

*Guidebook of
Class Registration
2016-2017 Fall & Winter Quarter*

**ISEPTUFS 履修案内
2016-2017 年秋・冬学期**

ISEPTUFS Students

Tokyo University of Foreign Studies

東京外国語大学

TUFS Academic Calendar - 2016 Fall Semester

For International Student Exchange Program TUFS' students

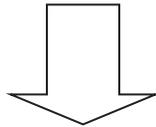
| <i>Events for the Year 2016</i> | | |
|---------------------------------|--|-------------------|
| Sep 24 (Sat)-25 (Sun) | Exchange students Arrival | 来日 |
| Sep 26 (Mon) | Entrance Ceremony for the International Students | 入学式 |
| Sep 26 (Mon) | Orientation for Exchange Students | オリエンテーション |
| Sep 28 (Wed) | Japanese Language Placement test for students participating in the ISEPTUFS Exchange Program | プレースメントテスト |
| Oct 3 (Mon) | 2016 Fall Semester Classes begin | 秋学期開始 |
| Oct 3 (Mon) - Oct 14 (Fri) | Class registration period (Fall Semester) | 秋学期履修登録期間 |
| Oct 12 (Wed) | Medical examination for 2016. 10 entry students | 健康診断 |
| Nov 18 (Fri) - 24 (Thu) | Tokyo University of Foreign Studies School Festival (No Classes) Preparation day= Nov 18 Clean-up day= Nov 24 | 外語祭 |
| Dec 27(Tue) - Jan 4(Wed) | Winter Break | 冬休み |
| <i>Events for the Year 2017</i> | | |
| Jan 13(Fri) | No Classes (for the Entrance Exam preparation) | 大学入試センター試験準備のため休講 |
| Jan 20(Fri) | Fall semester Classes end | 秋学期終了 |
| Jan 24(Tue) | Winter Semester Classes begin (Intensive) | 冬学期開始 |
| Mar 14(Tue) | (2017. 3 Graduate) Closing Ceremony | 閉講式 |

*This schedule is subject to change.

交換留学プログラム

東京外国語大学には、交換留学プログラムとして、**東京外国語大学国際教育プログラム (International Student Exchange Program of Tokyo University of Foreign Studies: ISEPTUFS)**のコースがあります。本学で 24 単位を修得した場合には修了書を発行します。

協定校からの交換留学生



東京外国語大学(TUFS)

交換留学プログラム

ISEPTUFS

1. ISEPTUFS って何？

1.1 プログラムの目的

ISEPTUFS は、日本人学生・留学生を問わず、本学のすべての学生のために開かれている、1年間の短期留学プログラムです。本プログラムは、学生相互の国際交流(自国と日本、自国と諸外国)を推進し、知的な交流を深め、国際性豊かな優れた人材を育成することを目的に「日本で学ぶ」有意義な機会を与えるものです。そして同時に、東京外国語大学がグランドデザインに明記する「IJ 共学」(日本人学生と留学生が共に学ぶこと)の推進力となるものです。

1.2 プログラムの歴史

ISEPTUFS は 1998 年 10 月から、留学生の正式な受け入れを開始しました。それ以前の短期留学プログラムは、受け入れ担当教員個々の裁量にもとづくものでしたが、ここに新たに、プログラムとして短期留学生を受け入れるシステムが加わったこととなります。

2016 年現在では、19 年目となりました。当初は 20 名だった受け入れ学生数も次第に多くなり、現在では 100 名以上の学生が学んでいます。その中には奨学金をもらわず、私費で学んでいる学生も少なくありません。

1.3 プログラムの特徴

他大学の短期プログラムと比べて、ISEPTUFS には以下のような特徴があります。

- (1) 東京外国語大学に設置されている 27 地域言語を活かして、各学生が母語で指導教員から指導を受けられます。
- (2) プログラム専任の教員が充実しているので、単なる専門科目の「よせ集め」ではない、日本学・国際研究の専門科目をそろえることができます。
- (3) ISEPTUFS の専門科目では、日本人学生も授業に参加するので、日本人学生と友達になれるよい機会になります。

上記のような特色を活かした ISEPTUFS は、「IJ 共学」理念の実現に向けて、東京外国語大学の大きな特長となりつつあります。既に新聞・テレビなど、マスメディアからの取材も多くなっています。

2. ISEPTUFS 学生

ISEPTUFS 学生は英語で行われる専門科目と留学生日本語教育センターで開講の日本語科目を主に受講します。日本語のレベルによりますが、JLPT テストで N1 または N2 レベルを持っている場合には、日本語で行われる学部開講の授業を受講することができます。在籍大学で大学院に所属する学生は、大学院レベルの授業を受講することができます。

2.1 受講科目について

2.1.1. プログラムの修了

ISEPTUFS 学生が本学で 24 単位を修得した場合には、プログラムの修了書を発行します。言語科目は 1 科目 1 単位となりますので注意が必要です。

2.1.2. ISEPTUFS プログラム専門科目

専門科目には、日本の宗教や古典文化を学ぶレクチャー型の科目や、コミュニケーション・プレゼンテーションを中心に行われるリサーチ&プレゼンテーション科目などがあります。開講科目の詳細はシラバスをご覧ください。

2.1.3. 専門科目以外の学部で開講される科目

シラバスは下記のアドレスからご覧ください。

<https://gakumu-web1.tufs.ac.jp/portal/Public/Syllabus/SearchMain.aspx>

学部の授業には一部、履修できない授業がありますので注意してください。

2.1.4. 日本語科目 (Japanese Language Program)

日本語科目は「全学日本語プログラム(JLPTUFS: **J**apanese **L**anguage **P**rogram of **T**okyo **U**niversity of **F**oreign **S**tudies)」を履修します。このプログラムは東京外国語大学で学ぶ留学生全体のプログラムで、それぞれのコースの中心となるのは、週に 2~5 回学ぶ「総合日本語」です。その内容を以下に紹介します。日本語科目に関する詳細は、「全学日本語プログラム履修案内」をご覧ください。

なお、日本語科目は、「聴講のみの登録」はできませんので、注意が必要です。

〈レベル別開講クラスとクラス番号一覧〉

| レベル | 集中 コース | レギュラーコース | | | | | | | | | |
|-------------|---------------|--------------|-----------------|--------------------------|------------|---------------|------------------|-----------|-------------|-----------|-----------|
| | | 総合 | 技能・トピック別 (週1コマ) | | | | | | 漢字 | 発音 | |
| 初級 100～ | 100 (10コマ) | | | | | 文章 114 | 口頭 115 | | | | |
| 初中級 200～ | 200 (10コマ) | | | | | 文章 214 | 口頭 215 | | | 漢字 901 | |
| 中級1 301～ | | 301 (5コマ) | 文法 311 | 読解 312 | 聴解 313 | 文章 314 | 口頭 315 | | | | |
| 中級2 401～ | | 401 (5コマ) | 文法 411 | 読解 412 | 聴解 413 | 文章 414 | 口頭 415 | | | 漢字 902 | |
| 中上級 501～ | | 501 (5コマ) | 文法 511 | 読解 512 | 聴解 513 | 文章 514 | 口頭 515 | | | | |
| 上級1 601～ | | 601 (3コマ) | 文法 611 | 読解 612 | 聴解 613 | 文章 614 | 口頭 615 | 時事 616 | | 漢字 903 | 発音 911 |
| 上級2 701～ | | 701 (2コマ) | 文法 711 | 読解 712 | 聴解 713 | 文章 714 | 口頭 715 | 時事 716 | ビジネス 718 | 漢字 904 | |
| 超級 801～ | | | | クリティカル・ リーディング 812 | ドラマ 817 | ライティング 814 | コミュニケーション 815 | 時事 816 | ビジネス 818 | | |

※文章＝「文章表現」、口頭＝「口頭表現」、ライティング＝「アカデミック・ライティング」、時事＝「時事日本語」、ドラマ＝「ドラマ・ドキュメンタリー」、ビジネス＝「ビジネス日本語」
 ※技能・トピック別クラス、漢字、発音：1コマ/週

日本語 100-200 レベル

このコースは自国で日本語の初級(日本語能力試験N4レベル)を終了していない学生に対する日本語コースです。200 レベル終了時には、初級から初中級レベルの日本語を学習し、4技能(読む・聞く・書く・話す)について、「大学で学ぶための日本語運用力」(Japanese for Academic Purposes)の基礎が身に付きます。100レベル、200レベルともに週10コマの集中コースを受講します。

日本語 300-500 レベル

このコースは自国で200レベルまたは同等に相当する日本語授業を終了した学生に、中級レベルあるいは中上級レベルの「大学で学ぶための日本語運用力」(Japanese for Academic Purposes)をつけることを目標に設定されたコースです。週5回の総合クラスに加え、多彩な選択科目(週1回×5科目)があり、希望する学生は週10コマ受講できます。その他にも、漢字クラスと発音クラス(500レベル以上)の受講が可能です。

日本語 600-700 レベル

このコースは自国で日本語500レベルまたは同等に相当する日本語授業を終了した学生に、

上級の「大学で学ぶための日本語運用力」(Japanese for Academic Purposes)をつけることを目標に設定されています。週 3 回(600 レベル)または 2 回(700 レベル)の総合クラスに加え、多彩な選択科目があります。

日本語 800 レベル

このコースは自国で日本語 700 レベルまたは同等に相当する日本語授業を終了した学生に、超級の「大学で学ぶための日本語運用力」(Japanese for Academic Purposes)をつけることを目標に設定されています。ライティング、時事、ビジネス、ドラマ、コミュニケーション、クリティカル・リーディングが設置されています。

<プレイズメント・テストと日本語レベル>

来日してから受けるプレイズメント・テストは1度だけです。100 から600 レベルの学生は、自分のレベルの授業3単位以上、700 レベルの学生は授業2 単位以上(漢字、発音クラスは除く)において、B以上であった場合に、翌学期の一つ上の日本語レベルの科目を履修できます。詳しくは、全学日本語プログラム履修案内を参照してください。

<履修クラスへの出席>

全学日本語プログラムで開講される日本語クラスの出席はすべて留学生課で管理されています。法務省入国管理局の指導のもとに、留学生の出席状況は必要に応じて報告されます。出席状況が 80%をきった場合、成績判定ができなくなります。また、留学生としての身分が失われる可能性がありますので、注意してください。

3. 留学ビザと就労許可

交換留学生は留学ビザの要件として最低でも週 10 時間(7 コマ)の授業を履修する必要があります。これを守らないと学生ビザを失うこととなりますので、気を付けてください。

留学生は週 28 時間(長期休暇期間中は 1 日 8 時間)働くことができますが、東京入国管理許可から許可を得る必要があります。

交換留学プログラムが 8 月または 2 月に終了したら、みなさんは本学の交換留学生ではありません。たとえ留学ビザに書いてある有効期間内でも、本学の学生としての資格を失ったら、留学ビザで働くことはできませんので気を付けてください。入学許可期間終了の後は、3 カ月以内に出国しなければなりません。

4. 受講できない科目

学部の開講科目のうち、地域言語 A ・ 地域言語 B に分類されている科目は受講できません。

5. 履修登録

履修する科目を決定したら、次の書類を履修登録期間内に提出してください。履修登録をせずに授業を受けても単位を取れません。

- ・ 履修登録票
- ・ 日本語科目のマークシート
- ・ 授業聴講依頼(ISEPTUFS 専門科目・日本語科目以外の科目を履修する場合には、この書類を提出してください)

6. 単位の認定と修了証

交換留学生在が修了証 (certificate)を得ようとする場合、在学中の1年間で、2.1.1の記載のとおり少なくとも24単位以上を取得しなければなりません。要件を満たさなければ、修了書は発行されません。学期のはじめに科目アドバイザー(Subject Advisor)のもとへ相談に行って、正しい履修をおこなっているかどうか、かならず確認してください。

東京外国語大学で履修した単位は次のように認定します。

講義科目 2単位

言語科目 1単位

日本語科目(全学日本語プログラム)

100, 200 : 10単位

301, 401, 501 : 5単位

601 : 3単位

701 : 2単位

110番台、210番台、310番台、410番台、510番台、610番台、710番台、810番台、900番台 : 1単位

なお、本学が認定した単位が卒業・学位授与に関する単位に認定されるかどうかは、出身大学の判断によります。

7. 成績

東京外国語大学の成績システムは下記のとおりです。

S =90/100 A = 80/89 B=70/79 C=60/69 F=0/59

8. 指導教員・科目アドバイザー

各留学生には、指導教員(Academic Advisor)がいます。このほかに、ISEP 科目・日本語科目には科目アドバイザーがいます。学期のはじめに科目アドバイザー(Subject Advisor)のもとへ相談に行って、正しい履修をおこなっているかどうか、かならず確認してください。

| 科目アドバイザー | |
|----------|-------------|
| ISEP 科目 | 教授 岡田 昭人 |
| 日本語科目 | 教授 藤森 弘子 |

9. 学年暦 2016-2017 年度

秋学期：2016年10月3日～2017年1月20日

冬学期：2017年1月24日～2017年2月10日（集中講義）

春学期：2017年4月3日～2017年7月7日

夏学期：2017年7月10日～2017年9月29日（集中講義）

* 必ず春学期または秋学期の授業は履修してください。夏学期、冬学期の授業は1～2週間程度の集中講義となります。

10. 授業時間

| | |
|------|-------------|
| 1 時限 | 8:30～10:00 |
| 2 時限 | 10:10～11:40 |
| 3 時限 | 12:40～14:10 |
| 4 時限 | 14:20～15:50 |
| 5 時限 | 16:00～17:30 |
| 6 時限 | 17:40～19:10 |

11. 相談・届出等

困ったことや悩み事があっても、相談相手がいないとき、先生や友達に相談したくないときには、学生相談室で相談員に相談してください。

《学生相談室》

日時 月曜～金曜 12:00～16:00

場所 研究講義棟 1階

連絡先 042-330-5560 e-mail: gakusei-soudan@tufs.ac.jp

学生相談室で相談するほかに、専門のカウンセラーに相談することができます。

- ・ カウンセリングの日は 毎週金曜日 12:00～15:50
- ・ 場所は 保健管理センター1階

次のような質問は留学生課に相談してください。

- ・ 履修登録に関する質問や相談
- ・ 各種証明書に関する相談

次のような事柄は留学生課に届け出てください。

- ・ 住所、電話番号などの変更
- ・ 帰国や一時出国などの予定

留学生課(事務局棟 1階)

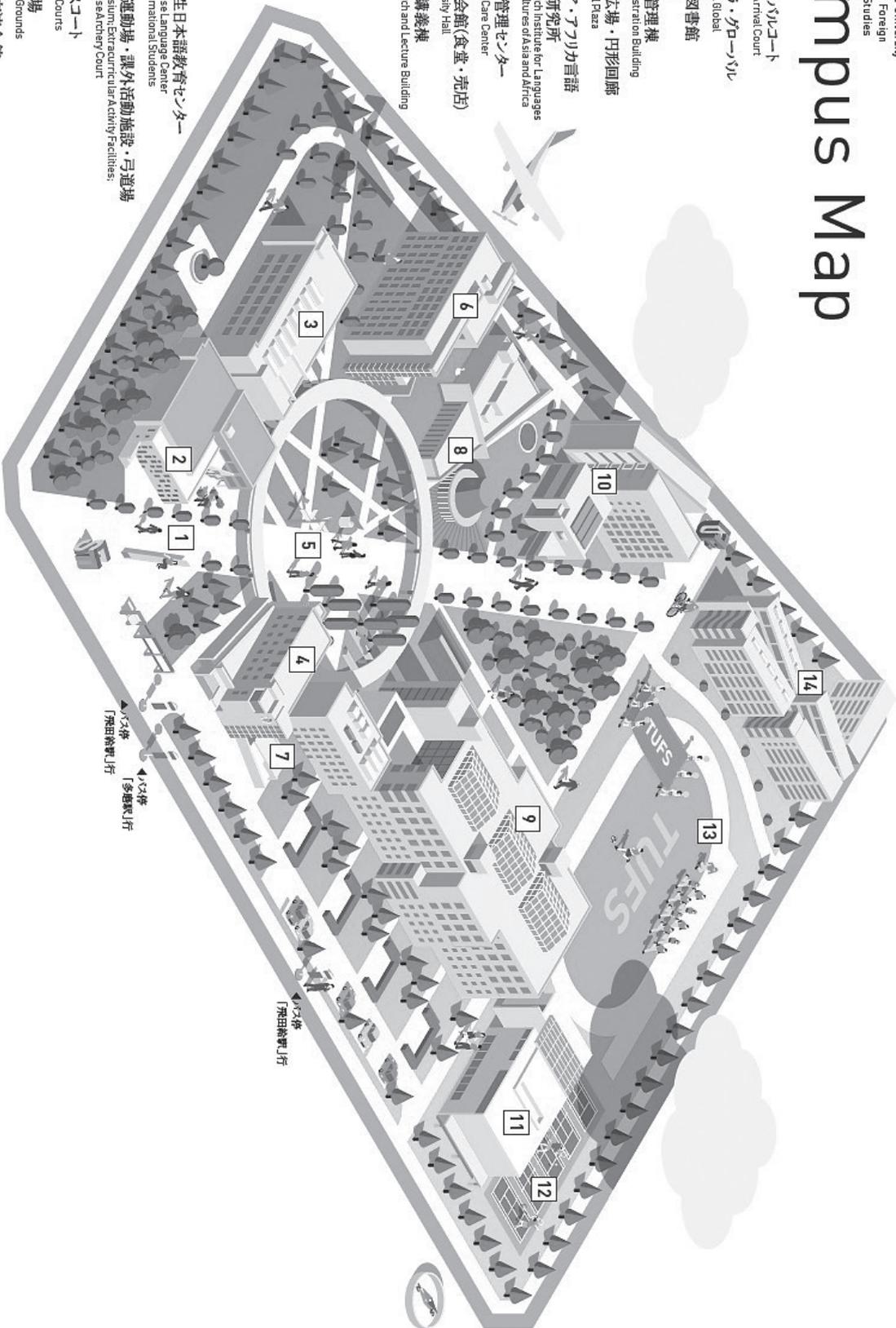
オフィスアワー : 平日 9:00～16:30

〒183-8534

東京都府中市朝日町 3-11-1

Campus Map

- 1_トライアルコート
North Arrival Court
- 2_アゴラ・グローバル
AGORA Global
- 3_附属図書館
Library
- 4_本部管理棟
Administration Building
- 5_中央広場・円形回廊
Central Plaza
- 6_アジア・アフリカ言語
文化研究所
Research Institute for Languages
and Cultures of Asia and Africa
- 7_保健管理センター
Health Care Center
- 8_学生会館(食堂・売店)
University Hall
- 9_研究講義棟
Research and Lecture Building
- 10_留学生日本語教育センター
Japanese Language Center
for International Students
- 11_屋内運動場・課外活動施設・弓道場
Gymnasium/Extracurricular Activity Facilities/
Japanese Archery Court
- 12_テニスコート
Tennis Courts
- 13_運動場
Sports Grounds
- 14_国際交流会館
TUFS International Residence



2016-2017
Fall & Winter Quarter
ISEPTUFS Syllabus

ISEPTUFS専門科目 / ISEPTUFS Elective Classes

| No. | Code/ 履修 コード | Period/時限 | | Title/科目名 | Credits/ 単位数 | Instructor/教員 | Room No./ 教室 | Remarks /備考 |
|-----|--------------------|-------------|-----|---|-----------------|--------------------------------|-----------------|----------------|
| 1 | 180166 | Monday 4 | 月4 | Topics in International Communication Management | 2 | 荒川 洋平 ARAKAWA Yohei | JLC103 | |
| 2 | 180167 | Monday 4 | 月4 | Topics in Modern Japanese Culture and Society from the Perspective of Popular History | 2 | 友常 勉 TOMOTSUNE Tsutomu | 114 | |
| 3 | 180168 | Tuesday 3 | 火3 | Ukiyo-e(Japanese woodblock prints) and Edo culture | 2 | 藤澤 茜 FUJISAWA Akane | 101 | * |
| 4 | 180079 | Tuesday 4 | 火4 | Topics in Japanese Politics from a Global Perspective | 2 | ポルトウ PORTEUX, Jonson | 104 | |
| 5 | 180169 | Tuesday 4 | 火4 | Kabuki as traditional Japanese performing art | 2 | 藤澤 茜 FUJISAWA Akane | 114 | * |
| 6 | 180171 | Tuesday 4 | 火4 | Topics in Modern Japanese Political History | 2 | ミドルトン MIDDLETON, Benjamin | 327 | |
| 7 | 180170 | Tuesday 5 | 火5 | Topics in Corporate Governance and Culture in Comparative Perspective 1 | 2 | 市瀬 博基 ICHINOSE Hiroki | 224 | |
| 8 | 180072 | Wednesday 3 | 水3 | Topics in Global Issues 2 | 2 | ジョンソン JOHNSON, Stephan | 224 | |
| 9 | 180073 | Wednesday 4 | 水4 | Topics in the News Media and Its Role in Global Society | 2 | スポサト SPOSATO, William | 328 | |
| 10 | 180091 | Wednesday 4 | 水4 | Topics in Conflict and Immunity: The Fukushima Nuclear Disaster 2 | 2 | ウィルコックス WILCOX, Richard | 113 | |
| 11 | 180046 | Wednesday 5 | 水5 | Topics in Intercultural Communication | 2 | コミサロフ 喜美 KOMISAROF Kimi | 307 | |
| 12 | 180092 | Wednesday 5 | 水5 | Topics in Environment and Human Life 2 | 2 | ウィルコックス WILCOX, Richard | 113 | |
| 13 | 180172 | Thursday 3 | 木3 | Society and Christianity in Japan | 2 | 薬科 智恵 WARASHINA Chie | 100 | * |
| 14 | 180057 | Thursday 5 | 木5 | Topics in World Geography 2 | 2 | マーフィー MURPHY, Michael | 322 | |
| 15 | 180071 | Thursday 5 | 木5 | Topics in the Transformation of Conflict Structure in Post Cold War Era | 2 | アブディン ABDIN, Mohamd Omal | 218 | |
| 16 | 180043 | Friday 4 | 金4 | Topics in Speech Communication | 2 | 岡田 昭人 OKADA Akito | 100 | |
| 17 | 180173 | Friday 4 | 金4 | Topics in Contemporary Japan | 2 | ハック HUQ, Mir Monzurul | 211 | |
| 18 | 180016 | Friday 5 | 金5 | Topics in Culture, Power, Identities | 2 | 森田 京子 MORITA Kyoko | 306 | |
| 19 | 180017 | Friday 5 | 金5 | Topics in Globalization and Immigration 1 | 2 | 東 史彦 AZUMA Fumihiko | 113 | |
| 20 | 180074 | Friday 5 | 金5 | Topics in International Economic Assistance for the Developing World | 2 | ハック HUQ, Mir Monzurul | 211 | |
| 21 | 180047 | Intensive | TBA | Topics in Japanese Language Contact, Variation and Change | 2 | ロング LONG, Daniel | 112 | |
| 22 | 222004 | Monday 3 | 月3 | Introduction to Gender: Cultural Construction of Gender in Comparison | 2 | 五十嵐 ミュゲ IGARASHI MUGE DANE | 113 | |
| 23 | 222008 | Tuesday 3 | 火3 | Introduction to Contemporary Global Problems | 2 | ヤン YANG, Manuel | 103 | |
| 24 | 212005 | Tuesday 5 | 火5 | Introduction to Japanese Language Education in the Era of Globalization | 2 | 櫻井 勇介 YOYKOKA Shii Eleonora | 112 | |
| 25 | 213004 | Tuesday 5 | 火5 | Introduction to European Literature | 2 | マキン MACKIN, Zane | 106 | |
| 26 | 223002 | Tuesday 5 | 火5 | Introduction to Comparative Governments | 2 | ポルトウ SATO Sora | 104 | |
| 27 | 211007 | Intensive | TBA | Introduction to Morpho-syntactic and Semantic Typology | 2 | 河内 一博 KAWACHI Kazuhiro | TBA | |
| 28 | 222003 | Intensive | TBA | Introduction to Cultural Studies | 2 | 本橋 哲也 MOTOHASHI Tetsuya | TBA | |

