
Guidebook of Class Registration

=2014 Fall Semester=

ISEPTUFS 履修案内

=2014 年秋季学期=

ISEPTUFS Students

Tokyo University of Foreign Studies

東京外国語大学

TUFS Academic Calendar - 2014 Fall Semester

For International Student Exchange Program TUFS' students

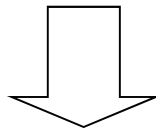
| <i>Events for the Year 2014</i> | | |
|---------------------------------|--|-------------------|
| Sep 24 (Wed)-25 (Thu) | Exchange students Arrival | 来日 |
| Sep 26 (Fri) | Entrance Ceremony for the International Students | 入学式 |
| Sep 26 (Fri) | Orientation for : ISEPTUFS' students, Special Auditing Students, Japanese Studies Students and Teacher Training Students | オリエンテーション |
| Sep 29 (Mon) | Placement test for students participating in the ISEPTUFS Short-Term Exchange Program | プレイスメントテスト |
| Oct 1(Wed) | 2014 (Heisei 26) Fall Semester Classes begin for undergraduate and graduate students | 学部・大学院後期授業開始 |
| Oct 6(Mon) - Oct 14(Tue) | Class registration period: (Fall Semester) | 秋学期履修登録期間 |
| Oct 8(Wed) | Medical examination for 2014. 10 entry students | 健康診断 |
| Nov 19(Wed) - 25(Tue) | Tokyo University of Foreign Studies School Festival (No Classes) Preparation day= Nov 19 Clean-up day= Nov 25 | 外語祭 |
| Dec 29(Mon) - Jan 12(Mon) | Winter Break | 冬休み |
| <i>Events for the Year 2015</i> | | |
| Jan 16(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 |
| Feb 12(Thu) - 19 (Thu) | Fall semester Final Exams | 秋学期定期試験 |
| Feb 20(Fri) - April 6 | Spring Break (until April) | 春休み |
| mid-Mar | (2015. 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 **S**tudent **E**xchange **P**rogram of **T**okyo **U**niversity of **F**oreign **S**tudies: **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になります。

2014 年現在では、17 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受講する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閲覧することができます。

<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: Japanese Language Program of Tokyo University of Foreign Studies)」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 | | | | | | | | | | 漢 字 | 発 音 |
|--------------|---------------|--------------|----------------------|---------------|--------------|-----------|------------|-------------|-----|---------------|---------------|--------|-----|
| | | 総合 | 技能・トピック別 (週1コマ) | | | | | | | | | | |
| 初 級 100～ | 100 (10コマ) | | | | | | | | | | | | |
| 初中級 200～ | 200 (10コマ) | | | | | | | | | | | | |
| 中級 1 301～ | | 301 (5コマ) | 文法 311 | 読解 312 | 聴解 313 | | 文章 314 | 口頭 315 | | 漢 字 901 | 発 音 911 | | |
| 中級 2 401～ | | 401 (5コマ) | 文法 411 | 読解 412 | 聴解 413 | | 文章 414 | 口頭 415 | | | | | |
| 中上級 501～ | | 501 (4コマ) | 文法 511 | 読解 512 | 聴解 513 | 文章 514 | 口頭 515 | 文学 516 | 902 | | | | |
| 上級 1 601～ | | 601 (3コマ) | 文法 611 | 読解 612 | 聴解・時事 613 | | 文章 614 | 口頭 615 | 903 | | | | |
| 上級 2 701～ | | 701 (2コマ) | 文法 711 | 読解 712 | 聴解・時事 713 | | 文章 714 | 口頭 715 | 904 | | | | |
| 超 級 801～ | | | | ライティング 814 | 時事 816 | | ドラマ 817 | 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」、文学＝「文学日本語」、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 コマのクラス(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。300、400 レベルは週 5 回、500 レベルは

週4回の総合クラスに加え、多彩な選択科目(週1回×5～6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、ドラマが設置されています。

<プレイスメント・テストと日本語レベル>

来日してから受けるプレイスメント・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(漢字、発音クラスは除く)において、B以上であった場合に、翌学期に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%以下の場合、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になりますので、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。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 2 月または 8 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、英語 I、ドイツ語 II、のように、科目名に「I」「II」がつく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、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: 5単位

501 : 4単位

601 : 3単位

701 : 2単位

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。

A = 80/100 B=70/79 C=60/69

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 | 准教授 伊集院 郁子 | |

9. 学年暦 2014-2015 年度

秋学期: 2014 年 10 月 1 日～2015 年 2 月 10 日

春学期: 2015 年 4 月 1 日～2015 年 7 月 10 日

夏学期: 2015 年 7 月 13 日～2015 年 9 月 30 日

10. その他の情報

| | | |
|------|------|-------------|
| 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 |

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 13:00～17:00
- ・ 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)

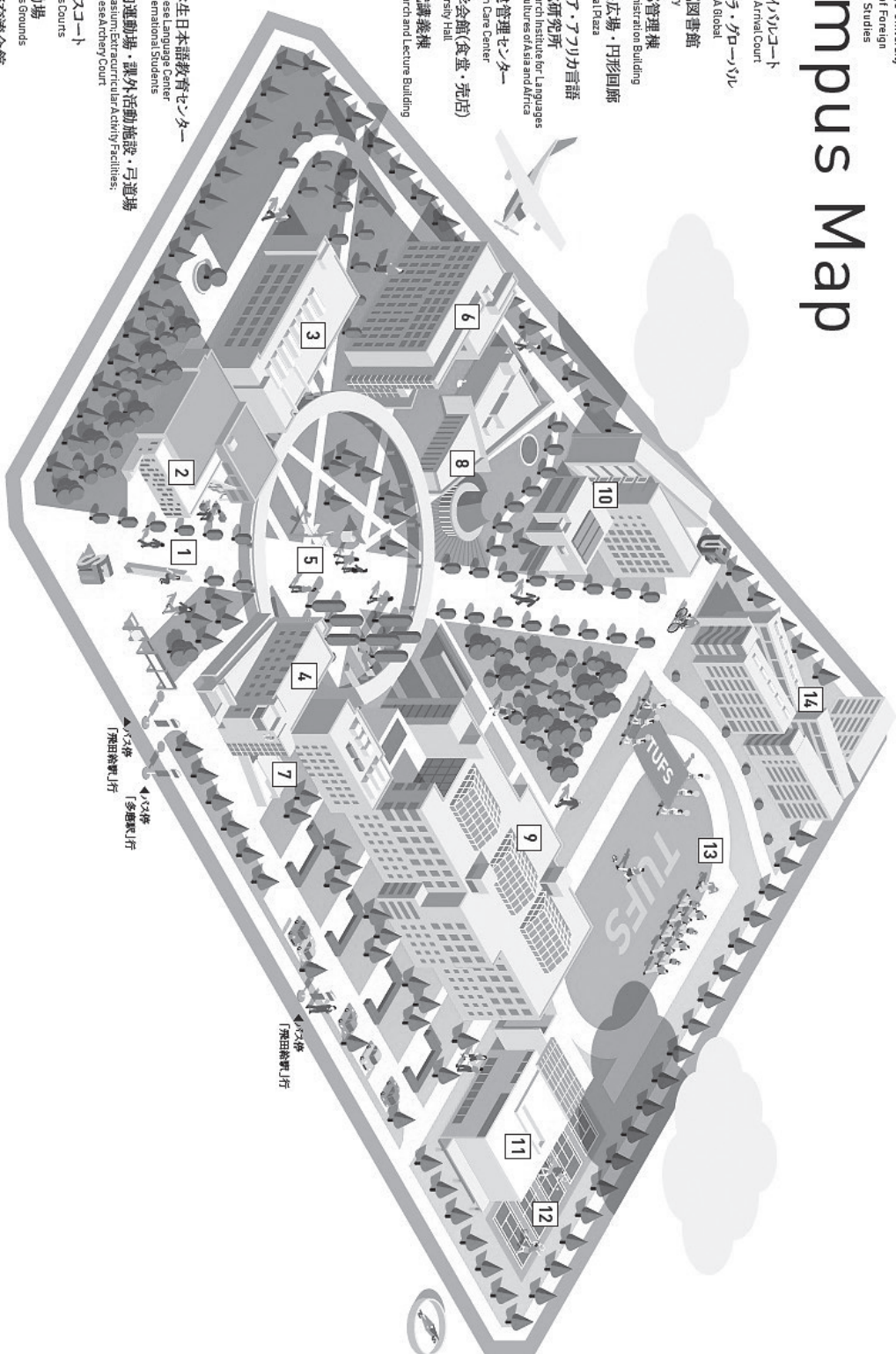
オフィスアワー : 平日 9:00～17:00

〒183-8534

東京都府中市朝日町 3-11-1

Tokyo University
of Foreign
Studies

- 10 留学生日本語教育センター
International 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
TJFS International Residence



