

*Guidebook of
Class Registration
2015-2016 Fall & Winter Quarter*

ISEPTUFS 履修案内
2015-2016 年秋・冬学期

ISEPTUFS Students

Tokyo University of Foreign Studies

東京外国語大学

TUFS Academic Calendar - 2015-2016 Fall & Winter Quarter

For International Student Exchange Program TUFS' students

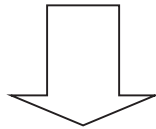
<i>Events for the Year 2015</i>		
Sep 26 (Sat) - 27 (Sun)	Exchange students Arrival	来日
Sep 28 (Mon)	Entrance Ceremony for the International Students	入学式
Sep 28 (Mon)	Orientation for Exchange Students	オリエンテーション
Sep 29 (Tue)	Japanese Language Placement test for students participating in the Japanese Language Program	プレイスメントテスト
Oct 2 (Fri)	2015 Fall Quarter Classes begin	秋学期開始
Oct 2 (Fri) - Oct 8 (Thu)	Class registration period: (Fall & Winter Quarter)	秋・冬学期履修登録期間
Oct 8 (Thu)	Medical examination for 2015. 10 entry students	健康診断
Nov 18 (Wed) - 24 (Tue)	Tokyo University of Foreign Studies School Festival (No Classes) Preparation day= Nov 18 Clean-up day= Nov 24	外語祭
Dec 26 (Sat) - Jan 4 (Mon)	Winter Break	冬休み
<i>Events for the Year 2016</i>		
Jan 15 (Fri)	No Classes (for the Entrance Exam preparation)	大学入試センター試験準備のため休講
Jan 22 (Fri)	Fall Quarter Classes end	秋学期定期試験
Jan 25 (Mon)	Winter Quarter Classes begin (Intensive)	冬学期開始
mid-Mar	(2016. 3 Graduate) Closing Ceremony	閉講式

*This schedule is subject to change.

交換留学プログラム

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

協定校からの交換留学生



東京外国語大学(TUFS)

交換留学プログラム

ISEPTUFS

1. ISEPTUFS って何？

1.1 プログラムの目的

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

1.2 プログラムの歴史

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

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: Japanese Language Program of Tokyo University of Foreign Studies)」を履修します。このプログラムは東京外国語大学で学ぶ留学生全体のプログラムで、それぞれのコースの中心となるのは、週に 2~5 回学ぶ「総合日本語」です。その内容を以下に紹介します。日本語科目に関する詳細は、「全学日本語プログラム履修案内」をご覧ください。

なお、日本語科目は、「聴講のみの登録」はできませんので、注意が必要です。

〈レベル別開講クラスとクラス番号一覧〉

レベル	集中 コース	レギュラーコース						漢 字	発 音
		総合	技能・トピック別 (週1コマ)						
初級 100～	100 (10コマ)	101 (5コマ)						漢 字 901 902 903 904	発 音 911
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		
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		
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		
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		
超級 801～				ライティング 814	時事 816	ドラマ 817	ビジネス 818		

※文章＝「文章表現」、口頭＝「口頭表現」、ライティング＝「アカデミック・ライティング」、時事＝「時事日本語」、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 レベルは週 10 コマの集中コースか週 5 コマの総合クラスのどちらかを受講しますが、200 レベルは週 10 コマの集中コースを受講します。

日本語 300-500 レベル

このコースは自国で 200 レベルまたは同等に相当する日本語授業を終了した学生に、中級レベルあるいは中上級レベルの「大学で学ぶための日本語運用力」(Japanese for Academic Purposes)をつけることを目標に設定されたコースです。週 5 回の総合クラスに加え、多彩な選択

科目(週1回×5科目)があり、希望する学生は週 10 コマ受講できます。その他にも、漢字クラスと発音クラス(500 レベル以上)の受講が可能です。

日本語 600-700 レベル

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

日本語 800 レベル

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

<プレイズメント・テストと日本語レベル>

来日してから受けるプレイズメント・テストは1度だけです。100から600レベルの学生は、自分のレベルの授業3単位以上(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、フランス語 III のように、科目名に「I」「II」「III」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) のもとへ相談に行き、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

101, 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, 810 番台, 900 番台 : 1 単位

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

7. 成績

東京外国語大学の成績システムは下記のとおりです。

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

8. 指導教員・科目アドバイザー

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

科目アドバイザー		
ISEP 科目		
日本語科目		

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2日～2016年1月22日

冬学期：2016年1月25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 12:00～15:50
- ・ 場所は 保健管理センター1 階

次のような質問は留学生課に相談してください。

- ・ 履修登録に関する質問や相談
- ・ 各種証明書に関する相談

次のような事柄は留学生課に届け出てください。

- ・ 住所、電話番号などの変更
- ・ 帰国や一時出国などの予定

留学生課(事務局棟 1 階)

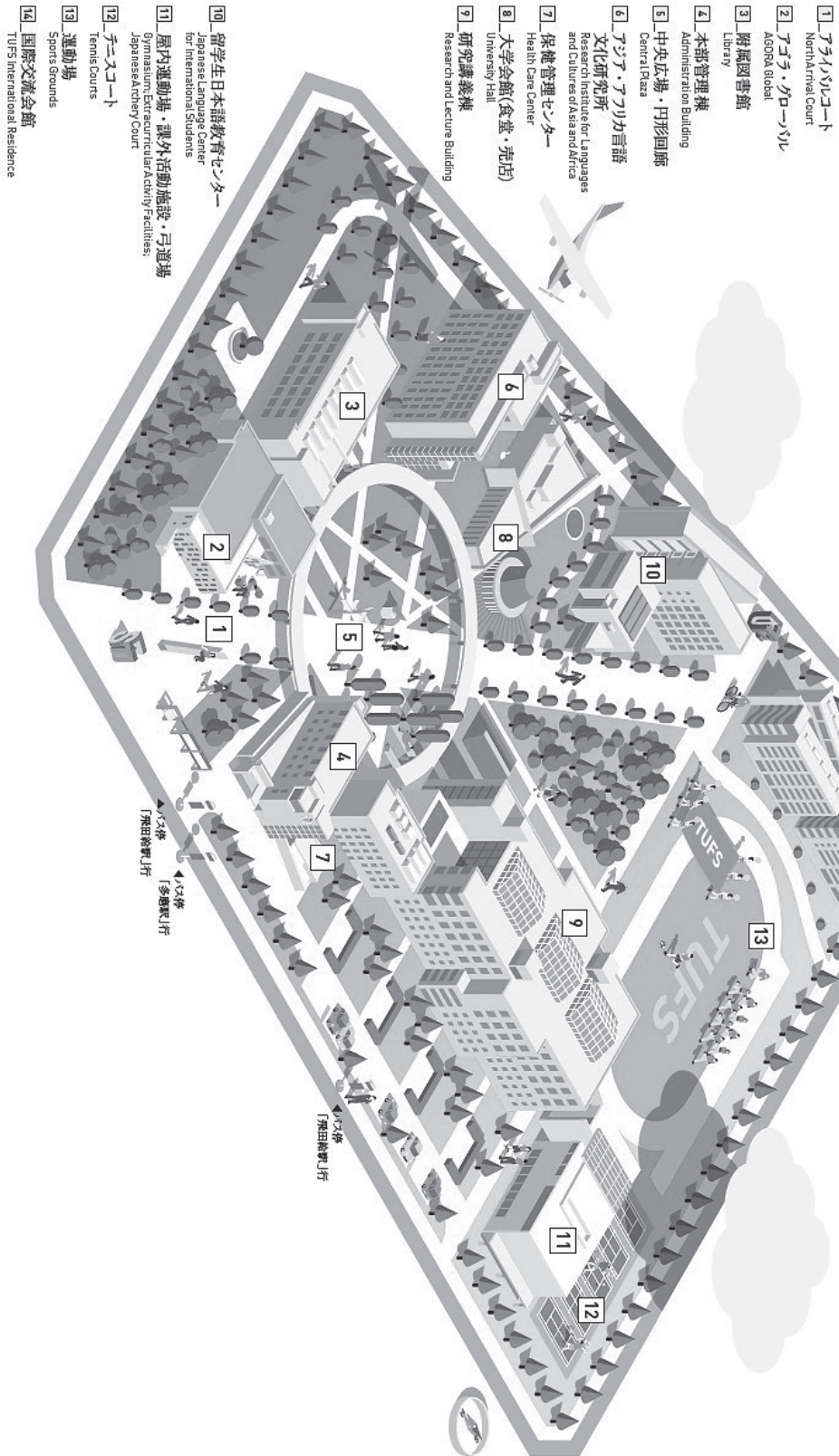
オフィスアワー : 平日 9:00～16:30

〒183-8534

東京都府中市朝日町 3-11-1

Campus Map

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/
Japansena 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

2015-2016
Fall & Winter Quarter
ISEPTUFS Syllabus

ISEPTUFS専門科目 / ISEPTUFS Elective Classes

No.	Code/ 履修 コード	Period/時限		Title/科目名	Credits/ 単位数	Instructor/教員	Room No./ 教室	Remarks /備考
1	180115	Monday 2	月2	Introduction to History of Education in Victorian and Edwardian England 2	2	中込 さやか NAKAGOMI Sayaka	107	
2	180180	Monday 4	月4	Modern Japanese Culture and Society from the Perspective of Popular History	2	友常 勉 TOMOTSUNE Tsutomu	211	
3	180201	Monday 4	月4	International Communication Management	2	荒川 洋平 ARAKAWA Yohei	226	
4	180196	Monday 5	月5	Japanese Mythology	2	松村 一男 MATSUMURA Kazuo	307	
5	180194	Tuesday 3	火3	Ukiyo-e (Japanese woodblock prints) and Edo culture	2	藤澤 茜 FUJISAWA Akane	101	*
6	180064	Tuesday 4	火4	Western Literature Survey 2 (1719 - 1953 A.D.)	2	マキン MACKIN, Zane	106	
7	180111	Tuesday 4	火4	Modern Japanese Political History	2	ミドルトン MIDDLETON, Benjamin	327	
8	180112	Tuesday 4	火4	Introduction to Japanese Politics from a Comparative Perspective	2	ポルトウ PORTEUX, Jonson	104	
9	180195	Tuesday 4	火4	Kabuki as traditional Japanese performing art	2	藤澤 茜 FUJISAWA Akane	114	*
10	180192	Tuesday 5	火5	Corporate Governance and Culture in Comparative Perspective 1	2	市瀬 博基 ICHINOSE Hiroki	105	
11	180199	Tuesday 5	火5	Modern Japanese Intellectual History	2	ミドルトン MIDDLETON, Benjamin	104	
12	180211	Tuesday 5	火5	English Linguistics	2	ボルロンガン BORLONGAN, Ariane	107	
13	180056	Wednesday 3	水3	Indian Cinema: Culture and Communication	2	ドゥヴィヴェーデー DWIVEDI, Ram Prakash	107	
14	180097	Wednesday 3	水3	Global Issues 2	2	ジョンソン JOHNSON, Stephan	224	
15	180110	Wednesday 3	水3	Writing History 2	2	宮本 隆史 MIYAMOTO Takashi	216	
16	180191	Wednesday 3	水3	HAIKU and Japanese HAIKU	2	菅長 理恵 SUGANAGA Rie	JLC302	
17	180049	Wednesday 4	水4	Intercultural Communication	2	コミサロフ 喜美 KOMISAROF Kimi	307	
18	180083	Wednesday 4	水4	The News Media and Its Role in Global Society	2	スポサト SPOSATO, William	328	
19	180120	Wednesday 4	水4	Conflict & Immunity: The Fukushima Nuclear Catastrophe 2	2	ウィルコックス WILCOX, Richard	113	
20	180121	Wednesday 5	水5	Environment and Human Life: An Introduction to Contemporary Environmental Issues 2	2	ウィルコックス WILCOX, Richard	113	
21	180279	Wednesday 5	水5	Topics in Aspects of Japanese Wartime Film	2	ハウカンフ HAUKAMP, Iris	105	
22	180050	Wednesday 6	水6	Translation Studies 2	2	田村 智子 TAMURA Tomoko	114	
23	180036	Thursday 1	木1	Language and Society 2	2	ウィンチェスター WINCHESTER, Mark	100	
24	180057	Thursday 5	木5	Postmodernism: Indian Responses	2	チョックロボルティ CHAKRABORTY, Amitava	305	
25	180063	Thursday 5	木5	Contemporary Issues in World Geography	2	マーフィー MURPHY, Michael	221	
26	180100	Thursday 5	木5	Challenges in Post Cold War	2	アブディン ABDIN, Mohamed	110	
27	180113	Thursday 5	木5	European Ideas in Historical Context 2	2	佐藤 空 SATO Sora	112	
28	180205	Thursday 5	木5	Basque Culture and Society	2	吉田 浩美 YOSHIDA Hiromi	710	

ISEPTUFS専門科目 / ISEPTUFS Elective Classes

No.	Code/ 履修 コード	Period/時限		Title/科目名	Credits/ 単位数	Instructor/教員	Room No./ 教室	Remarks /備考
29	180193	Thursday 5	木5	Japanese deities and shrines	2	平藤 喜久子 HIRAFUJI Kikuko	226	*
30	180051	Thursday 6	木6	Second Language Acquisition 2	2	ハウザー HAUSER, Eric	325	
31	180096	Friday 4	金4	Japan's Post-War Compensation Issues and Contemporary History	2	岡田 泰平 OKADA Taihei	218	
32	180198	Friday 4	金4	Topics of Contemporary Japan	2	ハック HUQ, Mir Monzurul	211	
33	180015	Friday 5	金5	Globalization and Immigration 1	2	東 史彦 AZUMA Fumihiko	113	
34	180016	Friday 5	金5	Culture, Power, Identities	2	森田 京子 MORITA Kyoko	306	
35	180024	Friday 5	金5	Global Business and Leadership	2	三森 八重子 MITSUMORI Yaeko	219	
36	180062	Friday 5	金5	English Poetry in the 20th Century 2	2	コンウェイ CONWAY, Neil	226	
37	180098	Friday 5	金5	International Economic Assistance for the Developing World	2	ハック HUQ, Mir Monzurul	211	
38	180278	Friday 5	金5	Topics in Traditional Musics in Contemporary Japan	2	ヒューズ先生 HUGHES, David	105	
39	180060	Intensive	TBA	Introduction to Cultural Studies	2	本橋 哲也 MOTOHASHI Tetsuya	Intensive	Winter
40	180099	Intensive	TBA	Peace and Conflict Studies: Critical Perspectives on Human Security	2	シャニー SHANI, Giorgiandrea	Intensive	Winter
41	180197	Intensive	TBA	Postcolonialism and Modern Japan	2	本橋 哲也 MOTOHASHI Tetsuya	Intensive	Winter
42	222009	Tuesday 3	火3	Rethinking Globalization	2	ヤン Manuel YANG	211	
43	213007	Tuesday 5	火5	European Lyric Poetry, a Close Reading	2	マキン MACKIN, Zane	112	
44	211003	Intensive	TBA	Introduction to Morpho-syntactic and Semantic Typology	2	河内 一博 KAWACHI Kazuhiro	Intensive	Winter
45	322007	Tuesday 5	火5	Problems and Contradictions of Contemporary World	2	ヤン Manuel YANG	102	
46	311067	Thursday 4	木4	Japanese Grammar with Comparative Perspectives from English	2	望月 圭子 MOCHIZUKI Keiko	100	
47	323008	Thursday 4	木4	Contemporary World and International Organizations	2	Lecture Series	214	
48	312022	Friday 6	金6	Applied Linguistics: Bilingualism 2	2	ホーネス HORNESS, Paul	107	
49	421106	Monday 5	月5	China's Economic Reform and Globalization	2	曾根 康雄 SONE Yasuo	106	
50	412001	Tuesday 2	火2	Psycholinguistics of Bilingualism	2	マシューズ MATTHEWS, John	110	
51	421014	Wednesday 2	水2	European Studies - Portuguese Cultural Heritage and Luso-Brazilian-Japanese Relations 2	2	ソウザ ROCHA DE SOUSA LUCIO MANUEL	109	
52	412027	Friday 1	金1	Introduction to Interpreting 2	2	クネゼヴィッチ Julija Knezevic	204	
53	412019	Friday 3	金3	Language, Culture, and Society	2	リープ LIEB, Margret-Mary	104	

Note: This schedule is subject to change.

