

**2021年度**  
**Sustainability Co-Creation Programme (SCOPE)**  
**講義概要 (シラバス)**



**法政大学**

# 科目一覽

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BSP100HA

## Introduction to Sustainability Studies

Naruhiko TAKESADA

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

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

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

## 【Goal】

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

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

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

Among diploma policies, “DP2” is related

## 【Method(s)】

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

- What is sustainability?

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

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

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

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

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

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

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

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Orientation and Overview	Overview of the course, introduction to Sustainable Development Goals (SDGs)
Week 2	Civilization and Sustainability 1	Rises and falls of civilizations. Why does sustainability matter?
Week 3	Civilization and Sustainability 2	Possible future of our civilizations.
Week 4	Sustainability issues and human knowledge system	Complex reality and human knowledge system
Week 5	Framing the issue	The meaning and implication of an “issue”
Week 6	Water 1	On scarcity of water resources
Week 7	Water 2	On possible war over water resources
Week 8	Food and Population	On who will feed the world and the issue of “Land Rush”
Week 9	Global sustainability issues in the picture 1	Preparation for the individual short presentation.
Week 10	Global sustainability issues in the picture 2	Individual short presentation on sustainability issues

Week 11	Environment and climate change	On climate change
Week 12	Poverty and inequality 1	To understand the nature and history of poverty and inequality.
Week 13	Poverty and inequality 2	On strategies to reduce poverty and to bridge the gap between the rich and the poor.
Week 14	Summary	Summary and feedback of the course

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

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

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

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

## 【Textbooks】

Materials will be distributed in class.

## 【References】

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

## 【Grading criteria】

Assessment will consist of in-class participation (20%), presentation (25%), writing assignments (45%) and overall contribution (10%)  
Note that students who miss 4 classes or more cannot pass this subject.

## 【Changes following student comments】

To accommodate more active discussion in the class.

## 【Others】

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

## 【Career Background of the Lecturer】

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

OTR400HA

## Seminar

Shamik Chakraborty

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

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

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

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

- Find academic sources both at the library and in online databases;
- Gain an understanding of what appropriate sources are for academic projects
- Read them effectively and summarize authors' arguments;
- Make oral presentations;
- Gain basic understanding and application of academic writing skills

## 【Goal】

Students will gain basic knowledge and skills needed for college life in Japan. Students will also gain basic knowledge of sustainability studies particularly related to academic reading and writing. The course will mainly be based on in-class discussions and assignments based on interests of students. Students will acquire essential active learning components through discussions and peer learning.

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

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

## 【Method(s)】

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

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

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

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction	Self-introduction Overview of the course Discussions on individual academic interests
Week 2	College life in Japan	Introducing various academic and other resources on campus and beyond What is research? Frequently used academic terminologies and their meanings
Week 3	Introduction to sustainability studies	What is sustainability and why is it important? What are Sustainable Developmental Goals (SDGs)? Decide topic for research project
Week 4	Library Workshop	Learning how to use OPAC and online databases
Week 5	What are Sustainable Development Goals? (1) Connections of your research topic with SDGs	Student presentations on the SDGs assigned on Week 3. Audience will evaluate and comment on your presentation.
Week 6	What are Sustainable Development Goals? (2) Connections of your research topic with SDGs	Student presentations on the SDGs assigned on Week 3. Audience will evaluate and comment on your presentation.

Week 7 Deciding individual research topics

Brainstorming and group discussions to decide individual research topics.

What is academic writing? The first steps in academic writing (Research paper based writing (IMRaD), and academic essay writing)

Plagiarism, what is it? How to avoid plagiarism  
APA style of referencing and formatting

Week 8 Literature review 1: Media coverage of issues pertaining to sustainability

Student presentations on how their research topics are discussed in the media (i.e., a review of newspaper or magazine articles).

Provide critique based on facts and opinions

Audience will evaluate and comment on your presentation.

Week 9 Literature review 2: Finding resources in the library

Finding books on OPAC, locating them in the library and getting information about the books related to students' research projects

Week 10 Presentation on an academic book or book chapter on the research topic

Student presentations on the academic book/chapter. Audience will evaluate and comment on your presentation.

Week 11 Literature review 3: Finding and using academic articles

Using online databases to find academic articles related to students' research projects

Week 12 Presentation of academic articles on the research topic

Student presentations on the academic articles.

Audience will evaluate and comment on your presentation.

Week 13 Writing a literature review

Synthesize the multiple literature on your research topic studied in the class.

Week 14 Writing a literature review

Synthesize the multiple literature on your research topic studied in the class.

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

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

## 【Textbooks】

Paragraphs writing: From sentences to paragraph. Dorothy E Zemach and Carlos Islam, McMillan Publishing.  
Great Writing: From Great Essays to Research, 5th Edition. by Keith S. Folse and Tison Pugh

## 【References】

References will be provided in the class

## 【Grading criteria】

Participation (including in-class exercises, presentations, and home assignments) 50%; Final report 50%

## 【Changes following student comments】

No significant changes were made based on students' comments

## 【Equipment student needs to prepare】

None

## 【Others】

None

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## Seminar

Shamik Chakraborty

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

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

## Seminar (Introductory)

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

## 【Goal】

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

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

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

## 【Method(s)】

Feedback on assignments submitted by students will be provided in class or through the Learning Management System. The course will be based on a combination of lectures, class discussions, and one or two field trips (tentative). Students are required to complete assignments on time and come prepared to the class. The course will mainly be based on on-campus classes and field trips (tentative).

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

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

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

あり / Yes

## 【Fieldwork in class】

あり / Yes

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction	Guidance for the seminar course
Week 2	Literature Review 1	Thinking about a topic and doing literature review. How to find a research gap
Week 3	Literature Review 2	Using online databases and other materials for research
Week 4	Research Design 1	Designing your research. Application of qualitative, quantitative and mixed methods for research
Week 5	Research Design 2	Research purpose and statement
Week 6	Research Design 3	How to use theories in your research
Week 7	Introduction to academic skills 1	Critical writing skills. How to cite other researches properly and avoid plagiarism.
Week 8	Introduction to academic skills 2	Critical writing skills. How to cite other researches properly and avoid plagiarism (continued from Week 7).
Week 9	Fieldtrip	Location TBA (Reflections on the fieldtrip through home assignment)
Week 10	Introduction to academic skills 3	Limitations of the research and how to bring it into focus
Week 11	Presentations, discussions and feedback 1	Research presentations and discussions
Week 12	Presentations, discussions and feedback 2	Research presentations and discussions
Week 13	Presentations, discussions and feedback 3	Research presentations and discussions

Week 14 Course summary

Wrap up, final guidance for writing report.

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

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

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

## 【Textbooks】

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

## 【References】

None

## 【Grading criteria】

Class participation and discussions: 30%

Class presentation: 30%

Final report: 40%

## 【Changes following student comments】

No significant changes were required based on students' comments

【Equipment student needs to prepare】

N/A

## 【Others】

N/A



OTR400HA

## Seminar

Shamik Chakraborty

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

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

Join us in the seminar course to gain understanding on fundamental aspects of landscapes and sustainability. We will learn various issues related to landscape sustainability through active learning. This course is directly related to the aims of the Sustainability Co-creation Programme (SCOPE) at Hosei University.

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

## 【Goal】

The course is designed as an advanced seminar course for undergraduate students. Those who are interested to know about sustainable landscapes from a socio-ecological viewpoint are welcome. By completing this seminar, students will gain a critical understanding of the various challenges of sustainable resource use mainly through critical thinking, and discussions.

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

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

## 【Method(s)】

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

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

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

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

あり / Yes

## 【Fieldwork in class】

あり / Yes

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction and orientation	Guidance for the seminar course. What are socioecological landscapes? How socioecological landscapes can inform sustainability studies.
Week 2	Brainstorming on students research interests	Discussions on students research interests. Relating these interests with various dimensions of sustainability issues.
Week 3	Research methods: A brief introduction	Guidance and discussion on research methods and field study topic.
Week 4	Commons in socioecological landscapes	Commons in socioecological landscapes, change, degradation and resilience.
Week 5	How we can co-create sustainability?	Knowledge and commons Use of multiple knowledges for landscape sustainability
Week 6	Critical thinking and discussion	Discussion based on lecture of week 4 and week 5
Week 7	Individual guidance 1	Guidance on students' class projects
Week 8	Individual guidance 2	Guidance on students' class projects
Week 9	Individual guidance 3	Guidance on students' class projects
Week 10	Individual guidance 4	Guidance on students' class projects
Week 11	Presentations 1	Students class presentations on research projects
Week 12	Presentations 2	Students class presentations on research projects

Week 13 Preparation for final report      Comments on students first draft of research report

Week 14 Summary      Summary and course wrap-up.  
What we have learnt from the course and looking forward.

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

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

## 【Textbooks】

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

## 【References】

References will be provided in the class

## 【Grading criteria】

Class participation and discussions: 20%

Class presentation: 30%

Final report: 50%

## 【Changes following student comments】

No significant changes were made based on students' comments

## 【Equipment student needs to prepare】

None.

## 【Others】

None.

OTR400HA

## Seminar

Shamik Chakraborty

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

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

## Seminar (Advanced)

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

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

## 【Goal】

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

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

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

## 【Method(s)】

Feedback on assignments submitted by students will be provided in class or through the Learning Management System. Lectures and personal guidance will be carried out regarding each of the student's class project. There will be opportunities for discussion and feedback on the individual project. The course will mainly be based on on-campus classes and field trips (tentative).

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

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

あり / Yes

## 【Fieldwork in class】

あり / Yes

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction to the concept of "landscapes"	What are "landscapes"? Evolution of the notion of landscapes
Week 2	Landscape and landscape governance	How the notion of landscapes can be used for an integrated landscape governance
Week 3	Research methods 1	Guidance and discussion on research methods and study topics.
Week 4	Research methods 2	Guidance and discussion on research methods and study topics.
Week 5	Landscapes and resilience 1	Landscapes and resilience (reflection through students' projects and lectures).
Week 6	Landscapes and resilience 2	Landscapes as complex adaptive systems
Week 7	Knowledge component and landscapes	Indigenous and local knowledge in cultural landscapes and their resilience (reflection through the field studies and invited lecture).
Week 8	Field visit 1	Location TBA
Week 9	Field visit 2	Reflections on field visit
Week 10	Individual guidance 1	Guidance on individual projects
Week 11	Individual guidance 2	Guidance on individual projects
Week 12	Individual guidance 3	Guidance on individual projects
Week 13	Individual guidance 4	Guidance on individual projects
Week 14	Course summary	Wrap up, final guidance for writing report

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

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

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

## 【Textbooks】

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

## 【References】

None

## 【Grading criteria】

Class participation and discussions: 20%

Class presentation: 30%

Final report: 50%

## 【Changes following student comments】

No significant changes were required based on students' comments

## 【Equipment student needs to prepare】

N/A

## 【Others】

N/A

発行日：2021/5/1

OTR400HA

## Seminar

Atsuko Watanabe

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

他学部公開： グローバル： 成績優秀： 実務教員：

**[Outline and objectives]**

**[Goal]**

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

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

**[Method(s)]**

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

**[Fieldwork in class]**

**[Schedule]**

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

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

**[Textbooks]**

**[References]**

**[Grading criteria]**

**[Changes following student comments]**

OTR400HA

## Seminar

Atsuko Watanabe

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

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

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

## 【Goal】

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

- 1)Gain understanding of research projects, including how to develop individual research projects;
- 2)Read multiple literatures effectively on a chosen topic of interest and summarize authors' arguments;
- 3)Start developing their own research projects;
- 4)Gain basic writing skills for their research projects (mainly based on literature review)

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

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

## 【Method(s)】

Lectures, discussions, and student presentations

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

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction	Self-introduction,overview of the course, administrative matters
Week 2	What is research project?	Review of the last semester. What is a research project supposed to do?
Week 3	Deciding your research project: Research questions and research design	How can you do your research project?
Week 4	Human inquiry as a basis for knowledge creation	How to increase objectivity in human inquiry
Week 5	Academic integrity	What is academic integrity?
Week 6	Introduction to college writing I: Sentences to paragraphs	How to maintain logical flow in sentences. How to develop sentences into a paragraph
Week 7	Introduction to college writings II: How to write a summary	What is a summary? Why is it important?
Week 8	Student presentations	Presentations of your research topic
Week 9	Introduction to college writing III: Structure and outline	Structure and outlining of essays
Week 10	Litrature review	What is literature review and why is it important?
Week 11	Paraphrasing and citation	Why paraphrase? How to paraphrase.
week 12	Individual consultations	Prepare your outline of literature review for consultation
Week 13	Student presentations	Presentations of your research topic
Week 14	Conclusions and wrap up	Course summary with reflections on what has done in the past 13 weeks

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

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

## 【Textbooks】

Texts are distributed in class.

## 【References】

References are introduced in class.

## 【Grading criteria】

Class participation and discussions: 30%

Mini assignments: 20%

Final assignment: 50%

## 【Changes following student comments】

This course employs interactive teaching methods.Students are encouraged to actively participate the class.

発行日：2021/5/1

OTR400HA

## Seminar

Atsuko Watanabe

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

他学部公開： グローバル： 成績優秀： 実務教員：

**[Outline and objectives]**

**[Goal]**

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

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

**[Method(s)]**

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

**[Fieldwork in class]**

**[Schedule]**

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

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

**[Textbooks]**

**[References]**

**[Grading criteria]**

**[Changes following student comments]**

OTR400HA

## Seminar

Atsuko Watanabe

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

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

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

## 【Goal】

- 1) learn critical reading skills.
- 2) learn critical thinking skills.
- 3) understand how 'concepts' are used analytically.

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

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

## 【Method(s)】

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

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction	Introduction to the course
Week 2	Reading academic literature (1)	Short lecture and discussion
Week 3	Reading academic literature (2)	Short lectures and discussion
Week 4	Reading academic literature (3)	Short lecture and discussion
Week 5	Reading academic literature (4)	Short lecture and discussion
Week 6	Reading academic literature (5)	Short lecture and discussion
Week 7	Reading academic literature (6)	Short lecture and discussion
Week 8	Reading academic literature (7)	Short lecture and discussion
Week 9	Reading academic literature (8)	Short lectures and discussion
Week 10	Reading academic literature (9)	Short lectures and discussion
Week 11	Reading academic literature (10)	Short lectures and discussions
Week 12	Reading academic literature (11)	Short lecture and discussion
Week 13	Reading academic literature (12)	Short lecture and discussion
Week 14	Conclusion	Reflections and final remarks

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

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

## 【Textbooks】

Textbook will be introduced in the first class.

## 【References】

References will be introduced in class.

## 【Grading criteria】

Class participation and discussions: 50%

Midterm assignment: 20%

Final assignment: 30%

## 【Changes following student comments】

We will look into media coverage more in addition to academic texts.

## 【Equipment student needs to prepare】

No specified equipment is needed.

## 【Others】

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

OTR400HA

## Seminar

Masaatsu TAKEHARA

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

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

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

## 【Goal】

Students aim at achieving the following goals:

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

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

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

## 【Method(s)】

(1) The course will consist of short lectures, discussions, and presentations by students. To acquire basic knowledge on global sustainability and roles of companies, students will review and present selected academic literature and sustainability/Integrated reports issued by major global companies. If students are interested in a specific industry or company, they conduct research and share the research findings with other members of this course.

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

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

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week1	Orientation	Introduction to the course Short lectures and discussions
Week 2	Reading academic literature (1)	Short lectures and discussions
Week 3	Reading academic literature (2)	Student presentation and discussions
Week 4	Reading academic literature (3)	Student presentation and discussions
Week 5	Reading academic literature (4)	Student presentation and discussions
Week 6	Reading academic literature (5)	Student presentation and discussions
Week 7	Reading academic literature (6)	Student presentation and discussions
Week 8	Reading academic literature (7)	Student presentation and discussions
Week 9	Reading academic literature (8)	Student presentation and discussions
Week 10	Reading academic literature (9)	Student presentation and discussions
Week 11	Reading academic literature (10)	Student presentation and discussions
Week 12	Reading academic literature (11)	Student presentation and discussions
Week 13	Reading academic literature (12)	Student presentation and discussions
Week 14	Reading academic literature (13)	Student presentation and discussions

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

Students are expected to attend each class fully prepared.

For students' own research topics, students are required to read materials and summarize key points on a regular basis. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Academic literature will be introduced during the orientation.

## 【References】

References will be introduced in class.

## 【Grading criteria】

Grading will be decided based on the following criteria:

- (1) Active participation in class discussion: 50%
- (2) In-class presentations: 25%
- (3) Final writing assignment: 25%

Details will be explained in class.

## 【Changes following student comments】

More business cases will be reviewed and discussed.

## 【Equipment student needs to prepare】

No special equipment is needed in this course.

## 【Others】

In this course, all discussions and presentations will be conducted in English therefore it is preferable that students thinking of taking this course have advanced English communication skills.

OTR400HA

## Seminar

Masaatsu TAKEHARA

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

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

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

## 【Goal】

Students aim at achieving the following goals:

- (1) Learn global sustainability challenges and how businesses are creating shared values (CSV) and realizing their sustained growth.
- (2) Develop logical thinking skills to systematically analyze by setting hypothesis and collecting necessary information.

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

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

## 【Method(s)】

Feedback on assignments submitted by students will be provided in class or through the Learning Management System. The course will consist of short lectures, discussions, and presentations by students. To acquire basic knowledge on global sustainability and roles of companies, students will review selected academic literatures and sustainability/integrated reports issued by major global companies. The summary of those materials will be reported by students. If students are interested in a specific industry or company, they can conduct research and share the research findings with other members of this course. Please note that the teaching approach may vary according to which threat level we are at. The details will be announced through the Learning Management System.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

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

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

Students are expected to attend each class fully prepared by reading textbooks and references. Also, students are required to complete all assignments on time. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Academic literatures will be introduced during the orientation.

## 【References】

References will be introduced in class.

## 【Grading criteria】

Grading will be decided based on the following criteria:

- (1) Active participation in the class discussion: 50%
- (2) In-class presentations: 25%
- (3) Final writing assignment: 25%

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

【Changes following student comments】

Based on students' feedback, more actual business cases will be reviewed and discussed.

【Equipment student needs to prepare】

No special equipment is needed in this course.

【Others】

In this course, all discussions will be conducted in English therefore it would be preferable for students thinking of taking this course to have advanced English communication skills.



OTR400HA

## Seminar

Hidemi YOSHIDA

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

他学部公開： グローバル： 成績優秀： 実務教員：

### 【Outline and objectives】

In this seminar, students will learn about sustainability by reading a report of international organizations and discussing related cases.

### 【Goal】

We aim at achieving following goals:

- (1) have skill to read reports and academic papers,
- (2) develop skills of academic research based on individual interest,
- (3) deepen understanding of sustainability.

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

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

### 【Method(s)】

The course will consist of students' report summary, complementary lecture and discussion.

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

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

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

あり / Yes

【Fieldwork in class】

なし / No

### 【Schedule】

No.	Theme	Contents
1	Orientation	Introduction to the course Short lectures and discussions
2	Reading report (1)	Short lectures and discussions
3	Reading report (2)	Student presentation and discussions
4	Reading report (3)	Student presentation and discussions
5	Reading report (4)	Student presentation and discussions
6	Reading report (5)	Student presentation and discussions
7	Reading report(6)	Student presentation and discussions
8	Individual research(1)	Student presentation and discussions
9	Individual research(2)	Student presentation and discussions
10	Individual research(3)	Student presentation and discussions
11	Individual research(4)	Student presentation and discussions
12	Individual research(5)	Student presentation and discussions
13	Individual research(6)	Student presentation and discussions
14	Summary & reflection	Feedback from instructor and students.

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

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

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

### 【Textbooks】

The textbook will be introduced on the first class day. It is assumed that it can be downloaded from the websites of international organizations.

### 【References】

References will be introduced in class.

### 【Grading criteria】

Grading will be decided based on following criteria:

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

【Changes following student comments】

Reading materials are subject to change based on students' understanding and interest.

【Equipment student needs to prepare】

No special equipment is needed in this course.

【Others】

I welcome those who are not confident in their English reading comprehension and are willing to do their best.

OTR400HA

## Seminar

Hidemi YOSHIDA

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

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

In this seminar, students will learn about international migrants by reading a UN report and discussing related cases.

## 【Goal】

We aim at achieving following goals:

- (1) learn about the current trend of international migrants,
- (2) understand issues related to migrants,
- (3) have skill to read reports with statistical data.

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

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

## 【Method(s)】

Feedback on assignments submitted by students will be provided in class or through the Learning Management System. The course will consist of students' report summary, complementary lecture and discussion.

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

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

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

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

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

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

## 【Textbooks】

"World Migration Report 2018" by International Organization for Migration

## 【References】

References will be introduced in class.

## 【Grading criteria】

Grading will be decided based on following criteria:

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

## 【Changes following student comments】

Reading materials are subject to change based on students' understanding and interest.

## 【Equipment student needs to prepare】

No special equipment is needed in this course.

## 【Others】

I recommend that students with an interest in development studies continue to attend this seminar. In addition to reading the textbook, I plan to give guidance in line with each research theme.

OHR400HA

## Thesis

### Faculty members

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：集中・その他/intensive・other courses | Campus：市ヶ谷 | Grade：3～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

#### 【Outline and objectives】

Completion of a thesis based on the SCOPE study.

#### 【Goal】

Students chooses his/fer own theme and submit the thesis.

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

Among diploma policies, "DP4" is related

#### 【Method(s)】

Feedback on assignments submitted by students will be provided in class or through the Learning Management System. Supervisors provide individual guidance including, theme setting, literature survey, data analysis, and paper writing work. The schedule below is the only example. The student should follow the instructions of each supervisor. Please note that the teaching approach may vary according to which threat level we are at. The details will be announced through the Learning Management System.

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

あり / Yes

#### 【Fieldwork in class】

なし / No

#### 【Schedule】

No.	Theme	Contents
No.1	Introduction	Learn what is a thesis and how to write it.
No.2	Choosing theme.	Select the theme of the thesis and design own research.
No.3	Choosing theme.	Select the theme of the thesis and design own research.
No.4	Choosing theme.	Select the theme of the thesis and design own research.
No.5	Data collection.	Collect necessary data.
No.6	Data collection.	Collect necessary data.
No.7	Data collection.	Collect necessary data.
No.8	Data collection.	Collect necessary data.
No.9	Data analysis.	Analyze collected data.
No.10	Data analysis.	Analyze collected data.
No.11	Data analysis.	Analyze collected data.
No.12	Writing the thesis.	Start writing draft thesis.
No.13	Writing the thesis.	Finalize the thesis
No.14	Writing the thesis.	Submit the thesis.

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

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

#### 【Textbooks】

Textbooks will be instructed as needed.

#### 【References】

References will be instructed as needed.

#### 【Grading criteria】

Evaluated by the final version of the thesis.

#### 【Changes following student comments】

No questionnaire survey conducted.

SES300HA

## Japanese Environmental Policy

Mikio ISHIWATARI

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

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

## 【Outline and objectives】

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

## 【Goal】

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

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

Among diploma policies, "DP3" is related

## 【Method(s)】

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

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

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction	To understand - the objectives and structure of the course - background of environmental issues and policies in Japan
Week 2	Water resources	- Water pollution and health damage - Development of related acts, including Water Pollution Control Act - Development of sewerage system
Week 3	Ground water: Managing land subsidence and pollution	- Issues of land subsidence caused by over extraction of water - Pollution of groundwater - Development of policies of regulating and managing groundwater
Week 4	Water cycle, Integrated water resources management	- History of water management - Water right system considering environmental issues - Legislation: River Law and Water cycle law, - Water governance
Week 5	Disaster management	- History of water-related disasters and management - Cycle of disaster management: preparedness, mitigation, response, and recovery
Week 6	Natural environment and Ecosystem	- Issues of ecosystem - Green Infrastructure, Nature-based solutions
Week 7	Recycling, Solid waste management	- Law and measures - Waste treatment plants - Recycling
Week 8	Air pollution	- Trend of air pollution - Air Pollution Control Act - Regulating pollution by automobiles
Week 9	Soil contamination	- Issues - countermeasures
Week 10	Climate change 1: Mitigation	- Energy sector - Urban sector
Week 11	Climate change 2: Adaptation	- Impacts caused by climate change - Adaptation measures
Week 12	Environmental impact assessment 1: Framework	- Legislation - Procedures

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

Week 14 Overall review Overall review of environmental policy

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

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

## 【Textbooks】

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

## 【References】

Additional references may be introduced in the class.

## 【Grading criteria】

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

## 【Changes following student comments】

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

## 【Others】

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

SOC300HA

## Japanese Society and Sustainability 1

Eiko SAEKI

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

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

## 【Outline and objectives】

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

## 【Goal】

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

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

Among diploma policies, "DP3" is related

## 【Method(s)】

Each class consists of lecture, discussions, and other learning activities. Feedback on assignments submitted by students will be provided in class or through the Learning Management System. Please note that the teaching approach may vary according to which threat level we are at. The details will be announced through the Learning Management System.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction	Overview of the course; What does it mean to study Japan from sociological perspectives?
Week 2	Brief history of post-WWII Japan	Development, challenges, and issues
Week 3	Sustainability and contemporary Japanese society	What is sustainability and what does it mean to make Japanese society more sustainable?
Week 4	Work, inequality, and poverty	How to measure inequality; historical changes; homelessness; different types of employment and their impacts on people's life course
Week 5	Gender and sexuality 1	How we learn the norms of gender and sexuality; Paid and unpaid work
Week 6	Gender and Sexuality 2; Exam 1	Child poverty and unequal opportunities
Week 7	Diversity, marginality, and social coherence 1	What is multiculturalism?; myth of homogeneity; Burakumin
Week 8	Diversity, marginality, and social coherence 2	Okinawans and Ainu
Week 9	Diversity, marginality, and social coherence 3	Resident Koreans and Japanese Brazilians
Week 10	Diversity, marginality, and social coherence 4	Race politics in Japan; people with mixed roots; intersectionality
Week 11	Diversity, marginality, and social coherence 5	Disability
Week 12	Student presentations 1	Presentations on the individual project 1
Week 13	Student presentations 2	Presentations on the individual project 2
Week 14	Conclusion; Exam 2	Review of what we learned; what is next?

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

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

【Textbooks】

Materials will be distributed in class.

## 【References】

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

Other materials will be distributed in class.

## 【Grading criteria】

Participation 30%; Exams 30%; Reading memos 20%; Assignments 20%

## 【Changes following student comments】

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

【Equipment student needs to prepare】

We will be using the course website.

## 【Others】

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

SOC300HA

## Japanese Society and Sustainability 2

Eiko SAEKI

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

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

## 【Outline and objectives】

## Sociology of Gender and Families

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

## 【Goal】

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

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

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

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

Among diploma policies, "DP2" is related

## 【Method(s)】

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

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

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction to the course	Introduction and overview of the course
Week 2	What is the family? Studying families sociologically	Systems of kinship and diversity in the world; Sociological methods and approaches
Week 3	What is gender?	Sex and gender; gender identity and sexuality
Week 4	History of the family in Japan	Patriarchy, "ie" system, and "koseki"
Week 5	Demographic change	Declining birthrate and aging society
Week 6	Love, sexuality, and relationship formation; In-class exam 1	Heterosexual norm and feminization of love; marriage and divorce
Week 7	Gender and families	Socialization and reproduction of gender norms
Week 8	Work and families	Work, parenting, and gender norms
Week 9	Intimate violence	Violence within family and close relationship
Week 10	Inequality and families	How structural inequality affects families; single-parenthood
Week 11	Reproductive Rights and Reproductive Health	Sexuality education; contraception; reproductive care
Week 12	Reproduction and technology	Infertility and reproductive technologies
Week 13	Changing forms of families	Same-sex marriage; foster and adoptive care
Week 14	Conclusion; In-class exam 2	Reflections and discussions

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

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

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

## 【Textbooks】

Materials will be distributed in class.

## 【References】

Texts will be introduced in class.

## 【Grading criteria】

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

## 【Changes following student comments】

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

## 【Equipment student needs to prepare】

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

SOC300HA

## Japanese Society and Sustainability 3

Hidemi YOSHIDA

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

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

## 【Outline and objectives】

This class will focus on how Japan's social structure and values have changed in historical contexts such as modernization, rapid economic development, and globalization.

At the same time, contemporary issues related to sustainability will be discussed.

## 【Goal】

By the end of the course, the students are expected;

- 1) to understand how current Japanese values were formed,
- 2) to understand "sustainability" in Japan's context,
- 3) to have skills to analyze current affairs in Japan.

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

Among diploma policies, "DP3" is related

## 【Method(s)】

Feedback on assignments submitted by students will be provided in class or through the Learning Management System. The course consists of lectures, discussions and presentation of students.

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

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Introduction	Inherited culture and wisdom for sustainable society in traditional Japan
2	Modernization of Japan (1)	Modernization strategy of the Meiji government
3	Modernization of Japan (2)	Impact of modernization on Japanese society
4	Rapid Economic Growth and environmental problems	Severe environmental problems and responses by citizen and business
5	From Showa to Heisei	Prolonged depression, Great Hanshin-Awaji Earthquake, rise of NPO activities
6	Demographic changes (1)	Urbanization and rural depopulation
7	Demographic changes (2)	Declining birthrate and aging population, increase in foreign population
8	Changes in value (1)	Work style and gender
9	Changes in value (2)	Diversity, social inclusion and division
10	Changes in production and consumption (1)	Impact of globalization and IT
11	Changes in production and consumption (2)	Emerging norms toward sustainability
12	Innovators for sustainable society (1)	Case studies of social system innovation
13	Innovators for sustainable society (2)	Case studies of technological innovation for social change
14	Summary and presentation	Students will make a brief presentation

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

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

## 【Textbooks】

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

## 【References】

References will be introduced in each lecture.

## 【Grading criteria】

Submission of short assignment after the each class (70%), Final report and presentation (30%) (subject to change).

## 【Changes following student comments】

I encourage students to share their experience and knowledge on their home countries in the class.

## 【Others】

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

MAN300HA

## Business and Sustainability in Japan 1

Masaatsu TAKEHARA

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

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

## 【Outline and objectives】

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

## 【Goal】

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

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

Among diploma policies, "DP3" is related

## 【Method(s)】

Lectures, in-class presentation by students and group discussion. Feedback on assignments submitted by students will be provided in class or through the Learning Management System. Please note that the teaching approach may vary according to which threat level we are at. The details will be announced through the Learning Management System.