2014 Fall Semester

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 | Lecturer/ 教員 | Room No./ 教室 | Remarks/ 備考 |
|-----|-------------|----------------|--|--------------|------------------------------------|---------------------------------|-------------|
| 1 | 9495 | Monday 4 月4 | ★Modern Japanese Culture and Society from the Perspective of Popular History | 2 | Tsutomu Tomotsune 友常 勉 | 115 | |
| 2 | 9491 | Monday 5 月5 | Japanese Mythology | 2 | Kazuo Matsumura 松村 一男 | 307 | |
| 3 | 7190 | Monday 5 月5 | ★★China's economic reform and globalization | 2 | Yasuo Sone 曾根 康雄 | 106 | |
| 4 | 9459 | Monday 6 月6 | ★Introduction to Peace and Conflict Studies – Human Security 2 | 2 | Giorgiadrea Shani シャーンニー | 109 | |
| 5 | 9507 | Tuesday 3 火3 | 浮世絵と江戸文化 (Ukiyo-e and Edo culture) | 2 | Akane Fujisawa 藤澤 茜 | Prometheus Hall at Agora Global | * |
| 6 | 9492 | Tuesday 4 火4 | ☆Japanese Grammar with Comparative Perspectives from English | 2 | Keiko Mochizuki 望月 圭子 | 115 | |
| 7 | 9512 | Tuesday 4 火4 | 伝統芸能としての歌舞伎 (Kabuki as traditional Japanese performing art) | 2 | Akane Fujisawa 藤澤 茜 | 114 | * |
| 8 | 9473 | Tuesday 5 火5 | Modern Japanese Intellectual History | 2 | Benjamin Middleton ミドルトン | 100 | |
| 9 | 9489 | Tuesday 5 火5 | Corporate Governance and Culture in Comparative Perspective 1 | 2 | Hiroki Ichinose 市瀬 博基 | 105 | |
| 10 | 9510 | Tuesday 5 火5 | 日本神話の世界 (Introduction of Japanese Mythology) | 2 | Kikuko Hirafuji 平藤 喜久子 | 226 | * |
| 11 | 9487 | Wednesday 3 水3 | HAIKU | 2 | Rie Suganaga 菅長 理恵 | JLC302 | |
| 12 | 9501 | Wednesday 3 水3 | Indian Cinema: Culture and Communication | 2 | Ram Prakash Dwivedi ドゥヴィヴェディー | 107 | |
| 13 | 9469 | Wednesday 3 水3 | ★World History 2 | 2 | Takashi Miyamoto 宮本 隆史 | 216 | |
| 14 | 9520 | Wednesday 4 水4 | Intercultural Communication | 2 | Kimi Komisarof コミサロフ 喜美 | 107 | |
| 15 | 9454 | Wednesday 4 水4 | ★Comparative Literature 2 | 2 | Arthur Fowler ファウラー | 305 | |
| 16 | 9514 | Wednesday 4 水4 | ★Case Studies in Environmental Conflict and Resolution 2 | 2 | Richard Wilcox ウィルコックス | 113 | |
| 17 | 9477 | Wednesday 5 水5 | ★Translation / Interpreting Studies 2 | 2 | Masaru Yamada 山田 優 | 102 | |
| 18 | 9472 | Wednesday 5 水5 | ★Environment and Human Life 2 | 2 | Richard Wilcox ウィルコックス | 113 | |
| 19 | 9458 | Thursday 1 木1 | ★Language and Society 2 | 2 | Mark Winchester ウィンチェスター | 100 | |
| 20 | 6229 | Thursday 4 木4 | Women's Writing in India | 2 | Subha Chakraborty Dagupta ダスグプタ | 326 | |
| 21 | 9479 | Thursday 5 木5 | Contemporary Issues in World Geography | 2 | Michael Murphy マーフィー | 224 | |
| 22 | 9485 | Thursday 5 木5 | Media and Society | 2 | Kazuo Abiko 我孫子 和夫 | 307 | |
| 23 | 9462 | Thursday 6 木6 | ★Second Language Acquisition 2 | 2 | Eric Hauser ハウザー | 307 | |
| 24 | 9468 | Friday 2 金2 | ★International Social Development 2 | 2 | Housam Darwisheh ダルウィッシュ | 114 | |
| 25 | 5018 | Friday 3 金3 | ★★Language, Culture and Society | 2 | Margaret-Mary Lieb リーブ | 101 | |
| 26 | 9480 | Friday 4 金4 | Speech Communication | 2 | Akito Okada 岡田 昭人 | 115 | |
| 27 | 9450 | Friday 4 金4 | Topics of Contemporary Japan | 2 | Mir Monzurul Huq ハック | Project Space at Agora Global | |
| 28 | 9475 | Friday 5 金5 | ★Literature and Music 2 | 2 | Neil Conway コンウェイ | 226 | |
| 29 | 9519 | Friday 5 金5 | Culture, Power, Identities | 2 | Kyoko Morita 森田 京子 | 306 | |
| 30 | 9494 | Friday 5 金5 | Globalization and Immigration 1 | 2 | Fumihiko Azuma 東 史彦 | 108 | |
| 31 | 9451 | Friday 5 金5 | International Economic Assistance for the Developing World | 2 | Mir Monzurul Huq ハック | 211 | |
| 32 | 9466 | Friday 6 金6 | ★Applied Linguistics 2 | 2 | Paul Horness ホーネス | 307 | |
| 33 | TBA | INTENSIVE | TBA | 2 | TBA | | |

Note: Stars are represent the course level.

This schedule is subject to change.

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

| | |
|--|--|
| Code | 9458 |
| Instructor | Mark Winchester |
| Title | ★Language and Society 2 |
| Term | Fall |
| Day, Period | Thursday, 1 |
| Lecture or Exercise | |
| Lecture | |
| Goals of the Course | |
| Overview of the Course | The internet is now an integral part of everyday 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'. |
| Key Word | |
| texting, language, messaging, Twitter, Facebook, SMS | |
| Plan | 1. Introduction 2. Speech vs. Writing 3. Txtng: The Gr8 Db8: Warm Up 4. Txtng: The Gr8 Db8: The Hype About Texting 5. Txtng: The Gr8 Db8: What Makes Texting Distinctive 6. Txtng: The Gr8 Db8: Why Do They Do It? 7. Txtng: The Gr8 Db8: Who Texts? 8. Txtng: The Gr8 Db8: What Do They Text About? 9. Txtng: The Gr8 Db8: How Do Other Languages Do It? 10. Txtng: The Gr8 Db8: Why All The Fuss? 11. Twitter 12. Facebook 13. Online Translation 14. Natural Language User Interfaces 15. Final Exam |
| Grading | Assessment: There will be a 1000 word essay worth 25% of the assessment. There will be a final exam worth 25%. The breakdown of the assessment is as follows: 1. Class Participation (25%) 2. Class Presentation (25%) 15 min/ 5 min activity/Q&A 3. Final Exam (25%) 4. Final Essay (25%) Depending on class numbers presentations may be replaced by group work. |
| Preparation | Minimum Expectations <input type="checkbox"/> Regular attendance and active participation in classes <input type="checkbox"/> Response to email contact <input type="checkbox"/> Completion of assigned work <input type="checkbox"/> Reading/Preparation for class/presentations |
| Notes | |
| Textbook(s) | |
| Txtng: The Gr8 Db8/David Crystal: Oxford University | |

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| Press,2009, ISBN:0199571333 |
| Reference(s) |
| Internet Linguistics: A Student Guide/David Crystal:Routledge,2011, ISBN:0415602718 |
| Additional information on textbooks and reference books |
| Students will be expected to purchase 'Txtng'. All other texts will be provided as PDFs. |
| Language |
| English |

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|------------------------|---|
| Code | 9466 |
| Instructor | Paul Horness |
| Title | ★Applied Linguistics 2 |
| Term | Fall |
| Day, Period | Friday, 6 |
| Lecture or Exercise | |
| Goals of the Course | The main objectives are to give students a practical introduction into the various facets of applied linguistics research. Students will... (1) become familiar with the field of SLA research techniques (2) discuss the process of researching a second language (3) discuss SLA theory and practice (4) discuss action research (5) develop an approach to classroom research (6) outline their beliefs about successful language research (7) present their SLA research |
| Overview of the Course | This is an introductory applied linguistics course. Students will apply their knowledge from the first semester into practical research. |
| Key Word | |
| Plan | 第 16 回 Introduction to 2nd half/review 第 17 回 Listening 第 18 回 Listening 第 19 回 Speaking 第 20 回 Speaking 第 21 回 Presentation 第 22 回 Presentation 第 23 回 Reading 第 24 回 Reading 第 25 回 Writing 第 26 回 Writing 第 27 回 Presentation 第 28 回 Presentation 第 29 回 Final review 第 30 回 Final review |
| Grading | Participation: 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 one |

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| of the themes by participating in speaking discussion. The theme will be randomly chosen from one of the themes covered in class. 15 points (3X5) |
| Final Review: Students will demonstrate their knowledge on one of the themes by participating in speaking discussion. The theme will be randomly chosen from one of the themes covered in class. 25 points |
| Preparation |
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| Notes |
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| Textbook(s) |
| An Introduction to Applied Linguistics (2nd ed.)／Norbert Schmitt:Hodder Education,2010,Same book as the first semester |
| Reference(s) |
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| Additional information on textbooks and reference books |
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| Language |
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|------------------------|--|
| Code | 9477 |
| Instructor | Masaru Yamada |
| Title | ★Translation / Interpreting Studies 2 |
| Term | Fall |
| Day, Period | Wednesday, 5 |
| Lecture or Exercise | |
| Lecture | |
| Goals of the Course | To become familiar with different research methodologies and approaches applied in the field of translation and interpreting studies. To obtain basic knowledge and skills for conducting and reporting research on translation and interpreting. |
| Overview of the Course | This course introduces research methods in Translation Studies. Students are required to conduct basic research on translation and/or interpreting, present its findings in class, and submit a report. |
| Key Word | Translation, Interpreting |
| Plan | 第 01 回:Introduction 第 02 回:Review and overview of Translation and Interpreting Studies (1) 第 03 回:Review and overview of Translation and Interpreting Studies (2) 第 04 回:Trends and future directions in Translation and Interpreting Studies 第 05 回:Localization and Translation Technology 第 06 回:Machine Translation, Pre-editing, and Post-editing 第 07 回:Translating process studies 第 08 回:Research topics and questions(1) 第 09 回:Research topics and questions(2) 第 10 回:Research topics and questions(3) 第 11 回:Presentations and Discussions 第 12 回:Presentations and Discussions |

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| 第 13 回:Presentations and Discussions |
| 第 14 回:Presentations and Discussions |
| 第 15 回:Summary |
| Grading |
| Final report: 50% |
| In-class presentation: 30% |
| Participation in class discussions: 20% |
| Preparation |
| Students are required to complete assignments. |
| Notes |
| Students are expected to come to class, fully prepared by having read the assigned articles. Ask a lot of questions. There is no such thing as a stupid question in this course. The sequence of the course schedule may change depending on the specific needs and interests of the students. |
| Textbook(s) |
| |
| Reference(s) |
| Exploring Translation Theories／Pym, A.:Routledge,2010 |
| Additional information on textbooks and reference books |
| No textbook purchase is required, but students are strongly recommended to read the reference materials. |
| Language |
| English |

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|------------------------|---|
| Code | 9462 |
| Instructor | Eric Hauser |
| Title | ★Second Language Acquisition 2 |
| Term | Fall |
| Day, Period | Thursday, 6 |
| Lecture or Exercise | |
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| Goals of the Course | There are two objectives. One is to deepen students' knowledge of language socialization, sociocultural, and conversation analytic approaches to second language acquisition (SLA). The other is to develop ability to understand and use academic English. |
| Overview of the Course | The course will be organized around readings related to language socialization, sociocultural theory, and conversation analysis. |
| Key Word | second language acquisition, language socialization, sociocultural theory, conversation analysis |
| Plan | 1:Introduction to language socialization (LS), conversation analysis (CA), and sociocultural theory (SCT) 2:LS: Duranti & Ochs (1988) 3:SCT: Ohta (2000) 4:CA: Kasper & Wagner (2011) 5:Learning to transcribe: Jefferson (2004); transcription assignment 6:Learning to transcribe 7:Transcription assignment due; student presentations 8:Student-led discussion of reading 9:Student-led discussion of reading 10:Student-led discussion of reading 11:Student-led discussion of reading 12:Student-led discussion of reading 13:Student-led discussion of reading |

