
なし / No

【Schedule】Class form：オンライン/online

No.	Theme	Contents
第1回	憲法の意義と機能	法体系における憲法の位置づけと立憲主義の意義について学ぶ
第2回	憲法の歴史①	近代国家と近代憲法の成立経緯について学ぶ
第3回	憲法の歴史②	近代国家から現代国家への変遷、それに伴う現代憲法の成立について学ぶ
第4回	日本国憲法の概要	日本国憲法の制定経緯と構造について学ぶ
第5回	国民主権・天皇制	国民主権の意義と象徴天皇制の意義、および天皇の権能について学ぶ
第6回	平和主義	平和主義の内容とその変遷について学ぶ
第7回	平等権	平等権の意義とそれに関する判例について学ぶ
第8回	表現の自由	表現の自由の意義とそれに関する判例について学ぶ
第9回	参政権	参政権の意義とそれに関する判例について学ぶ
第10回	社会権	社会権の意義とそれに関する判例について学ぶ
第11回	権力分立	権力分立の類型と議院内閣制について学ぶ
第12回	違憲審査制	違憲審査制の意義と限界について学ぶ
第13回	司法権の独立	司法権の独立の意義とそれを脅かす要因について学ぶ
第14回	憲法改正	憲法改正の手続とその限界について学ぶ

【Work to be done outside of class (preparation, etc.)】
事前に学習支援システム（WebClass）からプリントをダウンロードし、それをよく読んで要点を把握するとともに、疑問点を明らかにしておく。動画を視聴して自己学習を行った後に、プリントの内容が理解できたかどうか、また事前に抱いた疑問点が解明できたかどうかを確認し、授業内容を復習する。本授業の準備学習・復習時間は各2時間を標準とする。

【Textbooks】
テキストは指定しない。授業はWebClassを通じて配布するプリントを用いて行う。

【References】
毛利透『グラフィック憲法入門〔第3版〕』（新世社、2024年）
芦部信喜（高橋和之（補訂））『憲法〔第8版〕』（岩波書店、2023年）
安西文雄・巻美矢紀・宍戸常寿『憲法学読本〔第4版〕』（有斐閣、2024年）
その他の参考文献は、授業の中で適宜紹介する。

【Grading criteria】
上記「到達目標」の達成度を学期末にオンラインで実施する期末試験の点数で判断し、成績を評価する（100％）。

【Changes following student comments】
法学の初学者が多いことを考慮して、なるべく平易な説明を心がける。

【Others】
国会議員政策担当秘書の実務経験がある。その知識と経験を活かして、日本の政治運営の実態、および現実政治における法の役割についても授業の中で随時触れていく。

【Outline (in English)】
In this class, students will first learn about constitutionalism, which is the foundation of the Constitution, and the historical background of the Constitution. The class will then overview the history and overall structure of the Constitution of Japan, and consider the role that the Constitution of Japan plays, or should play, in society. The purpose of this class is not merely to learn about the Constitution, but to develop the ability to analyze various issues in contemporary society through the Constitution.
Before/after each class, students will be expected to read the printouts distributed by Hoppii. Your required study time is at least four hours for each class.
Grading will be decided based on term-end examination (100%).

LAW100LA（法学 / law 100）

Law (Constitution of Japan)

茂木 洋平

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：火3/Tue.3
Notes：Not Available for ESOP Students.
その他属性：〈S〉

【Outline and objectives】
下記の目標を達するため、授業期間の初期に、法全般に関わる基礎的概念・理解に関する内容を取り上げ解説した上で、以降の期間で日本国憲法に関する講義を行う。①立憲主義や権力分立など憲法そのものの土台に関わる原理、②日本国憲法の基本原則（「国民主権」「基本的人権の尊重」「平和主義」）、③そこでの統治の仕組みの３つがその柱となる。受講者が初学者であることを踏まえて、法一般や憲法に関わる今日的なトピックを多く取り上げることで、抽象的な議論・講述に偏ることを避け、基本的理解が容易に得られるように講義を進める。

【Goal】
本講義では、法と国家および社会の関係に関する理解を踏まえて、日本国憲法の理念や構成を理解できるようになることを目標としている。日本国憲法の基本原理とそれに基づく内容構成、特徴などの〝正しい理解〟を通じて、憲法を中心とした法体系の基本構造を把握し、あわせて基礎的な法的知識を身に付けることで、民主的国家の市民として、また主権者として必要な法的・制度的知識と資質を習得する。それと同時に、現実の社会における様々な法関係に対して、適切かつ妥当な対応ができるような、いわゆる「リーガルマインド（法的思考）」を身につける。

【Which item of the diploma policy will be obtained by taking this class?】
各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP3、国際文化学部：DP3、人間環境学部：DP2、キャリアデザイン学部：DP1

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
前半はオンデマンド型講義を実施する。教科書は使用せず、配布資料を基に講義を進める。後半は対面型とする。ウェブに動画資料をアップする。質疑応答は、対面講義中は講義終了後、オンデマンド講義中はウェブ上の掲示板を通じて行う。
受けた質問に関するポイントの解説は、次回以降の授業の中で適宜行う

【Active learning in class (Group discussion, Debate.etc.)】
なし / No

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	ガイダンス	日本国憲法を学ぶ意義
2	憲法とは何か	憲法の概要を学ぶ
3	国家の成立	国家の存在意義と憲法の意義
4	国家の役割	国家が果たすべき役割
5	日本国憲法と立憲主義	日本国憲法と立憲主義の関係性について学ぶ
6	グローバル化と日本国憲法	グローバル化が日本国憲法に突き付けた課題を学ぶ
7	統治の基礎①	日本国憲法と権力分立の意義について学ぶ
8	統治の基礎②	国会の役割について学ぶ
9	統治の基礎③	内閣と裁判所について学ぶ
10	日本国憲法の基本原理	日本国憲法の基本的原理である国民主権の意義について学ぶ
11	日本国憲法と人権保障①	人権保障の特色 基本的人権の保障の限界
12	日本国憲法と人権保障②	私人間における人権保障
13	日本国憲法と人権保障③	法の下の平等（総論）
14	日本国憲法と人権保障④	法の下の平等（各論） 日本国憲法と家族

【Work to be done outside of class (preparation, etc.)】
本授業の準備学習・復習時間は、各2時間を標準とします。
講義中に指示した資料を閲覧する（紙媒体の資料だけでなく、YouTube等の動画の閲覧を指示する場合もある）。
講義内容をメモにまとめ、分かり易い文章にまとめる（講義内容についてレポート作成を求めるため、この作業は成績評価とも直結する）。

【Textbooks】
特に使用しない。

【References】
講義中に適宜指示する。

【Grading criteria】
講義前半（対面型）の課題レポート（50％）と講義後半（オンデマンド型）の課題レポート（50％）によって、到達目標欄に記載した『憲法の体系的理解』『基礎的法知識』『リーガルマインドの涵養』の達成度を測ることで評価する。

【Changes following student comments】
特になし。

【Equipment student needs to prepare】
ウェブ上に挙げた資料を閲覧できる電子機器を持参して下さい。

【Others】
対面講義中の質問は講義の前後に、オンライン講義期間中はHoppiiで質問してください。

【Outline (in English)】
In order to achieve the following goals, the course will cover and explain basic concepts and understanding of law in general at the beginning of the course, and then lecture on the Constitution of Japan in the following period. The course will focus on three pillars: 1) principles related to the foundations of the Constitution itself, such as constitutionalism and separation of powers, 2) the basic principles of the Constitution of Japan ("sovereignty of the people," "respect for fundamental human rights," and "pacifism"), and 3) the governance system therein. With the understanding that students are beginners, the course will avoid leaning toward abstract discussions and explanations by covering many contemporary topics related to law in general and the Constitution, and will proceed in a way that makes it easy for students to gain a basic understanding.

Assessment will be based on the assignment reports completed in the first half of the lectures (face-to-face) (50%) and in the second half of the lectures (on-demand) (50%) to measure the degree of achievement of the goals listed in the "Goals to be achieved" section: "Systematic understanding of the Constitution," "Basic legal knowledge," and "Development of a legal mindset."
After the lecture, please summarize your notes taken during the lecture in easy-to-understand text.
Before and after each class, students will need to spend about four hours studying to understand the content of this class.

LAW100LA（法学 / law 100）

Law (Constitution of Japan)

茂木 洋平

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：火3/Tue.3
Notes：Not Available for ESOP Students.
その他属性：〈S〉

【Outline and objectives】
下記の目標を達するため、授業期間の初期に、法全般に関わる基礎的概念・理解に関する内容を取り上げ解説した上で、以降の期間で日本国憲法に関する講義を行う。①立憲主義や権力分立など憲法そのものの土台に関わる原理、②日本国憲法の基本原則（「国民主権」「基本的人権の尊重」「平和主義」）、③そこでの統治の仕組みの３つがその柱となる。受講者が初学者であることを踏まえて、法一般や憲法に関わる今日的なトピックを多く取り上げることで、抽象的な議論・講述に偏ることを避け、基本的理解が容易に得られるように講義を進める。

【Goal】
本講義では、法と国家および社会の関係に関する理解を踏まえて、日本国憲法の理念や構成を理解することを目標とする。日本国憲法の基本原理とそれに基づく内容構成、特徴などの〝正しい理解〟を通じて、憲法を中心とした法体系の基本構造を把握し、あわせて基礎的な法的知識を身に付けることで、民主的国家の市民として、また主権者として必要な法的・制度的知識と資質を習得する。それと同時に、現実の社会における様々な法関係に対して、適切かつ妥当な対応ができるような、いわゆる「リーガルマインド（法的思考）」を身につける。

【Which item of the diploma policy will be obtained by taking this class?】
各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP3、国際文化学部：DP3、人間環境学部：DP2、キャリアデザイン学部：DP1

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
前半はオンデマンド型講義を実施する。教科書は使用せず、配布資料を基に講義を進める。後半は対面型とする。ウェブに動画資料をアップする。質疑応答は、対面講義中は講義終了後、オンデマンド講義中はウェブ上の掲示板を通じて行う。
受けた質問に関するポイントの解説は、次回以降の授業の中で適宜行う

【Active learning in class (Group discussion, Debate.etc.)】
なし / No

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	ガイダンス	日本国憲法を学ぶ意義
2	憲法とは何か	憲法の概要を学ぶ
3	国家の成立	国家の存在意義と憲法の意義
4	国家の役割	国家が果たすべき役割
5	日本国憲法と立憲主義	日本国憲法と立憲主義の関係性について学ぶ
6	グローバル化と日本国憲法	グローバル化が日本国憲法に突き付けた課題を学ぶ
7	統治の基礎①	日本国憲法と権力分立の意義について学ぶ
8	統治の基礎②	国会の役割について学ぶ
9	統治の基礎③	内閣と裁判所について学ぶ
10	日本国憲法の基本原理	日本国憲法の基本的原理である国民主権の意義について学ぶ
11	日本国憲法と人権保障①	人権保障の特色 基本的人権の保障の限界
12	日本国憲法と人権保障②	私人間における人権保障
13	日本国憲法と人権保障③	法の下の平等（総論）
14	日本国憲法と人権保障④	法の下の平等（各論） 日本国憲法と家族

【Work to be done outside of class (preparation, etc.)】
本授業の準備学習・復習時間は、各2時間を標準とします。
講義中に指示した資料を閲覧する（紙媒体の資料だけでなく、YouTube等の動画の閲覧を指示する場合もある）。
講義内容をメモにまとめ、分かり易い文章にまとめる（講義内容についてレポート作成を求めるため、この作業は成績評価とも直結する）。

【Textbooks】
特に使用しない。

【References】
講義中に適宜指示する。

【Grading criteria】
講義前半（対面型）の課題レポート（50％）と講義後半（オンデマンド型）の課題レポート（50％）によって、到達目標欄に記載した『憲法の体系的理解』『基礎的法知識』『リーガルマインドの涵養』の達成度を測ることで評価する。

【Changes following student comments】
特になし。

【Equipment student needs to prepare】
ウェブ上に挙げた資料を閲覧できる電子機器を持参して下さい。

【Others】
対面講義中の質問は講義の前後に、オンライン講義期間中はHoppiiで質問してください。

【Outline (in English)】
In order to achieve the following goals, the course will cover and explain basic concepts and understanding of law in general at the beginning of the course, and then lecture on the Constitution of Japan in the following period. The course will focus on three pillars: 1) principles related to the foundations of the Constitution itself, such as constitutionalism and separation of powers, 2) the basic principles of the Constitution of Japan ("sovereignty of the people," "respect for fundamental human rights," and "pacifism"), and 3) the governance system therein. With the understanding that students are beginners, the course will avoid leaning toward abstract discussions and explanations by covering many contemporary topics related to law in general and the Constitution, and will proceed in a way that makes it easy for students to gain a basic understanding.
Assessment will be based on the assignment reports completed in the first half of the lectures (face-to-face) (50%) and in the second half of the lectures (on-demand) (50%) to measure the degree of achievement of the goals listed in the "Goals to be achieved" section: "Systematic understanding of the Constitution," "Basic legal knowledge," and "Development of a legal mindset."
After the lecture, please summarize your notes taken during the lecture in easy-to-understand text.
Before and after each class, students will need to spend about four hours studying to understand the content of this class.

HSS100LA（健康・スポーツ科学 / Health/Sports science 100）

Physical Education

武井 敦彦

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：月1/Mon.1
Notes：Not Available for ESOP Students./定員制
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 following:
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 essential 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 extremely important for playing an active role in the real world after graduation.
5. Aim to acquire various skills that lead to developing 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?】
各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP1、国際文化学部：DP3、人間環境学部：DP2、キャリアデザイン学部：DP1

【Main Teaching Method 】
S 演習/ゼミ /Seminar、E 実験/実習/実技 /Experiment

【Method(s)】
If the Method(s) is changed, I 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 comprises lectures and practical lessons, and students are expected to learn and understand elementary health and physical education.
In the final class, the course will not only summarize and review the contents of the first 13 lectures. Still, it will also provide critiques and explanations of assignments completed in class, such as reaction papers and reports.
If too many students are registered for this class, I may have to select students to avoid a large group gathering randomly. Further details of this will be announced when the first lesson starts.
Also, students are expected to participate in the class proactively so they may write an essay in the first class. This is due to the selection of students with high motivation in the class.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Guidance	Introduction of the course, 1st Presentation (Lecture)
2	Physical Fitness Test	Implementing the physical fitness test　(Lecture & Practical Lesson)
3	Strength & Conditioning 1	Learning the theory of strength and conditioning (Lecture)
4	Learning the Individual Sports 1	Building the relationship with classmates through table tennis (Practical Lesson)
5	Learning the Individual Sports 2	Facilitating mutual understanding with classmates through table tennis (Practical Lessons)
6	Strength & Conditioning 2	Implementing and collecting the data of the strength and conditioning (Lecture & Practical Lesson)
7	Health &Fitness	Learning and implementing the proper physical functional training to improve the QOL (quality of life)（Lecture & Practical Lesson）
8	Learning the Warm-Ups	Learning the basic principle and implementing the proper warm-ups (Lecture & Practical Lesson)
9	Learning the Individual Sports 3	Building the relationship with classmates through badminton (Practical Lesson)
10	Learning the Individual Sports 4	Facilitating mutual understanding with classmates through badminton (Practical Lesson)
11	Learning the Team Sports 1	Facilitating the mutual understanding with classmates through the futsal (Practical Lesson)
12	Learning the Team Sports 2	Facilitating the mutual understanding with classmates through the volleyball (Practical Lesson)
13	Strength & Conditioning 3	Implementing and collecting the data of the strength and conditioning (Practical Lesson)
14	Summarizing the Course	Overview of the course and compile a report, 2nd Presentation (Lecture)

【Work to be done outside of class (preparation, etc.)】
This class's standard preparatory study and review time is 2 hours each. This class aims to understand that sports activities contribute to promoting 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 20%.
2. Presentation 20%.
3. Reaction paper 20%.
4. 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 infectious disease and university guidelines.
2. This class will be held offline (face to face); therefore, please follow the university guidelines carefully when participating (e.g., sanitizing your hands before participating).
3. If students have any issues, including health, before, during, or after the class, they must inform the teacher of their condition.

IDN100LA（アイデンティティー教育 / Identity studies 100）

Introduction to Hosei Studies

小林 ふみ子／金子 匡良

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：金4/Fri.4
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
　ようこそ法政大学へ！　みなさんのこの大学や学部がいつどのように、どうして作られたのか知ってみたくはありませんか？
　この授業では、創立から146年めとなる本学の歴史、校歌の成り立ち、明治期からの海外との関わり、特徴ある研究の蓄積、学生文化の今昔、卒業生の活躍など、多方面から法政大学に迫ります。最後には未来を考え、総長に提言する機会も設けます。長い歴史をもつ本学で学ぶ自らをみつめ、将来の目標やキャリアを考えてみましょう。【なお多くの学生さんに愛されてきたこの科目ですが、昨年度をもって閉講予定でしたが、一年のみ延長になりました。法政大学について学んでおきたい方は本年度中に履修してください】

【Goal】
・法政大学の歴史を日本近現代史、世界史の流れのなかで理解する。
・〈法政大学らしさ〉を考え、ここで学ぶ自らの将来へのヒントを得る。

【Which item of the diploma policy will be obtained by taking this class?】
各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP3、国際文化学部：DP2、人間環境学部：DP2、キャリアデザイン学部：DP1

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
毎回、科目責任者2名のコーディネートのもと、総長以下、本学教員、卒業生等が、学部やキャンパスの垣根を超えて担当します。
講義の途中や最後に内容を確認するクイズ、グループワークなどで参加型・双方向型授業にしています。毎回の学習支援システムのコメントに書かれた質問のなかから講義担当者が重要なものを選んで翌週にペーパーにして応答します。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	「山の手」の市ヶ谷キャンパス〜法政大学と地域社会	ガイダンスとして授業の概要を説明したのち、市ヶ谷キャンパス周辺地域の歴史・地理環境、本学の地域連携活動を紹介する。（小倉淳一）
2	市民社会の開明とノンエリートの夢〜法政大学と日本近現代史①	創立者の一人、青年薩埵正邦の「志」と「奮闘」を中心に、本学創立期について講義する。（科目責任者＝金子匡良）
3	ボアソナードと梅謙次郎〜法政大学と日本近現代史②	開学後約30 年の発展期に多大な貢献をした人物たち、その民法制定への関わりを学ぶ。（岡孝）
4	リベラリズムの潮流〜法政大学と日本近現代史③	本学で教えた夏目漱石門の内田百閒らの文学者、三木清らの哲学者たちを紹介し、そこに底流するリベラリズムを考える。図書館にある旧蔵書も紹介。（衣笠正晃）
5	学生生活の今昔	写真や映像を交えて学生文化史を振り返る。戦時下の学徒出陣にも触れる。（古俣達郎）
6	アジアからみつめる〜法政大学と国際社会	20世紀初頭の清国留学生受け入れに始まる本学の国際関係を、近隣のアジア諸国を中心に概観する。（髙柳俊男）
7	校歌「よき師よき友つどひ結べり」	成立背景や作詞・作曲者、歌詞の意味などについて知り、応援団のパフォーマンスを見ながらアカデミー合唱団のみなさんより歌唱指導を受ける予定。（児美川孝一郎）
8	大内総長とその時代〜法政大学と日本近現代史④	戦後の本学の復興・発展期を担った大内兵衛総長の功績とその教育的理想を考える。（横内正雄）
9	先輩からのエール	社会で活躍する卒業生の体験を聞き、本学で学ぶ意義や可能性を考える。 今年度は法学部を卒業後、いちどはアナウンサーになるも落語家転身された入船亭扇七さんをお呼びしています。
10	ユニークな研究所	多数の研究所のうち他大に類例がなく、研究実績で世に知られる能楽研究所、沖縄文化研究所、大原社会問題研究所について知る。
11	近年の発展〜法政大学と日本近現代史⑤	本学が大きく変貌した90 年代以降の改革と、市ヶ谷に設置された国際文化・人間環境学部について学ぶ。(職員・各学部教員)
12	近年の発展〜法政大学と日本近現代史⑥、そして未来へ	前回に引き続き2000年代に市ヶ谷に設置されたキャリアデザイン学部・GIS（グローバル教養学部）について学んだうえで、総長に本学の現在と未来の展望を聞く。(各学部教員・ダイアナ・コー総長)
13	「自由と進歩」と法政大学憲章〜「法政らしさ」を考える	法政大学の学風として掲げられてきた「自由と進歩」から「法政大学憲章」へ、この講義の内容をふり返りつつ「法政大学らしさ」を考える。（科目責任者＝小林ふみ子）
14	まとめのワーク	「法政大学と自分たちの未来」を話しあい、将来の法政大学への提言をする。総長の講評を受け、もっとも優れた発表に総長賞を授与する。（ダイアナ・コー総長、科目責任者＝小林）

