

*Guidebook of
Class Registration
2015 Spring & Summer Quarter*

**ISEPTUFS 履修案内
2015 年春・夏学期**

ISEPTUFS Students

Tokyo University of Foreign Studies
東京外国語大学

TUFS Academic Calendar - 2015 Spring Semester

For International Student Exchange Program TUFS' students

Events for the Year 2015

Spring Semester (April 1 to July 11)

Mar 31(Tue) / Apr 1(Wed)	(2015. 4 entry) Exchange students Arrival	来日
Apr 3(Fri)	Orientation for the International Students	オリエンテーション
Apr 3(Fri)	Placement test for students participating in ISEPTUFS' students, etc...	プレイスメントテスト
Apr 3(Fri) / 7(Tue)	Medical examination for 2015. 4 entry students	健康診断
Apr 6(Mon)	2015 Spring semester Classes begin for Japanese Language Program and the undergraduate and graduate students.	授業開始
Middle of April	Class registration period: (Spring Semester)	春学期履修登録期間
May 28(Thu)	University boat race (No Classes)	ボート大会(休講)
Jul 6(Mon) - Jul 10(Fri)	Spring semester Final Exams	春学期定期試験
End of July	(2015.8 graduate) Closing Ceremony	閉講式

Summer Semester (July 12 to August)

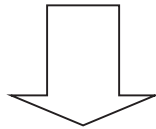
-	Intensive Class	集中講義
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* This schedule is subject to change.

交換留学プログラム

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

協定校からの交換留学生



東京外国語大学(TUFS)

交換留学プログラム

ISEPTUFS

1. ISEPTUFS って何？

1.1 プログラムの目的

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

1.2 プログラムの歴史

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

2015 年現在では、18 年目となりました。当初は 20 名だった受け入れ学生数も次第に多くなり、現在では 100 名以上の学生が学んでいます。その中には奨学金をもらわず、私費で学んでいる学生も少なくありません。

1.3 プログラムの特徴

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

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

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

2. ISEPTUFS 学生

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

2.1 受講科目について

2.1.1. プログラムの修了

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

2.1.2. ISEPTUFS プログラム専門科目

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

2.1.3. 専門科目以外の学部で開講される科目

シラバスは下記のアドレスから閲覧することができます。

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

学部の授業には一部、履修できない授業がありますので注意してください。

2.1.4. 日本語科目 (Japanese Language Program)

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

なお、日本語科目は、「聴講のみの登録」はできませんので、注意が必要です。

〈レベル別開講クラスとクラス番号一覧〉

レベル	集中 コース	レギュラーコース								
		総合	技能・トピック別 (週1コマ)					漢 字	発 音	
初 級 100～	100 (10コマ)									
初中級 200～	200 (10コマ)									
中級 1 301～		301 (5コマ)	文法 311	読解 312	聴解 313	文章 314	口頭 315	漢 字 901	発 音 911	
中級 2 401～		401 (5コマ)	文法 411	読解 412	聴解 413	文章 414	口頭 415			
中上級 501～		501 (5コマ)	文法 511	読解 512	聴解 513	文章 514	口頭 515	902		
上級 1 601～		601 (3コマ)	文法 611	読解 612	聴解・時事 613	文章 614	口頭 615	903		
上級 2 701～		701 (2コマ)	文法 711	読解 712	聴解・時事 713	文章 714	口頭 715	904		
超 級 801～				ライティング 824	時事 826	ドラマ 827	ビジネス 828			

※文章＝「文章表現」、口頭＝「口頭表現」、ライティング＝「アカデミック・ライティング」、時事＝「時事日本語」、ドラマ＝「ドラマ・ドキュメンタリー」、ビジネス＝「ビジネス日本語」

※技能・トピック別クラス、漢字、発音：1コマ/週

日本語 100-200 レベル

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

日本語 300-500 レベル

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

日本語 600-700 レベル

このコースは自国で日本語 500 レベルまたは同等に相当する日本語授業を終了した学生に、上級の「大学で学ぶための日本語運用力」(Japanese for Academic Purposes)をつけることを目標に設定されています。週 3 回(600 レベル)または 2 回(700 レベル)の総合クラスに加え、多彩な選択科目があります。

日本語 800 レベル

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

<プレイスメント・テストと日本語レベル>

来日してから受けるプレイスメント・テストは1度だけです。100 から600レベルの学生は、自分のレベルの授業3単位以上(漢字、発音クラスは除く)において、B以上であった場合に、翌学期に一つ上の日本語レベルの科目を履修できます。詳しくは、全学日本語プログラム履修案内を参照してください。

<履修クラスへの出席>

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

3. 留学ビザと就労許可

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

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

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

4. 受講できない科目

学部の開講科目のうち、英語 I、ドイツ語 II、のように、科目名に「I」「II」がつく科目は受講できません。

5. 履修登録

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

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

6. 単位の認定と修了証

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

東京外国語大学で履修した単位は次のように認定します。

講義科目 2単位

言語科目 1単位

日本語科目 (全学日本語プログラム)

100, 200 : 10単位

301, 401, 501: 5単位

601 : 3単位

701 : 2単位

310番台, 410番台, 510番台, 610番台, 710番台, 820番台, 900番台 : 1単位

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

7. 成績

東京外国語大学の成績システムは下記のとおりです。

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

* 2014 年 秋学期受入学生 :

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

8. 指導教員・科目アドバイザー

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

科目アドバイザー	
ISEP 科目	教授 岡田 昭人
日本語科目	准教授 伊集院 郁子

9. 学年暦 2015-2016 年度

春学期: 2015 年 4 月 1 日~2015 年 7 月 10 日

夏学期: 2015 年 7 月 13 日~2015 年 9 月 30 日 (集中講義)

秋学期: 2015 年 10 月 1 日~2016 年 1 月 22 日

冬学期: 2016 年 1 月 26 日~2016 年 2 月 12 日 (集中講義)

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

10. その他の情報

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

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

《学生相談室》

日時 月曜～金曜 12:00～16:00

場所 研究講義棟 1 階

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

学生相談室で相談するほかに、専門のカウンセラーに相談することができます。

- ・ カウンセリングの日は 毎週金曜日 13:00～17:00
- ・ 場所は 保健管理センター1 階

次のような質問は留学生課に相談してください。

- ・ 履修登録に関する質問や相談
- ・ 各種証明書に関する相談

次のような事柄は留学生課に届け出てください。

- ・ 住所、電話番号などの変更
- ・ 帰国や一時出国などの予定

留学生課(事務局棟 1 階)

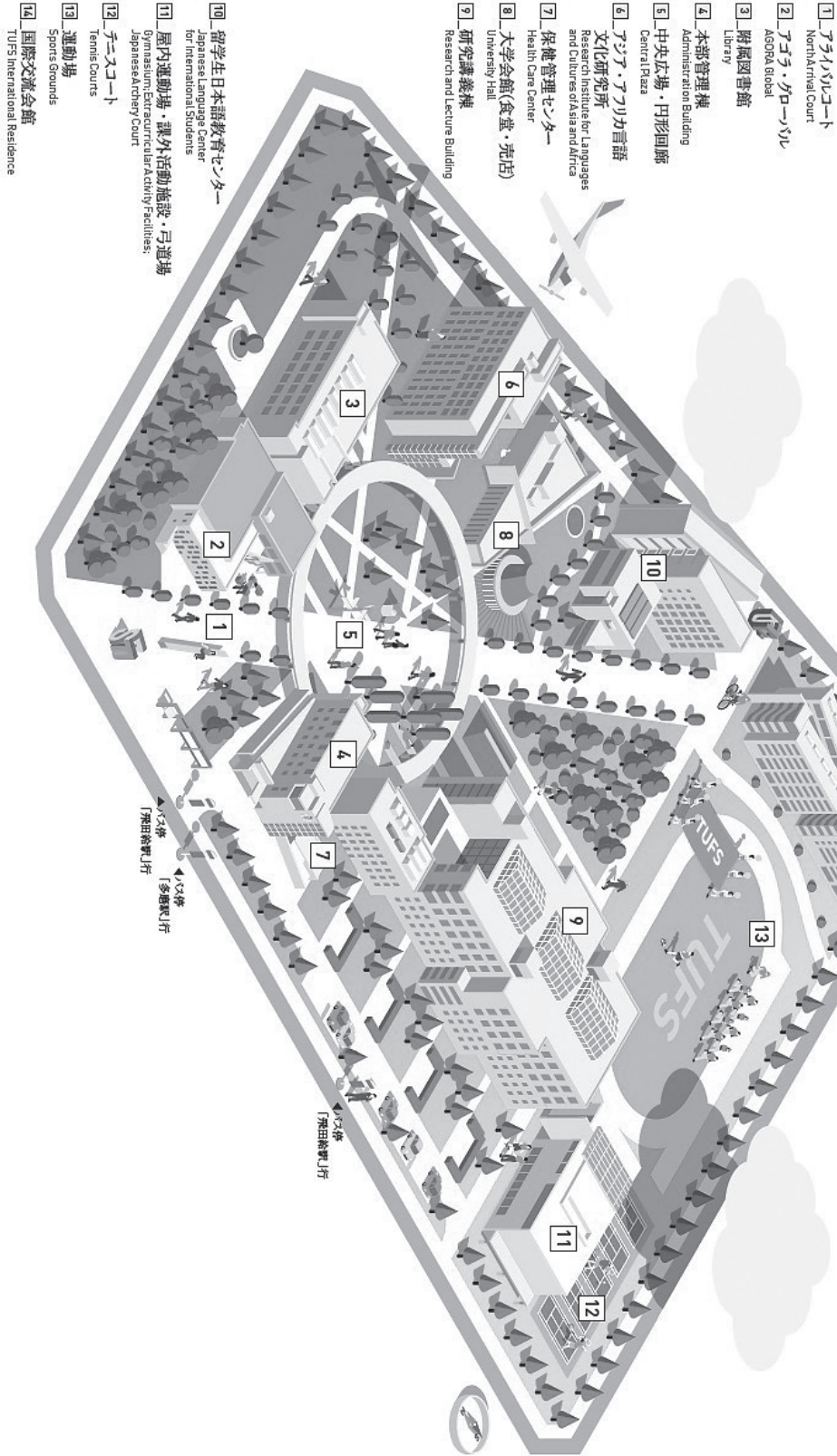
オフィスアワー : 平日 9:00～17:00

〒183-8534

東京都府中市朝日町 3-11-1

Campus Map

Tokyo University
of Foreign
Studies



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

キャンパスマップ

2015
Spring & Summer Quarter
ISEPTUFS Syllabus

ISEPTUFS専門科目 / ISEPTUFS Elective Classes

No.	Code/ 履修 コード	Period/時限		Title/科目名	Credits/ 単位数	Instructor/教員	Room No./ 教室	Remarks /備考
1	180108	Monday 2	月2	Introduction to History of Education in Victorian and Edwardian England 1	2	中込 さやか NAKAGOMI Sayaka	207	
2	212005	Monday 2	月2	Japanese Language Education in the Era of Globalization	2	ヨコバ 四位 エオノラ YOYKOKOBA Shii Eleonora	113	
3	180014	Monday 3	月3	Migration	2	五十嵐 ミュゲ IGARASHI Muge Dane	103	
4	180188	Monday 5	月5	Japanese Religions	2	松村 一男 MATSUMURA Kazuo	307	
5	180185	Tuesday 3	火3	メディアとしての浮世絵 The role of ukiyo-e(Japanese woodblock prints) as the information medium	2	藤澤 茜 FUJISAWA Akane	101	*
6	180132	Tuesday 4	火4	Western Literature Survey 1 (2000 B.C. - 1592 A.D.)	2	マキン MACKIN, Zane	106	
7	180053	Tuesday 5	火5	Literature in Emigration	2	ゲプハルトヴァー GEBHARTOVA, Marketa	745	
8	180183	Tuesday 5	火5	Corporate Governance and Culture in Comparative Perspective 2	2	市瀬 博基 ICHINOSE Hiroki	105	
9	180125	Wednesday 3	水3	Indian Mass Media & Globalization	2	ドゥヴィヴェーディー DWIVEDI, Ram Prakash	107	
10	180104	Wednesday 3	水3	Writing History 1	2	宮本 隆史 MIYAMOTO Takashi	216	
11	180190	Wednesday 3	水3	Introduction to Japanese Traditional Culture	2	古瀬 珠水 FURUSE Tamami	225	
12	180084	Wednesday 3	水3	Global Issues 1	2	ジョンソン JOHNSON, Stephan	114	
13	180071	Wednesday 4	水4	Conflict & Immunity: The Fukushima Nuclear Catastrophe 1	2	ウィルコックス WILCOX, Richard	113	
14	180072	Wednesday 5	水5	Environment and Human Life: An Introduction to Contemporary Environmental Issues 1	2	ウィルコックス WILCOX, Richard	113	
15	180028	Wednesday 5	水5	日本語文法の諸相 -日本語教育文法として Japanese Grammar for Pedagogical Purposes	2	楠本 徹也 KUSUMOTO Tetsuya	107	*
16	180041	Wednesday 6	水6	Translation Studies 1	2	田村 智子 TAMURA Tomoko	114	
17	180031	Thursday 1	木1	Language and Society 1	2	ウィンチェスター WINCHESTER, Mark	100	
18	180042	Thursday 2	木2	World Englishes	2	ボルロンガン BORLONGAN, Ariane	103	
19	411006	Thursday 3	木3	Introduction to Linguistics: Syntax	2	林 龍次郎 HAYASHI Ryujiro	204	
20	180184	Thursday 3	木3	現代日本の宗教文化 Religious culture in contemporary Japan	2	平藤 喜久子 HIRAFUJI Kikuko	226	*
21	180186	Thursday 4	木4	Japanese Society and Culture from an Anthropological Perspective	2	堀口 佐知子 HORIGUCHI Sachiko	326	
22	180126	Thursday 5	木5	Rhetoric in Ancient India	2	チョックロボルティ CHAKRABORTY, Amitava	305	
23	180187	Thursday 5	木5	Japanese Youth and Popular Culture	2	堀口 佐知子 HORIGUCHI Sachiko	218	
24	180089	Thursday 5	木5	Politics in Postcolonial Africa: from "Modernization" Project to Conflicts	2	アブディン ABDIN, Mohamed	110	

ISEPTUFS専門科目 / ISEPTUFS Elective Classes

No.	Code/ 履修 コード	Period/時限		Title/科目名	Credits/ 単位数	Instructor/教員	Room No./ 教室	Remarks /備考
25	180106	Thursday 5	木5	European Ideas in Historical Context 1	2	佐藤 空 SATO Sora	112	
26	180131	Thursday 5	木5	An Introduction to World Geography	2	マーフィー MURPHY, Michael	322	
27	180043	Thursday 6	木6	Second Language Acquisition 1	2	ハウザー HAUSER, Eric	325	
28	180079	Friday 2	金2	The Middle East in International Politics	2	松永 泰行 MATSUNAGA Yasuyuki	114	
29	180088	Friday 2	金2	Journalism -- Understanding the World	2	角地 スヴェンドリニ KAKUCHI, Suvendrini	307	
30	212006	Friday 2	金2	Intercultural Communication and Language Education	2	キャラカー CARAKER, Richard	109	
31	180087	Friday 2	金2	Peace and Conflict Studies: An Introduction to Human Security	2	シャーニー SHANI, Giorgiandrea	109	
32	180045	Friday 3	金3	Introduction to Language and Culture	2	リープ LIEB, Margret-Mary	104	
33	180055	Friday 3	金3	Understanding the United States through African American Literature	2	石川 千暁 ISHIKAWA Chiaki	207	
34	180181	Friday 4	金4	Japanese Films in Comparative Perspective	2	岡田 昭人 OKADA Akito	115	
35	180189	Friday 4	金4	Introduction to Japanese Politics	2	ハック HUQ, Mir Monzurul	211	
36	180130	Friday 5	金5	English Poetry in the 20th Century 1	2	コンウェイ CONWAY, Neil	226	
37	180013	Friday 5	金5	Intercultural Communication and Miscommunication	2	森田 京子 MORITA Kyoko	306	
38	180086	Friday 5	金5	Media-Government Relationship in Japanese Democracy	2	ハック HUQ, Mir Monzurul	211	
39	180012	Friday 5	金5	Globalization and Immigration 2	2	東 史彦 AZUMA Fumihiko	113	
40	180044	Friday 6	金6	Applied Linguistics: Bilingualism 1	2	ホーネス HORNESS, Paul	307	
41	422020	Intensive	TBA	Gender and Globalisation	2	青山 薫 AOYAMA Kaoru	TBA	
42	180085	Intensive	TBA	Introduction to International Relations	2	東野 篤子 HIGASHINO Atsuko	TBA	
43	212003	Intensive	TBA	Introduction to Interpreting: Theory and Practice	2	田村 智子 TAMURA Tomoko	TBA	
44	413009	Intensive	TBA	From Opera to Musicals: Middlebrow Culture in Britain and the USA	2	新井 潤美 ARAI Megumi	TBA	

Note: This schedule is subject to change.