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| 14:Student-led discussion of reading |
| 15:General discussion |
| Grading |
| General participation: 20% |
| Transcription assignment, including presentation: 40% |
| Student-led discussion of reading: 40% |
| Unexcused absences will also be penalized. If you have a legitimate excuse for being absent, it is very important to inform me. |
| Preparation |
| Students should complete all readings before class. |
| Notes |
| The content of this course is especially important for students who want to enter language education or a related field. |
| There is no textbook for this class. Readings will be made available electronically. |
| Textbook(s) |
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| Reference(s) |
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| Additional information on textbooks and reference books |
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| Language |
| English |

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| Code | 9520 |
| Instructor | Kimi Komisarof |
| Title | Intercultural Communication |
| Term | Fall |
| Day, Period | Wednesday, 4 |
| Lecture or Exercise | |
| Lecture | |
| 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. | |
| Key Word | |
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| 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 | |

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| 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 |
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| Notes |
| *Students' active participation is a crucial part of this 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. |
| Textbook(s) |
| Reading materials will be provided to students in each session. Students do not need to purchase a textbook. |
| Reference(s) |
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| Additional information on textbooks and reference books |
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| Language |
| English |

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|------------------------|--|
| Code | 9454 |
| Instructor | Arthur Fowler |
| Title | ★Comparative Literature 2 |
| Term | Fall |
| Day, Period | Wednesday, 4 |
| Lecture or Exercise | |
| Lecture and Discussion | |
| Goals of the Course | |
| | After reading a lot of short stories in our first Introduction to Literature, students will be reading two long novels that include themes of Fantastic (or Magical) Realism. One very important goal of the class is simply to learn to enjoy reading challenging prose in English. Students will also develop and improve the ability to critically analyze literary and cultural works, reinforce their ability to articulate ideas and opinions, and develop their ability to listen to and evaluate different perspectives and interpretations in a logical and critical way. |
| Overview of the Course | |
| | We will have less variety this semester, but more actual pages of reading. One novel will be the classic work of Spanish-American “Magical Realism” written by Isabel Allende and the other novel, selected from the works of World English writers, will be The Hakawati by the Lebanese-American writer, Rabi Alameddine. Weekly reading assignments will be fundamental, with short content quizzes given as necessary. A general background lecture will be provided by the instructor, with time taken to look closely at difficult passages and clarify ambiguities. From there, we will base our discussions on what elements may be described as “fantastic”, “realistic”, and what might be the |

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| functions of the interplay of these elements within the story. Short reaction papers or opinion essays may be assigned frequently, and there will be a mid-term and final exam. | |
| Key Word | |
| Fantastic Realisms. | |
| Plan | |
| 1. Re-Introduction to Fantastic Realisms around the world. 2. Development and magic. A short reading and discussion. 3. Isabel Allende's "House of Spirits" 4. Isabel Allende's "House of Spirits" 5. Isabel Allende's "House of Spirits" 6. Isabel Allende's "House of Spirits" 7. Mid-term Exam 8. Rabih Alameddine's "The Hakawati" 9. Rabih Alameddine's "The Hakawati" 10. Rabih Alameddine's "The Hakawati" 11. Rabih Alameddine's "The Hakawati" 12. Rabih Alameddine's "The Hakawati" 13. Rabih Alameddine's "The Hakawati" 14. Review 15. Final Exam | |
| Grading | |
| Preparation/Participation: 10% Short Content Quizzes: 10% Short Summary/Reaction Essays: 20% Mid-term Exam: 30% Final Exam: 30% | |
| Preparation | |
| Students will be reading almost 1000 pages in total in this class. We will mostly be reading fiction but there may also be some theoretical non-fiction reading. Readings will not be easy, though I hope they will be a lot of fun. Successful class participation will depend on careful reading and re-reading of the selections up for discussion. Some short writing assignments will be given, and students will need to review content and themes for the exams. | |
| Notes | |
| Class-size limit: 40 students Novels will be selected based on the results of the first semesters work. | |
| Textbook(s) | |
| The House of Spirits/Isabel Allende:Random House Publishing Group,2005, ISBN:9780553383805 The Hakawati/Rabih Alameddine:Anchor Books,2009, ISBN:978-0-307-38627 | |
| Reference(s) | |
| Additional information on textbooks and reference books | |
| Language | |
| English | |

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| Code | 9487 |
| Instructor | Rie SUGANAGA |
| Title | HAIKU |
| Term | Fall |
| Day, Period | Wednesday, 3 |
| Lecture or Exercise | |
| Lecture | |
| Goals of the Course | |
| This course has two aims. One is to introduce one of the | |

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| streams of Japanese literature: from WAKA to HAIKU. The other is to show how to enjoy HAIKU. HAIKU is the shortest poem in the world, and each one requires the use of a word called KIGO that indicates the season. Today HAIKU is popular throughout the world. We will study why HAIKU is so attractive to so many people. How can such brevity have such charm? What is the KIGO? And why does HAIKU need the KIGO? We will consider these questions. Students have to show your own opinion in the final essay. | |
| Overview of the Course | |
| Lecture, reading the materials and discussion in the group | |
| Key Word | |
| Plan | |
| 第 01 回:The 5-7-5 morae rule, MASAOKA SHIKI INTERNATIONAL HAIKU AWARD, three associations of HAIKU in Japan 第 02 回:Works of recipients of MASAOKA SHIKI INTERNATIONAL HAIKU AWARD 1 Yves Bonnerfof 第 03 回:Works of recipients of MASAOKA SHIKI INTERNATIONAL HAIKU AWARD 2 Gary Snyder 第 04 回:HAIKU in Japan and the world 第 05 回:From WAKA to HAIKU; one of the streams of Japanese literature 第 06 回:WAKA: KOKINSYU 1 construction the text in ancient Japanese (古今集) 第 07 回:WAKA: KOKINSYU 2 works the text in ancient Japanese (古今集) 第 08 回:The Tale of GENJI 1 the story the text in ancient Japanese (源氏物語) 第 09 回:The Tale of GENJI 2 the sense of beauty the text in ancient Japanese (源氏物語) 第 10 回:RENGA and RENKU the text in ancient Japanese (連歌・連句) 第 11 回:HAIKAI and HAIKU, MATSUO BASHO the text in ancient Japanese (奥の細道) 第 12 回:Imagism and HAIKU 第 13 回:The charm of HAIKU, composing some HAIKU (俳句を作ろう) 第 14 回:HAIKU and translations, translating some HAIKU 第 15 回:KUKAI(句会をやります) | |
| Grading | |
| 1. Comment of response sheet in every session 40% 2. Essay at the end of the course 60% | |
| Preparation | |
| Notes | |
| 日本語の作品を読みますから、日本語が読めることが 条件です。 The ability to read Japanese is necessary. We will do lottery if we have more than 40 students. | |
| Textbook(s) | |
| Printed materials (English and Japanese) will be distributed at each session. 使用教材 (日本語・英語) はその都度配布します。 | |

| Reference(s) |
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| Additional information on textbooks and reference books |
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| Language |
| English |

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| Code | 9491 |
| Instructor | Kazuo Matsumura |
| Title | Japanese Mythology (日本神話) |
| Term | Fall |
| Day, Period | Monday, 5 |
| Lecture or Exercise | |
| Lecture | |
| 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. | |
| Key Word | |
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| Plan | |
| 第 01 回:Introduction | |
| 第 02 回:Cosmogony | |
| 第 03 回:Flood | |
| 第 04 回:Netherworld | |
| 第 05 回:Divine Triad | |
| 第 06 回:High Heaven | |
| 第 07 回:Fire and Food | |
| 第 08 回:Eight-Headed Dragon | |
| 第 09 回:Hare and Crocodile | |
| 第 10 回:Land Making | |
| 第 11 回:Descenders | |
| 第 12 回:Mountain and Sea | |
| 第 13 回:Kingship | |
| 第 14 回:Structure | |
| 第 15 回:Conclusion | |
| Grading | |
| Attendance and Class Participation 40% | |
| Presentation 30% | |
| Term Paper 30% | |
| Preparation | |
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| Notes | |
| Students are expected to have good command of English. | |
| Textbook(s) | |
| Prints of various articles will be provided in the class. | |
| Reference(s) | |
| Mythical Thinkings: What can we learn from Comparative Mythology?／Kazuo Matsumura: Countersock Press,2014, ISBN:978-1-304-77253- | |
| Additional information on textbooks and reference books | |
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| Language | |

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| English |
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| Code | 9501 |
| Instructor | Ram Prakash DWIVEDI |
| Title | Indian Cinema: Culture and Communication |
| Term | Fall |
| Day, Period | Wednesday, 3 |
| Lecture or Exercise | |
| LECTURE | |
| 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. | |
| Key Word | |
| Cinema Studies, Communication Studies, Cultural Studies, Indian Culture, BOLLYWOOD | |
| Plan | |
| 第 01 回 : Cinema: A Cultural Form Cinema & Culture: A correlation Cinema and its communication Visual & moving images: Cheating the reality (Maxim Gorky) Reality: Is anything real? Grammar of Cinema | |
| 第 02 回 : 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 | |
| 第 03 回: Indian Cinema: A Historical Introduction Arrival of Cinematograph in India Mythology & Cinema: The silent Era Talkies Parallel Cinema Globalization & Cinema of India Contemporary Cinema | |
| 第 04 回 : BOLLYWOOD: An Industry Making of a film in Bollywood A true national Industry Masala (spice) & movies Industry with a challenge Other Production Center | |
| 第 05 回 : Cinemas of India: Socio-Cultural Depiction Indian Society in Cinema Culture of India: A cinematic appreciation Reality & Super Reality: A choice of Viewers | |
| 第 06 回: Production Idea & Story Studio & Outdoor Actor Music Location etc. The time period (3Hrs) | |
| 第 07 回 : Music & Songs Music: The essential spice Songs: A natural advancement of the narration Emotional depth of a | |

