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授業計画 (Course Schedule)
1. Introduction.
2. Basic academic skills.
3. Textbook 1 (Film), Chapter 1.
4. Textbook 1 (Film), Chapter 2.
5. Textbook 1 (Film), Chapter 2.
6. Textbook 1 (Film), Chapter 3.
8. Textbook 2 (Science and Religion), Chapter 1.
10. Textbook 2 (Science and Religion), Chapter 3.
11. Textbook 2 (Science and Religion), Chapter 4.
12. Textbook 2 (Science and Religion), Chapter 5.

授業時間外 (予習・復習等)の学習 (Study Required Outside of Class)
Students are required to follow the instructions given in each session and do some homework assignments.

Students are also required to review the feedback given to their essays.

成績評価方法・基準 (Evaluation)
Classroom participation(30%)/Presentation(40%)/Essay 1(10%)/Essay 2(20%)
Full attendance is required. A minimum of 11 attendances will be required to acquire the course credits in general.

テキスト (Textbooks)

参考文献 (Readings)
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Study Required Outside of Class
Students are required to follow the instructions given in each session and do some homework assignments.

Students are also required to review the feedback given to their essays.

Evaluation
Classroom participation(30%)/Presentation(40%)/Essay 1(10%)/Essay 2(20%)
Full attendance is required. A minimum of 11 attendances will be required to acquire the course credits in general.

Textbooks

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**授業の内容 (Course Contents)**

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**授業計画 (Course Schedule)**

1. Introduction.
2. Textbook 1 (Modern Japan), Introduction & Chapter 1.
3. Textbook 1 (Modern Japan), Chapter 2.
4. Textbook 1 (Modern Japan), Chapter 3.
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**授業時間外(予習・復習等)の学習 (Study Required Outside of Class)**

Students are required to follow the instructions given in each session and do some homework assignments. Students are also required to review the feedback given to their essays.

**成績評価方法・基準 (Evaluation)**

Classroom participation(30%)/Presentation(40%)/Essay 1(10%)/Essay 2(20%)

Full attendance is required. A minimum of 11 attendances will be required to acquire the course credits in general.

**テキスト (Textbooks)**


**参考文献 (Readings)**

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自問登録(Automatic Registration)／Tutorial 2
テーマ／サブタイトル等
(Theme / Subtitle)
Basic Academic Skills 2.
担当者名
(Instructor)
大橋 里見(OHASHI SATOMI)
学期
(Semester)
秋学期(Fall Semester)
科目ナンバリング
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GLA1011
言語
(Language)
英語
(English)
備考
(Notes)

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成績評価方法・基準(Evaluation)
Classroom participation(30%)/Presentation(40%)/Essay 1(10%)/Essay 2(20%)
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授業の目標(Course Objectives)

The purpose of this course is 1) to understand the multiple meanings of 'liberal arts' and 2) to prepare for Study Abroad starting from the Fall Semester of the second year.

Firstly, students will understand that the term 'liberal arts' has been variously defined according to different time periods and different areas. The term reflected a variety of educational aims, contents and types of students based on the interrelation between society and education. In order to understand the multi-faceted 'liberal arts', this course takes a historical approach to see the major transformation of 'liberal arts' in university and society in Europe, USA and Japan. Today’s university education has its origin in medieval European universities when 'liberal arts' catered only for a selected few Christian elites. 'Liberal arts' then became the common requirements for social elites from the early modern period and its importance increased as growing modern nation states used university education to raise its future citizens. The emergence of the popular society after the 20th century enabled to expand university education to the wider public and came to question the position of ‘liberal arts’ in the universities. Globalized society in the 21st century has now required to reconsider the position of ‘liberal arts’ in universities in USA, Europe and Asia.

After understanding the overall development and importance of ‘liberal arts’ in higher education, students will conduct individual surveys on Study Abroad partner institutions. By preparing for student presentations & final essay based on the presentations, students will acquire a general information of ‘liberal arts’ education in all partner institutions which will help prepare for future Study Abroad.

授業の内容(Course Contents)

All instructions will be given in English.
Students are required to use English in classroom discussions, handouts and essays.

The course contents may be subjected to change.

授業計画(Course Schedule)

1. Introduction
2. What is 'liberal arts'? Liberal arts education in the world
3. What is 'liberal arts'? Ancient Greece & Rome
4. What is 'liberal arts'? Ancient Greece & Rome
5. What is 'liberal arts'? Medieval Europe and Universities
6. What is 'liberal arts'? Medieval Europe and Universities
7. What is 'liberal arts'? Early Modern Europe and Universities
8. What is 'liberal arts'? Modern Europe and Universities
9. What is 'liberal arts'? Modern Europe and Universities
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16. What is 'liberal arts'? Modern USA and Universities
17. What is 'liberal arts'? Contemporary USA and Universities
18. What is 'liberal arts'? Contemporary USA and Universities
19. What is 'liberal arts'? Modern Japan and Universities
20. What is 'liberal arts'? Modern Japan and Universities
21. Student Presentations
22. Student Presentations
23. Student Presentations
24. Student Presentations
25. Student Presentations
26. Student Presentations
27. Student Presentations
28. Conclusion: What is 'liberal arts'?  

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|成績評価方法・基準(Evaluation)|  Classroom participation(40%)/Presentation(30%)/Essay(30%)
Full attendance is required. A minimum of 22 attendances will be required to acquire the course credits in general. |
|テキスト(Textbooks)|  Reading materials will be provided during the course. |
|参考文献(Readings)|  Further readings will be provided during the course. |
|その他(HP等)(Others(e.g.,HP))|  |
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授業の目標 (Course Objectives)

By completing this course, students will find their individual leadership strengths in a team and set the first milestone for their leadership journey for coming years. It is made to provide an introduction to basic leadership theory and its application to help students to explore what is leadership and how to apply it to individual self during their university life and beyond.

授業の内容 (Course Contents)

Each session will focus on a different aspect of leadership. It provides various types of workshop tools and facilitation methods to enhance students’ leadership skills as well as the further understandings to the topic. Under the active learning approach, students are encouraged to share their ideas to the class to maximize team learning.

This is a project-based learning course. Thus, divided into small groups, students are required to work on a project given by a client organization, where they are encouraged to apply the tools/methods and perform leadership in the project work.

授業計画 (Course Schedule)

1.  Introduction to Team building and Leadership development
2.  Basic Leadership Theories I
3.  Diversity & Inclusion
4.  Project: Analysis
5.  Project: Analysis
6.  Reflective Session I
7.  Project: Interactive feedbacks
8.  Project: Pre presentation
9.  Reflective Session II
10. Project: Presentation exercise
11. Project: Preliminary round
12. Project: Final round
13. Reflective Session: Team work
14. Reflective Session: Individual Leadership development

※Course Schedule is subject to change in accordance with circumstances such as project topic and field.

授業時間外 (予習・復習等) の学習 (Study Required Outside of Class)

Students are need to spend additional 3–5 hours per week in average for the project work and/or individual study besides attending the class.

成績評価方法・基準 (Evaluation)

最終レポート(Final Report)(20%)/Active participation in all class activities, discussions and presentation(40%)/Group work and papers(40%)

If you are not attending more than 80%, you will not be eligible for grade assessment.

テキスト (Textbooks)

Materials will be provided by the instructor.

参考文献 (Readings)


Materials will be provided by the instructor.

その他 (HP等) (Others (e.g. HP))

GL111 has two classes, respectively taken charge of by Lecturer Iwaki and Associate Professor Naito.
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授業計画（Course Schedule）
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2. Basic Leadership Theories Ⅰ
3. Diversity & Inclusion
4. Project: Analysis
5. Project: Analysis
6. Reflective Session Ⅰ
7. Project: Interactive feedbacks
8. Project: Pre presentation
9. Reflective Session Ⅱ
10. Project: Presentation exercise
11. Project: Preliminary round
12. Project: Final round
13. Reflective Session: Team work
14. Reflective Session: Individual Leadership development
※Course Schedule is subject to change in accordance with circumstances such as project topic and field.

授業時間外（予習・復習等）の学習（Study Required Outside of Class）
Students are need to spend additional 3~5 hours per week in average for the project work and/or individual study besides attending the class.

成績評価方法・基準（Evaluation）
最終レポート（Final Report）(20%)/Active participation in all class activities, discussions and presentation(40%)/Group work and papers(40%)
If you are not attending more than 80%, you will not be eligible for grade assessment.

テキスト（Textbooks）
Materials will be provided by the instructor.

参考文献（Readings）
Materials will be provided by the instructor

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GL111 has two classes, respectively taken charge of by Lecturer Iwaki and Associate Professor Naito.
| 注意事項 (Notice) |
授業の目標（Course Objectives）
The objective of this course is to develop individual leadership to involve diverse people to solve complicated and adaptive problems.

To achieve that, what we aim at learning are:
1. To learn the foundation of leadership theories and action learning methodology.
2. To practice leadership to develop own life career through group work and mini workshop.

授業の内容（Course Contents）
Leadership is individually different, and in this rapidly changing world, we need to collaborate with diverse people to solve complicated and adaptive problems.

Then what is your own leadership? How do you involve others with your leadership?
The power of Inquiry is one of the keys for it. In GL202, we will learn it through "Action Learning".

Action learning is a practical methodology taken into practise in real companies and societies globally. By practicing it in real life with others, we aim at learning "Leadership through Inquiry" which will hugely help all the students to generate new value in business and to lead own career in the future.

This course consists of two major contents as followed.

<Leadership Practice & Reflection>
Each student has the opportunities to focus on original leadership topics based on;
1) Sharing the goal, 2) Setting the example, or 3) Enabling others.

