

*Guidebook of
Class Registration
2016 Spring & Summer Quarter*

ISEPTUFS 履修案内
2016 年春・夏学期

ISEPTUFS Students

Tokyo University of Foreign Studies

東京外国語大学

TUFS Academic Calendar - 2016 Spring Semester

For International Student Exchange Program TUFS' students

Events for the Year 2016

Spring Semester (April 1 to July 8)

Apr 1(Fri) / Apr 2(Sat)	(2016. 4 entry) Exchange students Arrival	来日
Apr 4(Mon)	Orientation for the International Students	オリエンテーション
Apr4 (Mon)	Placement test for students participating in ISEPTUFS' students, etc...	プレイズメントテスト
Apr5(Tue)	Medical examination for 2016. 4 entry students	健康診断
Apr 6(Wen)	2016 Spring semester Class begin	授業開始
Apr 13(Wed)~19(Tue)	Class registration period: (Spring Semester)	春学期履修登録期間
Jun 3(Fri)	University boat race (No Classes)	ボート大会(休講)
Middle of July	(2016.7 graduate) Closing Ceremony	閉講式

Summer Semester (July 11 to August)

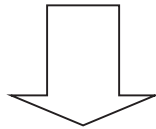
-	Intensive Class	集中講義
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* This schedule is subject to change.

交換留学プログラム

東京外国語大学には、交換留学プログラムとして、**東京外国語大学国際教育プログラム** (**I**nternational **S**tudent **E**xchange **P**rogram of **T**okyo **U**niversity of **F**oreign **S**tudies: **ISEPTUFS**)のコースがあります。本学で 24 単位を修得した場合には修了書を発行します。

協定校からの交換留学生



東京外国語大学(TUFS)

交換留学プログラム

ISEPTUFS

1. ISEPTUFS って何？

1.1 プログラムの目的

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

1.2 プログラムの歴史

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

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

1.3 プログラムの特徴

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

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

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

2. ISEPTUFS 学生

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

2.1 受講科目について

2.1.1. プログラムの修了

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

2.1.2. ISEPTUFS プログラム専門科目

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

2.1.3. 専門科目以外の学部で開講される科目

シラバスは下記のアドレスから閲覧することができます。

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

学部の授業には一部、履修できない授業がありますので注意してください。

2.1.4. 日本語科目 (Japanese Language Program)

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

なお、日本語科目は、「聴講のみの登録」はできませんので、注意が必要です。

〈レベル別開講クラスとクラス番号一覧〉

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

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

日本語 100-200 レベル

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

日本語 300-500 レベル

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

日本語 600-700 レベル

このコースは自国で日本語500レベルまたは同等に相当する日本語授業を終了した学生に、上級の「大学で学ぶための日本語運用力」(Japanese for Academic Purposes)をつけることを目

標に設定されています。週 3 回(600 レベル)または 2 回(700 レベル)の総合クラスに加え、多彩な選択科目があります。

日本語 800 レベル

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

<プレイスメント・テストと日本語レベル>

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

<履修クラスへの出席>

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

3. 留学ビザと就労許可

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

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

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

4. 受講できない科目

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

5. 履修登録

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

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

6. 単位の認定と修了証

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

東京外国語大学で履修した単位は次のように認定します。

講義科目 2単位

言語科目 1単位

日本語科目(全学日本語プログラム)

100, 200 : 10単位

301, 401, 501 : 5単位

601 : 3単位

701 : 2単位

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

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

7. 成績

東京外国語大学の成績システムは下記のとおりです。

S = 90/100 A = 80/90 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	教授 岡田 昭人	
日本語科目	教授 藤森 弘子	

9. 学年暦 2016-2017 年度

春学期：2016年4月1日～2016年7月9日

夏学期：2016年7月10日～2016年9月30日（集中講義）

秋学期：2016年10月1日～2017年1月21日

冬学期：2017年1月22日～2017年2月10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)

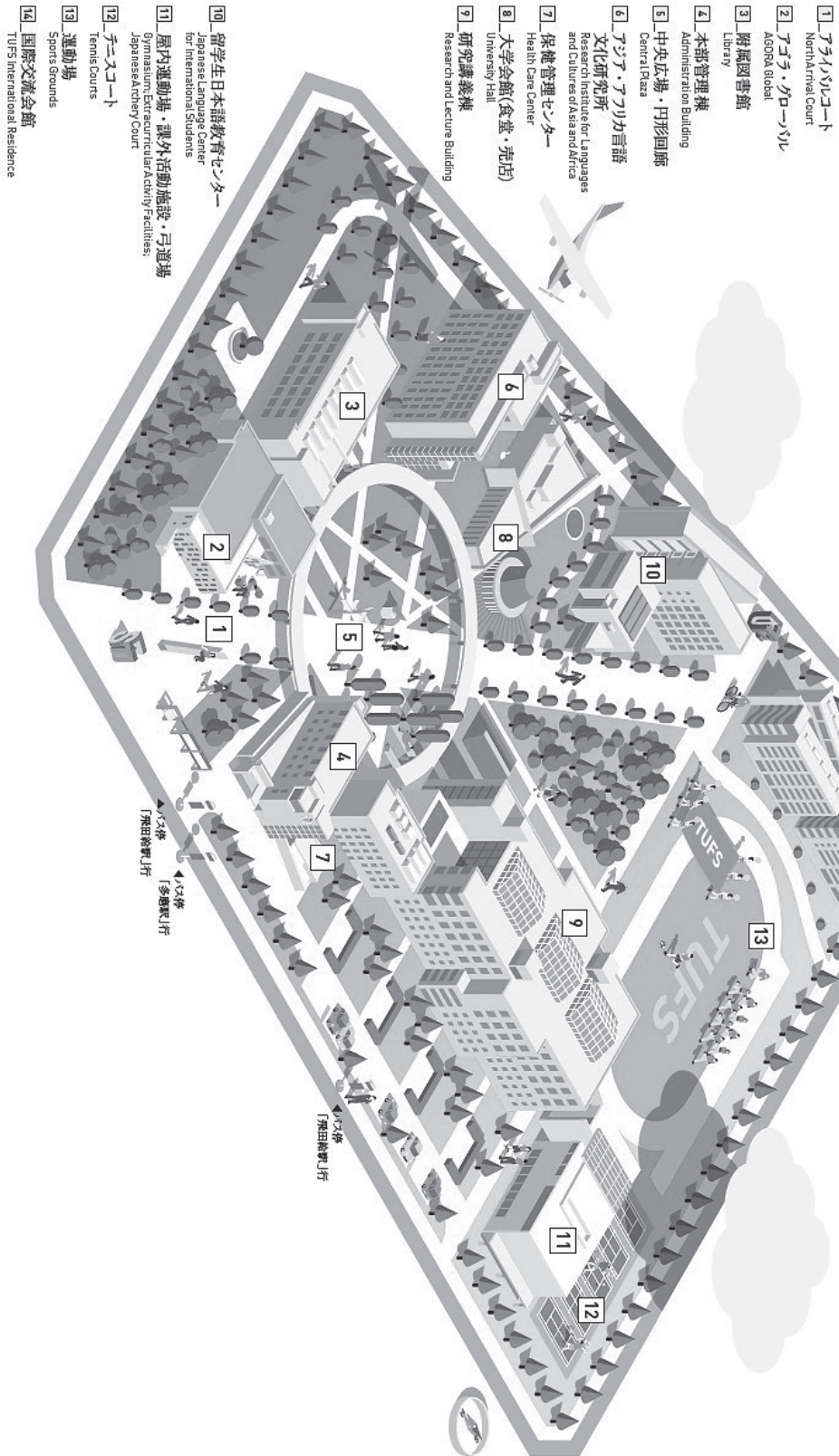
オフィスアワー : 平日 9:00～16:30

〒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/
Japansenaichry 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

2016
Spring & Summer Quarter
ISEPTUFS Syllabus

ISEPTUFS専門科目 / ISEPTUFS Elective Classes

No.	Code/履修コード	Period/時限		Title/科目名	Credits/単位数	Instructor/教員	Room No./教室	Remarks/備考
1	180010	Monday	3 月3	Topics in Migration: Trends and Dynamics in Asia and Europe	2	五十嵐 ミユゲ IGARASHI MUGE DANE	103	
2	180157	Monday	5 月5	Topics in Japanese Religions	2	松村 一男 MATSUMURA Kazuo	305	
3	180168	Tuesday	3 火3	The role of ukiyo-e(Japanese woodblock prints) as the information medium	2	藤澤 茜 FUJISAWA, Akane	101	*
4	180066	Tuesday	4 火4	Topics in Global Issues 1	2	ジョンソン JOHNSON, Stephan	134	
5	180159	Tuesday	4 火4	Topics in Japanese Society and Culture	2	堀口 佐知子 HORIGUCHI, Sachiko	326	
6	180041	Tuesday	5 火5	Topics in World Englishes	2	ボルロンガン BORLONGAN, Ariane	112	
7	180160	Tuesday	5 火5	Topics in Corporate Governance and Culture in Comparative Perspective 2	2	市瀬 博基 ICHINOSE Hiroki	224	
8	180063	Wednesday	3 水3	Topics in Peace and Conflict Studies	2	松永 泰行・伊勢崎賢治 MATSUNAGA Yasuyuki, ISEZAKI Kenji	114	
9	180161	Wednesday	3 水3	Topics in Japanese Traditional Culture	2	古瀬 珠水 FURUSE Tamami	227	
10	180085	Wednesday	4 水4	Topics in Conflict and Immunity: The Fukushima Nuclear Disaster 1	2	ウィルコックス WILCOX, Richard	113	
11	180086	Wednesday	5 水5	Topics in Environment and Human Life 1	2	ウィルコックス WILCOX, Richard	113	
12	180183	Wednesday	5 水5	Topics in Japanese Wartime Film and Society	2	イリス ハウカンブ HAUKAMP, Iris	105	
13	180156	Thursday	2 木2	Religious Culture in Japan	2	薬科 智恵 WARASHINA Chie	105	*
14	180162	Thursday	3 木3	Society and Buddhism in Japan	2	薬科 智恵 WARASHINA Chie	100	*
15	180035	Thursday	5 木5	Aspects of Japanese Grammar for Pedagogical Purposes	2	楠本 徹也 KUSUMOTO, Tetsuya	107	*
16	180053	Thursday	5 木5	Topics in World Geography 1	2	マーフィー MURPHY, Michael	322	
17	180065	Thursday	5 木5	Topics in Politics in Postcolonial Africa: from "Modernization" Project to Conflicts	2	モハメド アブディン ABDIN, Mohamed	218	
18	180154	Friday	2 金2	Topics in Modern Japanese History	2	木村 正美 KIMURA Masami	108	
19	180185	Friday	3 金3	Topics in Japanese Films in Comparative Perspective	2	岡田 昭人 OKADA Akito	留日サクラホール	
20	180163	Friday	4 金4	Topics in Japanese Politics	2	ハック HUQ, Mir Monzurul	211	
21	180011	Friday	5 金5	Topics in Globalization and Immigration 2	2	東 史彦 AZUMA Fumihiko	113	
22	180012	Friday	5 金5	Topics in Intercultural Communication and Miscommunication	2	森田 京子 MORITA Kyoko	306	
23	180068	Friday	5 金5	Topics in Media-Government Relationship in Japanese Democracy	2	ハック HUQ, Mir Monzurul	211	
24	180182	Friday	5 金5	Topics in Religions and Popular Culture in Japan	2	フリードリック FRIEDRICH, Daniel	TBA	
25	180026	Intensive	TBA	Topics in Global Business and Leadership	2	三森 八重子 MITSUMORI Yaeko	219	Summer
26	180042	Intensive	TBA	Topics in Japanese Dialectology	2	ダニエル ロング LONG, Daniel	207	Summer
27	180069	Intensive	TBA	Topics in Peace and Conflict Studies from Diverse Perspectives	2	福田 彩 FUKUDA Aya	TBA	Summer

ISEPTUFS専門科目 / ISEPTUFS Elective Classes

28	222002	Monday	3	月3	Introduction to the Social History of Japanese Imperialism	2	ジョン ポーター PORTER, John	109	
29	213003	Tuesday	5	火5	Introduction to Contemporary Japanese Culture	2	堀口 佐知子 HORIGUCHI, Sachiko	326	
30	221005	Thursday	5	木5	Introduction to European Ideas in Historical Context	2	佐藤 空 SATO Sora	211	
31	212002	Friday	2	金2	Introduction to Intercultural Communication and Language Education	2	キャラカー CARAKER, Richard	109	
32	212003	Intensive		TBA	Introduction to Interpreting: Theory and Practice	2	田村 智子 TAMURA Tomoko	TBA	Summer
33	223012	Intensive		TBA	Introduction to International Organizations	2	東 史彦 AZUMA Fumihiko	TBA	Summer
34	313006	Tuesday	4	火4	Survey of Western Literature 1	2	マキン MACKIN, Zane	106	
35	311006	Thursday	1	木1	Survey of Language and Society 1	2	ウインチェスター WINCHESTER, Mark	100	
36	312104	Friday	6	金6	Survey of Bilingualism (Spring)	2	ホーネス HORNESS, Paul	307	
37	323008	Intensive		TBA	Survey of International Cooperation and International Law	2	小阪 真也 KOSAKA Shinya	TBA	Summer
38	421001	Monday	2	月2	History of Education in Victorian and Edwardian England 1	2	中込 さやか NAKAGOMI Sayaka	318	
39	412050	Monday	3	月3	English Debate for Interpreters/Translators (Spring)	2	リッチー RITCHIE, Zane	745	
40	412031	Monday	4	月4	English Through Mass Media (Spring)	2	鶴田 知佳子 TSURUTA Chikako	204	
41	413009	Tuesday	5	火5	Central European Emigration Literature	2	マルケータ・ゲブハルト ヴァー GEBHARTOVA,	811	
42	421010	Wednesday	2	水2	Portuguese Cultural Heritage and Luso-Brazilian-Japanese Relations 1	2	ルシオ・デ・ソウザ ROCHA DE SOUZA LUCIO MANUEL	109	
43	412048	Wednesday	3	水3	Business English for Interpreters/Translators (Spring)	2	ロザリオ Del ROSARIO, Paul	108	
44	413101	Wednesday	3	水3	Indian Culture 1	2	ドゥヴィヴェーデー DWIVEDI, Ram Prakash	107	
45	412037	Wednesday	5	水5	Translation and Interpreting Studies (Spring)	2	田村 智子 TAMURA Tomoko	204	
46	411004	Thursday	2	木2	Linguistics: Fundamentals of Syntax	2	林 龍次郎 HAYASHI Ryujiro	110	
47	421175	Thursday	4	木4	Public History and Historical Methodology	2	宮本 隆史 MIYAMOTO Takashi	216	
48	413102	Thursday	5	木5	Bengali Literature	2	オタミバ チョックロボルティ Amitava Chakraborty	305	
49	412022	Thursday	6	木6	Second Language Acquisition 1: Introduction to Second Language Acquisition	2	ハウザー HAUSER, Eric	325	
50	412032	Friday	1	金1	Interpreting (Spring)	2	ジュリア クネゼヴィッチ KNEZEVIC, Julija	204	
51	412049	Friday	2	金2	Public Speaking for Interpreters/Translators (Spring)	2	石黒 弓美子 ISHIGURO, Yumiko	423	
52	421009	Friday	2	金2	Catalan Culture and Society	2	ヴィラ・ヴィニャス・ラケル Raquel Vila Vinas	219	
53	423013	Friday	2	金2	Comparative Political Economy of Development	2	ポルトウ PORTEUX, Jonson	212	
54	412029	Friday	3	金3	Language, Culture and Society (Spring)	2	リープ LIEB, Margret-Mary	104	
55	413044	Friday	3	金3	African American Literature	2	石川 千暁 ISHIKAWA Chiaki	207	

ISEPTUFS専門科目 / ISEPTUFS Elective Classes

56	413001	Friday 5	金5	English Literature 1	2	コンウェイ CONWAY, Neil	105	
57	422041	Intensive	TBA	Gender and Globalization	2	青山 薫 AOYAMA Kaoru	TBA	Summer

Note: This schedule is subject to change.

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

- No. 1~27 are liberal arts, recommended for first and second year students.
- No.28~33 are specialized subjects, recommended for first and second year students.
- No.34~37 are specialized subjects, recommended for second year students.
- No.38~57 are specialized subjects, recommended for third and fourth students.

Code	180041
Subject	ISEPTUFS
Instructor	ボルロンガン [BORLONGAN, Ariane]
Title	Topics in World Englishes
Quarter	Spring
Day, Period	Tue.5
Goals of the course	The course engages the students in discourses on the implications of the global spread of English. Thus said, at the end of the course, the students must be those who: (a) Deeply appreciate the sociolinguistic reality of the spread of English around the world; (b) Continuously challenge their understanding of the world Englishes paradigm in the context of the ever-changing realities of the multilingual yet Anglophone world; (c) Adequately describe and explain the (socio)linguistic phenomenon of Englishes, including history, sociology, and structural variation; (d) Prudently respond to questions and issues resulting from the spread of English; and (e) Strategically develop a line of inquiry towards an interesting and unique research problem in world Englishes.
Overview of the course	The course looks into the (socio)linguistic development of English with reference to its spread around the world. The consequential paradigm that has emerged out of the phenomenon of its global spread is discussed and considered in depth. The dynamic model of the evolution of Englishes, a recent but particularly influential treatment of the spread, will be given focus. The Englishes that have arisen out of this phenomenon will be surveyed, examining the history, sociology, and linguistic structure of each. An important facet of this course is its discussion of the pragmatic implications of the global spread of English, demystifying the various language and social issues arising from the unprecedented global (socio)linguistic phenomenon. The course also reviews the current state of research (and accordingly, the different methods used in researching) on the Englishes. It highlights research themes and issues that have been of interest to scholars of various persuasions and also those that have recently caught the attention of linguists worldwide but, most importantly, those that are significant in shaping today's world of Englishes.
Keyword	World Englishes, English linguistics, English, sociolinguistics
Plan	Introduction to the course Sociolinguistic history of English Spread of English today The world Englishes paradigm: An overview

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

Mesthrie, Rajend. (2006). World Englishes and the multilingual history of English. *World Englishes*, 25, 381-390.

Pakir, Anne. (1991). The range and depth of English-knowing bilinguals in Singapore. *World Englishes*, 10, 167-179.

Schneider, Edgar W. (2003). The dynamics of new Englishes: From identity construction to dialect birth. *Language*, 79, 233-281.

Schneider, Edgar W. (2007). *Postcolonial English: Varieties of English around the world*. New York, NY: Cambridge University Press.

Schneider, Edgar W. (2014). New reflections on the evolutionary dynamics of world Englishes. *World Englishes*, 33, 9-32.

Siemund, Peter. (2013). *Varieties of English: A typological approach*. New York, NY: Cambridge University Press.

*Additional required readings for specific topics will be given in due course.

Code	180042
Subject	ISEPTUFS
Instructor	ダニエル ロング [LONG, Daniel]
Title	Topics in Japanese Dialectology
Quarter	Summer
Day, Period	Intensive
Goals of the course	
Those who actively and successfully participate in this class will gain knowledge about the Japanese language and the English skills to be able to explain and discuss Japanese dialectal variation using English.	
Overview of the course	
We will discuss topics like the following: In what ways do Japanese dialects differ? Why does dialectal variation exist? What is the relationship between mainland Japan dialects and the language varieties of Okinawa? We will also learn techniques for the collection and analysis of dialects. In the last classes will student will present the topics they have researched.	
Keyword	
Japanese dialectology, geographical distribution, dialect map, language variation, Okinawan	
Plan	
The number of dialects in Japan (dialect taxonomy) and the number of languages in the world Japanese dialects and dialectology Geographical distribution of dialects (phonetics and phonology) Geographical distribution of dialects (lexicon and grammar) Collection and analysis of dialect data Geographical variation and historical change	

Mainland Japanese varieties and Ryukyuan Varieties Language varieties of Ryukyu (Okinawa and Amami) Dialect contact, koineisation and koin language varieties Regional dialects, social dialects and ethnic dialects Tokyo dialect, Kanto dialects, Standard Japanese and “Common Japanese” Dialect consciousness and attitudes, perceptual dialectology Dialect in the linguistic landscap Student project presentations (1) Student project presentations (2)
Grading
Active class participation (not just showing up for class, but asking questions and giving your opinion, etc.) 40%, class quizzes 20%, final project presentations 20%
Preparation, etc.
Be aware of the dialect usage in the Linguistic Landscape all around you in everyday life. When you see dialect usage in things like advertisements on the train, snap a photo of them and we can discuss the photos in class.
Notes
As said above, be aware that your active participation in class will effect your grade in this class.
Textbooks
Reference books
Additional information on textbooks/reference books
We will not be using a textbook in class, but rather a variety of sources.

