

**2019年度**  
**Sustainability Co-Creation Programme (SCOPE)**  
**講義概要 (シラバス)**



**法政大学**

# 科目一覧

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

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ARS200HA

## Asian Societies and Japan

Atsuko Watanabe

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

Notes：

## 【Outline and objectives】

This course provides an introduction to the history of East Asian international relations, helping students to understand it in a wider geo-historical context. First, we examine the pre-modern developments of loose regional relations that evolved as part of the Chinese Ming dynasty tributary system and subsequent isolationist policies of each state that continued until the mid-nineteenth century. Then, we focus on modern developments, during which the region was incorporated into the European international order of Westphalian states to fight modern wars. Finally, based on these historical discussions, we investigate contemporary political, economic, and social challenges in East Asia.

## 【Goal】

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

- 1) Understand the history in East Asia in relation to historical transformations of the world as a whole.
- 2) Critically assess the historical foundations of contemporary challenges to East Asian international relations.
- 3) Develop skills to critically analyze contemporary issues in world politics through key concepts and theories.

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

Among diploma policies, "DP2" is related

## 【Method(s)】

Lectures, discussions, students' presentations based on assigned readings.

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction	East Asia in world politics
Week 2	The formation of East Asian international order	Ming dynasty and its tributary system
Week 3	The inward-turn of East-Asian States	The development of isolationist policies in East Asia
Week 4	The expansion of the European international system	The West's intrusion and appropriations of international law by East Asian states
Week 5	The transformation of Asian international order I	Japan's emergence and modern wars in Asia
Week 6	The transformation of Asian international order II	Westernization and colonization of East Asia
Week 7	East Asia in the Global Transformation I	The First World War in Asia
Week 8	East Asia in the Global Transformation II	The establishment of modern China
Week 9	East Asia in the Global Transformation III	The Second World War
Week 10	East Asia and Post-war Reconstruction I	The Occupation of Japan, the communist revolution in China, and the Korean War
Week 11	East Asia and Post-war Reconstruction II	Japan's economic miracle and the Cold War: The evolution of the Asia-Pacific region
Week 12	Contemporary Issues in East Asia I	Contesting historical views
Week 13	Contemporary Issues in East Asia II	Geo-political conflicts
Week 14	Conclusion	Peaceful, or conflictual Asia?

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

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

Students are expected to prepare for and review each session by using textbooks, references, and distributed materials and be ready to ask questions. After each session, students are required to submit a short comment (100-200 words) on what they learned.

## 【Textbooks】

Texts are distributed in class.

## 【References】

References are distributed in class.

## 【Grading criteria】

Participation in class 30%; Assignments 40%; Term Paper 30%

## 【Changes following student comments】

No particular changes to be mentioned due to the change of the instructor. It is important that students understand that everyone comes to the class with different experiences which shape their knowledge, belief-systems and different levels of prior exposure to the ideas and events discussed in this class.

## 【Equipment student needs to prepare】

Students enrolling this course is required to sign up in the H'etudes (<https://hcms.hosei.ac.jp/portal>).

## 【Others】

N/A

SES300HA

## Bio-diversity and Nature Conservation in Japan

Masayuki TAKADA

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

### [Outline and objectives]

How human activities can harmonize with wildlife and a natural environment on earth is an important issue towards making a society sustainable. In this course, students will learn the current environmental conditions and problems of biodiversity in Japan, and conservation measures to tackle these issues.

### [Goal]

The purposes of this course are to acquire knowledge about ecosystems and biodiversity in Japan, and to understand efforts to solve the conflict between human beings and wildlife. Through these, students are expected to deepen their interest in biodiversity in their home countries, and to acquire the ability to explore a society in which people and nature live sustainably together.

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

Among diploma policies, "DP3" is related

### [Method(s)]

This course will be performed with lectures, video materials and field-works. Short introductions with any theme on Japanese nature will be done by students in order. At the end of the semester, students will give individual presentations on nature in their home country or region.

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

あり / Yes

[Fieldwork in class]

あり / Yes

### [Schedule]

No.	Theme	Contents
Week 1	Introduction	Overview of biodiversity in Japan
Week 2	Forest and mountain	Vegetation and wildlife in forest and alpine ecosystems
Week 3	Wetlands	Features and wildlife in wetland ecosystems
Week 4	Marine and coast	Marine wildlife, Ecosystem in tidal flats and coral reefs
Week 5	Islands	Ecosystem of continental islands and oceanic islands
Week 6	Field excursion 1	Urban nature, the case of corporation (Surugadai Green Space)
Week 7	Alien species	The problem and measures on alien species
Week 8	Endangered species	Red list, the cases of extinction, recovery and reintroduction of wildlife
Week 9	Wildlife management	The damage and management cases of deer and wild boar
Week 10	Field excursion 2	Urban nature, the case of public park (Kitanomaru Park)
Week 11	Nature conservation area	National Park, Wildlife Protection Area, World heritage sites, Ramsar sites
Week 12	Satoyama, GIAHS and Ecotourism	Features in rural area, World Agricultural Heritage and concepts of Ecotourism
Week 13	Biodiversity	Importance of biodiversity, Ecosystem service, Bio-mimicry
Week 14	Presentation	Individual presentation on nature in home country or region

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

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

Pre-learning such as reading assignments and website research on the theme showed in the syllabus is expected.

### [Textbooks]

Materials will be distributed via the class support system.

### [References]

References will be introduced in each lecture.

### [Grading criteria]

Participation (30%), Class activity including reaction papers (30%), Final report and presentation (40%)

[Changes following student comments]

I would like to explain the technical terms for easy understanding, and make effective use of visual materials.

### [Career background of the lecturer]

Government employee, Incorporated Administrative Agency, Private company

MAN200HA

## Business and Society

Masaatsu TAKEHARA

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

Notes：

## 【Outline and objectives】

As global economy is becoming increasingly integrated and interdependent, the relationship between business and society is becoming more complex. Corporate management has been significantly impacted by the globalization of business, new government regulations and international agreements such as Paris agreement and SDGs, and the emergence of civil society organizations. In this course we will learn various aspect of business relationship to society by discussing the social and ethical impacts of business. Businesses today are expected to have social as well as economic responsibilities to society therefore how business integrate ethics, integrity and corporate strategy are essential to sustained business success. The impact of emerging new technologies such as IoT and AI on society will also be discussed.

## 【Goal】

Students are aiming at following goals.

- (1) Understand the basic functions of companies including corporate/business strategy, organization, marketing, finance, and generating innovation.
- (2) Understand various topics and theories related to business and society
- (3) Analyze actual business cases with analytical frameworks students learn in the class.

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

Among diploma policies, "DP2" is related

## 【Method(s)】

Class will consist of lectures, group discussions, and presentations by students.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Introduction	Introduction to the course Short lectures and discussions
2	Reading academic literatures (1)	Short lectures and discussions
3	Reading academic literatures (2)	Student presentation and discussions
4	Reading academic literatures (3)	Student presentation and discussions
5	Reading academic literatures (4)	Student presentation and discussions
6	Reading academic literatures (5)	Student presentation and discussions
7	Reading academic literatures (6)	Student presentation and discussions
8	Guest speaker session	External speaker will be invited to speak in the class.
9	Reading academic literatures (7)	Student presentation and discussions
10	Reading academic literatures (8)	Student presentation and discussions
11	Reading academic literatures (9)	Student presentation and discussions
12	Reading academic literatures (10)	Student presentation and discussions
13	Reading academic literatures (11)	Student presentation and discussions
14	Reading academic literatures (12)	Student presentation and discussions

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

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

Keep following major economic and business topics reported in media and try to think what strategic actions companies are taking to survive in rapidly changing environment.

## 【Textbooks】

Textbook will be decided upon discussing with students. Material will be handed out in the class.

For your information, following books were reviewed in previous course.

Michael Kinsley, Conor Clarke (2009) "Creative Capitalism: A Conversation with Bill Gates, Warren Buffett, and Other Economic Leaders"

Jeremy Rifkin (2015) "The Zero Marginal Cost Society: The Internet of Things, the Collaborative Commons, and the Eclipse of Capitalism"

## 【References】

Additional resources and reference will be introduced in the class.

## 【Grading criteria】

Evaluation will consist of active class participation, students' presentation and final assignment with following ratio.

Active class participation 35%

Students presentation 35%

Final Assignment 30%

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

## 【Changes following student comments】

Based on students' feedback, external guest speaker session may be resumed.

## 【Equipment student needs to prepare】

No special equipment is necessary in this class.

## 【Others】

In this course lectures and discussions will be conducted in English.

【】

As global economy is becoming increasingly integrated and interdependent, the relationship between business and society is becoming more complex. Corporate management has been significantly impacted by the globalization of business, new government regulations and international agreements such as Paris agreement and SDGs, and the emergence of civil society organizations. In this course we will learn various aspect of business relationship to society by discussing the social and ethical impacts of business. Businesses today are expected to have social as well as economic responsibilities to society therefore how business integrate ethics, integrity and corporate strategy are essential to sustained business success. The impact emerging new technologies such as IoT and AI are having on society will also be discussed.



## Business and Sustainability in Japan 1

Masaatsu TAKEHARA

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

## [Outline and objectives]

In this course we will learn various key topics of business and sustainability. We human being are facing serious problems on earth such as environmental degradation, poverty and many forms of inequalities. Many of those problems are inter-related and caused by unsustainable economic activities. Therefore, companies today cannot survive without consideration of sustainability. Companies are increasingly required to integrate consideration of sustainability into corporate strategy and effectively implement, reducing their negative impacts and increasing social and environmental value in their business activities. This movement has been accelerating since 2015 when SDGs and the Paris agreement were announced. Moreover, the institutional investors in the world are strongly promoting ESG investment and urging companies to work more on sustainability challenges. Companies today need to continue to grow under such rapidly changing external environment. In this course we will explore the requirements for companies to survive and thrive in the 21st century through reviewing various case studies and class discussion.

## [Goal]

In this course, we aim at (1)understanding the basic theory and global trend of business and sustainability, and (2)mastering analytical methodologies to critically review companies' efforts on sustainability.

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

Among diploma policies, "DP3" is related

## [Method(s)]

Class will consist of lectures, group discussions, and presentations by students.

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

あり / Yes

## [Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
1	Introduction	Overview of the course, introductory discussion on "what is a good company?"
2	What is corporate sustainability and CSR?	Overall concept of sustainability and its relation to corporate sustainability. Also learn the overview of ISO26000, components of SR(Social Responsibility), and relation between corporate sustainability and CSR.
3	Main theme of corporate sustainability/CSR 1 Human rights and working conditions(1)	Understand the human rights issues in business. Human rights are one of seven core subjects of ISO26000 as well as important subject in SDGs.
4	Main theme of corporate sustainability/CSR 1 Human rights and working conditions(2)	Human rights/labor issues especially in companies' global supply chain.
5	Main theme of corporate sustainability/CSR 2 Climate change and Business (1)	Understand overall climate change issue through watching IPCC videos and group discussion.
6	Main theme of corporate sustainability/CSR 2 Climate change and Business (2)	Understand the details of Paris agreement and its impact on business
7	Main theme of corporate sustainability/CSR 2 Climate change and Business (3)	Learn how to evaluate corporate efforts to reduce CO2 emissions(absolute amount and intensity) through various case studies.
8	Guest speaker session	External expert will come to the class to talk about business and sustainability.

9	Philanthropy, CSR and Business 1	Discuss a case study about which option a company should choose for effective corporate activities to contribute to the society. Learn business should find areas they can create social and economic benefits simultaneously.
10	Philanthropy, CSR and Business 2	More in-depth analysis on strategic philanthropy/CSR through value chain and improving external competitive situation(using the Diamond model).
11	Creating Shared Value(CSV) 1	Understand CSV as evolution of strategic philanthropy/CSR.
12	Creating Shared Value(CSV) 2	Understand the concept of CSV and its realization at three different levels.
13	The role of investors to promote corporate sustainability/CSR	Understand the role of investors to promote corporate sustainability/CSR. Global expansion of ESG investment and changing way to evaluate corporate value.
14	Wrap up	Wrap up what we learned in previous class.

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

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

Select a company you're interested in and research on why and how the company has developed its corporate sustainability strategy. CSR/Sustainability report is a good source of information.

## [Textbooks]

Materials will be handed out in class

## [References]

Additional resources will be introduced in class.

## [Grading criteria]

Evaluation will consist of active class participation, students' presentation and final assignment with following ratio.

Active class participation 35%

Students presentation 35%

Final Assignment 30%

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

## [Changes following student comments]

Based on students' feedback, we will analyze more Japanese companies' efforts on corporate sustainability in 2019.

## [Equipment student needs to prepare]

There is no special equipment student needs to prepare.

## [Others]

In this course, as lectures and discussions will be conducted in English, students with lower English proficiency may find it difficult to keep up with class discussion.Details will be discussed at the first class.

[]

In this course we will learn various key topics of business and sustainability. We human being are facing serious problems on earth such as environmental degradation, poverty and many forms of inequalities. Many of those problems are inter-related and caused by unsustainable economic activities. Therefore, companies today cannot survive without consideration of sustainability. Companies are increasingly required to integrate consideration of sustainability into corporate strategy and effectively implement, reducing their negative impacts and increasing social and environmental value in their business activities. This movement has been accelerating since 2015 when SDGs and the Paris agreement were announced. Moreover, the institutional investors in the world are strongly promoting ESG investment and urging companies to work more on sustainability challenges. Companies today need to continue to grow under such rapidly changing external environment. In this course we will explore the requirements for companies to survive and thrive in the 21st century through reviewing various case studies and class discussion.

MAN300HA

## Business and Sustainability in Japan 2

Masaatsu TAKEHARA

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

## 【Outline and objectives】

This course offers students opportunities to acquire knowledge and skill to analyze the role of businesses to contribute to global sustainability. There is growing expectation for businesses to play more important roles to solve global problems such as climate change, poverty and various forms of inequalities as governments alone cannot solve those problems anymore. Businesses are uniquely positioned to work with their stakeholders across their value chains to deliver high-impact business solutions to the challenging sustainability issues. Through this course, students will learn various efforts of global companies on sustainability, how they are creating shared values (CSV) and enhancing their corporate values.

## 【Goal】

We aim at learning global sustainability challenges and how companies are creating shared values (CSV) and enhancing their corporate values.

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

Among diploma policies, "DP3" is related

## 【Method(s)】

Lectures, in-class reporting (presentation) by students and discussion.

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Sustainability in corporate management	Overview of Sustainability in corporate management
Week 2	Sustainability and governance	Understand how sustainability and governance are inter-related.
Week 3	Sustainability and corporate strategy	Understand how sustainability needs to be integrated in corporate strategy.
Week 4	Sustainability and risk management	Understand sustainability as risk management.
Week 5	Sustainability and marketing	Understand how sustainability is integrated in marketing activities
Week 6	Sustainability and corporate reporting	Understand why sustainability disclosure and reporting are required for businesses.
Week 7	Sustainability and supply chain	Understand global supply chain problems and what needs to be done to solve these problems.
Week 8	Sustainability for financial industry	Understand unique opportunity for financial industry to contribute to sustainable society.
Week 9	Corporate sustainability and stakeholders	Understand various stakeholders for companies and what needs to be done to meet their needs.
Week 10	Labor/human rights issues (1)	Understand labor and human rights related issues to be addressed by companies.
Week 11	Labor/human rights issues (2)	Understand labor and human rights related issues to be addressed by companies.
Week 12	Environmental problems (1)	Understand environmental problems impacting corporate management and actions currently taken to address them.
Week 13	Environmental problems (2)	Understand environmental problems impacting corporate management and actions currently taken to address them.
Week 14	Finance/investment and sustainability	Understand Socially Responsible Investment (SRI) and recent development of ESG investment.

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

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

Select a company you're interested in and research on how the company has developed its sustainability strategy. Sustainability report is a good source of information.

## 【Textbooks】

Textbook will be introduced in class.

## 【References】

Latest references will be introduced in class. For students' information, below books were used in previous course.

Stuart L. Hart, "Capitalism at the Crossroads: Next Generation Business Strategies for a Post-Crisis World (3rd Edition)" FT Press, 2010  
Peter M. Senge, "The Necessary Revolution: How Individuals and Organizations Are Working Together to Create a Sustainable World", Crown Business, 2010

## 【Grading criteria】

Grading will be decided based on following criteria:

(1) Active class participation: 40%

(2) Completion of in-class reporting (presentation) assignments: 40%

(3) Final writing assignments: 20%

Please note students who miss 4 classes or more cannot pass the subject.

## 【Changes following student comments】

Because this class is relatively new, class methodology might change based on students' feedback.

## 【Equipment student needs to prepare】

No special equipment is needed in this course.

## 【Others】

As all the class discussion and group works will be conducted in English, students whose English proficiency is introductory level may have difficulties in keeping up with the class. If you have any concern, please contact lecturer in advance.

MAN200HA

## Business Communication

Masaatsu TAKEHARA

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

## 【Outline and objectives】

Effective communication is critical to our successful life and career. But the question is “How can we become an effective communicator?” In this course, we will be aiming at becoming an effective communicator by learning following three topics:

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

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

## (2) Understand cultural differences

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

## (3) Understand unconscious bias

In this course, we also learn about unconscious bias. Unconscious bias refers to a bias that we are unaware of, and which happens outside of our control. Unconscious bias happens by our brains making quick judgments and assessments of people and situations without us realizing. Our biases are influenced by our background, cultural environment and personal experiences. Increasing numbers of global companies are introducing in-company education program on unconscious bias because it could be potential obstacle for their business unless they effectively address them. In this course, we have a basic understanding about unconscious bias and learn how to deal with them.

## 【Goal】

We aim at achieving following goals:

- (1) Learn basic methodologies for effective business communication with the focus on others
- (2) Understand cultural differences in communication
- (3) Have basic understanding about unconscious bias and how to cope with them.

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

Among diploma policies, “DP2” is related

## 【Method(s)】

Each class consists of reporting from students, group discussions and lectures.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Introduction	How to proceed the course Overview of the course
2	Effective communication1 Content(1)	Conveying a clear message
3	Effective communication2 Content(2)	Telling engaging story
4	Effective communication3 Content(3)	Organizing content
5	Effective communication4 Oral communication(1)	Effective use of body language
6	Effective communication5 Oral communication(2)	Listening to understand
7	Effective communication6 Oral communication(3)	Delivering from notes and visuals Responding to questions
8	Effective communication7 Written communication(1)	Editing for clarity

9	Effective communication8 Written communication(2)	Structuring documents
10	Effective communication9 Written communication(3)	Creating reader-friendly documents
11	Understand cultural differences1	Overview of the culture map model
12	Understand cultural differences2	Communicating across cultures
13	Understanding unconscious bias1	Understand overview and background of unconscious bias.
14	Understanding unconscious bias 2	Discuss multiple case studies of unconscious bias. Understand the root-cause of the problem and learn effective solutions.

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

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

As we use a textbook in this course, students are required to read the textbook before each class.

## 【Textbooks】

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

Erin Meyer,The Culture Map” PublicAffairs, 2014

## 【References】

To be introduced at the begging of the course.

## 【Grading criteria】

Active class participation 40%, completion of all the reporting assignments 40%, completion of final assignment 20%.

If you miss four or more class, you cannot receive credit without any justifiable reason.Even with justifiable reason, if you miss four or more class, your evaluation may be adjusted.

## 【Changes following student comments】

To be explained at the beginning of the class.

## 【Equipment student needs to prepare】

No equipment is used in this class.

## 【Others】

This course will be conducted in English. Therefore, students with high English proficiency can only take this course.

SOC300HA

## Civil Society and NGOs

Yukio ONO

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

Notes：

## [Outline and objectives]

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

## [Goal]

Through the course, students will be able to;  
1 understand the issues the world is facing as well as the interconnection among issues.  
2 understand the history and present situation of NGOs.  
3 understand the linkage of people all over the world from a global citizens' point of view.  
4 acquire positive attitudes to tackle the world issues as a global citizen.

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

Among diploma policies, "DP3" is related

## [Method(s)]

Students will study and learn by way of discussions and workshops. The positive attitude is necessary.

Students will be asked to write a short report in every class. We will discuss over the reports.

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

あり / Yes

## [Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
1	Introduction World issues	Exchange experiences and group formation Discussion over SDGs
2	NGO case study - India	Basic knowledge of India Workshop "People of Donguria Kondoh"
3	Development and modernization	Discussions over development and modernization with the Donguria Kondoh case
4	NGO case study - emergency aid	Workshop "Emergency support for hurricane victims"
5	NGO case study - regional development	Workshop "Interview with 24 people"
6	World Issues - poverty and child labor	Lecture on poverty and child labor
7	NGO simulation	Imaginary simulation of an NGO organizing
8	Research and presentation - Japanese NGOs 1	Research and presentation of Japanese development NGOs
9	Research and presentation - Japanese NGOs 2	Research and presentation of other Japanese NGOs
10	Research and presentation - NGOs of other countries	Research and presentation of development NGOs in GB, the Philippines and other countries
11	Research and presentation - International NGOs	Research and presentation of large-scale international NGOs
12	World Issues - War and Peace	Lecture on peace issues and research and presentation on NGOs
13	NGO case study - NGO networks	Lecture on NGO networks
14	Review	Review over NGOs and civil society

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

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

Homework - either paper reading or NGO research - will be assigned in every class.

## [Textbooks]

No textbooks needed

## [References]

To be given during the classes

## [Grading criteria]

Worksheets and participation 40%

Homework 30%

Term-end report 30%

[Changes following student comments]

Not applicable

[Equipment student needs to prepare]

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

[]

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

OTR200HA

## Co-creative Workshop A I

Masaatsu TAKEHARA

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

## 【Outline and objectives】

The Co-creative Workshop provides multidisciplinary learning for dealing with significant challenges of sustainability. The class brings together students from SCOPE and students from the Faculty of Sustainability Studies and offers them the opportunity to collaborate on projects together. In this workshop A1, participants will deepen their understanding about various issues of business and sustainability through group work. Understanding the latest important sustainability-related concepts and knowledges such as SDGs (Sustainable Development Goals) and the Paris agreement, as final assignment, students will choose one sustainability challenge and come up with viable solution and present in the class. Examples of cases discussed and presented in previous workshop include analyzing risk of global supply chain of an apparel company and propose solution, and waste management issue in India and possible solution.

## 【Goal】

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

- 1) identify and analyze sustainability problems
- 2) interact proactively and collaborate with diverse participants
- 3) reach and design collaborative solutions
- 4) make effective presentation

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

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

## 【Method(s)】

Students will participate in the group work with diverse fellow learners. Through facilitating interaction and teamwork, defining problems, and generating ideas, participants will collaborate to obtain solutions. Students will also have opportunities for concentrated efforts to research and make presentations.

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Orientation	Ice-breaking and introduction of participants, selection if necessary.
Week 2	Basics	Basic knowledge in corporate sustainability
Week 3	Case No.1(1) Issue Introduction	Issue Introduction to case (problem) No.1 and defining the issue
Week 4	Case No.1 (2) Stakeholders	Stakeholder analysis
Week 5	Case No.1 (3) Problem analysis	Analyze the issue focusing on causal relationship
Week 6	Case No.1 (4) Solution	Generate ideas and reach collaborative solution
Week 7	Case No.1 (5) Business Project Design	Design realistic and effective business projects to solve sustainability issue
Week 8	Case No.1 (6) Presentation In class	Presentation of solutions and feedback from participants
Week 9	Case No.2 (1) Issue Introduction	Issue Introduction to case (problem) No.2 and defining the issue
Week 10	Case No.2 (2) Stakeholders	Stakeholder analysis
Week 11	Case No.2 (3) Problem Analysis	Analyze the issue focusing on causal relationship
Week 12	Case No.2 (4) Solution	Generate ideas and reach collaborative solution
Week 13	Case No.2 (5) Business Project Design	Design realistic and effective business projects to solve sustainability issue
Week 14	Case No.2 (6) Presentation In class	Presentation of solutions and feedback from participants

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

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

Students are expected to read reference materials, conduct necessary research and prepare for the group work.

## 【Textbooks】

Materials will be distributed in the class.

## 【References】

Additional resources will be introduced in the class,if necessary.

## 【Grading criteria】

Assessment will consist of active class participation, contribution to the group work, quality of group presentations, and submission of reflection sheet.

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

## 【Changes following student comments】

Majority of previous students' comments for this course emphasized the importance of proactive contribution to the group work. Free riding will not be tolerated so students who plan to take this workshop are required to actively participate in the group work and entire class activities.

## 【Equipment student needs to prepare】

When group work starts, students often need to use laptop computers.

## 【Others】

(1)As all the classes and group works will be conducted in English, students with lower English proficiency may have difficulties.

(2)Please note selection may be conducted in the first class if the number of participants is too large. Students who are interested in taking this workshop should attend the first class.

## 【】

The Co-creative Workshop provides multidisciplinary learning for dealing with significant challenges of sustainability. The class brings together students from SCOPE and students from the Faculty of Sustainability Studies and offers them the opportunity to collaborate on projects together. In this workshop A1, participants will deepen their understanding about various issues of business and sustainability through group work. Understanding the latest important sustainability-related concepts and knowledges such as SDGs (Sustainable Development Goals) and the Paris agreement, as final assignment, students will choose one sustainability challenge and come up with viable solution and present in the class. Examples of cases discussed and presented in previous workshop include analyzing risk of global supply chain of an apparel company and propose solution, and waste management issue in India and possible solution.

OTR200HA

## Co-creative Workshop A II

Masaatsu TAKEHARA

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

## 【Outline and objectives】

The Co-creative Workshop provides multidisciplinary learnings for dealing with significant challenges of sustainability. The class brings together students from SCOPE and students from the Faculty of Sustainability Studies and offers them the opportunity to collaborate on workshop project together. In this Co-creative Workshop, participants will discuss sustainability issues in the field of business and try to come up with solutions through various group work. Examples of cases students will tackle in the workshop are: (1) achieving local revitalization in rural area by tackling social problems with social business type of approach, and (2) ensuring environmental and social sustainability in global supply chain of companies.

## 【Goal】

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

- 1) identify and analyze sustainability problems in given cases,
- 2) interact proactively and collaborate with diverse participants,
- 3) reach and design collaborative solutions and present in the class,
- 4) share various solutions in the class for further discussion of the issues.

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

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

## 【Method(s)】

Students will participate in the group work with other students with diverse background and study experience. Through facilitating interaction and teamwork, defining problems, and generating ideas, participants will collaborate to obtain solutions. Opportunities for concentrated efforts to research and effective presentations will be also given.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Orientation	Ice-breaking and introduction of participants, selection if necessary.
2	Basics	Basic knowledge in business environment
3	Case No.1 (1) Issue	Introduction to case (problem) No.1 and defining the issue
4	Case No.1 (2)Stakeholders	Stakeholder analysis
5	Case No.1 (3)Problem analysis	Analyze the issue focusing on causal relationship
6	Case No.1 (4)Solution	Generate ideas and reach collaborative solution
7	Case No.1 (5)Presentation	In class presentation of solutions and feedback from participants
8	Case No.2 (1) Issue	Introduction to case (problem) No.2 and defining the issue
9	Case No.2 (2)Stakeholders	Stakeholder analysis
10	Case No.2 (3)Problem Analysis	Analyze the issue focusing on causal relationship
11	Case No.2 (4)Project Design	Analyze the objectives to solve the issue and design the project
12	Case No.2 (5)Solution	Generate ideas and reach collaborative solution
13	Case No.2 (6)Presentation	Presentation of solutions and feedback from participants
14	Summary and reflection	Reflection on interaction and group works for further study

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

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

Students are expected to read reference materials, to do necessary website research and to prepare for contributing to group work.

【Textbooks】

Materials will be distributed in the class.

【References】

Additional resources will be introduced in the class, if necessary.

## 【Grading criteria】

Grading will be decided based on following criteria.

Active class participation (40%)

Contribution to the group work (40%)

Final presentations (20%).

Please note that students who miss 4 classes or more cannot pass the subject.

【Changes following student comments】

Collecting students'on-going feedback, progress of the class might change.

【Equipment student needs to prepare】

No special equipment is used in this course.

【Others】

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

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

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

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

OTR200HA

## Field Workshop

### Faculty members

Term：集中・その他/intensive・other courses | Credit(s)：2 | Day/Period：集中・その他/intensive・other courses | Campus：

| Grade：1～4

Notes：

#### 【Outline and objectives】

A "field workshop" is designed to explore a particular capacity-building environment about sustainability off-campus. Participating students in a field workshop will visit one of the distinctive facilities in different parts of Japan or elsewhere and meet the people who are engaged in various "real" issues.

#### 【Goal】

Students will be able to understand better how to relate classroom knowledge and skill to real-life agenda through a field workshop.

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

Among diploma policies, "DP5" is related

#### 【Method(s)】

Each field workshop consists of both a field trip itself and ex-ante and ex-post on-campus classes held for preparations and appraisals. Since field workshops differ from one another in their content, applicants are advised to find detailed information about each field workshop when announced.

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

あり / Yes

【Fieldwork in class】

あり / Yes

#### 【Schedule】

No.	Theme	Contents
1	Orientation	Outlines of a field workshop
2-4	Preparatory classes	Advance knowledge and preparation of the field workshop
5-11	Fieldwork	Minimum requirement of 4 day stays on site. The program's total trip days may stretch to a week or so depending upon locations of the sites and its content.
12-13	Ex-post classes	Reviews and reflections
14	Report Writing	Writing and submitting an assigned report

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

Appropriate instruction is provided in orientation, etc.

【Textbooks】

Same as above.

【References】

Same as above.

【Grading criteria】

Same as above.

【Changes following student comments】

No comments are to be collected for field workshops.

【Others】

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

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

In addition, this course is to be canceled if there is no participant from SCOPE.

SOC200HA

## Global Human Resources Management

Tokio NAGAMINE

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

Notes：

## 【Outline and objectives】

Studying Global Human Resources (GHR) and thinking about career making in the global stage.

## 【Goal】

This class aims to learn why GHR has been actively discussed in Japan in the past 10 years or so, and help students understand GHR as part of their career plan and make their own job careers in the global business area.

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

Among diploma policies, "DP3" is related

## 【Method(s)】

This class will take up various topics concerning GHR, including topics such as education at schools and universities, mobility of people between countries and employment of people with different cultural backgrounds. The class will be run in the form of lecture with active participation of students in the discussion.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	What is GHR?	What GHR is will be broadly discussed in the first session.
Week 2	The economy moving towards globalization	As a basis of GHR, students will look at the globalization of economy and people's move across the border of countries.
Week 3	Japanese employment practices (1)	Before getting into the discussion about GHR, it will be briefly reviewed what characterises the Japanese employment practices.
Week 4	Japanese employment practices (2)	The way of job seeking by university students in Japan will be looked at.
Week 5	Quick move to GHR in Japan	The Japanese Government has been pushing educational institutions and companies towards globalization in the past years. Why and how?
Week 6	Policies of employer organizations and companies, Japanese case	The policies of employer organizations and companies on GHR in Japan will be discussed.
Week 7	Education towards globalization (1)	The lecture will look at the development of GHR at schools.
Week 8	Education towards globalization (2)	What have Japanese universities been doing for the development of GHR?
Week 9	International students and their employment (1)	The employment of Japanese students who studied overseas including kikokusei will be examined.
Week 10	International students and their employment (2)	The employment of non-Japanese students who are studying in Japan will be examined.
Week 11	World race for talent and studying overseas	Universities all over the world are involved in the race for talent and young people are studying and finding a job across the border of a country. Such a trend will be broadly considered.
Week 12	Presentation by students (1)	Students will make a presentation on their future career plan.
Week 13	Presentation by students (2)	Same as above.
Week 14	Final examination and comments on it	The final examination will be conducted, followed by the lecturer's comments on it.

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

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

Students should read in advance handouts and other reading materials provided and make clear what they cannot understand and should be ready to ask questions or make comments about them.

## 【Textbooks】

No specific textbook is used, but various handouts and other reading materials will be provided.

## 【References】

Some reference books will be introduced in the first session.

## 【Grading criteria】

Assessment will be made based on either a final examination or an essay (70%). Consideration will also be taken into short exams and/or presentations (20%) which may be conducted in class and participation in the discussion in class (10%). Needless to say, students are supposed to attend classes.

## 【Changes following student comments】

Reading materials in advance is strongly recommended so that students can better understand the lecture.

## 【Equipment student needs to prepare】

Nothing.

## 【Others】

Those students who may take this subject must attend the first session with their results of English language proficiency tests such as TOEFL, TOEIC, Eigo-kentei Shiken or other similar tests.

In case of the number of applicants becoming more than 15, priority will be given to SCOPE students and some sort of selection will be made for the other students.



POL200HA

## Global Society 1

Atsuko Watanabe

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

## 【Outline and objectives】

This course aims to understand what globalization is as a political phenomenon. The paradox of globalization is that, whereas it seemingly emancipates us, it equally traps us. In order to understand this puzzle, starting from ancient maps, we first explore how different traditions of thought and key thinkers imagined the world in diverse ways. Then we examine how these different traditions interact together to compose the contemporary international order, focusing on modern experiences in Asia. We then visit some contemporary theories of globalization. Finally, we consider contemporary issues of globalization.

## 【Goal】

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

- 1) Understand the basic history of globalization.
- 2) Display a familiarity with the arguments and ideas of key concepts and thinkers introduced in the class.
- 3) Apply a range of arguments and concepts discussed in class to reflect on contemporary issues of globalization.

【Which item of the diploma policy will be obtained by taking this class?】  
Among diploma policies, "DP2" is related

## 【Method(s)】

Lectures and discussions based on assigned readings.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction	What is globalisation? What are the issues of globalisation?
Week 2	Ancient maps and the globe	Examine maps in ancient worlds. How have maps been circulated in the world?
Week 3	The world in ancient worlds	Worldviews in the thought of ancient philosophers such as Aristotle, Marx Aurelius, Buddha, and Confucius
Week 4	The World in medieval to early modern period Europe	The historical developments of the imaginations of the world in Europe before the Renaissance
Week 5	The world in medieval to early modern period	The historical developments of the imaginations of the world before the Renaissance
Week 6	The world in pre-modern Asia	The development of Asian world and how Asian people imagined the world
Week 7	The expansion of modern European world of nation-states	What happened when Europeans started to visit Asian countries? How did they accept foreign ideas of the nation-state?
Week 8	The clash of worldviews in Asia	How modern wars were fought in Asia
Week 9	Globalisation and colonialism	Understand the link between colonialism and globalisation
Week 10	Global system theories	Understand global system theories to explain globalisation as a phenomenon
Week 11	Globalisation and identity	What are the issues of identity?
Week 12	Globalisation and conflicts	What kind of conflict is globalisation causing?
Week 13	Global governance and cosmopolitanism	What is the problem of global governance? Can we be a cosmopolitan?
Week 14	Conclusion	What is the future of globalisation?

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

Students need to prepare for and review each session by using textbooks, references, and distributed materials. The students are required to submit a short reflection paper (150-250 words) for each class.

## 【Textbooks】

Steger, M. F., 2017. Globalization: A Very Short Introduction, fourth ed. (Oxford University Press)

Some other reading materials are distributed in class.

## 【References】

Scholte, J.A. 2005 Globalisation: A Critical Introduction (Palgrave and Macmillan)

Other references will be introduced in class.

## 【Grading criteria】

Participation in class: 30%

Assignments: 40%

Term Paper: 30%

## 【Changes following student comments】

This course newly starts this year.

## 【Equipment student needs to prepare】

Students enrolling this course are required to sign up in the H'etudes (<https://hcms.hosei.ac.jp/portal>).

## 【Others】

N/A

POL200HA

## Global Society 2

Atsuko Watanabe

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

## 【Outline and objectives】

This course explores the interactions between geography and politics to understand how we have historically 'created' the world. It is not only since the rise of the modern nation-state that questions of geography have occupied people's minds, as territorial disputes often led to conflicts. Surprisingly, however, while the relationship between politics and geography is central to intellectual endeavours, it plays only a minor role in contemporary political thought. Aiming to conceive of a inclusive and sustainable world order, and reconsider geography for the study of politics, this course critically examines the relation of geography and politics. The course first introduces the history of political geography and geopolitics before applying it on contemporary geopolitical case studies.