ISEPTUFS専門科目 / ISEPTUFS Elective Classes

| No. | Code/ 履修 コード | Period/時限 | | Title/科目名 | Credits/ 単位数 | Instructor/教員 | Room No./ 教室 | Remarks /備考 |
|-----|--------------------|-------------|-----|--|-----------------|--|-----------------|----------------|
| 29 | 313009 | Monday 5 | 月5 | Survey of Japanese Mythology | 2 | 松村 一男 MATSUMURA Kazuo | 305 | |
| 30 | 313003 | Tuesday 4 | 火4 | Survey of Western Literature 2 | 2 | マキン MACKIN, Zane | 106 | |
| 31 | 322001 | Tuesday 5 | 火5 | Survey of Historical Sociology of Counterculture | 2 | ヤン YANG, Manuel | 102 | |
| 32 | 311003 | Thursday 1 | 木1 | Survey of Language and Society 2 | 2 | ウィンチェスター WINCHESTER, Mark | 100 | |
| 33 | 323007 | Thursday 4 | 木4 | Survey of Contemporary World and International Organizations | 2 | 篠田 英朗 他リレー SHINODA Hideo and guest lecturers | 110 | |
| 34 | 313022 | Thursday 5 | 木5 | Survey of Bengali Culture | 2 | チョックロボルティ CHAKRABORTY, Amitava | 305 | |
| 35 | 312119 | Friday 3 | 金3 | Survey of Japanese Diaspora | 2 | 土田 久美子 TSUCHIDA Kumiko | 109 | |
| 36 | 312102 | Friday 6 | 金6 | Survey of Bilingualism (Fall) | 2 | ホーネス HORNESS, Paul | 307 | |
| 37 | 421015 | Monday 2 | 月2 | History of Education in Victorian and Edwardian England 2 | 2 | 中込 さやか ISHIKAWA Chiaki | 318 | |
| 38 | 412054 | Monday 3 | 月3 | English Debate for Interpreters/Translators (Fall) | 2 | リッチー FARMER, James | 745 | |
| 39 | 412038 | Monday 4 | 月4 | English Through Mass Media (Fall) | 2 | 鶴田 知佳子 TSURUTA Chikako | 204 | |
| 40 | 421102 | Monday 5 | 月5 | China's Economic Reform and Globalization | 2 | 曾根 康雄 SONE Yasuo | 106 | |
| 41 | 421186 | Tuesday 4 | 火4 | Critical Review of the Israeli-Palestinian Conflict | 2 | 錦田 愛子 NISHIKIDA Aiko | 423 | |
| 42 | 422028 | Tuesday 5 | 火5 | Modern Japanese Political Thought | 2 | ミドルトン MIDDLETON, Benjamin | 327 | |
| 43 | 421023 | Wednesday 2 | 水2 | Portuguese Cultural Heritage and Luso-Brazilian-Japanese Relations 2 | 2 | ソウザ ROCHA DE SOUSA, Lucio Manuel | 109 | |
| 44 | 412052 | Wednesday 3 | 水3 | Business English for Interpreters/Translators (Fall) | 2 | ロザリオ Del ROSARIO, Paul | 108 | |
| 45 | 413104 | Wednesday 3 | 水3 | Indian Culture 2 | 2 | ドゥヴィヴェーデー DWIVEDI, Ram Prakash | 111 | |
| 46 | 412043 | Wednesday 5 | 水5 | Translation and Interpreting Studies (Fall) | 2 | 田村 智子 TAMURA Tomoko | 204 | |
| 47 | 411163 | Thursday 4 | 木4 | Japanese Grammar with Comparative Perspectives from English | 2 | 望月 圭子 MOCHIZUKI Keiko | 100 | |
| 48 | 421027 | Thursday 4 | 木4 | European Ideas in Historical Context | 2 | 佐藤 空 SATO Sora | 428 | |
| 49 | 421178 | Thursday 4 | 木4 | History and New Media: Introduction to Historical Methodology in the Digital Age | 2 | 宮本 隆史 MIYAMOTO Takashi | 216 | |
| 50 | 421020 | Thursday 5 | 木5 | Basque Culture and History | 2 | 吉田 浩美 YOSHIDA Hiromi | 207 | |
| 51 | 412023 | Thursday 6 | 木6 | Second Language Acquisition 2: Conversation Analysis for Second Language Acquisition | 2 | ハウザー HAUSER, Eric | 325 | |
| 52 | 412039 | Friday 1 | 金1 | Interpreting (Fall) | 2 | クネゼヴィッチ KNEZEVIC, Julia | 204 | |
| 53 | 412053 | Friday 2 | 金2 | Public Speaking for Interpreters/Translators (Fall) | 2 | 石黒 弓美子 ISHIGURO Yumiko | 423 | |
| 54 | 422004 | Friday 4 | 金4 | Japan's Post-War Compensation Issues and War and Peace in the 20th Century | 2 | 岡田 泰平 OKADA Taihei | 218 | |
| 55 | 413014 | Friday 6 | 金6 | English Literature 2 | 2 | コンウェイ CONWAY, Neil | 305 | |
| 56 | 422029 | Intensive | TBA | Postcolonialism and Modern Japan | 2 | 本橋 哲也 MOTOHASHI Tetsuya | TBA | |

Note: This schedule is subject to change.

Some classes marked with "*" are conducted in Japanese, but most classes are conducted in English.

- No. 1~21 are liberal arts, recommended for first and second year students.
- No.22~28 are specialized subjects, recommended for first and second year students.
- No.29~36 are specialized subjects, recommended for second year students.
- No.37~56 are specialized subjects, recommended for third and fourth students.

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| Code | 180166 |
| Subject | ISEPTUFS |
| Instructor | 荒川 洋平 [ARAKAWA Yohei] |
| Title | Topics in International Communication Management |
| Quarter | Fall |
| Day, Period | Mon.4 |
| Goals of the course | Understanding ICM (International Communication Management) and improving intercultural communicative competence. |
| Overview of the course | Students in each group of students are expected to present the contents of one chapter of the coursebook. In its wake, the instructor will lecture on the chapter including further discussions between students. |
| Keyword | linguistic audit, international communication, international communication management |
| Plan | Presentation by students starts from the 3rd session and ends in the 12th session. 1. Orientation and Chapter 1: Beyond “the sasshi” culture 2. Chapter 2: English as an International Language 3. Chapter 3: International Communication Management 4. Chapter 7: Japanese English and its Evaluation 5. Chapter 8: Private Companies and LOTE (Languages Other Than English) 6. Chapter 9: Japanese as a Foreign Language 7. Chapter 10: Communication with Customers/Consumers 8. Chapter 12: Sending the Message to the World from Japan 9. Chapter 15: Understanding Different Cultures 10. Chapter 16: World Englishes 11. Chapter 17: Communication and Humor 12. Chapter 18: Nonverbal Communication 13. Summary and Discussion |
| Grading | Attendance and Participation (including Active Learning): 50% Presentation : 50% |
| Preparation, etc. | |
| Notes | This course is conducted in English though the textbook is written in Japanese. |
| Textbooks | 4872178424, 企業・大学はグローバル人材をどう育てるか：国際コミュニケーションマネジメントのすすめ, 本名信行, 竹下裕子, 三宅ひろ子, 間瀬幸夫 編,, アスク出版, 2012 |
| Reference books | |
| Additional information on textbooks/reference books | |

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| Code | 180047 |
| Subject | ISEPTUFS |
| Instructor | ダニエル ロング [LONG, Daniel] |
| Title | Topics in Japanese Language Contact, Variation and Change |
| Quarter | Winter |
| Day, Period | Intensive |
| Goals of the course | Those who actively and successfully participate in this class will gain knowledge about the Japanese language and the English skills to be able to explain and discuss Japanese dialectal variation using English. |
| Overview of the course | Japanese traditional dialects (which we learned about in the class “Language and Communication A”) are not the only source of variation in the language. Other languages come into contact with Japanese both inside and outside of Japan and we will learn about these situations and the linguistic changes they bring. Japanese dialects are also in a state of flux and we will learn about the mechanisms behind such change. In the last two classes, students will make presentations about the topic they have researched. |
| Keyword | language contact, Japanese emigrants, Ogasawara Islands, Japanese language usage in the former colonies, language change |
| Plan | Japanese language contact, variation and change Language contact and the creation of new language varieties Language variation and change in Japanese overseas (emigrant communities of Hawaii, Canada and Brazil) Language variation and change in Japanese overseas (former colonies of Palau, Saipan, Chuuk) Methodology (data collection and analysis) in the study of language contact, variation and change Language variation in ethnic groups in Japan Language contact in the Ogasawara (Bonin) Islands Ogasawara’s Mixed Language Language-internal and -external change; internal and external factors in change Dialects as a cultural tourism resource Dialects in pop culture Standardization and the spread of common Japanese “New Dialect” and “Neo-dialect” Student project presentations (1) Student project presentations (2) |
| Grading | Active class participation (not just showing up for class, but asking questions and giving your opinion, etc.) 40%, class quizzes 20%, final project presentations 20% |
| Preparation, etc. | Be aware of the multilingual usage in the Linguistic Landscape all around you in everyday life. When you see languages besides Japanese used in signage, snap a photo of them and we can discuss the photos in class. |
| Notes | |

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| As said above, be aware that your active participation in class will effect your grade in this class. |
| Textbooks |
| Reference books |
| Additional information on textbooks/reference books |
| We will not be using a textbook in class, but rather a variety of sources. |

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| Code | 180046 |
| Subject | ISEPTUFS |
| Instructor | コミサロフ 喜美 [KOMISAROF Kimi] |
| Title | Topics in Intercultural Communication |
| Quarter | Fall |
| Day, Period | Wed.5 |
| Goals of the course | In this course, students will (1)Acquire theoretical frameworks in intercultural communication as well as skills for analyzing cultural misunderstandings (2)Increase their own self-cultural awareness in order to understand how their own culture affects their own behavior (3)Develop skills in building human relations with people from different cultures |
| Overview of the course | In this course, we will explore concepts in intercultural communication not only through readings and lectures, but also activities such as discussions, simulations and case studies. |
| Keyword | |
| Plan | Session 1: Introduction Session 2: What is culture? Session 3: Culture and perception Session 4: Non-verbal communication Session 5: Presentation Session 6: Presentation Session 7: Communication styles Session 8: Sense of time Session 9: Value differences Session 10: Value differences Session 11: How to solve cultural misunderstandings Session 12: Culture shock Session 13: Stages of cultural adaptation Session 14: Conflict management Session 15: Summary and Action Plan |
| Grading | (1) Paper 30% (2) Presentation 30% (3) Class participation and contribution 40% |
| Preparation, etc. | Teacher will give instructions regarding preparation expected for each class. |
| Notes | *Students' active participation is a crucial part of this |

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| course, so students are required to have English skills high enough to participate in discussions in English. *The acceptable number of students is 40. The method of selection is based on a lottery. The students need to attend the first class to become eligible for the selection. *Students are required to complete assigned tasks before each session. |
| Textbooks |
| Reading materials will be provided to students in each session. Students do not need to purchase a textbook. |
| Reference books |
| Additional information on textbooks/reference books |

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| Code | 180167 |
| Subject | ISEPTUFS |
| Instructor | 友常 勉 [TOMOTSUNE Tsutomu] |
| Title | Topics in Modern Japanese Culture and Society from the Perspective of Popular History |
| Quarter | Fall |
| Day, Period | Mon.4 |
| Goals of the course | This course deals with modern Japanese culture and society by focusing on the experiences of common people, particularly the issue of how they negotiated with or resisted the pressure of nationalization, modernization and westernization. Main topics covered include: Modernization and westernization of manners and customs in everyday life, the emergence of religious heresy, experiences of war, and social and cultural movements in reaction to political events. Through these topics, critiques of conventional cultural theory on Japan will be introduced. |
| Overview of the course | This course is organized not only by instructor's lecture, but also by group-working and participants' presentation and discussion. |
| Keyword | Popular history, modernization and westernization, commons, new religion, Japanese imperialism and colonialism |
| Plan | Schedule 1 Gender and Post-feminism and the film Frozen アナ雪にみる自立的ジェンダー主体 集合性のなかの実践 2 Gentrification and Olympics 都市空間の形成 3 Racism and Hate Speech Issue in Recent Japan 人種主義 4 Ainu, History and Culture アイヌ:歴史と文化 5 Affection and Sport Culture: Discourse of Tokyo Olympics スポーツと情動:東京オリンピックの言説をめぐって |

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| 6 Secure horror and Popular Culture: History of Godzilla (Active learning) パニック映画の効用:『ゴジラ』をめぐる映画史(アクティブ・ラーニング) |
| 7 Aestheticization and War 戦争と美学化 |
| 8 Contamination, Radiation and Decontamination Labor after March 12, 2011 2011年3月12日以後の放射能汚染と除染労働 |
| 9 Disciplinization and Labor History in Modern Japan 日本における規律化と労働の歴史 |
| 10 State Power Now: Sanrizuka struggle 三里塚闘争と国家権力の現在 |
| 11 Homelessness in Japan ホームレスの現在 |
| 12 Discrimination in Japan: Hisabetsu Buraku and Korean Japanese 差別:被差別部落と在日朝鮮・韓国人 |
| 13 Traditional Culture, Whaling and International Dispute (Active learning) 伝統文化と捕鯨をめぐる国際論争(アクティブ・ラーニング) |
| 14 Disaster Capitalism and Naomi Kline's Shock Doctrine ショック・ドクトリン、惨事便乗型資本主義 |
| 15 Psychiatry in Japan 日本における精神医療の現在 |
| Grading |
| Class performance (30%), presentation or midterm paper (30%), term paper (40%) |
| Preparation, etc. |
| Reading materials should be prepared and distributed to every participants. Each participant should read the stuff material. |
| Notes |
| Every participant should read reading materials before each session. If you choose presentation instead of midterm paper, you should organize group work for presentation. |
| Textbooks |
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| Reference books |
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| Additional information on textbooks/reference books |
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| Code | 180079 |
| Subject | ISEPTUFS |
| Instructor | ポルトゥ [PORTEUX, Jonson] |
| Title | Topics in Japanese Politics From a Global Perspective |
| Quarter | Fall |
| Day, Period | Tue.4 |
| Goals of the course | |
| This course will introduce students to Japanese politics primarily after WWII (1945 to the present), and do so from a comparative, global context. The main goal of | |

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| the course is to provide the student with a solid and sophisticated understanding of the basics of Japanese politics. |
| Overview of the course |
| We will be focusing on three topics that make Japan stand out in a comparative and global context. First, we will explore the causes and effects of the Liberal Democratic Party's (LDP) unprecedented political dominance. While most democracies experience frequent changes in government, the LDP maintained single-party control for nearly four decades. What were the underpinnings of the LDP's electoral success, and who won and lost from the LDP's dominance? How and why did the policies which seemed to ensure the success of the LDP ultimately, as a number of scholars suggest, also lead to its decline? |
| Second, we will examine the spectacular rise and collapse of the Japanese economy. How did Japan emerge from WWII and achieve such massive economic growth for close to two decades? If Japan was able to engineer such impressive economic growth rates in the post-war period, what accounts for their seeming inability to replicate that success in the present period? |
| Lastly, we will look at Japan's engagement with the rest of the world, focusing in particular on its relations with the United States and its North East Asian neighbors. How has the lack of a strong military, combined with its close security arrangements with the US, affected Japan's geopolitical relations with the rest of Asia? Should Japan's foreign policy change with the end of the Cold War and the rise of China? |
| Keyword |
| Japan, Political Science |
| Plan |
| Lecture 1: Course Introduction - Readings: TBA |
| Lecture 2: From Prewar to Postwar - Readings: TBA |
| Lecture 3: Origins of the LDP - Readings: TBA |
| Lecture 4: Electoral Underpinnings of the LDP (The "1955 System") - Readings: TBA |
| Lecture 5: Collapse of the LDP's One Party Rule (The "1955" System) - Readings: TBA |
| - Midterm exam review sheet to be handed out |
| Lecture 6: Electoral and Political Reform; Midterm Review - Readings: No scheduled readings for this week |
| Lecture 7: In Class Midterm Exam - Readings: No scheduled readings for this week |
| Lecture 8: Post-Reform Political Institutions - Readings: TBA |
| Lecture 9: Explaining the Miracle Economy - Readings: TBA |
| Lecture 10: Explaining the Collapse of the Economy - Readings: TBA |

Lecture 11: Is Abenomics the cure?
 - Readings: TBA
 Lecture 12: Japan's Foreign Policy: Japan-US Relations
 - Readings: TBA
 Lecture 13: Japan's Foreign Policy: Japan-North East Asia Relations
 - Readings: TBA
 - Final exam review sheet to be handed out
 Lecture 14: Japan's Future; Final Exam Review
 - Readings: No scheduled readings for this week
 Lecture 15: In Class Final Exam

Grading

- Participation/Motivating Questions: 20%
 - Quizzes: 10% (7 total, top 5 will count)
 - Midterm Exam: 30%
 - Final Exam: 40%

Preparation, etc.

This is a 2 unit class which means that students should be prepared to spend at least 2 hours outside of lecture in preparation including general studying, reviewing, reading, writing 'motivating questions,' etc. Typically each week will have roughly 20 pages of reading assigned.

Notes

Textbooks

Reference books

Additional information on textbooks/reference books

All required and suggested reading material will be uploaded to the course website. However, the four main texts I will be utilizing are the following:

Richardson, Bradley M. 1997. Japanese Democracy: Power, Coordination, and Performance. New Haven: Yale University Press.

Samuels, Richard J. 2007. Securing Japan: Tokyo's Grand Strategy and the Future of East Asia. Ithaca: Cornell University Press.

Okimoto, Daniel I., and Thomas Rohlen, eds. 1997. Inside the Japanese System: Readings on Contemporary Society and Political Economy. Stanford: Stanford University Press.

Krauss, Ellis S., and Robert J. Pekkanen. 2011. The Rise and Fall of Japan's LDP: Political Party Organizations as Historical Institutions. Ithaca, NY: Cornell University Press.

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| Code | 180171 |
| Subject | ISEPTUFS |
| Instructor | ミドルトン [MIDDLETON, Benjamin] |
| Title | Topics in Modern Japanese Political History |
| Quarter | Fall |

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| Day, Period | Tue.4 |
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Goals of the course

This course aims to:
 1. Develop students' knowledge of modern Japanese political history
 2. Develop students' ability to analyze political and historical issues
 3. Develop students' awareness of methodological issues
 4. Develop students' ability to discuss political ideas and issues in English

Overview of the course

This course will address the questions of fascism and war memory in modern Japan. We will consider the emergence and effects of fascist thought and politics during the 1930s and 1940s, and how postwar scholars have analyzed these issues. Then we will examine how different memories of the Asia-Pacific War and ideological rivalries have affected postwar reconciliation. Specific topics we will discuss this term include: the characteristics of Japanese fascism, the nature of the emperor-system, the war experience of ordinary Japanese people, problems in coming to terms with the war, the burden of the past, the politics of war memory, the Yasukuni Shrine issue, and the politics of apology.

No prior knowledge of Japanese politics, society or history is required. The course will be taught in English, but students may use Japanese in discussions and consultations.

Keyword

Japan, politics, fascism, democracy, war responsibility, memory, history, power, society, thought, culture

Plan

1. Introduction
2. Fascism in Japan: overview
3. Fascism in Japan: Japanese theories
4. Fascism in Japan: Grassroots experiences
5. The War: History and politics
6. War Memory and the American Occupation
7. The Emperor-System and War Responsibility
8. War and Memory: Textbook controversies
9. War and Memory: Former soldiers
10. War and Memory: Yasukuni Shrine
11. The Politics of Apology: International comparisons
12. The Politics of Apology in Northeast Asia
13. Research Topics
14. Research Topics
15. Overview

Grading

1. In-class performance: 45% (active participation in class, attendance record etc.)
2. Field-trip report: 25% (3-5 pages)
3. Term paper: 30% (1,000-3,000 words)

Preparation, etc.

Do the assigned reading before each class each week.

Notes

1. Classes may not be recorded or photographed without the instructor's permission.
2. If you have a question at any time, please ask!