【Work to be done outside of class (preparation, etc.)】
毎回、講師は代わりますが、一つの流れになっています。配付資料を読み直し、紹介した参考文献にも目を通すようにしましょう。
オープン６周年を迎えたHOSEI ミュージアムは必見。予習復習をかねてぜひ見学を！　デジタル展示でつぎつぎと新しい情報が出てきます。
その他関連する特別展示なども紹介、見学を推奨します。
なお、本授業の準備学習・復習時間は、各2時間を標準とします。

【Textbooks】
写真でみせる『法政大学1880-2000 そのあゆみと展望』から抜粋本をつくり、授業支援システムに掲載します。

【References】
毎回、適宜お知らせします。本学の大学史については、上述書のほか『法政大学八十年史』『法政大学百年史』『法政大学と戦後五〇年』などがあります。

【Grading criteria】
毎回の学習支援システムのコメントにみえる取り組み70％、期末レポート30％で総合的に評価します。

【Changes following student comments】
開設16年を迎える科目で、受講生が法政大学で学ぶ自分を見つめ直す役割を果たしているようです。毎回の授業内容を、テキストとより関連づけながら進めていくよう努めます。みなさんにとって興味深く、楽しく、よい刺激となるようにする工夫を重ねていきます。

【Equipment student needs to prepare】
配付資料類は、学習支援システムを通じても配付します。

【Others】
・入学した段階で、本学で学ぶことの意味を考えられるよう1年次での履修を推奨します。2年生以上の受講ももちろん歓迎します。
・この授業で法政大学の経てきた歴史に興味をもったら、上位科目として開講されている「法政学の探究LA・LB」にもチャレンジしてみてください。

【Outline (in English)】
（Course outline）Welcome to Hosei University! Would you like to know when, how and why your university and faculty were founded?
We will trace the more than 140-year history of Hosei University, looking at its various aspects: the university song, acceptance of overseas students, relations with other countries, distinctive research institutes, changes in student culture, outstanding graduates, etc. In the last class session, we are going to hold a discussion as to the future of our university and you can present your proposals to the university president. Hopefully this class would be a good opportunity for you to reflect on yourself who study at this university and think about your future career.
(Learning activities outside of classroom） Students will be expected to study for four hours before and after each class.
（Grading Policies） The final grade will be calculated based on the small report submitted in each class (70%) and the final report (30%).

IDN200LA（アイデンティティー教育 / Identity studies 200）

Hosei Studies A

髙柳 俊男／北口 由望

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：1〜4
Day/Period：金5/Fri.5
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
この授業は、「大学を知ろう ＜法政学＞への招待」（旧科目名「法政学への招待」）をすでに受講し、法政大学が経てきた150年近い歴史と現状について一通りの理解をもつ学生を主対象にして、法政大学についてより深く考える発展科目として設置されました。
「大学を知ろう ＜法政学＞への招待」における学習を前提に、本授業では、法政大学で教えた教員や、学んだ学生を具体的に取り上げます。教員の場合なら、その人物が法政大学でどういう教育研究に携わったのか、そのことで本学や社会の発展にいかに貢献できたのか、などを追います。卒業生の場合なら、本学で何を学んだのか、あるいは学んだことをその後の本人の人生や、社会に向けてどう役立てたか、などについて探究することになるでしょう。
法政大学ゆかりの特定の人物を詳しく追うことで、「自由と進歩」の理念や、時代のフロントランナー養成を掲げる本学の歴史と現在を、より具体的に理解できるようになるはずです。

【Goal】
本学の経てきた道を、具体的な人物に即して、実証的・実感的に把握できることを目指します。時代の大きな流れの中で、本学ゆかりのその人物が何に興味をもち、どんな活動をし、何を目指し、何に悩んだかなどを、受講生個々人の知性と感性で感じられるようにします。それを、自分の学生生活や将来像へとつなげて考える契機を得るよう努めます。

【Which item of the diploma policy will be obtained by taking this class?】
各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP3、国際文化学部：DP2、人間環境学部：DP2、キャリアデザイン学部：DP1

【Main Teaching Method】
L 講義 /Lecture

【Method(s)】
科目責任者の教員2名が毎回同席し、授業をコーディネートします。講義は、各回のテーマに最適な本学内外の講師陣（科目責任者を含む）が、分担して担当します。
授業の最後に毎回、リアクションペーパーに感想や質問を書いてもらいます。それに対する講義担当者のコメントを入れた「授業通信」を作成し、次週の冒頭で解説するなど、参加型・双方向型授業になるよう努めます。
対面を基本としますが、講師の都合等により他の形式で行う回が生じた場合は、事前にお知らせします。

【Active learning in class (Group discussion, Debate.etc.)】
なし / No

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	導入	この授業の狙いや、全体の構成について説明する。 あわせて、本学の経てきた歴史の概略を、映像も使いながら復習する。（科目責任者=髙柳俊男、北口由望）
2	世界を知りつくした本学の祖 箕作麟祥	本学の前身である和仏法律学校初代校長の箕作麟祥は、明治期の有数の啓蒙家であった。彼は、洋学を学んで、西洋の法律や歴史を日本に紹介し、日本の「民権」のために活躍した。彼の仕事を振り返り、そこから学ぶものを探りたい。（南塚信吾）
3	本学初代総理（総長）梅謙次郎	「日本民法の父」といわれる梅謙次郎は、帝国大学法科大学教授のほかに、和仏法律学校の校長・初代の総理（総長）として、講義のかたわら本学の経営に尽力した。梅の50年の人生を追いながら、「清国留学生法政速成科」の設置など本学との関係を語ろう。（岡孝）
4	野上豊一郎と能楽研究	夏目漱石門下の英文学者で、能楽研究者でもある野上豊一郎。その名を冠する本学能楽研究所は、現在、国内外の能楽研究の拠点となっている。作品・能面・翻訳など多岐に亘る能楽研究の事績を辿りつつ、彼を魅了した能楽についても知る。（深澤希望）
5	内田百閒は「教え子」が嫌い	大正末期と昭和に二度法政大学の教壇に立った作家内田百閒。北村猛徳、大井征、中野勝義など、激動期を生きぬいた愛弟子達との師弟関係は、まさに一篇の「名作」であった。彼の作品を読み解く。（山本一生）
6	「不安の時代」を代表する思想家 三木清	西田幾多郎を中心とする「京都学派」随一の俊才とされ、昭和前期のアカデミズムとジャーナリズムの双方で幅広く活躍しながら、第２次大戦直後に悲劇的な獄死をとげた哲学者・三木清の生涯と思想を紹介・検討する。（衣笠正晃）
7	夏目漱石門下生たちに学んで作家になった椋鳩十	伊那谷出身の椋鳩十（本名：久保田彦穂）は、とくに動物物語の作者として広く知られる。初の詩集を出し、学生結婚もした法政大学時代をはじめ、戦前戦後にわたる椋の歩みを時代の中で振り返る。（髙柳俊男）
8	戦争の中を生きた学友たち〜久納好孚を例に	終戦直前のわずか10ヶ月足らずの間に5,845名もの戦死者を出した「特攻」。その第一号となったのが、本学に学んだ学友の一人・久納好孚であった。彼はなぜ「特攻」を志願したのか。その短い生涯を辿りながら、戦前戦中の本学の歴史と学友たちの生きざまを追体験してみたい。（鈴木靖）
9	城戸幡太郎、波多野完治、宮原誠一、乾孝〜生涯学習の時代を切り拓いた人々	戦前の法政大学高等師範部教授の城戸幡太郎、波多野完治、宮原誠一らは、本学を舞台に教育科学研究会や保育問題研究会を組織したが、そのねらいは現場の教員と研究者とが共同して教育実践を研究することにあった。キャリアデザイン学部へと引き継がれるこの伝統を明らかにしたい。（笹川孝一）

10	「女性である前にまず人間であれ」 野上弥生子と法政大学	日本を代表する作家野上弥生子。法政大学女子高等学校名誉校長もつとめた弥生子は、同校の生徒たちに「女性である前にまず人間であれ」という言葉をのこした。弥生子の思想と人物像を探るとともに、その日記に記された法政大学の逸話を紹介する。（古俣達郎）
11	校舎と建築学科の礎を築いた建築家 大江宏	法政大学の幾つもの校舎を設計し、また教育者として建築学科の礎を築いた建築家・大江宏（1913～89年）。残された建築と資料を参照しながら、その思想と足跡に迫る。（藤本貴子）
12	高度経済成長と戦後思 想の変容－藤田省三の 射程	「焼け跡・闇市」の原風景から出発した日本の「戦後」は、政治的安定化と経済的繁栄とともに劇的に変わって行く。そのなかで行れた戦後思想の変容について、思想家藤田省三（1927-2003）の議論を中心に考察する。（趙星銀）
13	法政スポーツの伝統を探る	法政スポーツは100年以上の歴史をもつ。HOSEIミュージアムで開催された展示「HOSEIスポーツの原点」をもとに、その歴史と伝統を振り返る。（北口由望）
14	学生の目と教員の目から見る法政大学	学生として本学で学び、のちに本学で教えるに至った方を授業にお招きし、2つの立場から見た法政大学について体験的に語っていただき、授業全体のまとめとする。（根崎光男、明田川融）

【Work to be done outside of class (preparation, etc.)】

毎回の講師が授業内で言及した文献は、積極的に参照してください。また、2020年に開館したHOSEIミュージアムの展示、および同ミュージアムデジタルアーカイブ (https://museum.hosei.ac.jp/archives/Users/Top)には、授業で取り上げた人物や事象に関するコンテンツが豊富に含まれていますので、準備学習・復習に活用してください。

その他、授業に関連する特別展示などが学内外で開催される場合には、随時お知らせしますので、極力足を運んでみましょう。

なお、本授業の準備学習・復習時間は、各2時間を標準とします。

【Textbooks】

特定のテキストはありません。毎回の講義担当者が適宜、プリント配付やパワーポイント提示を行います。それらを基本的に、学習支援システム上にアップします。

【References】

各講義担当者が、その都度お知らせします。

本学の歴史を通史的にまとめた書籍には、『法政大学1880-2000：そのあゆみと展望』のほか、『法政大学参拾年史』『法政大学八十年史』『法政大学百年史』『法政大学と戦後五〇年』などがあります。図書館などで適宜参照してください。

【Grading criteria】

毎回のリアクションペーパーに反映された授業に取り組む姿勢 40 %、学期末のレポート60 %を基準にして、総合的に評価します。受講者数によっては若干の変更があるかもしれませんが、その場合は授業の場（もしくは学習支援システム上）でお知らせします。この成績評価の方法をもとに、本授業の到達目標の 60%以上を達成した者を合格とします。

なお、レポートの作成に際しては、典拠となる文献に必ず当たり、実証的な内容になるよう心がけてください。

【Changes following student comments】

法政大学の経てきた歴史や、その中での人物について、ただ賛美するような授業ではありません。あくまでも実証的・学術的でありながら、同時に本学で学ぶ自分自身の生き方の参考になるような、意義ある授業を目指します。

【Equipment student needs to prepare】

とくにありません。学習支援システムを積極的に活用します。

【Others】

上述のように、本科目は「大学を知ろう ＜法政学＞への招待」の上位科目として設置されました。したがって、本来は同科目を履修した人を受講者に想定していますが、受講していない人を拒むものではありません。未修の方は、上記した参考書などを参照に、自分なりに基礎知識を得て、授業についていけるよう努めてください。

なお、現在3つある「法政学」科目の見直しが大学によって進められており、いまの形式での授業は今年度が最後となる可能性が大です。

【Outline (in English)】

This intermediate class aims to explore the history and the spirit of Hosei University, by following the achievements and personality of several specific individuals.
Please refer to the documents mentioned by the lecturer in the class. Also, please make use of the newly opened HOSEI Museum and Digital Archives for preparation and review.
Final grade will be calculated according to the following process. Reaction papers for each class 40%, and term-end report 60%.

IDN200LA（アイデンティティー教育 / Identity studies 200）

Hosei Studies B

北口 由望

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：1〜4
Day/Period：金5/Fri.5
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
この授業では「大学と地域」をテーマに、法政大学の歴史と文化に焦点をあてます。法政大学はなぜ市ケ谷にあるのか、なぜ多摩や小金井にもキャンパスがあるのか。法政大学に通う学生として抱く疑問や関心について、日本近現代史や大学史などの学問的な観点から検証します。具体的なテーマとして、大学創立の地・東京神田、市ケ谷キャンパスとその周辺（外濠・神楽坂）の歴史と文化、鉄道と郊外型キャンパスの形成、グラウンドと法政スポーツの隆盛、付属校の成り立ち、北軽井沢法政大学村と岩波文化などを挙げることができます。法政大学の歴史を通して、日本の近現代や大学の在り方を捉え直す機会となるでしょう。
また、HOSEIミュージアムの展示コンテンツやデジタルアーカイブをはじめ、様々な資料から「法政学」を探究し、実践的な試みとして、ミュージアムでの小規模な発表会開催も検討します。

【Goal】
1.法政大学の歴史はもちろんのこと、日本近現代史や大学の歴史に関する基礎的な知識を得ることができます。
2.身近なテーマを学問的な「問い」へと発展させる視野を養います。
3.調査研究の前提となるテーマ設定の具体化や各種資料の調査方法・読解方法について学ぶことができます。
4.演習形式が中心となるため、各学部の専門ゼミ履修への準備になります。

【Which item of the diploma policy will be obtained by taking this class?】
各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP3、国際文化学部：DP2、人間環境学部：DP2、キャリアデザイン学部：DP1

【Main Teaching Method 】
L 講義 /Lecture、S 演習/ゼミ /Seminar

【Method(s)】
授業計画に則り、講義形式と演習形式を組み合わせて進行します。第4回ではHOSEIミュージアムで見学調査を行い、第7回では市ヶ谷キャンパスとその周辺地域を歩き、現在の大学と地域について議論します。なお、受講生は授業内で報告（1回）を行う必要があります。報告（発表）や質問、リアクションペーパー等に対するフィードバックは授業中に行います。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
第1回	導入	本授業の目標、スケジュール等を説明します。
第2回	法政大学の歴史－東京法学社創立から戦前期まで－	法律学校時代から戦争の時代に至るまで、法政大学の歴史を主に「地域」の観点から振り返ります。
第3回	法政大学の歴史－戦後復興から現在まで－	戦後復興から現在に至るまで、法政大学の歴史を主に「地域」の観点から振り返ります。
第4回	HOSEIミュージアムでの学び	HOSEIミュージアムを訪問し、展示内容から法政大学に関わる様々なテーマについて知見を得ます。
第5回	デジタルアーカイブの使い方を学ぶ	HOSEIミュージアム・デジタルアーカイブをはじめ、各種デジタルアーカイブの使用方法を学びます。
第6回	テーマ設定方法と報告の基礎を学ぶ	「問い」の立て方、テーマ設定の方法をはじめ、レジュメの作成やプレゼンテーション方法など、報告の基礎を学びます。
第7回	市ケ谷キャンパスとその周辺を歩く	市ケ谷キャンパスと、その周辺を歩き、現在の大学と地域について議論します。
第8回	法政大学草創期に関するテーマ設定と資料紹介	法政大学創立の地である東京神田や創立者の出身地について、科目担当者とともにテーマ設定を行います。
第9回	市ケ谷キャンパスとその周辺に関するテーマ設定と資料紹介	市ケ谷キャンパスと、外濠や神楽坂といった周辺地域について、科目担当者とともにテーマ設定を行います。
第10回	その他、大学ゆかりの地域に関するテーマ設定と資料紹介	多摩／小金井キャンパスや付属校、中野／川崎グラウンド、北軽井沢法政大学村など、大学ゆかりの地域について、科目担当者とともにテーマ設定を行います。
第11回	法政大学草創期をテーマとした報告	法政大学創立の地である東京神田や創立者の出身地について、受講者の報告を行います。
第12回	市ケ谷キャンパスとその周辺をテーマとした報告	市ケ谷キャンパス、そして外濠や神楽坂といった周辺地域について、受講者の報告を行います。
第13回	その他、大学ゆかりの地域をテーマとした報告	多摩／小金井キャンパスや付属校、中野／川崎グラウンド、北軽井沢法政大学村など、大学ゆかりの地域について、受講者の報告を行います。
第14回	映像上映と総括	HOSEIミュージアムの映像シリーズ「法政大学の歴史・文化・個性」を鑑賞し、科目担当者による総括を行います。

【Work to be done outside of class (preparation, etc.)】
事前学習では、HOSEIミュージアムに展示されているコンテンツ、同デジタルアーカイブの調査や授業内で紹介された文献の読解を行います。復習では、毎回科目担当者が配布した資料とHoppiiにアップロードされた資料を読み直します。
なお、本授業の準備学習・復習時間は、各2時間を標準とします。

【Textbooks】
テキストは使用せず、毎回、科目担当者が資料を配布します。

【References】
『法政大学八十年史』（1961年）、『法政大学百年史』（1980年）、『法政大学と戦後五〇年』（2004年）、『法律学の夜明けと法政大学』（1992年）、『都市と大学―法政大学から東京を視る〈増補改訂版〉』（2023年）、『法政大学と戦後80年―戦争と向き合い、平和を求める―』（2025年）、『HOSEIミュージアム紀要』（2021年～2026年）

【Grading criteria】
平常点と授業内の報告（各50％）にて判断します。

【Changes following student comments】
学部を超えた交流の機会となるよう、受講者が自由に発言できる「場」を形成したいと思います。

【Equipment student needs to prepare】
報告用のPCなどの機器は科目担当者が用意します。

【Others】
関連科目「大学を知ろう　＜法政学＞への招待」で学んだ内容を前提としますので、同科目の既修者か、それと同等の前提知識を得てから受講してください。後者の場合、大学公式HPに掲載されている「HOSEI MUSEUM」が参考になります。

【Outline (in English)】
This course explores the history and culture of Hosei University with the theme of "Universities and the Region.". We examine questions and interests in student life from an academic perspective. Students will learn the modern and contemporary history of Japan, the history of Universities through the history of Hosei University.
Please refer to the documents mentioned by the lecturer in the class. Also, please make use of the newly opened HOSEI Museum and Digital Archives for preparation and review. As a practical experiment, we will also consider holding a small exhibition.
Your overall grade in the class will be decided based on the following
Usual performance score: 50%、Classroom presentations: 50%

LANf200LA（フランス語 / French language education 200）

French C I

中村　美緒

Credit(s)：1 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：水4/Wed.4
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
日本に詳しくなり、それを簡単なフランス語で説明できるようになるための授業です。1年間学習した文法事項が具体的に使われているフランス語の文章を読みながら、フランス語の復習もできます。外から目線で語られる日本はどんなでしょうか、日本の中から発信できることはどんなことでしょうか。さらに新しい情報をつけ足して、それをフランス語で表現し教科書に補足していきます。

【Goal】
辞書さえあれば簡易なフランス語の文章の内容を把握できるようになる。日本のことを正しく伝えられ質問にも答えられる知識を獲得する。情報発信のための語彙と簡単なフランス語のフレーズを身に着ける。

【Which item of the diploma policy will be obtained by taking this class?】
各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、文学部：DP1、経営学部：DP1