## 【Goal】

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

- 1) Demonstrate familiarity with key concepts and theories of political geography.
- 2) Understand how geography has shaped politics, forming and transforming national identities.
- 3) Use concepts and perspectives of political geography to critically reflect on contemporary international relations issues.

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

Among diploma policies, "DP3" is related

## 【Method(s)】

Lectures and discussions based on assigned reading. Students' presentations.

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction: Humans as world makers.	Are maps scientific and accurate? What is role of geography in politics?
Week 2	Space, sovereignty, and territory	Understand main concepts of political geography
Week 3	What is the modern nation-state?	How the state is changing and unchanging
Week 4	The history of classical geopolitics	Understand the history of geo-political thought
Week 5	Imperial geopolitics and Cold War geopolitics	Understand how geopolitics was used in the world wars
Week 6	Orthodox, or critical geopolitics?	What is the difference between orthodox and critical geopolitics? What is nationalism and identity politics?
Week 7	Resource geopolitic	Understand geopolitical discourse in resource issues
Week 8	American geopolitics	Discuss how geography is used in contemporary American politics. What is geopolitics of President Trump?
Week 9	European geopolitics	Understand geopolitics in Europe. Why 'Brexit'?
Week 10	Asian geopolitics I	Understand Asian geopolitics and its historical background
Week 11	Asian geopolitics II	Discuss geopolitical issues in Asia
Week 12	Geopolitics beyond state	Discuss geopolitics beyond state such as 'region' and 'the globe'
Week 13	Students presentations	Students will present their research
Week 14	Conclusion	Wrap up. Instruction for term paper

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

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

## 【Textbooks】

Dodds, K. 2014. Geopolitics: A very short Introduction, second edition (Oxford University Press)

Some other reading materials are distributed in class.

## 【References】

Flint, K. 2006. Introduction to Geopolitics (Routledge)  
Some other references are introduced in class.

## 【Grading criteria】

Participation in class 25%; Assignments 30%; presentation 15%; Term paper 30%.

## 【Changes following student comments】

This course newly starts this year.

## 【Equipment student needs to prepare】

Students enrolling this course are required to sign up in the H'études (<https://hcms.hosei.ac.jp/portal>).

## 【Others】

N/A

CUA200HA

## Human and Environment

Satsuki TAKAHASHI

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

## 【Outline and objectives】

“Human and Environment” is an introductory course to learn anthropological theories and discussions on the relationship between cultures and the environment.

Through reading theoretical and ethnographic works by scholars of anthropology — a discipline that has historically investigated questions about the environment — this course aims to explore the ways in which people’s lives are shaped by different cultural, political, and ecological contexts, and how anthropological theories provide tools for understanding complex human-environment relations. Through examining literatures in environmental anthropology, this course will also explore the ways in which human-environment relations have been interpreted by anthropologists and also how environmental anthropologists have contributed to broader debates about concepts like modernity, globalization, power, kinship, and science and technology.

## 【Goal】

The goal of this course is not to teach solutions to environmental problems, but to provide tools to think critically about such issues. In order to accomplish this, it will be important for students to remain engaged not only toward reading materials but also other class participants. I expect students to read and work through the arguments, debates, themes, and perspectives of the class readings; the key point here is “critical engagement.” By critical engagement, I mean that students are to carefully read and consider the texts, and to understand and discuss the intentions of the author, whether or not they agree with his/her opinions or conclusions.

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

Among diploma policies, “DP2” is related

## 【Method(s)】

This is a lecture/seminar course, which expects students to actively participate in class discussions.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction	Course introduction
Week 2	Anthropologists and Environment	What is anthropology? What is environmental anthropology?
Week 3	Anthropological Fieldwork	Film, “Second Nature”
Week 4	Religion	Relationship between religion and environmental issues
Week 5	Is God Green?	Film, “Is God Green?”
Week 6	What is Natural?	Social construction of nature
Week 7	Mid-term Exam	In-class exam
Week 8	Sustainable Development	How can we accomplish sustainable development?
Week 9	Food	GMOs and related discourses
Week 10	Common Resources	The Commons and Anthropologists
Week 11	Biodiversity	Why do we care about biodiversity?
Week 12	Climate Change	Energy and Culture
Week 13	Anthropocene	What is anthropocene?
Week 14	Final Exam	In-class final exam

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

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

Class preparation: Please read the detailed course syllabus carefully, which will be provided in the first day of class. Students are expected to complete assigned readings before class.

Learning Instructions: Both midterm and final exams ask questions based on assigned readings, films, lectures, and class discussions. Taking notes during class will help deepening students’ understanding. Lecture notes will also help studying for exams.

## 【Textbooks】

No particular text book used for this course, but we will read selected pages from books and journal articles.

## 【References】

Reading examples:

Horace Miner (1956) Body Ritual among the Nacirema

Neil Thomson (1971) The Mysterious Fall of the Nacirema

Michael R. Dove (1993) A Revisionist View of Tropical Deforestation and Development

Hugh Gusterson (2005) Decoding the debate on “Frankenfood”

Hugh Raffles (2010) Insectopedia

David M. Hughes (2014) Energy

Satsuki Takahashi (2014) Hatchery Flounder Going Wild: Authenticity, Aesthetics, and Fetishism of Fish in Japan

## 【Grading criteria】

Exams, Reading Commentaries, Class participation, Presentation. The weight for each assignment will be decided based on students’ votes at the beginning of the semester.

## 【Changes following student comments】

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

POL200HA

## International Society and Environmental Issues

Akiko OKAMATSU

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

## 【Outline and objectives】

This course introduces students to the legal order and rules that govern the international society and environmental issues.

## 【Goal】

Students may learn the legal framework of the international society and environmental issues, and will also learn the legal process of peace making. Students will get how to achieve the peaceful settlement of international environmental disputes as well.

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

Among diploma policies, "DP2" is related

## 【Method(s)】

This course is a lecture-based class. However, the students are encouraged to participate in discussion.

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Introduction	Introduction to the international law
2	Environmental issues in international law	Facts, Legal approach
3	Development of international environmental law	Historical background
4	Sustainable development	History, concept, theories
5	International system	International law making
6	Procedural obligations, Part 1	Prior notification, consultation, exchange of information
7	Procedural obligations, Part 2	Prior informed consent, environmental impact assessment, monitoring
8	Climate Change	UNFCCC, Paris Agreement
9	Biodiversity	CBD, Nagoya Protocol
10	Ocean environment	UNCLOS
11	Human rights and environmental protection	Environmental rights, indigenous people
12	Armed conflicts and environmental protection	International humanitarian law
13	Trade and environment	GATT/WTO
14	Conclusion	International environment in the future

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

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

Students are required to read suggested materials beforehand.

## 【Textbooks】

Vaughan Lowe, International Law: A Very Short Introduction, Oxford Univ Press, 2016.

## 【References】

Malcolm Evans ed., Blackstone's International Law Documents, 13th Revised, Oxford University Press, 2017.

## 【Grading criteria】

Final paper (50%)

Presentations (30%)

Class participation (20%)

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

## 【Changes following student comments】

N/A (This is the first year offering the course)

## 【】

The course provides an introduction to international environmental law referring to precedents by both international and domestic courts.

INE200HA

## Introduction to Energy and Resources

Tetsuya KITAGAWA

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

## 【Outline and objectives】

The topics in this course contain the fundamentals on resources and their transformation to energy used for power generations, in which the "sustainability" in the field of the resource and energy development concerns. Students learn about the issues on the demand - supply of energy in Japan as well.

## 【Goal】

The points considered as achievements in this course are (i) to acquire statistical skills for the investigation on resource and energy development, (ii) to understand the characteristics of various resources and the energy conversion systems from the view points of thermodynamics and renewables, and (iii) to obtain the knowledge on energy issues in Japan.

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

Among diploma policies, "DP2" is related

## 【Method(s)】

Lecture and short exercise.

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

なし / No

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction	Natural resources for energy generation.
Week 2	Energy resources (1)	Resource amount estimation and dispute on the estimation, and survey method using logistics curve.
Week 3	Energy resources (2)	People's view on resources and energy, and the sustainability.
Week 4	Unit of energy	Work, heat and power.
Week 5	Basis of energy conversion (1)	Cycle and work in P-V curve.
Week 6	Basis of energy conversion (2)	Entropy, heat in T-S curve and efficiency ratio.
Week 7	Basis of energy conversion (3)	Carnot cycle.
Week 8	Energy conversion in thermal power plant (1)	Characteristics of water and Rankine cycle.
Week 9	Energy conversion in thermal power plant (2)	Gas turbine system and Brayton cycle.
Week 10	Nuclear power (1)	Nuclear reactors, nuclear fuel and nuclear fission.
Week 11	Nuclear power (2)	Control of nuclear fission and safety of nuclear power plant. Nuclear fuel cycle and nuclear waste.
Week 12	Wind energy	Structure of wind turbine, characteristics of wind power and prediction of electricity output.
Week 13	Solar energy	Energy density of sunlight, characteristics of photovoltaic power generation and prediction of electricity output.
Week 14	Final examination	A written examination.

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

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

Review of marked short exercises.

## 【Textbooks】

None, but handouts will be provided in class.

## 【References】

None.

## 【Grading criteria】

Course evaluation will be based on short exercises (50%) and the final examination (50%).

【Changes following student comments】

None.

BSP100HA

## Introduction to Sustainability Studies

Naruhiko TAKESADA

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

Notes：

## 【Outline and objectives】

Sustainability is an important keyword not only in the present, but also in the coming years for every civilization on the Earth. Sustainability issues are not problems for only developed countries. Developing countries are starting to face the same issues, with some difficulties already emerging while others will likely encounter problems in the near future. Climate change is just one example of the sustainability issues we are facing. Sustainability issues are often reduced to mere environmental issues. However, sustainability issues cannot be perceived correctly nor be solved only by focusing on the natural environment, and it is necessary to look into interaction between human beings and the natural environment. Furthermore, we must recognize that relationships between humans around the world are also an important and integral part of sustainability issues.

## 【Goal】

This course is designed for two main purposes. Firstly, it aims to allow students to think and imagine about the complexities of what is known as “sustainability.” Secondly, it seeks to guide students for further study or courses offered in the SCOPE.

Through this course, students are expected to be ready to take various courses in the SCOPE curriculum and to start building their own values and attitudes towards a sustainable future.

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

Among diploma policies, "DP2" is related

## 【Method(s)】

For the first purpose, we will search for the answers to questions such as:

- What is sustainability?

- What is an important element for civilization to be sustained?

For the second purpose, we will learn about systems of human knowledge and the means to tackle sustainability issues. Questions to be asked include:

- What is an “issue” or “problem”? Who decides that something is a problem?

- What kind of knowledge and skills will be of use to solve sustainability issues?

Classes will include a range of listening and speaking activities including small group discussion and presentation. Especially, students are expected to express themselves proactively. Method and schedule is subject to change based on discussion in the class.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Orientation and Overview	Overview of the course, mini lecture
Week 2	Civilization and Sustainability 1	Rises and falls of civilizations. Why does sustainability matter?
Week 3	Civilization and Sustainability 2	Possible future of our civilizations.
Week 4	Sustainability issues and human knowledge system	Complex reality and human knowledge system
Week 5	Framing the issue	The meaning and implication of an “issue”
Week 6	Water 1	On scarcity of water resources
Week 7	Water 2	On possible war over water resources
Week 8	Food and Population	On who will feed the world
Week 9	Environment 1	On pollution
Week 10	Environment 2	On climate change
Week 11	Environment and ethics	Desirable relationship between human and nature
Week 12	Diversity	Bio-diversity and other diversities
Week 13	Presentation 1	Individual or group presentation on class topics
Week 14	Presentation2	Individual or group presentation on class topics

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

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

Students are expected to read and study designated reference materials, to do some web site research and to give answers to questions given beforehand for the next class.

## 【Textbooks】

Materials will be distributed in class.

## 【References】

Additional resources will be introduced in each class, if necessary.

## 【Grading criteria】

Assessment will consist of in-class participation (20%), presentation (25%), writing assignments (45%) and overall contribution (10%)

Note that students who miss 4 classes or more cannot pass this subject.

## 【Changes following student comments】

To accommodate more active discussion in the class.

## 【Others】

Prospective students should note that this course is compulsory for all SCOPE students, and it must be taken before advancing into the 3rd year.

## 【Career Background of the Lecturer】

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

SES300HA

## Japanese Environmental Policy 1

Ryo Fujikura

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

## 【Outline and objectives】

To learn basic science and Japanese policy addressing environmental and resource issues.

## 【Goal】

Students will understand basic science of climate change and resource issues. They will also understand how to deal with them by learning advantages and disadvantages of Japanese policy.

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

Among diploma policies, "DP3" is related

## 【Method(s)】

Lecture using PPT and discussion.

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction	Contents of the course.
Week 2	Climate science (1)	The Earth has been warmed. Greenhouse gases lead the warming. Humans are increasing atmospheric greenhouse gases.
Week 3	Climate science (2)	Global warming since the late 20th century is not natural but anthropogenic. Impact of climate change.
Week 4	Climate policy	International policy and Japanese policy.
Week 5	Mitigation	Economic instrument, alternative energy, energy saving, and other measures.
Week 6	Adaptation	Various measures and climate refugees.
Week 7	International Agreements.	UNFCCC and Paris Agreement.
Week 8	Energy resources	Fossil fuels, hydro, nuclear, and alternative energy.
Week 9	Minerals	Base metals and rare metals. Recycling of metals.
Week 10	Water resource	Availability of water in the world. International waters.
Week 11	Soil	Soil as resource. Nitrogen and phosphate.
Week 12	Biodiversity (1)	Definition of biodiversity. International agreements relating to biodiversity.
Week 13	Biodiversity (2)	CITES, Ramsar, and IWC. Genetic resources and Nagoya Protocol
Week 14	Wrap up	How should we address environmental and resource issues?

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

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

Students must read assigned papers before classes.

## 【Textbooks】

Climate Change: Evidence Impacts, and Choices

Download free PDF from

<https://www.nap.edu/catalog/14673/climate-change-evidence-impacts-and-choices-pdf-booklet>

## 【References】

A copy of assigned paper will be distributed in class.

## 【Grading criteria】

Performance will be evaluated by a written examination (50%) and participation in discussion (50%).

## 【Changes following student comments】

Please be aware that the lecturer is not a native English speaker. Thus, students are encouraged to ask for clarification if they have any questions.

## 【Equipment student needs to prepare】

None

## 【Prerequisite】

None

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

1. Ryo Fujikura and Mikiyasu Nakayama (Editor) (2015) Resettlement Policy in Large Development Projects, Routledge, Oxford
2. Ryo Fujikura and Tomoyo Toyota (Editor) (2012) Climate Change Mitigation and International Development Cooperation, (p.264) Earthscan, London
3. Ryo Fujikura (Guest Editor) (2011) Environmental Policy in Japan: From Pollution Control to Sustainable Environmental Management, Special Issue, Environmental Policy and Governance, Vol. 21, No.5
4. Ryo Fujikura and Masato Kawanishi (Editor) (2010) Climate Change Adaptation and International Development - Making Development Cooperation More Effective, Earthscan, London

## 【Career background of the lecturer】

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

SES300HA

## Japanese Environmental Policy 2

Teruyoshi Hayamizu

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

Notes：

## 【Outline and objectives】

The objectives of this class are to learn basic concept and framework of Japanese environmental policy together with its background and the way of its development, to study its effectiveness and remaining obstacles and to consider the way of application to the policy-making in students' home countries. This class will focus on pollution control of air, water and soil environment and chemicals management. Lectures and discussions will mainly cover domestic issues but also handle transboundary or global aspects.

## 【Goal】

Students are expected to learn essential elements of legal and administrative framework of environmental policy to protect air, water and soil environment. Students are also expected to learn the cause of environmental pollution, study how to tackle specific problems and gain ability to find effective and feasible solutions through case studies.

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

Among diploma policies, "DP3" is related

## 【Method(s)】

Lecture with PowerPoint presentation and discussion on specific issues

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	History of environmental pollution and policy development	Environmental pollution and health damage experienced in Japan and policy development history to conquer the tragedies
Week 2	Basic concept and framework of environmental policy	Principles and methodologies for environmental policy and implementation framework including the role of national and local governments
Week 3	Air pollution control (1): Scientific background and legal framework	Trend of air pollution and outline of Air Pollution Control Act
Week 4	Air pollution control (2): How to handle specific issues	Policy framework for specific air pollution issues and discussion as a case study
Week 5	Water pollution control (1): Scientific background and legal framework	Trend of water and groundwater pollution and outline of Water Pollution Control Act
Week 6	Water pollution control (2): How to handle specific issues	Policy framework to tackle eutrophication of lakes and enclosed sea areas and remaining challenges
Week 7	Soil contamination	Trend of soil contamination and outline of Soil Contamination Countermeasures Act
Week 8	Marine pollution, marine litter and microplastics	Current situation of marine pollution, marine litter and microplastics and the policy development to tackle these problems
Week 9	Chemicals management (1): Basic concept of chemical risks	Concept and key elements of risk assessment, risk management and risk communication on chemicals
Week 10	Chemicals management (2): Legal framework	Outline of Chemical Substances Control Act and PRTR (Pollutant Release and Transfer Register) system
Week 11	Chemicals management (3): International agreement	International framework of chemicals management including OECD activities and conventions on hazardous chemicals
Week 12	Environmental impact assessment (1): Basic framework	Procedure and key elements of Environmental Impact Assessment (EIA) system in Japan

Week 13	Environmental impact assessment (2): How to handle specific issues	Effectiveness and obstacles of the implementation of EIA system and discussion as a case study
Week 14	Overall review	Overall review of environmental policy framework in Japan and discussion on its application to home countries

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

Students need to prepare for and review each session by using textbooks, references, and distributed materials. Students are also expected to think about actual environmental issues through their daily life and broadcasted news.

## 【Textbooks】

Materials will be distributed in the class.

## 【References】

Additional references may be introduced in the class.

## 【Grading criteria】

Short test/report on each lecture (40%), overall test/report (40%) and participation in the discussion (20%)

【Changes following student comments】

N/A (New class from 2019)

【Equipment student needs to prepare】

None

## 【Career background of the lecturer】

The lecturer worked for the Ministry of the Environment of Japan as a technical official. Therefore, the discussion in the class will cover not only the theoretical policy framework but also practical ways to tackle actual problems based on the experience in the government.



ARS300HA

## Japanese Rural Society

Shamik Chakraborty

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

Notes :

## [Outline and objectives]

This is an introductory course on Japanese rural society from a cultural anthropology/ human geography point of view. The main objective is to develop an understanding of Japanese rural society among the students. It is designed in a way to engage the students to read and understand key literature on the subject, as well as to provide a roadmap for further exploration.

## [Goal]

In this course, students will develop a good understanding of the rural societies of Japan, rural landscapes, and their change, and they will be able to analyze them through recent sustainability literature. The students will become aware of various related issues in Asian and global contexts which will give them a broader idea of the sustainability of rural landscapes in general. This will be helpful for their further studies/research in sustainability studies.

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

Among diploma policies, "DP3" is related

## [Method(s)]

Lectures will be combined with student presentations (2 sessions). There will also be opportunities for reflection and discussion on the lectures/readings. Students are required to come prepared to the class and complete assignments on time.

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

あり / Yes

## [Fieldwork in class]

あり / Yes

## [Schedule]

No.	Theme	Contents
Week 1	Understanding cultural Anthropology and its connection to rural society	What is cultural anthropology? How cultural anthropology can be applied for 'deeper' understanding of human-nature relationships.
Week 2	Concept of landscapes	What are landscapes? How concept of landscapes can be applied to the study of rural societies.
Week 3	Satoyama and Satoumi ecosystems of Japan	What are Satoyama and Satoumi? Satoyama and Satoumi as cultural landscapes and seasapes, their role in sustaining the rural society.
Week 4	Role of rural landscapes in society	Role of rural landscapes in language, social relations, gender, ethnicity, identity in Japan: Examples from field studies
Week 5	Rural depopulation	Rural depopulation in Japan and its effects on Satoyama/Satoumi environments
Week 6	Methods	Cultural anthropological methods to study rural societies with illustrative examples.
Week 7	Case studies	Examples of rural socio-ecological landscapes from Japan and their changes -(Part A) Satoyama landscapes of Shirawawa-go, active volcanic landscape of Aso, matagi hunter-gatherers of the Shirakami mountains.
Week 8	Case studies	Examples of socio-ecological landscapes from Japan and their changes -(Part B) Satoumi seasapes. The ama female divers of Ise-island, fishing villages of Seto-Inland sea, traditional nearshore fisheries in Okinawa.
Week 9	Factors of degradation and restoration efforts	Factors of degradation of traditional rural landscapes in Japan, recent ventures for their revitalizations.
Week 10	Different epistemologies of rural landscapes	Towards a transdisciplinary approach to understand rural societies: Unification of different epistemologies of inland and coastal areas, and their cultural relations to Japanese society.

Week 11 Field visit

case study of Satoyama/Satoumi ecosystems through field visit

Week 12 Presentation

Student presentations and discussions (Individual or group presentation will be decided based on the number of students enrolled).

Week 13 Presentation

Student presentations and discussions (reserve day).

Week 14 Summary

Summary of course and wrap up.

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

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

## [Textbooks]

There is no strict requirement for buying textbooks but the following books will be followed

- Satoyama: The Traditional Rural landscapes of Japan. Kazuhiko Takeuchi, Robert D. Brown, Izumi Washitani, Atsushi Tsunekawa, Makoto Yokohari (Eds.). Springer, Tokyo, 2003.

- Social and Cultural Anthropology: The Key Concepts. Nigel Rapport. Routledge, London. 2014.

## Further Readings:

The Ecological Transition: Cultural Anthropology and Human Adaptation. John W. Bennett. Pergamon Press, New York. 2014.

Japan's Shrinking Regions in the 21st Century. Peter Matanle, Paul Rausch & the Shrinking Regions Research Group. Cambria Press, London. 2011.

## [References]

Materials will be distributed in Class.

## [Grading criteria]

Class participation and discussions: 20%

Presentations: 30%

Final report: 50%

## [Changes following student comments]

No significant changes were required based on students' comments.

## [Equipment student needs to prepare]

N/A

## [Others]

N/A

[]

concerned is an introductory course on Japanese rural society from a cultural anthropology/ human geography point of view. The main objective is to develop an understanding of Japanese rural society among the students. It is designed in a way to engage the students to read and understand key literature on the subject, as well as to provide a roadmap for further exploration.

SOC300HA

## Japanese Society and Sustainability 1

Eiko SAEKI

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

## 【Outline and objectives】

## Introduction to Contemporary Japanese Society

This course is designed to be an overview of contemporary Japanese society. Throughout the term, we explore how we can understand Japanese society, by using various sociological concepts and making international comparisons. By engaging with critical issues in contemporary Japan, we will explore the ways in which the society can achieve a sustainable system and culture both within the country as well as a member of the international community.

## 【Goal】

Through this class, you will be expected to critically engage with both scholarly discussions as well as media portraits on Japanese culture and society, and demonstrate your understanding through your assignments, an individual research paper, and participation in class.

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

Among diploma policies, "DP3" is related

## 【Method(s)】

This course is divided into three sections: 1. Work, inequality, and poverty; 2. Gender and sexuality; and 3. Diversity, marginality, and social coherence. Each class consists of lecture, discussions, and other learning activities.

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction	What does it mean to study Japan from sociological perspectives?
Week 2	Sustainability and contemporary Japanese society	What does it mean to make Japanese society more sustainable?
Week 3	Inequality and poverty	How to measure inequality, historical changes, homelessness
Week 4	Employment	Different types of employment and their impacts on people's life course
Week 5	Gender and work	Paid and unpaid work; Child poverty and unequal opportunities
Week 6	Gender and socialization	How we learn the norms of gender and sexuality
Week 7	Gender and sexuality	LGBTQ experiences
Week 8	Student presentations	Presentations on the first assignment
Week 9	Mid-term examination	Assessing students' understanding of the course materials
Week 10	Diversity, marginality, and social coherence 1	Myth of homogeneity
Week 11	Diversity, marginality, and social coherence 2	Okinawans, Ainu, and burakumin
Week 12	Diversity, marginality, and social coherence 3	Resident Koreans and Brazilians
Week 13	Student presentations	Presentations on the second assignment
Week 14	Final examination	Assessing students' understanding of the course materials

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

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

Students are expected to read assigned texts and to come to class fully prepared.

## 【Textbooks】

Materials will be distributed in class.

## 【References】

Sugimoto, Yoshio. 2014. An Introduction To Japanese Society. Fourth Edition. Cambridge University Press.

Other materials will be distributed in class.

## 【Grading criteria】

Participation 30%; Writing assignments 40%; Examinations 30%

## 【Changes following student comments】

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

## 【Equipment student needs to prepare】

We will be using the course website.

SOC300HA

## Japanese Society and Sustainability 2

Eiko SAEKI

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

## 【Outline and objectives】

## Sociology of Families

The family is one of the most important social institutions that everyone in society is familiar with. Because of the familiarity, however, we often lack critical perspectives on the issues pertaining to the family. We will challenge typically taken-for-granted notions of the family by considering it from a sociological point of view.

## 【Goal】

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

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

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

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

Among diploma policies, "DP2" is related

## 【Method(s)】

The course consists of lectures, discussions, and various activities, including two in-class exams.

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction to the course	Introduction and overview of the course
Week 2	What is the family?	Systems of kinship and diversity in the world
Week 3	Studying families sociologically	Methods and approaches
Week 4	History of the family in Japan	Patriarchy, "ie" system, and "koseki"
Week 5	Demographic change	Declining birthrate
Week 6	Love, sexuality, and relationship formation	Heterosexual norm and feminization of love; marriage and divorce
Week 7	Parenthood	Social and cultural meanings attached to parenthood
Week 8	Gender and the family	Socialization and reproduction of gender norms
Week 9	Work and the family	Work, parenting, and gender norms
Week 10	Intimate violence	Violence within family and close relationship
Week 11	Inequality and families	How structural inequality affects families; single-parenthood
Week 12	Reproduction and technology	Infertility and reproductive technologies
Week 13	Same-sex marriage	Changing forms of families
Week 14	Conclusion	Reflections and discussions

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

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

It is essential that students complete weekly reading assignment before coming to the class. Students are expected to come to class fully prepared.

## 【Textbooks】

Materials will be distributed in class.

## 【References】

Texts will be introduced in class.

## 【Grading criteria】

Participation 30%; Tests 40%; Assignments 30%

## 【Changes following student comments】

I will encourage students' active participation by incorporating more activities and discussions.

## 【Equipment student needs to prepare】

In order to have access to all the information and course materials necessary, every student taking this course is required to sign up in the H'etudes (<https://hcms.hosei.ac.jp/portal>). All the assignments must be submitted through this website. We may send occasional announcements and messages as well. For this reason, it is very important that you use this website actively and check your university email account (or the email account you registered with the course website).

ECN300HA

## Japan's International Development Cooperation and Sustainable Society

Naruhiko TAKESADA

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

## 【Outline and objectives】

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

## 【Goal】

Completing the course, students are expected;

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

【Which item of the diploma policy will be obtained by taking this class?】  
Among diploma policies, "DP3" is related

## 【Method(s)】

Classes consist of lectures and discussion. Students presentation based on assigned reading will be included. As the class will be held in seminar style, active contribution from students are expected.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction	Course introduction - What is poverty? What is inequality? Why do poverty and inequality matter?
Week 2	History and Background of International Development 1	Industrial Revolution, Great Diversion and Modernization
Week 3	History and Background of International Development 2	International development efforts after the World War II
Week 4	History and Background of International Development 3	International development efforts in the 21st century and the Sustainable Development Goals (SDGs)
Week 5	Development Assistance	What is development assistance? Who is responsible for it?
Week 6	Japan's Development Assistance	Very short history of Japanese economic development and Japan's contribution to international development efforts
Week 7	New actors in development efforts	NGOs and business community in development
Week 8	Global trend in international development 1	Economic development and human development
Week 9	Global trend in international development 2	Environment, Sustainability and Development
Week 10	Thematic issue 1	Gender, Micro-finance and Grameen Bank
Week 11	Thematic issue 2	African Development
Week 12	Thematic issue 3	Fair Trade
Week 13	The effect and impact of development efforts	Does international development assistance really work?
Week 14	Summary of the Course	Why do we aid?

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

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

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

## 【Textbooks】

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

## 【References】

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

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

## 【Grading criteria】

In class contribution 20%  
Reading and Writing assignments 30%  
Term paper 50%

## 【Changes following student comments】

N.A. (This is a new course in 2019)

## 【Career background of the lecturer】

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

ECN300HA

## Practice of Environmental Economics and Japan

Morio Kuninori

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

## 【Outline and objectives】

The aim of this course is to understand how environmental economics has been and will be applied to Japan's real situations with particular emphasis on environmental policies.

## 【Goal】

The purpose of this course is to provide students with a basic and systematic understanding of how the environment is intertwined with the economy and how environmental problems could be tackled. Students will learn the advantages and limitations of the regulatory measures which have been widely put in operation in Japan. Students will also learn various forms of "economic instruments" such as environmental taxes and emissions trading to solve the global environmental problems in the decades to come.

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

Among diploma policies, "DP3" is related

## 【Method(s)】

Teaching is done mainly in a lecture style. The course introduces numerous kinds of environmental problems in Japan. Environmental economics is explained to understand why some forms of market-based interventions are called for in solving various environmental problems including the transboundary and global ones such as global warming.

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

なし / No

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Environmental problems in Japan: I	Local issues before the mid-1970s
Week 2	Environmental problems in Japan: II	Local issues after the mid-1970s
Week 3	Measures taken for local environmental problems in Japan: I	Command and control; safety standard
Week 4	Measures taken for local environmental problems in Japan: II	Roles of local government
Week 5	Introduction to environmental economics	Inefficiency of price mechanism; market failures
Week 6	Negative externality and public "bads"	Definition of technological externality
Week 7	Environmental taxes and subsidies	Correction of market failure
Week 8	Emissions trading	Allowances and emissions reduction credits
Week 9	Transboundary environmental problems	Acid rain
Week 10	International environmental agreements	Japan's involvement
Week 11	Japan's energy policy	Multiple policy goals
Week 12	Global Warming: global perspective	Paris Agreement and its agenda
Week 13	Japan's policy on global warming: I	Quantity targets
Week 14	Japan's policy on global warming: II	Individual measures

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

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

A review of each class is strongly recommended. Do not leave the questions unanswered. Assignments are sometimes given to check each student's understanding.

## 【Textbooks】

No textbooks are assigned. Handouts are distributed in class.

## 【References】

Following books may be helpful in understanding environmental economics:

Turner, R.K. et. al. (1993) Environmental Economics: An Elementary Introduction, The Johns Hopkins University Press.

Field, B. and Filied, M.K. (2017) Environmental Economics: An Introduction, 7th Ed. McGraw-Hill Education.

## 【Grading criteria】

Evaluation will be based on assignments (20%) and a submitted report (80%). The title and the number of words for the report will be announced at the end of the final class.

## 【Changes following student comments】

Asking questions in class is welcome and highly recommended. The SCOPE students are encouraged to take this course.

## 【Equipment student needs to prepare】

Nothing in particular.

## 【Others】

Taking Microeconomics courses is recommended, but not a prerequisite. Important notions and ideas will be explained in class.

SOC200HA

## Research Methods 1

Atsuko Watanabe

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

## 【Outline and objectives】

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

## 【Equipment student needs to prepare】

N/A

## 【Others】

N/A

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None

## 【Goal】

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

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

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

Among diploma policies, "DP2" is related

## 【Method(s)】

Lecture, group work, and discussions.

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction	What is research?
Week 2	Choosing a research topic	Think what you want to know. What is your puzzle? What is the gap?
Week 3	The structure of academic papers	What is academic writing?
Week 4	Finding answers	Understand how theory and concepts are used to find answers
Week 5	Developing a research design	Learn how to develop a research design
Week 6	Research ethics	Understand issues in conducting research
Week 7	Data gathering, analysis, and presentation	What is reliable data? How can we distinguish good data and bad data?
Week 8	Which research?	What kind of research helps you to find your answer?
Week 9	Conducting research	Understand surveying, observing, interviewing, and analysing text
Week 10	Developing explanations	Understand how to use theories, concepts, and data to explain your hypothesis
Week 11	Writing literature review	Understand how to write literature review effectively
Week 12	Developing into a proposal	How to write a research proposal
Week 13	Discussions	Discuss issues and prospects in research. Peer review proposals
Week 14	Conclusion	Wrap up the course. Final guidance for the term paper.

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

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

## 【Textbooks】

Halperin, S. 2016. Political Research: Methods and Practical Skills (Oxford University Press)

Other reading materials are distributed in class.

## 【References】

Van Evra, S. 1997. Guide to Methods for Students of Political Science (Cornell University Press)

The list of references is distributed in class.

## 【Grading criteria】

Participation in class: 20%

Group work (in class): 30%

Term Paper; 50%

【Changes following student comments】

This course starts this year.

SOC200HA

## Research Methods 2

Shamik Chakraborty

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

## 【Outline and objectives】

This is an introductory course on quantitative research methods for the students in the field of sustainability studies at the undergraduate level. Lectures will be carried out about key arguments and concepts on quantitative research methods as well as practical aspects such as research design.

## 【Goal】

At the end of the course, students will develop a good understanding of the quantitative research methods for sustainability analysis. They will also have useful knowledge for further studies/research.

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

Among diploma policies, "DP2" is related

## 【Method(s)】

Lectures will be carried out in each class. There will be opportunities for reflection and discussion on the lectures/readings in each class.

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction and scope	What is quantitative research? The research problem and questions: vital first steps. When quantitative approaches should be practiced.
Week 2	Literature review and content analysis 1	Literature review and content analysis in quantitative research 1
Week 3	Literature review and content analysis 2	Literature review and content analysis in quantitative research 2
Week 4	Concept of variables	Concept of variables: independent and dependent variables, how they explain causality
Week 5	Sampling	Sampling techniques for quantitative research
Week 6	Basics of quantitative research	Basics of quantitative research: Randomness, causality and statistical representation. Measures of central tendency and correlation research.
Week 7	Survey research 1	Survey research 1: What can be learnt from surveys. How to construct questionnaire for survey research.
Week 8	Survey research 2	Survey research 2: Interview surveys, telephone surveys, online surveys. Critiques of survey research. How valid is survey data?
Week 9	Quantitative data analysis 1	Quantitative data analysis methods (part 1)
Week 10	Quantitative data analysis 2	Quantitative data analysis methods (part 2)
Week 11	Representing qualitative data quantitatively	Other useful quantitative methods for sustainability studies: Representing qualitative data quantitatively
Week 12	Writing with quantitative analysis 1	How to write up research coherently: Guidance on writing reports and theses (part 1).
Week 13	Writing with quantitative analysis 2	How to write up research coherently: Guidance on writing reports and theses (part 2). Guidance on final exam
Week 14	Final exam	Final exam for the course

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

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

Students are required to actively participate in class discussions based on the readings and the lectures. They are encouraged to raise issues or offer critical viewpoints on the readings. Students are required to complete all class assignments in time.

## 【Textbooks】

The Practice of Social Research. Earl Babbie. Wadsworth Pub Co 2006

## 【References】

N/A

## 【Grading criteria】

Class participation and discussions: 30%

Class assignments: 30%

Final test: 40%

## 【Changes following student comments】

N/A

## 【Equipment student needs to prepare】

N/A

## 【Others】

N/A

OTR400HA

## Seminar

Shamik Chakraborty

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

## 【Outline and objectives】

## Seminar (Introductory):

The course is designed as an introductory seminar course for undergraduate students. The course is divided into two parts, in the first half, students will acquire the knowledge necessary for college life in Japan as well as the SCOPE programme. In the second half, students will acquire basic knowledge and skill sets to study landscapes and sustainability issues.