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

- No. 1~41 are liberal arts, recommended for first and second year students.
- No.42~44 are specialized subjects, recommended for first and second year students.
- No.45~48 are specialized subjects, recommended for second year students.
- No.49~53 are specialized subjects, recommended for third and fourth students.

Code	180115
Subject	ISEPTUFS
Instructor	中込 さやか [NAKAGOMI Sayaka]
Title	Introduction to History of Education in Victorian and Edwardian England 2
Quarter	Fall
Day, Period	Mon.2
Goals of the course	This course aims to give a brief introduction to the history of education in Victorian& Edwardian England from the early 1830s to the 1910s. The present English educational system differs greatly from that of Japan. Some key characters of English education were set in the Victorian& Edwardian times, the periods covered in the Courses. The lectures help students grasp the differences between Japanese and English education and also the historical origins of English education. It is desirable that students take both Spring& Autumn Courses since they are planned as continuous lectures and information on most of the historical backgrounds are to be delivered during the Spring Term.
Overview of the course	During the Autumn Term lectures concentrate on changes after the mid-Victorian period. First some lectures explain the economic, political and social changes after the mid-Victorian period. Then detailed lectures are given to cover the broad educational changes made. E.g. Elementary education, boys' secondary education, girls' secondary education, examination, teacher training, etc.
Keyword	English history, history of education, social history.
Plan	Contents and order of lectures may be replaced. Students are required to submit two Active Learning assignments. 1. Introduction. 2. Historical backgrounds: summary of previous lectures. 3. Historical backgrounds: changes after the mid-Victorian period. 4. Summary& conclusions. 5. Elementary education after the 1870s. 6. Boys' secondary education after the 1860s. 7. Girls' secondary education after the 1860s. 8. Examinations. 9. Teacher training. 10. Technical and vocational education. 11. University education. 12. Central and local educational authorities 1. 13. Central and local educational authorities 2. 14. Summary& conclusion. 15. Final examination.
Grading	Classroom participation 30%. Short examinations and assignments 40%. Final examination 30%.
Preparation, etc.	It is desirable that students read books or journal articles related to lectures before attending the classes. Detailed lists of references will be given in each class.
Notes	

The maximum number of students accepted will be around 40. The method of student selection will be made by a lottery. Students must attend the first class to become eligible for the selection.
Textbooks
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	180180
Subject	ISEPTUFS
Instructor	友常 勉 [TOMOTSUNE Tsutomu]
Title	Modern Japanese Culture and Society from the Perspective of Popular History
Quarter	Fall
Day, Period	Mon.4
Goals of the course	This course deals with modern Japanese culture and society by focusing on the experiences of common people, particularly the issue of how they negotiated with or resisted the pressure of nationalization, modernization and westernization. Main topics covered include: Modernization and westernization of manners and customs in everyday life, the emergence of religious heresy, experiences of war, and social and cultural movements in reaction to political events. Through these topics, critiques of conventional cultural theory on Japan will be introduced.
Overview of the course	This course is organized not only by instructor's lecture, but also by group-working and participants' presentation and discussion.
Keyword	Popular history, modernization and westernization, commons, new religion, Japanese imperialism and colonialism
Plan	Schedule 1 Gender and Post-feminism and the film Frozen 2 Gentrification and Olympics 3 Racism and Hate Speech Issue in Recent Japan 4 Ainu, History and Culture 5 Affection and Sport Culture: Discourse of Tokyo Olympics 6 Secure horror and Popular Culture: History of Godzilla (Active learning) 7 Aestheticization and War 8 Contamination, Radiation and Decontamination Labor after March 12, 2011 9 Disciplinization and Labor history in modern Japan 10 State Power Now: Sanrizula struggle 11 Homelessness in Japan 12 Discrimination in Japan: Hisabetsu Buraku and Korean Japanese 13 Traditional Culture, Whaling and International Dispute (Active learning) 14 Disaster Capitalism and Naomi Kline's Shock Doctrine 15 Psychiatry in Japan

Grading
Class performance (30%), presentation or midterm paper (30%), term paper (40%)
Preparation, etc.
Reading materials should be prepared and distributed to every participants. Each participant should read the stuff material.
Notes
Every participant should read reading materials before each session. If you choose presentation instead of midterm paper, you should organize group work for presentation.
Textbooks
Reference books
Additional information on textbooks / reference books

Code	180201
Subject	ISEPTUFS
Instructor	荒川 洋平 [ARAKAWA Yohei]
Title	International Communication Management
Quarter	Fall
Day, Period	Mon.4
Goals of the course	
Understanding the international communication management and improving intercultural communicative competence.	
Overview of the course	
Each group of students are expected to present the contents of one chapter of the coursebook. In its wake, the instructor will lecture including further discussions between students.	
Keyword	
linguistic audit, international communication, international communication management	
Plan	
Presentation by students starts from the 3rd session and ends in the 13th session. The 14th session is a discussion. Orientation and English as an International Language Introduction to International Communication Management Chapter 7: Japanese English Chapter 8: Private Companies and LOTE (Languages Other Than English) Chapter 9: Japanese as a Foreign Language Chapter 10: Communication with Customers/Consumers Chapter 12: Sending the Message to the World from Japan Chapter 15: Understanding Different Cultures Chapter 16: World Englishes Chapter 17: Communication and Humor Chapter 18: Nonverbal Communication Chapter 19: Global Business Mind Chapter 21: Business Management and Cultural Diversity Chapter 22: Workshop (optional extra day)	
Grading	
Attendance and Participation : 50%	
Presentation : 50%	
Preparation, etc.	

Notes
This course is conducted in English though the textbook is written in Japanese.
Textbooks
企業・大学はグローバル人材をどう育てるか : 国際コミュニケーションマネジメントのすすめ / 本名信行, 竹下裕子, 三宅ひろ子, 間瀬幸夫 編, アスク出版, 2012, ISBN:4872178424
Reference books
Additional information on textbooks / reference books
Course readings, handouts, and worksheets will be distributed in class meetings.

Code	180196
Subject	ISEPTUFS
Instructor	松村 一男 [MATSUMURA Kazuo]
Title	Japanese Mythology
Quarter	Fall
Day, Period	Mon.5
Goals of the course	
This course aims to provide general information about Japanese Mythology. Students are introduced to the wide varieties of mythological motifs in Japanese culture.	
Overview of the course	
Japanese Mythology, mainly of the Kojiki, will be explained by stages. Influence from neighboring countries will be noted. Structural analysis will be shown. The Kojiki text for the class can be reached through internet. Students will give a presentation and submit a term paper on that topic.	
Keyword	
Plan	
Grading	
Comment Sheets 40%	
Presentation 30%	
Term Paper 30%	
Preparation, etc.	
Notes	
Students are expected to have 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	

履修コード	180194
授業科目名	ISEPTUFS
担当教員名	藤澤 茜
授業題目名	浮世絵と江戸文化 Ukiyo-e (Japanese woodblock prints) and Edo culture
開講学期	秋学期
曜日・時限	火 3
講義・演習の別	
講義	
授業の目標	<p>様々な庶民文化が花開いた江戸時代(1603~1868)には、出版文化の発展により数多くの小説や浮世絵版画が出版された。浮世絵は、当時の文学や歌舞伎、見世物、相撲、料理などの文化と密接に関わって人気を得た。さらに浮世絵には季節ごとの行事や子供の遊び・教育など江戸庶民の生活ぶりも詳細に描かれ、現代の私たちに様々な事を伝える資料としての役割も果たしている。</p> <p>この授業では、二つの目標を掲げる。一点は、浮世絵を通じて江戸時代の文化や習慣を理解し、浮世絵と文化の関係について明らかにすることである。二点目は、ゴッホやモネなど海外の画家にも多くの影響を与えた浮世絵の手法に注目することである。特に浮世絵版画や浮世絵師が担当した小説の挿絵の表現を取り上げ、現在世界的にも人気のあるアニメーションやマンガに通じる手法や絵師の工夫について検証し、江戸時代の人々が楽しんだ浮世絵の魅力に迫りたい。</p> <p>受講生各自が浮世絵の多様な描写や情報性を理解し、江戸文化における浮世絵の位置づけができるようになることを、この授業の目標としたい。</p>
授業の概要	<p>江戸の出版文化を学び、浮世絵を通じて歌舞伎、見世物、食、遊びなどの文化や習慣を理解する。さらに絵画としての表現にも注目し、アニメーションやマンガへの技法の継承に関する検討も行なう。</p> <p>なお授業中に約150年前に作成された浮世絵版画を持参し、鑑賞する機会をもうける。近くで見て、触って、浮世絵に親しんでもらいたい。</p>
キーワード	
浮世絵 江戸庶民 風習 娯楽	
授業計画	<p>第1回 浮世絵とは何か</p> <p>第2回 江戸の衣食住(1) 江戸の町と暮らし</p> <p>第3回 江戸の衣食住(2) お寿司・天ぷらはファストフード</p> <p>第4回 江戸時代の庶民文化(アクティブラーニング①)</p> <p>第5回 浮世絵に見る江戸の風習</p> <p>第6回 子供の成長と教育</p> <p>第7回 浮世絵と娯楽(1) 歌舞伎の劇場と舞台</p> <p>第8回 浮世絵と娯楽(2) 歌舞伎の衣裳、演出</p> <p>第9回 浮世絵と娯楽(3) 見世物・相撲</p> <p>第10回 江戸文化に関する展覧会見学(アクティブラーニング②)</p>

第11回 江戸のペット事情—犬・猫のとらえ方
第12回 笑いとユーモア 戯画を楽しむ
第13回 江戸の小説と挿絵
第14回 浮世絵からマンガ・アニメーションへ
第15回 浮世絵とジャポニスム
成績の評価
小レポート(30%)、学期末レポート(40%)、毎回のコメントシート(30%)をもとに、受講時の平常点を加味して評価する。
事前学習等
毎回の授業には、指定した参考文献、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10回：秋学期期間中に各自で江戸文化や浮世絵に関する展覧会を観て(見学料は各自で負担)、第4回の授業で行う江戸の庶民文化についての解説をもとにレポートを作成する。
教科書
授業時に別途指示する。
参考書
浮世絵が創った江戸文化／藤澤茜：笠間書院、2013、ISBN:978-4305706881
江戸の大衆芸能 歌舞伎・見世物・落語(大江戸カルチャーブックス第9巻)／川添裕：青幻舎、2008年、ISBN:978-4861521454
奇想の江戸挿絵(集英社ビジュアル新書)／辻惟雄：集英社、2008年、ISBN:978-4087204407
遊べる浮世絵／藤澤紫：東京書籍、2008年、ISBN:978-4487802623
授業の内容に従い、随時さらに詳しく紹介する。
教科書・参考書に関する補足情報
使用言語
日本語 Japanese

Code	180064
Subject	ISEPTUFS
Instructor	マキン [MACKIN, Zane]
Title	Western Literature Survey 2 (1719 - 13 A.D.)
Quarter	Fall
Day, Period	Tue.4
Goals of the course	<p>This is a continuation of last spring's course, Western Literature Survey 1 (2000 B.C. to 1592 A.D.). This semester we further explore the development of Western Literature after the Renaissance and into the present day. Again, students must be ambitious, dedicated, and willing to work hard. We will continue to seek out answers to the Big Questions: What does it mean to be human? What is our place in the world? What constitutes a life well spent? Can literature tell us anything about these conditions? Our classes, combining both lecture and student-led discussion, will relentlessly pursue these questions, using literature as</p>

a lens through which we will ultimately discover ourselves.
Overview of the course
In this thematic continuation of our spring course, we will explore literary genealogy. Where does a text find its influences? How does it relate to them? And how does a new text position itself within the tradition - a “canon,” if you will - within which it would likely seek a place?
The modern period witnesses the development of the novel, which will be our primary concern this semester. Originally considered a genre of low cultural status, the novel grew to become the defining literary format, and remains so to this day. It develops hand in hand with the rise of the bourgeoisie, the spread of literacy and private reading, and the societal shift toward industrialization, colonization, nation-states, and other defining economical/political features of modern civilization. In the novel we discover the desires, the concerns, and the fears of society as it endures these changes.
Continuing what we began last semester, we will explore novels that meditate on that which resides outside of society: other cultures, other races, other biologies, other genders. In these texts, we will see authors define ‘society’ by exploring that which lies at its outer limits.
The course is reading and writing-intensive (in English) and will require a substantial commitment of both time and intellectual energy. Students are expected to come to class having read the texts thoroughly, and must be prepared to criticize and question the texts under study. Note that the grading structure of this course rewards those who keep up with the readings and actively participate.
Keyword
Plan
1. Daniel Defoe, Robinson Crusoe 2. Crusoe 3. Crusoe READER RESPONSE 1 4. Mary Shelley, Frankenstein 5. Frankenstein 6. Frankenstein 7. Herman Melville: Benito Cereno READER RESPONSE 2. 8. MIDTERM 9. Virginia Woolf, Orlando 10. Orlando 11. Orlando 12. Bertolt Brecht, The Threepenny Opera FINAL PAPER DUE 13. Brecht, Opera (cont); Samuel Beckett, Waiting for Godot 14. Beckett, Godot (cont); Review 15. FINAL EXAM
Grading
This course requires a LOT of reading, and your final grade depends heavily on keeping up. Only 35% of your grade consists of exams, the rest is participation and writing assignments Put plainly: if you do not keep up on the readings you will fail.

Participation 25%
Two 1-2-page reader response papers 15%
Midterm 10%
Final paper (8-12 pages) 25%
Final Exam 25%
Preparation, etc.
Reading the weekly assignments is mandatory and will count towards your final grade.
Notes
Benito Cereno will be supplied by the professor. The purchase of the other five books is required.
Textbooks
Reference books
Additional information on textbooks / reference books

Code	180111
Subject	ISEPTUFS
Instructor	ミドルトン [MIDDLETON, Benjamin]
Title	Modern Japanese Political History
Quarter	Fall
Day, Period	Tue.4
Goals of the course	
	This course aims to: 1. develop students’ knowledge of Japanese political history. 2. develop students’ ability to analyze political and historical issues. 3. develop students’ awareness of methodological issues. 4. develop students’ ability to discuss political ideas and issues in English.
Overview of the course	
	This course traces the making of modern Japan from the mid-nineteenth century to the late twentieth century. We will examine various themes relating to domestic politics, political economy and geo-strategic issues. The topics we will discuss include: the background and causes of the Meiji revolution; political forces, institutions and culture in the Meiji state; the politics of “Taisho democracy” or “imperial democracy”; economic crises in the 1920s and 1930s; the drift to fascism and militarism and the emergence of a total war system; the American Occupation; the 15-system; conservative resurgence in the 1980s; and the end of LDP hegemony in the 1990s. We will study both the history of Japanese politics, and the changing ways that scholars and political actors have viewed Japanese political processes. No prior knowledge of Japanese politics, society or history is required. The course will be taught in English, but students use Japanese in discussions and consultations. Class sessions will generally start with a lecture, followed by brief screenings of documentary videos and/or open discussions. On scheduled days, students will give presentations on a research topic of their choice.
Keyword	
	Japan, politics, history, culture, economy, power, society, thought
Plan	
	Session 1: Introduction

Session 2: Tokugawa endgame
Session 3: The Meiji revolution
Session 4: The Meiji political system
Session 5: “Taisho Democracy” / “Imperial Democracy”
Session 6: Presentations & discussion
Session 7: Political economy of the 1920s and 1930s
Session 8: Fascism and imperialism
Session 9: The total war system
Session 10: The Occupation
Session 11: The 1955 system
Session 12: Conservative resurgence
Session 13: The end of LDP hegemony
Session 14: Presentations
Session 15: Presentations & wrap-up
Finale
Grading
25%: Class Participation (Attendance, participation in discussions, etc.)
25%: Presentations
50%: End-of-term paper
Preparation, etc.
1. Do the weekly readings before each class.
2. Make notes.
3. If you have a question at any time, please ask!
Notes
Classes may not be recorded.
Textbooks
A modern history of Japan : from Tokugawa times to the present / Andrew Gordon, Oxford University Press, 2014. ISBN: 9780199930159
We will read approximately two papers per week, usually a combination of a textbook chapter and selections from primary source
Reference books
Japan’s modern history, 1857-1937 : a new political narrative / Junji Banno, Translated by J. A. A. Stockwin, Routledge, 2014. ISBN: 9781138775176
日本近代史 / 坂野潤治, 筑摩書房, ISBN: 448006642X
Japan in transformation, 1945-2010 / Jeff Kingston / Longman, 2011, ISBN: 978
Additional information on textbooks / reference books