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Sustainability in corporate management	Overview of business and sustainability
Week 2	Corporate sustainability and stakeholders	Understand various stakeholders for companies and what needs to be done to meet their needs
Week 3	SDGs and business	Understanding Sustainable Development Goals (SDGs) and its relations with businesses
Week 4	Labor/human rights issues 1	Understand labor and human rights issues to be addressed by companies
Week 5	Labor/human rights issues 2	Understand labor and human rights issues to be addressed by companies
Week 6	Labor/human rights issues 3	Understand labor and human rights issues to be addressed by companies
Week 7	Business and environmental problems 1 Overview	Understand overall environmental problems impacting businesses and necessary actions to address them
Week 8	Business and environmental problems 2 Climate change (1)	Understand how businesses are impacted by climate change and what actions are required
Week 9	Business and environmental problems 3 Climate change (2)	Understand how businesses are impacted by climate change and what actions are required
Week 10	Sustainability and strategy/corporate governance	Understand how sustainability needs to be integrated in strategy and corporate governance
Week 11	Sustainability and finance 1	Understand the constructive relations between companies and investors through recent development of ESG investment

Week 12	Sustainability and finance 2	Understand unique opportunity for financial industry to contribute to sustainable society
Week 13	Case studies of sustainable business 1	Understand the latest development of global sustainable businesses
Week 14	Case studies of sustainable business 2	Understand the latest development of global sustainable businesses

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

Students need to prepare and review each session by reading textbooks and materials, and work on periodic assignments.

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

## 【Textbooks】

As a textbook, excerpts from the following textbooks will be used. Details will be explained at the first class.

- (1) Andrew S. Winston, "The Big Pivot: Radically Practical Strategies for a Hotter, Scarcer, and More Open World" Harvard Business Review Press, 2014
- (2) Marc J. Epstein & Adriana Rejc Buhovac, "Making Sustainability Work: Best Practices in Managing and Measuring Corporate Social, Environmental, and Economic Impacts" (2nd Edition) Routledge, 2017

## 【References】

References will be introduced in class.

## 【Grading criteria】

Grading will be decided based on the following criteria:

- (1) Active class participation: 20%
  - (2) In-class assignments: 20%
  - (3) In-class presentation: 30%
  - (4) Final writing assignments: 30%
- Details will be explained at the first class.

## 【Changes following student comments】

Based on student comments, we will first conduct various case studies and then derive general principles.

## 【Equipment student needs to prepare】

Students need to prepare a device such as a PC and an internet environment.

## 【Others】

- (1) As all the class discussion and group work will be conducted in English, students whose English proficiency is introductory level may have difficulties in keeping up with the class. If you have any concerns, please contact the lecturer in advance.
- (2) Please note that if the number of students attending the first class significantly exceeds expectations, in order for the instructor to effectively manage the class, the number of students who are allowed to register for the course may be limited.



MAN300HA

## Business and Sustainability in Japan 2

Masaatsu TAKEHARA

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

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

## 【Outline and objectives】

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

## 【Goal】

Students are aiming at the following goals:

- (1) Understand the basic functions of companies including corporate/business strategy, organization, marketing, finance, and human resources.
- (2) Learn global sustainability challenges and how companies are contributing to solving various problems by creating shared values (CSV) and realizing their sustained growth.
- (3) Analyze actual business cases with analytical frameworks students learn in the class.

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

Among diploma policies, "DP3" is related

## 【Method(s)】

Feedback on assignments submitted by students will be provided in class or through the Learning Management System. Class consists of lectures, in-class presentations by students and group discussion. Please note that the teaching approach may vary according to which threat level we are at. The details will be announced through the Learning Management System.

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Introduction Overview of business and sustainability(1)	Why sustainability matters for business?
2	Overview of business and sustainability(2)	Relation between sustainability challenges and business
3	Key concepts of business and sustainability	Learn ISO26000, CSR, CSV, SDGs and the Paris Agreement.
4	Sustainability and corporate strategy	Understand why and how sustainability needs to be integrated in corporate strategy.
5	Corporate sustainability and stakeholders	Understand various stakeholders for companies and what needs to be done to meet their needs.
6	Business and labor/human rights issues (1)	Understand labor and human rights related issues to be addressed by companies.
7	Business and labor/human rights issues (2)	Understand labor and human rights related issues to be addressed by companies.
8	Sustainability and supply chain	Understand global supply chain problems and what needs to be done to solve these problems.
9	Business and environmental problems (1)	Understand environmental problems impacting corporate management and actions taken to address them.
10	Business and environmental problems (2)	Understand environmental problems impacting corporate management and actions taken to address them.
11	COVID-19 crisis and business(1)	Understand how businesses have been impacted by COVID-19 crisis and how businesses are expected to respond.

12	COVID-19 crisis and business(2)	Understand various efforts taken by companies to tackle and conquer the COVID-19 crisis.
13	Sustainability for financial industry and ESG investment	Understand unique opportunity for the financial industry to contribute to a sustainable society. Learn Socially Responsible Investment (SRI) and recent development of ESG investment.
14	Sustainability management and corporate governance	Understand sustainability management is becoming integrated as a part of corporate governance.

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

Students need to prepare for and review each session by reading textbooks, references, and distributed materials. So preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Marc J. Epstein & Adriana Rejc Buhovac, "Making Sustainability Work: Best Practices in Managing and Measuring Corporate Social, Environmental, and Economic Impacts" (2nd Edition) Routledge

## 【References】

Latest references will be introduced in class.

For students' information, the below books were used in previous courses.

- (1) Stuart L. Hart, "Capitalism at the Crossroads: Next Generation Business Strategies for a Post-Crisis World (3rd Edition)" FT Press, 2010
- (2) Andrew S. Winston, "The Big Pivot: Radically Practical Strategies for a Hotter, Scarcer, and More Open World" Harvard Business Review Press, 2014

## 【Grading criteria】

Grading will be decided based on the following criteria:

- (1) Active class participation: 40%
- (2) Completion of in-class presentation: 30%
- (3) Final writing assignments: 30%

Please note if you miss four or more classes, you cannot receive credit unless you have a justifiable reason. Even with a justifiable reason, if you miss four or more classes, your evaluation may be adjusted.

## 【Changes following student comments】

Responding to students' comments, we will review more actual business cases.

## 【Equipment student needs to prepare】

No special equipment is needed in this course.

## 【Others】

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

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

SES300HA

## Bio-diversity and Nature Conservation in Japan

Masayuki TAKADA

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

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

## 【Outline and objectives】

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

## 【Goal】

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

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

Among diploma policies, "DP3" is related

## 【Method(s)】

Feedback on assignments submitted by students will be provided in class or through the Learning Management System. This course will be performed with lectures, video materials and fieldwork. Short introductions with any theme on Japanese nature will be done by students in order. At the end of the semester, students will give individual presentations on nature in their home country or region.

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

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

あり / Yes

## 【Fieldwork in class】

あり / Yes

## 【Schedule】

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

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

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

Pre-learning such as reading assignments and website research on the theme showed in the syllabus is expected. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Materials will be distributed via the Learning Management System.

## 【References】

References will be introduced in each lecture.

## 【Grading criteria】

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

## 【Changes following student comments】

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

## 【Others】

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

## 【Career background of the lecturer】

Government employee, Incorporated Administrative Agency, Private company

SOC300HA

## Social Development and Sustainability 1

Hidemi YOSHIDA

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

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

### [Outline and objectives]

This is a course on social development as an agenda of the global community. The concept and scope of social development has evolved over the last 30 years and has resulted in the Sustainable Development Goals (SDGs).

The purpose of this course is to deepen the understanding of the theory and practice behind each of the goals of the SDGs.

### [Goal]

Upon completion of the course, students are expected to:

- 1) have basic knowledge of each goal;
- 2) understand relationships between goals; and
- 3) obtain overall picture of SDGs.

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

Among diploma policies, "DP3" is related

### [Method(s)]

The course consists of lectures and discussions.

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

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

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

あり / Yes

### [Fieldwork in class]

なし / No

### [Schedule]

No.	Theme	Contents
1	Introduction	What is SDGs? What concept was newly included in SDGs?
2	Poverty and inequality (1)	Absolute poverty, relative poverty and deprivation in developing/developed countries
3	Poverty and inequality (2)	Equality of opportunity or for equality of results?
4	Good health and well-being	Universal health coverage and environment for a healthy life
5	Quality education	Achievement and beyond
6	Gender equality	Magic of indicators
7	Decent work and economic development (1)	Economic development and beyond
8	Decent work and economic development (2)	Social transformation by innovation
9	Affordable and clean energy, sustainable cities and communities	Economic development and environmental issues
10	Responsible consumption and production (1)	We as consumers and producers
11	Responsible consumption and production (2)	Visible and invisible problems
12	Peace, justice and strong institutions	Institutions necessary to achieve each goal
13	Partnership	Various stakeholders that transform society
14	Summary and presentation	Students will make a brief presentation

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

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

### [Textbooks]

A list of websites to visit will be distributed.

### [References]

Texts will be introduced in class.

### [Grading criteria]

Class activity including discussion and reaction papers (40%),  
Final report (60%)

[Changes following student comments]

I will encourage students' active participation.

### [Others]

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

SOC300HA

## Social Development and Sustainability 2

Hidemi YOSHIDA

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

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

## 【Outline and objectives】

This is a development course of Social development and sustainability  
 1. The focus will be on the SDGs slogan, "Leaving no one behind." Who tend to be left behind? By focusing people who are often excluded in society, we will learn the complexity of social development and discuss the potential of inclusive approaches.

## 【Goal】

Upon completion of the course, students are expected;

- 1) to learn diversity of the global society,
- 2) to understand conventional and emerging social exclusion,
- 3) to have ideas of some practical inclusive approaches.

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

Among diploma policies, "DP3" is related

## 【Method(s)】

Feedback on assignments submitted by students will be provided in class or through the Learning Management System. The course consists of lectures, discussions and presentation of students.

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

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Introduction	Social dimension of development and globalization
2	Nationalism	How people in Japan and Asian countries were united as citizens
3	Developmentalism during the Cold War	Pros and cons
4	Social development as a global agenda since the 1990s	From Rio to MDGs. Backgrounds that led to "No one left behind"
5	Sustainable livelihoods including social capital	Peoples' assets and strategies for survival
6	Social exclusion and cohesion (1)	Ethnic and religious minorities
7	Social exclusion and cohesion (2)	Social class, gender, sexual minorities
8	Social exclusion and cohesion (3)	The disabled
9	Social exclusion and cohesion (4)	Migrants and refugees
10	Social exclusion and cohesion (5)	People affected by conflict and disaster
11	Inclusive approach (1)	Inclusive education for human development
12	Inclusive approach (2)	Inclusive finance for all
13	Inclusive approach (3)	Inclusive business for livelihood and self-esteem
14	Summary and presentation	Students will make a brief presentation

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

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

## 【Textbooks】

A list of websites to visit will be distributed.

## 【References】

Texts will be introduced in class.

## 【Grading criteria】

Participation (40%),

Class activity including short presentation and reaction papers (30%),

Final report and presentation (30%)

【Changes following student comments】

I will encourage students' active participation.

## 【Others】

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

発行日：2021/5/1

ECN300HA

## Practice of Environmental Economics and Japan

Morio Kuninori

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

他学部公開： グローバル：○ 成績優秀： 実務教員：

**[Outline and objectives]**

**[Goal]**

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

Among diploma policies, "DP3" is related

**[Method(s)]**

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

**[Fieldwork in class]**

**[Schedule]**

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

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

**[Textbooks]**

**[References]**

**[Grading criteria]**

**[Changes following student comments]**

**[Others]**

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

ECN300HA

## Japan's International Development Cooperation and Sustainable Society

Naruhiko TAKESADA

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

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

## [Outline and objectives]

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

## [Goal]

Completing the course, students are expected;

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

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

Among diploma policies, "DP3" is related

## [Method(s)]

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

However, methods will depend on the Covid-19 status. The class may be delivered on-line basis either as live session or on-demand session. Details will be notified in the Hoppii (Learning Support System) at the beginning of the spring semester.

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

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

あり / Yes

[Fieldwork in class]

なし / No

## [Schedule]

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

Week 14 Summary of the Course Why do we aid?

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

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

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

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

[Textbooks]

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

[References]

David Alexander Clark (ed.) "The Elgar Companion to Development Studies" (2007) Edward Elgar Publishing,

Michael P. Todaro and Stephen C. Smith "Economic Development"(12th Edition) (The Pearson Series in Economics)(2014) Pearson

Websites of following organizations

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

[Grading criteria]

In class contribution 20%

Reading and Writing assignments 30%

Term paper 50%

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

[Changes following student comments]

If the Covid-19 situation continues, on-line live sessions are preferable than on-demand classes. In that case, the modality of the class will be decided based on the hearing from this year's participants.

[Career background of the lecturer]

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

ARS200HA

## Asian Societies and Japan

Atsuko Watanabe

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

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

## 【Outline and objectives】

This course provides an introduction to the East Asian international relations, helping students to understand it in a broader geo-historical context. What are the distinctive characters of this region's international relations? How did these relations historically develop? To address these questions, we examine the pre-modern developments of loose regional relations that evolved as part of the Chinese Ming dynasty tributary system and subsequent isolationist policies of each state that continued until the mid-nineteenth century. Then, we focus on modern developments, during which the region was incorporated into the European international order. Finally, based on these historical discussions, we investigate contemporary political, economic, and social challenges in East Asia.

## 【Goal】

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

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

Among diploma policies, "DP2" is related

## 【Method(s)】

For each class, I will provide reading/listening materials, 15-20 minute on-demand lectures, and a discussion question in advance. Students are expected to read the materials, listen to the lectures, and to post their reply to the questions to the Hoppii forum to facilitate online discussions. The posts are counted as class participation (50% of evaluation). The live classes are mainly for discussions. I encourage you to study individually according to your own interest to come to the class.

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

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction	Where is 'Asia'? What is 'Asia'?
Week 2	Is the Era of Asia coming?	The transformation of the world order and Asia
Week 3	Asia: An institutional desert but a rich soil for networking?	The awkward international relations in Asia
Week 4	What is 'East Asia'?	Are East Asians sharing one culture?
Week 5	The history of East Asian international relations (1)	The formation of Chinese international order
Week 6	The history of East Asian international relations (2)	The receptions of Chinese order in Japan and Korea
Week 7	The European Expansion in Asia (1)	How Asia became part of the West
Week 8	The European Expansion in Asia (2)	Sakoku, kaikoku, modernisation, and the question of the universal
Week 9	Japanese imperialism and modern wars in Asia	Sino-Japanese War, Russo-Japanese War, and the two world wars
Week 10	East Asia and the Cold War	East Asia divided under the Cold War
Week 11	Asia and American Hegemony	What is the Western Liberal International Order?
Week 12	Asia today: From Asia-Pacific to Indo-Pacific	The expansion and transformation of the region
Week 13	Asia today: The challenges	The latest challenges in the region. US-China relations, ASEAN, TPP
Week 14	From a uni-order to multi-order world?	Asia in the era of power transition

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

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

## 【Textbooks】

The texts will be provided in class.

## 【References】

References will be introduced in class.

## 【Grading criteria】

Class participation and discussions: 50%

Final assignment: 50%

## 【Changes following student comments】

The course employs interactive learning methods. Students are encouraged to learn independently and actively.

## 【Others】

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

ARS300HA

## Japanese Rural Society

Shamik Chakraborty

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

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

## 【Outline and objectives】

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

## 【Goal】

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

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

Among diploma policies, "DP3" is related

## 【Method(s)】

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

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

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

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

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

Week 10 Different epistemologies of rural landscapes 1

Towards a transdisciplinary approach to understand rural societies: Unification of different epistemologies of inland and coastal areas, and their cultural relations to Japanese society.

Week 11 Different epistemologies of rural landscapes 2

Towards a transdisciplinary approach to understand rural societies: Unification of different epistemologies of inland and coastal areas, and their cultural relations to Japanese society.

Week 12 Presentation

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

Week 13 Presentation

Student presentations and discussions (reserve day).

Week 14 Summary

Summary of course and wrap-up.

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

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

## 【Textbooks】

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

- Satoyama: The Traditional Rural landscapes of Japan. Kazuhiko Takeuchi, Robert D. Brown, Izumi Washitani, Atsushi Tsunekawa, Makoto Yokohari (Eds.). Springer, Tokyo, 2003.
- Social and Cultural Anthropology: The Key Concepts. Nigel Rapport. Routledge, London. 2014.

## 【References】

Further Readings:

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

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

Other materials will be distributed in Class.

## 【Grading criteria】

Class participation and discussions: 20%

Presentations: 30%

Final report: 50%

【Changes following student comments】

No significant changes were required based on students' comments.

【Equipment student needs to prepare】

None.

## 【Others】

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



ARS300HA

## Subsistence, Resource Use and Sustainability

Shamik Chakraborty

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

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

## [Outline and objectives]

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

The main objectives are:

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

## [Goal]

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

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

Among diploma policies, "DP3" is related

## [Method(s)]

Feedback on assignments submitted by students will be provided in class or through the Learning Management System. Lectures will be carried out in each class, and there will be one session for student presentations. There will be opportunities for reflection and discussion on the lectures/readings in each class.

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

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

あり / Yes

[Fieldwork in class]

なし / No

## [Schedule]

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

Week 8	Subsistence resource use and ecosystem connectivity	Subsistence resource use in watershed context: river-forest-coast connectivity and resource cycle. Example: Sunderbans mangrove forests.
Week 9	Subsistence in coastal areas	Subsistence resource use in the coastal areas (traditional coastal farming and fishing), examples through case studies. Example: Farming and fishing systems in coastal areas of Seto Inland Sea.
Week 10	Presentations	Student presentations (individual or group presentations depending on student number).
Week 11	Threats to subsistence resource use	Globalized and localized threats to subsistence resource use, lessons from case studies in Japan and other Asian countries.
Week 12	Subsistence resource use and ecosystem services	Subsistence resource use relationship with ecosystem goods and services with examples.
Week 13	Subsistence resource use and environmental policies	Subsistence resource use and UN's Sustainable Development Goals: connectivity between landscape, people and policies.
Week 14	Course summary	Summary and course wrap up.

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

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

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

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

## [Textbooks]

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

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

## [References]

None

## [Grading criteria]

Class participation: 20%

Student presentations: 30%

Final paper: 50%

## [Changes following student comments]

No significant changes were required based on students' comments.

## [Equipment student needs to prepare]

N/A

## [Others]

N/A

SOC300HA

## Civil Society and NGOs

Yukio ONO

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

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

## 【Outline and objectives】

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

## 【Goal】

Through the course, students will be able to:

- 1 understand the issues the world is facing as well as the interconnection among them.
- 2 understand the history and present situation of NGOs.
- 3 understand the linkage of people all over the world from a global citizens' point of view.
- 4 acquire positive attitudes to tackle world issues as a global citizen.

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

Among diploma policies, "DP3" is related

## 【Method(s)】

Feedback on assignments submitted by students will be provided in class or through the Learning Management System. Students will study and learn by way of group discussions and workshops. The positive attitude is necessary.

Students will be asked to write a short report in every class. Discussion follows.

For the time being lectures are provided by way of internet which starts on April 24th. The details are notified through "Gakushu System".

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

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Introduction World issues	Exchange experiences and group formation Discussion over SDGs
2	NGO case study - India	Basic knowledge of India Workshop "People of Donguria Kondoh"
3	Development and modernization	Discussions over development and modernization with the Donguria Kondoh people case
4	NGO case study - emergency aid	Workshop "Emergency support for hurricane victims"
5	NGO case study - regional development	Workshop "Interview with 24 people"
6	NGO case study - poverty and child labor	Lecture on a poverty and child labor case and group discussions
7	Civil Society and NGOs	Lecture on the role of NGOs as agents of Civil Society and case study
8	History of Japanese NGOs 1	Lecture on Japanese NGO history and Research certain NGOs 1
9	History of Japanese NGOs 2	Lecture on Japanese NGO history and Research certain NGOs 2
10	History of World NGOs 1	Lecture on World NGO history and Research certain NGOs 1
11	History of World NGOs 2	Lecture on World NGO history and Research certain NGOs 2
12	NGOs and social enterprises	Lecture on social enterprises and case study
13	NGOs and networks	Lecture on NGO networks and case study
14	Review	Review over NGOs and civil society

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

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

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

【Textbooks】

No textbooks needed

## 【References】

To be given during the classes

## 【Grading criteria】

Worksheets and participation 40%

Homework 30%

Term-end report 30%

【Changes following student comments】

Not applicable

【Equipment student needs to prepare】

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

【Others】

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

EDU200HA

## Strategies for Intercultural Communication

ESTHER STOCKWELL

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

他学部公開： グローバル： 成績優秀： 実務教員：

## [Outline and objectives]

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

## [Goal]

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

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

Among diploma policies, "DP2" is related

## [Method(s)]

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

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

あり / Yes

[Fieldwork in class]

なし / No

## [Schedule]

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

第 6 回	Intercultural Messages: Nonverbal Interaction	Culture and non-verbal communication / Understanding cultural diversity of non-verbal code
第 7 回	Developing Relationships with Culturally Different Others	Culture and human relationship development/ Values, attitudes, perceptions and religion / Current affairs related to religious conflicts
第 8 回	Case Studies: Managing Intercultural Conflicts	Factors leading to dysfunctions in intercultural communication / Conflict stages and conflict management approaches and styles / Current affairs related to international conflicts
第 9 回	Cultural Influences on Communication Contexts	Culture and context / Communication and context / Cultural influence on communication style
第 10 回	Cultural Contexts: The Influence of the Setting	Decision making processes / Globalism, multiculturalism and education
第 11 回	Mass Media, Technology and Cultural Change	Mass media and cultural change / Mass media and symbolic social reality / Globalization, technology, and mass media
第 12 回	Intercultural Challenges	Acculturation and culture shock / Multiculturalism dilemma / Developing intercultural competence
第 13 回	New Perspectives: Prospects for the Future	From culture to intercultural: Communication, adaptation, and identity transformation in the globalizing world
第 14 回	Presentation	Discussion on assigned topics

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

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

Students will be given access to a wide range of resources through the course online site and Hosei University Library resources. These resources will include book chapters, journal articles, media articles, lecture notes, bibliographies for supplementary reading, video, and links to external websites. Students will have the opportunity to contribute collectively to class resources by sharing their own research findings and sources with their peers. Students would expect to spend about four hours studying or working outside of class for every 100-minute lecture.

## [Textbooks]

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

## [References]

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

## [Grading criteria]

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

## [Changes following student comments]

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

SOC200HA

## Global Human Resources Management

Tokio NAGAMINE

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

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

## 【Outline and objectives】

Though the meaning of Global Human Resources (GHR) varies from company to company and even among the professionals, it usually connote people who have an ability including a foreign language(s) proficiency and experiences to work in the international arena. Students will learn what the GHR is dealt with by companies at the time of recruitment and promotions after they started working.

## 【Goal】

This class aims to help students to learn why the GHR has been actively discussed in Japan in the past 10 years or so. Based on that, the class will help students, if they so wish, understand what they should do to work beyond the border of a country. However, the class will focus on GHR at Japanese companies.

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

Among diploma policies, "DP3" is related

## 【Method(s)】

This class will take up various topics concerning GHR, including topics such as education at schools and universities to cope with globalization, mobility of people between countries and employment of people with different cultural backgrounds. The class will be run in the form of lecture with active participation of students in the discussion. Feedback on assignments submitted by students will be provided in class or through the Learning Management System.

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

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	What is GHR?	What GHR is will be broadly discussed in the first session focusing on what is going on in Japan in terms of employment and globalization.
Week 2	The economy moving towards globalization	As a basis of GHR, students will look at the globalization of economy and young people's move across the border of countries. Here students will have a brief look at what is going on in the EU, English speaking countries and other parts of the world.
Week 3	Japanese employment practices (1)	Before getting into the discussion about GHR, it will be briefly reviewed what characterizes the Japanese employment practices to understand the Japanese situation.
Week 4	Japanese employment practices (2)	Students will learn the way of job seeking by university students in Japan. The way that the Japanese companies recruit new school leavers and university graduates is said very different compared with that of other countries.
Week 5	Quick move to GHR in Japan	The Japanese Government has been pushing educational institutions and companies towards globalization in the past 15 years or so. Why and how?
Week 6	Policies of employer organizations and companies, Japanese case	The policies of employer organizations and individual companies on GHR in Japan will be discussed. To the extent that the Japanese employment system is different from other countries, it sees difficult to change it and adapt to what is going on under the name of globalization.

Week 7	Education towards globalization (1)	The lecture will look at the development of GHR at schools including education at ordinary schools, international schools and international baccalaureate schools.
Week 8	Education towards globalization (2)	Students will learn what Japanese universities have been doing for the development of GHR in the past years?
Week 9	International students and their employment (1)	The employment of Japanese students who studied overseas including kikokusei (returned children) will be examined.
Week 10	International students and their employment (2)	The employment of overseas students who are studying in Japan will be examined. In 2019, the Japanese government took a step towards the employment of more non-Japanese people in the face of labour shortage.
Week 11	World race for talent and studying overseas	Universities all over the world are involved in the race for talent and young people are studying and finding a job across the border of a country. Such a trend will be considered.
Week 12	Presentation by students (1)	Students will make a presentation on their future career plan or their essay topics.
Week 13	Presentation by students (2)	Students will make a presentation on their future career plan or their essay topics.
Week 14	Final examination or submission of a final essay.	The final examination will be held or a final essay of 3,000 words will be submitted. Comments will be made about the examination or a final essay.

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

Students should read in advance handouts and other reading materials provided in class and make clear what they cannot understand and should be ready to ask questions or make comments about them. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

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

【References】

Some reference books will be introduced in the first session.

【Grading criteria】

Assessment will be made based on either a final examination or an essay (70%). Consideration will also be taken into short exams and/or presentations (20%) which may be conducted in class and participation in class discussion (10%).

【Changes following student comments】

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

【Equipment student needs to prepare】

Nothing.

【Others】

Students who may take this subject must attend the first session. If they are not native speakers of English, they must bring the results of English language proficiency tests such as TOEFL, TOEIC, Eigo-kentei Shiken or other similar tests in the first class.

Please note that this is a SCOPE subject. So, in case of the number of applicants becoming more than 15, priority will be given to SCOPE students and some sort of selection may be made for the other students.

MAN200HA

## Business Communication

Masaatsu TAKEHARA

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

他学部公開： グローバル：○ 成績優秀： 実務教員：

## 【Outline and objectives】

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

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

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

## (2) Understand cultural differences

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

## (3) Understand unconscious bias

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

## 【Goal】

We aim at achieving the following goals:

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

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

Among diploma policies, “DP2” is related

## 【Method(s)】

Feedback on assignments submitted by students will be provided in class or through the Learning Management System. Each class consists of reporting from students, group discussions and lectures.

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

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Introduction	Provide overview of the course
2	Effective business communication 1(Content (1))	Learn how to convey a clear message
3	Effective business communication 2(Content (2))	Learn how to tell an engaging story
4	Effective business communication 3(Content (3))	Learn how to organize content
5	Effective business communication 4(Oral communication skill (1))	Learn how to listen to understand
6	Effective business communication 5(Oral communication skill (2))	Learn how to listen to understand(continued)
7	Effective business communication 6(Written communication skill)	Learn structuring documents

8	Effective inter-cultural communication 1	Overview of the culture map model
9	Effective inter-cultural communication 2	Communicating across cultures(Low-Context vs. High-context)
10	Effective inter-cultural communication 3	Cultural differences in evaluation(Direct negative feedback vs Indirect negative feedback)
11	Effective inter-cultural communication 4	Cultural differences in persuasion(principles- first vs. Application-first)
12	Effective inter-cultural communication 5	Cultural differences in leadership (Egalitarian vs. Hierarchical)
13	Effective inter-cultural communication 6	Cultural differences in decision making (Consensual vs. Top-down)
14	Unconscious bias	Understand overview and background of unconscious bias. Discuss multiple case studies and consider how we can solve unconscious bias.

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

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

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

## 【Textbooks】

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

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

## 【References】

References will be introduced at the beginning of the course.

## 【Grading criteria】

Grading will be decided based on following criteria:

- (1)Active class participation:40%
- (2)In class presentation:30%
- (3)Completion of final writing assignment:30%.

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

## 【Changes following student comments】

To be explained at the beginning of the course.

## 【Equipment student needs to prepare】

No special equipment is used in this class.

## 【Others】

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

ART200HA

## Arts and Society

Miya ITABASHI

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

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

## 【Outline and objectives】

The theme of this course is "fashion and sustainability".

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

## 【Goal】

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

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

Among diploma policies, "DP2" is related

## 【Method(s)】

This course is taught through lectures, discussions, activities and presentations. Feedback on assignments submitted by students will be provided in class or through the Learning Management System. Please note that the teaching approach may vary according to which threat level we are at. The details will be announced through the Learning Management System.

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Introduction	Course overview
2	Globalization and the fashion industry (1)	Global interdependencies in the garment industry
3	Globalization and the fashion industry (2)	Consumers' responsibilities
4	Globalization and the fashion industry (3)	Film "The True Cost"
5	Approaches towards sustainability in fashion (1)	Environmental impact of the garment industry
6	Approaches towards sustainability in fashion (2)	Closed loop of garment lifecycle
7	Approaches towards sustainability in fashion (3)	Closed loop of garment lifecycle: case studies
8	Approaches towards sustainability in fashion (4)	Reducing textile waste
9	Approaches towards sustainability in fashion (5)	Reducing textile waste: case studies
10	Approaches towards sustainability in fashion (6)	Sustainable fibres
11	Approaches towards sustainability in fashion (7)	Sustainable fibres: case studies
12	Approaches towards sustainability in fashion (8)	Prolonging the lifespan of the garment
13	Approaches towards sustainability in fashion (9)	Prolonging the lifespan of the garment: case studies
14	Exam	You can bring in your notebooks and distributed handouts to the exam.

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

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

## 【Textbooks】

Handouts will be distributed in the class.

## 【References】

Relevant books, articles and websites will be introduced.

## 【Grading criteria】

Participation: 70%

Exam: 30%

## 【Changes following student comments】

I will promote more interaction among students.