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| song Songs: Question of Discontinuity of the Story. | |
| 第 08 回 : Indian Cinema: Genre & Classification Popular Versus Parallel: An outdated debate? Family, romance, underworld and ---- Documentaries Advertisements ETC | |
| 第 09 回 : Indian Documentary Documentaries EZRA POUND War & Documentary Post Independence | |
| Now-a-days | |
| 第 10 回 : PR & Ad Cinema PR Advertisements Commercials | |
| 第 11 回 : MPACT: On the Cinema by the Cinema Indian Theatre, classical & folk culture Music TV Fashion Food Pop culture Social Media | |
| 第 12 回 : Cine Reality Versus Social Reality Indian society and its challenges Cine reality: A constructed one Cine reality: Market driven | |
| 第 13 回 : Indian Film: Censorship, Creativity and Culture Religion Gender Communities Art, Culture & Censorship Cinematograph Act | |
| 第 14 回 : Film Review Reviewing a film: Search of Parameters Indian Film Reviews Contemporary reviewers | |
| Grading | |
| Class Participation 30% | |
| Mid Term Essays/ Project Work 30% | |
| Final Examination 40% | |
| Preparation | |
| 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. | |
| Textbook(s) | |
| The Magic of Bollywood/ Anjali Gera Roy : SAGE, India, 2012, ISBN:9788132107323 | |
| Bollywood Nation: India Through its Cinema/ Vamsee Juluru : Oxford University Press, 2013, ISBN:9780143065111 | |
| Reference(s) | |
| Indian Popular Cinema: A narrative of Cultural Change/ K. Motigokulsing, Wimal Disanayke : Trentham Books, 2004, ISBN:1858563291 | |
| Additional information on textbooks and reference books | |
| Printed study material will be provided in the classes and online study material will be used as texts | |
| Language | |
| ENGLISH | |

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|---------------------|------------------------------|
| Code | 9450 |
| Instructor | Mir Monzurul HUQ |
| Title | Topics of Contemporary Japan |
| Term | Fall |
| Day, Period | Friday, 4 |
| Lecture or Exercise | |
| Goals of the Course | |

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| 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. | |
| Key Word | |
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| Plan | |
| 第 01 回: Contemporary Japan: an overview. | |
| 第 02 回: Political landscape of contemporary Japan: LDP's spectacular return as a dominant force in Japanese politics and re-emergence of nationalistic trends. | |
| 第 03 回: The triple disaster of March 2011 and its impact on Japanese politics and economy | |
| 第 04 回: Japan and her neighbors: the emerging China, North Korean puzzle, and conflict and understanding with South Korea and Russia | |
| 第 05 回: Japan-US partnership: security alliance, trade friction, and US military presence in Japan and the burden of Okinawa | |
| 第 06 回: Japan and the United Nations: the Security Council and role of Japan in international peacekeeping | |
| 第 07 回: The Yasukuni controversy: what is it all about? | |
| 第 08 回: Article 9 of the Japanese constitution and debate over constitutional reform | |
| 第 09 回: The state of Japanese economy: Abenomics and its impact | |
| 第 10 回: Japan's environment initiatives: The post-Kyoto debate and Japan's role in fighting global warming | |
| 第 11 回: Japan's energy policy after the Fukushima disaster | |
| 第 12 回: Japan's declining population and the problems of an aging society | |
| 第 13 回: The women of Japan: rocky road to equality | |
| 第 14 回: Conquering the world with soft power: Japan's popular culture takes the central stage | |
| 第 15 回: Final examination. | |
| Grading | |
| 1. Active class participation.....10% | |
| 2. Class presentation (individual or group)...30% | |
| 3. Final written examination.....60% | |
| Preparation | |
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| 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. | |

| Textbook(s) | |
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| 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. The following publications might serve as useful reference guides for the course: 1. Japan Brief at the website of the Foreign Press Center, Japan. 2. Ian Buruma, Inventing Japan, the Modern Library, New York, 2003. | |
| Reference(s) | |
| | |
| Additional information on textbooks and reference books | |
| | |
| Language | |
| | |

| Code | 9473 |
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| Instructor | Benjamin MIDDLETON |
| Title | Modern Japanese Intellectual History (近代日本思想史) |
| Term | Fall |
| Day, Period | Tuesday, 5 |
| Lecture or Exercise | |
| This is a lecture course, but students should be prepared to participate in discussions. | |
| Goals of the Course | |
| 1. Develop students' knowledge of Japanese political thought. 2. Develop students' awareness of methodological issues in Japanese intellectual history. 3. Develop students' ability to analyze intellectual history. 4. Develop students' ability to discuss political ideas and issues in English. | |
| Overview of the Course | |
| The course examines some of the major themes and trends in modern Japanese political thought. The focus will be on how intellectuals responded to the constant transformation of Japanese society and politics from the late Edo period through to the postwar. We will examine not only hegemonic thinking about the modern Japanese state, but also opposing voices from liberalism, the early socialist and anarchist movements, and the fascist and pan-Asianist movements. Some of the intellectuals we will take up include: Aizawa Seishisai (Yasushi), Fukuzawa Yukichi, Nakae Chōmin, Kōtoku Shūsui, Ōsugi Sakae, Miyazaki Tōten, Rōyama Masamichi, Kita Ikki and Maruyama Masao. Classes will usually begin with a lecture, followed by an open discussion. We will also watch some documentary DVD and movie footage to gain a visual appreciation of key issues. The course will be conducted in English, but Japanese may be used in discussions and presentations. | |
| Key Word | |

| Japan, thought, politics, history, culture, intellectual history, philosophy, comparative perspective, social change | |
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| Plan | |
| Session 1: Introduction Session 2: Defining ‘Japan’ in late Edo Session 3: The Meiji Enlightenment Session 4: Meiji conservatism Session 5: Meiji liberalism Session 6: The emergence of leftwing movements Session 7: The high-treason incident and beyond Session 8: Pan-Asianism 1 Session 9: Pan-Asianism 2 Session 10: The question of prewar fascism Session 11: Postwar intellectuals: looking back on the wartime era Session 12: Postwar intellectuals: looking ahead—the subjectivity debate Session 13: Student presentations Session 14: Student presentations Session 15: Student presentations | |
| Grading | |
| 1. In-class performance: 50% (active participation in class, attendance record etc.) 2. Presentation/s: 50% | |
| Preparation | |
| Students should do read the set texts before class each week, and be prepared to discuss them in class. | |
| Notes | |
| 1. Cell phone use of any kind is not permitted in class without the express permission of the instructor. 2. Cell phones must be rendered inaudible. 3. Classes may not be recorded. 4. University policy on academic dishonesty and misconduct will be followed. | |
| Textbook(s) | |
| There is no set textbook for this course. Readings from a variety of books, journals and on-line sources will be made available to students during the term. Many of the texts we will read are translations of Japanese texts or available in Japanese translation. References will be provided in class. | |
| Reference(s) | |
| References materials will be introduced during the term where appropriate. | |
| Additional information on textbooks and reference books | |
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| Language | |
| The class will be conducted in English, but students may consult with the instructor in either English or Japanese. | |

| Code | 9489 |
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| Instructor | Hiroki ICHINOSE |
| Title | Corporate Governance & Culture in Comparative Perspective 1 (日本企業の組織と文化 1) |
| Term | Fall |
| Day, Period | Tuesday, 5 |
| Lecture or Exercise | |
| 講義 | |
| Goals of the Course | |
| (1) To examine the corporate governance and culture of the | |

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| Japanese corporation as a diverse cross-section of economic, historical, social, and cultural forces in a comparative perspective. |
| (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. |
| (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. |
| Overview of the Course |
| 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. |
| Key Word |
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| Plan |
| This course examines the corporate governance and culture of the Japanese corporation in comparative perspective with the following periodization: |
| WK01 Introduction WK02 Pre- and Early Industrialization in Japan WK03 Workers in Textile and Heavy Industries WK04 Formation of National/Managerial Ideology in Japan WK05 Cultural/Institutional View on Post-WWII Japan WK06 Japanese Corporation seen by the Japanese WK07 Rise of Nihonjinron WK08 Mid-term Report Review WK09 Nihonjinron as a Form of Nationalism WK10 Corporate Training in the 1970s and 1980s WK11 Blue Collar/Female/Part-time Workers WK12 Foreign Investors and Corporate Governance WK13 Youth Employment in the 2000s WK14 Corporate Governance and Coaching Training for Middle Managers WK15 Conclusion |
| Grading |
| The evaluation will be based primarily on two (mid-term and final) reports, with some consideration given to attendance and class participation. |
| Preparation |
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| Notes |
| The specifics regarding the course syllabus will be discussed in the first class meeting. |
| Textbook(s) |
| Various short readings (papers/articles). There is no textbook for this course. |
| A recommended reading to give an overview of the topics covered in the class: Hamada, T. (2005) “The anthropology of Japanese corporate management” in Robertson, J. (ed) A Companion to the |

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| Anthropology of Japan, Malden, MA and Oxford: Blackwell, pp.125-52. | |
| Reference(s) | |
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| Additional information on textbooks and reference books | |
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| Language | |
| 英語 | |
| Code | 9452 |
| Instructor | ハック |
| Title | Media-Government Relationship in Japanese Democracy |
| Term | Spring |
| Day, Period | Friday, 5 |
| Lecture or Exercise | |
| Lecture/Seminar | |
| Goals of the Course | |
| The course is intended to train students (1) to develop an understanding of the major characteristics of the Japanese media; (2) to become familiar with the role media are playing in the democratic political structure of Japan; and (3) to develop students' analytical skill by focusing on and comparing similarities and differences between the media in Japan and in other countries. | |
| Overview of the Course | |
| The course will look at major factors that place the Japanese media at the forefront of political and social activities of the country. | |
| Key Word | |
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| Plan | |
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| Grading | |
| Students will be assessed by the following method: | |
| 1. Active class participation.....10% | |
| 2. Presentation on a chosen topic.....30% | |
| 3. Final Examination..... 60% | |
| Preparation | |
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| Notes | |
| Students, who wish to take this course, should note that the course is structured around lectures and seminars. There will be one 90-minute lecture/seminar each week unless otherwise stated. First 60 minutes of each session will consist of lecture part, which will be followed by a 30-minute class discussion where students' participation in week's topic will be regarded as an essential per-requisite of the course. | |
| Students are also required to make one individual or group presentation during the course on a chosen topic. Students who fail to attend more than three classes and do not make class presentation will not qualify to sit for the final examination without evidence of extraneous circumstances. | |
| Textbook(s) | |
| No single textbook will be followed throughout the course. Students are highly recommended to use the following three books as basic source material: | |
| 1. Susan J. Pharr and Ellis S. Krauss (Ed.), Media and Politics in Japan (University of Hawaii Press, Honolulu, | |