【Main Teaching Method 】
L 講義 /Lecture、S 演習/ゼミ /Seminar

【Method(s)】
授業は1つのテーマ(1つの章)を2回で進みます。1回目は本文の内容把握と使用されている文法事項の復習です。2回目は関連事項を検索して補足情報をまとめ、それをフランス語に移しながら教科書のサブテクストを日本人目線で作ります。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1回目	1課「日本の首都概説」	比較級と最上級、練習問題プリント
2回目	1課「日本の首都概説」他国の首都と比較して日本の首都の特徴を補足	資料検索、発表、フランス語に訳してみる
3回目	2課「江戸から東京へ」	複合過去と半過去、練習問題プリント
4回目	2課「江戸から東京へ」時間経過と移り変わりをテーマにして補足	資料検索、発表、フランス語に訳してみる
5回目	3課「東京オリンピック」	単純未来、練習問題プリント
6回目	3課「東京オリンピック」世界に通用する未来の予想を立てる	資料検索、発表、フランス語に訳してみる
7回目	4課「日本の高等教育」	代名動詞、練習問題プリント
8回目	4課「日本の高等教育」他国の高等教育と比較しながら日本の特徴を捉え長所と短所を考える	資料検索、発表、フランス語に訳してみる
9回目	5課「日本の経済と政治」	関係代名詞(1)、練習問題プリント
10回目	5課「日本の経済と政治」日本経済の現状を他国と比較しながら把握し政策について考える	資料検索、発表、フランス語に訳してみる
11回目	6課「日本人の信仰」	関係代名詞(2)、練習問題プリント
12回目	6課「日本人の信仰」世界の信仰分布と日本の傾向を比較し日本の特徴をあげてみる	資料検索、発表、フランス語に訳してみる
13回目	7課「日本人の日常生活」	現在分詞とジェロンディフ、練習問題プリント
14回目	春学期のまとめ、試験	試験、まとめと解説

【Work to be done outside of class (preparation, etc.)】
本授業の準備学習・復習時間は、合わせて1時間を標準とします。1回目で理解したテキストの内容について補足する資料を2回目の授業までに準備しておく。それをフランス語にするために必要な語彙も調べておく。

【Textbooks】
『日本再発見！』ジェローム・ルボワ、井上櫻子 著 (白水社)

【References】
書籍は特にありませんが、検索・発表ができるスマホ・PC等が必要です。

【Grading criteria】
最終授業回に行う文法と翻訳の試験60%、授業内の発表と作文40%で評価します。

【Changes following student comments】
音読、口頭表現の時間をもう少し長めに確保します。

【Equipment student needs to prepare】
検索や発表を行うために、スマホ・タブレット・PC等Zoomに接続できる機器が必要です。日本語からフランス語に訳すための辞書があればより便利です。

【Outline (in English)】
【Course outline】This class will help you become familiar with Japan and be able to explain it in simple French. You can also review your French while reading French sentences that specifically use the grammar points you have learned over the past year. What is Japan like from an outside perspective, and what can we communicate from within Japan? You will also add new information and express it in French to supplement the textbook.
【Learning Objectives】With the help of a dictionary, students will be able to grasp the main idea of simple French texts. They will acquire the knowledge needed to explain Japan accurately and to answer related questions. They will also learn vocabulary and basic French phrases for sharing information.
【Learning activities outside of classroom】After each class meeting. students will be expected to spend one hour to understand the course content.
【Grading Criteria /Policy】Term-end examination: 60%, in-class contribution: 40%

【休講】French C I

休講

Credit(s)：1 ｜ Semester： ｜ Year：2〜4
Day/Period：
Notes：Not Available for ESOP Students.

その他属性：

【Outline and objectives】
フランス語で書かれた文章の正確な理解と内容についての考察を行う授業です。本文に含まれている文法事項を復習し、フランス語の文章をニュアンスを把握して正確に日本語に訳します。そのあと、本文の内容についてクラスで話し合い発表します。

【Goal】
1年間でフランス語検定4級レベルの文法を復習することができます。単語の意味を調べれば、フランス語で書かれた簡単な文章を自力で読み解き、意見をまとめることができるようになりましょう。

【Which item of the diploma policy will be obtained by taking this class?】
各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、文学部：DP1、経営学部：DP1

【Method(s)】
2回の授業で、1レッスンを終える速度で進みます。授業1回目は、音読練習、文法事項説明と配布する確認プリントを解きながらの定着を行います。授業2回目は、1回目で学習した文法か所を確認、音読と文法知識を生かした日本語訳を行います。そのあと、内容についてグループで話し合いその結果を発表します。みんなで協力して作成した日本語訳はクラスウェブで確認できます。文法問題は授業時に答え合わせをします。グループで話し合った内容はリアクションペーパーにまとめ、授業内に口答で発表したあと提出します。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：

No.	Theme	Contents
1回目	Leçon 0「授業の進め方」	グループ分け、音読練習、ディスカッション練習
2回目	Leçon 1「制服への回帰」	音読練習、自動詞・他動詞、命令形、疑問文
3回目	Leçon 1「制服への回帰」	音読と和訳、ディスカッション
4回目	Leçon 2「バカロレア改革と大学入試改革」	音読練習、複合過去、過去分詞、半過去
5回目	Leçon 2「バカロレア改革と大学入試改革」	音読と和訳、ディスカッション
6回目	Leçon 3「仕事と情熱：城の修復」	音読練習、単純未来、前未来、受動態
7回目	Leçon 3「仕事と情熱：城の修復」	音読と和訳、ディスカッション
8回目	Leçon 4「フランスはスタートアップの国？」	音読練習、関係代名詞、指示代名詞
9回目	Leçon 4「フランスはスタートアップの国？」	音読と和訳、ディスカッション
10回目	Leçon 5「移民とフランスの文化」	音読練習、直接目的補語、間接目的補語
11回目	Leçon 5「移民とフランスの文化」	音読と和訳、ディスカッション
12回目	Leçon 6「フランスのMangaブーム」	音読練習、代名動詞、前置詞つき関係代名詞
13回目	Leçon 6「フランスのMangaブーム」	音読と和訳、ディスカッション
14回目	試験とまとめ	文法・和訳の試験

【Work to be done outside of class (preparation, etc.)】
予習：ダウンロード音声による音読練習、辞書等で語彙を調べておく。(約30分)
復習：授業時に学習した文法事項を確認して、適切な日本語に訳しておく。(約30分)

【Textbooks】
『12テーマでわかるフランス事情』岡見さえ、ミカエル・デプレ著（白水社）

【References】
仏和・和仏の辞書があると便利です。(ネット上の翻訳機能も単語レベルでの使用可)

【Grading criteria】
成績評価：
平常点（授業への参加、ディスカッションと発表）50%
学期末テスト（授業最終日に実施される筆記試験)50%
試験方法：
学期末試験は「試験期間中」ではなく通常授業の最終日の授業時間内に実施します。教室にて文法問題と仏文和訳の試験を行います。

【Changes following student comments】
グループで検索したり話し合った内容は授業時間中に発表してもらいます。みんなの協力で出来上がった日本語訳は資料としてウェブに残します。

【Equipment student needs to prepare】
グループ発表をする際には、Zoom上のチャットに書き込みができるPC等が必要です。(スマートフォンも可)

【Outline (in English)】
This is a class to accurately understand texts written in French and to consider their contents. Students will review the grammar points contained in the text, grasp the nuances of the French text, and translate it accurately into Japanese. After that, they will discuss and present the contents of the text in class.You can review grammar at the level of the French Language Proficiency Test Level 4 in one year. By looking up the meaning of words, you will be able to read and understand simple sentences written in French on your own and form your opinion.
The course will progress at a pace that allows one lesson to be completed in two classes. In the first class, students will practice reading aloud, receive an explanation of grammar points, and review the material by answering the handouts that will be distributed. In the second class, students will review the grammar points learned in the first class and translate them into Japanese using their reading aloud and grammar knowledge. Students will then discuss the content in groups and present the results. The Japanese translations that students have worked together to create can be viewed on the class web. Students will check their answers to the grammar questions during class. Group discussions will be compiled into reaction papers, which will be presented orally in class and then submitted. Grading: Regular points (participation in class, discussions and presentations) 50%, Final exam (written exam on the last day of class) 50%/ Exam method: Final exams will be held during regular class time on the last day of classes, not during the "exam period". Grammar questions and French-Japanese translation exams will be held in the classroom.

LANf200LA（フランス語 / French language education 200）

French C II

中村　美緒

Credit(s)：1 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：水4/Wed.4
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
日本に詳しくなり、それを簡単なフランス語で説明できるようになるための授業です。1年間学習した文法事項が具体的に使われているフランス語の文章を読みながら、フランス語の復習もできます。外から目線で語られる日本はどんなでしょうか、日本の中から発信できることはどんなことでしょうか。さらに新しい情報をつけ足して、それをフランス語で表現し教科書に補足していきます。

【Goal】
辞書さえあれば簡易なフランス語の文章の内容を把握できるようになる。日本のことを正しく伝えられ質問にも答えられる知識を獲得する。情報発信のための語彙と簡単なフランス語のフレーズを身につける。

【Which item of the diploma policy will be obtained by taking this class?】
各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、文学部：DP1、経営学部：DP1

【Main Teaching Method 】
L 講義 /Lecture、S 演習/ゼミ /Seminar

【Method(s)】
授業は1つのテーマ(1つの章)を2回で進みます。1回目は本文の内容把握と使用されている文法事項の復習です。2回目は関連事項を検索して補足情報をまとめ、それをフランス語に移しながら教科書のサブテクストを日本人目線で作ります。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1回目	8課「四季と年中行事」	接続法、練習問題プリント
2回目	8課「四季と年中行事」一般論や自分の意見をつけ足す補足	資料検索、発表、フランス語に訳してみる
3回目	9課「日本語」	受動態、練習問題プリント
4回目	9課「日本語」世界から見た日本語の特徴と難しさについて補足	資料検索、発表、フランス語に訳してみる
5回目	10課「昔ながらの東京」	条件法、練習問題プリント
6回目	10課「昔ながらの東京」そうじゃなかったらの仮定をして現代の日本がどう変わっていたかを予測	資料検索、発表、フランス語に訳してみる
7回目	11課「現代的な日本」	直説法大過去、練習問題プリント
8回目	11課「現代的な日本」過去の事象を振り返り因果関係を補足	資料検索、発表、フランス語に訳してみる
9回目	12課「関東地方の名所(1)」	中性代名詞、補語人称代名詞、練習問題プリント
10回目	12課「関東地方の名所(1)」「そこ」や「それ」を使って他の名所の紹介	資料検索、発表、フランス語に訳してみる
11回目	13課「関東地方の名所(2)」	時制の使い分け、練習問題プリント
12回目	13課「関東地方の名所(2)」各名所の変遷とこの先のニューカマーを予測	資料検索、発表、フランス語に訳してみる
13回目	14課「浮世絵」	単純過去、練習問題プリント
14回目	秋学期のまとめ、試験	試験、まとめと解説

【Work to be done outside of class (preparation, etc.)】
本授業の準備学習・復習時間は、合わせて1時間を標準とします。1回目で理解したテキストの内容について補足する資料を2回目の授業までに準備しておく。それをフランス語にするために必要な語彙も調べておく。

【Textbooks】
『日本再発見！』ジェローム・ルボワ、井上櫻子 著 (白水社)

【References】
書籍は特にありませんが、検索・発表ができるスマホ・PC等が必要です。

【Grading criteria】
最終授業回に行う文法と翻訳の試験60%、授業内の発表と作文40%で評価します。

【Changes following student comments】
音読、口頭表現の時間をもう少し長めに確保します。

【Equipment student needs to prepare】
検索や発表を行うために、スマホ・タブレット・PC等Zoomに接続できる機器が必要です。日本語からフランス語に訳すための辞書があればより便利です。

【Outline (in English)】
【Course outline】This class will help you become familiar with Japan and be able to explain it in simple French. You can also review your French while reading French sentences that specifically use the grammar points you have learned over the past year. What is Japan like from an outside perspective, and what can we communicate from within Japan? You will also add new information and express it in French to supplement the textbook.
【Learning Objectives】With the help of a dictionary, students will be able to grasp the main idea of simple French texts. They will acquire the knowledge needed to explain Japan accurately and to answer related questions. They will also learn vocabulary and basic French phrases for sharing information.
【Learning activities outside of classroom】After each class meeting. students will be expected to spend one hour to understand the course content.
【Grading Criteria /Policy】Term-end examination: 60%, in-class contribution: 40%

【休講】French C II

休講

Credit(s)：1 ｜ Semester： ｜ Year：2〜4
Day/Period：
Notes：Not Available for ESOP Students.

その他属性：

【Outline and objectives】
フランス語で書かれた文章の正確な理解と内容についての考察を行う授業です。本文に含まれている文法事項を復習し、フランス語の文章をニュアンスを把握して正確に日本語に訳します。そのあと、本文の内容についてクラスで話し合い発表します。

【Goal】
1年間でフランス語検定4級レベルの文法を復習することができます。単語の意味を調べれば、フランス語で書かれた簡単な文章を自力で読み解き、意見をまとめることができるようになりましょう。

【Which item of the diploma policy will be obtained by taking this class?】
各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、文学部：DP1、経営学部：DP1

【Method(s)】
2回の授業で、1レッスンを終える速度で進みます。授業1回目は、音読練習、文法事項説明と配布する確認プリントを解きながらの定着を行います。授業2回目は、1回目で学習した文法か所を確認、音読と文法知識を生かした日本語訳を行います。そのあと、内容についてグループで話し合いその結果を発表します。みんなで協力して作成した日本語訳はクラスウェブで確認できます。文法問題は授業時に答え合わせをします。グループで話し合った内容はリアクションペーパーにまとめ、授業内に口答で発表したあと提出します。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：

No.	Theme	Contents
1回目	Leçon 7「国立パリ・オペラ座バレエ団」	音読練習、比較級・最上級
2回目	Leçon 7「国立パリ・オペラ座バレエ団」	音読と和訳、ディスカッション
3回目	Leçon 8「ファッションとメセナの伝統」	音読練習、現在分詞・ジェロンディフ
4回目	Leçon 8「ファッションとメセナの伝統」	音読と和訳、ディスカッション
5回目	Leçon 9「2050年、フランス語の話者7億人!?」	音読練習、中性代名詞
6回目	Leçon 9「2050年、フランス語の話者7億人!?」	音読と和訳、ディスカッション
7回目	Leçon 10「テレワーク、理想の働き方？」	音読練習、条件法現在・過去
8回目	Leçon 10「テレワーク、理想の働き方？」	音読と和訳、ディスカッション
9回目	Leçon 11「文学大国・フランス」	音読練習、接続法現在・過去
10回目	Leçon 11「文学大国・フランス」	音読と和訳、ディスカッション
11回目	Leçon 12「“パリテ”の現状と課題」	音読練習、動詞の時制、直説法現在のニュアンス
12回目	Leçon 12「“パリテ”の現状と課題」	音読と和訳、ディスカッション
13回目	オリジナルテキスト	文法のまとめ、和訳練習
14回目	試験とまとめ	筆記試験

【Work to be done outside of class (preparation, etc.)】
予習：ダウンロード音声による音読練習、辞書等で語彙を調べておく。(約30分)
復習：授業時に学習した文法事項を確認して、適切な日本語に訳しておく。(約30分)

【Textbooks】
『12テーマでわかるフランス事情』岡見さえ、ミカエル・デプレ著（白水社）

【References】
仏和・和仏の辞書があると便利です。(ネット上の翻訳機能も単語レベルでの使用可)

【Grading criteria】
成績評価：
平常点（授業への参加、ディスカッションと発表）50%
学期末テスト（授業最終日に実施される筆記試験)50%
試験方法：
学期末試験は「試験期間中」ではなく通常授業の最終日の授業時間内に実施します。教室にて文法問題と仏文和訳の試験を行います。

【Changes following student comments】
グループで検索したり話し合った内容は授業時間中に発表してもらいます。みんなの協力で出来上がった日本語訳は資料としてウェブに残します。

【Equipment student needs to prepare】
グループ発表をする際には、Zoom上のチャットに書き込みができるPC等が必要です。(スマートフォンも可)

【Outline (in English)】
This is a class to accurately understand texts written in French and to consider their contents. Students will review the grammar points contained in the text, grasp the nuances of the French text, and translate it accurately into Japanese. After that, they will discuss and present the contents of the text in class. You can review grammar at the level of the French Language Proficiency Test Level 4 in one year. By looking up the meaning of words, you will be able to read and understand simple sentences written in French on your own and form your opinion.
The course will progress at a pace that allows one lesson to be completed in two classes. In the first class, students will practice reading aloud, receive an explanation of grammar points, and review the material by answering the handouts that will be distributed. In the second class, students will review the grammar points learned in the first class and translate them into Japanese using their reading aloud and grammar knowledge. Students will then discuss the content in groups and present the results. The Japanese translations that students have worked together to create can be viewed on the class web. Students will check their answers to the grammar questions during class. Group discussions will be compiled into reaction papers, which will be presented orally in class and then submitted. Grading:Regular points (participation in class, discussions and presentations) 50%, Final exam (written exam on the last day of class) 50%/ Exam method: Final exams will be held during regular class time on the last day of classes, not during the "exam period". Grammar questions and French-Japanese translation exams will be held in the classroom.