Code	180161
Subject	ISEPTUFS
Instructor	古瀬 珠水 [FURUSE Tamami]
Title	Topics in Japanese Traditional Culture
Quarter	Spring
Day, Period	Wed.3
Goals of the course	
This course aims to give students an opportunity to study Japanese traditional art including historical, religious and social aspects. Learning one’s culture in a different language, students recognize its high quality and great values which were created by the Japanese of the past. Students are expected to communicate in English in the classroom.	
Overview of the course	
In the first half of the class I will give lectures showing many pictures of art pieces. In the second half, some students will make presentation on the topics from Japanese traditional culture and the rest of the students will take part in the discussion. All the students are required to give presentation.	
Keyword	
Plan	
Course introduction Jōmon Culture	

Yayoi Culture
Buddhist Images (1)
Buddhist Images (2)
Art of Shōsō-in Art
Art in Heian and Kamakura Period
Culture of Zen
Painting School in Momoyama Period
Rimpa School
Ukiyoe in Edo Period
Namban art
Art of tea ceremony
Japanese Manners and Behaviors
Summary
Exam.
Grading
Presentation (40%)
Final exam. (40%)
Active level of participation(20%)
Preparation, etc.
Notes
This course accepts 40 students. If more than 41 students attend the first class, we will choose 40 students based on a lottery.
Textbooks
Reference: Paine and Soper, The Art and Architecture of Japan Takaaki Sawa ; Art in Japanese Esoteric Buddhism Ryoichi Hayashi ;The Silk Road and the Shoso-in 辻権雄『日本美術の歴史』、『日本美術史』 原色日本の美術』(小学館)
Reference books
Additional information on textbooks/reference books

Code	180183
Subject	ISEPTUFS
Instructor	イリス ハウカンブ [HAUKAMP, Iris]
Title	Topics in Japanese Wartime Film and Society
Quarter	Spring
Day, Period	Wed.5
Goals of the course	
	Understanding the connection between war and media (film). Introduction to basic film studies skills and theory. Learning about the Japanese wartime experience through film.
Overview of the course	
	The connections between cinema and war are as intricate as those between film and the society it stands in constant discourse with. This course examines those connections with a critical focus on the Japanese film industry's position and output during times of armed conflict.

The course is structured roughly chronologically from the coinciding emergence of modern warfare and of the modern medium film to the end of the last global war in August 1945, but is centred around various topics, such as empire, censorship, or occupation, that will help us understand the critical tension between concepts of film as art, propaganda vehicle, and profit-making product. We will examine how and why modern war acted as a catalyst for cinema as an intrinsically modern phenomenon and how the cinematic representation of war interacts with the societies involved. The class is structured around lectures, student presentations on the weekly readings, and discussions. Students will work with films as primary texts as well as primary and secondary sources. Over the course of the term students will acquire basic skills in film history research and film studies. In order to understand and get a feeling for cinema at that time as an intrinsically communal experience, we will watch two relevant films in class, followed by discussions. Students are not required to have a film studies background, but they are expected to begin familiarising themselves with basic terminologies and theories from week 1, by going through Bordwell and Thompson's Film Art: An Introduction (see required readings). Basic film studies skills will be introduced, practiced, and consolidated by applying it to the various clips used in class and the screenings (all films and clips will be shown with English subtitles). For their assignments, students are required to find and watch relevant films outside of class.	
Keyword	war, history, film, media, cinema, memory, society
Plan	
	Introduction Media, War, and History Historical Contextualisation: War, politics, Japanese cinema The Use of Film Part 1: Creators and audiences of propaganda Screening 1: Hawai mare oki taisen (The War at Sea from Hawai'i to Malay, 1940, Yamamoto) The Empire and Film: Widening and defining Japan Gleichschaltung: and the Japanese Film Industry State, Individual, Film: How did film people navigate the system? Screening 2: Muho Matsu no issho (Rikshaw Man, 1958, Inagaki) The Use of Film Part 2: Bridging war and occupation; what is propaganda? Postwar Contemplations: Grave of the Fireflies (1988) and memory Screening: Eien no zero (The Eternal Zero, 2013, Yamazaki): Discussing Films on History. Review Active Learning 1: Writing on Wartime Films (Précis due t.b.a.) Active Learning 2: Postwar standpoints (Presentations t.b.a.).
Grading	

class performance (active participation in discussions etc.): 20%
two active learning segments (précis and presentation): 40%
final essay or exam (t.b.a.): 40%
Preparation, etc.
Preparatory assignment Apart from the relevant readings for each class, students should also make sure to have access to a copy of Bordwell and Thompson's <i>Film Art: An Introduction</i> (see reference books).
Class policy Students are required to read the relevant material for each week prior to the class, as familiarity with concepts presented in the readings are assumed for the lectures and discussions. Basic film studies' skills will be introduced, practiced, and consolidated with two screenings, but students may also be required to watch relevant films outside of class.
Core reading Please get hold of or access to a copy of Bordwell, David and Kristin Thompson. 2004. <i>Film Art: An Introduction</i> . Boston. McGraw-Hill. http://www.amazon.co.jp/Film-Art-Introduction-David-Bordwell/dp/0073535109/ref=sr_1_2?ie=UTF8&qid=1442241543&sr=8-2&keywords=film+art+an+introduction
It is an immensely useful resource, and you might be able to find it second-hand or online (three copies are available in my office for short-term loan).
Readings specifically assigned for each class will be made available online.
Notes
Textbooks
<i>Film Art: An Introduction</i> , Bordwell, David and Kristin Thompson, McGraw-Hill, 2004
Reference books
Additional information on textbooks/reference books
Additional readings Abel, Jonathan E. 2012. <i>Redacted: The Archives of Censorship in Transwar Japan</i> . Berkeley: University of California Press. Anderson, Benedict. 1993. <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i> . London: Verso. Anderson, Joseph and Donald Richie. 1982. <i>The Japanese Film: Art and Industry</i> . Princeton: Princeton University Press. Barrett, Gregory. 1992. 'Comic Targets and Comic Styles: An Introduction to Japanese Film Comedy'. in <i>Reframing Japanese Cinema: Authorship, Genre, History</i> . eds. Arthur Nolletti and David Desser, 210-226. Bloomington: Indiana University Press.

Baskett, Michael. 2008. <i>The Attractive Empire: Transnational Film Culture in Imperial Japan</i> . Honolulu: University of Hawai'i Press.
Beasley, William G. 2000. <i>The Rise of Modern Japan</i> . London: Weidenfeld & Nicolson.
Culver, Annika A. 2013. <i>Glorify the Empire: Japanese Avant-Garde Propaganda in Manchukuo</i> . Vancouver: UBC Press.
Davis, Darrell William. 1996. <i>Picturing Japaneseess: Monumental Style, National Identity, Japanese Film</i> . New York: Columbia University Press.
Dower, John W. 1999. <i>Embracing Defeat: Japan in the Aftermath of World War II</i> . London: Allen Lane.
Duara, Prasenjit. 2003. <i>Sovereignty and Authenticity: Manchukuo and the East Asian Modern</i> . Lanham: Rowman & Littlefield Publishers.
Harootunian, Harry. 2000. <i>Overcome by Modernity: History, Culture and Community in Interwar Japan</i> . Princeton University Press.
Hauser, William B. 1992. 'Fires on the Plain: The Human Cost of the Pacific War'. in <i>Reframing Japanese Cinema: Authorship, Genre, History</i> . eds. Arthur Nolletti and David Desser, 193-209. Bloomington: Indiana University Press.
High, Peter B. 2003. <i>The Imperial Screen: Japanese Film Culture in the Fifteen Years' War, 1931-1945</i> . Madison: University of Wisconsin Press.
Hirano, Kyoko. 1992. <i>Mr. Smith Goes to Tokyo: Japanese Cinema under the American Occupation, 1945-1952</i> . Washington, D.C.: Smithsonian Institute.
Hobsbawm, Eric and Terence Ranger. 1993. <i>The Invention of Tradition</i> . Cambridge: Cambridge University Press.
Kushner, Barak. 2006. <i>The Thought War: Japanese Imperial Propaganda</i> . Honolulu: University of Hawai'i Press.
McClain, James L. 2002. <i>Japan: A Modern History</i> . New York: W.W. Norton.
Morris-Suzuki, Tessa. 2005. <i>The Past Within Us: Media, Memory, History</i> . London: New York: Verso.
Nornes, Abé Markus. 2003. <i>Japanese Documentary Film: The Meiji Era Through Hiroshima</i> . Minneapolis: University of Minnesota Press.
Ohnuki-Tierney, Emiko. 2002. <i>Kamikaze, Cherry Blossoms, and Nationalisms: The Militarization of Aesthetics in Japanese History</i> . Chicago, Ill.; London: University of Chicago Press.
Richie, Donald. 2005. <i>A Hundred Years of Japanese Film</i> . Tōkyō, New York, London: Kodansha.
Rosenstone, Robert A. 1995. <i>Visions of the Past: The Challenge of Film to our Idea of History</i> . Cambridge, Mass.: Harvard University Press.
Rosenstone, Robert A. 2006. <i>History on film/film on history. History, concepts, theories and practice</i> . Harlow: Pearson/Longman.
Salomon, Harald. 2011. <i>Views of the Dark Valley: Japanese Cinema and the Culture of Nationalism, 1937-1945</i> . Wiesbaden: Harrassowitz.
Schweinitz, Jörg. 2011. <i>Film and Stereotype: A Challenge for Cinema and Theory</i> . New York: Columbia

University Press.
 Sharp, Jasper. 2011. *Historical Dictionary of Japanese Cinema*. Lanham, Md.: Scarecrow Press.
 Sheppard, W. Anthony. 2001. 'An Exotic Enemy: Anti-Japanese Musical Propaganda in World War II Hollywood'. *Journal of the American Musicological Society* 54, no. 2: 303-357.
 Sodei, Rinjiro. 2001. 'The Double Conversion of a Cartoonist: The Case Of Kato Etsuro'. in *War, Occupation, and Creativity: Japan and East Asia, 1920-1960* eds. Marlene J. Mayo, and J. Thomas Rimer, 235-268. Honolulu: Hawai'i University Press.
 Spalding, Lisa. 1992. 'Period Films in the Prewar Era'. in *Reframing Japanese Cinema: Authorship, Genre, History* eds. Arthur Nolletti, and David Desser, 131-144. Bloomington: Indiana University Press.
 Standish, Isolde. 2005. *A New History of Japanese Cinema*. London: Continuum.
 Sudo, Naoto. 2010. *Nanyo-Orientalism: Japanese Representations of the Pacific*. Amherst, N.Y.: Cambria Press.
 Tam, King-fai, Timothy Y. Tsu and Sandra Wilson, eds. 2014. *Chinese and Japanese Films on the Second World War*. New York: Routledge.
 Tansman, Alan. ed. 2009. *The Aesthetics of Japanese Fascism*. Durham: Duke University Press.
 Tansman, Alan. ed. 2009. *The Culture of Japanese Fascism*. Durham: Duke University Press.
 Thompson, Kristin and David Bordwell. 2003. *Film History: An Introduction*. London: McGraw-Hill.
 Virilio, Paul. 1989. *War and Cinema: The Logistics of Perception*. Translated by Patrick Camiller. London: Verso.
 Wada-Marciano, Mitsuyo. 2008. *Nippon Modern: Japanese Cinema of the 1920s and 1930s*. Honolulu: University of Hawai'i Press.
 Young, Louise. 1998. *Japan's Total Empire: Manchuria and the Culture of Wartime Imperialism*. Berkeley; London: University of California Press.

PLEASE NOTE:
 a) You are not expected to read all of these! Concentrate on the Bordwell and Thompson book and the readings assigned in the syllabus. Consider the above list a (non-exhaustive) pre-selection of material you might find useful for your assignments and further reading. Some of the readings (e.g. Wada-Marciano's *Nippon Modern* or High's *The Imperial Screen* have also been published in Japanese. Of course you are free to consult the Japanese works, but be aware that the English publications are often revised and hence differ from the Japanese ones. This course is explicitly based on (and marked according to) the English-language editions as listed above.

Code	180182
Subject	ISEPTUFS
Instructor	フリードリック [FRIEDRICH, Daniel]

Title	Topics in Religion and Popular Culture in Japan
Quarter	Spring
Day, Period	Fri.5
Goals of the course	
Upon completion of this course students will: (1) be familiar with major themes in the study of Japanese religions; (2) will develop a more sophisticated understanding of the ways religion is part of Japanese life and culture; (3) become familiar with a variety of methods used in academic study of Japanese religions; and (4) have continued to develop critical writing and reasoning skills.	
Overview of the course	
This course provides an introduction to the study of Japanese popular culture, the religious traditions and world-views that inform that culture through textual, visual and other multi-media sources, including manga and anime.	
Keyword	
Religion, Japan, Buddhism, Shinto, Christianity, Popular Culture	
Plan	
Week 1: Course Introductions and Overview Week 2: Telling Histories: A Genealogy of Japan Reading: Selections from Kojiki Week 3: Buddhism, Shinto and Politics Reading: "Nara Buddhism and the Sutra of Golden Light" in <i>Sources of Japanese Traditions</i> p. 100-108	
Richard Gardner. 1999, "Nationalistic Shintō: A Child's Guide to Yaukuni Shrine." In <i>Religions of Japan in Practice</i> . Princeton: Princeton University Press.	
Week 4: Women, Pure Lands, Heavens, and Hells Readings: Reading: William E. Deal. 1999. "Women and Japanese Buddhism: Tales of Birth in the Pure Land." In <i>Religions of Japan in Practice</i> . Princeton: Princeton University Press.	
Nara National Museum, E-Museum, Hell Scroll: http://www.emuseum.jp/detail/100237/000/000?	
Tokyo National Museum, E-Museum, Hell Scroll: http://www.emuseum.jp/detail/100155/000/000?	
MIAZAWA Kenji, (trans. Sarah Strong) 1997. <i>The Shinning Feet</i> . Tokyo: International Foundation for the Promotion of Languages and Culture.	
Week 5: Religious Technologies and "Just in Case Religion" Reading: "Kukai Enlightenment in This Bodily Existence," in <i>Sources of Japanese Traditions</i> , 704-706. Richard Fox Young. 1993. "Magic and Morality in Japanese Exorcistic Technologies: A Study of Mahikari." In Mullins, Susumu, and Swanson <i>Religion and Society in Modern Japan: Selected Readings</i> (Berkeley: Asian Humanities Press, 1993). Watch: : "Norton USB Amulet" https://youtu.be/iYk8xAhX7xU	

<p>Week 6: Exam 1 No Readings Week 7: Religion and Manga Jolyn Baraka Thomas. 2012. "Recreating Religion. In his Drawing on Tradition. Honolulu: University of Hawaii Press Students are also encouraged to explore manga with religious themes. A list of suggested titles will be posted on the course website. Week 8: Religion, The Bomb, and Godzilla Readings: TBA Week 9: Death, Pets, Religion, and Taxes Readings: Barbara R. Ambros. 2012. "Pets, Death, and Taxes: The Legal Boundaries of Religion." In her Bones of Contention: Animals and Religion in Contemporary Japan. Honolulu: University of Hawaii Press. Pages 90-123. Stephn G. Covell. 2005. "Money and the Temple: Law, Taxes, and the Image of Buddhism." In his Japanese Temple Buddhism: Worldliness in a Religion of Renunciation. Honolulu: University of Hawaii Press. Pages 140-165 Week 10: Household Religion Reading: Inge Daniels, with photography by Susan Andrews. 2010. "Domestic Spirituality." In her The Japanese House: Material Culture in the Modern Home. Oxford: Berg Publishers. Pages: 81-104 Week 11: 3/11 and Religion No Reading, in class viewing of Tim Graf's documentary film: The Souls of Zen. Week 12: Site Visit Presentations No Readings Week 13: Divination and the Occult Reading: Laura Miller. 2014. "The Divination Arts in Girls Culture." In Kawano, Roberts, and Long, Capturing Contemporary Japan. Honolulu: University of Hawaii Press. Pages 247-267. Week 14: Going to the Chapel Jesse LeFebvre. "Christian Wedding Ceremonies: 'Nonreligiousness' in Contemporary Japan. Japanese Journal of Religious Studies 42/2 (2015) 185-203. Week 15: Course, Wrap-up and Review Readings: TBA Week 16: Final Exam No Readings</p>
Grading
<p>Weekly Reflection and Response: 20% Site Visit and Report: 30% Midterm and Final Exam: 30% Active Participation: 15% Selfie Intro: 5%</p>
Preparation, etc.
Students are expected to complete readings and media viewings prior to class.
Notes
<p>1. All required readings will be available for download/linked to on the course website. Students should download them, print them out, and bring the required readings to class each week. 2. This is a thematic course. Each week we will cover</p>

<p>multiple time periods and religious traditions. While this format will allow us to touch on a wide variety of topics in a short period of time, it does present a challenge. Students will not have the comfort of historical narrative to provide clues about what is and is not important. You must complete the readings, attend lectures, and ask for help when necessary. Students desiring a historical framework should consult: Yusa, Michiko. 2002. Japanese Religious Traditions. Upper Saddle River, New Jersey, 2002.</p>
Textbooks
Reference books
<p>Japanese religious traditions / Michiko Yusa, 978-0130911643, Prentice Hall, 2002 Sources of Japanese tradition / compiled by Wm. Theodore de Bary, Carol Gluck, and Arthur E. Tiedemann ; with the collaboration of Andrew Barshay ... [et al.] ; and contributions by William Bodiford ... [et al.], 978-0231121392, Columbia University Press, 2001 Religions of Japan in practice, 978-0691057897, edited by George J. Tanabe, Jr., Editor., Princeton University, 1999</p>
Additional information on textbooks/reference books

Code	180065
Subject	ISEPTUFS
Instructor	モハメド アブディン [ABDIN, Mohamed]
Title	Topics in Politics in Postcolonial Africa: from "Modernization" Project to Conflicts
Quarter	Spring
Day, Period	Thu.5
Goals of the course	
This course aims at providing students with comprehensive historical background to the post-colonial political developments in Africa. At the end of the course, students are expected to develop discussion skills, the ability to express ideas/questions, and analyze the ongoing political issues based on historical and contextual accounts of Africa.	
Overview of the course	
This course will shed light on the Africa's post colonial history in general, including political development, modernization project and the failure of post colonial African state.	
Keyword	
African History, Political Development, Internal Conflict	
Plan	
<p>The Scramble of Africa and the Colonization Process A comparison of the colonial administrative policies of the British and French in Africa The rise of National Liberation Movements in the African continent Africa in the eve of independence: divergent paths to</p>	

independence
The African National Leaders and the search for a viable political and economic model
Pan-Africanism and the establishment of the Organization of African Unity
Active learning; mid-term essay (1,500 words)
The colonial legacy as an obstacle on the road toward Modernization
The primary commodity export model as a cause of declining economies and emerging conflicts
The Cold-war structure and the sustenance of autocratic rulers
International financial organizations and economic reforms in Africa; the case of the Structural Adjustment Program
The implication of Aid Conditionality on the internal power relations
The end of the Cold-war political order and the proliferation of violent conflicts
Summary
Active learning: presentation of students' final research essay
Grading
Homework and mid-term essays = 65 %.
Final essay = 35 %.
Students are required to write a mid-course essay of about 1,500 words. At the end of the course, students are required to submit a final essay of about 3000 words. The themes of the essays should be relevant to those discussed in the course. However, the selection of the targeted area is not limited to Africa.
Preparation, etc.
Notes
Textbooks
Reference books
The Postcolonial State in Africa: Fifty Years of Independence, 1960-2010, 978-029929144-0, Crawford Yong, The university of wisconsin press, 2012
Additional information on textbooks/reference books

Code	180154
Subject	ISEPTUFS
Instructor	木村 正美 [KIMURA Masami]
Title	Topics in Modern Japanese History
Quarter	Spring
Day, Period	Fri.2
Goals of the course	
	In this class, students will learn the modern history of Japan (from the Meiji to Showa periods) in English. They can increase their general knowledge and English vocabulary of modern Japanese history and improve their skills in historical analysis and interpretation.
Overview of the course	
	This course reviews Japanese history from the mid-1800s to the late 1980s. During this period, Japan

developed from a semi-feudal, semi-centralized entity to a unified modern nation-state; but in the process of modernization, Japan transformed itself into an imperialist power outwardly; inwardly, it struggled to deal with two contradictory political and social dictates - the need for authoritarian control and aspirations of liberalism. After defeat in WWII, Japan evolved through further transformations to become a richer, and more democratic, more liberal society, but the Japanese kept facing the same dilemma and various problems occurring from their continuous search for modernity. Students will look at interrelated political, socio-economic, and intellectual-cultural developments during these periods and deepen their understanding of critical themes in modern Japanese history.
Keyword
Japanese History, Modernization/ Modernity, Meiji, Taisho, Showa, Imperialism, Empire, War, Occupation, Democracy/ Democratization, Constitution
Plan
Week #1 Introduction, Overview of the Syllabus, Discussion
Week #2 Opening of Japan
Week #3 Meiji Restoration
Week #4 Establishment of a Modern Political System
Week #5 Meiji Society & Economy
Week #6 Imperialism & Empire-Building
Week #7 "Taisho Democracy"
Week #8 1910s-20s Society & Economy
Week #9 1930s Crisis
Week #10 Asia-Pacific War
Week #11 Allied Occupation of Japan
Week #12 Postwar Politics
Week #13 Economic Growth, Social Changes
Week #14 Post-Cold War Period
Week #15 Conclusion, Review, Final Remarks
Grading
Participation 30%
Quizzes 40% (10% x 4)
Final Paper 30%
Quizzes are given to check students' understanding of the lectures and assigned readings and their acquisition of new vocabulary. The quizzes are also meant to provide the students the opportunities to learn how to write a paragraph and answer an essay question, following the basic rules of academic English writing. With the final paper, students need to show their analysis and consideration of the main theme of this course, "modernization of Japan," in an essay form, based on the skills they learn from paragraph-writing exercises. Not only the content but also their English writing ability will be evaluated.
Preparation, etc.
There is a reading assignment almost every week. Students are expected to show up in class with all the homework done.
Notes
Attendance is not an option; students are expected to

always be in class. However, up to 2 absences are allowed – whether excusable or non-excusable – without a penalty; after that, a letter grade (10%) will be deducted from their course grade. Also, if they show up 5-30 min. late twice, it will be counted as 1 absence; coming late more than 30 min. will be equivalent to 1 absence. As a matter of principle, no late papers will be accepted.
Textbooks
Selected readings will be provided in class.
Reference books
Additional information on textbooks/reference books
Students need to bring their own English-English and English-Japanese dictionaries; a thesaurus would be useful, too.