Code	180031
Subject	ISEPTUFS
Instructor	ウィンチェスター [WINCHESTER, Mark]
Title	Language and Society 1
Quarter	Spring
Day, Period	Thu.1
Goals of the course	Japanese society, like all nominally designated national societies, is inherently multilingual. In fact, it is precisely because of the fundamental multilingual nature of society that claims concerning the exceptional nature of singular national languages - and attempts to interpret them as extensions of the territory in which their speakers live - become possible in the first place. This course aims to address the synchronic and diachronic diversity of the languages spoken in modern and contemporary Japan. Through studying their historical transition, regional diversity, as well as differences in linguistic characteristics according to gender and the workplace, this course will enable students to gain an understanding of language in Japan as a radically plural phenomenon.
Overview of the course	At the beginning of the semester students will form study groups that will work together in class on the assigned texts throughout the course. The course will be split into two parts. In part one we will read and discuss the Japanese writer Mizumura Minae's 2008 bestseller, <i>The Fall of the Japanese Language in the Age of English</i> . From this reading we will discuss the challenges facing the Japanese language in the contemporary world, with a particular emphasis on language education. In part two of the course we will examine the following topics: loan words, hybrid languages, dialect language and the media, language and ideology, translation, Korean, the Ainu language, and gender.
Keyword	
Plan	
Grading	The breakdown of the assessment is as follows: 1. Class Participation (25%), 2. Group Worksheets (25%), 3. Final Essay (1000 words, 25%), 4. Final Test (multiple choice, 25%). Most of the readings for each lesson will be made available to students via mailing list.
Preparation, etc.	
Notes	
Textbooks	
Reference books	
Additional information on textbooks / reference books	

Code	180042
Subject	ISEPTUFS
Instructor	ボルロンガン [BORLONGAN, Ariane]

Title	World Englishes
Quarter	Spring
Day, Period	Thu.2
Goals of the course	The course engages the students in discourses on the implications of the global spread of English. Thus said, at the end of the course, the students must be those who: <ul style="list-style-type: none"> • Deeply appreciate the sociolinguistic reality of the spread of English around the world; • Continuously challenge their understanding of the world Englishes paradigm in the context of the ever-changing realities of the multilingual yet Anglophone world; • Adequately describe and explain the (socio)linguistic phenomenon of Englishes, including history, sociology, and structural variation; • Prudently respond to questions and issues resulting from the spread of English; and • Strategically develop a line of inquiry towards an interesting and unique research problem in world Englishes.
Overview of the course	The course looks into the (socio)linguistic development of English with reference to its spread around the world. The consequential paradigm that has emerged out of the phenomenon of its global spread is discussed and considered in depth. The dynamic model of the evolution of Englishes, a recent but particularly influential treatment of the spread, will be given focus. The Englishes that have arisen out of this phenomenon will be surveyed, examining the history, sociology, and linguistic structure of each. <p>An important facet of this course is its discussion of the pragmatic implications of the global spread of English, demystifying the various language and social issues arising from the unprecedented global (socio)linguistic phenomenon.</p> <p>The course also reviews the current state of research (and accordingly, the different methods used in researching) on the Englishes. It highlights research themes and issues that have been of interest to scholars of various persuasions and also those that have recently caught the attention of linguists worldwide but, most importantly, those that are significant in shaping today's world of Englishes.</p>
Keyword	World Englishes, English linguistics, English, sociolinguistics
Plan	
Grading	Every anticipated learner attribute, expected learning outcome, and directed course objective have corresponding gradable outputs; these attributes, outcomes, and objectives are achieved progressively and outputs submitted over the course of time. Accordingly, every required output is given a grade allotment commensurate to its intellectual difficulty and preparatory burden and time:

Class activities/participation 20
Short papers 40
Research project 40
Preparation, etc.
It is expected that students will have read the readings prior to the session when the reading will be discussed. They are also expected to have made further readings on their own and contribute extensively beyond the readings they have been expected to finish.
Notes
Students are to submit their due requirements on the specified time period, and never beyond. (Prompt) submission of a requirement will not necessarily result in a passing assessment to that requirement. Needless to say, a requirement submitted – even on time – could still merit a failing assessment, if deemed appropriate by the instructor.
All requirements submitted should be the students' own. Any references used in the requirement submitted must be properly documented following 'The Publication Manual of the American Psychological Association' (6th ed., 2009). A student caught plagiarizing will be given a failing assessment in the requirement in question in particular and/or the course as a whole.
Textbooks
The handbook of world Englishes / Braj B. Kachru, Yamuna Kachru, and Cecil L. Nelson (Eds.): Blackwell Publishing Ltd., 2005
Reference books
Additional information on textbooks / reference books
Crystal, David. (2003). English as a global language (2nd ed.). New York, NY: Cambridge University Press.
Kachru, Braj B. (1965). The Indianness in Indian English. <i>Word</i> , 21, 391-410.
Kachru, Braj B. (1992). World Englishes: Approaches, issues and resources. <i>Language Teaching</i> , 25, 1-14.
Kortmann, Bernd, & Lunkenheimer, Kerstin (Eds.) (2013). The electronic world atlas of varieties of English. Leipzig, Germany: Max Planck Institute for Evolutionary Anthropology. Accessible from http://ewave-atlas.org
Kortmann, Bernd, & Szmrecsanyi, Benedikt (2009). World Englishes between simplification and complexification. In Lucia Siebers & Thomas Hoffmann (Eds.), <i>World Englishes -- Problems, properties and prospects: Selected papers from the 13th IAWC conference</i> (pp. 265-285). Amsterdam, the Netherlands: John Benjamins Publishing.
Mesthrie, Rajend. (2006). World Englishes and the multilingual history of English. <i>World Englishes</i> , 25, 381-390.
Pakir, Anne. (1991). The range and depth of English-knowing bilinguals in Singapore. <i>World Englishes</i> , 10, 167-179.

Schneider, Edgar W. (2003). The dynamics of new Englishes: From identity construction to dialect birth. <i>Language</i> , 79, 233-281.
Schneider, Edgar W. (2007). <i>Postcolonial English: Varieties of English around the world</i> . New York, NY: Cambridge University Press.
Schneider, Edgar W. (2014). New reflections on the evolutionary dynamics of world Englishes. <i>World Englishes</i> , 33, 9-32.
Siemund, Peter. (2013). <i>Varieties of English: A typological approach</i> . New York, NY: Cambridge University Press.
*Additional required readings for specific topics will be given in due course.

Code	180041
Subject	ISEPTUFS
Instructor	田村 智子 [TAMURA Tomoko]
Title	Translation Studies 1
Quarter	Spring
Day, Period	Wed.6
Goals of the course	To improve one's translation skills (both written and oral) through theoretical inquiries and actual practice
Overview of the course	This is a course of "step-by-step" theoretical inquiries into the mechanism of "translation/interpreting" activities accompanied by actual practice. Since "English-Japanese" will be the predominant language pair in our example analyses and actual practice, strong (native/near-native) proficiency in both languages is required for this course.
Keyword	Translation, Translation Studies, Interpreting, Interpreting Studies
Plan	<ol style="list-style-type: none"> 1. Introduction 2. Equivalence at Word Level (1) 3. Equivalence at Word Level (2) 4. Equivalence above Word Level (1) 5. Equivalence above Word Level (2) 6. Equivalence above Word Level (3)---Active Learning 7. Grammatical Equivalence (1) 8. Grammatical Equivalence (2) 9. Textual Equivalence: Thematic and Information Structures (1) 10. Textual Equivalence: Thematic and Information Structures (2) 11. Textual Equivalence: Cohesion (1) 12. Textual Equivalence: Cohesion (2)---Active learning 13. Pragmatic Equivalence (1) 14. Pragmatic Equivalence (2) 15. Beyond Equivalence: Ethics and Morality
Grading	1. Weekly Assignments & Class Participation: 70%

3. Term Paper: 30%	
Preparation, etc.	
Before the 1st class session, read Chapter 1 (“Introduction”) of the textbook, in which the author presents her view on the significance of “theoretical training” in translation. Do you agree or disagree with the author, and why? Write your response in no more than 300 words and submit it on the 1st day of class.	
Notes	
Every class session will provide a platform for active exchange of ideas and opinions. The weekly assignments are designed to facilitate such class participation.	
Textbooks	
In Other Words / Mona Baker: Routledge, 2011, ISBN: 978-0415467544	
Reference books	
The Routledge Course in Japanese Translation / Yoko Hasegawa: Routledge, 2012, ISBN: 978-0415607520	
Additional information on textbooks / reference books	
The Routledge Course in Japanese Translation by Yoko Hasegawa will be used for Translation Studies 2 in the Fall Term.	

Code	180043
Subject	ISEPTUFS
Instructor	ハウザー [HAUSER, Eric]
Title	Second Language Acquisition 1
Quarter	Spring
Day, Period	Thu.6
Goals of the course	
There are two objectives. One is to gain a broad and current understanding of research and theory in the field of second language acquisition (SLA). The other is to develop ability to understand and use academic English.	
Overview of the course	
As this is an introductory course, it will cover a broad range of topics in SLA. Students will learn about these through readings and lectures and will be tested on what they have learned.	
Keyword	
second language acquisition	
Plan	
Grading	
Grades will be based on three take-home exams. Answers to these exams will be submitted electronically. There will be a penalty for late submission. Unexcused absences will also be penalized. If you have a legitimate excuse for being absent, it is very important to inform me.	
Preparation, etc.	
Students should complete all readings before class. Powerpoint slides of each lecture will be made available electronically following the lecture.	
Notes	
The content of this course is especially important for students who want to enter language education or a related field.	
Textbooks	
Understanding Second Language Acquisition /	

Ortega: Hodder Education, 2009, ISBN: 9780340905593	
Reference books	
Additional information on textbooks / reference books	

Code	180044
Subject	ISEPTUFS
Instructor	ホーネス [HORNESS, Paul]
Title	Applied Linguistics: Bilingualism 1
Quarter	Spring
Day, Period	Fri.6

Goals of the course

The main objectives are to give students a general introduction into the various aspects of bilingualism and issues related to it. Students will...

- (1) become familiar with the key concepts of bilingualism
- (2) discuss the process of learning a second language
- (3) discuss the role of bilingualism in society
- (4) discuss individual learner differences
- (5) outline their beliefs about bilingualism
- (6) present their ideas on bilingualism

Overview of the course

This is an introductory course on bilingualism. The course introduces key concepts and research in bilingualism mainly focusing on the individual. During the course students will explore various theoretical orientations and how they relate to the study of bilingualism. Each week we will discuss specific themes and do activities related to the topic.

Keyword

Plan

1. Introduction
2. Native speaker
3. Theories on language
4. Language development
5. Presentation
6. Review
7. Language use
8. Dual-coding
9. Code-switching
10. Presentation
11. Review
12. Environmental factors
13. Family
14. School
15. Final

Grading

Participation/summaries: Each week students will be expected to write and present a summary on the weekly theme. 30 points

Presentation: Each student will present on one of the previous themes discussed in class. The purpose is to allow students to choose a topic and examine it more deeply. 30 points (2X15)

Review: Students will demonstrate their knowledge on a writing test and by participating in speaking discussion.

The theme will be randomly chosen from one of the themes covered in class. 20 points (2X10)
Final Review: Students will demonstrate their knowledge on a writing test and by participating in speaking discussion. The theme will be randomly chosen from one of the themes covered in class. 20 points
Preparation, etc.
Notes
Colin Baker's Foundations of Bilingual Education and Bilingualism (6th ed.) will be used as the basis for the course. In addition, other handouts will be given out in class.
Textbooks
Reference books
Additional information on textbooks / reference books

Code	180045
Subject	ISEPTUFS
Instructor	リーブ [LIEB, Margret-Mary]
Title	Introduction to Language and Culture
Quarter	Spring
Day, Period	Fri.3
Goals of the course	The goal of this class is to introduce students to the connection between language and cultural identity, the influence of culture on communication, and the value of indigenous languages. Students will reflect on the nature of language in shaping thought processes, and the importance of intercultural communication skills. It is hoped that students will not only increase their cultural fluency, but also achieve a greater appreciation of their own language and culture.
Overview of the course	This course will be based on lectures and powerpoint presentations. Each class will consist of lectures, group discussions, and reflective exercises. Outlines for each course will be provided and students may use these to take notes and keep summaries of lecture content.
Keyword	Language, culture, sociolinguistics, pragmatics.
Plan	Week 1: Course Introduction Weeks 2-3: Enhancing Eye Contact / Culture topic 1 Weeks 3-4: Adding Gestures / Culture topic 2 Weeks 5-6: Using your Voice Effectively/ Culture topic 3 Weeks 7-8: Organizing Information / Culture topic 4 Weeks 9-10: Supporting Ideas / Culture topic 5 Weeks 11-12: Preparing Powerpoints / Culture topic 6 Weeks 13-15: Whole Class Information Presentations
Grading	50% In-class tasks 50% Final exam
Preparation, etc.	

Notes
This course will be taught entirely in English. Students taking this class should have a good command of English and come to class prepared to participate actively by listening, taking notes, participating in group discussions, and completing in-class tasks. Dictionaries are essential to ensure students understand key terminology.
Textbooks
Reference books
Additional information on textbooks / reference books
There is no specific textbook for this course. Lectures are prepared based on a variety of sources. Recommended readings will be announced in class.