LANf200LA（フランス語 / French language education 200）

French D I

ニコラ ガイヤール

Credit(s)：1 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：木3/Thu.3
Notes：Not Available for ESOP Students./定員制(30)
その他属性：

【Outline and objectives】
初心者向けの会話の授業です。フランス人の日常生活に触れながら、フランス語のコミュニケーションの基礎を学ぶことができます。

【Goal】
この授業の目的はフランス語でのベーシックコミュニケーション能力とフランスに対する好奇心や興味を高めることです。日常生活に必要な表現を取得することができます。その上、フランス語圏の文化や社会の面白いテーマを取り上げます。聞く、読む、話す、書くの４つの能力も鍛えます。ヨロッパ言語共通参照枠のDELF A1と仏検5級と4級の準備に役に立ちます。

【Which item of the diploma policy will be obtained by taking this class?】
各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP1、国際文化学部：DP1、人間環境学部：DP2、キャリアデザイン学部：DP1

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
教科書の各単元は、簡単な会話の聞き取り練習から始まります。その後、コミュニケーションを重視した語彙や文法の練習を行います。そして、教科書で学習した内容を活用して会話を作成します。練習問題は、個人、ペア、またはグループで行います。
教科書に加えてビデオ教材を取り入れ、フランス文化を紹介します。ビデオに関連した短文を音読し、発音などの練習も行います。
また、時々ボードゲームなどを用いて、フランス語を使いながら楽しく学習します。
授業には、積極的に参加することが求められる。基本的に授業時間内にフィードバックを行うが、LMSなどを活用する場合もある。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Leçon 1 Saluer, se présenter	アルファベット、不定冠詞、自己紹介
2	Leçon 1 Saluer, se présenter	être 動詞、第三者を紹介する
3	Leçon 2　Dire sa nationalité, dire sa profession	国籍を言う、職業を言う
4	Leçon 2　Dire sa nationalité, dire sa profession	女性形の作り方, 数字10まで
5	Leçon 3 "Je parle anglais.", "J'étudie les maths."	定冠詞 le, la, les, 名前の複数形
6	Leçon 3 "Je parle anglais.", "J'étudie les maths."	言語を言う、専攻について話す
7	Leçon 4 Dire où on habite	住んでいる国や都市を言う
8	Leçon 4 Dire où on habite	否定形 ne...pas、数字11〜20
9	Leçon 5 "J'ai une moto.", "J'ai 18 ans."	持ち物を言う、年齢を言う
10	Leçon 5 "J'ai une moto.", "J'ai 18 ans."	il y a, 不定冠詞, 数字２０〜６０
11	Leçon 6 "Je vais au cinéma.", Parlez des tâches ménagères	faire, aller 動詞
12	Leçon 6 "Je vais au cinéma.", Parlez des tâches ménagères	前置詞àと定冠詞の縮約
13	総復習、文化の紹介	フランスの世界遺産を簡単なフランス語の動画での紹介など
14	文化の紹介	人気フランス映画、最近の人気歌手など

【Work to be done outside of class (preparation, etc.)】
前の授業の勉強したことを生かし会話を書いて提出します。本授業の準備学習・復習時間は、合わせて1時間を標準とします。

【Textbooks】
プチ・マエストロ 1
北村亜矢子 /ヴァンサン・デュランベルジェ
朝日出版社
ISBN: 978-4-255-35372-2

【References】
仏和・和仏の辞書があると便利です。

【Grading criteria】
平常点100％。この授業は5回以上欠席する者は評価の対象外になりますので注意すること。

【Changes following student comments】
フランス人の生活の話をもっとします。

【Outline (in English)】
This course introduces French conversation and culture to students taking this course at a beginner level. Students will improve their speaking, listening and writing skills. The goal of this course is to practice French conversation at beginner level and help students have a better knowledge of everyday life in France. Before/after each class meeting, students will be expected to spend one hour to understand the course content. Your overall grade in the class will be decided based on the following:
- In-class contribution and participation: 100%

LANf200LA（フランス語 / French language education 200）

French D II

ニコラ ガイヤール

Credit(s)：1 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：木3/Thu.3
Notes：Not Available for ESOP Students./定員制(30)
その他属性：

【Outline and objectives】
初心者向けの会話の授業です。フランス人の日常生活に触れながら、フランス語のコミュニケーションの基礎を学ぶことができます。

【Goal】
この授業の目的はフランス語でのベーシックコミュニケーション能力とフランスに対する好奇心や興味を高めることです。日常生活に必要な表現を取得することができます。その上、フランス語圏の文化や社会の面白いテーマを取り上げます。聞く、読む、話す、書くの４つの能力も鍛えます。ヨロッパ言語共通参照枠のDELF A1と仏検5級と4級の準備に役に立ちます。

【Which item of the diploma policy will be obtained by taking this class?】
各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP1、国際文化学部：DP1、人間環境学部：DP2、キャリアデザイン学部：DP1

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
教科書の各単元は、簡単な会話の聞き取り練習から始まります。その後、コミュニケーションを重視した語彙や文法の練習を行います。そして、教科書で学習した内容を活用して会話を作成します。練習問題は、個人、ペア、またはグループで行います。
教科書に加えてビデオ教材を取り入れ、フランス文化を紹介します。ビデオに関連した短文を音読し、発音などの練習も行います。
また、時々ボードゲームなどを用いて、フランス語を使いながら楽しく学習します。
授業には、積極的に参加することが求められる。基本的に授業時間内にフィードバックを行うが、LMSなどを活用する場合もある。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Leçon 7 Décrire quelqu'un ou quelque chose	人や物を描写する、位置を言う
2	Leçon 7 Décrire quelqu'un ou quelque chose	色、体型、性格を表す形容詞、数字60 99
3	Leçon 8 Acheter des vêtements	衣服の名称、指示形容詞 ce, cette, ces
4	Leçon 8 Acheter des vêtements	時刻、動詞vouloir, prendre
5	Leçon 9 Au marché : acheter des fruits et légumesParler de sa chambre	食べ物について話す、数量を表す表現
6	Leçon 9 Au marché : acheter des fruits et légumesParler de sa chambre	部分監視 du, de la 中性代名詞 en
7	Leçon 10 Où est ... ? La localisation, parler du temps qu'il fait	位置関係を表す表現
8	Leçon 10 Où est ... ? La localisation, parler du temps qu'il fait	天気を表す表現 数字1000-10 000
9	Leçon 11 Poser des questions et parler des son emploi du temps	質問の作り方、近接未来
10	Leçon 11 Poser des questions et parler des son emploi du temps	動詞 partir、月
11	Leçon 12 Parler d'événements passés	過去の行為や出来事を語る
12	Leçon 12 Parler d'événements passés	過去分子の作りから、複合過去形の作り方
13	総復習	すごろく、ボードゲームなどで楽しくフランス語を使う。
14	文化の紹介	フランスの歴史的な人物：簡単なフランス語の動画

【Work to be done outside of class (preparation, etc.)】
前の授業の勉強したことを生かし会話を書いて、提出します。本授業の準備学習・復習時間は、合わせて1時間を標準とします。

【Textbooks】
プチ・マエストロ 1
北村亜矢子 /ヴァンサン・デュランベルジェ
朝日出版社
ISBN: 978-4-255-35372-2

【References】
仏和・和仏の辞書があると便利です。

【Grading criteria】
平常点（100％)。この授業は5回以上欠席する者は評価の対象外になりますので注意すること。

【Changes following student comments】
フランス人の生活をもっと話します。

【Outline (in English)】
This course introduces French conversation and culture to students taking this course at a beginner level. Students will improve their speaking, listening and writing skills. The goal of this course is to practice French conversation at beginner level and help students have a better knowledge of everyday life in France. Before/after each class meeting, students will be expected to spend one hour to understand the course content. Your overall grade in the class will be decided based on the following:
- In class contribution and participation:100%

LANc200LA（中国語 / Chinese language education 200）

Chinese D I

劉 渭氷

Credit(s)：1 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：木2/Thu.2
Notes：Not Available for ESOP Students./定員制(35)
その他属性：

【Outline and objectives】
中国の様子を紹介する映像を見ながら、会話文や読解文を学習します。聞き取り・書き取り練習を通して、リスニング力を鍛えることを目的とします。同時に、中国文化への理解も深めます。この授業は水曜日3限の中国語視聴覚中級A・Bと同じ教科書を使います。中国語視聴覚初級は1課〜6課を勉強します、中国語視聴覚中級は6課〜12課を勉強します。

【Goal】
1年生で学んだ基礎的な中国語運用能力を伸ばし、とくに中国語の「音」に慣れ、リスニング力を向上させることが目標です。中検３級を目指します。

【Which item of the diploma policy will be obtained by taking this class?】
各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP1、国際文化学部：DP1、人間環境学部：DP2、キャリアデザイン学部：DP1

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
単語を習得し、文法を理解する。
DVD教材を観ながら、聞き取り・書き取り練習を行う。
簡単な中国語作文・会話練習を行う。
課題等へのフィードバックは授業時間またはメールを通じて行う。
本授業はハイブリッド（オンラインと対面を併用）で行います。授業についての詳細は学習支援システムでお知らせします。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	ガイダンス	授業内容に関するガイダンス
2	第１課	文法理解と応用
3	第１課	会話と応用
4	第１課	読解文の理解と応用
5	第1課	課外練習と作文
6	第２課	文法理解と応用
7	第２課	会話と応用
8	第２課	読解文の理解と応用
9	第２課	課外練習と作文
10	第３課	文法理解と応用
11	第３課	会話と応用
12	第３課	読解文の理解と応用
13	第３課	課外練習と作文
14	授業の総まとめと試験	試験・まとめと解説

【Work to be done outside of class (preparation, etc.)】
授業前に単語の意味を調べる。教材の予習復習をする。本授業の準備学習・復習時間は、合わせて1時間を標準とします。

【Textbooks】
洪潔清著『チャイニーズアドベンチャー〜DVDで学ぶ中国文化〜』金星堂

【References】
授業中に指示。

【Grading criteria】
授業への参加度、課題30%、試験70%。

【Changes following student comments】
特に無し。

【Equipment student needs to prepare】
オンライン授業を受講するための通信環境、PC等を準備して下さい。

【Others】
授業形態は大学の方針に従い変更する場合があります。

【Outline (in English)】
In this course, we will use the basic audio-visual materials and improve the listening skill of Chinese.
Before/after each class meeting, students will be expected to spend one hour to understand the course content.
This class uses the same textbook as Wednesday 3rd period Chinese Audiovisual Intermediate A/B. Beginner Chinese audiovisual students will study lessons 1 to 6, and intermediate Chinese audiovisual students will study lessons 6 to 12.
Final grade will be calculated according to the following
Term-end examination(70%), in-class contribution(30%).

LANc200LA（中国語 / Chinese language education 200）

Chinese D II

劉 渭氷

Credit(s)：1 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：木2/Thu.2
Notes：Not Available for ESOP Students./定員制(35)
その他属性：

【Outline and objectives】
中国の様子を紹介する映像を見ながら、会話文や読解文を学習します。聞き取り・書き取り練習を通して、リスニング力を鍛えることを目的とします。同時に、中国文化への理解も深めます。中国語視聴覚初級は1課〜6課を勉強します、中国語視聴覚中級は6課〜12課を勉強します。

【Goal】
1年生で学んだ基礎的な中国語運用能力を伸ばし、とくに中国語の「音」に慣れ、リスニング力を向上させることが目標です。中検３級を目指します。

【Which item of the diploma policy will be obtained by taking this class?】
各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP1、国際文化学部：DP1、人間環境学部：DP2、キャリアデザイン学部：DP1

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
単語を習得し、文法を理解する。
DVD教材を観ながら、聞き取り・書き取り練習を行う。
簡単な中国語作文・会話練習を行う。
課題等へのフィードバックは授業時間またはメールを通じて行う。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	ガイダンス復習	授業内容に関するガイダンスと復習
2	第４課	文法理解と応用
3	第４課	会話と応用
4	第４課	読解文の理解と応用
5	第４課	課外練習と作文
6	第５課	文法理解と応用
7	第５課	会話と応用
8	第５課	読解文の理解と応用
9	第５課	課外練習と作文
10	第６課	文法理解と応用
11	第６課	会話と応用
12	第６課	読解文の理解と応用
13	第６課	課外練習と作文
14	授業の総まとめと試験	試験・まとめと解説

【Work to be done outside of class (preparation, etc.)】
授業前に単語の意味を調べる。教材の予習復習をする。
本授業の準備学習・復習時間は、合わせて1時間を標準とします。

【Textbooks】
洪潔清著『チャイニーズアドベンチャー〜DVDで学ぶ中国文化〜』金星堂

【References】
授業中に指示。

【Grading criteria】
授業への参加度、課題30%、試験70%。

【Changes following student comments】
特に無し。

【Others】
授業形態は大学の方針に従い変更する場合があります。

【Outline (in English)】
In this course, we will use the basic audio-visual materials and improve the listening skill of Chinese.
Before/after each class meeting, students will be expected to spend one hour to understand the course content.
This class uses the same textbook as Wednesday 3rd period Chinese Audiovisual Intermediate A/B. Beginner Chinese audiovisual students will study lessons 1 to 6, and intermediate Chinese audiovisual students will study lessons 6 to 12.
Final grade will be calculated according to the following
Term-end examination(70%), in-class contribution(30%).

LANs200LA（スペイン語 / Spanish language education 200）

Spanish C I

OSNO I DE SASAKUBO H

Credit(s)：1 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：火2/Tue.2
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
この授業では初級スペイン語を終了した学生が、スピーキング、リスニング、リーディング、ライティングのスキルを通してスペイン語でコミュニケーションすることを学ぶ。また、スペイン語圏の文化や社会の現状を踏まえた会話の上達を目指す。

【Goal】
自分の住環境、学習環境，労働環境について、評価または願望などをスペイン語で述べることができるようにします。

【Which item of the diploma policy will be obtained by taking this class?】
各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、文学部：DP1、経営学部：DP1、人間環境学部：DP2

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
授業はテキストに沿って実習形式で進められる。必要に応じて教員が説明を行うが、基本的には学生が会話をしたり、練習問題を解いたりして積極的に授業に参加することが期待される。毎回の授業開始時に、課題やリアクションペーパーへのフィードバックを行います。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Planteamiento del curso	イントロダクション/授業の説明 /自己紹介 南米にスペイン語を話す国々
2	Lectura: El día a día de mi vida en Madrid	復習:直接法現在
3	Lectura: El día a día de mi vida en Madrid	規則動詞/不規則動詞
4	Diálogo: Presentarse	動詞　conocer, saber, poner, venir 不定詞表現 Las perífrasis
5	Diálogo: Hablar de sí mismo	現在分詞 現在分詞の用法 関係詞　que, donde
6	Diálogo: en una zapatería	目的格人称代名詞 動詞　gustar,otros verbos del grupo de gustar
7	Diálogo: En una farmacia	所有形容詞
8	Lectura: Mi vida en Madrid	比較級/最上級 直説法点過去
9	Lectura: Mi vida en Madrid	直説法点過去と直説法線過去
10	Diálogo: en una terraza	過去分詞/ 過去分詞の用法
11	Diálogo: en una terraza	直説法現在完了 直説法過去完了
12	Lectura: Nuestra vida en el futuro	直説法未来 直説法過去未来
13	Lectura: Nuestra vida en el futuro	命令表現（１）/命令表現での代名詞位置
14	試験・まとめと解説	期末試験を実施し、今学期のまとめと解説を行う。

【Work to be done outside of class (preparation, etc.)】
復習をしっかりやること、十分な準備をすること。本授業の準備・復習時間は、あわせて１時間を標準とします。

【Textbooks】
Español en imágenes2, Eugenio del Prado, Hanako Saito y Shinji Nakamichi /
イメージ・スペイン語2
Editorial Asahi /朝日出版社

【References】
辞書(電子辞書可) / SHOGAKUKAN DICCIONARIO ESPAÑOL-JAPONÉS Segunda edición

【Grading criteria】
授業内での口頭試験50％
小テスト20％、期末試験の結果30％
毎回、新しい事を学び、それらは連続しているので欠席することは致命的となる。原則として遅刻は認めない。

【Changes following student comments】
新規の担当科目のため、学生からの意見は今後授業改善に反映する。

【Outline (in English)】
In this lesson, students who have finished Spanish for beginners learn to communicate in Spanish through speaking, listening, reading, and writing skills. In addition, our goal is to improve conversation based on the current state of culture and society in the Spanish-speaking world.
At the end of this course, students will be able to express their desires or aspirations in Spanish, and they will also evaluate their learning to project the Spanish language as a work tool in their future.
The standard preparation and review time for this class is 1 hour.
Grading will be decided based on exams (50%) and the active class participation of students (50%).

LANs200LA（スペイン語 / Spanish language education 200）

Spanish C I

鈴木 正士

Credit(s)：1 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：木2/Thu.2
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
スペイン語の初級文法を復習しながら、中級レベルの文法へのステップアップを目指し、構文などの応用的な表現を学んでいきます。

【Goal】
基礎スペイン語から一歩進んだ文法を習得し、話すだけでなく読むことも視野に入れた学習をしていく。また、受講生にはスペイン語文法だけでなく、スペイン語圏の文学・歴史についても興味を深めるようになってもらいたいと考える。

【Which item of the diploma policy will be obtained by taking this class?】
各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、文学部：DP1、経営学部：DP1、人間環境学部：DP2

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
スペイン語の基礎文法を終えた受講生を対象とし、基本的にはテキストに添って文法事項などを説明しながら進めていく。さらには、スペイン語圏文化の紹介も可能な限り行っていく。状況により、学生の理解度を考慮し、授業進度を調整する。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	イントロダクション１年次の復習	動詞・現在形・現在完了・過去形について
2	比較級・最上級について	形容詞・副詞の比較級・最上級
3	動詞・未来形について①	未来形の規則活用形・その用法
4	動詞・未来形について②	未来形の不規則型・その用法
5	形容詞の基本	母音で終わる形容詞、子音で終わる形容詞の語形変化、語尾が脱落する形容詞の語形変化など
6	関係代名詞について	que,quien, el cualなどの用法
7	疑問文と疑問詞	疑問文の基本と様々な疑問詞
8	前置詞格人称代名詞について	英語には存在しない品詞・前置詞格人称代名詞の働きと用法
9	目的格人称代名詞の復習	直接目的格および間接目的格人称代名詞の使い方
10	再帰動詞について	再帰動詞の働きと用法
11	過去分詞と現在完了形の復習	現在完了の作り方とその用法
12	gustar構文、前置詞格人称代名詞	gustar型動詞の使い方とその種類
13	動詞・過去未来形について	過去未来形の働きと用法
14	試験・まとめと解説	筆記試験とその解説を実施し、今学期の学習内容のまとめ

【Work to be done outside of class (preparation, etc.)】
予習・復習をすること。復習を兼ねて宿題を確実にやり、わからないところを明確にする。
本授業の準備学習・復習時間は、合わせて1時間を標準とする。

【Textbooks】
『スペイン語２４課』（山村ひろみ著、白水社）
　テキストは学期初めにテキスト販売所で購入すること。

【References】
　本授業には辞書も必要。
　辞書をもっていない者は本授業には登録できません。
本授業を選択受講したかったら、辞書を購入して準備すること。
　辞書をもっていない者へのお薦めの辞書は、『現代スペイン語辞典』（白水社）

【Grading criteria】
授業への参加度など平常点２０%、試験８０%とし、総合的に評価する。
また、授業に積極的に取り組む姿勢も評価に加える。反対に、授業中の消極的態度は減点の対象となる。
授業中のスマートフォンの使用は大幅な減点の対象となる。

【Changes following student comments】
とくになし。

【Equipment student needs to prepare】
　本授業には辞書も必要。
　辞書をもっていない者は本授業には登録できません。
本授業を選択受講したかったら、辞書を購入して準備すること。
　辞書をもっていない者へのお薦めの辞書は、『現代スペイン語辞典』（白水社）

【Outline (in English)】
【Course outline】
Basic and intermediate Spanish grammar and conversation.
【Learning Objectives】
By the end of the semester, students should be able to write, speak, and understand intermediate Spanish, in the present,past, preterite, imperfect tense and subjunctive mood.
【Learning activities outside of classroom】
Preparation and review are necessary. Students should review lesson vocabulary and use a dictionary. Preparatory study and review time for this class are 1 hour.
【Grading Criteria /Policy】
Students evaluations are based on class participation (20%) and the final exam (80%).

LANs200LA（スペイン語 / Spanish language education 200）

Spanish C I

宮田 絵津子

Credit(s)：1 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：水1/Wed.1
Notes：Not Available for ESOP Students.
その他属性：

【Outline and objectives】
１年生で学んだスペイン語の復習とさらに進んだ文法の習得とならんで、スペイン語圏の文化について学ぶ。初級、中級の文法を使って、「話す」「聞く」「理解する」「書く」ことを目標とする。

【Goal】
スペイン語を用いて自分の意見を表現することを目標とする。

【Which item of the diploma policy will be obtained by taking this class?】
各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、文学部：DP1、経営学部：DP1、人間環境学部：DP2

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
基本的には対面授業だが、社会状況に応じてオンライン授業に切り替わる可能性もあるので学習支援を確認すること。テキストを使用して文法の学びを基本とし、練習問題を解いていくことでスペイン語を身につける。同時にスペイン語圏の文化についての理解を深める。リアクションペーパーの配布を毎回ではないが配布し、質問や感想などを取り入れて授業を進める。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	オリエンテーション	一年を通じてどのように授業を進めていくのか、授業の紹介、スペイン語の導入。
2	2課	１年で学んだ文法の復習。定冠詞・不定冠詞、hayの使い方の説明と練習問題（1課はアルファベットの読み方なので割愛）
3	3課前半	長文翻訳、"Ciudades" 一年で培った文法を用いて長文を翻訳する。
4	3課後半	主格人称代名詞・形容詞動詞ser/estarについての復習と練習問題。
5	4課前半	長文翻訳、"Barcelona"。直説法現在の動詞を用いた長文を翻訳。
6	4課後半	直説法現在の規則活用、所有形容詞、指示形容詞、指示代名詞および練習問題。
7	5課前半	長文翻訳、hacer, conocer,darなどの動詞を含んだ長文の翻訳。"Vacaciones de Verano"
8	5課後半	hacer,conocer,dar,saber,不規則動詞irの活用と練習問題。
9	6課前半	長文翻訳"Compras y Viajes"。Querer,poder,pedirなどの語幹母音変化を含む。
10	6課後半	直説法現在のなかの語幹母音変化動詞の活用の復習および練習問題。
11	7課前半	長文翻訳"Comidas"。tener,decir oirなどの動詞を用いた文章。
12	7課後半	直説法現在tener,decir,oir,従属節、時刻の表現の復習と練習問題。
13	前期復習	前期に復習した文法を中心に練習問題を全体で行い、期末試験の備えとする。
14	期末試験	春学期に学んだことの確認として期末テストを実施し、解説と春学期のまとめを行う。

【Work to be done outside of class (preparation, etc.)】
本授業の準備学習・復習時間は、合わせて1時間を標準とします。

【Textbooks】
『新・スペイン語圏への旅　El viaje al mundo hispánico』大原志麻・花方寿行著　同学社　定価2500
ISBN978-4-8102-0445-2

【References】
『クラウン西和辞典』(小学館)
『プログレッシブスペイン語辞典』（小学館）
『わかるスペイン語』(同学社)

【Grading criteria】
試験（６０％）平常点（４０％）。携帯電話の使用は減点の対象とする。欠席は2回まで。３回欠席した学生は単位を取得できないので注意すること。期末テストでは６０％取得しないと単位は取れない。いつまでもテキストを購入しない、または既に回答の記載のある中古のテキストを用いて授業に臨む学生は単位が取得できない。

【Changes following student comments】
適宜リアクションペーパーを配布し、学生からの質問や要望に応える方針。質問したい単元や確認したい文法について記入してください。授業内で復習するなど質問に対する対応をします。

【Equipment student needs to prepare】
紙媒体の辞書

【Others】
初回よりテキストを使用するので、必ず前もって購入しておくこと

【Outline (in English)】
1.Learn basic grammars and carry on practices which are in the textbook. 2.In order to be able to learn intermediary Spanish, it is aimed to learn grammatical interpretation.3.Learning activities outside of classroom aiming to restudy what is learned in the class is required. Your required study time is at least one hour for each class meeting.4.Grading criteria: 40% is presence and participation, attitude during class and 60% is the exam points. In the exams, more than 60 points is required to obtain the credit.