## 【Equipment student needs to prepare】

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

## 【Others】

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

CUA200HA

## Human and Environment

Satsuki Takahashi

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

他学部公開： グローバル：○ 成績優秀： 実務教員：

### [Outline and objectives]

"Human and Environment" is an introductory course to learn anthropological theories and discussions on a variety of subjects with regard to human-environment relations.

Through examining anthropological perspectives on the environment, this course will also discuss how environmental subjects are connected to broader socio-cultural issues, such as development, globalization, gender, poverty, and disasters.

### [Goal]

The goal of this course is NOT to teach solutions to environmental problems, but rather to provide tools to think critically about human-environment relations.

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

Among diploma policies, "DP2" is related

### [Method(s)]

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

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

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

あり / Yes

[Fieldwork in class]

なし / No

### [Schedule]

No.	Theme	Contents
Week 1	Introduction	Course introduction
Week 2	Anthropologists and Environment	What is anthropology? What is environmental anthropology?
Week 3	Religion, part 1	Film, "Is God Green?"
Week 4	Religion, part 2	Relationship between religion and environmental issues
Week 5	Un/Natural, part 1	Social construction of nature
Week 6	Un/Natural, part 2	Film, "Second Nature"
Week 7	Mid-term Exam	In-class exam
Week 8	Sustainable Development	Questions on sustainable development
Week 9	Food	GMOs and related discourses
Week 10	Common Resources	The tragedy of the commons and anthropological perspectives
Week 11	Biodiversity	Biodiversity and human interventions
Week 12	Climate Change	Energy and Culture
Week 13	Disasters	Historical disasters and cultural effects
Week 14	Final Exam	In-class exam

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

Students are expected to complete assigned reading and be ready to discuss each day in class.

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

[Textbooks]

No particular text book used for this course. Assigned readings will be provided online at Hoppii.

[References]

Reading examples:

Michael R. Dove (1993) A Revisionist View of Tropical Deforestation and Development, Hugh Gusterson (2005) Decoding the debate on "Frankenfood", Hugh Raffles (2010) Insectopedia, David M. Hughes (2014) Energy

[Grading criteria]

2 Exams (50%), Reading Commentaries (20%), Class participation (20%), Presentation (10%)

[Changes following student comments]

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

[Others]

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

ARS200HA

## Area Studies

Hidemi YOSHIDA

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

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

## 【Outline and objectives】

The objective of the course is to learn various approaches to understand other countries. In this class, students will learn about Indonesia and India. Both countries have rich and diverse cultures, nurtured by their history as trading hubs in Asia. While both countries have experienced remarkable economic development in recent years and are emerging economies, they also face serious issues related to sustainability. Students will learn the basic knowledge and multifaceted perspectives of the two countries and enhance their ability to understand contemporary issues reported in the media.

## 【Goal】

By the end of the course, the students are expected;

- 1) to have knowledge on Indonesia and India,
- 2) to obtain various viewpoints to understand other countries,
- 3) to have improved skills of research and presentation.

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

Among diploma policies, "DP2" is related

## 【Method(s)】

The course consists of lectures, discussions and presentation of students. Feedback on assignments submitted by students will be provided in class or through the Learning Management System.

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

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Introduction	Development studies as regional studies in Asia
2	Indonesia (1)	Colonization, independence, developmental dictatorship and democratization
3	Indonesia (2)	Development projects and impacts. Japan's ODA
4	Indonesia (3)	Japanese business and development
5	Indonesia (4)	Emerging young consumers
6	Student presentation	Students will present their own findings about Indonesia
7	India (1)	Colonization, independence and conflicts
8	India (2)	Economic and social development
9	India (3)	Social business
10	India (4)	New generation
11	Student presentation	Students will present their own findings about India
12	Thematic discussion (1)	The topic will be selected from a proposed list according to participants interest.
13	Thematic discussion (2)	The topic will be selected from a proposed list according to participants interest.
14	Summary and presentation	Students will present their research findings of the selected topics.

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

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

## 【Textbooks】

Materials will be distributed in the class.

## 【References】

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

## 【Grading criteria】

Grading will be decided based on following criteria.

Active class participation (25%)

Presentations on countries(25% x 2 times)

Final presentation and report on specific topic(25%)

## 【Changes following student comments】

One of the participants said that he realized that her perspective was one-sided after listening to other participants' research presentations. One of the best things about this class is that students can gain insights by listening to each other's presentations of various perspectives rather than just researching a certain country within their own framework.

## 【Others】

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



ENV200HA

## Environmental Science

Ryou FUJIKURA

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

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

## 【Outline and objectives】

Environmental problems are the physical, chemical, and/or biological consequences of human activities on nature. Scientific knowledge is crucial to understand what is happening and to think about what we can do. In this class, I will present the basic science of global environmental problems and resource issues.

## 【Goal】

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

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

Among diploma policies, "DP3" is related

## 【Method(s)】

The class will be conducted using PPT. At the end of each class, students will answer one quiz about the class posted on Hoppii.

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

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

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

なし / No

【Fieldwork in class】

なし / No

## 【Schedule】

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

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

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

Students must read assigned papers before classes. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Climate Change: Evidence Impacts, and Choices

Free PDF from

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

## 【References】

A copy of assigned paper will be distributed in class.

## 【Grading criteria】

Grades will be based on the result of the weekly quiz and (50%) and final exams (50%).

## 【Changes following student comments】

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

## 【Equipment student needs to prepare】

None

## 【Others】

At this moment, it has not been decided whether the class will be held online and/or face-to-face. Once it is decided, it will be announced on the Hoppii.

## 【Prerequisite】

None

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

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

## 【Career background of the lecturer】

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

SOC200HA

## Studies for Environment and Society

Shamik Chakraborty

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

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

## 【Outline and objectives】

This course focuses on the understanding of environment and society as an integrated system. The course explores the theory of social-ecological systems, and with this theoretical underpinning, we will learn about different aspects of environment and society interactions. We will particularly focus on the role of human agency and its present and possible future roles for the state of the earth.

The course is roughly divided into two parts: (1) problems associated with the environment and society and (2) solutions toward more sustainable human-environment relationships.

## 【Goal】

At the end of the course, students will develop a good understanding of the main arguments related to environment and society relations from different case studies. These arguments include some of the classic environmental problems in our time, such as loss of biodiversity, climate change, water-energy-food nexus, environmental pollution, and diseases. The students will learn about efforts of conservation, and policies that strive to reduce human impact on the earth's natural systems that we need for our own survival.

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

Among diploma policies, "DP2" is related

## 【Method(s)】

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

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

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

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Nature and scope of the course	Introduction: guidance on the course. Environment & society: Nature and scope Why we should study environment and society as an interlinked system? Introduction to the concept of Anthropocene
Week 2	Critical viewpoints on environment and society relations	The human agency and its relation to the state of the earth
Week 3	Drivers of change	Drivers of change in society and nature: Focus on direct and indirect drivers
Week 4	Water, food and energy issues	Water-food-energy connections and their roles in land use change and landscape sustainability.
Week 5	Theoretical understanding of environment and society relations	A brief introduction of social-ecological systems theory and its relation to landscape sustainability.
Week 6	Cases studies	Selected case studies from Japan and abroad on unique socioecological relationships that 'couple' human and natural systems.
Week 7	Case studies	Diseases in the Anthropocene: Learning points from COVID-19
Week 8	Conservation 1	Valuing the wild: Landscape sustainability and the importance of 'wild' nature for human wellbeing. Some notable examples through case studies.

Week 9 Conservation 2

Putting people back to the landscapes: Landscape sustainability outside formally protected areas. Some notable examples through case studies.

Week 10 Governance and policies 1

Policies to link environment and society 1: Brief outline of biodiversity, ecosystem services and their role in the green economy and human wellbeing. Rebuilding institutions and communities.

Week 11 Governance and policies 2

Policies to link environment and society 2: Special focus on UN's Sustainable Development Goals: connectivity between landscape, people and policies.

Week 12 Presentations

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

Week 13 Presentations

Student presentations and discussions (reserve day)

Week 14 Summary

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

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

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

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

【Textbooks】

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

【References】

None.

【Grading criteria】

Class participation, discussions: 30%

Student presentations: 30%

Final paper: 40%

【Changes following student comments】

No significant change was required based on students' comments.

【Equipment student needs to prepare】

None.

【Others】

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

MAN200HA

## Business and Society

Masaatsu TAKEHARA

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

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

## 【Outline and objectives】

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

## 【Goal】

Students are aiming at the following goals:

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

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

Among diploma policies, "DP2" is related

## 【Method(s)】

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

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

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

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Orientation	Overview of business and society
Week 2	Relationship between business and society	Understand various stakeholders for companies and what needs to be done to meet their needs
Week 3	SDGs and business	Understanding Sustainable development Goals (SDGs) and its relations with businesses
Week 4	Introductory discussion	Business and human rights 1
Week 5	Introductory discussion	Business and human rights 2
Week 6	Case study (1)	Student presentations and discussion
Week 7	Case study (2)	Student presentations and discussion
Week 8	Case study (3)	Student presentations and discussion
Week 9	Case study (4)	Student presentations and discussion
Week 10	Case study (5)	Student presentations and discussion
Week 11	Case study (6)	Student presentations and discussion
Week 12	Case study (7)	Student presentations and discussion
Week 13	Case study (8)	Student presentations and discussion
Week 14	Case study (9)	Student presentations and discussion

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

Follow major economic and business topics reported in the media and try to think about these topics from the viewpoint of business and society. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

As a textbook, excerpts from the following textbooks will be used. Details will be explained at the first class.

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

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

## 【References】

Additional resources and reference will be introduced in class.

## 【Grading criteria】

Grading will be decided based on the following criteria:

(1) Active class participation: 20%

(2) In-class assignments: 20%

(3) In-class presentation: 30%

(4) Final writing assignments: 30%

Details will be explained at the first class.

## 【Changes following student comments】

Based on student comments, we will first conduct various case studies and then derive general principles.

## 【Equipment student needs to prepare】

Students need to prepare a device such as a PC and an internet environment.

## 【Others】

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

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

INE200HA

## Introduction to Energy and Resources

Tetsuya KITAGAWA

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

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】

【Goal】

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

Among diploma policies, "DP2" is related

【Method(s)】

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

【Fieldwork in class】

【Schedule】

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

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

【Textbooks】

【References】

【Grading criteria】

【Changes following student comments】

【Others】

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

発行日：2021/5/1

POL200HA

## Global Society 1

Atsuko Watanabe

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

他学部公開： グローバル：○ 成績優秀： 実務教員：

**[Outline and objectives]**

**[Goal]**

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

Among diploma policies, "DP2" is related

**[Method(s)]**

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

**[Fieldwork in class]**

**[Schedule]**

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

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

**[Textbooks]**

**[References]**

**[Grading criteria]**

**[Changes following student comments]**

**[Others]**

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

POL200HA

## Global Society 2

Atsuko Watanabe

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

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

## 【Outline and objectives】

This course explores the interactions between geography and politics to understand contemporary international order and conflicts. It is not only since the rise of the modern nation-state that questions of geography have occupied people's minds, as territorial disputes often led to conflicts. Surprisingly, however, while the relationship between politics and geography is central to intellectual endeavours, it plays only a minor role in contemporary political thought. Aiming to conceive of inclusive and sustainable world order, and reconsider geography for the study of politics, this course critically examines the relation of geography and politics. The course first introduces the history and theory of a sovereign state, and applying it to a case study: the Covid-19 pandemic and the transforming role of states.

## 【Goal】

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

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

Among diploma policies, "DP3" is related

## 【Method(s)】

For each class, I will provide reading/listening materials, 15-20 minute on-demand lectures, and one or two discussion questions. Students are expected to read the materials, listen to the lectures, and to post their reply to the questions to the Hoppii forum to facilitate online discussions. The posts are counted as class participation (50% of evaluation). The classes are for discussions. I encourage you to study individually according to your own interest to come to the class.

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

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	The challenge to globalization?	The Covid-19 pandemic in 2020
Week 2	What is state?	The history of the modern state
Week 3	What is security? What is national interest?	Why and how states fight each other?
Week 4	The dilemma between politics and economy	The transforming relations between politics and economy
Week 5	Transformation of international conflict	The history of wars in modern periods
Week 6	The latest development: US-China relations and East Asia (1)	What is going on in US-China relations?
Week 7	The latest development: US-China relations and East Asia (2)	What is going on in US-China relations?
Week 8	Transformation of security	From state security to global, or individual security?
Week 9	Identity politics	National identity and nationalism
Week 10	What is populism?	Why have populists been powerful?
Week 11	Democracy in crisis?	What is the issue of contemporary democracy?
Week 12	IT and security	What is the issue of IT in world politics?
Week 13	Global governance	Can we have higher authorities than state sovereignty?
Week 14	Conclusion	The future of globalisation

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

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

【Textbooks】

Texts are provided in class.

## 【References】

References are introduced in class.

## 【Grading criteria】

Class participation and discussions: 50%

Final assignment: 50%

## 【Changes following student comments】

The course employs interactive learning methods. Students are encouraged to learn independently and actively.

## 【Others】

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

POL200HA

## International Society and Environmental Issues

Yumiko KANETO

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

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

## 【Outline and objectives】

The course introduces students to the legal order and rules that govern the international society and environmental issues and their applications to contemporary issues.

## 【Goal】

Student may understand the legal framework of the international society and environmental issues, and develop critical insights into the serious and on-going environmental matters that the world faces today.

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

Among diploma policies, "DP2" is related

## 【Method(s)】

The first three classes are held in lecture style. From the fourth week onwards, classes will consist of presentations and discussions. Reading list is provided in the first class. Students are expected to read assigned materials, do presentations, and actively participate in discussions based on the readings and the presentations. The schedule may be subject to change according to participants' preferences or make-up of the class.

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

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

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Course guidance	Course guidance, Introduction to the international law Reading material: International law - Encyclopedia Britannica(Database provided by University Library)
2	Basic framework of international environmental law 1	Historical development of international environmental law, main actors
3	Basic framework of international environmental law 2	Law making, application and ensuring compliance, principles
4	Climate Change	UNFCCC, Kyoto Protocol, Paris Agreement
5	Ozone Depletion	Vienna Convention and Montreal Protocol
6	Biodiversity	Biodiversity Convention etc.
7	Trade in Endangered Species	CITES
8	Management of hazardous waste	Basel Convention
9	Human rights and environmental protection 1	Environmental Protection in the Human Right Law
10	Human rights and environmental protection 2	Environmental Procedural rights under the Aarhus Convention
11	Culture and environmental protection 1	World Heritage Convention
12	Culture and environmental protection 2	Whaling
13	Trade and environmental protection	Environmental Protection in GATT/WTO Law
14	Comprehensive environmental protection	SDGs

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

Students are required to read assigned materials beforehand and also required the submission of reaction papers. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

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

## 【References】

Philippe Sands and Jacqueline Peel, Principles of International Environmental Law, 4th edition, Cambridge University Press (2018)  
Pierre-Marie Depuy and Jorge E. Viñuales, International Environmental Law, 2nd ed., Cambridge University Press (2018)

## 【Grading criteria】

Presentations : 40 %

active participation : 30 %

Final report:30 %

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

## 【Changes following student comments】

N/A

## 【Equipment student needs to prepare】

Reading materials may need to be downloaded from academic resources that are not open access. Students should have "VNP Connect" set up on their PCs to gain access to these access-limited resources. Go to the top of the following URL: <https://opac.lib.hosei.ac.jp/opac/myopac/gateway/?lang=1>

SOC200HA

**Research Methods 1**

Atsuko Watanabe

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

他学部公開： グローバル：○ 成績優秀： 実務教員：

**[Outline and objectives]**

**[Goal]**

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

Among diploma policies, "DP2" is related

**[Method(s)]**

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

**[Fieldwork in class]**

**[Schedule]**

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

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

**[Textbooks]**

**[References]**

**[Grading criteria]**

**[Changes following student comments]**

**[Others]**

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



SOC200HA

## Research Methods 2

Shamik Chakraborty

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

他学部公開： グローバル：○ 成績優秀： 実務教員：

## 【Outline and objectives】

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

## 【Goal】

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

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

Among diploma policies, "DP2" is related

## 【Method(s)】

Feedback on assignments submitted by students will be provided in class or through the Learning Management System. Lectures will be carried out in each class. There will be opportunities for reflection and discussion on the lectures/readings in each class.

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

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

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

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

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

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

## 【Textbooks】

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

## 【References】

None

## 【Grading criteria】

Class participation and discussions: 30%

Class assignments: 30%

Final test: 40%

## 【Changes following student comments】

No significant changes were required based on students' comments.

## 【Equipment student needs to prepare】

N/A

## 【Others】

N/A

OTR200HA

## Co-creative Workshop A I

Masaatsu TAKEHARA

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

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

The Co-creative Workshop provides students with multidisciplinary learning opportunities to deal with various challenges of sustainability. The class brings together students from SCOPE and students from the Faculty of Sustainability Studies and offers them the opportunity to collaborate on workshop projects together. In this Co-creative Workshop, participants will discuss sustainability issues in the field of business and try to come up with solutions through various group work. Examples of cases students tackled in the previous workshop include: (1) achieving local revitalization in rural areas by tackling social problems with a social business approach, (2) ensuring environmental and social sustainability in the global supply chain of an apparel company, and (3) conducting in-depth analysis on sustainability efforts of global companies such as Apple and Google.

## 【Goal】

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

- (1) identify and analyze sustainability problems in given cases
- (2) interact proactively and collaborate with diverse participants
- (3) design collaborative solutions and present them in the class

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

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

## 【Method(s)】

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

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

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

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Orientation	Ice-breaking and introduction of participants, selection if necessary.
Week 2	Basics of business and sustainability	Understand overview and key concepts of business and sustainability
Week 3	Case No.1 (1)	Introduction to case/topic No.1. Defining and analyzing the issue
Week 4	Case No.1 (2)	Analyze the issue focusing on causal relationship, generate ideas and reach collaborative solution
Week 5	Case No.1 (3)	Group presentation and feedback from facilitator/participants
Week 6	Case No.2 (1)	Introduction to case/topic No.2. Defining and analyzing the issue
Week 7	Case No.2 (2)	Analyze the issue focusing on causal relationship, generate ideas and reach collaborative solution
Week 8	Case No.2 (3)	Group presentation and feedback from facilitator/participants
Week 9	Case No.3 (1)	Introduction to case/topic No.3. Defining and analyzing the issue
Week 10	Case No.3 (2)	Analyze the issue focusing on causal relationship, generate ideas and reach collaborative solution
Week 11	Case No.3 (3)	Group presentation and feedback from facilitator/participants
Week 12	Case No.4 (1)	Introduction to case/topic No.4. Defining the issue and analyzing stakeholders
Week 13	Case No.4 (2)	Analyze the issue focusing on causal relationship, generate ideas and reach collaborative solution
Week 14	Case No.4 (3)	Group presentation and feedback from facilitator/participants

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

Students are expected to read reference materials, do necessary research and contribute to group work.

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

## 【Textbooks】

Because this course is a workshop-style class, a textbook is not used.

Materials will be distributed in class according to the topic and discussions.

## 【References】

References will be introduced in class.

## 【Grading criteria】

Grading will be decided based on the following criteria:

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

Details will be explained in class.

## 【Changes following student comments】

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

## 【Equipment student needs to prepare】

No special equipment is needed in this course.

## 【Others】

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

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

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

OTR200HA

## Co-creative Workshop A II

Masaatsu TAKEHARA

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

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

The Co-creative Workshop provides students with multidisciplinary learning opportunities to deal with various challenges of sustainability. The class brings together students from SCOPE and students from the Faculty of Sustainability Studies and offers them the opportunity to collaborate on workshop projects together. In this Co-creative Workshop, participants will discuss sustainability issues in the field of business and try to come up with solutions through various group work. Examples of cases students tackled in the previous workshop include: (1) achieving local revitalization in rural areas by tackling social problems with a social business approach, (2) ensuring environmental and social sustainability in the global supply chain of an apparel company, and (3) conducting in-depth analysis on sustainability efforts of global companies such as Apple and Google.

## 【Goal】

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

- (1) identify and analyze sustainability problems in given cases,
- (2) interact proactively and collaborate with diverse participants,
- (3) reach and design collaborative solutions and present them in the class.

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

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

## 【Method(s)】

Feedback on assignments submitted by students will be provided in class or through the Learning Management System. Students will participate in group work with other students who have diverse backgrounds and study experience. Through facilitating interaction and teamwork, defining problems, and generating ideas, participants will collaborate to come up with solutions for various sustainability challenges.

Online classes will be conducted mainly through Zoom meetings. The meeting IDs and passwords will be shared with students in Hoppii in advance.

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

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Orientation	Ice-breaking and introduction of participants, selection if necessary.
2	Basics of business and sustainability	Understand overview and key concepts of business and sustainability
3	Case No.1 (1)	Introduction to case/topic No.1. Defining and analyzing the issue.
4	Case No.1 (2)	Analyze the issue focusing on causal relationship, generate ideas and reach collaborative solution
5	Case No.1 (3)	Group presentation and feedback from facilitator/participants
6	Case No.2 (1)	Introduction to case/topic No.2. Defining and analyzing the issue.
7	Case No.2 (2)	Analyze the issue focusing on causal relationship, generate ideas and reach collaborative solution
8	Case No.2 (3)	Group presentation and feedback from facilitator/participants
9	Case No.3 (1)	Introduction to case/topic No.3. Defining and analyzing the issue.
10	Case No.3 (2)	Analyze the issue focusing on causal relationship, generate ideas and reach collaborative solution
11	Case No.3 (3)	Group presentation and feedback from facilitator/participants
12	Case No.4 (1)	Introduction to case/topic No.4. Defining the issue and analyzing stakeholders

13	Case No.4 (2)	Analyze the issue focusing on causal relationship, generate ideas and reach collaborative solution
14	Case No.4 (3)	Group presentation and feedback from facilitator/participants

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

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

## 【Textbooks】

Materials will be distributed in the class.

## 【References】

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

## 【Grading criteria】

Grading will be decided based on the following criteria:

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

More details about grading will be explained in class.

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

## 【Changes following student comments】

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

## 【Equipment student needs to prepare】

No special equipment is needed in this course.

## 【Others】

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

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

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

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

OTR200HA

## Co-creative Workshop B I

Hidemi YOSHIDA

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

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

The Co-creative Workshop provides multidisciplinary learning experiences of dealing with significant challenges of sustainability. The class brings together students from SCOPE and students from the Faculty of Sustainability Studies and offers them the opportunity to collaborate on workshop project together. In this Co-creative Workshop, participants will learn sustainability issues in the field of social development in developing countries through case studies of innovative solutions, systems thinking about issues, research on selected topics and proposal of projects. The issues to be covered in this semester are (1) ocean plastic pollution, and (2) digital finance for low income people.

## 【Goal】

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

- 1) understand the issues and backgrounds of the given cases,
- 2) have skills of systems thinking and multidisciplinary perspective,
- 3) have an image of project formation through collaboration with diverse participants,
- 4) be trained in presentation in the class.

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

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

## 【Method(s)】

Classes are constructed based on the problem based learning method and supplemented with case studies and lecture. Students will participate in the group work with other students with diverse background and study experience.

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

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

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Orientation	Ice-breaking and introduction of participants
2	Case No.1 (1) Issue and innovative projects	Introduction to the issue and innovative projects for solution
3	Case No.1 (2) Critical analysis and systems thinking	Critical analysis of the projects and systems thinking to deepen understanding of the issue
4	Case No.1 (3) Sharing information	Sharing information and data from individual research
5	Case No.1 (4) Redefining issues	Redefining issues and setting own goals
6	Case No.1 (5) Project design	Discussion on project ideas, stakeholder analysis, selection of a project
7	Case No.1 (6) Presentation	In class presentation of solutions and feedback from participants
8	Case No.2 (1) Issue and innovative projects	Introduction to the issue and innovative projects for solution
9	Case No.2 (2) Critical analysis and systems thinking	Introduction to the issue and innovative projects for solution. Critical analysis of the projects and systems thinking to deepen understanding of the issue
10	Case No.2 (3) Sharing information	Sharing information and data from individual research
11	Case No.2 (4) Redefining issues	Redefining issues and setting own goals
12	Case No.2 (5) Project design	Discussion on project ideas, stakeholder analysis, selection of a project
13	Case No.2 (6) Presentation	In class presentation of solutions and feedback from participants
14	Summary and reflection	General discussion on issues and reflection of group work

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

Students are required to set research questions, to collect necessary information and data and to contribute to group work. Preparatory time are necessary, in particular, before (3) Sharing information and (6) Presentation. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Materials will be distributed in the class.

## 【References】

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

## 【Grading criteria】

Grading will be decided based on following criteria:

- Active class participation (20%)
- Contribution to the group work (40%)
- Presentations (40%)

## 【Changes following student comments】

Based on students' feedback, progress of the class might change.

## 【Equipment student needs to prepare】

This class will take the form of a face-to-face workshop, but if we get into a situation where we have to conduct it online, we will use the following software. Students should have the following apps installed on a PC or other devices with a microphone.

ZOOM <https://zoom.us/meetings>

MIRO <https://miro.com/>

Students who have tentatively registered for classes on HOPPII will be emailed a meeting ID prior to the start of the first class.

## 【Others】

- (1) Note that selection may be conducted in the first class if the number of participants is too large. Students interested in participating should attend the first class.
- (2) Methods and schedule will be subject to change based on feedback from participants.
- (3) Students can take Co-creative Workshop B I and B II in random order.

OTR200HA

## Co-creative Workshop B II

Hidemi YOSHIDA

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

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

The Co-creative Workshop provides multidisciplinary learning experiences of dealing with significant challenges of sustainability. The class brings together students from SCOPE and students from the Faculty of Sustainability Studies and offers them the opportunity to collaborate on workshop project together. In this Co-creative Workshop, participants will learn sustainability issues in the field of social development in developing countries through case studies of innovative solutions, systems thinking about issues, research on selected topics and proposal of projects. The issues to be covered in this semester are (1) water and sanitation, and (2) nutrition for children.

## 【Goal】

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

- 1) understand the issues and backgrounds of the given cases,
- 2) have skills of systems thinking and multidisciplinary perspective,
- 3) have an image of project formation through collaboration with diverse participants,
- 4) be trained in presentation in the class.

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

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

## 【Method(s)】

Feedback on assignments submitted by students will be provided in class or through the Learning Management System. Classes are constructed based on the problem based learning method and supplemented with case studies and lecture. Students will participate in the group work with other students with diverse background and study experience.

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

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Orientation	Ice-breaking and introduction of participants
2	Case No.1 (1) Issue and innovative projects	Introduction to the issue and innovative projects for solution
3	Case No.1 (2) Critical analysis and systems thinking	Critical analysis of the projects and systems thinking to deepen understanding of the issue
4	Case No.1 (3) Sharing information	Sharing information and data from individual research
5	Case No.1 (4) Redefining issues	Redefining issues and setting own goals
6	Case No.1 (5) Project design	Discussion on project ideas, stakeholder analysis, selection of a project
7	Case No.1 (6) Presentation	In class presentation of solutions and feedback from participants
8	Case No.2 (1) Issue and innovative projects	Introduction to the issue and innovative projects for solution
9	Case No.2 (2) Critical analysis and systems thinking	Introduction to the issue and innovative projects for solution. Critical analysis of the projects and systems thinking to deepen understanding of the issue
10	Case No.2 (3) Sharing information	Sharing information and data from individual research
11	Case No.2 (4) Redefining issues	Redefining issues and setting own goals
12	Case No.2 (5) Project design	Discussion on project ideas, stakeholder analysis, selection of a project
13	Case No.2 (6) Presentation	In class presentation of solutions and feedback from participants
14	Summary and reflection	Summary and reflection

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

Students are required to set research questions, to collect necessary information and data and to contribute to group work. Preparatory time are necessary, in particular, before (3) Sharing information and (6) Presentation. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Materials will be distributed in the class.

## 【References】

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

## 【Grading criteria】

Grading will be decided based on following criteria:

- Active class participation (20%)
- Contribution to the group work (40%)
- Presentations (40%)

## 【Changes following student comments】

Based on students' feedback, progress of the class might change.

## 【Equipment student needs to prepare】

This class will be conducted online.

Students should have the following apps installed on a PC or other devices with a microphone

ZOOM <https://zoom.us/meetings>

MIRO <https://miro.com/>

Students who have tentatively registered for classes on HOPPI will be emailed a meeting ID prior to the start of the first class.

## 【Others】

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

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

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

OTR200HA

## Field Workshop

## Faculty members

Term：春学期授業/Spring | Credit(s)：3 | Day/Period：集中・その他/intensive・other courses | Campus：市ヶ谷 / Ichigaya |

Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

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

## 【Goal】

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

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

Among diploma policies, "DP5" is related

## 【Method(s)】

Feedback on assignments submitted by students will be provided in class or through the Learning Management System. Each field workshop consists of both a field trip itself and ex-ante and ex-post on-campus classes held for preparations and appraisals. Class schedule below is a sample of a course. Since field workshops differ from one another in their content, applicants are advised to find detailed information about each field workshop when announced.

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

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

あり / Yes

【Fieldwork in class】

あり / Yes

## 【Schedule】

No.	Theme	Contents
1	Orientation	Outlines of a field workshop
2-4	Preparatory classes	Knowledge required to understand the sites and preparation of the field workshop
5-11	Fieldwork	Four day trips.
12-13	Ex-post classes	Reviews and reflections
14	Report Writing	Writing and submitting an assigned report

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

Necessary instruction is provided in the orientation and other sessions. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Necessary instruction is provided in the orientation and other sessions.

【References】

Necessary instruction is provided in the orientation and other sessions.

【Grading criteria】

Contribution (50%) and the final report(50%).

【Changes following student comments】

No comments are to be collected for field workshops.

【Others】

Participants have to bear the costs of transportation, insurance, etc. Cancellation of the participation is, in principle, not allowed after the enrollment is finalized. Furthermore, there is no refund made for the paid expenses if the cancellation is due to personal reasons. In addition, this course is to be canceled if there is no participant from the SCOPE.

ART100LA

## Elementary Humanities A

URBANOVA Jana

Subtitle：

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

Notes：SGU コース

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

This course is a survey of ancient to medieval Japanese literature. Major literary works are introduced with an emphasis on their literary artistry as well as their historical and cultural importance. Focus is also placed on the unique philosophy that shaped the aesthetic values in Japan throughout the centuries. This topic will be further highlighted by discussing differences in Eastern and Western world views and by introducing Okinawan poetry which displays unique features when compared with classical Japanese poetry.