Code	180053
Subject	ISEPTUFS
Instructor	ゲブハルトヴァー [GEBHARTOVA, Marketa]
Title	Literature in Emigration
Quarter	Spring
Day, Period	Tue.5
Goals of the course	This course aims to introduce the cultural history, represented mainly by literature, of the second half of the 20th century Central European exiled authors.
Overview of the course	This course will to introduce the cultural history, represented mainly by literature, of the second half of the 20th century Central European exiled authors.
Keyword	
Plan	Migration in the second half of the 20th century: mirroring emigration, inner exile and "the East" in Literature, overview Women writers in opposition. In the sight of the iron curtain : Czechoslovakia, Poland, East Germany, Hungary Being bilingual. In the exile of other language : Zdena Tomin, Libuše Moníková, Agota Christof, Eva Hoffmann, Věra Linhartová Female characters in Czech exiled or samizdat Literature : Milan Kundera, Josef Škvorecký, Bohumil Hrabal, Jiří Gruša Exile as Home, Life of an Émigré, Witold Gombrowicz, Milan Kundera Memoirs, confessional novels, letters : a Journey through the "Socialist Era" The 1990s. Homecoming. New Exiles. Women's Writing as a Prominent Voice in the Post-communist Countries : Literature after 1989

After. Southern conflict. War in Yugoslavia. Slavenka Drakulić, Dubravka Ugrešić
Grading
Students are expected to participate actively, i.e. prepare for lectures, read literary texts concerned. At the end of the course students will write an essay (min. 3 pages) on selected topic (confirmed by the teacher).
Preparation, etc.
Reading materials
Notes
Textbooks
Reference books
Additional information on textbooks / reference books

Code	180055
Subject	ISEPTUFS
Instructor	石川 千暁 [ISHIKAWA Chiaki]
Title	Understanding the United States through African American Literature
Quarter	Spring
Day, Period	Fri.3
Goals of the course	Through active participation in this literature-survey course, the students will not only improve their ability to express their opinions and questions in English, but also deepen their understanding of the racial dynamics of the United States as represented in black-authored literature.
Overview of the course	In this course, we will read 20th century literary works written by various African American authors. By reading works that cannot necessarily be categorized as “protest literature,” we will witness the diversity of African American fiction. Before discussing literary texts, we will first watch a film and listen to music to familiarize ourselves with African American culture. Starting week 3, the class will be conducted based on a student’s (or a group of students) presentation. Presentations should include a summary of the text, an introduction of its author, its historical context, interesting passages, as well as questions. The class will then respond to his/her presentation, adding comments as well as asking questions. To further facilitate class discussion, the participants will be allowed to speak in Japanese for the last 30 mins. As a final project, the students will be asked to write a paper (in either Japanese or English) on a text of their choice.
Keyword	
Plan	
	1 Introduction (1) 2 Introduction (2) 3 Reading (1) W.E.B.Du Bois, Of the Coming of John

(1903)
4 Reading (2) Nella Larsen, <i>Passing</i> (1929)
5 Reading (3) Langston Hughes, “One Monday Morning”
6 Reading (4) Richard Wright “Down by the Riverside” (1938)
7 Reading (5) Ann Petry, <i>The Drugstore Cat</i> (1949)
8 Reading (6) James Baldwin, “Sonny’s Blues” (1962)
9 Reading (7) Samuel Delany, “Corona” (1967)
10 Reading (8) Alice Walker, <i>The Color Purple</i> (1982) pt1
11 Reading (9) Walker pt2
12 Reading (10) Toni Morrison, “Recitatif” (1983)
13 Final Project (1)
14 Final Project (2)
15 Final Project (3)
Grading
Class participation (including attendance and presentations) 60%, Final paper 40%
Preparation, etc.
All students are expected to read assigned text(s) for each class.
Notes
Textbooks
Reference books
Additional information on textbooks / reference books
No textbook purchase required.

Code	180125
Subject	ISEPTUFS
Instructor	ドゥヴイヴエーデー [DWIVEDI, Ram Prakash]
Title	Indian Mass Media & Globalization
Quarter	Spring
Day, Period	Wed.3
Goals of the course	This course is designed to enable students to get an idea about mass media and its role, responsibilities and importance in emerging economies and developing societies like India in the age of globalization. Mass Media is an effective tool of globalization and responsible for creation of ‘global village’. Indian mass media, which comprises print, radio, television, film and cyber media has brought a big cultural, social and economic changes in the nation, is one of the biggest media-system of the world. This course will enrich students’ knowledge about mass media and it’s functioning in context of socio-cultural and economic reforms in India.
Overview of the course	This course is focused on Indian mass media including Print Media, Radio, Television, Film and Cyber Media. This course is a study of mass media with historical, sociological and cultural approach. Understanding Media
Keyword	
	Media Studies, Globalization, Indian Media, Communication Studies
Plan	

Grading
Class Assignments 30%
Mid Term Essays/ Project Work 30%
Final Examination 40%
Preparation, etc.
Term Paper/Project Students will be asked submit a term paper or project work (2500-3500 words approx.) on a topic of their choice, duly approved by the instructor.
Notes
Students who wish to join this course are supposed to participate in debates and discussions in the class. Students who pursue this course will get a good knowledge about Indian mass media, society and culture. Students will be encouraged to watch movies. TV shows and read online materials to prepare their presentations/project. Social media will also be used to facilitate the students learning and help them to develop their communication skills.
Textbooks
The Indian Media Business / Vanita Kohli-khandekar: SAGE, India, 2013, ISBN: 9788132113560 Indian Media in a Globalised World / Maya Rangnathan, Usha M Rodrigues: SAGE, India, 2012, ISBN: 9788132104018
Reference books
Globalization on the Ground / Steve D. Dorne: SAGE, India, 2008, ISBN: 9788178298269
Additional information on textbooks / reference books
Printed study material will be provided in the classes

Code	180126
Subject	ISEPTUFS
Instructor	チョックロボルテイ [CHAKRABORTY, Amitava]
Title	Rhetoric in Ancient India
Quarter	Spring
Day, Period	Thu.5
Goals of the course	Students are expected to understand the tradition of Rhetorical practices and the tradition of the conceptualization of Rhetoric in Ancient India
Overview of the course	This course offers introduction the Institutional practices of public oratory and argumentation in Ancient India. This covers tradition of political oratory, judicial argumentation, academic debate, diplomatic compositions and literary compositions. Along with instances of such practices as represented in various texts, it also provides an insight in the theoretical conceptualizations of various forms of Rhetoric as existed in Ancient India.
Keyword	Rhetoric, Ancient India
Plan	1st Class: Rhetoric as a Practice and as a Discipline; Ancient Indian Knowledge System; the tradition of public debates to establish and defend academic and religious thoughts; oratory as an elite practice (Kamasutra).

2nd Class: Public deliberations in Vedic assemblies and post-Vedic republics
3rd Class: Debate under Monarchy: Mahabharata
4th Class: Deliberation as a Practice in Buddhist Monasteries
5th Class: Group Discussion on areas discussed so far
6th Class: Theorizations of scholarly argumentation in logic (Nyaya) and other disciplines: Caraka and Gautama.
7th Class: Theorization of Scholarly Argumentation by Buddhist Scholars: Dharmakirti and Maitreya
8th Class: Principles of Judicial Argumentation: Dharmashastras
9th Class: Representation of Judicial Argumentation: Abhijnana Shakuntalam
10th Class: Principles of Political Rhetoric to be practiced by ambassadors, spies and authors of Royal writs: Arthashastra
11th Class: Tantrayukti as a system of textual composition: Kautilya, Charaka, Sushruta
12th Class: Group Discussion on areas discussed so far
13th Literary Rhetoric: Sanskrit Tradition
14th Class: Literary Rhetoric: Tamil Tradition II
15th Class: Group Discussion on Literary Rhetoric
Grading
Based on Group Discussions and level of participation.
Preparation, etc.
Notes
Textbooks
Rhetoric in South Asia, Wolfgang Donsbach (ed): International Encyclopedia of Communication, www.communicationencyclopedia.com / Chakraborty, A, Wiley-Blackwell, 2008 Comparative rhetoric: An historical and cross-cultural introduction, Kennedy, G. A., Oxford
Reference books
Additional information on textbooks / reference books
Students will be provided with excerpts from critical and literary texts one week ahead of the class.

Code	180130
Subject	ISEPTUFS
Instructor	コンウェイ [CONWAY, Neil]
Title	English Poetry in the 20th Century 1
Quarter	Spring
Day, Period	Fri.5
Goals of the course	The course is aimed at students who have little experience with poetry in English. Students who have some knowledge of poetry are welcome, as are students who find the idea of poetry a little intimidating. The course aims are to introduce students to a variety of poets and poems from the 20th Century, and to explore some of the techniques and tools used by poets. We will look at the influences on the poetry of this period: what it inherited and carried over from previous generations, and the pressures it was under to change. The overall goal of the course is to encourage and inspire students to embark on poetry reading for its own sake.

Overview of the course	
Each week, a selection of poems will be introduced and discussed by the teacher. Students will be expected to have read these poems over the previous week - materials will be given out the week before.	
We will look at some of the poets who felt that poetry ought not to simply continue on in the same tradition of previous eras, and we will look at these poets' reasons for pushing the form to explore new insights and developments. We will a wide variety of poems from this exciting time, and students will be encouraged to explore and develop their own tastes, and hopefully to find a few favourites	
Assignments will consist of short research tasks on poets or themes selected by the teacher. A final assignment will ask students to reflect on their reading and thinking throughout the course.	
Keyword	
Plan	
Each week, a selection of poems will be introduced and discussed by the teacher. Students will be expected to have read these poems over the previous week - materials will be given out the week before. Assignments will consist of short research tasks on poets or themes selected by the teacher. A final assignment will ask students to reflect on their reading and thinking throughout the course.	
Grading	
In class performance (short discussion tasks) - 15%	
Assignments - 40%	
Final Assignment - 45%	
Preparation, etc.	
Preparation for the first lecture, please read:	
Ars Poetica by Archibald MacLeish, available at: http://www.poetryfoundation.org/poetrymagazine/poem/6371	
Frogs by Norman MacCaig, available at: http://wonderingminstrels.blogspot.jp/2001/08/frogs-norman-maccaig.html	
Incident by Norman MacCaig, available at: http://wonderingminstrels.blogspot.jp/2001/02/incident-norman-maccaig.html	
Think about these poems - take time, read them several times.	
Notes	
Textbooks	
Reference books	
Additional information on textbooks / reference books	

Code	180132
Subject	ISEPTUFS
Instructor	マキン [MACKIN, Zane]

Title	Western Literature Survey 1 (2000 B.C. - 1592 A.D.)
Quarter	Spring
Day, Period	Tue.4
Goals of the course	
This course is geared towards curious, ambitious, and very dedicated students interested in the genesis and development of Western Literature. Our goals are both practical and existential. On the practical end, we will hone our close-reading and critical thinking skills. However, our main goal is to attack the Big Questions: What does it mean to be Human? What is our place in the world? What constitutes a life well spent? Can literature tell us anything about these conditions? Our classes, combining both lecture and student-led discussion, will relentlessly pursue these questions, using literature as a lens through which we will ultimately discover ourselves.	
Overview of the course	
The first semester of this year-long course will be divided into three time periods and themes: 1) ancient origin myths; 2) highlights of Greek and Roman literary culture; 3) texts from the Medieval and Early Modern period.	
Our view of literature will be genealogical: texts influence those that follow them, while new works pay homage to, comment on, and critique those that precede them. We will pay special attention to literature's relationship to its origins: the civilized reflection on the primitive, the domesticated on the wild, the rational on the emotional, and the familiar on the exotic.	
The course is reading and writing-intensive (in English) and will require a substantial commitment of both time and intellectual energy. Students are expected to come to class having read the texts thoroughly, and must be prepared to criticize and question the texts under study. Note that the grading structure of this course rewards those who keep up with the readings and actively participate.	
Keyword	
Plan	
1. The Origins of Things: Epic of Gilgamesh (selections).	
2. The Origins of Things: Genesis (selections).	
3. The Origins of Things: Hesiod, Theogony. READER RESPONSE 1	
4. The Greek Epic: Homer, Odyssey: (book 9 and other selections).	
5. The Greek Tragedy: Euripides, Medea. READER RESPONSE 2	
6. The Greek Philosopher: Plato, Symposium. MIDTERM	
7. Rome and the Greek Inheritance: Vergil, Aeneid (books 2-4). MIDTERM PAPER	
8. Questioning the Canon: Ovid, Metamorphoses (Selections).	
9. Roman Decadence: Petronius, Satyricon (26-78. Trimalchio's Dinner). READER RESPONSE 3	
10. New Life After the Fall: Dante, Inferno (selections).	
11. Embracing the Human: Boccaccio Decameron (1.2,	

3.1, 3.10, 4.1, 5.1, 10.10). READER RESPONSE 4 12. FINAL EXAM 13. FINAL PAPER OUTLINES 14. FINAL PAPER 15. Looking back, Looking Forward. Montaigne Essays (On Cannibals). SPECIAL PROJECT
Grading
We will hold classes for only 12 out of the 15 weeks of the semester, but you will still be expected to turn in work over the last three weeks. A full 75% of your grade depends on class participation and writing assignments. There are 4 short reader response papers, a midterm paper (which will compare one of our readings to a classical text in the Asian tradition), a final paper, and a special project (the details of which we will discuss in class).
Participation 25% Four 1-2-page reader response paper 10% Midterm 10% Midterm paper (3-5 pages) 10% Final paper (18-12 pages) 25% Final Exam 15% Special Project 5%
Preparation, etc.
Reading the weekly assignments is mandatory and will count towards your final grade.
Notes
Textbooks
No textbook. All readings will be photocopied.
Reference books
Additional information on textbooks / reference books

Code	180181
Subject	ISEPTUFS
Instructor	岡田 昭人 [OKADA Akito]
Title	Japanese Films in Comparative Perspective
Quarter	Spring
Day, Period	Fri.4
Goals of the course	Major aspects of the development of post-war Japanese cinema are explored through an examination of various noted films. The relation of sound music, editing, camera angle, etc. in constructing a director's aesthetic will be considered. In several cases comparisons will be made between the original text and the film version. In addition, the social and cultural significance of various films and their relation to national and international film history will also be introduced.
Overview of the course	This course is structured around lectures and seminars 90 min. once a week unless stated otherwise in the syllabus.
Keyword	syllabus
Plan	
Grading	

1.	Weekly assignments	20%
2.	Discussion participation	20%
3.	Students' presentation	30%
4.	Final assignment	30%
Preparation, etc.		
Notes		
Students who fail to attend more than three classes in a row will not be allowed to submit the final assignment without a reliable evidence of extraneous circumstances.		
Textbooks		
Printed materials will be distributed at the lectures along with a list of recommended literature for home reading.		
Reference books		
Additional information on textbooks / reference books		