## 【Goal】

Students will gain basic knowledge and skills needed for college life in Japan. Students will also gain basic knowledge of sustainability studies particularly related to landscape ecology. The course will mainly be based on in-class discussions and assignments, some field studies and workshops are planned for the students for experiencing Japanese society and culture first hand.

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

Among diploma policies, "DP3", "DP4" and "DP5" are related

## 【Method(s)】

The course will be based on a combination of lectures, class discussions, and one or two field trips. Students are required to complete assignments on time and come prepared to the class.

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Wee 1	Introduction and orientation	Self introduction Guidance for the seminar course
Week 2	Same as above	Guidance for the seminar course
Week 3	College life in Japan	Introduction to various academic and other resources on campus and beyond
Week 4	Library workshop	Library visit and introduction to library facilities for sustainability studies at Hosei University
Week 5	Introduction to academic skills 1	Critical thinking, and reading skills through academic resources available through the university
Week 6	Introduction to academic skills 2	Same as above
Week 7	Introduction to academic skills 3	Acquire active learning skills
Week 8	Introduction to academic skills 4	Same as above
Week 9	Introduction to academic skills 5	Critical writing skills
Week 10	Introduction to academic skills 6	Same as above
Week 11	Introduction to academic skills 7	Same as above
Week 12	Presentations	Students presentations and discussions
Week 13	Presentations	Students presentations and discussions (reserve day)
Week 14	Summary	Wrap up, and summary of the course

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

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

## 【Textbooks】

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

## 【References】

References will be provided in the class

## 【Grading criteria】

Class participation and discussions, comments: 40%

Class presentation: 30%

Assignments: 30%

## 【Changes following student comments】

No significant changes were made based on students' comments

## 【Equipment student needs to prepare】

N/A

## 【Others】

N/A

【】

## Seminar (Introductory):

The course is designed as an introductory seminar course for undergraduate students. The course is divided into two parts, in the first half, students will acquire the knowledge necessary for college life in Japan as well as the SCOPE programme. In the second half, students will acquire basic knowledge and skill sets to study landscapes and sustainability issues.



OTR400HA

## Seminar

Shamik Chakraborty

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

## 【Outline and objectives】

## Seminar (Introductory)

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

## 【Goal】

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

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

Among diploma policies, "DP3", "DP4" and "DP5" are related

## 【Method(s)】

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

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

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

あり / Yes

## 【Fieldwork in class】

あり / Yes

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction	Guidance for the seminar course
Week 2	Literature review	Thinking about a topic and doing literature review. How to find a research gap
Week 3	Same as above	Using online databases and other materials for research
Week 4	Research Design 1	Designing your research. Application of qualitative, quantitative and mixed methods for research
Week 5	Fieldtrip	Location TBA
Week 6	Research Design 2	Research purpose and statement
Week 7	Research Design 3	How to use theories in your research
Week 8	Introduction to academic skills 1	Critical writing skills. How to cite other researches properly and avoid plagiarism.
Week 9	Introduction to academic skills 2	Same as above
Week 10	Fieldtrip	Location TBA
Week 11	Introduction to academic skills 3	Limitations of the research and how to bring it into focus
Week 12	Presentations	Research presentations and discussions
Week 13	Presentations	Research presentations and discussions (reserve day)
Week 14	Summary	Wrap up, final guidance for writing report.

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

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

Students are required to complete assignments on time and attend each class fully prepared

## 【Textbooks】

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

## 【References】

N/A

## 【Grading criteria】

Class attendance and discussions: 30%

Class presentation: 30%

Final report: 40%

## 【Changes following student comments】

N/A

## 【Equipment student needs to prepare】

N/A

## 【Others】

N/A

OTR400HA

## Seminar

Shamik Chakraborty

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

## 【Outline and objectives】

## Seminar (Advanced)

Join us in the seminar course to gain understanding on fundamental aspects of landscapes and sustainability through engaging with local socio-ecological landscapes/seascapes. We will learn through active learning. This course is directly related to the aims of the Sustainability Co-creation Programme (SCOPE) at Hosei University.

Students will also directly learn from local stakeholders. A vital attribute of the seminar course is developing a “class project” where the students are required to bring their own research questions while employing a suitable method to explore the answer (e.g., interview, questionnaire, observation) from field study. Students will then be required to write a report, summing up their investigations. Students will also get unique chances to learn from local stakeholders/resource managers regarding various local sustainability problems.

## 【Goal】

The course is designed as an advanced seminar course for undergraduate students. Those who are interested to know about socioecological landscapes (such as Satoyama, Satoumi, urban green spaces etc.) by directly visiting these landscapes and learning from local stakeholders are welcome. By completing this seminar, students will gain a critical understanding of the various challenges of sustainable resource use from fieldwork-based experiences, critical thinking, and discussion.

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

Among diploma policies, "DP3", "DP4" and "DP5" are related

## 【Method(s)】

Lectures and personal guidance will be carried out regarding each of the student's class project. There will be opportunities for discussion and feedback on the individual project. The course will mainly be based on on-campus classes and field trips.

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

あり / Yes

## 【Fieldwork in class】

あり / Yes

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction and orientation	Guidance for the seminar course. What are socioecological landscapes? How socioecological landscapes can inform sustainability studies.
Week 2	Same as above	Same as above
Week 3	Research methods	Guidance and discussion on research methods and field study topic.
Week 4	Same as above	Same as above
Week 5	Invited lecture 1	Experienced and knowledgeable person will be invited to give lecture followed by a question and answer session.
Week 6	Critical thinking and discussion	Discussion and presentations on field study/ invited lecture
Week 7	Commons in socioecological landscapes	Commons in socioecological landscapes, change, degradation and resilience.
Week 8	Same as above	Same as above
Week9	Indigenous and local knowledge	Indigenous and local knowledge in socioecological landscape resilience.
Week10	Individual guidance 1	Guidance on students' class projects
Week 11	Individual guidance 2	Same as above
Week 12	Individual guidance 2	Same as above
Week 13	Presentations	Students presentations
Week 14	Summary	Summary of the course. What we have learnt from the course and looking forward.

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

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

## 【Textbooks】

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

## 【References】

References will be provided in the class

## 【Grading criteria】

Class participation and discussions: 20%

Class presentation: 30%

Final report: 50%

## 【Changes following student comments】

No significant changes were made based on students' comments

## 【Equipment student needs to prepare】

N/A

## 【Others】

N/A

【】

Join us in the seminar course to gain understanding on fundamental aspects of landscapes and sustainability through engaging with local socio-ecological landscapes/seascapes. We will learn through active learning. This course is directly related to the aims of the Sustainability Co-creation Programme (SCOPE) at Hosei University.

Students will also directly learn from local stakeholders. A vital attribute of the seminar course is developing a “class project” where the students are required to bring their own research questions while employing a suitable method to explore the answer (e.g., interview, questionnaire, observation) from field study. Students will then be required to write a report, summing up their investigations. Students will also get unique chances to learn from local stakeholders/resource managers regarding various local sustainability problems.

OTR400HA

## Seminar

Shamik Chakraborty

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

Notes：

## 【Outline and objectives】

## Seminar (Advanced)

Join us in the seminar course to gain understanding on fundamental aspects of landscapes and sustainability through engaging with local socio-ecological landscapes/seascapes. This seminar will be a continuation of the seminar held in the fall semester and give an insight into the concept of cultural landscapes and its application in studying landscape sustainability.

A major part of the field research will link the notion of cultural landscapes together with learning from local knowledgeable stakeholders to have a critical understanding of sustainability studies. A vital attribute of the seminar course is developing (or continuing) a “class project” where the students are required to bring their own research questions while employing a suitable method to explore the answer (e.g., interview, questionnaire, observation) from topics introduced. Students will then be required to write a report, summing up their investigations.

## 【Goal】

The course is designed as an advanced seminar course for undergraduate students. Those who are interested to know about cultural landscapes (such as the traditional agriculture and/or fisheries-based systems) by directly visiting these ecosystems, and learning from local stakeholders are welcome. By completing this seminar, students will gain a critical understanding of different types of cultural landscapes and the challenges they face. They will also work through fieldwork-based experiences, critical thinking, discussion, and writing to explore workable solutions to these challenges. Students will learn vital oral and written communication skills, mainly through their class projects. These skills will help them in their future studies and research.

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

Among diploma policies, "DP3", "DP4" and "DP5" are related

## 【Method(s)】

Lectures and personal guidance will be carried out regarding each of the student's class project. There will be opportunities for discussion and feedback on the individual project. The course will mainly be based on on-campus classes and field trips.

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

あり / Yes

## 【Fieldwork in class】

あり / Yes

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction Cultural landscapes	What are "cultural landscapes"? Evolution of the notion of cultural landscapes
Week 2	Cultural landscape and landscape governance	How the notion of cultural landscapes can be used for an integrated landscape governance
Week 3	Research methods	Guidance and discussion on research methods and field study topics.
Week 4	Same as above	Same as above
Week 5	Field visit	Location TBA
Week 6	Invited lecture 1	Experienced and knowledgeable person from the local stakeholders will be invited to give lecture followed by a question and answer session.
Week 7	Critical thinking and discussion	Discussion and presentations on field study/ invited lecture.
Week 8	Resilience of cultural landscapes	Cultural landscapes and resilience (reflection through the field studies and invited lecture).
Week 9	Same as above	Cultural landscapes as complex adaptive systems
Week 10	Field visit	Location TBA
Week 11	Invited lecture 2	Experienced and knowledgeable person from the local stakeholders will be invited to give a lecture followed by a question and answer session).
Week 12	Critical thinking and discussion	Discussion and presentations on field study/Invited lecture.

Week 13 Indigenous and local knowledge Indigenous and local knowledge in cultural landscapes and their resilience (reflection through the field studies and invited lecture).

Week 14 Summary Wrap up, final guidance for writing report.

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

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

Students are required to carry out their field studies with close supervision from the instructor. They are encouraged to raise fresh issues or offer critical viewpoints on the readings.

【Textbooks】

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

【References】

N/A

【Grading criteria】

Class attendance and discussions: 20%

Class presentation: 30%

Final report: 50%

【Changes following student comments】

N/A

【Equipment student needs to prepare】

N/A

【Others】

N/A

OTR400HA

## Seminar

Atsuko Watanabe

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

## 【Outline and objectives】

## Seminar (Introductory):

The course is designed as an introductory seminar course for undergraduate students. The course is divided into two parts, in the first half, students will acquire the knowledge necessary for college life in Japan as well as the SCOPE programme. In the second half, students will acquire basic knowledge and skill sets to study landscapes and sustainability issues.

## 【Goal】

Students will gain basic knowledge and skills needed for college life in Japan. Students will also gain basic knowledge of sustainability studies particularly related to landscape ecology. The course will mainly be based on in-class discussions and assignments, some field studies and workshops are planned for the students for experiencing Japanese society and culture first hand.

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

Among diploma policies, "DP3", "DP4" and "DP5" are related

## 【Method(s)】

The course will be based on a combination of lectures, class discussions, and one or two field trips. Students are required to complete assignments on time and come prepared to the class.

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Wee 1	Introduction and orientation	Self introduction Guidance for the seminar course
Week 2	Same as above	Guidance for the seminar course
Week 3	College life in Japan	Introduction to various academic and other resources on campus and beyond
Week 4	Library workshop	Library visit and introduction to library facilities for sustainability studies at Hosei University
Week 5	Introduction to academic skills 1	Critical thinking, and reading skills through academic resources available through the university
Week 6	Introduction to academic skills 2	Same as above
Week 7	Introduction to academic skills 3	Acquire active learning skills
Week 8	Introduction to academic skills 4	Same as above
Week 9	Introduction to academic skills 5	Critical writing skills
Week 10	Introduction to academic skills 6	Same as above
Week 11	Introduction to academic skills 7	Same as above
Week 12	Presentations	Students presentations and discussions
Week 13	Presentations	Students presentations and discussions (reserve day)
Week 14	Summary	Wrap up, and summary of the course

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

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

## 【Textbooks】

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

## 【References】

References will be provided in the class

## 【Grading criteria】

Class participation and discussions, comments: 40%

Class presentation: 30%

Assignments: 30%

## 【Changes following student comments】

No significant changes were made based on students' comments

## 【Equipment student needs to prepare】

N/A

## 【Others】

N/A

OTR400HA

## Seminar

Atsuko Watanabe

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

## 【Outline and objectives】

## Seminar (Introductory)

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

## 【Goal】

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

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

Among diploma policies, "DP3", "DP4" and "DP5" are related

## 【Method(s)】

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

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

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

あり / Yes

## 【Fieldwork in class】

あり / Yes

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction	Guidance for the seminar course
Week 2	Literature review	Thinking about a topic and doing literature review. How to find a research gap
Week 3	Same as above	Using online databases and other materials for research
Week 4	Research Design 1	Designing your research. Application of qualitative, quantitative and mixed methods for research
Week 5	Fieldtrip	Location TBA
Week 6	Research Design 2	Research purpose and statement
Week 7	Research Design 3	How to use theories in your research
Week 8	Introduction to academic skills 1	Critical writing skills. How to cite other researches properly and avoid plagiarism
Week 9	Introduction to academic skills 2	Same as above
Week 10	Fieldtrip	Location TBA
Week 11	Introduction to academic skills 3	Limitations of the research and how to bring it into focus
Week 12	Presentations	Research presentations and discussions
Week 13	Presentations	Research presentations and discussions (reserve day)
Week 14	Summary	Wrap up, final guidance for writing report.

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

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

Students are required to complete assignments on time and attend each class fully prepared

## 【Textbooks】

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

## 【References】

N/A

## 【Grading criteria】

Class attendance and discussions: 30%

Class presentation: 30%

Final report: 40%

## 【Changes following student comments】

N/A

## 【Equipment student needs to prepare】

N/A

## 【Others】

N/A

OTR400HA

## Seminar

Atsuko Watanabe

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

## 【Outline and objectives】

This course explores identity politics in international relations. Identity and sense of belongings are a key future of contemporary political life, as commonly seen in Brexit, the presidency of Donald Trump, and the growing tension among East Asian countries. This course, offering some foundational theoretical perspectives of the debate, examines how identities are formed and used in politics by analyzing media coverage and popular culture products such as movies, comic books, and novels.

## 【Goal】

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

- 1) Critically understand how identity is used in politics.
- 2) Gain skills to analyse texts and visual materials.
- 3) Improve reading, writing, presentation and discussion skills.

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

Among diploma policies, "DP3", "DP4" and "DP5" are related

## 【Method(s)】

Short lectures, students' presentations, discussions. We have one guest lecture

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

あり / Yes

## 【Fieldwork in class】

あり / Yes

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction: Who are you, and who are they?	Guidance for the course. Why identity is important in international politics?
Week 2	What is identity politics?	Understand theoretical perspectives.
Week 3	Methodology	Understand research method.
Week 4	Which identity?	Gender, race, ethnicity, and religion.
Week 5	Which identity?	Geography and History.
Week 6	Formal identity politics	Identity politics by experts including academics.
Week 7	Practical identity politics	Identity politics of policy makers.
Week 8	Popular identity politics	Identity politics in popular culture.
Week 9	Movie watching	TBA
Week 10	Guest lecture	TBA
Week 11	Discussion	Discuss what we have learned so far to plan individual project.
Week 12	Individual project	Work individual research project.
Week 13	Student presentations	Student presentations and discussions.
Week 14	presentations and conclusion	Wrap up and guidance for the final report.

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

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

## 【Textbooks】

Reading materials are distributed in class.

## 【References】

The reference list is distributed in class.

## 【Grading criteria】

Class participation and discussions: 20%

Class presentation: 30%

Final report: 50%

【Changes following student comments】

This course starts this year.

【Equipment student needs to prepare】

N/A

【Others】

N/A

【】

N/A

OTR400HA

## Seminar

Atsuko Watanabe

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

## 【Outline and objectives】

This course invites you to think about the concept of peace: what does it mean? Peace is attracting growing attention in International Relations: the discipline of war and peace. This is because the growingly globalizing and diversifying world asks us to reconsider its fundamental meaning. Indeed, peace is much more vague and ambiguous a concept than we think. We first identify the ongoing discussions and then examine the historical development of the concept in East Asia. We invite some people who work for peace in various fields to discuss the topic with us. Finally, students are required to write a report on their ideas about how peace can be re-conceptualized.

[]  
N/A

## 【Goal】

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

- 1) Gain knowledge about global conceptual history and the concept of peace.
- 2) to critically think about the difference in world politics.
- 3) Improve presentation, writing, and discussion skills.

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

Among diploma policies, "DP3", "DP4" and "DP5" are related

## 【Method(s)】

Short lectures, students' presentations, discussions. We have one field visit and two guest lecture

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

あり / Yes

## 【Fieldwork in class】

あり / Yes

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction:	What is the issue of peace?
Week 2	Identifying the debate What is global conceptual history?	Learn what global conceptual history is about.
Week 3	Identifying the debate	Learn existing literature to understand what is the issue in the contemporary academia.
Week 4	Identifying the debate	Same as above
Week 5	Peace in East Asia	Explore the history of the concept in East Asia
Week 6	Peace in East Asia	Same as above
Week 7	Peace in East Asia	Same as above
Week 8	Field visit	TBA
Week 9	Discussions	Discuss what we have learned so far.
Week 10	Guest lecture	TBA
Week 11	Guest lecture	TBA
Week 12	Discussions	Discussions to plan individual research project.
Week 13	Student presentations	Student presentations and discussions.
Week 14	presentations and conclusion	Wrap up and final guidance for the final report.

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

Students need to prepare for and review each session by using textbooks, references, and distributed materials. Students are required to carry out their field studies with close supervision from the instructor.

## 【Textbooks】

Reading materials are distributed in class.

## 【References】

The reference list is distributed in class.

## 【Grading criteria】

Class participation and discussions: 20%

Class presentation: 30%

Final report: 50%

## 【Changes following student comments】

This course starts this year.

## 【Equipment student needs to prepare】

N/A

## 【Others】

N/A

OTR400HA

## Seminar

Masaatsu TAKEHARA

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

## 【Outline and objectives】

This seminar offers students opportunities to acquire knowledge and skill to analyze the role of business to contribute to solving sustainability challenges in the world, especially global issues described in the SDGs, U.N. Sustainable Development Goals. As it is increasingly clear governments alone cannot solve global problems such as climate change, poverty and various forms of inequalities, there is growing expectation for businesses and civil society to play more important roles. Companies are uniquely positioned to work with their stakeholders across their value chains to reduce their negative impact and deliver high-impact business solutions to the challenging sustainability issues. Through this seminar, we learn various efforts of companies on global challenges and understand how they are creating shared values (CSV).

## 【Goal】

We aim at achieving following goals.

- (1) Learn global sustainability challenges and how companies are creating shared values (CSV) and enhancing their corporate values.
- (2) Acquire logical thinking skill to consider systematically by setting agenda, collecting and analyzing necessary information.
- (3) Understand the importance of theory or theoretical framework and actually utilize them to gain insight.

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

Among diploma policies, "DP3", "DP4" and "DP5" are related

## 【Method(s)】

This seminar will consist of short lectures, discussions, and presentations by students. They are all conducted in English.

During the first half of the seminar, to acquire basic knowledge on global sustainability and role of business, we will review several sustainability reports issued by major global companies and related literatures/reports. The summary of those materials will be reported by students. During the second half of the seminar, students will conduct research on a topic of their interest and share the research findings with other members of the seminar.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Orientation	Introduction to the course Short lectures and discussions
2	Reading academic literatures (1)	Short lectures and discussions
3	Reading academic literatures (2)	Student presentation and discussions
4	Reading academic literatures (3)	Student presentation and discussions
5	Reading academic literatures (4)	Student presentation and discussions
6	Reading academic literatures (5)	Student presentation and discussions
7	Reading academic literatures (6)	Student presentation and discussions
8	Reading academic literatures (7)	Student presentation and discussions
9	Reading academic literatures (8)	Student presentation and discussions
10	Reading academic literatures (9)	Student presentation and discussions
11	Reading academic literatures (10)	Student presentation and discussions
12	Reading academic literatures (11)	Student presentation and discussions
13	Reading academic literatures (12)	Student presentation and discussions
14	Reading academic literatures (13)	Student presentation and discussions

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

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

Students are expected to attend each class fully prepared and complete all assignments on time.

## 【Textbooks】

Textbook will be introduced during the orientation.

## 【References】

References will be introduced in class.

## 【Grading criteria】

Grading will be decided based on following criteria:

- (1) Active class participation:40%
- (2) Completion of in-class reporting(presentation) assignments: 40%
- (3) Final writing assignments:20%

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

## 【Changes following student comments】

Based on our learning in 2018 class, we will be aiming at becoming more proficient in theoretical framework to analyze corporate sustainability topic.

## 【Equipment student needs to prepare】

No special equipment is needed in this course.

## 【Others】

As all the class discussion and group works will be conducted in English, students whose English proficiency is introductory level may have difficulties in keeping up with the class. If you have any concern, please contact lecturer in advance.

## 【】

This seminar offers students opportunities to acquire knowledge and skill to analyze the role of business to contribute to solving sustainability challenges in the world, especially global issues described in the SDGs, U.N. Sustainable Development Goals. As it is increasingly clear governments alone cannot solve global problems such as climate change, poverty and various forms of inequalities, there is growing expectation for businesses and civil society to play more important roles. Companies are uniquely positioned to work with their stakeholders across their value chains to reduce their negative impact and deliver high-impact business solutions to the challenging sustainability issues. Through this seminar, we learn various efforts of companies on global challenges and understand how they are creating shared values (CSV).



OTR400HA

## Seminar

Masaatsu TAKEHARA

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

## 【Outline and objectives】

This seminar offers students opportunities to acquire knowledge and skill to analyze the role of business to contribute to global issues described in the SDGs, U.N. Sustainable development Goals. As governments alone cannot solve those problems such as climate change, poverty and various forms of inequalities, there is growing expectation for businesses and civil society to play more important roles. Companies are uniquely positioned to work with their stakeholders across their value chains to deliver high-impact business solutions to the challenging sustainability issues. Through this seminar, we learn various efforts of global companies on challenges on earth, how they are creating shared values (CSV) and enhancing their corporate values. Also, considering the nature of seminar, we would like to study topics that enable students to acquire knowledge and skills to lead successful life.

## 【Goal】

We aim at achieving following goals:

- (1) Learn global sustainability challenges and how companies are creating shared values (CSV) and enhancing their corporate values.
- (2) Train logical thinking skill to consider systematically by setting agenda individually and collecting, analyzing necessary information,
- (3) Understand the importance of theory or theoretical framework and actually utilize them to gain insight for students' successful life.

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

Among diploma policies, "DP3", "DP4" and "DP5" are related

## 【Method(s)】

The course will consist of short lectures, discussions, and presentations by students. To acquire basic knowledge on global sustainability and role of companies, we will review selected academic literatures and sustainability/integrated reports issued by major global companies. The summary of those materials will be reported by students. If students are interested in a specific industry or company, he or she can conduct research and share the research findings with other members of the seminar.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Orientation	Introduction to the course Short lectures and discussions
2	Reading academic literatures (1)	Short lectures and discussions
3	Reading academic literatures (2)	Student presentation and discussions
4	Reading academic literatures (3)	Student presentation and discussions
5	Reading academic literatures (4)	Student presentation and discussions
6	Reading academic literatures (5)	Student presentation and discussions
7	Reading academic literatures (6)	Student presentation and discussions
8	Reading academic literatures (7)	Student presentation and discussions
9	Reading academic literatures (8)	Student presentation and discussions
10	Reading academic literatures (9)	Student presentation and discussions
11	Reading academic literatures (10)	Student presentation and discussions
12	Reading academic literatures (11)	Student presentation and discussions
13	Reading academic literatures (12)	Student presentation and discussions
14	Reading academic literatures (13)	Student presentation and discussions

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

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

Students are expected to attend each class fully prepared and complete all assignments on time.

## 【Textbooks】

Textbook will be introduced during the orientation.

## 【References】

References will be introduced in class.

## 【Grading criteria】

Grading will be decided based on following criteria:

- (1) Active class participation:40%
  - (2)Completion of in-class reporting(presentation) assignments: 40%
  - (3) Final writing assignments:20%
- Please note students who miss 4 classes or more cannot pass the subject.

## 【Changes following student comments】

Because this class is relatively new, class methodology might change based on students' feedback.

## 【Equipment student needs to prepare】

No special equipment is needed in this course.

## 【Others】

As all the class discussion and group works will be conducted in English, students whose English proficiency is introductory level may have difficulties in keeping up with the class. If you have any concern, please contact lecturer in advance.

EDU200HA

## Strategies for Intercultural Communication

ESTHER STOCKWELL

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

## [Outline and objectives]

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

## [Goal]

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

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

Among diploma policies, "DP2" is related

## [Method(s)]

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

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

あり / Yes

[Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
第 1 回	Orientation to the Course	Overview of the course and online activities / Overview of communication and culture
第 2 回	Communication and Culture	Culture, the self, perception and communication / Introduction to communication and cultural models and theories
第 3 回	Foundations of Intercultural Communication	Deep structures of culture / Culture and identity / Intercultural communication and globalization
第 4 回	International Cultures	Understanding diversity of different cultures/ Theories and models dealing with various cultural patterns and characteristics
第 5 回	Intercultural Messages: Verbal Interaction	Culture and verbal communication / Understanding cultural diversity of verbal code
第 6 回	Intercultural Messages: Nonverbal Interaction	Culture and non-verbal communication / Understanding cultural diversity of non-verbal code

第 7 回	Developing Relationships with Culturally Different Others	Culture and human relationship development/ Values, attitudes, perceptions and religion / Current affairs related to religious conflicts
第 8 回	Case Studies: Managing Intercultural Conflicts	Factors leading to dysfunctions in intercultural communication / Conflict stages and conflict management approaches and styles / Current affairs related to international conflicts
第 9 回	Cultural Influences on Communication Contexts	Culture and context / Communication and context / Cultural influence on communication style
第 10 回	Cultural Contexts: The Influence of the Setting	Decision making processes / Globalism, multiculturalism and education
第 11 回	Mass Media, Technology and Cultural Change	Mass media and cultural change / Mass media and symbolic social reality / Globalization, technology, and mass media
第 12 回	Intercultural Challenges	Acculturation and culture shock / Multiculturalism dilemma / Developing intercultural competence
第 13 回	New Perspectives: Prospects for the Future	From culture to intercultural: Communication, adaptation, and identity transformation in the globalizing world
第 14 回	Presentation	Discussion on assigned topics

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

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

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

## [Textbooks]

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

## [References]

Adler, R., & Rodman, G. (2009). *Understanding Human Communication* (9th Edition). New York: Oxford.  
Liu, S., Volcic, Z., & Gallois, C. (2014). *Introducing intercultural communication: Global cultures and contexts* (2nd ed.). London: Sage.  
Samovar, L. A., Porter, R. E., McDaniel, E. R., & Sexton Roy, C. S. (2015). *Intercultural Communication: A Reader* (14th ed.). Boston, MA: Cengage Learning.

## [Grading criteria]

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

## [Changes following student comments]

There were no particular requirements for this course from students. However, I would like this course to enable students to apply what they learnt in class to their daily lives through questioning general phenomena in their lives.

①

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

SOC200HA

## Studies for Environment and Society

Shamik Chakraborty

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

Notes：

## 【Outline and objectives】

This course focuses on the understanding of environment and society as an integrated system. The course is based on the theory of social-ecological systems, and with this theoretical underpinning, we will learn about different aspects of environment and society interactions. We will particularly focus on the role of human agency and its present and possible future roles for the state of the earth. The course is roughly divided into two parts: (1) problems associated with the environment and society and (2) solutions toward more sustainable human-environment relationships.

## 【Goal】

At the end of the course, students will develop a good understanding of the main arguments related to environment and society relations from different case studies. Students will also have some opportunities for field visit and learn from stakeholders.

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

Among diploma policies, "DP2" is related

## 【Method(s)】

Lectures will be carried out in each class, and there will be one or two sessions for student presentations. There will be opportunities for reflection and discussion on the lectures/readings in each class.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Nature and scope of the course	Introduction: guidance on the course. Environment & society: Nature and scope Why we should study environment and society as an interlinked system?
Week 2	Critical viewpoints on environment and society relations	The human agency and its relation to the state of the earth
Week 3	Drivers of change 1	Drivers of change in society and nature 1: Focus on direct drivers
Week 4	Drivers of change 2	Drivers of change in society and nature 2: Focus on indirect drivers
Week 5	Water, food and energy issues	Water-food-energy connections and their roles in land use change and landscape sustainability.
Week 6	Theoretical understanding of environment and society relations	A brief introduction of social-ecological systems theory and its relation to landscape sustainability.
Week 7	Case studies	Selected case studies from Japan and abroad on unique socioecological relationships that 'couple' human and natural systems.
Week 8	Conservation 1	Valuing the wild: Landscape sustainability and the importance of 'wild' nature for human wellbeing. Some notable examples through case studies.
Week 9	Conservation 2	Putting people back to the landscapes: Landscape sustainability outside formally protected areas. Some notable examples through case studies.
Week 10	Governance and policies 1	Policies to link environment and society 1: Brief outline of biodiversity, ecosystem services and their role in the green economy and human wellbeing. Rebuilding institutions and communities.
Week 11	Governance and policies 2	Policies to link environment and society 2: Special focus on UN's Sustainable Development Goals: connectivity between landscape, people and policies.

Week 12 Presentations

Student presentations and discussions (Individual or group presentation will be decided based on the number of students enrolled)

Week 13 Presentations

Student presentations and discussions (reserve day)

Week 14 Summary

Course wrap up (including feedbacks on the students presentations). Learning from history and looking forward.

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

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

【Textbooks】

People and Nature: An Introduction to Human Ecological Relations. Emilio F. Moran. Wiley Blackwell, 2017

【References】

N/A

【Grading criteria】

Class participation, discussions: 30%

Student presentations: 30%

Final paper: 40%

【Changes following student comments】

No significant change was required based on students' comments.

【Equipment student needs to prepare】

N/A

【Others】

N/A

【】

This course focuses on the understanding of environment and society as an integrated system. The course is based on the theory of social-ecological systems, and with this theoretical underpinning, we will learn about different aspects of environment and society interactions. We will particularly focus on the role of human agency and its present and possible future roles for the state of the earth. The course is roughly divided into two parts: (1) problems associated with the environment and society and (2) solutions toward more sustainable human-environment relationships.

ARS300HA

## Subsistence, Resource Use and Sustainability

Shamik Chakraborty

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

Notes：

## 【Outline and objectives】

This course focuses on subsistence resource use as a main parameter of sustainable societies, human wellbeing, and conservation.

The main objectives are:

- Develop an understanding of sustainability issues and the role of subsistence resource use in environmental, economic and societal sustainability.
- Understand multiple and diverse values of subsistence practices across regions from selected case studies.

## 【Goal】

At the end of the course, students will develop a good understanding of the main arguments related to subsistence resource use and sustainability with particular case studies. Students will become aware of various related issues. They will also have useful knowledge for further studies/research on sustainability issues.

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

Among diploma policies, "DP3" is related

## 【Method(s)】

Lectures will be carried out in each class, and there will be one session for student presentations. There will be opportunities for reflection and discussion on the lectures/readings in each class.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Nature and scope of the course	Introduction: What is a resource? What is sustainability? What is resource sustainability and why we should study it? Difference of market base resource use and subsistence resource use.
Week 2	Globalization and subsistence	A short history of subsistence resource use concept. Economic globalization and subsistence.
Week 3	Subsistence as a culture	Social-ecological systems and subsistence resource use. The meaning of subsistence as a means to provide nutrition. The meaning of subsistence as a culture.
Week 4	Subsistence resource use and traditional knowledge	Subsistence resource use and traditional knowledge. Subsistence resource use and ecosystem connectivity.
Week 5	Subsistence resource use in rural and urban environments	Subsistence resource use in space and time. Subsistence in rural and urban settings. Premodern and contemporary subsistence.
Week 6	Subsistence resource use and biodiversity	Subsistence resource use and biodiversity. Links to biodiversity and ecosystem services through subsistence.
Week 7	Subsistence resource use in inland areas	Subsistence resource use in the mountainous inland areas: case studies from different parts of the world. Examples: Himalayan region, Shirakami sanchi.
Week 8	Subsistence resource use and ecosystem connectivity	Subsistence resource use in watershed context: river-forest-coast connectivity and resource cycle. Example: Sunderbans mangrove forests.

Week 9	Subsistence in coastal areas	Subsistence resource use in the coastal areas (traditional coastal farming and fishing), examples through case studies. Example: Farming and fishing systems in coastal areas of Seto Inland Sea.
Week 10	Presentations	Student presentations (individual or group presentations depending on student number).
Week 11	Threats to subsistence resource use	Globalized and localized threats to subsistence resource use, lessons from case studies in Japan and other Asian countries.
Week 12	Subsistence resource use and ecosystem services	Subsistence resource use relationship with ecosystem goods and services with examples.
Week 13	Subsistence resource use and environmental policies	Subsistence resource use and UN's Sustainable Development Goals: connectivity between landscape, people and policies.
Week 14	Summary	Summary and course wrap up.

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

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

Students are required to actively participate in class discussions based on the readings and the lectures. They are encouraged to raise issues or offer critical viewpoints on the readings. Students are also required to take mid-term presentations and submit a final report.

## 【Textbooks】

There are no specific textbooks for the course. Handouts will be distributed in the class from the book mentioned below, as well as selected journal articles and other books.

- The Subsistence Perspective: Beyond the Globalised Economy. Maria Mies & Veronika Bennhold-Thomsen. Zed Books, 2000.

## 【References】

N/A

## 【Grading criteria】

Class participation: 20%  
Student presentations: 30%  
Final paper: 50%

【Changes following student comments】

N/A

【Equipment student needs to prepare】

N/A

【Others】

N/A

LANe100LA

## Academic Literacy A

Thomas G. Power

Subtitle：Academic Literacy I

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

Notes：SGU コース

## 【Outline and objectives】

This course entitled Academic Literacy A aims to provide students with opportunities to think critically and to express their own thoughts and opinions effectively on a variety of topics in paragraphs, essays, and presentations. Students will use English to learn about cultural and social issues related to Japan and other cultures from a number of perspectives.

## 【Goal】

Students will read short articles on various topics related to sociology, education, Japanese culture, and mass media. They will learn to gather information and to impart their findings in short paragraphs; they will also research a wider topic, adopt a point of view, and express their ideas in a multi-paragraph essay. In addition, students will learn how to research a topic and to give presentations.

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

## 【Method(s)】

This course is divided into four parts. (a) Students will read out loud short articles in a pairwork exercise. (b) Students will learn how to gather information, cite sources, and write the results of their findings in logically organized paragraphs and summaries. (c) Students will learn how to write and format a multi-paragraph composition on a pre-selected topic. (d) Students will learn how to research topics they have selected and to present their findings in small groups.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction	Course Outline, Assessment criteria
Week 2	Unit 1: Belonging to a Group	Previewing, Skimming, Note-taking, Paraphrasing, Summarizing Paragraph Format and Structure
Week 3	Chapter 1 Marriage, Family, and the Home	Previewing, Skimming, Note-taking, Paraphrasing, Summarizing Paragraph Format and Structure
Week 4	Chapter 2 The Power of the Group	Discussion Skills Presentations Skills Peer Evaluation
Week 5	Unit 2: Gender in Society	Previewing, Skimming, Note-taking, Paraphrasing, Summarizing Paragraph Format and Structure
Week 6	Chapter 3 Gender Roles	Previewing, Skimming, Note-taking, Paraphrasing, Summarizing Paragraph Format and Structure
Week 7	Chapter 4 Gender Issues Today	Discussion Skills Presentations Skills Peer Evaluation
Week 8	Unit 3: Media and Society	Previewing, Skimming, Note-taking, Paraphrasing, Summarizing Essay Format and Structure
Week 9	Chapter 5 Mass Media Today	Previewing, Skimming, Note-taking, Paraphrasing, Summarizing Essay Format and Structure
Week 10	Chapter 6 Impact of the Media on Our Lives	Discussion Skills Presentations Skills Peer Evaluation
Week 11	Unit 4: Breaking the Rules	Previewing, Skimming, Note-taking, Paraphrasing, Summarizing Essay Format and Structure
Week 12	Chapter 7 Crime and Criminals	Previewing, Skimming, Note-taking, Paraphrasing, Summarizing Essay Format and Structure
Week 13	Chapter 8 Controlling Crime	Discussion Skills Presentations Skills Peer Evaluation
Week 14	Review and Final Assessment	Comments

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

Students are required to practice all assigned readings at home so they can be spoken and read fluently in class. All student presentations are to be researched outside class and reflect students' research. Most presentations will have both a written and visual component.