## 【Goal】

1. to learn about major literary works in their historical and cultural context
2. to gain deeper understanding of the different philosophical backgrounds that have influenced the way of thinking in Japan and the West
3. to improve your English vocabulary regarding the topic

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

## 【Method(s)】

This course is based on lectures by the instructor featuring the use of written and audio-visual materials. In addition, every student will be required to deliver a class presentation on a given topic, to submit a short written summary of the presentation and an essay, and to pass the final exam. The topics together with the study materials for the presentation will be distributed at the beginning of the course.

Comments and explanation about assignments and answers to questions from students are given at the end of each class.

**This is an online class, and all weeks will be taught on Zoom.** Please see HOPP11 for further instructions about how to join our Zoom sessions.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1.	Introduction	Introduction to course; scheduling of presentations
2.	Historical overview of Japanese literature	Brief overview of major literary works in their historical context with a focus on the <i>Nara</i> and <i>Heian</i> periods
3.	Japanese perception of nature, Part 1	Definition of nature and corresponding terms in Japanese; Japanese love for nature and its various aspects; Japanese vs. Western concepts of nature
4.	Japanese perception of nature, Part 2	The four seasons as one of the central concepts in Japanese culture and literature; the concept of transformation and change, harmony of <i>yin</i> and <i>yang</i> ; perception of time

5.	Natural images in classical Japanese poetry	Literal and figural meaning of images in Japanese and Western poetic tradition
6.	Key concepts of Japanese aesthetics	Four aesthetic concepts in Japanese culture and literature; demonstration of these concepts in <i>Essays in Idleness</i> by the Buddhist priest <i>Kenkō</i>
7.	Japanese mythology	<i>Records of Ancient Matters (Kojiki)</i> ; Japanese mythology vs. Western ideological concepts (Greek mythology and Christianity)
8.	Japanese poetry, Part 1	The role of poetry from ancient times through the era of <i>Man'yōshū (Collection of Ten Thousand Leaves)</i> to the flourishing era of imperial poetry anthologies
9.	Japanese poetry, Part 2	Long and short poetic forms ( <i>chōka</i> and <i>tanka</i> ); believed to be the first Japanese poem in the fixed form; major themes in classical poetry
10.	Japanese prose, Part 1	Japanese tales and its various genres; the oldest preserved tale ( <i>The Tale of the Bamboo Cutter; Taketori Monogatari</i> ) and the collection of poem tales ( <i>Tales of Ise; Ise Monogatari</i> )
11.	Japanese prose, Part 2	Flourishing of women writers in the <i>Heian</i> period with a focus on two prominent figures <i>Murasaki Shikibu</i> and <i>Sei Shōnagon</i> and their works <i>The Tale of Genji (Genji Monogatari)</i> and <i>The Pillow Book (Makura no Sōshi)</i>
12.	Okinawan language and poetry - Introduction	Languages of the Ryūkyū Islands as part of the Japanese language group; language rules in Okinawan poetry <i>ryūka</i>
13.	The world of Okinawan poetry	The oldest preserved collection of old epic songs <i>Omorosōshi</i> ; Okinawan lyrical poetry <i>ryūka</i>
14.	Course wrap up	Submit short summary of presentation topic and essay; final written exam

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

- 1.Prepare a short self-introduction
- 2.Reading: handout on anthology of Japanese literature
- 3.Reading: Asquith 1-35
- 4.Readings: Asquith 36 - 53; handout related to the topic
- 5.Readings: Asquith 54 - 67; handout on Western poetry
- 6.Reading: Keene 3 - 22
- 7.Reading: handout on the *Kojiki*
- 8.Reading: Keene 47 - 69

9. Reading: Keene 25 - 44  
10. Readings: Keene 73 - 95; handout on Japanese tales  
11. Reading: handout on women's classical prose  
12. & 13. Reading: text by lecturer on Okinawan language and poetry  
14. Submit short summary of presentation topic and essay; final written exam  
Preparatory study and review time for this class are 2 hours each.

**[Textbooks]**

Keene, Donald. *The Pleasures of Japanese Literature*. New York: Columbia University Press, 1988.

All other study materials and handouts will be provided by the lecturer.

**[References]**

Asquith, Pamela J. and Arne Kalland, ed. *Japanese Images of Nature*. Richmond: Curzon Press, 1997.

Keene, Donald. *Anthology of Japanese Literature*. Rutland, Vermont & Tokyo: Charles E. Tuttle Company, 1956. Twenty-second edition, 1991.

McCullough, Helen Craig. *Classical Japanese Prose: an Anthology*. Stanford: Stanford University Press, 1990.

Miner, Earl. *An Introduction to Japanese Court Poetry*. Stanford: Stanford University Press, 1968.

Further references related to the topic of each class will be provided by the lecturer.

**[Grading criteria]**

Class attendance and oral participation are expected; failure to participate in class will result in the subtraction of marks from the total. Grading criteria: oral presentation and written summary (40%); final examination and essay (60%).

**[Changes following student comments]**

There are no student comments that would require major changes to the course.

**[Equipment student needs to prepare]**

● This class will be taught on Zoom, so students who attend the Zoom session on campus need to prepare a headset.

● We will use online applications, such as Google Classroom, Zoom and HOPPII. Please check HOPPII regularly for further instructions about how to join our Zoom sessions, Google Classroom, etc.

**[ ]**

This course is a survey of ancient to medieval Japanese literature. Major literary works are introduced with an emphasis on their literary artistry as well as their historical and cultural importance. Focus is also placed on the unique philosophy that shaped the aesthetic values in Japan throughout the centuries. This topic will be further highlighted by discussing differences in Eastern and Western world views and by introducing Okinawan poetry which displays unique features when compared with classical Japanese poetry.



OTR200HA

## Field Workshop

### Faculty members

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

他学部公開： グローバル： 成績優秀： 実務教員：

#### [Outline and objectives]

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

#### [Goal]

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

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

Among diploma policies, "DP5" is related

#### [Method(s)]

Feedback on assignments submitted by students will be provided in class or through the Learning Management System. Each field workshop consists of both a field trip itself and preparatory and ex-post on-campus classes held for preparations and appraisals. Class schedule below is a sample of a course. Since Field Workshops differ from one another in their contents, applicants are advised to find detailed information about each field workshop when announced.

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

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

あり / Yes

**[Fieldwork in class]**

あり / Yes

#### [Schedule]

No.	Theme	Contents
1	Orientation	Outlines of the Field Workshop
2-4	Preparatory classes	Knowledge required to understand the sites and preparation of the Field Workshop
5-11	Fieldwork	Four day trips
12-13	Ex-post classes	Reviews and reflections
14	Report writing	Writing and submitting an assigned report

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

Necessary instruction is provided in the orientation and other sessions. Preparatory study and review time for this class are 2 hours each.

**[Textbooks]**

Necessary instruction is provided in the orientation and other sessions.

**[References]**

Necessary instruction is provided in the orientation and other sessions.

**[Grading criteria]**

Contribution (50%) and the final report(50%).

**[Changes following student comments]**

No comments are to be collected for field workshops.

**[Others]**

Participants have to bear the costs of transportation, insurance, etc. Cancellation of the participation is, in principle, not allowed after the enrollment is finalized. Furthermore, there is no refund made for the paid expenses if the cancellation is due to personal reasons. In addition, this course is to be canceled if there is no participant from SCOPE.

ARSa100LA

## Elementary Humanities B

Richard.J.Burrows

Subtitle：

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

Notes：SGU コース

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

This course will seek to introduce the culture & society of contemporary Britain to students through a series of stimulating audio-visual units, together with selected thematically linked readings.

## 【Goal】

During this course, through regular exposure to a variety of audio-visual material, students will have the opportunity to sharpen their listening skills. Follow-up pair-work comprehension questions, discussion & structured conversation practice will also give them the opportunity to improve their oral skills. Finally students will be encouraged to reflect on their own culture & society as they learn about UK.

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

## 【Method(s)】

The previous lesson's reading assignment will be reviewed before a pair-work preview will introduce the theme for that lesson. Any required vocabulary will be previewed before students view/listen to the material.

Pair-work comprehension questions will allow students to check their own understanding, while a post-viewing discussion will offer more chances to analyze the material. Time permitting, there will be structured conversation practice before outlining the following week's homework.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Overview	Course Introduction
2	Listening & Speaking	Presentation Guidance
3	Listening & Speaking	The Seven Wonders of Britain
4	Listening & Speaking	Wales
5	Listening & Speaking	BBC
6	Listening & Speaking	The Mini
7	Listening & Speaking	The Village
8	Listening & Speaking	British Tea
9	Listening & Speaking	The Purple Violin
10	Listening & Speaking	Sherlock Holmes
11	Listening & Speaking	Agatha Christie
12	Listening & Speaking	The Sea
13	Listening & Speaking	London Taxis

## 14 Listening &amp; Speaking UK Public Schools

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

Regular reading assignments with comprehension questions, & audio-visual vocabulary preparation.No more than 3 absences will be permitted. Preparatory study and review time for this class are about 1 hour for each. University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

【Textbooks】

None

【References】

An electronic dictionary or smartphone dictionary will be required at every lesson

【Grading criteria】

Homework &amp; Classwork 40%

Presentation 30%

Report 30%

【Changes following student comments】

Many of the class materials will be made available online for further study & listening practice.

【Equipment student needs to prepare】

Access to a PC & Printer in order to prepare a PowerPoint presentation & print the final report

【Others】

Since there is no textbook in this course, students will need to bring an A4 or B4 folder or binder to each class in order to keep the photocopies that will be handed out at every lesson.

【None】

None

【None】

None

【None】

None

【None】

None

【None】

None

【】

In addition to offering a greater understanding of contemporary UK culture, the course encourages students through the presentation & report to critically compare & contrast UK culture & society with their own.

ART200LA

## Humanities A

URBANOVA Jana

Subtitle：Japanese Literature II.

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

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

## [Outline and objectives]

This course focuses on the major literary figures and their representative works of early modern, modern and contemporary Japanese literature. The works will be discussed with regard to the circumstances and background that shaped the authors' way of thinking. The course will also include a lesson introducing two significant works of medieval literature to shed light on one of the crucial concepts in Japanese culture - transience. There will also be a lesson introducing two major women poets of Okinawa.

## [Goal]

Goals:

1. to learn about the major literary figures of pre-modern, modern and contemporary Japanese literature
2. to gain an appreciation of the depth and atmosphere of their literary works as well as the beauty of the English translations

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

## [Method(s)]

This course is based on lectures by the instructor featuring the use of written and audio-visual materials. In addition, every student will be required to deliver a class presentation on a given topic and to submit a short written summary of the presentation and essay at the end of the semester. The topics and the study materials for the presentation will be distributed at the beginning of the course.

Comments and explanation about assignments and answers to questions from students are given at the end of each class.

**This is an online class, and all weeks will be taught on Zoom.** Please see HOPPII for further instructions about how to join our Zoom sessions.

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

あり / Yes

[Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
1.	Introduction	Introduction to course; brief self-introduction; scheduling of presentations
2.	Transience in Japanese poetry	The concept of transience as portrayed in the <i>waka</i> anthology <i>A Hundred Poems by a Hundred Poets (Hyakunin Isshu)</i> , compiled by <i>Fujiwara no Teika</i>
3.	<i>Haikai</i> poetry	Transition from comic <i>haikai</i> poetry to the mastering of <i>haiku</i> ; <i>Matsuo Bashō</i> ; Hints for appreciating and writing <i>haiku</i>
4.	Poetry of Okinawa	Two women poets of Okinawa: <i>Yoshiya Tsuru</i> and <i>Onna Nabe</i> and their <i>ryūka</i> poems
5.	Literature of the floating world	The rising merchant society during the <i>Edo</i> period; stories of the floating world ( <i>ukiyo zōshi</i> ); <i>Ihara Saikaku: The Life of an Amorous Man (Kōshoku Ichidai Otoko)</i> and <i>Five Women who Loved Love (Kōshoku Gonin Onna)</i>
6.	Tales of the supernatural in pre-modern literature	<i>Ueda Akinari</i> and his <i>Tales of Moonlight and Rain (Ugetsu Monogatari)</i>
7.	Tales of the supernatural in modern literature	<i>Akutagawa Ryūnosuke</i> and the influence of <i>Japanese Tales from Times Past (Konjaku Monogatari Shū)</i> ; short stories <i>In a Grove (Yabu no Naka)</i> and <i>Rashōmon</i>
8.	The world of fantasy and reality of <i>Miyazawa Kenji</i>	<i>Miyazawa Kenji</i> : fantasy novel <i>Milky Way Railroad (Ginga Tetsudō no Yoru)</i> , poem <i>Be not Defeated by the Rain (Ame ni mo makezu)</i>

- |     |                          |                                                                                                                        |
|-----|--------------------------|------------------------------------------------------------------------------------------------------------------------|
| 9.  | Modern novelists, Part 1 | <i>Natsume Sōseki</i> : his life and literary works, particularly the novel <i>I Am a Cat (Wagahai wa Neko de aru)</i> |
| 10. | Modern novelists, Part 2 | <i>Mishima Yukio (Confessions of a Mask; Kamen no Kokuhaku)</i>                                                        |
| 11. | Modern novelists, Part 3 | <i>Tanizaki Junichirō</i> and his works <i>The Key (Kagi)</i> and <i>In Praise of Shadows (Inei Raisan)</i>            |
| 12. | Modern novelists, Part 4 | Nobel Prize winner <i>Kawabata Yasunari</i> and his masterpiece <i>Snow Country (Yukiguni)</i>                         |
| 13. | Contemporary literature  | <i>Yoshimoto Banana</i> and <i>Haruki Murakami</i> and their representative works                                      |
| 14. | Course wrap up           | Submit short summary of presentation and essay; final written exam                                                     |

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

Please prepare a short self-introduction for the first class. In addition, each student will be asked to deliver an oral presentation on a designated topic and to submit a short written summary of the presentation and essay at the end of the semester. Students are also expected to actively engage in class discussions and to revise all of the readings done in class, as they will form the basis for the questions on the final exam. Preparatory study and review time for this class are 2 hours each.

[Textbooks]

No textbooks will be used. Handouts and reading materials on each lesson's topic together with the specified sources will be distributed by the lecturer at the beginning of each lesson.

[References]

Selected references:

Katō, Shūichi. *A History of Japanese Literature (Vol.3) – The Modern Years*. Tokyo, New York & San Francisco: Kodansha International, Ltd., 1983.

Keene, Donald. *Appreciations of Japanese Culture*. Tokyo, New York & London: Kodansha International, Ltd., 1971. First paperback edition, 1981.

Keene, Donald. *World Within Walls – Japanese Literature of the Pre-Modern Era, 1600-1867*. New York: Holt, Rinehart and Winston, 1976.

Petersen, Gwen Boardman. *The Moon in the Water – Understanding Tanizaki, Kawabata and Mishima*. Honolulu: The University Press of Hawaii, 1979.

Further references related to the topic of each class will be provided by the lecturer.

[Grading criteria]

Class attendance and oral participation are expected; failure to participate in class will result in the subtraction of marks from the total. Grading criteria: oral presentation and written summary (50%); final examination and essay (50%).

[Changes following student comments]

There are no student comments that would require major changes to the course.

[Equipment student needs to prepare]

● This class will be taught on Zoom, so students who attend the Zoom session on campus need to prepare a headset.

● We will use online applications, such as Google Classroom, Zoom and HOPPII. Please check HOPPII regularly for further instructions about how to join our Zoom sessions, Google Classroom, etc.

[ ]

This course focuses on the major literary figures and their representative works of early modern, modern and contemporary Japanese literature. The works will be discussed with regard to the circumstances and background that shaped the authors' way of thinking. The course will also include a lesson introducing two significant works of medieval literature to shed light on one of the crucial concepts in Japanese culture - transience. There will also be a lesson introducing two major women poets of Okinawa.

ARSc200LA

## Humanities B

Richard.J.Burrows

Subtitle : America in the 20th Century

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

Notes :

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

Despite the rise of powers in Asia such as China & India, the US remains the pre-eminent global power and a key to understanding its prominence lies in an understanding of its rise as a superpower during the 20th century. Therefore, this course will focus on key political, economic & cultural developments during the latter half of that period, how they contributed to the rise of American power and continue to influence nations around the world, especially in Asia. Regular reading assignments will be set, analyzed & discussed during the lessons, allowing students to reflect on how the US continues to influence their nations as we enter a new century.

## 【Goal】

Through a variety of media, this course seeks to firstly, give students a thorough understanding of key events in the US from the end of World War I to the close of the century. In addition, students will be able to comprehend how those events impacted not only on the course of modern US history, but their wider effect throughout the world, especially in the Asia-Pacific region.

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

## 【Method(s)】

Regular reading assignments will be set, analyzed & discussed during the lessons, allowing students to reflect on how the US continues to influence their nations as we enter the 21st century. Furthermore, an audio-visual element will allow students to sharpen their listening skills and engage in comprehension activities.

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Explanation	Course Introduction
Week 2	Course Assignments	Presentation Skills
Week 3	Innovation	The Wright Brothers
Week 4	The Pacific Conflict	US in World War II
Week 5	Post-War Settlement	Bombing of Hiroshima
Week 6	Technology	Breaking the Sound Barrier
Week 7	The Fight Against Communism	The Vietnam War
Week 8	The Civil Rights Movement	Martin Luther King
Week 9	A Divided Nation	The Anti-War Movement
Week 10	Political Violence	The Assassination of JFK
Week 11	Watergate	End of Nixon
Week 12	The Space Race	The Apollo Landings
Week 13	A New Conservatism	Reagan & the Religious Right
Week 14	Course Review	The 20th Century Influence on the Present Day

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

Students will be expected to make a presentation and submit a report on a relevant theme during the semester. In addition, regular reading assignments will be set with comprehension & vocabulary questions.No more than 3 absences will be permitted. University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

## 【Textbooks】

None, but students are required to bring an A4/B4 binder to store the photocopies that will be distributed by the teacher at each lesson

## 【References】

An electronic dictionary or smart phone English dictionary is required at every class

## 【Grading criteria】

Classowrk &amp; Participation 30%

Homework 30%

Presentation 20%

Report 20%

## 【Changes following student comments】

Giving at least a minimum of 1 weeks notice for all homework assignments, 1/2 month's notice for the report & presentation, depending on the presentation schedule

## 【Equipment student needs to prepare】

Students need to have access to a pc (& printer) in order to prepare their presentation & report

## 【Others】

Please join this class if you have an interest in this topic, a desire to improve your English skills, and are willing to attend classes on a regular basis and submit all homework & other assignments on time.

## 【None】

None

## 【None】

None

## 【None】

None

## 【None】

None

## 【None】

None

## 【】

This course, rather than simply leading students through key dates & events during the 20th century, seeks to analyze important developments & trends in US, such as war, technological innovation & foreign policy, which caused repercussions both domestically & internationally during the 20th century & beyond.

POL100LA

## Elementary Social Science A

SCHIFANO ADRIEN

Subtitle：Introduction to International Law

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

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

This course aims at introducing basic notions of international law. First part of the course introduces main subjects of international law and focus in particular on elements of statehood. A second part will discuss how norms of international law are created. Finally, a third part will provide these elements with some dynamism by examining the course of normal relations between States.

## 【Goal】

By the end of this course, it is expected that students will have become familiar with:

1. basic notions of international law
2. current international issues
3. functioning of the international system

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

## 【Method(s)】

Classes will consist in alternating lectures and more practical assignments. Feedbacks on tests will be given during class and on Hoppii.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1.	Introduction	Characters of international law / relation with municipal law
2.	Subjects (1)	The State (1): statehood / sovereign government / territory / population / recognition / self-determination / succession
3.	Subjects (2)	The State (2): more on territory / acquisition / the sea / the sky / outer space / servitudes
4.	Subjects (3)	The State (3): more on population / individuals / groups of individuals / Other subjects / Peoples / Belligerents / Insurgents / subjects ad hoc / International Organizations
5.	Subjects (4)	Short test (quiz). Review of the first part of the class. Study of material and documents: the maritime territory of Japan
6.	Norms (1)	General Observations / Formal sources / Art. 38 ICJ statute / Customary law / two elements doctrine / practice / opinio juris / persistent objector / Taxonomy / Principles of International Law
7.	Norms (2)	Treaties / Definition / Taxonomy / Sources of the law of treaties / Conclusion / Entry into force / Good faith / Reservations / Vices of consent / Termination / Contents / Interpretation / Relation to custom
8.	Norms (3)	Other sources / case law / scholarship / municipal law / acts of international organizations / equity / Implementation of international norms / Relations between international and municipal law / dualism / monism / Reciprocity / Counter-measures /
9.	Norms (4)	Short test (quiz). Review of the second part of the class. Study of material and documents: notable case-law

10.	Relations between States (1)	Basic Principles of Contemporary International Law / States jurisdiction / territorial / personal / States immunity from jurisdiction / Sovereign immunities / Diplomatic immunities
11.	Relations between States (2)	Responsibility / Basic mechanism / International responsibility of states / Components / international wrongful act / causal link / damage / Reparation / Exemptions / Other consequences
12.	Relations between States (3)	Law of War / Prohibition of war / Self-defense / Conditions / Pre-emptive self-defense / Collective self-defense / Humanitarian law / the Hague Conventions / the Geneva Conventions and their protocols/ War crimes / Crimes against humanity / International criminal court and tribunals
13.	Relations between States (4)	Peaceful settlement of disputes / Taxonomy / Negotiation / Good offices, mediation, conciliation / Arbitration / Permanent Court of Arbitration / Judicial Settlement / International Courts / UN Charter / UN dispute settlement system / Security Council / General Assembly / International Court of Justice / ICJ jurisdiction and States
14.	Final test	Written examination & Summary

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

As a preparation for each class, students will be assigned some readings from the textbook. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

Acquisition of the following textbook is necessary:  
LOWE, Vaughan, "International Law: A Very Short Introduction" (2015; Oxford University Press) 144 pages, ISBN 13: 978-0199239337

## 【References】

www.un.org  
Jan KLABBERS, International Law, 2nd ed. (2017; Cambridge, Cambridge University Press), ISBN: 9781316506608  
Malcolm SHAW, International Law, 8th ed. (2017; Cambridge, Cambridge University Press), ISBN: 9781316638538

## 【Grading criteria】

Participation in class and short tests: 50%  
Final examination (to be held during the test period): 50%

## 【Changes following student comments】

Outline revised. Course contents and slides updated.

## 【Equipment student needs to prepare】

Some paper and a pen.

【】

This course aims at introducing basic notions of international law. First part of the course introduces main subjects of international law and focus in particular on elements of statehood. A second part will discuss how norms of international law are created. Finally, a third part will provide these elements with some dynamism by examining the course of normal relations between States.

POL100LA

## Elementary Social Science B

SCHIFANO ADRIEN

Subtitle：

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

Notes：SGU コース

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

This course will provide students with a rough picture of law. It does so by introducing basic legal concepts.

The first part of the course introduces two main faces of law: justice and order. The second part focuses on the components of a legal order, which are mainly subjects and norms. The third and last part deals with the notion of legal relations, which are either horizontal or vertical in nature.

## 【Goal】

By attending this course, students will be able to:

- understand basic legal concepts,
- build a foundation for studying more specialized fields of law,
- acquire basic legal knowledge that will complement their studies in other fields,
- handle better daily life situations by acquiring a feeling of what is legally correct and what is not, which will hopefully help them to remain free from abuses.

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

## 【Method(s)】

The course will introduce one new concept each week. In so doing, the class will consist in lecture and discussion. In addition, the course will rely on studying excerpts from classical works. Practice for this course will consist in text commentaries. Feedback by peers and the instructor on these assignments will be given in class.

The course follows a progression so that each class is dependent on previous classes; hence, students may find it easier to follow classes if they have consistent attendance.

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1.	Introduction	Rationale for the course and overview /Law, what? / Legal science, what? / Panorama of modern law / Methodology
2.	Justice	Suum cuique / Justice, what? / Equality, what? / Contemporary approaches
3.	Legal order (1): Forms of government	Legal order, what? / Typology / Social functions / Constitution, what? / Horizontal distribution of powers /Legislative, what? / Executive, what? / Judiciary, what?
4.	Legal order (2): Forms of state	Vertical distribution of power / Federalism and its rules / Clasification / Changes in power and constitutional change
5.	The Subject of Law (1): Personality	Subject of law, what? / Equality, how? / Typology / Issues

6.	The Subject of Law (2): Capacity	Capacity, what? / Capacity v. rights / Variations of legal capacity / Guardianship / Agency / Delegation
7.	The Norm (1): Validity	Norm, what? / Typology / Formal sources / Sphere of validity
8.	The Norm (2): Legal System	Set of norms, what? / Hierarchy / Classification / Relations among norms
9.	The Legal Relation	Legal relation, what? / Rights / Obligations / Powers / Typology
10.	Horizontal Relations (1): Agreement	Agreement, what? / Contract, what? / Basic principles / Forms / Contents
11.	Horizontal Relations (2): Responsibility	Responsibility, what? / Evolution / Typology / Civil responsibility / Components / Basic principles / Procedures
12.	Vertical Relations (1): Public order	Public order, what? / Authority / Police / Criminal responsibility / Offense, what? / Basic principles / Procedures
13.	Vertical Relations (2): Public interest	Public interest, what? / Public service, what? / Basic principles / Procedures, issues
14.	Human Rights Conclusion	Human rights, what? / History / Typology / Protection at several levels / Enforcement

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

Students are strongly encouraged to read the material for each class beforehand. Homework will be (moderately) requested. University guidelines suggest preparation and review are around 4hours a week for a two-credit course and around an hour a week for a one-credit course.

## 【Textbooks】

No textbook will be used. Students will be provided with the material necessary for each class.

## 【References】

Jaap HAGE and Bram AKKERMANS (editors) *Introduction to Law* (2014, Springer)

## 【Grading criteria】

Participation in class (including homework and discussion): 40%

Presentation (number of presentations per student will depend on the number of students attending the course): 60%

## 【Changes following student comments】

Material for the class has been reviewed.

## 【Equipment student needs to prepare】

A pen and some paper might prove useful.

## 【】

This course will provide students with a rough picture of law. It does so by introducing basic legal concepts.

発行日：2021/5/1

The first part of the course introduces two main faces of law: justice and order. The second part focuses on the components of a legal order, which are mainly subjects and norms. The third and last part deals with the notion of legal relations, which are either horizontal or vertical in nature.

POL200LA

## Social Science A

SCHIFANO ADRIEN

Subtitle：

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

Notes：SGU コース

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

By what process are policies coordinated and actions concerted with regard to global issues? How and by whom are these processes organized and structured? Treating global governance as a process, this course examines how global governance functions at both international and regional levels through cases of Europe and East Asia. Henceforth, the course considers how these different levels of governance interact with regard to three different global issues and the policies built in response thereto in the two areas studied.

## 【Goal】

By the end of the course, students are expected to have acquired:

1. a good understanding of the structures and processes of global governance at both international and regional levels
2. a firm grasp of the diversity of actors involved in the global governance process
3. comprehension of the specific characters of global governance and corresponding issues and challenges

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

## 【Method(s)】

Classes consist in discussion, documents study, and lecture. Students will be required to apply analytical frameworks they learned during class by conducting a research on an organization of their choice that will result in a presentation during the second half of the semester (starting week 9) and a written report to be submitted at the end of the semester. This will be performed collectively or individually depending on the number of students attending the course. Feedback by peers and the instructor will be given in class.

Course contents will vary depending on number of students presentations to be performed in class.

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

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1.	Introduction	Definitions, history, actors and institutions; methodology.
2.	Global governance I	Agenda and policy making.
3.	Global governance II	Decision-making processes.
4.	Global governance III	Follow-up mechanisms.
5.	Global governance IV	Prevention and settlement of conflicts.
6.	Regional governance I	Europe (1): historical background, institutional landscape, and challenges.
7.	Regional governance II	Europe (2): agenda and policies.
8.	Regional governance III	East Asia (1): historical background, institutional landscape, and challenges.

9.	Regional governance IV	East Asia (2): agenda and policies.
10.	Processes of global governance I	Promoting and protecting human rights and fundamental freedoms
11.	Processes of global governance II	Managing marine resources
12.	Processes of global governance III	Liberalizing trades
13.	Issues affecting global governance	Consistency, effectiveness, legitimacy Democratic deficit
14.	Conclusion	Towards a world government?

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

In addition to the research project to be presented in class, students will be required to prepare the class by familiarizing themselves with the documents handed out for this purpose. University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

## 【Textbooks】

None.

## 【References】

Thomas G. WEISS and Rorden WILKINSON (editors), International Organization and Global Governance (2014) Routledge (ISBN 978-0-415-62760-3)

Thomas G. WEISS, Global Governance, Why? What? Whither? (2013) Polity (ISBN 978-0745660462)

Colin I. BRADFORD and Johannes F. LINN (editors), Global Governance Reform, Breaking the Stalemate (2007) Brookings Institution Press (ISBN 978-0-8157-1363-0)

Michael BARNETT and Raymond DUVAL, Power in Global Governance (2005) Cambridge University Press (ISBN 978-0521840248)

## 【Grading criteria】

Participation in class (including homework and discussions): 50%; research project: 50% (presentation in class: 30%; written report: 20%).

## 【Changes following student comments】

Course material has been reviewed. Visuals have been improved.

## 【Equipment student needs to prepare】

A pen and some paper are a must.

【】

By what process are policies coordinated and actions concerted with regard to global issues? How and by whom are these processes organized and structured? Treating global governance as a process, this course examines how global governance functions at both international and regional levels through cases of Europe and East Asia. Henceforth, the course considers how these different levels of governance interact with regard to three different global issues and the policies built in response thereto in the two areas studied.



POL200LA

## Social Science B

## SCHIFANO ADRIEN

Subtitle：International Organizations

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

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

## [Outline and objectives]

This course aims at providing students with an overview of the phenomenon, great in both scale and scope, styled 'international organizations' in its diversity and unity.

The course starts by focusing on the concept of international organization proper, and examines how these are inherently political societies wherein power happens and is organized according to certain structures. The course then moves on modalities for international organizations interacting with both each other and States, with a particular attention given to functions organizations perform amid the international society.