Code	180187
Subject	ISEPTUFS
Instructor	堀口 佐知子 [HORIGUCHI Sachiko]
Title	Japanese Youth and Popular Culture
Quarter	Spring
Day, Period	Thu.5
Goals of the course	The aim of this course is to examine various aspects of Japanese youth and popular culture, which have attracted global/local attention, from an anthropological perspective. Students should relate their readings with everyday experiences throughout the course.
	By the end of the course, students will be able to critically engage with English language scholarship on Japanese youth and popular culture, and will have a nuanced understanding of key aspects of Japanese youth and popular culture.
Overview of the course	We will start the course by introducing the anthropological perspective and methods, which forms the basis of our framework in making sense of Japanese youth and popular culture. An overview of anthropological studies of youth cultures will then be examined, followed by lectures on the instructor's study of Japanese youth withdrawal (hikikomori). We will then discuss the following topics in Japanese youth and popular culture: otaku, 'cool Japan', adolescence, gender & the body in popular culture, music & globalization, youth & media, and youth, class & labor.
Keyword	
Plan	The following course schedule is tentative and subject to change depending on the participants of the course. Most sessions will involve a discussions of reading(s) & fieldwork (FW) as well as presentations.
Session 1	Introduction: The anthropological perspective
Session 2	Making sense of youth cultures from anthropological perspective
Session 3	Case study of hikikomori (youth social

withdrawal) research (1)
Session 4 Case study of hikikomori (youth social withdrawal) research (2) (FW1)
Session 5 A historical examination of otaku subculture (presentation)
Session 6 ‘Cool Japan’ & the global attraction of Japanese popular culture (presentation)
Session 7 Gender & the body: beauty, fashion, & body image (presentation)
Session 8 Gender & the body: a case study of high school baseball
Session 9 Gender & the body: sports & socialization (presentation)
Session 10 Gender & the body: a case study of Japanese host clubs
Session 11 Gender & the body: sexuality (presentation)
Session 12 Japanese music, fandom, & globalization (presentation) (FW2)
Session 13 Media technologies & Japanese youth identities (presentation) (FW3)
Session 14 Japanese youth, class, & labor (presentation)
Session 15 Summing up
Grading
Active class participation (including reflections on presentations) 30%
Reading notes (checked in 10 sessions) 20%
Introductory essay (5%) & 3 fieldwork assignments (15%) 20%
Group presentation (20%) & an individual paper based on the presentation (10%) 30%
Preparation, etc.
Students will be expected to read scholarly works and prepare reading notes prior to class, so that they are ready to discuss them in class on a weekly basis. They should also spend time outside of class to prepare for a group presentation on a chosen topic (among those covered in the course) & writing a paper on the same topic within two weeks after the presentation. They will also do three small fieldwork projects outside of class and discuss them in class.
Notes
The number of students to be accepted in this class will be up to 40, so students who are interested in the course must all attend the first class in order to be eligible for a possible student selection. Student selection will be done based on a lottery to be conducted in the first class. We will give priority to foreign exchange students but will make sure that at least 30% of the students will be Japanese. Among the Japanese students, priority will be given to students in their senior years. Every selected student must submit a 500-word self-introductory essay (hard copy) outlining 3 topics he/she wants to make a presentation on with reasons by the 4th session.
Textbooks
Reference books
Additional information on textbooks / reference books
Instructions about readings will be made in class by the instructor.

Code	180079
Subject	ISEPTUFS
Instructor	松永 泰行 [MATSUNAGA Yasuyuki]
Title	The Middle East in International Politics
Quarter	Spring
Day, Period	Fri.2
Goals of the course	The goal of this course is to help participants familiarize themselves with sensible ways to discuss contemporary Middle East-related issues. To that end, the lectures and discussions will be structured so as to cover substantial historical, sociocultural, and political backgrounds of the issues that are introduced.
Overview of the course	This course combines some readings, lectures, viewing video materials, and classroom discussions. It will have midterm and final open-book written exams.
Keyword	
Plan	The order in which themes are introduced may change, depending on what is in the news concomitantly. But the course will cover all or most of the following themes, roughly in the following order. Week 1: General Introduction Weeks 2-4: The Middle Eastern Exceptionalism: How True Is It? Weeks 5-7: The Middle Eastern Conflicts: Geo- or Global Politics? Weeks 8-11: Sectarian and anti-Colonial Violence: How and Under What Conditions Do Social Conflicts Become Sectarian and/or Jihadist? Weeks 12-15: The “Arab Spring”: Whence and Whither the Protests and Revolutions? (We will actually have a thirteen-week in-class term; some of the above will therefore be assigned as homework.)
Grading	Active classroom participation and weekly response assignments: 60% Final examination: 40%
Preparation, etc.	
Notes	
Textbooks	
Reference books	100 Myths about the Middle East / Halliday, Fred: Univ. of California Press, 2005 Beyond the Arab Spring / Kamrava, Mehran (ed.): Oxford Univ. Press, 2014
Additional information on textbooks / reference books	Halliday’s 100 Myths and Kamrava’s Beyond the Arab Spring are recommended readings.
Code	180089
Subject	ISEPTUFS
Instructor	アブディン [ABDIN, Mohamed]

Title	Politics in Postcolonial Africa: from “Modernization” Project to Conflicts
Quarter	Spring
Day, Period	Thu.5
Goals of the course	This course aims at providing students with comprehensive historical background to the post-colonial political developments in Africa. At the end of the course, students are expected to develop discussion skills, the ability to express ideas/questions, and analyze the ongoing political issues based on historical and contextual accounts of Africa.
Overview of the course	This course will shed light on the Africa’s post colonial history in general, including political development, modernization project and the failure of post colonial African state.
Keyword	African History, Political Development, Internal Conflict
Plan	
Grading	Homework and mid-term essays = 65 %. Final essay = 35 %. Students are required to write a mid-course essay of about 1,500 words. At the end of the course, students are required to submit a final essay of about 3000 words. The themes of the essays should be relevant to those discussed in the course. However, the selection of the targeted area is not limited to Africa.
Preparation, etc.	
Notes	
Textbooks	
Reference books	The Postcolonial State in Africa: Fifty Years of Independence, 1960-2010 / Crawford Yong: The university of wisconsin press, 2012, ISBN: 978-029929144-0
Additional information on textbooks / reference books	

Code	180104
Subject	ISEPTUFS
Instructor	宮本 隆史 [MIYAMOTO Takashi]
Title	Writing History 1
Quarter	Spring
Day, Period	Wed.3
Goals of the course	The objectives of this course are to provide students with an introduction to (1) methodologies of historical studies, (2) perspectives of history, and (3) skills in writing history. The primary objective is not only to provide students historical information but also to equip them with skills to discover and analyze such information. Students are expected to adapt these skills to their own areas of interest.
Overview of the course	The course will focus on three major themes: theoretical

and methodological questions in the study of history, perspectives of history, possibilities of history in digital age.

Classes will be consisted of lectures, presentations, discussion, and group work. All the students are required to read materials before coming to class. Required reading list will be given in the first session.

In every session, one or two students will make a short presentation (about 5 minutes) based on the assigned readings. Presentation should summarise the discussion of the writer and the presenter’s opinion of the article.

In group work, students will develop methodological skills through dealing with actual primary historical sources. This course will introduce students with basic knowledge on usage of digital information and devices for historical study as well. No prior knowledge of coding and programming is required. We will make a digital text edition of a historical document. Students are to write a term-end essay based on analysis of the document. The lecturer will introduce the material to be used in the first session.

Keyword
History, Historiography, Writing History, Methodology of History, Digital Humanities, Digital History

Plan

Grading
Class participation 30%
Class Presentation 30%
Term-end Essay 40%

Students will be encouraged to take part in discussions in the class. Each student is to present a paper and write an essay (between 1,000 words and 2,000 words). Evaluation will be based on class participation, presentation and term-end essay. The lecturer will assist them to write papers for presentation, and to prepare term-end essays in the class room and through internet.

Preparation, etc.
All the students are required to read materials before coming to class. Required reading list will be given in the first session. Other recommended readings are shown below.

Notes
Students must attend the first session in which the required reading list will be given.

Students will be encouraged to take part in discussions in the class. Each student is to present a paper and write an essay (between 1,000 words and 2,000 words). Evaluation will be based on class participation, presentation and term-end essay.

Textbooks

Reference books
What is History? / Carr, E.H.: Macmillan, 1961
Imagined Communities: Reflections on the Origin and Spread of Nationalism (rev edition) / Anderson, Benedict: Verso, 2006

The Landscape of History: How Historians Map the Past./Gaddis, John Lewis:Oxford University Pr
Additional information on textbooks / reference books
Although no textbook will be used, it is highly recommended to read the following book.
Cohen, Daniel J. and Roy Rosenzweig. 2005. Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web. Philadelphia: University of Pennsylvania Press.
Its digital version is available online as well: http://chnm.gmu.edu/digitalhistory/

Code	180106
Subject	ISEPTUFS
Instructor	佐藤 空 [SATO Sora]
Title	European Ideas in Historical Context 1
Quarter	Spring
Day, Period	Thu.5
Goals of the course	
The course aims to introduce students to modern intellectual history in Europe. By the end of this course, students are expected to develop the ability to understand, summarize and discuss major intellectual concepts of the modern period as well as the historical contexts in which they emerged.	
Overview of the course	
In this course, students learn the history of political and economic thought, with particular focus on some major modern thinkers of liberalism and conservatism, including Adam Smith, Edmund Burke, and F.A. Hayek. The classes will be all conducted in English. Students are expected to attend every class and participate actively in class discussions. During the course, they will be asked to write two essays and to give a presentation about their essay topic in English.	
Keyword	
Anglo-American History; Intellectual History in Modern Europe; Liberalism; Conservatism	
Plan	
Grading	
Contribution through positive attitude in class 30% Essays (Mid Term 10%; Final 30%) Presentation Exam (30%)	
Preparation, etc.	
Preparation will be needed for many of the classes: read pre-circulated material and prepare for class activities and discussion.	
Notes	
Although any preliminary knowledge about intellectual history is not needed to attend this course, only the students who want to get involved in class actively should make an entry.	
Textbooks	
Reference books	
If Walls Could Talk: An Intimate History of the Home/ Lucy Worsley:Faber&Faber,2012, ISBN:9780571259540 Adam Smith: An Enlightened Life/Nicholas	

Phillipson:Penguin,2010, ISBN:0300177674 Hayek on Liberty/John Gray:Routledge,1998, ISBN:9780415173155 Principl
Additional information on textbooks / reference books

Code	180108
Subject	ISEPTUFS
Instructor	中込 さやか [NAKAGOMI Sayaka]
Title	Introduction to History of Education in Victorian and Edwardian England 1
Quarter	Spring
Day, Period	Mon.2

Goals of the course

This course aims to give a brief introduction to the history of education in Victorian& Edwardian England from the early 1830s to the 1910s. The present English educational system differs greatly from that of Japan. Some key characters of English education were set in the Victorian& Edwardian times, the periods covered in the Courses. The lectures help students grasp the difference between Japanese and English education and also historical origins of English education.

It is desirable that students take both Spring& Autumn Courses since they are planned as continuous lectures and information on most of the historical backgrounds are to be delivered during the Spring Term.

Overview of the course

During the Spring Term lectures are given to explain general historical backgrounds and the state of education until the mid-Victorian period. First, a series of lectures on historical backgrounds of education in Victorian& Edwardian England are delivered covering areas such as politics, economy, religion, class, family and gender. Then detailed lectures are given on working class education, upper& middle class boys' education, upper& middle class girls' education, University education and mid-Victorian educational reforms.

Keyword

English history, history of education, social history.

Plan

Contents and order of lectures may be replaced. Students are required to submit two Active Learning assignments.

1. Introduction.
2. Historical backgrounds: politics& economy.
3. Historical backgrounds: imperialism.
4. Historical backgrounds: religion.
5. Historical backgrounds: culture.
6. Historical backgrounds: class.
7. Historical backgrounds: family& gender.
8. Summary& Conclusion.
9. Working class education before the 1870s.
10. Upper and middle class boys' education before the 1860s.
11. Upper and middle class girls' education before the 1860s.
12. University education.
13. Mid-Victorian educational reforms.

14. Summary& conclusion.
15. Final examination.
Grading
Classroom participation 30%. Short examinations and assignments 40%. Final examination 30%.
Preparation, etc.
It is desirable that students read related books or journal articles before attending the classes. Detailed lists of references will be given in each class.
Notes
The maximum number of students accepted will be around 40. The method of student selection will be made by a lottery. Students must attend the first class to become eligible for the selection.
Textbooks
Reference books
Additional information on textbooks / reference books
No set textbook will be used in this course. Detailed lists of references will be given in each class.

Code	180186
Subject	ISEPTUFS
Instructor	堀口 佐知子 [HORIGUCHI Sachiko]
Title	Japanese Society and Culture from an Anthropological Perspective
Quarter	Spring
Day, Period	Thu.4
Goals of the course	
	The objective of this course is to provide an introduction to Japanese society and culture from an anthropological perspective. Students are expected to relate their readings with everyday experiences throughout the course.
	By the end of the course,students will be able to critically engage in English language scholarship on Japanese society and culture,and will have a nuanced understanding of Japanese society and culture.
Overview of the course	
	Various aspects of Japanese society and culture will be explored by critically examining academic and non-academic texts on Japan.
Keyword	
Plan	
	The following course schedule is tentative and subject to change depending on the participants of the course. Most sessions will involve discussions of the assigned readings and fieldwork, as well as presentations.
Session 1	Introduction of the course, images & representations of Japan (1)
Session 2	Anthropological fieldwork, images & representations of Japan (2)
Session 3	Discourses on Japanese uniqueness & critiques
Session 4	Cultures & politics of language
Session 5	Family,presentation

Session 6	Early socialization (1)(FW1),presentation
Session 7	Early socialization (2):cross-cultural comparisons
Session 8	Education (FW 2),presentation
Session 9	Work, presentation
Session 10	Gender and sexuality, presentation
Session 11	Gender & sexuality: a case study of a Japanese host club
Session 12	Religion,presentation
Session 13	Food cultures (FW 3), presentation
Session 14	Ethnic diversity, presentation
Session 15	Summing up
Grading	
	Active class participation (including reflections on presentations) 30% Reading notes (checked in 9 sessions) & viewing note (checked in 1 session) 20% Introductory essay (5%) & 3 fieldwork assignments (15%) 20% Group presentation (20%) & an individual paper based on the presentation (10%) 30%
Preparation, etc.	
	Students must prepare reading notes on assigned readings (articles/ chapters) prior to class. They will also use a significant time outside class in preparation for a group presentation on a topic of their choice,as well as writing a paper on the presentation topic after the presentation. They will also be expected to have fieldwork assignments done for some of the classes.
Notes	
	The number of students to be accepted in this class will be up to 40,so students who are interested in the course must all attend the first class in order to be eligible for a possible student selection. Student selection will be done based on a lottery to be conducted in the first class. We will give priority to foreign exchange students but will make sure that at least 30% of the students will be Japanese. Among the Japanese students, priority will be given to students in their senior years. Every selected student must submit a 500-word self-introductory essay (hard copy) outlining 3 topics he/she wants to make a presentation on with reasons by the 4th session.
Textbooks	
Reference books	
Additional information on textbooks / reference books	
	Instructions about readings will be made in class by the instructor.