Code	180112
Subject	ISEPTUFS
Instructor	PORTEUX, Jonson
Quarter	Fall Quarter
Day, Period	Tue.4
Title	
Introduction to Japanese Politics From a Global Perspective	
Lecture or Exercise	
Lecture	
Goals of the course	
This course will introduce students to Japanese politics primarily after WWII (1945 to the present), and do so from a comparative, global context. The main goal of the course is to provide the student with a solid and sophisticated understanding of the basics of Japanese politics at the local, provincial, and national levels.	
Overview of the course	
We will be focusing on three topics that make Japan stand out	

in a comparative and global context. First, we will explore the causes and effects of the Liberal Democratic Party’s (LDP) unprecedented political dominance. While most democracies experience frequent changes in government, the LDP maintained single-party control for nearly four decades. What were the underpinnings of the LDP’s electoral success, and who won and lost from the LDP’s dominance? How and why did the policies which seemed to ensure the success of the LDP ultimately, as a number of scholars suggest, also lead to its decline?
Second, we will examine the spectacular rise and collapse of the Japanese economy. How did Japan emerge from WWII and achieve such massive economic growth for close to two decades? If Japan was able to engineer such impressive economic growth rates in the post-war period, what accounts for their seeming inability to replicate that success in the present period?
Lastly, we will look at Japan’s engagement with the rest of the world, focusing in particular on its relations with the United States and its North East Asian neighbors. How has the lack of a strong military, combined with its close security arrangements with the US, affected Japan’s geopolitical relations with the rest of Asia? Should Japan’s foreign policy change with the end of the Cold War and the rise of China?
Keyword
Japan, Political Science
Plan
Lecture 1: Course Introduction - Readings: TBA
Lecture 2: From Prewar to Postwar - Readings: TBA
Lecture 3: Origins of the LDP - Readings: TBA
Lecture 4: Electoral Underpinnings of the LDP (The “1955 System”) - Readings: TBA
Lecture 5: Collapse of the LDP’s One Party Rule (The “1955” System) - Readings: TBA - Midterm exam review sheet to be handed out
Lecture 6: Electoral and Political Reform; Midterm Review - Readings: No scheduled readings for this week
Lecture 7: In Class Midterm Exam - Readings: No scheduled readings for this week
Lecture 8: Post-Reform Political Institutions - Readings: TBA
Lecture 9: Explaining the Miracle Economy - Readings: TBA
Lecture 10: Explaining the Collapse of the Economy - Readings: TBA
Lecture 11: Is Abenomics the cure? - Readings: TBA
Lecture 12: Japan’s Foreign Policy: Japan-US Relations

<p>- Readings: TBA</p> <p>Lecture 13: Japan's Foreign Policy: Japan-North East Asia Relations</p> <p>- Readings: TBA</p> <p>- Final exam review sheet to be handed out</p> <p>Lecture 14: Japan's Future; Final Exam Review</p> <p>- Readings: No scheduled readings for this week</p> <p>Lecture 15: In Class Final Exam</p>
<p>Grading</p> <ul style="list-style-type: none"> • Quizzes: 20% • Participation/Motivating Questions: 15% • Midterm Exam: 25% • Final Exam: 40% <p>There will be three types of graded assignments for this class. First, there will be a short in-class quiz every 2 to 3 lectures, roughly corresponding to the topics that this course will cover. I will give you advance warning for these quizzes (generally in the lecture before the quiz). These quizzes will consist of a few short ID or multiple-choice questions, and shouldn't take more than 10 minutes or so. These quizzes will test your knowledge of that week or segment's readings before we cover the topics in class. These quizzes comprise 20% of your final grade.</p> <p>Second, participation will count for 15% of your final grade. In addition to participating in lecture through questions, comments and occasional group work, you will be required to submit one critical question to the course website at least 24 hours before lecture. A handful of students will be randomly selected each lecture to share their critical questions with the class and provide potential answers or conjectures. Not writing a critical question will count the same as not participating in class for that section. Please follow the instructions in the 'notes' section of this syllabus in writing your critical questions.</p> <p>Third, there will be two longer exams. One is a MIDTERM. This will be worth 25% of your final grade, and will be comprised of short essay questions. The FINAL exam will be worth 40% of your final grade. This will also be comprised of short essay questions. Both exams will test your knowledge about Japan, important terminology, and the relationship between concepts.</p>
<p>Preparation, etc.</p> <p>This is a 2 unit class which means that students should be prepared to spend at least 2 hours outside of lecture in preparation including general studying, reviewing, reading, writing 'motivating questions,' etc. Typically each week will have roughly 20 to 30 pages of reading assigned.</p>
<p>Notes</p> <p>WRITING MOTIVATING QUESTIONS:</p> <p>These questions are part of your grade, but more importantly, they stimulate you and your classmates to think critically about the central questions of Japanese politics.</p>

<p>How NOT to write a motivating question:</p> <p>Don't ask a question about a term or an event that is obviously defined in the text.</p> <p>Example: What is a hybrid regime?</p> <p>Don't be vague:</p> <p>Example: Like Dude, what's "democracy?"</p> <p>How TO write a motivating question (a few ways):</p> <p>If you have a question on a specific term, that's fine. For example, you might point out a term that is not defined in the text to your liking (and give a page number to cite it) and start trying to develop a definition:</p> <p>Soe (17) talks about Hybrid regimes as being between "flawed democracies" and outright "authoritarian regimes." However, he never really defines what a hybrid regime is. Is a hybrid regime merely a democracy with more serious flaws, or is there something more inherently authoritarian about it?</p> <p>Or if a term is defined and you still don't understand it, try to use your question to throw out possible extensions to the definition:</p> <p>Kesselman (21) defines transitional democracies as between authoritarian regimes and consolidated democracies. But how long can a country be in transition? Can they be in a state of transition forever and settle into it permanently? If so, how is that transition?</p> <p>Or you can highlight discrepancies between readings or different points of view within a reading (this is usually the best type of critical question):</p> <p>Kesselman (18) develops a three-point framework for classifying countries as democracies, transitional democracies and authoritarian regimes. Soe, in contrast (15) develops a four-point scale: democracies, flawed democracies, hybrid regimes and authoritarian regimes. Are these two sets of typologies compatible with each other?</p> <p>There are other ways to ask useful, productive questions that stimulate discussion; these examples are just to get you thinking in a critical mode.</p>
<p>Textbooks</p>
<p>Additional information on textbooks / reference books</p> <p>All required and suggested reading material will be uploaded to the course website. However, the four main texts I will be utilizing are the following:</p> <p>Richardson, Bradley M. 1997. Japanese Democracy: Power, Coordination, and Performance. New Haven: Yale University Press.</p> <p>Samuels, Richard J. 2007. Securing Japan: Tokyo's Grand Strategy and the Future of East Asia. Ithaca: Cornell University Press.</p> <p>Okimoto, Daniel I., and Thomas Rohlen, eds. 1997. Inside the Japanese System: Readings on Contemporary Society and</p>

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

履修コード	180195
授業科目名	ISEPTUFS
担当教員名	藤澤 茜
授業題目名	伝統芸能としての歌舞伎 Kabuki as traditional Japanese performing art
開講学期	秋学期
曜日・時限	火 4
講義・演習の別	講義
講義	
授業の目標	江戸時代（1603～1868）に始まった歌舞伎は、様々な発展を遂げながら400年の時を経て現代にも継承されている。パリ・オペラ座をはじめ、海外公演での評価も高い。 歌舞伎には、様々な工夫がある。舞台装置の改良により、世界で初といわれる廻り舞台が誕生し、役者が男性だけに限られたため、女性らしい表現の追求やかつらの発達も見られた。役者は個性を生かした芸を創作し、その芸風に合った衣裳や化粧が考えられた。脚本の担当者は、いかに奇抜で観客の興味をひくような芝居を作ることができるかに苦心した。 このような様々な面での工夫、歌舞伎役者の魅力、外国の演劇（京劇、シェイクスピア劇など）や女性が男性を演じる宝塚歌劇団との比較など、受講生自らが興味を持った点について調べ、発表することで、歌舞伎への理解を深めてもらいたい。また限られた時間内での発表となるため、プレゼンテーションの方法についても工夫して習得することも目指す。
授業の概要	基礎講義の後、受講生は主に以下の①～⑪の中から、各自興味のある内容を選び発表を行なう。 ①衣裳 ②化粧 ③かつら ④音楽 ⑤道具・舞台装置 ⑥役者 ⑦役柄 ⑧演目 ⑨人形浄瑠璃との比較 ⑩外国の演劇（京劇など）との比較 ⑪宝塚との比較 授業の前半では、歌舞伎に関する基本事項の説明や、発表の際の参考文献、調べ方などのレクチャーを行なう。各自が調べた内容をパワーポイント等を用いて発表し、その折に行なわれた質疑応答や発表に関する意見を反映させ、レポートにして提出する。
キーワード	歌舞伎 伝統芸能 演劇 江戸時代
授業計画	第1回 日本の伝統芸能とは何か（講義） 第2回 歌舞伎の歴史／発表方法の説明（講義） 第3回 歌舞伎役者の代々（講義） 第4回 人形浄瑠璃（文楽）からの影響（講義） 第5回 歌舞伎の海外公演—パリ・オペラ座公演を中心に（講義）

第6回 アクティブラーニング① 各自で発表内容に関する基本的な調査を行い、経過報告のレポートを作成する。
第7回 受講生による発表
第8回 受講生による発表
第9回 受講生による発表
第10回 受講生による発表
第11回 アクティブラーニング② 各自で歌舞伎を観劇し、レポートを作成する。
第12回 受講生による発表
第13回 受講生による発表
第14回 受講生による発表
第15回 まとめ（総括）
成績の評価
授業時の発表内容（30%）、学期末レポート（30%）、毎回のコメントシート（20%）、小レポート（20%）をもとに、受講時の平常点を加味して評価する。
事前学習等
毎回の授業には、指定した参考文献、配布資料をあらかじめ読んで出席すること。
受講上の注意
第1回目の授業に必ず出席すること。履修希望者が多数の場合は、第1回目の授業で人数の制限を行う場合があるので、注意すること。 第11回：秋学期期間中に各自で歌舞伎を観劇し（チケット代は各自で負担、二千元程度）、各自の発表内容に関連させてレポートを作成する。
教科書
授業中に別途指示する。
参考書
増補版 歌舞伎手帖（角川ソフィア文庫）／渡辺保：角川学芸出版、2012年、ISBN:978-4044080020 歌舞伎をつくる／服部幸雄編：青土社、1998年、ISBN:978-4791756865 授業内容、受講者の発表するテーマに従い、随時さらに詳しく文献を紹介する。
教科書・参考書に関する補足情報
使用言語
日本語 Japanese

Code	180192
Subject	ISEPTUFS
Instructor	市瀬 博基 [ICHINOSE Hiroki]
Title	Corporate Governance and Culture in Comparative Perspective 1
Quarter	Fall
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, with some consideration given to attendance and class participation.
Preparation, etc.
Notes
The specifics regarding the course syllabus will be discussed in the first class meeting.
Textbooks
Various short readings (papers/book chapters). 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.
Reference books
Additional information on textbooks / reference books

Code	180199
Subject	ISEPTUFS
Instructor	ミドルトン [MIDDLETON, Benjamin]
Title	Modern Japanese Intellectual History
Quarter	Fall
Day, Period	Tue.5
Goals of the course	
This course aims to:	
1. develop students’ knowledge of Japanese political history and political thought.	
2. develop students’ ability to analyze political and historical issues.	
3. develop students’ awareness of methodological issues.	
4. develop students’ ability to discuss political ideas and issues in English.	
Overview of the course	
This course examines some of the major themes and trends in modern Japanese political thought. The focus will be on how intellectuals and politicians responded to the	

relentless social and political change that Japan has experienced from the late nineteenth century onwards. We will examine the ideas of activists, politicians and philosophers across the range of political spectrum – not only conservatives and liberals but also anarchists, fascists, pan-Asianists and neo-conservatives.
In the first half of the course, we will read some representative thinkers of the Meiji, Taisho and early Showa periods, namely: Fukuzawa Yukichi, Nakae Chomin, Kotoku Shusui, Royama Masamichi and Kita Ikki. In the second half, we will move on to the postwar to examine the ideas of Maruyama Masao, the most influential philosopher of the postwar period. Then we will take on Okita Saburo, a bureaucrat who later served as foreign minister, before we reckon with Nakasone Yasuhiro, an LDP heavyweight and long-serving prime minister in the 1980s. Finally, we will read parts of a recent best-selling book by Fujiwara Masahiko, a darling of today’s rightwing establishment.
A basic knowledge of modern Japanese history is recommended, but classes will address the economic, political and social background to the ideologies under consideration.
Keyword
Japan, thought, politics, history, culture, intellectual history, philosophy, literature, society
Plan
Introduction
The Meiji Enlightenment
Meiji liberalism
Meiji-Taisho socialism
Meiji-Taisho anarchism
Fascism
Pan-Asianism
Postwar reflections on the wartime era 1
Postwar reflections on the wartime era 2
The ideology of postwar economic planning
Postwar conservatism
Contemporary neo-conservatism
Presentations
Presentations
Presentations & wrap-up
Finale
Grading
1. In-class performance: 50% (active participation in class, attendance record etc.)
2. Presentation/s: 50%
Preparation, etc.
1. Do the readings before class.
2. Make notes.
3. If you have a question at any time, please ask!
Notes
Classes may not be recorded.
Textbooks
Reference books
Contemporary Japanese thought / edited by Richard F. Calichman, Columbia University Press, 2005
A modern history of Japan: from Tokugawa times to the present / Andrew Gordon, Oxford University Press, 2014
Modern Japanese thought / edited by Bob Tadashi Waka
Additional information on textbooks / reference books

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

Code	180211
Subject	ISEPTUFS
Instructor	BORLONGAN, Ariane
Title	English Linguistics
Quarter	Fall Quarter
Day, Period	Tue.5
Lecture or Exercise	

Goals of the course
The course focuses on English as an object of linguistic exploration. At the end of the course, the students must be those who:
<ul style="list-style-type: none"> • Deeply appreciate the significance of the linguistic study of English; • Adequately describe and explain the linguistic structure of English; • Comprehensively discuss issues relating to English beyond its linguistic structure; • Critically raise questions relating to the theorizing of English (and eventually be able to answer these questions themselves); and • Strategically develop a line of inquiry towards an interesting and unique research problem in English linguistics.

Overview of the course
The course looks at English as a most interesting object for linguistic investigation. It begins with the various approaches and tools used in the description of the language. It also describes English in various linguistic levels (i.e. phonetics and phonology, morphology and lexicon, syntax and grammar, semantics and pragmatics).

The history of English is also taken into consideration, pointing at the changes that took place in the language across time. Also of great importance is how variation emerges from different contexts and cultures where English is used. English being 'the' global language, the teaching (and learning) of language around the world is to be deemed a significant aspect in any comprehensive study of English. The course also reviews the current state of research in English linguistics.