## [Goal]

By the end of the course, it is expected that students:

1. acquire a good understanding of the nature of international organizations
2. have a grasp of the common principles according to which international organizations operate
3. have a concrete knowledge of several international organizations
4. acquire a critical understanding of the roles and functions that international organizations perform amid the global society, as well as issues and challenges pertaining thereto

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

## [Method(s)]

Classes consist in discussion, documents study, and lecture.

Students will be required to apply analytical frameworks they learned during class by conducting a research on an organization of their choice that will result in a presentation during the second half of the semester (starting week 9) and a written report to be submitted at the end of the semester. This will be performed collectively or individually depending on the number of students attending the course. Feedback by peers and the instructor will be given in class.

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

あり / Yes

## [Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
1.	Introduction	Historical and theoretical background.
2.	Proper operation I	Nature of international organizations: Definition(s), classifications, functions.
3.	Proper operation II	Creation of international organizations: Constitutive elements, creators, modalities, outcome.
4.	Proper operation III	Organizations as social groups (1) - Anatomy: Persons, elites, organs, agents, officials.
5.	Proper operation IV	Organizations as social groups (2) - Autonomy: Self-governance?, solidarity of the members, norms, degree of fiction in autonomy.
6.	Proper operation V	Organizations as social groups (3) - Leadership: Distribution of power, social functions, structural design.
7.	External relations I	Diplomatist function: participation, statuses, rights and obligations, privileges.
8.	External relations II	External Powers: functional aspects, dual role, other functions.
9.	Functions performed by organizations amid the international society I	Legislative function: direct or indirect, policy coordination, decision making

- |     |                                                                         |                                                                                                                                                               |
|-----|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10. | Functions performed by organizations amid the international society II  | Executive function: compliance, control/monitoring, inspection, reporting, service providing, enforcement, use of force                                       |
| 11. | Functions performed by organizations amid the international society III | Judicial function: prevention of disputes, settlement of disputes, sorts, modalities                                                                          |
| 12. | Coordination among organizations I                                      | Cooperation: ad hoc coordination, permanent coordination, institutionalized coordination, modalities and technique                                            |
| 13. | Coordination among organizations II                                     | Hierarchical model: universal and regional, systems of organizations                                                                                          |
| 14. | Conclusion: current issues surrounding international organizations      | Proliferation of international organizations, lack in framing their powers, fragmentation, redundancy, competition, forum-shopping, uncertainty, coordination |

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

In addition to the research project to be presented in class, students will be required to prepare the class by familiarizing themselves with the documents handed out for this purpose. Preparatory study and review time for this class are 2 hours each.

## [Textbooks]

None.

## [References]

Volker RITTBERGER, Bernhard ZANGL, and Andreas KRUCK, International Organization (2012, 2nd ed.) Palgrave Macmillan (ISBN 978-0230291881);  
Jan KLABBERS, An Introduction to International Organizations Law (2015, 3rd ed.) Cambridge University Press (ISBN 978-1107439719);  
Michael BARNETT and Martha FINNEMORE, Rules for the World, International Organizations in Global Politics (2004) Cornell University Press (ISBN 978-0-8014-8823-8);  
Jacob KATZ COGAN, Ian HURD, and Ian JOHNSTONE (editors), The Oxford Handbook of International Organizations (2017) Oxford University Press (ISBN 9780199672202);

## [Grading criteria]

Participation in class (including homework and discussions): 50%; research project: 50% (presentation in class: 30%; written report: 20%).

## [Changes following student comments]

Contents and slides updated.

## [Equipment student needs to prepare]

A pen and some paper.

[]

This course aims at providing students with an overview of the phenomenon, great in both scale and scope, styled 'international organizations' in its diversity and unity.

The course starts by focusing on the concept of international organization proper, and examines how these are inherently political societies wherein power happens and is organized according to certain structures. The course then moves on modalities for international organizations interacting with both each other and States, with a particular attention given to functions organizations perform amid the international society.

MAT100LA

## Elementary Mathematics A

Takeyoshi KOGISO

Subtitle :

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

Notes : SGU コース

他学部公開 : グローバル : 成績優秀 : 実務教員 :

## 【Outline and objectives】

This course is designed for students who need calculus to study business, economics, or other related business majors. In particular, the course will review the basic ideas you need to start calculus. The topics include exponential and logarithmic functions, arithmetic and geometric sequences, graphing basic functions, graphing exponential and logarithmic functions, limit of a sequence, limit of a function.

## 【Goal】

At the end of this course, students will demonstrate the ability to perform different operations involving algebraic expressions, to graph linear and quadratic functions, and to graph polynomial, rational, algebraic, exponential and logarithmic functions.

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

## 【Method(s)】

The expected learning outcomes for the course will be assessed through graded activities and ungraded activities. The graded activities include exams, homework and quizzes. It is strongly recommended that students work all those problems since homework and test score are used to determine your grade. The ungraded activities will be used to monitor your progress.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
01.	Introduction	Preliminaries 1
02.	Basics and Key Terms	Preliminaries 2
03.	Exponential Functions	Functions and Graphs 1
04.	Logarithmic Functions	Functions and Graphs 2
05.	Graphing Basic Functions	Functions and Graphs 3
06.	Shifting and Stretching Graphs	Functions and Graphs 4
07.	Inverse Functions	Functions and Graphs 5
08.	Graphing Exponential Functions	Functions and Graphs 6
09.	Graphing Logarithmic Functions	Functions and Graphs 7
10.	Composite Functions	Functions and Graphs 8)
11.	Arithmetic and Geometric Sequences	Limits 1
12.	Sigma Notation and Sequences of Differences	Limits 2
13.	Limit of a Sequence	Limits 3

## 14. Limit of a Function Limits 4

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

Solve the problems of the exercises well. Think by writing on a paper. 本授業の準備学習・復習時間は、各 2 時間を標準とします。University guidelines suggest preparation and review are around 4

hours a week for a two-credit course and around an hour a week for a one-credit course.

## 【Textbooks】

You don't need to buy a text book. When you learn more, respectively serve as a reference if it is rudimentary or a book on the theme of preparation for its calculus.

## 【References】

You don't need to prepare references.

## 【Grading criteria】

Final exam (approximately 2/3) and the homework submission (approximately 1/3)

## 【Changes following student comments】

Not offered until the last fiscal year for the new subjects

## 【】

In this class, we study basic mathematics for preliminary to understand calculus.

MAT100LA

## Elementary Mathematics B

Takeyoshi KOGISO

Subtitle：

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

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

This course is a calculus course intended for those studying business, economics, or other related business majors, and a continuation of topics from “Elementary Mathematics II”. The following topics are presented with applications: derivatives, differentiation rules, derivative of an exponential function and logarithmic function, higher-order derivative, Taylor and Maclaurin series, integrals.

## 【Goal】

Students will become proficient in techniques of differentiation, understand the concept of rate of change and how to use it to solve real world problems.

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

## 【Method(s)】

The expected learning outcomes for the course will be assessed through graded activities and ungraded activities. The graded activities include exams, homework and quizzes. It is strongly recommended that students work all those problems since homework and test score are used to determine your grade. The ungraded activities will be used to monitor your progress.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
01.	Introduction	Preliminaries
02.	The Derivative and the Slope of a Graph	Differentiation: Basic Concepts 1
03.	Some Rules for Differentiation	Differentiation: Basic Concepts 2
04.	The Product and Quotient Rules	Differentiation: Basic Concepts 3
05.	The Chain Rule	Differentiation: Basic Concepts 4
06.	Derivatives of Exponential Functions	Differentiation: Basic Concepts 5
07.	Derivatives of Logarithmic Functions	Differentiation: Basic Concepts 6
08.	Higher-order Derivatives	Differentiation: Basic Concepts 7
09.	Extrema and the First-Derivative Test	Additional Applications of the Derivative 1
10.	Concavity and the Second-Derivative Test	Additional Applications of the Derivative 2
11.	The Mean Value Theorem, Taylor's Theorem	Additional Applications of the Derivative 3
12.	Taylor and Maclaurin Series	Additional Applications of the Derivative 4
13.	Approximate Values	Additional Applications of the Derivative 5)
14.	Antiderivatives, Differential Equation	Additional Topics 1

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

Solve the problems of the exercises well. Think by writing on a paper. 本授業の準備学習・復習時間は、各 2 時間を標準とします。University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

【Textbooks】

You don't need to buy a textbook. When you learn more, respectively serve as a reference if it is rudimentary or a book on the theme of preparation for its calculus.

【References】

You don't need to prepare references.

【Grading criteria】

Final exam (approximately 2/3) and the homework submission (approximately 1/3)

【Changes following student comments】

Not offered until the last fiscal year for the new subjects

【】

In this class, you will learn the basics of calculus by doing exercises.

BIO200LA

## Natural Science A

Shinsuke UNO

Subtitle：

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

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

The UN 2030 Agenda for Sustainable Development, or Sustainable Development Goals (SDGs) have come to be recognized as common tasks for the human society, which is, in a way, a manifestation of the severity of various problems we as a species are faced with. In light of this current situation, this course focuses on the concept of "sustainability" so as to provide students with an opportunity to learn about basic scientific aspects of environmental problems and also to learn about relevant social issues in an attempt to provide a view from a wider perspective.

## 【Goal】

This course is designed to teach about ecological and social issues. Therefore, the course objectives are 1) to understand basic scientific concepts required to comprehend various environmental problems, 2) to understand social problems related to the environmental problems dealt with in this course, and 3) to form personal perspective and opinion about the current state of human society by understanding the interrelated nature of the environmental and socioeconomic problems.

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

## 【Method(s)】

Although this course deals with various topics from the perspective of "sustainability", the course is divided roughly into two parts. In the first part, students will learn about the basic features of ecosystem and biodiversity, that is to say, the natural world that surrounds us and provides us with essential resources. The second part will focus on environmental and social problems related to agriculture (food production) and use of other natural resources in order to explore our personal involvement in these issues.

The course will be taught mainly in lecture-style classes, however, there will also be opportunities for students to actively participate in class through, for example, group activities and discussion. In addition to in-class interactions, students will utilize the learning assistance system (Hoppii) to express their opinions/reactions and to submit questions regarding the materials presented in each class so as to help the instructor to grasp students' progress as well as to address their concerns, as needed. Note that, if the university's action policy level is set to 2, in principle, this class will be taught online via zoom. Details will be announced via the "Hosei portal to pick up information (Hoppii)".

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

あり/Yes

【Fieldwork in class】

なし/No

## 【Schedule】

No.	Theme	Contents
Week 1	Understanding sustainability and basic features of ecosystem	As an introduction to the course, the concept of sustainability and the basic features of ecosystem will be discussed.

Week 2	Atmospheric changes and their consequences	In light of the ongoing "climate crisis", the composition of the Earth's atmosphere and consequences of atmospheric changes will be discussed.
Week 3	Water cycle and the use of water resource	Water will be focused as an essential matter for sustaining life and ecosystem, and the water cycle and use of water resource will be discussed.
Week 4	Energy supply	Energy supply in ecosystem and energy issue in the human society will be discussed.
Week 5	What is "soil"?	The importance of soil in an ecosystem will be discussed in relation to ongoing environmental problems
Week 6	What is biodiversity and why is it important?	Basic features and current state of biodiversity will be discussed in relation to its importance for the human society.
Week 7	Applied ecology for sustainable resource management	Group activity is used to integrate the concepts learned in the previous lectures and apply them to ecological problem solving.
Week 8	Ecological issues of modern agriculture	Positive and negative impacts of agricultural modernization will be discussed.
Week 9	Food production and environmental conservation	Approaches to achieving food security without degrading environment will be discussed with concrete examples.
Week 10	Is resource development sustainable?	Focusing on mineral resources, issues related to demand and supply of natural resources will be discussed.
Week 11	Consequences of "unwanted" development	Environmental and social problems caused by "development" in the developing world will be discussed.
Week 12	Understanding multi-stakeholder problem solving	Group work will be used to integrate the concepts learned in the previous lectures and apply them to socio-ecological problem solving.
Week 13	Toward a sustainable society	Alternative models that may help build a sustainable society will be discussed.
Week 14	What is happening in the global environment and where do we go from here?	The course contents will be reviewed to grasp the current state of the global environment, and future prospects will be discussed.

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

Students are expected to review contents of individual lectures, thoroughly read distributed reading materials, and utilize the online learning support system as needed. Standard amount of time to be spent for this purpose are two hours each for preparation and review.

**[Textbooks]**

None. Reading materials will be distributed as needed.

**[References]**

To be announced as needed.

**[Grading criteria]**

Student performance will be graded based on quizzes (40 %), a final assignment (40 %), and participation (20%). Quizzes will be used to evaluate understanding of course materials (Course objectives 1 and 2). The final assignment will be an opportunity for students to demonstrate their understanding of the course material by presenting their personal analysis/opinion about the current state of human society (Course objective 3). Participation will be used to evaluate student performance in each class and in-class activities.

**[Changes following student comments]**

Although it is not always possible to strike a good balance between lecture and active student participation, additional efforts will be made to make the course more participatory.

**[Equipment student needs to prepare]**

Students will need to secure access to Hoppii.  
Students will also need to be able to participate in online class, as needed.

**[ ]**

The UN 2030 Agenda for Sustainable Development, or Sustainable Development Goals (SDGs) have come to be recognized as common tasks for the human society, which is, in a way, a manifestation of the severity of various problems we as a species are faced with. In light of this current situation, this course focuses on the concept of "sustainability" so as to provide students with an opportunity to learn about basic scientific aspects of environmental problems and also to learn about relevant social issues in an attempt to provide a view from a wider perspective.

BSC200LA

## Natural Science B

Naomi NISHIMURA

Subtitle :

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

Notes :

他学部公開： グローバル： 成績優秀： 実務教員：

## [Outline and objectives]

One of the most pressing issues the Earth is facing is environmental problems. Such environmental problems are universal issues, so all the people on the earth should cooperate to solve these problems. At the beginning of this course, each environmental problem will be focused from the chemical viewpoint. Then, the students with different backgrounds will delve into the matters. The ultimate goal of this course is that we think about these problems deeply by sharing possible solutions with each other.

## [Goal]

The goal of this course is for students to lean environmental problems through chemistry. The objective 1) entirely environmental problems in the world; 2) to learn them you understand basic chemistry; 3) they think about solving the imminent problems by themselves.

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

## [Method(s)]

Students will be tested on their knowledge of chemistry at the beginning of the course, and the contents for the first three weeks of the course will be decided, based on the test results. After that, many different environmental problems are explained each week.

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

なし / No

[Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
1	Introduction	Overview of the course and explanation of some terminology. Test your chemistry level.
2	Basic chemistry 1	Learning the chemical skills to study this course.
3	Basic chemistry 2	Learning the chemical skills to study this course.
4	Mini test-1	Review learning.
5	Environmental problems overview	Small topics of environmental problems.
6	Ozone holes	Stratospheric air chemistry.
7	Air pollution	Tropospheric air chemistry and effect of air pollution on our health.
8	Greenhouse effect	Climates change
9	Greenhouse effect-DVD	Climates change
10	Mini test-2	Review learning
11	Solid, toxic, and hazardous wastes	What do we do with the wastes?
12	Water pollution and water shortage	The basic chemistry of natural water.
13	Energy and fuels	Current energy system and alternative energy sources.
14	Final test	Overall review

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

Write short essays. 本授業の準備学習・復習時間は、各 2 時間を標準とします。University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

[Textbooks]

None. Reading materials will be distributed as needed.

[References]

None.

[Grading criteria]

Reaction Paper (30%), Mini tests (30%), Final test (40%)

[Changes following student comments]

none

[Equipment student needs to prepare]

none

[none]

none

[]

One of the most pressing issues the Earth is facing is environmental problems. Such environmental problems are universal issues, so all the people on the earth should cooperate to solve these problems. At the beginning of this course, each environmental problem will be focused from the chemical viewpoint. Then, the students with different backgrounds will delve into the matters. The ultimate goal of this course is that we think about these problems deeply by sharing possible solutions with each other.

LANe100LA

## Academic Literacy A

Thomas G. Power

Subtitle：

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

Notes：SGU コース

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

Academic Literacy A provides opportunities for students to improve their reading and oral communication skills, develop critical thinking skills, and express opinions effectively in discussions, written texts, and presentations. This course will help students to improve their academic skills and vocabulary skills necessary for success in a university setting. Students will submit assignments and receive feedback in Google Classroom.

## 【Goal】

The goal of this course is to provide students with instruction and practice of academic reading skills, develop a “scholarly voice” in discussions and presentations, to acquire more academic vocabulary, and to become more academically literate. The course textbook, University Success Reading, Transition Level, “helps students successfully work with challenging and engaging authentic content provided by top professors in their academic fields.”

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

## 【Method(s)】

Active participation is essential. There will be a brief lecture about academic reading and oral communication skills introduced in the textbook and an analysis and discussion of reading skills and passages each class. Homework will be given each week to prepare students for the next class. The interactive textbook and online learner lab (MyEnglishLab) provide additional ways to introduce authentic texts and review fundamental skills and critical thinking skills. Assignments must be completed and submitted in Google Classroom in a timely manner.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction	Syllabus, expectations and grading criteria / Writing emails
Week 2	Reading Skills I	Read actively / Skim & scan / How to avoid plagiarism
Week 3	Reading Skills II	Note-taking skills / Main ideas and details / Citing sources
Week 4	Presentation Skills	Review skills / Brainstorm and outline / Paraphrasing
Week 5	Critical Thinking Skills	Facts & opinions / Reliable sources / Summarizing
Week 6	Presentation Preparation and Research	Working draft / Slides & script / Develop an argument
Week 7	Mid-term Presentations	Presentations / Q & A / Peer Review
Week 8	Reading Skills III	Extended reading text / Synthesizing sources

Week 9	Reading Skills IV	Patterns of cohesion / Word parts & collocations
Week 10	Discussion Skills	Review skills / useful expressions for discussions
Week 11	Critical Thinking Skills	Implication and inference. Deliberate implications and direct statements
Week 12	Presentation Preparation & Research	Working draft / Slides and script / APA style
Week 13	Final Presentations & Peer Review	Presentations / Q & A / Student feedback
Week 14	Review and final assessment	Review of academic literacy skills / Comments.

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

If we cannot meet in the classroom on campus, there will be online real time meetings (Zoom) and on-demand lectures through Google Classroom. It is important that you are well prepared for each class and meet on time. If you are absent, you must complete all missed assignments, inform me in person or by email, and be ready for the next class.

University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

## 【Textbooks】

Zwier, Lawrence and Vosters, Maggie. (2020) University Success Reading, Transition Level. New Jersey: Pearson Education, Inc.

ISBN : 9780134400785

<https://www.pearson.co.jp/en/catalog/product.php?item=193008>

Additional handouts and reading materials will be provided by instructor.

## 【References】

Students are required to use the APA citation style when conducting research, writing summaries, and presenting research projects. Most research will be done on the internet and in the library.

## 【Grading criteria】

Final Evaluation will be based on:

Participation and regular attendance 30%

Homework and written assignments 30%

Two presentation projects 40%

More than three unexcused absences will result in a failing grade.

## 【Changes following student comments】

Not applicable.

【】

Academic Literacy A provides opportunities for students to improve their reading and oral communication skills, develop critical thinking skills, and express opinions effectively in discussions, written texts, and presentations. This course will help students to improve their academic skills and vocabulary skills necessary for success in a university setting. Students will submit assignments and receive feedback in Google Classroom.

LANe100LA

## Academic Literacy B

Thomas G. Power

Subtitle：

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

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

The aim of Academic Literacy B is to provide students with opportunities to review and to improve their academic reading and oral communication skills, think critically, and present their opinions effectively in discussions, written responses, and two research projects. This course is designed to help students further develop transferable academic skills necessary for success in a university setting.

## 【Goal】

The course textbook, University Success Reading, Transition Level, “helps students successfully work with challenging and engaging authentic content provided by top professors in their academic fields.” There are five major subject areas (Sociology, Economics, Biology, Humanities, and Environmental Engineering). Each unit has three parts: Part 1 and Part 2 focus on the fundamental and critical thinking skills most relevant for students preparing for university degrees; Part 3 introduces students to extended practice with the skills. Academic Literacy B focuses on fluency and accuracy, reading and research skills, and visual presentation and discussion skills.

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

## 【Method(s)】

This is an online class with no face-to-face classes in the Spring semester. Classes will be held in real time in Zoom or through on-demand lectures in Google Classroom. Active participation is essential. There will be a brief lecture about academic reading and oral communication skills introduced in the textbook and an analysis and discussion of reading passages each class. Students will improve their academic reading skills and oral communication skills through participation in pair and group activities, lectures, reading and writing assignments, class discussions, and two research projects. Homework will be given each week to prepare students for the following class. The interactive textbook and online learner lab (MyEnglishLab) provide additional ways to introduce authentic texts and review fundamental skills and critical thinking skills.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Introduction Review Skills Unit 3 Biology	Explanation of the course, class expectations, and grading criteria. Understand and recognize patterns of cohesion: cause/effect, compare/contrast, problem/solution Use outlines and graphic organizers
Week 2	Review Skills Unit 3 Biology	Evaluate evidence and argumentation Recognize and deal with faulty rhetoric Understand extended metaphor Identify and use expressions of function and purpose
Week 3	Unit 4 Humanities Part 1	Fundamental Skills: Develop and increase reading fluency Tolerating ambiguity Recognize and use rhetorical techniques Understand nominalization
Week 4	Unit 4 Humanities Part 2	Critical Thinking Skills: Synthesis information from several sources Understand multiple perspectives Evaluate the credibility and motives of sources Understand and use direct and indirect quotations Appreciate hedging

Week 5	Unit 4 Humanities Part 3	Extended Reading and Lecture: Cultivation of the Educated Person Passage: The Cultivation of Higher Learning Thinking Critically and Visually Thinking about Language Research Project
Week 6	Preparation of Research Projects	Students conduct research and prepare a research project related to a variety of philosophies and theories in education today. Students are encouraged to present a biographical portrayal, model debate, or persuasive speech.
Week 7	Group A: Presentations about Research Projects	Students from Group A present research projects about notable educational philosophers and theorists of the last 150 years.
Week 8	Group B: Presentations about Research Projects	Students from Group B present research projects about notable educational philosophers and theorists of the last 150 years.
Week 9	Unit 5 Environmental Engineering Part 1	Fundamental skills: Interpret visuals Understand text references to visuals Interpret the information in visuals Refer to visual data within and beyond a reading Recognize and learn multiword vocabulary items
Week 10	Unit 5 Environmental Engineering Part 2	Critical Thinking Skills: Definitions and Classifications Understand definitions and classifications Recognize and understand definitions within a text Work with classifications Understand and produce references to other sources Understand and use clarifiers
Week 11	Unit 5 Environmental Engineering Part 3	Extended Reading: In Pursuit of Clean Air Passage: Sources of Indoor Air Pollutants Thinking Critically and Visually Thinking about Language: nominalization and hedging
Week 12	Preparation of Research Project	Students prepare a research project related to the ways in which gaseous pollutants and particulate matter can detrimentally affect individuals' health. Students are encouraged to present a short audio documentary, a slideshow, or a short lecture.
Week 13	Presentations of Research Project	Students present research projects which compare and contrast a gaseous pollutant with a type of particulate matter, explain the process by which one pollutant is emitted and affects human health, and consider its implications for the future.
Week 14	Presentations of Research Projects Final Assessment	Students present research projects. Final comments

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

Students will use Zoom and Google Classroom in this course. Students are expected to come prepared to the online class by doing the readings and homework in advance. Research projects are to be completed outside of class, but the contents will be shared and discussed in class. The research projects will have both a written and visual component.



Late work will not be accepted unless there is a good reason (illness, emergency). University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

**[Textbooks]**

Zwier, Lawrence and Vosters, Maggie. (2020) University Success Reading, Transition Level. New Jersey: Pearson Education, Inc.  
ISBN : 9780134400785

<https://www.pearson.co.jp/en/catalog/product.php?item=193008>

Additional handouts and reading materials will be provided by instructor.

**[References]**

Students are required to use the APA citation style when conducting research, writing summaries, and presenting research projects. Most research will be done on the internet and in the library.

**[Grading criteria]**

Final Evaluation will be based on:

Participation and regular attendance 20%

Homework and written assignments 30%

Two research projects 50%

More than three unexcused absences will result in a failing grade.

**[Changes following student comments]**

Not applicable.

**[Equipment student needs to prepare]**

Students need access to the internet and use of Zoom with audio and video capabilities.

**[I]**

The aim of Academic Literacy B is to provide students with opportunities to review and to improve their academic reading and oral communication skills, think critically, and present their opinions effectively in discussions, written responses, and two research projects. This course is designed to help students further develop transferable academic skills necessary for success in a university setting.

LANe100LA

## College Writing A

Thomas G. Power

Subtitle :

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

Notes : SGU コース

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

College Writing A introduces the formal structures of academic writing and ways to use original sources. Students will examine essay structures, the writing process, critical thinking skills, and ways to avoid plagiarism. This class will build confidence and competence in writing more generally while preparing students for College Writing B, in which they will write a formal research paper.

## 【Goal】

The goals of this course are to:

1. Study format and structure of an academic essay
2. Analyze different kinds of essays
3. Proofread, edit, and revise essay drafts
4. Evaluate and use academic sources
5. Express opinions and support them in argumentation
6. Develop critical thinking skills and a logical progression of thought.

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

## 【Method(s)】

Each class consists of a short lecture or demonstration of academic writing principles and a number of writing or editing exercises, as well as discussion activities. Often students will work together on exercises, both in small groups and as a class. Students will submit assignments and receive feedback in Google Classroom. Assignments must be completed in a timely manner.

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Course introduction	Overview of the course
Week 2	Review Academic Writing Skills	Paragraph organization / topic sentence / supporting sentences / concluding sentence / transitions / citing sources
Week 3	Essay Structure I	Introduction: the hook and thesis statement / analysis of different essays
Week 4	Essay Structure II	Body Paragraphs: topic sentences / transitions / analysis of different essays
Week 5	Essay Structure III	Conclusion: restate or summarize / in-text citations, quotations, references
Week 6	Writing Process	First steps: brainstorming and outlining / how to construct an argument
Week 7	Using Original Sources I	Direct quotation and paraphrasing
Week 8	Using Original Sources II	Summarizing and synthesizing

Week 9	What is IMRaD?	Different kinds of organization / literature review
Week 10	Essay Practice I	Brainstorming and outlining / Reaction essay about Units 1-3
Week 11	Essay Practice II	Introduction: peer review and self-editing / analysis of different essays
Week 12	Essay Practice III	Body paragraphs: peer review and self-editing / analysis of different essays
Week 13	Essay Practice IV	Conclusion paragraph: peer review and self-editing / revision of reaction essay
Week 14	Final Essay Assessment	Student reports on final reaction essays / comments

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

If we cannot meet in the classroom on campus, there will be online real time meetings (Zoom) and on-demand lectures through Google Classroom. It is important that you are well prepared for each class and meet on time. If you are absent, you must complete all missed assignments, inform me in person or by email, and be ready for the next class.

University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

## 【Textbooks】

Folse, Keith S. and Pugh, Tison. (2020). Great Writing 5: From Great Essays to Research. Boston: National Geographic Learning. ISBN 978-0-357-02086-9

Additional handouts and reading materials will be provided by instructor.

## 【References】

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

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

## 【Grading criteria】

30% Attendance and participation: discussions, group work, pair work, in class exercises and peer review.

40% Written assignments.

30% Final reaction essay

More than three unexcused absences will result in a failing grade.

【Changes following student comments】

Not Applicable.

【】

College Writing A introduces the formal structures of academic writing and ways to use original sources. Students will examine essay structures, the writing process, critical thinking skills, and ways to avoid plagiarism. This class will build confidence and competence in writing more generally while preparing students for College Writing B, in which they will write a formal research paper.

LANe100LA

## College Writing B

Thomas G. Power

Subtitle：

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

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

## [Outline and objectives]

College Writing B focuses on the formal structures and styles of academic writing and the research writing process. We will review the argumentative essay and study the organization of a cause-effect essay and a comparison and contrast essay. We will study specific vocabulary, original sources, and styles of writing particular to university research. Students will gain confidence and competence in expressing their opinions and thoughts in essay writing, class presentations, and the writing of a research paper.

## [Goal]

This writing course covers the following areas:

1. Review a variety of essay organizations and formats
2. Study the research writing process
3. Plan, outline, and organize a research paper
4. Choose, evaluate, and use sources in APA citation style
5. Proofread, edit, and revise essays
6. Discuss topics in small groups related to reading materials
7. Analyze and synthesize information and ideas from sources
8. Develop a thesis statement, research summary, and a strong conclusion
9. Make a presentation in an academic style to the class
10. Write a research paper.

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

## [Method(s)]

This is an online class with no face-to-face classes in the Spring semester. Classes will be held in real time in Zoom or through on-demand lectures in Google Classroom. There will be a brief lecture or demonstration about academic writing principles and example essays for analysis and discussion each class. Students will share and edit each other's writings and will be asked to give and receive constructive feedback on assignments. There will be pair work and collaborative group activities as well as short reports and presentations.

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

あり / Yes

[Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
Week 1	Course Introduction	Self-introductions, information about syllabus
Week 2	What is a Research Paper?	Steps in Writing a Research Paper Using Information from Sources Using Direct Quotation and Paraphrasing Methods of Citing Sources Evaluating Sources Reference Lists
Week 3	Review Argumentative Essay	What is an Argumentative Essay? Arguing Pro and Con Outlining an Argumentative Essay: Writing a thesis statement Counterarguments and refutations
Week 4	Review Argumentative Essay	Building Better Vocabulary & Sentences Analyzing and evaluating sample outlines and argumentative essays Brainstorm and decide on a research topic
Week 5	Reading / Research Skills	Analyzing various texts Synthesizing and summarizing Citing Sources
Week 6	Reading / Research Skills	Developing research summaries Writing a strong thesis statement for a research paper
Week 7	Comparison and Contrast Essays	What is a Comparison or a Contrast Essay? Patterns of Organization Analyzing a comparison or a contrast essay Supporting Information

Week 8 Comparison and Contrast Essays

Grammar: Connectors for Comparison and Contrast Essays  
Grammar: Subject Adjective Clauses

Building Better Vocabulary  
Building Better Sentences

Week 9 Writing a Research Paper

Brainstorming and Outlining  
Evaluating an outline of an essay or research paper

Locating specific information for the outline

Analyzing an example research paper

Week 10 Cause-Effect Essay

What is a Cause-Effect Essay?