Regardless the confidence, every student will be able to be aware of one’s own leadership and to develop it through reflection.

<Action Learning as a Group project>
The opportunities to practice “action-learning” will be provided as a series of group work in and outside of the class. Through the course, each student will be able to brush up coaching skills.

授業計画（Course Schedule）
1. Introduction: What is “Leadership through Inquiry” and why we learn it?
2. Adaptive challenges: Why does "Leadership through Inquiry" involve others?
3. Inquiry skills: How do we solve the problems with others?
4. Action Learning Practise #1: Knowing the power of question
5. Action Learning Practise #2: Being aware of the dynamism of the team
6. Action Learning Practise #3: Unleashing ownership
7. Reflection & Input: What is the meanings of leadership in your life?
8. Action Learning Practise #4: Solve a problem in life - challenge1
10. Action Learning Practise #6: Solve a problem in life - challenge3
11. Basic Leadership Project #1: Solve a problem with business men
12. Reflection & Input: What is your contribution to the team & what can you do better next?
13. Advanced Leadership Project #2: Solve a problem of a business project
14. Individual Declaration: How will you apply “Leadership through Inquiry” for your future?
授業時間外（予習・復習等）の学習（Study Required Outside of Class）
1. Group project will require 2–3 hours/week of work outside class with group members.
2. Weekly assignment will require 1–3 hours/week.
3. Reading materials will require 2–3 hours/course.

成績評価方法・基準（Evaluation）
Active Participation in class(40%)/Personal Contribution to Group Work(30%)/Personal Assignment(30%)
“D” grade will be given if you miss three classes or more. Being late or leaving early will be counted as a half absence, hence if you come late and leave early to the class, it will be counted as you miss a class.

テキスト（Textbooks）
Textbook will be announced in the class.

参考文献（Readings）

注意事項（Notice）
授業の目標（Course Objectives）
The objective of this course is to develop individual leadership to involve diverse people to solve complicated and adaptive problems.

To achieve that, what we aim at learning are:
1. To learn the foundation of leadership theories and action learning methodology.
2. To practice leadership to develop own life--career through group work and mini workshop.

授業の内容（Course Contents）
Leadership is individually different, and in this rapidly changing world, we need to collaborate with diverse people to solve complicated and adaptive problems.

Then what is your own leadership? How do you involve others with your leadership?
The power of Inquiry is one of the keys for it. In GL202, we will learn it through “Action Learning”.

Action learning is a practical methodology taken into practise in real companies and societies globally.
By practicing it in real life with others, we aim at learning “Leadership through Inquiry” which will hugely help all the students to generate new value in business and to lead own career in the future.

This course consists of two major contents as followed.

<Leadership Practice & Reflection>
Each student has the opportunities to focus on original leadership topics based on;
1) Sharing the goal, 2) Setting the example, or 3) Enabling others.

Regardless the confidence, every student will be able to be aware of one’s own leadership and to develop it through reflection.

<Action Learning as a Group project>
The opportunities to practice “action-learning” will be provided as a series of group work in and outside of the class. Through the course, each student will be able to brush up coaching skills.

授業計画（Course Schedule）
1. Introduction: What is “Leadership through Inquiry” and why we learn it?
2. Adaptive challenges: Why does “Leadership through Inquiry” involve others?
3. Inquiry skills: How do we solve the problems with others?
4. Action Learning Practise #1: Knowing the power of question
5. Action Learning Practise #2: Being aware of the dynamism of the team
6. Action Learning Practise #3: Unleashing ownership
7. Reflection & Input: What is the meanings of leadership in your life?
8. Action Learning Practise #4: Solve a problem in life – challenge1
10. Action Learning Practise #6: Solve a problem in life – challenge3
11. Basic Leadership Project #1: Solve a problem with business men
12. Reflection & Input: What is your contribution to the team & what can you do better next?
13. Advanced Leadership Project #2: Solve a problem of a business project
14. Individual Declaration: How will you apply “Leadership through Inquiry” for your future?
授業時間外(予習・復習等)の学習(Study Required Outside of Class)
1. Group project will require 2~3 hours/week of work outside class with group members.
2. Weekly assignment will require 1~3 hours/week.
3. Reading materials will require 2~3 hours/course.

成績評価方法・基準(Evaluation)
Active Participation in class(40%)/Personal Contribution to Group Work(30%)/Personal Assignment(30%)
"D" grade will be given if you miss three classes or more. Being late or leaving early will be counted as a half absence, hence if you come late and leave early to the class, it will be counted as you miss a class.

テキスト(Textbooks)
Textbook will be announced in the class.

参考文献(Readings)

注意事項(Notice)
授業の目標(Course Objectives)
By taking this course, students will further develop learning skills and broaden the viewpoints necessary in studying various subjects in Humanities and Social Sciences at the university level. By reading, understanding, and discussing materials related to the topic of their research, students will promote their skills in comprehension, analysis, and deliberations. Students will understand the importance of critical thinking through discussion and giving presentations of their research topics. While taking this course, students are expected to raise the awareness of and perspectives for present global issues.

授業の内容(Course Contents)
Students will:
(1) read, comprehend and analyze reading materials (articles of newspapers, general and specialist journals and magazines, and the websites) during the class and at home.
(2) discuss the topics suggested in advance in groups in the classroom.
(3) conduct further investigations relating to each topic, give short reports and prepare for the presentations.
(4) give presentations about their research and have discussions.
(5) write short essays for Work 1 and 2 reflected on the reading, discussion, investigations and presentations. Students must also write a final report at the end of the course.

授業計画(Course Schedule)
1. Introduction to the class
2. Research basics 1
3. Research basics 2
4. Research basics 3
5. Work 1-1
6. Work 1-2
7. Work 1-3
8. Work 1-4: Presentation
9. Work 1-5: Discussion and summary
10. Work 2-1
11. Work 2-2
12. Work 2-3
13. Work 2-4
14. Work 2-5: Discussion and summary/ the summary of the class

授業時間外(予習・復習等)の学習(Study Required Outside of Class)
Students must:
① read the assigned materials and work on the assignments, and
② reflect on works carried out each week after the class.
Students are also required to review the feedback given to their essays.

成績評価方法・基準(Evaluation)
最終レポート(Final Report)(20%)/Participation in the class(50%)/Short essays 15%×2(30%)

テキスト(Textbooks)
None

参考文献(Readings)
The reading materials and references will be announced and provided in the first session and during the course.
① Each class consists of about 10 students.
② The classes are to follow common subjects and schedules. Instructions and lectures will be provided in English and students are required to use English during the class.
③ Full attendance is required. As a general rule, the minimum of 11 attendances will be required to obtain the course credits.
授業の目標（Course Objectives）
By taking this course, students will further develop learning skills and broaden the viewpoints necessary in studying various subjects in Humanities and Social Sciences at the university level. By reading, understanding, and discussing materials related to the topic of their research, students will promote their skills in comprehension, analysis, and deliberations. Students will understand the importance of critical thinking through discussion and giving presentations of their research topics. While taking this course, students are expected to raise the awareness of and perspectives for present global issues.

授業の内容（Course Contents）
Students will:
(1) read, comprehend and analyze reading materials (articles of newspapers, general and specialist journals and magazines, and the websites) during the class and at home.
(2) discuss the topics suggested in advance in groups in the classroom.
(3) conduct further investigations relating to each topic, give short reports and prepare for the presentations.
(4) give presentations about their research and have discussions.
(5) write short essays for Work 1 and 2 reflected on the reading, discussion, investigations and presentations. Students must also write a final report at the end of the course.

授業計画（Course Schedule）
1. Introduction to the class
2. Research basics 1
3. Research basics 2
4. Research basics 3
5. Work 1~1
6. Work 1~2
7. Work 1~3
8. Work 1~4: Presentation
9. Work 1~5: Discussion and summary
10. Work 2~1
11. Work 2~2
12. Work 2~3
13. Work 2~4
14. Work 2~5: Discussion and summary/ the summary of the class

授業時間外（予習・復習等）の学習（Study Required Outside of Class）
Students must:
① read the assigned materials and work on the assignments, and
② reflect on works carried out each week after the class.
Students are also required to review the feedback given to their essays.

成績評価方法・基準（Evaluation）
最終レポート（Final Report）(20%)/ Participation in the class (50%)/ Short essays 15%x2 (30%)

テキスト（Textbooks）
None

参考文献（Readings）
The reading materials and references will be announced and provided in the first session and during the course.
① Each class consists of about 10 students.
② The classes are to follow common subjects and schedules. Instructions and lectures will be provided in English and students are required to use English during the class.
③ Full attendance is required. As a general rule, the minimum of 11 attendances will be required to obtain the course credits.
授業の目標(Course Objectives)

The objectives of this course are threefold. First, students will gain an understanding of fundamental approaches and research methods in the humanities. Students will be exposed to interdisciplinary perspectives and utilise diverse materials such as texts, images, maps, music and film etc. to inform their analyses. Next, students will be able to think critically about representations and binary relationships such as self/other or west/east. Finally, students will be able to draw historical comparisons and see how historical perspectives are linked to contemporary issues and debates.

授業の内容(Course Contents)

This course examines cross-cultural encounters in its various forms such as imperial expansion, war, trade, cultural exchanges, tourism and migration. Through these manifestations of globalisation we will locate discourses on race, gender and modernity, and investigate the (de)construction of binary categories that spatially and temporally divide. The course will primarily draw its examples from Japan’s encounter with the wider world from the mid 19th century to the present day, but we will also examine other geographical areas to further our understanding. In particular, we will explore how Japan has been presented and represented in its engagement with the “West,” while at the same time considering other transnational encounters that intersect and go beyond this East-West framework. The course will begin with several sessions of practice in research methods and approaches. These will serve as the basis for future themes explored throughout the term as well as equipping students with the necessary skills to complete the response papers and final assignment.