Keyword
English language, linguistics, theoretical linguistics, descriptive linguistics, applied linguistics

Plan
第 01 回 : Introduction to the course
第 02 回 : A. English today: An overview
第 03 回 : B. Approaches to the description of English
第 04 回 : C. Phonetics and phonology
第 05 回 : D. Morphology and lexicon
第 06 回 : E. Syntax and grammar
第 07 回 : F. Syntax and grammar (continued)
第 08 回 : G. Semantics and pragmatics
第 09 回 : H. A brief history of English
第 10 回 : I. The sociolinguistics of English

第 11 回 : J. The teaching of English
第 12 回 : K. English linguistics: State-of-the-art
第 13 回 : Presentation of research project proposals
第 14 回 : Research workshop
第 15 回 : Research workshop (continued)
第 16 回 : Presentation of research project

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
English linguistics: An introduction (2nd ed.) / Christian Mair : Gunter Narr Verlag, 2012
The handbook of English linguistics / Bas Aarts and April McMahon (Eds.) : Blackwell Publishing Ltd., 2006

Reference books
Additional information on textbooks / reference books
*Additional required readings for specific topics will be given in due course.

Language
English only

Code	180056
Subject	ISEPTUFS
Instructor	ドゥヴィヴェーデー [DWIVEDI, Ram Prakash]
Title	Indian Cinema: Culture and Communication
Quarter	Fall
Day, Period	Wed.3
Goals of the course	
This course is designed to enable students to get an	

intensive knowledge about Indian cinema and its impact on culture and society. Indian cinema, one of the biggest cine-industry of the world, depicts the culture in many ways. It represents dream, desires and aspirations of the people, but at the same time, it shows the reality of its time. Cinema can be used as a tool to understand the history, culture and social aspects of a nation. It is one of the newest art form so, an effective tool of communication too. It incorporates many previous art forms like literature, music paintings, photography, architecture and costume design etc. in itself. Cinema, thus, is a composite art form. So, it is capable to communicate the composite culture of Indian sub-continent.	
Overview of the course	
By joining this course student would be able to know about cinema, particularly Indian cinema, as a cultural form and as a tool of communication. Cinema is considered to be an art of reality, which it is not always. Bollywood, the Indian film industry is one of the biggest in the world, has its own style of production, distribution and challenges. This course will give you knowledge about Indian culture and how this is depicted in cinema of India.	
Keyword	
Cinema Studies, Communication Studies, Cultural Studies, Indian Culture, BOLLYWOOD	
Plan	
Grading	
Class Assignments 30%	
Mid Term Essays/ Project Work 30%	
Final Examination 40%	
Preparation, etc.	
Term Paper/Project	
Specific study of a film	
Specific issues of Indian Cinema	
Notes	
Students who wish to join this course are supposed to participate in debates and discussions in the class. Students who pursue this course will get a good knowledge about Indian cinema, culture and society. Students will be encouraged to watch movies and read online materials to prepare their presentations/project. Social media will also be used to facilitate the students learning and help them to develop their communication skills.	
Textbooks	
The Magic of Bollywood / Anjali Gera Roy: SAGE, India, 2012, ISBN: 9788132107323	
Bollywood Nation: India Through its Cinema / Vamsee Juluru: Oxford University Press, 2013, ISBN: 9780143065111	
Reference books	
Indian Popular Cinema: A narrative of Cultural Change / K. Motigokulsing, Wimal Disanayke: Trentham Books, 2004, ISBN: 1858563291	
Additional information on textbooks / reference books	
Printed study material will be provided in the classes and online study material will be used as texts	
Code	180097
Subject	ISEPTUFS
Instructor	ジョンソン [JOHNSON, Stephan]
Title	Global Issues 2
Quarter	Fall

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 3. Present findings in a group presentation on a specific global issue. 4. Demonstrate their understanding in an essay on a contemporary global problem explaining its nature, effects and strategies for redress. 	
The focus of the lecture and vocabulary relates to the domains of business English and world affairs, especially International Relations. This includes intermediate to advanced vocabulary relating to economics, the banking world and business. In addition vocabulary connected to world issues such as poverty, food, child labor, farming / fishing and migration are covered.	
Overview of the course	
This course is devoted to the study of contemporary issues of global relevance. Global Issues are increasingly covered in the world media. Examples of issues highlight their breadth and diversity: the debates over nuclear proliferation and Iran; the contested impact of migrants on receiving countries and their respective countries of departure; protest against the World Trade Organisation, and so on which raise the issue of world poverty and dependency and the growing WHO concern with obesity. Students engage with the lecture in both spontaneous and prepared discussions on a wide range of global issues that are topical and motivating.	
By the end of the course students will have:	
<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 II, International Relations, English, Poverty, NGO, Food Politics, Arms Control, AIDS, Climate Change and Energy	
Plan	
<ol style="list-style-type: none"> 1. Introduction and guidance for the course 2. Climate Change and Energy 3. Global Population 4. Understanding AIDS 5. Understanding Global Hunger 6. Mid-term Presentation 7. Mid-term Presentation 8. International Intervention 9. Understanding Poverty 10. Arms Control 11. Ethics of War 	

12. Food Politics 13. Final Presentations 2 14. Final Presentations 2 15. Final Presentations 2
* subject to change
Grading
Grading will be based on the following criteria.
Active class participation 30 points -Participation (20) -Group discussion & Reflection (10)
Daily assignments/ Homework 40 points - Reading (10) - Presentations (30)
Final Assessments 30 points - Final research paper (30)
Total 100 points
Preparation, etc.
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 / Dan Smith: Penguin, 2012, ISBN: 978-0143122654
Reference books
Additional information on textbooks / reference books
Reading list will be given in-class.

Code	180110
Subject	ISEPTUFS
Instructor	宮本 隆史 [MIYAMOTO Takashi]
Title	Writing History 2
Quarter	Fall
Day, Period	Wed.3
Goals of the course	
The objectives of this course are to provide students with (1) basic methodologies and techniques of historical studies, (2) skills of archival work including collecting and interpreting historical information, and (3) knowledge on use of digital information for historical study. While the course will focus more on methodology of history, we will put less emphasis on memorizing historical events or chronological tables. Rather, the primary objective is to provide students with skills through which they can discover and analyze information from the past. Students are expected to read and examine primary historical sources in their own areas of interest.	
Overview of the course	
Classes will be consisted of lectures, presentations and discussions.	

In the first half of each session, we will engage in methodological discussions on themes of “public history” including information, archives, education, and future of history. 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. All the students are required to read materials before coming to class. Required reading list will be given in the first session.
In the second half of each session, we will examine actual primary historical sources. Students will learn how to collect such sources. This course will introduce students with basic knowledge on usage of digital information and devices for historical study as well. No prior knowledge of coding and programming is required. Students will choose topics and present papers (10-15 minutes each) in each class.
The course schedule is tentative and subject to change depending on the participants.
Keyword
History, Historiography, Writing History, Methodology of History, Digital Humanities, Digital History, History Education
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 choose a topic, present a paper and write an essay (between 2,000 words and 3,000 words). Evaluation will be based on class participation, presentation and term-end essay. The lecturer will assist them to choose topics, to write papers for presentation, and to prepare term-end essays in the class 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. Students are asked to read and analyze primary historical sources available in libraries and on the web (such as www.archive.org).
Notes
Students must attend the first session in which the required reading list will be given.
Students will choose topics and present papers (10-15 minutes each) in each class. They will be encouraged to take part in discussions. Each student is to write an essay based on the presentation (between 2,000 words and 3,000 words). Evaluation will be based on class presentation and term-end essay. The lecturer will assist them to choose topics, to write papers for presentation, and to prepare term-end essays in the class and through internet.
Textbooks

Reference books	
Explaining Culture: A Naturalistic Approach/Sperber, Dan:Blackwell,1996	
The Selfish Gene (30th Anniversary edition)/Dawkins, Richard:Oxford University Press,2006	
Darwinizing Culture: The Status of Memetics As a Science /Aunger, Robert (ed.):Oxford University Press	
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	180191
Subject	ISEPTUFS
Instructor	菅長 理恵 [SUGANAGA Rie]
Title	HAIKU and Japanese HAIKU
Quarter	Fall
Day, Period	Wed.3
Goals of the course	
This course has two aims. One is to introduce one of the streams of Japanese literature: from WAKA to HAIKU. The other is to show how to enjoy HAIKU.	
HAIKU is the shortest poem in the world, and each one requires the use of a word called KIGO that indicates the season. Today HAIKU is popular throughout the world. We will study why HAIKU is so attractive to so many people. How can such brevity have such charm? What is the KIGO? And why does HAIKU need the KIGO? We will consider these questions.	
Students have to show your own opinion in the final essay.	
Overview of the course	
Lecture, reading the materials and discussion in the group ★active learning	
Keyword	
Plan	
Grading	
1. Comment of response sheet in every session 40%	
2. Essay at the end of the course 60%	
Preparation, etc.	
Notes	
日本語の作品を読みますから、日本語が読めることが条件です。 The ability to read Japanese is necessary.	
We will do lottery if we have more than 40 students.	
Textbooks	
Printed materials(English and Japanese) will be	

distributed at each session. 使用教材(日本語・英語)はその都度配布します。	
Reference books	
Additional information on textbooks / reference books	

Code	180049
Subject	ISEPTUFS
Instructor	コミサロフ 喜美 [KOMISAROF Kimi]
Title	Intercultural Communication
Quarter	Fall
Day, Period	Wed.4
Goals of the course	
In this course, students will (1)Acquire theoretical frameworks in intercultural communication as well as skills for analyzing cultural misunderstandings (2)Increase their own self-cultural awareness in order to understand how their own culture affects their own behavior (3)Develop skills in building human relations with people from different cultures	
Overview of the course	
In this course, we will explore concepts in intercultural communication not only through readings and lectures, but also activities such as discussions, simulations and case studies.	
Keyword	
Plan	
Session 1: Introduction Session 2: What is culture? Session 3: Culture and perception Session 4: Non-verbal communication Session 5: Presentation Session 6: Presentation Session 7: Communication styles Session 8: Sense of time Session 9: Value differences Session 10: Value differences Session 11: How to solve cultural misunderstandings Session 12: Culture shock Session 13: Stages of cultural adaptation Session 14: Conflict management Session 15: Summary and Action Plan	
Grading	
(1) Paper 30%	
(2) Presentation 30%	
(3) Class participation and contribution 40%	
Preparation, etc.	
Teacher will give instructions regarding preparation expected for each class.	
Notes	
*Students' active participation is a crucial part of this course, so students are required to have English skills high enough to participate in discussions in English. *The acceptable number of students is 40. The method of selection is based on a lottery. The students need to attend the first class to become eligible for the selection. *Students are required to complete assigned tasks before	

each session.
Textbooks
Reading materials will be provided to students in each session. Students do not need to purchase a textbook.
Reference books
Additional information on textbooks / reference books

Code	180083
Subject	ISEPTUFS
Instructor	スポサト [SPOSATO, William]
Title	The News Media and Its Role in Global Society
Quarter	Fall
Day, Period	Wed.4
Goals of the course	The course seeks to help students better understand the global news media and how it shapes public opinion. We will also examine global changes, such as the rise of the Internet, and how they have in turned shaped the media industry as it exists today. Upon completion students should have a better understanding of how to interpret the news they read and watch daily and be able to analyze the significance of the current events covered in the course outline. Those considering entering the news media will also have a greater understanding of the requirements for a successful career in journalism.
Overview of the course	The global news media is often cited as being one of the most influential forces shaping policymaking and public opinion around the globe. This course will look at how news reporting affects what we think about the world and how the structure of the industry affects the messages that are delivered. Starting with the Vietnam War of the 1960s, often seen as the first “television war” in history, we will look at major international events and the news coverage that accompanied them, including many taking place today. The course will also examine the fundamental changes in news reporting brought about by the rise of social media.
Keyword	Journalism, public relations, international relations
Plan	
Grading	20% - Group presentations 20% - Sample news article on a current news story, topic to be determined at the time 20% - Analysis on a theme to be agreed between the student and professor 40% - Final exam
	This is not a course on writing in English, so grades will be based on the quality of thought, not on language skills.
Preparation, etc.	Students should closely examine the course program and suggest improvements/additions for the first session. Some advance reading (website based) on the U.S. War in Vietnam will help students get up to speed on the early lectures.

Notes	The course will be almost entirely in English and a solid background or willingness to work hard on improving English skills will be necessary. Even more important is an interest in reading news stories (in English) on a wide range of topics.
Textbooks	
Reference books	
Additional information on textbooks / reference books	There are no textbooks but students need to obtain on-line access to at least two major international media (free accounts should be fine) and read these on a daily basis. These can be drawn from: Agence France Presse, Associated Press, Reuters, Bloomberg, BBC, CNN, The New York Times, The Wall Street Journal (fee required), The Financial Times (fee required).

Code	180120
Subject	ISEPTUFS
Instructor	ウィルコックス [WILCOX, Richard]
Title	Conflict & Immunity: The Fukushima Nuclear Catastrophe 2
Quarter	Fall
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.
Overview of the course	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.
Plan	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.
Preparation, etc.	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://wilcoxrb99.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	
nuclear power, logical discourse, debate, presentation, discussion, sustainability, environment, environmental conflict, environmental politics,	
Plan	
Week 1 - Orientation Weeks 2 - 4 Topic: "Environmental & Health Effects of Fukushima Disaster" Weeks 5 - 7 Topic: "Energy Issues" Week 8 Discussion Skit Weeks 9 - 11 Topic: Video "Nuclear Ginza" 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	
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	180121
Subject	ISEPTUFS
Instructor	ウィルコックス [WILCOX, Richard]
Title	Environment and Human Life: An Introduction to Contemporary Environmental Issues 2
Quarter	Fall

Day, Period	Wed.5
Goals of the course	
This course will introduce a variety of important environmental issues and gives students the opportunity to consider the interrelationships between the social and natural sciences and how human beings impacting the environment. Through greater knowledge and awareness students can learn to prepare themselves and positively 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 "Genetic Roulette" Weeks 5 - 7 Topic: "21st Century Extinction Crisis: Assessing Environmental Threats (Part 2)" Week 8 Discussion Skit Weeks 9 - 11 Topic: DVD "Tapped: Access To Clean Water" 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://wilcoxr99.wordpress.com/student-research-database/
Student Outlines: http://wilcoxr99.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.

12. Translation Techniques (2)---Active Learning
13. Translation Studies (1)
14. Translation Studies (2)
15. Translation Projects
Grading
1. Weekly Assignments & Class Participation: 70%
2. Term Paper: 30%
Preparation, etc.
Before the 1st class session, read Chapter 1 (“Introduction”) of the textbook, in which the author presents a brief history of the role of “translation practice” in foreign language learning. Do you think “translation practice” is an effective way to learn a foreign language, or do you think it is rather harmful? 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
The Routledge Course in Japanese Translation / Yoko Hasegawa:Routledge,2012, ISBN:978-0415607520
Reference books
In Other Words / Mona Baker:Routledge,2011, ISBN:978-0415467544
Additional information on textbooks / reference books
In Other Words by Mona Baker is used in Translation Studies 1 in the Spring Term.

Code	180050
Subject	ISEPTUFS
Instructor	田村 智子 [TAMURA Tomoko]
Title	Translation Studies 2
Quarter	Fall
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	
1. Introduction	
2. Kinds of Meaning I (1)	
3. Kinds of Meaning I (2)	
4. Kinds of Meaning II (1)	
5. Kinds of Meaning II (2)	
6. Discourse Genre (1)	
7. Discourse Genre (2)---Active Learning	
8. Discourse Genre (3)	
9. Understanding the Source Text (1)	
10. Understanding the Source Text (2)	
11. Translation Techniques (1)	

Code	180036
Subject	ISEPTUFS
Instructor	ウィンチェスター [WINCHESTER, Mark]
Title	Language and Society 2
Quarter	Fall
Day, Period	Thu.1
Goals of the course	
The internet is now an integral part of everyday contemporary life. This course seeks to explore the linguistic issues that affect us on a daily basis through our use of the internet. The first half of the course will focus on the debates concerning the influence of text messaging on contemporary language use. The second half of the course will look at the linguistic implications of social networking services such as Twitter and Facebook, online translation, and Natural Language User Interfaces (such as Apple’s Siri). By the end of the course, students should have a greater understanding, not only of their own online linguistic behaviour, but also of the more general digitalisation of human systems of conveying sound and meaning that is going on ‘as we speak’.	
Overview of the course	
At the beginning of the semester students will form study groups that will work together in class on the assigned texts throughout the course. The course will be split into two parts. In part one we will read and discuss linguist David Crystal’s book Txtng: The gr8 db8. In part two of the course we will focus on the following issues: SNS sites, such as Twitter, Facebook and Mixi, online translation and Natural language user interfaces, such as SIRI.	