LANs200LA（スペイン語 / Spanish language education 200）

Spanish C II

OSNO I DE SASAKUBO H

Credit(s)：1 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：火2/Tue.2
Notes：Not Available for ESOP Students.

その他属性：

【Outline and objectives】
この授業では初級スペイン語を終了した学生が、スピーキング、リスニング、リーディング、ライティングのスキルを通してスペイン語でコミュニケーションすることを学ぶ。また、スペイン語圏の文化や社会の現状を踏まえた会話の上達を目指す。

【Goal】
自分の住環境、学習環境，労働環境について、評価または願望などをスペイン語で述べることができるようにします。

【Which item of the diploma policy will be obtained by taking this class?】
各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、文学部：DP1、経営学部：DP1、人間環境学部：DP2

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
授業はテキストに沿って進められる。必要に応じて教員が説明を行うが、会話練習や練習問題への取り組みが主要な時間を占める。毎回の授業開始時に、課題やリアクションペーパーへのフィードバックを行います。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Diálogo: La fiesta de Año nuevo	接続法現在：規則動詞/不規則動詞
2	Diálogo: La fiesta de Año nuevo	名詞節における接続法
3	Diálogo: ¡ A los tiempos!	独立文における接続法 名詞節における接続法と直説法
4	Diálogo: ¡ A los tiempos!	不定語・否定語
5	Diálogo: Nuestros sueños	関係節における接続法
6	Diálogo: Nuestros sueños	副詞節における接続法
7	Lectura: Visita a Madrid y sus alrededores	接続法現在完了
8	Lectura: Visita a Madrid y sus alrededores	接続法過去
9	Lectura: Consejos para ser feliz	命令表現（２）
10	Lectura: Consejos para ser feliz	命令表現での代名詞の位置
11	Proyección de una película hispanoamericana	スペイン語圏の映画
12	Lectura: Visita al norte de España	現在の非現実的条件文（１）
13	Lectura: Visita al norte de España	直説法未来完了
14	試験・まとめと解説	期末試験実施し、今学期のまとめと解説を行う。

【Work to be done outside of class (preparation, etc.)】
復習をしっかりやること、十分な準備をすること。本授業の準備・復習時間は、あわせて１時間を標準とします。

【Textbooks】
Español en imágenes2, Eugenio del Prado, Hanako Saito y Shinji Nakamichi /
イメージ・スペイン語2
Editorial Asahi /朝日出版社

【References】
辞書(電子辞書可) / SHOGAKUKAN DICCIONARIO ESPAÑOL-JAPONÉS Segunda edición

【Grading criteria】
授業内での口頭試験50％
小テスト20％、期末試験の結果30％
毎回、新しい事を学び、それらは連続しているので欠席することは致命的となる。原則として遅刻は認めない。

【Changes following student comments】
新規担当科目のため、学生からの意見は今後反映させる。

【Outline (in English)】
In this lesson, students who have finished Spanish for beginners learn to communicate in Spanish through speaking, listening, reading, and writing skills. In addition, our goal is to improve conversation based on the current state of culture and society in the Spanish-speaking world.
At the end of this course, students will be able to express their desires or aspirations in Spanish, and they will also evaluate their learning to project the Spanish language as a work tool in their future.
The standard preparation and review time for this class is 1 hour.
Grading will be decided based on exams (50%) and the active class participation of students (50%).

LANs200LA（スペイン語 / Spanish language education 200）

Spanish C II

鈴木 正士

Credit(s)：1 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：木2/Thu.2
Notes：Not Available for ESOP Students.

その他属性：

【Outline and objectives】
スペイン語の初級文法を復習しながら、中級レベルの文法へのステップアップを目指し、構文などの応用的な表現を学んだあと、簡単な読み物を読んでいく。

【Goal】
初級から一歩進んだ文法を習得し、読み書きのレベルを高めていく。また語学だけでなく、スペイン語圏諸国の歴史、文化などの理解も深めていく。

【Which item of the diploma policy will be obtained by taking this class?】
各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、文学部：DP1、経営学部：DP1、人間環境学部：DP2

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
スペイン語の基礎を終えた学生を対象とし、文法事項などを説明したあと、簡単な読み物を読んでいく。
また、スペイン語圏文化の紹介も可能な限り行っていく。
状況により、学生の理解度を考慮し、授業進度を調整する可能性がある。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	春学期の復習	直説法の動詞のまとめ
2	感嘆文について	感嘆文の働きと用法
3	接続法現在形について	接続法現在の働きと用法
4	接続法現在形・規則形	接続法現在形・規則形を理解し、覚えていく
5	接続法現在形・不規則型	接続法現在形・不規則形を理解し、覚えていく
6	命令形	肯定命令形と否定命令形を理解し、覚えていく
7	簡単な読み物の訳読①	読み物の文法を押さえながら、訳読していく。
8	簡単な読み物の訳読②	読み物の文法を押さえながら、訳読していく。
9	簡単な読み物の訳読③	読み物の文法を押さえながら、訳読していく。
10	簡単な読み物の訳読④	読み物の文法を押さえながら、訳読していく。
11	簡単な読み物の訳読⑤	読み物の文法を押さえながら、訳読していく。
12	簡単な読み物の訳読⑥	読み物の文法を押さえながら、訳読していく。
13	簡単な読み物の訳読⑦	読み物の文法を押さえながら、訳読していく。
14	試験・まとめと解説	筆記試験とその解説を実施し、今学期の学習内容のまとめ

【Work to be done outside of class (preparation, etc.)】
わからない単語を辞書で調べておくこと。必ず予習してくること。そして、復習のときには、音読すること。
本授業の準備・復習時間は、あわせて１時間を標準とする。

【Textbooks】
『スペイン語２４課』山村ひろみ著、白水社
　テキストは学期初めに必ず購入すること。

【References】
　本授業には辞書も必要。
　辞書をもっていない者は本授業には登録できません。
本授業を選択受講したかったら、辞書を購入して準備すること。
　辞書をもっていない者へのお薦めの辞書は、『現代スペイン語辞典』（白水社）

【Grading criteria】
授業への参加度など平常点２０%、試験８０%とし、総合的に評価する。
また、授業に積極的に取り組む姿勢も評価に加える。反対に、授業中の消極的態度は減点の対象となる。
授業中のスマートフォンの使用は大幅な減点の対象となる。

【Changes following student comments】
とくになし。

【Equipment student needs to prepare】
　本授業には辞書も必要。
　辞書をもっていない者は本授業には登録できません。
本授業を選択受講したかったら、辞書を購入して準備すること。
　辞書をもっていない者へのお薦めの辞書は、『現代スペイン語辞典』（白水社）

【Others】
学習障害等、何らかの配慮を希望する場合は、遠慮なくその旨申し出てください。

【Outline (in English)】
【Course outline】
Basic and intermediate Spanish grammar and conversation.
【Learning Objectives】
By the end of the semester, students should be able to write, speak, and understand intermediate Spanish, in the present,past, preterite, imperfect tense and subjunctive mood.
【Learning activities outside of classroom】
Preparation and review are necessary. Students should review lesson vocabulary and use a dictionary. Preparatory study and review time for this class are 1 hour.
【Grading Criteria /Policy】
Students evaluations are based on class participation (20%) and the final exam (80%).

LANs200LA（スペイン語 / Spanish language education 200）

Spanish C II

宮田 絵津子

Credit(s)：1 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：水1/Wed.1
Notes：Not Available for ESOP Students.

その他属性：

【Outline and objectives】
１年生で学んだスペイン語の復習とさらに進んだ文法の習得とならんで、スペイン語圏の文化について学ぶ。初級、中級の文法を使って、「話す」「聞く」「理解する」「書く」ことを目標とする。

【Goal】
スペイン語を用いて自分の意見を表現することを目標とする。

【Which item of the diploma policy will be obtained by taking this class?】
各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、文学部：DP1、経営学部：DP1、人間環境学部：DP2

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
基本的は対面授業だが、社会状況に応じてオンライン授業に切り替わる可能性もあるので学習支援を確認すること。テキストを使用して文法の学びを基本とし、練習問題を解いていくことでスペイン語を身につける。同時にスペイン語圏の文化についての理解を深める。リアクションペーパーの配布を毎回ではないが配布し、質問や感想などを取り入れて授業を進める。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	8課	目的格人称代名詞、不定語と否定語の文法説明と練習問題。
2	9課	疑問文で使用される疑問詞、曜日、月、日付の言い方、接続詞の文法説明と練習問題。
3	11課・13課	再帰動詞の文法説明と練習問題。（不規則動詞を含む）
4	12課	点過去、関係代名詞についての文法説明と練習問題。
5	14課	線過去についての文法説明と練習問題。
6	15.16課	現在完了・直説法過去完了および比較級についての文法説明と練習問題。
7	17課	直説法未来、直説法過去未来についての文法説明と練習問題。
8	18課前半	長文翻訳"Obras y autores"。接続法現在を含む長文理解。
9	18課後半	接続法現在の活用（語幹母音変化動詞、不規則変化動詞）についての文法説明と練習問題。
10	19課前半	接続法現在の用法（2）形容詞節・副詞節・疑惑と願望を表す独立文についての文法説明と練習問題。
11	20課前半	直説法未来完了、過去未来完了、接続法過去についての文法説明
12	20課後半	接続法現在完了、過去完了、非現実的条件文についての文法説明と練習問題。
13	復習	秋学期で学んだ文法および作文理解についての復習。特に接続法を中心に復習する。
14	期末試験	秋学期に学んだことの確認として期末テストを実施し、解説と秋学期のまとめを行う。

【Work to be done outside of class (preparation, etc.)】
本授業の準備学習・復習時間は、合わせて1時間を標準とします。

【Textbooks】
『新・スペイン語圏への旅　El viaje al mundo hispánico』大原志麻・花方寿行著　同学社　定価2500
ISBN978-4-8102-0445-2

【References】
『中級スペイン語文法』　山田善郎著　白水社
『プログレッシブスペイン語辞典』小学館
『クラウン西和辞典』三省堂
『プエルタ新スペイン語辞典』研究社
紙媒体の辞書必携

【Grading criteria】
試験６０%、平常点４０%。
携帯電話の使用は減点の対象とする。欠席は３回まで。３回欠席した学生は単位を取得できないので注意すること。期末テストでは６０%取得しないと単位は取れない。
いつまでもテキストを購入しない、または既に回答の記載のある中古のテキストを用いて授業に臨む学生は単位が取得できない。

【Changes following student comments】
適宜配布するリアクションペーパーに疑問点、要望などがあれば対応。質問したい単元や確認したい文法があれば記入してください。授業内で復習するなど対応します。

【Equipment student needs to prepare】
紙媒体の辞書

【Others】
初回より必ずテキストを持参すること。

【Outline (in English)】
1.Learn intermediary grammars and carry on practices which are in the textbook. 2.In order to be able to learn basic Spanish, it is aimed to learn grammatical interpretation.3.Learning activities outside of classroom aiming to restudy what is learned in the class is required. Your required study time is at least one hour for each class meeting.4.Grading criteria: 40% is presence and participation, attitude during class and 60% is the exam points. In the exams, more than 60 points is required to obtain the credit.

LANs200LA（スペイン語 / Spanish language education 200）

Spanish D I

OSNO I DE SASAKUBO H

Credit(s)：1 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：火3/Tue.3
Notes：Not Available for ESOP Students./定員制(30)
その他属性：

【Outline and objectives】
身近な話題を相手に伝える練習をする。モデル文章を作って重要な表現解説と作文練習も行う。モデル文章を元に表現を置き換えて、自分の文章を書けるようになるのが目標である。

【Goal】
身近な話題について文章で書き表し、それをベースに簡単なプレゼンテーションができるようになることを目指す。

【Which item of the diploma policy will be obtained by taking this class?】
各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP1、国際文化学部：DP1、人間環境学部：DP2、キャリアデザイン学部：DP1

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
この講座では身近な話題を相手に伝える練習を行う。モデル文章を作って重要な表現解説と作文練習も行う。その後、学んだ表現を暗記し、仲間と練習する。次に暗記した表現をベースにしてモデル文章を書き換えて発表する。学習した内容は次週の講義の最初に何人かに聞いて確認を行う。

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Presentación personal y del curso	自己紹介の方法を学ぶ。授業概要
2	El patio cordobés 1	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
3	El patio cordobés 2	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
4	La Alhambra 1	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
5	La Alhambra 2	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
6	Las universidades de Hispanoamérica 1	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
7	Las universidades de Hispanoamérica 2	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
8	Encuentro culinario en Perú 1	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
9	Restaurantes peruanos en Tokio	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
10	El Gaucho 1	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
11	El Gaucho 2	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
12	El maíz	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
13	El origen del maíz	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
14	試験・まとめと解説	期末試験を実施し、今学期のまとめと解説を行う。

【Work to be done outside of class (preparation, etc.)】
前の週の復習から始まる。履修者はペアで練習を行うので、予習をしっかり行い、積極的に授業に参加することが求められる。事前学習として毎回送られてくるモデル文章とその日本語訳をよく理解しておくこと。事後学習は講義で暗記した8個程度の短文を次回の講義までに確認し、完璧に暗記すること。次回の授業で確認を行う。学習の目安は毎回 60分程度である。

【Textbooks】
23 lecturas de español con CD-ROM
N. Iziri, M. Hayashi, Y. Tajiri
Editorial Asahi

【References】
辞書(電子辞書可)

【Grading criteria】
-Exams (50%)
-The active class participation of students (50%)

【Changes following student comments】
教師が用意した教材を改善し、生徒間でより良いコミュニケーションを実現するために生徒間で信頼できる環境を作ります。

【Equipment student needs to prepare】
なし

【Others】
なし

【Outline (in English)】
In this course students will practice communicating familiar topics to others. Model sentences will be created to explain important expressions and practice replacing them. The goal is to be able to write your own sentences by replacing expressions based on the model sentences.
Grading criteria
Students will be judged on the basis of regular scores, assignments and final examination.
Regular point evaluation: 50%.
A score based on the student's response when pointed out in class. Also, your attitude and active participation in class. Regular points will be accumulated, so if a student is absent, the regular points for that day will be zero.
Midterm exam: 20%.
Final oral exam: 30%.
In this course, students will practice communicating familiar topics to others. After replacing model sentences and memorize the expressions you have learned, you will practice them with your pairs . Next, rewrite the model sentences using the memorized expressions and present them. I will confirm what you have learned by asking some of you at the beginning of the next week's lecture.
Every week begins with a review of the previous week. Students will practice in pair, so they are expected to prepare well and actively participate in class. The estimated study time is about 60 minutes for each class.

LANs200LA（スペイン語 / Spanish language education 200）

Spanish D II

OSNO I DE SASAKUBO H

Credit(s)：1 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：火3/Tue.3
Notes：Not Available for ESOP Students./定員制(30)
その他属性：

【Outline and objectives】
身近な話題を相手に伝える練習をする。モデル文章を作って重要な表現解説と作文練習も行う。モデル文章を元に表現を置き換えて、自分の文章を書けるようになるのが目標である。

【Goal】
身近な話題について文章で書き表し、それをベースに簡単なプレゼンテーションができるようになることを目指す。

【Which item of the diploma policy will be obtained by taking this class?】
各学部のディプロマ・ポリシーのうち、以下に関連している。法学部・法律学科：DP3・DP4、法学部・政治学科：DP1、法学部・国際政治学科：DP1、文学部：DP1、経営学部：DP1、国際文化学部：DP1、人間環境学部：DP2、キャリアデザイン学部：DP1

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
この講座では身近な話題を相手に伝える練習を行う。モデル文章を作って重要な表現解説と作文練習も行う。その後、学んだ表現を暗記し、仲間と練習する。次に暗記した表現をベースにしてモデル文章を書き換えて発表する。学習した内容は次週の講義の最初に何人かに聞いて確認を行う。

【Active learning in class (Group discussion, Debate.etc.)】
なし / No

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Presentación del curso.	授業の説明。
2	Historia de Madrid I	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
3	Los primeros pobladores de América I	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
4	Los primeros pobladores de América II	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
5	La Pampa - Argentina I	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
6	La Pampa - Argentina II	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
7	Perú antes de los incas I	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
8	Perú antes de los incas II	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
9	El lago Titicaca I	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
10	El lago Titicaca II	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
11	Mi mejor regalo	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
12	La Navidad Intercambio de regalo	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
13	Año Nuevo. Eventos del año nuevo en Sudamérica	リスニング練習、読解練習、発音練習、語彙練習、発話練習、再構築練習
14	試験・まとめと解説	期末試験を実施し、今学期のまとめと解説を行う。

【Work to be done outside of class (preparation, etc.)】
前の週の復習から始まる。履修者はペアで練習を行うので、予習をしっかり行い、積極的に授業に参加することが求められる。事前学習として毎回送られてくるモデル文章とその日本語訳をよく理解しておくこと。事後学習は講義で暗記した8個程度の短文を次回の講義までに確認し、完璧に暗記すること。次回の授業で確認を行う。学習の目安は毎回 60 分程度である。

【Textbooks】
23 lecturas de español con CD-ROM
N. IZIRI,M. HAYASHI, Y. TAJIRI
Editorial ASAHI

【References】
辞書(電子辞書可)

【Grading criteria】
-Exams (50%)
-The active class participation of students (50%)

【Changes following student comments】
教師が用意した教材を改善し、生徒間でより良いコミュニケーションを実現するために生徒間で信頼できる環境を作ります。

【Equipment student needs to prepare】
なし

【Others】
なし

【Outline (in English)】
In this course students will practice communicating familiar topics to others. Model sentences will be created to explain important expressions and practice replacing them. The goal is to be able to write your own sentences by replacing expressions based on the model sentences.
Grading criteria
Students will be judged on the basis of regular scores, assignments and final examination.
Regular point evaluation: 50%.
A score based on the student's response when pointed out in class. Also, your attitude and active participation in class. Regular points will be accumulated, so if a student is absent, the regular points for that day will be zero.
Midterm exam: 20%.
Final oral exam: 30%.
In this course, students will practice communicating familiar topics to others. After replacing model sentences and memorize the expressions you have learned, you will practice them with your pairs . Next, rewrite the model sentences using the memorized expressions and present them. I will confirm what you have learned by asking some of you at the beginning of the next week's lecture.
Every week begins with a review of the previous week. Students will practice in pair, so they are expected to prepare well and actively participate in class. The estimated study time is about 60 minutes for each class.

HIS300LF（史学 / History 300）

Modern and Contemporary History of Japan

Marco TINELLO

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：金4/Fri.4
Notes：【For GIS students】
This course is offered by ESOP and cross-listed in ESOP, allowing you to take it as a GIS 200-level course.