Analyzing a cause-effect essay

Week 11 Cause-Effect Essay

Developing and outlining a cause-effect essay

Grammar: Connectors for Cause-Effect Essays

Building Better Vocabulary & Sentences

Week 12 First Draft of a Research Paper

Writing a first draft

Peer feedback

In-text citations and references  
APA style

Week 13 Revision of the Research Paper

Revision of outline and final draft

Consultations with students about research paper

Week 14 Course Review

Submission of Research Paper

In class presentations

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

Students will use Zoom and Google Classroom in this course. Students are expected to come prepared to the online class by doing the readings and homework in advance. Late work will not be accepted unless there is a good reason (illness, emergency).

University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

[Textbooks]

Folse, Keith S. and Pugh, Tison. (2020). Great Writing 5: From Great Essays to Research. Boston: National Geographic Learning. ISBN 978-0-357-02086-9

Additional handouts and reading materials will be provided by instructor.

[References]

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

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

[Grading criteria]

30% In-class participation: discussions, group work, pair work and peer review.

30% Written assignments.

30% Final research paper.

10% Short presentation about final paper.

More than three unexcused absences will result in a failing grade.

[Changes following student comments]

Not Applicable.

[Equipment student needs to prepare]

Students need access to the internet and use of Zoom with audio and video capabilities.

[]

College Writing B focuses on the formal structures and styles of academic writing and the research writing process. We will review the argumentative essay and study the organization of a cause-effect essay and a comparison and contrast essay. We will study specific vocabulary, original sources, and styles of writing particular to university research. Students will gain confidence and competence in expressing their opinions and thoughts in essay writing, class presentations, and the writing of a research paper.

LANj100LF

## Elementary Foreign Languages A

Sonoko YAMAMOTO

Subtitle：(J1)

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

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

## [Outline and objectives]

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

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

## [Goal]

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

・このクラスでは、にほんごをつかってかんたんなコミュニケーションができるようになります。

・かんじを 60 ぐらいよんだりかいたりすることができます。

・CEFR の A1 レベルのちからがつきます。

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

## [Method(s)]

Method is as follows:

進(すす)め方(かた)と方法(ほうほう)は つぎのとおりです。

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

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

きはんてきなぶんぼうや、かんじ、ことばなどもべんきょうします。

## Feedback for assignments:

フィードバック：

Submission of assignments and feedback will be on Google Classroom. しゅくだいのていしゅつ・フィードバックは、Google Classroom でします。

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

あり/Yes

## [Fieldwork in class]

なし/No

## [Schedule]

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

7	Lesson 7	L7. It's beautiful photograph, isn't it? (describing things and states using adjectives) kanji 3 L7. きれいなしゃしんですね かんじ 3
8	Mid-term Exam (L1-L7) Lesson 8 ①	Mid-term Exam (L1-L7) L8. Where is Mt.Fuji? (asking and telling the location of people/things) kanji 4 L8. ふじさんはどこにありますか かんじ 4
9	Lesson 8 ② Lesson 9 ①	L8(2) L9. What kind of sports do you like? (expressing preferences /reasons) kanji 5 L8(2) L9. どんなスポーツが好きですか かんじ 5
10	Lesson 9 ② Lesson10 ①	L9(2) L10. I learned the tea ceremony from Ms.Watanabe (talking about giving and receiving presents, ordering at the cafe) kanji 6 L9(2) L10. わたしはわたなべさんにおちゃをならいました かんじ 6
11	Lesson10 ② Lesson11	L10(2) L11. Which is colder, Tokyo or Seoul? (comparing things using adjectives) kanji 7 L10(2) L11. とうきょうとソウルとどちらがさむいですか かんじ 7
12	Lesson12 Lesson13 ①	L12. How was your trip? (expressing impressions on past events) L13. We want something to eat, don't we? (expressing what you want and want to do) kanji 8 L12. りょうごはどうでしたか L13. なにかたべたいですね かんじ 8
13	Lesson13 ② Lesson14 ①	L13(2) L14. My hobby is listening to music(talking about hobbies) kanji 9 L13(2) L14. わたしのしゅみはおんがくをきくことです かんじ 9
14	Lesson14 ② Final Exam(L8-L14) Review	L14(2) kanji 10 Final Exam(L8-L14) Review L14(2) かんじ 10 きまつテスト (L8-L14) ふくしゅう

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

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

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

よしゅうとふくしゅうを 1じかんぐらい します。

かんじとぶんぼうのしゅくだいを します。

**[Textbooks]**

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

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

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

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

**[References]**

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

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

**[Grading criteria]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

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

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

へいじょうてん：20 %

ちゅうかんテスト：20 %

きまつテスト：20 %

しゅくだい：20 %

クイズ：20 %

\*このクラスは、J1 そうごう I、II、III (げつようび・かようび・きんようび) がセットです。

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

**[Changes following student comments]**

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

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

**[Equipment student needs to prepare]**

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

**[Others]**

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

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

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

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

**[I]**

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

LANj100LF

## Elementary Foreign Languages A

Ayaka Kawachi

Subtitle：(J2)

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

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

Lesson	Lesson	Lesson
4	Lesson7-9	L7(2) L8.Where is Mt.Fuji? L9.What kind of sports do you like? Kanji1 L7(2) L8. ふじさんは どこに ありますか L9. どんな スポーツが好きですか かんじ1
5	Lesson10-11	L10.I learned the tea ceremony from Ms.WatanabeL L11.Which is colder, Tokyo or Seoul? Kanji2 L10. わたしは わたなべさんに おちゃを ならいました L11. とうきょうと ソウルと どちらが さむいですか かんじ2
6	Lesson11-13	L11(1) L12.How was your trip? L13.We want something to eat, don't we? Kanji3 L11(2) L12. りょうは どうでしたか L13. なにか たべたいですね かんじ3
7	Lesson13-14	L13(2) L14.My hobby is listening to music Kanji4 L13(2) L14. わたしの しゅみは おんがくを きくことです かんじ4
8	Lesson14 Review Mid-term Exam (L1 - 14)	Review Mid-term Exam (L1-L14) Kanji5 L14(2) ちゅうかんテスト (L1-L14) かんじ5
9	Lesson15-16	15.Others are using it now L16.May I touch it a little? Kanji6 L15. いま、ほかのひとが つかって います L16. ちょっとさわってもいいですか かんじ6
10	Lesson16-17	L16(2) L17.Please don't overdo it Kanji7 L16(1) L17. あまりむりを ししないでください かんじ7
11	Lesson18-19	L18.I have never seen sumoL L19.I think the station is bright and clean Kanji8 L18. すもうを みたことがありません L19. えきは あかるくて、きれいだとおもいます かんじ8
12	Lesson19-20	L19(2) 20.This is a T-shirt that I got from my girlfriend kanji9 L19(2) L20. これは かのじよから もらった T シャツです かんじ9

## [Outline and objectives]

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

このクラスは、しょきゅうぜんはんレベルのがくせいのための そうごうクラスです。

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

## [Goal]

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

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

・かんじを 150 ぐらい よんだり かいたりすることができます。

・CEFR の A2 レベルの ちからが つきます。

・JLPT の N5 レベルの ちからが つきます。

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

## [Method(s)]

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

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

きほんてきな ぶんぼうや、かんじ、ことばなども べんきょうします。

## Feedback for assignments:

フィードバック：

Submission of assignments and feedback will be on Google Classroom. しゅくだいの ていしゅつ・フィードバックは、Google Classroom でします。

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

あり / Yes

## [Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
1	Lesson1-3	L1.I am Lin Tai L2.What is that CD? L3.This is Yuri University Hiragana1 L1. わたしは リン・タイです L2. それは なんの CD ですか L3. ここは ゆりだいがくです ひらがな 1
2	Review (Lesson1-3) Lesson4-5	L4.What are you going to do tomorrow? L5.What time is it now in Sydney? Hiragana2 Katakana1 L4. あした なにを しますか L5. シドニーは いま なんじですか ひらがな2 カタカナ1
3	Lesson5-7	L5(2) L6.I 'm going to Kyoto L7.It's beautiful photograph, isn't it? Katakana2 L5(2) L6. きょうとへ いきます L7. きれいな しゃしんですね カタカナ2

13	Lesson21-22	L21.If it rains, the tour will be cancelled L22.You cooked a meal for me kanji 10 L21. あめが ふったら、ツアーはちゅうしです L22. しょくじをつくってくれました かんじ 10
14	Lesson22 Review Final Exam(L15-L22)	Lesson22(2) Review Final Exam(L15-L22) きまつテスト (L15-L22) ふくしゅう

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

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

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

よしゅうとふくしゅうを 1じかんぐらいしてください。

かんじとぶんぼうのしゅくだいがあります。

**[Textbooks]**

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

[DAICHI I Translation of the main text and grammar notes] 3 A network (2,000yen + tax) 978-4883194773

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

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

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

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

**[References]**

なし

**[Grading criteria]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

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

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

へいじょうてん：20 %

ちゅうかんテスト：20 %

きまつテスト：20 %

しゅくだい：20 %

クイズ：20 %

\*このクラスは、J 2 そうごう I、II、III (げつようび・かようび・きんようび) がセットです。

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

**[Changes following student comments]**

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

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

**[Equipment student needs to prepare]**

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

**[Others]**

\* Please note that J2 General consists of J2 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

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

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

**[I]**

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

LANj100LF

## Elementary Foreign Languages A

Akiko Kometani

Subtitle：(J3)

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

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

## [Outline and objectives]

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

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

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

## [Goal]

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

・日本語をつかって、コミュニケーションができるようになります。

・かんじを 300 ぐらいよんだりかいたりすることができます。

・CEFR の A2 + レベルのちからがつかます。

・JLPT の N4 レベルのちからがつかます。

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

## [Method(s)]

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

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

きほんてきなぶんぼうや、かんじ、ことばなどもべんきょうします。

## Feedback for assignments:

フィードバック：

Submission of assignments and feedback will be on Google Classroom. しゅくだいの ていしゅつ・フィードバックは、Google Classroom でします。

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

あり/Yes

## [Fieldwork in class]

なし/No

## [Schedule]

No.	Theme	Contents
1	Lesson23、24	Self introduction L23. If you cross the bridge, you'll see a park on your left L24. You can enter this zoo even at night L23. はしを わたると、ひだりに こうえんが あります L24. このどうぶつえんはよるでも はいれます
2	Lesson24、25	L24 (2) L25. Have you already decided what you'll do? L24 (2) L25. なにを やるか もうきめましたか
3	Lesson25、26	L25 (2) L26. I got this when I participated in a soccer training camp L25 (2) L26. サッカーのがっしゅくに さんかしたとき もらいました
4	Lesson26、27	L26 (2) Lesson27. How long have you had a fever? L26 (2) L27. いつから ねつがあるんですか

5	Lesson27、28、29	L27 (2) L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L27 (2) L28. そらに ほしが でています L29. せきにんの ある しごとだし、あたらしい けいけんが できるし…
6	Lesson29、30	L29 (2) L30. I'm thinking of going to confectionary school L29 (2) L30. おかしの せんもんがっこうにはいろうと おもっています
7	Lesson30 Review Mid-term Exam (L23-30) Lesson31	L30. (2) Review Mid-term Exam (L23-30) L31. I'll have it checked by tomorrow L30. (2) ふくしゅう ちゅうかんテスト (L23-30) L31. あしたまでに みておきます L31 (2) L32. You should not peel apples L31 (2) L32. りんごの かわは むかないほうが いいですね L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまが あれば べんりです L34. しあいに まけて しまいました
8	Lesson31、32	L34 (2) L35. I try to carry an umbrella L34 (2) L35. かさを もちあるくように しています
9	Lesson33、34	L33. (2) L35. I try to carry an umbrella L34 (2) L35. かさを もちあるくように しています
10	Lesson34、35	L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くこのことばにほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L37 (2) L38. さるに ちゅういしろ という いみです
11	Lesson36、37	L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょこうのとき つかおうとおもって かったのに… L40. むすこを じゅくにいかせたいんですが…
12	Lesson37、38	L40 (2) Review Final Exam(L31-L40) L40 (2) ふくしゅう きまつテスト (L31-L40)
13	Lesson39、40	L40 (2) Review Final Exam(L31-L40) L40 (2) ふくしゅう きまつテスト (L31-L40)
14	Lesson40 Review Final Exam(L31-L40)	L40 (2) Review Final Exam(L31-L40) L40 (2) ふくしゅう きまつテスト (L31-L40)

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

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

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

よしゅうとふくしゅうを 1じかんぐらい してください。

ことばとかんじ、ぶんぼうの しゅくだいがあります。



**[Textbooks]**

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

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

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

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

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

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

**[References]**

とくにありません

**[Grading criteria]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Essay : 20 %

※ Regular attendance of classes is required.

※ J3 General consists of J3 General I, II, III (Monday, Tuesday, Friday).

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

平常点 (へいじょうてん) : 20 %

中間 (ちゅうかん) テスト : 20 %

期末 (きまつ) テスト : 20 %

宿題 (しゅくだい) : 20 %

作文 (さくぶん) : 20 %

\*このクラスは、J 3 とうごう I、II、III (げつようび・かようび・きんようび) がセットです。

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

**[Changes following student comments]**

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

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

**[Equipment student needs to prepare]**

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

**[Others]**

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

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

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

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

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

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

**[]**

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

LANj100LF

## Elementary Foreign Languages B

Sonoko YAMAMOTO

Subtitle：(J1)

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

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

## [Outline and objectives]

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

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

## [Goal]

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

・このクラスでは、にほんごをつかってかんたんなコミュニケーションができるようになります。

・かんじを 60 ぐらいよんだりかいたりすることができます。

・CEFR の A1 レベルのちからがつきます。

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

## [Method(s)]

Method is as follows:

進(すす)め方(かた)と方法(ほうほう)は つぎのとおりです。

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

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

きはんてきなぶんぼうや、かんじ、ことばなどもべんきょうします。

## Feedback for assignments:

フィードバック：

Submission of assignments and feedback will be on Google Classroom. しゅくだいのていしゅつ・フィードバックは、Google Classroom でします。

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

あり/Yes

## [Fieldwork in class]

なし/No

## [Schedule]

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

7	Lesson 7	L7. It's beautiful photograph, isn't it? (describing things and states using adjectives) kanji 3 L7. きれいなしゃしんですね かんじ3
8	Mid-term Exam (L1-L7) Lesson 8 ①	Mid-term Exam (L1-L7) L8. Where is Mt.Fuji? (asking and telling the location of people/things) kanji 4 L8. ふじさんはどこにありますか かんじ4
9	Lesson 8 ② Lesson 9 ①	L8(2) L9. What kind of sports do you like? (expressing preferences /reasons) kanji 5 L8(2) L9. どんなスポーツが好きですか かんじ5
10	Lesson 9 ② Lesson10 ①	L9(2) L10. I learned the tea ceremony from Ms.Watanabe (talking about giving and receiving presents, ordering at the cafe) kanji 6 L9(2) L10. わたしはわたなべさんにおちゃをならいました かんじ6
11	Lesson10 ② Lesson11	L10(2) L11. Which is colder, Tokyo or Seoul? (comparing things using adjectives) kanji 7 L10(2) L11. とうきょうとソウルとどちらがさむいですか かんじ7
12	Lesson12 Lesson13 ①	L12. How was your trip? (expressing impressions on past events) L13. We want something to eat, don't we? (expressing what you want and want to do) kanji 8 L12. りょうごはどうでしたか L13. なにかたべたいですね かんじ8
13	Lesson13 ② Lesson14 ①	L13(2) L14. My hobby is listening to music(talking about hobbies) kanji 9 L13(2) L14. わたしのしゅみはおんがくをきくことです かんじ9
14	Lesson14 ② Final Exam(L8-L14) Review	L14(2) kanji 10 Final Exam(L8-L14) Review L14(2) かんじ10 きまつテスト (L8-L14) ふくしゅう

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

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

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

よしゅうとふくしゅうを1じかんぐらいしてください。

かんじとぶんぼうのしゅくだいがあります。

**[Textbooks]**

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

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

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

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

**[References]**

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

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

**[Grading criteria]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

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

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

へいじょうてん：20 %

ちゅうかんテスト：20 %

きまつテスト：20 %

しゅくだい：20 %

クイズ：20 %

\*このクラスは、J1 そうごう I、II、III (げつようび・かようび・きんようび) がセットです。

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

**[Changes following student comments]**

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

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

**[Equipment student needs to prepare]**

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

**[Others]**

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

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

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

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

**[I]**

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

LANj100LF

## Elementary Foreign Languages B

Hiroyuki KANEKO

Subtitle：(J2)

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

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

<p><b>[Outline and objectives]</b> This course is designed for beginner-level students. It aims to develop students' basic communication skills in Japanese in daily situations. このクラスは、しょきゅうぜんはんレベルのがくせいのための そうごうクラスです。 もくてきは、にほんごで かんたんな コミュニケーションができるようになることです。</p>	4	Lesson7-9	L7(2) L8.Where is Mt.Fuji? L9.What kind of sports do you like? Kanji1 L7(2) L8. ふじさんは どこに ありますか L9. どんな スポーツがすきですか かんじ1												
<p><b>[Goal]</b> By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.1 (Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N5 (or halfway to N4) in JLPT (the Japanese Language Proficiency Test scale). ・このクラスでは、にほんごをつかって きほんてきな コミュニケーションができるようになります。 ・かんじを 150 ぐらい よんだり かいたりすることができます。 ・CEFR の A2 レベルの ちからが つきます。 ・JLPT の N5 レベルの ちからが つきます。</p>	5	Lesson10-11	L10.I learned the tea ceremony from Ms.WatanabeL L11.Which is colder, Tokyo or Seoul? Kanji2 L10. わたしは わたなべさんに おちゃを ならいました L11. とうきょうと ソウルと どちらが さむいですか かんじ2												
<p><b>[Which item of the diploma policy will be obtained by taking this class?]</b></p> <p><b>[Method(s)]</b> The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.</p>	6	Lesson11-13	L11(1) L12.How was your trip? L13.We want something to eat, don't we? Kanji3 L11(2) L12. りょうは どうでしたか L13. なにか たべたいですね かんじ3												
<p>にちじょうてきな コミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたりします。 きほんてきな ぶんぼうや、かんじ、ことばなども べんきょうします。</p> <p><b>Feedback for assignments:</b> フィードバック： Submission of assignments and feedback will be on Google Classroom. しゅくだいの ていしゅつ・フィードバックは、Google Classroom でします。</p>	7	Lesso13-14	L13(2) L14.My hobby is listening to music Kanji4 L13(2) L14. わたしの しゅみは おんがくを きくことです かんじ4												
<p><b>[Active learning in class (Group discussion, Debate.etc.)]</b> あり / Yes</p> <p><b>[Fieldwork in class]</b> なし / No</p>	8	Lesson14 Review Mid-term Exam (L1 - 14)	L14(2) Review Mid-term Exam (L1-L14) Kanji5 L14(2) ちゅうかんテスト (L1-L14) かんじ5												
<p><b>[Schedule]</b></p> <table border="1"> <thead> <tr> <th>No.</th> <th>Theme</th> <th>Contents</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Lesson1-3</td> <td>L1.I am Lin Tai L2.What is that CD? L3.This is Yuri University Hiragana1 L1. わたしは リン・タイです L2. それは なんの CD ですか L3. ここは ゆりだいがくです ひらがな 1</td> </tr> <tr> <td>2</td> <td>Review (Lesson1-3) Lesson4-5</td> <td>L4.What are you going to do tomorrow? L5.What time is it now in Sydney? Hiragana2 Katakana1 L4. あした なにを しますか L5. シドニーは いま なんじですか ひらがな2 カタカナ 1</td> </tr> <tr> <td>3</td> <td>Lesson5-7</td> <td>L5(2) L6.I 'm going to Kyoto L7.It's beautiful photograph, isn't it? カタカナ 2 L5(2) L6. きょうとへ いきます L7. きれいな しゃしんですね カタカナ 2</td> </tr> </tbody> </table>	No.	Theme	Contents	1	Lesson1-3	L1.I am Lin Tai L2.What is that CD? L3.This is Yuri University Hiragana1 L1. わたしは リン・タイです L2. それは なんの CD ですか L3. ここは ゆりだいがくです ひらがな 1	2	Review (Lesson1-3) Lesson4-5	L4.What are you going to do tomorrow? L5.What time is it now in Sydney? Hiragana2 Katakana1 L4. あした なにを しますか L5. シドニーは いま なんじですか ひらがな2 カタカナ 1	3	Lesson5-7	L5(2) L6.I 'm going to Kyoto L7.It's beautiful photograph, isn't it? カタカナ 2 L5(2) L6. きょうとへ いきます L7. きれいな しゃしんですね カタカナ 2	9	Lesson15-16	15.Others are using it now L16.May I touch it a little? Kanji6 L15. いま、ほかのひとが つかって います L16. ちょっとさわってもいいですか かんじ6
No.	Theme	Contents													
1	Lesson1-3	L1.I am Lin Tai L2.What is that CD? L3.This is Yuri University Hiragana1 L1. わたしは リン・タイです L2. それは なんの CD ですか L3. ここは ゆりだいがくです ひらがな 1													
2	Review (Lesson1-3) Lesson4-5	L4.What are you going to do tomorrow? L5.What time is it now in Sydney? Hiragana2 Katakana1 L4. あした なにを しますか L5. シドニーは いま なんじですか ひらがな2 カタカナ 1													
3	Lesson5-7	L5(2) L6.I 'm going to Kyoto L7.It's beautiful photograph, isn't it? カタカナ 2 L5(2) L6. きょうとへ いきます L7. きれいな しゃしんですね カタカナ 2													
			L16(2) L17.Please don't overdo it Kanji7 L16(1) L17. あまり むりを ししないでください かんじ7												
			L18.I have never seen sumoL L19.I think the station is bright and clean Kanji8 L18. すもうを みたことがありません L19. えきは あかるくて、きれいだとおもいます かんじ8 L19(2) 20.This is a T-shirt that I got from my girlfriend kanji9 L19(2) L20. これは かのじよから もらった T シャツです かんじ9												

13	Lesson21-22	L21.If it rains, the tour will be cancelled L22.You cooked a meal for me kanji 10 L21. あめが ふったら、ツアーは ちゅうしです L22. しょくじをつくって くれました かんじ 10
14	Lesson22 Review Final Exam(L15-L22)	Lesson22(2) Review Final Exam(L15-L22) きまつテスト (L15-L22) ふくしゅう

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

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

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

よしゅうと ふくしゅうを 1じかんぐらいしてください。

かんじと ぶんぽうの しゅくだいがあります。

**[Textbooks]**

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

[DAICHI I Translation of the main text and grammar notes] 3 A network (2,000yen + tax) 978-4883194773

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

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

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

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

**[References]**

なし

**[Grading criteria]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

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

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

へいじょうてん： 20 %

ちゅうかんテスト： 20 %

きまつテスト： 20 %

しゅくだい： 20 %

クイズ： 20 %

\*このクラスは、J 2 とうごう I、II、III (げつようび・かようび・きんようび) がセットです。

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

**[Changes following student comments]**

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

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

**[Equipment student needs to prepare]**

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

**[Others]**

\* Please note that J2 General consists of J2 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

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

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

**[I]**

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

LANj100LF

## Elementary Foreign Languages B

Ayaka Kawachi

Subtitle：(J3)

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

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

## [Outline and objectives]

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

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

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

## [Goal]

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

・日本語をつかって、コミュニケーションができるようになります。

・かんじを 300 ぐらいよんだりかいたりすることができます。

・CEFR の A2 + レベルのちからがつかます。

・JLPT の N4 レベルのちからがつかます。

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

## [Method(s)]

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

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

きほんてきなぶんぼうや、かんじ、ことばなどもべんきょうします。

## Feedback for assignments:

フィードバック：

Submission of assignments and feedback will be on Google Classroom. しゅくだいの ていしゅつ・フィードバックは、Google Classroom でします。

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

あり/Yes

## [Fieldwork in class]

なし/No

## [Schedule]

No.	Theme	Contents
1	Lesson23、 24	Self introduction L23. If you cross the bridge, you'll see a park on your left L24. You can enter this zoo even at night L23. はしを わたると、ひだりに こうえんが あります L24. このどうぶつえんはよるでも はいれます
2	Lesson24、 25	L24 (2) L25. Have you already decided what you'll do? L24 (2) L25. なにを やるか もうきめましたか
3	Lesson25、 26	L25 (2) L26. I got this when I participated in a soccer training camp L25 (2) L26. サッカーのがっしゅくに さんかしたとき もらいました
4	Lesson26、 27	L26 (2) Lesson27. How long have you had a fever? L26 (2) L27. いつから ねつがあるんですか

5	Lesson27、 28、 29	L27 (2) L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L27 (2) L28. そらに ほしが でています L29. せきにんの ある しごとだし、あたらしい けいけんが できるし…
6	Lesson29、 30	L29 (2) L30. I'm thinking of going to confectionary school L29 (2) L30. おかしの せんもんがっこうにはいろうと おもっています
7	Lesson30 Review Mid-term Exam (L23-30) Lesson31	L30. (2) Review Mid-term Exam (L23-30) L31. I'll have it checked by tomorrow L30. (2) ふくしゅう ちゅうかんテスト (L23-30) L31. あしたまでに みておきます L31 (2) L32. You should not peel apples L31 (2) L32. りんごの かわは むかないほうが いいですね L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまが あれば べんりです L34. しあいに まけて しまいました
8	Lesson31、 32	L34 (2) L35. I try to carry an umbrella L34 (2) L35. かさを もちあるくように しています
9	Lesson33、 34	L33. (2) L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くこのことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L37 (2) L38. さるに ちゅういしろ という いみです
10	Lesson34、 35	L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょこうのとき つかおうとおもって かったのに… L40. むすこを じゅくにいかせたいんですが…
11	Lesson36、 37	L40 (2) Review Final Exam(L31-L40) L40 (2) ふくしゅう きまつテスト (L31-L40)
12	Lesson37、 38	L40 (2) Review Final Exam(L31-L40) L40 (2) ふくしゅう きまつテスト (L31-L40)
13	Lesson39、 40	L40 (2) Review Final Exam(L31-L40) L40 (2) ふくしゅう きまつテスト (L31-L40)
14	Lesson40 Review Final Exam(L31-L40)	L40 (2) Review Final Exam(L31-L40) L40 (2) ふくしゅう きまつテスト (L31-L40)

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

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

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

よしゅうとふくしゅうを 1じかんぐらい してください。  
ことばとかんじ、ぶんぼうの しゅくだいがあります。

**[Textbooks]**

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

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

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

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

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

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

**[References]**

とくにありません

**[Grading criteria]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Essay : 20 %

※ Regular attendance of classes is required.

※ J3 General consists of J3 General I, II, III (Monday, Tuesday, Friday).