授業計画(Course Schedule)

1. Course Guidance: Sources and Documents
2. Research Methods 1: Introduction to Historiography
3. Group Presentations and Discussion 1
4. Research Methods 2: Introduction to Discourse Analysis
5. Group Presentations and Discussion 2
6. Research Methods 3: Introduction to Ethnography
7. Group Presentations and Discussion 3
8. Empire and Discourses of Race
9. Orientalism
10. “West” and “East” in mid-late 19th Century Japan 1: Through Victorian eyes
11. “West” and “East” in mid-late 19th Century Japan 2: View from Japan
12. “West” and “East” in mid-late 19th Century Japan 3: Laughing at Modernity
13. Race at the Turn of the 20th Century
14. Guest Speaker Session 1
15. Self-Orientalism
16. Pacific War Devils and Angels 1
17. Pacific War Devils and Angels 2
18. Guest Speaker Session 2
19. Nation Branding, Cultural Diplomacy and Soft Power
20. Guest Speaker Session 3
21. Immigration: The Other Within 1
22. Immigration: The Other Within 2
23. Transnational Encounters
24. Tourist Gaze
25. Cultural Heritage
26. Guest Speaker Session 4
27. Individual Student Presentations of Final Report 1
28. Individual Student Presentations of Final Report 2
授業時間外（予習・復習等）の学習（Study Required Outside of Class）
It is expected that students will complete the readings (articles, book chapters etc.) in preparation for each class. Students will also be asked to prepare group presentations.

成績評価方法・基準（Evaluation）
最終レポート（Final Report）(40%)/Response Papers(40%)/Individual Presentation(10%)/Group Presentations(10%)
Attendance is compulsory. An attendance of at least 22 classes is required to pass the course. Students will also submit 4 “blog” response papers during the course and a final assignment, which will be combined with an individual presentation.

テキスト（Textbooks）
None

参考文献（Readings）
Readings will be provided by the instructor during the course

その他（HP等）（Others（e.g.HP））

注意事項（Notice）

- 36 -
The aim of this course is to provide students with opportunities to develop sociological understanding on today’s globalized and digitized world and to make connections between the academic knowledge and their role and responsibilities as members of local and global communities.

This course is designed to introduce students to a range of conceptual and theoretical approaches to understand the social, cultural, political, and economic changes in a global and digital age. Students will explore basic sociological concepts such as (global) citizenship, democracy, public sphere, press freedom, nation-state, nationalism, racism, gender, filter bubble (echo chamber) and media literacy with various phenomena. Students are required to develop their own critical perspectives relating to issues of key concerns to the international community as well as local community. Students are encouraged to actively engage in discussion.

1. Introduction: Class Guidance
2. What is Modernity?
3. Nation-state and Nationalism
4. Nationalism and International Politics
5. What is Citizen and Citizenship?
6. Citizenship in Global Age
7. Economic Globalization
8. Ethics of Global Citizen
9. Immigration and Understanding the “Others” (1) Religion and Food in Muslim Communities
10. Immigration and Understanding the “Others” (2) Migration and Human Trafficking
11. What is Democracy?
12. Public Sphere in Digital Age
13. Media Effects
14. Media and Society: Social Construction of Reality
15. News media and Journalism
16. Why Press freedom matters?
17. Race and Ethnicity (1) Sociological Understanding of Race and Ethnicity
18. Race and Ethnicity (2) Racism and Discrimination
19. Gender and Feminism (1) Sociological understanding of Gender and Feminism
20. Gender and Feminism (2) Gender equality
21. Media and Activism (1) Global #MeToo movement and Media
22. Media and Activism (2) Documentary Screening
23. Media Industry
24. Practice of Media Literacy
25. Media in Digital Age (1) Echo-chamber and Filter Bubble
26. Media in Digital Age (2) Global Democracy in personalized media environment
27. General Discussion (1)
28. General Discussion (2)

All readings for the course are available for download as PDF files from the Blackboard. Students are required to complete reading before each class.

- 37 -
Class Participation(40%)/Oral Presentation(30%)/Final Term Paper(30%)

### テキスト (Textbooks)
なし

### 参考文献 (Readings)

### その他 (HP等) (Others (e.g. HP))

### 注意事項 (Notice)
The course provides an overview of international business and the actions of managers in international business contexts. The participants consider international business in view of themes presented in the textbook including national environmental differences, connecting countries through trade and factor movements, the global monetary environment, corporate policy and strategy, and functional management and operations. The textbook balances theory and practice and is filled with real-world examples.

The participants focus on one case in the textbook for two days each week.

Day 1. Before class, the participants are expected to have read a chapter and the related business case. In class, the participants are given a quiz about the reading assignment. After listening to a presentation about the themes in the chapter and the case, the participants work in teams to write an essay about the case that includes relevant lessons from the chapter. The team essay must be submitted on Day 2 at the beginning of the class. The team members evaluate each other on contributions to the team essay.

Day 2. After receiving the team essays, the instructor leads a “cold calling” style class discussion about the case in which the participants are graded on their contributions.

1. Introduction to the class, Cold calling, Team assignments
2. The Globalized Business of Sports – Quiz, Team discussion/case essay preparation
3. The Globalized Business of Sports – Case essay due at start of class, Class discussion
4. Tesco PLC: Leveraging Global Knowledge – Quiz, Team discussion/case essay preparation
5. Tesco PLC: Leveraging Global Knowledge – Case essay due at start of class, Class discussion
6. It’s a Knockoff World – Quiz, Team discussion/case essay preparation
7. It’s a Knockoff World – Case essay due at start of class, Class discussion
9. Doing Business in Singapore – Case essay due at start of class, Class discussion
10. Welcome to the World of Sony–Unless the Falling Yen Rises (or Falls) Again – Quiz, Team discussion/case essay preparation
11. Welcome to the World of Sony–Unless the Falling Yen Rises (or Falls) Again – Case essay due at start of class, Class discussion
13. Anglo American PLC in South Africa: What Do You Do When Costs Reach Epidemic Proportions? – Case essay due at start of class, Class discussion
15. Zara’s Disruptive Vision: Data-Driven Fast-Fashion – Case essay due at start of class, Class discussion
16. Burger King – Quiz, Team discussion/case essay preparation
17. Burger King – Case essay due at start of class, Class discussion
19. The Borderfree Option: Going Global – Simplified – Case essay due at start of class, Class discussion
20. Grameen Danone Foods in Bangladesh – Quiz, Team discussion/case essay preparation
21. Grameen Danone Foods in Bangladesh – Case essay due at start of class, Class discussion
22. Nokero: Lighting the World – Quiz, Team discussion/case essay preparation
23. Nokero: Lighting the World – Case essay due at start of class, Class discussion
24. Tel-Comm-Tek: Selecting the Managing Director of its Indian Subsidiary – Quiz, Team discussion/case essay preparation
25. Tel-Comm-Tek: Selecting the Managing Director of its Indian Subsidiary – Case essay due at start of class, Class discussion
26. The international expansion of Disneyland – Team preparation for final presentations
27. The international expansion of Disneyland – Team presentations
28. The international expansion of Disneyland – Team presentations
授業時間外（予習・復習等）の学習（Study Required Outside of Class）
The assigned reading and preparation for quizzes and discussions must be done outside of class on an individual basis. Teams are also required to write case essays and to create the final presentation outside of class.

成績評価方法・基準（Evaluation）
Case study essays (team grade)(30%)/Class discussions (individual grade)(30%)/Final presentation (team grade)(20%)/Quizzes (individual grade)(10%)/Peer evaluation (individual grade)(10%)
Details will be given in class.

テキスト（Textbooks）
The textbook is the GLOBAL EDITION and may be obtained as a paper book or as an e-book.

参考文献（Readings）

その他（HP等）（Others(e.g,HP））
Late work will only be accepted and make-up exams will only be administered in the case of a University excused absence. Please refer to the Student Handbook (GLAP Course Guidebook) as to what qualifies as an acceptable excuse according to the university. Additionally, if you know you will be absent when an assignment is due, you must make arrangements with me to take an exam or submit your assignment before the due date.

注意事項（Notice）
The aim of course is to provide students with both the tools and the platform to analyze and discuss controversial issues in Modern World History. In order to realize our position in an increasingly globalized society, it is imperative that we try to understand the factors and events that shaped the Modern World. The study of History in this course will develop students' critical thinking skills and at the same time provide them with a deeper understanding of what it means to share a common humanity.

This course will chart some of the major political, social, and economic changes that took place in Western Countries during the modern period and show how these changes impacted upon the rest of the world. It will adopt a thematic and a broadly chronological approach. Course themes will include Colonialism and Slavery, Enlightenment and Revolution, Evolution and Imperialism, Liberal Democracy and Authoritarianism, Independence and Nation building. Case studies of individual countries will provide concrete examples of the general themes discussed. This course will also involve the analysis of primary source documents related to the themes studied in class. Students are required to make two short presentations and one essay. A guest speaker will be invited from another university to give an alternative perspective on a topic related to the themes of the course.
Students are required to read assigned primary source documents and background material from the course textbook before class. Students are required to study the instructor’s feedback to their essay.

成績評価方法・基準（Evaluation）
Student presentations(40%)/Participation in class discussions(40%)/Mid-term essay(20%)

テキスト（Textbooks）
Students do not need to purchase the course textbook. It will be available on reserve in Rikkyo University library. Xerox copies of relevant pages from the textbook will also be distributed to students in advance of class.