Code	180190
Subject	ISEPTUFS
Instructor	古瀬 珠水 [FURUSE Tamami]
Title	Introduction to Japanese Traditional Culture
Quarter	Spring
Day, Period	Wed.3
Goals of the course	
	This course aims to give students an opportunity to study Japanese traditional art including historical, religious and social aspects. Learning one's culture in a

different language, students recognize its high quality and great values which were created by the Japanese of the past. Students are expected to communicate in English in the classroom.
Overview of the course
In the first half of the class I will give lectures showing many pictures of art pieces. In the second half, some students will make presentation on the topics from Japanese traditional culture and the rest of the students will take part in the discussion.
Keyword
Plan
Grading
Presentation or term paper(40%)
Short quiz(40%)
Class participation(20%)
Preparation, etc.
Notes
This course accepts 40 students. If more than 41 students attend the first class, we will choose 40 students based on a lottery.
Textbooks
Reference: Paine and Soper, The Art and Architecture of Japan Takaaki Sawa ; Art in Japanese Esoteric Buddhism Ryoichi Hayashi ; The Silk Road and the Shoso-in 辻権雄『日本美術の歴史』、『日本美術史』 『原色日本の美術』(小学館)
Reference books
Additional information on textbooks / reference books

Code	180014
Subject	ISEPTUFS
Instructor	五十嵐 ミユゲ [IGARASHI Muge Dane]
Title	Migration
Quarter	Spring
Day, Period	Mon.3
Goals of the course	
The aim of the course is to familiarize students with general theories and patterns of migration in today's globalized world.	
Overview of the course	
This class focuses on the topic of migration with reference to increased interconnectedness resulting from intensification of globalization and changes in migration trends that have resulted from it. The class touches upon dynamics in migration and how they are changing. Migration theories as well as new opportunities and migration networks are elaborated upon under this topic. Different modes and dynamics of migration are presented through different ethnographies of migration to Japan as well as elsewhere.	
Keyword	
Migration theory, gendered migration, migration networks, marriage migration.	

Plan
Week 1 – Introduction of the course and semester overview
Week 2 - Migration theories I - Sending and receiving countries
Week 3 – Migration theories II - Who migrates and why?
Week 4 – Migration dynamics and patterns I - Europe
Week 5 – Migration dynamics and patterns II- Asia
Week 6 – Integration of foreigners - general review, evaluation and class discussion
Week 7 - Mid-term
Week 8 - Gendered migration I - Introduction
Week 9 - Gendered migration II - Care work
Week 10 – Gendered migration III- “Transnational Motherhood”
Week 11 – Gendered migration IV - “When women come first”
Week 12 - Marriage Migration I - Introduction
Week 13 – Marriage Migration II - Foreign brides
Week 14 – Marriage Migration II - Foreign husbands
Week 15 – Course overview, evaluations and discussions in lieu of final exam
Grading
*There will be ten quizzes throughout the semester instead of a final exam. Thus, attendance is crucial for a good grade. * Attendance and participation in class discussions constitutes 20% of the final grade.
Preparation, etc.
Students are expected to read assigned chapters before class in order to participate in discussions. Students who can show in their Quiz that they came prepared will have higher grades.
Notes
The course relies mostly on anthropological studies, ethnographies. Understanding of these do not require advanced level of English or prior knowledge on migration theories.
Textbooks
Reference books
Additional information on textbooks / reference books
Detailed syllabus including a list of weekly readings will be handed out in the first class of the semester.
Bloemraad, I., Anna Korteweg & Gokce Yurdakul. 2008. Citizenship and Immigration: Multiculturalism, Assimilation, and Challenges to the Nation-State. Annual Review of Sociology. 34, pp.153-79
Brody, B. T. (2000). Opening the door? : Immigration, ethnicity, and globalization in Japan. (Doctoral dissertation). Ann Arbor, Mich.: Bell & Howell Company.
Castles, S. (2004). Why migration policies fail. Ethnic and Racial Studies, 27(2), 205–227.
Charsley, K., Storer-Church, B., Benson, M. & Van Hear, N. 2012. Marriage-Related Migration to the UK. International Migration Review, 46, 861-890.
Constable, N. 2009. The Commodification of Intimacy:

Marriage, Sex, and Reproductive Labor. *Annual Review Anthropology*. 38: 49-64.

Crul, M. & Doornik, J. (2003). The Future of the Second Generation: The Integration of Migrant Youth in Six European Countries. *International Migration Review*, 37(4), 1039-1064.

Faier, L. (2007). Filipina migrants in rural Japan and their professions of love. *American Ethnologist*, 34(1), 148-162.

Glick Schiller, N. 2009. A global perspective on transnational migration: theorizing migration without methodological nationalism. Centre on migration, policy and society, Working Paper No.67, University of Oxford.

Gordon, M. 2000. *Global Culture / Individual Identity: Searching for Home in Cultural Supermarket*, London: Routledge, pp.19-23.

Hondagneu-Sotelo, Pierrette & Ernestina Avila (1997), 'I'm here, but I'm there: the meaning of Latina transnational motherhood', *Gender and Society* 11 (5): 548-571.

Jensen P. & Pedersen P.J. (2007). To stay or not to stay? Out-migration of immigrants from Denmark. *International Migration*, 45(5), 87-113.

Knight, A. W. (2002). Conceptualizing Transnational Community Formation: Migrants, Sojourners and Diasporas in a Globalized Era. *Special Issue on Migration and Globalization, Canadian Studies in Population*, 29(1), pp.1-30.

Kofman, E. (1999). Female 'Birds of Passage' a Decade Later: Gender and Immigration in the European Union *International Migration Review*, 33(2), 269 – 299

Kofman, E. (Eds.) *Globalization: theory and practice*. Pinter Publication, London, 253-278.

Kofman, E. 2008. Gendered migrations, livelihoods and entitlements in Europe. In (Ed). Piper, N. *New Perspectives on Gender and Migration Livelihood, rights and entitlements*. pp.59-100

Komai, H. (2001). *Foreign migrants in contemporary Japan*. Melbourne, Trans Pacific Press.

Kymlicka, W. (1995). *Multicultural Citizenship: A Liberal Theory of Minority Rights*. Oxford:Clarendon Press.

Levitt, P. (2001) *The Transnational Villagers*. Berkeley: University of California Press.

Malik, A. A., (2012) *Masculinity and Pakistani Male Marriage Migrants*. Available for download at; http://www.engagingmen.net/files/resources/2012/lbelbase/Pakistan_Aisha_Masculinity_and_Pakistani_Male_Marriage_Migrants_0.pdf

Ong, A. (1999). *Flexible citizenship: the cultural logics of transnationality*. Durham: Duke University Press.

Piper, N. (2003). Wife or Worker? Worker or Wife? Marriage and Cross Border Migration in Contemporary Japan. *International Journal of Population Geography*. 9, 457-469.

Sassen, S. (2004), 'Global cities and survival circuit', in Barbara Ehrenreich & Arlie Russell Hochschild (eds.), *Global woman: nannies, maids, and sex workers in the new economy*, 254- 274. New York: Owl Books.

Sellek, Y. (1994). *Illegal Foreign Migrant Workers in Japan: Change and Challenge in Japanese Society*. In Brown, M.J.& Foot R., (Eds.). *Migration: The Asian Experience*. Great Britain: The Macmillan Press Ltd.

George, S. M. (2005). *When women come first gender and class in transnational migration*. Berkeley: University of California Press.

Soysal, Y. (1994). *Limits of Citizenship: Migrants and Post-National Membership in Europe*. London University of Chicago Press.

Yamamoto, R. (2007). *Migrant-support NGOs and the Challenge to the Discourse on Foreign Criminality in Japan*. *The Asia Pacific Journal: Japan Focus*. Retrieved from <http://www.japanfocus.org/>

Yang W.S. & Lu M.C. (Eds). 2010. *Asian cross - border Marriage migration : Demographic patterns and social Issues*. Amsterdam: Amsterdam University Press.

Code	180013
Subject	ISEPTUFS
Instructor	森田 京子 [MORITA Kyoko]
Title	Intercultural Communication and Miscommunication
Quarter	Spring
Day, Period	Fri.5
Goals of the course	
The goal of this course is twofold: 1) to learn the basics of intercultural communication, and thereby 2) to increase cultural awareness and sensitivity in order to build "conflict immunity."	
Overview of the course	
The class will be very interactive, including activities, simulations, and discussions.	
Keyword	
Plan	
W1: Introduction W2: Basic concepts of ICC W3: Values and thinking patterns W4: Verbal communication W5: Mid-term Presentation I W6: Mid-term Presentation II W7: Non-verbal communication (1) W8: Non-verbal communication (2) W9: Self and identity W10: Culture shock and acculturation process	

W11: Barriers to ICC W12: Final Presentation I W13: Final Presentation II
Grading
1) 30% Active participation 2) 40% In-class activities & Mid-term project 3) 30% Final project
Preparation, etc.
Students are required to actively interact with classmates and keep the deadline of each assignment.
Notes
This is an introductory course of ICC and the acceptance number of students is 40 at a maximum. The students need to attend the first class to become eligible for the selection. The method of selection will be announced in the first meeting.
Textbooks
Reference books
はじめて学ぶ異文化コミュニケーション = Introduction to Intercultural Communication : 多文化共生と平和構築に向けて / 石井敏, 久米昭元, 長谷川典子, 桜木俊行, 石黒武人 著.;有斐閣,2013, ISBN:978-4-641-28133-
Intercultural communication: An Outline / [by] Hidasi Judit.; Sangensha,2005, ISBN:4-88303-173-X
Additional information on textbooks / reference books
Course readings, handouts, and worksheets will be distributed in class meetings.

Code	180086
Subject	ISEPTUFS
Instructor	ハック [HUQ, Mir Monzurul]
Title	Media-Government Relationship in Japanese Democracy
Quarter	Spring
Day, Period	Fri.5
Goals of the course	
	The course is intended to train students (1) to develop an understanding of the major characteristics of the Japanese media; (2) to become familiar with the role media are playing in the democratic political structure of Japan; and (3) to develop students' analytical skill by focusing on and comparing similarities and differences between the media in Japan and in other countries.
Overview of the course	
	The course will look at major factors that place the Japanese media at the forefront of political and social activities of the country.
Keyword	
Plan	
Session 1	Politics and News Media: a Brief Introduction Reading List 1. Noam Chomsky, Media Control: The Spectacular Achievement of Propaganda, (Seven Stories Press, New York, 2002) pp. 9-65.
Session 2	Origins of Japanese Mass Media

Reading List
1. Albert A. Altman, "Shimbunshi: the Early Meiji Adaptation of the Western-Style Newspaper," in W. G. Beasley (Ed.), Modern Japan: Aspects of History, Literature & Society (University of California Press, Berkeley and Los Angeles, 1977), pp. 52-66.
Session 3
Media and Politics in Japan: Historical Perspective Reading List 1. Gregory J. Kasza, The State and Mass Media in Japan, 1918-1945 (University of California Press, Berkeley, Los Angeles and London, 1988), Chapter 1, Part 1: Early Meiji Press Policy, 1868-1889, pp. 3-7
Session 4
Media and Politics in Japan: Contemporary Perspective Reading List 1. Adam Gamble & Takesato Watanabe, A Public Betrayed: An Inside Look at Japanese Media Atrocities (Regnery Publishing, Inc., Washington DC, 2004), Chapter 2: Japan's corrupt news media, pp. 33-66.
Session 5
Post World War II Japanese Media: the Print Form Reading List 1. "The Newspaper Industry," in the booklet About Japan, Series 7: Japan's Mass Media (Foreign Press Center, Japan, 2004), pp. 15-46.
Session 6
Post World War II Japanese Media: the Electronic Form Reading List 1. Chapter IV. "Broadcasting," in About Japan, Series 7: Japan's Mass Media (Foreign Press Center, Japan, 2004), pp. 52-68.
Session 7
Media-Government Relationship in Japan Reading List 1. Ofer Feldman, Politics and the News Media in Japan (The University of Michigan Press, 1993), Chapter 2: The Media-Government Relationship in Japan, pp. 9-30.
Session 8
Mass Media as Business Organizations and Public Attitude Towards Media in Japan Reading List 1. D. Eleanor Westney, "Mass Media as Business Organizations: A US-Japanese Comparison," in Susan J. Pharr and Ellis S. Krauss (eds.) Media and Politics in Japan (University of Hawaii Press, Honolulu, 1996) pp. 47-88. 2. Joe Joseph, The Japanese: Strange But Not Strangers (Viking, London, 1993), Chapter 6: If the Media are the Message, the Wires Must be Crossed, pp. 104-126.
Session 9
NHK: Japan's Public Broadcasting Network Reading List 1. Ellis S. Krauss, Broadcasting Politics in Japan: NHK and Television News (Cornell University Press, Ithaca and London, 2000); Chapter 1: NHK and Broadcasting

Politics, pp. 1-20.
Session 10 Freedom of Expression and Rules and Guidelines for the Media Reading List 1. Laurie Anne Freeman, Closing the Shop (Princeton University Press, Princeton, New Jersey, 2000) Chapter Four: Japan's Information Cartels, pp. 102-141.
Session 11 The Tradition of Self-Censorship in Japan and the changes initiated by the new DPJ government Reading List 1. Karel van Wolferen, The Enigma of Japanese Power (Macmillan, London, 1989), "The House-broken Press," pp. 93-100.
Session 12 Japanese Media in the Age of Digital Technology Reading List 1. Chapter VI. "Online Media" in About Japan Series 7: Japan's Mass Media (Foreign Press Center, Japan, 2004), pp. 79-89.
Session 13 Media and Politics in Japan: an overview No specific reading list for the session as the overview would touch most of the issues discussed during the whole course.
Session 14 Make-up assignment: Free Discussion The session will look back at topics that students might want to discuss before they sit for the exam.
Session 15 Final Examination
Grading
Students will be assessed by the following method: 1. Active class participation..... 10% 2. Presentation on a chosen topic.....30% 3. Final Examination..... 60%
Preparation, etc.
Notes
Students, who wish to take this course, should note that the course is structured around lectures and seminars. There will be one 90-minute lecture/seminar each week unless otherwise stated. First 60 minutes of each session will consist of lecture part, which will be followed by a 30-minute class discussion where students' participation in week's topic will be regarded as an essential per-requisite of the course. Students are also required to make one individual or group presentation during the course on a chosen topic. Students who fail to attend more than three classes and do not make class presentation will not qualify to sit for the final examination without evidence of extraneous circumstances.
Textbooks
Media and politics in Japan / edited by Susan J. Pharr

and Ellis S. Krauss:University of Hawai'i Press,1996, ISBN:0824817613 Closing the shop : information cartels and Japan's mass media / Laurie Anne Freeman / Laurie Ann Freeman:Princeton University Press,2
Reference books
A history of Japanese journalism : Japan's Press Club as the last obstacle to a mature press / William de Lange:Japan Library,1998, ISBN:1873410689
Additional information on textbooks / reference books

Code	180131
Subject	ISEPTUFS
Instructor	マーフィー [MURPHY, Michael]
Title	An Introduction to World Geography
Quarter	Spring
Day, Period	Thu.5
Goals of the course	
Upon completion of this course, students will:	
1) have developed a geographic vocabulary and have a working knowledge of some of the major regions of the world.	
2) be comfortable in using geographic terminology in written communication	
3) understand and think "spatially" about the world in which we live.	
4) distinguish where geography coincides with other fields of study such as economics, political science and cultural/developmental studies.	
5) have gained a geographic perspective on some of today's major issues such as globalization, migration, international conflict and cooperation.	
Overview of the course	
In this introductory course, students will be introduced to the basic concepts in Geography--the "tools" needed to explore and comprehend the world in which we live. Through acquiring the specialized terminologies of both physical and human geography, students will more easily be able to answer the geographer's most pressing questions: What?, Where? and Why? By applying the regional approach, students will acquire specific geographic knowledge, and more importantly will begin to understand how the physical and human geographies of these regions interrelate and shape the possibilities of future cultural and economic development.	
Keyword	
Plan	
Week 1: Orientation. Course overview, textbook and materials.	
Week 2: Introduction to Geography: Basic concepts	
Week 3: Regional and Human Geography: World population. Introduction to Geography Quiz.	
Week 4: Western Europe: The core	
Week 5: Europe: The periphery	
Week 6: Test 1: Western (non-slavic) Europe	
Week 7: Eastern (Slavic) Europe	
Week 8: The Ukraine and Western Russia.	
Week 9: Test 2	
Week 10 Introduction to Latin America.	