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| Textbooks |
| There is no set textbook for this course. Readings from a variety of sources will be made available during the term. Many of the texts are available in Japanese. |
| Reference books |
| Japan and the shackles of the past, 978-0199845989, R. Taggart Murphy, Oxford University Press, 2014 Remembrance, History, and Justice: Coming to Terms With Traumatic Pasts in Democratic Societies, 978-9633860922, Vladimir Tismaneanu and Bogdan Iacob (eds), Central European University Press, 2015 Japan's modern history, 1857-1937: a new political narrative, 978-1138775176, Junji Banno, translated by J.A.A. Stockwin, Routledge, 2014 Japanese political history since the Meiji renovation, 1868-2000, 9781850654520, Richard Sims, Palgrave Macmillan, 2002 A modern history of Japan: from Tokugawa times to the present, 978-0199930159, Andrew Gordon, Oxford University Press, 2014 |
| Additional information on textbooks/reference books |
| All the readings will be in English, but students are free to read the texts in translation or the original language. We will aim to read approximately 1-2 essays or book chapters per week, but the amount of reading may be adjusted in line with the language abilities of class members. |

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| Code | 180073 |
| Subject | ISEPTUFS |
| Instructor | スポサト [SPOSATO, William] |
| Title | Topics in the News Media and Its Role in Global Society |
| Quarter | Fall |
| Day, Period | Wed.4 |
| Goals of the course | The course seeks to help students better understand the global news media and how it shapes public opinion. We will also examine global changes, such as the rise of the Internet, and how they have in turned shaped the media industry as it exists today. Upon completion students should have a better understanding of how to interpret the news they read and watch daily and be able to analyze the significance of the current events covered in the course outline. Those considering entering the news media will also have a greater understanding of the requirements for a successful career in journalism. |
| Overview of the course | The global news media is often cited as being one of the most influential forces shaping policymaking and public opinion around the globe. This course will look at how news reporting affects what we think about the world and how the structure of the industry affects the messages that are delivered. Starting with the Vietnam War of the 1960s, often seen as the first "television war" in history, we will look at major international events and the news coverage that accompanied them, including many taking place today. The course will also examine the fundamental changes in news reporting brought |

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| about by the rise of social media. |
| Keyword |
| Journalism, public relations, international relations |
| Plan |
| Overview of program, how to critically read news stories. tools that students will a look at the global news media of today. What makes a "good" story? Group discussion of students' goals and areas of interest. An overview of the major players in the global media interest. Where did they come from and why have some prospered while others have failed. The American War in Vietnam. Students will need to do basic research in advance on the war, its causes and outcome. The class lecture will focus on how the news media reported on the war and how this had a fundamental impact on the outcome. The economic convulsions of the 1970s including the global oil shock and the end to the global post-war economic system. How news organizations, filled mainly with general news reporters, struggled to explain complex economic topics. Reuters and Bloomberg become household names. Ordinary people become stockholders and even speculators. But much of what we read looks more like betting tips on a horse race than thoughtful economic analysis. The "first Gulf War." How the Pentagon learned its lessons from Vietnam and used various techniques to ensure more favorable reporting. How Japan was portrayed. How the war also served as the "coming out" for CNN, later to be joined by BBC World and the advent of "real time" news. The Middle East and Japan. How the Gulf Wars, invasion of Afghanistan and the rise of Islamic fundamentalism have affected Japanese policies. Guest lecture from a foreign journalist active in providing news to Middle East clients. The just-concluded U.S. presidential election. How well was it covered? Was it understandable to an international audience? If not, why not? Is this the Asian century? What about the U.S. "pivot to Asia?" How well do the international media cover the region? East Asia: China vs. Japan. How do the international media compare the two. How do they view potential changes to Japan's constitution, comfort women, Yasukuni etc. The life of a journalist today. How do they view the media landscape and the future. Guest lecture. There are five PR professionals for every journalist in the U.S. How does PR shape what we know and is this the future of the "news media?" Partisan media - partisan politics. The rise of Fox News. Everyone is a victim at some point in the "attack dog" mode of reporting. Can public policy be made in such an atmosphere? a look at the American presidential election and how it was covered. The rise of the Internet and its impact on traditional media. Twitter replaces traditional wire services in providing flash news headlines. But if everyone expects their news for free, who pays for the reporters? How the |

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| <p>need to make money affects what we read. Get to work! Everyone will write a news story or do a video report on a topic to be agreed with a the professor. This is not an essay, it is to deliver a story of the type we have been studying. Essay on a topic to be determined. This is a more traditional term paper on a topic related to the international news media and society Final in-class exam</p> |
| Grading |
| <p>20% - Class participation and in-class projects 20% - Sample news article on a current news story, topic to be agreed between the student and the professor 20% - Analysis on a theme related to the mass media 40% - Final exam</p> |
| <p>This is not a course on writing in English, so grades will be based on the quality of thought, not on language skills.</p> |
| Preparation, etc. |
| <p>Students should closely examine the course program and suggest improvements/additions for the first session. Some advance reading (website based) on the U.S. War in Vietnam will help students get up to speed on the early lectures.</p> |
| Notes |
| <p>The course will be entirely in English and a solid background or willingness to work hard on improving English skills will be necessary. Even more important is an interest in reading news stories (in English) on a wide range of topics.</p> |
| Textbooks |
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| Reference books |
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| Additional information on textbooks/reference books |
| <p>There are no textbooks but students need to obtain on-line access to at least two major international media (free accounts should be fine) and read these on a daily basis. These can be drawn from: Agence France Presse, Associated Press, Reuters, Bloomberg, BBC, CNN, The New York Times, The Wall Street Journal (fee required), The Financial Times (fee required).</p> |

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| Code | 180071 |
| Subject | ISEPTUFS |
| Instructor | モハメド アブディン [ABDIN, Mohamed] |
| Title | Topics in the Transformation of Conflict Structure in Post Cold War Era |
| Quarter | Fall |
| Day, Period | Thu.5 |
| Goals of the course | |
| <p>This course aims at providing students with a comprehensive understanding of the implication of the shift of the United Nations role in regard to conflict resolutions in post-cold-war era. Furthermore, the course will trace some of the standing challenges that face Africa's post-conflict societies such as the</p> | |

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| <p>consolidation of democracy, the post-conflict reconciliation, the meaningful political participation of ethnic minorities, youth, and women, etc.</p> |
| Overview of the course |
| <p>The end of the cold-war political order is thought to have enormous implications in non-Western societies. One of them is the proliferation of deadly intrastate conflicts in Africa. To address this problem, the United Nations and other influential international organizations underwent drastic reforms of the mechanisms and the role of the United Nation Peace Keeping operations. The mandate of the United Nations in post cold-war era was expanded to cover new areas such as the processes of disarmament, demobilization and reintegration (DDR), transition to democracy, and post-conflict reconstruction.</p> |
| Keyword |
| African History, Political Development, Internal Conflict |
| Plan |
| <p>The Transition from authoritarianism to democracy in Africa The proliferation of ethnically-motivated intrastate conflicts The role of the United Nation in ending violent conflicts in the continent; From Peace Keeping to Peacebuilding; the shift of the traditional role of the United Nations in settling violent conflicts The Transition to democracy in Africa; from civil war to democracy Active learning: 1500 words essay about one of the issues discussed in the first part of the course United Nation Peace Keeping Missions; democratization, nation building and statebuilding in post conflict transitions The role of regional organizations in peacebuilding The inclusion of former armed movements in the political processes Free elections in post-conflict environment The power-sharing approach; a solution for struggle over political power or consolidation of the authoritarianism? Women's political participation: examining the impact of the introduction of women quotas in post-conflict elections Active learning: 1500 words essay about one of the issues discussed in the second part of the course The impact of globalization on the nature of warfare in Africa How could the United Nation address the emerging thread on security by transnational organizations? Summary</p> |
| Grading |
| <p>Active participation and homework = 65% Final essay = 35%</p> |
| Preparation, etc. |
| <p>Students are required to read the assigned reading materials instructed by the beginning of the course. Active participation in class discussions is</p> |

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| recommended to help you broaden your understanding of the complex themes given in the course. |
| Notes |
| Textbooks |
| Reference books |
| Africa in World Politics: Engaging a Changing Global Order, 9780813348452, John W. Harberson and Donald Rothchild Eds, Westview Press, 2012 DEALING WITH CONFLICT IN AFRICA, 1-4039-6080-1, Jane Boulden, PALGRAVE MACMILLANTM, 2003 At War's End: Building Peace After Civil Conflict, 9780521541978, Roland Paris, CAMBRIDGE UNIVERSITY PRESS, 2004 |
| Additional information on textbooks/reference books |

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| Code | 180173 |
| Subject | ISEPTUFS |
| Instructor | ハック [HUQ, Mir Monzurul] |
| Title | Topics in Contemporary Japan |
| Quarter | Fall |
| Day, Period | Fri.4 |
| Goals of the course | This course is intended to provide students with the opportunity of understanding Japan in a better way by focusing on various topics that are currently being discussed or debated in the media. Detailed analysis of such topical issues will help students getting an in-depth knowledge of major developments that are shaping economic, political and diplomatic policies of Japan, and by doing so, help students to develop their own analytical skill of events that are crucial in the process of advancement in any society. |
| Overview of the course | The course will focus on contemporary issues of Japan and analyze each of such pressing topics of present-day Japan. |
| Keyword | |
| Plan | Contemporary Japan: an overview. Political landscape of contemporary Japan: LDP's spectacular return as a dominant force in Japanese politics and re-emergence of nationalistic trends. Political parties and election system in Japan. Japan and her neighbors: the emerging China, North Korean puzzle, and conflict and understanding with South Korea and Russia Japan-US partnership: security alliance, trade friction, and US military presence in Japan. Japan and the United Nations: the Security Council and role of Japan in international peacekeeping The Yasukuni controversy: what is it all about? Article 9 of the Japanese constitution and debate over constitutional reform The state of the Japanese economy: From bubble |

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| economy to Abenomics Japan's environment initiatives: The post-Kyoto debate and Japan's role in fighting global warming The women of Japan: rocky road to equality Japan's declining population and the problems of an aging society Conquering the world with soft power: Japan's popular culture takes the central stage Make-up assignment: The Okinawa issue: American military presence and Okinawa's conflict with the center. Final examination. |
| Grading |
| 1. Active class participation.....10% 2. Class presentation (individual or group)...30% 3. Final written examination.....60% |
| Preparation, etc. |
| Notes |
| Students, who wish to take this course, should note that the course is composed of lectures and seminars. There will be one 90-minutes lecture/seminar each week unless otherwise stated. The first 60 minutes of each session will consist of the lecture part, which will be followed by a 30-minute class discussion in which students' participation will be regarded as an essential pre-requisite of the course. Students will also be required to make one individual or group presentation on a chosen topic during the course. |
| Textbooks |
| 0415857457, Critical issues in contemporary Japan, edited by Jeff Kingston,, Routledge, Taylor & Francis Group, 2014 No single textbook will be followed at the class. Students will be encouraged to follow the events in Japan as reported in newspapers and television news and also should search extensively Internet sources of news items related to Japan. The Internet web pages of Kyodo News and a number of English language publications like the "Daily Yomiuri", "Asahi Shimbun", as well as web based publications like "Japan Echo" and "nippon.com" will be of great help. |
| Reference books |
| Routledge handbook of Japanese politics, 0415551374, edited by Alisa Gaunder, Routledge, 2011 Inventing Japan : 1853-1964, 0812972864, Ian Buruma, 2004 |
| Additional information on textbooks/reference books |

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| Code | 180170 |
| Subject | ISEPTUFS |
| Instructor | 市瀬 博基 [ICHINOSE Hiroki] |
| Title | Topics in Corporate Governance & Culture in Comparative Perspective 1 |
| Quarter | Fall |
| Day, Period | Tue.5 |
| Goals of the course | (1) To examine the corporate governance and culture of |

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| <p>the Japanese corporation as a diverse cross-section of economic, historical, social, and cultural forces in a comparative perspective.</p> <p>(2) To understand how social and cultural factors such as family, gender, class, and nationalism are represented in specific industrial and interpersonal relations at work, as well as miscellaneous influences exerted by the institutional framework.</p> <p>(3) To explore the socially constructed process of Nihonjinron (theories/discussions about the Japanese uniqueness and/or superiority) from the 1970s to 90s, and consider how the discourse is still, and tacitly, reproduced in some of the contemporary discussions of Japanese workplace since the 2000s.</p> | <p>London and Sydney: Croom Helm and Nissan Institute for Japanese Studies.</p> <p>Mid-term Review (Lecture & Active Learning)</p> <p>Nihonjinron as a Form of Nationalism □□□□□</p> <p>Yoshino, K. (1992) Cultural Nationalism in Contemporary Japan, London and New York: Routledge.</p> <p>Corporate Training in the 70s and 80s □□□□□</p> <p>Rohlen, T.P. (1973) "Spiritual Education" in a Japanese Bank, <i>American Anthropologist</i> 75(5).</p> <p>Kondo, D. (1999) <i>Crafting Selves: Power, Gender, and Discourses of Identity in a Japanese Workplace</i>, Chicago: University of Chicago Press.</p> <p>Blue Collar/Female/Part-time Workers □□□□□</p> <p>Clark, R.C. (1979) <i>The Japanese Company</i>, New Haven, CT: Yale University Press.</p> <p>Foreign Investors and Corporate Governance □□□□□</p> <p>Jackson and Miyajima (2007) "Introduction: The Diversity and Change of Corporate Governance in Japan", in Aoki, Jackson, and Miyajima (eds) <i>Corporate Governance in Japan: Institutional Change and Organizational Diversity</i>, Oxford: Oxford University Press.</p> <p>Youth Employment in the 2000s □□□□□</p> <p>Rebick, M. (2005) <i>The Japanese Employment System: Adapting to a New Economic Environment</i>, Oxford: Oxford University Press.</p> <p>"Coaching" Training for Middle Managers □□□□□</p> <p>No reading assignment for the class.</p> <p>Final Term Review/Conclusion (Lecture & Active Learning)</p> |
| <p>Overview of the course</p> | |
| <p>This course will explore cultural dimensions of corporate governance in Japan through the examination of its history, discursive construction of "Japaneseness", class/gender, and globalization with an emphasis primarily placed on the formative process of Nihonjin ideology and its influence upon corporate governance in postwar Japan.</p> | |
| <p>Keyword</p> | |
| <p>Industrialization, Modernization, Industrial Relations, Corporate Governance, Corporate Culture, Gender, Class, Nationalism, Nihonjinron Ideology</p> | |
| <p>Plan</p> | |
| <p>Introduction</p> <p>Overview of Pre- and Early Industrialization in Japan □□□□□</p> <p>Francks, P. (1999) <i>Japanese Economic Development</i>, 2nd ed., London and New York: Routledge.</p> <p>Workers in Textile and Heavy Industries in Japan □□□□□</p> <p>Gordon, A. (1985) <i>The Evolution of Labor Relations in Japan: Heavy Industry, 1853-1955</i>, Cambridge, MA: Harvard University Press.</p> <p>Formation of National/Industrial Ideology in Japan □□□□□</p> <p>W. Dean Kinzley. (1991) <i>Industrial Harmony in Modern Japan: The Invention of a Tradition</i>, London and New York: Routledge.</p> <p>Abegglen's and Johnson's Views on Postwar Economic Development □□□□□</p> <p>Abegglen, J.C. (1958) <i>The Japanese Factory</i>, New York: The Free Press.</p> <p>Johnson, C.A. (1982) <i>MITI and the Japanese Miracle: The Growth of Industrial Policy, 1925-1975</i>, Stanford, CA: Stanford University Press.</p> <p>Japanese Society/Corporation seen by Nakane and Doi □□□□□</p> <p>Nakane (1971) <i>Japanese Society</i>, Berkeley and Los Angeles: University of California Press.</p> <p>Doi (1973) <i>The Anatomy of Dependence</i>, New York: Kodansha International.</p> <p>Rise of Nihonjinron □□□□□</p> <p>Peter Dale (1986) <i>The Myth of Japanese Uniqueness</i>,</p> | <p>Final Term Review/Conclusion (Lecture & Active Learning)</p> <p>Grading</p> <p>The evaluation will be based primarily on two (mid-term and final) reports, with some consideration given to attendance and class participation.</p> <p>Preparation, etc.</p> <p>Notes</p> <p>The specifics regarding the course syllabus will be discussed in the first class meeting.</p> <p>Textbooks</p> <p>Various short readings (papers/book chapters). There is no textbook for this course.</p> <p>A recommended reading to give an overview of the topics covered in the class:</p> <p>Hamada, T. (2005) "The anthropology of Japanese corporate management" in Robertson, J. (ed) <i>A Companion to the Anthropology of Japan</i>, Malden, MA and Oxford: Blackwell, pp.125-52.</p> <p>Reference books</p> <p>Additional information on textbooks/reference books</p> |

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| Code | 180057 |
| Subject | ISEPTUFS |
| Instructor | マーフィー [MURPHY, Michael] |
| Title | Topics in World Geography 2 |
| Quarter | Fall |
| Day, Period | Thu.5 |
| Goals of the course | |
| Upon completion of this course, students will: 1) have developed a more complete and thorough geographic vocabulary 2) feel more comfortable in both oral and written communication of the vocabulary 3) have gained confidence and experience in researching a relevant topic in Geography 4) developed a better understanding of geography as a discipline and its significance in our everyday lives 5) have gained a geographic perspective on some of the world's more troubled regions as well as on earth's more pressing needs, and thus be a more informed citizen of the world. | |
| Overview of the course | |
| In this course we will explore some of the more newsworthy topics in various regions of the world and try to make sense of it all. What is the meaning of overpopulation? Why is there ongoing conflict among the citizens of Thailand against the Thai government and what will be the end result of this? For what reasons have students been protesting against Hong Kong's officials? Why do certain groups of people want to secede from those governments that they have long been loyal to? What evidence is there that climate change is really happening? These are but a few of the issues we will examine in more detail, and that in which students will have opportunities to research. | |
| Keyword | |
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| Plan | |
| Week 1: Introduction to world issues. Overview and student expectations. Week 2: Regional Geography: a closer look at controversy and conflicts facing today's world. Week 3: An Introduction to the Middle East. Week 4: Contemporary Issue: Terrorism and Islamic fundamentalism Week 5: Israel and Palestine Week 6: Test 1 The Middle East Week 7: Complex and populous South Asia Week 8: Contemporary issue: India's growing population Week 9: Test 2 South Asia Week 10: Southeast Asia: problems of emerging economies Week 11: Contemporary issues: Challenges to Thailand's and Hong Kong's leadership. Week 12: Japan and South Korea Week 13: Student presentations on selected topics. Week 14: Student presentations on selected topics. | |

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| Week 15: Term end test: Southeast Asia, Japan and Korea | |
| Grading | |
| Grading will be assessed by the following: 1) class preparedness and participation: 20% 2) Research assignment/presentation: 30% 3) Unit exams:50% | |
| Preparation, etc. | |
| Students will be required to do various readings on a regional or world issue and are expected to come to class prepared for any activity that may occur in class that day. This activity will often be group discussion on questions provided relating to the geographical topic presented the previous week or in class that day. | |
| Notes | |
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| Textbooks | |
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| Reference books | |
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| Additional information on textbooks/reference books | |
| There is no designated textbook for this course; the instructor will provide selected readings. However, a world atlas is highly recommended and will be needed for mapping and general geographic data analysis. | |

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| Code | 180016 |
| Subject | ISEPTUFS |
| Instructor | 森田 京子 [MORITA Kyoko] |
| Title | Topics in Culture, Power, Identities |
| Quarter | Fall |
| Day, Period | Fri.5 |
| Goals of the course | |
| The goal of this course is twofold: 1) to learn case studies of cultural conflicts and discrimination in everyday life, and 2) to understand identity politics and seek conflict resolutions for daily practice ("conflict immunity"). | |
| Overview of the course | |
| The class will be very interactive, including group activities, presentations, and discussions. | |
| Keyword | |
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| Plan | |
| W1: Introduction W2: Paradigms of "Japaneseness/Non-Japaneseness" W3: Japanese returnees W4: Foreign residents in Japan W5: Newcomer/Oldcomer immigrants W6: Mid-term Project I W7: Mid-term Project II W8: Co-culture/Subculture communication W9: Multiple identities (social class, gender/sexuality etc.) W10: Key concepts in cultural theory & critical theory W11: Media discourse & perception gaps W12: Final Presentation I W13: Final Presentation II | |

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| Grading |
| 1) 30% Active participation 2) 40% In-class activities & Mid-term project 3) 30% Final project |
| Preparation, etc. |
| Students are required to actively participate in discussions, and keep the deadline of each assignment. |
| Notes |
| This is an introductory course of Cultural Studies and the acceptance number of students is 40 at a maximum. The students need to attend the first class to become eligible for the selection. The method of selection will be announced in the first meeting. Also, be punctual. |
| Textbooks |
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| Reference books |
| 人種差別の帝国：アメリカ人の醜い「白人至上主義」日本人のおぞましい「外国人差別」, 4-334-93345-9, 矢部 武 著, 光文社, 2004 ケースで学ぶ異文化コミュニケーション：誤解・失敗・すれ違い, 978-4-641-28108-, 久米昭元, 長谷川典子 著, 有斐閣, 2007 Introducing カルチュラル・スタディーズ, 4-87893-492-1, ジャウディン・サルダー, ボリン・ヴァン・ルーン 著, 毛利嘉孝, 小野俊彦 訳, 作品社, 2002 |
| Additional information on textbooks/reference books |
| Course readings, handouts, and worksheets will be distributed in class meetings. |

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| Code | 180072 |
| Subject | ISEPTUFS |
| Instructor | ジョンソン [JOHNSON, Stephan] |
| Title | Topics in Global Issues 2 |
| Quarter | Fall |
| Day, Period | Wed.3 |
| Goals of the course | Students are expected to be able to demonstrate that they: 1. Recognise and understand the language 2. Can relate to the reading content to their lives or situations in Japan 3. Present findings in a group presentation on a specific global issue. 4. Demonstrate their understanding in an essay on a contemporary global problem explaining its nature, effects and strategies for redress. |
| | The focus of the lecture and vocabulary relates to the domains of business English and world affairs, especially International Relations. This includes intermediate to advanced vocabulary relating to economics, the banking world and business. In addition vocabulary connected to world issues such as poverty, food, child labor, farming / fishing and migration are covered. |
| Overview of the course | |

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| This course is devoted to the study of contemporary issues of global relevance. Global Issues are increasingly covered in the world media. Examples of issues highlight their breadth and diversity: the debates over nuclear proliferation and Iran; the contested impact of migrants on receiving countries and their respective countries of departure; protest against the World Trade Organisation, and so on which raise the issue of world poverty and dependency and the growing WHO concern with obesity. Students engage with the lecture in both spontaneous and prepared discussions on a wide range of global issues that are topical and motivating. | |
| By the end of the course students will have: 1. Students engage in both spontaneous and prepared discussions on a wide range of challenging issues that are topical and motivating. 2. A knowledge and understanding of communication skills. 3. The ability to identify their strengths and weaknesses as students and how they can improve. 4. An ability to communicate ideas/information and summarise material. 5. Demonstrate their understanding in an essay on a contemporary global problem explaining its nature, effects and strategies for redress. | |
| Keyword | Global Issues II, International Relations, English, Poverty, NGO, Food Politics, Arms Control, AIDS, Climate Change and Energy |
| Plan | 1. Introduction and guidance for the course 2. Climate Change and Energy 3. Global Population 4. Understanding AIDS 5. Understanding Global Hunger 6. Mid-term Presentation 7. Mid-term Presentation 8. International Intervention 9. Understanding Poverty 10. Arms Control 11. Ethics of War 12. Food Politics 13. Final Presentations 2 14. Final Presentations 2 15. Final Presentations 2 * subject to change |
| Grading | Grading will be based on the following criteria. Active class participation 30 points -Participation (20) -Group discussion & Reflection (10) Daily assignments/ Homework 40 points - Reading (10) - Presentations (30) Final Assessments 30 points - Final research paper (30) Total 100 points |
| Preparation, etc. | |

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| Students should complete all readings before class. - A notebook - Dan Smith State of the World Atlas (Penguin 2012 978-0143122654). Reading list will be provided in class. |
| Notes |
| It is not necessary to have taken Global Issues I in the Spring semester. |
| Textbooks |
| 978-0143122654, State of the World Atlas, Dan Smith, Penguin, 2012 |
| Reference books |
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| Additional information on textbooks/reference books |
| Reading list will be given in-class. |

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| Code | 180087 |
| Subject | ISEPTUFS |
| Instructor | 高橋 将宜 [TAKAHASHI Masayoshi] |
| Title | Topics in Introductory Statistics for Social Sciences |
| Quarter | Fall |
| Day, Period | Wed.4 |
| Goals of the course | Through the course, you will come to realize not only how to use statistics but to develop connections between what is taught and your own career path. Statistics is used throughout a variety of fields, including medicine, pharmaceuticals, engineering, science, journalism, sociology, politics, law, education, and business. |
| | The goal of this course is to learn about the fundamentals of survey techniques and statistical analysis in a social science context. As such, this is an introductory level course in statistics and probability with the aim of social science applications. |
| Overview of the course | This course is designed to introduce you to concepts that have applications to social sciences. The course does not require a background in calculus, although numbers will be involved. The focus of the course is to help you develop conceptual as well as numerical knowledge in statistics. This will include: 1. Learning what data are and how to present them using graphs and numerical summaries 2. Computing probabilities to understand randomness and variability 3. Working with samples to understand and infer results for the population 4. Examining variables of data, including determining relationships between variables 5. Developing, conducting, and interpreting hypothesis tests. |
| Keyword | |
| | Data, mean, standard deviation, scatterplot, correlation, hypothesis testing, regression |
| Plan | |
| | 1. Introduction: Course Overview (Lewis-Beck, pp.1-2) |