参考文献（Readings）
Students will receive information about essential reading for this course at the first session.

その他（e.g. HP等）（Others）
Classes will be held in both lecture and seminar style.

注意事項（Notice）
This class considers the meanings of fine arts in society by exploring different aspects and functions of works of art and art-related activities in the community in the past and present times.

Art, in general, is understood as universal and its value timeless. It may be right to think that there is no place where art/works of art do not exist both in the past and the present, although the reasons and the contexts of their being may vary. It was, however, in modern society that people became more aware of the predominant position and the significance of art and art objects in our life. This class, therefore, examines diverse phenomena relevant to the social presence of fine arts mainly in Europe and also in other areas since the 18th century, considering and questioning why people and society at different level need to create, observe or meditate, and support fine arts.

Classes are held in both lecture and seminar style. Students are required to give two presentations and to write two essays.

1. Introduction to the course
2. Presentation: self-introduction
3. Fine arts and society in history 1: Chronology
4. Fine arts and society in history 2: Themes
5. Producers of fine arts 1: Pre-modern
6. Producers of fine arts 2: Modern
7. Nation and fine arts 1: National themes in fine arts
8. Nation and fine arts 2: Artists of nations
9. Nation and fine arts 3: Institutions 1
10. Nation and fine arts 4: Institutions 2
11. The places of works of arts 1: Private collections
12. The places of works of arts 2: Museums, art galleries
13. The places of works of arts 3: Modern way 1
14. The places of works of arts 4: Modern way 2
15. Fine arts in social spaces 1: Architecture 1
16. Fine arts in social spaces 2: Architecture 2
17. Fine arts in social spaces 3: Architecture 3
18. Workshop
19. Mini-presentation and discussion
20. Values of fine arts 1: Connoisseurs
21. Values of fine arts 2: Critiques and reviews
22. Values of fine arts 3: Market 1
23. Values of fine arts 4: Market 2
24. Workshop
25. Workshop
26. Final-presentation 1
27. Final-presentation 2
28. Summary and discussion

Students are required to read textbooks suggested at the first session and in classes. Websites and databases relevant to the topic will be introduced for further understandings and the preparation for the presentations.
Essays (15, 35%)/Presentation (15 × 2)%/Class participation(20%)

<table>
<thead>
<tr>
<th>Textbooks</th>
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<tbody>
<tr>
<td>The instructor will provide photocopies of textbooks and readings in paper and/or on Blackboard.</td>
</tr>
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<table>
<thead>
<tr>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other references will be suggested in classes.</td>
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<table>
<thead>
<tr>
<th>Others (e.g. HP)</th>
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</table>

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<tr>
<th>Notice</th>
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</table>

参考文献 (Readings)

Other references will be suggested in classes.

その他 (Others (e.g. HP))

注意事項 (Notice)
In this course, students will learn basic social concepts and approaches to understand political and social change in postwar Japan.

This course is intended as an introduction to think sociologically about political phenomena. Students will explore sociological approaches to analyze social change and social movements. With various issues and topics in postwar Japan, students are required to interpret relations among state, society, and citizens critically. Each class will have a reading material and students are required to complete reading the assigned material. Students are strongly encouraged to participate in the class discussion.

All readings for the course are available for download as PDF files from the Blackboard. Students are required to complete reading before each class.

Class Participation(40%)/Student Presentation(30%)/Final Term Paper(30%)

- Textbooks:

<table>
<thead>
<tr>
<th>Course Code / Course Title</th>
<th>OW121 / Political Sociology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme / Subtitle</td>
<td>Understanding political and social change in Postwar Japan</td>
</tr>
<tr>
<td>Instructor</td>
<td>李美淑(LEE MISOOK)</td>
</tr>
<tr>
<td>Semester</td>
<td>春学期(Spring Semester)</td>
</tr>
<tr>
<td>Course Number</td>
<td>GLA2101</td>
</tr>
<tr>
<td>Language</td>
<td>英語(English)</td>
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</tbody>
</table>
なし

<table>
<thead>
<tr>
<th>参考文献 (Readings)</th>
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</thead>
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| その他 (HP等) (Others(e.g.HP)) |

| 注意事項 (Notice) |
授業の目標(Course Objectives)
Living in a modern environment implies a tremendous amount of information that people need to deal with. Often some pseudo-scientific theories seem to be reliable and attractive. In this course, one discusses the critical differences between the scientific approach and pseudo-scientific speculations. The general structure of scientific theories and models is formulated and illustrated with the examples of several fundamental physical concepts.

授業の内容(Course Contents)
The class aims to give a basic description of the scientific approach to understanding nature. The course starts with a brief description of the philosophy of science and exploration of the critical elements of the scientific approach. To illustrate the method, two phenomena: gravity and light, are explained in details. One traces the development of our understanding from the ancient times to the cutting-edge concepts. The course also covers the past, the future, and the place of the Earth in the Universe. These topics: gravity, light, and Earth in the Universe, are the main topics of the class and one of them should be selected as the subject for the final exam. The second part of the semester is allocated for presentation prepared by the students.

授業計画(Course Schedule)
1. Course guidance
2. Scientific understanding of nature 1
3. Scientific understanding of nature 2
4. Scientific understanding of nature 3
5. Scientific understanding of nature 4
6. Gravity 1
7. Gravity 2
8. Gravity 3
9. Gravity 4
10. Gravity 5
11. Particles and waves in everyday life
12. Nature of light 1
13. Nature of light 2
14. Nature of light 3
15. Nature of light 4
17. History of Universe 1
18. History of Universe 2
19. History of Universe 3
20. History of Universe 4
21. History of Universe 5
22. Students presentation 1
23. Students presentation 2
24. Students presentation 3
25. Students presentation 4
26. Students presentation 5
27. Conclusions 1
28. Conclusions 2

授業時間外(予習・復習等)の学習(Study Required Outside of Class)
Students are requested to select a topic of their interests and prepare a presentation on this topic.

成績評価方法・基準(Evaluation)
最終レポート(Final Report)(20%)/presentation(40%)/participation in class(40%)
### Textbooks
None

### Readings
Relevant books will be suggested during the course.

### Others (e.g. HP)
The course will be scheduled twice a week. Classes are held in both lecture and seminar styles. The number of sessions for the students’ presentation will change according to the number of students registered.

### Notice
The aim of course is to introduce students to the works of some of the most significant modern writers in the English language in prose, drama and poetry. Particular attention will be paid to the ways in which these writers responded to the societies in which they lived in their various literary works. The demands of this course will both develop and sharpen students’ ability to analyze complex texts which are at times deeply provocative in content and ambiguous in meaning.

This course will include the study of three novels, two plays and selected poems by two poets. The issues raised in each of these writers are universal in scope and continue to be relevant in today’s society. Themes studied will include class and gender conflict, colonialism and racism, history as it concerns the poet, the role of the artist in society, changing gender roles, conflict between the individual and the social system, and the problem of individual perception. This course will also involve the textual analysis of key quotations from each literary work on the course. Students are required to write an essay on one of the novels on the course and give two presentations on two other works on the course. A guest speaker will be invited from another university to give an alternative perspective on one of the writers on this course.

Students are required to read assigned course textbooks and distributed xerox materials before class. Students are required to...
study the feedback to their essays from the instructor.

<table>
<thead>
<tr>
<th>成績評価方法・基準 (Evaluation)</th>
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<tbody>
<tr>
<td>class discussions (40%)/student presentations (40%)/essay (20%)</td>
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<th>テキスト (Textbooks)</th>
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</table>

Photocopies will be provided for the plays and poetry on the course. However, students must purchase the three novels. Any unabridged edition of the novel will suffice.

<table>
<thead>
<tr>
<th>参考文献 (Readings)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will receive information about essential reading for this course at the first session.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>その他 (e.g. HP)</th>
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<tbody>
<tr>
<td>Classes will be held in both lecture and seminar style.</td>
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<tr>
<th>注意事項 (Notice)</th>
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- 50 -
## OW151 / Economic Thought

### Course Objectives

Students will enhance their understanding on the evolution and current institutional structure of the world economy and be able to articulate its major trends and challenges.

By critically analyzing current issues occurring in the world economy, students will develop a deeper understanding of what is their impact on international business. After the course, students are also expected to be able to describe the role of major economies in the world economy and identify major characteristics of their economic development.

### Course Contents

The world is moving towards a more interdependent and integrated global economic system. This course focuses on current issues in the world economy and international business and will help students understand what major transformations are happening in the world economy and what are the reasons behind them. Over the course, students will learn about the evolution, institutional structure of the world economy and will be familiar with the recent trends in international trade and international finance.

The course will also introduce the role of selected economies (US, EU, emerging economies, less developed economies) in the world economy. Official economic reports and newspaper articles will be utilized to enhance students’ understanding of the course content. Case studies of three types (country-focused, industry-focused, and company-focused) will be introduced to assist students’ understanding of the course content.

This course requires active participation of all students. Each class the instructor will deliver a short lecture followed by a discussion, some group work, a research/analytical task, or some other interactive activity. Students are required to read case studies and other materials assigned by the instructor prior to their class participation.