Week 11 Mexico and the Caribbean.
Week 12 Test 3: Latin America
Week 13 North America
Week 14 The U,S, and Canada
Week 15 Test 4: North America
Grading
Class participation (including completion of reading assignments and map work) 15%
Quizzes:15%
Mid-Term Exam 30%
Final Exam 40%
Preparation, etc.
Students are expected to come to class prepared, having completed any reading assignments as well as required map work assigned in the previous weeks class.
Notes
Textbooks
Reference books
Additional information on textbooks / reference books
There is no assigned textbook. Readings will be provided by the instructor. However, a world atlas is highly recommended and will be needed for mapping assignments and for gathering regional data.

Code	180183
Subject	ISEPTUFS
Instructor	市瀬 博基 [ICHINOSE Hiroki]
Title	Corporate Governance and Culture in Comparative Perspective 2
Quarter	Spring
Day, Period	Tue.5
Goals of the course	
	(1) To examine the corporate governance and culture of the Japanese corporation as a diverse cross-section of economic, historical, social, and cultural forces in a comparative perspective.
	(2) To understand how social and cultural factors such as family, gender, class, and nationalism are represented in specific industrial and interpersonal relations at work, as well as miscellaneous influences exerted by the institutional framework.
	(3) To explore the socially constructed process of Nihonjinron (theories/discussions about the Japanese uniqueness and/or superiority) from the 1970s to 90s, and consider how the discourse is still, and tacitly, reproduced in some of the contemporary discussions of Japanese workplace since the 2000s.
Overview of the course	
	This course will explore cultural dimensions of corporate governance in Japan through the examination of its history, discursive construction of “Japaneseness”, class/gender, and globalization.
Keyword	
	Industrialization, Modernization, Industrial Relations, Corporate Governance, Corporate Culture, Gender, Class, Nationalism, Nihonjinron Ideology
Plan	

Grading
The evaluation will be based primarily on two (mid-term and final) reports and class presentations, with some consideration given to attendance and class participation/discussion.
Preparation, etc.
Notes
The specifics regarding the course syllabus will be discussed in the first class meeting.
Each class starts with 30 minutes of an introductory lecture, and is followed by 60 minutes of student presentation/class discussion of weekly topic(s). (Students are expected to make a group/individual presentation on a chosen weekly topic. The participation to class discussion is regarded as a pre-requisite for the class.) Students who fail to attend more than three classes, those who do not make class presentations, or those who do not submit two reports will not qualify for the class.
Textbooks
Various short readings (papers/articles). There is no textbook for this course.
A recommended reading to give an overview of the topics covered in the class: Hamada, T. (2005) “The anthropology of Japanese corporate management” in Robertson, J. (ed) A
Reference books
Additional information on textbooks / reference books

Code	180188
Subject	ISEPTUFS
Instructor	松村 一男 [MATSUMURA Kazuo]
Title	Japanese Religions
Quarter	Spring
Day, Period	Mon.5
Goals of the course	
	This course aims to provide general information about religious situations of Japan from the Jomon period down to the present era. Starting from the Jomon clay figurines, we look at Shinto, Buddhism, Mountain religions, and New religions in order to acknowledge the importance of religions in Japanese culture.
Overview of the course	
	Through the study of various historical changes in Japanese religions, students are asked to present a paper on a specific theme at the end of the term. Handouts made by the instructor will be given previously for preparation. Students are expected to read and understand the material for class discussion.
Keyword	
Plan	
Grading	
	Commentary Sheets 40%
	Presentation 30%

Term Paper 30%
Preparation, etc.
Notes
Students are expected to have a good command of English.
Textbooks
Reference books
Mythical Thinkings: What can we learn from Comparative Mythology? / Kazuo Matsumura: Countershock Press, 2014, ISBN: 978-1-304-77253-
Additional information on textbooks / reference books

Code	180012
Subject	ISEPTUFS
Instructor	東 史彦 [AZUMA Fumihiko]
Title	Globalization and Immigration 2
Quarter	Spring
Day, Period	Fri.5
Goals of the course	This course aims, based on the information acquired through “Globalization and Immigration 1”, at reinforcing understanding of the basic rules and at enhancing analytical ability to deal with concrete cases about globalization and immigration. Cases include the ones from the WTO Dispute Settlement Body, the EU Court of Justice, the European Court of Human Rights and some Japanese domestic courts.
Overview of the course	After reviewing and refreshing some basic information on globalization and immigration at the beginning, advanced case studies will be held, based on participants’ presentations and discussions.
Keyword	globalization, immigration, WTO, EU, law, constitution, international law, international economic law, international human rights law
Plan	
Grading	
Active participation (30%) and presentations (70%)	
Preparation, etc.	Participants in charge of presentations are to prepare presentations for 15 to 20 minutes.
Notes	This course is mainly for those who have studied “Globalization and Immigration I” but those who have not are also welcome.
Textbooks	
Reference books	
Additional information on textbooks / reference books	Materials for the presentations will be provided. Reference books will be indicated during the lectures.

Code	180071
Subject	ISEPTUFS

Instructor	ウィルコックス [WILCOX, Richard]
Title	Conflict & Immunity: The Fukushima Nuclear Catastrophe 1
Quarter	Spring
Day, Period	Wed.4
Goals of the course	This course will introduce the concept of environmental conflict as it occurs between humanity and the environment. The focus will be on the Fukushima nuclear disaster and its consequences for Japan and the world. We will also address wider issues of the politics of energy sustainability and the implications for the future. This course is for both Japanese learners who want to improve their English communication ability and foreign students who want a challenging and lively dialogue with their peers. There will be ample opportunities to discuss and analyze topics. Students should relax and enjoy the class so that they can improve their English communication ability and gain confidence in a supportive and friendly atmosphere.
Overview of the course	The learning method consists of an integrated approach whereby students will develop discussion, writing and presentation skills based on DVDs and articles. Within a semester there are three 3-week modules that include group discussions and presentations, individual writing assignments and end of term individual or group presentations. Students will develop skills in oral discussion and analysis; academic writing; power point slide presentation techniques. If students download the “OpenOffice” software for Mac or PC you can easily utilize: The Student Research Database online to write reports and presentations at: http://wilcoxr99.wordpress.com/student-research-database/ Student Outlines are available at: http://wilcoxr99.wordpress.com/student-outlines/ Students will produce: in-class writing assignments; one final paper (1,000 - 2,000 words); one final individual or group presentation based on final paper.
Keyword	nuclear power, logical discourse, debate, presentation, discussion, sustainability, environment, environmental conflict, environmental politics,
Plan	Week 1 - Orientation Weeks 2 - 4 Topic: “Nuclear Dispossession” Weeks 5 - 7 Topic: DVD: “3.11 Surviving Japan” Week 8 Discussion Skit Weeks 9 - 11 Topic: “Alternative Energy” Weeks 12 - 13 Student Presentations
Grading	Attendance, participation and activities: 30% Writing assignments: 35% Discussion Skit: 10% Presentation: 25%
Preparation, etc.	

Students may use laptop computer in class, but please listen to teacher lectures and use only for the purposes of the class. Bring English dictionary, notebook, writing utensils, etc.
Notes
Please arrive at class on time and attend regularly.
There is no textbook for the course but the teacher provides an online database in order to research environmentally related topics: http://wilcoxb99.wordpress.com/student-research-database/
Student Outlines: http://wilcoxb99.wordpress.com/student-outlines/
Textbooks
Reference books
Additional information on textbooks / reference books
I welcome all students whatever their English level. While lower level proficiency students may find the topics intimidating, they can still learn a lot about the topics and from their peers, and help to improve their English language ability and confidence. Higher level students will find the topics sufficiently challenging and can benefit from having a wide variety of peers to discuss the topics with, and a flexible environment for choosing their research topics within the general framework of the course.

Code	180072
Subject	ISEPTUFS
Instructor	ウィルコックス [WILCOX, Richard]
Title	Environment and Human Life: An Introduction to Contemporary Environmental Issues 1
Quarter	Spring
Day, Period	Wed.5
Goals of the course	
	This course will introduce a variety of important environmental issues and gives students the opportunity to consider the interrelationships between the social and natural sciences and how human beings impacting the environment. Through greater knowledge and awareness students can learn to prepare themselves and positively influence to influence society for the coming the environmental changes in the future.
	This course is for both Japanese learners who want to improve their English communication ability and foreign students who want a challenging and lively dialogue with their peers. There will be ample opportunities to discuss and analyze topics. Students should relax and enjoy the class so that they can improve their English communication ability and gain confidence in a supportive and friendly atmosphere.
Overview of the course	
	The learning method consists of an integrated approach whereby students will develop discussion, writing and presentation skills based on DVDs and articles. Within a semester there are three 3-week modules that include group discussions and presentations, individual writing assignments and end of term individual or group

presentations. Students will develop skills in oral discussion and analysis; academic writing; power point slide presentation techniques.
If students download the “OpenOffice” software for Mac or PC you can easily utilize:
The Student Research Database online to write reports and presentations at: http://wilcoxb99.wordpress.com/student-research-database/
Student Outlines are available at: http://wilcoxb99.wordpress.com/student-outlines/
Students will produce: in-class writing assignments; one final paper (1,000 - 2,000 words); one final individual or group presentation based on final paper.
Keyword
environment, environmental history, environmental politics, sustainability, food, health, ecology, logical discourse, debate, presentation, discussion,
Plan
Week 1 - Orientation Weeks 2 - 4 Topic: DVD: “Queen of the Sun: What are the bees telling us?” Weeks 5 - 7 Topic: “21st Century Extinction Crisis: Assessing Environmental Threats (Part 1)” Week 8 Discussion Skit Weeks 9 - 11 Topic: DVD “Chemtrails” Weeks 12 - 13 Student Presentations
Grading
Attendance, participation and activities: 30% Writing assignments: 35% Discussion Skit: 10% Presentation: 25%
Preparation, etc.
Students may use laptop computer in class, but please listen to teacher lectures and use only for the purposes of the class. Bring English dictionary, notebook, writing utensils, etc.
Notes
Please arrive at class on time and attend regularly. There is no textbook for the course but the teacher provides an online database in order to research environmentally related topics: http://wilcoxb99.wordpress.com/student-research-database/
Student Outlines: http://wilcoxb99.wordpress.com/student-outlines/
Textbooks
Reference books
Additional information on textbooks / reference books
I welcome all students whatever their English level. While lower level proficiency students may find the topics intimidating, they can still learn a lot about the topics and from their peers, and help to improve their English language ability and confidence. Higher level students will find the topics sufficiently challenging and can benefit from having a wide variety of peers to discuss the topics

with, and a flexible environment for choosing their research topics within the general framework of the course.

Code	180084
Subject	ISEPTUFS
Instructor	ジョンソン [JOHNSON, Stephan]
Title	Global Issues 1
Quarter	Spring
Day, Period	Wed.3
Goals of the course	
Students are expected to be able to demonstrate that they:	
<ol style="list-style-type: none"> 1. Recognise and understand the language 2. Can relate to the reading content to their lives or situations in Japan 	
<p>The focus of the lecture and vocabulary relates to the domains of business English and world affairs, especially International Relations. This includes intermediate to advanced vocabulary relating to economics, the banking world and business. In addition vocabulary connected to world issues such as poverty, food, child labor, farming / fishing and migration are covered.</p>	
Overview of the course	
<p>This course is devoted to the study of contemporary issues of global relevance. Global Issues are increasingly covered in the world media. Examples of issues highlight their breadth and diversity: the debates over nuclear proliferation and Iran; the contested impact of migrants on receiving countries and their respective countries of departure; protest against the World Trade Organisation, and so on which raise the issue of world poverty and dependency and the growing WHO concern with obesity. Students engage with the lecture in both spontaneous and prepared discussions on a wide range of global issues that are topical and motivating.</p>	
By the end of the course students will have:	
<ol style="list-style-type: none"> 1. Students engage in both spontaneous and prepared discussions on a wide range of challenging issues that are topical and motivating. 2. A knowledge and understanding of communication skills. 3. The ability to identify their strengths and weaknesses as students and how they can improve. 4. An ability to communicate ideas/information and summarise material. 5. Demonstrate their understanding in an essay on a contemporary global problem explaining its nature, effects and strategies for redress. 	
Keyword	
Global Issues I, International Relations, English, Poverty, NGO	
Plan	
<ol style="list-style-type: none"> 1. Introduction and guidance for the course 2. Global Issues 3. Human Rights 4. The United Nations 	

5. International Relations
6. Mid-term Presentation
7. Poverty
8. NGO / NPO
9. International Politics
10. Nuclear Proliferation
11. Migration
12. Terrorism
13. World Health Organisation
14. Final Presentations 2
15. Final Presentations 2
* subject to change
Grading
Grading will be based on the following criteria.
Active class participation 30 points
-Participation (20)
-Group discussion & Reflection (10)
Daily assignments/ Homework 40 points
- Reading (10)
- Presentations (30)
Final Assessments 30 points
- Final research paper (30)
Total 100 points
Preparation, etc.
Students should complete all readings before class. Powerpoint slides of each lecture will be made available electronically following the lecture.
<ul style="list-style-type: none"> • A notebook • Dan Smith State of the World Atlas (Penguin 2012 978-0143122654), Reading list will be provided in class.
Notes
Textbooks
State of the World Atlas / D:Penguin,2012, ISBN:978-0143122654
Reference books
Additional information on textbooks / reference books
Reading list will be given in-class.