Code	180010
Subject	ISEPTUFS
Instructor	五十嵐 ミユゲ [IGARASHI MUGE DANE]
Title	Topics in Migration: Trends and Dynamics in Asia and Europe
Quarter	Spring
Day, Period	Mon.3
Goals of the course	
	The goal of the course is for all students to be able to have a basic understanding on migration trends in the world (from an anthropological perspective).
Overview of the course	
	The class covers migration issues in Europe and Asia with reference to dominant trends in people's movement across borders.
Keyword	
	Migration, anthropology
Plan	
	Week 1 – Introduction
	Week 2 – 3 : Theorizing / Conceptualizing Migration (April 13th & 20th) Glick-Schiller, N., Basch, L. & Szanton-Blanc, C. (1995). From immigrants to transmigrants: theorizing transnational migration. <i>Anthropological Quarterly</i> , 68(1), pp. 48-63. Castles, S. (2004). Why migration policies fail. <i>Ethnic and Racial Studies</i> , 27(2), pp. 205–227.
	Week 4 – Europe Inglehart, R. & Norris, P. (2009). Muslim integration into western cultures: between origins and destinations. Harvard Kennedy School Faculty Research Working Papers Series. RWP09-007. Crul, M. & Doornik, J. (2003). The Turkish and Moroccan Second Generation in the Netherlands: Divergent Trends between and Polarization within the Two Groups <i>International Migration Review</i> , 37(4). The future of the second generation: The integration of migrant youth in six European countries, pp. 1039-1064.

	Week 5 – Asia Seol, D-H & Skrentny, J. D. (2009). Why Is There So Little Migrant Settlement in East Asia? <i>International Migration Review</i> , 43(3), pp.578-620 Piper N. & Yamanaka, K. (2008). Feminised Migration in East and Southeast Asia. In Piper, N (ed.). <i>New Perspectives on Gender and Migration Livelihood, Rights and Entitlements</i> .
	Week 6 – Gender Oishi, N. (2005). Women in Motion: Globalization, State Policies, and Labor Migration in Asia. (Chapter 6 – Social Legitimacy: The Nexus of Globalization and Women's Migration). Stanford: Stanford Press. Constable, N. (2009). The commodification of intimacy: Marriage, sex, and reproductive labor. <i>Annual Review Anthropology</i> , 38: 49-64. Kofman, E. (2008). Gendered migrations, livelihoods and entitlements in Europe. In Piper, N. (Ed). <i>New Perspectives on Gender and Migration Livelihood, rights and entitlements</i> . (pp.59-100). New York; Routledge. Piper, N. (2006). Gendering the Politics of Migration. <i>International Migration Review</i> , 40(1), Gender and Migration Revisited, pp. 133-164.
	Week 7 – Care work Rivas, M. L. (2003). Invisible labors: Caring for the independent person. In Ehrenreich, B. & Hochschild, A. R. (Eds.). <i>Global woman: nannies, maids, and sex workers in the new economy</i> , (pp.70-84). New York: Owl Books. Hochschild, A. R. (2003). Love and gold. In . In Ehrenreich, B. & Hochschild, A. R. (Eds.). <i>Global woman: nannies, maids, and sex workers in the new economy</i> , (pp.15-30). New York: Owl Books.
	Week 8 – Transnational Motherhood (June 1st) Parreñas, R. S., (2005). Long distance intimacy: class, gender and intergenerational relations between mothers and children in Filipino transnational families. <i>Global Networks</i> , 5(4), pp.317-336. Hondagneu-Sotelo, P. & Avila, E. (1997), I'm here, but I'm there: the meaning of Latina transnational motherhood. <i>Gender and Society</i> , 11 (5), 548-571.
	Week 9 – Marriage Migration (June 8th) Charsley, K., Storer-Church, B., Benson, M. & Van Hear, N. (2012). Marriage-related migration to the UK. <i>International Migration Review</i> , 46, 861-890. Yang W.S. & Lu M.C. (Eds.). (2010). <i>Asian cross - border Marriage migration: Demographic patterns and social issues</i> . Amsterdam: Amsterdam University Press. Kim, H. M. (2011). What are “fake” or “real” marriages?: The experiences of Korean-Chinese marriage migrants in contemporary Korea. In Heikkilä E. K., & Yeoh, B. S. A. (Eds.). <i>International Marriages in the Time of Globalization</i> . New York: Nova Science

Publishers.	
Week 10 – Migrant Brides Thai, H. C. (2003). Clashing dreams: highly educated overseas brides and low-wage US husbands. In Ehrenreich, B. & Hochschild, A. R. (Eds.). Global Women nannies, maids, and sex workers in the new economy. (pp. 230-253). New York: Owl Books. Faier, L. (2007). Filipina migrants in rural Japan and their professions of love. <i>American Ethnologist</i> , 34(1), pp. 148-162.	
Week 11 – Migrant Husbands Charsley, K. (2006). Unhappy Husbands: Masculinity and Migration in Transnational Pakistani Marriages. <i>Journal of the Royal Anthropological Institute (N.S.)</i> , 11, pp. 85-105. Malik, A. A., (2012) Masculinity and Pakistani Male Marriage Migrants. Retrieved from: http://www.engagingmen.net/files/resources/2012/lbelba se/Pakistan_Aisha_Masculinity_and_Pakistani_Male_M arriage_Migrants_0.pdf	
Week 12 – Migration and Family Dynamics George, S. M. (2005). When women come first gender and class in transnational migration. Berkeley: University of California Press. Ong, A. (2003). Chapter 7 – Rescuing the Children. In <i>Buddha Is Hiding Refugees, Citizenship, the New America</i> . Berkeley: University of California Press. Merali, N. (2008). Theoretical frameworks for studying female marriage migrants. <i>Psychology of women quarterly</i> , 32, 281-89.	
Week 13 – Discussions	
Grading	
There is no mid-term or final exam however there will be small quizzes at the end of each class. thus attendance is crucial. Quiz grades of students who do not attend class will be “0” (zero). Unless they notify the lecturer in advance about their absence.	
Preparation, etc.	
Students are required to read assigned articles or book chapters prior to class.	
Notes	
Textbooks	
Reference books	
Additional information on textbooks/reference books	

Code	180157
Subject	ISEPTUFS
Instructor	松村 一男 [MATSUMURA Kazuo]
Title	Topics in Japanese Religions
Quarter	Spring

Day, Period	Mon.5
Goals of the course	
This course aims to provide general information about religious situations of Japan from the Jomon period down to the present era. Starting from the Jomon clay figurines, we look at Shinto, Buddhism, Mountain religions, and New religions in order to acknowledge the importance of religions in Japanese culture.	
Overview of the course	
Through the study of various historical changes in Japanese religions, students are asked to present a paper on a specific theme at the end of the term. Handouts made by the instructor will be given previously for preparation. Students are expected to read and understand the material for class discussion.	
Keyword	
Shinto, Buddhism, Syncretism, Mountain Religion, shrine, temple, new religions	
Plan	
General Introduction Jomon Period Yayoi Period Tumulus Period Nara Period Heian Period Kamakura Period Azuchi Momoyama Period Edo Period Meiji and Taisho Periods Pre-War Showa Period Post-War Showa Period Heisei Period Religious Institutions Importance of being Religious in Japan	
Grading	
Attendance+Commentary Sheets 70% Term Paper 30%	
Preparation, etc.	
Copies of reading assignments will be given before classes.	
Notes	
Students are expected to have good command of English.	
Textbooks	
Reference books	
Mythical Thinkings: What can we learn from Comparative Mythology?, 978-1-304-77253-, Kazuo Matsumura, Countershock Press, 2014	
Additional information on textbooks/reference books	

Code	180159
Subject	ISEPTUFS
Instructor	堀口 佐知子 [HORIGUCHI Sachiko]
Title	Topics in Japanese Society and Culture
Quarter	Spring

Day, Period	Tue.4
Goals of the course	
The aim of this course is to examine various aspects of Japanese youth and popular culture, which have attracted global/local attention, from an anthropological perspective. Students should relate the readings assigned in class with everyday experiences throughout the course.	
By the end of the course, students will be able to critically engage with English language scholarship on Japanese youth and popular culture, and will have a nuanced understanding of key aspects of Japanese youth and popular culture.	
Overview of the course	
We will start the course by introducing the anthropological perspective and methods, which forms the basis of our framework in making sense of Japanese youth and popular culture. An overview of anthropological studies of youth cultures will then be examined, followed by lectures on the instructor's study of Japanese youth withdrawal (hikikomori). We will then discuss the following topics in Japanese youth and popular culture: otaku, 'cool Japan', gender & the body in popular culture, music & globalization, youth & media, and youth, class & labor.	
Keyword	
Japan, youth culture, popular culture	
Plan	
The following course schedule is tentative and subject to change depending on the participants of the course. Most sessions will involve a discussions of reading(s)/ films(s) as well as presentations.	
Session 1	Introduction: The anthropological perspective
Session 2	Making sense of youth cultures from anthropological perspective
Session 3	Case study of hikikomori (youth social withdrawal) research (1)
Session 4	Case study of hikikomori (youth social withdrawal) research (2)
Session 5	A historical examination of otaku subculture (presentation)
Session 6	'Cool Japan' & the global attraction of Japanese popular culture (presentation)
Session 7	Gender & the body: beauty, fashion, & body image (presentation)
Session 8	Active learning: Gender & the body: a case study of high school baseball (Watch a documentary on high school baseball and bring viewing notes for discussion in Session 9)
Session 9	Gender & the body: sports & socialization (presentation)
Session 10	Active learning: Gender & the body: a case study of Japanese host clubs (Watch a documentary on a host club and bring viewing notes for discussion in Session 11)
Session 11	Gender & the body: sexuality

(presentation)
Session 12 Japanese music, fandom, & globalization (presentation)
Session 13 Media technologies & Japanese youth identities (presentation)
Session 14 Japanese youth, class, & labor (presentation)
Session 15 Summing up
Grading
Active class participation (including reflections on presentations) 30%
Reading notes (checked in 10 sessions) 20%
Introductory essay 5%
Active learning assignments (viewing notes) 10%
Group presentation (20%) & an individual paper based on the presentation (15%) 35%
Preparation, etc.
Students will be expected to read scholarly works and prepare reading notes prior to class, so that they are ready to discuss them in class on a weekly basis. They should also spend time outside of class to prepare for a group presentation on a chosen topic (among those covered in the course) & writing a paper on the same topic within two weeks after the presentation. They will prepare two viewing notes on documentaries and discuss them in class.
Notes
The number of students to be accepted in this class will be up to 40, so students who are interested in the course must all attend the first class in order to be eligible for a possible student selection. Student selection will be done based on a lottery to be conducted in the first class. In conducting the lottery, priority will be given to foreign exchange students. Among the local students, priority will be given to students in their senior years. Every selected student must submit a 500-word self-introductory essay (hard copy) outlining 3 topics he/she wants to make a presentation on with reasons by the 4th session.
Textbooks
Reference books
Additional information on textbooks/reference books
Instructions about readings will be made in class by the instructor.

Code	180160
Subject	ISEPTUFS
Instructor	市瀬 博基 [ICHINOSE Hiroki]
Title	Topics in Corporate Governance & Culture in Comparative Perspective 2
Quarter	Spring
Day, Period	Tue.5
Goals of the course	(1) To examine the corporate governance and culture of the Japanese corporation as a diverse cross-section of economic, historical, social, and cultural forces in a comparative perspective.

<p>(2) To understand how social and cultural factors such as family, gender, class, and nationalism are represented in specific industrial and interpersonal relations at work, as well as miscellaneous influences exerted by the institutional framework.</p> <p>(3) To explore the socially constructed process of Nihonjinron (theories/discussions about the Japanese uniqueness and/or superiority) from the 1970s to 90s, and consider how the discourse is still, and tacitly, reproduced in some of the contemporary discussions of Japanese workplace since the 2000s.</p>
<p>Overview of the course</p> <p>This course will explore cultural dimensions of corporate governance in Japan through the examination of its history, discursive construction of “Japaneseness”, class/gender, and globalization primarily based on some of the field researches of Japanese society and workplace.</p>
<p>Keyword</p> <p>Industrialization, Modernization, Industrial Relations, Corporate Governance, Corporate Culture, Gender, Class, Nationalism, Nihonjinron Ideology</p>
<p>Plan</p> <p>This course examines the corporate governance and culture of the Japanese corporation in comparative perspective with the following schedule:</p> <p>Introduction (WK01) ----- Overview: Corporate Governance and Culture ----- WK02 Hamada, T. (2007) “The Anthropology of Japanese Corporate Management,” in J. Robertson (ed), A Companion to the Anthropology of Japan, Oxford: Blackwell Publishing. Pre- and Early Industrialization in Japan ----- WK03 Smith, T.C. (1984) “The Right to Benevolence: Dignity and Japanese Workers, 1890-1920”, Comparative Studies in Society and History, 26(4).</p> <p>WK04 Gordon, A. (1988) The Evolution of Labor Relations in Japan: Heavy Industry, 1853-1955, Cambridge, MA: Harvard University Press. State, Industrial Relations, and Workplace in Postwar Japan ----- WK05 Abegglen, J.C. (1958) The Japanese Factory: Aspects of its Social Organization, New York: The Free Press.</p> <p>WK06 Vogel, E.F. (1963) Japan’s New Middle Class: The Salary Man and His Family in a Tokyo Suburb, Berkeley, CA: University of California Press.</p> <p>WK07 Pharr, S.J. (1984) Status Conflict: The Rebellion of the Tea Pourers, in E.S. Klauss, T. Rohlen, P. Steinhoff (eds) Conflict in Japan, Honolulu, HW: University of Hawaii Press, pp. 214-40.</p>

<p>Mid-term Report Review (WK08) ----- Aspects of High Economic Growth ----- WK09 Cole, R.E. (1971) Japanese Blue Collar: The Changing Tradition, Berkeley, CA: University of California Press.</p> <p>WK10 Clark, R. (1979) The Japanese Company, New Haven, CN: Yale University Press.</p> <p>WK11 Kondo, D.K. (1990) Crafting Selves: Power, Gender, and Discourses of Identity in a Japanese Workplace, Chicago, IL: Chicago University Press.</p> <p>After the Bubble Burst ----- WK12 Hamada, T. (1992) “Under the Silk Banner: The Japanese Company and its Overseas Managers”, in T.S. Lebra (ed.) Japanese Social Organization, Honolulu, HW: University of Hawaii Press.</p> <p>WK13 Mathews, G. (2007 (2006)) “Seeking a Career, Finding a Job: How Young People Enter and Resist the Japanese World of Work,” in D.P. Martinez (ed.) Modern Japanese Society and Culture, Volume II: Life Courses, Gender, and the Self, London: Routledge, pp.104-16.</p> <p>WK14 Toivonen, T. (2012) Japan’s Emerging Youth Policy: Getting Young Adults Back to Work, London and New York: Routledge, Chapter 2 (pp. 27-53).</p> <p>Final Report Review/Conclusion (WK15)</p>
<p>Grading</p> <p>The evaluation will be based primarily on two (mid-term and final) reports and class presentations, with some consideration given to attendance and class participation/discussion.</p>
<p>Preparation, etc.</p>
<p>Notes</p> <p>The specifics regarding the course syllabus will be discussed in the first class meeting.</p> <p>Each class starts with 30 minutes of an introductory lecture, and is followed by 60 minutes of student presentation/class discussion of weekly topic(s). (Students are expected to make a group/individual presentation on a chosen weekly topic. The participation to class discussion is regarded as a pre-requisite for the class.) Students who fail to attend more than three classes, those who do not make class presentations, or those who do not submit two reports will not qualify for the class.</p>
<p>Textbooks</p> <p>Various short readings (papers/book chapters). There is no textbook for this course.</p>

A recommended reading to give an overview of the topics covered in the class: Hamada, T. (2005) "The anthropology of Japanese corporate management" in Robertson, J. (ed) A Companion to the Anthropology of Japan, Malden, MA and Oxford: Blackwell, pp.125-52.
Reference books
Additional information on textbooks/reference books

Code	180053
Subject	ISEPTUFS
Instructor	マーフィー [MURPHY, Michael]
Title	Topics in World Geography I
Quarter	Spring
Day, Period	Thu.5

Goals of the course
Upon completion of this course, students will:
1) have developed a geographic vocabulary and have a working knowledge of some of the major regions of the world.
2) be comfortable in using geographic terminology in written communication
3) understand and think "spatially" about the world in which we live.
4) distinguish where geography coincides with other fields of study such as economics, political science and cultural/developmental studies.
5) have gained a geographic perspective on some of today's major issues such as globalization, migration, international conflict and cooperation.

Overview of the course
In this introductory course, students will be introduced to the basic concepts in Geography--the "tools" needed to explore and comprehend the world in which we live. Through acquiring the specialized terminologies of both physical and human geography, students will more easily be able to answer the geographer's most pressing questions: What?, Where? and Why? By applying the regional approach, students will acquire specific geographic knowledge, and more importantly will begin to understand how the physical and human geographies of these regions interrelate and shape the possibilities of future cultural and economic development.

Keyword

Plan
Week 1: Orientation. Course overview, textbook and materials.
Week 2: Introduction to Geography: Basic concepts
Week 3: Regional and Human Geography: World population. Introduction to Geography Quiz.
Week 4: Western Europe: The core
Week 5: Europe: The periphery
Week 6: Test 1: Western (non-slavic) Europe
Week 7: Review of Test 1 and an introduction to Latin America.

Week 8: South America
Week 9: Mexico and the Caribbean.
Week 10 Test 2: Latin America
Week 11 Review of Latin America test and an introduction to North America.
Week 12 The U.S. and Canada: a regional approach
Week 13 The U.S.: a closer look
Week 14 Test 3: The U,S, and Canada
Week 15 Review of the U.S and canada, Test 3.

Grading
Class participation and preparedness (including completion of reading assignments and map work) 25%
Introductory quiz and regional tests: 75%
Preparation, etc.
Students are expected to come to class prepared, having completed any reading assignments as well as required map work assigned in the previous weeks class.
Notes
Textbooks
Reference books
Additional information on textbooks/reference books
There is no assigned textbook. Readings will be provided by the instructor. However, a world atlas is highly recommended and will be needed for mapping assignments and for gathering regional data.

Code	180012
Subject	ISEPTUFS
Instructor	森田 京子 [MORITA Kyoko]
Title	Topics in Intercultural Communication and Miscommunication
Quarter	Spring
Day, Period	Fri.5

Goals of the course
The goal of this course is twofold:
1) to learn the basics of intercultural communication, and thereby
2) to increase cultural awareness and sensitivity in order to build "conflict immunity."

Overview of the course
The class will be very interactive, including activities, simulations, and discussions.

Keyword

Plan
W1: Introduction
W2: Basic concepts of ICC
W3: Values and thinking patterns
W4: Verbal communication
W5: Mid-term Presentation I
W6: Mid-term Presentation II
W7: Non-verbal communication (1)
W8: Non-verbal communication (2)
W9: Self and identity
W10: Culture shock and acculturation process

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

Code	180068
Subject	ISEPTUFS
Instructor	ハック [HUQ, Mir Monzurul]
Title	Topics in Media-Government Relationship in Japanese Democracy
Quarter	Spring
Day, Period	Fri.5
Goals of the course	The course is intended to train students (1) to develop an understanding of the major characteristics of the Japanese media; (2) to become familiar with the role media are playing in the democratic political structure of Japan; and (3) to develop students' analytical skill by focusing on and comparing similarities and differences between the media in Japan and in other countries.
Overview of the course	The course will look at major factors that place the Japanese media at the forefront of political and social activities of the country.
Keyword	
Plan	
Session 1	Politics and News Media: a Brief Introduction Reading List 1. Noam Chomsky, Media Control: The Spectacular Achievement of Propaganda, (Seven Stories Press, New York, 2002) pp. 9-65.