### Course Schedule

1. Introduction to the course.
   - Evolution and structure of the world economy. Various classifications of countries.
   - Globalization and deglobalization trends in the world economy.
4. How do we measure the world economy?
   - Understanding the system of national accounts and the balance of payments.
5. Balance of payments for selected economies.
6. World economy and global challenges 1: population, food, energy, and environment problems.
7. World economy and global challenges 2: economic disparities and development problems.
8. Understanding political and legal systems of countries.
9. Understanding economic systems of countries.
10. Which country has the best economic, political, and legal system in the world?
    - Video and interactive class discussion.
11. Understanding the role of culture in international business.
12. Religious and ethical systems in the world.
    - World religions.
    - Sustainable development goals (SGDs). Green GDP.
14. Ethics, corporate social responsibility, and sustainability.
15. Why do countries trade?
    - Understanding different theories explaining trade flows among countries.
    - Understanding trade conflicts and trade wars.
17. Government policy and international trade.
18. Evolution of the world trading system.
WTO as a global institution.
19. Understanding foreign direct investment (FDI).
   Recent trends in global FDI. The structure and contents of the World Investment Report.
20. Multinational enterprises and foreign direct investment.
   Entry strategy and strategic alliances.
   IMF and World Bank as global institutions.
22. The structure and functions of the global capital market.
23. United States in the world economy.
24. European Union in the world economy.
   Understanding regional economic integration.
25. Emerging economies and their role in the world economy.
26. Less developed economies in the world economy.
   Is Africa cursed for underdevelopment?
27. Course wrap-up.
   The future of the world economy.
28. Final review test and feedback on students’ individual assignments.

授業時間外（予習・復習等）の学習（Study Required Outside of Class）
This course requires active participation of all students. Students are required to do a lot of class preparation and do preliminary research related to the course content.
While there are no formal pre-requisites for taking this course, it is highly recommended that students make it a habit to follow the news related to current issues in the world economy and international business and introduce them in class.
Students are required to read course materials prior to their class participation.

成績評価方法・基準（Evaluation）
Active class participation (discussions, pair and group work, group presentations, reflection papers)(30%)/Individual assignments(30%)/Final Review Test (in-class)(40%)
Attendance: Students who have more than seven unexcused absences will not be able to pass this class. Do not come late.

テキスト（Textbooks）
なし

参考文献（Readings）

その他（HP等）（Others(e.g.HP））
While there are no formal pre-requisites for taking this course, it is highly recommended that students make it a habit to follow the news related to the world economy and international business. General academic skills (analytical thinking, critical reading and writing) and active learning tools (pair and group discussions, brainstorming techniques) will be an advantage.
Questions or comments regarding the course should be addressed directly to the instructor. I appreciate constructive student feedback. Contact information of the instructor will be provided in the first class session.
Feedback to the students will be provided in class. At the end of each class, students are encouraged to talk to the instructor about their current level of performance.
There is no textbook assigned for this class. Hand-outs will be provided by the instructor.

注意事項（Notice）
授業の目標（Course Objectives）
Upon completion of the course students should be able to: 1) identify and define elements making up the multiple dimensions of the Wellness Concept, 2) understand the importance of promoting self-directed mindful habits to improve health and wellness, 3) through individual, group and multi media communication, become an instrument for the promotion of wellness in others, and 4) apply the fitness guidelines for the developing the components of flexibility, strength and endurance.

授業の内容（Course Contents）
Survey the elements making up six dimensions of the wellness model though readings and group discussion. Identify lifestyle habits that enhance physical, social, emotional, spiritual, intellectual and occupational wellness. Identify and discuss current issues in physical and mental health.

授業計画（Course Schedule）
1. Lecture − Complete readings and discussion of the dimensions making up the wellness model
2. Practical − Fitness assessment and creating a health and wellness profile
3. Lecture − Identify the steps to setting goals and apply the S.A.P.P. model for new lifestyle habits.
4. Practical − Fitness Promotion − flexibility through static stretching and pilates yoga
5. Lecture − Complete readings and discussion of key elements making up the physical wellness dimension.
6. Practical − Fitness Promotion − flexibility through ballistic and dynamic stretching and power yoga.
7. Lecture − Complete reading and discussion of key elements making up the social wellness dimensions
8. Practical − Fitness promotion − strength through circuit training
9. Lecture − Complete readings and discussion of key elements making up the intellectual wellness dimension
10. Practical − Fitness promotion − strength through circuit training
11. Lecture − Complete readings and discussion of key elements making up the emotional wellness dimension
12. Practical − Fitness promotion − strength through weight training (FR)
13. Lecture − Highlight the top 10 habits comprising the physical, social, intellectual and emotional wellness dimensions
14. Practical − Fitness promotion − endurance through bike and treadmill training (FR)
15. Lecture − Complete readings and discussion of key elements making up the occupational wellness dimension
16. Practical − Fitness Promotion − flexibility and strength through balance ball training
17. Lecture − Complete reading and discussion of key elements making up the spiritual wellness dimension
18. Practical − Fitness Promotion − flexibility and strength through balance ball training
19. Lecture − Complete readings and discussion of the environmental and financial dimensions.
20. Practical − Fitness Promotion − endurance through dance aerobics
21. Lecture − Review the course content with focus on the occupational, spiritual, environmental and financial wellness dimensions
22. Practical − Fitness Promotion − endurance through dance aerobics
23. Lecture − Assess student understanding of the course content in an exam of short answer questions
24. Practical − Re-assess fitness elements and update student profile
25. Lecture − Through group discussion, integrate the course content and identify the top 10 health and wellness habits.
26. Practical − Table Tennis − report scores and tournament format
27. Lecture − Wrap up the course content by creating a model of the WELLNESS STUDENT.
28. Practical − Submit fitness profile and wellness plan.
   Table Tennis − report scores and tournament format

授業時間外（予習・復習等）の学習（Study Required Outside of Class）
Lecture readings and homework sheets will be assigned on a weekly basis.

成績評価方法・基準（Evaluation）
Lecture − Homework Sheets / Participation(30%)/Practical − Participation / Effort(30%)/Lecture − Mindful Habit
Activity (5%) / Lecture - Midterm Test (20%) / 最終レポート (Final Report) (15%)

<table>
<thead>
<tr>
<th>テキスト (Textbooks)</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>参考文献 (Readings)</td>
<td>Handouts for readings will be provided on a weekly basis.</td>
</tr>
<tr>
<td>その他 (HP等) (Others(e.g.HP))</td>
<td>All students must complete a pre-activity screening and medical examination by the first day of the course.</td>
</tr>
<tr>
<td>注意事項 (Notice)</td>
<td></td>
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</tbody>
</table>
授業の目標（Course Objectives）
1. teach students about styles of education in Asian and Western countries
2. expose students to Liberal Arts education (goals and customs)
3. review trends in higher education in Asian and Western countries

授業の内容（Course Contents）
“University Education in the World” examines the history of higher education in Europe, the United States, and East Asia, and the principles of Liberal Arts Education as a model for the future. We will explore differences between the Traditional Model of higher education in Japan and the Liberal Arts tradition in the US, as well as challenges facing both systems in the 21st century. Population change and higher education reform in Japan has inspired Japan to internationalize its higher education system; students today must prepare for a global future. So, the course will also offer practical advice, exercises, and interactive opportunities for students to develop competencies in the Liberal Arts, including critical thinking, argumentative writing, and oral self-expression.

授業計画（Course Schedule）
1. The History of Higher Education
2. The Goals of Higher Education
3. What are the Liberal Arts
4. Principles of Liberal Education
5. In Defense of Liberal Education
6. Principles of Comparative Higher Education
7. Comparing Education in Western and Asian Countries
8. The History of Higher Education in East Asia
9. Challenges Facing Higher Education in East Asia
10. Challenges Facing Higher Education in the US and Europe
11. Challenges Facing Higher Education in Japan
12. Virtues of the Traditional Education Model
13. Virtues of the Liberal Education Model
14. Keys to Success

授業時間外（予習・復習等）の学習（Study Required Outside of Class）
Assigned readings

成績評価方法・基準（Evaluation）
Daily class worksheets(75%)/Class participation(15%)/Oral presentation(10%)

テキスト（Textbooks）

参考文献（Readings）

その他（HP等）（Others(e.g.HP））

注意事項（Notice）
Period of Application: 9:00 a.m.Wed.,June 5 – 5:00 p.m.Fri.,June 14(Apply on V-Campus Blackboard) 2019年度受付期間：
6/5(水)9:00 ～ 14(金)17:00（立教V-Campus Blackboardにて受付）
<table>
<thead>
<tr>
<th>科目コード／科目名 (Course Code / Course Title)</th>
<th>その他( Others)／University in Modern Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>テーマ／サブタイトル等 (Theme / Subtitle)</td>
<td>What is the university as a place of learning? What does “modern society” mean? What role(s) does liberal education and the university play in “modern society”?</td>
</tr>
<tr>
<td>担当者名 (Instructor)</td>
<td>ヴォンハイキング, J （VON HEYKING, JOHN F. K.）</td>
</tr>
<tr>
<td>学期 (Semester)</td>
<td>春期間外（Summer Session）</td>
</tr>
<tr>
<td>科目ナンバリング (Course Number)</td>
<td>GLA2101</td>
</tr>
<tr>
<td>備考 (Notes)</td>
<td>Class Schedule: 8/1,2,5,6 10:45〜17:00, 8/7 10:45〜15:05 Room: A202</td>
</tr>
</tbody>
</table>

授業の目標 (Course Objectives)
To understand and discuss the concept of the university in modern society; to understand and discuss the meaning of liberal education; to reflect on one’s own student life as an experience of liberal education, as “liberation” to experience and reflect upon conversation as the core practice of education.