【For ESOP students】
This class code is for GIS students.
Please see the syllabus provided by ESOP.

その他属性：

【Outline and objectives】
This course explores the modern and contemporary history of Japan with a focus on its foreign relations. We examine the interrelated history of Japan with China, Korea, Ryukyu, Southeast Asia, and the Western world from the Seventeenth century to the 1910s.

【Goal】
To enrich participants view of the modern and contemporary history of Japan by providing an outline and a framework to better understand the events that shaped the modern and contemporary history of Japan.

【Which item of the diploma policy will be obtained by taking this class?】

【Main Teaching Method 】
L 講義 /Lecture、Z その他 /Other

【Method(s)】
The style of each class of this course consists of the instructor's lecture and an open-ended discussion. In the first part of the lesson, I will give a lecture on a given subject, and in the second, we will discuss a paper, which the students are required to read in advance. Comments for assignments are given during office hours.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1.	Introduction	Overview of the Course and Explanation of Basic Concepts
2.	East Asian diplomacy	Japan and its traditonal relations with East Asia
3.	The Edo Period (1)	The Tokugawa bakufu's foreign relations
4.	The Edo Period (2)	The Edo period as seen from foreign processions and parades
5.	The Edo Period (3)	The city of Edo
6.	The Edo Period (4)	Mid-term Presentations
7.	The late Edo Period (1)	The Arrival of the Western powers in East Asia
8.	The late Edo Period (2)	The Opening of Japan
9.	The Meiji Period (1)	The establishment of the Meiji government and the creation of a modern state
10.	The Meiji Era (2)	The incorporation of Ryukyu, Ogasawara, and the Kuril Islands from a global perspective
11.	The Meiji Era (3)	The Sino-Japanese War and the collapse of the Chinese tributary system
12.	The Meiji Era (4)	From the Russo-Japanese War to the Annexation of Korea
13.	Contemporary Japan	Present-day Japan and the legacy of its contemporary diplomatic issues
14.	Final Presentations	Course conclusion and Final Presentations

【Work to be done outside of class (preparation, etc.)】
Students are expected to prepare for two presentations. In addition, students are expected to read the assigned readings and review materials distributed after each class. The average study time outside of class per week would be roughly 4 hours.

【Textbooks】
Students are expected to read the handouts and the assigned readings in place of "textbooks".

【References】
References will be provided for each topic in class.

【Grading criteria】
10% Participation
25% Presentations
20% In-class quizzes and reaction papers
45% Take-home final examination

【Changes following student comments】
There are no changes

【Equipment student needs to prepare】
Students are expected to download class materials through Google Classroom and/or HOPPI.

SOC300LF（社会学 / Sociology 300）

Families and Sexualities in Japan

Hazuki KANEKO

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：火4/Tue.4
Notes：【For GIS students】
This course is offered by ESOP and cross-listed in ESOP, allowing you to take it as a GIS 200-level course.

【For ESOP students】
This class code is for GIS students.
Please see the syllabus provided by ESOP.

その他属性：

【Outline and objectives】
This course adopts a sociological perspective to examine diverse forms of family life and related social issues in contemporary Japan through the lens of gender and sexuality. It examines how the notion of a “normal” family is socially constructed and how this process produces social inequalities. Topics include, but are not limited to, dating, marriage, singlehood, childbearing, infidelity, the family registration system, as well as same-sex and international couples and families.

【Goal】
By the end of the semester, students are expected to achieve three goals. First, they will become familiar with sociology as a debunking discipline and understand the relationship between biography and social history. Second, they will be able to discuss how people from diverse backgrounds experience “the family” in Japan using relevant sociological theories and concepts. Finally, students will develop greater sensitivity to social inequalities and critical thinking skills to question the norms and systems shaping people’s intimate lives.

【Which item of the diploma policy will be obtained by taking this class?】

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
This course is delivered through a series of lectures, but students also engage in group presentations, participate in class discussions, and complete written assignments. Feedback on assignments will given in a written form.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1.	Introduction	An overview of the course; expectations and policies; What is sociological research on families and sexualities?
2.	Basic concepts and theories I	Students will be introduced to sociological concepts and theories used in family and sexuality studies.
3	Basic concepts and theories II	Students will be introduced to sociological concepts and theories used in family and sexuality studies.
4	Family formation and marriage I	This session will examine changes in dating, courtship, and marriage practices, as well as the rise of online dating culture.
5	Marriage and having children II	This session will examine the rise of the super solo culture and the increasing number of single adults for life.
6	Presentation and discussion (Group 1)	Student presentations on family formation and marriage
7	Lives of married couples I	This session will examine how gender roles are changing and how married partners navigate gender inequality in their relationships.
8	Lives of married couples II	This session will discuss common issues in married relationships, such as infidelity and infertility.
9	Presentation and discussion (Group 2)	Student presentations on the lives of married couples
10	Modern families I	This session will introduce alternative family structures and discuss social norms embedded in the Koseki system.
11	Modern families II	This session will examine international marriages and related social issues.
12	Modern families III	This session will discuss same-sex marriages and the lives of same-sex couples.
13	Presentation and discussion (Group 3)	Student presentations on modern families and the koseki system
14	Concluding discussions	A recap of the concepts and theories covered in the course.

【Work to be done outside of class (preparation, etc.)】
Students should complete the assigned readings before each class and take notes. The average study time outside class would be about 4 hours per week. Questions for reflective memos and take-home exams are mostly based on the assigned readings.

【Textbooks】
All the materials will be uploaded on Hoppii. Students do not need to purchase a specific textbook for this course.

【References】
None

【Grading criteria】
Attendance: 10%
Class participation:10%
Presentation:20%
Reflective memos:30%
Take-home exam:30%

【Changes following student comments】
I will continue to incorporate class and/or group discussions whenever appropriate.

【Equipment student needs to prepare】
Access to the internet and computer for downloading and viewing course materials and submitting reaction papers, presentation slides, and final exams. Hoppi will be used.

【Others】
Students must inform the instructor if they will be absent for one of these cases such as medical reasons, job interviews, family emergency, and other circumstances. Students with special needs should contact the instructor as early as possible.
Using AI tools to check English writing (grammar/spelling) is allowed, but using them to generate content for written assignments is strictly prohibited. (If suspected, the student will be contacted personally and receive no point).

This course is committed to fostering an inclusive and respectful learning environment that values student diversity. As the instructor of this course, I will ensure a comfortable space for open dialogue, where different perspectives are encouraged. Mutual respect, active listening, and constructive engagement with ideas are expected from all students. It should be noted that diversity is sometimes misused to mask or even justify discrimination, undermining its original purpose. Diversity should foster inclusion and fairness, not serve as a cover for exclusionary practices.

SOC300LF（社会学 / Sociology 300）

Japanese Social Problems

David H SLATER

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：火3/Tue.3
Notes：【For GIS students】
This course is offered by ESOP and cross-listed in ESOP, allowing you to take it as a GIS 200-level course.

【For ESOP students】
This class code is for GIS students.
Please see the syllabus provided by ESOP.

その他属性：

【Outline and objectives】
"Social problems" are always manifest in the lived realities of social life. In our case, that social life is conducted against one of the most complex and always-fascinating ethnographic fieldsites: Tokyo. Our class will use ethnographic methods — observations and interviews–to understand how these issues are enacted, understood, and narrated. We will explore how the important social problems of race and ethnic minorities, social and socio-economic marginalization, and gender and sexuality exist in our wonderful city.

【Goal】
By the end of the course, students will have learned the basic outline of how race, class, and gender are discursively constructed in Japan, and how they actually function within Tokyo. Students learn how to identify a social problem, how to design and execute a fieldwork-based project to define and collect data on these problems, and how to put this data together into some analytical context. Students thus will learn how to sharpen their observation and interview skills to put together portfolios of original research. And of course, they will know Tokyo much better!

【Which item of the diploma policy will be obtained by taking this class?】

【Main Teaching Method 】
S 演習/ゼミ /Seminar、E 実験/実習/実技 /Experiment

【Method(s)】
Our class will alternate between readings based social problems and ethnographic methods. Using this as a jumping off point, students will do regular fieldwork to collect data somewhere in Tokyo. Students will then bring back their fieldnotes, photographs, recordings and other forms of documentation, and share them with the rest of the class through presentation, discussion, and analysis. The final project will be based on a topic of the each students' choosing, that combined our class readings and the data you've collected for a final portfolio. The regular ethnographic data collections will usually be done in groups, although the final project will, in principle, be individual.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
あり / Yes

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1.	Introduction to the course	Review of full course material and introduction of analytical practice
2.	Anthropological Approaches to Social Problems	Readings on research methods that stress analytical, ethical, and safe practice.
3.	Introduction to Tokyo	Historical, geographic, and social outlines of city life
4.	Race in Japan	Historical, geographic, and social overview of the use of race in Tokyo
5.	Ethnography of racial divisions in urban space and practice	Fieldwork on racial spaces in Tokyo
6.	Social class, socioeconomic diversity	Readings on historical, geographical, and social outlines of economic difference in Tokyo
7.	Ethnography of poverty and privilege in Tokyo	Fieldwork on urban space and social class.
8.	Gender as a social problem in Japan	Readings on historical, geographic, and social representations of gender in Tokyo
9.	Ethnography of gendered structures and spaces	Fieldwork on gendered structures and spaces
10.	Intersectionality: race, class, and gender	Readings on the ethnography of intersectionality and space
11.	Final project outlines	Review of collected ethnographic materials
12.	Final project proposals	Class presentations
13.	Individualized research guidance	In-class work period
14.	Final project presentations	Final project presentations

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete regular reading assignments before class and to be ready for productive discussions on the assigned readings. They will need to prepare reading/thinking notes for each class. In addition, regular fieldwork in different parts of Tokyo will be necessary.

【Textbooks】
We will not use a textbook. Required readings will be provided by the instructor.

【References】
The Urban Ethnography Reader, edited by Mitchell Duneier, Philip Kasinitz, and Alexandra K. Murphy.
Geography of Tokyo, 菊地 俊夫

【Grading criteria】
Weekly assignments (reading notes and fieldnotes):50%
Final Portfolio: 50%

【Changes following student comments】
The changes in the syllabus for this year were the result of students expressing a desire to venture out of the classroom into our greatest resource — the city of Tokyo — in a structured, productive, and safe way.

【Equipment student needs to prepare】
We will use the Learning Management System available from the university.

【Others】
You must attend the first class if you are interested in the course. We may have student selection in the first class, depending on the number of interested students.
Students must be ready to bring in and share their reading and/or research notes for each class. They must be ready to discuss, and work collaboratively with other students on reading questions and small research projects in each class. Come to this class ready to work, share, and talk.

SOS300LF（その他の社会科学 / Social science 300）

Global and Transnational Japan

Kei TAKATA

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：水3/Wed.3
Notes：【For GIS students】
This course is offered by ESOP and cross-listed in ESOP, allowing you to take it as a GIS 200-level course.

【For ESOP students】
This class code is for GIS students.
Please see the syllabus provided by ESOP.

その他属性：

【Outline and objectives】
This course examines Japanese society through the lens of globalization and its transnational relations with foreigners and foreign societies. On the one hand, Japan's relative geographical isolation as an archipelago surrounded by the sea has cultivated a unique aesthetic culture that attracts people across the world in recent times, as well as being one of the driving forces behind its economic development. Yet, at the same time, this could also be a critical factor in generating a peculiar social system and norms that sometimes generate a considerable gap with the "global standards." Hence, in theory, the global process would be an agency that shapes, reshapes, and alters the social structure in both positive and negative ways. As such, how does globalization - the closer integration of the countries and peoples of the world, especially after the 1980s - affect the change in contemporary Japanese society? The course will explore this question through reading and discussing the effect of transnationalism – both inbound/import and outbound/export - on migration, work, civil society, tourism, education, family, culture, identity, language, and Olympics, among others. The course also introduces theoretical approaches to understand globalization and transnationalism.

【Goal】
The primary goal of this class is to gain an alternative understanding of Japanese society that cannot be seen only by observing from the perspective of the nation-state. Taking the transnational and relational approach would then provide us with insights into why and how Japan is changing in this contemporary era. Students are expected to gain skills and knowledge to critically analyze Japanese globalization through a comparative approach with other countries from East Asia, North America, Europe, among other regions that you are familiar with.

【Which item of the diploma policy will be obtained by taking this class?】

【Main Teaching Method 】
S 演習/ゼミ /Seminar、L 講義 /Lecture

【Method(s)】
The course follows a mixed lecture-seminar format, combining short lectures, discussions, and group work designed for ESOP students at Hosei. In the class, followed by the instructor's lecture, participants are expected to discuss the topics through a critical reading of the assigned materials. There will be a group project to work on, and we will allocate time to discuss the project with your group members. Each group will make a short presentation on the final week of the class, and students will write a final assignment individually based on the findings from the group work.
The instructor will provide feedback on the presentations during the class. Students can also access the instructor during office hours (prior appointment needed).

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction to the Course	Course Introduction/Course Overview
2	International, Global, and Transnational	Theories of globalization and transnationalism; History of globalization
3	Global and Transnational Japan	Globalization and Japan; Kokusaika and Gurōbaruka
4	Globalization, Culture, and Politics	Globalization of culture; Cool Japan; Nation branding
5	Globalization and Tourism	Inbound tourism, Foreign tourists: Tourism and social change
6	Globalization of Language	Global language; Englishinization
7	Transnational Mobility of Japanese Youth	Japanese returnees; Kikokushijo; New Japanese emigrants
8	Japanese Emigrants	Japanese emigration to overseas; Return migrants
9	New Migrants in Japan	Contemporary migration; Migration policy; Public opinion towards migrants
10	Multiculturalism and Cosmopolitanism	Multiculturalism and Cosmopolitanism; Tabunka Kyōsei; Integration
11	Mixed Race (Hāfu) and Identity	Transnationalism and racial hybridity; Hāfu, Daburu, Mikkusu
12	Nationalism	Global Inequality, Neoliberalism and Nationalism
13	Final Presentations 1	Wrap Up session; Student presentations on chosen topics
14	Final Presentations 2	Student presentations on chosen topics

【Work to be done outside of class (preparation, etc.)】
- Reading assignments (every week)
- Preparation for project presentation
- Final paper
The average study time outside of class per week would be roughly 4 hours.

【Textbooks】
Readings will be provided by the instructor.

【References】
Reference materials will be suggested by the instructor whenever appropriate.

【Grading criteria】
Class Participation and Discussions: 25%
Presentations (Group Work): 25%
Final Paper: 50%

【Changes following student comments】
Share students' feedback and comments during the lecture.

【Equipment student needs to prepare】
None

【Others】
- The schedule and detail may be subject to change.
- Detailed course descriptions, including the assignments, will be provided on the first day of the class.

【None】
None

【None】
None

【None】
None

【None】
None

【None】
None

SOC300LF（社会学 / Sociology 300）

Journalism in Japan I

Robert SAKAI-IRVINE

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：金5/Fri.5
Notes：【For GIS students】
This course is offered by ESOP and cross-listed in ESOP, allowing you to take it as a GIS 200-level course.

【For ESOP students】
This class code is for GIS students.
Please see the syllabus provided by ESOP.

その他属性：

【Outline and objectives】
This course asks you to think about and discuss the principle of press freedom through its expression here in Japan. Over the 14 weeks of the course, you will delve into the Japanese free press' sometimes troubled history and present reality, while grappling with questions that go to the heart of not just journalism, but to definitions of the "public good" and the health of democratic systems. For example: Is state control of the news media ever justified? Looking at real-world situations for context, your own responses may surprise you. Like any good journalist, be curious and critical.

【Goal】
Using historical and present-day case studies, you will examine what press freedom actually means in practice, and the different ways it can be restricted. For example, does keeping secrets and imposing penalties for reporting them count as limiting press freedom? You will do this by:
- examining the early days of print news in Japan, and the dark days of the descent into war;
- discussing types of information control, and present-day law and attitudes to official secrecy;
- questioning, through actual examples, whether there are any ethical limits to freedom of the press and expression;
- comparing coverage of the same issues in different publications;
- a midterm essay and end-of-term team debate on a question related to press freedom or freedom of speech;
- and talking about how news is covered from day to day, through class analysis of at least one real-time news article per week (of your choosing).

【Which item of the diploma policy will be obtained by taking this class?】

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
In Class
Each class will start with a discussion on one or two articles (chosen by you the student) from the previous week, focussing not just on the content of the news but on how it is presented and why.
We will then move on to the topic of the day, starting the class discussion with points from that week's readings and treating each as a case study, and attempt to draw conclusions about the role and responsibility of journalism in each situation.
This is a heavily discussion-based course (as is reflected in the grading structure), and you will get feedback on your comments from the instructor in real time. While participation is necessary, quality of contribution is more important than volume; well thought-out ideas are appreciated, and will be acknowledged in class.
After Class
By the end of the Monday after each class, students will post their personal thoughts on the topic discussed in the course discussion forum on Hoppii, and comment on at least one other student's reflections, to keep the discussion fresh and moving forward. The instructor will also read and comment on the students' posts.
Midterm Paper and Team Debates
The two major projects are a midterm paper of about 2,000 words on a major issue of journalism, information literacy or freedom of expression, and a final team debate on the same or similar issue. For the debate, the instructor will be looking at the quality of the arguments, strong evidence, debate performance, and the team's ability to answer questions on their topic. The instructor will provide paper and debate topic suggestions on request.
Other Written Work
The instructor will provide feedback on written work in the form of extensive comments and constructive criticism, as well as a number grade.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	What is journalism for?	Outline of the class. Reflections on your assumptions about the purposes of journalism. Class discussion and short essay assigned.
2	Small paper, big paper, huge paper	Introducing Japanese print news outlets and reporting styles. Comparison with English-language newspapers.
3	Censorship and self-censorship I	A little bit of history on the early days of Japan's news business - and information control - starting in the Meiji period. Class discussion. **Short essay due.**
4	War and the news (Warning: This session contains graphic descriptions of war)	Delving into the treacherous space between news and propaganda in WWII Japan. What is the news media's responsibility during wartime?
5	Censorship and self-censorship II	Flash forward to Japan's present. What should and should not be a secret? Is freedom of speech under threat in Japan?
6	Access journalism	What is "access journalism", and can it be used to strangle free reporting? We will also explore Japan's kisha clubs.
7	Hot potato topics I	How are topics that tend to spark a backlash from the public or specific groups handled by newspapers? Case study: "Comfort women."
8	Hot potato topics II	Presentations to the class on specific hot potato topics. Group discussion. **Midterm paper due**
9	Hot potato topics II continued	Presentations to the class on specific hot potato topics. Group discussion.
10	Debate preparation consultations and in-class work	A chance to consult with the instructor on your debate preparation, and in-class work.
11	How far is too far?	Debating the limits of freedom of speech in a newspaper. Is there such a thing as 'too offensive to print'?

12	Freedom of the press in the social media age	Is fake news and mass opinion manipulation a threat to the role of freedom of speech in a democratic society?
13	Team Debates I	Team debates on a critical question relating to journalism and/or freedom of expression, and answer questions from peers and the instructor.
14	Team Debates II	Team debates on a critical question relating to journalism and/or freedom of expression, and answer questions from peers and the instructor.

【Work to be done outside of class (preparation, etc.)】
- Weekly reading assignments.
- Read and be ready to discuss at least one news article about Japan per week.
- Post personal reflections to the Hoppii course discussion forum on the topic of the previous class. Posts are due by the end of the Monday after each class, to give other students and the instructor time to respond.
- One short essay, a midterm paper and team debate preparation.
The average study time outside of class per week would be roughly 4 hours.

【Textbooks】
Students will receive weekly reading assignments. Also, students are expected to keep an eye on current affairs in Japan by following the news regularly.

【References】
Additional literature will be introduced in class as necessary.

【Grading criteria】
Participation: 20%
Class preparation: 20%
Short essay: 10%
Weekly reflections on Hoppii discussion forum: 10%
Midterm essay: 15%
Team debate : 25% (10% preparation, 15% debate performance)
NOTE: Two unexplained absences will result in an automatic E grade.