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

<p>Session 9 NHK: Japan's Public Broadcasting Network Reading List 1. Ellis S. Krauss, Broadcasting Politics in Japan: NHK and Television News (Cornell University Press, Ithaca and London, 2000); Chapter 1: NHK and Broadcasting Politics, pp. 1-20.</p> <p>Session 10 Freedom of Expression and Rules and Guidelines for the Media Reading List 1. Laurie Anne Freeman, Closing the Shop (Princeton University Press, Princeton, New Jersey, 2000) Chapter Four: Japan's Information Cartels, pp. 102-141.</p> <p>Session 11 The Tradition of Self-Censorship in Japan and the changes initiated by the new DPJ government Reading List 1. Karel van Wolferen, The Enigma of Japanese Power (Macmillan, London, 1989), "The House-broken Press," pp. 93-100.</p> <p>Session 12 Japanese Media in the Age of Digital Technology Reading List 1. Chapter VI. "Online Media" in About Japan Series 7: Japan's Mass Media (Foreign Press Center, Japan, 2004), pp. 79-89.</p> <p>Session 13 Media and Politics in Japan: an overview No specific reading list for the session as the overview would touch most of the issues discussed during the whole course.</p> <p>Session 14 Make-up assignment: Free Discussion The session will look back at topics that students might want to discuss before they sit for the exam.</p> <p>Session 15 Final Examination</p>
Grading
Students will be assessed by the following method:
1. Active class participation.....10%
2. Presentation on a chosen topic.....30%
3. Final Examination..... 60%
Preparation, etc.
Notes
Students, who wish to take this course, should note that the course is structured around lectures and seminars. There will be one 90-minute lecture/seminar each week unless otherwise stated. First 60 minutes of each session will consist of lecture part, which will be followed by a 30-minute class discussion where students' participation in week's topic will be regarded as an essential per-requisite of the course.

<p>Students are also required to make one individual or group presentation during the course on a chosen topic.</p> <p>Students who fail to attend more than three classes and do not make class presentation will not qualify to sit for the final examination without evidence of extraneous circumstances.</p>
Textbooks
0824817613, Media and politics in Japan / edited by Susan J. Pharr and Ellis S. Krauss, University of Hawai'i Press, 1996
0691059543, Closing the shop : information cartels and Japan's mass media / Laurie Anne Freeman, Laurie Ann Freeman, Princeton University Press, 2000
Reference books
A history of Japanese journalism : Japan's Press Club as the last obstacle to a mature press / William de Lange, 1873410689, Japan Library, 1998
Media control : The spectacular achievements of propaganda, 1-58322-536-6, Noam Chomsky, 2002
Additional information on textbooks/reference books

Code	180066
Subject	ISEPTUFS
Instructor	ジョンソン [JOHNSON, Stephan]
Title	Topics in Global Issues 1
Quarter	Spring
Day, Period	Tue.4
Goals of the course	
Students are expected to be able to demonstrate that they:	
1. Recognise and understand the language	
2. Can relate to the reading content to their lives or situations in Japan	
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:	

1. Students engage in both spontaneous and prepared discussions on a wide range of challenging issues that are topical and motivating.
2. A knowledge and understanding of communication skills.
3. The ability to identify their strengths and weaknesses as students and how they can improve.
4. An ability to communicate ideas/information and summarise material.
5. Demonstrate their understanding in an essay on a contemporary global problem explaining its nature, effects and strategies for redress.
Keyword
Global Issues I, International Relations, English, Poverty, NGO
Plan
1. Introduction and guidance for the course
2. Global Issues
3. Human Rights
4. The United Nations
5. International Relations
6. Mid-term Presentation
7. Poverty
8. NGO / NPO
9. Nuclear Proliferation
10. Migration
11. Terrorism
12. Final Presentations 2
13. 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. - A notebook - Dan Smith State of the World Atlas (Penguin 2012 978-0143122654), Reading list will be provided in class.
Notes
Textbooks
978-0143122654, State of the World Atlas, D, Penguin, 2012
Reference books
Additional information on textbooks/reference books
Reading list will be given in-class.

Code	180063
Subject	ISEPTUFS
Instructor	松永 泰行, 伊勢崎 賢治 [MATSUNAGA Yasuyuki, ISEZAKI Kenji]
Title	Topics in Peace and Conflict Studies
Quarter	Spring
Day, Period	Wed.3
Goals of the course	
To learn how to better approach contemporary peace-and-conflict-related issues through the lectures and discussions of select cases.	
Overview of the course	
This course showcases contemporary peace-and-conflict-related issues and effective approaches to them through lectures and discussions.	
Keyword	
conflict, post-conflict peace building, identity politics, social conflict, nation building, international politics	
Plan	
1 Orientation	
2 Discussions of the Materials and Critical Analysis (1)	
3 Discussions of the Materials and Critical Analysis (2)	
4 Discussions of the Materials and Critical Analysis (3)	
5 Discussions of the Materials and Critical Analysis (4)	
6 Discussions of the Materials and Critical Analysis (5)	
7 Discussions of the Materials and Critical Analysis (6)	
8 Discussions of the Materials and Critical Analysis (7)	
9 Discussions of the Materials and Critical Analysis (8)	
10 Discussions of the Materials and Critical Analysis (9)	
11 Discussions of the Materials and Critical Analysis (10)	
12 Discussions of the Materials and Critical Analysis (11)	
13 Discussions of the Materials and Critical Analysis (12)	
14 Summary 1 (Active Learning)	
15 Summary 2 (Active Learning)	
Grading	
Active participation in each week's discussions: 80%	
Final Assignment: 20%	
Preparation, etc.	
Notes	
Follow instructions and read distributed materials prior to attending each class.	
Textbooks	
Reference books	
Additional information on textbooks/reference books	

Code	180085
Subject	ISEPTUFS
Instructor	ウィルコックス [WILCOX, Richard]

Title	Topics in Conflict and Immunity: The Fukushima Nuclear Disaster 1
Quarter	Spring
Day, Period	Wed.4
Goals of the course	
<p>This course will introduce the concept of environmental conflict as it occurs between humanity and the environment. The focus will be on the Fukushima nuclear disaster and its consequences for Japan and the world. We will also address wider issues of the politics of energy sustainability and the implications for the future. This course is for both foreign and Japanese learners who want to improve their English communication ability and foreign students who want a challenging and lively dialogue with their peers. There will be ample opportunities to discuss and analyze topics. Students should relax and enjoy the class so that they can improve their English communication ability and gain confidence in a supportive and friendly atmosphere.</p> <p>I welcome all students whatever their English level. While lower level proficiency students may find the topics intimidating, they can still learn a lot about the topics and from their peers, and improve their English language ability and confidence. Higher level students will find the topics sufficiently challenging and can benefit from having a wide variety of peers to discuss the topics with, and a flexible environment for choosing their research topics within the general framework of the course.</p>	
Overview of the course	
<p>The learning method consists of an integrated approach whereby students will develop discussion, writing and presentation skills based on DVDs and articles and the teacher's introductions to topics. Students will develop skills in oral discussion and analysis; academic writing; power point slide presentation techniques. Depending on student numbers, two or three students will offer a powerpoint presentation each week followed by group discussions among students. Their presentation will be based on their final paper, thus one leads directly to the next, and group discussions will help students to refine their theses in a peer reviewed environment.</p> <p>If students download the "OpenOffice" software for Mac or PC you can easily utilize: The Student Research Database online to write reports and presentations at: http://wilcoxb99.wordpress.com/student-research-database/ Student Outlines are available at: http://wilcoxb99.wordpress.com/student-outlines/ Students will produce: in-class notes on other presenters; one powerpoint script of ten minutes; one final paper of 1,200 - 2,000 words in length. Final papers are due on last day of class by hard copy or via email: wilcoxb2013@gmail.com</p>	
Keyword	
nuclear power, logical discourse, debate, presentation, discussion, sustainability, environment, environmental conflict, environmental politics	

Plan	
Spring Semester	
Week 1 - Orientation	
Week 2 - Nuclear Disposition	
Week 3 - Environmental & Health Effects of Fukushima Disaster	
Week 4 - Energy Issues	
Weeks 5 - 13 Student Presentations	
Grading	
Attendance, participation and activities: 40%	
Presentation: 25%	
Final Paper: 35%	
Preparation, etc.	
Weekly reading assignments 30 - 60 min. Students should take notes in class and may use laptop computer in class. Please listen to teacher lectures and use computer only for the purposes of the class. Bring English dictionary, notebook, writing utensils, etc.	
Notes	
Please arrive at class on time and attend regularly. There is no textbook for the course but the teacher provides an online database in order to research environmentally related topics: http://wilcoxb99.wordpress.com/student-research-database/ Student Outlines: http://wilcoxb99.wordpress.com/student-outlines/	
Textbooks	
Textbook None	
Reference books	
Reference Book Student Database http://wilcoxb99.wordpress.com/student-research-database/	
Additional information on textbooks/reference books	
Please utilize the TUFS library.	

Code	180086
Subject	ISEPTUFS
Instructor	ウイルコックス [WILCOX, Richard]
Title	Topics in Environment and Human Life 1
Quarter	Spring
Day, Period	Wed.5
Goals of the course	
<p>This course will introduce a variety of important environmental issues and gives students the opportunity to consider the interrelationships between the social and natural sciences and how human beings impacting the environment. Through greater knowledge and awareness students can learn to prepare themselves and positively influence to influence society for the coming the environmental changes in the future.</p> <p>This course is for both foreign and Japanese learners who want to improve their English communication ability and foreign students who want a challenging and lively dialogue with their peers. There will be ample</p>	

<p>opportunities to discuss and analyze topics. Students should relax and enjoy the class so that they can improve their English communication ability and gain confidence in a supportive and friendly atmosphere.</p> <p>I welcome all students whatever their English level. While lower level proficiency students may find the topics intimidating, they can still learn a lot about the topics and from their peers, and improve their English language ability and confidence. Higher level students will find the topics sufficiently challenging and can benefit from having a wide variety of peers to discuss the topics with, and a flexible environment for choosing their research topics within the general framework of the course.</p>
Overview of the course
<p>The learning method consists of an integrated approach whereby students will develop discussion, writing and presentation skills based on DVDs and articles and the teacher's introductions to topics. Students will develop skills in oral discussion and analysis; academic writing; power point slide presentation techniques.</p> <p>Depending on student numbers, two or three students will offer a powerpoint presentation each week followed by group discussions among students. Their presentation will be based on their final paper, thus one leads directly to the next, and group discussions will help students to refine their theses in a peer reviewed environment.</p> <p>If students download the "OpenOffice" software for Mac or PC you can easily utilize:</p> <p>The Student Research Database online to write reports and presentations at: http://wilcoxb99.wordpress.com/student-research-database/ Student Outlines are available at: http://wilcoxb99.wordpress.com/student-outlines/ Students will produce: in-class notes on other presenters; one powerpoint script of ten minutes; one final paper of 1,200 - 2,000 words in length. Final papers are due on last day of class by hard copy or via email: wilcoxb2013@gmail.com</p>
Keyword
ecology, wildlife, food, health, sustainability, environment, environmental politics, logical discourse, debate, presentation, discussion
Plan
<p>Spring Semester</p> <p>Week 1 - Orientation</p> <p>Week 2 - Natural Resource Issues</p> <p>Weeks 3 - DVD: The Politics of Food</p> <p>Week 4 - DVD: Genetic Roulette</p> <p>Weeks 5 - 13 Student Presentations</p>
Grading
<p>Attendance, participation and activities: 40%</p> <p>Presentation: 25%</p> <p>Final Paper: 35%</p>
Preparation, etc.
<p>Weekly reading assignments 30 - 60 min. Students should take notes in class and may use laptop computer in class. Please listen to teacher lectures and use computer only for</p>

<p>the purposes of the class. Bring English dictionary, notebook, writing utensils, etc.</p>
Notes
<p>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/</p>
Textbooks
<p>Textbook None</p>
Reference books
<p>Reference Book Student Database http://wilcoxb99.wordpress.com/student-research-database/</p>
Additional information on textbooks/reference books
Please utilize the TUFs library.

Code	180067
Subject	ISEPTUFS
Instructor	角地 スヴェンドリニ [KAKUCHI Suvendrini]
Title	Topics in Journalism
Quarter	Spring
Day, Period	Fri.2
Goals of the course	<p>Understanding the world through reading and watching television news and feature reports by journalists. The readings and discussions will focus on building sensitivity to diverse global opinions and developing critical media literacy. In keeping with journalism the course includes field work.</p>
Overview of the course	<p>the course will be a combination of lectures and discussions with an assignment for students based on field work. The readings will be from newspapers and articles focusing on opinion pieces by international journalists. The course covers the wide Asian region and also highlights issues such as geo politics, development and aid, communication and social issues such as economic disparity, gender inequality, and environment destruction.</p>
Keyword	Journalism, Writing, Reading and Presentation
Plan	<p>Lesson One Introduction to Course, Discussion on student personal interests, Lesson Two choosing assignment and introduction to Journalism Lesson Three-- lecture and discussion on Reporting on ASEAN, Lesson Four --lecture and Discussion on Reporting Environment Issues, Lesson Five--Lecture and Discussion on Reporting Gender,</p>

Lesson Six --Lecture and Discussion on Reporting on Poverty. Lesson Seven--Lesson and Discussion on Reporting on Education Lecture Eight --Assignment discussion Lesson Nine-- Lecture on Asian journalists opinion reports taking up critical news Lecture Ten -- Lecture on Asian journalist reports on topics of that time. Lecture Eleven-- Assignment development Lecture Twelve-- Interview techniques and Reporting techniques Lecture Thirteen-- Assignment Presentations Lecture Fourteen--Assignment Presentations Lecture Fifteen-- Assignment presentations
Grading
Grade will be based 50 percent on class participation and 50 percent on assignment.
Preparation, etc.
reading of selected news stories in foreign media. Preparation for participation in discussions include presentation. Research on various topics in the news through reading. Assignment involves making interviews and selecting the right sources in the field.
Notes
this course is to prepare students a keener awareness of the global news debates and to be able to identify important topics that affect Japan and themselves.
Textbooks
Reference books
Additional information on textbooks/reference books
The Japan Times, The New York Times, University World News, BSc, Bangkok Post, Sunday Times, Sri Lanka.

Code	180163
Subject	ISEPTUFS
Instructor	ハック [HUQ, Mir Monzurul]
Title	Topics in Japanese Politics
Quarter	Spring
Day, Period	Fri.4
Goals of the course	
	The course is intended to train students (1) to develop an understanding of the political system of Japan; (2) to guide them to acquire in-depth knowledge of the functioning of various organs that play key role in making a democratic political system meaningful; and (3) to develop their analytical skill by arousing their interest in comparative studies of similarities and differences of the political process of Japan and other democratic societies.
Overview of the course	
	The course will look at various aspects of Japanese political system, ranging from the constitution of the country to the functioning of local governments and different pressure groups.
Keyword	

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

www.jtuc-rengo.org/about

Session 9

Civil Society and social policy

Reading list:

1. Routledge Handbook of Japanese Politics (Routledge, October 2010), Part 2 and Part 3.

Session 10

Emergence of the 1955 setup and rise of a stable conservative majority

Reading List:

Session 11

Demise of the old system: Japanese politics since early 1990s

Reading list:

1. J. A. A. Stockwin, "Governing Japan," Chapter 6: Demise of the old system, groping towards the new, pp. 70-92.

Session 12

Japan's foreign policy

Reading list:

1. J. A. A. Stockwin, "Governing Japan," Chapter 12: Foreign policy and defense, pp. 202-217.
2. Diplomatic Bluebook, the latest edition available at the Internet web page of the Ministry of Foreign Affairs, www.mofa.go.jp

Session 13

Japan's rising military strength and relations with neighbors

Reading list:

1. Defense of Japan, the latest edition of the White Paper of the Ministry of Defense Agency, chapter related to The Basic Concept of Japan's Defense Policy, www.mod.go.jp/publication/

Session 14

Make-up assignment - The present scenario: Re-emergence of LDP as a dominating force and neo-nationalistic trend in Japanese politics.

Reading list:

Session 15

Final examination

Grading

Students will be assessed by the following method:

1. Active class participation.....10%
2. Essay or presentation on a chosen topic.....30%
3. Final Examination..... 60%

Preparation, etc.

Notes

Students, who wish to take the course, should note that the course is structured around lectures and seminars. There will be one 90-minute lecture/seminar each week unless otherwise stated. First 60 minutes of each session will consist of the lecture part, which will be followed by a 30-minute class discussion where

students' participation in week's topic will be regarded as an essential per-requisite of the course.

Students are also expected to make a group or individual presentation on a chosen topic related to the course. Students who fail to attend more than three classes will not qualify to sit for the final examination without evidence of extraneous circumstances.

Textbooks

1405154160, Governing Japan : divided politics in a resurgent economy / J.A.A. Stockwin, J.A.A Stockwin, Blackwell Pub., 2008

1876843225, Japanese politics : an introduction, Takashi Inoguchi,, Trans Pacific, 2005

4915226018, Politics in modern Japan : development and organization, Kishimoto Koichi,, Japan Echo Inc., 1988

No single textbook will be followed throughout the course. Students are highly recommended to use the following books as basic source material:

1. J. A. A. Stockwin, Governing Japan, third edition (Blackwell Publisher, Oxford and Massachusetts, 1999).
2. Takashi Inoguchi, Japanese Politics: An Introduction (Trans Pacific Press, Melbourne, 2005)
3. Kishimoto Koichi, Politics in Modern Japan: Development and Organization (Japan Echo Inc. Tokyo, 1997)
4. Routledge Handbook of Japanese Politics (Routledge, October 2010)

Reference books

Routledge handbook of Japanese politics, 0415551374, edited by Alisa Gaunder, Routledge, 2011

Additional information on textbooks/reference books

Code	180011
Subject	ISEPTUFS
Instructor	東 史彦 [AZUMA Fumihiko]
Title	Topics in Globalization and Immigration 2
Quarter	Spring
Day, Period	Fri.5
Goals of the course	This course aims, based on the information acquired through "Globalization and Immigration 1", at reinforcing understanding of the basic rules and at enhancing analytical ability to deal with concrete cases about globalization and immigration. Cases include the ones from the WTO Dispute Settlement Body, the EU Court of Justice, the European Court of Human Rights and some Japanese domestic courts.
Overview of the course	After reviewing and refreshing some basic information on globalization and immigration at the beginning, advanced case studies will be held, based on participants' presentations and discussions.
Keyword	globalization, immigration, WTO, EU, law, constitution, international lawinternational economic lawinternational human rights law

Plan
Globalization and Immigration, introduction 1: Law and domestic and international law governing globalization and immigration Globalization and Immigration, introduction 2: WTO and EU rules and systems governing globalization and immigration WTO Law theory case study: Application of WTO law in domestic courts EU Law theory case study: Application of EU law in domestic courts Globalization case study 1: Customs Tariffs or National treatment between the WTO Member States Globalization case study 2: Customs Tariffs or National treatment between the EU Member States Globalization case study 3: Quantitative restrictions between the WTO Member States Globalization case study 4: Quantitative Restrictions between the EU Member States Active learning 1: Choose one case out of those dealt with so far and make a brief report Immigration case study 1: Movement of WTO Member States' nationals between the WTO Member States Immigration case study 2: Free movement of EU Citizens in the EU Immigration case study 3: Treatments of WTO Member States' nationals in the WTO Member States Immigration case study 4: No discrimination between EU citizens in the EU Immigration case study 5: Refugees Active learning 2: Choose one case out of those dealt with so far and make a brief report
Grading
Active participation (20%), presentations (50%) and active learning (30%)
Preparation, etc.
Participants in charge of presentations are to prepare presentations for around 30 minutes.
Notes
This course is mainly for those who have studied "Globalization and Immigration I" but those who have not are also welcome.
Textbooks
Reference books
Additional information on textbooks/reference books
Materials for the presentations will be provided. Reference books will be indicated during the lectures.