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| 2. Quantitative and Qualitative Data (Lewis-Beck, pp.4-6) |
| 3. Numerical Summary of Data (Lewis-Beck, pp.8-13) |
| 4. Standardization and the Normal Model (Lewis-Beck, pp.13-16; Rudas, pp.52-60: Optional) |
| 5. Scatterplot and Correlation (Lewis-Beck, pp.19-22) |
| 6. Active Learning (1): Use the graph techniques to describe the assigned data and write up a report. (Midterm Report) |
| 7. Randomness and Probability (Rudas, pp.10-15, pp.19-33) |
| 8. Sampling and Data Collection (Lewis-Beck, pp.2-4) |
| 9. Probability Model and Sampling Distribution (Lewis-Beck, pp.30-35) |
| 10. Hypothesis Testing (Lewis-Beck, pp.35-41) |
| 11. Simple Regression Model (Lewis-Beck, pp.41-53) |
| 12. Multiple Regression Model (Lewis-Beck, pp.53-57) |
| 13. Regression Diagnostics (Lewis-Beck, pp.57-71) |
| 14. Active Learning (2): Use the multiple regression technique to analyze the assigned data and write up a report. (Final Report) |
| 15. Summary and Review of the Course (Lewis-Beck, p.72) |
| Grading |
| Homework Assignments: 40 points (12 sets: each 2 to 5 points) Midterm Report: 20 points Final Report: 30 points Final Examination: 10 points |
| Preparation, etc. |
| Read the assigned chapters of the textbook before each class. |
| Notes |
| 1. No prerequisites for statistics, mathematics, and PC skills. 2. Homework sets will be distributed at the end of each class, and will be collected in the beginning of each class. 3. As active learning elements, students will apply the methods learned in class to analyze real data, and write up reports. Details will be announced in class. 4. Homework sets and reports should be submitted as hardcopies in the classroom. 5. The final examination will assess the understanding of the course materials. |
| Textbooks |
| 9780803957725, Data Analysis: An Introduction, Lewis-Beck, Michael S., Sage Publications, 1995 9780761925064, Probability Theory: A Primer, Rudas, Tamas, Sage Publications, 2004 |
| Reference books |
| Introductory Statistics, 10th edition, 9780321989178, Weiss, Neil A., Pearson, 2015, Supplementary reading (optional) Introductory Econometrics: A Modern Approach, 6th edition, 9781305270107, Wooldridge, Jeffrey M., Cengage Learning, 2015, Supplementary reading (optional) |
| Additional information on textbooks/reference books |

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| Code | 180091 |
| Subject | ISEPTUFS |
| Instructor | ウィルコックス [WILCOX, Richard] |
| Title | Topics in Conflict and Immunity: The Fukushima Nuclear Disaster 2 |
| Quarter | Fall |
| Day, Period | Wed.4 |
| Goals of the course | |
| <p>This course will introduce the concept of environmental conflict as it occurs between humanity and the environment. The focus will be on the Fukushima nuclear disaster and its consequences for Japan and the world. We will also address wider issues of the politics of energy sustainability and the implications for the future.</p> <p>This course is for both foreign and Japanese learners who want to improve their English communication ability and foreign students who want a challenging and lively dialogue with their peers. There will be ample opportunities to discuss and analyze topics. Students should relax and enjoy the class so that they can improve their English communication ability and gain confidence in a supportive and friendly atmosphere.</p> <p>I welcome all students whatever their English level. While lower level proficiency students may find the topics intimidating, they can still learn a lot about the topics and from their peers, and improve their English language ability and confidence. Higher level students will find the topics sufficiently challenging and can benefit from having a wide variety of peers to discuss the topics with, and a flexible environment for choosing their research topics within the general framework of the course.</p> | |
| Overview of the course | |
| <p>The learning method consists of an integrated approach whereby students will develop discussion, writing and presentation skills based on DVDs and articles and the teacher's introductions to topics. Students will develop skills in oral discussion and analysis; academic writing; power point slide presentation techniques. Depending on student numbers, two or three students will offer a powerpoint presentation each week followed by group discussions among students. Their presentation will be based on their final paper, thus one leads directly to the next, and group discussions will help students to refine their theses in a peer reviewed environment.</p> <p>If students download the "OpenOffice" software for Mac or PC you can easily utilize: The Student Research Database online to write reports and presentations at: http://wilcoxb99.wordpress.com/student-research-database/ Student Outlines are available at: http://wilcoxb99.wordpress.com/student-outlines/ Students will produce: in-class notes on other presenters; one powerpoint script of ten minutes; one final paper of 1,200 - 2,000 words in length. Final papers are due on last</p> | |

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| day of class by hard copy or via email: wilcoxb2013@gmail.com | |
| Keyword | |
| nuclear power, logical discourse, debate, presentation, discussion, sustainability, environment, environmental conflict, environmental politics | |
| Plan | |
| Fall Semester | |
| Week 1 - Orientation | |
| Week 2 - DVD: Nuclear Ginza | |
| Week 3 - Environmental & Health Effects of Fukushima Disaster | |
| Week 4 - Energy Issues | |
| Weeks 5 - 13 - Student Presentations | |
| Grading | |
| Attendance, participation and activities: 40% | |
| Presentation: 25% | |
| Final Paper: 35% | |
| Preparation, etc. | |
| Weekly reading assignments 30 - 60 min. Students should take notes in class and may use laptop computer in class. Please listen to teacher lectures and use computer only for the purposes of the class. Bring English dictionary, notebook, writing utensils, etc. | |
| Notes | |
| Please arrive at class on time and attend regularly. There is no textbook for the course but the teacher provides an online database in order to research environmentally related topics: http://wilcoxb99.wordpress.com/student-research-database/ Student Outlines: http://wilcoxb99.wordpress.com/student-outlines/ | |
| Textbooks | |
| None | |
| Reference books | |
| Reference Book Student Database http://wilcoxb99.wordpress.com/student-research-database/ | |
| Additional information on textbooks/reference books | |
| Please utilize the TUFS library. | |

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| Code | 180092 |
| Subject | 人間と環境 B |
| Instructor | ウィルコックス [WILCOX, Richard] |
| Title | Topics in Environment and Human Life 2 |
| Quarter | Fall |
| Day, Period | Wed.5 |
| Goals of the course | |
| This course will introduce a variety of important environmental issues and gives students the opportunity to consider the interrelationships between the social and natural sciences and how human beings impacting the environment. Through greater knowledge and awareness students can learn to prepare themselves and positively | |

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| influence to influence society for the coming the environmental changes in the future. This course is for both foreign and Japanese learners who want to improve their English communication ability and foreign students who want a challenging and lively dialogue with their peers. There will be ample opportunities to discuss and analyze topics. Students should relax and enjoy the class so that they can improve their English communication ability and gain confidence in a supportive and friendly atmosphere. I welcome all students whatever their English level. While lower level proficiency students may find the topics intimidating, they can still learn a lot about the topics and from their peers, and improve their English language ability and confidence. Higher level students will find the topics sufficiently challenging and can benefit from having a wide variety of peers to discuss the topics with, and a flexible environment for choosing their research topics within the general framework of the course. |
| Overview of the course |
| The learning method consists of an integrated approach whereby students will develop discussion, writing and presentation skills based on DVDs and articles and the teacher's introductions to topics. Students will develop skills in oral discussion and analysis; academic writing; power point slide presentation techniques. Depending on student numbers, two or three students will offer a powerpoint presentation each week followed by group discussions among students. Their presentation will be based on their final paper, thus one leads directly to the next, and group discussions will help students to refine their theses in a peer reviewed environment. If students download the "OpenOffice" software for Mac or PC you can easily utilize: The Student Research Database online to write reports and presentations at: http://wilcoxb99.wordpress.com/student-research-database/ Student Outlines are available at: http://wilcoxb99.wordpress.com/student-outlines/ Students will produce: in-class notes on other presenters; one powerpoint script of ten minutes; one final paper of 1,200 - 2,000 words in length. Final papers are due on last day of class by hard copy or via email: wilcoxb2013@gmail.com |
| Keyword |
| ecology, wildlife, food, health, sustainability, environment, environmental politics, logical discourse, debate, presentation, discussion |
| Plan |
| Fall Semester Week 1 - Orientation Week 2 - Natural Resource Issues Weeks 3 - DVD: Water Issues Week 4 - DVD: The Ecology of Bees Weeks 5 - 13 - Student Presentations |
| Grading |
| Attendance, participation and activities: 40% |

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| Presentation: 25% Final Paper: 35% |
| Preparation, etc. |
| Weekly reading assignments 30 - 60 min. Students should take notes in class and may use laptop computer in class. Please listen to teacher lectures and use computer only for the purposes of the class. Bring English dictionary, notebook, writing utensils, etc. |
| Notes |
| Please arrive at class on time and attend regularly. There is no textbook for the course but the teacher provides an online database in order to research environmentally related topics: http://wilcoxb99.wordpress.com/student-research-database/ Student Outlines: http://wilcoxb99.wordpress.com/student-outlines/ |
| Textbooks |
| None |
| Reference books |
| Reference Book Student Database http://wilcoxb99.wordpress.com/student-research-database/ |
| Additional information on textbooks/reference books |
| Please utilize the TUFS library. |

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| Code | 180017 |
| Subject | ISEPTUFS |
| Instructor | 東 史彦 [AZUMA Fumihiko] |
| Title | Topics in Globalization and Immigration 1 |
| Quarter | Fall |
| Day, Period | Fri.5 |
| Goals of the course | This course aims at acquiring knowledge and ability to think about the directions and potentials of globalization and immigration in Japan, Asia-Pacific and the World in the future. This will be meaningful and important, since today, a great deal of attention has been being paid to the globalization and immigration problems even in Japan, due to the heated discussion of the TPP Agreement negotiation or our increasingly international everyday life mixed with more and more foreign nationals. |
| Overview of the course | This course deals with the present situations and future potentials of globalization and immigration, from viewpoints of international economic law, EU law, international human rights law or the Constitution of Japan. The European Union (EU) has established an area in which goods, services, capitals and citizens move freely between Member States without internal frontiers. Thus the EU offers the most advanced "globalization" and immigration model in the World. This EU model is going to be confronted with the present situations and future directions of globalization and immigration in Japan and in the World. |

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| Keyword |
| globalization, immigration, WTO, EU, law, constitution, international law, international economic law, international human rights law |
| Plan |
| Globalization and Immigration, introduction 1: Law and domestic and international law governing globalization and immigration Globalization and Immigration, introduction 2: WTO and EU rules and systems governing globalization and immigration Globalization 1: Customs Tariffs of Japan and the EU Globalization 2: National Treatment by Japan and in the EU Globalization 3: Quantitative Restrictions by Japan and in the EU Globalization 4: Non-tariff Barriers in Japan Globalization 5: Non-tariff Barriers in the EU Active learning 1: Make a summary of the most important points dealt with so far. Immigration 1: Entrance of Immigrant Workers and Foreign Nationals into Japan Immigration 2: Free Movement of EU Workers in the EU Immigration 3: Free Movement of EU Citizens in the EU and Entry of Non-member States into the EU Immigration 4: Japanese Citizens and Foreign Nationals in Japan Immigration 5: EU Citizens and Nationals of Non-member States in the EU Immigration 6: Refugees in the World Active learning 2: Make a summary of the most important points dealt with so far. |
| Grading |
| Active participation toward the lectures (20%), Q&As at the end of every lecture (50%) and active learning (30%) |
| Preparation, etc. |
| Reviewing after classes are recommended. |
| Notes |
| This course is for students who have not studied law as well. |
| Textbooks |
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| Reference books |
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| Additional information on textbooks/reference books |
| Original handouts will be provided. Reference books will be indicated during the lectures. |

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| Code | 180074 |
| Subject | ISEPTUFS |
| Instructor | ハック [HUQ, Mir Monzurul] |
| Title | Topics in International Economic Assistance for the Developing World |
| Quarter | Fall |
| Day, Period | Fri.5 |
| Goals of the course | |
| The course is intended to train students to (1) develop | |

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| their own understanding of the desperate situation developing countries are facing and the need for overseas economic assistance to overcome those difficulties; (2) become aware of the role being played by different actors of the Official Development Assistance (ODA); and (3) develop their own analytical skills by looking at different issues related to foreign aid. |
| Overview of the course |
| the course will focus on the situation of developing countries and assesses the impact of economic assistance in the lives of the people of those countries. |
| Keyword |
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| Plan |
| Session 1 The developing world at the onset of a new millennium Reading list 1. Eric Hobsbawm, "Age of Extremes," (Michael Joseph, London, 1994), Chapter 19: Towards the Millennium, pp. 558-585. |
| Session 2 The three-world division of post World War II world order and the Third World Reading list 1. Kofi Buenor Hadjor, "Dictionary of Third World Terms," (Penguin Books, London, 1993), Introduction, pp. 1-12. |
| Session 3 Collapse of the post World War II world order and the ever increasing gap between rich and poor Reading list 1. John Gray, "False Dawn: the Delusion of Global Capitalism," (Granta, London, 1999), Chapter 3: What globalization is not, pp. 55-77. |
| Session 4 The concept of development: Who are the developing nations and why do they need overseas assistance for economic development Reading list 1. Rist, Gilbert, "The History of Development: From Western origin to global faith"(Zed Books, London, October 2008) Chapter 1: Definitions of Development. 2. Black, Maggie, "The No-Nonsense Guide to International Development" (Verso, London, 2002), Chapter 1: The History of an idea, pp. 10-29. |
| Session 5 The LDCs and problems that need coordinated efforts to resolve Reading list 1. Paul Cammack, David Pool and William Tordoff, "Third World Politics: A Comparative Introduction," (Macmillan, London, Second Edition 1993), Chapter 8: The Third World in the Global Economy, pp. 286-321. 2. Amartya Sen, "Nobody Need to Starve," in Granta 52, winter 1995, pp. 213-220. |

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| <p>Session 6 Global warming, ozone depletion, deforestation and urbanization: too many problems to solve with limited resources Reading list 1. Documents and papers on Kyoto Protocol at www.unfccc.int/kyoto-protocol 2. Related papers of the Intergovernmental Panel on Climate Change, at www.ipcc.ch 3. Japan for Sustainability, articles and papers from the official web site at: www.japanfs.org</p> <p>Session 7 The Donors and the Sustainable Development Goals Reading list 1. Sustainable Development Goals review and the latest reports available at the official web page of the United Nations, www.un.org</p> <p>Session 8 Lending money for development: The World Bank, IMF, regional banks and conditionality in development assistance Reading list 1. Official web sites of the World Bank, IMF and Asian Development Bank.</p> <p>Session 9 Bilateral economic assistance: aims and objectives Reading list 1. Black, Maggie, “The No-Nonsense Guide to International Development” (Verso, London, 2002), Chapter 2: Aid: the international contribution, pp. 30-49. 2. An Overview of New JICA, at the official web page of Japan International Cooperation Agency (JICA) at www.jica.go.jp</p> <p>Session 10 Japanese involvement in official development assistance Reading list 1. Toru Yanagihara and Anne Emig, “An Overview of Japan’s Foreign Aid,” in Shafiqul Islam (ed), <i>Yen for Development: Japanese Foreign Aid and the Policy of Burden Sharing</i>, (Council of Foreign Relations Press, New York, 1991), pp. 37-69. 2. “Japan’s ODA White Paper, the latest edition available at the Ministry of Foreign Affairs of Japan Web Site: www.mofa.go.jp</p> <p>Session 11 NGO involvement in development assistance and Japanese experience Reading list 1. Anthony J. Bebbington, Sam Hickey and Diana C. Mitlin (Eds), “Can NGOs Make a Difference: The Challenge of Development Alternative”, (Zed Books, London, December 2007), Introduction and Chapter 17. 2. Reimann, Kim D. “The Rise of Japanese NGOs”,</p> |
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| <p>Routledge, London, 2009. 3. ODA and NGO, at the official web page of Japanese foreign ministry at www.mofa.go.jp</p> <p>Session 12 Helping the poor: what is the future? Reading list 1. Black, Maggie, “The No Nonsense Guide...” (Verso, London, 2002), Chapters 6 and 7, pp. 111-140.</p> <p>Session 13 Foreign aid and the developing world: an overview</p> <p>Session 14 Make-up assignment: Free discussion</p> <p>Session 15 Final Examination</p> <p>Grading 1.Active class participation.....10% 2.Class presentation (individual or group)....30% 3.Final written examination.....60%</p> <p>Preparation, etc.</p> <p>Notes The course is structured around lectures and discussions. There will be one 90-minutes lecture/discussion every week unless otherwise stated. First 60 minutes of each session will consist of lecture part, followed by a 30-minutes discussion where students’ participation will be considered essential pre-requisite of the course. Students, who fail to attend more than three classes, or do not make a presentation or submit course assignments, will not qualify to sit for the final examination without evidence of extraneous circumstances.</p> <p>Textbooks The History of Development: From Western Origins to Global Faith, Gilbert Rist 1904456634, The No-Nonsense Guide to International Development, Maggie Black</p> <p>Reference books Age of extremes : the short twentieth century, 1914-1991 / Eric Hobsbawm, 0-7181-3307-2, , M. Joseph, 1994</p> <p>Additional information on textbooks/reference books</p> |
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| Code | 211007 |
| Subject | ISEPTUFS |
| Instructor | 河内 一博 [KAWACHI Kazuhiro] |
| Title | Introduction to Morpho-syntactic and Semantic Typology |
| Quarter | Winter |
| Day, Period | Intensive |
| Goals of the course | |
| The main goal of this class is to understand and become able to describe typological properties of various | |

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| languages. The students will learn linguistic terms needed to describe the grammatical structures of languages. |
| Overview of the course |
| Students will develop their skills in analyzing and describing morpho-syntactic and semantic structures in various languages from a theory-neutral and typological perspective. In class, we will go over introductory papers and do exercises. The students are strongly encouraged to actively participate in class. |
| Keyword |
| morphology, syntax, semantics, typology |
| Plan |
| The instructor will give lectures as follows: Day 1- January 24: Introduction to linguistic typology and universals Day 2- January 25: Parts of speech, possession, word order Day 3- January 26: Grammatical relations, constructions, case, discipline of typology Day 4- January 27: Semantic typology, Exam On each day, the instructor will give the students exercises and homework. |
| Grading |
| Class participation 35%, Homework assignments 25%, Exam 40% |
| Preparation, etc. |
| The students must read the course materials and solve exercises before each class. |
| Notes |
| We will use handouts as textbooks. The students have to have knowledge on linguistics on an introductory level, but the instructor will design the course according to the students' knowledge. This course is an English-language version of the intensive course the same instructor teaches in September 2016. Students are encouraged to take the September course as well in order to expand their linguistic knowledge and develop skills in linguistic analysis by learning the same subject in a different language. |
| Textbooks |
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| Reference books |
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| Additional information on textbooks/reference books |
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| Code | 311003 |
| Subject | ISEPTUFS |
| Instructor | ウィンチェスター [WINCHESTER, Mark] |
| Title | Survey of Language and Society 2 |
| Quarter | Fall |
| Day, Period | Thu.1 |
| Goals of the course | |
| Language and Society 2: Language and the Internet The internet is now an integral part of everyday | |

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| contemporary life. This course seeks to explore the linguistic issues that affect us on a daily basis through our use of the internet. The first half of the course will focus on the debates concerning the influence of text messaging on contemporary language use. The second half of the course will look at the linguistic implications of social networking services such as Twitter and Facebook, online translation, and Natural Language User Interfaces (such as Apple's Siri). By the end of the course, students should have a greater understanding, not only of their own online linguistic behaviour, but also of the more general digitalisation of human systems of conveying sound and meaning that is going on 'as we speak'. |
| Overview of the course |
| At the beginning of the semester students will form study groups that will work together in class on the assigned texts throughout the course. The course will be split into two parts. In part one we will read and discuss linguist David Crystal's book Txtng: The gr8 db8. In part two of the course we will focus on the following issues: SNS sites, such as Twitter, Facebook and Mixi, online translation and Natural language user interfaces, such as SIRI. |
| Keyword |
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| Plan |
| Introduction 2. Txtng: The Gr8 Db8: Warm Up 3. Txtng: The Gr8 Db8: The Hype About Texting 4. Txtng: The Gr8 Db8: What Makes Texting Distinctive 5. Txtng: The Gr8 Db8: Why Do They Do It? 6. Txtng: The Gr8 Db8: Who Texts? 7. Txtng: The Gr8 Db8: What Do They Text About? 8. Txtng: The Gr8 Db8: How Do Other Languages Do It? 9. Txtng: The Gr8 Db8: Why All The Fuss? 10. Twitter, microblogging, and memes (Internet Linguistics) 11. Facebook (Internet Linguistics) 12. Online Translation 13. Natural Language User Interfaces 14. Final Exam |
| Grading |
| Assessment will be broken down as follows: 1. Class Participation (25%), 2. Group Worksheets (25%), 3. Final Essay (1000 words, 25%), 4. Final Test (Multiple Choice, 25%). Most of the readings for each week will be made available to students as PDFs via mailing list. |
| Preparation, etc. |
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| Notes |
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| Textbooks |
| Txtng: The gr8 db8, David Crystal, Oxford University Press, 2009 |
| Reference books |
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| Additional information on textbooks/reference books |
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| Code | 411163 |
| Subject | ISEPTUFS |
| Instructor | 望月 圭子 [MOCHIZUKI Keiko] |
| Title | Japanese Grammar with Comparative Perspectives from English |
| Quarter | Fall |
| Day, Period | Thu.4 |
| Goals of the course | |
| <p>1) Introducing main topics in Japanese Grammar by comparing them with English .</p> <p>2) Applying the cross-linguistic comparisons to the pedagogy of Japanese, English and other languages.</p> <p>3) Improve your Japanese proficiency for the international students.</p> <p>4) Studying and discussing Japanese and English Grammar with peers in an international class where Japanese and international students study together.</p> | |
| Overview of the course | |
| This class will introduce main topics in Japanese grammar by comparing them with English in the international class. | |
| Keyword | |
| Plan | |
| <p>Session 1. Difficulties in Japanese / Lack of Subject, Keigo, Compound Verbs.</p> <p>Session 2. Word Formation: reduplication, compounding, verb compounding, affixing, borrowed words: sound changes, clipping, meaning changes, Sino-Chinese words</p> <p>Session 3. Voice: 'Naru' versus 'Suru', transitive and intransitive pairs, -tearu, active and passive</p> <p>Session 4. Tense and Aspect: -ta versus -ru, -teiru</p> <p>Session 5. Lexical Aspect of Verbs in Japanese and English</p> <p>Session 6. Modals: commands and requests, permission, Should, Must, Can, -yo, -ne</p> <p>Session 7. If and when: -tara, -reba, -nara/naraba, -to</p> <p>Session 8. Particles: -wa, -ga, -mo, -wo, -ni, -de, -to, -hodo, -yori, only, sentence final particles</p> <p>Session 9. Transitive and Intransitive Pairs in Japanese and Ergative Verbs in English, Agent-Oriented type English vs Patient Oriented type Japanese</p> <p>Session 10. Compound Verbs in Japanese and Chinese vs. Complex Predicates in English</p> <p>Session 11. Case Marking: Japanese, English and Mandarin Chinese</p> <p>Session 12. Polite expressions, Keigo</p> <p>Session 13. Giving and Receiving: -ageru, -sashiageru, -morau, -itadaku, -kureru, -kudasaru, -yaru</p> <p>Session 14. Final Examination</p> <p>Session 15. Comments on final examination and discussions</p> | |
| Grading | |
| <p>1) Class participation 40%</p> <p>2) Take Home Examination during the winter vacation</p> | |