Keyword
Plan
Grading
Assessment will be broken down as follows: 1. Class Participation (25%), 2. Group Worksheets (25%), 3. Final Essay (1000 words, 25%), 4. Final Test (Multiple Choice, 25%). Most of the readings for each week will be made available to students as PDFs via mailing list.
Preparation, etc.
Notes
Textbooks
Reference books
Additional information on textbooks / reference books

Code	180057
Subject	ISEPTUFS
Instructor	チョックロボルテイ [CHAKRABORTY, Amitava]
Title	Postmodernism: Indian Responses
Quarter	Fall
Day, Period	Thu.5
Goals of the course	Students are expected to understand the reception of Post Modernism in India in the context of Neo-colonial knowledge-dependence on the Non-West and the literary appropriation of Post Modernist themes and devices in Indian Literature in the context of the literary practices of Non-Western cultures.
Overview of the course	This course offers introduction to the process of reception of Post Modernism in Indian thought and literature. It covers the debate on 'Post Modernism in India', 'Post Modernism and India', and 'Indian Post Modernism'. This debate is discussed in the context of academic dependency prevailing in Non-Western Cultures and Post Modernism debate in other Non Western Cultures. Along with this debate, selected Literary texts are discussed to analyze the uses of Post Modernist devices and themes in Indian writings.
Keyword	Post Modernism, Indian Writing, Academic Dependence
Plan	1st Class: Introduction to the genesis of the concept of Post Modernism; Post Modernism debate in West 2nd Class: General dependence of periphery cultures in knowledge production; Indian academic system as a Dependent System 3rd Class: Post Modernism debates in periphery cultures: Chinese, Latin American, Russian debates 4th Class: Post Modernism debate in India: The Postmodernists 5th Class: Post Modernism debate in India: Critical Engagements 6th Class: Group Discussion on Periphery Cultures and

Post Modernism
7th Class: Aesthetics of Postmodernism: Western literary practices; Postmodernist Literary Devices and Postmodernism: The Dialogics
8th Class: Aesthetics of Postmodernism: Non-Western Literary Practices
9th Class: Close Reading: Abanindranath Tagore
10th Class: Close Reading: Malay Roychaudhury
11th Class: Close Reading: Subimal Mishra
12th Class: Close Reading: Charu Nivedita
13th Class: Close Reading: Shahidul Jahir
14th Class: Close Reading: Kiran Nagarkar
15th Class: Group Discussion on Indian Literature and Post Modernism
Grading
Based on Group Discussions and level of participation.
Preparation, etc.
Notes
Textbooks
Reference books
Additional information on textbooks / reference books

Code	180063
Subject	ISEPTUFS
Instructor	マーフィー [MURPHY, Michael]
Title	Contemporary Issues in World Geography
Quarter	Fall
Day, Period	Thu.5
Goals of the course	Upon completion of this course, students will: 1) have developed a more complete and thorough geographic vocabulary 2) feel more comfortable in both oral and written communication of the vocabulary 3) have gained confidence and experience in researching a relevant topic in Geography 4) developed a better understanding of geography as a discipline and it's significance in our everyday lives 5) have gained a geographic perspective on some of the world's more troubled regions as well as on earth's more pressing needs, and thus be a more informed citizen of the world.
Overview of the course	In this course we will explore some of the more newsworthy topics in various regions of the world and try to make sense of it all. What is the meaning of overpopulation? Why is there ongoing conflict among the citizens of Thailand against the Thai government and what will be the end result of this? For what reasons have students been protesting against Hong Kong's officials? Why do certain groups of people want to secede (break away) from those governments that they have long been loyal to? What evidence is there that climate change is really happening? These are but a few of the issues we will attempt to cover and that students will have the opportunity to research.

Keyword
Plan
Week 1: Introduction to world issues. Overview and student expectations. Week 2: Regional Geography: a closer look at controversy and conflicts facing today's world. Week 3: An Introduction to the Middle East. Week 4: Contemporary Issue: Islamic fundamentalism Week 5: Israel and Palestine Week 6: Test 1 The Middle East Week 7: Complex and populous South Asia Week:8: Contemporary issue: India's growing population Week 9: Test 2 South Asia Week 10: Southeast Asia: problems of emerging economies Week 11: Contemporary issue: Thailand's leadership Week 12: Test 3 and an introduction to East Asia. Week 13: China, Japan and South Korea. Week 14: Group Presentations on selected issues. Week 15: Final Exam.
Grading
Grading will be assessed by the following: 1) class preparedness and participation: 20% 2) Research assignment/presentation: 30% 2) Unit exams:50%
Preparation, etc.
Students will be required to do various readings on a regional or world issue and are expected to come to class prepared for any activity that may occur in class that day. This activity will often be group discussion on questions provided relating to the geographical topic presented the previous week or in class that day.
Notes
Textbooks
Reference books
Additional information on textbooks / reference books
There is no designated textbook for this course; the instructor will provide selected readings. However, a world atlas is highly recommended and will be needed for mapping and general geographic data analysis.

Code	180100
Subject	ISEPTUFS
Instructor	アブディン [ABDIN, Mohamed]
Title	Challenges in Post Cold War
Quarter	Fall
Day, Period	Thu.5
Goals of the course	This course aims at providing students with a comprehensive understanding of the implication of the shift of the United Nations role in regard to conflict resolutions in post-cold-war era. Furthermore, the course will trace some of the standing challenges that face Africa's post-conflict societies such as the consolidation of democracy, the post-conflict reconciliation, the meaningful political participation of ethnic minorities, youth, and

women, etc.
Overview of the course
The end of the cold-war political order is thought to have enormous implications in non-Western societies. One of them is the proliferation of deadly intrastate conflicts in Africa. To address this problem, the United Nations and other influential international organizations underwent drastic reforms of the mechanisms and the role of the United Nation Peace Keeping operations. The mandate of the United Nations in post cold-war era was expanded to cover new areas such as the processes of disarmament, demobilization and reintegration (DDR), transition to democracy, and post-conflict reconstruction.
Keyword
African History, Political Development, Internal Conflict
Plan
Grading
Active participation and homework = 65% Final essay = 35%
Preparation, etc.
Students are required to read the assigned reading materials instructed by the beginning of the course. Active participation in class discussions is recommended to help you broaden your understanding of the complex themes given in the course.
Notes
Textbooks
Reference books
Africa in World Politics: Engaging a Changing Global Order / John W. Harberson and Donald Rothchild Eds: Westview Press, 2012, ISBN: 9780813348452 DEALING WITH CONFLICT IN AFRICA / Jane Boulden: PALGRAVE MACMILLAN TM, 2003, ISBN: 1-4039-6080-1 At War's End: Building
Additional information on textbooks / reference books

Code	180113
Subject	ISEPTUFS
Instructor	佐藤 空 [SATO Sora]
Title	European Ideas in Historical Context 2
Quarter	Fall
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:97805712540 Adam Smith: An Enlightened Life/Nicholas Phillipson:Penguin,2010, ISBN:0300177674 Hayek on Liberty/John Gray:Routledge,1998, ISBN:9780415173155
Principi
Additional information on textbooks / reference books

Code	180205
Subject	ISEPTUFS
Instructor	
Title	Basque culture and history
Quarter	Fall Quarter
Day, Period	Thu.5
Lecture or Exercise	
Goals of the course	
To learn Basque culture and history.	
Overview of the course	
This course teaches the student about basic information about Basque society, Basque history, Basque oral literature and so on.	
Keyword	
Basque people, Basque society, Basque culture	
Plan	
1. Basic information about Basque society and Basque language. 2. History (1) : Prehistoric times 3. History (2) : the Roman times 4. History (3) : The middle ages. 5. History (4) : Between 1500 – 1700. 6. History (5) : Between 1700 – 1900. 7. History (6) : The present day. 8. Oral literature (1) : koplak zaharrak and erromantzeak 9. Oral literature (2) : Verses sung impromptu 10. Basque legends	

11. Bernat Etxepare and “Linguae Vasconum Primitiae”
12. Active learning : Students are asked to write a paper about the culture, society, literature or history of Basque people, and make a presentation in the 14th lesson. In order for the students to prepare for it, the instructor will introduce several reference books in the first lesson.
13. Active learning : Students are asked to write a paper about the culture, society, literature or history of Basque people, and make a presentation in the 14th lesson. In order for the students to prepare for it, the instructor will introduce several reference books in the first lesson.
14. Presentation
15. Course review
Grading
paper (70%), contribution through positive attitude in class (30%)
Preparation, etc.
Notes
Textbooks
Reference books
現代バスクを知るための50章/萩尾生・吉田浩美 編 : 明石書店, 2012 バスク初文集/ベルナト・エチエパレ : 平凡社, 2014
Additional information on textbooks / reference books
Handouts will be distributed by the instructor.
Language
English

履修コード	180193
授業科目名	ISEPTUFS
担当教員名	平藤 喜久子
授業題目名	神社と神々 Japanese deities and shrines
開講学期	秋学期
曜日・時限	木 5
講義・演習の別	
講義	
授業の目標	
日本人の多くが毎年初詣で神社を訪れる。また、最近では神社ブームともいわれる。しかし、神道や神社、そしてそこに祀られている神についてはあまり知らないという人も多い。この授業では神社に人を案内したり、神道について基本的な説明ができるようになることを目標とする。	
授業の概要	
日本の神話や神社について、基本的な事柄を説明できるようになるための、基礎を学ぶ。 授業では、教科書を使い、写真や映像などを示しながら講義をする。 学生にも、どう説明したらいいかという問題意識をもって、授業に参加することを求めたい。	
キーワード	
神社、神道、神話	
授業計画	
第1回 イン트로ダクション 第2回 古代の神祭り 第3回 神社と寺：神仏習合の歴史	

第4回 神社に祀られる神々
第5回 日本神話1
第6回 日本神話2
第7回 日本神話3
第8回 神社の中にあるもの1
第9回 神社の中にあるもの2
第10回 日本人の生活と神社1
第11回 日本人の生活と神社2
第12回 神社のお祭り1
第13回 神社のお祭り2
第14回 まとめ
第15回 まとめ
成績の評価
試験 (70%) 留学生はレポート コメントシートの内容や授業時の発言など (30%)
事前学習等
教科書を読み、事前にわからない概念や言葉を調べておく
受講上の注意
授業計画は進度や学生の関心により変更される可能性がある。 日本文化について発信できるようになりたいという強い希望を持ち、問題意識のある学生に受講してもらいたい。
教科書
神社ってどんなところ? / 平藤喜久子: 筑摩書房, 2015, ISBN: 9784480689290, 2月発売予定 ちくまプリマ-新書
参考書
教科書・参考書に関する補足情報
使用言語
日本語 Japanese

Code	180051
Subject	ISEPTUFS
Instructor	ハウザー [HAUSER, Eric]
Title	Second Language Acquisition 2
Quarter	Fall
Day, Period	Thu.6
Goals of the course	The goal of this course is to learn how people acquire a second language (L2) by studying the spoken language production of L2 learners. In addition, students will gain facility with using spoken English for academic presentation and discussion.
Overview of the course	The course will be organized as a seminar, consisting mostly of discussion and some presentation. Students will analyze examples of spoken L2 production included on the DVD that comes with the textbook and will collect their own examples of spoken L2 production.
Keyword	Second Language Acquisition (SLA)
Plan	Class 1 (10/8): Introduction of class and textbook

Class 2 (10/15): Becoming familiar with spoken L2 (Chapter 1)
Class 3 (10/22): Different views of SLA (Chapter 2)
Class 4 (10/29): Error analysis (Chapter 3)
Class 5 (11/5): Error analysis (Chapter 3)
Class 6 (11/12): Developmental sequences (Chapter 4)
Class 7 (Active Learning): Collecting L2 data
Class 8 (Active Learning): Collecting L2 data
Class 9 (11/26): Developmental sequences (Chapter 4)
Class 10 (12/3): Learning in interaction (Chapter 5)
Class 11 (12/10): Learning in interaction (Chapter 5)
Class 12 (12/17): Reference in the L2 (Chapter 6)
Class 13 (12/24): Complexity in the L2 (Chapter 7)
Class 14 (1/14): Student presentations
Class 15 (1/21): Student presentations
Grading
As this is a seminar style class, active participation is very important. Active participation: 40% Collecting L2 data: 20% Final presentation: 40%
Preparation, etc.
Students should read the textbook material before class. We will do the exercises in class.
Notes
This class will be especially useful for students who are interested in language teaching.
Textbooks
Exploring Learner Language / Tarone and Swierzbinska: Oxford University Press, 2009, ISBN: 9780194422918
Reference books
Additional information on textbooks / reference books
The textbook comes with a region free DVD.

Code	180096
Subject	ISEPTUFS
Instructor	岡田 泰平 [OKADA Taihei]
Title	Japan's Post-War Compensation Issues and Contemporary History
Quarter	Fall
Day, Period	Fri.4
Goals of the course	To understand East Asian history from the 1930's to the present and contending nationalism of East Asia.
Overview of the course	This course examines the so-called "Post-War Compensation Issues," such as "comfort women" and the forced labor of Koreans and Chinese. We will talk about East Asian history as well as Japan's relations with other Asian societies in the second-half of the 20th century (1945-Present). We will pay careful attention to the historical background of each society in the time period concerned as well as the prevailing mentality in each period. This approach is indispensable if we try to understand historical issues with appropriate attention to the details without falling into stereotypes towards other nationalities. In a sense, I would like to conduct the class by critically assessing the present danger of clashing

<p>nationalism of Japan, China and South Korea. No matter which side one takes, certain degree of self-criticism will be necessary. For this year, we will assess the past 20 years, the period after the end of Cold War, and try to come up with an appropriate perspective informing why East Asian nations have failed to resolve the historical issues originating from the 1940's.</p> <p>We will approach these issues at three different levels. First, we will start with positivist historiography, namely what took place under Japan's invasion of other Asian societies. Second, we will focus our attention on reparation issues and history controversies. Third, we will look into different social movements and thoughts and mentalities behind them.</p>
Keyword
War, Colonialism, 20th Century East Asian History, Politics of Memory, Nationalism
Plan
<p>Week 1 - Week 5 East Asia under the San Francisco Peace Treaty, 1940's-70's</p> <p>1 Guidance, Tokyo Trial and BC Class War Crimes Trials</p> <p>2 San Francisco Peace Treaty and Social Background of the late 1940's to the 1970's in China, Korea and Japan</p> <p>3 Forced labor issues</p> <p>4 Textbook issues and Nanjing Massacre</p> <p>5 Yasukuni Shrine and Atomic Bombs</p> <p>6 Politics of Memory in East Asia</p> <p>Week 6 - Week 12 Social Activism and Demands for Individual Compensation, 1980's and 90's</p> <p>7 Japan's Compensation Scheme (also comparison with West Germany and France)</p> <p>8 Ethnic Koreans in Japan, and Injured Soldiers and Auxiliaries</p> <p>9 The Bandung Conference, Two Anti-Security Pact Movements, Asian Turn in Japanese Activism: Korean BC Class War Criminal Issues</p> <p>10 Technological Advances and Biological Warfare: Unit 731</p> <p>11 Rise of Feminism and "Comfort Woman" Issues</p> <p>Week 12 - Week 15 Issues in the 21st Century</p> <p>12 The Past 25 years</p> <p>13 Colonial Responsibility</p> <p>14 New Wars and a Question of Transitional Justice</p> <p>15 TBA</p>
Grading
Essays
Preparation, etc.
Given that this year is the 70th anniversary of the end of the Asia-Pacific War, there will be a lot of articles from many different perspectives. Try to familiarize with as many voices as you can. Don't depend on the internet alone for information from the Internet tends to limit ones perspective rather than expand it.
Notes
I will use English for lectures and discussion. However, reading skills in Japanese will be needed for some of the reading materials. Given that we can help each other, I do not set the minimum standard for either of the two languages. Other additional language skills especially Asian languages like Korean and Chinese will be of great benefit to the class.