【Textbooks】

Academic Encounters 3: Life in Society, (Reading and Writing) 2nd Edition, Jessica Williams, Kristine Brown, and Susan Hood, Cambridge University Press, 2012. ISBN 978-1-107-65832-5

【References】

Students are expected to consult grammar texts and dictionaries in preparation for the weekly readings and small group discussion. References will vary depending on the subject matter of the students' presentations. The instructor will make research suggestions.

【Grading criteria】

Final Evaluation will be based on:

Participation and regular attendance 20%

Homework and written assignments 40%

Presentations 40%

【Changes following student comments】

Not applicable.

LANe100LA

## Academic Literacy B

Thomas G. Power

Subtitle：Academic Literacy II

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

Notes：

## 【Outline and objectives】

Building on the skills learned in Academic Literacy A, this course aims to help first year students to further develop transferable academic skills essential for university studies.

## 【Goal】

Students continue to learn how to conduct library research, and read and listen to more advanced academic texts and lectures, while practicing critical thinking, note-taking, and referencing skills. Based on the class materials (e.g. readings, lectures) as well as individual research, students will develop the skills to participate in group discussions and give longer, well-supported presentations.

Please bring the results of any “Standardised Test” you have completed (e.g. TOEFL<sup>®</sup>, TOEIC<sup>®</sup>, IELTS<sup>®</sup> or Eiken) to the first class in April.

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

## 【Grading criteria】

Participation 20%.  
Written assignments 40%  
Presentations 40%

## 【Changes following student comments】

Not Applicable.

## 【Method(s)】

Based on the class materials (e.g. readings, lectures) as well as individual research, students will develop the skills to participate in group discussions and give short presentations.

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction	Course outline, Assessment criteria,
Week 2	Contextualizing (Networks)	Listening Speaking
Week 3	Contextualizing	Reading Writing
Week 4	Referencing (Innovation)	Listening Speaking
Week 5	Referencing (Innovation)	Reading Writing
Week 6	Comparison and Contrast (Consumption)	Listening Speaking
Week 7	Comparison and Contrast (Consumption)	Reading Writing
Week 8	Argument and Evidence (Crime)	Listening Speaking
Week 9	Argument and Evidence (Crime)	Reading Writing
Week 10	Problem and Solution (Energy)	Listening Speaking
Week 11	Problem and Solution (Energy)	Reading Writing
Week 12	Cause and Effect (Progress)	Listening Speaking
Week 13	Cause and Effect (Progress)	Reading Writing
Week 14	TED Presentation	Compare social presentation to an Academic Presentation Discuss topic

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

Short homework assignments and in-class worksheets will be assigned.

## 【Textbooks】

Oxford EAP - A course in English for Academic Purposes (Intermediate B1+), Edward de Chazal & Louis Rogers, Oxford University Press.

Supplementary materials and handouts will also be provided by the instructor.

## 【References】

Students are expected to consult grammar texts and dictionaries in preparation for the weekly reading/dialogue session. References will vary depending on the subject matter of the students' presentations. The instructor will make research suggestions.

CAR200LA

## Career Development Skills

Hiroyuki Fujimura, Masao YAMASAKI

Subtitle : Career Development Skills

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

Notes :

## 【Outline and objectives】

For the students who have big interests about working in Japan, we clarify Japanese social problems and deepen our understanding for Japanese companies.

The aim of this class is to construct your own career plan through understanding present Japanese situation.

## 【Goal】

- 1 To understand Japanese social problems
- 2 To understand characteristics of Japanese companies
- 3 To construct own career plan

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

## 【Method(s)】

In each class, the main method to be conducted is group discussion after short lecture. Through such group work, you may be aware of different ways of thinking and even differences on values, which would be useful to consider your own career plan.

So you are required to take part in discussions actively to create good give and take relations with your colleague.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Orientation	To explain the outline and aims of the class. Introduction of students' present career plan
2	Changes of the Japanese society 1	Impact of the aging society
3	Changes of the Japanese society 2	Progress in diversification of employees
4	Characteristics of Japanese companies 1	Myths of a Japanese style of human resource management
5	Characteristics of Japanese companies 2	Membership-based employment
6	Characteristics of Japanese companies 3	Gap between regular employees and non-regular employees
7	Characteristics of Japanese companies 4	Recruitment of new graduates and mid-careers
8	Guest Speaker's lecture 1	Essential hints to work in Japanese organization
9	Characteristics of Japanese companies 5	Evaluation system
10	Characteristics of Japanese companies 6	Employment of older workers
11	Tasks facing Japanese companies 1	Long overtime work without pay
12	Tasks facing Japanese companies 2	Work style reform
13	Guest Speaker's lecture 2	A foreigner's experiences studying in a Japanese university and working for Japanese companies
14	Summary of classes and ending report	Summary of CDS lectures and Rethinking own career plan

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

The students are expected to read short papers for each class.

【Textbooks】

Short papers will be provided.

【References】

None

【Grading criteria】

Class participation and attitude 40%  
Group discussion and presentation 40%  
Final report 20%

【Changes following student comments】

Not available.

【】

For the students who have big interests about working in Japan, we clarify Japanese social problems and deepen our understanding for Japanese companies.

The aim of this class is to construct your own career plan through understanding present Japanese situation.



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LANe100LA

## College Writing A

Subtitle：College Writing I

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

Notes：SGU コース

**【Outline and objectives】**

**【Goal】**

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

**【Method(s)】**

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

**【Fieldwork in class】**

**【Schedule】**

No.	Theme	Contents
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**【Work to be done outside of class (preparation, etc.)】**

**【Textbooks】**

**【References】**

**【Grading criteria】**

**【Changes following student comments】**

LANe100LA

## College Writing B

Mark E FIELD

Subtitle : College Writing II

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

Notes :

## [Outline and objectives]

Building on the skills learned in College Writing A, this course will focus on expanding students' textual/contextual interpretation skills and applying them to the organization and writing of a major research paper. The course will review the fundamentals of formal writing used in academic and professional settings and discuss the specific vocabulary, conventions, and styles of writing particular to university research and professional communications. We will then reconsider the outlining and structuring of essays and professional correspondence as well as practice preparing a variety of formal written forms.

## [Goal]

This course aims to build competence in the following tasks:

1. Planning and organizing a major research paper
2. Choosing, evaluating, and using academic sources
3. Building on previous research in developing original research contribution
4. Proofreading, editing, and revising research papers
5. Researching information from class materials and outside sources
6. Writing essays in an academic style (APA Style for this course)
7. Discussing reading material topics in small groups
8. Making in-class presentations in an academic style
9. Synthesizing information and ideas
10. Expressing opinions and supporting those positions with objective evidence (obtained through research), and anecdotal evidence (obtained via personal and/or cultural experiences).

[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。経営学部：DP3、人間環境学部：DP2

## [Method(s)]

Each class consists a short interactive lecture, demonstration, or discussion of a writing principle or format followed by a writing, editing, or rewriting exercises, and/or in-class discussions. We will often work together on such exercises, both in small groups and as a whole class. We will also share and edit each other's writing, so students should grow accustomed to both giving and receiving constructive feedback on assignments.

Review/Readings: Each week will address a different reading and writing assignment. Students should review the week's assignment and complete assigned exercises before class.

Participation: As there are many different ways of writing well, learning how to write requires cooperation with others in sharing opinions on style, organization, and argument. Thus, your active participation is required to enable not only your own development but also that of your peers. So naturally, attendance and participation in class is critical and a key part of your course assessment (see formal grading criteria).

Assignments: One or more writing exercises will be assigned each week. Students should both bring a hard copy of the assignment to class and/or submit an electronic copy to the instructor via email depending on the assignment, and specific instructions. Assignments submitted by email should be attached in doc or docx format. Label your attached file with the class, assignment number, and your name according to the following model CWB-Assign#2Name.

Final Research Paper: This is the primary task of the course and one of the main forms of assessment. The final research paper should be no less than 2500 words, excluding a bibliography (Times New Roman, 12-pt. font, double spaced [10 pages]). It should be submitted in hardcopy and electronic form, according to the example: CWB-Assign#2Name

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

あり / Yes

[Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
Week 1	Course Reorientation:	Getting acquainted, initial in-class writing, Introduction of the Obituary Genres. Formal Writing Assignment #1

Week 2	Breath: The Latin Root: Spirare APA OWL Purdue Video	Rewriting Initial in-class handwritten writing samples, Discussion questions on three Obituaries. Reading Assignment on Redesigning Life, Formal Writing Assignment #2 Annotated Bibliography for Redesigning Life APA style
Week 3	Research I: Creating a reading list	OpenLibrary.org Springer.com APA OWL Purdue Video
Week 4	Research III: Research skills (library visit to research online databases) Writing a critique	OpenLibrary.org Springer.com ** Swales & Feak, Unit 5; (pp. 188-225)
Week 5	Research III: Research skills (library visit to research online databases) Writing a critique Research IV: Collecting and summarising sources (review citation styles if needed)	** Barnet, Bellanca, Stubbs, Chapter 7; (pp. 115-135) * Swales & Feak, Unit 5; (pp. 188-225) APA OWL Purdue Video MLA OWL Purdue Video Lester, Chapters 8d, 8e, 8f
Week 6	Essay Structure I: Writing a review of your sources	"A student protester's guide to last minute essay writing" Lester, Chapter 8g * Swales & Feak, Unit 8; (pp. 327-378)
Week 7	Essay Structure II: Research questions and narrowing your focus	** Barnet, Bellanca, Stubbs, Chapter 10; (pp. 190-194) Lester, Chapter 10a, 10b
Week 8	Essay Structure III: Introduction and thesis statements	** Barnet, Bellanca, Stubbs, Chapter 9; (pp. 162-180) Lester, Chapter 12a
Week 9	Special Working Session: Individual or group report on progress	* Barnet, Bellanca, Stubbs, Chapter 10; (pp. 202-238)
Week 10	Essay Structure IV: Working with data (how to match data with thesis; "they say/I say" paradigm Data commentary	* Swales & Feak, Unit 4; (pp. 139-183) Lester, Chapter 12b
Week 11	Essay Structure V: Conclusions and situating future research	Lester, 12c
Week 12	Editing I: Organisation How revising, editing, and proofreading works	** Petelin, Chapter 11; (pp. 264-287) * Smith, Pre-test; (pp. 1-10) Lester, 13a
Week 13	Editing II: Peer editing	Lester, 13a
Week 14	Editing III: Refining arguments Final Presentations	Lester, 13a

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

Students are expected to prepare weekly homework assignments at home, and review materials covered in previous lectures at home to enhance their participation in classroom activities and discussions. Students are also expected to do independent research, i.e., find and analyze information from various English medium mass media sources and academic resource materials during the preparation of their Research Papers.

[Textbooks]

The instructor will provide some course reading material during the semester.

The optional text for this course is below:

A Short Guide to College Writing, Fifth Edition.

Sylvan Barnet, Pat Bellanca, and Marcia Stubbs. 2013. Pearson Longman. ISBN: 10: 0205238610

#### [References]

Resources will be drawn from the texts below:

Proofreading, Revising, & Editing Skills Success in 20 Minutes A Day, 1st Edition. Brady Smith. 2003. LearningExpress, LLC. ISBN: 1-57685-466-3.

Professional Editorial Standards: Knowledge, skills, and practices most commonly required for editing English-language material. Editors' Association of Canada. 2016.

Writing Tools: 55 Essential Strategies for Every Writer, 10th Edition. Roy Peter Clark. 2006. Little, Brown and Company. ISBN: 978-0-316-01498-4.

A Writer's Reference with Resources for Multilingual Writers and ESL, 7th Edition. Diana Hacker and Nancy Sommers. 2011. Harvard University. ISBN: 0-312-60143-3.

How Writing Works: A Field Guide to Effective Writing. Roslyn Petelin. 2016. Allen & Unwin. ISBN: 978-1-92526-691-7.

Longman Academic Writing Series: Essays to Research Papers, 5th Edition. Alice Oshima and Ann Hogue. 2014. Pearson Longman. ISBN: 0132912740.

Academic Writing for Graduate Students: Essential Tasks and Skills. 3rd Edition. John M. Swales and Christine B. Feak. 2012. University of Michigan 2012. ISBN: 978-0472-03475-8.

Academic Vocabulary in Use. Michael McCarthy. 2008. Cambridge University Press. ISBN: 0521689392.

Writing Research Papers: A Complete Guide. 14th Edition Lester, Jim D., and James D. Lester. 2011. Longman. ISBN: 0205059333.8.

#### [Grading criteria]

30% In-class Participation

30% Written Assignments

40% Final Research Paper

Class attendance is a course requirement. Students are allowed no more than six absences in the semester. The "In-class Participation" part of the assessment is directly connected, but not totally dependent on class attendance, in most cases. Students are allowed 3 absences without penalty. However, students with 4 or more absences will automatically lose half of their possible "In-class Participation" points, and students with 6 absences will lose all their potential "In-class Participation" points.

#### [Changes following student comments]

Not Applicable

#### [Others]

Online Resources

Critical Thinking Skills

- Becoming a Critic of your Thinking
- Glossary of Critical Thinking Terms
- Universal Intellectual Standards
- Valuable Intellectual Traits
- Distinguishing between Inferences and Assumptions
- Thinking with Concepts

Debate topics for analysis, research, and modelling can be found on the following websites:

- <http://www.intelligencesquared.com/>
- <http://www.intelligencesquaredus.org/>
- [http://idebate.org/view/top\\_100\\_debates](http://idebate.org/view/top_100_debates)

Analytical Skills

- Analytical Reasoning Skills Involved in Graduate Study: Perceptions of Faculty in Six Fields
- Facilitate Independent, Critical & Creative Thinking
- Learnhigher: Free Teaching & Learner Resources for Staff in UK Higher Education

- All Tools and Worksheets: Oregon State University
- Matrix Chart (sample)

EAP Resources

- TOEFL Independent Writing Rubric
- Speaking Assessment Rubrics
- Presentation Peer Assessment Rubrics
- Group Project Collaboration Assessment Rubric
- Building a Better Mousetrap: Replacing Subjective Writing Rubrics with More Empirically-Sound Alternatives for EFL Learners
- 12 Project Management & Collaboration Tools
- EAP Resources Bank
- EAP Toolkit: [elanguages.ac.uk](http://elanguages.ac.uk)
- EAP Links: Resources for EAP Teachers/Lecturers
- EAP Related Websites: Links to EAP Journals, Online Learning, Resources and Useful Organisations
- OWL Purdue Online Writing Lab
- Free I-Phone Dictionary Apps: The Free Dictionary, Dictionary.com, Urban Dictionary

Time Management Resources for Course Activities

- 7 Management Tips for Students
- Managing your Workload: University of Oxford
- Time Management Online Workshop: University of Waterloo
- Managing Your Time: Dartmouth College
- University Time Management: York University
- Study Guides & Strategies

- Time Management Planners and Forms: Federation University Australia

- 8 Steps to Effective Time Management for Students: When to Study and How to Organise your Prep Time (with quiz)

[]

Building on the skills learned in College Writing A, this course will focus on expanding students' textual/contextual interpretation skills and applying them to the organization and writing of a major research paper. The course will review the fundamentals of formal writing used in academic and professional settings and discuss the specific vocabulary, conventions, and styles of writing particular to university research and professional communications. We will then reconsider the outlining and structuring of essays and professional correspondence as well as practice preparing a variety of formal written forms.

CAR100LA

## Elementary Career Development

Subtitle：Elementary Career Development

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

Notes：SGU コース

## 【Outline and objectives】

Some students from foreign countries may have a keen interest in working for Japanese companies or having some business relation to Japan in the future. The main purpose of this class is to understand yourselves as well as basic knowledge on Japan's peculiar work culture and circumstances as the first step to make your own career plan.

## 【Goal】

- 1.To understand yourselves from the viewpoints of your interest, values and direction for work.
- 2.To understand Japan's peculiar work culture and circumstances.
- 3.To build the basis of your own career plan, including your four-year campus life plan in HOSEI university.

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

## 【Method(s)】

In each class, the main method to be conducted is group discussion after short lecture. Through such group work, you may be aware of different ways of thinking and even differences on values, which would be useful to consider your own career plan.

So you are required to take part in discussions actively to create good give and take relations with your colleague.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Orientation	To explain the outline and aims of the class. You are required to introduce yourselves shortly.
2	Guest Speaker's lecture 1	Essential hints to work in Japanese organization
3	Changes of the Japanese society	Impact of the aging society
4	Characteristics of Japanese companies	Myths of a Japanese style of human resource management
5	Understanding yourselves	To analyze yourselves with a work-sheet
6	Identifying your interest	To analyze your interest with a work-sheet
7	Understanding your strengths	To analyze your strengths both from academic viewpoints and past activities with a work-sheet
8	Goals and objectives for this year	To determine your short-term objectives for this year in Japan with a work-sheet
9	Analyzing your values on work	To analyze your values for work with value cards
10	Identifying your work preferences	To identify your work preference with work-sheets
11	Guest Speaker's lecture 2	Human resources management in Japanese firms
12	Guest Speaker's lecture 3	A foreigner's experiences studying in a Japanese university and working for Japanese companies
13	Four-year campus life plan	To consider and write down your campus life plan in HOSEI Univ, with a work-sheet
14	Summary of classes and ending report	Summary of ECD lectures and making own career plan

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

Materials which you are required to read through will be shown in each class.

【Textbooks】

Hand out will be provided.

【References】

Books and papers will be shown in classes.

【Grading criteria】

Class participation and attitude 40%

Group discussion and presentation 40%

Final report 20%

【Changes following student comments】

Not available.

【】

Some students from foreign countries may have a keen interest in working for Japanese companies or having some business relation to Japan in the future. The main purpose of this class is to understand yourselves as well as basic knowledge on Japan's peculiar work culture and circumstances as the first step to make your own career plan.

LANj100LF

## Elementary Foreign Languages A

Sonoko YAMAMOTO

Subtitle：(J1)

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

Notes：

## [Outline and objectives]

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

このクラスはにほんごをはじめて べんきょうする がくせいの クラスです。もくてきは、にほんごで かんたんな コミュニケーションができるようになることです。

## [Goal]

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

- ・このクラスでは、にほんごをつかって かんたんな コミュニケーションができるようになります。
- ・かんじを 50 ぐらい よんだり かいたりすることが できます。
- ・CEFR の A1 レベルの ちからが つきます。

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

## [Method(s)]

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

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

きはんてきな ぶんぼうや、かんじ、ことばなども べんきょうします。

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

あり / Yes

[Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
1	Lesson 1	L1. I am Lin Tai (self introduction/greeting/introducing each other) hiragana 1 L1. わたしは リン・タイです ひらがな 1
2	Lesson 2	L2. What is that CD? (learning words for daily goods/food etc.), hiragana 2 L2. それは なんの CD ですか ひらがな 2
3	Lesson 3	L3. This is Yuri University ( asking prices/location of the rooms) katakana 1 kanji 1 L3. ここは ゆりだいがく です カタカナ 1
4	Lesson 4	L4. What are you going to do tomorrow? (describing basic daily activities) katakana 2 L4. あした なにを しますか カタカナ 2
5	Lesson 5	L5. What time is it now in Sydney? (asking and telling time) kanji 1 L5. シドニーは いま なんじ ですか かんじ 1
6	Lesson 6	L6. I'm going to Kyoto (telling birthday, describing weekly schedule) kanji 2 Review L6. きょうとへ いきます かんじ 2 ふくしゅう

7 Mid-term Exam (L1-L6)

Lesson 7 ①

Mid-term Exam (L1-L6)

L7. It's beautiful photograph, isn't it? (describing things and states using adjectives)

kanji 3

ちゅうかんテスト (L1-L6)

L7. きれいな シャリンですね

かんじ 3

L7(2)

L8. Where is Mt.Fuji? (asking and telling the location of people/things)

kanji 4

L8. ふじさんは どこに ありますか

かんじ 4

L8(2)

L9. What kind of sports do you like? (expressing preferences /reasons)

kanji 5

L9. どんな スポーツが すきですか

かんじ 5

L10. I learned the tea ceremony from Ms.Watanabe (talking about giving and receiving presents, ordering at the cafe)

kanji 6

L10. わたしは わたなべさんに おちゃを ならいました

かんじ 6

L11. Which is colder, Tokyo or Seoul? (comparing things using adjectives)

kanji 7

L11. とうきょうと ソウルと どちらが さむいですか

かんじ 7

L12. How was your trip? (expressing impressions on past events)

kanji 8

L12. りょこうは どうでしたか

かんじ 8

L13. We want something to eat, don't we? (expressing what you want and want to do)

L14. My hobby is listening to music(talking about hobbies)

kanji 9

L13. なにかたべたいですね

L14. わたしの しゅみは おんがく

を きくことです

かんじ 9

L14(2)

kanji 10

Final Exam(L7-L14)

かんじ 10

きまつテスト (L7-L14)

8 Lesson 7 ②

Lesson 8 ①

9 Lesson 8 ②

Lesson 9

10 Lesson10

11 Lesson11

12 Lesson12

13 Lesson13

Lesson14 ①

14 Lesson14 ②

Final Exam(L7-L14)

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

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homeworks for kanji and grammar.

よしゅうと ふくしゅうを してください。

かんじと ぶんぼうの しゅくだいがあります。

[Textbooks]

『DAICHI I main textbook』 3 A network (2,800yen + tax) 978-4883194766

『DAICHI I Translation of the main text and grammar note2』 3 A network (2,000yen + tax) 978-4883194773

『だいち I メインテキスト』 スリーエーネットワーク (2,800 円 + 税) 978-4883194766

『だいち I ぶんけいせつめいとほんやく えいごばん』 スリーエーネットワーク (2,000 円 + 税) 978-4883194773

**[References]**

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

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

**[Grading criteria]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J1 General consists of J1 General I, II, III (Monday, Tuesday, Friday).

Students who miss 4 or more times each class will not be eligible for credit on this course.

へいじょうてん：20 %

ちゅうかんテスト：20 %

きまつテスト：20 %

しゅくだい：20 %

クイズ：20 %

\*このクラスは、J1 そうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで4かいいじょう けっせきするとたんいは できません。

**[Changes following student comments]**

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

Vocabulary list and quiz are revised.

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

ごいリストと ごいクイズを すこし かえました。

**[Equipment student needs to prepare]**

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

**[Others]**

Please note that J1 General consists of J1 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J1 General.

このかもくは、J1 そうごう I (げつようび)、J1 そうごう II (かようび)、J1 そうごう III (きんようび) がセットです。ぜんぶの クラスに とうろくして、しゅう3かい、しゅっせきしてください。

## Elementary Foreign Languages A

Yuka HASEGAWA

Subtitle：(J2)

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

Notes：

## 【Outline and objectives】

This course is designed for upper beginner-level students. It aims to develop students' basic communication skills in Japanese in daily situations.

このクラスは、しょきゅうこうはんレベルの学生（がくせい）のための そうごうクラスです。

もくてきは、日本語（にほんご）でかんたんな コミュニケーションができるようになることです。

## 【Goal】

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

・このクラスでは、にほんごをつかって きほんてきな コミュニケーションができるようになります。

・かんじを 100 ぐらい よんだり かいたりすることができます。

・CEFR の A2 レベルの ちからがつきます。

・JLPT の N5 レベルの ちからがつきます。

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

## 【Method(s)】

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

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

きほんてきな ぶんぼうや、かんじ、ことばなども べんきょうします。

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

あり/Yes

【Fieldwork in class】

なし/No

## 【Schedule】

No.	Theme	Contents
1	Review (L1-7)	L1.I am Lin Tai L2.What is that CD? L3.This is Yuri University L4.What are you going to do tomorrow? L5.What time is it now in Sydney? L6.I 'm going to Kyoto L7.It's beautiful photograph, isn't it? kanji 1 L1. わたしは リン・タイです L2. それは なんの CD ですか L3. ここは ゆりだいがくです L4. あした なにを しますか L5. シドニーは いま なんじですか L6. きょうとへ いきます L7. きれいな しゃしんですね かんじ 1
2	Review (L8-10)	L8.Where is Mt.Fuji? L9.What kind of sports do you like? L10.I learned the tea ceremony from Ms.Watanabe kanji 2 L8. ふじさんは どこに ありますか L9. どんな スポーツがすきですか L10. わたしは わたなべさんにおちやを ならいました かんじ 2

3	Review (L11-13)	L11.Which is colder, Tokyo or Seoul? L12.How was your trip? L13.We want something to eat, don't we? kanji 3 L11. とうきょうと ソウルと どちらが さむいですか L12. りょこうは どうでしたか L13. なにか たべたいですね かんじ 3
4	Lesson14	L14.My hobby is listening to music kanji 4 L14. わたしの しゅみは おんがくを きくことです かんじ 4
5	Lesson15	L15.Others are using it now kanji 5 L15. いま、ほかのひとが つかって います かんじ 5
6	Lesson15、 16	L15(2) L16.May I touch it a little? kanji 6 L16. ちよつとさわってもいいですか かんじ 6
7	Lesson16、 17	L16(2) L17.Please don't overdo it kanji 7 L17. あまり むりを ししないでください かんじ 7
8	Lesson17 Mid-term Exam (L1 - 17)	L17(2) Mid-term Exam (L1 - L17) kanji 8 ちゅうかんテスト (L1-L17) かんじ 8
9	Lesson18	L18.I have never seen sumo kanji 9 L18. すもうを みたことがありません かんじ 9
10	Lesson19	L19.I think the station is bright and clean kanji 10 L19. えきは あかるくて、きれいだとおもいます かんじ 10
11	Lesson20	L20.This is a T-shirt that I got from my girlfriend kanji 11 L20. これは かのじよから もらった T シャツです かんじ 11
12	Lesson20、 21	L20(2) L21.If it rains, the tour will be cancelled kanji 12 L21. あめが ふったら、ツアーは ちゅうしです かんじ 12
13	Lesson21、 22	L21(2) L22.You cooked a meal for me kanji 13 L22. しょくじをつくって くれました かんじ 13
14	Lesson22 Final Exam(L18-L22)	Lesson22(2) Final Exam(L18-L22) きまつテスト (L18-L22)

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

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homeworks for kanji and grammar.

よしゅうとふくしゅうを してください。

かんじと ぶんぼうの しゅくだいがあります。

**[Textbooks]**

『DAICHI I main textbook』 3 A network (2,800yen + tax) 978-4883194766

『DAICHI I Translation of the main text and grammar note2』 3 A network (2,000yen + tax) 978-4883194773

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

『だいち I メインテキスト』 スリーエーネットワーク (2,800 円+税) 978-4883194766

『だいち I ぶんけいせつめいとほんやく えいごばん』 スリーエーネットワーク (2,000 円+税) 978-4883194773

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

**[References]**

なし

**[Grading criteria]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J2 General consists of J2 General I, II, III (Monday, Tuesday, Friday).

Students who miss 4 or more times each class will not be eligible for credit on this course.

へいじょうてん： 20 %

ちゅうかんテスト： 20 %

きまつテスト： 20 %

しゅくだい： 20 %

クイズ： 20 %

\*このクラスは、J 2 とうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで 4 かいいじょう けっせきすると たんいはでません。

**[Changes following student comments]**

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

Vocabulary list and quiz are revised.

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

ごいリストと ごいクイズを すこし かえました。

**[Equipment student needs to prepare]**

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

**[Others]**

Please note that J2 General consists of J2 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J2 General.

このかもくは、J2 とうごう I (げつようび)、J2 とうごう II (かようび)、J2 とうごう III (きんようび) がセットです。ぜんぶの クラスに とうろくして、しゅう 3 かい、しゅっせきしてください。



## Elementary Foreign Languages A

Sakiko NAKAZAWA

Subtitle：(J3)

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

Notes：

## 【Outline and objectives】

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

このクラスは、しよきゅうこうはんから ちゅうきゅうぜんはんの学生（かくせい）のための そごうクラスです。

にちじょうせいかつの なかでいろいろなかつどうをするために、日本語（にほんご）でのコミュニケーションのうりよくを たかめます。

## 【Goal】

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

・日本語をつかって、コミュニケーションができるようになります。

・かんじを 150 ぐらい よんだり かいたり することができます。

・CEFR の A2 +レベルの ちからが つきます。

・JLPT の N4 レベルの ちからが つきます。

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

## 【Method(s)】

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

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

きはんてきな ぶんぼうや、かんじ、ことばなどもべんきょうします。

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Lesson23、24	Self introduction L23. If you cross the bridge, you'll see a park on your left L24. You can enter this zoo even at night L23. はしを わたると、ひだりに こうえんが あります L24. このどうぶつえんはよるでも はいれます L24 (2) L25. Have you already decided what you'll do? L25. なにを やるか もうきめましたか L25 (2) L26. I got this when I participated in a soccer training camp L26. サッカーのがっしゅくに さんかしたとき もらいました L26 (2) Lesson27. How long have you had a fever? L27. いつから ねつがあるんですか L27 (2) L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L28. そらに ほしが できています L29. せきにんの ある しごとだし、あたらしい けいけんが できるし…
2	Lesson24、25	
3	Lesson25、26	
4	Lesson26、27	
5	Lesson27、28、29	

6	Lesson29、30	L29 (2) L30. I'm thinking of going to confectionary school L30. おかしの せんもんがっこうにはいろいろと おもっています L30. (2) Review Mid-term Exam (L23-30) L31. I'll have it checked by tomorrow ふくしゅう ちゅうかんテスト (L23-30) L31. あしたまでに みておきます L31 (2) L32. You should not peel apples L32. りんごの かわは むかないほうが いいですね L33. If you have a car, it'll be convinient L34. We lost the games L33. くるまが あれば べんりです L34. しあいにもけて しまいました L34 (2) L35. I try to carry an umbrella L35. かさを もちあるくように しています L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くこのことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょこうのとき つかおうとおもって かったのに... L40. むすこを じゅくにかせたいんですが... L40 (2) Review Final Exam(L31-L40) ふくしゅう きまつテスト (L31-L40)
7	Lesson30 Review Mid-term Exam (L23-30) Lesson31	
8	Lesson31、32	
9	Lesson33、34	
10	Lesson34、35	
11	Lesson36、37	
12	Lesson37、38	
13	Lesson39、40	
14	Lesson40 Review Final Exam(L31-L40)	

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

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homework.

よしゅうと ふくしゅうをしてください。

かんじと ぶんぼうの しゅくだいがあります。

## 【Textbooks】

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

『DAICHI II Translation of the main text and grammar note2』3 A network (2,000yen + tax)978-4883195213

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

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

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

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

## 【References】

とくにありません

**[Grading criteria]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Essay : 20 %

※ Regular attendance of classes is required.

※ J3 General consists of J3 General I, II, III (Monday, Tuesday, Friday).  
Students who miss 4 or more times each class will not be eligible for credit on this course.

平常点 (へいじょうてん) : 20 %

中間 (ちゅうかん) テスト : 20 %

期末 (きまつ) テスト : 20 %

宿題 (しゅくだい) : 20 %

作文 (さくぶん) : 20 %

\*このクラスは、J 3 そうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで4かいいじょう けっせきすると たんいはでません

**[Changes following student comments]**

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

Vocabulary list and quiz are revised.

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

ごいリストと ごいクイズを すこし かえました。

**[Equipment student needs to prepare]**

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

**[Others]**

Please note that J3 General consists of J3 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J3 General.

Strongly recommended to take "Japanese 3 (Listening, Vocabulary & Kanji)" class together to keep up the pace of this class.

このかもくは、J3 そうごう I (げつようび)、J3 そうごう II (かようび)、J3 そうごう III (きんようび) がセットです。ぜんぶの クラスにとうろくして、しゅう3かい、しゅっせきしてください。

いっしょに「J3 にほんご ちょうかい・ごい・かんじ」クラスをとることをすすめます。

LANj100LF

## Elementary Foreign Languages B

Sonoko YAMAMOTO

Subtitle：(J1)

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

Notes：

## 【Outline and objectives】

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

このクラスはにほんごをはじめて べんきょうする がくせいの クラスです。もくてきは、にほんごで かんたんな コミュニケーションができるようになることです。

## 【Goal】

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

- ・このクラスでは、にほんごをつかって かんたんな コミュニケーションができるようになります。
- ・かんじを 50 ぐらい よんだり かいたりすることができます。
- ・CEFR の A1 レベルの ちからが つきます。

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

## 【Method(s)】

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

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

きはんてきな ぶんぼうや、かんじ、ことばなども べんきょうします。

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Lesson 1	L1. I am Lin Tai (self introduction/greeting/introducing each other) hiragana 1 L1. わたしは リン・タイです ひらがな 1
2	Lesson 2	L2. What is that CD? (learning words for daily goods/food etc.), hiragana 2 L2. それは なんの CD ですか ひらがな 2
3	Lesson 3	L3. This is Yuri University ( asking prices/location of the rooms) katakana 1 kanji 1 L3. ここは ゆりだいがく です カタカナ 1
4	Lesson 4	L4. What are you going to do tomorrow? (describing basic daily activities) katakana 2 L4. あした なにを しますか カタカナ 2
5	Lesson 5	L5. What time is it now in Sydney? (asking and telling time) kanji 1 L5. シドニーは いま なんじ ですか かんじ 1
6	Lesson 6	L6. I'm going to Kyoto (telling birthday, describing weekly schedule) kanji 2 Review L6. きょうとへ いきます かんじ 2 ふくしゅう

7 Mid-term Exam (L1-L6)  
Lesson 7 ①Mid-term Exam (L1-L6)  
L7. It's beautiful photograph, isn't it? (describing things and states using adjectives)kanji 3  
ちゅうかんテスト (L1-L6)  
L7. きれいな シャシんですね  
かんじ 38 Lesson 7 ②  
Lesson 8 ①L7(2)  
L8. Where is Mt.Fuji? (asking and telling the location of people/things)  
kanji 4L8. ふじさんは どこにありますか  
かんじ 49 Lesson 8 ②  
Lesson 9L8(2)  
L9. What kind of sports do you like? (expressing preferences /reasons)kanji 5  
L9. どんな スポーツが すきですか  
かんじ 5

10 Lesson10

L10. I learned the tea ceremony from Ms.Watanabe (talking about giving and receiving presents, ordering at the cafe)

kanji 6  
L10. わたしは わたなべさんに おちゃを ならいました  
かんじ 6

11 Lesson11

L11. Which is colder, Tokyo or Seoul? (comparing things using adjectives)

kanji 7  
L11. とうきょうと ソウルと どちらが さむいですか  
かんじ 7

12 Lesson12

L12. How was your trip? (expressing impressions on past events)

kanji 8  
L12. りょこうは どうでしたか  
かんじ 813 Lesson13  
Lesson14 ①

L13. We want something to eat, don't we? (expressing what you want and want to do)

L14. My hobby is listening to music(talking about hobbies)  
kanji 9L13. なにかたべたいですね  
L14. わたしの しゅみは おんがくを きくことです  
かんじ 914 Lesson14 ②  
Final Exam(L7-L14)L14(2)  
kanji 10  
Final Exam(L7-L14)  
かんじ 10  
きまつテスト (L7-L14)

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

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homeworks for kanji and grammar.

よしゅうと ふくしゅうをしてください。  
かんじと ぶんぼうの しゅくだいがあります。

## 【Textbooks】

【DAICHI I main textbook】 3 A network (2,800yen + tax) 978-4883194766

【DAICHI I Translation of the main text and grammar note2】 3 A network (2,000yen + tax) 978-4883194773

【だいち I メインテキスト】スリーエーネットワーク (2,800円+税) 978-4883194766

【だいち I ぶんけいせつめいとほんやく えいごばん】スリーエーネットワーク (2,000円+税) 978-4883194773

**[References]**

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

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

**[Grading criteria]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J1 General consists of J1 General I, II, III (Monday, Tuesday, Friday).