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| 20% |
| 3) Final Examination 40% |
| Preparation, etc. |
| Notes |
| This course is also open to full-time Japanese students as well as ISEP TUFS / 日本語・日本文化研修生. |
| Textbooks |
| <p>1. Text: English-Japanese bilingual handouts will be provided at each class session.</p> <p>2. References:</p> <p>☆ Using Japanese: A Guide to Contemporary Usage, William Maclure, Cambridge University Press</p> <p>☆ Introduction to Japanese Linguistics, Nasuko Tsujimura, Blackwell</p> <p>☆ The Languages of Japan, Masayoshi Shibatani, Cambridge University Press</p> <p>☆ Oxford Japanese Grammar and Verbs, Janathan Bunt, Oxford University Press</p> <p>☆ Situation vs. Person Focus, John Hids, Tokyo: Kuroshio publishing</p> |
| Reference books |
| Additional information on textbooks/reference books |

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| Code | 212005 |
| Subject | ISEPTUFS |
| Instructor | 櫻井 勇介 [SAKURAI Yusuke] |
| Title | Introduction to Japanese Language Education in the Era of Globalization |
| Quarter | Fall |
| Day, Period | Tue.5 |
| Goals of the course | |
| <p>Upon successful completion of this course, students will be able to:</p> <p>1) explain situations and challenges that the current Japanese language teaching and learning face worldwide (in English); and</p> <p>2) develop skills and attitude necessary to work and carry out projects efficiently with other people in English (e.g., communication skills, project management, emotional management and presentation skills).</p> | |
| Overview of the course | |
| <p>This course introduces and develops the knowledge required by teachers of Japanese language as a foreign language. The course exclusively focuses on the settings of teaching and learning Japanese abroad. The course also emphasizes students' development of various transferable skills which are necessary in the current globalised and still further globalising world. The students are expected to proactively research the contexts and situations where Japanese language teaching and learning are taking place, to analyse major issues in the area which they are interested in, and to present their research outcomes effectively to the other members of the class.</p> | |

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| The students will engage in many group work activities. By so doing, the course aims to raise their awareness of their skills and attitude which are substantially important to effectively work and communicate with individuals and groups from different background. As such, this course is not only designed to just provide the students with a depth of knowledge, but also a range of skills which prepare them for the era of the globalization. |
| Keyword |
| Japanese language education, globalization, transferable skills |
| Plan |
| 1. Intro: course outline & What it is? (1) 2. Why foreign language teaching? Why Japanese language teaching? 3. Japanese as a foreign/second language: contrastive perspectives 4. Different teaching & learning environments (1) 5. Different teaching & learning environments (2) 6. Some commonalities: Background to the common language framework and standards 7. Learning a foreign language in and out of the classroom 8. Reporting day & formative assessment 9. Studying as an international student in Japan: Academic and daily realities 10. Language teacher's competence and performance 11. Native and Non-native Japanese teachers: Living in the different worlds? 12. How you start your career as a Japanese language teacher?: what to study at TUFS? 13. Reporting day & wrapping up Active learning will be carried out twice between Week 1-8 and Week 8-13 (more than once for each). The timings depend on student groups' decisions. |
| Grading |
| The students will be assessed on the learning outcome in task/s: - weekly small research report (peer assessment) - group presentation (peer, self & teacher assessment) - formative and summative reflection journal of one's skills and attitude (peer & self assessment) The peer assessment takes a share of 40%, self assessment 40%, and teacher assessment 20%. |
| Preparation, etc. |
| Every week the students are required to read an article of their choice from the reading list given in the week-1 class, or will independently carry out a small research according to their own interests. They will make their review reports on articles or present the findings of their research to their group members in the class. |
| Notes |
| The students must upload their weekly work and group work achievements onto Moodle. An access key will be given in the week-1 class. |
| Textbooks |
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| Reference books |

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| Additional information on textbooks/reference books | |
| A reading list will be given in the Week 1 class. | |
| Code | 312119 |
| Subject | ISEPTUFS |
| Instructor | 土田 久美子 [TSUCHIDA Kumiko] |
| Title | Survey of Japanese Diaspora |
| Quarter | Fall |
| Day, Period | Fri. 3 |
| Goals of the course | |
| By completing the course, students should be able to: 1) Be familiar with the historical backgrounds and development of Japanese migration policies. 2) Understand some of the challenges and issues that Nikkei have experienced through vicissitude of history, both in and outside of Japan. 3) Explain some of the issues and challenges that migrants in general could face, based on what students have learned from the case studies of Japanese migration. | |
| Overview of the course | |
| Today, Japan has become a destination for many migrants. Through history, however, it has also sent out many migrants to various part of the world, including North and South America and Asia. This course investigate this phenomenon of international migration in Japanese political and social context. While discussing some of the scholarly writings and documentary films on the subject, we will be asking pertinent questions such as: How does international migration occur in Japan? What is its socio-political process? What does the term "Japanese/Nikkei" mean to the Japanese immigrants and their descendants in Japan and abroad? We will consider these questions and more, and examine the lives of Nikkei of the past and present, in and out of Japan. | |
| Keyword | |
| international migration, diaspora, Japanese/Nikkei, multicultural society | |
| Plan | |
| 1 Course Introduction: How does international migration occur? 2 Historical Overview I : Prior to WWII Japanese Migration to North America 3 Historical Overview II : Prior to WWII Japanese Migration to South America 4 Historical Overview III : Prior to WWII Japanese Migration to Asia and South Asia 5 Community Formations : A case study of South America 6 Struggles over Ethnic Identity : A case study of North America 7 Social representation of Nikkei (Active Learning) 8 Historical Overview IV : Post WWII Change of Immigration Policy and Nikkei Migration to Japan 9 Life in Japan : Working Experiences 10 Life in Japan : Community Formations | |

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| 11 Life in Japan : Nikkei Children in Japan (1) Educational Achievement |
| 12 Life in Japan Nikkei Children in Japan (2) Identity |
| 13 Social Representation of Nikkei Children and Youth (Active Learning) |
| 14 Emergence of Nikkei networks in the globalized world |
| 15 Course Reviews |
| Grading |
| Reading memo 20%, Contribution to group discussion 20%, Final Paper 60% |
| Preparation, etc. |
| Students are expected to read the assigned articles prior to coming to class and submit a reading memo at the beginning of each class. Reading materials will be provided in class or posted on the course website. |
| Notes |
| Students are encouraged to take Community Studies 1A in the spring quarter prior to enroll in this course. Some of reading materials and documentary films are in Japanese. |
| Textbooks |
| 978-0804744621, New Worlds, New Lives: Globalization and People of Japanese Descent in the Americas and from Latin America in Japan, Lane Ryo Hirabayashi et al., Stanford University Press, 2002 |
| Reference books |
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| Additional information on textbooks/reference books |
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| Code | 312102 |
| Subject | ISEPTUFS |
| Instructor | ホーネス [HORNESS, Paul] |
| Title | Survey of Bilingualism (Fall) |
| Quarter | Fall |
| Day, Period | Fri.6 |
| Goals of the course | The main objectives are to give students a general introduction into the various aspects of bilingualism and issues related to it. Students will... (1) become familiar with the key concepts of bilingualism (2) discuss the process of learning a second language (3) discuss the role of bilingualism in society (4) discuss individual learner differences (5) outline their beliefs about bilingualism (6) present their ideas on bilingualism |
| Overview of the course | This is a sequel to the introduction to bilingualism course offered as a GLIP Liberal Arts Subject. Students will expand upon their knowledge from the first semester. During the course students will discuss key concepts and research in bilingualism. Over the course we will shift the focus away from individual development and examine government policies. |
| Keyword | |
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| Plan |
| 1. Introduction |
| 2. Sociolinguistic factors |
| 3. Identity/internal and external viewpoints |
| 4. Bilingual education |
| 5. Presentation |
| 6. Review |
| 7. Measurement/assessments |
| 8. Standardized tests |
| 9. Immigrants |
| 10. Presentation |
| 11. Review |
| 12. Government policies |
| 13. Government policies |
| 14. Government policies |
| 15. Final |
| Grading |
| Participation/summaries: Each week students will be expected to write and present a summary on the weekly theme. 30 points |
| Presentation: Each student will present on one of the previous themes discussed in class. The purpose is to allow students to choose a topic and examine it more deeply. 30 points (2X15) |
| Review: Students will demonstrate their knowledge on a writing test and by participating in speaking discussion. The theme will be randomly chosen from one of the themes covered in class. 20 points (2X10) |
| Final Review: Students will demonstrate their knowledge on a writing test and by participating in speaking discussion. The theme will be randomly chosen from one of the themes covered in class. 20 points |
| Preparation, etc. |
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| Notes |
| Colin Baker's Foundations of Bilingual Education and Bilingualism (6th ed.) will be used as the basis for the course. In addition, other handouts will be given out in class. |
| Textbooks |
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| Reference books |
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| Additional information on textbooks/reference books |
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| Code | 412038 |
| Subject | ISEPTUFS |
| Instructor | 鶴田 知佳子 [TSURUTA Chikako] |
| Title | English Through Mass Media (Fall) |
| Quarter | Fall |
| Day, Period | Mon.4 |
| Goals of the course | This class aims to have participants acquire media literacy together with awareness for the daily news |

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| events. Every class will consist of participants presenting the news of the week of interest to them, followed by discussion on the news topic as selected by the instructor. | |
| Overview of the course | |
| Newspaper articles written in English will be used as the basis for discussion together with a textbook | |
| Keyword | |
| Current English, mass media, cross cultural understanding | |
| Plan | |
| Chapter 1: Assimilation Chapter 2: The wonder of two cultures Chapter 3: What is a Japanese Chapter 4: National character Chapter 5: The true internationalization of Japan Active Learning 1: Verbalizing your thought on “true internationalization of Japan” Chapter 6: Japanese “customs” Chapter 7: On trying to become a Japanese Chapter 8: Conforming to the Japanese way Chapter 9: The new Japanese consciousness Chapter 10: Japanese formality Chapter 11: The quiet revolution Active Learning 1: Verbalizing your thought on “the quiet revolution” Chapter 12: Japan is changing Chapter 13: The ageing society Chapter 14: A Japan that includes everyone Chapter 15: Japan as a multiethnic nation Presentation part 1: Cross-checking the same topic in multiple media Presentation part 2: Cross-checking the same topic in multiple media | |
| Grading | |
| contribution to class activity 25% weekly report 25% end-of-term presentation 25% term paper 25% | |
| Preparation, etc. | |
| None unless otherwise directed by the teacher | |
| Notes | |
| All participants are required to submit a weekly report using web form. http://www.tufs.ac.jp/ts/society/tsuruta/ http://tufs-interpretor.org/class/media-gakubu/mail.php | |
| Textbooks | |
| 978-4764738850, 世界の中の日本人と日本人の中の世界, Roger Pulvers 著, 上岡伸雄 編注, 金星社, 2009 | |
| Reference books | |
| Additional information on textbooks/reference books | |
| none | |

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| Code | 412052 |
| Subject | ISEPTUFS |
| Instructor | ロザリオ [Del ROSARIO, Paul] |
| Title | Business English for |

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| Interpreters/Translators (Fall) | |
| Quarter | Fall |
| Day, Period | Wed.3 |
| Goals of the course | |
| The aim of this course is to develop students' confidence and ability when communicating in a formal or professional setting. | |
| Overview of the course | |
| In this course, students will exercise their English language skills through common business situations. Students will be required to engage in a variety of in-class discussions, some role-playing activities (speaking & listening), as well as out-of-class reading & writing assignments. This course spends a great deal of time for paired, small group, and whole class discussions, so participation is crucial. | |
| Keyword | |
| Business English | |
| Plan | |
| TBA | |
| Grading | |
| Attendance 20% (4 unexcused absences = automatic F) Participation 15% Bi-monthly Business Review 7% Bi-monthly Review of Job Interview 8% Presentations x 2 20% Final Project: Job Interview 30% | |
| Preparation, etc. | |
| Notes | |
| Textbooks | |
| Reference books | |
| Additional information on textbooks/reference books | |
| There is no textbook for this course. All materials will be provided by instructor. | |

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| Code | 412043 |
| Subject | ISEPTUFS |
| Instructor | 田村 智子 [TAMURA Tomoko] |
| Title | Translation and Interpreting Studies (Fall) |
| Quarter | Fall |
| Day, Period | Wed.5 |
| Goals of the course | |
| To improve one's translation skill (primarily “oral and instantaneous” translation of various types of discourse) through theoretical inquiries and actual practice | |
| Overview of the course | |
| This is a “hands-on” interpreting and translation workshop, with a primary focus on the improvement of “on-the-spot” instantaneous oral translation of various types of discourse (recorded and live). The students are also expected to gain theoretical understanding of what “translation” is or should be. Before registration, please check “Registration Requirements” in “Notes” below | |

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| carefully. |
| Keyword |
| Translation, Translation Studies, Interpreting, Interpreting Studies |
| Plan |
| 1. 1st-Day Interpreting Level-Check Test (Required for Registration) 2. J-E Interpreting & Translation (1); Dialogue Interpreting (1) 3. E-J Interpreting & Translation (2); Dialogue Interpreting (2) 4. J-E Interpreting & Translation (3); Dialogue Interpreting (3) 5. E-J Interpreting & Translation (4); Dialogue Interpreting (4) 6. J-E Interpreting & Translation (5); Dialogue Interpreting (5) 7. Active Learning: Translation Theories 8. Hasegawa: Understanding the Source Text-(1); Dialogue Interpreting (6) 9. Hasegawa: Understanding the Source Text-(2); Dialogue Interpreting (7) 10. Hasegawa: Translation Techniques-(1); Dialogue Interpreting (8) 11. Hasegawa: Translation Techniques-(2); Dialogue Interpreting (9) 12. Hasegawa: Translation Studies (1); Dialogue Interpreting (10) 13. Hasegawa: Translation Studies (2); Dialogue Interpreting (11) 14. Active Learning: Final Interpreting Performance Exam Prep 15. Final Interpreting Performance Examination |
| Grading |
| 1. Attendance & In-Class Performance: 41% 3. Dialogue Interpreting Assignment: 19% 4. Oral Presentation on Hasegawa: 25% 5. Final Interpreting Performance Examination: 15% |
| Preparation, etc. |
| 1. Those who took Translation and Interpreting Studies 1 (Spring Term): Review Chapter 1-4 (Introduction: pp.1-135). 2. Those who did not take Translation and Interpreting Studies 1 (Spring Term): Read Chapter 1-4 (Introduction: pp.1-135). |
| Notes |
| Registration Requirements: 1) All prospective enrollees are required to take the 1st-Day “Interpreting Level-Check Test.” Only those who “pass” this 1st-Day “Interpreting Level-Check Test” will be permitted to register. 2) Due to the very nature of this course, the required “minimum” language proficiency for registration will be set as follows: a) For non-native English speakers: TOEIC 900/TOEFL iBT 100/Eiken Grade 1 (at least one of these three) b) For non-native Japanese speakers: JLPT N1 Please note that those who fulfill the above proficiency condition still must also “take and pass the 1st-Day |

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| Level-Check Test.” | |
| 3) Since actual “in-class interpreting performance” will be a critical factor, “perfect attendance” in all the 13 in-class sessions is an absolute, minimum condition for a “passing” grade. | |
| 4) Translation and Interpreting Studies 1 (Spring Term) and Translation and Interpreting Studies 2 (Fall Term) are continuous, so it is highly recommended that the participants plan to register for both. | |
| 5) Translation and Interpreting Studies 2 (Fall Term) will assume the participants’ knowledge on Chapters 1-4 of the textbook (Hasegawa). Accordingly, those who did not take Translation and Interpreting Studies 1 (Spring Term) will be required to self-study these first four chapters. | |
| 6) Due to the room capacity, registration may become limited, in which case, the selection will be based on the 1st-Day “Interpreting Level-Check Test” performance. | |
| Others: 1) This class will be held in Room 204 (CALL Room), so always bring a USB memory stick to download all the audio assignments as well as your own performance for review. 2) Final Interpreting Performance Examination will be held on January 18, 2017 (during the regular class hour). No make-up examination will take place. | |
| Textbooks | |
| 978-0415607520, The Routledge Course in Japanese Translation, Yoko Hasegawa, Routledge, 2012 978-4-384-056532, 同時通訳が頭の中で一瞬でやっている英訳術リプログラミングドリル, 田村智子, 三修社, 2011 | |
| Reference books | |
| 同時通訳が頭の中で一瞬でやっている英訳術リプログラミング, 978-4-384-055696, 田村智子, 三修社, 2010 | |
| Additional information on textbooks/reference books | |
| 1) Primary class materials will be various digitally-recorded talks. 2) Translation and Interpreting Studies 2 (Fall Term) will cover Chapters 5-8 of the textbook (Hasegawa). Chapters 1-4 of Hasegawa are covered in Translation and Interpreting Studies 1 (Spring Term). 3) The other textbook (“Reprocessing Drill”) and the reference book (“Reprocessing”) will be used for Dialogue Interpreting Assignments. | |
| Code | 412023 |
| Subject | ISEPTUFS |
| Instructor | ハウザー [HAUSER, Eric] |
| Title | Second Language Acquisition 2: Conversation Analysis for Second Language Acquisition |

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| Quarter | Fall |
| Day, Period | Thu.6 |
| Goals of the course | |
| There are two primary goals of this course. One is to develop discussion and presentation skills in English. The other is to learn about the field of Conversation Analysis for Second Language Acquisition (CA-SLA) and how people learn language in and through interaction. | |
| Overview of the course | |
| There will first be an introduction to Conversation Analysis (CA) and CA-SLA. This will involve a mixture of lecture and discussion of readings. Students will then learn the basics of CA transcription and will record, transcribe, and analyze some second language data. Finally, students will use the data they have transcribed to conduct a research project, which they will present on. | |
| Keyword | |
| CA-SLA, interaction, language learning | |
| Plan | |
| Lecture: Introduction to CA and CA-SLA Reading 1 Reading 2 Reading 3 Active learning I: Recording conversation Learning to transcribe and analyze conversational data Learning to transcribe and analyze conversational data Active learning II: Transcribing conversational data Analyzing conversational data Analyzing conversational data Analyzing conversational data Research project Research project Student presentations Student presentations | |
| Grading | |
| Active participation: 30% Recording conversational data: 10% Transcribing conversational data: 20% Research project and presentation: 40% | |
| Preparation, etc. | |
| Students should do the readings before class. Active learning assignments will also be done outside class. | |
| Notes | |
| Textbooks | |
| Reference books | |
| Additional information on textbooks/reference books | |
| There is no textbook. Readings will be distributed online. | |

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| Code | 412039 |
| Subject | ISEPTUFS |
| Instructor | ジュリア クネゼヴィッチ [KNEZEVIC, Julija] |
| Title | Interpreting (Fall) |

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| Quarter | Fall |
| Day, Period | Fri.1 |
| Goals of the course | |
| At the end of the course, the learner is expected to show competence in the following areas: | |
| <ul style="list-style-type: none"> • Communication skills: <ul style="list-style-type: none"> • confirm understanding, and seek clarification or repetition of source message • transfer messages effectively from source to target languages • Interpersonal skill: <ul style="list-style-type: none"> • ensure behaviour and presentation are appropriate to dialogue setting and cultural conventions • Interpreting skills: <ul style="list-style-type: none"> • competent message transfer; manage problems of equivalence • reproduce factually and linguistically accurate content • Organisational skills to: <ul style="list-style-type: none"> • arrange work environment suitably • prepare and administer resources and documentation relating to assignments • Problem-solving skills: <ul style="list-style-type: none"> • address issues in delivery; manage discourse confidently • research skills to source background information relevant to assignment • Self-management skills: <ul style="list-style-type: none"> • apply Code of practice and legislative requirements to work processes • interpret in a professional and impartial manner | |
| Overview of the course | |
| This course is designed with an aim of equipping the learner with the skills and knowledge required in a general dialogue setting in community and business interpreting context. An interpreter in the dialogue setting is required to interpret between the two languages in both directions in a consecutive mode of interpreting or following the utterance of the speaker. In a general setting the content is broad and the complexity of the situation allows for predictability and planning. Topics covered are: education, social work, medical field, legal, business, immigration, and police within the Australian context as well as the inter-cultural topics within the Japanese context. | |
| Keyword | |
| Interpreting, Introduction, Interpreting Practice | |
| Plan | |
| Guidance Casualties of Mt. Fuji (Textbook, Unit 1) Malicious Beauty (Textbook, Unit 2) | |

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| How to visit a temple (Textbook, Unit 3) How to visit a temple (Textbook, Unit 4) Active Learning 1: Reflect and write an essay of either one of the four lessons Words to the wise (Textbook, Unit 5) part 1 Words to the wise (Textbook, Unit 5) part 2 I love you (Textbook, Unit 6) part 1 I love you (Textbook, Unit 6) part 2 Active Learning 2: Reflect and write an essay of either one of the four lessons Pancakes must be served in the proper context (Textbook, Unit 7) part 1 Pancakes must be served in the proper context (Textbook, Unit 7) part 2 Pancakes must be served in the proper context (Textbook, Unit 7) part 3 Summary |
| Grading |
| A self-reflective essay (maximum 2000 words) due in Week 10 where you will be asked to discuss any challenges you may have encountered and the strategies that you have applied throughout your learning process. The focus is on your 'areas of development'; Weight 30% In-class 'live exam' in Week 15; Weight 40% A diary with logs on your weekly interpreting practice and 'key learnings'; Weight 30% |
| Preparation, etc. |
| 事前準備として望ましいと思われるポイントは以下です。 ジャパン・タイムズなどの英字新聞のトップ・ニュースと平行して東京新聞などの日本語のトップ・ニュースを常に把握していること 社会、経済、政治、環境などの幅広いトピックスに関心を持つこと シラバスのトピックに沿った簡単な単語帳作成を試みること アナウンスされたトピックのシナリオを想定すること 単独練習またはクラスメートとのグループ練習をクラス以外に数時間をする 練習ログを取り、練習日記を書くこと ノート・テーキングを練習すること クラスメートに対して建設的なフィードバックをすること クラスの際、積極的に発言をすること |
| Notes |
| Textbooks |
| 978-4271113119, Exercises in English : サイトトランスレーションで意味をとらえよう, 鶴田知佳子, 横山直美 共編著, 大阪教育図書, 2006 |
| Reference books |
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| Additional information on textbooks/reference books |
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| Code | 412053 |
| Subject | ISEPTUFS |
| Instructor | 石黒 弓美子 [ISHIGURO Yumiko] |
| Title | Public Speaking for Interpreters/Translators (Fall) |
| Quarter | Fall |
| Day, Period | Fri. 2 |
| Goals of the course | |
| We will aim for an effective use of Talking to Inform, Talking to Convince, as well as Impromptu speeches and magic formula. We will also aim to improve delivery. | |
| Overview of the course | |
| Utilizing what we learned in the previous term, we will be practicing giving speeches with the aims of providing information and persuasion. Also we will learn more effective methods for short speeches and effectiveness of delivery. | |
| Keyword | |
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| Plan | |
| Orientation Giving a Short Talk to Get Action Earning the Right to Talk Practice Magic Formula Making Impromptu Speeches Making the Talk to Inform I Making the Talk to Inform II Making the Talk to Convince I Making the Talk to Convince II Effective Delivery I Effective Delivery II Reciting a Story Making the final talk in class Studying various aspects of public speaking and making reports. Summary | |
| Grading | |
| Evaluation bases on such factors as the depth of study and presentation of each week's chapter, speech, preparedness and test grades. | |
| Preparation, etc. | |
| Preparedness for presentations on assigned chapters and speeches on the themes for each week. | |
| Notes | |
| Only students who have completed the previous term's course may enroll in this second course. Each student will conduct 4 or 5 speeches this term as per the contents written above. Due to the fact that this is a course on public speaking, the pace of the class will change depending upon student progress. | |
| Textbooks | |
| 10-0749305770, The Quick and Easy Way to Effective Speaking, Dale Carnegie, Vermilion, 1990 | |
| Reference books | |
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| Additional information on textbooks/reference books | |
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| Code | 412030 |
| Subject | ISEPTUFS |
| Instructor | リーブ [LIEB, Margret-Mary] |
| Title | Language, Culture, and Society (Fall) |
| Quarter | Fall |
| Day, Period | Fri.3 |
| Goals of the course | The goal of this course is to raise students' awareness of language and cultural identity in a globalized world. Students will reflect on the role of language in facilitating connections between peoples and cultures. They will discuss the emergence of English as an international language and its political, social, and cultural consequences, both in Japan and around the world. The history of English, world Englishes, and the place of English in Japanese society will also be examined. In addition, the course will stress the importance of indigenous languages so that, ultimately, students will value their own language and culture and its contribution to a globalized world. |
| Overview of the course | This course is based on lectures and powerpoint presentations. Each class will consist of lectures, group discussions, and reflective exercises. Outlines will be provided and students will use these to take notes and keep summaries of lecture content. |
| Keyword | Language, Culture, Sociolinguistics |
| Plan | Week 1: Course Introduction Week 2: English in a Globalized World 1 Week 3: English in a Globalized World 2 Week 4: English in a Globalized World 3 Week 5: History of the English Language and Borrowed Words in English 1 Week 6: History of the English Language and Borrowed Words in English 2 Week 7: English and other Languages in Japanese Society 1 Week 8: English and other Languages in Japanese Society 2 Week 9: English and other Languages in Japanese Society 3 Week 10: English and other Languages in Japanese Society 4 Week 11: Comparing Hiberno-English and American English 1 Week 12: Comparing Hiberno-English and American English 2 Week 13: Wrap-up and Final Test |
| Grading | 50% In class tasks 50% Final Test |
| Preparation, etc. | This course will be taught entirely in English. Students taking this class should have a good command of English and come to class prepared to participate actively by listening, taking notes, participating in group discussions, and completing in-class tasks. |