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

平常点 (へいじょうてん) : 20 %

中間 (ちゅうかん) テスト : 20 %

期末 (きまつ) テスト : 20 %

宿題 (しゅくだい) : 20 %

作文 (さくぶん) : 20 %

\*このクラスは、J 3 三つごう I、II、III (げつようび・かようび・きんようび) がセットです。

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

**[Changes following student comments]**

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

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

**[Equipment student needs to prepare]**

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

**[Others]**

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

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

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

\*このかもくは、J3 三つごう I (げつようび)、J3 三つごう II (かようび)、J3 三つごう III (きんようび) がセットです。ぜんぶのクラスにとうろくして、しゅう3かい、しゅっせきしてください。

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

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

**[]**

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

LANj100LF

## Elementary Foreign Languages C

Ayaka Kawachi

Subtitle：(J1)

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

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

## [Outline and objectives]

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

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

## [Goal]

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

・このクラスでは、にほんごをつかってかんたんなコミュニケーションができるようになります。

・かんじを 60 ぐらいよんだりかいたりすることができます。

・CEFR の A1 レベルのちからがつきます。

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

## [Method(s)]

Method is as follows:

進(すす)め方(かた)と方法(ほうほう)は つぎのとおりです。

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

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

きはんてきなぶんぼうや、かんじ、ことばなどもべんきょうします。

## Feedback for assignments:

フィードバック：

Submission of assignments and feedback will be on Google Classroom. しゅくだいのていしゅつ・フィードバックは、Google Classroom でします。

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

あり/Yes

## [Fieldwork in class]

なし/No

## [Schedule]

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

7	Lesson 7	L7. It's beautiful photograph, isn't it? (describing things and states using adjectives) kanji 3 L7. きれいなしゃしんですね かんじ 3
8	Mid-term Exam (L1-L7) Lesson 8 ①	Mid-term Exam (L1-L7) L8. Where is Mt.Fuji? (asking and telling the location of people/things) kanji 4 L8. ふじさんはどこにありますか かんじ 4
9	Lesson 8 ② Lesson 9 ①	L8(2) L9. What kind of sports do you like? (expressing preferences /reasons) kanji 5 L8(2) L9. どんなスポーツが好きですか かんじ 5
10	Lesson 9 ② Lesson10 ①	L9(2) L10. I learned the tea ceremony from Ms.Watanabe (talking about giving and receiving presents, ordering at the cafe) kanji 6 L9(2) L10. わたしはわたなべさんにおちゃをならいました かんじ 6
11	Lesson10 ② Lesson11	L10(2) L11. Which is colder, Tokyo or Seoul? (comparing things using adjectives) kanji 7 L10(2) L11. とうきょうとソウルとどちらがさむいですか かんじ 7
12	Lesson12 Lesson13 ①	L12. How was your trip? (expressing impressions on past events) L13. We want something to eat, don't we? (expressing what you want and want to do) kanji 8 L12. りょうほうはどうでしたか L13. なにかたべたいですね かんじ 8
13	Lesson13 ② Lesson14 ①	L13(2) L14. My hobby is listening to music(talking about hobbies) kanji 9 L13(2) L14. わたしのしゅみはおんがくをきくことです かんじ 9
14	Lesson14 ② Final Exam(L8-L14) Review	L14(2) kanji 10 Final Exam(L8-L14) Review L14(2) かんじ 10 きまつテスト (L8-L14) ふくしゅう

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

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

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

よしゅうとふくしゅうを 1じかんぐらいしてください。

かんじとぶんぼうのしゅくだいがあります。



**[Textbooks]**

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

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

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

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

**[References]**

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

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

**[Grading criteria]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

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

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

へいじょうてん：20 %

ちゅうかんテスト：20 %

きまつテスト：20 %

しゅくだい：20 %

クイズ：20 %

\*このクラスは、J1 そうごう I、II、III (げつようび・かようび・きんようび) がセットです。

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

**[Changes following student comments]**

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

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

**[Equipment student needs to prepare]**

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

**[Others]**

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

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

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

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

**□**

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

LANj100LF

## Elementary Foreign Languages C

Sonoko YAMAMOTO

Subtitle：(J2)

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

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

<p><b>[Outline and objectives]</b> This course is designed for beginner-level students. It aims to develop students' basic communication skills in Japanese in daily situations. このクラスは、しょきゅうぜんはんレベルのがくせいのための そうごうクラスです。 もくてきは、にほんごで かんたんな コミュニケーションができるようになることです。</p>	4	Lesson7-9	L7(2) L8.Where is Mt.Fuji? L9.What kind of sports do you like? Kanji1 L7(2) L8. ふじさんは どこに ありますか L9. どんな スポーツがすきですか かんじ1
<p><b>[Goal]</b> By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.1 (Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N5 (or halfway to N4) in JLPT (the Japanese Language Proficiency Test scale). ・このクラスでは、にほんごをつかって きほんてきな コミュニケーションができるようになります。 ・かんじを 150 ぐらい よんだり かいたりすることができます。 ・CEFR の A2 レベルの ちからが つきます。 ・JLPT の N5 レベルの ちからが つきます。</p>	5	Lesson10-11	L10.I learned the tea ceremony from Ms.WatanabeL L11.Which is colder, Tokyo or Seoul? Kanji2 L10. わたしは わたなべさんに おちゃを ならいました L11. とうきょうと ソウルと どちらが さむいですか かんじ2
<p><b>[Which item of the diploma policy will be obtained by taking this class?]</b></p>	6	Lesson11-13	L11(1) L12.How was your trip? L13.We want something to eat, don't we? Kanji3 L11(2) L12. りょうこうは どうでしたか L13. なにか たべたいですね かんじ3
<p><b>[Method(s)]</b> The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.</p>	7	Lesson13-14	L13(2) L14.My hobby is listening to music Kanji4 L13(2) L14. わたしの しゅみは おんがくを きくことです かんじ4
<p>にちじょうてきな コミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたりします。 きほんてきな ぶんぽうや、かんじ、ことばなども べんきょうします。</p>	8	Lesson14 Review Mid-term Exam (L1-14)	L14(2) Review Mid-term Exam (L1-L14) Kanji5 L14(2) ちゅうかんテスト (L1-L14) かんじ5
<p><b>Feedback for assignments:</b> フィードバック：</p>	9	Lesson15-16	L15.Others are using it now L16.May I touch it a little? Kanji6 L15. いま、ほかのひとが つかっています L16. ちょっとさわってもいいですか かんじ6
<p>Submission of assignments and feedback will be on Google Classroom. しゅくだいの ていしゅつ・フィードバックは、Google Classroom でします。</p>	10	Lesson16-17	L16(2) L17.Please don't overdo it Kanji7 L16(1) L17. あまり むりを ししないでください かんじ7
<p><b>[Active learning in class (Group discussion, Debate.etc.)]</b> あり/Yes</p>	11	Lesson18-19	L18.I have never seen sumoL L19.I think the station is bright and clean Kanji8 L18. すもうを みたことがありません L19. えきは あかるくて、きれいだとおもいます かんじ8
<p><b>[Fieldwork in class]</b> なし/No</p>	12	Lesson19-20	L19(2) L20.This is a T-shirt that I got from my girlfriend kanji9 L19(2) L20. これは かのじよから もらった T シャツです かんじ9
<p><b>[Schedule]</b></p>			
<p>No. Theme</p>	Contents		
1 Lesson1-3	L1.I am Lin Tai L2.What is that CD? L3.This is Yuri University Hiragana1 L1. わたしは リン・タイです L2. それは なんの CD ですか L3. ここは ゆりだいがくです ひらがな 1		
2 Review (Lesson1-3) Lesson4-5	L4.What are you going to do tomorrow? L5.What time is it now in Sydney? Hiragana2 Katakana1 L4. あした なにを しますか L5. シドニーは いま なんじですか ひらがな2 カタカナ1		
3 Lesson5-7	L5(2) L6.I 'm going to Kyoto L7.It's beautiful photograph, isn't it? カタカナ2 L5(2) L6. きょうとへ いきます L7. きれいな しゃしんですね カタカナ2		

13	Lesson21-22	L21.If it rains, the tour will be cancelled L22.You cooked a meal for me kanji 10 L21. あめが ふったら、ツアーは ちゅうしです L22. しょくじをつくって くれました かんじ 10
14	Lesson22 Review Final Exam(L15-L22)	Lesson22(2) Review Final Exam(L15-L22) きまつテスト (L15-L22) ふくしゅう

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

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

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

よしゅうと ふくしゅうを 1じかんぐらいしてください。

かんじと ぶんぽうの しゅくだいがあります。

**[Textbooks]**

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

[DAICHI I Translation of the main text and grammar notes] 3 A network (2,000yen + tax) 978-4883194773

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

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

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

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

**[References]**

なし

**[Grading criteria]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

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

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

へいじょうてん： 20 %

ちゅうかんテスト： 20 %

きまつテスト： 20 %

しゅくだい： 20 %

クイズ： 20 %

\*このクラスは、J 2 とうごう I、II、III (げつようび・かようび・きんようび) がセットです。

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

**[Changes following student comments]**

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

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

**[Equipment student needs to prepare]**

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

**[Others]**

\* Please note that J2 General consists of J2 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

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

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

**[I]**

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

LANj100LF

## Elementary Foreign Languages C

Michiaki Murata

Subtitle：(J3)

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

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

## [Outline and objectives]

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

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

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

## [Goal]

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

・日本語をつかって、コミュニケーションができるようになります。

・かんじを 300 ぐらい よんだり かいたり することができます。

・CEFR の A2 + レベルの ちからが つきます。

・JLPT の N4 レベルの ちからが つきます。

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

## [Method(s)]

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

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

きほんてきな ぶんぼうや、かんじ、ことばなどもべんきょうします。

## Feedback for assignments:

フィードバック：

Submission of assignments and feedback will be on Google Classroom. しゅくだいの ていしゅつ・フィードバックは、Google Classroom でします。

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

あり / Yes

## [Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
1	Lesson23、24	Self introduction L23. If you cross the bridge, you'll see a park on your left L24. You can enter this zoo even at night L23. はしを わたると、ひだりに こうえんが あります L24. このどうぶつえんはよるでも はいれます
2	Lesson24、25	L24 (2) L25. Have you already decided what you'll do? L24 (2) L25. なにを やるか もうきめましたか
3	Lesson25、26	L25 (2) L26. I got this when I participated in a soccer training camp L25 (2) L26. サッカーのがっしゅくに さんかしたとき もらいました
4	Lesson26、27	L26 (2) Lesson27. How long have you had a fever? L26 (2) L27. いつから ねつがあるんですか

5	Lesson27、28、29	L27 (2) L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L27 (2) L28. そらに ほしが でています L29. せきにんの ある しごとだし、あたらしい けいけんが できるし…
6	Lesson29、30	L29 (2) L30. I'm thinking of going to confectionary school L29 (2) L30. おかしの せんもんがっこうには いろいろと おもっています
7	Lesson30 Review Mid-term Exam (L23-30) Lesson31	L30. (2) Review Mid-term Exam (L23-30) L31. I'll have it checked by tomorrow L30. (2) ふくしゅう ちゅうかんテスト (L23-30) L31. あしたまでに みておきます L31 (2) L32. You should not peel apples L31 (2) L32. りんごの かわは むかないほうが いいですね L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまが あれば べんりです L34. しあいに まけて しまいました
8	Lesson31、32	L34 (2) L35. I try to carry an umbrella L34 (2) L35. かさを もちあるくように しています
9	Lesson33、34	L33. (2) L34 (2) L35. I try to carry an umbrella L34 (2) L35. かさを もちあるくように しています
10	Lesson34、35	L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くこのことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L37 (2) L38. さるに ちゅういしろ という いみです
11	Lesson36、37	L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょこうのとき つかおうとおもって かったのに… L40. むすこを じゅくにいかせたいんですが…
12	Lesson37、38	L40 (2) Review Final Exam(L31-L40) L40 (2) ふくしゅう きまつテスト (L31-L40)
13	Lesson39、40	L40 (2) Review Final Exam(L31-L40) L40 (2) ふくしゅう きまつテスト (L31-L40)
14	Lesson40 Review Final Exam(L31-L40)	L40 (2) Review Final Exam(L31-L40) L40 (2) ふくしゅう きまつテスト (L31-L40)

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

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

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

よしゅうと ふくしゅうを 1じかんぐらい します。

ことば、かんじ、ぶんぼうの しゅくだいを します。

**[Textbooks]**

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

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

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

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

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

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

**[References]**

とくにありません

**[Grading criteria]**

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Essay : 20 %

※ Regular attendance of classes is required.

※ J3 General consists of J3 General I, II, III (Monday, Tuesday, Friday).

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

平常点 (へいじょうてん) : 20 %

中間 (ちゅうかん) テスト : 20 %

期末 (きまつ) テスト : 20 %

宿題 (しゅくだい) : 20 %

作文 (さくぶん) : 20 %

\*このクラスは、J 3 三つごう I、II、III (げつようび・かようび・きんようび) がセットです。

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

**[Changes following student comments]**

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

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

**[Others]**

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

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

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

\*このかもくは、J3 三つごう I (げつようび)、J3 三つごう II (かようび)、J3 三つごう III (きんようび) がセットです。ぜんぶの クラスにとうろくして、しゅう3かい、しゅっせきしてください。

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

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

**[]**

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

HIS200LA

## Intercultural Communication A

Hiroshi Fujimoto

Subtitle :

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

Notes : SGU コース

他学部公開 : グローバル : 成績優秀 : 実務教員 :

## 【Outline and objectives】

From the middle of the nineteenth century, more and more Japanese people traveled abroad hoping to learn new knowledge from foreign countries. On the other hand, some people came to Japan from Europe, North America, and Asia with various purposes, such as business, diplomacy, evangelism, and education. Why and how did these people decide to travel from/to Japan? What did they learn from foreign cultures? What did they bring back to their home countries? This course offers students an opportunity to discuss these questions and explore the struggles and achievements of pioneering historical figures who crossed the borders and received rich experiences in foreign countries.

## 【Goal】

Students will be familiarized with the nature and methods of history.

Students will gain basic knowledge on modern and contemporary Japanese history from a global perspective.

Students will develop their skills for reading, presenting, and writing through historical documents.

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

## 【Method(s)】

Based on the assigned readings and the instructor's lectures, students will discuss various topics on modern and contemporary Japanese history from a global perspective.

Students are expected to read the assigned materials before a class and to actively contribute to the class discussion. Students are also expected to give one presentation and to write one essay on a historical figure whom students choose.

All the assigned documents are written in English, and discussion, presentation, and writing are conducted in English. Knowledge of Japanese history and the Japanese language will be helpful, but it is not required.

## 【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Introduction	Course overview
2	Overview	Lecture on Japanese history from a global perspective
3	Overseas Students 1:	Reading and discussion of the topic; short student presentations
4	Overseas Students 2	Reading and discussion of the topic; short student presentations
5	Educators 1	Reading and discussion of the topic; short student presentations
6	Educators 2	Reading and discussion of the topic; short student presentations
7	Film screening	Film screening on a relevant topic

8	Businessmen 1	Reading and discussion of the topic; short student presentations
9	Businessmen 2	Reading and discussion of the topic; short student presentations
10	Evangelists 1	Reading and discussion of the topic; short student presentations
11	Evangelists 2	Reading and discussion of the topic; short student presentations
12	Student Presentations 1	Presentations about a historical figure whom students choose for the final essay
13	Student Presentations 2	Presentations about historical figures whom students choose for the final essay
14	Wrap-Up	Reflection on the class; advice for the final essay

【Work to be done outside of class (preparation, etc.)】

University guidelines suggest preparation and review should be around two hours a week for a two-credit course.

## 【Textbooks】

The reading assignments will be made available online through the course management system.

## 【References】

The references will be made available online through the course management system.

## 【Grading criteria】

Class participation 50%; Presentations 25%; Final essay 25%

## Class participation:

Students are expected to read the assigned materials and contribute to class discussions. Simply showing up for class is not enough. Students may miss class only if it qualifies as an excused absence (e.g., illness or grievance). Please clear your absences with the instructor beforehand. Three or more unexcused absences can result in failure.

## Presentations:

Students are expected to give two presentations; one is about the assigned readings, and the other is about a historical figure whom students choose for the final essay.

## Final essay:

Using the assigned readings as a starting point, students are expected to prepare a 5 to 10-page paper on a historical figure whom students choose.

## 【Changes following student comments】

N/A

【】

From the middle of the nineteenth century, more and more Japanese people traveled abroad hoping to learn new knowledge from foreign countries. On the other hand, some people came to Japan from Europe, North America, and Asia with various purposes, such as business, diplomacy, evangelism, and education. Why and how did these people decide to travel from/to Japan? What did they learn from foreign cultures? What did they bring back to their home countries? This course offers students an opportunity to discuss these questions and explore the struggles and achievements of pioneering historical figures who crossed the borders and received rich experiences in foreign countries. Students will receive feedback individually or during sessions to improve their future assignments.

LIN200LA

## Intercultural Communication B

Noriko Ishihara

Subtitle :

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 木 3/Thu.3 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes : SGU コース

他学部公開 : グローバル : 成績優秀 : 実務教員 :

## 【Outline and objectives】

In today's globalization, we are increasingly required to interact internationally across linguistic and cultural borders. Misunderstandings and conflicts are bound to occur, which calls for constructive dialogues and creative solutions. In this course, we will focus primarily on "invisible culture" to deepen your understanding of diversity in cultural orientations, values, behavior, and language uses. You will also reflect on your intercultural experiences and explore your multicultural identities while studying dynamic cultural dimensions.

## 【Goal】

In this course, you will 1) cultivate your understanding of the relationships between culture and identity, 2) be able to analyze examples of and reasons for intercultural clashes and relate to others respectfully to come up with constructive solutions to intercultural issues and confusions, 3) be able to use concepts such as stereotypes, generalizations, othering, and marginalization in your analysis, 4) reflect on your intercultural experiences and multicultural identities.

【Which item of the diploma policy will be obtained by taking this class?】

## 【Method(s)】

This is a hybrid class. Depending on the pandemic situation, we may meet most of the weeks on Zoom but if the situation allows, we may meet some weeks in person. Please see Hoppii for details and refer to the instructions there on how to connect to Zoom to attend the first class online.

Before class you are required to work on reading and complete assignments. In class we study relevant material, complete application tasks in small groups, and share your discussion with the whole class. You are encouraged to actively participate in this problem-based learning (PBL). Feedback will be given orally in interaction throughout the course. Written feedback will be provided for your written papers within a week of submission.

## 【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Introduction	Self-introduction, course information, ice-breaking activity
2	What is culture?	Visible/invisible culture, 3Ps in understanding culture
3	3Ps of culture, Characteristics of culture	Perspectives of culture
4	Stereotypes and generalizations	Definitions and examples
5	Essentialization	The language of generalization
6	Othering and marginalization	Case study discussion
7	Cultural diversity in academia and the workplace	Understanding diversity as an asset

8	Similarities and differences in cultural orientations-1	Analysis of cultural orientations (#1-3)
9	Similarities and differences in cultural orientations-2	Analysis of cultural orientations (#4-6)
10	Cultural case studies - 1	Analysis of use of time and group dynamics
11	Cultural case studies - 2	Application of Hofstede's Cultural Dimensions and other frameworks
12	Student-led discussions - 1	Intercultural case studies (group presentations)
13	Student-led discussions - 2	Intercultural case studies (group presentations)
14	Student-led discussions - 3, reflection	Intercultural case studies (group presentations), Wrap-up discussion

## 【Work to be done outside of class (preparation, etc.)】

You should complete assigned reading and/or writing before coming to class. Come ready to discuss the material with your classmates coming from different (sub)cultures.

University guidelines suggest the preparation and review time of around two hours a week for a two-credit course like this one. 本授業の準備学習・復習時間は、各 2 時間を標準とします。

## 【Textbooks】

Weekly readings will be made accessible through the course website (Google Classroom). Become familiar with this online resource to download readings and post your assignments. You are also expected to check your university email account daily to keep up with course announcements.

## 【References】

Handouts and resources related to the course content will be distributed in class or made available in Google Classroom.

## 【Grading criteria】

You will receive a formal evaluation of your work at the end of the term. The grade on a late assignment will be lowered. You will be graded on:

- 1) Participation (20%)
- 2) Reading assignments and quizzes (50%)
- 3) Cultural case study discussion (10%)
- 4) Final paper (20%) (tentative percentages)

Regular attendance is essential in order to benefit from the interactive nature of this course. You will not be able to pass this course if you miss more than three class periods a semester except in extreme circumstances.

## 【Changes following student comments】

Because this course is to be conducted in English, students must be competent speakers/writers of English (e.g., native or proficient with TOEFL® iBT 61 or above). International and Japanese students of any majors are welcome as long as they are interested in diverse world cultures. Students should view each other's cultural experiences as an asset to this course and create a friendly and respectful learning community.



**【Equipment student needs to prepare】**

Be prepared to use Hoppii, Google Classroom, and Zoom with your university account and check your university email daily. You will need to use a headset with a microphone if you are attending class on campus.

**【Others】**

Depending on the pandemic situation and your preferences, course delivery method may be changed. Please check the announcement to be made on Hoppii before the start of the course.

**【】**

In today's globalization, we are increasingly required to interact internationally across linguistic and cultural borders. Misunderstandings and conflicts are bound to occur, which calls for constructive dialogues and creative solutions. In this course, we will focus primarily on "invisible culture" to deepen your understanding of diversity in cultural orientations, values, behavior, and language uses. You will also reflect on your intercultural experiences and explore your multicultural identities while studying dynamic cultural dimensions.

POL200LA

## Intercultural Communication C

Noriko Ishihara

Subtitle :

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 木 1/Thu.1 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes : SGU コース

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

Without cultural knowledge, language users may not fully understand the meaning of a message. Even with perfect grammar, we could completely offend our conversational partners without using language in a culturally suitable manner. In this course, we will take a close look at the face-saving strategies used in world languages. We will also consider and discuss diverse cultural values and orientations that are closely connected to verbal and non-verbal behavior. Enhanced linguistic and cultural awareness will help you become a more tactful and respectful user of your first and second languages and prepare you for effective intercultural communication.

## 【Goal】

In this course, you will become able to 1) cultivate your understanding of the relationship between language form, meaning, and context, 2) become familiar with the notions of face and politeness, 3) collect and analyze authentic language samples, 3) understand cultural values and orientations behind language use in world languages. The course will also provide an opportunity for you to reflect on intercultural misunderstandings and respectful communication strategies with which to relate to others.

【Which item of the diploma policy will be obtained by taking this class?】

## 【Method(s)】

This is a hybrid class. Depending on the pandemic situation, we may meet most of the weeks on Zoom but if the situation allows, we may meet some weeks in person. Please see Hoppii for details and refer to the instructions there on how to connect to Zoom to attend the first class online.

Before class you are required to work on reading and complete assignments. In class we study relevant material, complete tasks in small groups, and share the discussion with the whole class. You are encouraged to actively participate in this problem-based learning (PBL). Feedback will be given orally in interaction throughout the course. Written feedback will be provided for your written papers within a week of submission.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Introduction	Self-introduction, course information, ice-breaking activity
2	Greetings	Analysis of authentic language data
3	Face and politeness	Positive and negative politeness
4	Giving and responding to compliments - 1	Linguistic aspects of compliments/responses
5	Language data collection	Designing DCTs and role-plays

6	Giving and responding to compliments - 2	Cultural aspects of compliments/responses
7	Refusals - 1	Language of refusals, data collection, signing up for the final project
8	Refusals - 2	Cultural similarities/differences in refusals
9	Language analysis discussion, peace linguistics	Analysis of spoken or written language
10	Apologies	Student presentations, language analysis of apologies
11	Thanks	Student presentations, language analysis of thanks
12	Invitations	Student presentations, language analysis of invitations
13	Requests	Student presentations, language analysis of requests
14	Complaints, wrap-up	Student presentations, language analysis of complaints, and final reflection

【Work to be done outside of class (preparation, etc.)】

You should complete assigned reading and/or writing before coming to class. Come ready to discuss the material with your classmates coming from different (sub)cultures. University guidelines suggest the preparation and review time of around two hours a week for a two-credit course like this one. 本授業の準備学習・復習時間は、各 2 時間を標準とします。

## 【Textbooks】

Readings will be made accessible through the course website (Google Classroom). Become familiar with this online resource to read and complete your assignments before class. You are also expected to check your university email account daily to keep up with course announcements.

## 【References】

Handouts and resources related to the course content are to be distributed in class or made accessible in Google Classroom.

## 【Grading criteria】

You will receive a formal evaluation of your work at the end of the term. The grade on a late assignment will be lowered. You will be graded on:

- 1) Participation (20%)
- 2) Language analysis quizzes (25%)
- 3) Language analysis assignments (15%)
- 4) Final presentation and materials (40%) (tentative percentages)

Regular attendance is essential in order to benefit from the interactive nature of this course. You will not be able to pass this course if you miss more than three class periods a semester except in extreme circumstances.

**[Changes following student comments]**

Because this course is to be conducted in English, students must be competent speakers/writers of English (e.g., native or proficient with TOEFL® iBT 61 or above). International and Japanese students of any majors are welcome as long as they are interested in world languages. Students should view each other's languages and cultural experiences as an asset to this course and create a friendly and respectful learning community.

**[Equipment student needs to prepare]**

Be prepared to use Hoppii, Google Classroom, and Zoom with your university account and check your university email daily. You will need to use a headset with a microphone if you are attending class on campus.

**[Others]**

Depending on the pandemic situation and your preferences, course delivery method may be changed. Please check the announcement to be made on Hoppii before the start of the course.

**[ ]**

Without cultural knowledge, language users may not fully understand the meaning of a message. Even with perfect grammar, we could completely offend our conversational partners without using language in a culturally appropriate manner. In this course, we will take a close look at the face-saving strategies used in world languages. We will also consider and discuss diverse cultural values and orientations that are closely connected to verbal and non-verbal behavior in world cultures. This enhanced linguistic and cultural awareness will help you become a more tactful and respectful user of your first and second languages and prepare you for effective intercultural communication.

LIN200LA

## Intercultural Communication D

Noriko ISHIHARA

Subtitle : Art-Based Education: Learning language and social activism

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 木 3/Thu.3 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

Have you learned an additional language through music, film, poetry, stories, novels, or any other forms of art? What was your experience like? In this course, we start by discussing why art facilitates learning, especially second language acquisition. You will then experience various forms of art incorporated into language learning and teaching through the modeling by the instructor as well as through peer teaching. We are also going to discuss social activism expressed through artwork and research activism in the world.

## 【Goal】

In this course, you will: 1) understand and appreciate artistic forms of language education, 2) understand social activism behind artistic expression, 3) be able to analyze the relevance of the social issues to the present-day world of globalization, and 3) participate in an art-based approach to language learning/teaching using your creativity. You will also reflect on your own reactions to an artistic approach to language education and social justice and consider how this learning may influence your values, identities and worldview.

【Which item of the diploma policy will be obtained by taking this class?】

## 【Method(s)】

This is an online, real-time delivery course; every class will be taught on Zoom. Please refer to the instructions on Hoppii on how to connect to Zoom to attend the first class online, in which more detail will be explained.

Before class you are required to work on some reading assignments. In class we study new material, complete relevant tasks in pairs or small groups, and share your discussion with the class. You are encouraged to actively participate in this problem-based learning (PBL). Feedback will be given orally in interaction throughout the course. Written feedback will be provided for your written papers within a week of submission.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Introduction	Course information, getting to know each other
2	Learning language from/with art	Learning language from poetry, Marshall Rosenberg
3	Poetry - 1, social activism	Developing identities through poetry, Mother Teresa
4	Poetry - 2, social activism	Participate in poetry writing, Mahatoma & Katurabai Gandhi
5	Film, social activism	Film for art and social justice, Nelson Mandela
6	Stories/Story-telling, social activism	Learning language through narratives, Mairead Corrigan McGuire & Betty Williams
7	Artistic creativity in peace linguistics, social activism	Language learning and peace, H. H. The Dalai Lama
8	Music - 1, social activism	Learning language through music, social activist (TBA)
9	Music - 2, social activism	Social activism through music, Peter Benenson
10	Children's literature,	Art and social justice in picture books, Sister Chan Khong
11	Folk tales	Peace education via kamishibai theater, Cesar Chavez
12	Novels	Learning language and social issues through literature, Meena Keshwar Kamal
13	Speeches	Learning language and social issues through a speech, social activist (TBA)
14	Wrap-up	Reflection and your artistic expression

【Work to be done outside of class (preparation, etc.)】

You should complete assigned reading and/or assignments ahead of time and come to class ready for discussion. Review your lesson thoroughly after class.

For your presentations, develop an art-based language lesson (peer teaching) and creative multi-media talk on a social activist.

University guidelines suggest the preparation and review time of around two hours a week for a two-credit course like this one. 本授業の準備学習・復習時間は、各 2 時間を標準とします。

## 【Textbooks】

Censor, Meera. (2011). Humanitarians for justice, nonviolence, and peace. San Bernardino, California.

## 【References】

Other readings will be distributed through the course website, Google Classroom. Handouts and resources related to the course content are to be provided in class or made available in Google Classroom.

## 【Grading criteria】

- Participation (20%)
- Micro-teaching using an art-based approach (25%)
- Mini-research presentation on an social activist (25%)
- Reflective writing (30%)

You will not be able to pass this course if you miss more than three class periods a semester except in extreme circumstances.

## 【Changes following student comments】

Message to the course participants:

This is a relatively new course that opened in the spring of 2019. We had fascinating discussion and both students and I learned a great deal! This course is conducted in English. Students must be competent speakers of English (native or proficient with TOEFL® iBT 61+ or equivalent). If your scores are TOEFL® iBT 61 - 100, you can take this course but be ready to make a little more thorough preparation each week.

If you are interested in current issues, you're an excellent fit for this class. If you are more of a learner who likes the fun of language and art, you are also welcome. I expect international and Japanese students of all majors to work collaboratively despite their different cultural and linguistic backgrounds. Come with an open mind and learn from each other!

## 【Equipment student needs to prepare】

Please be prepared to use Hoppii, Google Classroom, and Zoom with your university account and check your university email daily. You will need to use a headset with a microphone if you are attending class on campus.

【】

Have you learned an additional language through music, film, poetry, stories, novels, or any other forms of art? What was your experience like? In this course, we start by discussing why art facilitates learning, especially second language acquisition. You will then experience various forms of art incorporated into language learning and teaching through the modeling by the instructor as well as through peer teaching. We are also going to discuss social activism expressed through artwork and research activism in the world.

LANe100LA

## Intercultural Communication E

Corinne VALLIENNE

Subtitle：

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：金 1/Fri.1 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：SGU コース

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

このクラスでは、ファッションと料理にフランス文化を発見しましょう。

In this class you will discover French culture in fashion and gastronomy. Intercultural part is also important and you will improve your knowledge about French culture.

## 【Goal】

ファッションと料理の語彙や表現を発見。学生は、ファッションと料理のテーマについての会話を作ることができるようになります。you will be able to describe a fashion show and talk about stylists as well as to recognize regional dishes and chef. You will improve your knowledge about French culture.

【Which item of the diploma policy will be obtained by taking this class?】

## 【Method(s)】

フランスのファッションとグルメの文化についてのテキストとビデオを制作します。

We will study documents about French fashion and French Gastronomy. For example, you will discover famous French city, Chefs and Stylists. Intercultural part is very important in this class and you will have to think about your own habits and compare with your own culture. You'll have some reports (4 or 5) during the semester and a Final report.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
第 1 回	Presentation	program of the semester
第 2 回	French region	Lyon 1 - All about the beginning of French "cinema"
第 3 回	gastronomy	Lyon 2 - the specificity of Lyon cuisine
第 4 回	Culture	Lyon 3 - what about the cultural aspects of Lyon
第 5 回	Fashion	Coco Chanel -
第 6 回	Gastronomy	Do you know "Champagne" ? how to make champagne and the symbol of this famous drink
第 7 回	Gastronomy	Champagne 2 - What is the Champagne gastronomy ? Champagne is not only a drink, it is a famous region of France too.
第 8 回	Culture	What can you visit in Champagne ?
第 9 回	Gastronomy	Joël Robuchon, one of the famous French chef.
第 10 回	Culture	Paris 1 - Paris's secrets - Museum and places you don't know in Paris
第 11 回	Gastronomy	Paris 2 - What do Parisien eat ? Speciality of Paris
第 12 回	Gastronomy and culture	The art of eating from Middle age to XIXe century

第 13 回 Revision Fashion and gastronomy revisions

第 14 回 Exam Exam

## 【Work to be done outside of class (preparation, etc.)】

文献を事前に読む、テキスト・演習問題の予習・復習、授業内で示される課題（レポート、演習問題）対応など、準備学習・復習・宿題等の内容を具体的に記述します。Preparatory study and review time for this class are 2 hours each. Preparatory study and review time for this class are 2 hours each. 本授業の準備学習・復習時間は、各 2 時間を標準とします。University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

## 【Textbooks】

dictionary - 辞書

## 【References】

辞書- a dictionary will help you to understand some French sentences or expressions

## 【Grading criteria】

出席と参加 - CLASSROOM PRESENCE AND PARTICIPATION : 50%.

最終試験 - FINAL EXAM : 50 %

## 【Changes following student comments】

直近の授業改善アンケートを踏まえた授業改善のための取り組みや工夫の内容を示します。

## 【Equipment student needs to prepare】

For online or On demand classes, it is important to have a computer and internet connexion.

## 【】

you will be able to describe and recognize a style looking at fashion show and talk about stylists as well as to recognize regional dishes and chef, etc.