Code	180026
Subject	ISEPTUFS
Instructor	三森 八重子 [MITSUMORI Yaeko]
Title	Topics in Global Business and Leadership
Quarter	Summer
Day, Period	Intensive
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
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	180069
Subject	ISEPTUFS
Instructor	福田 彩 [FUKUDA Aya]
Title	Topics in Peace and Conflict Studies from Diverse Perspectives
Quarter	Summer
Day, Period	Intensive
Goals of the course	

Students will learn the basics of Peace and Conflict Studies by interacting scholars in universities in Asian conflict affected countries through the videoconferencing system while you are staying in your own classroom. Students can acquire the diversified perspectives of Peace and Conflict Studies as well as the realistic situation on the ground. Through interaction and discussion with scholars in overseas, skills of intercultural communication can also be developed.
Overview of the course
This course consists of three components; taught lectures, discussion and writing reports. Scholars in several Asian countries will provide the lectures through the videoconferencing system. Discussion and Q&A sessions will follow. To understand the lectures more deeply, students are required to write an interim review report and final report during the course.
The course will deal with topics below. 1) Intercultural Communication 2) Peace Education 3) International Relations and International Politics 4) Understanding Peace & Conflict 5) Conflict Resolution Strategy 6) Engaging Communities in Peacebuilding 7) Justice and Reconciliation
Participating universities are as follows. (*Tentative) Cambodia: Faculty of Social Sciences and International Relations, Paññāsāstra University of Cambodia, Phnom Penh India: College of Social Work, Nirmala Niketan, Mumbai Indian administered Kashmir: Center for International Relations, Islamic University of Science and Technology, Awantipora, India Indonesia: Faculty of Social and Political Sciences, Gadjah Mada University, Yogyakarta Pakistan: School of Politics and International Relations, Quaid-i-Azam University, Islamabad Pakistan administered Kashmir: The Institute of Kashmir Studies, University of Azad Jammu and Kashmir University, Muzaffarabad Sri Lanka: Department of Political Science, University of Peradeniya, Kandy
*Details to be confirmed.
Keyword
Peace, Conflict, Asia, Conflict Resolution, Justice, Reconciliation, Intercultural Communication
Plan
<Day 1> Session 1 Introduction Session 2 Basics of Peace and Conflict Studies Session 3 Intercultural Communication Session 4 Understanding Peace and Conflict: Lecture (videoconferencing session) Session 5 Understanding Peace and Conflict: Discussion (videoconferencing session) <Day 2>

Session 6 Conflict Resolution Strategy: Lecture (videoconferencing session)	
Session 7 Conflict Resolution Strategy: Discussion (videoconferencing session)	
Session 8 Interim Review: writing a report	
Session 9 Engaging Communities in Peacebuilding: Lecture (videoconferencing session)	
Session 10 Engaging Communities in Peacebuilding: Discussion (videoconferencing session)	
<Day 3>	
Session 11 Peace Education	
Session 12 Justice and Reconciliation: Lecture (videoconferencing)	
Session 13 Justice and Reconciliation: Discussion (videoconferencing)	
Session 14 Roundtable Discussion (videoconferencing)	
Session 15 Final Review: writing a report	
Grading	
Class participation: 70% Interim review report: 10% Final review report: 20%	
Preparation, etc.	
Students are strongly recommended to learn the outline of the conflict issues of connecting countries/areas through news, books or reliable web sources. (Connecting countries/areas: Cambodia, India, Indian Administered Kashmir, Indonesia, Pakistan, Pakistan administered Kashmir) It is also recommended to learn each university's information and background via the website before coming to the class.	
Notes	
1) Since this course puts emphasis on experiencing interaction with scholars in conflict affected Asian countries during classes, participation is indispensable. 2) Details might be subject to change.	
Textbooks	
Reference books	
Additional information on textbooks/reference books	
Code	311006
Subject	ISEPTUFS
Instructor	ウィンチェスター [WINCHESTER, Mark]
Title	Survey of Language and Society 1
Quarter	Spring
Day, Period	Thu.1
Goals of the course	
Japanese society, like all nominally designated national societies, is inherently multilingual. In fact, it is precisely because of the fundamental multilingual nature of society that claims concerning the exceptional nature of singular national languages - and attempts to interpret them as extensions of the territory in which their speakers live - become possible in the first place.	

This course aims to address the synchronic and diachronic diversity of the languages spoken in modern and contemporary Japan. Through studying their historical transition, regional diversity, as well as differences in linguistic characteristics according to gender and the workplace, this course will enable students to gain an understanding of language in Japan as a radically plural phenomenon.
Overview of the course
Course Structure At the beginning of the semester students will form study groups that will work together in class on the assigned texts throughout the course. The course will be split into two parts. In part one we will read and discuss the Japanese writer Mizumura Minae's 2008 bestseller, <i>The FALL of the Japanese Language in the Age of English</i> . From this reading we will discuss the challenges facing the Japanese language in the contemporary world, with a particular emphasis on language education. In part two of the course we will examine the following topics: loan words, hybrid languages, dialect language and the media, language and ideology, translation, Korean, the Ainu language, and gender.
Keyword
Plan
1. Introduction 2. <i>The FALL of the Japanese language in the age of English</i> Chapter 1 Reading: 水村美苗『日本語が亡びるとき:英語の世紀の中で』筑摩書房、2008年(http://amzn.to/PL6kL7) 3. <i>The FALL of the Japanese language in the age of English</i> Chapter 2 4. <i>The FALL of the Japanese language in the age of English</i> Chapter 3 5. <i>The FALL of the Japanese language in the age of English</i> Chapter 4 6. <i>The FALL of the Japanese language in the age of English</i> Chapter 5 7. <i>The FALL of the Japanese language in the age of English</i> Chapter 6 8. <i>The FALL of the Japanese language in the age of English</i> Chapter 7 9. Loan words Reading: Takako Tomoda 'The impact of loan words on modern Japanese' Japan Forum, 2007. 10. Hybrid languages and 'pidgin' Reading: 亀井秀雄「ピジン語の生まれる空間:横浜居留地の雑種語」 11. Dialect language in television dramas Reading: Debra J. Occhi 'Dialect speakers on dialect speech' 12. Language and ideology: North Koreans in Japan Reading: Sonia Ryang 'The performative and its effects' 13. The Ainu language Reading: Tamura Suzuko 'Ainu language: features and relationships,' Nakagawa Hiroshi 'Ainu language: present and future' 14. Japanese language and gender

Reading: Keiko Nakamura 'Gender and language in Japanese preschool children,' <i>Research on Language and Social Interaction</i> , 2010. 15. Final exam (multiple choice)
Grading
Assessment The breakdown of the assessment is as follows: 1. Class Participation (25%), 2. Group Worksheets (25%), 3. Final Essay (1000 words, 25%), 4. Final Test (multiple choice, 25%). Most of the readings for each lesson will be made available to students via mailing list.
Preparation, etc.
Notes
Textbooks <i>The FALL of Language in the Age of English</i> , Minae Mizumura, Columbia University Press, 2015
Reference books
Additional information on textbooks/reference books

Code	411004
Subject	ISEPTUFS
Instructor	林 龍次郎 [HAYASHI Ryujiro]
Title	Linguistics: Fundamentals of Syntax
Quarter	Spring
Day, Period	Thu.2
Goals of the course	This course offers an introduction to syntactic theory. The aim is to let students acquire the basic knowledge of generative grammar and the methods of "thinking linguistically."
Overview of the course	Basic principles of syntax (sentence structure) will be introduced and discussed. Examples will be mostly from English. Each week the class consists of a lecture, an exercise, and discussion.
Keyword	linguistic theory, generative grammar, syntax, lexicon, I-language
Plan	Introducing theoretical linguistics (1) Introducing theoretical linguistics (2) Fundamental ideas in generative grammar Constituency Lexicon Complement and adjunct X-bar theory Head movement Functional projections Wh-movement and constraints on movement NP movement (Active Learning) Raising and Control Syntax and meaning (Active Learning) C-command and Binding

Summary
Grading
Coursework(40%) and final exam(60%)
Preparation, etc.
Students are required to submit homework each week. It is recommended that they read at least one of the books introduced in class.
Notes
No prior knowledge in syntax or linguistic theory is required. Active participation in class is essential. An interest in English grammar is helpful. Students must review each lecture at home and are expected to prepare questions and discussion topics.
Textbooks
No textbook is used. Handouts are distributed in class.
Reference books
Syntactic Analysis: The Basics, 978-1444335071, Sobin, Nicholas, Wiley-Blackwell, 2011 Syntax: A Generative Introduction 3rd ed., 978-0470655313, Carnie, Andrew, Wiley-Blackwell, 2013 Grammar as Science, 978-0262513036, Richard, Larson, MIT Press, 2009
Additional information on textbooks/reference books

6. Active Learning Task 1
7. High Context and Low Context Cultures
8. Midterm Exam
9. Acculturation Theory
10. Culture Shock
11. Emics and Etics
12. Worldviews
13. Optimal Distance Model of SLA
14. Culture in the workplace
15. Active Learning Task 2
Grading
Midterm Exam 35%
Final Exam 35%
Active Learning Tasks 30%
Preparation, etc.
Notes
Details of the Active Learning Task will be announced in class.
Textbooks
Copies of the text will be provided by the teacher
Reference books
Additional information on textbooks/reference books

Code	212002
Subject	ISEPTUFS
Instructor	キャラクター [CARAKER, Richard]
Title	Introduction to Intercultural Communication and Language Education
Quarter	Spring
Day, Period	Fri.2
Goals of the course	Students will learn the fundamental characteristics of intercultural communication. Topics to be covered will be intercultural process thinking, the iceberg metaphor, high-context and low-context cultures, intercultural communication styles, acculturation theory and culture shock, stereotypes and generalizations, and worldviews.
Overview of the course	All lectures will be conducted in English, and will provide an overview of intercultural communication and well as practical experience in ethnographic research. Students will analyze cultures through lectures, weekly readings, submitting written answers to questions based on lectures and readings, and participating in small group discussions.
Keyword	Culture Shock Acculturation Worldviews
Plan	1. Course introduction 2. The Iceberg Metaphor 3. Aspects of Culture: Beliefs and Values 4. Aspects of Culture: Attitudes and Norms 5. Stereotypes and Generalizations

Code	212003
Subject	ISEPTUFS
Instructor	田村 智子 [TAMURA Tomoko]
Title	Introduction to Interpreting: Theory and Practice
Quarter	Summer
Day, Period	Intensive
Goals of the course	The purpose of this course is to gain basic knowledge and understanding of “interpreting” work as well as various interpreting strategies through actual practice.
Overview of the course	This is a highly intensive workshop of actual interpreting practice (both Japanese-to-English and English-to-Japanese). Interpreting “theory” will only start making any sense through actual “practice” and experience, so in this introductory course, the students will be doing a lot of interpreting activities on various live talks and recorded materials. Though no prior knowledge on or experience in interpreting is a prerequisite, for a very practical reason, the “minimum” required language proficiency will be set as shown in “Notes” below.
Keyword	Interpreting, Consecutive Interpreting, Simultaneous Interpreting, Whispering, Conference Interpreting, Escort Interpreting, Community Interpreting, News Interpreting
Plan	Module 1 1) Level-Check Test 2) Assignment Explanation

3) News Interpreting 1 (E-J) 4) J-E Interpreting Practice 1 (One-Way Discourse)
Module 2 1) Dialogue Interpreting Assignment 1 2) News Interpreting 2 (E-J) 3) J-E Interpreting Practice 2 (One-Way Discourse)
Module 3 1) Dialogue Interpreting Assignment 2 2) Speech Interpreting (E-J) 3) J-E Interpreting Practice 3 (Two-Way Discourse)
Module 4 1) Dialogue Interpreting Assignment 3 2) Interview Interpreting (E-J) 3) J-E Interpreting Practice 4 (Multiple-Participant Discourse)
Module 5 1) Final Interpreting Performance Examination (E-J & J-E) 2) Examination Review & Feedback
Grading
1) Attendance & In-Class Performance: 60% 2) Dialogue Interpreting Assignment: 15% 3) Final Interpreting Performance Examination: 15% 3) Term Paper: 10%
Preparation, etc.
Read the main textbook (and if possible the reference book, too).
Notes
1) Due to the very nature of this course, the required “minimum” language proficiency for registration will be set as follows: a) For non-native English speakers: TOEIC 900/TOEFL iBT 100/Eiken Grade 1 (at least one of these three) b) For non-native Japanese speakers: JLPT N1 2) This is a “5-day” intensive course in which “in-class” performance becomes a critical factor, so “perfect attendance” in all the 5 modules is an absolute, minimum condition for a “passing” grade. 3) This class will be held in Room 204 (CALL Room), so always bring a USB memory stick to download all the audio assignments as well as your own performance for review.
Textbooks
978-4-384-055696, 同時通訳が頭の中で一瞬でやっている英訳術リプロセッシング, 田村智子, 三修社, 2010
Reference books
同時通訳が頭の中で一瞬でやっている英訳術リプロセッシングドリル, 978-4-384-056532, 田村智子, 三修社, 2011
Additional information on textbooks/reference books
The main course materials will be various digital recordings (audio and video). The textbook above will be used for Dialogue Interpreting Assignments. The reference book is useful for those who wish to gain a

systematic knowledge on Japanese-to-English interpreting strategies based on “pragmatic meaning” analyses and “syntactic transformation” techniques.

Code	312104
Subject	ISEPTUFS
Instructor	ホーネス [HORNESS, Paul]
Title	Survey of Bilingualism (Spring)
Quarter	Spring
Day, Period	Fri.6
Goals of the course	The main objectives are to give students a general introduction into the various aspects of bilingualism and issues related to it. Students will... (1) become familiar with the key concepts of bilingualism (2) discuss the process of learning a second language (3) discuss the role of bilingualism in society (4) discuss individual learner differences (5) outline their beliefs about bilingualism (6) present their ideas on bilingualism
Overview of the course	This is an introductory course on bilingualism. The course introduces key concepts and research in bilingualism mainly focusing on the individual. During the course students will explore various theoretical orientations and how they relate to the study of bilingualism. Each week we will discuss specific themes and do activities related to the topic.
Keyword	
Plan	1. Introduction 2. Native speaker 3. Theories on language 4. Language development 5. Presentation 6. Review 7. Language use 8. Dual-coding 9. Code-switching 10. Presentation 11. Review 12. Environmental factors 13. Family 14. School 15. Final
Grading	Participation/summaries: Each week students will be expected to write and present a summary on the weekly theme. 30 points Presentation: Each student will present on one of the previous themes discussed in class. The purpose is to allow students to choose a topic and examine it more deeply. 30 points (2X15) Review: Students will demonstrate their knowledge on a writing test and by participating in speaking discussion.

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

Code	412031
Subject	ISEPTUFS
Instructor	鶴田 知佳子 [TSURUTA Chikako]
Title	English Through Mass Media (Spring)
Quarter	Spring
Day, Period	Mon.4
Goals of the course	This class aims to have participants acquire media literacy together with awareness for the daily news events. Every class will consist of participants presenting the news of the week of interest to them, followed by discussion on the news topic as selected by the instructor.
Overview of the course	Newspaper articles written in English will be used as the basis for discussion together with a textbook: Diversity in Japan A Reader, by Pamela Uchida and Deborah Iwabuchi, published from Kinseido.
Keyword	Current English, mass media, cross cultural understanding
Plan	Orientation Chapter 1: Not all the same! Chapter 2: The different faces of diversity Chapter 3: Not your usual college student Chapter 4: A modern day of Masuo-san Chapter 5: Myanmar refugee is one of first to enter a Japan university Active Learning: Verbalizing your thought on Chapter 5 Chapter 6: Past the pain and language barriers Chapter 7: Martial arts with a smile Chapter 8: Spinning love with fingertips Chapter 9: Life begins at 65 Chapter 10: A cheerful, optimistic, chatterbox Active Learning: Verbalizing your thought on Chapter 10

Chapter 11: Just a country boy Chapter 12: The comforts of diversity Presentation part 1 Presentation part 2
Grading
contribution to class activity 25% weekly report 25% end-of-term presentation 25% term paper 25%
Preparation, etc.
None unless otherwise directed by the teacher
Notes
All participants are required to submit a weekly report using web form. http://www.tufs.ac.jp/ts/society/tsuruta/ http://tufs-interpreter.org/class/media-gakubu/mail.php
Textbooks
978-4764738300, アメリカ人の目から見た日本の多様性, 内田パメラ, 岩渕デボラ 編著, 小川由香 編注, 金星堂, 2007,
Reference books
Additional information on textbooks/reference books
none

Code	412048
Subject	ISEPTUFS
Instructor	ロザリオ [Del ROSARIO, Paul]
Title	Business English for Interpreters/Translators (Spring)
Quarter	Spring
Day, Period	Wed.3
Goals of the course	The aim of this course is to develop students' confidence and ability when communicating in a formal or professional setting.
Overview of the course	In this course, students will exercise their English language skills through common business situations. Students will be required to engage in a variety of in-class discussions, some role-playing activities (speaking & listening), as well as out-of-class reading & writing assignments. This course spends a great deal of time for paired, small group, and whole class discussions, so participation is crucial.
Keyword	Business English
Plan	TBA
Grading	Attendance 20% Participation 15% Weekly Business Review 15% Student-led Discussion 20% Final Project 30%
Preparation, etc.	
Notes	

Textbooks
Reference books
Additional information on textbooks/reference books
No textbook for this course. All materials will be provided by instructor.

Code	412037
Subject	ISEPTUFS
Instructor	田村 智子 [TAMURA Tomoko]
Title	Translation and Interpreting Studies (Spring)
Quarter	Spring
Day, Period	Wed.5
Goals of the course	To improve one's translation skill (primarily "oral and instantaneous" translation of various types of discourse) through theoretical inquiries and actual practice
Overview of the course	This is a "hands-on" interpreting and translation workshop, with a primary focus on the improvement of "on-the-spot" instantaneous oral translation of various types of discourse (recorded and live). The students are also expected to gain theoretical understanding of what "translation" is or should be. Before registration, please check "Registration Requirements" in "Notes" below carefully.
Keyword	Translation, Translation Studies, Interpreting, Interpreting Studies
Plan	1. 1st-Day Interpreting Level-Check Test (Required for Registration) 2. J-E Interpreting & Translation (1); Dialogue Interpreting (1) 3. E-J Interpreting & Translation (2); Dialogue Interpreting (2) 4. J-E Interpreting & Translation (3); Dialogue Interpreting (3) 5. E-J Interpreting & Translation (4); Dialogue Interpreting (4) 6. J-E Interpreting & Translation (5); Dialogue Interpreting (5) 7. Active Learning: Translation Theories 8. Hasegawa: Kinds of Meaning I-(1); Dialogue Interpreting (6) 9. Hasegawa: Kinds of Meaning I-(2); Dialogue Interpreting (7) 10. Hasegawa: Kinds of Meaning II-(1); Dialogue Interpreting (8) 11. Hasegawa: Kinds of Meaning II-(2); Dialogue Interpreting (9) 12. Hasegawa: Discourse Genre (1); Dialogue Interpreting (10) 13. Hasegawa: Discourse Genre (2); Dialogue Interpreting (11) 14. Active Learning: Final Interpreting Performance

Exam Prep
15. Final Interpreting Performance Examination
Grading
1. Attendance & In-Class Performance: 41%
3. Dialogue Interpreting Assignment: 19%
4. Oral Presentation on Hasegawa: 25%
5. Final Interpreting Performance Examination: 15%
Preparation, etc.
Read Chapter 1 (Introduction: pp.1-28).
Notes
Registration Requirements: 1) All prospective enrollees are required to take the 1st-Day "Interpreting Level-Check Test." Only those who "pass" this 1st-Day "Interpreting Level-Check Test" will be permitted to register. 2) Due to the very nature of this course, the required "minimum" language proficiency for registration will be set as follows: a) For non-native English speakers: TOEIC 900/TOEFL iBT 100/Eiken Grade 1 (at least one of these three) b) For non-native Japanese speakers: JLPT N1 Please note that those who fulfill the above proficiency condition still must also "take and pass the 1st-Day Level-Check Test." 3) Since actual "in-class interpreting performance" will be a critical factor, "perfect attendance" in all the 13 in-class sessions is an absolute, minimum condition for a "passing" grade. 4) Translation and Interpreting Studies 1 (Spring Term) and Translation and Interpreting Studies 2 (FALL Term) are continuous, so it is highly recommended that the participants plan to register for both. 5) Due to the room capacity, registration may become limited, in which case, the selection will be based on the 1st-Day "Interpreting Level-Check Test" performance.
Others: 1) This class will be held in Room 204 (CALL Room), so always bring a USB memory stick to download all the audio assignments as well as your own performance for review. 2) Final Interpreting Performance Examination will be held on July 6 (during the regular class hour). No make-up examination will take place.
Textbooks
978-0415607520, The Routledge Course in Japanese Translation, Yoko Hasegawa, Routledge, 2012 978-4-384-056532, 同時通訳が頭の中で一瞬でやっている英訳術リプロセッシングドリル, 田村智子, 三修社, 2011
Reference books
同時通訳が頭の中で一瞬でやっている英訳術リプロセッシング, 978-4-384-055696, 田村智子, 三修社, 2010
Additional information on textbooks/reference books
1) Primary class materials will be various digitally-recorded talks. 2) Translation and Interpreting Studies 1 (Spring Term) will cover Chapters 1-4 of the textbook (Hasegawa).

Chapters 5-8 of Hasegawa will be covered in Translation and Interpreting Studies 2 (FALL Term).
 3) The other textbook (“Reprocessing Drill”) and the reference book (“Reprocessing”) will be used for Dialogue Interpreting Assignments.