授業の内容 (Course Contents)
We shall consider the paradoxical role liberal education in the university has to play in modern society. On the one hand, defenders of liberal education view it as good for its own sake because the pursuit of wisdom requires no further justification. On the other hand, modern society places numerous demands on universities to deliver social, economic, and political goods (i.e., to education productive workers and thoughtful and engaged citizens). Thus defenders of liberal education in the university find themselves in the paradoxical position of having to defend and justify liberal education, which they view as essentially indefensible. We shall consider the arguments of the defenders of liberal education in the university, the challenges they face, and the various dimensions of the paradox of university liberal education in modern society.

授業計画 (Course Schedule)

1. Lecture: The Idea of a University and its Origins; Reading: Textbook 2
2. Lecture: Academic Freedom and Institutional Resilience; Reading: Textbook 2
3. Lecture: The Academic and Practical Worlds; Reading: Textbook 2
4. (First Half) Quiz 1 / (Second Half) Discussion: The Silent Crisis; Reading: Textbook 1, ix~xxiv, Ch. I
5. (Discussion: Education for Profit, Education for Democracy; Reading: Textbook 1, Ch. II
6. Discussion: Educating Citizens: The Moral (and Anti—Moral) Emotions; Reading: Textbook 1, Ch. III
7. Discussion: Socratic Pedagogy: The Importance of Argument; Reading: Textbook 1, Ch. IV
8. Discussion: Socratic Pedagogy: The Importance of Argument; Reading: Textbook 1, Ch. V
9. Discussion: Cultivating Imagination: Literature and the Arts; Reading: Textbook 1, Ch. VI
10. Instructor’s comments about Students’ Essay; Discussion: Democratic Education on the Ropes; Reading: Textbook 1, Ch. VII after Instructor’s Comment about Students’ Essay
11. (First Half) Discussion: Reflections on the Future of the Humanities—at Home and Abroad; Reading: Textbook 1, pp.145~55 / (Second Half) Quiz 2
12. Discussion: The University as a Place of Learning I; Reading: Textbook 3
13. Discussion: The University as a Place of Learning II; Reading: Textbook 3
14. Final Test

授業時間外（予習・復習等の）学習 (Study Required Outside of Class)
Students are expected to complete these two readings before the beginning of term:
1. Textbook 1(Martha Nussbaum, Not For Profit: Why Democracy Needs the Humanities) (160 pp.)
* Textbook 3 may be read after the classes have begun. (34 pp.)

成績評価方法・基準 (Evaluation)
Class Participation(30%)/Quiz 1 <covering the lectures delivered in Sessions 1~3>(15%)/Essay <on Textbook 1(1st half)>due at the start of Session 7(20%)/Quiz 2 <covering Textbook 1(2nd half)>(15%)/最終テスト(Final Test)(20%)

テキスト (Textbooks)
Digital copies of Textbook 2 and Textbook 3 will be supplied by instructor.
参考文献（Readings）

その他（HP等）（Others(e.g. HP)）

注意事項（Notice）
Period of Application: 9:00 a.m., Wed., June 5 ~ 5:00 p.m., Fri., June 14 (Apply on V-Campus Blackboard) 2019年度受付期間：6/5(水)9:00 ～ 14(金)17:00（立教V-Campus Blackboardにて受付）
授業の目標（Course Objectives）
This course aims at introducing the paths and options available for the student after gaining the bachelor’s degree in the contemporary globalizing environment. Since the students choose either to find a job or to continue their graduate education, this course gives some more details to assist the students by paving the way for them to follow that path of their choice.

授業の内容（Course Contents）
This course includes discussions, guest speakers, study tours, and presentations, that are expected to provide the students with the information their need so that they can make a smooth transition between their current university education and their future path of either work or continue seeking higher education.

授業計画（Course Schedule）
1. Introduction
2. Company/Public Office Job Path Introduction
3. Continuing Graduate Education Path Introduction
4. Tour to the Library/ PC Room
5. Guest Speaker (Ministry of Foreign Affairs of Japan): About choosing the company employee/ public officer path (Updated July 23, 2019)
6. Guest Speaker (University professor): Talking about choosing the academic path
7. Study Tour 1: DMM.com Company HR Division (learning on how companies choose their employees) (Updated July 23, 2019)
8. Study Tour 2: Recruiter Firm (learning on how to find a company/ public office job)
9. Study Tour 2: Recruiter Firm (learning on how to find a company/ public office job)
10. Study Tour 3: Daiwa Anglo-Japanese Foundation (to learn how to continue higher education path) (Updated July 23, 2019)
11. Study Tour 4: Japan-US Educational Commission (to learn how to continue higher education path) (Updated July 23, 2019)
12. Study Tour 4: Japan-US Educational Commission (to learn how to continue higher education path) (Updated July 23, 2019)
13. Final Project: Present their plan designed for their future path (1st group of students)
14. Final Project: Present their plan designed for their future path (2nd group of students)

授業時間外（予習・復習等）の学習（Study Required Outside of Class）
Instructions to be given during the class.

成績評価方法・基準（Evaluation）
Class Engagement(60%)/Final Project(40%)
Attendance is very important.

テキスト（Textbooks）
Instructions to be given during the class.

参考文献（Readings）

その他（HP等）（Others(e.g.HP)）
Students should note that they need to prepare for the train fees for commuting inside Tokyo for the 4 study tours.

注意事項（Notice）
Period of Application: 9:00 a.m., Wed., June 5 – 5:00 p.m., Fri., June 14
(Apply on V-Campus Blackboard)
授業の目標(Course Objectives)
All GLAP students study abroad at one of the partner institutions for one year from the Fall Semester of the second year to the Spring Semester of the third year. GLAP partner institutions are carefully selected for the program and are well known for their strong focus on liberal arts education. Academic advisers will work with each student to determine at which partner institution to study abroad and what kind of courses to register at host intuitions, considering each student’s academic progress. Through the encounters with diverse cultures and customs as well as learning together with others in a different environment aside from Japan, students discover their new potentials, improve their abilities to communicate in English, and build broad network of personal connections beyond national borders.

By acquiring learning skills, knowledge, and disciplines which are varied in different field of studies, and improve the talent to adopt the ability to apply them to different academic fields, students are particularly expected to achieve the level where they will be able to start studying the specific subjects, or the fields of study they will choose in the Fall Semester of the third year.

授業の内容(Course Contents)
GLAP Students will spent one semester (the Fall Semester of second year) abroad in partner institutions and experience their liberal arts program.

授業計画(Course Schedule)
1. At the partner institutions where each student is given the place to study, students will attend classes of their choice and fulfill the course requirements.
2. Students will seek advice from academic advisors of partner institutions and course instructor in Rikkyo University.
3. Students are also required to report the status of their study as well as the progress by submitting the monthly report on regular basis to the course instructor in Rikkyo University.
5. Instructions:
6. Report your monthly progress in Study Abroad partner institutions.
7. Submit your monthly report to the course instructor in Rikkyo University by email on monthly bases.
8. The deadline will be the last day of the month.
9. 1. Summary of your academic achievement. Attach your course work (e.g. presentation slides, essays, etc.) to the email if any.
10. 2. Summary of your college life.
11. 3. Your plan for the following month.
12. Further information will be given at the start of students’ Study Abroad.

授業時間外(予習・復習等)の学習(Study Required Outside of Class)
Students are also encouraged to learn from various additional activities (clubs, student societies, local organisations, etc). Students should contact course instructors of Rikkyo University on monthly basis and submit the monthly reports. (Further contacts, including skype interviews, are available whenever necessary.)

成績評価方法・基準(Evaluation)
Monthly reports(50%)/Monthly achievement(50%) Students should submit their transcript of each semester as a part of Monthly achievement as they received it.

テキスト(Textbooks)
なし

参考文献(Readings)
<table>
<thead>
<tr>
<th>その他（HP等）（Others(e.g.HP））</th>
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<tbody>
<tr>
<td>注意事項（Notice）</td>
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</table>
授業の目標(Course Objectives)
All GLAP students study abroad at one of the partner institutions for one year from the Fall Semester of the second year to the Spring Semester of the third year. GLAP partner institutions are carefully selected for the program and are well known for their strong focus on liberal arts education. Academic advisers will work with each student to determine at which partner institution to study abroad and what kind of courses to register at host intutions, considering each student's academic progress. Through the encounters with diverse cultures and customs as well as learning together with others in a different environment aside from Japan, students discover their new potentials, improve their abilities to communicate in English, and build broad network of personal connections beyond national borders.

By acquiring leaning skills, knowledge, and disciplines which are varied in different field of studies, and improve the talent to adopt the ability to apply them to different academic fields, students are particularly expected to achieve the level where they will be able to start studying the specific subjects, or the fields of study they will choose in the Fall Semester of the third year.

授業の内容(Course Contents)
GLAP Students will spent one semester (the Fall Semester of second year) abroad in partner institutions and experience their liberal arts program.

At the partner institutions where each student is given the place to study, students will attend classes of their choice and fulfill the course requirements.

Students will seek advice from academic advisers of partner institutions and course instructor in Rikkyo University.

Students are also required to report the status of their study as well as the progress by submitting the monthly report on regular basis to the course instructor in Rikkyo University.