Textbooks
Reference books
Additional information on textbooks / reference books
No textbook required, but I will give you some reading assignments. I will let you know the references in the handout.

Code	180198
Subject	ISEPTUFS
Instructor	ハック [HUQ, Mir Monzurul]
Title	Topics of Contemporary Japan
Quarter	Fall
Day, Period	Fri.4
Goals of the course	This course is intended to provide students with the opportunity of understanding Japan in a better way by focusing on various topics that are currently being discussed or debated in the media. Detailed analysis of such topical issues will help students getting an in-depth knowledge of major developments that are shaping economic, political and diplomatic policies of Japan, and by doing so, help students to develop their own analytical skill of events that are crucial in the process of advancement in any society.
Overview of the course	The course will focus on contemporary issues of Japan and analyze each of such pressing topics of present-day Japan.
Keyword	
Plan	
Grading	<p>1. Active class participation.....10%</p> <p>2. Class presentation (individual or group)...30%</p> <p>3. Final written examination.....60%</p>
Preparation, etc.	
Notes	Students, who wish to take this course, should note that the course is composed of lectures and seminars. There will be one 90-minutes lecture/seminar each week unless otherwise stated. The first 60 minutes of each session will consist of the lecture part, which will be followed by a 30-minute class discussion in which students' participation will be regarded as an essential pre-requisite of the course. Students will also be required to make one individual or group presentation on a chosen topic during the course.
Textbooks	Critical issues in contemporary Japan / edited by Jeff Kingston,;Routledge, Taylor & Francis Group,2014, ISBN:0415857457
	No single textbook will be followed at the class. Students will be encouraged to follow the events in Japan as reported in newspapers an
Reference books	Routledge handbook of Japanese politics / edited by Alisa Gaunder,;Routledge,2011, ISBN:0415551374

Inventing Japan : 1853-1964/Ian Buruma /,2004, ISBN:0812972864
Additional information on textbooks / reference books

Code	180015
Subject	ISEPTUFS
Instructor	東 史彦 [AZUMA Fumihiko]
Title	Globalization and Immigration 1
Quarter	Fall
Day, Period	Fri.5
Goals of the course	
<p>This course aims at acquiring knowledge and ability to think about the directions and potentials of globalization and immigration in Japan, Asia-Pacific and the World in the future.</p> <p>This will be meaningful and important, since today, a great deal of attention has been being paid to the globalization and immigration problems even in Japan, due to the heated discussion of the TPP Agreement negotiation or our increasingly international everyday life mixed with more and more foreign nationals.</p>	
Overview of the course	
<p>This course deals with the present situations and future potentials of globalization and immigration, from viewpoints of international economic law, EU law, international human rights law or the Constitution of Japan.</p> <p>The European Union (EU) has established an area in which goods, services, capitals and citizens move freely between Member States without internal frontiers.</p> <p>Thus the EU offers the most advanced “globalization” and immigration model in the World.</p> <p>This EU model is going to be confronted with the present situations and future directions of globalization and immigration in Japan and in the World.</p>	
Keyword	
globalization, immigration, WTO, EU, law, constitution, international law, international economic law, international human rights law	
Plan	
Grading	
Active participation toward the lectures (30%) and Q&As at the end of every lecture (70%)	
Preparation, etc.	
Reviewing after classes are recommended.	
Notes	
This course is for students who have not studied law as well.	
Textbooks	
Reference books	
Additional information on textbooks / reference books	
Original handouts will be provided. Reference books will be indicated during the lectures.	

Code	180016
Subject	ISEPTUFS
Instructor	森田 京子 [MORITA Kyoko]
Title	Culture, Power, Identities
Quarter	Fall
Day, Period	Fri.5
Goals of the course	
<p>The goal of this course is twofold:</p> <p>1) to learn case studies of cultural conflicts and discrimination in everyday life, and</p> <p>2) to understand identity politics and seek conflict resolutions for daily practice (“conflict immunity”).</p>	
Overview of the course	
The class will be very interactive, including group activities, presentations, and discussions.	
Keyword	
Plan	
<p>W1: Introduction</p> <p>W2: Paradigms of “Japaneseness/Non-Japaneseness”</p> <p>W3: Japanese returnees</p> <p>W4: Foreign residents in Japan</p> <p>W5: Newcomer/Oldcomer immigrants</p> <p>W6: Mid-term Project I</p> <p>W7: Mid-term Project II</p> <p>W8: Co-culture/Subculture communication</p> <p>W9: Multiple identities (social class, gender/sexuality etc.)</p> <p>W10: Key concepts in cultural theory & critical theory</p> <p>W11: Media discourse & perception gaps</p> <p>W12: Final Presentation I</p> <p>W13: Final Presentation II</p>	
Grading	
<p>1) 30% Active participation</p> <p>2) 40% In-class activities & Mid-term project</p> <p>3) 30% Final project</p>	
Preparation, etc.	
Students are required to actively participate in discussions, and keep the deadline of each assignment.	
Notes	
This is an introductory course of Cultural Studies and the acceptance number of students is 40 at a maximum. The students need to attend the first class to become eligible for the selection. The method of selection will be announced in the first meeting.	
Textbooks	
Reference books	
<p>人種差別の帝国 : アメリカ人の醜い「白人至上主義」日本人のおぞましい「外国人差別」/矢部 武 著,:光文社,2004, ISBN:4-334-93345-9</p> <p>ケースで学ぶ異文化コミュニケーション : 誤解・失敗・すれ違い/久米昭元, 長谷川典子 著,:有斐閣,2007, ISBN:978-4-641-28108-</p> <p>Introducing カルチュラル・スタディーズ/ジャウディン・サルダー, ボリン・ヴァン・ルーシ 著,毛利嘉孝, 小野俊彦 訳,:作品社,2002, ISBN:4-87893-492-1</p>	
Additional information on textbooks / reference books	

Code	180024
Subject	ISEPTUFS
Instructor	三森 八重子 [MITHUMORI Yaeko]
Title	Topics in Global Business and Leadership – Innovation
Quarter	Fall
Day, Period	Fri.5
Goals of the course	Students learn what innovation is and find out what kinds of innovation occur around them. Students understand types of innovation and study what kinds of impacts innovation impose. Students also understand how innovation is created.
Overview of the course	First students learn the definition of innovation and find out innovation around them. Then students learn different types of innovation and learn policies to promote innovation. Students also learn entrepreneurs & entrepreneurship and roles of venture companies. Students also learn mechanisms for creating innovation such as Triple Helix and cluster. Students then learn evolution of innovation.
Keyword	Innovation, entrepreneur, venture, Triple Helix, Cluster
Plan	1. introduction 2. Innovation around yourself 3. Types of Innovation 4. Innovation Policy 5. Entrepreneur 6. Technology Oriented Nation Japan 7. Venture Companies vs. Big Companies 8. J-Firm vs. A-Firm 9. Triple Helix (Industry-Academia-Govt. Collaboration) 10. Industry Cluster 11. Service Innovation 12. Social Innovation 13. Review 14. Active Learning (Group work) 15. Active Learning (Group work)
Grading	Report 40%, Presentation 40%, Class Participation 20%
Preparation, etc.	During the course period, please pay attention on news on newspapers, magazines, TV and Internet and think about what kinds of innovation occur in the society.
Notes	You are required to not only attend the class, but also contribute to the class. When you find an article in a newspaper (or a magazine or in Internet) related to the course, pls bring in the news clip to the class to share it with your classmates.
Textbooks	
Reference books	
Additional information on textbooks / reference books	

Code	180062
Subject	ISEPTUFS
Instructor	コンウェイ [CONWAY, Neil]
Title	English Poetry in the 20th Century 2
Quarter	Fall
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	180098
Subject	ISEPTUFS
Instructor	ハック [HUQ, Mir Monzurul]
Title	International Economic Assistance for the Developing World
Quarter	Fall
Day, Period	Fri.5
Goals of the course	The course is intended to train students to (1) develop their own understanding of the desperate situation developing countries are facing and the need for overseas economic assistance to overcome those difficulties; (2) become aware of the role being played by different actors of the Official Development Assistance (ODA); and (3) develop their own analytical skills by looking at different issues related to foreign aid.
Overview of the course	the course will focus on the situation of developing countries and assess the impact of economic assistance in the lives of the people of those countries.
Keyword	
Plan	<p>Session 1 The developing world at the onset of a new millennium Reading list 1. Eric Hobsbawm, "Age of Extremes," (Michael Joseph, London, 1994), Chapter 19: Towards the Millennium, pp. 558-585.</p> <p>Session 2 The three-world division of post World War II world order and the Third World Reading list 1. Kofi Buenor Hadjor, "Dictionary of Third World Terms," (Penguin Books, London, 1993), Introduction, pp. 1-12.</p> <p>Session 3 Collapse of the post World War II world order and the ever increasing gap between rich and poor Reading list 1. John Gray, "False Dawn: the Delusion of Global Capitalism," (Granta, London, 1999), Chapter 3: What globalization is not, pp. 55-77.</p>

<p>Session 4 The concept of development: Who are the developing nations and why do they need overseas assistance for economic development Reading list 1. Rist, Gilbert, "The History of Development: From Western origin to global faith"(Zed Books, London, October 2008) Chapter 1: Definitions of Development. 2. Black, Maggie, "The No-Nonsense Guide to International Development" (Verso, London, 2002), Chapter 1: The History of an idea, pp. 10-29.</p> <p>Session 5 The LDCs and problems that need coordinated efforts to resolve Reading list 1. Paul Cammack, David Pool and William Tordoff, "Third World Politics: A Comparative Introduction," (Macmillan, London, Second Edition 1993), Chapter 8: The Third World in the Global Economy, pp. 286-321. 2. Amartya Sen, "Nobody Need to Starve," in Granta 52, winter 19, pp. 213-220.</p> <p>Session 6 Global warming, ozone depletion, deforestation and urbanization: too many problems to solve with limited resources Reading list 1. Documents and papers on Kyoto Protocol at www.unfccc.int/kyoto-protocol 2. Related papers of the Intergovernmental Panel on Climate Change, at www.ipcc.ch 3. Japan for Sustainability, articles and papers from the official web site at: www.japanfs.org</p> <p>Session 7 The Donors and the Millennium Development Goals Reading list 1. Millennium Development Goals review and the latest report available at the official web page of the United Nations, www.un.org</p> <p>Session 8 Lending money for development: The World Bank, IMF, regional banks and conditionality in development assistance Reading list 1. Official web sites of the World Bank, IMF and Asian Development Bank.</p> <p>Session 9 Bilateral economic assistance: aims and objectives Reading list 1. Black, Maggie, "The No-Nonsense Guide to International Development" (Verso, London, 2002), Chapter 2: Aid: the international contribution, pp. 30-49. 2. An Overview of New JICA, at the official web page of Japan International Cooperation Agency (JICA) at www.jica.go.jp</p> <p>Session 10 Japanese involvement in official development assistance</p>

Reading list 1. Toru Yanagihara and Anne Emig, "An Overview of Japan's Foreign Aid," in Shafiqul Islam (ed), Yen for Development: Japanese Foreign Aid and the Policy of Burden Sharing, (Council of Foreign Relations Press, New York, 1991), pp. 37-69. 2. "Japan's ODA White Paper, the latest edition available at the Ministry of Foreign Affairs of Japan Web Site: www.mofa.go.jp
Session 11 NGO involvement in development assistance and Japanese experience Reading list 1. Anthony J. Bebbington, Sam Hickey and Diana C. Mitlin (Eds), "Can NGOs Make a Difference: The Challenge of Development Alternative", (Zed Books, London, December 2007), Introduction and Chapter 17. 2. Reimann, Kim D. "The Rise of Japanese NGOs", Routledge, London, 2009. 3. ODA and NGO, at the official web page of Japanese foreign ministry at www.mofa.go.jp
Session 12 Helping the poor: what is the future? Reading list 1. Black, Maggie, "The No Nonsense Guide..." (Verso, London, 2002), Chapters 6 and 7, pp. 111-140.
Session 13 Foreign aid and the developing world: an overview
Session 14 Make-up assignment: Free discussion
Session 15 Final Examination
Grading 1 Active class participation.....10% 2. Class presentation (individual or group)....30% 3. Final written examination.....60%
Preparation, etc.
Notes The course is structured around lectures and discussions. There will be one 90-minutes lecture/discussion every week unless otherwise stated. First 60 minutes of each session will consist of lecture part, followed by a 30-minutes discussion where students' participation will be considered essential pre-requisite of the course. Students, who fail to attend more than three classes, or do not make a presentation or submit course assignments, will not qualify to sit for the final examination without evidence of extraneous circumstances.
Textbooks The History of Development: From Western Origins to Global Faith / Gilbert Rist The No-Nonsense Guide to International Development / Maggie Black, ISBN:1904456634
Reference books Age of extremes : the short twentieth century, 1914-1991 / Eric Hobsbawm: M. Joseph, 1994, ISBN:0-7181-3307-2

Media control : The spectacular achievements of propaganda / Noam Chomsky / , 2002, ISBN:1-58322-536-6
Additional information on textbooks / reference books

Code	180060
Subject	ISEPTUFS
Instructor	本橋 哲也 [MOTOHASHI Tetsuya]
Title	Introduction to Cultural Studies
Quarter	Winter
Day, Period	Intensive
Goals of the course	
Cultural Studies are fundamentally concerned with the power relationships of your own daily lives, which create you and are created by yourself. The aim of this class is to introduce some of the key ideas of Cultural Studies through examining cultural materials chosen from various fields of representations.	
Overview of the course	
Starting from and introduction of basic concepts of Cultural Studies, we deal with various materials to encourage students to be familiarized with the ways of thinking in Cultural Studies.	
Keyword	
Culture, Politics, History, Arts	
Plan	
1. What is Cultural Studies? (Power Point) 2. Discrimination ("Othello") 3. Neoliberalism ("The Land of the Dead") 4. Media ("911 in Plane Site") 5. Globalization ("Life and Debt", "Darwin's Nightmare") 6. US ("Noam Chomsky: 911 and US") 7. Terrorism ("Fahrenheit 911") 8. Environment ("An Inconvenient Truth") 9. Gender and Reproduction ("Vera Drake") 10. Holocaust ("Schindler's List") 11. Sports ("Million Dollar Baby") 12. History ("The War We Were Not Taught About: In the Philippines") 13. Racism ("Malcolm X") 14. Language ("My Fair Lady") 15. Colonialism ("West Side Story")	
Grading	
Attendance(50%) and a written report by any language of your choice (50%).	
Preparation, etc.	
Notes	
Attendance to the class is essential. Lectures are conducted in English.	
Textbooks	
Appropriate materials will be provided during the course.	
Reference books	
Additional information on textbooks / reference books	

Code	180099
Subject	ISEPTUFS
Instructor	シャーンニー [SHANI, Giorgiandrea]
Title	Peace and Conflict Studies: Critical Perspectives on Human Security
Quarter	Winter
Day, Period	Intensive
Goals of the course	1. To introduce students to the main approaches to Human Security 2. To encourage students to critically analyze theories of Human Security. 3. To get students to apply theories learned to empirical case studies.
Overview of the course	As a foundation course for the study of peace and conflict studies, this course examines key approaches and concepts in the study of peace and conflict resolution, with a special focus on Human Security. The first part of the course will introduce students to different approaches to Human Security. The second will introduce students to critical perspectives on Human Security. Finally, students will be able to apply the main theoretical perspectives to empirical case studies of their choice in order to provide concrete frames of reference for understanding the theory and practice of peace and conflict resolution.
Keyword	Peace, Conflict, Human Security, Critical Theory
Plan	1. Overview 2. Human Security: An Introduction 3. Human Security: The Narrow Approach 4. Human Security: The Broad Approaches 5. Discussion: Which approach to Human Security do you find convincing? 6. Critical Perspectives on Human Security 7. The Biopolitics of Human Security 8. Toward a Critical Human Security Paradigm? 9. Human Security in Crisis? 10-15. Student Presentations
Grading	1. Class presentations 2. Term reports
Preparation, 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/
Additional information on textbooks / reference books	Some essential readings are available here: 1. Commission on Human Security, 2003. The Final Report

of the Commission on Human Security: http://www.humansecurity-chs.org/finalreport/index.htm
2. Human Security Center, 2009. "The Human Security Report" http://www.humansecurityreport.info/index.php?option=com_frontpage&Itemid=1
3. United Nations Development Programme (UNDP) (1994) Human Development Report 1994: New Dimensions of Human Security: http://hdr.undp.org/en/media/hdr_1994_en_contents.pdf
4. UN Trust Fund for Human Security, 2009. Human Security http://ochaonline.un.org/Default.aspx?alias=ochaonline.un.org/humansecurity
More info on the instructor here: http://researchers.icu.ac.jp/Profiles/6/0000527/prof_e.html http://icu.academia.edu/GiorgioShani

Code	180197
Subject	ISEPTUFS
Instructor	本橋 哲也 [MOTOHASHI Tetsuya]
Title	Postcolonialism and Modern Japan
Quarter	Winter
Day, Period	Intensive
Goals of the course	Japan became a "modern" nation and the Japanese started to regard themselves "Japanese" under the shadow of its colonial otherness----that should be the assumption which lies at the heart of any inquiry into the question of Media and Politics of Modern Japan. This class will look at the various aspects of Japanese media in politics and the politics of Japanese media through the perspective of modern Japanese imperialism and colonialism.
Overview of the course	We cover a wide range of topics from the 150- years-or-so history of Japanese modernity, which has been involved with colonialism particularly against its East-Asian neighbours.
Keyword	Japan, Modernity, Otherness, Colonialism
Plan	1. Modernity and Colonialism in Japan: Overview (Power Point) 2. Otherness 1: "Ainu" 3. Otherness 2: "Ryukyu" 4. Otherness 3: "Asia" 5. Otherness 4: "Buraku" 6. Asia Pacific War 1 7. Asia Pacific War 2 8. Atomic Bombs: Hiroshima and Nagasaki 9. War in Okinawa 10. Nuclear Power 11. Koreans in Japan 12. Student Movement 13. Feminism
Grading	Attendance(50%) and a written report by any language of your choice (50%).
Preparation, etc.	