Students who miss 4 or more times each class will not be eligible for credit on this course.

へいじょうてん：20 %

ちゅうかんテスト：20 %

きまつテスト：20 %

しゅくだい：20 %

クイズ：20 %

\*このクラスは、J1 そうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで4かいいじょう けっせきするとたんいはできません。

**[Changes following student comments]**

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

Vocabulary list and quiz are revised.

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

ごいリストと ごいクイズを すこし かえました。

**[Equipment student needs to prepare]**

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

**[Others]**

Please note that J1 General consists of J1 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J1 General.

このかもくは、J1 そうごう I (げつようび)、J1 そうごう II (かようび)、J1 そうごう III (きんようび) がセットです。ぜんぶの クラスに とうろくして、しゅう3かい、しゅっせきしてください。

## Elementary Foreign Languages B

Hiroyuki KANEKO

Subtitle：(J2)

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

Notes：

## 【Outline and objectives】

This course is designed for upper beginner-level students. It aims to develop students' basic communication skills in Japanese in daily situations.

このクラスは、しょきゅうこうはんレベルの学生（がくせい）のための そうごうクラスです。

もくてきは、日本語（にほんご）でかんたんな コミュニケーションができるようになることです。

## 【Goal】

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

・このクラスでは、にほんごをつかって きほんてきな コミュニケーションができるようになります。

・かんじを 100 ぐらい よんだり かいたりすることができます。

・CEFR の A2 レベルの ちからが つきます。

・JLPT の N5 レベルの ちからが つきます。

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

## 【Method(s)】

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

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

きほんてきな ぶんぼうや、かんじ、ことばなども べんきょうします。

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

あり/Yes

【Fieldwork in class】

なし/No

## 【Schedule】

No.	Theme	Contents
1	Review (L1-7)	L1.I am Lin Tai L2.What is that CD? L3.This is Yuri University L4.What are you going to do tomorrow? L5.What time is it now in Sydney? L6.I 'm going to Kyoto L7.It's beautiful photograph, isn't it? kanji 1 L1. わたしは リン・タイです L2. それは なんの CD ですか L3. ここは ゆりだいがくです L4. あした なにを しますか L5. シドニーは いま なんじですか L6. きょうとへ いきます L7. きれいな しゃしんですね かんじ 1
2	Review (L8-10)	L8.Where is Mt.Fuji? L9.What kind of sports do you like? L10.I learned the tea ceremony from Ms.Watanabe kanji 2 L8. ふじさんは どこに ありますか L9. どんな スポーツが すきですか L10. わたしは わたなべさんにおちやを ならいました かんじ 2

3	Review (L11-13)	L11.Which is colder, Tokyo or Seoul? L12.How was your trip? L13.We want something to eat, don't we? kanji 3 L11. とうきょうと ソウルと どちらが さむいですか L12. りょこうは どうでしたか L13. なにか たべたいですね かんじ 3
4	Lesson14	L14.My hobby is listening to music kanji 4 L14. わたしの しゅみは おんがくを きくことです かんじ 4
5	Lesson15	L15.Others are using it now kanji 5 L15. いま、ほかのひとが つかって います かんじ 5
6	Lesson15、16	L15(2) L16.May I touch it a little? kanji 6 L16. ちよつとさわってもいいですか かんじ 6
7	Lesson16、17	L16(2) L17.Please don't overdo it kanji 7 L17. あまり むりを ししないでください かんじ 7
8	Lesson17 Mid-term Exam (L1 - 17)	L17(2) Mid-term Exam (L1 - L17) kanji 8 ちゅうかんテスト (L1-L17) かんじ 8
9	Lesson18	L18.I have never seen sumo kanji 9 L18. すもうを みたことがありません かんじ 9
10	Lesson19	L19.I think the station is bright and clean kanji 10 L19. えきは あかるくて、きれいだとおもいます かんじ 10
11	Lesson20	L20.This is a T-shirt that I got from my girlfriend kanji 11 L20. これは かのじよから もらった T シャツです かんじ 11
12	Lesson20、21	L20(2) L21.If it rains, the tour will be cancelled kanji 12 L21. あめが ふったら、ツアーは ちゅうしです かんじ 12
13	Lesson21、22	L21(2) L22.You cooked a meal for me kanji 13 L22. しょくじをつくらしてください かんじ 13
14	Lesson22 Final Exam(L18-L22)	Lesson22(2) Final Exam(L18-L22) きまつテスト (L18-L22)

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

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homeworks for kanji and grammar.

よしゅうとふくしゅうをしてください。

かんじとぶんぼうのしゅくだいがあります。

**[Textbooks]**

『DAICHI I main textbook』 3 A network (2,800yen + tax) 978-4883194766

『DAICHI I Translation of the main text and grammar note2』 3 A network (2,000yen + tax) 978-4883194773

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

『だいち I メインテキスト』 スリーエーネットワーク (2,800 円+税) 978-4883194766

『だいち I ぶんけいせつめいとほんやく えいごばん』 スリーエーネットワーク (2,000 円+税) 978-4883194773

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

**[References]**

なし

**[Grading criteria]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J2 General consists of J2 General I, II, III (Monday, Tuesday, Friday).

Students who miss 4 or more times each class will not be eligible for credit on this course.

へいじょうてん： 20 %

ちゅうかんテスト： 20 %

きまつテスト： 20 %

しゅくだい： 20 %

クイズ： 20 %

\*このクラスは、J 2 とうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで 4 かいいじょう けっせきすると たんいはでません。

**[Changes following student comments]**

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

Vocabulary list and quiz are revised.

がくせい の コメント から、ボランティア がくせい との こうりゅう の きかい を ことし も もちたい です。

ごいリスト と ごいクイズ を すこし かえました。

**[Equipment student needs to prepare]**

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

**[Others]**

Please note that J2 General consists of J2 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J2 General.

このかもくは、J2 とうごう I (げつようび)、J2 とうごう II (かようび)、J2 とうごう III (きんようび) がセットです。ぜんぶの クラス に とうろく して、しゅう 3 かい、しゅっせき してください。

## Elementary Foreign Languages B

Yuka HASEGAWA

Subtitle：(J3)

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

Notes：

## 【Outline and objectives】

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

このクラスは、しょきゅうこうはんから ちゅうきゅうぜんはんの学生（かくせい）のための そごうクラスです。

にちじょうせいかつの なかでいろいろなかつどうをするために、日本語（にほんご）でのコミュニケーションのうりよくを たかめます。

## 【Goal】

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

・日本語をつかって、コミュニケーションができるようになります。

・かんじを 150 ぐらい よんだり かいたり することができます。

・CEFR の A2 +レベルの ちからが つきます。

・JLPT の N4 レベルの ちからが つきます。

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

## 【Method(s)】

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

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

きはんてきな ぶんぼうや、かんじ、ことばなどもべんきょうします。

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Lesson23、24	Self introduction L23. If you cross the bridge, you'll see a park on your left L24. You can enter this zoo even at night L23. はしを わたると、ひだりに こうえんが あります L24. このどうぶつえんはよるでも はいれます L24 (2) L25. Have you already decided what you'll do? L25. なにを やるか もうきめましたか L25 (2) L26. I got this when I participated in a soccer training camp L26. サッカーのがつしゅくに さんかしたとき もらいました L26 (2) Lesson27. How long have you had a fever? L27. いつから ねつがあるんですか L27 (2) L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L28. そらに ほしが できています L29. せきにんの ある しごとだし、あたらしい けいけんが できるし…
2	Lesson24、25	
3	Lesson25、26	
4	Lesson26、27	
5	Lesson27、28、29	

6	Lesson29、30	L29 (2) L30. I'm thinking of going to confectionary school L30. おかしの せんもんがっこうにはいろいろと おもっています L30. (2) Review Mid-term Exam (L23-30) L31. I'll have it checked by tomorrow ふくしゅう ちゅうかんテスト (L23-30) L31. あしたまでに みておきます L31 (2) L32. You should not peel apples L32. りんごの かわは むかないほうが いいですね L33. If you have a car, it'll be convinient L34. We lost the games L33. くるまが あれば べんりです L34. しあいを まけて しまいました L34 (2) L35. I try to carry an umbrella L35. かさを もちあるくように しています L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くにのことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょこうのとき つかおうとおもって かったのに… L40. むすこを じゅくにかせたいんですが… L40 (2) Review Final Exam(L31-L40) ふくしゅう きまつテスト (L31-L40)
7	Lesson30 Review Mid-term Exam (L23-30) Lesson31	
8	Lesson31、32	
9	Lesson33、34	
10	Lesson34、35	
11	Lesson36、37	
12	Lesson37、38	
13	Lesson39、40	
14	Lesson40 Review Final Exam(L31-L40)	

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

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homework.

よしゅうと ふくしゅうをしてください。

かんじと ぶんぼうの しゅくだいがあります。

【Textbooks】

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

『DAICHI II Translation of the main text and grammar note2』3 A network (2,000yen + tax)978-4883195213

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

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

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

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

【References】

とくにありません

**[Grading criteria]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Essay : 20 %

※ Regular attendance of classes is required.

※ J3 General consists of J3 General I, II, III (Monday, Tuesday, Friday).  
Students who miss 4 or more times each class will not be eligible for credit on this course.

平常点 (へいじょうてん) : 20 %

中間 (ちゅうかん) テスト : 20 %

期末 (きまつ) テスト : 20 %

宿題 (しゅくだい) : 20 %

作文 (さくぶん) : 20 %

\*このクラスは、J 3 そうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで4かいいじょう けっせきすると たんいは できません

**[Changes following student comments]**

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

Vocabulary list and quiz are revised.

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

ごいリストと ごいクイズを すこし かえました。

**[Equipment student needs to prepare]**

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

**[Others]**

Please note that J3 General consists of J3 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J3 General.

Strongly recommended to take "Japanese 3 (Listening, Vocabulary & Kanji)" class together to keep up the pace of this class.

このかもくは、J3 そうごう I (げつようび)、J3 そうごう II (かようび)、J3 そうごう III (きんようび) がセットです。ぜんぶの クラスにとうろくして、しゅう3かい、しゅっせきしてください。

いっしょに「J3 にほんご ちょうかい・ごい・かんじ」クラスをとることを すすめます。



LANj100LF

## Elementary Foreign Languages C

Yuka HASEGAWA

Subtitle：(J1)

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

Notes：

## [Outline and objectives]

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

このクラスはにほんごをはじめて べんきょうする がくせいの クラスです。もくてきは、にほんごで かんたんな コミュニケーションができるようになることです。

## [Goal]

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

- ・このクラスでは、にほんごをつかって かんたんな コミュニケーションができるようになります。
- ・かんじを 50 ぐらい よんだり かいたりすることができます。
- ・CEFR の A1 レベルの ちからがつきます。

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

## [Method(s)]

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

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

きはんできな ぶんぼうや、かんじ、ことばなども べんきょうします。

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

あり / Yes

## [Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
1	Lesson 1	L1. I am Lin Tai (self introduction/greeting/introducing each other) hiragana 1 L1. わたしは リン・タイです ひらがな 1
2	Lesson 2	L2. What is that CD? (learning words for daily goods/food etc.), hiragana 2 L2. それは なんの CD ですか ひらがな 2
3	Lesson 3	L3. This is Yuri University ( asking prices/location of the rooms) katakana 1 kanji 1 L3. ここは ゆりだいがく です カタカナ 1
4	Lesson 4	L4. What are you going to do tomorrow? (describing basic daily activities) katakana 2 L4. あした なにを しますか カタカナ 2
5	Lesson 5	L5. What time is it now in Sydney? (asking and telling time) kanji 1 L5. シドニーは いま なんじ ですか かんじ 1
6	Lesson 6	L6. I'm going to Kyoto (telling birthday, describing weekly schedule) kanji 2 Review L6. きょうとへ いきます かんじ 2 ふくしゅう

7	Mid-term Exam (L1-L6) Lesson 7 ①	Mid-term Exam (L1-L6) L7. It's beautiful photograph, isn't it? (describing things and states using adjectives) kanji 3 ちゅうかんテスト (L1-L6) L7. きれいな シャシんですね かんじ 3
8	Lesson 7 ② Lesson 8 ①	L7(2) L8. Where is Mt.Fuji? (asking and telling the location of people/things) kanji 4 L8. ふじさんは どこにありますか かんじ 4
9	Lesson 8 ② Lesson 9	L8(2) L9. What kind of sports do you like? (expressing preferences /reasons) kanji 5 L9. どんな スポーツが すきですか かんじ 5
10	Lesson10	L10. I learned the tea ceremony from Ms.Watanabe (talking about giving and receiving presents, ordering at the cafe) kanji 6 L10. わたしは わたなべさんに おちゃを ならいました かんじ 6
11	Lesson11	L11. Which is colder, Tokyo or Seoul? (comparing things using adjectives) kanji 7 L11. とうきょうと ソウルと どちらが さむいですか かんじ 7
12	Lesson12	L12. How was your trip? (expressing impressions on past events) kanji 8 L12. りょこうは どうでしたか かんじ 8
13	Lesson13 Lesson14 ①	L13. We want something to eat, don't we? (expressing what you want and want to do) L14. My hobby is listening to music(talking about hobbies) kanji 9 L13. なにかたべたいですね L14. わたしの しゅみは おんがくを きくことです かんじ 9
14	Lesson14 ② Final Exam(L7-L14)	L14(2) kanji 10 Final Exam(L7-L14) かんじ 10 きまつテスト (L7-L14)

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

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homeworks for kanji and grammar.

よしゅうと ふくしゅうを してください。  
かんじと ぶんぼうの しゅくだいがあります。

## [Textbooks]

『DAICHI I main textbook』 3 A network (2,800yen + tax) 978-4883194766

『DAICHI I Translation of the main text and grammar note2』 3 A network (2,000yen + tax) 978-4883194773

『だいち I メインテキスト』スリーエーネットワーク (2,800円+税) 978-4883194766

『だいち I ぶんけいせつめいとほんやく えいごばん』スリーエーネットワーク (2,000円+税) 978-4883194773

**[References]**

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

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

**[Grading criteria]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J1 General consists of J1 General I, II, III (Monday, Tuesday, Friday).

Students who miss 4 or more times each class will not be eligible for credit on this course.

へいじょうてん：20 %

ちゅうかんテスト：20 %

きまつテスト：20 %

しゅくだい：20 %

クイズ：20 %

\*このクラスは、J1 そうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで4かいいじょう けっせきするとたんいは できません。

**[Changes following student comments]**

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

Vocabulary list and quiz are revised.

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

ごいリストと ごいクイズを すこし かえました。

**[Equipment student needs to prepare]**

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

**[Others]**

Please note that J1 General consists of J1 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J1 General.

このかもくは、J1 そうごう I (げつようび)、J1 そうごう II (かようび)、J1 そうごう III (きんようび) がセットです。ぜんぶの クラスに とうろくして、しゅう3かい、しゅっせきしてください。

## Elementary Foreign Languages C

Sonoko YAMAMOTO

Subtitle：(J2)

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

Notes：

## 【Outline and objectives】

This course is designed for upper beginner-level students. It aims to develop students' basic communication skills in Japanese in daily situations.

このクラスは、しょきゅうこうはんレベルの学生（がくせい）のための そうごうクラスです。

もくてきは、日本語（にほんご）でかんたんな コミュニケーションができるようになることです。

## 【Goal】

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

・このクラスでは、にほんごをつかって きほんてきな コミュニケーションができるようになります。

・かんじを 100 ぐらい よんだり かいたりすることができます。

・CEFR の A2 レベルの ちからが つきます。

・JLPT の N5 レベルの ちからが つきます。

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

## 【Method(s)】

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

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

きほんてきな ぶんぼうや、かんじ、ことばなども べんきょうします。

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

あり/Yes

【Fieldwork in class】

なし/No

## 【Schedule】

No.	Theme	Contents
1	Review (L1-7)	L1.I am Lin Tai L2.What is that CD? L3.This is Yuri University L4.What are you going to do tomorrow? L5.What time is it now in Sydney? L6.I 'm going to Kyoto L7.It's beautiful photograph, isn't it? kanji 1 L1. わたしは リン・タイです L2. それは なんの CD ですか L3. ここは ゆりだいがくです L4. あした なにを しますか L5. シドニーは いま なんじですか L6. きょうとへ いきます L7. きれいな しゃしんですね かんじ 1
2	Review (L8-10)	L8.Where is Mt.Fuji? L9.What kind of sports do you like? L10.I learned the tea ceremony from Ms.Watanabe kanji 2 L8. ふじさんは どこに ありますか L9. どんな スポーツが すきですか L10. わたしは わたなべさんにおちやを ならいました かんじ 2

3	Review (L11-13)	L11.Which is colder, Tokyo or Seoul? L12.How was your trip? L13.We want something to eat, don't we? kanji 3 L11. とうきょうと ソウルと どちらが さむいですか L12. りょこうは どうでしたか L13. なにか たべたいですね かんじ 3
4	Lesson14	L14.My hobby is listening to music kanji 4 L14. わたしの しゅみは おんがくを きくことです かんじ 4
5	Lesson15	L15.Others are using it now kanji 5 L15. いま、ほかのひとが つかって います かんじ 5
6	Lesson15、 16	L15(2) L16.May I touch it a little? kanji 6 L16. ちよつとさわってもいいですか かんじ 6
7	Lesson16、 17	L16(2) L17.Please don't overdo it kanji 7 L17. あまり むりを ししないでください かんじ 7
8	Lesson17 Mid-term Exam (L1 - 17)	L17(2) Mid-term Exam (L1 - L17) kanji 8 ちゅうかんテスト (L1-L17) かんじ 8
9	Lesson18	L18.I have never seen sumo kanji 9 L18. すもうを みたことがありません かんじ 9
10	Lesson19	L19.I think the station is bright and clean kanji 10 L19. えきは あかるくて、きれいだとおもいます かんじ 10
11	Lesson20	L20.This is a T-shirt that I got from my girlfriend kanji 11 L20. これは かのじよから もらった T シャツです かんじ 11
12	Lesson20、 21	L20(2) L21.If it rains, the tour will be cancelled kanji 12 L21. あめが ふったら、ツアーは ちゅうしです かんじ 12
13	Lesson21、 22	L21(2) L22.You cooked a meal for me kanji 13 L22. しょくじをつくって くれました かんじ 13
14	Lesson22 Final Exam(L18-L22)	Lesson22(2) Final Exam(L18-L22) きまつテスト (L18-L22)

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

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homeworks for kanji and grammar.

よしゅうとふくしゅうをしてください。

かんじとぶんぼうのしゅくだいがあります。

**[Textbooks]**

『DAICHI I main textbook』 3 A network (2,800yen + tax) 978-4883194766

『DAICHI I Translation of the main text and grammar note2』 3 A network (2,000yen + tax) 978-4883194773

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

『だいち I メインテキスト』 スリーエーネットワーク (2,800 円+税) 978-4883194766

『だいち I ぶんけいせつめいとほんやく えいごばん』 スリーエーネットワーク (2,000 円+税) 978-4883194773

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

**[References]**

なし

**[Grading criteria]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J2 General consists of J2 General I, II, III (Monday, Tuesday, Friday).

Students who miss 4 or more times each class will not be eligible for credit on this course.

へいじょうてん： 20 %

ちゅうかんテスト： 20 %

きまつテスト： 20 %

しゅくだい： 20 %

クイズ： 20 %

\*このクラスは、J 2 とうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで 4 かいいじょう けっせきすると たんいはでません。

**[Changes following student comments]**

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

Vocabulary list and quiz are revised.

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

ごいリストと ごいクイズを すこし かえました。

**[Equipment student needs to prepare]**

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

**[Others]**

Please note that J2 General consists of J2 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J2 General.

このかもくは、J2 とうごう I (げつようび)、J2 とうごう II (かようび)、J2 とうごう III (きんようび) がセットです。ぜんぶの クラスに とうろくして、しゅう 3 かい、しゅっせきしてください。

LANj100LF

## Elementary Foreign Languages C

Hiroshi INUI

Subtitle：(J3)

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

Notes：

## 【Outline and objectives】

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

このクラスは、しょきゅうこうはんから ちゅうきゅうぜんはんの学生（かくせい）のための そごうクラスです。

にちじょうせいかつの なかでいろいろなかつどうをするために、日本語（にほんご）でのコミュニケーションのうりよくを たかめます。

## 【Goal】

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

・日本語をつかって、コミュニケーションができるようになります。

・かんじを 150 ぐらい よんだり かいたり することができます。

・CEFR の A2 +レベルの ちからが つきます。

・JLPT の N4 レベルの ちからが つきます。

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

## 【Method(s)】

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

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

きはんてきな ぶんぼうや、かんじ、ことばなどもべんきょうします。

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Lesson23、24	Self introduction L23. If you cross the bridge, you'll see a park on your left L24. You can enter this zoo even at night L23. はしを わたると、ひだりに こうえんが あります L24. このどうぶつえんはよるでも はいれます L24 (2) L25. Have you already decided what you'll do? L25. なにを やるか もうきめましたか L25 (2) L26. I got this when I participated in a soccer training camp L26. サッカーのがつしゅくに さんかしたとき もらいました L26 (2) Lesson27. How long have you had a fever? L27. いつから ねつがあるんですか L27 (2) L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L28. そらに ほしが できています L29. せきにんの ある しごとだし、あたらしい けいけんが できるし…
2	Lesson24、25	
3	Lesson25、26	
4	Lesson26、27	
5	Lesson27、28、29	

6	Lesson29、30	L29 (2) L30. I'm thinking of going to confectionary school L30. おかしの せんもんがっこうにはいろいろと おもっています L30. (2) Review Mid-term Exam (L23-30) L31. I'll have it checked by tomorrow ふくしゅう ちゅうかんテスト (L23-30) L31. あしたまでに みておきます L31 (2) L32. You should not peel apples L32. りんごの かわは むかないほうが いいですね L33. If you have a car, it'll be convinient L34. We lost the games L33. くるまが あれば べんりです L34. しあいに まけて しまいました L34 (2) L35. I try to carry an umbrella L35. かさを もちあるくように しています L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くにのことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょうごのとき つかおうとおもって かったのに... L40. むすこを じゅくにかせたいんですが... L40 (2) Review Final Exam(L31-L40) ふくしゅう きまつテスト (L31-L40)
7	Lesson30 Review Mid-term Exam (L23-30) Lesson31	
8	Lesson31、32	
9	Lesson33、34	
10	Lesson34、35	
11	Lesson36、37	
12	Lesson37、38	
13	Lesson39、40	
14	Lesson40 Review Final Exam(L31-L40)	

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

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homework.

よしゅうと ふくしゅうをしてください。

かんじと ぶんぼうの しゅくだいがあります。

【Textbooks】

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

『DAICHI II Translation of the main text and grammar note2』3 A network (2,000yen + tax)978-4883195213

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

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

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

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

【References】

とくにありません

**[Grading criteria]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Essay : 20 %

※ Regular attendance of classes is required.

※ J3 General consists of J3 General I, II, III (Monday, Tuesday, Friday). Students who miss 4 or more times each class will not be eligible for credit on this course.

平常点 (へいじょうてん) : 20 %

中間 (ちゅうかん) テスト : 20 %

期末 (きまつ) テスト : 20 %

宿題 (しゅくだい) : 20 %

作文 (さくぶん) : 20 %

\*このクラスは、J 3 せうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで4かいいじょう けっせきすると たんいはでません

**[Changes following student comments]**

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

Vocabulary list and quiz are revised.

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

ごいリストと ごいクイズを すこし かえました。

**[Equipment student needs to prepare]**

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

**[Others]**

Please note that J3 General consists of J3 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J3 General.

Strongly recommended to take "Japanese 3 (Listening, Vocabulary & Kanji)" class together to keep up the pace of this class.

このかもくは、J3 せうごう I (げつようび)、J3 せうごう II (かようび)、J3 せうごう III (きんようび) がセットです。ぜんぶの クラスにとうろくして、しゅう3かい、しゅっせきしてください。

いっしょに「J3 にほんご ちょうかい・ごい・かんじ」クラスをとることをすすめます。

LANj100LF

## Elementary Foreign Languages D

Sonoko YAMAMOTO

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

## 【Outline and objectives】

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

このクラスはにほんごをはじめて べんきょうする がくせいの クラスです。もくてきは、にほんごで かんたんな コミュニケーションができるようになることです。

## 【Goal】

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

・このクラスでは、にほんごをつかって かんたんな コミュニケーションができるようになります。

・かんじを 50 ぐらい よんだり かいたり することが できます。

・CEFR の A1 レベルの ちからが つきます。

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

## 【Method(s)】

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

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

きはなてきな ぶんぼうや、かんじ、ことばなども べんきょう します。

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Lesson 1	L1. I am Lin Tai (self introduction/greeting/introducing each other) hiragana 1 L1. わたしは リン・タイです ひらがな 1
2	Lesson 2	L2. What is that CD? (learning words for daily goods/food etc.), hiragana 2 L2. それは なんの CD ですか ひらがな 2
3	Lesson 3	L3. This is Yuri University ( asking prices/location of the rooms) katakana 1 kanji 1 L3. ここは ゆりだいがく です カタカナ 1
4	Lesson 4	L4. What are you going to do tomorrow? (describing basic daily activities) katakana 2 L4. あした なにを しますか カタカナ 2
5	Lesson 5	L5. What time is it now in Sydney? (asking and telling time) kanji 1 L5. シドニーは いま なんじ ですか かんじ 1
6	Lesson 6	L6. I'm going to Kyoto (telling birthday, describing weekly schedule) kanji 2 Review L6. きょうとへ いきます かんじ 2 ふくしゅう

7	Mid-term Exam (L1-L6) Lesson 7 ①	Mid-term Exam (L1-L6) L7. It's beautiful photograph, isn't it? (describing things and states using adjectives) kanji 3 ちゅうかんテスト (L1-L6) L7. きれいな しゃしんですね かんじ 3
8	Lesson 7 ② Lesson 8 ①	L7(2) L8. Where is Mt.Fuji? (asking and telling the location of people/things) kanji 4 L8. ふじさんは どこにありますか かんじ 4
9	Lesson 8 ② Lesson 9	L8(2) L9. What kind of sports do you like? (expressing preferences /reasons) kanji 5 L9. どんな スポーツが すきですか かんじ 5
10	Lesson10	L10. I learned the tea ceremony from Ms.Watanabe (talking about giving and receiving presents, ordering at the cafe) kanji 6 L10. わたしは わたなべさんに おちゃを ならいました かんじ 6
11	Lesson11	L11. Which is colder, Tokyo or Seoul? (comparing things using adjectives) kanji 7 L11. とうきょうと ソウルと どちらが さむいですか かんじ 7
12	Lesson12	L12. How was your trip? (expressing impressions on past events) kanji 8 L12. りょうこうは どうでしたか かんじ 8
13	Lesson13 Lesson14 ①	L13. We want something to eat, don't we? (expressing what you want and want to do) L14. My hobby is listening to music(talking about hobbies) kanji 9 L13. なにか たべたい ですね L14. わたしの しゅみは おんがくを きく ことです かんじ 9
14	Lesson14 ② Final Exam(L7-L14)	L14(2) kanji 10 Final Exam(L7-L14) かんじ 10 きまつテスト (L7-L14)

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

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homeworks for kanji and grammar.

よしゅうと ふくしゅうを してください。

かんじと ぶんぼうの しゅくだいがあります。

## 【Textbooks】

【DAICHI I main textbook】 3 A network (2,800yen + tax) 978-4883194766

【DAICHI I Translation of the main text and grammar note2】 3 A network (2,000yen + tax) 978-4883194773

【だいち I メインテキスト】スリーエーネットワーク (2,800 円+税) 978-4883194766

【だいち I ぶんけいせつめいとほんやく えいごばん】スリーエーネットワーク (2,000 円+税) 978-4883194773

## 【References】

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

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

**[Grading criteria]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J1 General consists of J1 General I, II, III (Monday, Tuesday, Friday). Students who miss 4 or more times each class will not be eligible for credit on this course.

へいじょうてん：20 %

ちゅうかんテスト：20 %

きまつテスト：20 %

しゅくだい：20 %

クイズ：20 %

\*このクラスは、J1 そうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで4かいいじょう けっせきすると たんいは できません。

**[Changes following student comments]**

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

Vocabulary list and quiz are revised.

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

ごいリストと ごいクイズを すこし かえました。

**[Equipment student needs to prepare]**

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

**[Others]**

Please note that J1 General consists of J1 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J1 General.

このかもくは、J1 そうごう I (げつようび)、J1 そうごう II (かようび)、J1 そうごう III (きんようび) がセットです。ぜんぶの クラスに とうろくして、しゅう3かい、しゅっせきしてください。



## Elementary Foreign Languages D

Yuka HASEGAWA

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

## [Outline and objectives]

This course is designed for upper beginner-level students. It aims to develop students' basic communication skills in Japanese in daily situations.

このクラスは、しょきゅうこうはんレベルの学生（がくせい）のための そごうクラスです。

もくてきは、日本語（にほんご）でかんたんな コミュニケーションができるようになることです。

## [Goal]

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

・このクラスでは、にほんごをつかって きほんてきな コミュニケーションができるようになります。

・かんじを 100 ぐらい よんだり かいたりすることができます。

・CEFR の A2 レベルの ちからが つきます。

・JLPT の N5 レベルの ちからが つきます。

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

## [Method(s)]

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

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

きほんてきな ぶんぼうや、かんじ、ことばなども べんきょうします。

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

あり / Yes

[Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
1	Review (L1-7)	L1.I am Lin Tai L2.What is that CD? L3.This is Yuri University L4.What are you going to do tomorrow? L5.What time is it now in Sydney? L6.I 'm going to Kyoto L7.It's beautiful photograph, isn't it? kanji 1 L1. わたしは リン・タイです L2. それは なんの CD ですか L3. ここは ゆりだいがくです L4. あした なにを しますか L5. シドニーは いま なんじですか L6. きょうとへ いきます L7. きれいな しゃしんですね かんじ 1
2	Review (L8-10)	L8.Where is Mt.Fuji? L9.What kind of sports do you like? L10.I learned the tea ceremony from Ms.Watanabe kanji 2 L8. ふじさんは どこに ありますか L9. どんな スポーツが すきですか L10. わたしは わたなべさんに おちゃを ならいました かんじ 2
3	Review (L11-13)	L11.Which is colder, Tokyo or Seoul? L12.How was your trip? L13.We want something to eat, don't we? kanji 3 L11. とうきょうと ソウルと どちらが さむいですか L12. りょこうは どうでしたか L13. なにか たべたいですね かんじ 3
4	Lesson14	L14.My hobby is listening to music kanji 4 L14. わたしの しゅみは おんがくを きくことです かんじ 4
5	Lesson15	L15.Others are using it now kanji 5 L15. いま、ほかのひとが つかって います かんじ 5
6	Lesson15、16	L15(2) L16.May I touch it a little? kanji 6 L16. ちよっとさわってもいいですか かんじ 6
7	Lesson16、17	L16(2) L17.Please don't overdo it kanji 7 L17. あまり むりを ししないでください かんじ 7
8	Lesson17 Mid-term Exam (L1 - 17)	L17(2) Mid-term Exam (L1 - L17) kanji 8 ちゅうかんテスト (L1-L17) かんじ 8
9	Lesson18	L18.I have never seen sumo kanji 9 L18. すもうを みたことがありません かんじ 9
10	Lesson19	L19.I think the station is bright and clean kanji 10 L19. えきは あかるくて、きれいだと おもいます かんじ 10
11	Lesson20	L20.This is a T-shirt that I got from my girlfriend kanji 11 L20. これはかのじょからもらった T シャツです かんじ 11
12	Lesson20、21	L20(2) L21.If it rains, the tour will be cancelled kanji 12 L21. あめがふったら、ツアーは ちゅうしです かんじ 12
13	Lesson21、22	L21(2) L22.You cooked a meal for me kanji 13 L22. しょくじをつくられました かんじ 13
14	Lesson22 Final Exam(L18-L22)	Lesson22(2) Final Exam(L18-L22) きまつテスト (L18-L22)

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

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homeworks for kanji and grammar.

よしゅうとふくしゅうをしてください。

かんじとぶんぼうのしゅくだいがあります。

**[Textbooks]**

『DAICHI I main textbook』 3 A network (2,800yen + tax) 978-4883194766

『DAICHI I Translation of the main text and grammar note2』 3 A network (2,000yen + tax) 978-4883194773

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

『だいち I メインテキスト』 スリーエーネットワーク (2,800 円+税) 978-4883194766

『だいち I ぶんけいせつめいとほんやく えいごばん』 スリーエーネットワーク (2,000 円+税) 978-4883194773

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

**[References]**

なし

**[Grading criteria]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J2 General consists of J2 General I, II, III (Monday, Tuesday, Friday).

Students who miss 4 or more times each class will not be eligible for credit on this course.

へいじょうてん： 20 %

ちゅうかんテスト： 20 %

きまつテスト： 20 %

しゅくだい： 20 %

クイズ： 20 %

\*このクラスは、J 2 とうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで 4 かいいじょう けっせきすると たんいはでません。

**[Changes following student comments]**

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

Vocabulary list and quiz are revised.

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

ごいリストと ごいクイズを すこし かえました。

**[Equipment student needs to prepare]**

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

**[Others]**

Please note that J2 General consists of J2 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J2 General.

このかもくは、J2 とうごう I (げつようび)、J2 とうごう II (かようび)、J2 とうごう III (きんようび) がセットです。ぜんぶの クラスに とうろくして、しゅう 3 かい、しゅっせきしてください。

## Elementary Foreign Languages D

Sakiko NAKAZAWA

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

## [Outline and objectives]

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

このクラスは、しょきゅうこうはんから ちゅうきゅうぜんはんの学生 (かくせい) のための そうごうクラスです。

にちじょうせいかつの なかでいろいろなかつどうをするために、日本語 (にほんご) でのコミュニケーションのうりよくを たかめます。

## [Goal]

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

- ・日本語をつかって、コミュニケーションができるようになります。
- ・かんじを 150 ぐらいよんだり かいたり することができます。
- ・CEFR の A2 + レベルの ちからがつきます。
- ・JLPT の N4 レベルの ちからがつきます。

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

## [Method(s)]

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

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

きはんてきな ぶんぼうや、かんじ、ことばなどもべんきょうします。

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

あり / Yes

## [Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
1	Lesson23、24	Self introduction L23. If you cross the bridge, you'll see a park on your left L24. You can enter this zoo even at night L23. はしを わたると、ひだりに こうえんが あります L24. このどうぶつえんはよるでも はいれます L24 (2) L25. Have you already decided what you'll do? L25. なにを やるか もうきめましたか L25 (2) L26. I got this when I participated in a soccer training camp L26. サッカーのがっしゅくに さんかしたとき もらいました L26 (2) Lesson27. How long have you had a fever? L27. いつから ねつがあるんですか L27 (2) L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L28. そらに ほしが できています L29. せきにんの ある しごとだし、あたらしい けいけんが できるし… L29 (2) L30. I'm thinking of going to confectionary school L30. おかしの せんもんがっこうに はいろうと おもっています
2	Lesson24、25	L24 (2) L25. Have you already decided what you'll do? L25. なにを やるか もうきめましたか L25 (2) L26. I got this when I participated in a soccer training camp L26. サッカーのがっしゅくに さんかしたとき もらいました L26 (2)
3	Lesson25、26	L25 (2) L26. I got this when I participated in a soccer training camp L26. サッカーのがっしゅくに さんかしたとき もらいました L26 (2)
4	Lesson26、27	L26 (2) Lesson27. How long have you had a fever? L27. いつから ねつがあるんですか L27 (2) L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L28. そらに ほしが できています L29. せきにんの ある しごとだし、あたらしい けいけんが できるし… L29 (2)
5	Lesson27、28、29	Lesson27. How long have you had a fever? L27. いつから ねつがあるんですか L27 (2) L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L28. そらに ほしが できています L29. せきにんの ある しごとだし、あたらしい けいけんが できるし… L29 (2)
6	Lesson29、30	L29 (2) L30. I'm thinking of going to confectionary school L30. おかしの せんもんがっこうに はいろうと おもっています

7	Lesson30 Review Mid-term Exam (L23-30) Lesson31	L30. (2) Review Mid-term Exam (L23-30) L31. I'll have it checked by tomorrow ふくしゅう ちゅうかんテスト (L23-30) L31. あしたまでに みておきます L31 (2) L32. You should not peel apples L32. りんごの かわは むかないほうが いいですね L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまが あれば べんりです L34. しあいに まけて しまいました L34 (2) L35. I try to carry an umbrella L35. かさを もちあるくように しています L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くのことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょこうのとき つかおうと おもって かったのに… L40. むすこを じゅくにいかせたい んですが… L40 (2) Review Final Exam(L31-L40) ふくしゅう きまつテスト (L31-L40)
8	Lesson31、32	L31. あしたまでに みておきます L31 (2) L32. You should not peel apples L32. りんごの かわは むかないほうが いいですね L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまが あれば べんりです L34. しあいに まけて しまいました L34 (2) L35. I try to carry an umbrella L35. かさを もちあるくように しています L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くのことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L38. さるに ちゅういしろ という いみです
9	Lesson33、34	L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまが あれば べんりです L34. しあいに まけて しまいました L34 (2) L35. I try to carry an umbrella L35. かさを もちあるくように しています L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くのことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L38. さるに ちゅういしろ という いみです
10	Lesson34、35	L34 (2) L35. I try to carry an umbrella L35. かさを もちあるくように しています L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くのことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L38. さるに ちゅういしろ という いみです
11	Lesson36、37	L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くのことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L38. さるに ちゅういしろ という いみです
12	Lesson37、38	L37 (2) L38. It means that you must be careful about monkeys L38. さるに ちゅういしろ という いみです
13	Lesson39、40	L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょこうのとき つかおうと おもって かったのに… L40. むすこを じゅくにいかせたい んですが… L40 (2) Review Final Exam(L31-L40) ふくしゅう きまつテスト (L31-L40)
14	Lesson40 Review Final Exam(L31-L40)	L40 (2) Review Final Exam(L31-L40) ふくしゅう きまつテスト (L31-L40)

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

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homework.