Code	412022
Subject	ISEPTUFS
Instructor	ハウザー [HAUSER, Eric]
Title	Second Language Acquisition 1: Introduction to Second Language Acquisition
Quarter	Spring
Day, Period	Thu.6
Goals of the course	
There are two objectives. One is to gain a broad and current understanding of research and theory in the field of second language acquisition (SLA). The other is to develop ability to understand and use academic English.	
Overview of the course	
As this is an introductory course, it will cover a broad range of topics in SLA. Students will learn about these through readings and lectures and will be tested on what they have learned.	
Keyword	
second language acquisition	
Plan	
Introduction to SLA (Please read the first chapter of the textbook before class, in order to get the full benefit of this lecture.) Influence from the first (or other) language on SLA I Influence from the first (or other) language on SLA II Influence from the environment on SLA I; model answer to exam question Influence from the environment on SLA II Active learning: First take-home exam Cognition Learner language Learner language Individual differences (aptitude, motivation, affect) Individual differences (aptitude, motivation, affect) Individual differences (aptitude, motivation, affect) Active learning: Second take-home exam Social dimensions of SLA I Social dimensions of SLA II; third take-home exam due one week after final lecture	
Grading	
Grades will be based on three take-home exams. Answers to these exams will be submitted electronically. There will be a penalty for late submission. Unexcused absences will also be penalized. If you have a legitimate excuse for being absent, it is very important to inform me.	
Preparation, etc.	
Students should complete all readings before class. Powerpoint slides of each lecture will be made available electronically following the lecture.	
Notes	
The content of this course is especially important for	

students who want to enter language education or a related field.
Textbooks
9780340905593, Understanding Second Language Acquisition, Ortega, Hodder Education, 2009
Reference books
Additional information on textbooks/reference books

Code	412032
Subject	ISEPTUFS
Instructor	ジュリア クネゼヴィッチ [KNEZEVIC, Julija]
Title	Interpreting (Spring)
Quarter	Spring
Day, Period	Fri.1
Goals of the course	
At the end of the course, the learner is expected to show competence in the following areas:	
<ul style="list-style-type: none"> • Communication skills: <ul style="list-style-type: none"> • confirm understanding, and seek clarification or repetition of source message • transfer messages effectively from source to target languages • Interpersonal skill: <ul style="list-style-type: none"> • ensure behaviour and presentation are appropriate to dialogue setting and cultural conventions • Interpreting skills: <ul style="list-style-type: none"> • competent message transfer; manage problems of equivalence • reproduce factually and linguistically accurate content • Organisational skills to: <ul style="list-style-type: none"> • arrange work environment suitably • prepare and administer resources and documentation relating to assignments • Problem-solving skills: <ul style="list-style-type: none"> • address issues in delivery; manage discourse confidently • research skills to source background information relevant to assignment • Self-management skills: <ul style="list-style-type: none"> • apply code of practice and legislative requirements to work processes • interpret in a professional and impartial manner 	
Overview of the course	
This course is designed with an aim of equipping the learner with the skills and knowledge required in a general dialogue setting in community and business interpreting context. An interpreter in the dialogue	

setting is required to interpret between the two languages in both directions in a consecutive mode of interpreting or following the utterance of the speaker. In a general setting the content is broad and the complexity of the situation allows for predictability and planning. Topics covered are: education, social work, medical field, legal, business, immigration, and police within the Australian context as well as the inter-cultural topics within the Japanese context.
Keyword
Interpreting, Introduction, Interpreting Practice
Plan
Guidance Casualties of Mt. Fuji (Textbook, Unit 1) Malicious Beauty (Textbook, Unit 2) How to visit a temple (Textbook, Unit 3) How to visit a temple (Textbook, Unit 4) Active Learning 1: Reflect and write an essay of either one of the four lessons Words to the wise (Textbook, Unit 5) part 1 Words to the wise (Textbook, Unit 5) part 2 I love yu (Textbook, Unit 6) part 1 I love yu (Textbook, Unit 6) part 2 Active Learning 2: Reflect and write an essay of either one of the four lessons Pancakes must be served in the proper context (Textbook, Unit 7) part 1 Pancakes must be served in the proper context (Textbook, Unit 7) part 2 Pancakes must be served in the proper context (Textbook, Unit 7) part 3 Summary
Grading
A self-reflective essay (maximum 2000 words) due in Week 10 where you will be asked to discuss any challenges you may have encountered and the strategies that you have applied throughout your learning process. The focus is on your 'areas of development'; Weight 30% In-class 'live exam' in Week 15; Weight 40% A diary with logs on your weekly interpreting practice and 'key learnings'; Weight 30%
Preparation, etc.
事前準備として望ましいと思われるポイントは以下です。 ジャパン・タイムズなどの英字新聞のトップ・ニュースと平行して東京新聞などの日本語のトップ・ニュースを常に把握していること 社会、経済、政治、環境などの幅広いトピックスに関心を持つこと シラバスのトピックに沿った簡単な単語帳作成を試みること アナウンスされたトピックのシナリオを想定すること 単独練習またはクラスメートとのグループ練習をクラス以外に数時間をする 練習ログを取り、練習日記を書くこと ノート・テーキングを練習すること

クラスメートに対して建設的なフィードバックをすること クラスの際、積極的に発言をすること
Notes
Textbooks
978-4271113119, Exercises in English : サイトトランスレーションで意味をとらえよう, 鶴田知佳子, 横山直美 共編著, 大阪教育図書, 2006
Reference books
Additional information on textbooks/reference books

Code	412049
Subject	ISEPTUFS
Instructor	石黒 弓美子
Title	Public Speaking for Interpreters/Translators (Spring)
Quarter	Spring
Day, Period	Fri. 2
Goals of the course	We will learn the basics of public speaking and become skilled in persuasive speech in English through exercises in speech and talking to inform, or speech and talking to convince.
Overview of the course	1. Defining and practicing public speaking. 2. Defining and practicing critical thinking. 3. Peer review: We will learn the analytical methods of public speech by evaluating the speeches of classmates.
Keyword	
Plan	Orientation Screening Examination: A short speech in English or an English expressions test will be conducted to determine whether students will be granted permission to enroll in the course. A TOEFL score of more than 850 points is desirable. What is Public Speaking? General Purposes of Speeches Listening, Critical Thinking & Selecting a Topic and Purpose Analyzing the Audience Organizing the Body of the Speech Beginning and Ending the Speech Outlining the Speech Supporting Your Ideas Speaking to Inform I Speaking to Inform II Speaking to Persuade I Speaking to Persuade II Studying various aspects of the public speaking and making reports. Summary
Grading	
Grading bases on combination of such factors as the	

depth of study and presentation of each week's chapter, speech, preparedness and test scores.
Preparation, etc.
Preparedness for presentations on assigned chapters and speeches on the themes for each week.
Notes
Each student will conduct 4 or 5 speeches this term as per the contents written above. Due to the fact that this is a course on public speaking, the pace of the class will change depending upon student progress.
Textbooks
0-07-231569--5, The Art of Public Speaking, 7th International edition, Stephen E. Lucas, McGraw-Hill Higher Education, 2001
Reference books
Additional information on textbooks/reference books

Code	412029
Subject	ISEPTUFS
Instructor	リーブ [LIEB, Margret-Mary]
Title	Language, Culture, and Society (Spring)
Quarter	Spring
Day, Period	Fri.3
Goals of the course	This course seeks to raise students' awareness of the influence of culture on beliefs, behaviors, identity, and social systems. They will explore issues including peoples' perceptions of the beliefs of others, how people's worldviews are influenced by language and culture, family dynamics in different societies, and the cultural construction of identity and social hierarchy. The ultimate goal is to raise appreciation of cultural diversity through the cultivation of cultural fluency.
Overview of the course	This course is based on lectures and powerpoint presentations. Each class will consist of lectures, group discussions, and reflective exercises. Outlines will be provided and students will use these to take notes and keep summaries of lecture content.
Keyword	Language, Culture, Sociolinguistics, Cultural Anthropology
Plan	Week 1: Course Introduction Weeks 2-3: Culture and Meaning: How others perceive the world Weeks 4-5: The Impact of Language and Symbols on world views Weeks 6-7: Patterns of Family Relations Weeks 8-9: The Cultural Construction of Identity Week 10-11: The Cultural Construction of Social Hierarchy Weeks 12-13: Review and Final Test
Grading	50% In class tasks 50% Final Test

Preparation, etc.
This course will be taught entirely in English. Students taking this course 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 necessary to ensure students understand key terminology.
Notes
There is no specific textbook for this course. Lectures are prepared based on a variety of sources. Recommended readings will be announced in class.
Textbooks
Reference books
Additional information on textbooks/reference books

Code	213003
Subject	ISEPTUFS
Instructor	堀口 佐知子 [HORIGUCHI Sachiko]
Title	Introduction to Contemporary Japanese Culture
Quarter	Spring
Day, Period	Tue.5
Goals of the course	The objective of this course is to provide an introduction to Japanese society and culture from an anthropological perspective. Students are expected to relate the readings assigned in class with everyday experiences throughout the course. By the end of the course, students will be able to critically engage in English language scholarship on Japanese society and culture, and will have a nuanced understanding of Japanese society and culture. It is expected that this nuanced understanding will form a basis for critically examining various cultures in the world.
Overview of the course	We will explore various aspects of Japanese society and culture in English, through engaging with academic and non-academic works written in English on Japan.
Keyword	contemporary Japan
Plan	The following course schedule is tentative and subject to change depending on the participants of the course. Most sessions will involve discussions of the assigned readings as well as presentations. Session 1 What is this course about? (introduction) What are popular images of Japanese culture? Session 2 How do anthropologists approach cultures? How is Japan popularly represented? Session 3 How do anthropologists study cultures?: The importance of fieldwork

Session 4 Who are the Japanese?: Key concepts in Nihonjin-ron (theories of Japanese uniqueness)
Session 5 Is Nihonjin-ron true?: Critiques of Nihonjin-ron
Session 6 Is language the basis for identity?: Examining the relationship between language and culture in Japan
Session 7 What are Japanese small children expected to learn?: Examining early socialization in Japan
Session 8 Active learning: Cross-cultural comparison of early socialization (Watch a video comparing preschools in three cultures and bring viewing notes for discussion in Session 9)
Session 9 Does Japan have the best education system in the world?: Examining the strengths and weaknesses of Japanese education
Session 10 Is Japanese education cultivating ‘global citizens?’: Globalization and Japanese education
Session 11 To what extent Japanese society open to diversity?: Examining the challenges of ethnic minorities in Japan
Session 12 How is food tied to cultural identity?: Examining Japanese food cultures
Session 13 What is a ‘good death’ in Japan?: Examining the end of life in Japan
Session 14 Active learning: Contemporary issues in Japan (Summarize a non-academic article of your choice (related to the course content) and bring the summary for discussion in Session 15)
Session 15 Summing up
Grading
Active class participation (including reflections on presentations) 30%
Reading notes (checked in 10 sessions) 20%
Introductory essay 5%
Active learning assignments (1 viewing note, 1 article summary, 5% each) 10%
Group presentation (20%) & an individual paper based on the presentation (15%) 35%
Preparation, etc.
Students must prepare reading notes on assigned readings (articles/ chapters) prior to class. They will also use a significant time outside class in preparation for a group presentation on a topic of their choice, as well as writing a paper on the presentation topic after the presentation. They will also be expected to submit viewing notes of a video and prepare a summary for an article for discussion in class.
Notes
Make sure to bring a dictionary (electronic or paper) to class if your native language is not English.
Textbooks
Reference books
Additional information on textbooks/reference books
Instructions about readings will be made in class by the instructor.

Code	313006
Subject	ISEPTUFS
Instructor	マキン [MACKIN, Zane]
Title	Survey of Western Literature 1
Quarter	Spring
Day, Period	Tue.4
Goals of the course	
This course is geared towards curious, ambitious, and very dedicated students interested in the genesis and development of Western Literature. Our goals are both practical and existential. On the practical end, we will hone our close-reading and critical thinking skills. However, our main goal is to attack the Big Questions: What does it mean to be Human? What is our place in the world? What constitutes a life well spent? Can literature tell us anything about these conditions? Our classes, combining both lecture and student-led discussion, will relentlessly pursue these questions, using literature as a lens through which we will ultimately discover ourselves.	
Overview of the course	
The first semester of this year-long course will be divided into three time periods and themes: 1) ancient origin myths; 2) highlights of Greek and Roman literary culture; 3) texts from the Medieval period.	
Our view of literature will be genealogical: texts influence those that follow them, while new works pay homage to, comment on, and critique those that precede them. We will pay special attention to literature’s relationship to its origins: the civilized reflection on the primitive, the domesticated on the wild, the rational on the emotional, and the familiar on the exotic.	
The course is reading and writing-intensive (in English) and will require a substantial commitment of both time and intellectual energy. Students are expected to come to class having read the texts thoroughly, and must be prepared to criticize and question the texts under study. Note that the grading structure of this course rewards those who keep up with the readings and actively participate.	
Keyword	
Plan	
1. The Origins of Things: Epic of Gilgamesh (selections).	
2. The Origins of Things: Genesis (selections).	
3. The Greek Epic: Homer, Iliad or Odyssey: (selections).	
4. The Greek Tragedy: Euripides, Medea. READER RESPONSE	
5. The Greek Philosopher: Plato, Symposium.	
6. MIDTERM	
7. Rome and the Greek Inheritance: Vergil, Aeneid (books 2-4).	
8. Questioning the Canon: Ovid, Metamorphoses (Selections).	
9. Roman Decadence: Petronius, Satyricon (26-78).	

Trimalchio's Dinner). READER RESPONSE 2 10. New Life After the FALL: Dante, Inferno (selections). 11. Embracing the Human: Boccaccio Decameron (selections). READER RESPONSE 4 12. FINAL EXAM 13. FINAL PAPER OUTLINES 14. FINAL PAPER 15. ACTIVE LEARNING
Grading
Attendance and Participation 25% Two 1-2-page reader response paper 10% Midterm 15% Final paper (6-10 pages) 25% Final Exam 25% Active Learning Project 5%
Preparation, etc.
Reading the weekly assignments is mandatory and will count towards your final grade.
Notes
Textbooks
Reference books
Additional information on textbooks/reference books
No textbook. All readings will be photocopied.

Code	413009
Subject	ISEPTUFS
Instructor	マルケータ・ゲブハルトヴァー [GEBHARTOVA, MARKETA]
Title	Central European Emigration Literature
Quarter	Spring
Day, Period	Tue.5
Goals of the course	
	This course aims to introduce the cultural history, represented mainly by literature, of the second half of the 20th century Central European exiled authors.
Overview of the course	
	This course will introduce the cultural history, represented mainly by literature and films, written by Central European exiled authors of the second half of the 20th century.
Keyword	
Plan	
	Historical background, Central and Eastern Europe 1945-1990 Migration in the second half of the 20th century: mirroring emigration, inner exile, underground culture and "the East" in Literature Samizdat, illegal publishing in Central Europe Women writers in opposition. In the sight of the iron curtain : Czechoslovakia, Poland, East Germany, Hungary Being bilingual. In the exile of other language : Zdena Tomin, Libuše Moníková, Věra Linhartová

Being bilingual. In the exile of other language : Eva Hoffmann, Agota Christof Female characters in Czech exiled or samizdat Literature : Milan Kundera, Josef Škvorecký, Bohumil Hrabal, Jiří Gruša 70's and 80's in film, picture of Central Europe Exile as Home, Life of an Émigré, Witold Gombrowicz, Milan Kundera Memoirs, confessional novels, letters : a Journey through the "Socialist Era" The 1990s. Homecoming. New Exiles. Women's Writing as a Prominent Voice in the Post-communist Countries : Literature after 1989 After. Southern conflict. War in Yugoslavia. Slavenka Drakulič, Dubravka Ugrešić
Grading
Students are expected to participate actively, i.e. prepare for lectures, read literary texts concerned. At the end of the course students will write an essay (min. 3 pages) on selected topic (confirmed by the teacher).
Preparation, etc.
Reading materials
Notes
Textbooks
Reference books
Additional information on textbooks/reference books

Code	413101
Subject	ISEPTUFS
Instructor	ドゥヴィヴェーデー [DWIVEDI, Ram Prakash]
Title	Indian Culture 1
Quarter	Spring
Day, Period	Wed.3
Goals of the course	
	This course is designed to enable students to get an idea about mass media and its role, responsibilities and importance in emerging economies and developing societies like India in the age of globalization. Mass Media is an effective tool of globalization and responsible for creation of 'global village'. Indian mass media, which comprises print, radio, television, film and cyber media has brought a big cultural, social and economic changes in the nation, is one of the biggest media-system of the world. This course will enrich students' knowledge about mass media and it's functioning in context of socio-cultural and economic reforms in India.
Overview of the course	
	This course is focused on Indian mass media including Print Media, Radio, Television, Film and Cyber Media. This course is a study of mass media with historical, sociological and cultural approach.
Understanding Media	
Keyword	

Media Studies, Globalization, Indian Media, Communication Studies
Plan
Communication, Mass Communication & Mass Media Communications-Human & Animal Ancient, Medieval & Modern Communications What is Mass Communication? Communications and its Media Mass Media-Development, Technology and Forms Mass Media & Globalization Globalization: Old & New One Globalization: A Complex Concept Globalization: Political, Economic / Capitalistic, Cultural Global Community Role & Importance of Mass Media in Globalization Mass Media of India: An Introduction Media in India-Development, forms and Social Change Emergence of Mass Media: Modernization of Indian society Mass Media in a Developing Society Impact of Mass Media in a Developing Society Mass Media: Fourth Pillar of democracy Mass Media: Many Forms, Many Responsibilities Mass Media: Types PRINT Newspapers, Magazines, Books etc. ELECTRONIC Radio Television Film Internet Role of Mass Media Information & News Entertainment Education Awareness & Empowerment Agenda Setting Globalization & India Is India Globalized? Globalization in India-A Mass Media View Point (TRP) Global Economy and Indian Mass Media Advertisements: Lifeline of Mass Media Mass Media as a Market Creator Print Media & Modernization Arrival of Printing Press in India Freedom Struggle & Role of Print Media Print Media and Social Change Post Independence Print Media Print Media in 21st Century Mass Media of India: Print Indian Languages & Print Media Print Media: Hindi, Bangla, Marathi Print Media: Renaissance of North India Print Media: Contemporary Scenario Radio in India: Medium of Masses Radio: A Unique Mass Medium Radio in India Importance of Radio in a Low-Literate Society Radio: Educating & Empowering the Common People

Radio: Present Scenario, FM, Internet etc. Television of India: Medium of Middle Class Television: Development of the Medium & Rise of Middle Class Doordarshan: Indian Public Broadcaster Satellite TV: Globalization of a Nation TV: Programs, Production and Cultural Change Television in India: A Contemporary Scenario CASE STUDIES Films of India Cyber Media: The New Media Discussing the Major Dialects Mass Media: Public Relation & Advertisements Indian Mass Media in Global Context Mass Media of India: An Evaluation Criticisms of Indian Mass Media Freedom of Speech Code of Conduct Challenges Road Ahead
Grading
Class Assignments 30% Mid Term Essays/ Project Work 30% Final Examination 40%
Preparation, etc.
Term Paper/Project Students will be asked submit a term paper or project work (2500-3500 words approx.) on a topic of their choice, duly approved by the instructor.
Notes
Students who wish to join this course are supposed to participate in debates and discussions in the class. Students who pursue this course will get a good knowledge about Indian mass media, society and culture. Students will be encouraged to watch movies. TV shows and read online materials to prepare their presentations/project. Social media will also be used to facilitate the students learning and help them to develop their communication skills.
Textbooks
9788132113560, The Indian Media Business, Vanita Kohli-khandekar, SAGE, India, 2013 9788132104018, Indian Media in a Globalised World, Maya Rangnathan, Usha M Rodrigues, SAGE, India, 2012
Reference books
Globalization on the Ground, 9788178298269, Steve D. Derne, SAGE, India, 2008
Additional information on textbooks/reference books
Printed study material will be provided in the classes

Code	413102
Subject	ISEPTUFS
Instructor	オミタバ チョックロボルテイ [Amitava Chakraborty]
Title	Bengali Literature
Quarter	Spring
Day, Period	Thu.5
Goals of the course	

Students are expected to appreciate the tradition of Bengali Literature in general and have an insight in some specific trends in Bengali Literature.
Overview of the course
This course offers general introduction to the tradition of Bengali Literature, one of the major literature of Asia. Further, in-depth introduction to a few contemporary trends, Feminist, Postmodernist and LGBT writings, will be offered.
Keyword
Bengali literature, Feminism, Postmodernism, LGBT
Plan
1st Class: Time-line of Bengali Language and Literature. Student input on their interests, preferences and past exposure. Modification of teaching plan and finalization of thrust areas through group discussion based on inputs.
2nd Class: Literary Forms in Bengali.
3rd Class: Themes in Bengali Literature.
4th Class: Social Movements and Bengali Literature.
5th Class: Group Discussion on areas discussed so far
6th Class: Major figures of Bengali Literature.
7th Class: Major Literary Movements in Bengali Literature.
8th Class: Major Works of Bengali Literature.
9th Class: Major Social Event and Bengali Literature.
10th Class: Group Discussion on the topics discussed so far in comparison to Japanese Literature.
11th Class: Writings of Rabindranath Tagore.
12th Class: Postmodernist Bengali Writings.
13th Class: LGBT Writings in Bengali.
14th Class: Feminist Bengali Writings.
15th Class: Group Discussion on the topics discussed so far in comparison to Japanese Literature.
Grading
Based on Group Discussions and level of participation.
Preparation, etc.
Notes
Students will be provided with excerpts from critical and literary texts one week ahead of each class, selected on the basis of inputs collected in the first class on participating students' interests, preferences and past learning. The input will also be used for deciding on the thrust of each class.
Textbooks
Reference books
Additional information on textbooks/reference books

Code	413044
Subject	ISEPTUFS
Instructor	石川 千曉 [ISHIKAWA Chiaki]
Title	African American Literature
Quarter	Spring
Day, Period	Fri.3
Goals of the course	

By taking this course, the students will familiarize themselves with literary texts written in English, which will enhance their ability to express their opinions and questions in English as well as deepen their understanding of racial, gender, class issues in the United States.
Overview of the course
In this course, we will read short stories written by African American women writers since the Black Arts Movement, such as Toni Cade Bambara, Maya Angelou, Alice Walker, and Toni Morrison.
Every participant will be assigned to the discussion leader role at least once a semester. We will discuss this on our first meeting. Starting Week 3, the class will be conducted based on discussion leaders' presentation. The rest of the class will respond to their presentation, adding comments as well as asking questions. To further facilitate class discussion, the participants will be allowed to speak in Japanese for the last 30 mins.
Your presentation handout should contain:
1) a summary of assigned chapters (approx. 200 words)
2) cultural background information if necessary (e.g. proper nouns etc.)
3) at least one quote of an interesting passage (followed by an explanation of why you found them interesting - approx. 200 words) from each discussion leader
4) at least one critical question (e.g. discussion topic) presented by each discussion leader
Non-discussion leaders will also be asked to turn in their 100-word comment each week.
Keyword
Plan
1 Introduction (1)
2 Introduction (2)
3 Toni Cade Bambara (1)
4 Bambara (2)
5 Bambara (3)
6 Maya Angelou (1)
7 Angelou (2)
8 Angelou (3)
9 Alice Walker (1)
10 Walker (2)
11 Walker (3)
12 Toni Morrison (1)
13 Morrison (2)
14 Morrison (3)
15 Final Project
Grading
Class participation (including attendance and presentation) 60% + final paper 40%
Preparation, etc.
Notes
Textbooks

No textbook purchase required
Reference books
Additional information on textbooks/reference books

Code	413001
Subject	ISEPTUFS
Instructor	コンウェイ [CONWAY, Neil]
Title	English Literature 1
Quarter	Spring
Day, Period	Fri.5

Goals of the course
The course is aimed at students who have little experience with literature in English. Students who have some knowledge of the subject are welcome, as are students who find the idea of short stories and poetry a little intimidating. The course aims are to introduce students to a variety of writers and texts, and to explore some of the techniques and tools used by writers. We will look at English literature from around the early- to mid-19th century onward (although the course is not a history or a chronological survey), and explore some of the cultural and social influences on the literature we read: what it inherited and carried over from previous generations, the kind of pressures it was under to change, and what directions writers took as the years passed. The overall goal of the course is to encourage and inspire students to embark on reading English literature for its own sake.