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| 1996). |
| 2. William de Lange, A History of Japanese Journalism (Japan Library, Curzon Press Ltd, Surrey, England, 1998). |
| 3. Laurie Anne Freeman, Closing the Shop: Information Cartels and Japan's Mass Media (Princeton University Press, Princeton, New Jersey, 2000). |
| Reference(s) |
| Additional information on textbooks and reference books |
| Language |

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| Code | 9495 |
| Instructor | Tsutomu TOMOTSUNE |
| Title | ★Modern Japanese Culture and Society from the Perspective of Popular History (民衆史からみた近代日本の文化と社会) |
| Term | Fall |
| Day, Period | Monday, 4 |
| Lecture or Exercise | |
| 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. |
| Key Word | Popular history, modernization and westernization, commons, new religion, Japanese imperialism and colonialism |
| Plan | 1 Introduction of Cultural Studies: Post-Political Japan 2 Neo-liberalism and Disaster :Higashi Nihon great earthquake and Fukushima nuclear plant disaster 3 Representation of Panic site: Akira and postmodern Japan 4 Japanese whaling and The Cove (2009) 5. National Land Planning and Minamata disease 6. Japanese Militarism and War Crimes: The Women's International War Crimes Tribunal on Japan's Military Sexual Slavery 7. Princess Mononoke and Folklore of the Marginalized Japan 8. Ainu: Past and Present 9. Introduction for Traditional Performing Arts: Noh Plays 10. Goze (Blind women musicians) and Japanese Religious Rituals 11. Women's liberation Movement in Post War Japan 12. Post-Utopian Social Movements |

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| 13. Aum Shinrikyo and New Religion Movement |
| 14. Racism in Japan: Buraku Issue and Korean Japanese |
| 15. Education in Contemporary Japan: Bullying in Japanese School |
| Grading |
| Class performance (30%), presentation (30%), term paper (40%) |
| Preparation |
| 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 and organize group work for presentation. |
| Textbook(s) |
| Reference(s) |
| Additional information on textbooks and reference books |
| Language |
| English |

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| Code | 9485 |
| Instructor | Kazuo ABIKO |
| Title | Media and Society (メディアと社会) |
| Term | Fall |
| Day, Period | Thursday, 5 |
| Lecture or Exercise | |
| Lecture | |
| Goals of the Course | This course is intended to assist students to acquire a broader knowledge about the role of news media in regard to social changes. In some case, media became participants to bring about the changes. In others, they simply played the role of informing the public of such movements in a proper perspective. Specific cases for class discussions will be announced in the beginning. Not only historic events, such as the collapse of the Communist systems in Central and Eastern Europe, the Civil Rights movements in the United States and the Arab Spring developments in the Middle East, but some current issues may also be discussed, depending on news developments. |
| Overview of the Course | This course is also designed to help students develop their media literacy further at the time of information overload through various platforms. |
| Overview of the Course | This course will examine the role of news media in regard to social changes as well as issues they face in reporting the changes. Journalism standards and ethics will be also discussed. |
| Key Word | |
| Plan | This is a tentative schedule and the topics may be changed, based on students' interest and news developments. |
| 1. Introduction | |
| 2. The Role of News Media as "Fourth Estate" | |
| 3. Journalism Ethics and Standards | |

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| 4. Freedom of Information and Media Law |
| 5. Case study 1 – “Media Control” by Norm Chomsky |
| 6. Case study 2 – Media and social change in Eastern Europe 1 |
| 7. Case study 3 – Media and social change in Eastern Europe 2 |
| 8. Presentation by Students 1 |
| 9. Presentation by Students 2 |
| 10. Case Study 4 – Media and Civil Rights Movements in the United States 1 |
| 11. Case Study 5 – Media and Civil Rights Movements in the United States 2 |
| 12. Case Study 6 - Social Media and the “Arab Spring” |
| 13. Current Issues Concerning News Media |
| 14. Wrapup Session |
| 15. Term Paper Submission |
| Grading |
| Participation in class discussions 30% |
| Mid-term essay or presentation 30% |
| Term paper 40% |
| Preparation |
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| Notes |
| Students who wish to take this course are encouraged to take part in discussions that follow lectures. It will be an important part of this course to exchange views with other students, in order to deepen their understanding on issues presented by the instructor |
| Textbook(s) |
| Printed materials will be distributed in the beginning of class sessions. |
| Reference(s) |
| Breaking News: How The Associated Press Has Covered War, Peace and Everything Else / The Associated Press: Princeton Architectural Press, 2007 |
| The Power of News: The History of Reuters / Donald Read: Oxford University Press, 1992 |
| Rude Awakening: Social and Media Change in Central and Eastern Europe / Karol Jakubowicz: Hampton Press, Inc., 2007 |
| Manufacturing Consent: The Political Economy of the Mass Media / Edward S. Herman and Norm Chomsky: Random House, 2002 |
| Media Control: The Spectacular Achievement of Propaganda / Norm Chomsky: Seven Stories Press, 2002 |
| Additional information on textbooks and reference books |
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| Language |
| 英語 |

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| Code | 9494 |
| Instructor | Fumihiko AZUMA |
| Title | Globalization and Immigration 1 |
| Term | Fall |
| Day, Period | Friday, 5 |
| Lecture or Exercise | |
| lecture | |
| Goals of the Course | |
| This course aims at acquiring knowledge and ability to think about the directions and potentials of globalization and | |

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| 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. |
| Key Word |
| globalization, immigration, WTO, EU, law, constitution, international law, international economic law, international human rights law |
| Plan |
| 第 01 回: Globalization and Immigration, introduction 1: Law and domestic and international law governing globalization and immigration |
| 第 02 回: Globalization and Immigration, introduction 2: WTO and EU rules and systems governing globalization and immigration |
| 第 03 回: Globalization 1: Customs Tariffs of Japan and the EU |
| 第 04 回: Globalization 2: National Treatment by Japan |
| 第 05 回: Globalization 3: National Treatment in the EU |
| 第 06 回: Globalization 4: Quantitative Restrictions by Japan |
| 第 07 回: Globalization 5: Quantitative Restrictions in the EU |
| 第 08 回: Globalization 6: Non-tariff Barriers in Japan |
| 第 09 回: Globalization 7: Non-tariff Barriers in the EU |
| 第 10 回: Immigration 1: Entrance of Immigrant Workers and Foreign Nationals into Japan |
| 第 11 回: Immigration 2: Free Movement of EU Workers in the EU |
| 第 12 回: Immigration 3: Free Movement of EU Citizens in the EU and Entry of Non-member States into the EU |
| 第 13 回: Immigration 4: Japanese Citizens and Foreign Nationals in Japan |
| 第 14 回: Immigration 5: EU Citizens and Nationals of Non-member States in the EU |
| 第 15 回: Immigration 6: Refugees in the World |
| 第 16 回: Globalization and Immigration: Implications for Future |
| Grading |
| Active participation toward the lectures (30%) and Q&As at the end of every lecture (70%) |
| Preparation |
| Reviewing after classes are recommended. |

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| Notes |
| This course is for beginning students. |
| Textbook(s) |
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| Reference(s) |
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| Additional information on textbooks and reference books |
| Original handouts will be provided. Reference books will be indicated during the lectures. |
| Language |
| English |

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| Code | 9451 |
| Instructor | Mir Monzurul HUQ |
| Title | International Economic Assistance for the Developing World |
| Term | Fall |
| Day, Period | Friday, 5 |
| Lecture or Exercise | |
| Lecture | |
| Goals of the Course | The course is intended to train students to (1) develop 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 assess the impact of economic assistance in the lives of the people of those countries. |
| Key Word | |
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| Plan | |
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| Grading | |
| 1 Active class participation.....10% | |
| 2.Class presentation (individual or group)....30% | |
| 3.Final written examination.....60% | |
| Preparation | |
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| 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. | |
| Textbook(s) | No single textbook will be followed throughout the course. However, the following reference materials can serve as useful tools for the course: |
| | 1. Gilbert Rist, The History of Development: From Western Origins to Global Faith, (Zed Books, London, October |

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| 2008). |
| 2. Japan's ODA White Paper, latest available edition (At the official web site of Japan's Ministry of Foreign Affairs www.mofa.go.jp). |
| 3. Maggie Black, The No-Nonsense guide to International Development, (Verso, London, 2002). |
| 4. The Millennium Development Goals, at the official web page of the United Nations www.un.org |
| Reference(s) |
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| Additional information on textbooks and reference books |
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| Language |
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| Code | 9492 |
| Instructor | Keiko Mochizuki |
| Title | ☆Japanese Grammar with Comparative Perspectives from English (日英語対照:英語で説明する日本語文法) |
| Term | Fall |
| Day, Period | Tuesday, 4 |
| Lecture or Exercise | |
| Lecture | |
| Goals of the Course | 1) Introducing main topics in Japanese Grammar by comparing them with English. 2) Applying the cross-linguistic comparisons to the pedagogy of Japanese, English and other languages. 3) Improve your Japanese proficiency for the international students. 4) Studying and discussing Japanese and English Grammar with peers in an international class where Japanese and international students study together. |
| Overview of the Course | This class will introduce main topics in Japanese grammar by comparing them with English in the international class. |
| Key Word | Comparative Linguistics between Japanese and English, Japanese Grammar |
| Plan | Room 103 1. Difficulties in Japanese / Lack of Subject, Keigo, Compound Verbs. 2. Word Formation: reduplication, compounding, verb compounding, affixing, borrowed words: sound changes, clipping, meaning changes, Sino-Chinese words 3. Voice: 'Naru' versus 'Suru', transitive and intransitive pairs, -tearu, active and passive 4. Tense and Aspect: -ta versus -ru, -teiru 5. Lexical Aspect of Verbs in Japanese and English 6. Modals: commands and requests, permission, Should, Must, Can, -yo, -ne 7. If and when: -tara, -reba, -nara/naraba, -to 8. Particles: -wa, -ga, -mo, -wo, -ni, -de, -to, -hodo, -yori, only, Sentence final particles 9. Transitive and Intransitive Pairs in Japanese and Ergative Verbs in English, Agent-Oriented type English vs Patient Oriented type Japanese 10. Compound Verbs in Japanese and Chinese vs. Complex |