【Changes following student comments】
I have changed the format of the midterm paper to better utilise technology and avoid students depending on AI to write their essay for them.

【Equipment student needs to prepare】
A laptop or tablet would be handy, but not essential.

【Others】
The instructor has been a newspaper writer and editor at one of Japan’s largest dailies since 2008.

【Prerequisite】
None

SOC300LF（社会学 / Sociology 300）

Journalism in Japan II

Robert SAKAI-IRVINE

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：金5/Fri.5
Notes：【For GIS students】
This course is offered by ESOP and cross-listed in ESOP, allowing you to take it as a GIS 200-level course.

【For ESOP students】
This class code is for GIS students.
Please see the syllabus provided by ESOP.

その他属性：

【Outline and objectives】
News plays a significant role in forming what we all think we know about the world. Through the lens of print news here in Japan, this course asks students to question and discuss the ethics of reporting, tackling issues including anonymous sourcing, privacy vs. public interest, and cozying up to information sources. Hopefully, you will never look at news articles the same way again.
NOTE: You may enrol in this course without having taken Journalism in Japan I.

【Goal】
To achieve the above, you will explore the ins and outs of news reporting by:
- delving into how print news media operates in Japan, especially the big national dailies;
- learning the basics of writing articles and penning a few of your own, from a simple crime story to a major news feature;
- looking at real-world examples from both the past and more recent times, and discussing ethical problems and solutions for each case with classmates and the instructor;
- and choosing real-time news stories to dissect in class, asking the basic but important questions: What happened? And is it news?

【Which item of the diploma policy will be obtained by taking this class?】

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
In Class
Each class will start with a discussion on one or two articles (chosen by you the student) from the previous week, focussing not just on the content of the news but on how it is presented and why.
We will then move on to the topic of the day, starting the class discussion with points from that week's readings and treating each as a case study, and attempt to draw conclusions about what it means to behave as an ethical journalist, editor or publication in each situation.
This is a heavily discussion-based course (as is reflected in the grading structure), and you will get feedback on your comments from the instructor in real time. While participation is necessary, quality of contribution is more important than volume; well thought-out ideas are appreciated, and will be acknowledged in class.
Articles
The bulk of the written work for this course is made up of three news articles the students will have to write based on provided information and, for the last two, their own research. The articles will rise in complexity from a basic news report to a news feature on a major social issue. The instructor will be looking for structure, efficient presentation of information, and adherence to newswriting ethics such as source accreditation.
Other Written Work
The instructor will provide feedback on written work in the form of extensive comments and constructive criticism, as well as a number grade (where applicable).

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	What makes a good news article?	Outline of the class. Short inro to the Japanese media landscape. Class discussion: What makes a good newspaper article? **Due in Class 3.**
2	Part I: The life of a reporter at a Japanese newspaper. Part II: Building an article 1.	Part I: What's it like to be a reporter in Japan? Part II: How do you build a basic article?
3	Coverage	Who gets coverage? And why? Short essay due. Article assignment 1: Write a basic news article based on provided information. **Due in Class 4.**
4	Sources	Goldmines and landmines. Article 1 due.
5	Access journalism and Japan's kisha clubs	What is "access journalism"? And what are kisha clubs, a fairly unique feature of reporting in Japan? Article assignment 2: A news piece about former US President Barack Obama's visit to Hiroshima, using speech excerpts. Due in Class 7.
6	Getting personal	Can reporters be friends with their sources? Case study: The Mainichi Shimbun and the return of Okinawa.
7	Anonymity	The prevalence of anonymous sources in Japanese articles. When is anonymity necessary, and when is it an ethical misstep? Who does anonymity serve?Article 2 due.
8	Privacy	How should reporters handle the privacy of those they cover? Is the story always bigger than the individuals involved? Article assignment 3: Long-form news article or feature, based on provided information and quotes plus the student's own research. Up to a 5% bonus for original reporting. **First draft due in Class 11.**
9	Snowden as a source	Discussion of Edward Snowden as a news source, and his treatment by reporters.
10	Driving the discussion	Advocacy journalism, agenda-setting and the purpose of reporting the news. **First draft of Article 3 for peer review due**
11	Article 3 peer review round-table	Let's read each other's articles and give constructively critical feedback, so everyone can improve their work.
12	AI and the news	What impact is generative AI having on journalism? What should journalists be using the technology for? Or should it be banished from the news room entirely?

13	Things foreign	Overseas news coverage in Japan, and Japanese news coverage overseas. **Article 3 Final Due**
14	PR and the press	What's news and what's an ad?

【Work to be done outside of class (preparation, etc.)】
- Weekly reading assignments.
- Read and be ready to discuss at least one news article about Japan each week.
- Write three news articles and one short essay.
The average study time outside of class per week would be roughly 4 hours.

【Textbooks】
Readings will be assigned for each class.

【References】
Extra readings will be provided as required.

【Grading criteria】
Participation: 25%
Preparation: 25%
Three articles: 40%
Article 1=5%, Article 2=15%, Article 3=20% (+possible bonus)
Note that you should be ready to exchange your work with classmates for peer review. That means getting things done on time. In the news business, missing deadline is not an option.
One short essay: 10%
NOTE: Two unexplained absences will result in an automatic E.

【Changes following student comments】
Documentary to be viewed outside class. Added a session on AI and journalism.

【Equipment student needs to prepare】
A laptop or tablet would come in handy but is not essential.

【Others】
The instructor has been a newspaper writer and editor at a major Japanese daily since 2008.

SOS300LF（その他の社会科学 / Social science 300）

Media Representations

Müge IGARASHI

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：木3/Thu.3
Notes：【For GIS students】
This course is offered by ESOP and cross-listed in ESOP, allowing you to take it as a GIS 200-level course.

【For ESOP students】
This class code is for GIS students.
Please see the syllabus provided by ESOP.

その他属性：

【Outline and objectives】
When you follow media outlets from different countries, you will notice that very similar events or concepts can be elaborated upon in very different ways. Some issues that are covered widely and positively in one country could be ignored or covered negatively in mainstream media of other countries.
This is because societies have dominant ideologies that are formulated through institutions of power and diffused through mainstream media outlets.
Consequently, we are subject to stereotypical media representations formulated by the dominant culture and ideology that we live in.
Repetitive and stereotypical media representations have a significant impact on how we think about ourselves and "others" even if we do not always realize or question these.
Lectures throughout the semester will combine theories from cultural studies, media studies, and gender studies to analyze stereotypical representations in mainstream media outlets of Japan. Through this class, students will gain academic skills to identify stereotypical media representations and to question or challenge these with a critical perspective.

【Goal】
Each class will be formulated around media chosen by students. These will be analyzed from various theoretical perspectives such as cultural studies, media studies or gender studies.
The analysis of various media will allow class discussion on mainstream ideas as well as what is over represented or under represented in the media and why.
At the end of the semester, students will be equipped with enough knowledge to identify the discourse formulated by power institutions that sustain dynamics of how minority groups and disadvantaged groups are portrayed in mainstream media. Although difficult to find, sharing positive representations of minority cultures and subcultures in the media are encouraged.

【Which item of the diploma policy will be obtained by taking this class?】

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
Students are required to participate in class discussion and share their views and ideas with their classmates while respecting different views and cultures.
General feedback will be provided at each lecture whereas individual feedback on weekly homework will be provided through Google Classroom system.
There will be two discussion sessions throughout the semester, one before the midterm exam and one before the final exam. During discussion sessions students will have the opportunity to work in small groups and to exchange ideas and discuss particular theories with their peers.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Introduction to class contents.
2	Representation Theory	Representation theory. Minority vs. majority. Stereotypes in the Japanese media.
3	Media Literacy	Media Literacy Worksheet 1. Description 2. Analysis 3. Interpretation 4. Evaluation 5. Engagement
4	Gender I	Femininity and masculinity in Japan.
5	Gender II	Gender roles and child rearing in Japan.
6	Gender III	Sexuality and sex education in Japan.
7	Discussion Session I	Representation of gender in mainstream media and the Gender Gap in Japan.
8	Review and mid term exam	Review, summary, and Midterm exam
9	Race and Ethnicity I	Theory. Benedict Anderson, "Imagined communities." Representation of Japanese-ness in the media.
10	Race and Ethnicity II	Representation of foreign workers in Japanese media.
11	Race and Ethnicity III	Representation of foreign spouses and "Half" children in Japanese media
12	Race and Ethnicity IV	Media Representations of Muslims in Japan
13	Discussion Session II	Group Discussions on race and identity representations in Japanese media.
14	Final Exam and Wrap-up	Summary and final exam.

【Work to be done outside of class (preparation, etc.)】
Actively participating in class discussion and communication is essential for this course. Students are expected to read assigned class material and submit homework in a timely manner. The average study time outside of class per week would be roughly 2 hours.

【Textbooks】
All reading assignments as well as weekly media choices of students will be made available on Google Drive.

【References】
・Baker, C., Jane, E. (2016). Cultural Studies Theory and Practice. Sage publications.
・Campbell, Richard, Christopher R. Martin, and Bettina Fabos. (2025). Media &culture. 14th Edition. Bedford/St. Martin's.
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・Tanaka Toshiyki田中俊之(2016). 男が働かない、いいじゃないか！
・Kawano, S., Roberts, G. S. &Orpett Long, S. (Eds). (2014). Capturing contemporary Japan differentiation and uncertainty. Honolulu: University of Hawai'i Press.
・Anderson, B. (1983). Imagined communities: Reflections on the origin and spread of nationalism". London, New York: Verso.
・Vogt, G. (2014). Foreign workers in Japan. In The Sage handbook of modern Japanese studies. Babb, J. D. (ed.). (567-582). UK: University of Newcastle.
・Zhou, Y. (2015). Career interruption of Japanese women: Why is it so hard to balance work and childcare? Japan Labor Review The Japan Institute for Labour Policy and Training, 12, (2), (106-123).
・Ghaznavi, C., et al. (2019). "Trends in heterosexual inexperience among young adults in Japan: analysis of national surveys, 1987-2015" BMC Public Health (2019)19:355.

・Ishikawata, C. (2011). Sexual Health Education for School Children in Japan: The timing and contents" JMAJ 54(3):156-160.
・After identity struggles, Japanese-Brazilian boy gains interest in his roots (May 10th, 2020) Mainichi.

【Grading criteria】
Students will be evaluated according to the following criteria.
(1) Participation in discussion (10%)
(2) Weekly homework (10%)
(3) Discussion Sessions (20%)
(4) Midterm Exam(30%)
(5) Final Exam(30%)

【Changes following student comments】
None.

【Equipment student needs to prepare】
None.

ARSe300LF（地域研究（東アジア） / Area studies(East Asia) 300）

East Asian Media

Kukhee CHOO

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：水4/Wed.4
Notes：【For GIS students】
This course is offered by ESOP and cross-listed in ESOP, allowing you to take it as a GIS 200-level course.

【For ESOP students】
This class code is for GIS students.
Please see the syllabus provided by ESOP.

その他属性：

【Outline and objectives】
The last decades of the 20th century witnessed a great shift in the landscape of East Asian media and popular culture. Border-crossing visual cultural flows in conjunction with trans-Asian co-production among East Asian countries have not only strengthened the imaginary bond of "Asia," but also have cultivated a wider pan-Asian identity. This course will engage the interdisciplinary field of visual media and popular culture studies of East Asia. In this course, students will learn about the trans-Asian flow of East Asian Media.

【Goal】
Students will also develop an understanding of the processes that enabled Asian entertainers to become part of the larger Western media flows. Students will develop a critical awareness of how visual media and cultural globalization has engaged with the East Asian region and how the local visual media flow has influenced the global.
By the end of the course, students will be able to
・understand the historical development of visual media flows within East Asia
・learn through examples of East Asian visual media flows how culture and socio-political forces help shape hybridized trans-national identities
・cultivate a better understanding how East Asian visual cultural flows border cross and interact with globalization

【Which item of the diploma policy will be obtained by taking this class?】

【Main Teaching Method 】
S 演習/ゼミ /Seminar

【Method(s)】
This course will combine lectures, discussions, presentations and screenings. The topics covered will include, but not necessarily be limited to, the following in the schedule section.
Comments/feedback for assignments (tests and reports, etc.) are given during office hours.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Lecture about popular culture in Asia.
2	Nationalism and Popular Culture	Readings on nationalism and popular culture.
3	Early "Asian" Cinema	Readings on early East Asian cinema networks.
4	Transnational Hong Kong Films	Readings on early Hong Kong films.
5	Postcolonial Japanese Pop Culture	Readings on post-war Japanese popular culture.
6	Japanese drama and modernity	Readings on Japanese television drama.
7	Midterm review	Midterm review
8	Japanese manga and Asia	Readings on Japanese manga culture in Asia.
9	Japanese anime and Asia	Readings on Japanese anime culture and Asia.
10	Japanese popular music and Asia	Readings on Japanese popular music in Asia
11	Korean Television Dramas	Readings on Korean wave in Asia.
12	Korean popular music and films	Readings on Korean media globalization.
13	21st Century Cool Japan	Readings on 21st century Japanese popular culture.
14	Final review	Final review

【Work to be done outside of class (preparation, etc.)】
Students are required to read assigned materials before class and be prepared to participate actively in class. Homework should be submitted on time. Late submission will not be entertained. The average study time outside of class per week would be roughly 4 hours.

【Textbooks】
Students are not required to purchase textbooks.

【References】
Class reading material will be uploaded to HOPPII.

【Grading criteria】
Class participation (10%)
Reading/Viewing assignments (20%)
Asking questions, speaking up during class discussions, and class behavior (20%)
Midterm exam (20%)
Final exam (30%)

【Changes following student comments】
Not applicable

【Equipment student needs to prepare】
Pen and paper notebook. Students are not allowed to use computers, tablets or smartphones in this class so students must take notes by hand in class. They are also responsible for bringing hard copies of the required readings to class.

【Others】
This course requires students to have intermediate knowledge of media culture and globalization.
Do not miss the first class as there will be a selection process. Students may not join the class after the first class date/selection process. The content of this syllabus may be subject to change.

【Prerequisite】
Previously taking classes on media, race and gender, and East Asian history will enhance the learning experience for this class.

MAN300LF（経営学 / Management 300）

Corporate Finance

Nobuya TAKEZAWA

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：火4/Tue.4
Notes：【For GIS students】
This course is offered by ESOP and cross-listed in ESOP, allowing you to take it as a GIS 200-level course.

【For ESOP students】
This class code is for GIS students.
Please see the syllabus provided by ESOP.

その他属性：

【Outline and objectives】
This course is an introduction to financial management for companies which operate globally. The course discusses the basic principles of financial management and applies them to the decisions faced by financial managers in global firms. The objective is to familiarize the student with financial concepts and tools used in business. The course provides an introduction to standard financial decision-making tools, the role of stock and bond markets, the risk &return tradeoff, and foreign exchange markets in a Japan based context.

【Goal】
The fundamental goal of this course is to equip you, as a future business person, with a working knowledge of finance as a tool. Upon completing this course students should:
1) be familiar with financial securities such as stocks and bonds (Japan context).
2) be able to explain and critique a net present value and internal rate of return analysis for a project (financial decision making).
3) be able to explain the risk-return trade-off as discussed in finance.
4) acquire working knowledge (familiar with) of EXCEL for discounting exercises and other finance related functions.
5) develop a solid understanding of the link between topics covered in finance and international business (and other areas/fields in business).
6) acquire the skills and knowledge to undertake advanced course work in finance.

【Which item of the diploma policy will be obtained by taking this class?】

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
The class consists of lectures, weekly assignments and case discussion. Feedback on assignments and numerical exercises provided during class when appropriate. Active class participation is encouraged. Familiarity with EXCEL is recommended.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Overview of Course and Introduction to Stocks	Define and discuss the role of stocks (securities markets) within the Japanese context.
2	Introduction to Bonds	Introduce the IPO process. Define and discuss the role of bonds (securites markets).
3	Introduction to Japanese Capital Markets	An overview of the history and unique characteristics of Japanese capital markets.
4	Introduction to Japanese Capital Markets	Main banks, Keitetsu, Mutual/Cross Sharholding, Shareholder perks, etc.
5	Discounting and Time Value of Money	Introduction to the mechanics of discounting. Examples include obtaining the price of a straight bond.
6	Perpetuities and the Dividend Discount Model	Extending the discounting technique to perpetuities. Examples include obtaining the price of a share of stock.
7	Introduce financial decision making rules	Net Present Value Rule and Internal Rate of Return Rule
8	Understanding Risk and Return	Measuring risk (variance). Introduction to the Sharpe ratio.
9	NPV and IRR Case: Part I	Case study applying NPV (IRR). Use of Excel.
10	Capital Asset Pricing Model	Obtaining the cost of equity.
11	Weighted Average Cost of Capital	Cost of equity and cost of debt.
12	NPV and IRR Case: Part II	Case study applying NPV (IRR). Use of Excel.
13	The Foreign Exchange Market and Purchasing Power Parity	An introduction to the foreign exchange market (Japanese yen) and purchasing power parity.
14	Final Test	Final Test and Wrap-up.

【Work to be done outside of class (preparation, etc.)】
Students are expected to review the assigned readings and notes prior to class, review notes after class, and complete weekly assignments (3 4 hours per week on average). Reviewing concepts and numerical exercises on a regular basis is especially important in building block oriented courses such as finance.

【Textbooks】
Recommended Text
Akashi Hongo, *A Bilingual Introduction to Corporate Finance*, 2nd edition, Chuo Keizai, 2019.
Notes and other readings provided by the instructor (posted on Hoppi(Webclass)).

【References】
R. Brealey, S. Myers, and A. Marcus, *Fundamentals of Corporate Finance*, (international paperback) McGraw Hill.
Other references and readings provided in class (posted on Hoppi-Webclass).

【Grading criteria】
1) Active, constructive participation (15%)
2) Assignments (30%)
3) Final test (55%)
Regular class attendance is required.

【Changes following student comments】
There are no student comments that would require major changes to the course.

【Equipment student needs to prepare】
Notebook PC or pad with access to EXCEL. Access to stable internet connection especially for select online classes.

【Others】
Students are asked to attend the first class (in-person) in order to enroll in the course. While this course is an introduction to finance, we recommend students be familiar with introductory financial accounting and/or microeconomics.

MAN300LF（経営学 / Management 300）

Marketing in Japan

Y.SUZUKI,N.OKUTANI, H.MAJIMA, E.SEKIYA, A.NOMOTO

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：木4/Thu.4
Notes：【For GIS students】
This course is offered by ESOP and cross-listed in ESOP, allowing you to take it as a GIS 200-level course.

【For ESOP students】
This class code is for GIS students.
Please see the syllabus provided by ESOP.

その他属性：〈実〉

【Outline and objectives】
Students will learn actual marketing strategy and management in each of the following fields of industry as well as principles and concepts.
1. Consumer Goods
2. Sogo Shosha Industry
3. Automobile Industry
4. Food Industry
5. Retail Industry

【Goal】
Student will deepen their understanding on the peculiarity and commonality of Japan and Japanese companies through their marketing strategies and management as well.