よしゅうと ふくしゅうをしてください。

かんじと ぶんぼうの しゅくだいがあります。

## [Textbooks]

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

『DAICHI II Translation of the main text and grammar note2』 3 A network (2,000yen + tax)978-4883195213

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

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

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

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

## [References]

とくにありません

## [Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Essay : 20 %

※ Regular attendance of classes is required.

※ J3 General consists of J3 General I, II, III (Monday, Tuesday, Friday).  
Students who miss 4 or more times each class will not be eligible for credit on this course.

平常点（へいじょうてん）：20 %

中間（ちゅうかん）テスト：20 %

期末（きまつ）テスト：20 %

宿題（しゅくだい）：20 %

作文（さくぶん）：20 %

\*このクラスは、J 3 とうごう I、II、III（げつようび・かようび・きんようび）がセットです。かくクラスで4かいいじょう けっせきするとたんいはでません

**[Changes following student comments]**

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

Vocabulary list and quiz are revised.

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

ごいリストと ごいクイズを すこし かえました。

**[Equipment student needs to prepare]**

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

**[Others]**

Please note that J3 General consists of J3 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J3 General.

Strongly recommended to take "Japanese 3 (Listening, Vocabulary & Kanji)" class together to keep up the pace of this class.

このかもくは、J3 とうごう I（げつようび）、J3 とうごう II（かようび）、J3 とうごう III（きんようび）がセットです。ぜんぶの クラスに とうろくして、しゅう3かい、しゅっせきしてください。

いっしょに「J3 にほんご ちょうかい・ごい・かんじ」クラスを とることを すすめます。

## Elementary Foreign Languages E

Sonoko YAMAMOTO

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

## 【Outline and objectives】

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

このクラスはにほんごをはじめて べんきょうする がくせいの クラスです。もくてきは、にほんごで かんたんな コミュニケーションができるようになることです。

## 【Goal】

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

・このクラスでは、にほんごをつかって かんたんな コミュニケーションができるようになります。

・かんじを 50 ぐらい よんだり かいたり することが できます。

・CEFR の A1 レベルの ちからが つきます。

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

## 【Method(s)】

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

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

きはなてきな ぶんぼうや、かんじ、ことばなども べんきょう します。

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Lesson 1	L1. I am Lin Tai (self introduction/greeting/introducing each other) hiragana 1 L1. わたしは リン・タイです ひらがな1
2	Lesson 2	L2. What is that CD? (learning words for daily goods/food etc.), hiragana 2 L2. それは なんの CD ですか ひらがな2
3	Lesson 3	L3. This is Yuri University ( asking prices/location of the rooms) katakana 1 kanji 1 L3. ここは ゆりだいがく です カタカナ1
4	Lesson 4	L4. What are you going to do tomorrow? (describing basic daily activities) katakana 2 L4. あした なにを しますか カタカナ2
5	Lesson 5	L5. What time is it now in Sydney? (asking and telling time) kanji 1 L5. シドニーは いま なんじ ですか かんじ1
6	Lesson 6	L6. I'm going to Kyoto (telling birthday, describing weekly schedule) kanji 2 Review L6. きょうとへ いきます かんじ2 ふくしゅう

7	Mid-term Exam (L1-L6) Lesson 7 ①	Mid-term Exam (L1-L6) L7. It's beautiful photograph, isn't it? (describing things and states using adjectives) kanji 3 ちゅうかんテスト (L1-L6) L7. きれいな シャシんですね かんじ3 L7(2) L8. Where is Mt.Fuji? (asking and telling the location of people/things) kanji 4 L8. ふじさんは どこにありますか かんじ4 L8(2) L9. What kind of sports do you like? (expressing preferences /reasons) kanji 5 L9. どんな スポーツが すきですか かんじ5
8	Lesson 7 ② Lesson 8 ①	L10. I learned the tea ceremony from Ms.Watanabe (talking about giving and receiving presents, ordering at the cafe) kanji 6 L10. わたしは わたなべさんに おちゃを ならいました かんじ6
9	Lesson 8 ② Lesson 9	L11. Which is colder, Tokyo or Seoul? (comparing things using adjectives) kanji 7 L11. とうきょうと ソウルと どちらが さむいですか かんじ7
10	Lesson10	L12. How was your trip? (expressing impressions on past events) kanji 8 L12. りょうこうは どうでしたか かんじ8
11	Lesson11	L13. We want something to eat, don't we? (expressing what you want and want to do) L14. My hobby is listening to music(talking about hobbies) kanji 9 L13. なにか たべたいですね L14. わたしの しゅみは おんがくを きく ことです かんじ9
12	Lesson12	L14(2) kanji 10 Final Exam(L7-L14) かんじ 10 きまつテスト (L7-L14)

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

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homeworks for kanji and grammar.

よしゅうと ふくしゅうを してください。

かんじと ぶんぼうの しゅくだいがあります。

## 【Textbooks】

『DAICHI I main textbook』 3 A network (2,800yen + tax) 978-4883194766

『DAICHI I Translation of the main text and grammar note2』 3 A network (2,000yen + tax) 978-4883194773

『だいち I メインテキスト』スリーエーネットワーク (2,800 円+税) 978-4883194766

『だいち I ぶんけいせつめいとほんやく えいごばん』スリーエーネットワーク (2,000 円+税) 978-4883194773

## 【References】

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

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

**[Grading criteria]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J1 General consists of J1 General I, II, III (Monday, Tuesday, Friday). Students who miss 4 or more times each class will not be eligible for credit on this course.

へいじょうてん：20 %

ちゅうかんテスト：20 %

きまつテスト：20 %

しゅくだい：20 %

クイズ：20 %

\*このクラスは、J1 そうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで4かいいじょう けっせきすると たんいは ません。

**[Changes following student comments]**

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

Vocabulary list and quiz are revised.

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

ごいリストと ごいクイズを すこし かえました。

**[Equipment student needs to prepare]**

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

**[Others]**

Please note that J1 General consists of J1 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J1 General.

このかもくは、J1 そうごう I (げつようび)、J1 そうごう II (かようび)、J1 そうごう III (きんようび) がセットです。ぜんぶの クラスに とうろくして、 しゅう3かい、しゅっせきしてください。

## Elementary Foreign Languages E

Hiroyuki KANEKO

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

## [Outline and objectives]

This course is designed for upper beginner-level students. It aims to develop students' basic communication skills in Japanese in daily situations.

このクラスは、しょきゅうこうはんレベルの学生（がくせい）のための そごうクラスです。

もくてきは、日本語（にほんご）でかんたんな コミュニケーションができるようになることです。

## [Goal]

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

・このクラスでは、にほんごをつかって きほんてきな コミュニケーションができるようになります。

・かんじを 100 ぐらい よんだり かいたりすることができます。

・CEFR の A2 レベルの ちからが つきます。

・JLPT の N5 レベルの ちからが つきます。

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

## [Method(s)]

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

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

きほんてきな ぶんぼうや、かんじ、ことばなども べんきょうします。

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

あり / Yes

[Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
1	Review (L1-7)	L1.I am Lin Tai L2.What is that CD? L3.This is Yuri University L4.What are you going to do tomorrow? L5.What time is it now in Sydney? L6.I 'm going to Kyoto L7.It's beautiful photograph, isn't it? kanji 1 L1. わたしは リン・タイです L2. それは なんの CD ですか L3. ここは ゆりだいがくです L4. あした なにを しますか L5. シドニーは いま なんじですか L6. きょうとへ いきます L7. きれいな しゃしんですね かんじ 1
2	Review (L8-10)	L8.Where is Mt.Fuji? L9.What kind of sports do you like? L10.I learned the tea ceremony from Ms.Watanabe kanji 2 L8. ふじさんは どこに ありますか L9. どんな スポーツが すきですか L10. わたしは わたなべさんに おちゃを ならいました かんじ 2
3	Review (L11-13)	L11.Which is colder, Tokyo or Seoul? L12.How was your trip? L13.We want something to eat, don't we? kanji 3 L11. とうきょうと ソウルと どちらが さむいですか L12. りょこうは どうでしたか L13. なにか たべたいですね かんじ 3
4	Lesson14	L14.My hobby is listening to music kanji 4 L14. わたしの しゅみは おんがくを きくことです かんじ 4
5	Lesson15	L15.Others are using it now kanji 5 L15. いま、ほかのひとが つかって います かんじ 5
6	Lesson15、16	L15(2) L16.May I touch it a little? kanji 6 L16. ちよっとさわってもいいですか かんじ 6
7	Lesson16、17	L16(2) L17.Please don't overdo it kanji 7 L17. あまり むりを ししないでください かんじ 7
8	Lesson17 Mid-term Exam (L1 - 17)	L17(2) Mid-term Exam (L1 - L17) kanji 8 ちゅうかんテスト (L1-L17) かんじ 8
9	Lesson18	L18.I have never seen sumo kanji 9 L18. すもうを みたことがありません かんじ 9
10	Lesson19	L19.I think the station is bright and clean kanji 10 L19. えきは あかるくて、きれいだと おもいます かんじ 10
11	Lesson20	L20.This is a T-shirt that I got from my girlfriend kanji 11 L20. これはかのじよからもらった T シャツです かんじ 11
12	Lesson20、21	L20(2) L21.If it rains, the tour will be cancelled kanji 12 L21. あめがふったら、ツアーは ちゅうしです かんじ 12
13	Lesson21、22	L21(2) L22.You cooked a meal for me kanji 13 L22. しょくじをつくられました かんじ 13
14	Lesson22 Final Exam(L18-L22)	Lesson22(2) Final Exam(L18-L22) きまつテスト (L18-L22)

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

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homeworks for kanji and grammar.

よしゅうとふくしゅうをしてください。  
かんじとぶんぼうのしゅくだいがあります。

**[Textbooks]**

『DAICHI I main textbook』 3 A network (2,800yen + tax) 978-4883194766

『DAICHI I Translation of the main text and grammar note2』 3 A network (2,000yen + tax) 978-4883194773

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

『だいち I メインテキスト』 スリーエーネットワーク (2,800 円+税) 978-4883194766

『だいち I ぶんけいせつめいとほんやく えいごばん』 スリーエーネットワーク (2,000 円+税) 978-4883194773

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

**[References]**

なし

**[Grading criteria]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J2 General consists of J2 General I, II, III (Monday, Tuesday, Friday).

Students who miss 4 or more times each class will not be eligible for credit on this course.

へいじょうてん： 20 %

ちゅうかんテスト： 20 %

きまつテスト： 20 %

しゅくだい： 20 %

クイズ： 20 %

\*このクラスは、J 2 とうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで 4 かいいじょう けっせきすると たんいはでません。

**[Changes following student comments]**

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

Vocabulary list and quiz are revised.

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

ごいリストと ごいクイズを すこし かえました。

**[Equipment student needs to prepare]**

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

**[Others]**

Please note that J2 General consists of J2 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J2 General.

このかもくは、J2 とうごう I (げつようび)、J2 とうごう II (かようび)、J2 とうごう III (きんようび) がセットです。ぜんぶの クラスに とうろくして、しゅう 3 かい、しゅっせきしてください。



## Elementary Foreign Languages E

Yuka HASEGAWA

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

## [Outline and objectives]

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

このクラスは、しょきゅうこうはんから ちゅうきゅうぜんはんの学生（かくせい）のための そうごうクラスです。

にちじょうせいかつのなかでいろいろなかつどうをするために、日本語（にほんご）でのコミュニケーションのうりよくを たかめます。

## [Goal]

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

- ・日本語をつかって、コミュニケーションができるようになります。
- ・かんじを 150 ぐらいよんだり かいたり することができます。
- ・CEFR の A2 + レベルの ちからがつきます。
- ・JLPT の N4 レベルの ちからがつきます。

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

## [Method(s)]

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

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

きはんてきな ぶんぼうや、かんじ、ことばなどもべんきょうします。

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

あり / Yes

## [Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
1	Lesson23、24	Self introduction L23. If you cross the bridge, you'll see a park on your left L24. You can enter this zoo even at night L23. はしを わたると、ひだりに こうえんが あります L24. このどうぶつえんはよるでも はいれます L24 (2) L25. Have you already decided what you'll do? L25. なにを やるか もうきめましたか L25 (2) L26. I got this when I participated in a soccer training camp L26. サッカーのがっしゅくに さんかしたとき もらいました L26 (2) Lesson27. How long have you had a fever? L27. いつから ねつがあるんですか L27 (2) L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L28. そらに ほしが できています L29. せきにんの ある しごとだし、あたらしい けいけんが できるし… L29 (2) L30. I'm thinking of going to confectionary school L30. おかしの せんもんがっこうには いろいろと おもっています
2	Lesson24、25	L24 (2) L25. Have you already decided what you'll do? L25. なにを やるか もうきめましたか L25 (2) L26. I got this when I participated in a soccer training camp L26. サッカーのがっしゅくに さんかしたとき もらいました L26 (2)
3	Lesson25、26	L25 (2) L26. I got this when I participated in a soccer training camp L26. サッカーのがっしゅくに さんかしたとき もらいました L26 (2)
4	Lesson26、27	L26 (2) Lesson27. How long have you had a fever? L27. いつから ねつがあるんですか L27 (2) L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L28. そらに ほしが できています L29. せきにんの ある しごとだし、あたらしい けいけんが できるし… L29 (2)
5	Lesson27、28、29	L27 (2) L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L28. そらに ほしが できています L29. せきにんの ある しごとだし、あたらしい けいけんが できるし… L29 (2)
6	Lesson29、30	L29 (2) L30. I'm thinking of going to confectionary school L30. おかしの せんもんがっこうには いろいろと おもっています

7	Lesson30 Review Mid-term Exam (L23-30) Lesson31	L30. (2) Review Mid-term Exam (L23-30) L31. I'll have it checked by tomorrow ふくしゅう ちゅうかんテスト (L23-30) L31. あしたまでに みておきます L31 (2) L32. You should not peel apples L32. りんごの かわは むかないほうが いいですね L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまが あれば べんりです L34. しあいを まけて しまいました L34 (2) L35. I try to carry an umbrella L35. かさを もちあるくように しています L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くのことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょこうのとき つかおうと おもって かったのに… L40. むすこを じゅくにいかせたい んですが… L40 (2) Review Final Exam(L31-L40) ふくしゅう きまつテスト (L31-L40)
8	Lesson31、32	L31. あしたまでに みておきます L31 (2) L32. You should not peel apples L32. りんごの かわは むかないほうが いいですね L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまが あれば べんりです L34. しあいを まけて しまいました L34 (2) L35. I try to carry an umbrella L35. かさを もちあるくように しています L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くのことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょこうのとき つかおうと おもって かったのに… L40. むすこを じゅくにいかせたい んですが… L40 (2) Review Final Exam(L31-L40) ふくしゅう きまつテスト (L31-L40)
9	Lesson33、34	L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまが あれば べんりです L34. しあいを まけて しまいました L34 (2) L35. I try to carry an umbrella L35. かさを もちあるくように しています L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くのことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょこうのとき つかおうと おもって かったのに… L40. むすこを じゅくにいかせたい んですが… L40 (2) Review Final Exam(L31-L40) ふくしゅう きまつテスト (L31-L40)
10	Lesson34、35	L34 (2) L35. I try to carry an umbrella L35. かさを もちあるくように しています L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くのことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょこうのとき つかおうと おもって かったのに… L40. むすこを じゅくにいかせたい んですが… L40 (2) Review Final Exam(L31-L40) ふくしゅう きまつテスト (L31-L40)
11	Lesson36、37	L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くのことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょこうのとき つかおうと おもって かったのに… L40. むすこを じゅくにいかせたい んですが… L40 (2) Review Final Exam(L31-L40) ふくしゅう きまつテスト (L31-L40)
12	Lesson37、38	L37 (2) L38. It means that you must be careful about monkeys L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょこうのとき つかおうと おもって かったのに… L40. むすこを じゅくにいかせたい んですが… L40 (2) Review Final Exam(L31-L40) ふくしゅう きまつテスト (L31-L40)
13	Lesson39、40	L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょこうのとき つかおうと おもって かったのに… L40. むすこを じゅくにいかせたい んですが… L40 (2) Review Final Exam(L31-L40) ふくしゅう きまつテスト (L31-L40)
14	Lesson40 Review Final Exam(L31-L40)	L40 (2) Review Final Exam(L31-L40) ふくしゅう きまつテスト (L31-L40)

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

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homework.

よしゅうと ふくしゅうをしてください。

かんじと ぶんぼうの しゅくだいがあります。

## [Textbooks]

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

『DAICHI II Translation of the main text and grammar note2』 3 A network (2,000yen + tax)978-4883195213

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

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

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

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

## [References]

とくにありません

## [Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Essay : 20 %

※ Regular attendance of classes is required.

※ J3 General consists of J3 General I, II, III (Monday, Tuesday, Friday). Students who miss 4 or more times each class will not be eligible for credit on this course.

平常点 (へいじょうてん) : 20 %

中間 (ちゅうかん) テスト : 20 %

期末 (しまつ) テスト : 20 %

宿題 (しゅくだい) : 20 %

作文 (さくぶん) : 20 %

\*このクラスは、J 3 とうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで4かいいいじょう けっせきするとたんいはでません

**[Changes following student comments]**

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

Vocabulary list and quiz are revised.

がくせい の コメント から、ボランティア がくせい との こうりゅう の きかい を ことし も もちたい です。

ごいリスト と ごいクイズ を すこし かえました。

**[Equipment student needs to prepare]**

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだい があります。

**[Others]**

Please note that J3 General consists of J3 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J3 General.

Strongly recommended to take "Japanese 3 (Listening, Vocabulary & Kanji)" class together to keep up the pace of this class.

このかもくは、J3 とうごう I (げつようび)、J3 とうごう II (かようび)、J3 とうごう III (きんようび) がセットです。ぜんぶの クラス に とうろくして、しゅう3かい、しゅっせき してください。

いっしょに「J3 にほんご ちょうかい・ごい・かんじ」クラス を とることを すすめます。

## Elementary Foreign Languages F

Yuka HASEGAWA

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

## 【Outline and objectives】

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

このクラスはにほんごをはじめて べんきょうする がくせいの クラスです。もくてきは、にほんごで かんたんな コミュニケーションができるようになることです。

## 【Goal】

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

・このクラスでは、にほんごをつかって かんたんな コミュニケーションができるようになります。

・かんじを 50 ぐらい よんだり かいたり することが できます。

・CEFR の A1 レベルの ちからが つきます。

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

## 【Method(s)】

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

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

きはなてきな ぶんぼうや、かんじ、ことばなども べんきょう します。

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Lesson 1	L1. I am Lin Tai (self introduction/greeting/introducing each other) hiragana 1 L1. わたしは リン・タイです ひらがな 1
2	Lesson 2	L2. What is that CD? (learning words for daily goods/food etc.), hiragana 2 L2. それは なんの CD ですか ひらがな 2
3	Lesson 3	L3. This is Yuri University ( asking prices/location of the rooms) katakana 1 kanji 1 L3. ここは ゆりだいがく です カタカナ 1
4	Lesson 4	L4. What are you going to do tomorrow? (describing basic daily activities) katakana 2 L4. あした なにを しますか カタカナ 2
5	Lesson 5	L5. What time is it now in Sydney? (asking and telling time) kanji 1 L5. シドニーは いま なんじ ですか かんじ 1
6	Lesson 6	L6. I'm going to Kyoto (telling birthday, describing weekly schedule) kanji 2 Review L6. きょうとへ いきます かんじ 2 ふくしゅう

7	Mid-term Exam (L1-L6) Lesson 7 ①	Mid-term Exam (L1-L6) L7. It's beautiful photograph, isn't it? (describing things and states using adjectives) kanji 3 ちゅうかんテスト (L1-L6) L7. きれいな しゃしんですね かんじ 3
8	Lesson 7 ② Lesson 8 ①	L7(2) L8. Where is Mt.Fuji? (asking and telling the location of people/things) kanji 4 L8. ふじさんは どこにありますか かんじ 4
9	Lesson 8 ② Lesson 9	L8(2) L9. What kind of sports do you like? (expressing preferences /reasons) kanji 5 L9. どんな スポーツが すきですか かんじ 5
10	Lesson10	L10. I learned the tea ceremony from Ms.Watanabe (talking about giving and receiving presents, ordering at the cafe) kanji 6 L10. わたしは わたなべさんに おちゃを ならいました かんじ 6
11	Lesson11	L11. Which is colder, Tokyo or Seoul? (comparing things using adjectives) kanji 7 L11. とうきょうと ソウルと どちらが さむいですか かんじ 7
12	Lesson12	L12. How was your trip? (expressing impressions on past events) kanji 8 L12. りょうこうは どうでしたか かんじ 8
13	Lesson13 Lesson14 ①	L13. We want something to eat, don't we? (expressing what you want and want to do) L14. My hobby is listening to music(talking about hobbies) kanji 9 L13. なにか たべたい ですね L14. わたしの しゅみは おんがくを きく ことです かんじ 9
14	Lesson14 ② Final Exam(L7-L14)	L14(2) kanji 10 Final Exam(L7-L14) かんじ 10 きまつテスト (L7-L14)

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

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homeworks for kanji and grammar.

よしゅうと ふくしゅうを してください。

かんじと ぶんぼうの しゅくだいがあります。

## 【Textbooks】

『DAICHI I main textbook』 3 A network (2,800yen + tax) 978-4883194766

『DAICHI I Translation of the main text and grammar note2』 3 A network (2,000yen + tax) 978-4883194773

『だいち I メインテキスト』スリーエーネットワーク (2,800 円+税) 978-4883194766

『だいち I ぶんけいせつめいとほんやく えいごばん』スリーエーネットワーク (2,000 円+税) 978-4883194773

## 【References】

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

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

**[Grading criteria]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J1 General consists of J1 General I, II, III (Monday, Tuesday, Friday). Students who miss 4 or more times each class will not be eligible for credit on this course.

へいじょうてん： 20 %

ちゅうかんテスト： 20 %

きまつテスト： 20 %

しゅくだい： 20 %

クイズ： 20 %

\*このクラスは、J1 そうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで4かいいじょう けっせきすると たんいは できません。

**[Changes following student comments]**

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

Vocabulary list and quiz are revised.

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

ごいリストと ごいクイズを すこし かえました。

**[Equipment student needs to prepare]**

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

**[Others]**

Please note that J1 General consists of J1 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J1 General.

このかもくは、J1 そうごう I (げつようび)、J1 そうごう II (かようび)、J1 そうごう III (きんようび) がセットです。ぜんぶの クラスに とうろくして、しゅう3かい、しゅっせきしてください。

## Elementary Foreign Languages F

Sonoko YAMAMOTO

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

## [Outline and objectives]

This course is designed for upper beginner-level students. It aims to develop students' basic communication skills in Japanese in daily situations.

このクラスは、しょきゅうこうはんレベルの学生（がくせい）のための そごうクラスです。

もくてきは、日本語（にほんご）でかんたんな コミュニケーションができるようになることです。

## [Goal]

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

・このクラスでは、にほんごをつかって きほんてきな コミュニケーションができるようになります。

・かんじを 100 ぐらい よんだり かいたりすることができます。

・CEFR の A2 レベルの ちからが つきます。

・JLPT の N5 レベルの ちからが つきます。

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

## [Method(s)]

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

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

きほんてきな ぶんぼうや、かんじ、ことばなども べんきょうします。

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

あり / Yes

[Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
1	Review (L1-7)	L1.I am Lin Tai L2.What is that CD? L3.This is Yuri University L4.What are you going to do tomorrow? L5.What time is it now in Sydney? L6.I 'm going to Kyoto L7.It's beautiful photograph, isn't it? kanji 1 L1. わたしは リン・タイです L2. それは なんの CD ですか L3. ここは ゆりだいがくです L4. あした なにを しますか L5. シドニーは いま なんじですか L6. きょうとへ いきます L7. きれいな しゃしんですね かんじ 1
2	Review (L8-10)	L8.Where is Mt.Fuji? L9.What kind of sports do you like? L10.I learned the tea ceremony from Ms.Watanabe kanji 2 L8. ふじさんは どこに ありますか L9. どんな スポーツが すきですか L10. わたしは わたなべさんに おちゃを ならいました かんじ 2
3	Review (L11-13)	L11.Which is colder, Tokyo or Seoul? L12.How was your trip? L13.We want something to eat, don't we? kanji 3 L11. とうきょうと ソウルと どちらが さむいですか L12. りょこうは どうでしたか L13. なにか たべたいですね かんじ 3
4	Lesson14	L14.My hobby is listening to music kanji 4 L14. わたしの しゅみは おんがくを きくことです かんじ 4
5	Lesson15	L15.Others are using it now kanji 5 L15. いま、ほかのひとが つかって います かんじ 5
6	Lesson15、16	L15(2) L16.May I touch it a little? kanji 6 L16. ちよっとさわってもいいですか かんじ 6
7	Lesson16、17	L16(2) L17.Please don't overdo it kanji 7 L17. あまり むりを ししないでください かんじ 7
8	Lesson17 Mid-term Exam (L1 - 17)	L17(2) Mid-term Exam (L1 - L17) kanji 8 ちゅうかんテスト (L1-L17) かんじ 8
9	Lesson18	L18.I have never seen sumo kanji 9 L18. すもうを みたことがありません かんじ 9
10	Lesson19	L19.I think the station is bright and clean kanji 10 L19. えきは あかるくて、きれいだと おもいます かんじ 10
11	Lesson20	L20.This is a T-shirt that I got from my girlfriend kanji 11 L20. これはかのじよからもらった T シャツです かんじ 11
12	Lesson20、21	L20(2) L21.If it rains, the tour will be cancelled kanji 12 L21. あめがふったら、ツアーは ちゅうしです かんじ 12
13	Lesson21、22	L21(2) L22.You cooked a meal for me kanji 13 L22. しょくじをつくられました かんじ 13
14	Lesson22 Final Exam(L18-L22)	Lesson22(2) Final Exam(L18-L22) きまつテスト (L18-L22)

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

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homeworks for kanji and grammar.

よしゅうとふくしゅうをしてください。

かんじとぶんぼうのしゅくだいがあります。

**[Textbooks]**

『DAICHI I main textbook』 3 A network (2,800yen + tax) 978-4883194766

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

**[References]**

なし

**[Grading criteria]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J2 General consists of J2 General I, II, III (Monday, Tuesday, Friday).

Students who miss 4 or more times each class will not be eligible for credit on this course.

へいじょうてん： 20 %

ちゅうかんテスト： 20 %

きまつテスト： 20 %

しゅくだい： 20 %

クイズ： 20 %

\*このクラスは、J 2 とうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで 4 かいいじょう けっせきすると たんいはでません。

**[Changes following student comments]**

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

Vocabulary list and quiz are revised.

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

ごいリストと ごいクイズを すこし かえました。

**[Equipment student needs to prepare]**

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

**[Others]**

Please note that J2 General consists of J2 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J2 General.

このかもくは、J2 とうごう I (げつようび)、J2 とうごう II (かようび)、J2 とうごう III (きんようび) がセットです。ぜんぶの クラスに とうろくして、しゅう 3 かい、しゅっせきしてください。

LANj100LF

## Elementary Foreign Languages F

Hiroshi INUI

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

## [Outline and objectives]

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

このクラスは、しょきゅうこうはんから ちゅうきゅうぜんはんの学生（かくせい）のための そうごうクラスです。

にちじょうせいかつの なかでいろいろなかつどうをするために、日本語（にほんご）でのコミュニケーションのうりよくを たかめます。

## [Goal]

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

- ・日本語をつかって、コミュニケーションができるようになります。
- ・かんじを 150 ぐらいよんだり かいたり することができます。
- ・CEFR の A2 + レベルの ちからが つきます。
- ・JLPT の N4 レベルの ちからが つきます。

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

## [Method(s)]

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

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

きはんてきな ぶんぼうや、かんじ、ことばなどもべんきょうします。

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

あり / Yes

## [Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
1	Lesson23、24	Self introduction L23. If you cross the bridge, you'll see a park on your left L24. You can enter this zoo even at night L23. はしを わたると、ひだりに こうえんが あります L24. このどうぶつえんはよるでも はいれます L24 (2) L25. Have you already decided what you'll do? L25. なにを やるか もうきめましたか L25 (2) L26. I got this when I participated in a soccer training camp L26. サッカーのがっしゅくに さんかしたとき もらいました L26 (2) Lesson27. How long have you had a fever? L27. いつから ねつがあるんですか L27 (2) L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L28. そらに ほしが できています L29. せきにんの ある しごとだし、あたらしい けいけんが できるし… L29 (2) L30. I'm thinking of going to confectionary school L30. おかしの せんもんがっこうには いろいろと おもっています
2	Lesson24、25	L24 (2) L25. Have you already decided what you'll do? L25. なにを やるか もうきめましたか L25 (2) L26. I got this when I participated in a soccer training camp L26. サッカーのがっしゅくに さんかしたとき もらいました L26 (2)
3	Lesson25、26	L25 (2) L26. I got this when I participated in a soccer training camp L26. サッカーのがっしゅくに さんかしたとき もらいました L26 (2)
4	Lesson26、27	L26 (2) Lesson27. How long have you had a fever? L27. いつから ねつがあるんですか L27 (2) L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L28. そらに ほしが できています L29. せきにんの ある しごとだし、あたらしい けいけんが できるし… L29 (2)
5	Lesson27、28、29	L27 (2) L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L28. そらに ほしが できています L29. せきにんの ある しごとだし、あたらしい けいけんが できるし… L29 (2)
6	Lesson29、30	L29 (2) L30. I'm thinking of going to confectionary school L30. おかしの せんもんがっこうには いろいろと おもっています

7	Lesson30 Review Mid-term Exam (L23-30) Lesson31	L30. (2) Review Mid-term Exam (L23-30) L31. I'll have it checked by tomorrow ふくしゅう ちゅうかんテスト (L23-30) L31. あしたまでに みておきます L31 (2) L32. You should not peel apples L32. りんごの かわは むかないほうが いいですね L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまが あれば べんりです L34. しあいにも けて しまいました L34 (2) L35. I try to carry an umbrella L35. かさを もちあるくように しています L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くのことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょこうのとき つかおうと おもって かったのに… L40. むすこを じゅくにいかせたい んですが… L40 (2) Review Final Exam(L31-L40) ふくしゅう きまつテスト (L31-L40)
8	Lesson31、32	L31. あしたまでに みておきます L31 (2) L32. You should not peel apples L32. りんごの かわは むかないほうが いいですね L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまが あれば べんりです L34. しあいにも けて しまいました L34 (2) L35. I try to carry an umbrella L35. かさを もちあるくように しています L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くのことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょこうのとき つかおうと おもって かったのに… L40. むすこを じゅくにいかせたい んですが… L40 (2) Review Final Exam(L31-L40) ふくしゅう きまつテスト (L31-L40)
9	Lesson33、34	L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまが あれば べんりです L34. しあいにも けて しまいました L34 (2) L35. I try to carry an umbrella L35. かさを もちあるくように しています L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くのことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょこうのとき つかおうと おもって かったのに… L40. むすこを じゅくにいかせたい んですが… L40 (2) Review Final Exam(L31-L40) ふくしゅう きまつテスト (L31-L40)
10	Lesson34、35	L34 (2) L35. I try to carry an umbrella L35. かさを もちあるくように しています L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くのことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょこうのとき つかおうと おもって かったのに… L40. むすこを じゅくにいかせたい んですが… L40 (2) Review Final Exam(L31-L40) ふくしゅう きまつテスト (L31-L40)
11	Lesson36、37	L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くのことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょこうのとき つかおうと おもって かったのに… L40. むすこを じゅくにいかせたい んですが… L40 (2) Review Final Exam(L31-L40) ふくしゅう きまつテスト (L31-L40)
12	Lesson37、38	L37 (2) L38. It means that you must be careful about monkeys L38. さるに ちゅういしろ という いみです L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょこうのとき つかおうと おもって かったのに… L40. むすこを じゅくにいかせたい んですが… L40 (2) Review Final Exam(L31-L40) ふくしゅう きまつテスト (L31-L40)
13	Lesson39、40	L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょこうのとき つかおうと おもって かったのに… L40. むすこを じゅくにいかせたい んですが… L40 (2) Review Final Exam(L31-L40) ふくしゅう きまつテスト (L31-L40)
14	Lesson40 Review Final Exam(L31-L40)	L40 (2) Review Final Exam(L31-L40) ふくしゅう きまつテスト (L31-L40)

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

Please preview and review the materials that are covered in classes, doing worksheets, writing essays, etc.

Students are expected to do homework.

よしゅうと ふくしゅうをしてください。

かんじと ぶんぼうの しゅくだいがあります。

## [Textbooks]

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

『DAICHI II Translation of the main text and grammar note2』 3 A network (2,000yen + tax)978-4883195213

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

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

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

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

## [References]

とくにありません

## [Grading criteria]

Class participation：20%

Midterm exam：20%

Final exam：20%

Assignments：20%

Essay：20%

※ Regular attendance of classes is required.

※ J3 General consists of J3 General I, II, III (Monday, Tuesday, Friday). Students who miss 4 or more times each class will not be eligible for credit on this course.

平常点 (へいじょうてん) : 20 %

中間 (ちゅうかん) テスト : 20 %

期末 (しまつ) テスト : 20 %

宿題 (しゅくだい) : 20 %

作文 (さくぶん) : 20 %

\*このクラスは、J 3 せうごう I、II、III (げつようび・かようび・きんようび) がセットです。かくクラスで4かいいいじょう けっせきするとたんいはでません

**[Changes following student comments]**

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

Vocabulary list and quiz are revised.

がくせい の コメント から、ボランティア がくせい と の こうりゅう の きかい を ことしも もちたいです。

ごいリスト と ごいクイズ を すこし かえました。

**[Equipment student needs to prepare]**

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

**[Others]**

Please note that J3 General consists of J3 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete J3 General.