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| Predicates in English |
| 11. Case Marking: Japanese, English and Mandarin Chinese |
| 12. Polite expressions, Keigo |
| 13. Giving and Recieving: -ageru, -sashiageru, -morau, -itadaku, -kureru, -kudasaru, -yaru |
| 14. Final Examination |
| 15. Comments on final examination and discussions |
| Grading |
| 1)Class participation 40% |
| 2)Take Home Examination during the winter vacation 20% |
| 3)Final Examination 40% |
| Preparation |
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| 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. |
| Textbook(s) |
| 1. Text: English-Japanese bilingual handouts will be provided at each class session. |
| 2. References: |
| ☆ Using Japanese: A Guide to Contemporary Usage, William Maclure, Cambridge University Press |
| ☆ Introduction to Japanese Linguistics, Nasuko Tsujimura, Blackwell |
| ☆ The Languages of Japan, Masayoshi Shibatani, Cambridge University Press |
| ☆ Oxford Japanese Grammar and Verbs, Janathan Bunt, Oxford University Press |
| ☆ Situation vs. Person Focus, John Hids, Tokyo:Kuroshio publishing |
| Reference(s) |
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| Additional information on textbooks and reference books |
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| Language |
| English, 日本語 |

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|---|----------------------------------|
| Code | 5018 |
| Instructor | Margaret-Mary LIEB |
| Title | ★★Language, Culture, and Society |
| Term | Fall |
| Day, Period | Friday, 3 |
| Lecture or Exercise | |
| Lecture and Exercise based classes | |
| Goals of the Course | |
| The goal of this class 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 other emerging world languages 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 will be based on lectures and powerpoint presentations. Each class will consist of lectures, group | |

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| discussions, and reflective exercises. Outlines for each course will be provided and students may use these to take notes and keep summaries of lecture content. |
| Key Word |
| Language, Culture, Sociolinguistics, World Englishes |
| Plan |
| 第 01 回:Course Introduction |
| 第 02 回:English in a Globalized World 1 |
| 第 03 回:English in a Globalized World 2 |
| 第 04 回:English in a Globalized World 3 |
| 第 05 回:History of the English Language and Loan Words in English 1 |
| 第 06 回:History of the English Language and Loan Words in English 2 |
| 第 07 回:Word Origins and Superstitions |
| 第 08 回:English and Other Languages in Japanese Society 1 |
| 第 09 回:English and Other Languages in Japanese Society 2 |
| 第 10 回:English and Other Languages in Japanese Society 3 |
| 第 11 回:Comparing Hiberno-English and American English 1 |
| 第 12 回:Comparing Hiberno-English and American English 2 |
| 第 13 回:Language and Cultural Identity 1 |
| 第 14 回:Language and Cultural Identity 2 |
| 第 15 回:Western Popular Music as Cultural Commentary |
| 第 16 回:Course Review |
| Grading |
| Participation and Tasks 50% |
| Final Exam 50% |
| Preparation |
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| Notes |
| 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. Dictionaries are essential to ensure students understand key terminology. |
| Textbook(s) |
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| Reference(s) |
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| Additional information on textbooks and reference books |
| There is no specific textbook for this course. Lectures are prepared based on a variety of sources. Recommended readings will be announced in class. |
| Language |
| English |

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| Code | 7190 |
| Instructor | Yasuo SONE |
| Title | ★★China's economic reform and globalization (中国の経済改革とグローバル化) |
| Term | Fall |
| Day, Period | Monday, 5 |
| Lecture or Exercise | |
| Lecture | |
| Goals of the Course | |

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| 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 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. |
| Key Word |
| 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 |
| Students must read the assigned texts/articles before class and prepare questions. |
| Notes |
| Materials will be provided by the instructor. |
| Textbook(s) |
| The Chinese Economy: Transition and Growth/Naughton, |

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| Barry:The MIT Press,2007,Study Chapter 4, 16, 17. |
| Reference(s) |
| Wu Jinglian: Voice of Reform in China/Barry Naughton (ed.):The MIT Press,2013 |
| Additional information on textbooks and 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. |
| Language |
| English |

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| Code | 9480 |
| Instructor | 岡田 昭人 (OKADA Akito) |
| Title | Speech Communication |
| Term | Fall |
| Day, Period | Friday, 4 |
| Lecture or Exercise | |
| Lecture | |
| 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. | |
| Overview of the Course | |
| To achieve the goal of this course, 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. | |
| Key Word | |
| Plan | |
| 第 01 回 : Introduction for the course 第 02 回 : Orientation for students' presentation 第 03 回 : Lecture 1 (Verbal communication) 第 04 回 : Lecture 2 (Presentation and Speech) 第 05 回 : Discussion for the presentation (1) 第 06 回 : Discussion for the presentation (2) 第 07 回 : Discussion for the presentation (3) 第 08 回 : Discussion for the presentation (4) 第 09 回 : Group presentation & Discussion(1) 第 10 回 : Group presentation & Discussion(2) 第 11 回 : Group presentation & Discussion(3) 第 12 回 : Group presentation & Discussion(4) 第 13 回 : Final Presentation I 第 14 回 : Final Presentation II 第 15 回 : Final Presentation III | |
| Grading | |
| 1. Weekly presentation | 50% |
| 2. Discussion participation | 20% |
| 3. Mid-term and Final project | 30% |
| Preparation | |
| Notes | |
| Students who fail to attend more than three classes in a row, or who fail to perform course assignments without sufficient | |

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| explanation, will be graded accordingly. |
| Textbook(s) |
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| Reference(s) |
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| Additional Information on Textbooks and Reference Books |
| Printed materials will be distributed at the lectures along with a list of recommended literature for home reading. |
| Language |
| 日本語 / English |

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| Code | 9469 |
| Instructor | 宮本 隆史 (MIYAMOTO Takashi) |
| Title | ★World History 2 |
| Term | Fall |
| Day, Period | Wednesday, 3 |
| Lecture or Exercise | |
| Lecture | |
| 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 information from the past. Students are expected to read and examine primary historical sources in their own areas of interest. |
| Overview of the Course | To provide students with methodological skills, we will examine actual primary historical sources. Students will learn how to collect such sources. This course will introduce students with basic knowledge on usage of digital information and devices for historical study as well. No prior knowledge of coding and programming is required. In the course, we will engage in discussions on four major themes: Cultural Exchange (sessions 3-5), Travelogues (sessions 6-8), World Expositions and Conferences (sessions 9-11), Writing and Translation (sessions 12-14). We focus on these themes to learn about the interdisciplinary nature of historical information gleaned from different fields. The following sessions will involve participants' presentations and discussions in the classroom. Each session will consist of lecture and presentations. The course schedule is tentative and subject to change depending on the participants. |
| Key Word | world history, methodology of history, digital history, world wide web, history of information, digital humanities, public humanities |
| Plan | |
| 第 01 回 : Introduction to the course | |

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| 第 02 回 : Introduction to Digital History |
| 第 03 回 : Cultural Exchange (1): Music and modernity |
| 第 04 回 : Cultural Exchange (2): Visual art |
| 第 05 回 : Cultural Exchange (3): Food culture |
| 第 06 回 : Travelogues (1): Colonial encounters |
| 第 07 回 : Travelogues (2): Official travelers |
| 第 08 回 : Travelogues (3): Religious travelers in the modern period |
| 第 09 回 : World Expositions and Conferences (1): World Exposition |
| 第 10 回 : World Expositions and Conferences (2): World Conferences (Policing, Medicine, Punishment, etc.) |
| 第 11 回 : World Expositions and Conferences (3): Academic Conferences |
| 第 12 回 : Writing and Translation (1): History of Books |
| 第 13 回 : Writing and Translation (2): Translation of Cultures |
| 第 14 回 : Writing and Translation (3): World Wide Web and Archive |
| 第 15 回 : Conclusion: Towards a History of Information |
| Grading |
| Attendance and class participation 30% |
| Class Presentations 30% |
| Term-end Essay 40% |
| Preparation |
| No textbook will be used. Handouts will be distributed in class. Students are asked to read and analyze primary historical sources available on the web (such as www.archive.org). Although no textbook will be used, it is highly recommended to read the following book. 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. Its digital version is available online as well: http://chnm.gmu.edu/digitalhistory/ Other recommended readings are shown below. |
| Notes |
| Students will choose topics and present papers (10-15 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 2,000 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. |
| Textbook(s) |
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| Reference(s) |
| 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 |

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| Literary Texts/Shillingsburg, Peter L. : Cambridge University Press, 2006 Code: And Other Laws of Cyberspace, Version 2.0/Lessig, Lawrence : Basic Books, 2006, http://codev2.cc/ | |
| Additional Information on Textbooks and Reference Books | |
| Carr, E.H. 1961. What is History? London: Macmillan. Anderson, Benedict. 2006. Imagined Communities: Reflections on the Origin and Spread of Nationalism (rev edition). London & New York: Verso. Gaddis, John Lewis. 2004. The Landscape of History: How Historians Map the Past. Oxford & New York: Oxford University Press. Diamond, Jared. 1997. Guns, Germs, and Steel: The Fates of Human Societies. New York : W.W. Norton & Co. North, Douglass C., John Joseph Wallis and Barry R. Weingast. 2013. Violence and Social Orders. Cambridge: Cambridge University Press. Aoki, Masahiko. 2010. Corporations in Evolving Diversity: Cognition, Governance, and Institutions. Oxford: Oxford University Press. Greif, Avner. 2006. Institutions and the Path to the Modern Economy: Lessons from Medieval Trade. Cambridge: Cambridge University Press. | |
| Language | |
| English | |

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| Code | 9479 |
| Instructor | マーフィー (MURPHY, Michael) |
| Title | Contemporary Issues in World Geography |
| Term | Fall |
| Day, Period | Thursday, 5 |
| Lecture or Exercise | |
| Lecture | |
| 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. Why is Crimea so important to Russia and the Ukraine? What role does language play in this conflict? Why is there ongoing conflict among the citizens of Thailand against the Thai government and what will be the end result of this? Why do certain groups of people now want to secede (break away) from those governments that have | |

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| always been loyal to? What evidence is there that climate change is really happening? These are but a few of the issues that students will have the opportunity to research. | |
| Key Word | |
| Plan | |
| Grading | |
| Grading will be assessed by the following: 1) class preparedness and participation: 20% 2) quizzes: 20% 3) performance in group presentations: 30% 4) Final exam: 30% | |
| Preparation | |
| 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 | |
| Textbook(s) | |
| Reference(s) | |
| Building Geographic Literacy: An Interactive Approach/ Charles A. Stansfield, Jr : Macmillan Publishing Co., 2010, ISBN:0-02-415660-4 | |
| Additional Information on Textbooks and Reference Books | |
| *The reference book, Building Geographic Literacy: An Interactive Approach, was the designated textbook for Semester 1, and will continue to be used as the main reference book in Semester 2. Students enrolled only in Contemporary Issues in World Geography are still required to acquire a copy of this book. | |
| Language | |
| English | |