Notes
Attendance to the class is essential. Lectures are conducted in English.
Textbooks
Appropriate materials will be provided during the course.
Reference books

Code	222009
Subject	ISEPTUFS
Instructor	Manuel YANG
Title	Reflecting on Contemporary Global Problems
Quarter	Fall Quarter
Day, Period	Tue.3

Lecture or Exercise
Lecture
Goals of the course

For class participants to understand different viewpoints and argue/dialogue with them and, in the process, to logically clarify and articulate their way of looking at the world.

Overview of the course

What is the function of the university? Why does debt exist and how is it related to the origin of capitalism and labor? Why does war keep taking place? How is the justness of constitution or law determined? What is race or nation? Who rules society and how does society change? We will wrestle historically with such contemporary global problems, with examples drawn primarily from the United States and Japan.

Keyword

Plan

- (The following schedule is provisional and it may change)
- 1 Introduction
 - 2 Ideology
 - 3 University/Education
 - 4 Debt
 - 5 Capitalism and Labor
 - 6 War and Imperialism
 - 7 Constitution/Law
 - 8 Race and Nationalism
 - 9 Violence
 - 10 Sex/Gender
 - 11 Freedom of Speech
 - 12 Propaganda/Mass Communication
 - 13 Elite/Ruling Class
 - 14 Democracy and Social Movements
 - 15 Conclusion

Grading

50% A short in-class written comments: you will respond to a question in class, write your name on the response sheet, and turn it in before the end of class. No late comments will be accepted.
50% Weekly written assignments: short essays on the readings and other materials related to the course; etc.

Preparation, etc.

Always bring pen and paper to class. Read the assigned readings on time and be prepared to discuss them.

Notes

Learning takes place through cooperation and mutual aid. Helping each other, forming study groups, and engaging the instructor in discussion outside of class are strongly

encouraged.

Textbooks

Reference books

Ideology: An Introduction/Terry Eagleton : Verso, 2007, ISBN:1844671434
 Passionate Declarations: Essays on War and Justice/Howard Zinn : Harper Perennial, 2003, ISBN:0060557676
 Detering Democracy/Noam Chomsky : Hill and Wang, 1992, ISBN:0374523495
 Century of War: Politics, Conflicts, and Society Since 1914/Gabriel Kolko : The New Press, 1995, ISBN:1565841921
 Midnight Oil: Work, Energy, War, 1973-1992/The Midnight Notes Collective : Autonomedia, 1992, ISBN:0936756969

Additional information on textbooks / reference books

Language

English

Code	213007
Subject	ISEPTUFS
Instructor	マキン [MACKIN, Zane]
Title	European Lyric Poetry, a Close Reading
Quarter	Fall
Day, Period	Tue.5

Goals of the course

This course is meant to furnish students with an adequate general understanding of the development of European lyric poetry from the late Middle Ages to the present day. Poems will be read closely in class to reveal meaning and technical features, giving students the critical experience and language necessary for future explorations of Western poetry.

Overview of the course

Like an experimental aircraft testing the limits of flight, poetry tests the limits of language and what it can do. And, as a science in linguistic extremes, the study of poetry comes with its own technical language. What is a sonnet? An ode? What are iambs, dactyls, pentameters, hendecasyllables, alexandrines? How does blank verse differ from free verse? And what of rhetorical techniques, like alliteration, enjambement, chiasmus, tmesis, allegory, ekphrasis, and anadiplosis (aka. coblas capfinidas)? Those wishing to better understand what makes a poem soar will master this metalanguage in class. Furthermore, we will constantly employ this language in our readings, which will be by definition close, analytical, and deeply critical.

Classes will generally consist of a short introductory lecture followed by group analysis of selected poems. The course will require a substantial commitment of both time and intellectual energy. Students are expected to come to class having read the texts thoroughly, and must be prepared to criticize and question the texts under study. In addition, each student will present once on a poet of choice. Finally, students will perform frequent live readings in class.

Writing: A small final paper will analyze a poem of the student's choice. Students will also be required to submit three poems of their own composition. These will be

written after the style of the poets we study, and will, ideally, demonstrate good understanding of poetic techniques and goals.
Keyword
Plan
1. Introduction to Course. Jabberwocky. Students' recitations.
2. The Medieval Beginnings of Lyric Poetry The Seafarer St Francis Dante Petrarch
3. English Poets of the Elizabethan Period Edmund Spenser Sir Philip Sidney William Shakespeare
4. The Metaphysical Poets and Others John Donne George Herbert John Milton Robert Herrick
5. The Romantics I William Blake William Wordsworth Samuel Taylor Coleridge
6. The Romantics II George Gordon, Lord Byron Percy Bysshe Shelley John Keats Giacomo Leopardi
7. MIDTERM
8. The American 19th Century Walt Whitman Emily Dickinson
9. 19th-20th Century Experimentalism on the Continent Arthur Rimbaud Guillaume Apollinaire Filippo Tommaso Marinetti and the Futurists Federico Garcia Lorca Eugenio Montale
10. The Modernists William Butler Yeats Ezra Pound T. S. Eliot
11. The Modernists (II) William Carlos Williams Wallace Stephens Marianne Moore Elizabeth Bishop
12. Beats, Hippies, and the New York School Gary Snyder

Allen Ginsberg John Ashberry Frank O'Hara Kenneth Koch
13. Ending the 20th Century Ted Hughes Anthony Hecht Mark Strand Edward Seidel
14. REVIEW 15. FINAL
Grading
Grading is based heavily on in-class participation and successful completion of weekly projects.
Participation 25% Presentation 5% Three lyric poems 15% Midterm 10% Poem analysis paper (3-5 pages) 25% Final Exam 20%
Preparation, etc.
Reading the weekly assignments is mandatory and will count towards your final grade.
Notes
Textbooks
The Norton Anthology of English Poetry, 5th Edition / Margaret Ferguson (Editor, University of California-Davis), Mary Jo Salter (Editor, Mount Holyoke College), Jon Stallworthy (Editor, Oxford University): W. Norton, 2004, ISBN: 9780393979206
Reference books
Additional information on textbooks / reference books
All but a few of the poems are included in the Norton Anthology. Those not included will be photocopied and distributed.

Code	211003
Subject	ISEPTUFS
Instructor	河内 一博 [KAWACHI Kazuhiro]
Title	Introduction to Morpho-syntactic and Semantic Typology
Quarter	Winter
Day, Period	Intensive
Goals of the course	
	The main goal of this class is to understand and become able to describe typological properties of various languages. The students will learn linguistic terms needed to describe the grammatical structures of languages.
Overview of the course	
	Students will develop their skills in analyzing and describing morpho-syntactic and semantic structures in various languages from a neutral and typological perspective. In class, we will go over introductory papers and do exercises. The students are strongly encouraged

to actively participate in class.
Keyword
morphology, syntax, semantics, typology
Plan
The instructor will give lectures as follows: Day 1- February 8: Introduction to linguistic typology and universals Day 2- February 9: Parts of speech, possession, word order Day 3- February 10: Grammatical relations, constructions, case Day 4- February 11: Semantic typology, discipline of typology Day 5- February 12: Exam On each day, the instructor will give the students exercises and homework.
Grading
Class participation 35%, Homework assignments 25%, Exam 40%
Preparation, etc.
The students must read the course materials and solve exercises before each class.
Notes
We will use handouts as textbooks. The students have to have knowledge on linguistics on an introductory level, but the instructor will design the course according to the students' knowledge. This course is an English-language version of the intensive course the same instructor teaches in September 2015. Students are encouraged to take the September course as well in order to expand their linguistic knowledge and develop skills in linguistic analysis by learning the same subject in a different language.
Textbooks
Reference books

Code	322007
Subject	ISEPTUFS
Instructor	Manuel YANG
Title	Reading Peter Linebaugh on Trans-Atlantic History from Below and People's Struggles in Prison
Quarter	Fall Quarter
Day, Period	Tue.5
<i>Lecture or Exercise</i>	
Lecture	
<i>Goals of the course</i>	
For class participants to understand history from below, commons, jubilee, relationship between prison and capitalism, sharing their relevant experiences and thoughts in both discussion and writing.	
<i>Overview of the course</i>	
Peter Linebaugh, a leading social historian of our times, has revolutionized the studies of crime and capital punishment with his classic London Hanged (when I read it in college, it made me want to go study with Linebaugh, which I did for over ten years). With Marcus Rediker, a scholar of sailors, pirates, and slave ship, he co-authored The Many-Headed	

Hydra, a widely influential trans-Atlantic history of the global working class, which has redefined how we can think and write about people's revolutionary struggles. He recovered the history of the Charter of the Forest in The Magna Carta Manifesto, bringing together the discussion of the commons and the law to radically oppose war and privatization. Linebaugh studied with E.P. Thompson, the English working class's most important historian and the peace activist who led the European anti-nuclear movement that helped end the Cold War. Linebaugh has also been a lifelong anti-capitalist activist in the prisoners' movement and taught inmates at Attica Prison as well as students at Harvard University.
In this class we will read Linebaugh's writings -- as well as related materials -- in English, study their historical contexts and significance, and discuss what they tell us about the times we are living.
Keyword
Plan
(The following schedule is provisional and it may change) 1 Introduction: Peter Linebaugh and I 2 Stop, Thief! (2014), Introduction; "From the Upper West Side to Wick Episcopi" (1993); "Sketching a Genesis of Zerowork" (2013) 3 "Crisis in the Auto Sector" [with Bruno Ramirez] (1975); "Karl Marx, the Theft of Wood, and Working Class Composition: A Contribution to the Current Debate" (1976) 4 "All the Atlantic Mountains Shook" (1982) 5 "The Incomplete, True, Authentic and Wonderful History of May Day" (1986) 6 "New Song" (1987) 7 "Lizard Talk; Or, Ten Plagues and Another" (1989) 8 "The Many-Headed Hydra: Sailors, Slaves, and the Atlantic Working Class in the Eighteenth Century" [with Marcus Rediker] (1990) 9 "Jubilating; or How the Atlantic Working Class Used the Biblical Jubilee against Capitalism, with Some Success" (1991) 10 "What if C.L.R. James Had Met E.P. Thompson in 1792?" (1981), "One and All, One and All: Edward Thompson (1924-1993)" (1993) 11 The London hanged (1991/2003) "Preface to the Second Edition" & "Introduction"; "Freeing Birds, Erasing Images, Burning Lamps: How I Learned to Teach in Prison" (1995) 12 "Gruesome Gertie at the Buckle of the Bible Belt" (1995) 13 "The Secret History of the Magna Carta" (2003) 14 "Blood on the Upholstery of Jeep Liberty: A Dialogue About Murder in Toledo" [with Manuel Yang] (2005); "The Wedges of Hephaestus: Who Are the Real Brownshirts in Toledo" (2005) 15 "How Did We Get Here (University Hall) at this Point of Time (the "Anthropocene"): My UT Swan Song" (2014); "Ferguson - Fukushima - Financial Crisis: Water Street Common, Ypsilanti, Michigan" (2014)
Grading
50% Weekly writing assignment, etc. 50% Class commentary/participation.
Preparation, etc.
Always bring pen and paper to class. Read the assigned readings on time and be prepared to discuss them.
Notes
Learning takes place through cooperation and mutual aid. Helping each other, forming study groups, and engaging the instructor in discussion outside of class are strongly encouraged.

Textbooks
Reference books
Albion's Fatal Tree: Crime and Society in Eighteenth-Century England / Peter Linebaugh, Doug Hay, and E.P. Thompson, eds : Verso, 2011, ISBN:1844677168
The London Hanged: Crime and Civil Society in the Eighteenth Century / Peter Linebaugh : Verso, 2006, ISBN:1859845762
The Many-Headed Hydra: Sailors, Slaves, Commoners and the Hidden History of the Revolutionary Atlantic / Peter Linebaugh and Marcus Rediker : Beacon Press, 2013, ISBN:0807033170
The Magna Carta Manifesto: Liberties and Commons for All / Peter Linebaugh : University of California Press, 2009, ISBN:0520260007
Stop, Thief!": The Commons, Enclosures, and Resistance / Peter Linebaugh : PM Press, 2014, ISBN:1604867477
Additional information on textbooks / reference books
Language
English

Code	311067
Subject	ISEPTUFS
Instructor	望月 圭子 [MOCHIZUKI Keiko]
Title	Japanese Grammar with Comparative Perspectives from English
Quarter	Fall
Day, Period	Thu.4
Goals of the course	1) Introducing main topics in Japanese Grammar by comparing them with English. 2) Applying the cross-linguistic comparisons to the pedagogy of Japanese, English and other languages. 3) Improve your Japanese proficiency for the international students. 4) Studying and discussing Japanese and English Grammar with peers in an international class where Japanese and international students study together.
Overview of the course	This class will introduce main topics in Japanese grammar by comparing them with English in the international class.
Keyword	
Plan	Session 1. Difficulties in Japanese / Lack of Subject, Keigo, Compound Verbs. Session 2. Word Formation: reduplication, compounding, verb compounding, affixing, borrowed words: sound changes, clipping, meaning changes, Sino-Chinese words Session 3. Voice: 'Naru' versus 'Suru', transitive and intransitive pairs, -tearu, active and passive Session 4. Tense and Aspect: -ta versus -ru, -teiru Session 5. Lexical Aspect of Verbs in Japanese and English Session 6. Modals: commands and requests, permission, Should, Must, Can, -yo, -ne