【Which item of the diploma policy will be obtained by taking this class?】

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
This is an interactive course which focuses on recent developments in marketing with attention to actual processes and strategies in each industry. It aims to introduce the practical views and opinions of experienced players in the field of marketing. Their following brief profiles may help students enrolling in the lecture.
Feedback will be provided through discussions in the class.
-Yoshiko SUZUKI
Worked for U.S-based consumer goods companies for 25 years, engaging in marketing of import tobacco, cosmetics and apparel industries.
-Naoya OKUTANI
Worked for Sumitomo Corporation for 41 years, engaging in marketing of automobile in the USA, new business development in mobile phone service.
-Hideo Majima
Worked for Itochu Corporation for 19 years and Fast Retailing Co. Ltd (known as UNIQLO) for 18 years engaging in marketing of automobile and casual clothing. Currently runs a marketing consultancy company as CEO.
-Eriko SEKIYA
Experienced in business development and marketing across Nichirei, Accenture, Snow Brand Megmilk, including a strategic assignment with the Ministry of Agriculture to lead global projects.
-Akira Nomoto
Worked for Sumitomo Corporation, engaged in operation and management of joint venture companies of Barneys New York, Feiler, Eddie Bauer and L'Occitane.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
Class 1	Overview of Marketing (Y. Suzuki)	Key concepts of marketing and global marketing
Class 2	Marketing in Consumer Goods - I (Y. Suzuki)	Globalization vs. Localization
Class 3	Marketing in Consumer Goods - II (Y. Suzuki)	Uniqueness and commonality of Japan market in a global market
Class 4	Marketing in Consumer Goods - III (Y. Suzuki)	Transition of consumer marketing in Japan
Class 5	Sogo Shosha Industry I	Over two sessions, we will explore from multiple angles the background and factors that have led to the establishment and development of Japan's unique general trading company business model.
Class 6	Sogo Shosa Industry II	Over two sessions, we will explore from multiple angles the background and factors that have led to the establishment and development of Japan's unique general trading company business model.
Class 7	Marketing in the Automobile Industry - I (H. Majima)	Defining the "Marketing" Overview of the Auto Industry
Class 8	Marketing in the Automobile Industry - II (H. Majima)	Japanese Auto Makers Practice Future of Auto Industry
Class 9	Food Industry - I (E. Sekiya)	Product strategy in the mature market. Strategies for brand expansion and product planning with the highly competitive domestic food industry
Class 10	Food Industry - II (E. Sekiya)	Global Branding and Marketing Marketing strategies for international expansion and the positioning of Japanese food products in the global market
Class 11	Food Industry - III (E. Sekiya)	How to create new business categories and consumer value through innovation and strategic investments
Class 12	Marketing of Retail Industry in Japan - I (A. Nomoto)	Overview of Japanese retail fashion industry Phase 1: How to build a strong brand
Class 13	Marketing of Retail industry in Japan- II (A. Nomoto)	Phase 2: How to grow sales
Class 14	Marketing of Retail Industry in Japan - III (A. Nomoto)	Phase 3: How to maximize profit Epilogue: Future of retail industry

【Work to be done outside of class (preparation, etc.)】
Students are expected to complete regular reading assignments and prepare an individual project or report.
The average study time outside of class per week would be roughly 4 hours.

【Textbooks】
Textbook is not required. The instructor's own materials will be given each time as the basis for their classes and relevant reading material for each topic will be recommended.

【References】
To be announced in class.

【Grading criteria】
Grade evaluation consists of class participation and writing assignment (reports). Class participation is not only to attend the class, but also to participate in case studies and group discussions actively given in the class.
Final grade will be determined as follow:
Class participation: 30%
Writing assignment (reports): 70%

【Changes following student comments】
Not applicable.

【Equipment student needs to prepare】
To be informed later if any

POL300LF（政治学 / Politics 300）

Global Governance

JENNY D A BALBOA

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：月5/Mon.5
Notes：【For GIS students】
This course is offered by ESOP and cross-listed in ESOP, allowing you to take it as a GIS 200-level course.

【For ESOP students】
This class code is for GIS students.
Please see the syllabus provided by ESOP.

その他属性：

【Outline and objectives】
In an increasingly complex and interdependent world, many pressing problems — such as pandemics, armed conflicts, humanitarian crises, poverty, economic insecurity, and climate change — transcend national borders and cannot be solved by states acting alone. Addressing these challenges requires collective efforts by governments, international organizations, non-state actors, and individuals. Effective global cooperation and governance are therefore essential for global stability and sustainability.
This course introduces students to global governance and helps them critically analyze key global issues, as well as the ideas, actors, institutions, and mechanisms involved in addressing them. It focuses on three themes: (1) peace and security; (2) human rights and humanitarian action; and (3) economic governance and sustainable development.
The first half of the course covers the key concepts, theories, and institutions of global governance. The second half applies these frameworks to major contemporary issues related to the three themes.

【Goal】
In this course, we will answer three key questions: (1) What is global governance?, (2) Why is it important?, and (3) How does global governance address the current and future challenges that the world is facing?
By the end of the course, the students will have a deeper understanding of global governance and understand the ideas, institutions, and mechanisms that enable the actors to address global issues, as well as the limits and challenges of global governance. The students will study some of the milestones in global governance in the past to solve conflicts, in addition to critically analyzing the present global conflict flash points, and vital future issues.

【Which item of the diploma policy will be obtained by taking this class?】

【Main Teaching Method 】
L 講義 /Lecture、S 演習/ゼミ /Seminar

【Method(s)】
(If the Method(s) is changed, we will announce the details of any changes.)
Apart from lectures by the instructor, the students are expected to participate actively in class during group and individual reports. There will be group assignments and individual reports on assigned topics.
Feedback and comments are provided to individual students on their reports and Final Exam.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Overview, definition of terms and key concepts of global governance ・Discussions on outline of the course and class requirements
2	Theoretical foundation, Actors, Institutions and Mechanisms of Global Governance	・Theories of global governance ・The Role of the State ・International Government Organizations (IGOs) ・International Non-Government Organizations (INGOs) ・The UN as the Centerpiece of global governance ・Regional Organizations
3	Peace and Security	・Wars and peaceful settlement of disputes ・Collective security, enforcement, and sanctions ・Issues in peace and security
4	Human rights and humanitarian actions	・Historical roots of human rights ・Humanitarian norms ・Humanitarian governance
5	Economic governance and Sustainable Development	・The evolving global economy: GATT, WTO, FTAs ・Ideas of development, sustainable development
6	Group Report and Discussion	Topic: Should the UN Security Council be restructured to reflect today's global power realities — or preserved to maintain stability?
7	Case Studies 1: The UN Experience in Peace and Security	(1) Race Conflict in South Africa (Apartheid policy, 1948-1994) (2)Arab-Israeli Wars and the UN Emergency Force (UNEF), 1956 (3)The Korean Question (The Division of Korea)
8	Case Studies 2: Current Conflict flash points	(4) Taiwan's Dilemma and the China-Taiwan tension (5) The South China Sea conflict and the South China Sea Arbitration Ruling (Philippines vs. China)
9	Case Studies 3: Human Rights and humanitarian actions	(6)Myanmar: military governance, democratic backsliding, and ethnic conflict. (7)Russia: Authoritarianism and International Law (8)Afghanistan under the Taliban: Gender rights under de facto authorities (9) North Korea: Limits of International Human Rights Enforcement (the limits of UN mechanisms in highly closed states)

10	Case Studies 4: Economic governance and Sustainable Development	(10) China: State Led Development and Global Rule Shaping (11)European Union: Multilevel Governance and Sustainability 12) Brazil: Sustainability, Development, and Global Environmental Politics
11	Case Studies 5: Economic governance and Sustainable Development	(13)United States, Economic Power and Rule Enforcement: Selective leadership and legitimacy in global economic governance. (14)AI, Misinformation, and Electoral Integrity (15) India – Development, Growth, and Global South Representation: How emerging economies reshape global development norms. 16) Small Island Developing States (SIDS) – Climate and Global Justice: Equity and representation in global environmental governance.
12	Guest speaker or Documentary viewing (if guest speaker is unavailable)	Key Issue on Global or Regional Governance
13	The future of global governance	Issues and challenges in global governance
14	Wrap up lecture and review	Final lecture and examination

【Work to be done outside of class (preparation, etc.)】
All students are expected to have read the relevant materials before each class meeting. Additionally, assigned students are to prepare presentations. Students' required study time per week is at least two hours.

【Textbooks】
(1)Karns Margaret P Karen A Mingst and Kendall W Stiles. 2015. International Organizations : The Politics and Processes of Global Governance Third ed. Boulder Colorado: Lynne Rienner Publishers.
(2)Weiss Thomas G. 2013. Global Governance: Why? What? Whither? Cambridge UK: Polity Press.
(3)Bennett, A.Leroy 1991. International Organizations: Principles and Issues Fifth Ed. Prentice-Hall International Editions.
(4) Barnett, Michael N., Jon C. W. Pevehouse, and Kal Raustiala, eds.2021. Global Governance in a World of Change. Cambridge: Cambridge University Press. doi:10.1017/9781108915199.
(5) Davos 2026: Special address by Mark Carney, Prime Minister of Canada Accessed at https://www.weforum.org/stories/2026/01/davos-2026-special-address-by-mark-carney-prime-minister-of-canada/

【References】
To be provided by the Instructor.

【Grading criteria】
Final exam ————————-40%
Active Learning Task 1: Group work——30%
Active Learning Task 2:Individual presentation— 20%
Participation————————10%
Notes:
a) To receive credit from the class, you need to attend the lectures, participate in the Active learning tasks, and pass the final examination.
b) For the active learning tasks, other than applying what you learned in class, the activities also aim to enhance your presentation and teamwork skills. Excellent marks will be given to well-prepared, interesting presentations. The Active Learning Tasks can vary depending on class size. We will decide the Group activity on Week 2 and the Individual report assignments on Week 3.
c) Class participation – excellent marks will be given to those who raise relevant issues, contribute to class discussions in ways that reflect the reading materials, and treat the opinions of others with respect.

【Changes following student comments】
Not applicable

【Equipment student needs to prepare】
Submission of assignments and feedback will be via the Learning Management System.

【Others】
I have previously worked in a developing country government, an international research institution, and multilateral institutions. I will try to integrate some of the lessons I learned from my research and previous work experience in our discussions to give you a practical, real-world perspective on the interaction between and among governments and international organizations.
As with AI use, there are strict university guidelines about that. You may not use AI-generated work and pass it as your own for class reports and essay tests. It counts as cheating and can result in disciplinary action. If you're using the work of others, you need to cite them in your essays and reports, including the use of AI.

ECN300LF（経済学 / Economics 300）

Advanced Economics

Sonia Isabel Mino AVILA

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：3〜4
Day/Period：水3/Wed.3
Notes：【For GIS students】
Prerequisite: Microeconomics II and Macroeconomics II

This course is offered by ESOP and cross-listed in ESOP, allowing you to take it as a GIS 300-level course.

【For ESOP students】
This class code is for GIS students.
Please see the syllabus provided by ESOP.

その他属性：

【Outline and objectives】
Innovation plays an important role in economic growth. This course seeks to provide the foundational concepts and understanding of central aspects of Innovation. We will address questions such as: What is innovation? Are patents the best option and are there other ways of providing incentives to innovate? How do we measure Innovation? What are the linkages between Government, Businesses and Universities in facilitating R&D? Why and how do firms innovate, and what are some of the challenges they face? Students will explore these and other questions to understand this complex process of innovation.The latter part of the course will deal with the study of Japan's corporate network-the keiretsu- and some case studies on innovation in this globalized world.

【Goal】
By the end of the course, students should have grasped the various concepts of innovation, the role played by the various actors of the economy in spurring innovation, and the effects of innovations on economic growth.

【Which item of the diploma policy will be obtained by taking this class?】

【Main Teaching Method 】
L 講義 /Lecture、Z その他 /Other

【Method(s)】
Lectures and guided discussion are the fundamental methods to be used in the course. Students will have to turn in assignments based on the previous week's lecture/topic.
Submission of assignments and feedback are to be uploaded on the Learning Management System.
Feedback on assignments and exams will be sent to students through email. Where necessary, online meetings will be scheduled with students to discuss the feedback.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
Week 1	The Nature and Importance of Innovation	Introduction to the course What is Innovation?
Week 2	The Nature and Importance of Innovation	Stages of Innovation Basic concepts in Innovation Process and Product Innovation Incentives to invent and Innovate
Week 3	The Nature and Role of Intellectual Property	Why Intellectual Property Rights (IPRs) are awarded? Main Forms of Intellectual Property Rights : Patents, Trademarks, Copyright, and Designs How firms Can benefit from IPRs IPR strategies
Week 4	The Measurement of Innovation and Productivity	Innovation Surveys Assessing the Inputs to Innovation Innovation Index R&D Expenditures Partial and Total Factor Productivity
Week 5	The National Innovative System	The Role of Universities, Government and Businesses The Role of R&D
Week 6	The National Innovative System	Government – University Axis University-Business Axis Government – Business Axis
Week 7	Innovative Firms and Market	Entrepreneurship and New Firms Innovation and Firms Empirical Evidence on Returns to Innovation
Week 8	Diffusion and Social returns	Epidemic and Rank models of Diffusion Network and Lock-in Effects Spillover and Social Returns to Innovation
Week 9	Innovation and Globalization	Effects of Innovation on Jobs and Wages International Knowledge and Technology Flows: Theory and Evidence International Aspects of IPRs
Week 10	Japan's Network Economy I	The Origins of Japanese Network Structures Emergence of Network Structures: From Meiji through Prewar
Week 11	Japan's Network Economy II	Transformation of Network Structures: The Wartime Economy Institutionalization of Network Structures: The Postwar Economy
Week 12	Japan's Network Economy III	Network Organization in Japan Keiretsu What Keiretsu Do: Performance Consequences
Week 13	Japan's Economy I	High Growth Era
Week 14	Japan's Economy II	The Bubble Burst and Recession

【Work to be done outside of class (preparation, etc.)】
Students should expect to spend about four hours every week, besides class meetings, for readings and homework related to this class.

【Textbooks】
Textbook is not required.

【References】
Greenhalgh, C. &Rogers, M. (2010). Innovation, Intellectual Property, and Economic Growth. Princeton, NJ: Princeton University Press.
Lincoln, R. J. &Gerlach, M. L. (2004), Japan's Network Economy: Structure, Persistence, and Change. Cambridge University Press.
Case Studies from Harvard Business Publishing
Ohno, K. (2006), The Economic Development of Japan: The Path taken by Japan as a Developing Country, Grips Development Forum, http://www.grips.ac.jp/forum/pdf06/EDJ.pdf

Kikkawa, T. (2019) History of Innovative Entrepreneurs in Japan, Springer https://link.springer.com/book/10.1007/978-981-19-9454-8

【Grading criteria】
Attendance &class participation (participation in class discussions/ completion of in-class tasks)is 25%, Oral Presentation (25%), 2 Exams (25% each)

【Changes following student comments】
Students' preferences for assignments and topics have been incorporated into the course.

【Equipment student needs to prepare】
Hosei Learning Management System and Zoom will be utilized.

【Others】
Prerequisites: Students should have taken some basic courses in Economics.

MAN300LF（経営学 / Management 300）

Hospitality Management in Japan

Asako INOUE / 井上あさ子

Credit(s)：2 ｜ Semester：秋学期授業/Fall ｜ Year：2〜4
Day/Period：木3/Thu.3
Notes：【For GIS students】
This course is offered by ESOP and cross-listed in ESOP, allowing you to take it as a GIS 200-level course.

【For ESOP students】
This class code is for GIS students.
Please see the syllabus provided by ESOP.

その他属性：〈実〉

【Outline and objectives】
This course is designed to provide the fundamental concepts and understanding of hospitality by introducing how it is practiced in different industries in Japan and discussing the key elements necessary in the pursuit of hospitality. At the end of the course, based on their acquired knowledge and insight, students will have the opportunity to explore new possibilities and approaches to the hospitality in the future.

【Goal】
By the end of the course, students should be able to do the following.
① Understand the essence of hospitality and consider how to embody it as an individual.
② Learn about the effectiveness of implementing hospitality management as an organization and apply it in practice.
③ Through case studies, understand hospitality management from the perspectives of customers, employees, and management.
④ Consider realizing a future society where people can feel abundance and hope through hospitality management.

【Which item of the diploma policy will be obtained by taking this class?】

【Main Teaching Method 】
L 講義 /Lecture

【Method(s)】
The course will consist of lectures and group work.
Each student is required to participate actively in group discussions about each topic and submit reflection papers. Feedback is given orally in the next class.
Each student is required to prepare for a final group presentation as a team.

【Active learning in class (Group discussion, Debate.etc.)】
あり / Yes

【Fieldwork in class】
なし / No

【Schedule】Class form：対面/face to face

No.	Theme	Contents
1	Introduction	Overview of the course (purpose, objectives, outline, and evaluation policy of the course)
2	The history and culture of hospitality, hospitality around the world	The origin, etymology, and development history of hospitality, the concept of hospitality Hospitality around the world
3	Japanese hospitality and Omotenashi	“Hospitality” cultivated in Japan and “Omotenashi” rooted in Japanese culture
4	What is hospitality management?	Service and Service Management, Hospitality Management The essence of Hospitality Management (Organizational Culture, Human Resource Development, and Customer experience)
5	Case study① Airlines	Service Components (Hardware, Software, and People) Japan Airlines’ hospitality(safety, philosophy, and brand)
6	Case study② Hotels and Japanese Inns	Hospitality of luxury hotels and employee empowerment Omotenashi in Japanese inns
7	Case study③ Theme parks	Human resource development, employee satisfaction, and customer experience at theme parks
8	Hospitality and safety	Hospitality as an element of leadership Human competency that supports safety
9	Practice of hospitality	Basics of customer service (personal appearance, facial expressions and eye contact, greeting, deportment, communication) Complaint handling
10	Sustainability and hospitality	Sustainable Hospitality from a Corporate ESG Perspective (Diversity, Accessibility, Global Hospitality)
11	The future of hospitality	Well-being Collaboration between humans and technology
12	Group work	Group discussion to prepare for the presentation
13	Group presentation	Presentation by each group
14	Wrap-up	Review of the presentation and the entire course

【Work to be done outside of class (preparation, etc.)】
Students are expected to:
・attend each class session,
・complete all assigned readings, exercises, and problems,
・be prepared to answer questions and take an active and constructive role in discussions and group work,
・write reflection paper after each class meeting and submit it.
For some classes, you will be asked brief questions before, during, and at the end of class.
Pre-class exercises are designed to let you know what topics will be covered in the coming class.
In-class exercises are designed to check your understanding of what is covered in class and may constitute a portion of class participation points.
Post-class exercises are in the form of homework assignments and are subject to grading.
The average study time outside of class per week would be roughly 4 hours.

【Textbooks】
No textbook will be used.

【References】
Reference materials on each topic will be introduced by the lecturer during the class.

【Grading criteria】
Grading will be decided based on class participation, a mid-term report, and a group presentation.

Class participation includes active participation in group discussions in class and submission of a reflection paper after each class.
Final grade will be calculated according to the following process:
1)Class participation(including submission of reflection paper):30%
2)Mid-term report:40%
3)Group presentation:30%

【Changes following student comments】
The students' discussion revealed a deep interest not only in hospitality towards others, but also in hospitality towards society and the future.
The students' presentations also sparked lively debate on topics such as intercultural exchange, promoting diversity, and resolving social issues. In order to further cultivate a multifaceted perspective, we will also introduce practical initiatives that the industry is aiming for, the history of hospitality, and "Omotenashi."

【Equipment student needs to prepare】
To be announced if any.

【Others】
Practical experience of the instructor for this course
・Flight attendant duties as a cabin supervisor for JAL
・Organizational management
・Human resource development (Training department instructor experience)
・Safety management
・Risk management
This course explains satisfaction enhancement measures, quality control, human resource development, teamwork, and organizational management required in the hospitality industry, including the aviation sector, using practical examples based on hands-on experience.
It deepens understanding of on-the-spot empowerment, approaches to customer service, role awareness within organizations, and leadership. Students cultivate a hospitality mindset and practical skills applicable in society.

MAN300LF（経営学 / Management 300）

Hospitality Management in Japan

Shima HOSONO

Credit(s)：2 ｜ Semester：春学期授業/Spring ｜ Year：2〜4
Day/Period：木2/Thu.2
Notes：【For GIS students】
This course is offered by ESOP and cross-listed in ESOP, allowing you to take it as a GIS 200-level course.

【For ESOP students】
This class code is for GIS students.
Please see the syllabus provided by ESOP.

その他属性：〈実〉

【Outline and objectives】
This course is designed to provide the fundamental concepts and understanding of hospitality by introducing how it is practiced in different industries in Japan and discussing the key elements necessary in the pursuit of hospitality. At the end of the course, based on their acquired knowledge and insight, students will have the opportunity to explore new possibilities and approaches to hospitality in the future.

【Goal】
By the end of the course, students should be able to do the following.
① Understand the essence of hospitality and consider how to embody it as an individual.
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法政大学
HOSEI University