Code	180087
Subject	ISEPTUFS
Instructor	シャニー [SHANI, Giorgiandrea]
Title	Peace and Conflict Studies: An Introduction to Human Security
Quarter	Spring
Day, Period	Mon.6
Goals of the course	
<ol style="list-style-type: none"> 1. To introduce students to the main theories in peace and conflict studies 2. To introduce students to the concept of Human Security 3. To get students to apply theories learned to empirical case studies. 	
Overview of the course	
As a foundation course for the study of peace and	

<p>conflict studies , this course examines key approaches and concepts in the study of peace and conflict resolution, with a special focus on Human Security. The first part of the course discusses different concepts of peace and the development of peace and conflict theory. The second part will introduce students to different approaches to Human Security. Finally, students will be able to apply the main theoretical perspectives to empirical case studies of their choice in order to provide concrete frames of reference for understanding the theory and practice of peace and conflict resolution.</p>
Keyword
Peace, Conflict, Human Security
Plan
<ol style="list-style-type: none"> 1. Overview 2. Peace and Conflict Studies: An Introduction 3. Negative and Positive Peace 4. Direct and Structural Violence 5. Theories of Peacebuilding 6. Human Security: Narrow and Broad Approaches 7. Human Security: Critical Perspectives 8. Toward a Critical Human Security Paradigm? 9. Human Security in Crisis? 10-15. Student Presentations
Grading
<ol style="list-style-type: none"> 1. Class presentations 2. Term reports
Preparation, etc.
Students are expected to read selected chapters from the textbooks used.
Notes
Textbooks
Protecting Human Security in a Post 9/11 World / Giorgio Shani, Makoto Sato, and Mustapha Kamal Pasha (eds.):Palgrave,2007, ISBN:02300064, http://www.palgrave.com/products
Reference books
Religion, Identity and Human Security / Shani:Routledge,2014, ISBN:978-0-415-50906-, http://www.routledge.com/books/d
Additional information on textbooks / reference books
Some essential readings are available here:
<ol style="list-style-type: none"> 1. Commission on Human Security, 2003. The Final Report of the Commission on Human Security: http://www.humansecurity-chs.org/finalreport/index.htm 2. Human Security Center, 2009. "The Human Security Report" http://www.humansecurityreport.info/index.php?option=com_frontpage&Itemid=1 3. United Nations Development Programme (UNDP) (1994) Human Development Report 1994: New Dimensions of Human Security: http://hdr.undp.org/en/media/hdr_1994_en_contents.pdf 4. UN Trust Fund for Human Security, 2009. Human Security http://ochaonline.un.org/Default.aspx?alias=ochaonline.un.org/humansecurity
More info on the instructor here:

http://researchers.icu.ac.jp/Profiles/6/0000527/prof_e.html http://icu.academia.edu/GiorgioShani	
Code	180088
Subject	ISEPTUFS
Instructor	角地 スヴェンドリニ [KAKUCHI, Suvendrini]
Title	Journalism -- Understanding the World
Quarter	Spring
Day, Period	Fri.2
Goals of the course	
Students will be introduced to examples of main stream and alternative international media in the West, Japan and Asia and Africa. Lectures will analyze current global issues-- Climate Change, Poverty, Conflict and Peace, Population and cross border Migrants-- through media reports both print and visual. Another important aspect of the class is to help students to grasp diverse perspectives reflected in the media of the selected countries and sensitize themselves to the different economic, political and cultural debates in the world. The class will also strengthen their communication skills through discussion and sharing of opinions by listening, observation and a final assignment.	
Overview of the course	
Journalist's reports selected from English media such as The Japan Times, The International New York Times, The Korea Herald, Outlook Express in India, China Daily, Web publications and You Tube will be the main readings for each class. Copies will be handed out early by the teacher. In addition, extra reading of chapters from books written by journalists will be assigned to students to facilitate deeper understanding of specific issues. The final exam will be a journalist assignment to be discussed in the class with the teacher.	
Keyword	
action oriented class based on reading and research.	
Plan	
<ol style="list-style-type: none"> 1. Introduction to journalism and media organizations in the world 2. Global Issue One-- Climate Change reports in the world 3. Global Issue Two-- Poverty in the Industrialized world. 4. Global Issue Two-- Poverty in developing world 5. Global Issue Three-- Conflict and Peace-- religious wars 6 Global Issue Three-- Conflict and Peace-- civil conflicts in developing countries 7 Global Issue Three-- Conflict and Peace-- reporting peace. 8 Mid-term review and discussion of final assignment-- print story, photography, You Tube report etc. 9 Global Issue Four-- Migration-- war displacement and migration to safe countries 10 Global Issue Four-- Migration-- disaster displacement and migration 11 Global Issue Five-- Population-- aging populations in the world 12 Global Issue Five -- Population-- health and care for 	

the elderly 13 Final Assignment review 14 Final Assignment-- papers and presentation 15 Final Assignment-- papers and presentation.
Grading
Fifty percent-- class discussion Fifty percent final assignment. Presentation will be judged by research, message and creativity. The teacher will be available for advise and comments and sometimes to accompany the student during the assignment.
Preparation, etc.
students will be marked for their contribution to class discussion and final assignment. For discussion the student is expected to be aware of current news issues and also be able to share his/her opinion for creative solution. The ability to listen to others is also a key talent to be developed. Assignment will be real to the student and his/her community and also based on good research for creativity.
Notes
the language of lecture and discussion is primarily English but varying levels will not be a major issue. Class size is not limited. I would like to include students with diverse language and cultural backgrounds who will be encouraged to share their views and experiences.
Textbooks
Reference books
Journalism as if the Earth Mattered--second edition/ Kunda Dixit:IPS-Asia Pacific,2011
Additional information on textbooks / reference books

Code	180189
Subject	ISEPTUFS
Instructor	ハック [HUQ, Mir Monzurul]
Title	Introduction to Japanese Politics
Quarter	Spring
Day, Period	Fri.4
Goals of the course	
	The course is intended to train students (1) to develop an understanding of the political system of Japan; (2) to guide them to acquire in-depth knowledge of the functioning of various organs that play key role in making a democratic political system meaningful; and (3) to develop their analytical skill by arousing their interest in comparative studies of similarities and differences of the political process of Japan and other democratic societies.
Overview of the course	
	The course will look at various aspects of Japanese political system, ranging from the constitution of the country to the functioning of local governments and different pressure groups.
Keyword	
Plan	
Session 1	The Post War II Japanese politics: a brief outline Reading list: 1. Ian Buruma, "Inventing Japan," (The Modern Library,

	New York, 2003), Chapter 7: 1955 and all that, and Epilogue: The End of the Post-War, pp. 155-177.
Session 2	The constitution of Japan and the constitutional governance Reading list: 1. The Constitution of Japan, official website of the National Diet Library, www.ndl.go.jp/constitution/e
Session 3	Parliament and its operations Reading list: 1. Edwin O. Reischauer, "The Japanese," (The Belknap Press, Massachusetts and London, 1981), Chapter 25: The Diet, pp. 249-256.
Session 4	Cabinet and bureaucracy Reading list: 1. Kishimoto Koichi, "Politics of Modern Japan," Chapter 5: The Cabinet and the Bureaucracy, pp. 78-100.
Session 5	Election and the electoral system Reading list: 1. Edwin O. Reischauer, "The Japanese," Chapter 27: Electoral Politics, pp. 268-275.
Session 6	Political Parties Reading list: 1. Takashi Inoguchi, "Japanese Politics: An Introduction," (Trans Pacific Press, Melbourne, 2005), Chapter 5: One party dominance and political hollowing-out, pp. 90-112. 2. Kishimoto Koichi, "Politics of Modern Japan," Chapter 7: Political parties, pp. 116-154.
Session 7	Local governments and grass-root democracy in Japan Reading list: 1. Local Government in Japan, official website of the Council of Local Authorities for International Relations, www.jlgc.org/en
Session 8	Pressure groups in Japanese politics Reading list: 1. Nippon Keidanren: major activities, official website of Japan Business Federation, www.keidanren.or.jp/english/profile 2. Role and function of the Japanese Trade Union Confederation RENGO, official website of RENGO, www.jtuc-rengo.org/about
Session 9	Civil Society and social policy Reading list: 1. Routledge Handbook of Japanese Politics (Routledge, October 2010), Part 2 and Part 3.

Session 10 Emergence of the 1955 setup and rise of a stable conservative majority Reading List:
Session 11 Demise of the old system: Japanese politics since early 1990s Reading list: 1. J. A. A. Stockwin, "Governing Japan," Chapter 6: Demise of the old system, groping towards the new, pp. 70-92.
Session 12 Japan's foreign policy Reading list: 1. J. A. A. Stockwin, "Governing Japan," Chapter 12: Foreign policy and defense, pp. 202-217. 2. Diplomatic Bluebook, the latest edition available at the Internet web page of the Ministry of Foreign Affairs, www.mofa.go.jp
Session 13 Japan's rising military strength and relations with neighbors Reading list: 1. Defense of Japan, the latest edition of the White Paper of the Ministry of Defense Agency, chapter related to The Basic Concept of Japan's Defense Policy, www.mod.go.jp/publication/
Session 14 Make-up assignment - The present scenario: Re-emergence of LDP as a dominating force and neo-nationalistic trend in Japanese politics. Reading list:
Session 15 Final examination
Grading
Students will be assessed by the following method: 1. Active class participation.... 10% 2. Essay or presentation on a chosen topic.....30% 3. Final Examination.....60%
Preparation, etc.
Notes
Students, who wish to take the course, should note that the course is structured around lectures and seminars. There will be one 90-minute lecture/seminar each week unless otherwise stated. First 60 minutes of each session will consist of the lecture part, which will be followed by a 30-minute class discussion where students' participation in week's topic will be regarded as an essential per-requisite of the course. Students are also expected to make a group or individual presentation on a chosen topic related to the course. Students who fail to attend more than three classes will not qualify to sit for the final examination without evidence of extraneous circumstances.
Textbooks
Governing Japan : divided politics in a resurgent economy / J.A.A. Stockwin / J.A.A Stockwin:Blackwell

Pub.,2008, ISBN:1405154160 Japanese politics : an introduction / Takashi Inoguchi, :Trans Pacific,2005, ISBN:1876843225 Politics in modern Japan : developmen
Reference books
Routledge handbook of Japanese politics / edited by Alisa Gaunder, :Routledge,2011, ISBN:0415551374
Additional information on textbooks / reference books

Code	180085
Subject	ISEPTUFS
Instructor	東野 篤子 [HIGASHINO Atsuko]
Title	Introduction to International Relations
Quarter	Summer
Day, Period	Intensive
Goals of the course	This course aims to provide students with a foundation of International Relations. Students will learn the basics of International History, theories and approaches of International Relations (Realism, Liberalism and Constructivism in particular), and will study various topics (war and peace, human rights, regionalism and globalization, etc.). This course also aims to enhance students' ability to read and discuss in English.
Overview of the course	In this course, students learn International Relations through three elements: lectures, quick readings of the representative materials of International Relations and group/class discussions.
Keyword	International Relations, International History, International Politics, International Relations Theories
Plan	Session 1: Introduction Session 2-4: International Relations Theories Session 5: International Ethics Session 6-7: the changing character of war Session 8-9: International Security Session 10: International Regime Session 11-2: Poverty and Development Session 13-4: Review Session Session 15: Exam
Grading	Class participation/mini tests 50% Final Examination 50%
Preparation, etc.	Participants are strongly asked to read 村田他編『国際政治学をつかむ』(有斐閣、2009年) BEFORE coming to the first class since it is essential to understand the minimum basics of International Relations in your own language (and it is often very hard for students to learn something new in a foreign language).
Notes	Those who are absent from the class more than three times are not eligible to sit for the final exam
Textbooks	国際関係・安全保障用語辞典 / 小笠原 他 編:ミネルヴァ書房,2013
Reference books	

The Globalization of World Politics: An Introduction to International Relations 6th edition / Baylis and Smith (eds.): Oxford University Press, 2014 国際政治学をつかむ / 村田 他 編: 有斐閣、2009
Additional information on textbooks / reference books
It is essential that students bring 小笠原他編『国際関係・安全保障用語辞典』(ミネルヴァ書房、2013年) to the class, in order to check the key terms of International Relations in Japanese and English. Most of the materials used for the quick readings in the class will be selected from Baylis and Smith (eds.) The Globalization of World Politics: An Introduction to International Relations 6th edition, Oxford University Press, 2014. Please note however that the students do not need to buy this textbook, since photocopies will be distributed in the class.

Code	411006
Subject	ISEPTUFS
Instructor	林 龍次郎 [HAYASHI Ryujiro]
Title	Introduction to Linguistics: Syntax
Quarter	Spring
Day, Period	Thu.3
Goals of the course	
This course offers an introduction to syntactic theory. The aim is to let students acquire the basic knowledge of generative grammar and the methods of “thinking linguistically.”	
Overview of the course	
Basic principles of syntax (sentence structure) will be introduced and discussed. Examples will be mostly from English. Each week the class consists of a lecture, an exercise, and discussion.	
Keyword	linguistic theory, generative grammar, syntax, lexicon, I-language
Plan	
Grading	
Coursework(40%) and final exam(60%)	
Preparation, etc.	
Students are required to submit homework each week. It is recommended that they read at least one of the books introduced in class.	
Notes	
No prior knowledge in syntax or linguistic theory is required. Active participation in class is essential. An interest in English grammar is helpful. Students must review each lecture at home and are expected to prepare questions and discussion topics.	
Textbooks	
No textbook is used. Handouts are distributed in class.	
Reference books	
Syntactic Analysis: The Basics / Sobin, Nicholas: Wiley-Blackwell, 2011, ISBN: 978-1444335071 Syntax: A Generative Introduction 3rd ed. / Carnie, Andrew: Wiley-Blackwell, 2013, ISBN: 978-0470655313 Grammar as Science / Richard, Larson: MIT Press, 2009, ISBN: 978-0262513	
Additional information on textbooks / reference books	

Code	212005
Subject	ISEPTUFS
Instructor	ヨフコバ 四位 エレオナ [YOVKOBA Shii Eleonora]
Title	Japanese Language Education in the Era of Globalization
Quarter	Spring
Day, Period	Mon.2
Goals of the course	
The aim of this course is to help students acquire basic knowledge about teaching Japanese as a foreign language.	
Overview of the course	
The course takes up various aspects of the Japanese language education.	
Keyword	Japanese, Japanese language teaching, globalization, comparative studies, language and society/culture
Plan	
①orientation	
②the present state of the Japanese language education	
③the present state of the Japanese language education	
④the Japanese language (a comparative approach)	
⑤the Japanese language (the relationship of language, society and culture)	
⑥how Japanese is learned	
⑦how Japanese is taught	
⑧educational content of the elementary level	
⑨educational content of the intermediate level	
⑩educational content of the advanced level	
⑪teaching materials	
⑫Japanese language education in the era of globalization	
⑬exam	
⑭task	
⑮task	
Grading	
in -class performance 40%	
exam 60%	
Preparation, etc.	
Notes	
A very good command of English is required. There might be some international students, including native speakers of English, in the class.	
Textbooks	
Conduct guidance in class	
Reference books	
Conduct guidance in class	
Additional information on textbooks / reference books	
Conduct guidance in class	
Code	212006 / 5025
Subject	ISEPTUFS
Instructor	キャラクター [CARAKER, Richard]
Title	Intercultural Communication and Language Education
Quarter	Spring
Day, Period	Fri.2

Goals of the course	
Students will learn the fundamental characteristics of intercultural communication. Topics to be covered will be intercultural process thinking, the iceberg metaphor, high-context and low-context cultures, intercultural communication styles, acculturation theory and culture shock, stereotypes and generalizations, and worldviews.	
Overview of the course	
and well as practical experience in ethnographic research. Students will analyze cultures through lectures, weekly readings, submitting written answers to questions based on lectures and readings, and participating in small group discussions.	
Keyword	
Culture Shock Acculturation Worldviews	
Plan	
1.	Course introduction
2.	The Iceberg Metaphor
3.	Aspects of Culture: Beliefs and Values
4.	Aspects of Culture: Attitudes and Norms
5.	High Context and Low Context Cultures
6.	Stereotypes and Generalizations
7.	Midterm Exam
8.	Acculturation Theory
9.	Culture Shock
10.	Emics and Etics
11.	Worldviews
12.	Optimal Distance Model of SLA
13.	Culture in the workplace
14.	Active Learning Task 1
15.	Active Learning Task 2
Grading	
Midterm Exam 35%% Final Exam 35% In-class worksheets 30%	
Preparation, etc.	
Notes	
Details of the Active Learning Task will be announced in class.	
Textbooks	
Copies of the text will be provided by the teacher	
Reference books	
Understanding Intercultural Communication / Ting-Toomey & Leeva Chung: Oxford	
Additional information on textbooks / reference books	

Code	212003
Subject	ISEPTUFS
Instructor	田村 智子 [TAMURA Tomoko]
Title	Introduction to Interpreting: Theory and Practice
Quarter	Summer
Day, Period	Intensive
Goals of the course	
The purpose of this course is to gain basic knowledge and understanding of “interpreting” work through theoretical inquiries and actual practice.	
Overview of the course	