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| Code | 9519 |
| Instructor | 森田 京子 (MORITA Kyoko) |
| Title | Culture, Power, Identities |
| Term | Fall |
| Day, Period | Friday, 5 |
| Lecture or Exercise | |
| Goals of the Course | |
| The goal of this course is twofold: 1) to learn case studies of cultural conflicts/discrimination in everyday life, and 2) to negotiate conflict resolutions/identity politics in order to build conflict immunity. | |
| Overview of the Course | |
| The class will be very interactive, including group activities and discussions. | |
| Key Word | |
| Plan | |
| W1: Introduction W2: Ch.1 Foreign residents in Japan | |

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| W3: Ch.2 Japanese returnees |
| W4: Ch.3 Co-culture/Subculture communication |
| W5: Ch.4 Study abroad |
| W6: Presentation I |
| W7: Presentation II |
| W8: Ch.5 Working abroad |
| W9: Ch.6 Traveling abroad |
| W10: Ch.7 International negotiation |
| W11: Ch.8 Interpersonal cooperation |
| W12: Ch.9 Mass media & perception gaps |
| W13: Ch.10 Potential factors of cultural conflicts |
| W14: Final Presentation I |
| W15: Final Presentation II |
| Grading |
| 1) 30% Active participation |
| 2) 40% In-class activities & Mid-term project |
| 3) 30% Final project |
| Preparation |
| Students are required to read each chapter of the textbook as class preparation and keep the deadline of each assignment. |
| Notes |
| This is an introductory course and the acceptance number of students is 40. 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. |
| Textbook(s) |
| 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／久米昭元, 長谷川典子 著, :有斐閣, 2007, ISBN:978-4-641-28108- |
| Reference(s) |
| 人種差別の帝国：アメリカ人の醜い「白人至上主義」日本人のおどましい「外国人差別」／矢部 武 著, :光文社, 2004, ISBN:4-334-93345-9 |
| Additional Information on Textbooks and Reference Books |
| Supplementary course handouts and worksheets will be distributed in class meetings. |
| Language |
| English |

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| Code | 9459 |
| Instructor | シャーニー (SHANI, Giorgiandrea) |
| Title | ★Peace and Conflict Studies: Critical Perspectives on Human Security |
| Term | Fall |
| Day, Period | Monday, 6 |
| Lecture or Exercise | |
| Lecture and seminar | |
| Goals of the Course | 1. To introduce students to the main approaches to Human Security 2. To encourage students to critically analyze theories of Human Security. 3. To get students to apply theories learned to empirical case studies. |
| Overview of the Course | As a foundation course for the study of peace and conflict studies, this course examines key approaches and concepts in the study of peace and conflict resolution, with a special |

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| focus on Human Security. The first part of the course will introduce students to different approaches to Human Security. The second will introduce students to critical perspectives on Human Security. Finally, students will be able to apply the main theoretical perspectives to empirical case studies of their choice in order to provide concrete frames of reference for understanding the theory and practice of peace and conflict resolution. |
| Key Word |
| Peace, Conflict, Human Security, Critical theory |
| Plan |
| 1. Overview 2. Human Security: An Introduction 3. Human Security: The Narrow Approach 4. Human Security: The Broad Approaches 5. Discussion: Which approach to Human Security do you find convincing? 6. Critical Perspectives on Human Security 7. The Biopolitics of Human Security 8. Toward a Critical Human Security Paradigm? 9. Human Security in Crisis? 10-15. Student Presentations |
| Grading |
| 1. Class presentations 2. Term reports |
| Preparation |
| Students are expected to read selected chapters from the textbooks used. |
| Notes |
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| Textbook(s) |
| Protecting Human Security in a Post 9/11 World/Shani, Sato and Pasha : Palgrave, 2007, ISBN:02300064 |
| Reference(s) |
| Religion, Identity and Human Security/Shani : Routledge, 2014, ISBN:978-0-415-50906-, http://www.routledge.com/books/d |
| Additional Information on Textbooks and Reference Books |
| Some essential readings are available here: 1. Commission on Human Security, 2003. The Final Report of the Commission on Human Security: http://www.humansecurity-chs.org/finalreport/index.htm 2. Human Security Center, 2009. "The Human Security Report" http://www.humansecurityreport.info/index.php?option=com_frontpage&Itemid=1 3. United Nations Development Programme (UNDP) (1994) Human Development Report 1994: New Dimensions of Human Security: http://hdr.undp.org/en/media/hdr_1994_en_contents.pdf 4. UN Trust Fund for Human Security, 2009. Human Security http://ochaonline.un.org/Default.aspx?alias=ochaonline.un.org/humansecurity More info on the instructor here: http://researchers.icu.ac.jp/Profiles/6/0000527/prof_e.html http://icu.academia.edu/GiorgioShani |
| Language |

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| English |
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| Code | 9472 |
| Instructor | ウィルコックス (WILCOX, Richard) |
| Title | ★Environment and Human Life 2 |
| Term | Fall |
| Day, Period | Wednesday, 5 |
| Lecture or Exercise | |
| Classroom activities | |
| Goals of the Course | <p>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 influence to influence society for the coming the environmental changes in the future.</p> <p>There will be ample opportunities to discuss and analyze the serious issues of the day. Students should relax and enjoy the class so that they can improve their English communication ability and confidence in a supportive and friendly atmosphere.</p> |
| Overview of the Course | <p>The learning method consists of an integrated approach whereby students will develop discussion, writing and presentation skills. The instructor will provide a database that students will choose from for a topic. Within a semester there are four 3-week modules that include group discussions and presentations, individual writing assignments and end of term individual presentations. Students will develop skills in: oral discussion and analysis; academic writing; power point slide presentation techniques.</p> |
| Key Word | Energy issues, energy politics, alternative energy, nutrition, human health, environment, environmental change, biodiversity, human welfare, environmental sustainability. |
| Plan | <p>Wk 1: Orientation 2 - 4: Environmental debates: Global warming vs Ice Age (GWIA): Discussion 5 - 7: EWIA: Presentation 8 - 10: Toward a healthy diet and lifestyle (THDL): Discussion 11 - 13: THDL: Presentation 14 - 15: Reflection and Review: Peer Review of Final Presentations Materials will be provided by the instructor.</p> |
| Grading | <p>Attendance and participation: 30% Writing assignments: 35% Presentations: 35%</p> |
| Preparation | <p>Course materials * Bring notebook, pencil/pen, English dictionary, A4 clear folder. Students will keep all handouts or any related materials (notes, journals, scripts etc.) in the clear folder, in chronological order. Attendance * Arrive at class ON TIME; two lates = one absence/ 5 absences = course failure. Sleeping or ignoring</p> |

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| the class activities = one absence. |
| Course procedure |
| * Be on time. |
| * Turn your cell phone OFF and put it in your bag. |
| * Please sit according to the SEATING CHART (after attendance is taken you can move to different seats if you need to). |
| * LISTEN CAREFULLY to teacher instructions (don't sleep; ignore teacher; daydream; or talk to other students when teacher is talking). |
| * If you do not understand the instructions RAISE YOUR HAND and ask a question (in Japanese OK). |
| * Don't interrupt the teacher if you are late If you need to talk to the teacher about something do so after students are involved in their class activities. Don't wait until the end of the class to talk to the teacher - do so during the classtime. |
| * Please respect the teacher's privacy. If you have a question RAISE YOUR HAND and I will approach you and answer your question. |
| * If you have to leave the class (toilet break, drink of water, feel sick, telephone call etc.) you can do so without asking the teacher, please come back as soon as possible. |
| * It is permissible (unofficially) to drink from PET bottle in class, but cans are not permitted - they can spill. You can eat onigiri or sandwich before class but please clean up your mess! Be neat and tidy! |
| * Don't leave crumbs, garbage, (empty bottles, textbooks, papers etc.) used tissues or other belongings after you leave class. The classroom is NOT a garbage dump (gomi bako no bashou). |
| Course contents ~ Journal: keep a weekly journal to record what you learned that week in class and what next week's homework is. It can be in Japanese (simple English is better) but will be part of your evaluation grade. ~ |
| Email system with teacher: Students will send an email to address provided by teacher to receive assignments and submit assignments. |
| Evaluation: Student grade depends on attendance, participation, classwork/ homework assignments and presentations. |
| Notes |
| Please bring an English dictionary, writing materials, notebook, clear folder to class on first day. |
| There will be NO textbook. |
| Textbook(s) |
| Reference(s) |
| Additional Information on Textbooks and Reference Books |
| Language |
| English |

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| Code | 9514 |
| Instructor | ウィルコックス (WILCOX, Richard) |
| Title | ★Case Studies in Environmental Conflict and Resolution 2 |
| Term | Fall |

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| Day, Period | Wednesday, 4 |
| Lecture or Exercise | |
| Classroom activities | |
| Goals of the Course | This course will introduce the concept of environmental conflict as it occurs between human groups and between humanity and the environment. Through greater knowledge and awareness students can learn to positively influence society to reduce conflict and exploitation and prepare themselves for environmental changes in the future. There will be ample opportunities to discuss and analyze the serious issues of the day. Students should relax and enjoy the class so that they can improve their English communication ability and confidence in a supportive and friendly atmosphere. |
| Overview of the Course | The learning method consists of an integrated approach whereby students will develop discussion, writing and presentation skills. The instructor will provide a database that students will choose from for a topic. Within a semester there are four 3-week modules that include group discussions and presentations, individual writing assignments and end of term individual presentations. Students will develop skills in: oral discussion and analysis; academic writing; power point slide presentation techniques. |
| Key Word | Environmental issues, grassroots activism, environmental conflict, deep politics, power politics, environmental pollution, environmental destruction, biodiversity, nuclear power, radiation |
| Plan | Week 1: Orientation 2 - 4: : Environmental Affects of Fukushima on Japan and the World (EAFJW) Discussion 5 - 7: EAFJW: Presentation 8 - 10: : Grassroots Solutions for Positive Social Change (GSPSC) Discussion 11 - 13: GSPSC: Presentation 14 - 15: Reflection and Review: Peer Review of Final Presentations Materials will be provided by the instructor. |
| Grading | Attendance and participation: 30% Writing assignments: 35% Presentations: 35% |
| Preparation | Course materials * Bring notebook, pencil/pen, English dictionary, A4 clear folder. Students will keep all handouts or any related materials (notes, journals, scripts etc.) in the clear folder, in chronological order. Attendance * Arrive at class ON TIME; two lates = one absence/ 5 absences = course failure. Sleeping or ignoring the class activities = one absence. Course procedure * Be on time. * Turn your cell phone OFF and put it in your bag. * Please sit according to the SEATING CHART (after attendance is taken you can move to different seats if you need to). * LISTEN CAREFULLY to teacher instructions (don't |