Overview of the course
Each week, the class will examine at least one central text, either a short story or a poem. After the lecture, discussion tasks will ask students to develop their own understanding with the assistance of their peers. The central text will form the central themes of the lecture, and will influence the choice of supporting texts chosen for the day. These secondary texts will be shorter and students will be asked to consider their relationship to the main text of the class, and to the rest of the course readings.

Assignments will consist of short research tasks on writers or themes selected by the teacher. A final assignment will ask students to reflect on their reading and thinking throughout the course.

Keyword
English Literature

Plan
Introduction to the course;
First Thoughts about “Literature”
A Welcome Poem: Spring Day by Amy Lowell
Reading Text: The Necklace by Guy de Maupassant I
Reading Text: The Necklace by Guy de Maupassant II
Reading Text: A String of Beads by W. Somerset Maugham I
Reading Text: A String of Beads by W. Somerset Maugham II
Reading Text: An Occurance at Owl Creek Bridge by

Ambrose Bearce
Presentations
Reading Text: Desiree’s Baby by Kate Chopin
Reading Text: A Pair of Silk Stockings by Kate Chopin
Reading Text: Kate Chopin (tbc)
Reading Text: The Snows of Kilimanjaro by Ernest Hemmingway I
Reading Text: The Snows of Kilimanjaro by Ernest Hemmingway II
Final Written Assessment
(Information on this will be provided by the teacher during the course)

Grading
In class performance (short discussion tasks) - 15%
Assignments (Including Presentation) - 40%
Final Assignment - 45%

Preparation, etc.
In preparation for the first lecture, please read:
Spring Day by Amy Lowell, available at:
<http://www.poetryfoundation.org/poem/239802>

Frogs by Norman MacCaig, available at:
<http://wonderingminstrels.blogspot.jp/2001/08/frogs-norman-maccaig.html>

Think about these texts - take time.

Notes

Textbooks

Reference books

Additional information on textbooks/reference books
Readings will either be distributed by the teacher, or they will be assigned as home reading and students will use library or internet facilities to locate and read them.

Code	221005
Subject	ISEPTUFS
Instructor	佐藤 空 [SATO Sora]
Title	Introduction to European Ideas in Historical Context
Quarter	Spring
Day, Period	Thu.5

Goals of the course
The course aims to introduce students to modern intellectual history in Europe and America(chiefly from the 18th century to the late 20th century). 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 intellectual history, with particular focus on the period between the 18th century and the late 20th century. The classes will be all conducted in English. Students are expected to attend every class and participate in class activities. During the course, they will be asked to write two essays (mid-term

and final) and to give some presentations about course themes in English.
Keyword
European History; Intellectual History; Liberalism; Socialism
Plan
Introduction American Revolution French Revolution Adam Smith Society and Ideas in 19th-century Europe Poverty and Welfare in the 19th century The Rise of Socialism and Communism Active Learning (1): Choose one of the topics learned in class and write a 300 word essay in English Society and Ideas in 20th century Europe Idea and History of European Union What is New Liberalism? The Varieties of Liberalism in Modern Age How to write and make a presentation in English? Active Learning (2): Preparation for Presentation Exam Presentation Exam
Grading
Essays (Mid Term 10%; Final 30%) Presentations (50%)
Preparation, etc.
Read pre-circulated material and prepare for class activities and discussion.
Notes
Although any preliminary knowledge about intellectual history is not needed to attend this course, general knowledge about world history, philosophy, politics and economy will help you join the course.
Textbooks
Reference books
A History of Modern Europe: From the renaissance to the Present (Third Edition), 9780571259540, John Merriman, W.W. Norton & Company, 2009 Adam Smith: An Enlightened Life, 0300177674, Nicholas Phillipson, Penguin, 2010 Hayek on Liberty, 9780415173155, John Gray, Routledge, 1998 Principles of Economics 7th ed., 9781285165875, N. Gregory Mankiw, Cengage Learning, 2014
Additional information on textbooks/reference books

Code	421001
Subject	ISEPTUFS
Instructor	中込 さやか [NAKAGOMI Sayaka]
Title	History of Education in Victorian and Edwardian England 1
Quarter	Spring
Day, Period	Mon.2
Goals of the course	
This course aims to give a brief introduction to the history of education in Victorian& Edwardian England from the early 1830s to the 1910s. The present English	

educational system differs greatly from that of Japan. Some key characters of English education were set in the Victorian& Edwardian times, the periods covered in the Courses. The lectures help students grasp the difference between Japanese and English education and also historical origins of English education.
It is desirable that students take both Spring& Autumn Courses since they are planned as continuous lectures and information on most of the historical backgrounds are to be delivered during the Spring Term.
Overview of the course
During the Spring Term lectures are given to explain general historical backgrounds and the state of education until the mid-Victorian period. First, a series of lectures on historical backgrounds of education in Victorian& Edwardian England are delivered covering areas such as politics, economy, religion, class, family and gender. Then detailed lectures are given on working class education, upper& middle class boys' education, upper& middle class girls' education, University education and mid-Victorian educational reforms.
Keyword
English history, history of education, social history.
Plan
Contents and order of lectures may be replaced. Students are required to submit two Active Learning assignments (additional reading from a book).
1. Introduction. 2. Historical backgrounds: politics& economy. 3. Historical backgrounds: imperialism. 4. Historical backgrounds: religion. 5. Historical backgrounds: culture. 6. Historical backgrounds: class. 7. Historical backgrounds: family& gender. 8. Summary& Conclusion. 9. Working class education before the 1870s. 10. Upper and middle class boys' education before the 1860s. 11. Upper and middle class girls' education before the 1860s. 12. University education. 13. Mid-Victorian educational reforms. 14. Summary& conclusion. 15. Final examination.
Grading
Classroom participation 30%. Short examinations and assignments 40%. Final examination 30%.
Preparation, etc.
It is desirable that students read related books or journal articles before attending the classes. Detailed lists of references will be given in each class.
Notes
The maximum number of students accepted will be around 40. The method of student selection will be made by a lottery. Students must attend the first class to become eligible for the selection.
Textbooks

Reference books
Additional information on textbooks/reference books
No set textbook will be used in this course. Detailed lists of references will be given in each class.

Code	421010
Subject	ISEPTUFS
Instructor	ルシオ・デ・ソウザ [ROCHA DE SOUSA LUCIO MANUEL]
Title	Portuguese Cultural Heritage and Luso-Brazilian-Japanese Relations 1
Quarter	Spring
Day, Period	Wed.2

Goals of the course
Students will acquire an ability to understand the nature of Portuguese social process in a contemporary as well as historical perspective. They will be able to describe, and analyse in sociological categories, social and cultural phenomena and processes of formation of identity, seen as a cultural construction.

Overview of the course
This course covers a broad range of issues related to European civilization and deals with the process of construction of European and Portuguese social and cultural collective identities, seen as a historical development and as a present transformation. This course also aim to analyze Portugal within a wider international and global perspective and to develop a deep understanding of the inter-relation between the economics, history, politics, language and culture.

Keyword
European Studies; Portugal; identity; society

Plan
1- Constructing identities in Europe
2- Iberia Pensinsula Culture I
3- Iberia Pensinsula Culture II
4- Iberia Pensinsula Languages I
5- Independence and affirmation of Portugal
6- Portuguese explorations in Africa
7- Portuguese explorations in America
8- Portuguese explorations in Asia
9- Multiculturalism
10- Portuguese Multiculturalism
11- Portuguese Cultural Diversity - minorities
- The Iberian Jews I
12- Portuguese Cultural Diversity - minorities
- African-Portuguese history I
13- Portuguese Cultural Diversity - minorities
- Asian-Portuguese history I
14- Reports
- Presentation and Discussion I
15- Reports
- Presentation and Discussion II
Final Report Discussion

Grading
Final Report
Preparation, etc.

- Recall factual claims about the past and synthesize them into coherent interpretive arguments.
- Read reference books closely and critically.
- Formulate a well-organized and well-supported argument.

Notes
There will be literature suggested for each class, which all the students will be required to read.

Textbooks

Reference books

Additional information on textbooks/reference books
The course instructor will bring the reading materials.

Code	421175
Subject	ISEPTUFS
Instructor	宮本 隆史 [MIYAMOTO Takashi]
Title	Public History and Historical Methodology
Quarter	Spring
Day, Period	Thu.4

Goals of the course
History relies on various mediating tools, including printed texts, speeches, images, and the internet. These public representations of the past are not unbiased. In this course, we will explore how to deal with the biased media in the study of history.

The objectives of this course are to provide students with an introduction to (1) methodologies of historical studies, (2) perspectives of public history, and (3) skills in writing history. The primary objective is not only to provide students historical information but also to equip them with skills to discover and analyze such information. Students are expected to adapt these skills to their own areas of interest.

Overview of the course
The course will focus on three major themes: theoretical and methodological questions in the study of history, perspectives of public history, and possibilities of history in digital age.

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

In every session, one or two students will make a short presentation (about 10-15 minutes) based on the assigned readings. Presentation should summarise the discussion of the writer and the presenter's opinion of the article.

Each student is to choose a topic and analyse related primary sources, and write a term-end essay (between 1,500 words and 3,000 words) based on the research. Students will develop methodological skills through

dealing with the actual primary historical sources. This course will introduce students with knowledge on usage of digital information and devices for historical study as well. No prior knowledge of coding and programming is required.
Keyword
History, Public History, Historiography, Methodology of History, Digital Humanities, Digital History
Plan
1. Introduction of the course: Along with an overview of the course, basic skills in information gathering and other useful tools will be introduced. The lecturer will show how to start a history project. Active Learning 1, Choosing a Topic: Each student is to choose a topic and write a study plan.
2. Methodology of History 1: “Historical Facts” and the Use of History Discussion on the meaning of “fact” in writing history. In this session, we will also explore the incentives given to the writers of history.
3. Methodology of History 2: “Communal Memory” Discussion on the idea of “collective memory”, relationship between community and history, and the concepts of the public and the personal in history.
4. Methodology of History 3: Collections and Chronologies Discussion on representations of the past.
5. Storage of Historical Information 1: Archives Introduction to archives as a storage of historical information.
6. Storage of Historical Information 2: Museum Introduction to museum as a storage of historical information. Active Learning 2, Draft Essay: Each student will submit the first draft of her/his term-end essay. They will also learn to review and edit each other’s draft.
7. Public History 1: History and Legal Environment Discussion on the way legal environment affect writing of history.
8. Public History 2: History and Norms Discussion on the way norms regulate representations of history.
9. Public History 3: History and Market Discussion on the concept of market and evolution of historical information.
10. Public History 4: History and Architecture Discussion on material and technological constraints surrounding history.
11. The Anatomy of Collective Knowledge 1: Wikipedia Revisionism 1 Examination of articles on wikipedia.org as a case study of collective history writing.
12. The Anatomy of Collective Knowledge 2: Wikipedia Revisionism 2 Examination of articles on wikipedia.org as a case study of collective history writing (continuation).
13. Conclusion
Grading
Class participation 30%
Class Presentation 30%

Term-end Essay 40%
Preparation, etc.
All the students are required to read materials before coming to class. Required reading list will be given in the first session. Other recommended readings are shown below.
Notes
Students will be encouraged to take part in discussions in the class. Each student is to present a paper and write an essay (between 1,500 words and 3,000 words). Evaluation will be based on class participation, presentation and term-end essay. The lecturer will assist them to write papers for presentation, and to prepare term-end essays in the class room and through internet.
Textbooks
Reference books
What is History?, Carr, E.H., Macmillan, 1961 Wikipedia and the Politics of Openness, Tkacz, Nathaniel, The University of Chicago Press, 2015, A Social History of Knowledge I & II, , Burke, Peter, Polity, 2000, 2012 Code: And Other Laws of Cyberspace, Version 2.0, , Lessig, Lawrence, Basic Books, 2006, Available at http://codev2.cc/
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	421009
Subject	ISEPTUFS
Instructor	ヴィラ・ヴィニャス・ラケル [Raquel Vila Vinas]
Title	Catalan Culture and Society
Quarter	Spring
Day, Period	Fri.2
Goals of the course	Let the students get to know the history, culture and society of Catalunya.
Overview of the course	Funded by the Institut Ramon Llull Students will have to do a presentation on a topic related to Catalunya. The teacher will broaden the topic with more information.
Keyword	Catalunya, catalan, Catalonia, Spain, Europe, minority, history, culture, society, social studies, art, cinema
Plan	Introduction Ancient history

History (II): The Middle Ages
History (III): Contemporary history
Gastronomy (I): Catalan cuisine
Gastronomy (II): Wine and cava
Popular culture (I): Sardana and catalan music
Popular culture (II): Castells (human towers)
Popular festivities
Art (I): Catalan painters (Dalí, Miró,...)
Art (II): Gaudí and architecture
Catalan language and literature
Catalan cinema
Sport in Catalunya
Society, economy and politics in Catalunya today
Final class - What is Catalunya?
Grading
Participation 60%
Individual or group presentation 30%
Homework / test 10%
Preparation, etc.
There are no special requirements for this course.
Notes
Content may change without prior notice.
Textbooks
Reference books
Additional information on textbooks/reference books

Code	222002
Subject	ISEPTUFS
Instructor	ジョン ポーター [PORTER, John]
Title	Introduction to the Social History of Japanese Imperialism
Quarter	Spring
Day, Period	Mon.3
Goals of the course	
Course Objectives	
①	This course seeks to provide students with a basic understanding of Japanese foreign relations from the Meiji Restoration to the Second World War. It examines how Japan's "opening" and subsequent emergence as an imperial power affected both the lives of Japanese citizens and the colonized populations subjected to Japanese colonial rule. In particular, it focuses on the manner in which Japanese imperial expansion influenced life in both the nation's great cities and colonial urban centers.
②	Second, it aims to provide students with the analytical tools required to read and interpret scholarly texts, and to conduct independent historical research. Accordingly, the course will utilize not only monographs and journal articles, but also various primary sources. Interaction with original sources will enable students to engage directly with the rich body of empirical evidence utilized by Japanese historians, while also allowing them to form their own interpretations about life in modern Japan and its

overseas colonies.

③ In order to provide students with a comparative perspective, this course will attempt to bring in relevant examples from Europe, the United States, and East and Southeast Asia. This will help students to grasp both the distinctive ways in which Japanese nationals and those subjected to Japanese colonial rule experienced the era of modern imperialism, while at the same time illuminating continuities with other colonial and colonized societies around the world.

Overview of the course
Course Description
This course examines Japan's relations with the outside world following its "opening" and integration into the Western-dominated global imperialist order. It traces post-Restoration Japan's rapid transformation from a semi-colonized nation to an imperial power presiding over a vast empire. Focusing particular attention on the history of the nation's international ports, students will learn how increased interaction with the outside world affected domestic society and the lives of the Japanese citizenry. On the one hand, Japan's opening enabled the importation of a vast array of technologies, ideas, and commodities, which ultimately helped to raise the living standards and prolong the lives of many citizens. At the same time, however, it supported the unprecedented transmission into the Japanese archipelago of a range of devastating acute infectious diseases, such as cholera, typhoid and bubonic plague, and precipitated a period of rapid urbanization and industrialization, which resulted in severe environmental degradation and widespread social dislocation. In an effort to transcend conventional narratives of Japanese modernization, which describe the process as a largely successful bureaucratic-led project of national civilization and enlightenment, the course will focus special attention on the lived experience of the urban citizenry. Students will learn how the country's opening and the dramatic expansion and industrialization of its cities transformed the social structure and the built environment of urban communities. At the same time, attention will be paid to the experiences of intrepid Japanese students, traders, and diplomats who set off from Japan's international ports in search of ideas and innovations, which they believed would help to enrich and strengthen the nation. Lastly, it will examine the experience of emigrants who moved to Japanese colonial possessions in Asia and the South Pacific, and those who relocated to areas outside of Japanese control in North, South, and Central America. A focus on these sorts of actors will help to reveal the diverse ways in which the Japanese population experienced the colonial era and interacted with the populations that fell under Japanese colonial rule.
Keyword
Meiji Restoration, Modernization, Imperialism, Migration, Urban History
Plan