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| Dictionaries are necessary to ensure students understand key terminology. | |
| Notes | There is no specific textbook for this course. Lectures are prepared based on a variety of sources. Recommended readings will be announced in class. |
| Textbooks | |
| Reference books | |
| Additional information on textbooks/reference books | |

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| Code | 213004 |
| Subject | ISEPTUFS |
| Instructor | マキン [MACKIN, Zane] |
| Title | Introduction to European Literature |
| Quarter | Fall |
| Day, Period | Tue.5 |
| Goals of the course | This course is meant to furnish students with an adequate general understanding of the development of European lyric poetry from the late Middle Ages to the present day. Poems will be read closely in class to reveal meaning and technical features, giving students the critical experience and language necessary for future explorations of Western poetry. |
| Overview of the course | Like an experimental aircraft testing the limits of flight, poetry tests the limits of language and what it can do. And, as a science in linguistic extremes, the study of poetry comes with its own technical language. What is a sonnet? An ode? What are iambs, dactyls, pentameters, hendecasyllables, alexandrines? How does blank verse differ from free verse? And what of rhetorical techniques, like alliteration, enjambement, chiasmus, tmesis, allegory, ekphrasis, and anadiplosis (aka. coblas capfinidas)? Those wishing to better understand what makes a poem soar will master this metalanguage in class. Furthermore, we will constantly employ this language in our readings, which will be by definition close, analytical, and deeply critical. |
| Classes will generally consist of a short introductory lecture followed by group analysis of selected poems. The course will require a substantial commitment of both time and intellectual energy. Students are expected to come to class having read the texts thoroughly, and must be prepared to criticize and question the texts under study. In addition, each student will present once on a poet of choice. Finally, students will perform frequent live readings in class. | |
| Advanced English is required. | |
| Keyword | |
| Plan | 1. Introduction to Course. Jabberwocky. Students' recitations. |

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| <p>2. The Medieval Beginnings of Lyric Poetry “The Seafarer” English Ballads</p> <p>3. English Poets of the Elizabethan Period Edmund Spenser Sir Philip Sidney William Shakespeare</p> <p>4. The Metaphysical Poets and Others John Donne George Herbert John Milton Robert Herrick</p> <p>5. The Romantics I William Blake William Wordsworth Samuel Taylor Coleridge</p> <p>6. The Romantics II George Gordon, Lord Byron Percy Bysshe Shelley John Keats</p> <p>7. Midterm</p> <p>8. The American 19th Century Walt Whitman Emily Dickinson</p> <p>9. The Modernists I William Butler Yeats Robert Frost Wallace Stevens</p> <p>10. The Modernists II T. S. Eliot Ezra Pound William Carlos Williams</p> <p>11. The Modernists II Marianne Moore Elizabeth Bishop</p> <p>12. Review</p> <p>13. Poem Analysis Paper Due</p> <p>14. Final Exam Due</p> |
| <p>Grading</p> <p>Grading Attendance and Participation 25% Absences will be excused only if they meet the school policy for Certified Absences. Students are allowed two unexcused absences for the class. Further absences will reduce final grade by 1/3 of a grade (e.g. A- becomes a B+). Four or more unexcused absences are an automatic failure for the course. Lateness counts as an absence</p> <p>Presentation 5% This will consist of a brief introduction of a poem before the class, exploring formal aspects more than anything. Format will vary depending on class size. Students will have the chance to write a poem following the style of one of the poems we study in class. Don't worry: I won't judge you as if you were professional poets. So long as your work shows good effort, you will be graded fairly.</p> <p>Midterm 25% Will consist of identifications, explanations of poetic techniques, and short textual analyses.</p> |

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| <p>3 short poem analysis papers or imitative poems (1-2 pages) 20% These short papers will explore the formal aspects of a poem of the student's choice. The imitative poem is a poem written after the style of an author under study. Final Exam 25% A take home exam, consisting of a few short essay questions.</p> |
| <p>Preparation, etc.</p> |
| <p>Notes</p> |
| <p>Textbooks</p> |
| <p>Reference books</p> |
| <p>Additional information on textbooks/reference books It is not necessary to purchase books. A reading packet will be provided.</p> |

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| Code | 313009 |
| Subject | ISEPTUFS |
| Instructor | 松村 一男 [MATSUMURA Kazuo] |
| Title | Survey of Japanese Mythology |
| Quarter | Fall |
| Day, Period | Mon.5 |
| Goals of the course | This course aims to provide general information about Japanese Mythology. Students are introduced to the wide varieties of mythological motifs in Japanese culture. |
| Overview of the course | Japanese Mythology, mainly of the Kojiki, will be explained by stages. Influence from neighboring countries will be noted. Structural analysis will be shown. The Kojiki text for the class can be reached through internet. Students will give a presentation and submit a term paper on that topic. |
| Keyword | Life and Death, Male and Female, Heavenly and Earthly, Mountain and Ocean, Fire and Water, Structure and History |
| Plan | <p>Introduction</p> <p>Cosmogony</p> <p>Netherworld</p> <p>Divine Triad</p> <p>High Heaven</p> <p>Fire and Food</p> <p>Dragon Slaying</p> <p>Hare and Crocodile</p> <p>Land Making</p> <p>Descent of Ruler</p> <p>Mountain and Sea</p> <p>Kingship</p> <p>Structure</p> <p>History</p> |

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| Universal vs. Indigenous |
| Grading |
| Attendance+Commentary Sheets 70% |
| Term Paper 30% |
| Preparation, etc. |
| Copies of reading materials will be given before classes. |
| Notes |
| Students are expected to have good command of English. |
| Textbooks |
| Reference books |
| Mythical Thinkings: What can we learn from Comparative Mythology?, 978-1-304-77253-, Kazuo Matsumura, Countershock Press, 2014 |
| Additional information on textbooks/reference books |
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| Code | 313003 |
| Subject | ISEPTUFS |
| Instructor | マキン [MACKIN, Zane] |
| Title | Survey of Western Literature 2 |
| Quarter | Fall |
| Day, Period | Tue.4 |
| Goals of the course | This is a continuation of last spring's course, Western Literature Survey 1 (2000 B.C. to 1592 A.D.). This semester we further explore the development of Western Literature after the Renaissance and into the present day. Again, students must be ambitious, dedicated, and willing to work hard. We will continue to seek out answers to the Big Questions: What does it mean to be human? What is our place in the world? What constitutes a life well spent? Can literature tell us anything about these conditions? Our classes, combining both lecture and student-led discussion, will relentlessly pursue these questions, using literature as a lens through which we will ultimately discover ourselves. |
| Overview of the course | In this thematic continuation of our spring course, we will explore literary genealogy. Where does a text find its influences? How does it relate to them? And how does a new text position itself within the tradition - a "canon," if you will - within which it would likely seek a place? The modern period witnesses the development of the novel, which will be our primary concern this semester. Originally considered a genre of low cultural status, the novel grew to become the defining literary format, and remains so to this day. It develops hand in hand with the rise of the bourgeoisie, the spread of literacy and private reading, and the societal shift toward industrialization, colonization, nation-states, and other defining economical/political features of modern civilization. In the novel we discover the desires, the concerns, and the fears of society as it endures these changes. |

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| Continuing what we began last semester, we will explore novels that meditate on that which resides outside of society: other cultures, other races, other biologies, other genders. In these texts, we will see authors define 'society' by exploring that which lies at its outer limits. The course is reading and writing-intensive (in English) and will require a substantial commitment of both time and intellectual energy. Students are expected to come to class having read the texts thoroughly, and must be prepared to criticize and question the texts under study. Note that the grading structure of this course rewards those who keep up with the readings and actively participate. |
| Keyword |
| Plan |
| 1. Daniel Defoe, Robinson Crusoe 2. Crusoe 3. Crusoe READER RESPONSE 1 4. Mary Shelley, Frankenstein 5. Frankenstein 6. Frankenstein 7. Herman Melville: Benito Cereno READER RESPONSE 2. 8. MIDTERM 9. Virginia Woolf, Orlando 10. Orlando 11. Orlando 12. Bertolt Brecht, The Threepenny Opera FINAL PAPER DUE 13. Brecht, Opera (cont); Samuel Beckett, Waiting for Godot 14. Beckett, Godot (cont); Review 15. FINAL EXAM |
| Grading |
| This course requires a LOT of reading, and your final grade depends heavily on keeping up. Only 35% of your grade consists of exams, the rest is participation and writing assignments Put plainly: if you do not keep up on the readings you will fail. Participation 25% Two 1-2-page reader response papers 15% Midterm 10% Final paper (8-12 pages) 25% Final Exam 25% |
| Preparation, etc. |
| Reading the weekly assignments is mandatory and will count towards your final grade. |
| Notes |
| Benito Cereno will be supplied by the professor. The purchase of the other five books is required. |
| Textbooks |
| Reference books |

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| Additional information on textbooks/reference books |
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| Code | 313022 |
| Subject | ISEPTUFS |
| Instructor | オミタバ チョックロボルテイ [Amitava Chakraborty] |
| Title | Survey of Bengali Culture |
| Quarter | Fall |
| Day, Period | Thu.5 |
| Goals of the course | |
| Students are expected to appreciate the tradition of Bengali Culture in general and have an insight in some specific trends in Bengali Culture. | |
| Overview of the course | |
| This course offers general introduction to the tradition of Bengali Culture, one of the major cultures of Asia. Further, in-depth introduction to a few contemporary trends will be offered. | |
| Keyword | |
| Bengali Culture, Feminism, LGBT, Baul, Public Deliberations. | |
| Plan | |
| 1st Class: Geography of Bengal, Anthropological and Religious Features of Bengali People. Student input on their interests, preferences and past exposure. Modification of teaching plan and finalization of thrust areas through group discussion based on inputs. 2nd Class: Bengali Film I. 3rd Class: Bengali Comics and Animation. 4th Class: Public Deliberation Cultures. 5th Class: Bengali Film II. 6th Class: Bengali Music I. 7th Class: Bengali Music II. 8th Class: Group Discussion on topics discussed so far. 9th Class: Baul Culture and Baul Songs. 10th Class: Folk Traditions and Folk Songs. 11th Class: Popular Political Culture. 12th Class: Feminist and LGBT Movements. 13th Class: Folk and Popular Visual Arts. 14th Class: Bengali Festivals. 15th Class: Group Discussion on topics discussed so far. | |
| Grading | |
| Based on Group Discussions and level of participation. | |
| Preparation, etc. | |
| Notes | |
| Students will be provided with excerpts from critical and literary texts one week ahead of each class, selected on the basis of inputs collected in the first class on participating students' interests, preferences and past learning. The input will also be used for deciding on the thrust of each class. | |
| Textbooks | |
| Reference books | |
| Additional information on textbooks/reference books | |

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| Code | 413104 |
| Subject | ISEPTUFS |
| Instructor | ドゥヴィヴェーデー [DWIVEDI, Ram Prakash] |
| Title | Indian Culture 2 |
| Quarter | Fall |
| Day, Period | Wed.3 |
| Goals of the course | |
| This course is designed to enable students to get an intensive knowledge about Indian cinema and its impact on culture and society. Indian cinema, one of the biggest cine-industry of the world, depicts the culture in many ways. It represents dream, desires and aspirations of the people, but at the same time, it shows the reality of its time. Cinema can be used as a tool to understand the history, culture and social aspects of a nation. It is one of the newest art form so, an effective tool of communication too. It incorporates many previous art forms like literature, music paintings, photography, architecture and costume design etc. in itself. Cinema, thus, is a composite art form. So, it is capable to communicate the composite culture of Indian sub-continent. | |
| Overview of the course | |
| By joining this course student would be able to know about cinema, particularly Indian cinema, as a cultural form and as a tool of communication. Cinema is considered to be an art of reality, which it is not always. Bollywood, the Indian film industry is one of the biggest in the world, has its own style of production, distribution and challenges. This course will give you knowledge about Indian culture and how this is depicted in cinema of India. | |
| Keyword | |
| Cinema Studies, Communication Studies, Cultural Studies, Indian Culture, BOLLYWOOD | |
| Plan | |
| Cinema: A Cultural Form Cinema & Culture: A correlation Cinema and its communication Visual & moving images: Cheating the reality (Maxim Gorky) Reality: Is any thing real? Grammar of Cinema Cinema: A Unique Tool of Communication Visual Versus Verbal Communication Creative world of cinematic art Language of a film Social reality in Cinema Cinema as a history Indian Cinema: A Historical Introduction Arrival of Cinematograph in India Mythology & Cinema: The silent Era Talkies Parallel Cinema Globalization & Cinema of India Contemporary Cinema | |

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| BOLLYWOOD: An Industry |
| Making of a film in Bollywood |
| A true national Industry |
| Masala (spice) & movies |
| Industry with a challenge |
| Other Production Center |
| Cinemas of India: Socio-Cultural Depiction |
| Indian Society in Cinema |
| Culture of India: A cinematic appreciation |
| Reality & Super Reality: A choice of Viewers |
| Production |
| Idea & Story |
| Studio & Outdoor |
| Actor |
| Music |
| Location etc. |
| The time period (3Hrs) |
| Music & Songs |
| Music: The essential spice |
| Songs: A natural advancement of the narration |
| Emotional depth of a song |
| Songs: Question of Discontinuity of the Story. |
| Indian Cinema: Genre & Classification |
| Popular Versus Parallel: An outdated debate? |
| Family, romance, underworld and ---- |
| Documentaries |
| Advertisements |
| ETC |
| Indian Documentary |
| Documentaries |
| EZRA POUND |
| War & Documentary |
| Post Independence |
| Now-a-days |
| PR & Ad Cinema |
| PR |
| Advertisements |
| Commercials |
| MPACT: On the Cinema by the Cinema |
| Indian Theatre, classical & folk culture |
| Music TV |
| Fashion |
| Food |
| Pop culture |
| Social Media |
| Cine Reality Versus Social Reality |
| Indian society and its challenges |
| Cine reality: A constructed one |
| Cine reality: Market driven |
| Indian Film: Censorship, Creativity and Culture |
| Religion |
| Gender |
| Communities |
| Art, Culture & Censorship |
| Cinematograph Act |
| Film Review |
| Reviewing a film: Search of Parameters |
| Indian Film Reviews |
| Contemporary reviewers |
| Grading |

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| Class Assignments 30% |
| Mid Term Essays/ Project Work 30% |
| Final Examination 40% |
| Preparation, etc. |
| Term Paper/Project |
| Specific study of a film |
| Specific issues of Indian Cinema |
| Notes |
| Students who wish to join this course are supposed to participate in debates and discussions in the class. Students who pursue this course will get a good knowledge about Indian cinema, culture and society. Students will be encouraged to watch movies and read online materials to prepare their presentations/project. Social media will also be used to facilitate the students learning and help them to develop their communication skills. |
| Textbooks |
| 9788132107323, The Magic of Bollywood, Anjali Gera Roy, SAGE, India, 2012 |
| 9780143065111, Bollywood Nation: India Through its Cinema, Vamsee Juluru, Oxford University Press, 2013 |
| Reference books |
| Indian Popular Cinema: A narrative of Cultural Change, 1858563291, K. Motigokulsing, Wimal Disanayke, Trentham Books, 2004 |
| Additional information on textbooks/reference books |
| Printed study material will be provided in the classes and online study material will be used as texts |

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| Code | 421015 |
| Subject | ISEPTUFS |
| Instructor | 中込 さやか [NAKAGOMI Sayaka] |
| Title | History of Education in Victorian and Edwardian England 2 |
| Quarter | Fall |
| Day, Period | Mon.2 |
| Goals of the course | This course aims to give a brief introduction to the history of education in Victorian& Edwardian England from the early 1830s to the 1910s. The present English educational system differs greatly from that of Japan. Some key characters of English education were set in the Victorian& Edwardian times, the periods covered in the Courses. The lectures help students grasp the differences between Japanese and English education and also the historical origins of English education. |
| | It is desirable that students take both Spring& Autumn Courses since they are planned as continuous lectures and information on most of the historical backgrounds are to be delivered during the Spring Term. |
| Overview of the course | During the Autumn Term lectures concentrate on changes after the mid-Victorian period. First some lectures explain the economic, political and social changes after the mid-Victorian period. Then detailed lectures are given to cover the broad educational changes made. E.g. Elementary education, boys' |

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| secondary education, girls' secondary education, examination, teacher training, etc. |
| Keyword |
| English history, history of education, social history. |
| Plan |
| Contents and order of lectures may be replaced. Students are required to submit two Active Learning assignments (additional reading from a book). 1. Introduction. 2. Historical backgrounds: summary of previous lectures. 3. Historical backgrounds: changes after the mid-Victorian period. 4. Summary& conclusions. 5. Elementary education after the 1870s. 6. Boys' secondary education after the 1860s. 7. Girls' secondary education after the 1860s. 8. Examinations. 9. Teacher training. 10. Technical and vocational education. 11. University education. 12. Central and local educational authorities 1. 13. Central and local educational authorities 2. 14. Summary& conclusion. 15. Final examination. |
| Grading |
| Classroom participation 30%. Short examinations and assignments 40%. Final examination 30%. |
| Preparation, etc. |
| It is desirable that students read books or journal articles related to lectures before attending the classes. Detailed lists of references will be given in each class. |
| Notes |
| The maximum number of students accepted will be around 40. The method of student selection will be made by a lottery. Students must attend the first class to become eligible for the selection. |
| Textbooks |
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| Reference books |
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| Additional information on textbooks/reference books |
| No set textbook will be used in this course. Detailed lists of references will be given in each class. |

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| Code | 421102 |
| Subject | ISEPTUFS |
| Instructor | 曾根 康雄 [SONE Yasuo] |
| Title | China's Economic Reform and Globalization |
| Quarter | Fall |
| Day, Period | Mon.5 |
| Goals of the course | |
| | This course focuses on China's on-going economic reform and globalization. In this course, students will study the historical meaning of China's "Reform and Open-door" since 1978, her socio-economic changes caused by reforms, and the process of the globalization |

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| of the Chinese economy. The course will also cover some current issues of the East Asian economy and society. Students will build a foundation which is required to understand the second largest economy in the world. |
| Overview of the course |
| The course will cover three areas: a) the process of market transition in China, b) China's strategy of open-door policy, c) current development of the economy and society in the East Asian region. The course will be conducted in English and designed to encourage students to use English as a learning tool. |
| Keyword |
| China, transition, planned economy, market economy, closed economy, open economy, socio-economic changes, globalization |
| Plan |
| In the 1st half of this course, students are assigned to read several chapters of the text (Naughton (2007)). In the class, the instructor will elaborate basic concepts, theories and technical terms on each topic. In the 2nd half, the instructor will provide latest journals every week. A certain part of the class will be allocated for discussion or presentation by students. The schedule is subjective to change based on students' needs. 1. Course introduction 2. Current issues on China's economy and society 3. Transition from a planned economy to a market economy - Approach 4. Market transition since 1980s - Economic reforms at the early stage 5. Market transition since 1980s - Economic reforms in 1980s 6. Market transition since 1980s - Difference between before and after 1993 7. Challenges China faces to now 8. Written examination (mid-term) 9. China's Open-door policy since 1980s (1) - Trade 10. China's Open-door policy since 1980s (2) - FDI & WTO entry 11. The China circle - The role of Hong Kong and Taiwan 12. Current issues on China's economy and society 13. Current issues in the East Asia/Discussion/Presentation 14. Current issues in the East Asia/Discussion/Presentation 15. Written examination (final) |
| Grading |
| Grading will be done based on a) active participation in class (30%), b) written examination (70%). Written examination will be held two times. |
| Preparation, etc. |
| Students must read the assigned texts/articles before class and prepare questions. |
| Notes |
| Materials will be provided by the instructor. |
| Textbooks |

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| 9780262640640, The Chinese economy : transitions and growth, Barry Naughton, MIT Press, 2007, Study Chapter 4, 16, 17. 9780262019439, Wu Jinglian : voice of reform in China, Wu Jinglian, edited with introductions by Barry Naughton, The MIT Press, 2013, 9780199361038, China Goes Global: The Partial Power, David Shambaugh, Oxford University Press, 2013 |
| Reference books |
| Additional information on textbooks/reference books |
| Selected articles from latest journals, such as the Wall Street Journal, the Financial Times, South China Morning Post and the People's Daily, will be used as materials for this course. |