LANe100LA

## Intercultural Communication F

STEVE CORBEIL

Subtitle :

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 水 5/Wed.5 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

The goal of this class is to learn about the history and culture of French speakers living in the Canadian province of Quebec. Students will look at the very diverse cultural production of Quebec writers, intellectuals, and filmmakers from the 1960s to the present day. The class will focus on one important keyword in order to understand Quebec society and culture: the concept of sovereignty.

\*\*\* This class will be conducted online.

## 【Goal】

Students will learn the basic theories surrounding the political concept of sovereignty. Then, they will apply these theories in order to better understand Quebec literature and films. They will be able to develop a critical approach to literary and film analysis that takes into account the cultural specificity of Quebec as well as its place in wider debates concerning political independence, minority language and intercultural communication.

【Which item of the diploma policy will be obtained by taking this class?】

## 【Method(s)】

This is a lecture class, but students will have to ask questions during class and give their opinion on many aspects of the lecture. After every class they will have to write comment papers.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Introduction to Quebec society from the 1960s	This class will be a survey of Quebec history from the Quiet Revolution to the present day.
2	Introduction to the concept of sovereignty	Students will learn about the concept of sovereignty through analysis of canonical texts.
3	Criticism regarding the concept of sovereignty and nationalism	We will look at the main criticism against sovereignty and nationalism as well as their impact on Quebec nationalist movement.
4	The importance of French language as the foundation of Quebec identity	We will try to understand why French is the cornerstone of Quebec identity.
5	Hockey, French language, and religion	We will watch and analyze a short film based on a novella by Roch Carrier: The Hockey Sweater
6	Personal sovereignty and political sovereignty	We will read and analyze excerpts from a novel by Hubert Aquin: Next Episode
7	Referendum and independence	We will look at the cultural production surrounding the first (1980) and second (1995) Quebec Referendum.

8	Post-referendum identity crisis	We will read and analyze songs and poems, as well as essays about the Referendum.
9	Immigration, identity, and interculturalism	We will look at the different steps taken by the Quebec government to create an inclusive society, and how it conflicts to a certain extent with the idea of sovereignty.
10	Current debates surrounding immigration and interculturalism	We will look at essays and opinion pieces written about immigration in Quebec.
11	Feminism in Quebec	Students will learn about the history of the feminist movement in Quebec.
12	Literature and migration	We will read a text by Kim Thuy and look at the situation of refugees in Quebec.
13	Literature and Quebec migration	We will read a text by Marco Micone.
14	Quebec and cinema	We will watch and analyze a film by Pierre Falardeau.

【Work to be done outside of class (preparation, etc.)】

Students will be asked to read a series of texts by French writers and intellectuals in English translation. They will have to write short commentaries about the texts. Also, they will have to watch short films produced in Quebec. Preparatory study and review time for this class are 2 hours each.

## 【Textbooks】

There is no textbook for this class.

## 【References】

Jacques Derrida, *The Beast and the Sovereign*, Volume I (The Seminars of Jacques Derrida), University Of Chicago Press, 2011.

Jacques Derrida, *The Death Penalty*, Volume I (The Seminars of Jacques Derrida), University Of Chicago Press, 2013.

Hubert Aquin, *Next Episode*, New Canadian Library, 2010.

Roch Carrier, *The Hockey Sweater*, Tundra Books, 1985.

Gerard Bouchard, *Interculturalism: A View from Quebec*, University of Toronto Press, 2015.

Gerard Bouchard, *National Myths: Constructed Pasts, Contested Presents*, Routledge, 2013.

## 【Grading criteria】

Final exam (40%)

Short essays (40%)

Class participation (20%)

## 【Changes following student comments】

There has not been negative feedback for this class. I intend to put more emphasis on active learning this year.

## 【Equipment student needs to prepare】

None

**【**

The goal of this class is to learn about the history and culture of French speakers living in the Canadian province of Quebec. Students will look at the very diverse cultural production of Quebec writers, intellectuals, and filmmakers from the 1960s to the present day. The class will focus on one important keyword in order to understand Quebec society and culture: the concept of sovereignty.

ARSe200LA

## Intercultural Communication G

Taro OGATA

Subtitle：

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：水 2/Wed.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：SGU コース

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

The purpose of the course is to provide students with opportunities to broaden their knowledge of Japan, especially in the areas of geography, history, education, family, gender, culture and so on.

## 【Goal】

Through the course, students will deepen their knowledge of Japan, which may support communication with Japanese people inside and outside of the campus.

【Which item of the diploma policy will be obtained by taking this class?】

## 【Method(s)】

Materials of each class will be available from Hoppi.

Every class includes quizzes or/and assignments.

Students are required to answer quizzes after the class.

Feedbacks on each task will be given through Hoppi.

There is a possibility that the schedule may be modified.

## 【Active learning in class (Group discussion, Debate.etc.)】

なし / No

## 【Fieldwork in class】

あり / Yes

## 【Schedule】

No.	Theme	Contents
Week 1	Orientation	Class orientation
Week 2	Geography	Introduction to geographical variations in Japan
Week 3	Social systems	Politics, Education etc.
Week 4	Demography	Demographic crisis
Week 5	Ethnicity and language	Ethnicity and minorities/Culture and Politics of language in modern Japan
Week 6	Family system	Concept of ie (家), marriage, birth, gender roles.
Week 7	Gender	Introduction to gender stratification in Japan today
Week 8	Religion 1	Religions in modern Japan:an overview
Week 9	Religion 2	Shinto and shrine
Week 10	Culture 1	Traditional arts: an overview
Week 11	Culture 2	Introduction to Japanese garden
Week 12	Culture 3	Pop cultures
Week 13	Culture 4	Cuisine and identity
Week 14	Conclusion	Conclusion

## 【Work to be done outside of class (preparation, etc.)】

2 hours a week.

## 【Textbooks】

Original handouts

## 【References】

Lyon, V., Bestor, T.C. with Yamagata, A.(ed.), Routledge Handbook of Japanese culture and society, Routledge, 2011.

Sugimoto, Y., An Introduction to Japanese society 4th ed., Cambridge University Press, 2014.

## 【Grading criteria】

quizzes and assignments 50%

Report or/and Presentation 50%

## 【Changes following student comments】

Nothing special

## 【Others】

There is a possibility that the schedule may be modified.

## 【】

The purpose of the course is to provide students with opportunities to broaden their knowledge of Japan, especially in the areas of geography, history, education, family, gender, culture and so on.



ARSe200LA

## Intercultural Communication H

Sonoko YAMAMOTO

Subtitle：

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：金 4/Fri.4 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

The objective of this course is to provide students with a brief survey of Japanese culture, covering both traditional and modern aspects. It also aims to raise students' awareness of the Japanese culture as well as their own, which will promote a better intercultural communication with local people. Classes will consist of lectures and various activities, including discussions, reaction paper writing, and student presentations.

## 【Goal】

At the end of this course, the students are expected to have a clearer and deeper understanding of Japanese culture and people, which eventually facilitates intercultural communication with Japanese people.

【Which item of the diploma policy will be obtained by taking this class?】

## 【Method(s)】

This course will consist of primarily lectures, discussions and presentations. Students are expected to actively participate in class-/ group discussions and oral presentations.

The basic language used in class will be English, however, occasionally Japanese will be also used because of the nature of our topics.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
Week 1	Class Orientation and Self-Introduction	[A selection process may occur.] ・ class-orientation ・ self-introduction ・ greetings(as a part of culture)
W 2	Stereotypes	・ What is a stereotype? ・ Image of Japan: Collectivism, homogeneity and vertically structured society.
W 3	Geography	・ Outline of Japanese geography.
W 4	Seasonal Events ①	・ Seasonal events from April to September.
W 5	Seasonal Events ②	・ Seasonal events from October to March.
W 6	Rituals	・ Common rituals in Japanese life.
W 7	Beliefs	・ Religions. ・ Taboos, superstitions, ghosts and the supernatural.
W 8	Foods	・ Japanese traditional foods and drinks, including home-cooking, bento, Kaiseki and Teas.
W 9	Theater	Noh, Kabuki, Bunraku
W 10	Communication ①	・ Characteristics of verbal communication.

W 11	Communication ②	・ Characteristics of non-verbal communication.
W 12	Architecture and Urban Planning	・ Housing ・ Brief history and characteristics of Edo/Tokyo. ・ Natural disasters and their influence on architecture.
W 13	People	・ History & varieties. ・ 'Minorities' ・ Political correctness issues.
W 14	Final Exam	Review Check of the whole course.

【Work to be done outside of class (preparation, etc.)】

- ・ Reading of assigned materials
- ・ Preparation for allotted presentation.
- ・ University guidelines suggest preparation and review are around 4 hours a week for a two-credit course.

## 【Textbooks】

Handouts

## 【References】

・ 日鉄住金総研『日本 その姿と心』NIPPON JAPAN THE LAND AND ITS PEOPLE

学生社 (2014) < DVD >

・ 松本美江『英語で日本紹介ハンドブック』アルク (2014)

(MATSUMOTO Mie, An Introductory Handbook to Japan and Its People, ALC)

・ E.Meyer "The Culture Map:Breaking Through the Invisible Boundaries of Global Business" Public Affairs, 2014

・ Nisbett Ph.D., Richard "The Geography of Thought: How Asians and Westerners Think Differently...and Why" Free Press, 2004

\*Additional relevant literature will be introduced in class as necessary.

## 【Grading criteria】

Class participation 30%

Presentation 30 %

Reaction paper writhing 10%

Final examination 30%

## 【Changes following student comments】

If the conditions permit, the students will have more discussions with their classmates who have various cultural backgrounds, concerning not only Japanese culture but also the cultures of their own.

【Equipment student needs to prepare】

Device to access Google Classroom and ZOOM.

## 【Others】

★ The class starts on the 9th April.

★ Be sure to join Google Classroom.

★ Check Hoppii and your Hosei account mail!

・ Do not miss the first class as the detailed syllabus will be handed out and a selection process may occur.

・ The schedule may be subject to change based on class size and other factors.

【】

ditto

PRI100LA

## Elementary Information Technology

Yukou MATSUDA

Subtitle :

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 木 3/Thu.3 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes : SGU コース

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

You will learn basic knowledge about information technology and you will have a chance of learning Python programming.

## 【Goal】

You will learn basic knowledges of information technology, especially computer architecture, algorithmic programing, data science, and the mechanism of the Internet and related subjects (social network, e-commerce, ethics, security).

【Which item of the diploma policy will be obtained by taking this class?】

## 【Method(s)】

You need register your student account for this class until the specified date in Learning Support System Hoppii <https://hoppii.hosei.ac.jp/portal>. The detail of how to get the on line lecture is explained on the course page. Please read the detail in advance.

【Active learning in class (Group discussion, Debate.etc.)】

なし / No

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	What's Information Technology	The history and the current trend of information technology.
2	Data Processing	Several kinds of data and how to process data.
3	Information Processing	Define the information and how to process and communicate information.
4	Computing Technology	Architecture of computing system. From old fashioned type to super computer.
5	Algorithmic Programming	Design algorithms for solving problem.
6	Data Science - Predicting	Predicting the future being given the past data.
7	Data Science - Classification	Classifying the data according to certain criteria.
8	Communication Technology	Understanding the information communication technology.
9	Internet Protocol	TCP/IP
10	Mechanism of email and World Wide Web (WWW)	Based on server/client system, encoding/decoding information and TCP/IP makes it possible, email and www.
11	e-Commerce	the core technology of e-commerce is public key encryption and block chain.
12	Social Network	Graph theory: understanding the relation among entities.
13	Internet Ethics and Security	Several aspects of ethics and security inherent in the Internet.

14 Final Examination examination performed with paper and pencil.

【Work to be done outside of class (preparation, etc.)】

We specify a short article related to the next class in advance, you should read, understand, bring the issue discussed in the article. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

None.

【References】

All texts are uploaded in Hoppii.

【Grading criteria】

Total evaluation of 14 short assignments : 50%

The score fo the final examination: 50%

You need more than and equal to 60% of the max 100 points to pass the class.

【Changes following student comments】

None.

【Equipment student needs to prepare】

None.

【Others】

I have a long carrier in writing and designing for automatic programming, teaching human knowledge to computer, especially natural language.

【】

You will learn basic knowledge about information technology and you will have a chance of learning Python programming.

PRI100LA

## Information Technology

Yukou MATSUDA

Subtitle：

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：木 3/Thu.3 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

### 【Outline and objectives】

You will learn the information and communication technology with Python programming.

### 【Goal】

You will learn the information and communication technology with Python programming. The main topics are the forms of information, knowledge representation of human knowledge, and autonomous systems.

【Which item of the diploma policy will be obtained by taking this class?】

### 【Method(s)】

The course style depends on the social situation. You need register your student account for this class in Learning Support System Hoppi <https://hoppii.hosei.ac.jp/portal>. The detail of how to get the online lecture is explained on the course page. Please read the detail in advance.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

### 【Schedule】

No.	Theme	Contents
1	How Information Transmitted	discussing about transmitting media and the way of transmitted.
2	How to Control Transmitting	Internet addressing and the role of transmitting protocol.
3	Communication Language	Human vs. Human, Human vs. Computer and Computer vs. Computer communications, especially discussing about the Internet protocol.
4	Encoding and Decoding	number system and character encoding/decoding.
5	Information Theory	bit, Byte and computing scale.
6	IP Address	the role of IP address in the Internet.
7	Computer Architecture	especially the role of CPU and the arithmetic adder based on logic gates.
8	Data Processing	descriptive statistics, sorting algorithm and search algorithm.
9	Data Processing	database
10	Search Engine	database oriented search engine.
11	Grammar	understanding the language structure (grammar).
12	Grammar(2)	understanding small programming.
13	Artificial Intelligence	how to transfer human knowledge into machine.
14	Artificial Intelligence(2)	how to understand natural language processing.

【Work to be done outside of class (preparation, etc.)】

No special work will be assigned to you. However you need to finish all the homework assigned in the class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

None.

【References】

All texts are uploaded in HOPPIL.

【Grading criteria】

To pass the study quality and to get the grade, you need attend the whole classes and submit all the homeworks. The quality of the last homework will dominate 80% of the score and the 20% of the score depends on homeworks issued on every classes. You need get more than 60 points for the total 100 points to pass this class.

【Changes following student comments】

None.

【Equipment student needs to prepare】

none.

### 【Others】

My career introduction. I have been designing, implementing automatic programming and teaching human knowledge into computer, especially in natural language.

【】

You will learn the information and communication technology with Python programming.

CAR100LA

## Elementary Career Development

Yukiko NAKAGAWA

Subtitle：

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：金 5/Fri.5 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：SGU コース

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

この授業は将来日本で就職を希望する外国人留学生を対象に、仕事とキャリアの意味や意義について考えさせ、日本社会の現状と企業組織の持つ特徴を理解した上で、就職活動やキャリア形成に必要な意識、態度、具体的な知識を身につけさせるのが狙いです。授業は英語で行われます。また授業内の議論も多く、その結果を発表したりレポートを書くための英語力が必要です。

## 【Goal】

Students should be able to explain:

- (1)their personal profiles including such as strengths and weaknesses, values, aspirations, skills and life styles,
- (2)differences between job and career and the work they would like to do,
- (3)characteristics of Japanese companies,
- (4)necessary skills and competencies that are required from the Japanese society,
- (5)necessity to explore internships and job opportunities spontaneously.

【Which item of the diploma policy will be obtained by taking this class?】

## 【Method(s)】

This course consists of lectures by the instructor, discussions and presentations by the students on each theme. Sometimes students are required to create a worksheet during the class and write a report as an assignment after the class. All of the class activities will be conducted in English.

The feedback of Report Writing will be delivered in the following class.

“If the university’s action policy level is set to 2, this class will be taught online as a rule. Details will be announced via the Learning Management System.”

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Orientation	Outline of what you learn throughout the course is briefly explained. Also self-introduction by the instructor and each participant is planned. You should introduce yourself by saying such as (1) the town where I was born, (2) why I decided to study in Japan and at Hosei Univ.(3) what I am interested in doing and achieving during study abroad.

2	Higher Education and Career Development	By understanding the current situation of increasing youth unemployment and non-regular employment in Japan, you should learn how important it is to make a proper job selection and its influence on your career formation.
3	Telling a Life Story to Know Yourself	Understanding about yourself better is the first step that you should take to a job that suits you and develop your career later on. So let’s learn what a life story telling is, how it works to know you better and experience it with the other class members.
4	Presentation of Your Life Story	This is the time for you to talk about a story highlighting a memorable moment to review how your personality, interests.
5	Fundamental Skills for a Working Person	There are a couple of fundamental skills that you need to know and acquire before you enter the world of work in Japan. These are minimum requirements from society for any new worker and highly valued in Japan.
6	Intercultural Competence	The world we live in today is getting more and more globalized and interdependent. The world we live in today is getting more and more globalized and interdependent. So you will very likely to work with people speaking different languages, having different sense of values, behaviors and customs based on their cultural backgrounds. How can you get along with them?

7	Life Roles and Career Development	People today may live longer than their parents did. So you may have more works to do and roles to play in your entire life course. Think about what those life roles are and how you can balance them with your job and career in order to maintain quality of your life.	14	Review and Report Writing	You will review what you learned and considered in this course and write a final report about it. Your report must also include what you would like to be and work for based on your understanding of yourself, job and career, Japanese society and the world of work today.
8	Personality and Work Environment for Job Selection	You will learn about several personality types, relationship between people of each personality type and their preferred job environment to know what job will likely to match your personality type through an occupational interest test.			【Work to be done outside of class (preparation, etc.)】 University guidelines suggest preparation and review are around 4hours a week. 【Textbooks】 I will distribute the handouts for each lecture. 【References】 1. Robinson, Ken, & Aronica, Lou.(2013)" Finding Your Element: How to Discover Your Talents and Passions and Transform Your Life", Viking Adult. 2. Tim Clark ,「Business Model You」,John Wiley & Sons, Inc. 3. Tina Seeing (2009) "What I Wish I Knew When I Was 20."
9	Corporate Culture and Business Practice	If you want to get and maintain a job and pursue a career in Japan you should know about the cultural characteristics of the company and its business practices to get along with the other members of the team.			【Grading criteria】 There will be no mid-term nor final class examination. (1)Participation and Learning Attitude (20%) (2)Report Writing (60%) (3)Discussion and Presentation (20%) 【Changes following student comments】 NA
10	Human Resource Management in Japan	Human resource management plays a very important role for the operation and functions of the company. So you need to know what and how they proceed with the daily work.			【】 This class is for foreign students who wish to find career/job hunting in Japan in the future, and after having them think about the meaning and significance of work and career, and understanding the current environment and situation of Japanese society and the characteristics of Japanese corporate organizations. The aim is to equip you with the awareness, attitude, and specific knowledge necessary for career development. Classes are conducted in English. In addition, there are many discussions in class, and English skills are required to write reports.
11	Japanese MSC (Medium to Small Sized Companies) as Your Job Targets	The Japanese economy has been supported by and dependent on a large number of MSC (medium to small sized companies). In this respect you should know more about them and consider them as potential candidates of your job hunting in the future.			
12	How Japanese Company Recruits and Fosters Young Employees	Even if you could successfully get a job offer, you would probably be not so confident in your ability to cope with the job requirements. But you do not need to worry too much about it if you knew how Japanese company helps foster young employees.			
13	Lecture by the Guest Speaker	Hearing stories from the people working and ask questions about pros and cons of working in Japan will give you good insights and hints when you select your job and career.			

CAR200LA

## Career Development Skills

Yukiko NAKAGAWA

Subtitle：

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：水 5/Wed.5 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

These lectures aim to strengthen students' basic understanding of career development and human resource management from both theoretical and practical perspectives.

## 【Goal】

The goal is to be able to consider and evaluate problems to career development. It is hoped that students will hone their ability to grasp the crux of these problems to deal with any situation.

【Which item of the diploma policy will be obtained by taking this class?】

## 【Method(s)】

These lectures will focus primarily on knowledge provision. Online copies of the materials on which the lectures will be based will be distributed by online. Students will be given the chance to ask questions and interact with each other. Additionally, group discussions will be held at least five times. Depending on the situation, the lecture plan may be altered or adjusted. Quiz(on the paper) will be held in the class and the feedback of them will be held in the same class.

“If the university's action policy level is set to 2, this class will be taught online as a rule. Details will be announced via the Learning Management System.”

## 【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
No.1	Orientation, Introduction to Human Resource Management	The outline of the lecture and plan will be presented. I will provide an overview of the topic and details of the class.
No.2	Hiring Employees	I will discuss recruitment management and trends in recruitment. Students will learn how to make themselves more employable.
No.3	Performance Management	I will discuss the Performance management and provide examples. Student will gain an insight into the in-company Performance management .
No.4	Compensation and Benefits	I will discuss Compensation and Benefits provide examples. Students will learn how your compensation is determined.
No.5	Career Development Planning & Employee Development	I will discuss the Career Development Planning & Employee Development.

No.6	Talent Management	I will discuss Talent Management. Students will learn about the Corporate Value and Talent Management Initiatives.
No.7	Compliance and Risk Management	I will discuss Compliance and Risk Management. Students will learn Case Study.
No.8	Employees and Industrial Relations	I will discuss case study. Students will learn about “Employees and Industrial Relations.”
No.9	Expatriation	I will discuss Expatriation. Students will learn about Expatriation.
No.10	The Activities of the HR Department Within the Global Headquarters.	I will discuss case study.
No.11	Sample Conversation 1,2	Hiring a New HR Manager to Strengthen HR Functions. Talking with Headquarter.
No.12	Sample Conversation 3,4	How to Effectively Communicate Feedback. Revision the Compensation System.
No.13	Sample Conversation 5,6	Career Planning, Talent Review Committee.
No.14	Sample Conversation 7	A Potential Case of Harassment.

## 【Work to be done outside of class (preparation, etc.)】

University guidelines suggest preparation and review are around 4hours a week.

## 【Textbooks】

Shiraki, M., and Sherman, B.(2020)"Practical HRM for Global Professionals, English and Japaneses", Bunjindo Publishing.

## 【References】

Sato, H., Fujimura, H., Yashiro, A. (2019) New Human Resource Management, 6th edition.Tokyo: Yuhikaku Publishing.

## 【Grading criteria】

Term examination(20 %), Quiz(20 %), Class participation(60 %)

## 【Changes following student comments】

The content of the lectures is designed in the following ratio: 50% basic knowledge and 50% application.

## 【】

These lectures aim to strengthen students' basic understanding of career development and human resource management from both theoretical and practical perspectives.

HSS100LA

## Elementary Health and Physical Education

Shigeharu Akimoto

Subtitle：

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：月 1/Mon.1 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

## 【Outline and objectives】

Understanding the various physical activities and their effect on daily health and/or fitness level. Learning teamwork and personal role within a group through various exercises that require technique and/or tactical knowledge.

## 【Goal】

1. Learning about various ways of exercising.
2. Understanding the basics of a healthy lifestyle.
3. Learning about basic self control and its importance.
4. Exercising simple decision making, leadership, communication in a dependent and co-dependent environment.
5. Creating a demand for future self-education and self-development.

【Which item of the diploma policy will be obtained by taking this class?】

## 【Method(s)】

This class is comprised of 8 lectures and 6 practical lessons; however, this may be changed due to the situation of COVID-19 and the university guidelines. Currently this class is planned to be held offline (face to face), therefore, please follow the university guidelines carefully when you participate in classes (e.g. sanitizing your hands prior to participation). If you have any difficulty to participate due to the situation of COVID-19, please inform the teacher as soon as possible in order to participate online.

Also, Due to the coronavirus pandemic, if there are too many students registered for this class, we may have to choose students via random selection in order to avoid a large group gathering. Further details of this will be announced through Hoppii before the first lesson starts.

When reaction papers are submitted by students, the teacher will comment or give feedback on those reaction papers at the beginning of the next session.

## 【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

## 【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
1	Guidance (Lecture)	Introduction of the course.
2	Walking & Stretching (Lecture & Practical Lesson)	Learning how to stretch and the importance of walking in everyday life.
3	Diet and Nutrition (Lecture)	Learning about basic nutrition and healthy lifestyle.
4	Principles of Training (Lecture)	Learning the basic principles of training.
5	Sport and Injury (Lecture)	Learning about various risk of injuries in sport and their prevention and recovery.
6	Table Tennis (Lecture & Practical Lesson)	Learning the outline of table tennis.

7	Sound Table Tennis (Lecture & Practical Lesson)	Learning about game based table tennis as well as its adaptation for people with visual impairments.
8	The Olympics and Paralympics (Lecture)	Learning about the Olympic and Paralympic Games.
9	Sport and Society (Lecture)	Learning about the role of sport in society.
10	Disability Sport (Lecture)	Learning the outline of disability sports.
11	Football & Boccia (Lecture & Practical Lesson)	Learning the outline of Football and Boccia.
12	Volleyball & Sitting Volleyball (Lecture & Practical Lesson)	Learning the outline of Volleyball and Sitting Volleyball.
13	Adaptation in Sport (Lecture)	Learning about adaptation in Sports.
14	Summarizing the Course (Lecture)	Overview of the course and summarizing what students have learned through group discussions.

## 【Work to be done outside of class (preparation, etc.)】

Each student is required to prepare themselves to have a good physical and mental condition in order to participate safely in the lesson. Also, each student is required to study for 2 hours before and after each lesson accordingly.

## 【Textbooks】

No textbook will be used.

## 【References】

Reference books may be introduced as and if necessary.

## 【Grading criteria】

Attitude and Active Participation in Discussions and Practical Lesson: 60%

Understanding of the contents, Reports & Reaction Paper: 40%  
\*The grading criteria above is the basic grading principle, however, other criteria can be applied for those with difficulties of participation especially for practical lessons due to various reasons.

## 【Changes following student comments】

- 1) The target of each lesson will be introduced at the begging of each lecture in order for students to understand the importance of each lesson.
- 2) The contents of each lesson may be modified and adapted to more familiar ones for students to encourage their better understanding.
- 3) The contents of next lesson will be introduced in order for students to prepare and be ready.

## 【Others】

- Each student is required to bring their own proper sports wear and indoor shoes for practical lessons.
- The order and content of each class can be changed/modified due to the number of participants and available facilities as well as the situation of COVID-19 and university guidelines.

・ If students do not feel well or have (possible) injuries before or after the class, students must inform their condition to the teacher for safety.

【

Understanding the various physical activities and their effect on daily health and/or fitness level. Learning teamwork and personal role within a group through various exercises that require technique and/or tactical knowledge.



HSS200LA

## Health and Physical Education

Shigeharu AKIMOTO

Subtitle：

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：月 1/Mon.1 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

## [Outline and objectives]

Understanding the various physical activities and their effect on daily health and/or fitness level. Learning teamwork and personal role within a group through various exercises that require technique and/or tactical knowledge.

## [Goal]

1. Learning about various ways of exercising.
2. Understanding the basics of a healthy lifestyle.
3. Learning about basic self control and its importance.
4. Exercising simple decision making, leadership, communication in a dependent and co-dependent environment.
5. Creating a demand for future self-education and self-development.

[Which item of the diploma policy will be obtained by taking this class?]

## [Method(s)]

This class is comprised of 8 lectures and 6 practical lessons; however, this may be changed due to the situation of COVID-19 and the university guidelines. Currently this class is planned to be held offline (face to face), therefore, please follow the university guidelines carefully when you participate in classes (e.g. sanitizing your hands prior to participation). If you have any difficulty to participate due to the situation of COVID-19, please inform the teacher as soon as possible in order to participate online.

Also, Due to the coronavirus pandemic, if there are too many students registered for this class, we may have to choose students via random selection in order to avoid a large group gathering. Further details of this will be announced through Hoppii before the first lesson starts.

When reaction papers are submitted by students, the teacher will comment or give feedback on those reaction papers at the beginning of the next session.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
1	Guidance (Lecture)	Introduction of the course.
2	Walking & Stretching (Lecture & Practical Lesson)	Learning how to stretch and the importance of walking in everyday life.
3	Diet and Nutrition (Lecture)	Learning about basic nutrition and healthy lifestyle.
4	Principles of Training (Lecture)	Learning the basic principles of training.
5	Sport and Injury (Lecture)	Learning about various risk of injuries in sport and their prevention and recovery.
6	Table Tennis (Lecture & Practical Lesson)	Learning the outline of table tennis.
7	Sound Table Tennis (Lecture & Practical Lesson)	Learning about game based table tennis as well as its adaptation for people with visual impairments.
8	The Olympics and Paralympics (Lecture)	Learning about the Olympic and Paralympic Games.
9	Sport and Society (Lecture)	Learning about the role of sport in society.
10	Disability Sport (Lecture)	Learning the outline of disability sports.
11	Football & Boccia (Lecture & Practical Lesson)	Learning the outline of Football and Boccia.
12	Volleyball & Sitting Volleyball (Lecture & Practical Lesson)	Learning the outline of Volleyball and Sitting Volleyball.
13	Adaptation in Sport (Lecture)	Learning about adaptation in Sports.

14	Summarizing the Course (Lecture)	Overview of the course and summarizing what students have learned through group discussions.
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[Work to be done outside of class (preparation, etc.)]

Each student is required to prepare themselves to have a good physical and mental condition in order to participate safely in the lesson. Also, each student is required to study for 2 hours before and after each lesson accordingly.

[Textbooks]

No textbook will be used.

[References]

Reference books may be introduced as and if necessary.

[Grading criteria]

Attitude and Active Participation in Discussions and Practical Lesson: 60%

Understanding of the contents, Reports & Reaction Paper: 40%

\*The grading criteria above is the basic grading principle, however, other criteria can be applied for those with difficulties of participation especially for practical lessons due to various reasons.

[Changes following student comments]

1) The target of each lesson will be introduced at the beginning of each lecture in order for students to understand the importance of each lesson.

2) The contents of each lesson may be modified and adapted to more familiar ones for students to encourage their better understanding.

3) The contents of next lesson will be introduced in order for students to prepare and be ready.

[Others]

· Each student is required to bring their own proper sports wear and indoor shoes for practical lessons.

· The order and content of each class can be changed/modified due to the number of participants and available facilities as well as the situation of COVID-19 and university guidelines.

· If students do not feel well or have (possible) injuries before or after the class, students must inform their condition to the teacher for safety.

[]

Understanding the various physical activities and their effect on daily health and/or fitness level. Learning teamwork and personal role within a group through various exercises that require technique and/or tactical knowledge.