The course will combine lectures and actual Japanese-to-English/English-to-Japanese interpreting workshop sessions. No prior knowledge on or experience in interpreting is a prerequisite, though the students are expected to have native/near-native proficiency in (or a very strong command of) both Japanese and English.	
Keyword	
Interpreting, Consecutive Interpreting, Simultaneous Interpreting, Whispering, Escort Interpreting, In-House Interpreting, Conference Interpreting, Community Interpreting	
Plan	
Day 1	
1) Lecture 1: Introduction to Interpreting, Interpreting Work, and Interpreting Studies -Roderick Jones: Chapter 1 (Introduction)	
2) Lecture 2: Consecutive Interpreting -Roderick Jones: Chapter 2 (Basic Concepts of Conference Interpreting)	
3) Workshop 1: Consecutive Interpreting Practice 1 -Active Listening -Summarizing	
Day 2	
4) Lecture 3: Note-Taking in Consecutive Interpreting -Roderick Jones: Chapter 3 (Note-Taking in Consecutive Interpreting)	
5) Workshop 2: Consecutive Interpreting Practice 2 -Note-Taking & Reformulation	
6) Workshop 3: Consecutive Interpreting Practice 3-Note-Taking & Reformulation	
Day 3	
7) Lecture 4: Interpreters’ Instantaneous Translation Strategies	
8) Workshop 4: On-the-Spot Analyses & Strategies 1	
9) Workshop 5: On-the-Spot Analyses & Strategies 2	
Day 4	
10) Lecture 5: Simultaneous Interpreting -Roderick Jones: Chapter 4 (Simultaneous Interpreting)	
11) Workshop 6: Simultaneous Interpreting Basics 1	
12) Workshop 7: Simultaneous Interpreting Basics 2	
Day 5	
13) Workshop 8: Mock Conference Interpreting and Peer Review 1	
14) Workshop 9: Mock Conference Interpreting and Peer Review 2	
15) Workshop 10: Mock Conference Interpreting and Peer Review 3	
Grading	
1) Class Participation: 20% 2) Daily Assignments & Workshop Performance: 50% 3) Term Paper: 30%	
Preparation, etc.	
Since this is a highly intensive “one-week” course, the	

students are advised to start reading the main textbook (by Roderick Jones) before the start of the course. For those who wish to learn more about actual interpreting work and interpreters, Harry Obst's "White House Interpreter" is a strongly recommended introductory book. If the students so choose, they can also write a book report on Obst's book for the "Term Paper" assignment.
Notes
Interpreting "theory" will only start making any sense through actual "practice," so in this introductory course, the students will be doing a lot of actual interpreting practice (Japanese-to-English, English-to-Japanese), using various live talks and recorded materials.
Textbooks
Conference Interpreting Explained, 2nd Edition/ Roderick Jones:Routledge,2014, ISBN:978-1-900650-571
Reference books
White House Interpreter: The Art of Interpretation/ Harry Obst:AuthorHouse,2010, ISBN:978-1-4520-06154 同時通訳が頭の中で一瞬でやっている英訳術リプロセ シング/田村智子:三修社,2010, ISBN:978-4-384-055696 同時通訳が頭の中で一瞬でやっている英訳術リプロセ シングドリル/田村智子:三修社,2011, ISBN:978-4-384-056532
Additional information on textbooks / reference books
The last two "reference books" are written in Japanese. There is no need to purchase them though some of the in-class interpreting activities will be based on several sections from these two books.

Code	413009
Subject	ISEPTUFS
Instructor	新井 潤美 [ARAI Megumi]
Title	From Opera to Musicals: Middlebrow Culture in Britain and the USA
Quarter	Summer
Day, Period	Intensive
Goals of the course	To understand the concept of "middlebrow" culture through the examination of the development of the musical theatre, which targets middle class audiences in British and American society.
Overview of the course	We will trace the development of the musical theatre in Britain and the USA, going back to the birth of the opera and the operetta, and see how they became "popularized" in 19th century Britain and 20th century USA.
Keyword	class, culture, middlebrow, musical theatre, opera, operetta, musical
Plan	
Grading	Students will be required to write several short essays in English during the course.
Preparation, etc.	

Notes
All the lectures will be in English, and students are required to use English only inside the classroom. Students will be required to read and study the distributed material, and take an active part in discussions during class.
Textbooks
Material will be given out at the beginning of the course.
Reference books
Additional information on textbooks / reference books

Code	422020
Subject	ISEPTUFS
Instructor	青山 薫 [AOYAMA Kaoru]
Title	Gender and Globalisation
Quarter	Summer
Day, Period	Intensive
Goals of the course	The concept of gender and the surrounding theory explicates differences between the sexes as a product of social power relationships, and can be applied to building a society in which diverse lives can pursue diverse happiness in their own ways. Based on these ideas, this course aims to overturn your 'common sense' about human experiences, relationships and daily-life practices. This is also an opportunity to train yourself to analyse issues with a gender perspective, from micro to macro, and local to global, including the widening gap between the rich and the poor in Japan, and its linkage to the global wealth gap. Whether and how you achieved the aim will have been evaluated by a 'gender/sexuality/class/culture sensitivity scale' through your participation to the class and a final essay.
Overview of the course	While introducing basic social theories, concepts of gender and sexuality, feminism, queer theory and its history, this course connects our daily-life relationships to broad issues such as global social problems, human rights and questions of humanity. English is the medium 'critically' used as a language with power to colonise.
Keyword	gender, sexuality, globalisation, dichotomy, discrimination
Plan	Plan: Apart from lectures, this course may use audio-visual material and/or group discussion if time and the class size permit. The theme of each week below may change/be swapped. 1. Introduction about the lecturer, course outline and method of evaluation 2. Gender discrimination and gender roles 3. 'As Nature Made Him' 4. Is gender difference natural? 5. The sinful dualism of sexes 6. Queer theory and identity politics 7. A quick look at 'Hush!' 8. Other types of discrimination than sexism: leaning

from post-colonialism 9. Nationalism and gender 10. Feminisation of poverty, labour and migration 11. Emotional, care and sex labour 12. Trafficking in persons and migrant work 13. Global sex trade as sexwork 14. Conclusion
Grading
Participation: 40% and a final essay: 60% All evaluation material such as a term-end essay, your feedback to the class, questions and answers, discussion, etc. must be written/expressed in English. The term-end essay must be submitted AFTER proofread by an English native speaker. Bear in mind that your English ability, as much as the content of what you write/say, will be reflected in evaluation in this course.
Preparation, etc.
Reading one or more of the reference books below is a good idea. Assignment may sometimes be required during the course.
Notes
Do not worry too much if you are not confident with English. Broken and/or different sorts of English are welcome; fluent speakers shall also learn to be democratically patient. HOWEVER, YOU NEED TO SPEAK THROUGHOUT THE COURSE AND WRITE THE TERM-END ESSAY IN ENGLISH; if you NEED an A or A+ in order to gain a grant, for instance, you must be equipped with enough spoken and written English to express yourself for a higher mark. Both you and I shall make efforts for all to contribute to the class anyway!
Textbooks
Reference books
Introducing Gender & Women's Studies: Third Edition / Diane Richardson ed.: Palgrave/Macmillan, 2008, ISBN: 97802305430 Transforming Japan: How Feminism and Diversity are Making a Difference / Kumiko Fujimura-Fanselow ed.: Feminist Press, University of New York, 2
Additional information on textbooks / reference books
There is no fixed textbook for this course. Power Point handouts and other references are delivered in classes.

履修コード	180185
授業科目名	世界の中の日本 A
担当教員名	藤澤 茜
授業題目名	メディアとしての浮世絵
開講学期	春学期
曜日・時限	火 3
講義題目_和文	メディアとしての浮世絵
講義題目_英文	The role of ukiyo-e (Japanese woodblock prints) as the information medium
講義・演習の別	講義
授業の目標	

江戸時代（1603～1868）を中心に流行した浮世絵版画は、鮮やかな色彩や細密な表現が芸術的に高い評価を受け、ゴッホやモネなど海外の画家にも影響を与えている。その一方で、娯楽やファッション、社会現象など、様々な情報を盛り込んだ内容の作品も多く、江戸庶民に必要なメディアとしての役割も果たしていた。 この授業では浮世絵の持つ情報性に注目し、個々の作品を読み解きながら、浮世絵が江戸庶民に与えた影響力の大きさについて考えた。 浮世絵の情報を読み解く方法を理解し、現代のメディアにどのように継承されているかという問題について受講者が各自解説できるようにすることを、授業の到達目標とする。
授業の概要
版画の制作過程を解説し、美人画、役者絵、風景画など主要な画題のほか、地震などの災害や政治への不満、物価の上昇といった社会的な内容、外国の珍しい文化などをどのように伝達するかという点にも注目する。そして、新聞の役割を果たした錦絵新聞や商品広告の図などを通じて、現代のメディアへの継承についても検証したい。浮世絵に描かれる歌舞伎役者、ファッション、名所、外国文化、地震、商品広告などの情報を検証することで、浮世絵が果たしたメディアとしての役割について明らかにする。 なお授業中に約 150 年前に作成された浮世絵版画を持参し、鑑賞する機会をもうける。近くで見て、触って、浮世絵に親しんでもらいたい。
キーワード
浮世絵 メディア 広告 娯楽
授業計画
第 1 回 浮世絵のできるまで—「彫り」と「摺り」
第 2 回 浮世絵入門 1 北斎の風景画と富士山
第 3 回 浮世絵入門 2 広重と江戸名所
第 4 回 浮世絵におけるジャンルや判型（アクティブラーニング①）
第 5 回 美人画に見る女性のおしゃれ
第 6 回 浮世絵と広告 1 呉服・化粧品
第 7 回 浮世絵と広告 2 薬・浮世絵の板元
第 8 回 浮世絵の展覧会見学（アクティブラーニング②）
第 9 回 江戸のスター歌舞伎役者を描く
第 10 回 死絵—歌舞伎役者の訃報をどう伝えるか
第 11 回 鯉絵—地震と浮世絵
第 12 回 江戸の社会と浮世絵 風刺画を読み解く
第 13 回 西洋の文化と浮世絵 1 異文化との交流
第 14 回 西洋の文化と浮世絵 2 横浜絵

に見る異国 第15回 浮世絵に見る江戸の経済情報・明治の錦絵新聞
成績の評価
小レポート(30%)、学期末レポート(40%)、毎回のコメントシート(30%)をもとに、受講時の平常点を加味して評価する。
事前学習等
毎回の授業には、指定した参考文献、配布資料をあらかじめ読んだ上で出席すること。
受講上の注意
第1回目の授業に必ず出席すること。 第8回：春学期期間中に各自で浮世絵に関する展覧会を観て(見学料は各自で負担)、第4回の授業で行う浮世絵のジャンルや判型などの解説をもとにレポートを作成する。
教科書
授業時に別途指示する。
参考書
浮世絵が創った江戸文化／藤澤茜：笠間書院、2013、ISBN:978-4305706881 幕末・明治のメディア展：新聞・錦絵・引札／早稲田大学図書館編：早稲田大学出版部、1987年、ISBN:978-4657870247 カラー版 浮世絵(岩波新書)／大久保純一：岩波書店、2008年、ISBN:978-4004311638 鯨絵：震災と日本文化／宮田登、高田衛監修：里文出版、1995年、ISBN:978-4947546845 授業の内容に従い、随時さらに詳しく紹介する。
教科書・参考書に関する補足情報
使用言語
日本語

履修コード	180184
授業科目名	世界の中の日本 A
担当教員名	平藤 喜久子
授業題目名	現代日本の宗教文化
開講学期	春学期
曜日・時限	木 3
講義題目_和文	現代日本の宗教文化
講義題目_英文	Religious culture in contemporary Japan
講義・演習の別	講義
授業の目標	一般的に日本人の多くは複数の宗教と関わりを持つといわれている。たとえばお正月には神社に初詣に行き、結婚式はキリスト教式で行い、お葬式は仏教式で行う人は珍しくない。その一方で、日本人は無宗教であるとも言われる。

この授業では、日本の宗教に関する基礎的な知識を得ること、その上で現代社会と宗教の問題について、具体的な事例を取り上げながら考えていく。
授業の概要
宗教学の基本的な知識を得た上で、個別の宗教について写真や映像資料なども使いながら学んでいく。後半では日本社会と宗教の問題を考える。
キーワード
日本、現代、宗教
授業計画
第1回 イントロダクション 第2回 宗教学の基礎 第3回 日本の宗教 第4回 日本人と宗教 第5回 神道と仏教 第6回 仏教 第7回 キリスト教 第8回 新宗教 第9回 ポップカルチャーと宗教 第10回 教育と宗教 第11回 政治と宗教 第12回 カルト問題 第13回 ジェンダーと宗教、移民と宗教 第14回 震災後の宗教 第15回 まとめ
成績の評価
試験(70%) 留学生はレポート。 授業時のコメントシートなど(30%)
事前学習等
教科書を読み、わからない言葉、概念を調べておく
受講上の注意
授業計画は、学生の関心や進度により変更がありうる。
教科書
よくわかる宗教学／櫻井義秀、平藤喜久子：ミネルヴァ書房、2015、ISBN:9784623072750、2月刊行予定
参考書
教科書・参考書に関する補足情報
使用言語
日本語

履修コード	180028
授業科目名	ことばの不思議 A
担当教員名	楠本 徹也
授業題目名	日本語文法の諸相—日本語教育文法として
開講学期	春学期
曜日・時限	水 5

講義題目_和文
日本語文法の諸相—日本語教育文法として
講義題目_英文
Japanese Grammar for Pedagogical Purposes
講義・演習の別
講義
授業の目標
日本語を一つの外国語として捉え、その特質を探る。そして、日本語教育における文法の概要を知る。
授業の概要
日本語の特徴に関して、日本人学生と留学生が共に考えていく。
キーワード
日本語教育文法
授業計画
第01回：プロローグ：日本語を外国語として見るとはどのようなことか。授業内容の説明
第02回：日本語の構文的特質1：I love youを日本語でどう言うか。
第03回：日本語の構文的特質2：I love youを日本語でどう言うか。
第04回：日本語の構文的特質3：I love youを日本語でどう言うか。
第05回：日本語の構文的特質4：I love youを日本語でどう言うか。(アクティブ・ラーニング①)
第06回：提題性および関連事項：ハとガ
第07回：肯否性：ハイとイエ、否定疑問文
第08回：待遇性：敬語
第09回：他動性、意志性：自他動詞、意志動詞
第10回：可能性：可能表現
第11回：受影性：受身表現
第12回：自発性、恩恵性：自発表現、授受表現
第13回：テンスとアスペクト
第14回：条件性(アクティブ・ラーニング②)
第15回：まとめ
成績の評価
筆記試験(100%)を基に、受講時の平常点を加味して評価する。
事前学習等
特に必要ない
受講上の注意
事前の文法知識は不要。授業では日本人学生と留学生と一緒に考えていくので、積極的に参加すること。
教科書
プリント使用
参考書
教科書・参考書に関する補足情報
使用言語
日本語

Guidebook of Class Registration

2015 Spring & Summer Quarter

ISEPTUFS 履修案内

=2015 年春・夏学期=

ISEPTUFS Students

2015 年 3 月発行

編集・発行

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