Strongly recommended to take "Japanese 3 (Listening, Vocabulary & Kanji)" class together to keep up the pace of this class.

このかもくは、J3 せうごう I (げつようび)、J3 せうごう II (かようび)、J3 せうごう III (きんようび) がセットです。ぜんぶの クラス に とうろくして、しゅう3かい、しゅっせきしてください。

いっしょに「J3 にほんご ちょうかい・ごい・かんじ」クラスをとることをすすめます。



発行日：2019/5/1

HSS100LA

## Elementary Health and Physical Education

Shigeharu Akimoto

Subtitle：Introduction to Sports and Health Science

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

Notes：

**[Outline and objectives]**

**[Goal]**

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

**[Method(s)]**

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

**[Fieldwork in class]**

**[Schedule]**

No.	Theme	Contents
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**[Work to be done outside of class (preparation, etc.)]**

**[Textbooks]**

**[References]**

**[Grading criteria]**

**[Changes following student comments]**

ART100LA

## Elementary Humanities A

URBANOVA Jana

Subtitle：Japanese Arts I

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

Notes：SGU コース

## [Outline and objectives]

This course is a survey of ancient to medieval Japanese literature. Major literary works are introduced with an emphasis on their literary artistry as well as their historical and cultural importance. Focus is also placed on the unique philosophy that shaped the aesthetic values in Japan throughout the centuries. This topic will be further highlighted by discussing differences in Eastern and Western world views.

## [Goal]

1. to learn about major literary works in their historical and cultural context
2. to gain deeper understanding of the different philosophical backgrounds that have influenced the way of thinking in Japan and the West
3. to improve your English vocabulary regarding the topic

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

## [Method(s)]

This course is based on lectures by the instructor featuring the use of written and audio-visual materials. In addition, every student will be required to deliver a class presentation on a given topic and to submit a short written summary of the presentation. The topics together with the study materials for the presentation will be distributed at the beginning of the course.

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

あり / Yes

[Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
1.	Introduction	Introduction to course; scheduling of presentations
2.	Historical overview of Japanese literature	Brief overview of major literary works in their historical context with a focus on the <i>Nara</i> and <i>Heian</i> periods
3.	Japanese perception of nature, Part 1	Definition of nature and corresponding terms in Japanese; Japanese love for nature and its various aspects; Japanese vs. Western concepts of nature
4.	Japanese perception of nature, Part 2	The four seasons as one of the central concepts in Japanese culture and literature; the concept of transformation and change, harmony of <i>yin</i> and <i>yang</i> ; perception of time
5.	Natural images in classical Japanese poetry	Literal and figural meaning of images; metaphors in Japanese vs. Western poetic tradition; pivot-words ( <i>kakekotoba</i> )
6.	Key concepts of Japanese aesthetics	Four aesthetic concepts in Japanese culture and literature; demonstration of these concepts in <i>Essays in Idleness</i> by the Buddhist priest <i>Kenkō</i>
7.	Japanese mythology	<i>Records of Ancient Matters (Kojiki)</i> ; Japanese mythology vs. Western ideological concepts (Greek mythology and Christianity)
8.	Japanese poetry, Part 1	The role of poetry from ancient times through the era of <i>Man'yōshū (Collection of Ten Thousand Leaves)</i> to the flourishing era of imperial poetry anthologies
9.	Japanese poetry, Part 2	Long and short poetic forms ( <i>chōka</i> and <i>tanka</i> ); believed to be the first Japanese poem in the fixed form; major themes and literary devices in classical poetry

10. Japanese prose, Part 1 Japanese tales and its various genres; the oldest preserved tale (*The Tale of the Bamboo Cutter; Taketori Monogatari*) and the collection of poem tales (*Tales of Ise; Ise Monogatari*)
11. Japanese prose, Part 2 Flourishing of women writers in the *Heian* period with a focus on two prominent figures *Murasaki Shikibu* and *Sei Shōnagon* and their works *The Tale of Genji (Genji Monogatari)* and *The Pillow Book (Makura no Sōshi)*
12. Japanese prose, Part 3 Diaries (*nikki*) as one of the key genres in women's classical prose; *The Gossamer Years (Kagerō Nikki)*
13. Okinawan language and poetry - Introduction Languages of the Ryūkyū Islands as part of the Japanese language group; language rules in Okinawan poetry *ryūka*
14. The world of Okinawan poetry The oldest preserved collection of old epic songs *Omorosōshi*; Okinawan lyrical poetry *ryūka*

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

1. Prepare a short self-introduction
2. Reading: handout on anthology of Japanese literature
3. Reading: Asquith 1-35
4. Readings: Asquith 36 - 53; handout related to the topic
5. Readings: Asquith 54 - 67; handout on Western poetry
6. Reading: Keene 3 - 22
7. Reading: handout on the *Kojiki*
8. Reading: Keene 47 - 69
9. Reading: Keene 25 - 44
10. Readings: Keene 73 - 95; handout on Japanese tales
11. Reading: handout on women's classical prose
12. Reading: handout on diary literature
13. Reading: text by lecturer on Okinawan poetry
14. Submit short summary of presentation, final written exam

## [Textbooks]

Asquith, Pamela J. and Arne Kalland, ed. *Japanese Images of Nature*. Richmond: Curzon Press, 1997.  
Keene, Donald. *The Pleasures of Japanese Literature*. New York: Columbia University Press, 1988.

## [References]

Keene, Donald. *Anthology of Japanese Literature*. Rutland, Vermont & Tokyo: Charles E. Tuttle Company, 1956. Twenty-second edition, 1991.  
McCullough, Helen Craig. *Classical Japanese Prose: an Anthology*. Stanford: Stanford University Press, 1990.  
Miner, Earl. *An Introduction to Japanese Court Poetry*. Stanford: Stanford University Press, 1968.

## [Grading criteria]

Class attendance and oral participation are expected; failure to participate in class will result in the subtraction of marks from the total. Grading criteria: oral presentation and written summary (40%); final examination (60%).

## [Changes following student comments]

There have been no student comments so far that would require major changes to the course.

ARSa100LA

## Elementary Humanities B

Richard.J.Burrows

Subtitle：Introduction to British Culture

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

Notes：SGU コース

### [Outline and objectives]

This course will seek to introduce the culture & society of contemporary Britain to students through a series of stimulation audio-visual units, together with selected thematically linked readings.

### [Goal]

During this course, through regular exposure to a variety of audio-visual material, students will have the opportunity to sharpen their listening skills. Follow-up pair-work comprehension questions, discussion & structured conversation practice will also give them the opportunity to improve their oral skills.

Finally students will be encouraged to reflect on their own culture & society as they learn about UK.

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

### [Method(s)]

The previous lesson's reading assignment will be reviewed before a pair-work preview will introduce the theme for that lesson. Any required vocabulary will be previewed before students view/listen to the material. Pair-work comprehension questions will allow students to check their own understanding, while a post-viewing discussion will offer more chances to analyze the material. Time permitting, there will be structured conversation practice before outlining the following week's homework.

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

あり / Yes

[Fieldwork in class]

なし / No

### [Schedule]

No.	Theme	Contents
1	Explanation	Course Introduction
2	Listening & Speaking	Presentation Guidance
3	Listening & Speaking	The Seven Wonders of Britain
4	Listening & Speaking	Wales
5	Listening & Speaking	BBC
6	Listening & Speaking	The Mini
7	Listening & Speaking	The Village
8	Listening & Speaking	British Tea
9	Listening & Speaking	The Purple Violin
10	Listening & Speaking	Sherlock Holmes
11	Listening & Speaking	Agatha Christie
12	Listening & Speaking	The Sea
13	Listening & Speaking	London Taxis
14	Listening & Speaking	UK Public Schools

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

Regular reading assignments with comprehension questions, & audio-visual vocabulary preparation.No more than 3 absences will be permitted.

[Textbooks]

None

[References]

An electronic dictionary or smartphone will be required at every lesson

[Grading criteria]

Participation & Punctuality 30%

Homework & Classwork 30%

Presentation 20%

Report 20%

[Changes following student comments]

A more comprehensive vocabulary preview will be provided for students having difficulty with audio-visual comprehension.

[Equipment student needs to prepare]

Access to a PC & Printer in order to print reports

[Others]

Since there is no textbook in this course, students will need to bring an A4 or B4 folder or binder to each class in order to keep the photocopies that will be handed out at every lesson.

[ ]

In addition to offering a greater understanding of contemporary UK culture, the course encourages students through the presentation & report to critically compare & contrast UK culture & society with their own.

PRI100LA

## Elementary Information Technology

Yukou MATSUDA

Subtitle : Information Design I

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

Notes : SGU コース

## 【Outline and objectives】

You will learn basic knowledge about information technology.

## 【Goal】

You will learn basic knowledges of information technology, especially computer architecture, algorithmic programing, data science, and the mechanism of the Internet and related subjects (social network, e-commerce, ethics, security).

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

## 【Method(s)】

The 2/3 time will be used for lectures and the rest for assignments.

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

なし / No

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	What's Information Technology	The history and the current trend of information technology.
2	Data Processing	Several kinds of data and how to process data.
3	Information Processing	Define the information and how to process and communicate information.
4	Computing Technology	Architecture of computing system. From old fashioned type to super computer.
5	Algorithmic Programming	Design algorithms for solving problem.
6	Data Science - Predicting	Predicting the future being given the past data.
7	Data Science - Classification	Classifying the data according to certain criteria.
8	Communication Technology	Understanding the information communication technology.
9	Internet Protocol	TCP/IP
10	Mechanism of email and World Wide Web (WWW)	Based on server/client system, encoding/decoding information and TCP/IP makes it possible, email and www.
11	e-Commerce	the core technology of e-commerce is public key encryption and block chain.
12	Social Network	Graph theory: understanding the relation among entities.
13	Internet Ethics and Security	Several aspects of ethics and security inherent in the Internet.
14	Final Examination	examination performed with paper and pencil.

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

We specify a short article related to the next class in advance, you should read, understand, bring the issue discussed in the article.

## 【Textbooks】

None.

## 【References】

All texts are uploaded in Etude.

## 【Grading criteria】

Total evaluation of 14 short assignments : 50%

The score fo the final examination: 50%

You need more than and equal to 60% of the max 100 points to pass the class.

## 【Changes following student comments】

None.

## 【Equipment student needs to prepare】

None.

## 【Others】

I have a long carrier in writing and designing for automatic programming, teaching human knowledge to computer, especially natural language.

## 【】

You will learn basic knowledge about information technology.

MAT100LA

## Elementary Mathematics A

Takeyoshi KOGISO

Subtitle：Mathematics A

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

Notes：SGU コース

### 【Outline and objectives】

This course is designed for students who need calculus to study business, economics, or other related business majors. In particular, the course will review the basic ideas you need to start calculus. The topics include exponential and logarithmic functions, arithmetic and geometric sequences, graphing basic functions, graphing exponential and logarithmic functions, limit of a sequence, limit of a function.

### 【Goal】

At the end of this course, students will demonstrate the ability to perform different operations involving algebraic expressions, to graph linear and quadratic functions, and to graph polynomial, rational, algebraic, exponential and logarithmic functions.

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

### 【Method(s)】

The expected learning outcomes for the course will be assessed through graded activities and ungraded activities. The graded activities include exams, homework and quizzes. It is strongly recommended that students work all those problems since homework and test score are used to determine your grade. The ungraded activities will be used to monitor your progress.

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

あり / Yes

【Fieldwork in class】

なし / No

### 【Schedule】

No.	Theme	Contents
01.	Introduction	Preliminaries 1
02.	Basics and Key Terms	Preliminaries 2
03.	Exponential Functions	Functions and Graphs 1
04.	Logarithmic Functions	Functions and Graphs 2
05.	Graphing Basic Functions	Functions and Graphs 3
06.	Shifting and Stretching Graphs	Functions and Graphs 4
07.	Inverse Functions	Functions and Graphs 5
08.	Graphing Exponential Functions	Functions and Graphs 6
09.	Graphing Logarithmic Functions	Functions and Graphs 7
10.	Composite Functions	Functions and Graphs 8)
11.	Arithmetic and Geometric Sequences	Limits 1
12.	Sigma Notation and Sequences of Differences	Limits 2
13.	Limit of a Sequence	Limits 3
14.	Limit of a Function	Limits 4

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

Solve the problems of the exercises well. Think by writing on a paper.

### 【Textbooks】

You don't need to buy a text book. When you learn more, respectively serve as a reference if it is rudimentary or a book on the theme of preparation for its calculus.

### 【References】

You don't need to prepare references.

### 【Grading criteria】

Final exam (approximately 2/3) and the homework submission (approximately 1/3)

### 【Changes following student comments】

Not offered until the last fiscal year for the new subjects

### 【】

This course is designed for students who need calculus to study business, economics, or other related business majors. In particular, the course will review the basic ideas you need to start calculus. The topics include exponential and logarithmic functions, arithmetic and geometric sequences, graphing basic functions, graphing exponential and logarithmic functions, limit of a sequence, limit of a function.

MAT100LA

## Elementary Mathematics B: Mathematics B

Takeyoshi KOGISO

Subtitle : Mathematics B

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

Notes :

## 【Outline and objectives】

This course is a calculus course intended for those studying business, economics, or other related business majors, and a continuation of topics from "Elementary Mathematics II". The following topics are presented with applications: derivatives, differentiation rules, derivative of an exponential function and logarithmic function, higher-order derivative, Taylor and Maclaurin series, integrals.

## 【Goal】

Students will become proficient in techniques of differentiation, understand the concept of rate of change and how to use it to solve real world problems.

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

## 【Method(s)】

The expected learning outcomes for the course will be assessed through graded activities and ungraded activities. The graded activities include exams, homework and quizzes. It is strongly recommended that students work all those problems since homework and test score are used to determine your grade. The ungraded activities will be used to monitor your progress.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
01.	Introduction	Preliminaries
02.	The Derivative and the Slope of a Graph	Differentiation: Basic Concepts 1
03.	Some Rules for Differentiation	Differentiation: Basic Concepts 2
04.	The Product and Quotient Rules	Differentiation: Basic Concepts 3
05.	The Chain Rule	Differentiation: Basic Concepts 4
06.	Derivatives of Exponential Functions	Differentiation: Basic Concepts 5
07.	Derivatives of Logarithmic Functions	Differentiation: Basic Concepts 6
08.	Higher-order Derivatives	Differentiation: Basic Concepts 7
09.	Extrema and the First-Derivative Test	Additional Applications of the Derivative 1
10.	Concavity and the Second-Derivative Test	Additional Applications of the Derivative 2
11.	The Mean Value Theorem, Taylor's Theorem	Additional Applications of the Derivative 3
12.	Taylor and Maclaurin Series	Additional Applications of the Derivative 4
13.	Approximate Values	Additional Applications of the Derivative 5)
14.	Antiderivatives, Differential Equation	Additional Topics 1

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

Solve the problems of the exercises well. Think by writing on a paper.

## 【Textbooks】

You don't need to buy a textbook. When you learn more, respectively serve as a reference if it is rudimentary or a book on the theme of preparation for its calculus.

## 【References】

You don't need to prepare references.

## 【Grading criteria】

Final exam (approximately 2/3) and the homework submission (approximately 1/3)

## 【Changes following student comments】

Not offered until the last fiscal year for the new subjects

POL100LA

## Elementary Social Science A

SCHIFANO ADRIEN

Subtitle：Japan and International Relations

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

Notes：

### 【Outline and objectives】

This course aims at introducing basic notions of international law. First part of the course introduces main subjects of international law and focus in particular on elements of statehood. A second part will discuss how norms of international law are created. Finally, a third part will provide these elements with some dynamism by examining the course of normal relations between States.

### 【Goal】

By the end of this course, it is expected that students will have become familiar with:

1. basic notions of international law
2. current international issues
3. functioning of the international system

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

### 【Method(s)】

Classes will consist in a lecture by the instructor and sharing of students assignments in the perspective of sustaining a discussion.

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

あり / Yes

### 【Fieldwork in class】

なし / No

### 【Schedule】

No.	Theme	Contents
1.	Introduction	Characters of international law / relation with municipal law
2.	Subjects (1)	The State (1): statehood / sovereign government / territory / population / recognition
3.	Subjects (2)	The State (2): more on territory / the sea / the sky / outer space
4.	Subjects (3)	The State (3): more on population / minorities / indigeneous people
5.	Subjects (4)	International Organizations
6.	Subjects (5)	Other subjects / insurgents / subjects ad hoc / situation of private persons / individuals / companies / NGOs / human rights
7.	Norms (1)	Customary law
8.	Norms (2)	Treaties
9.	Norms (3)	Other sources / case law of international courts and tribunals / acts of international organizations / municipal law
10.	Relations between States (1)	Diplomatic relations
11.	Relations between States (2)	Law of War / Self-defense / humanitarian law
12.	Relations between States (3)	Responsibility
13.	Relations between States (4)	Peaceful settlement of disputes
14.	Test	Written examination

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

As a follow up of each class, students will be assigned the task to look for current issues related to the class content. This material will be used in class discussion the following week.

### 【Textbooks】

Acquisition of a textbook is not necessary.

### 【References】

www.un.org

Jan KLABBERS, International Law, 2nd ed. (2017; Cambridge, Cambridge University Press), ISBN: 9781316506608

Malcolm N. Shaw, International Law, 8th ed. (2017; Cambridge, Cambridge University Press), ISBN: 9781316638538

### 【Grading criteria】

Participation in class: 30%

Written examination: 70%

【Changes following student comments】

Not applicable.

### 【Equipment student needs to prepare】

Some paper and a pen.

POL100LA

## Elementary Social Science B

SCHIFANO ADRIEN

Subtitle : Basic Legal Concepts

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

Notes : SGU コース

## 【Outline and objectives】

This course will provide students with a rough picture of law. It does so by introducing basic legal concepts.

The first part of the course introduces two main faces of law: justice and order. The second part focuses on the components of a legal order, which are mainly subjects and norms. The third and last part deals with the notion of legal relations, which are either horizontal or vertical in nature.

## 【Goal】

By attending this course, students will be able to:

- understand basic legal concepts,
- build a foundation for studying more specialized fields of law,
- acquire basic legal knowledge that will complement their studies in other fields,
- handle better daily life situations by acquiring a feeling of what is legally correct and what is not, which will hopefully help them to remain free from abuses.

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

## 【Method(s)】

The course will introduce one new concept each week. In so doing, the class will consist in lecture and discussion. In addition, the course will rely on studying excerpts from classical works. Practice for this course will consist in text commentaries.

The course follows a progression so that each class is dependent on previous classes; hence, students may find it easier to follow classes if they have consistent attendance.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1.	Introduction	Rationale for the course and overview /Law, what? / Legal science, what? / Panorama of modern law / Methodology
2.	Justice	Suum cuique / Justice, what? / Equality, what? / Contemporary approaches
3.	Legal order (1): Forms of government	Legal order, what? / Typology / Social functions / Constitution, what? / Horizontal distribution of powers /Legislative, what? / Executive, what? / Judiciary, what?
4.	Legal order (2): Forms of state	Vertical distribution of power / Federalism and its rules / Clasification / Changes in power and constitutional change
5.	The Subject of Law (1): Personality	Subject of law, what? / Equality, how? / Typology / Issues
6.	The Subject of Law (2): Capacity	Capacity, what? / Capacity v. rights / Variations of legal capacity / Guardianship / Agency / Delegation
7.	The Norm (1): Validity	Norm, what? / Typology / Formal sources / Sphere of validity
8.	The Norm (2): Legal System	Set of norms, what? / Hierarchy / Classification / Relations among norms
9.	The Legal Relation	Legal relation, what? / Rights / Obligations / Powers / Typology
10.	Horizontal Relations (1): Agreement	Agreement, what? / Contract, what? / Basic principles / Forms / Contents
11.	Horizontal Relations (2): Responsibility	Responsibility, what? / Evolution / Typology / Civil responsibility / Components / Basic principles / Procedures
12.	Vertical Relations (1): Public order	Public order, what? / Authority / Police / Criminal responsibility / Offense, what? / Basic principles / Procedures

- |     |  |  |
|-----|--|--|
| 13. | Vertical Relations (2):<br>Public interest | Public interest, what? / Public service, what? / Basic principles / Procedures, issues |
| 14. | Human Rights<br>Conclusion                 | Human rights, what? / History / Typology / Protection at several levels / Enforcement  |

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

Students are strongly encouraged to read the material for each class beforehand. Homework will be (moderately) requested.

## 【Textbooks】

No textbook will be used. Students will be provided with the material necessary for each class.

## 【References】

Jaap HAGE and Bram AKKERMANS (editors) *Introduction to Law* (2014, Springer)

## 【Grading criteria】

Participation in class (including homework and discussion): 40%

Presentation (number of presentations per student will depend on the number of students attending the course): 60%

## 【Changes following student comments】

Outline of the course has been slightly improved.

## 【Equipment student needs to prepare】

A pen and some paper might prove useful.



HSS200LA

## Health and Physical Education

Rieko YAMAGUCHI

Subtitle：Lifetime Fitness

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

Notes：

## [Outline and objectives]

This class focuses on health promotion for young women. The number of female sport participants, particularly teenage girls, is currently decreasing in Japan, although female athletes performance level gets higher and higher. It is considered that physical and psychological transformation in a period of their puberty is one of the reasons. At the same time, we have hardly discussed about why young girls do not play sport, or how we could encourage them to be physically active. In this class, the students will understand the benefits of physical activities and consider how we could empower girls and women through physical activity and sport. The students are also required to do exercise and create new ideas on health promotion for girls and women. The main focus in this class is about girls and women, but male students are also welcome.

## [Goal]

The goals of this class are;

- to understand the reasons why girls and women negatively react to physical activities,
- to understand menstrual function and women's physicality,
- to understand the concepts of media literacy and criticize gender-biased representations in sport media,
- to understand how sport relates to gender and sexuality issues today.
- to consider how we can empower girls and women through sport, and to develop new ideas on health promotion for them.

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

## [Method(s)]

Lectures, film screening, and group discussion.

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

あり / Yes

[Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
Orientation	Orientation and Introduction	Students get to know each other and know the rules and goals in this course.
Lecture	History of Women's Sport	Students understand that sport has been male-dominated spheres from gender perspectives.
Lecture	Women's Sport Policy in the World.	Students learn about Title IX which had huge impact on women's sport in the States.
Film Screening	History of Women's Sport	"A League of Their Own" (1992)
Lecture & Discussion	Sport & Physical Education	Students understand sport in Japan and prepare for their presentations based on the statistics and resources on sport in their own regions/countries.
Lecture	Media Literacy	Students understand the concept of media literacy and criticize gender-biased representations in sport.
Presentation & Discussion	Sport & Media	Students introduce sport and PE class and point out the gender-biased representations in media of their own regions/countries.
Lecture	Gender & Sexuality in Sport 1	Students understand the history how we had changed the perspectives toward sexuality.
Lecture	Gender & Sexuality in Sport 2	Students understand how gender and sexualities relate to sport issues.
Film Screening	Gender & Sexuality in Sport 3	"Bend it like Beckham"(2002)

Group Discussion	Gender & Sexuality in Sport 4	Students share their own ideas about the movie. They also do group work to learn how difficult coming out is through "coming out star."
Lecture	Violence in Sport	Students understand the concept of sexual harassment and abuse and learn the reasons why it happens in sport settings.
Lecture & Discussion	Sport & Empowerment	Students understand the initiatives of UN and IOC relating to gender in sport. They also know the initiative in Sport England, This Girl Can campaign.
Presentation	Final Presentation	Students criticize the existing sport definitions and consider how to use sport for future. They will share their own ideas of new sport and PE with no sexism and racism.

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

Students need to finish reading assignment paper before the class begins. They also need to look up websites that the instructor asks to reach out.

[Textbooks]

None in particular.

[References]

1. Robin Kietlinski (2014). Japanese Women and Sport: Beyond Baseball and Sumo. Bloomsbury Academic.
2. Lindsay Parks Pieper (2016). Sex Testing: Gender Policing in Women's Sport. Univ. of Illinois Pr.
3. Kathryn E. Henne (2015). Testing for Athlete Citizenship: Regulating Doping and Sex in Sport. Rutgers UP.

[Grading criteria]

Final Presentation: 60%

Commitment to the class: 40%

[Changes following student comments]

Students' opinions and new ideas are always welcome, and they will be shared in the class.

[]

This class focuses on health promotion for young women. The number of female sport participants, particularly teenage girls, is currently decreasing in Japan, although female athletes performance level gets higher and higher. It is considered that physical and psychological transformation in a period of their puberty is one of the reasons. At the same time, we have hardly discussed about why young girls do not play sport, or how we could encourage them to be physically active. In this class, the students will understand the benefits of physical activities and consider how we could empower girls and women through physical activity and sport. The students are also required to do exercise and create new ideas on health promotion for girls and women. The main focus in this class is about girls and women, but male students are also welcome.

ART200LA

## Humanities A

URBANOVA Jana

Subtitle : Japanese Arts II

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

Notes :

## [Outline and objectives]

This course focuses on the major literary figures and their representative works of early modern, modern and contemporary Japanese literature. The works will be discussed with regard to the circumstances and background that shaped the authors' way of thinking. The course will also include a lesson introducing two significant works of medieval literature to shed light on one of the crucial concepts in Japanese culture - transience. There will also be a lesson introducing two major women poets of Okinawa.

## [Goal]

Goals:

1. to learn about the major literary figures of pre-modern, modern and contemporary Japanese literature
2. to gain an appreciation of the depth and atmosphere of their literary works as well as the beauty of the English translations

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

## [Method(s)]

This course is based on lectures by the instructor featuring the use of written and audio-visual materials. In addition, every student will be required to deliver a class presentation on a given topic and to submit a short written summary of the presentation. The topics and the study materials for the presentation will be distributed at the beginning of the course.

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

あり / Yes

[Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
1.	Introduction	Introduction to course; brief self-introduction; scheduling of presentations
2.	Transience in Japanese literature	The concept of transience as portrayed in <i>Essays in Idleness (Tsuredzuregusa)</i> , written by Buddhist priest <i>Kenkō</i> and in the <i>waka</i> anthology <i>A Hundred Poems by a Hundred Poets (Hyakunin Isshu)</i> , compiled by <i>Fujiwara no Teika</i>
3.	<i>Haikai</i> poetry	Transition from comic <i>haikai</i> poetry to the mastering of <i>haiku</i> ; <i>Matsuo Bashō</i>
4.	<i>Haiku</i> and modern poetry	Hints for appreciating and writing <i>haiku</i> ; modern poets <i>Masaoka Shiki</i> , <i>Yosano Akiko</i>
5.	Literature of the floating world	The rising merchant society during the <i>Edo</i> period; stories of the floating world ( <i>ukiyo zōshi</i> ); <i>Ihara Saikaku: The Life of an Amorous Man (Kōshoku Ichidai Otoko)</i> and <i>Five Women who Loved Love (Kōshoku Gonin Onna)</i>
6.	Tales of the supernatural in pre-modern literature	<i>Ueda Akinari</i> and his <i>Tales of Moonlight and Rain (Ugetsu Monogatari)</i>
7.	Tales of the supernatural in modern literature	<i>Akutagawa Ryūnosuke</i> and the influence of <i>Japanese Tales from Times Past (Konjaku Monogatari Shū)</i> ; short stories <i>In a Grove (Yabu no Naka)</i> and <i>Rashōmon</i>
8.	The world of fantasy and reality of <i>Miyazawa Kenji</i>	<i>Miyazawa Kenji</i> : fantasy novel <i>Milky Way Railroad (Ginga Tetsudō no Yoru)</i> , poem <i>Be not Defeated by the Rain (Ame ni mo makezu)</i>
9.	Modern novelists, Part 1	<i>Natsume Sōseki</i> : his life and literary works, particularly the novel <i>I Am a Cat (Wagahai wa Neko de aru)</i>

10. Modern novelists, Part 2 *Mishima Yukio (Confessions of a Mask; Kamen no Kokuhaku)* and *Tanizaki Junichirō (The Key; Kagi)*
11. Modern novelists, Part 3 The dark world of *Dazai Osamu* in the novels *The Setting Sun (Shayō)* and *No Longer Human (Ningen Shikkaku)*
12. Modern novelists, Part 4 Nobel Prize winner *Kawabata Yasunari* and his masterpiece *Snow Country (Yukiguni)*
13. Contemporary literature *Yoshimoto Banana* and *Haruki Murakami* and their representative works
14. Poetry of Okinawa Two women poets of Okinawa: *Yoshiya Tsuru* and *Onna Nabe* and their *ryūka* poems

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

Please prepare a short self-introduction for the first class. In addition, each student will be asked to deliver an oral presentation on a designated topic and to submit a short written summary of the presentation at the end of the semester. Students are also expected to actively engage in class discussions and to revise all of the readings done in class, as they will form the basis for the questions on the final exam.

## [Textbooks]

No textbooks will be used. Handouts and reading materials on each lesson's topic together with the specified sources will be distributed by the lecturer at the beginning of each lesson.

## [References]

Selected references:

Katō, Shūichi. *A History of Japanese Literature (Vol.3) - The Modern Years*. Tokyo, New York & San Francisco: Kodansha International, Ltd., 1983.

Keene, Donald. *Appreciations of Japanese Culture*. Tokyo, New York & London: Kodansha International, Ltd., 1971. First paperback edition, 1981.

Keene, Donald. *World Within Walls - Japanese Literature of the Pre-Modern Era, 1600-1867*. New York: Holt, Rinehart and Winston, 1976.

Petersen, Gwen Boardman. *The Moon in the Water - Understanding Tanizaki, Kawabata and Mishima*. Honolulu: The University Press of Hawaii, 1979.

Further references related to the topic of each class will be provided by the lecturer.

## [Grading criteria]

Class attendance and oral participation are expected; failure to participate in class will result in the subtraction of marks from the total. Grading criteria: oral presentation and written summary (40%); final examination (60%).

## [Changes following student comments]

Since the course is being led by the current teacher for the first time, there are no student comments.

ARSc200LA

## Humanities B

Burrows.J. RICHARD

Subtitle：Introduction to Modern US History

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

Notes：

## 【Outline and objectives】

Despite the rise of powers in Asia such as China & India, the US remains the pre-eminent global power and a key to understanding its prominence lies in an understanding of its rise as a superpower during the 20th century. Therefore, this course will focus on key political, economic & cultural developments during the latter half of that period, how they contributed to the rise of American power and continue to influence nations around the world, especially in Asia. Regular reading assignments will be set, analyzed & discussed during the lessons, allowing students to reflect on how the US continues to influence their nations as we enter a new century.

## 【Goal】

Through a variety of media, this course seeks to firstly, give students a thorough understanding of key events in the US from the end of World War II to the close of the century. In addition, students will be able to comprehend how those events impacted not only on the course of modern US history, but their wider effect throughout the world, especially in the Asia-Pacific region.

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

## 【Method(s)】

Regular reading assignments will be set, analyzed & discussed during the lessons, allowing students to reflect on how the US continues to influence their nations as we enter a new century. Furthermore, an audio-visual element will allow students to sharpen their listening skills and engage in comprehension activities.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction	Course Explanation
Week 2	Course Assignments	Presentation Skills
Week 3	Innovation	The Wright Brothers
Week 4	The Pacific Conflict	US in World War II
Week 5	Post-War Settlement	Bombing of Hiroshima
Week 6	Technology	Breaking the Sound Barrier
Week 7	The Fight Against Communism	The Vietnam War
Week 8	The Civil Rights Movement	Martin Luther King
Week 9	A Divided Nation	The Anti-War Movement
Week 10	Political Violence	The Assassination of JFK
Week 11	Watergate	End of Nixon
Week 12	The Space Race	The Apollo Landings
Week 13	A New Conservatism	Reagan & the Religious Right
Week 14	Course Review	The 20th Century Influence on the Present Day

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

Students will be expected to make a presentation and submit a report on a relevant theme during the semester. In addition, regular reading assignments will be set with comprehension & vocabulary questions. No more than 3 absences will be permitted.

## 【Textbooks】

None, but students are required to bring an A4/B4 binder to store the photocopies that will be distributed by the teacher at each lesson

## 【References】

An electronic or smart phone English dictionary is required at every class

## 【Grading criteria】

Participation 30%

Class work 20%

Homework 30%

Presentation/Report 20%

【Changes following student comments】

Increased vocabulary preparation prior to the audio-visual listening section

## 【Equipment student needs to prepare】

Students need to have access to a pc (& printer) in order to prepare their presentation/report

## 【Others】

Please join this class if you have an interest in this topic, a desire to improve your English skills, and are willing to attend classes on a regular basis and submit all homework & other assignments on time.

## 【】

This course, rather than simply leading students through key dates & events during the 20th century, seeks to analyze important developments & trends in US which caused repercussions both domestically & internationally during the 20th century & beyond.

PRI100LA

## Information Technology

Yukou MATSUDA

Subtitle : Information Design II

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

Notes :

## [Outline and objectives]

You will learn the information technology of communicating with machines.

## [Goal]

You will learn the information technology of communicating with machines. The main topics are the forms of information, knowledge representation of human knowledge, and autonomous systems.

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

## [Method(s)]

The 2/3 time will be used for lectures and the rest for assignments.

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

なし / No

## [Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
1	Forms of Information	raw data, text, audio and visual data.
2	Information Theory	the measure of uncertainty-ness.
3	Encoding / Decoding of Information	encoding/decoding information between human and machine or machine and machine
4	Information System: Knowledge Representation Tool	knowledge representation for which machines understand.
5	Natural Language vs. Artificial Language	language as a communication tool.
6	Syntax (grammar) and Semantics of language	grammar and meaning of natural language and artificial language.
7	Ontology: the Network of Meaning	Hierarchy of knowledge.
8	Teaching Human Knowledge to Machines	Knowledge engineering.
9	Human Intelligence and Artificial Intelligence	Intelligent system.
10	Complex Systems	The world is constructed as a complex system.
11	Modeling the System	Model definition of the system.
12	Simulating the System	Evaluating the model by simulating the system.
13	Automatic IT and Autonomous IT	Automatic programming.
14	Final Assignment	Final Assignment.

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

We specify a short article related to the next class in advance, you should read, understand, bring the issue discussed in the article.

## [Textbooks]

None.

## [References]

All texts are uploaded in Etude.

## [Grading criteria]

Total evaluation of 14 short assignments : 50%

The score fo the final assignment 50%

You need more than and equal to 60% of the max 100 points to pass the class.

[Changes following student comments]

None.

[Equipment student needs to prepare]

none.

## [Others]

I have a long carrier in writing and designing for automatic programming, teaching human knowledge to computer, especially natural language.

[]

You will learn basic knowledge about information technology.

HIS200LA

## Intercultural Communication A

Yuko KAWAGUCHI

Subtitle：Themes in Global History: Trans-pacific Interactions

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

Notes：SGU コース

## 【Outline and objectives】

This course introduces the experiences of Americans of Asian descent as one aspect of social interaction across the Pacific. Students will read selected articles about their diverse history from the mid-nineteenth century to the present. We will explore core issues, which include migration, integration and exclusion, and social movements, while paying attention to the political interaction between the U.S. and Asia.

## 【Goal】

- 1) Students will understand the experiences of Asian Americans from the late 19th century to the present, from the disciplinary perspectives of history.
- 2) Students will gain a basic understanding of political, economic, as well as social history of the United States, with particular focus on racial, ethnic, and gender inequalities as well as the social activism against them.
- 3) Students will be able to locate the U.S. history in the global context.
- 4) Students will develop skills to read, discuss, and write analytically and critically.