Session 7. If and when: -tara, -reba, -nara/naraba, -to
Session 8. Particles: -wa, -ga, -mo, -wo, -ni, -de, -to, -hodo, -yori, only, sentence, final particles
Session 9. Transitive and Intransitive Pairs in Japanese and Ergative Verbs in English, Agent-Oriented type English vs Patient Oriented type Japanese
Session 10. Compound Verbs in Japanese and Chinese vs. Complex Predicates in English
Session 11. Case Marking: Japanese, English and Mandarin Chinese
Session 12. Polite expressions, Keigo
Session 13. Giving and Receiving: -ageru, -sashiageru, -morau, -itadaku, -kureru, -kudasaru, -yaru
Session 14. Final Examination
Session 15. Comments on final examination and discussions
Grading
1) Class participation 40%
2) Take Home Examination during the winter vacation 20%
3) Final Examination 40%
Preparation, etc.
Notes
This course is also open to full-time Japanese students as well as ISEP TUFS / 日本語・日本文化研修生.
Textbooks
1. Text: English-Japanese bilingual handouts will be provided at each class session.
2. References: ☆ Using Japanese: A Guide to Contemporary Usage, William Maclure, Cambridge, University Press ☆ Introduction to Japanese Linguistic
Reference books
Additional information on textbooks / reference books

Code	323008
Subject	ISEPTUFS
Instructor	SHINODA Hideaki
Title	Contemporary World and International Organizations
Quarter	Fall Quarter
Day, Period	Thu.4
Lecture or Exercise	Lecture
Goals of the course	Enable participants to understand how various activities of international cooperation mainly by international organizations work in response to challenges in the contemporary world.
Overview of the course	With the instruction by the main instructor, officials of international organizations, mainly United Nations University researchers and staff of Tokyo offices of UN agencies will provide insights from their perspectives. The main coordinator (Shinoda) organizes some review sessions to help participants to develop their understanding.
Keyword	International cooperation, united nations, peace, development,

humanitarian aid
Plan
1. Introduction 2. Trends and violent conflict and their implications for UN peace operations (Sebastian von Einsiedel, UNU) 3. World humanitarian system (Rahul Chandran, UNU) 4. The challenges faced by Fragile Cities and what the UN can do to foster urban resilience to conflict and disaster (John de Boer, UNU) 5. Review I (Shinoda) 6. First essay writing (active learning) 7. Development aid and work of UNDP 8. Aid for Refugees and work of UNHCR 9. Aid for Children and work of UNICEF 10. Aid against hunger and work of WFP 11. Aid for human movement and work of IOM 12. Aid and humanitarian coordination and work of OCHA 13. Review II (Shinoda) 14. Second essay writing (active learning) 15. Overall review and presentations (Shinoda)
(Agencies may change for the reasons of scheduling. The final list of lecturers will be provided at the introduction.)
Grading
Active participation and mid-term and final essays
Preparation, etc.
English proficiency to understand lectures and participate in discussions is required.
Notes
Textbooks
Reference books
Additional information on textbooks / reference books
Handouts are given each week.
Language
English

Code	312022
Subject	ISEPTUFS
Instructor	HORNESS, Paul
Title	Applied Linguistics : Bilingualism
Quarter	Fall Quarter
Day, Period	Fri.6
Lecture or Exercise	
Goals of the course	The main objectives are to give students a general introduction into the various aspects of bilingualism and issues related to it. Students will...
	(1) become familiar with the key concepts of bilingualism (2) discuss the process of learning a second language (3) discuss the role of bilingualism in society (4) discuss individual learner differences (5) outline their beliefs about bilingualism (6) present their ideas on bilingualism
Overview of the course	This is a sequel to the introduction to bilingualism course offered as a GLIP Liberal Arts Subject. Students will expand upon their knowledge from the first semester. During the course students will discuss key concepts and research in bilingualism. Over the course we will shift the focus away

from individual development and examine government policies.
Keyword
Plan
1. Introduction 2. Sociolinguistic factors 3. Identity/internal and external viewpoints 4. Bilingual education 5. Presentation 6. Review 7. Measurement/assessments 8. Standardized tests 9. Immigrants 10. Presentation 11. Review 12. Government policies 13. Government policies 14. Government policies 15. Final
Grading
Participation/summaries: Each week students will be expected to write and present a summary on the weekly theme. 30 points
Presentation: Each student will present on one of the previous themes discussed in class. The purpose is to allow students to choose a topic and examine it more deeply. 30 points (2X15)
Review: Students will demonstrate their knowledge on a writing test and by participating in speaking discussion. The theme will be randomly chosen from one of the themes covered in class. 20 points (2X10)
Final Review: Students will demonstrate their knowledge on a writing test and by participating in speaking discussion. The theme will be randomly chosen from one of the themes covered in class. 20 points
Preparation, etc.
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
Language
English

Code	421106
Subject	ISEPTUFS
Instructor	曾根 康雄 [SONE Yasuo]
Title	China's Economic Reform and Globalization
Quarter	Fall
Day, Period	Mon.5
Goals of the course	This course focuses on China's on-going economic reform and globalization. In this course, students will study the historical meaning of China's "Reform and Open-door" since 1978, her socio-economic changes caused by

reforms, and the process of the globalization of the Chinese economy. The course will also cover some current issues of the East Asian economy and society. Students will build a foundation which is required to understand the second largest economy in the world.
Overview of the course
The course will cover three areas: a) the process of market transition in China, b) China's strategy of open-door policy, c) current development of the economy and society in the East Asian region. The course will be conducted in English and designed to encourage students to use English as a learning tool.
Keyword
China, transition, planned economy, market economy, closed economy, open economy, socio-economic changes, globalization
Plan
In the 1st half of this course, students are assigned to read several chapters of the text (Naughton (2007)). In the class, the instructor will elaborate basic concepts, theories and technical terms on each topic. In the 2nd half, the instructor will provide latest journals every week. A certain part of the class will be allocated for discussion or presentation by students. The schedule is subjective to change based on students' needs.
1. Course introduction 2. Current issues on China's economy and society 3. Transition from a planned economy to a market economy - Approach 4. Market transition since 1980s - Economic reforms at the early stage 5. Market transition since 1980s - Economic reforms in 1980s 6. Market transition since 1980s - Difference between before and after 1993 7. Challenges China faces to now 8. Written examination (mid-term) 9. China's Open-door policy since 1980s (1) - Trade 10. China's Open-door policy since 1980s (2) - FDI & WTO entry 11. The China circle - The role of Hong Kong and Taiwan 12. Current issues on China's economy and society 13. Current issues in the East Asia/Discussion/Presentation 14. Current issues in the East Asia/Discussion/Presentation 15. Written examination (final)
Grading
Grading will be done based on a) active participation in class (30%), b) written examination (70%). Written examination will be held two times.
Preparation, etc.
Students must read the assigned texts/articles before class and prepare questions.
Notes
Materials will be provided by the instructor.
Textbooks
The Chinese Economy: Transition and Growth/ Naughton, Barry: The MIT Press, 2007, Study Chapter 4, 16, 17. Wu Jinglian : voice of reform in China / Wu Jinglian, edited with introductions by Barry Naughton, The MIT Press, 2013, ISBN: 9780262019439

China Goes Global
Reference books
Additional information on textbooks / reference books
Selected articles from latest journals, such as the Wall Street Journal, the Financial Times, South China Morning Post and the People's Daily, will be used as materials for this course.

Code	421001
Subject	ISEPTUFS
Instructor	MATTHEWS, John
Title	Psycholinguistics of Bilingualism
Quarter	Fall Quarter
Day, Period	Tue.2
Lecture or Exercise	
講義	
Goals of the course	
This course introduces students to the study of language processing among bilinguals. Before addressing the topic of bilinguals in particular, students will first gain a basic understanding of psycholinguistics and its methods for studying speech production and comprehension in one's native language. They will then learn about research that applies those methods to individuals who use more than one language on a regular basis in order to determine whether they process either one or both their languages in the same manner as monolinguals or whether they do so in a manner that is altogether unique to bilinguals.	
Overview of the course	
The course begins with an introduction to linguistics as a theoretical account what a person knows when he or she knows a language. Then we move to psycholinguistics, in which we hope to understand how our knowledge of language is put to use and what mental operations are involved in the comprehension and production of speech. With a basic understanding of language processing in general, we will then shift our focus to the case of bilinguals and investigate whether they are effectively two monolinguals in one mind or whether they exhibit characteristics not seen among monolinguals. Finally, we will study the effects of disuse and injury that have been shown to render former bilinguals incapable of using one of their languages.	
Keyword	
Plan	
1. Linguistics and psycholinguistics 2. Language representation and language processing 3. Speech perception 4. Lexical access and priming effects 5. Bilingual lexicon 6. Defining "bilingual" 7. Priming effects in bilingual lexical access 8. Second language acquisition as a route to bilingualism 9. Bilingualism across the lifespan 10. Experimental techniques for studying bilinguals 11. Language loss: Aphasia and attrition among bilinguals 12. Summary and Review	
Grading	
Participation in classroom discussion Homework reading summaries Presentation Final report Preparation, etc.	

Reading assignments
Notes
Textbooks
Reference books
Language
English

Code	421014
Subject	ISEPTUFS
Instructor	ROCHA DE SOUSA LUCIO MANUEL
Title	European Studies B
Quarter	Fall Quarter
Day, Period	Wed.2
Lecture or Exercise	
Lecture	
Goals of the course	Students will acquire an ability to understand the nature of Portuguese social process in a contemporary as well as historical perspective. They will be able to describe, and analyse in sociological categories, social and cultural phenomena and processes of formation of identity, seen as a cultural co
Overview of the course	This course covers a broad range of issues related to European civilization and deals with the process of construction of European and Portuguese social and cultural collective identities, seen as a historical development and as a present transformation. This course also aim to analyze Portugal within a wider international and global perspective and to develop a deep understanding of the inter-relation between the economics, history, politics, language and culture.
Keyword	European Studies; Portugal; identity; society
Plan	第 01 回 : 1- Portuguese Heritage I 第 02 回 : 2- Portuguese Heritage II 第 03 回 : 3- Portuguese Music: Roots 第 04 回 : 4- Portuguese Music: Folklore 第 05 回 : 5- Portuguese Music: Fado 第 06 回 : 6- Brasil: Cultural Heritage 第 07 回 : 7- Africa: Portuguese Cultural Heritage 第 08 回 : 8- India: Portuguese Cultural Heritage 第 09 回 : 9- China: Portuguese Cultural Heritage 第 10 回 : 10- Migration and minorities in Brasil 第 11 回 : 11- Brazilian and Japanese Relations I 第 12 回 : 12- Brazilian and Japanese Relations II 第 13 回 : 13- Brazilian and Japanese Relations III 第 14 回 : 14- Report Presentations and Discussion I 第 15 回 : 15- Report Presentations and Discussion II 第 16 回 : Final Report Discussion
Grading	
Final Report	
Preparation, etc.	- Recall factual claims about the past and synthesize them into coherent interpretive arguments. - Read reference books closely and critically. - Formulate a well-organized and well-supported argument.

Notes
There will be literature suggested for each class, which all the students will be required to read.
Textbooks
Reference books
Additional information on textbooks / reference books
The course instructor will bring the reading materials.
Language
English

Code	412027
Subject	ISEPTUFS
Instructor	Julija Knezevic
Title	Introduction to Interpreting
Quarter	Fall Quarter
Day, Period	Fri.1
Lecture or Exercise	
Lecture	
Goals of the course	At the end of the course, the learner is expected to show competence in the following areas:
	<ul style="list-style-type: none"> • Communication skills: <ul style="list-style-type: none"> • confirm understanding, and seek clarification or repetition of source message • transfer messages effectively from source to target languages • Interpersonal skill: <ul style="list-style-type: none"> • ensure behaviour and presentation are appropriate to dialogue setting and cultural conventions • Interpreting skills: <ul style="list-style-type: none"> • competent message transfer; manage problems of equivalence • reproduce factually and linguistically accurate content • Organisational skills to: <ul style="list-style-type: none"> • arrange work environment suitably • prepare and administer resources and documentation relating to assignments • Problem-solving skills: <ul style="list-style-type: none"> • address issues in delivery; manage discourse confidently • research skills to source background information relevant to assignment • Self-management skills: <ul style="list-style-type: none"> • apply code of practice and legislative requirements to work processes • interpret in a professional and impartial manner
Overview of the course	This course is designed with an aim of equipping the learner with the skills and knowledge required in a general dialogue setting in community and business interpreting context. An interpreter in the dialogue setting is required to interpret between the two languages in both directions in a consecutive mode of interpreting or following the utterance of the speaker. In a general setting the content is broad and the complexity of the situation allows for predictability and planning. Topics

covered are: education, social work, medical field, legal, business, immigration, and police within the Australian context as well as the inter-cultural topics within the Japanese context.
Keyword
Interpreting, Introduction, Interpreting Practice
Plan
第 01 回 : Guidance 第 02 回 : Two cubic meters of male space (Textbook, Unit 8) part 1 第 03 回 : Two cubic meters of male space (Textbook, Unit 8) part 2 第 04 回 : Talking and eating in an izakaya (Textbook, Unit 9) part 1 第 05 回 : Talking and eating in an izakaya (Textbook, Unit 9) part 2 第 06 回 : Active Learning 1: Reflect and write an essay of either one of the four lessons 第 07 回 : Tochigi cowboy (Textbook, Unit 10) part 1 第 08 回 : Tochigi cowboy (Textbook, Unit 10) part 2 第 09 回 : They came, they saw, they wrote (Textbook, Unit 11) part 1 第 10 回 : They came, they saw, they wrote (Textbook, Unit 11) part 2 第 11 回 : Active Learning 2: Reflect and write an essay of either one of the four lessons 第 12 回 : Coming to Japan and staying (Textbook, Unit 12) part 1 第 13 回 : Coming to Japan and staying (Textbook, Unit 12) part 2 第 14 回 : General Dialogue Interpreting 第 15 回 : Summary
Grading
A self-reflective essay (maximum 2000 words) due in Week 10 where you will be asked to discuss any challenges you may have encountered and the strategies that you have applied throughout your learning process. The focus is on your 'areas of development'; Weight 30% In-class 'live exam' in Week 15; Weight 40% A diary with logs on your weekly interpreting practice and 'key learnings'; Weight 30%
Preparation, etc.
事前準備として望ましいと思われるポイントは以下です。 ジャパン・タイムズなどの英字新聞のトップ・ニュースと平行して東京新聞などの日本語のトップ・ニュースを常に把握していること 社会、経済、政治、環境などの幅広いトピックスに関心を持つこと シラバスのトピックに沿った簡単な単語帳作成を試みる こと アナウンスされたトピックのシナリオを想定すること 単独練習またはクラスメートとのグループ練習をクラス以外に数時間をする こと 練習ログを取り、練習日記を書くこと ノート・テーキングを練習すること クラスメートに対して建設的なフィードバックをすること クラスの際、積極的に発言をすること
Notes

Textbooks	
Exercises in English : サイトトランスレーションで意味をとらえよう／鶴田知佳子, 横山直美 共編著, : 大阪教育図書, 2006, ISBN:978-4271113119	
Reference books	
Additional information on textbooks / reference books	
Language	
Code	412019
Subject	ISEPTUFS
Instructor	リーブ [LIEB, Margret-Mary]
Title	Language, Culture, and Society
Quarter	Fall
Day, Period	Fri.3
Goals of the course	
The goal of this class is to raise students' awareness of language and cultural identity in a globalized world. Students will reflect on the role of language in facilitating connections between peoples and cultures. They will discuss the emergence of English as an international language and its political, social, and cultural consequences, both in Japan and around the world. The history of English, world Englishes, and other emerging world languages will also be examined. In addition, the course will stress the importance of indigenous languages so that, ultimately, students will value their own language and culture and its contribution to a globalized world.	
Overview of the course	
This course will be based on lectures and powerpoint presentations. Each class will consist of lectures, group 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, World Englishes	
Plan	
Week 1: Course Review Weeks 2-3: Generating Enthusiasm / Culture topic 7 Weeks 3-4: Telling Stories / Culture topic 8 Weeks 5-6: Ending with a Bang/ Culture topic 9 Weeks 7-8: Building Interest / Culture topic 10 Weeks 9-10: Speaking Impromptu / Culture topic 11 Weeks 11-12: Persuasive Presentations / Culture topic 12 Weeks 13-15: Whole Class Persuasive 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.

Guidebook of Class Registration
2015-2016 Fall & Winter Quarter
ISEPTUFS 履修案内
=2015-2016 年秋・冬学期=

ISEPTUFS Students

2015 年 9 月発行
編集・発行
東京外国語大学留学生課
〒183-8534 東京都府中市朝日町 3-11-1