授業計画(Course Schedule)
   Instructions:
   1) Report your monthly progress in Study Abroad partner institutions.
2. Submit your monthly report to the course instructor in Rikkyo University by email on monthly bases.
3. The deadline will be the last day of the month.
4. 1) Summary of your academic achievement. Attach your course work (e.g. presentation slides, essays, etc.) to the email if any.
   2) Summary of your college life.
   3) Your plan for the following month.
5. –
6. In addition, a final report and a presentation will be required at the end of the Study Abroad 2.
7. –
   Instructions:
   1) Summarize the academic achievements& college life during the Study Abroad.
   2) Choose one area from Humanities, Citizenship or Business and explain the reason(s) of the choice by reflecting on your study abroad experiences, and
   3) State your future plans in Rikkyo University and after graduation.
9. –
10. Presentation.
   Instructions:
   12) Talk what you have achieved through your Study Abroad to share it with other GLAP students.
   Presentation will take place at Rikkyo University at the end of the Spring Semester.
11. –
12. Further information will be given at the start of students’ Study Abroad.
授業時間外（予習・復習等）の学習（Study Required Outside of Class）
Students are also encouraged to learn from various additional activities (clubs, student societies, local organisations, etc). Students should contact course instructors of Rikkyo University at monthly bases to submit the monthly reports. (Further contacts, including skype interviews, are available whenever necessary.)

成績評価方法・基準（Evaluation）
Monthly reports(35%)/Monthly achievement(35%)/Presentation(10%)/Final report(20%)
Students should submit their transcript of each semester as a part of Monthly achievement as they received it.

テキスト（Textbooks）
なし

参考文献（Readings）

その他（e.g. HP）（Others（e.g. HP））

注意事項（Notice）
<table>
<thead>
<tr>
<th>科目コード／科目名 (Course Code / Course Title)</th>
<th>自動登録/Automatic Registration／Global Studies Pre-Seminar</th>
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<tbody>
<tr>
<td>テーマ／サブタイトル等 (Theme / Subtitle)</td>
<td>Global Studies Pre-Seminar</td>
</tr>
<tr>
<td>担当者名 (Instructor)</td>
<td>中込さえか(NAKAGOMI SAYAKA)</td>
</tr>
<tr>
<td>大橋里見(OHASHI SATOMI)</td>
<td></td>
</tr>
<tr>
<td>学期 (Semester)</td>
<td>秋学期(Fall Semester)</td>
</tr>
<tr>
<td>科目ナンバリング (Course Number)</td>
<td>GLA3911</td>
</tr>
<tr>
<td>備考 (Notes)</td>
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</tbody>
</table>

授業の目標 (Course Objectives)

By taking this course, students will acquire the advanced learning skills and disciplines, as well as the abilities to apply broader perspectives required for reading specific subjects particularly in the Humanities and Social Sciences. By setting their own research topic and working on it, students will complete their own research. By finishing this course, students will achieve a certain level of academic ability of analysis, thinking, and solving various issues relating to the global environment.

授業の内容 (Course Contents)

The course menu will be decided according to the interest of students. Students who take this course will:
1. set their own research topic in the Humanities and/or Social Sciences.
2. read the texts (books and/or articles) necessary to investigate and complete the topic of their choice.
3. report and discuss what they learnt and investigated during the weeks given either in front of peer students or the instructor.
4. write and submit a research paper at the end of the course.

授業計画 (Course Schedule)

1. Introduction
2. Student report1
3. Student report2
4. Student report3
5. Student report4
6. Student report5
7. Student report6
8. General discussion week
9. Student report7
10. Student report8
11. Student report9
12. Student report10
13. Student report11
14. Final discussion and summary

授業時間外 (予習・復習等)の学習 (Study Required Outside of Class)

Students must:
1. read the assigned materials and work on the assignments.
2. reflect on works carried out after the class.
Students are also required to review the feedback given to their final paper.

成績評価方法・基準 (Evaluation)

最終レポート(Final Report)(40%)/Participation in the course on weekly basis(30%)/Reports and discussion of their own works(30%)

テキスト (Textbooks)

Texts will vary according to the topic of the students.

参考文献 (Readings)

Reading materials and references will be discussed in the classes.
Secondary source and literature reviews will be suggested during the sessions.

その他 (e.g. HP) (Others)
The frequency of reports and discussions will be changed according to the number of the students.

Note (Notice)
授業の目標（Course Objectives）
A study of Japanese identity in the new millennium

授業の内容（Course Contents）
This course investigates Japanese identity in the context of Asia in the new millennium. It examines changing demographic, economic, and cultural changes in the region, and Japan’s response to challenges also facing neighboring East Asian nations. Two books, Ama Toshimaro’s “Why are the Japanese Non–Religious”, and Furuichi Noritoshi’s “Happy Youth of a Desperate Country”, address a “spiritual crisis,” especially among Japanese youth, as a particular response to regional economic and demographic challenges: economies that are increasingly dependent upon China’s strengths and weaknesses, and declining birthrates that will have long–term effects on today’s youth.

授業計画（Course Schedule）
1. Course introduction: Japanese Identity in the new millennium
2. ch 1. What Does it Mean to “Lack Religious Beliefs” ( mushūkyo)?
3. ch 2. The History of Being Non–Religious
4. ch 3. Poor Religious Understanding
5. ch 4. Religion and the Value of Just Being Ordinary
6. ch 5. A Village Without Individual Graves
7. Research paper 1 due
8. ch 1. The rise and fall of “young people”
9. ch 2. The restless young
10. ch 3. The “collapse” of “Japan”?
11. ch 4. The youths who stand up for Japan
12. ch 5. East Japan earthquake and the young people who met expectations
13. ch 6. The happy youth of a desperate country
14. Summary lecture and discussion

授業時間外（予習・復習等）の学習（Study Required Outside of Class）
3–4 hours per week: reading of selections from two books, two research papers, in–class oral presentations and discussion: Study of the feedback to their research papers from the instructor.

成績評価方法・基準（Evaluation）
Research paper 1(30%)/Research paper 2(30%)/Oral presentations(15%)/Class participation(10%)/Quizzes(15%)

テキスト（Textbooks）

Students are not required to purchase the textbooks: selections will be provided to students on the first day of class.

参考文献（Readings）

その他（HP等）（Others(e.g.HP)）

注意事項（Notice）
The course aims to familiarize students with artworks, artistic mediums and the historical development of Japanese visual culture to critically interpret these in terms of both similarities and differences with the productions of other visual cultures.

Japanese visual culture has been formed through ceaseless negotiations with foreign ideas, technology and artistic creations. This course examines a variety of visual art produced in Japan from the prehistoric period to the present, paying attention to the global context of its creation. Roughly chronologically organized, each class explores issues such as the construction of “Japan-ness” in architecture and painting; the impact of transcultural faiths, namely Buddhism and Christianity; and the ramifications of western visual impacts in modern times. Each session will consist of a lecture followed by a class discussion. Students are required to submit a short reaction note about the reading and class every week. In addition, students will present a work of Japanese art based on their research at a museum in Tokyo.

One or two readings will be assigned every week and they are expected to be completed before each class meeting.

For further reading, references are available on the course reserve shelf at the Library.

For your final presentation, you need to go to a museum in Tokyo.
### 授業の目標 (Course Objectives)
The purpose of this course is to provide students with a rough map of contemporary Japanese art—mainly visual art—and some key concepts requisite for thinking about works of art. Students are not required to be emotionally impressed by works of art. Instead, by the end of the course, students will be able to locate each work within its own cultural and historical context. Through this procedure, students will also learn to observe what feature in each work of art is a response to its context, and to think how it may function.

### 授業の内容 (Course Contents)
This course aims to provide an understanding on the postmodern turn in Japanese (mostly visual) arts. The term “postmodern,” which indicates no more than something coming after “modern” in its literal meaning, has been problematic one. Moreover, the notion “modern” has its roots so deep in the history of Western societies that we cannot apply it to Japanese culture without paying attention to the history of Japan. It is often said that—especially concerning Japanese contemporary arts—modernization in Japan was conducted very hastily by the government, and that it remains unfinished even today somewhat due to Japanese defeat in World War two. This course will trace how the Japanese postmodern arts—or what have been and might be called postmodern arts—has emerged in such a situation.

### 授業計画 (Course Schedule)

| 1. Introduction
| 2. Brief history 1. Modern, modernity and modernism
| 3. Brief history 2. Postmodernism: Post “modernism” or “postmodern” ism?
| 4. Avant-Garde art 1
| 5. Japan—United States relations 1: WW2 and Japanese high-art
| 6. Avant-Garde art 2
| 7. Postmodern art 1: Art of the 1960s and the 1980s
| 8. Japan—United States relations 2: Japanese subcultures
| 9. Aesthetics: Sublime, beauty and “Kawaii”
| 10. Postmodern art 2: Art of the 1990s and the 2000s
| 11. Postmodern art 3: Art of the 2010s
| 12. Contemporary Japanese music: from sampling and remix to “Beatjack”
| 13. Video culture on the Internet: “Vaporwave” and elements from Japanese culture in it
| 14. Review

### 授業時間外 (予習・復習等) の学習 (Study Required Outside of Class)
Readings and handout will be provided by the instructor during the classes

### 成績評価方法・基準 (Evaluation)

<table>
<thead>
<tr>
<th>設問への回答など (40%)</th>
<th>授業参加 (30%)</th>
<th>出席 (30%)</th>
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</table>
| Attendance (30%), Participation (30%), Assignment, essay, excercise (40%).

### テキスト (Textbooks)
なし

### 参考文献 (Readings)

### その他 (HP 等) (Others(e.g.HP))
授業の目標（Course Objectives）
Through readings, discussions, and writings in class, students should be able to 1) become familiar with key concepts and ideas of gender and visual representation, 2) learn skills in critical reading of texts and images, 3) demonstrate and develop knowledge of the field in class discussion and writing by utilizing relevant theories and technical terms.