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| Code | 421186 |
| Subject | ISEPTUFS |
| Instructor | 錦田 愛子 [NISHIKIDA Aiko] |
| Title | Critical Review of the Israeli-Palestinian Conflict |
| Quarter | Fall |
| Day, Period | Tue.4 |
| Goals of the course | This course encourages students to understand the roots and main issues of the Israeli-Palestinian conflict in multi-dimensional perspective. It also promotes development of the skill to express your own opinion about contemporary Middle-Eastern politics based on deep understanding of each element. |
| Overview of the course | This lecture explores the roots and historical development of the Israeli-Palestinian conflict from multi-dimensional perspective. Focusing not only on main actors in the field, but also on the opinions of intervening outsiders, opponents and minorities, dismissed different possibilities can be investigated. The critical review may expose deeper sources of the conflict, but at the same time, it could provide alternative ideas and positive prospect for the prolonged conflict. |
| Keyword | Palestine, Israel, international politics, post-Zionism, one/two state-solution |
| Plan | Introduction The history of anti-Semitism and Holocaust British diplomacy and division of the Ottoman Empire "New Historians" and the debate on the Israel's history Political commitment of America in the Middle East Active-Learning 1: Interim Discussion on the historical responsibility The end of the "Arab-Israeli" conflict Resistance from inside: the 1st Intifada The Gulf War and the Israeli-Palestinian conflict The failure of the Oslo agreement Resistance in violence: the 2nd Intifada Hamas government and international sanction Gaza wars |

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| Active-Learning 2: Summary of the study Discussion |
| Grading |
| Participation (40%): Research (60%): (-Presentation of the concept of paper during interim discussion: 15% (-Final paper: 45% |
| Preparation, etc. |
| It is advised that prior to classes, students read the instructed reading assignments and related books and articles according to each one's interest. |
| Notes |
| Textbooks |
| A textbook will not be used, but reading assignments will be instructed prior to each class. |
| Reference books |
| The list of recommended books and references will be distributed in the first class. |
| Additional information on textbooks/reference books |

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| Code | 421023 |
| Subject | ISEPTUFS |
| Instructor | ルシオ・デ・ソウザ [ROCHA DE SOUSA LUCIO MANUEL] |
| Title | Portuguese Cultural Heritage and Luso-Brazilian-Japanese Relations 2 |
| Quarter | Fall |
| Day, Period | Wed.2 |
| Goals of the course | Students will acquire an ability to understand the nature of Portuguese social process in a contemporary as well as historical perspective. They will be able to describe, and analyse in sociological categories, social and cultural phenomena and processes of formation of identity, seen as a cultural co |
| Overview of the course | This course covers a broad range of issues related to European civilization and deals with the process of construction of European and Portuguese social and cultural collective identities, seen as a historical development and as a present transformation. This course also aim to analyze Portugal within a wider international and global perspective and to develop a deep understanding of the inter-relation between the economics, history, politics, language and culture. |
| Keyword | European Studies; Portugal; identity; society |
| Plan | 1- Portuguese Heritage I 2- Portuguese Heritage II 3- Portuguese Music: Roots 4- Portuguese Music: Folklore 5- Portuguese Music: Fado 6- Brasil: Cultural Heritage 7- Africa: Portuguese Cultural Heritage |

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| 8- India: Portuguese Cultural Heritage |
| 9- China: Portuguese Cultural Heritage |
| 10- Migration and minorities in Brasil |
| 11- Brazilian and Japanese Relations I |
| 12- Brazilian and Japanese Relations II |
| 13- Brazilian and Japanese Relations III |
| 14- Report Presentations and Discussion I |
| 15- Report Presentations and Discussion II |
| Final Report Discussion |
| Grading |
| Final Report |
| Preparation, etc. |
| - Recall factual claims about the past and synthesize them into coherent interpretive arguments. |
| - Read reference books closely and critically. |
| - Formulate a well-organized and well-supported argument. |
| Notes |
| There will be literature suggested for each class, which all the students will be required to read. |
| Textbooks |
| Reference books |
| Additional information on textbooks/reference books |
| The course instructor will bring the reading materials. |

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| Code | 421027 |
| Subject | ISEPTUFS |
| Instructor | 佐藤 空 [SATO Sora] |
| Title | European Ideas in Historical Context |
| Quarter | Fall |
| Day, Period | Thu.4 |
| Goals of the course | The course aims to introduce students to early modern intellectual history in Europe. By the end of this course, students are expected to develop the ability to understand, summarize and discuss major intellectual concepts of the early modern period as well as the historical contexts in which they emerged. |
| Overview of the course | In this course, students learn the history of political and economic thought, with particular focus on some major modern thinkers of liberalism and conservatism such as Adam Smith and Edmund Burke. The classes will be all conducted in English. Students are expected to attend every class and participate actively in class activities. During the course, they will be asked to write two essays and to give some presentations about course themes in English. |
| Keyword | Anglo-American History; Intellectual History in Early Modern Europe; Liberalism; Conservatism |
| Plan | Introduction The Renaissance: History and Ideas Intellectual History of the American Revolution |

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| The French Revolution and Political Ideologies |
| The Enlightenment: History and Ideas |
| Adam Smith's Life |
| Adam Smith's Ideas on Society and History |
| Adam Smith's Economics |
| Active Learning (1): Choose one of the topics learned in class and write a 300 word essay in English |
| Edmund Burke's Life |
| Edmund Burke's Conservatism |
| Liberalism and Conservatism in the 19th and 20th Century |
| How to write and make a presentation in English? |
| Active Learning (2): Preparation for Presentation Exam |
| Presentation Exam |
| Grading |
| Essays (Mid Term 10%; Final 30%) |
| Presentations (50%) |
| Preparation, etc. |
| Read pre-circulated material and prepare for class activities and discussion. |
| Notes |
| If you have general knowledge about intellectual history, it will help to join the course. |
| Textbooks |
| Reference books |
| A History of Modern Europe: From the renaissance to the Present (Third Edition), 9780393934335, John Merriman, W.W. Norton & Company, 2009 |
| Adam Smith: An Enlightened Life, 0300177674, Nicholas Phillipson, Penguin, 2010 |
| Hayek on Liberty, 9780415173155, John Gray, Routledge, 1998 |
| Edmund Burke: His Political Philosophy, 9780415611503, Frank O'Gorman, George Allen & Unwin Ltd, 1973 |
| Additional information on textbooks/reference books |

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| Code | 421178 |
| Subject | ISEPTUFS |
| Instructor | 宮本 隆史 [MIYAMOTO Takashi] |
| Title | History and New Media: Introduction to Historical Methodology in the Digital Age |
| Quarter | Fall |
| Day, Period | Thu.4 |
| Goals of the course | The objectives of this course are to provide students with (1) basic methodologies and techniques of historical studies, (2) skills of archival work including collecting and interpreting historical information, and (3) knowledge on use of digital information for historical study. While the course will focus more on methodology of history, we will put less emphasis on memorizing historical events or chronological tables. Rather, the primary objective is to provide students with skills through which they can discover and analyze |

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| <p>information from the past in the digital age. Students are expected to read and examine primary historical sources in their own areas of interest.</p> <p>* The course is NOT a continuation of “Public History and Historical Methodology” course held in the spring semester. Any student can attend this course.</p> |
| <p>Overview of the course</p> <p>The course will focus on three major themes: theoretical and methodological questions in the study of history, perspectives of history, and possibilities of history in digital age.</p> <p>Classes will be consisted of lectures, presentations and discussion, and group work. All the students are required to read materials before coming to class. Required reading list will be given in the first session.</p> <p>In every session, one or two students will make a short presentation (about 10-15 minutes) based on the assigned readings. Presentation should summarise the discussion of the writer and the presenter’s opinion of the article.</p> <p>In group work, students will develop methodological skills through dealing with actual primary historical sources. This course will introduce students with basic knowledge on usage of digital information and tools for historical study. No prior knowledge of coding and programming is required. We will learn how to represent historical information on the web using online tools including Wiki, OpenStreetMap, and others.</p> |
| <p>Keyword</p> <p>History, Historiography, Methodology of History, Digital Humanities, Digital History, Public History</p> |
| <p>Plan</p> <p>1. Introduction to the course Active Learning 1, Planning a research project: Each student is to choose a topic and submit a study plan including title, one paragraph outline.</p> <p>2. History and Media 1 Overview of the history of historiography and media from ancient times to the present.</p> <p>3. History and Media 2 Overview of the history of historiography and media from ancient times to the present (continuation).</p> <p>4. Evolution of Information Discussion on technological environment and historical information.</p> <p>5. Politics of Digital Archives Discussion on political discourse and digitisation.</p> <p>6. Ethics of “Openness” Open culture and its applications in various political domains. Active Learning 2, Draft Essay: Each student will submit the first draft of her/his term-end essay. They will also learn to review and edit each other’s draft.</p> <p>7. Collaborative Editing (group work) 1 Editing Wikipedia articles in various languages.</p> <p>8. Collaborative Editing (group work) 2 Analysing Wikipedia articles in various languages.</p> |

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| <p>9. Collaborative Editing (group work) 3 Discussion on editing of Wikipedia articles in various languages.</p> <p>10. History and Social Network Case Studies on Facebook, Twitter and YouTube.</p> <p>11. History and Education Discussion on conditions of History Education in the Digital Age.</p> <p>12. What is History in the Digital Age? Class discussion.</p> <p>13. Conclusion</p> | | | | |
| <p>Grading</p> <p>Class participation 30% Class Presentation 30% Term-end Essay 40%</p> | | | | |
| <p>Preparation, etc.</p> <p>All the students are required to read materials before coming to class. Required reading list will be given in the first session. Other recommended readings are shown below. Students are asked to read and analyze primary historical sources available in libraries and on the web (such as www.archive.org).</p> | | | | |
| <p>Notes</p> <p>Students will choose topics and present papers (5-10 minutes each) in each class. They will be encouraged to take part in discussions. Each student is to write an essay based on the presentation (between 1,500 words and 3,000 words). Evaluation will be based on class presentation and term-end essay. The lecturer will assist them to choose topics, to write papers for presentation, and to prepare term-end essays in the class and through internet.</p> | | | | |
| <p>Textbooks</p> | | | | |
| <p>Reference books</p> <p>Explaining Culture: A Naturalistic Approach, , Sperber, Dan, Blackwell, 1996 The Selfish Gene (30th Anniversary edition), Dawkins, Richard, Oxford University Press, 2006 Darwinizing Culture: The Status of Memetics As a Science, , Aunger, Robert (ed.), Oxford University Press, 2001 From Gutenberg to Google: Electronic Representations of Literary Texts, , Shillingsburg, Peter L., Cambridge University Press, 2006</p> | | | | |
| <p>Additional information on textbooks/reference books</p> <p>Although no textbook will be used, it is highly recommended to read the following book.</p> <p>Cohen, Daniel J. and Roy Rosenzweig. 2005. Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web. Philadelphia: University of Pennsylvania Press.</p> <p>Its digital version is available online as well: http://chnm.gmu.edu/digitalhistory/</p> | | | | |
| <table border="1"> <tr> <td>Code</td> <td>421020</td> </tr> <tr> <td>Subject</td> <td>ISEPTUFS</td> </tr> </table> | Code | 421020 | Subject | ISEPTUFS |
| Code | 421020 | | | |
| Subject | ISEPTUFS | | | |

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| Instructor | 吉田 浩美 |
| Title | Basque Culture and History |
| Quarter | Fall |
| Day, Period | Thu.5 |
| Goals of the course | To learn Basque culture and history. |
| Overview of the course | This course teaches the student about basic information about Basque society, Basque history, Basque oral literature and so on. |
| Keyword | Basque people, Basque society, Basque culture |
| Plan | 1. Basic information about Basque society and Basque language. 2. History (1) : Prehistoric times 3. History (2) : the Roman times 4. History (3) : The middle ages. 5. History (4) : Between 1500 - 1700. 6. History (5) : Between 1700 - 1900. 7. History (6) : The present day. 8. Oral literature (1) : koplak zaharrak and erromantzeak 9. Oral literature (2) : Verses sung impromptu 10. Basque music and dance 11. Bernat Etxepare and "Linguae Vasconum Primitiae" 12. Active learning 1 : Students are asked to write a paper about a Basque literary work. 13. Active learning 2 : Students are asked to write a paper about the culture, society, literature or history of Basque people, and make a presentation in the 14th lesson. In order for the students to prepare for it, the instructor will introduce several reference books in the first lesson. 14. Presentation 15. Course review |
| Grading | paper and presentation (70%), contribution through positive attitude in class (30%) |
| Preparation, etc. | |
| Notes | |
| Textbooks | |
| Reference books | 現代バスクを知るための50章, 萩尾生・吉田浩美編, 明石書店, 2012 バスク初文集, ベルナト・エチエパレ, 平凡社, 2014 |
| Additional information on textbooks/reference books | Handouts will be distributed by the instructor. |

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| Code | 222004 |
| Subject | ISEPTUFS |
| Instructor | 五十嵐 ミュゲ [IGARASHI MUGE DANE] |
| Title | Introduction to Gender: Cultural Construction of Gender in Comparison |
| Quarter | Fall |

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| Day, Period | Mon.3 |
| Goals of the course | The goal of the course is for all students to have a general idea on how gender is socially structured around the world and especially in Japan. |
| Overview of the course | |
| Keyword | Gender, anthropology |
| Plan | Allison, Anne. 1994. Nightwork: Sexuality, Pleasure, and Corporate Masculinity in a Tokyo Hostess Club. Chicago: University of Chicago Press. Selections. Bem, Sandra L. 1993. The Lenses of Gender. New Haven: Yale University Press. Brettell, Caroline and Caroline Sargent, eds. 2001. Gender in Cross-cultural Perspective. New Jersey: Prentice-Hall. Connell, R. W., 2005. Masculinities. Berkeley: University of California Press. Dasgupta, Romit. 2013. Rereading the Salaryman in Japan: Crafting Masculinities. London and New York: Routledge. Folbre, Nancy. 1994. Who Pays for the Kids? London and New York: Routledge Judith Butler - Undoing gender K. Louie and M. Low, eds. 2003. Asian Masculinities. Oxon and New York: RoutledgeCurzon. Kessler, Suzanne. 2002. Lessons from the Intersexed. New Brunswick: Rutgers University Press. Malik, A. A., (2012) Masculinity and Pakistani Male Marriage Migrants. Available for download at; http://www.engagingmen.net/files/resources/2012/lbelbase/Pakistan_Aisha_Masculinity_and_Pakistani_Male_Marriage_Migrants_0.pdf Mathews, G. (2003). Can 'a real man' live for his family? In Roberson, J. & Suzuki, N., (Eds.), Ikigai and masculinity in today's Japan' Men and Masculinities in Contemporary Japan: dislocating the salaryman doxa. London: Routledge: Curzon. Ogasawara, Y. (1998). Office Ladies and Salaried Men Power, Gender, and Work in Japanese Companies. Berkeley, Los Angeles, London: University of California Press. Roberson, James and Nobue Suzuki. 2003. Men and Masculinities in Contemporary Japan. London and New |

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| York: Routledge. |
| Roberts, G. (1996) Careers and Commitment Azumi's Blue Collar Women. In Imamura, A. (Ed.). Re-imagining Japanese Women. 221-243. Berkeley: University of California Press. |
| Yamada, M. (1999). Parasaito shinguu no jidai [The Age of Parasite Singles]. Tokyo: Chikuma Shinso. |
| Grading |
| There is no mid-term of final exam however there will be small quizzes at the end of each class. thus attendance is crucial. Quiz grades of students who do not attend class will be "0" (zero). Unless they notify the lecturer in advance about their absence. |
| Preparation, etc. |
| Students are required to read assigned articles or book chapters prior to class. |
| Notes |
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| Textbooks |
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| Reference books |
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| Additional information on textbooks/reference books |
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| Code | 222008 |
| Subject | ISEPTUFS |
| Instructor | マニユエル・ヤン [YANG, Manuel] |
| Title | Introduction to Contemporary Global Problems |
| Quarter | Fall |
| Day, Period | Tue.3 |
| Goals of the course | For class participants to deepen their understanding of the relationship between Marx's ideas and contemporary history and society, relate their relevant experiences, and share their thoughts in presentation, discussion, and writing. |
| Overview of the course | Karl Marx is one of the most influential and misunderstood thinkers in contemporary history. In 1852 he wrote that "The tradition of all the dead generations weighs like a nightmare on the brain of the living". This statement applies to Marx as well. Many people, including state powers and political parties, have spoken in his name or denounced him summarily. More recently, with the growing gap between rich and poor, failure of neoliberal globalization, and economic decline of advanced capitalist countries, even the business press and mainstream publications have started to talk about the relevance of Marx's ideas. In this class, we will read Marx in his own words, with additional writings by later commentators that put them in both historical and contemporary contexts. When Marx died in 1883, many of his most important writings |

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| were not yet published and it was left for posterity to sort them out. Since he wrote so much, as many interesting interpretations of Marx have arisen as the original, which was often incomplete and fragmentary; if we include writings that were inspired by Marx, they will easily make up a small library. We will look at the works of some contemporary Marxists and try figuring out how to best make sense of Marx today. |
| I first studied Marx after the end of the Cold War in the context of the 1994 Zapatista Uprising and, later, as the antiglobalization movement was in full swing. How should we read him today and adapt what he wrote about nineteenth-century Victorian capitalism, with such conceptual sweep and critical details, to our twenty-first socio-historical conditions? |
| Keyword |
| |
| Plan |
| (The following schedule is provisional and it may change) |
| 1 Introduction |
| 2 The Portrait of a Young Hegelian as a Dueling Democrat |
| 3 Marx and the Theft of Wood |
| 4 Money, Alienation, and Shakespeare |
| 5 What Is Ideology? |
| 6 A Bourgeois Manifesto and the 1848 Revolution |
| 7 Nightmare on the Brains of the Living, or History as Farce |
| 8 Marx in Soho |
| 9 "Primary Accumulation" as the Origin of Capitalism |
| 10 New Enclosures and Global Capitalism |
| 11 Commodity and Vampires |
| 12 From "a living appendage of the machine" to "The Fragment on Machines" |
| 13 Various Gates of Capital |
| 14 "Late Marx and the Russian Road" |
| 15 Conclusion |
| Grading |
| 30% Writings and other assignments |
| 70% Class presentation/commentary/participation |
| Preparation, etc. |
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| Notes |
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| Textbooks |
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| Reference books |
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| Additional information on textbooks/reference books |
| I will let you know as it is needed. The following books will be referenced: Terry Eagleton, Why Marx Was Right (2011): http://ir.nmu.org.ua/bitstream/handle/123456789/135407/a884945235cdef9cbf35869561f9f580.pdf Harry Cleaver, Harry Cleaver, Reading Capital |

Politically (1979):
<http://la.utexas.edu/users/hcleaver/357k/357krep.html>

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| Code | 222003 |
| Subject | ISEPTUFS |
| Instructor | 本橋 哲也 [MOTOHASHI Tetsuya] |
| Title | Introduction to Cultural Studies |
| Quarter | Winter |
| Day, Period | Intensive |
| Goals of the course | |
| Cultural Studies are fundamentally concerned with the power relationships of your own daily lives, which create you and are created by yourself. The aim of this class is to introduce some of the key ideas of Cultural Studies through examining cultural materials chosen from various fields of representations. | |
| Overview of the course | |
| Starting from an introduction of basic concepts of Cultural Studies, we deal with various materials to encourage students to be familiarized with the ways of thinking in Cultural Studies. | |
| Keyword | |
| Culture, Politics, History, Arts | |
| Plan | |
| <ol style="list-style-type: none"> 1. What is Cultural Studies? (Power Point) 2. Discrimination (“Othello”) 3. Neoliberalism (“The Land of the Dead”) 4. Media (“911 in Plane Site”) 5. Globalization (“Life and Debt”, “Darwin’s Nightmare”) 6. US (“Noam Chomsky: 911 and US”) 7. Terrorism (“Fahrenheit 911”) 8. Environment (“An Inconvenient Truth”) 9. Gender and Reproduction (“Vera Drake”) 10. Holocaust (“Schindler’s List”) 11. Sports (“Million Dollar Baby”) 12. History (“The War We Were Not Taught About: In the Philippines”) 13. Racism (“Malcolm X”) 14. Language (“My Fair Lady”) 15. Colonialism (“West Side Story”) | |
| Grading | |
| Attendance(50%) and a written report by any language of your choice (50%). | |
| Preparation, etc. | |
| Notes | |
| Attendance to the class is essential. Lectures are conducted in English. | |
| Textbooks | |
| Appropriate materials will be provided during the course. | |
| Reference books | |
| Additional information on textbooks/reference books | |

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| Code | 322001 |
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| Subject | ISEPTUFS |
| Instructor | マニユエル・ヤン [YANG, Manuel] |
| Title | Survey of Historical Sociology of Counterculture |
| Quarter | Fall |
| Day, Period | Tue.5 |
| Goals of the course | |
| For class participants to acquire their understanding of counterculture and its socio-historical significance, express their relevant experiences, and share their thoughts in presentation, discussion, and writing. | |
| Overview of the course | |
| The OED defines “counterculture” as: “A radical culture, esp. amongst the young, that rejects established social values and practices; a mode of life opposed to the conventional or dominant.” It was originally associated with the youth subcultures of the 1960s, from hippies to black power. But their roots are much broader, going back to earlier moments in working-class, religious, literary, and intellectual history, including the Wobblies, Catholic Workers, independent Marxism, and Beat novels and poetry. This course seeks to explore “counterculture” in this larger sense and, in the process, deepen our understanding of contemporary society and history. | |
| Keyword | |
| Plan | |
| (The following schedule is provisional and it may change) | |
| <ol style="list-style-type: none"> 1 Introduction 2 Roots of Counterculture 3 World of the Wobblies 4 Little Red Songbook, Archie Green, and Ethnomusicology 5 Dorothy Day, Thomas Merton, and the Catholic counterculture 6 Henry Miller and America 7 Dwight Macdonald and C. Wright Mills among the New York Intellectuals 8 Beats and Jazz 9 Beats against the Cold War 10 Folk Revival and Protest Music 11 Street-Fighting Man and Working-Class Hero 12 New Wave Cinema and “Society of the Spectacle” 13 Documentary and the Vietnam War 14 New Journalism and Stand-Up Comedy 15 Conclusion | |
| Grading | |
| 30% Writings, questionnaire, and other assignments 70% Class presentation/commentary/participation | |
| Preparation, etc. | |
| Notes | |
| Textbooks | |
| Reference books | |

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| Additional information on textbooks/reference books |
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| Code | 422028 |
| Subject | ISEPTUFS |
| Instructor | ミドルトン [MIDDLETON, Benjamin] |
| Title | Modern Japanese Political Thought |
| Quarter | Fall |
| Day, Period | Tue.5 |

Goals of the course

1. To develop students' knowledge of Japanese political history and political thought
2. To develop students' ability to analyze political and historical issues
3. To develop students' awareness of methodological issues
4. To develop students' ability to discuss political ideas and issues in English

Overview of the course

This course will examine discourses on nationalism in prewar Japan. Topics we will discuss include: theories of civilization; Japan's encounter with Western modernity; imperialism and imperial nationalism; war-time nationalism; pan-Asianism; transnationalism; and cosmopolitanism. We will also examine how people in the postwar era worked through the burden of Japan's past. Our primary sources will be English translations of texts written between 1868 and the 1940s by important thinkers from across the political spectrum. To help us achieve our goals, we will also read essays on prewar nationalism by postwar Japanese scholars, and theoretical works on nationalism by contemporary scholars.

A basic knowledge of modern Japanese history is recommended, but classes will address the cultural, economic, political and social background of the texts and thinkers we discuss.

Our working language will be English, but Japanese may be used in discussions and consultations.