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| sleep; ignore teacher; daydream; or talk to other students when teacher is talking). |
| * If you do not understand the instructions RAISE YOUR HAND and ask a question (in Japanese OK). |
| * Don't interrupt the teacher if you are late If you need to talk to the teacher about something do so after students are involved in their class activities. Don't wait until the end of the class to talk to the teacher - do so during the classtime. |
| * Please respect the teacher's privacy. If you have a question RAISE YOUR HAND and I will approach you and answer your question. |
| * If you have to leave the class (toilet break, drink of water, feel sick, telephone call etc.,) you can do so without asking the teacher, please come back as soon as possible. |
| * It is permissible (unofficially) to drink from PET bottle in class, but cans are not permitted - they can spill. You can eat onigiri or sandwich before class but please clean up your mess! Be neat and tidy! |
| * Don't leave crumbs, garbage, (empty bottles, textbooks, papers etc.) used tissues or other belongings after you leave class. The classroom is NOT a garbage dump (gomi bako no bashou). |
| Course contents ~ Journal: keep a weekly journal to record what you learned that week in class and what next week's homework is. It can be in Japanese (simple English is better) but will be part of your evaluation grade. ~ |
| Email system with teacher: Students will send an email to address provided by teacher to receive assignments and submit assignments. |
| Evaluation: Student grade depends on attendance, participation, classwork/ homework assignments and presentations. |
| Notes |
| Please bring an English dictionary, writing materials, notebook, clear folder to class on first day. |
| There will be NO textbook. |
| Textbook(s) |
| Reference(s) |
| Additional Information on Textbooks and Reference Books |
| Language |
| English |

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| 履修コード | 9510 |
| 担当教員名 | 平藤 喜久子 |
| 授業題目名 | 日本神話の世界 |
| 開講学期 | 秋学期 |
| 曜日・時限 | 火 5 |
| 講義題目_和文 | 日本神話の世界 |
| 講義題目_英文 | Introduction of Japanese Mythology |
| 講義・演習の別 | |
| 講義 | |
| 授業の目標 | |
| 神話というと、今となっては意味のわからない、古い | |

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| 物語というイメージがあるかもしれない。しかし、日本の神話には、日本の文化の成り立ちを知る手がかりとなるような面白い話が多く含まれている。この授業では、日本の神話をほかの地域の神話と比較しながら学んでいく。 | |
| 授業の概要 | |
| 日本神話の内容について、パワーポイントを使い、画像や映像なども見ながら紹介していく。 | |
| キーワード | |
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| 授業計画 | |
| 第1回 イン트로ダクション：神話とは何か | |
| 第2回 日本人と神 | |
| 第3回 日本神話とは何か、外国人が見た日本神話 | |
| 第4回 『古事記』が描く世界のはじまり・世界のはじまりの神話 | |
| 第5回 イザナキとイザナミの神話：死のはじまりと火の起源 | |
| 第6回 イザナキとイザナミの神話：ギリシア神話と日本神話 | |
| 第7回 アマテラスとスサノオ：最高神アマテラスの誕生 | |
| 第8回 スサノオのオオゲツヒメ殺害：穀物の起源神話 | |
| 第9回 スサノオのオロチ退治：世界の英雄とスサノオ | |
| 第10回 オオクニヌシの神話：世界の美男の神、縁結びの神 | |
| 第11回 ホノニギの結婚：死の起源神話 | |
| 第12回 海幸山幸の神話と浦島太郎 | |
| 第13回 トヨタマビメの出産：見るなの禁止と変身する神 | |
| 第14回 まとめ | |
| 第15回 まとめ | |
| 成績の評価 | |
| 授業時のアンケートや感想、発言など | 30% |
| レポート | 70% |
| 事前学習等 | |
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| 受講上の注意 | |
| この授業は、日本語で講義を行う。 | |
| 教科書 | |
| なし | |
| 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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| 履修コード | 9507 |
| 担当教員名 | 藤澤 茜 |
| 授業題目名 | 浮世絵と江戸文化 |

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| 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 | |
| <p>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>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> | |
| 授業の概要 | |
| 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。 | |
| キーワード | |
| 浮世絵 江戸庶民 風習 娯楽 | |
| 授業計画 | |
| 授業は以下の計画によって行なわれる。 | |
| <p>ガイダンス—浮世絵とは何か</p> <p>浮世絵のできるまで—「彫り」と「摺り」</p> <p>江戸の衣食住（１）江戸の町と暮らし</p> <p>江戸の衣食住（２）お寿司・天ぷらはファストフード</p> <p>浮世絵に見る江戸の風習</p> <p>子供の成長と行事／疱瘡絵・麻疹絵</p> <p>子供の教育（寺子屋）と遊び</p> <p>江戸のペット事情—犬・猫のとらえ方</p> | |

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| 浮世絵と娯楽（１）歌舞伎 |
| 浮世絵と娯楽（２）見世物・相撲 |
| 浮世絵と旅ブーム |
| 笑いとユーモア 戯画を楽しむ |
| 江戸の小説と挿絵 |
| 浮世絵からマンガ・アニメーションへ |
| まとめ・浮世絵とジャポニスム |
| 成績の評価 |
| 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。 |
| 事前学習等 |
| 毎回の授業には、指定した参考文献をあらかじめ読んで出席すること。 |
| 受講上の注意 |
| 第１回目の授業に必ず出席すること。 |
| 教科書 |
| 授業時に別途指示する。 |
| 参考書 |
| 浮世絵が創った江戸文化／藤澤茜：笠間書院，2013，ISBN:978-4305706881 |
| 江戸の大衆芸能 歌舞伎・見世物・落語（大江戸カルチャーブックス第 9 巻）／川添裕：青幻舎，2008 年，ISBN:978-4861521454 |
| 奇想の江戸挿絵（集英社ビジュアル新書）／辻惟雄：集英社，2008 年，ISBN:978-4087204407 |
| 遊べる浮世絵／藤澤紫：東京書籍，2008 年，ISBN:978-4487802623 |
| 授業の内容に従い、随時さらに詳しく紹介する。 |
| 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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|---|-------------|
| 履修コード | 9512 |
| 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 | |
| 講義 | |
| 授業の目標 | |
| 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。 | |
| 歌舞伎には、様々な工夫がある。場面転換を行なうために舞台装置は改良が重ねられ、世界で初といわれる廻り舞台も誕生した。役者は男性だけに限られ、女性の役を演じる女形は女性らしい表現を追求し、女性 | |

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| らしく見えるためのかつらも発達した。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。 |
| 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。 |
| 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②に関する意見を反映させ、レポートにして提出する。 |
| 授業の概要 |
| 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。 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 |
| キーワード |
| 歌舞伎 伝統芸能 演劇 江戸時代 |
| 授業計画 |
| 授業は以下の計画によって行なわれる。 |
| ガイダンスー日本の伝統芸能とは何か（講義） 歌舞伎の歴史（講義） 歌舞伎役者の代々（講義） 歌舞伎の芸について（講義） 人形浄瑠璃（文楽）との比較・演目について（講義） 歌舞伎の海外公演ーパリ・オペラ座公演を中心に（講義） 受講生による発表 受講生による発表 受講生による発表 受講生による発表 受講生による発表 受講生による発表 受講生による発表 受講生による発表 受講生による発表 まとめ（総括） |
| 成績の評価 |
| 授業時の発表内容（35%）、学期末レポート（40%）、毎回のコメントシート（25%）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 |
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| 受講上の注意 |
| 第１回目の授業に必ず出席すること。 |

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| 発表についての手順や調べ方、参考文献などについても、授業中に指示をする。 |
| 教科書 |
| 授業中に別途指示する。 |
| 参考書 |
| 増補版 歌舞伎手帖（角川ソフィア文庫）／渡辺保：角川学芸出版，2012年，ISBN:978-4044080020 歌舞伎をつくる／服部幸雄編：青土社，1998年，ISBN:978-4791756865 授業内容、受講者の発表するテーマに従い、随時さらに詳しく文献を紹介する。 |
| 教科書・参考書に関する補足情報 |
| |
| 使用言語 |
| 日本語 |

| | |
|--|-----------------------------------|
| Code | 9475 |
| Instructor | Neil Conway |
| Title | Poetry in English: Form and Voice |
| Term | Fall |
| Day, Period | Friday, 5 |
| Lecture or Exercise | |
| Lecture | |
| Goals of the Course | |
| The course is aimed at students who have little experience with poetry in English. Students who have some knowledge of poetry are welcome, as are students who find the idea of poetry a little intimidating. The course aims are to introduce students to a variety of poets and poems from the 16th Century to the Present, and to explore some of the techniques and tools used by poets. The overall goal of the course is to encourage and inspire students to embark on poetry reading for its own sake. | |
| Overview | |
| Each week, a selection of poems will be introduced and discussed by the teacher. Students will be expected to have read these poems over the previous week – materials will be given out the week before. Assignments will consist of short research tasks on poets or themes selected by the teacher. A final assignment will ask students to reflect on their reading and thinking throughout the course. | |
| Plan | |
| Each week, a selection of poems will be introduced and discussed by the teacher. Students will be expected to have read these poems over the previous week – materials will be given out the week before. Assignments will consist of short research tasks on poets or themes selected by the teacher. A final assignment will ask students to reflect on their reading and thinking throughout the course. | |

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| Grading |
| In class performance (short discussion tasks) – 25% Assignments – 50% Final Assignment – 25% |
| Preparation |
| Preparation for the first lecture, please read: Maya Angelou – I know why the caged bird sings Robert Herrick – On Juia's Voice Gerard Manley Hopkins – Inversnaid Think about these poems – take time, read them several times. These poems can be found on: www.best-poems.net |

**Guidebook of class registration
=2014 Fall Semester=**

**ISEPTUFS 履修案内
=2014 年秋学期=**

ISEPTUFS Students

2014 年 9 月発行

編 集 ・ 発 行

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