<p>Course Schedule</p> <p>Week 1: Introductions: Instructor, students, and the course syllabus</p> <p>Week 2: Foreign relations, trade, and cultural exchange in early modern Japan</p> <p>Ronald Toby, <i>State and Diplomacy in Early Modern Japan: Asia in the Development of the Tokugawa Bakufu</i>, Bodart-Bailey, ed. <i>Kaempfer's Japan: Tokugawa Culture Observed</i></p> <p>Week 3: The arrival of the West and Japan's unequal treaties</p> <p>Notehelfer, <i>Japan through American Eyes: the Journal of Francis Hall, 1859-1866</i></p> <p>Ann Jannetta, <i>The Vaccinators: Smallpox, Medical Knowledge, and the 'Opening of Japan'</i> (Chapters 4-5)</p> <p>Week 4: Urban society in treaty port Yokohama and Kobe</p> <p>Dower, <i>Yokohama Boomtown: Foreigners in Treaty Port Japan</i></p> <p>C.T. Assendelft, <i>A Pioneer in Yokohama: A Dutchman's Adventures in the New Treaty Port</i></p> <p>Peter Ennals, <i>Opening a Window to the West: The Foreign Concession at Kobe, Japan, 1868-1899</i></p> <p>Week 5: Poverty, prostitution, and infectious disease in Meiji Japan's treaty ports</p> <p>James L. Huffman, <i>A Yankee in Meiji Japan: The Crusading Journalist Edward H. House</i></p> <p>Week 6: Diplomacy and foreign relations in late nineteenth-century Japan</p> <p>W.G. Beasley, <i>Japanese Imperialism, 1894~1945</i> (Chapters 1~5)</p> <p>Week 7: Japanese cities and the Russo-Japanese War</p> <p>W.G. Beasley, <i>Japanese Imperialism, 1894~1945</i> (Chapter 6)</p> <p>Week 8: Japanese students, entrepreneurs, and diplomats abroad</p> <p>W.G. Beasley, <i>Japan Encounters the Barbarian: Japanese Travelers in America and Europe</i></p> <p>Week 9: Japanese imperialism and colonial governance in late nineteenth- and early twentieth-century Taiwan and Korea</p> <p>W.G. Beasley, <i>Japanese Imperialism, 1894~1945</i> (Chapters 7~9)</p> <p>Week 10: Migration, destitution, and discrimination: Korean laborers in interwar Japan</p> <p>Ken Kawashima, <i>The Proletarian Gamble?</i></p> <p>Week 11: Japanese cities during and after World War I</p> <p>Wilson P. Minton, <i>A Tour of Japan in 1920: An American Missionary's Diary with 129 Photographs</i> (1992)</p> <p>Week 12: Japanese colonial rule in urban Korea</p> <p>Todd Henry, <i>Assimilating Seoul: Japanese Rule and the Politics of Public Space in Colonial Korea, 1910-1945</i></p> <p>Yunjae Park, "Anti-Cholera Measures by the Japanese colonial Government and the Reaction of Koreans in the Early 1920s", <i>The Review of Korean Studies</i> (2005)</p> <p>Week 13: Emigration from the metropole to the colonies and beyond</p>
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<p>Jun Uchida, <i>Brokers of Empire: Japanese Settler Colonialism in Korea, 1875~1945</i> (Part I)</p> <p>Week 14: Empire building and wartime culture in colonial Manchuria</p> <p>Louise Young, <i>Japan's Total Empire: Manchuria and the Culture of Wartime Imperialism</i> (Chapters 1~2, Chapter 6~8)</p> <p>Week 15: The collapse of the Japanese colonial empire and its consequences</p> <p>Louise Young, <i>Japan's Total Empire: Manchuria and the Culture of Wartime Imperialism</i> (Chapter 9)</p>
<p>Grading</p> <p>This course will blend lectures, discussions, and group activities. Students are expected to complete the required reading before class each week. Regular attendance and meaningful participation in both discussions and group activities are required, and will impact your final grade, particularly for those with borderline grades. Grades will be calculated in the following manner.</p> <p>10% In-class participation and activities</p> <p>10% Reading and map quizzes</p> <p>80% Final exam</p>
<p>Preparation, etc.</p>
<p>Notes</p> <p>Please refrain from engaging in behavior that disrupts the class, such as talking loudly, eating noisily, texting on your phone, or checking your Facebook account during lectures and discussions. In addition, students are expected to uphold the highest level of academic integrity. Cheating on exams and plagiarism are strictly prohibited. Students should expend the effort necessary to learn the material and produce their own work. Individuals caught cheating or plagiarizing will be punished in accordance with university guidelines.</p>
<p>Textbooks</p>
<p>Reference books</p>
<p>Additional information on textbooks/reference books</p> <p>Each week students will receive readings from one or more of the following texts.</p> <p>C.T. Assendelft, <i>A Pioneer in Yokohama: A Dutchman's Adventures in the New Treaty Port</i> (2012)</p> <p>W.G. Beasley, <i>Japan Encounters the Barbarian: Japanese Travelers in America and Europe</i> (1995)</p> <p>W.G. Beasley, <i>Japanese Imperialism, 1894~1945</i> (1987)</p> <p>Beatrice Bodart-Bailey, ed. <i>Kaempfer's Japan: Tokugawa Culture Observed</i> (1999)</p> <p>John Dower, <i>Yokohama Boomtown: Foreigners in Treaty Port Japan</i> (2008)</p> <p>Peter Ennals, <i>Opening a Window to the West: The Foreign Concession at Kobe, Japan, 1868-1899</i> (2014)</p> <p>Todd Henry, <i>Assimilating Seoul: Japanese Rule and the Politics of Public Space in Colonial Korea, 1910-1945</i> (2014)</p> <p>James L. Huffman, <i>A Yankee in Meiji Japan: The Crusading Journalist Edward H. House</i> (2003)</p>

<p>Ann Jannetta, <i>The Vaccinators: Smallpox, Medical Knowledge, and the 'Opening of Japan'</i> (2007)</p> <p>Ken C. Kawashima, <i>The Proletarian Gamble?</i> (2009)</p> <p>Wilson P. Minton, <i>A Tour of Japan in 1920: An American Missionary's Diary with 129 Photographs</i> (1992)</p> <p>Fred G. Notehelfer, <i>Japan through American Eyes: the Journal of Francis Hall, 1859-1866</i> (2001)</p> <p>Yunjae Park, "Anti-Cholera Measures by the Japanese colonial Government and the Reaction of Koreans in the Early 1920s," <i>The Review of Korean Studies</i> (2005)</p> <p>Ronald Toby, <i>State and Diplomacy in Early Modern Japan: Asia in the Development of the Tokugawa Bakufu</i> (1984)</p> <p>Jun Uchida, <i>Brokers of Empire: Japanese Settler Colonialism in Korea, 1875-1945</i> (2014)</p> <p>Louise Young, <i>Japan's Total Empire: Manchuria and the Culture of Wartime Imperialism</i> (1999)</p> <p>In addition, each week, students will also be required to complete short readings from various late nineteenth- and early twentieth-century newspapers and magazines, such as <i>The Hiogo and Osaka Herald</i>, <i>The Japan Herald</i>, <i>The Kobe Chronicle</i>, and <i>The Japan Express</i>. These readings will help to further illustrate and reinforce the themes dealt with during lectures and class discussions.</p>

Code	422041
Subject	ISEPTUFS
Instructor	青山 薫 [AOYAMA Kaoru]
Title	Gender and Globalisation
Quarter	Summer
Day, Period	Intensive
Goals of the course	
<p>The concept of gender and the surrounding theory explicates differences between the sexes as a product of social power relationships, and can be applied to building a society in which diverse lives can pursue diverse happiness in their own ways. Based on these ideas, this course aims to overturn your 'common sense' about human experiences, relationships and daily-life practices. This is also an opportunity to train yourself to analyse issues with a gender perspective, from micro to macro, and local to global, including the widening gap between the rich and the poor in Japan, and its linkage to the global wealth gap. Whether and how you achieved the aim will have been evaluated by a 'gender/sexuality/class/culture sensitivity scale' through your participation to the class and a final essay.</p>	
Overview of the course	
<p>While introducing basic social theories, concepts of gender and sexuality, feminism, queer theory and its history, this course connects our daily-life relationships to broader issues such as global social problems, human rights and questions of humanity.</p> <p>English is the medium 'critically' used as a language with power to colonise; I will explain what this means in the first class.</p>	

Keyword	gender, sexuality, globalisation, dichotomy, discrimination, social exclusion
Plan	<p>Plan: Apart from lectures, this course may use audio-visual material and/or group discussion if time and the class size permit. The theme of each week below may change/be swapped.</p> <ol style="list-style-type: none"> 1. Introduction about the lecturer, course outline and method of evaluation 2. Gender discrimination and gender roles 3. 'As Nature Made Him' 4. Is gender difference natural? 5. The sinful dualism of sexes 6. A quick look at 'Hush!' 7. Queer theory and identity politics 8. Other types of discrimination than sexism: leaning from post-colonialism 9. Nationalism and gender 10. Globalisation of economy and feminisation of poverty 11. Transnational migration: out of poverty or lifestyle choice? 12. Emotional, care and sexual labour 13. Trafficking in persons and migrant work 14. Global sex trade as sexwork 15. Conclusion
Grading	Participation: 40% and a final essay: 60%
<p>All evaluation material such as a term-end essay, your feedback to the class, questions and answers, discussion, etc. must be written/expressed in English. The term-end essay must be submitted AFTER proofread by an English native speaker. Bear in mind that your English ability, as much as the content of what you write/say, will be reflected in evaluation in this course although non-native English is of course welcome.</p>	
Preparation, etc.	
<p>Reading one or more of the reference books below is a good idea. Assignment may sometimes be required during the course.</p>	
Notes	
<p>Do not worry too much if you are not confident with English. Broken and/or different sorts of English are welcome; fluent speakers shall also learn to be democratically patient.</p> <p>HOWEVER, YOU NEED TO SPEAK THROUGHOUT THE COURSE AND WRITE THE TERM-END ESSAY IN ENGLISH; if you NEED an A or A+ in order to gain a grant, for instance, you must be equipped with enough spoken and written English to express yourself for a higher mark.</p> <p>Both you and I shall make efforts for all to contribute to the class anyway!</p>	
Textbooks	

There is no fixed textbook for this course. Power Point handouts and other references are delivered in classes.
Reference books
Introducing Gender & Women's Studies: Third Edition, 97802305430, Diane Richardson ed., Palgrave/Macmillan, 2008
Transforming Japan: How Feminism and Diversity are Making a Difference, 9781558616998, Kumiko Fujimura-Fanselow ed., Feminist Press, University of New York, 2011
ジェンダー論をつかむ, 9784641177161, 千田有紀・中西祐子・青山薫, 有斐閣出版, 2013
Routledge handbook of sexuality studies in East Asia, 0415639484, edited by Mark McLelland and Vera Mackie., Routledge/Taylor & Francis Group, 2015
Additional information on textbooks/reference books

15th: Conclusion and some supplements
Grading
Active participation toward the lectures (20%), exam (50%) and active learning (30%)
Preparation, etc.
Read in advance the corresponding chapters.
Notes
This course is for students who have not studied law as well.
Textbooks
1107612616, International Organizations: Politics, Law, Practice, second edition, Ian Hurd, Cambridge University Press, 2014
Reference books
Additional information on textbooks/reference books

Code	223012
Subject	ISEPTUFS
Instructor	東 史彦 [AZUMA Fumihiko]
Title	Introduction to International Organizations
Quarter	Summer
Day, Period	Intensive
Goals of the course	This course aims at understanding the power and limits of international organizations that operate in the most important areas of international policy-making, including trade, finance, courts and international peace and security.
Overview of the course	This course examines the law, politics and practice of the World's leading international organizations, discussing the legal foundation of the organization and exploring how it operates.
Keyword	international organizations; the WTO; the UN; the ILO; the ICJ; the ICC; the EU, etc.
Plan	1st: Introduction to international organizations 2nd: Theory, methods, and international organizations 3rd: The World Trade Organization 4th: The World Trade Organization: some supplements 5th: The International Monetary Fund and the World Bank 6th: The United Nations I: law and administration 7th: The United Nations I: international peace and stability 8th: The International Labor Organization 9th: The International Court of Justice 10th: The International Criminal Court 11th: The European Union and regional organizations 12th: The European Union and regional organizations: some supplements 13th: Active learning: choose one chapter and answer its discussion questions 14th: Active learning: choose one chapter and answer its discussion questions

Code	323008
Subject	ISEPTUFS
Instructor	小阪 真也 [KOSAKA Shinya]
Title	Survey of International Cooperation and International Law
Quarter	Summer
Day, Period	Intensive
Goals of the course	This course sets the following two goals for the participants. 1. Understanding the basic international legal frameworks for international cooperation. 2. Understanding how to analyze international cooperation from the perspective of international law. The achievement of the goals will be measured by reviewing whether logical argument based on the international law is developed in the final essay.
Overview of the course	This course aims to deepen participants' understanding of the basic knowledge of international cooperation through the perspective of international law. After the introductory session which provides basic knowledge on the international law, the course deals with various issues of international cooperation by referring to the international legal standards and perspectives to analyze them. The participants write a final essay by choosing one of the issues dealt in the course.
Keyword	International Law international Cooperation, International Organizations, Peace Operations, Humanitarian Aid, Human Rights
Plan	1. Introduction to International Cooperation and the Perspective of International Law. 2. Sources of International Law 3. The Subjects of International Law and International Cooperation 4. International Organizations and International Law 5. United Nations and International Cooperation

6. Civil Society Organizations and International Cooperation
7. Peace Operations and International Law: Jus ad Bellum and Jus in Bello
8. Peacekeeping and Peacebuilding
9. Humanitarian Intervention and Responsibility to Protect
10. Humanitarian Aid and International Lawinternational Humanitarian Law
11. Protection of Civilians (POC)
12. Protection of Refugees
13. Protection of Human Rights and International Lawinternational Human Rights Law
14. Severe Human Rights Abuses and Transitional Justice
15. Wrap-up Session
Grading
Active participation in classes: 30% Essay: 70% *There is a maximum word limit of 2500 words for the essay (including footnotes and references).
Preparation, etc.
Brief reading assignments will be provided as needed basis.
Notes
Legal studies inevitably requires all learners to access to law(s) and precedents as sources. Please browse reading assignments before you participate in each session and bring them to the sessions so that you can access to the sources of law at any time.
Textbooks
There are no textbooks for this course. Handouts will be delivered in each session.
Reference books
International law, 978-1107612495, Malcolm N. Shaw, Cambridge University Press, 2014 Blackstone's International Law Documents 11th Edition, 978-0199678617, Malcolm D. Evans, Oxford University Press, 2013
Additional information on textbooks/reference books
Other references will be introduced for the final essay or self-study.

Code	423013
Subject	ISEPTUFS
Instructor	ポルトウ [PORTEUX, Jonson]
Title	Comparative Political Economy of Development
Quarter	Spring
Day, Period	Fri.2
Goals of the course	
The goal of this course is to provide an overview of the fundamentals of the study of political economy and the past and current issues surrounding this discipline.	
Overview of the course	
This course is an introduction to the theories and issues in comparative political economy. In particular, we will examine the political, economic and social conditions conducive to development of cooperative economic	

behavior on a global scale.
Keyword
Comparative Politics; Political Economy
Plan
Lecture 1: Course Introduction - Readings: TBA
Lecture 2: Historical context - Readings: TBA
Lecture 3: The WTO and the international system - Readings: TBA
Lecture 4: The political economy of international trade cooperation - Readings: TBA
Lecture 5: A society-centered approach to trade politics - Readings: TBA - Midterm exam review sheet to be handed out
Lecture 6: Midterm review - Readings: No scheduled readings for this week
Lecture 7: In Class Midterm Exam - Readings: No scheduled readings for this week
Lecture 8: Political institutions and the supply of trade policy - Readings: TBA
Lecture 9: A state-centric approach to trade politics - Readings: TBA
Lecture 10: Import-Substitution and Industrialization - Readings: TBA
Lecture 11: Export-Oriented Industrialization - Readings: TBA
Lecture 12: The international monetary system (1) - Readings: TBA
Lecture 13: The international monetary system (2) - Readings: TBA - Final exam review sheet to be handed out
Lecture 14: Final exam review - Readings: No scheduled readings for this week
Lecture 15: In Class Final Exam
Grading
Participation: 20% Quizzes: 10% Midterm Exam: 30% Final Exam: 40%
Preparation, etc.
This is a 2 unit class which means that students should be prepared to spend at least 2 hours outside of lecture in preparation including general studying, reviewing, and reading. Typically each week will have roughly 20 pages of reading assigned.
Notes
Textbooks
Reference books
Additional information on textbooks/reference books
All required and suggested reading material will be uploaded to the course website.

履修コード	180035
授業科目名	ことばの不思議 A
担当教員名	楠本 徹也
授業題目名	日本語文法の諸相に触れる
開講学期	春学期
曜日・時限	木 5
講義題目_和文	日本語文法の諸相に触れる
講義題目_英文	Aspects of Japanese Grammar for Pedagogical Purposes
講義・演習の別	講義
授業の目標	日本語を一つの外国語として捉え、その特質を探る。そして、日本語教育における文法の概要を知る。
授業の概要	日本語の特徴に関して、日本人学生と留学生が共に考えていく。
キーワード	日本語教育文法
授業計画	第 01 回：プロローグ：日本語を外国語として見るとはどういうことか。授業内容の説明 第 02 回：日本語の構文的特質 1：I love you を日本語でどう言うか。 第 03 回：日本語の構文的特質 2：I love you を日本語でどう言うか。 第 04 回：日本語の構文的特質 3：I love you を日本語でどう言うか。 第 05 回：提題性および関連事項：ハとガ 第 06 回：肯否性：ハイとイエ、否定疑問文 第 07 回：待遇性：敬語 第 08 回：他動性、意志性：自他動詞、意志動詞 第 09 回：可能性：可能表現 第 10 回：受影性：受身表現 第 11 回：自発性、恩恵性：自発表現、授受表現 第 12 回：時空性：テンスとアスペクト 第 13 回：条件性（アクティブ・ラーニング①） 第 14 回：蓋然性（アクティブ・ラーニング②） 第 15 回：まとめ
成績の評価	筆記試験（100%）を基に、受講時の平常点を加味して評価する。
事前学習等	特に必要ない
受講上の注意	事前の文法知識は不要。授業では日本人学生と留学生と一緒に考えていくので、積極的に参加すること。
教科書	
参考書	

教科書・参考書に関する補足情報
授業でプリント配布
使用言語
日本語

履修コード	180158
授業科目名	世界の中の日本 A
担当教員名	藤澤 茜
授業題目名	メディアとしての浮世絵
開講学期	春学期
曜日・時限	火 3
講義題目_和文	メディアとしての浮世絵
講義題目_英文	The role of ukiyo-e (Japanese woodblock prints) as the information medium
講義・演習の別	講義
授業の目標	江戸時代（1603～1868）を中心に流行した浮世絵版画は、鮮やかな色彩や細密な表現が芸術的に高い評価を受け、ゴッホやモネなど海外の画家にも影響を与えている。その一方で、娯楽やファッション、社会現象など、様々な情報を盛り込んだ内容の作品も多く、江戸庶民に必要なメディアとしての役割も果たしていた。 この授業では浮世絵の持つ情報性に注目し、個々の作品を読み解きながら、浮世絵が江戸庶民に与えた影響力の大きさについて考えたい。 浮世絵の情報を読み解く方法を理解し、現代のメディアにどのように継承されているかという問題について受講者が各自解説できるようになることを、授業の到達目標とする。
授業の概要	版画の制作過程を解説し、美人画、役者絵、風景画など主要な画題のほか、地震などの災害や政治への不満、物価の上昇といった社会的な内容、外国の珍しい文化などをどのように伝達するかという点にも注目する。そして、新聞の役割を果たした錦絵新聞や商品広告の図などを通じて、現代のメディアへの継承についても検証したい。浮世絵に描かれる歌舞伎役者、ファッション、名所、外国文化、地震、商品広告などの情報を検証することで、浮世絵が果たしたメディアとしての役割について明らかにする。 なお授業中に約 150 年前に作成された浮世絵版画を持参し、鑑賞する機会をもうける。近くで見て、触って、浮世絵に親しんでもらいたい。
キーワード	浮世絵 メディア 広告 娯楽

授業計画
成績の評価
小レポート（30%）、学期末レポート（40%）、毎回のコメントシート（30%）をもとに、受講時の平常点を加味して評価する。
事前学習等
毎回の授業には、指定した参考文献、配布資料をあらかじめ読んだ上で出席すること。
受講上の注意
第1回目の授業に必ず出席すること。 第8回：春学期期間中に各自で浮世絵に関する展覧会を観て（見学料は各自で負担）、第4回の授業で行う浮世絵のジャンルや判型などの解説をもとにレポートを作成する。
教科書
参考書
教科書・参考書に関する補足情報
使用言語
日本語

履修コード	180156
授業科目名	世界の中の日本 A
担当教員名	藁科 智恵
授業題目名	東アジアにおける日本の宗教文化を考える
開講学期	春学期
曜日・時限	木 2
講義題目_和文	東アジアにおける日本の宗教文化を考える
講義題目_英文	Religious Culture in Japan
講義・演習の別	講義
授業の目標	儒教、仏教、神道等の習合的な日本のあり方を東アジア文化圏という視点から考える。
授業の概要	宗教学的な視点を身につけることにより、「無宗教」と表現されることもある日本の宗教文化を考える上で必要な基礎を習得する。まず、宗教学における基礎的事柄を学んだ上で、神道、儒教、仏教が、東アジアにおける一地域としての日本において、どのように展開したかを考えていく。
キーワード	宗教学、日本の宗教文化
授業計画	
成績の評価	論述試験70%、書評レポート30%。

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

履修コード	180162
授業科目名	世界の中の日本 A
担当教員名	藁科 智恵
授業題目名	日本社会と仏教を考える
開講学期	春学期
曜日・時限	木 3
講義題目_和文	日本社会と仏教を考える
講義題目_英文	Society and Buddhism in Japan
講義・演習の別	講義
授業の目標	宗教学的な視点を身につけ、仏教とその日本における展開を考える基礎的知識を習得する。
授業の概要	宗教学における基礎的事柄を学んだ上で、仏教とは何か、また仏教の伝播と多様性を学ぶ。そして、日本における仏教がどのような展開を辿ったかを考える。
キーワード	宗教学、日本における仏教
授業計画	
成績の評価	論述試験70%、書評レポート30%。
事前学習等	
受講上の注意	毎回コメントシートを提出してもらう。授業計画は、受講者の関心により変更がありうる。
教科書	
参考書	
教科書・参考書に関する補足情報	授業内で指示する。
使用言語	
日本語	

Guidebook of Class Registration

2016 Spring & Summer Quarter

ISEPTUFS 履修案内

=2016 年春・夏学期=

ISEPTUFS Students

2016 年 3 月発行

編集・発行

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