Keyword

Japan, nationalism, politics, thought, history, culture, modernity, philosophy, literature, society

Plan

1. Introduction
2. Nationalism and Japan Studies
3. Theories of Nationalism
4. Civilization and Nation
5. Japan Encounters the West
6. Sovereignty and the Nation
7. Nationalism, Pan-Asianism and Imperialism
8. War-time Nationalism
9. Imperial Nationalism
10. Postwar Reflections on Prewar Nationalism 1
11. Postwar Reflections on Prewar Nationalism 2
12. Research Topics
13. Research Topics
14. Research Presentations

15. Research Presentations

Grading

1. In-class performance: 40% (active participation in class, attendance record etc.)
2. Presentation/s: 30%
3. Term paper: 30%

Preparation, etc.

Do the assigned reading before each class each week.

Notes

1. Classes may not be recorded or photographed without the instructor's permission.
2. If you have a question at any time, please ask!

Textbooks

There is no set textbook for this course. Readings from a variety of sources will be made available during the term.

Reference books

A modern history of Japan: from Tokugawa times to the present, 978-0199930159, Andrew Gordon, Oxford University Press, 2014

Modern Japanese Thought, 978-0521588102, Bob Tadashi Wakabayashi, Cambridge University Press, 1998

Additional information on textbooks/reference books

All the assigned readings will be in English, but students are free to read the original Japanese versions or Japanese translations of our texts. We will aim to read approximately two short papers per week, usually a combination of a primary source and an analytical essay. The amount of reading may be adjusted in line with the language abilities of class members.

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| Code | 422004 |
| Subject | ISEPTUFS |
| Instructor | 岡田 泰平 |
| Title | Japan's Post-War Compensation Issues and War and Peace in the 20th Century |
| Quarter | Fall |
| Day, Period | Fri.4 |

Goals of the course

I will regard the 20th century history of Japan and the post-war compensation issues as part of the world history. One focus is on violence against women. I will talk about Japan's war issues in the first half of the term and make references to other cases in other parts of the world in the second half.

Overview of the course

This is a lecture class, but from my previous experiences, the number of the registered students will be about 20. Basically, I will give a lecture in English and conduct the discussion in English. I really expect active participation from the students. Some of the documents on these topics are, however, only in Japanese. In this regard, some of the students (not all) need to understand written Japanese and interpret the documents for the class. Given "active learning" as promoted top-down and I do not really disagree with this policy, there will be reading assignments for each session. The student needs to summarize the argument

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| and write a question or two regarding the reading. |
| Keyword |
| Peace, War, Sexual Violence, Colonial Responsibilities |
| Plan |
| Guidance 1945 as a watershed, War trials Colonialism and War Japan's colonization of Korea and U.S.'s colonization of the Philippines The 1930's Mobilization, Forced Labor, the Korean BC Class War Criminals ABC Weapons From Hiroshima/Hapcheon to Syria Wartime Sexual Violence under Japanese Rule Instances of Sexual Violence Postwar to the End of the Cold War Social History of Japan and Developmentalism in Asia The 1990's Japan's Postwar Compensation Movements, Comparison between Germany and Japan Sexual Violence I What the "comfort women" issues made clear, the Normandy Operation, Nazis Sexual Violence II Okinawa, Colonies, South Korea, U.S. Bases Colonial Responsibilities I References to the Holocaust Studies Colonial Responsibilities II In the cases of the European countries Colonial Responsibilities III The Caribbean Countries, Blacks in the U.S. Reconciliation? or Facing up to the Past Crimes? Japan-Philippine Relations and Japan-Korea Relations |
| Grading |
| Based on the assignments submitted at each class and class participation |
| Preparation, etc. |
| Read newspaper everyday. Pay attention to the issues outside of your country. Try to be understanding towards people with different historical background. |
| Notes |
| You need to discuss in English. It will be better if you read Japanese. However, proficiency in English or Japanese reading skills are not a must in this class. We will help each other. |
| Textbooks |
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| Reference books |
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| Additional information on textbooks/reference books |
| No textbook |

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| Code | 422029 |
| Subject | ISEPTUFS |
| Instructor | 本橋 哲也 [MOTOHASHI Tetsuya] |
| Title | Postcolonialism and Modern Japan |
| Quarter | Winter |
| Day, Period | Intensive |

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| Goals of the course |
| Japan became a "modern" nation and the Japanese started to regard themselves "Japanese" under the shadow of its colonial otherness-----that should be the assumption which lies at the heart of any inquiry into the question of Media and Politics of Modern Japan. This class will look at the various aspects of Japanese media in politics and the politics of Japanese media through the perspective of modern Japanese imperialism and colonialism. |
| Overview of the course |
| We cover a wide range of topics from the 150-years-or-so history of Japanese modernity, which has been involved with colonialism particularly against its East-Asian neighbours. |
| Keyword |
| Japan, Modernity, Otherness, Colonialism |
| Plan |
| 1. Modernity and Colonialism in Japan: Overview (Power Point) 2. Otherness 1: "Ainu" 3. Otherness 2: "Ryukyu" 4. Otherness 3: "Asia" 5. Otherness 4: "Buraku" 6. Asia Pacific War 1 7. Asia Pacific War 2 8. Atomic Bombs: Hiroshima and Nagasaki 9. War in Okinawa 10. Nuclear Power 11. Koreans in Japan 12. Student Movement 13. Feminism |
| Grading |
| Attendance(50%) and a written report by any language of your choice (50%). |
| Preparation, etc. |
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| Notes |
| Attendance to the class is essential. Lectures are conducted in English. |
| Textbooks |
| Appropriate materials will be provided during the course. |
| Reference books |
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| Additional information on textbooks/reference books |
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| Code | 223002 |
| Subject | ISEPTUFS |
| Instructor | ポルトウ [PORTEUX, Jonson] |
| Title | Introduction to Comparative Governments |
| Quarter | Fall |
| Day, Period | Tue.5 |
| Goals of the course | |
| The goal of this course is to provide the students with a broad overview of the issues and main questions | |

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| surrounding the sub-field of comparative politics. |
| Overview of the course |
| In case studies of Britain, Germany, the USA, Japan, China, Russia, and Iran, we will be exploring how different states choose their governments and make policy. Throughout the course, we will be focusing on questions about democracy. What is democracy? How do you get it? How does it decay? And finally, how do democratic systems differ from non-democratic ones? |
| Keyword |
| Comparative Politics; Comparative Governments |
| Plan |
| Lecture 1: Course Introduction - Readings: TBA Lecture 2: British Modernization and Development - Readings: TBA Lecture 3: British Institutions - Readings: TBA Lecture 4: US Modernization and Development - Readings: TBA Lecture 5: US Institutions - Readings: TBA - Midterm exam review sheet to be handed out Lecture 6: German Modernization and Development - Readings: TBA Lecture 7: German Institutions - Readings: TBA Lecture 8: Midterm Exam - Readings: TBA Lecture 9: Japanese Modernization and Development - Readings: TBA Lecture 10: Japanese Institutions - Readings: TBA Lecture 11: Authoritarian Regimes: Russia - Readings: TBA Lecture 12: Authoritarian Regimes: China - Readings: TBA Lecture 13: Authoritarian Regimes: Iran - Readings: TBA - Final exam review sheet to be handed out Lecture 14: Final exam review - Readings: No scheduled readings for this week Lecture 15: In Class Final Exam |
| Grading |
| Participation: 20% Quizzes: 10% (7 in total, the top 5 will count) Midterm Exam: 30% Final Exam: 40% |
| Preparation, etc. |
| The reading load will be roughly 20 pages per week. Additionally, review of the lecture slides before each class is highly recommended. |
| Notes |
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| Textbooks |
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| Reference books |
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| Additional information on textbooks/reference books |

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| All required and suggested reading material will be uploaded to the course website. | |
| Code | 323007 |
| Subject | ISEPTUFS |
| Instructor | 篠田 英朗 [SHINODA Hideaki] |
| Title | Survey of Contemporary World and International Organizations |
| Quarter | Fall |
| Day, Period | Thu.4 |
| Goals of the course | |
| Enable participants to understand how various activities of international cooperation mainly by international organizations work in response to challenges in the contemporary world. | |
| Overview of the course | |
| With the instruction by the main instructor, officials of international organizations, mainly United Nations University researchers and staff of Tokyo offices of UN agencies will provide insights from their perspectives. The main coordinator (Shinoda) organizes some review sessions to help participants to develop their understanding. | |
| Keyword | |
| International cooperation, united nations, peace, development, humanitarian aid | |
| Plan | |
| 1. Introduction 2. Trends and violent conflict and their implications for UN peace operations 3. World humanitarian system 4. The challenges faced by Fragile Cities and what the UN can do to foster urban resilience to conflict and disaster 5. Review I 6. Preparation for discussion (active learning) 7. Development aid and work of UNDP 8. Aid for Refugees and work of UNHCR 9. Aid for Children and work of UNICEF 10. Aid against hunger and work of WFP 11. Aid for human movement and work of IOM 12. Aid and humanitarian coordination and work of OCHA 13. Review II 14. Preparation for discussion II (active learning) 15. Overall review (Agencies may change for the reasons of scheduling. The final list of lecturers will be provided at the introduction.) | |
| Grading | |
| Participation, discussion and essays | |
| Preparation, etc. | |
| Willingness to participate in discussion in English is required. | |
| Notes | |
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| Textbooks | |
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| Reference books | |

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| Additional information on textbooks/reference books | |
| Handouts are given each week. | |

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| Code | 412054 |
| Subject | ISEPTUFS |
| Instructor | RITCHIE, Zane |
| Title | English Debate for Interpreters/Translators (Fall) |
| Quarter | Fall |
| Day, Period | Mon. 3 |

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| Goals of the course | |
| To learn about the debating process | |
| To learn how to summarize information clearly and succinctly | |
| To learn to be specific and to stay on point | |
| To learn how to offer evidence to support your stance | |
| To learn how to offer a rebuttal | |
| To understand the importance of critical analysis and logical thinking | |

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| Overview of the course | |
| In this course you will examine some contentious issues both in Japan and elsewhere, with the purpose to encourage critical analysis, discussion and debate. You will learn how to take a clear stance on an issue and to better express yourself in a logical, polite, and coherent manner. | |

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| Keyword | |
| debate, logic, rebuttal, critical analysis, providing evidence, discussion, speech | |

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| Plan | |
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| Grading | |
| 1) Participation 25% | |
| 2) Group assignment 25% | |
| 3) Written assignment 20% | |
| 3) Final formal debate 30% | |

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| Preparation, etc. | |
| This will be explained clearly in the first class. | |

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| Notes | |
| The syllabus is subject to change depending on the class level or other unforeseen circumstances | |

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| Textbooks | |
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| Reference books | |
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| Additional information on textbooks/reference books | |
| There is no textbook for this course. Handouts will be provided as necessary by the instructor. | |

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| Code | 180043 |
| Subject | ISEPTUFS |
| Instructor | OKADA Akito |
| Title | Topics in Speech Communication |
| Quarter | Fall |
| Day, Period | Fri.4 |
| Goals of the course | |

The purpose of this course is designed to teach students to converse fluently with native speakers on a variety of subjects with a full command of speech levels. To achieve this goal, students will make speeches in various situations (funerals, marriage ceremonies, etc.). Advanced training in such skills as oral presentations and note-taking while listening to lectures conducted in Japanese will also be included. In short, this course will include planned culture context through the conduction of speeches and debates. As to the international students, this class is opened for Japanese level from 100-300.

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| Overview of the course | |
| Each student is required to present a speech in Japanese each week (approximately 3 minutes in length), which will be assessed by a panel consisting of three native Japanese speakers. At the end of each speech the student will be given written suggestions from the panel on how to improve their communication abilities. | |

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| Keyword | |
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| Plan | |
| Session 1. | Introduction |
| Session 2. | SpeechI Instruction: Introduce your friend |
| Session 3. | SpeechI: Student Speech |
| Session 4. | SpeechI: Student Speech |
| Session 5. | SpeechII Instruction: Election Speech |
| Session 6. | SpeechII: Student Speech |
| Session 7. | SpeechII Student Speech |
| Session 8. | SpeechIII Instruction: Making CM |
| Session 9. | SpeechIII: |
| Session 10. | Speech IV Instruction: Impromptu |
| Session 11. | Speech IV: Student Speech |
| Session 12. | Speech IV: Student Speech |
| Session 13. | Feedback |

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| Grading | |
| 1. Class Attendance 20% | |
| 2. Weekly assignments 20% | |
| 3. Discussion participation 30% | |
| 4. Students' presentation 30% | |

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| Preparation, etc. | |
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| Notes | |
| Students who fail to attend more than three classes in a row not be allowed to take examinations without a reliable evidence of extraneous circumstances | |

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| Textbooks | |
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| Reference books | |
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| Additional information on textbooks/reference books | |
| Printed materials will be distributed at the lectures along with a list of recommended literature for home reading. | |

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| Code | 413014 |
| Subject | ISEPTUFS |
| Instructor | CONWAY, Neil |
| Title | English Literature |
| Quarter | Fall |

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| Day, Period | Fri.6 |
| Goals of the course | |
| <p>The course is aimed at students who have little experience with literature in English. Students who have some knowledge of the subject are welcome, as are students who find the idea of short stories and poetry a little intimidating. The course aims are to introduce students to a variety of writers and texts, and to explore some of the techniques and tools used by writers. We will look at English literature from around the early- to mid-19th century onward (although the course is not a history or a chronological survey), and explore some of the cultural and social influences on the literature we read: what it inherited and carried over from previous generations, the kind of pressures it was under to change, and what directions writers took as the years passed. The overall goal of the course is to encourage and inspire students to embark on reading English literature for its own sake.</p> | |
| Overview of the course | |
| <p>Each week, the class will examine at least one central text, either a short story or a poem. After the lecture, discussion tasks will ask students to develop their own understanding with the assistance of their peers. The central text will form the central themes of the lecture, and will influence the choice of supporting texts chosen for the day. These secondary texts will be shorter and students will be asked to consider their relationship to the main text of the class, and to the rest of the course readings.</p> <p>Assignments will consist of short research tasks on writers or themes selected by the teacher. A final assignment will ask students to reflect on their reading and thinking throughout the course.</p> | |
| Keyword | |
| English Literature | |
| Plan | |
| <p>第 01 回 : Introduction to the course; First Thoughts about "Literature" A Welcome Poem: Spring Day by Amy Lowell</p> <p>第 02 回 : Reading Text: The Necklace by Guy de Maupassant I</p> <p>第 03 回 : Reading Text: The Necklace by Guy de Maupassant II</p> <p>第 04 回 : Reading Text: A String of Beads by W. Somerset Maugham I</p> <p>第 05 回 : Reading Text: A String of Beads by W. Somerset Maugham II</p> <p>第 06 回 : Reading Text: An Occurance at Owl Creek Bridge by Ambrose Bearce</p> <p>第 07 回 : Presentations</p> <p>第 08 回 : Reading Text: Desiree's Baby by Kate Chopin</p> <p>第 09 回 : Reading Text: A Pair of Silk Stockings by Kate Chopin</p> <p>第 10 回 : Reading Text: Kate Chopin (tbc)</p> <p>第 11 回 : Reading Text: The Snows of Kilimanjaro by Ernest Hemmingway I</p> | |

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| 第 12 回 : Reading Text: The Snows of Kilimanjaro by Ernest Hemmingway II |
| 第 13 回 : Final Written Assessment (Information on this will be provided by the teacher during the course) |
| Grading |
| In class performance (short discussion tasks) - 15% |
| Assignments (Including Presentation) - 40% |
| Final Assignment - 45% |
| Preparation, etc. |
| In preparation for the first lecture, please read: |
| Spring Day by Amy Lowell, available at: |
| http://www.poetryfoundation.org/poem/239802 |
| Frogs by Norman MacCaig, available at: |
| http://wonderingminstrels.blogspot.jp/2001/08/frogs-norman-maccaig.html |
| Think about these texts - take time |
| Notes |
| Textbooks |
| Reference books |
| Additional information on textbooks/reference books |
| Readings will either be distributed by the teacher, or they will be assigned as home reading and students will use library or internet facilities to locate and read them. |

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| 履修コード | 180168 |
| 授業科目名 | 世界の中の日本 B |
| 担当教員名 | 藤澤 茜 |
| 授業題目名 | 浮世絵と江戸文化 |
| 開講学期 | 秋学期 |
| 曜日・時限 | 火 3 |
| 講義題目_和文 | 浮世絵と江戸文化 |
| 講義題目_英文 | Ukiyo-e (Japanese woodblock prints) and Edo culture |
| 講義・演習の別 | |
| 講義 | |
| 授業の目標 | 様々な庶民文化が花開いた江戸時代 (1603~1868) には、出版文化の発展により数多くの小説や浮世絵版画が出版された。浮世絵は、当時の文学や歌舞伎、見世物、相撲、料理などの文化と密接に関わって人気を得た。さらに浮世絵には季節ごとの行事や子供の遊び・教育など江戸庶民の生活ぶりも詳細に描か |

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| <p>れ、現代の私たちに様々な事を伝える資料としての役割も果たしている。</p> <p>この授業では、二つの目標を掲げる。一点は、浮世絵を通じて江戸時代の文化や習慣を理解し、浮世絵と文化の関係について明らかにすることである。二点目は、ゴッホやモネなど海外の画家にも多くの影響を与えた浮世絵の手法に注目することである。特に浮世絵版画や浮世絵師が担当した小説の挿絵の表現を取り上げ、現在世界的にも人気のあるアニメーションやマンガに通じる手法や絵師の工夫について検証し、江戸時代の人々が楽しんだ浮世絵の魅力に迫りたい。</p> <p>受講生各自が浮世絵の多様な描写や情報性を理解し、江戸文化における浮世絵の位置づけができるようになることを、この授業の目標としたい。</p> |
| <p>授業の概要</p> <p>江戸の出版文化を学び、浮世絵を通じて歌舞伎、見世物、食、遊びなどの文化や習慣を理解する。さらに絵画としての表現にも注目し、アニメーションやマンガへの技法の継承に関する検討も行なう。</p> <p>なお授業中に約 150 年前に作成された浮世絵版画を持参し、鑑賞する機会をもうける。近くで見て、触って、浮世絵に親しんでもらいたい。</p> |
| <p>キーワード</p> <p>浮世絵 江戸庶民 風習 娯楽</p> |
| <p>授業計画</p> |
| <p>成績の評価</p> <p>小レポート (30%)、学期末レポート (40%)、毎回のコメントシート (30%) をもとに、受講時の平常点を加味して評価する。</p> |
| <p>事前学習等</p> <p>毎回の授業には、指定した参考文献、配布資料をあらかじめ読んだ上で出席すること。</p> |
| <p>受講上の注意</p> <p>第 1 回目の授業に必ず出席すること。</p> <p>第 10 回：秋学期期間中に各自で江戸文化や浮世絵に関する展覧会を観て (見学料は各自で負担)、第 4 回の授業で行う江戸の庶民文化についての解説をもとにレポートを作成する。</p> |
| <p>教科書</p> |
| <p>参考書</p> |

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| <p>教科書・参考書に関する補足情報</p> | |
| <p>使用言語</p> <p>日本語</p> | |
| 履修コード | 180169 |
| 授業科目名 | 世界の中の日本 B |
| 担当教員名 | 藤澤 茜 |
| 授業題目名 | 伝統芸能としての歌舞伎 |
| 開講学期 | 秋学期 |
| 曜日・時限 | 火 4 |
| 講義題目_和文 | 伝統芸能としての歌舞伎 |
| 講義題目_英文 | Kabuki as traditional Japanese performing art |
| 講義・演習の別 | 演習 |
| 授業の目標 | <p>江戸時代 (1603~1868) に始まった歌舞伎は、様々な発展を遂げながら 400 年の時を経て現代にも継承されている。パリ・オペラ座をはじめ、海外公演での評価も高い。</p> <p>歌舞伎には、様々な工夫がある。舞台装置の改良により、世界で初といわれる廻り舞台が誕生し、役者が男性だけに限られたため、女性らしい表現の追求やかつらの発達も見られた。役者は個性を生かした芸を創作し、その芸風に合った衣裳や化粧が考えられた。脚本の担当者は、いかに奇抜で観客の興味をひくような芝居を作ることができるかに苦心した。</p> <p>このような様々な面での工夫、歌舞伎役者の魅力、外国の演劇 (京劇、シェイクスピア劇など) や女性が男性を演じる宝塚歌劇団との比較など、受講生自らが興味を持った点について調べ、発表することで、歌舞伎への理解を深めてもらいたい。また限られた時間内での発表となるため、プレゼンテーションの方法についても工夫して習得することも目指す。</p> |
| 授業の概要 | <p>基礎講義の後、受講生は主に以下の①~⑪の中から、各自興味のある内容を選び発表を行なう。</p> <p>①衣裳 ②化粧 ③かつら ④音楽 ⑤道具・舞台装置 ⑥役者 ⑦役柄 ⑧演目 ⑨人形浄瑠璃との比較 ⑩外国の演劇 (京劇など) との比較 ⑪宝塚との比較</p> <p>授業の前半では、歌舞伎に関する基本事項の説明や、発表の際の参考文献、調べ方などのレクチャーを行なう。各自が調べた内容をパワーポイント等を用いて発表し、その折に行なわれた質疑応答や発表に関する意見を反映させ、レポートにして提出する。</p> |
| キーワード | |

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| 歌舞伎 伝統芸能 演劇 江戸時代 |
| 授業計画 |
| 成績の評価 |
| 授業時の発表内容 (30%)、学期末レポート (30%)、毎回のコメントシート (20%)、小レポート (20%) をもとに、受講時の平常点を加味して評価する。 |
| 事前学習等 |
| 毎回の授業には、指定した参考文献、配布資料をあらかじめ読んだ上で出席すること。 |
| 受講上の注意 |
| 第1回目の授業に必ず出席すること。履修希望者が多数の場合は、第1回目の授業で人数の制限を行う場合があるので、注意すること。第11回：秋学期期間中に各自で歌舞伎を観劇し(チケット代は各自で負担、二千元程度)、各自の発表内容に関連させてレポートを作成する。 |
| 教科書 |
| 参考書 |
| 教科書・参考書に関する補足情報 |
| 使用言語 |
| 日本語 |

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| 論述試験70%、書評レポート30%。 |
| 事前学習等 |
| 受講上の注意 |
| 毎回コメントシートを提出してもらう。授業計画は、受講者の関心により変更がありうる。 |
| 教科書 |
| 参考書 |
| 教科書・参考書に関する補足情報 |
| 授業内で指示する。 |
| 使用言語 |
| 日本語 |

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|---------|---|
| 履修コード | 180172 |
| 授業科目名 | 世界の中の日本B |
| 担当教員名 | 藁科 智恵 |
| 授業題目名 | 日本社会とキリスト教を考える |
| 開講学期 | 秋学期 |
| 曜日・時限 | 木3 |
| 講義題目_和文 | 日本社会とキリスト教を考える |
| 講義題目_英文 | Society and Christianity in Japan |
| 講義・演習の別 | 講義 |
| 授業の目標 | 宗教学的な視点を身につけ、キリスト教とその日本における展開を考える基礎的知識を習得する。 |
| 授業の概要 | 宗教学における基礎的事柄を学んだ上で、キリスト教とは何か、またその伝播と多様性を学ぶ。そして、日本において、キリスト教がどのように展開したかを考える。 |
| キーワード | 宗教学、日本におけるキリスト教 |
| 授業計画 | |
| 成績の評価 | |

**Guidebook of Class Registration
2016-2017 Fall & Winter Quarter
ISEPTUFS 履修案内
=2016-2017 年秋・冬学期=**

ISEPTUFS Students

2016 年 9 月発行

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