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

## 【Method(s)】

- This course is taught primarily through discussions.
- The majority of the course will be devoted to the diverse histories of Asian American communities from the 19th century to the present. Students engage in discussions based on assigned reading materials.
- Toward the end of the semester, students choose their own topic and write a short research paper.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Introduction	Course overview; Self-introduction
2	Overview	Statistical analysis on Asian American communities today
3	Reading (1)	Part 1 Beginnings: Asians in the Americas
4	Reading (2)	Part 2 The Making of Asian America During the Age of Mass Migration and Asian Exclusion (1)
5	Presentations on Essay Topic	Students make presentations about the topic they chose for the research paper
6	Reading (3)	Part 2 The Making of Asian America During the Age of Mass Migration and Asian Exclusion (2)
7	Reading (4)	Part 2 The Making of Asian America During the Age of Mass Migration and Asian Exclusion (3)
8	Film screening	Watch a film; Followed by class discussion
9	Reading (5)	Part 3 Asian America in a World at War
10	Reading (6)	Part 4 Remaking Asian America in a Globalized World (1)
11	Reading (7)	Part 4 Remaking Asian America in a Globalized World (2)
12	Essay tutorial	Tutorial on essay writing
13	Essay presentations / peer review (1)	Students give presentations on their research paper
14	Essay presentations / peer review (2)	Students give presentations on their research paper

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

- Students are expected to read the assigned materials and contribute to class discussions. Simply showing up for class is not enough.
- There are no particular prerequisites for this course. Basic understanding of the U.S. history will ease the learning, however.

## 【Textbooks】

Erica Lee, *The Making of Asian America: A History*. Simon and Schuster, 2015.

You DO NOT need to purchase the textbook before the first day of the class. Readings will be made available online through the course management system.

## 【References】

References will be introduced in the class.

## 【Grading criteria】

Class participation: 50%

Research paper: 50%

Students may miss class only if it qualifies as an excused absence (e.g., an illness or a grievance). Please clear your absences with the instructor beforehand. Three or more unexcused absences can result in Failure.

## 【Changes following student comments】

The instructor will try to facilitate more active discussions.

## 【Equipment student needs to prepare】

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

【】

This course introduces the experiences of Americans of Asian descent as one aspect of social interaction across the Pacific. Students will read selected articles about their diverse history from the mid-nineteenth century to the present. We will explore core issues, which include migration, integration and exclusion, and social movements, while paying attention to the political interaction between the U.S. and Asia.

LIN200LA

## Intercultural Communication B

Noriko Ishihara

Subtitle : Intercultural understanding and multi-cultural identities

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

Notes : SGU コース

## 【Outline and objectives】

In today's globalization, we are increasingly required to interact internationally across linguistic and cultural borders. Misunderstandings and conflicts are bound to occur, which calls for constructive dialogues and creative solutions. In this course, we will focus primarily on "invisible culture" to deepen your understanding of diversity in cultural orientations, values, behavior, and language uses. You will also reflect on your intercultural experiences and explore your multi-cultural identities while studying dynamic cultural dimensions.

## 【Goal】

In this course, you will 1) cultivate your understanding of the relationships between culture, language, and identity, 2) be able to analyze examples of and reasons for intercultural clashes and relate to others respectfully to come up with constructive solutions to intercultural misunderstanding, 3) be able to use concepts such as stereotypes, generalizations, othering, and marginalization in your analysis, 4) reflect on your intercultural experiences and multi-cultural identities.

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

## 【Method(s)】

Before class you are required to work on reading and complete assignments. In class we study relevant material, complete tasks in pairs or small groups, and share your discussion with the whole class. You are encouraged to actively participate in this group work and problem-based learning (PBL).

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Introduction	Self-introduction, course information, ice-breaking activity
2	What is culture?	Visible/invisible culture, 3Ps in understanding culture
3	3Ps of culture, Characteristics of culture	Perspectives of culture
4	Stereotypes and generalizations	Definitions and examples
5	Essentialization	The language of generalization
6	Othering and marginalization	Case study discussion
7	Cultural diversity in academia and in the workplace	Understanding diversity as an asset
8	Similarities and differences in cultural orientations-1	Analysis of cultural orientations (#1-3)
9	Cultural case studies - 1	Application of Hofstede's Cultural Dimensions
10	Cultural case studies - 2	Analysis of use of time and group dynamics
11	Student-led discussions-1	Cultural case studies (#1-3)
12	Student-led discussions-2	Cultural case studies (#4-6)
13	Student-led discussions-3	Cultural case studies (#7-9)
14	Dynamics and diversity of culture	Wrap-up discussion

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

You should complete assigned reading and/or writing before coming to class. Come ready to discuss the material in English with your classmates coming from different (sub)cultures.

## 【Textbooks】

Weekly readings will be made accessible through the course website (H'etude's). Become familiar with this online resource to download readings and post your assignments. You are also expected to check your university email account on a daily basis to keep up with course announcements.

## 【References】

Handouts related to the course content to be distributed in class. Other (online) materials will also be introduced as the course progresses.

## 【Grading criteria】

You will receive a formal evaluation of your work at the end of the term. The grade on a late assignment will be lowered. You will be graded on:

- 1) Participation (20%)
- 2) Reading and assignments (40%)
- 3) Cultural case study discussion (10%)
- 4) Final paper (30%)

## 【Changes following student comments】

Because this course is to be conducted in English, students must be competent speakers/writers of English (e.g., native or proficient with TOEFL® iBT 61 or above). International and Japanese students of any majors are welcome as long as they are interested in diverse world cultures. Students should view each other's cultural experiences as an asset to this course and create a friendly and respectful learning community.

## 【Others】

## Course Rules and Expectations

1) Regular attendance is essential in order to benefit from the interactive nature of this course. You will not be able to pass this course if you miss more than three class periods a semester except in extreme circumstances.

2) If you have a good reason for your absence, you are responsible for informing me in person or by e-mail. When you miss class, it is your responsibility to find out what course material and homework you missed. If you miss your deadline, you will not be allowed to submit your assignment late unless you individually negotiate with me in a timely manner.

3) Come to class on time. Two latenesses beyond 10 minutes equal one absence, except in extreme circumstances. If you are late, you are automatically marked absent; come to me after class to set the record straight.

4) You are expected to study course material before class and participate actively. Respect each other and others' learning opportunity by speaking openly and listening attentively even if you do not agree with your classmates or instructor.

## 【】

In today's globalization, we are increasingly required to interact internationally across linguistic and cultural borders. Misunderstandings and conflicts are bound to occur, which calls for constructive dialogues and creative solutions. In this course, we will focus primarily on "invisible culture" to deepen your understanding of diversity in cultural orientations, values, behavior, and language uses. You will also reflect on your intercultural experiences and explore your multi-cultural identities while studying dynamic cultural dimensions.

POL200LA

## Intercultural Communication C

Noriko Ishihara

Subtitle：Language for Multi-cultural Understanding: Japanese, English, and beyond

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

Notes：SGU コース

## 【Outline and objectives】

Without cultural knowledge, language users may not fully understand the meaning of a message. Even with perfect grammar, we could completely offend our conversational partners without using language in a culturally suitable manner. In this course, we will take a close look at the face-saving strategies used in world languages. We will also consider and discuss diverse cultural values and orientations that are closely connected to verbal and non-verbal behavior. This enhanced linguistic and cultural awareness will help you become a more tactful and respectful user of your first and second languages and prepare you for effective intercultural communication.

## 【Goal】

In this course, you will become able to 1) cultivate your understanding of the relationship between language form, meaning, and context, 2) become familiar with the notions of face and politeness, 3) collect and analyze authentic language samples, 3) understand cultural values and orientations behind language use in world languages. The course will also provide an opportunity for you to reflect on intercultural misunderstandings and respectful and peaceful conflict resolutions.

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

## 【Method(s)】

Before class you are required to work on reading and complete assignments. In class we study relevant material, complete tasks in pairs or small groups, and share your discussion with the whole class. You are encouraged to actively participate in this group work and problem-based learning (PBL).

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Introduction	Self-introduction, course information, ice-breaking activity
2	Greetings	Analysis of authentic language data
3	Terms of address - 1	Phatic language and linguistic politeness
4	Terms of address - 2	Form-context mapping
5	Giving and responding to compliments - 1	Linguistic and cultural aspects of politeness
6	Giving and responding to compliments - 2	Consequences of language choice
7	Giving and responding to compliments - 3	Analyzing and teaching compliments and responses
8	Linguistic impoliteness and rudeness - 1	What is impoliteness and rudeness?
9	Linguistic impoliteness and rudeness - 2	Responding to rudeness
10	Peace linguistics	Words create worlds
11	Refusals - 1	Strategies for refusals
12	Refusals - 2	Refusals in Japanese, English, and beyond
13	Refusals - 3	Ritual refusals in world languages
14	Student presentations, wrap-up	Presentations, discussions, and reflection

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

You should complete assigned reading and/or writing before coming to class. Come ready to discuss the material in English with your classmates coming from different (sub)cultures.

## 【Textbooks】

Readings will be made accessible through the course website (H'etude's). Become familiar with this online resource to read and post your assignments before class. You are also expected to check your university email account on a daily basis to keep up with course announcements.

## 【References】

Handouts related to the course content to be distributed in class. Other (online) materials will also be introduced as the course progresses.

## 【Grading criteria】

You will receive a formal evaluation of your work at the end of the term. The grade on a late assignment will be lowered. You will be graded on:

- 1) Participation (20%)
- 2) Language analysis assignments (20%) and presentation (10%)
- 3) Language analysis quiz (20%)
- 4) Final paper (20%) and class presentation (10%)

## 【Changes following student comments】

Because this course is to be conducted in English, students must be competent speakers/writers of English (e.g., native or proficient with TOEFL® iBT 61 or above). International and Japanese students of any majors are welcome as long as they are interested in world languages. Students should view each other's languages and cultural experiences as an asset to this course and create a friendly and respectful learning community.

## 【】

Without cultural knowledge, language users may not fully understand the meaning of a message. Even with perfect grammar, we could completely offend our conversational partners without using language in a culturally appropriate manner. In this course, we will take a close look at the face-saving strategies used in world languages. We will also consider and discuss diverse cultural values and orientations that are closely connected to verbal and non-verbal behavior in world cultures. This enhanced linguistic and cultural awareness will help you become a more tactful and respectful user of your first and second languages and prepare you for effective intercultural communication.

LIN200LA

## Intercultural Communication D

Noriko ISHIHARA

Subtitle : Teaching English as an International Language

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

Notes :

## 【Outline and objectives】

Have you learned a second/foreign language through music, film, poetry, stories, novels, or any other forms of art? What was your experience like? In this course, we start by discussing why art facilitates learning, especially second language acquisition. We will then experience various forms of art incorporated into language learning and teaching through modeling by the instructor as well as through peer teaching. We are also going to discuss social activism expressed through many of these works and research activism in the world.

## 【Goal】

In this course, you will become able to 1) understand and appreciate artistic forms of language education, 2) understand social activism behind artistic expressions, and 3) participate in an art-based approach to language learning/teaching using your creativity. You will also reflect on your own reactions to an artistic approach to language education and social justice, and consider how this learning may influence your worldview.

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

## 【Method(s)】

Before class you are required to work on some reading assignments. In class we study new material, complete relevant tasks in pairs or small groups, and share your discussion with the class. You are encouraged to actively participate in this group work and problem-based learning (PBL).

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Introduction	Course information, getting to know each other
2	Poetry - 1	Learning language from poetry
3	Poetry - 2	Developing language identities through poetry
4	Film	Film for art and social justice
5	Stories/Story-telling	Learning language through narratives
6	Artistic creativity in peace linguistics	Language learning and peace
7	Music - 1	Learning language through music
8	Music - 2	Social activism through music
9	Children's literature	Art and social justice in picture books
10	Kamishibai	Peace education via kamishibai story-telling
11	Short stories	Learning language through literature - 1
12	Novels	Learning language through literature - 2
13	Public speeches	Learning language through art of speech
14	Wrap-up	Reflection and the future

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

You should complete assigned reading and/or homework ahead of time and come to class ready for discussion. Review your lesson thoroughly after class.

For your peer teaching and research presentation, work together with your classmates to develop an art-based language lesson (peer teaching) and creative multi-media talk (presentation). Prepare an innovative presentation and rehearse to be effective!

## 【Textbooks】

Censor, Meera. (2011). Humanitarians for justice, nonviolence, and peace. San Bernardino, California.

## 【References】

Other readings will be distributed through H'etudes, the course website (学習支援システム). Handouts related to the course content to be provided in class. Bring a notebook and loose sheets of paper.

## 【Grading criteria】

a. Participation (20%)

b. Reading responses (20%)

c. Mock teaching using an art-based approach (25%)

d. Research presentation [on an activist] (20%)

e. Final reflection on an artistic language expression and teaching effectiveness (15%)

【Changes following student comments】

This is a new course to open in the spring of 2019 and to be conducted in English. Students must be competent speakers of English (native or proficient with TOEFL® iBT 61 or above). If you are interested in language teaching, you're an excellent fit for this class. If you are more of a learner who likes the fun of language and art, you are also welcome. I expect international and Japanese students of all majors to work collaboratively despite their different cultural and linguistic backgrounds. Come with an open heart and learn from each other!

【Equipment student needs to prepare】

Become familiar with the course website to download readings and post your reflections. You are also expected to check your university email account on a daily basis to keep up with course announcements.

【Others】

1) Regular attendance is essential in order to benefit from the interactive nature of this course. You will not be able to pass this course if you miss more than three class periods a semester except in extreme circumstances.

2) If you have a good reason for your absence, you are responsible for informing me in person or by e-mail. When you miss class, it is your responsibility to find out what course material and homework you missed. Never plan to miss your presentations.

3) Come to class on time. Two latenesses beyond 10 minutes equal one absence, except in extreme circumstances. If you are late, come to me after class to straighten out the record of your absence.

4) You are expected to study course material before class and participate actively. Respect each other and others' learning opportunity. Work hard, make mistakes, and have fun!



LANe100LA

## Intercultural Communication E

STEVE CORBEIL

Subtitle：Media, Culture and Politics in Quebec

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

Notes：SGU コース

## 【Outline and objectives】

The goal of this class is to learn about the history and culture of French speakers living in the Canadian province of Quebec. Students will look at the very diverse cultural production of Quebec writers, intellectuals, and filmmakers from the 1960s to the present day. The class will focus on one important keyword in order to understand Quebec society and culture: the concept of sovereignty.

## 【Goal】

Students will learn the basic theories surrounding the political concept of sovereignty. Then, they will apply these theories in order to better understand Quebec literature and films. They will be able to develop a critical approach to literary and film analysis that takes into account the cultural specificity of Quebec as well as its place in wider debates concerning political independence, minority language and intercultural communication.

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

## 【Method(s)】

This is a lecture class, but students will have to ask questions during class and give their opinion on many aspects of the lecture. After every class they will have to write comment papers.

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Introduction to Quebec society from the 1960s	This class will be a survey of Quebec history from the Quiet Revolution to the present day.
2	Introduction to the concept of sovereignty	Students will learn about the concept of sovereignty through analysis of canonical texts.
3	Criticism regarding the concept of sovereignty and nationalism	We will look at the main criticism against sovereignty and nationalism as well as their impact on Quebec nationalist movement.
4	The importance of French language as the foundation of Quebec identity	We will try to understand why French is the cornerstone of Quebec identity.
5	Hockey, French language, and religion	We will watch and analyze a short film based on a novella by Roch Carrier: The Hockey Sweater
6	Personal sovereignty and political sovereignty	We will read and analyze excerpts from a novel by Hubert Aquin: Next Episode
7	Referendum and independence	We will look at the cultural production surrounding the first (1980) and second (1995) Quebec Referendum.
8	Post-referendum identity crisis	We will read and analyze songs and poems, as well as essays about the Referendum.
9	Immigration, identity, and interculturalism	We will look at the different steps taken by the Quebec government to create an inclusive society, and how it conflicts to a certain extent with the idea of sovereignty.
10	Current debates surrounding immigration and interculturalism	We will look at essays and opinion pieces written about immigration in Quebec.
11	Feminism in Quebec	Students will learn about the history of the feminist movement in Quebec.
12	Literature and migration	We will read a text by Kim Thy and look at the situation of refugees in Quebec.
13	Literature and Quebec migration	We will read a text by Marco Micone.
14	Quebec and cinema	We will watch and analyze a film by Pierre Falardeau.

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

Students will be asked to read a series of texts by French writers and intellectuals in English translation. They will have to write short commentaries about the texts. Also, they will have to watch short films produced in Quebec.

## 【Textbooks】

There is no textbook for this class.

## 【References】

Jacques Derrida, *The Beast and the Sovereign, Volume I* (The Seminars of Jacques Derrida), University Of Chicago Press, 2011.

Jacques Derrida, *The Death Penalty, Volume I* (The Seminars of Jacques Derrida), University Of Chicago Press, 2013.

Hubert Aquin, *Next Episode*, New Canadian Library, 2010.

Roch Carrier, *The Hockey Sweater*, Tundra Books, 1985.

Gerard Bouchard, *Interculturalism: A View from Quebec*, University of Toronto Press, 2015.

Gerard Bouchard, *National Myths: Constructed Pasts, Contested Presents*, Routledge, 2013.

## 【Grading criteria】

Final exam (40%)

Final paper (40%)

Class participation (20%)

## 【Changes following student comments】

There has not been negative feedback for this class. I intend to put more emphasis on active learning this year.

## 【Equipment student needs to prepare】

None

## 【】

The goal of this class is to learn about the history and culture of French speakers living in the Canadian province of Quebec. Students will look at the very diverse cultural production of Quebec writers, intellectuals, and filmmakers from the 1960s to the present day. The class will focus on one important keyword in order to understand Quebec society and culture: the concept of sovereignty.

LANe100LA

## Intercultural Communication F

Corinne VALLIENNE

Subtitle : Introduction to Contemporary Thought of the French-Speaking World

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

Notes :

## 【Outline and objectives】

このクラスでは、ファッションと料理にフランス文化を発見しましょう。  
In this class you will discover French culture in fashion and gastronomy.

## 【Goal】

ファッションと料理の語彙や表現を発見。学生は、ファッションと料理のテーマについての会話を作ることができますようになります

you will be able to describe a fashion show and talk about stylists as well as to recognize regional dishes and chef

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

## 【Method(s)】

フランスのファッションとグルメの文化についてのテキストとビデオを制作します。

Nous travaillerons sur des textes et des vidéo concernant la culture française de la mode et de la gastronomie.

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
第 1 回	Presentation	program of the semester
第 2 回	fashion	what is "fashion" for you ? Vocabulary and expressions
第 3 回	gastronomy	what is "gastronomy" for you ? Vocabulary and expressions
第 4 回	Fashion	Famous stylists and fashion companies
第 5 回	Fashion	Chanel1 - Text and video
第 6 回	Fashion	Chanel 2 - Text and video
第 7 回	Gastronomy	At restaurant - Vocabulary and expressions
第 8 回	Gastronomy	Alsace 1 : food and wine
第 9 回	Gastronomy	Alsace 2 : food and wine
第 10 回	Gastronomy	Provence : food and wine
第 11 回	Fashion	Jean-Paul Gaultier - video
第 12 回	Gastronomy	The art of eating from Middle age to XIXe century
第 13 回	Revision	Fashion and gastronomy revisions
第 14 回	Exam	Exam

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

文献を事前に読む、テキスト・演習問題の予習・復習、授業内で示される課題（レポート、演習問題）対応など、準備学習・復習・宿題等の内容を具体的に記述します。

## 【Textbooks】

なし

## 【References】

dictionnaire

## 【Grading criteria】

存在と参加 La présence et la participation en classe : 60%.

最終試験 L'examen final : 40 %

## 【Changes following student comments】

直近の授業改善アンケートを踏まえた授業改善のための取り組みや工夫の内容を示します。

【】

you will be able to describe a fashion show and talk about stylists as well as to recognize regional dishes and chef

ARSe200LA

## Intercultural Communication G

Taro OGATA

Subtitle：Introduction to Japan

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

Notes：SGU コース

### 【Outline and objectives】

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

### 【Goal】

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

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

### 【Method(s)】

This course will consist of primarily lectures, discussions, presentations and field study trips. Students are expected to actively participate in group activities such as discussions or presentations.

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

あり / Yes

【Fieldwork in class】

あり / Yes

### 【Schedule】

No.	Theme	Contents
Week 1	Orientation	Class orientation
Week 2	Geography-1	Introduction to Japanese geography
Week 3	Geography-2	Students will make a small presentation on Japanese geography
Week 4	Religions and customs	Introduction to Shinto and customs originated in Shinto beliefs
Week 5	The first field work	Visiting shrines
Week 6	Traditional arts	Introduction to Japanese traditional arts and preparation for the 2nd field trip
Week 7	The 2nd field work	Experiencing Japanese traditional art(s)
Week 8	Presentation	Students will make a small presentation on the 2nd field work
Week 9	Japanese gardens	Introduction to Japanese gardens
Week 10	The 3rd field work	Visiting a Japanese garden
Week 11	Japanese society	Politics, Industries, Education etc.
Week 12	Comparing cultures 1	Preparation for the final presentation
Week 13	Comparing cultures 2	Preparation for the final presentation
Week 14	Comparing cultures 3	Students will make a group presentation.

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

Students are required to prepare presentations and reports on the field works.

【Textbooks】

Original handouts

【References】

Nothing special

【Grading criteria】

Class participation 20%

Reports 40%

Presentations 40%

【Changes following student comments】

Nothing special

【Others】

Japanese students are expected to actively join cooperation with international students on the group work.

【】

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

ARSe200LA

## Intercultural Communication H

Sonoko YAMAMOTO

Subtitle : Culture of Japan

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

Notes :

## [Outline and objectives]

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

## [Goal]

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

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

## [Method(s)]

This course will consist of primarily lectures, discussions and presentations. Students are expected to actively participate in class / group discussions and oral presentations.

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

あり / Yes

[Fieldwork in class]

あり / Yes

## [Schedule]

No.	Theme	Contents
Week 1	Class Orientation and Self-Introduction	[A selection process may occur.] · class-orientation · self-introduction
W 2	Nature and Seasonal Events	Variety of seasons and seasonal events in Japan.
W 3	History	Brief History of Japan History and Characteristics of Edo/Tokyo.
W 4	Field Work	Visiting Edo-Tokyo Museum
W 5	Feedback of W 4 Architecture and Urban Planning	Presentations by Students Natural disasters and their influence on people's life styles
W 6	Foods	1. Japanese traditional food and drinks, including home-cooking, bento, Kaiseki and Teas. 2. Foreign foods and innovations
W 7	Communication-1	Characteristics of Japanese Language:
W 8	Communication-2	Characteristics of Non-Verbal Communication
W 9	Entertainment	theaters and music
W 10	Field Work	Visiting a Kabuki Theater, Hanzomon, June 17 (MON) 18:30~
W 11	Feedback of W 10	Presentations by Students
W 12	Beliefs	rituals, customs and Taboos
W 13	Stereotypes	Collectivity, Vertically Structured Society, Homogeneity, etc.
W 14	Final Exam	Review Check of the whole course.

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

- Reading of assigned materials
- Preparation for allotted presentation

## [Textbooks]

Handouts

## [References]

・日鉄住金総研『日本 その姿と心』NIPPON JAPAN THE LAND AND ITS PEOPLE

学生社 (2014) < DVD >

・松本美江『英語で日本紹介ハンドブック』アルク (2014)

(MATSUMOTO Mie, An Introductory Handbook to Japan and Its People, ALC)

\*Additional relevant literature will be introduced in class as necessary.

## [Grading criteria]

Class participation 30%

Presentation 30 %

Reaction paper writhing 10%

Final examination 30%

[Changes following student comments]

From this year the field works will be officially parts of the class activities.

[Equipment student needs to prepare]

none

[Others]

・ Do not miss the first class as the detailed syllabus will be handed out and a selection process may occur.

・ The students are required to participate in the 2 field works as below:

1. Visit to Edo-Tokyo Museum (Fri.15:00-17:30)

2. Discover Kabuki (Mon.18:30-21:00)

(Total expenditure: approximately 3,000yen)

\*Discover Kabuki in National Theater is planned on MONDAY, due to the theater's schedule.

・ The schedule may be subject to change based on class size and other factors.

[]

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

BIO200LA

## Natural Science A

Shinsuke UNO

Subtitle：Human Impact on the Global Environment

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

Notes：

## [Outline and objectives]

Human society is faced with not only various environmental problems but also equally important social problems. In light of this current situation, this course focuses on the concept of "sustainability" so as to provide students with an opportunity to learn about basic scientific aspects of the environmental problems and also to learn about relevant social issues in an attempt to provide a view from a wider perspective.

## [Goal]

Although this course is taught in an English language environment, "teaching English" is NOT its primary objective. This course is designed to teach about ecological and social issues using the English language. Therefore, the course objectives are 1) to understand basic scientific concepts required to comprehend various environmental problems, 2) to understand social problems related to the environmental problems dealt with in this course, and 3) to understand interrelated nature of these problems to grasp the big picture of the current state of human society. Then, as a fourth objective, students should be able to express their thoughts about the course material in English both in writing and speech.

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

## [Method(s)]

Although this course deals with various topics from the perspective of "sustainability", the course is structured roughly in two parts. In the first part, students will learn about the basic features of ecosystem and biodiversity, that is to say, natural world that surrounds us and provides us with various essential resources. The second part will focus on environmental and social problems related to agriculture (food production) and use of other natural resources in order to explore our personal involvement in these issues.

The course will be taught entirely in English, and, although the course material will be presented in a series of lectures, videos, group activities, and discussions will also be utilized in combination when appropriate.

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

あり / Yes

[Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
Week 1	Understanding sustainability and basic features of ecosystem	As an introduction to the course, the concept of sustainability and the basic features of ecosystem will be discussed.
Week 2	What does a stable ecosystem look like?	The question of stability will be addressed in relation to human activities and their impacts on ecosystem.
Week 3	Species interactions and biological community	Different types of relationships among organisms and the complexity of biological community will be discussed.
Week 4	What is biodiversity and why is it important?	Basic features and current state of biodiversity will be discussed in relation to its importance for the human society.
Week 5	Applied ecology for sustainable resource management	Group activity is used to integrate the concepts learned in the previous lectures and apply them to ecological problem solving.
Week 6	Ecological issues of modern agriculture	Positive and negative impacts of agricultural modernization will be discussed.
Week 7	What is a food crisis and why does it occur?	The current state of global food security and causes of food shortage will be described.
Week 8	Food production and environmental conservation	Approaches to achieving food security without degrading environment will be discussed with concrete examples.
Week 9	Viewing the world from the South	Consequences of economic globalization will be discussed by drawing examples from the "developing" world.

Week 10	Is resource development sustainable?	Focusing on mineral resources, issues related to demand and supply of natural resources will be discussed.
Week 11	Consequences of "unwanted" development	Environmental and social problems caused by "development" in the developing world will be discussed.
Week 12	Understanding multi-stakeholder problem solving	Group work will be used to integrate the concepts learned in the previous lectures and apply them to socio-ecological problem solving.
Week 13	Toward a sustainable society	Alternative models that may help build a sustainable society will be discussed.
Week 14	What is happening in the global environment and where do we go from here?	The course contents will be reviewed to grasp the current state of the global environment, and future prospects will be discussed.

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

Students are expected to review contents of individual lectures, thoroughly read distributed reading materials, and utilize the online learning support system as needed.

[Textbooks]

None. Reading materials will be distributed as needed.

[References]

To be announced as needed.

[Grading criteria]

Student performance will be graded based on quizzes (40 %), in-class participation (20 %), and writing assignments (40 %).

[Changes following student comments]

Students of varying background are taking this course, and, as such, there is an increasing need to cope with such differences among students, including their English skills. It seems effective to provide students with opportunities to interact with each other through group discussion, etc., Doing so seems to naturally provide opportunities to help each other.

BSC200LA

## Natural Science B

Naomi NISHIMURA

Subtitle : Environmental Science

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

Notes :

## 【Outline and objectives】

One of the most pressing issues the Earth is facing is environmental problems. Such environmental problems are universal issues, so all the people on the earth should cooperate to solve these problems. At the beginning of this course, each environmental problem will be focused from the chemical viewpoint. Then, the students with different backgrounds will delve into the matters. The ultimate goal of this course is that we think about these problems deeply by sharing possible solutions with each other.

【None.】

None.

【None.】

None.

【None.】

None.

## 【Goal】

The goal of this course is for students to lean environmental problems through chemistry. The objective 1) entirely environmental problems in the world; 2) to learn them you understand basic chemistry; 3) they think about solving the imminent problems by themselves.

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

## 【Method(s)】

This course is taught in English. Students will be tested on their knowledge of chemistry at the beginning of the course, and the contents for the first three weeks of the course will be decided, based on the test results. After that, many different environmental problems are explained each week.

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

なし / No

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Introduction	Overview of the course and explanation of some terminology. Test your chemistry level.
2	Basic chemistry 1	Learning the chemical skills to study this course.
3	Basic chemistry 2	Learning the chemical skills to study this course.
4	Basic chemistry 3	Learning the chemical skills to study this course.
5	Mini-test-1	Review learning
6	Air pollution	General air pollution
7	Health consequences of Polluted air	Acid rain, PMx, and effect of air pollution on our health.
8	Greenhouse effect-1	Climates change
9	Greenhouse effect-2	Climates change
10	Greenhouse effect-DVD	Climates change
11	Mini-test-2	Review learning
12	Water pollution and water shortage	The basic chemistry of natural water
13	Energy and fuels	Current energy system and alternative fuels and new energy
14	Final test	Overall review

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

Write short essays.

【Textbooks】

None. Reading materials will be distributed as needed.

【References】

None.

【Grading criteria】

Participation (40%), mini-tests (20%), final examination (40%)

【Changes following student comments】

None.

【Equipment student needs to prepare】

None.None.

【Others】

None.

【None.】

None.

【None.】

None.

POL200LA

## Social Science A

## SCHIFANO ADRIEN

Subtitle：International Organizations

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

Notes：SGU コース

## 【Outline and objectives】

By what process are policies coordinated and actions concerted with regard to global issues? How and by whom are these processes organized and structured? Treating global governance as a process, this course examines how global governance functions at both international and regional levels through cases of Europe and East Asia. Henceforth, the course considers how these different levels of governance interact with regard to three different global issues and the policies built in response thereto in the two areas studied.

## 【Goal】

By the end of the course, students are expected to have acquired:

1. a good understanding of the structures and processes of global governance at both international and regional levels
2. a firm grasp of the diversity of actors involved in the global governance process
3. comprehension of the specific characters of global governance and corresponding issues and challenges

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

## 【Method(s)】

Classes consist in discussion, documents study, and lecture.

Students will be required to apply analytical frameworks they learned during class by conducting a research on an organization of their choice that will result in a presentation during the second half of the semester (starting week 9) and a written report to be submitted at the end of the semester. This will be performed collectively or individually depending on the number of students attending the course.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1.	Introduction	Definitions, history, actors and institutions; methodology.
2.	Global governance I	Agenda and policy making.
3.	Global governance II	Decision-making processes.
4.	Global governance III	Follow-up mechanisms.
5.	Global governance IV	Prevention and settlement of conflicts.
6.	Regional governance I	Europe (1): historical background, institutional landscape, and challenges.
7.	Regional governance II	Europe (2): agenda and policies.
8.	Regional governance III	East Asia (1): historical background, institutional landscape, and challenges.
9.	Regional governance IV	East Asia (2): agenda and policies.
10.	Processes of global governance I	Promoting and protecting human rights and fundamental freedoms
11.	Processes of global governance II	Promoting development
12.	Processes of global governance III	Managing marine resources
13.	Issues affecting global governance I	Consistency, effectiveness, legitimacy Democratic deficit
14.	Conclusion	Towards a world government?

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

In addition to the research project to be presented in class, students will be required to prepare the class by familiarizing themselves with the documents handed out for this purpose.

【Textbooks】

None.

【References】

Thomas G. WEISS and Rorden WILKINSON (editors), International Organization and Global Governance (2014) Routledge (ISBN 978-0-415-62760-3)

Thomas G. WEISS, Global Governance, Why? What? Whither? (2013) Polity (ISBN 978-0745660462)

Colin I. BRADFORD and Johannes F. LINN (editors), Global Governance Reform, Breaking the Stalemate (2007) Brookings Institution Press (ISBN 978-0-8157-1363-0)

Michael BARNETT and Raymond DUVALL, Power in Global Governance (2005) Cambridge University Press (ISBN 978-0521840248)

【Grading criteria】

Participation in class (including homework and discussions): 50%; research project: 50% (presentation in class: 30%; written report: 20%).

【Changes following student comments】

Class sequence has been adjusted.

【Equipment student needs to prepare】

A pen and some paper are a must.

POL200LA

## Social Science B

SCHIFANO ADRIEN

Subtitle : Global and Regional Governance

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

Notes :

## [Outline and objectives]

Please kindly note that the course will exceptionally start on April, 15 instead of April, 8.

This course aims at providing students with an overview of the phenomenon, great in both scale and scope, styled 'international organizations' in its diversity and unity.

The course starts by focusing on the concept of international organization proper, and examines how these are inherently political societies wherein power happens and is organized according to certain structures. The course then moves on modalities for international organizations interacting with both each other and States, with a particular attention given to functions organizations perform amid the international society.

## [Goal]

By the end of the course, it is expected that students:

1. acquire a good understanding of the nature of international organizations
2. have a grasp of the common principles according to which international organizations operate
3. have a concrete knowledge of several international organizations
4. acquire a critical understanding of the roles and functions that international organizations perform amid the global society, as well as issues and challenges pertaining thereto

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

## [Method(s)]

Classes consist in discussion, documents study, and lecture.

Students will be required to apply analytical frameworks they learned during class by conducting a research on an organization of their choice that will result in a presentation during the second half of the semester (starting week 9) and a written report to be submitted at the end of the semester. This will be performed collectively or individually depending on the number of students attending the course.

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

あり / Yes

## [Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
1.	Introduction	Historical and theoretical background.
2.	Proper operation I	Nature of international organizations: Definition(s), classifications, functions.
3.	Proper operation II	Creation of international organizations: Constitutive elements, creators, modalities, outcome.
4.	Proper operation III	Organizations as social groups (1) - Anatomy: Persons, elites, organs, agents, officials.
5.	Proper operation IV	Organizations as social groups (2) - Autonomy: Self-governance?, solidarity of the members, norms, degree of fiction in autonomy.
6.	Proper operation V	Organizations as social groups (3) - Leadership: Distribution of power, social functions, structural design.
7.	External relations I	Diplomatist function: participation, statuses, rights and obligations, privileges.
8.	External relations II	External Powers: functional aspects, dual role, other functions.
9.	Functions performed by organizations amid the international society I	Legislative function: direct or indirect, policy coordination, decision making

10.	Functions performed by organizations amid the international society II	Executive function: compliance, control/monitoring, inspection, reporting, service providing, enforcement, use of force
11.	Functions performed by organizations amid the international society III	Judicial function: prevention of disputes, settlement of disputes, sorts, modalities
12.	Coordination among organizations I	Cooperation: ad hoc coordination, permanent coordination, institutionalized coordination, modalities and technique
13.	Coordination among organizations II	Hierarchical model: universal and regional, systems of organizations
14.	Conclusion: current issues surrounding international organizations	Proliferation of international organizations, lack in framing their powers, fragmentation, redundancy, competition, forum-shopping, uncertainty, coordination

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

In addition to the research project to be presented in class, students will be required to prepare the class by familiarizing themselves with the documents handed out for this purpose.

[Textbooks]

None.

[References]

Volker RITTBERGER, Bernhard ZANGL, and Andreas KRUCK, International Organization (2012, 2nd ed.) Palgrave Macmillan (ISBN 978-0230291881);

Jan KLABBERS, An Introduction to International Organizations Law (2015, 3rd ed.) Cambridge University Press (ISBN 978-1107439719);

Michael BARNETT and Martha FINNEMORE, Rules for the World, International Organizations in Global Politics (2004) Cornell University Press (ISBN 978-0-8014-8823-8);

Jacob KATZ COGAN, Ian HURD, and Ian JOHNSTONE (editors), The Oxford Handbook of International Organizations (2017) Oxford University Press (ISBN 9780199672202);

[Grading criteria]

Participation in class (including homework and discussions): 50%; research project: 50% (presentation in class: 30%; written report: 20%).

[Changes following student comments]

Aiming at more clarity, contents of each class have been re-organized.

[Equipment student needs to prepare]

A pen and some paper.