授業の内容（Course Contents）
This course examines major issues of gender in American visual culture. By focusing on images of women in film, fine arts, music industry, and mass media, we will discuss the significance of construction of women’s identity and their roles through “the gaze” and gendered practices of looking. Analyzing some stereotypes of women in paintings, ads, moving images, and photographs will lead us to question how, by whom, and why these images are produced, presented, and circulated in visual culture. This involves considering contemporary issues and arguments of the relationship between sexuality, race, and hegemonic ideologies in American culture. We will also look at feminist practices since the 1970s intended to deconstruct stereotypes and create their own images. By analyzing differences in the portrayal of women between feminist art works and mass-produced popular images, we will consider functions of social norms in male-oriented society and culture.

授業計画（Course Schedule）
1. Guidance—Overview of course requirements and assignments
2. Introduction: What is gender, What is visual culture, What is representation, Who is referred to as “the Other”?  
4. Feminist Art Practices since the 1970s (2): View and discuss works by Judy Chicago, Barbara Kruger, Cindy Sherman, Mary Kelly, Carrie Mae Weems  
5. Feminist Art Practices since the 1970s (3): Discuss and write on some feminist art works  
8. Gender and the Gaze (3): View Rear Window (1954), directed by Alfred Hitchcock  
9. Gender and the Gaze (4): Discuss and write on Rear Window  
12. Construction of the female body (3): View Mrs. Doubtfire (1993), directed by Chris Columbus  
13. Construction of the female body (4): Discuss and write on Mrs. Doubtfire / Review  
14. Final test

授業時間外（予習・復習等）の学習（Study Required Outside of Class）
Students should be well prepared for and participate in discussions and writings in class by doing assignments and related readings.

成績評価方法・基準（Evaluation）
Final test (an essay)(40%)/Three in-class writings (short essays)(30%)/Class participation(30%)

テキスト（Textbooks）
Reading materials will be available on the first day of the class.

参考文献（Readings）

**Notice**

This class will deal with some art works, films, and readings that might make you feel uncomfortable, disturbed, and confused. Enrollment in this class consists of agreement to view and discuss such materials in an objective manner.
The aim of the course is to train students to read texts critically and effectively and to provide them with a rough map of Japanese intellectual discourse. Students should, by the end of the course, find themselves able to: identify the main questions and debates in the field of Japanese thought; situate these in their specific historical contexts; deploy key concepts to analyze the modern predicament in its cultural, social, and political dimensions.

The course presents a survey of major trends and topics of Japanese thought from the late 19th century to the present day. During the 150 years since its opening to the world, Japan saw rapid economic modernization and social transformation, but it also experienced political violence, war, environmental catastrophe, social conflict, and economic stagnation. How have Japanese thinkers addressed these changes and challenges? What kind of intellectual resources did they draw from to interpret and explain, legitimize and contest the issues of their day? By examining texts written by Japanese intellectuals, and tracing how their discourses responded to world historical shifts or found inspiration in exchanges with “foreign” writers, the course will explore the changing position of “Japan” (and “Japanese thought”) within a globalizing world. Students are required to give a presentation on a text or author and submit an essay by the end of the term.

Students are expected to read articles and excerpts from books suggested during the class.

Attendance and classroom participation(30%)/Presentation(30%)/Essay(40%)

Readings and handouts will be provided in the first session and during the course.

Attention to HP and other materials is not required.
This course aims to help students develop their English abilities in listening, reading, speaking, and writing through a combination of various texts, media and in-class activities. Students enrolled in this course will have the opportunity to enhance their abilities to analyze a text of literature through close reading of the original text, the provision of supplementary notes, letters and videos to aid students in their reading and interpretation of the poem from various perspectives and thereby facilitate their overall understanding of William Carlos Williams’ poem, *Paterson*.

As one of the major themes of the book is related to location and place, we hope that through studying this text, students will be able to reflect more on the influences that regionalism and geography have in their own lives. In terms of skills related to English ability and proficiency, students will have the opportunity to improve their English listening skills through the interpretations of the text provided by their teacher in class, and by watching videos related to the book or the author (William Carlos Williams) by other professors, analysts, critics and fans, which will be recommended as a way to supplement their knowledge of the course. Pair and group discussions and presentations conducted in class will help students improve their proficiency in spoken English and homework assignments and short essays will help students improve their abilities in English composition and expression.

Successful completion of this course should indicate an understanding of…
1. a historical background of the Imagist Movement
2. the style, structure, aesthetics and aims of Williams’ epic poem
3. several ways of analyzing the text

This course also involves the development of the following skills…
1. the ability to interpret and discuss a text, based on its historical and cultural context
2. the ability to inform an original text through the use of secondary sources
3. the ability to interpret and understand the literary analysis of other critics and writers
4. the ability to compose one’s own literary analysis

This course, predominantly conducted in English, will offer enrolled students the opportunity to read and discuss William Carlos Williams’ long and most famous poem, *Paterson*, which combines elements of both poetry and prose.

Much has been written on this well-known book by literary scholars and critics to date. Therefore, some supplementary notes and commentary will be provided to assist students in their comprehension of the book. Most supplementary notes have been drawn from Benjamin Sankey’s, *A Companion to William Carlos William’s Paterson*. To further assist students in their elucidation of the text, key excerpts from letters and essays penned by the author of *Paterson* will also be included (taken from *The Selected Letters of William Carlos Williams* and his *Selected Essays*), so that students will be equipped with a richer background on what Williams was feeling or thinking at the time he was composing the poem. Finally, a few online videos, in which other professors of English literature discuss this epic poem will be included in this course to offer students the opportunity to hear other perspectives and opinions on the book from people who have experience analyzing the text before.

1. Introduction: Background to the Imagist Movement & The Life of William Carlos Williams.
   After explaining the syllabus, assignments, and course requirements, this session will provide students with background information on the Imagist Movement, the major authors of this movement (Williams, Pound, Zukofsky etc.) as well as contemporaries (such as Joyce, Stein and McAlmon), before moving on to the life of William Carlos Williams and his general artistic aims when he when he set out to write *Paterson*.
2. Williams’ *Paterson* – Perspectives on the Poem.
   In this session, we will discuss both Williams’ own positions on the poem itself, outlined in his opening statement (that commences the poem), reflections from his autobiography, and also the perspectives of other analysts and critics. After watching some videos, students will discuss these views as well as the opening sections of *Paterson*.
3. Paterson – A Geography (pp. 3 – 16).
   In this session, we will discuss the opening sections of the poem and in particular focus on the importance that Williams attaches to the geography and location of Paterson, especially the strong influence of a hometown on an individual, and the degree of influence it had over the author in terms of his own life and writing. We will briefly compare Paterson with The Maximus Poems by Charles Olson, another epic poem that focuses on the author’s hometown and the importance and immediacy of place.

   In this session, we will focus on the themes of nature and wildlife that Williams appears to be addressing in this early section of the book. Another recurring theme in this section is the one of ‘divorce’ (which appears in other sections of the book as well) and we will discuss possible reasons for its inclusion at this stage of the book. Finally, we will look at when Williams decides to embed sections of prose (sometimes quotations) within his poetry and his reason(s) for their inclusion.

5. Paterson – Sunday In the Park (pp. 43 – 61).
   This session will explore how Williams switches back and forth from what he is observing in the park (connections to his external self) to what he is thinking or recalling (his internal self). We will discuss in detail how this is a common characteristic of Imagist writing: to write about the content directly in front of oneself. A connected theme that emerges here is that of memory, which we will also briefly address in this class.

   The two main themes we will focus on in this session are 1) religion (Christianity) and 2) women. Williams addresses the importance of religion (Christianity) in America and the degree of influence it has on people’s lives, which we will discuss in class. We will also compare the situation in the United States with Japan.

7. Paterson – Poetry and Literature (pp. 77 – 91).
   In this section of Paterson, Williams focuses on several themes, but predominantly he talks about language, literature, poetry and education and their place in the world. In this class, we will try to analyze Williams’ views on these themes.

8. Paterson – The Library (pp. 95 – 112).
   In this section of the poem, Williams focuses on the roles that books play in our lives. Williams reads from several different sources of a library here and a main theme of this section, which we will discuss in class, is that of rot/decay (that both books in a library and humans experience over the passage of time) and life continuing on around us (both in our everyday lives and in the moments while we are reading books and imagining their stories and information for ourselves).

9. Paterson – Make It New (pp. 113 – 145).
   In this slightly long reading section, we will explore two main topics. In the first section, the main theme here is fire and its ability to both destroy something completely and regenerate something new. This may be connected to the Imagist motto espoused by Ezra Pound – ‘make it new,’ which is actually a title of a book of essays by Pound himself. In the second section, we will look at Williams’ device of drawing directly on external sources (usually quotations) but in a different way from that of Ezra Pound. We will look at these aspect of Imagism, which both Pound and Williams have in common, but also see how these two writers use this device in different ways and for different purposes.

10. Paterson – Corydon & Phyllis (pp. 149 – 169).
    At the beginning of Book Four, Williams focuses largely on his occupation as a medical practitioner and includes excerpts of conversations, letters or poems that all revolve around the theme of medicine. In this session, we will look at the relationship between his occupation as a doctor and his vocation as a poet and writer. We will also analyze the curious exchanges between Corydon and Phyllis and the reasons for their inclusion in this poem.

    This section of Paterson features several different themes and characteristics. The main aspects we will focus on, in this section are: 1) money; 2) the sea; 3) the use of language (including foreign languages) which appears to be the main overriding theme; and 4) the early correspondence between William Carlos Williams and Allen Ginsberg (one of the most famous poets of the Beat Generation), which features in this section of the poem.

    Williams appears to be preoccupied with thoughts on the nature of art, which includes not only painting but literature as art (such as Stein who is mentioned) and poetry as art. Finally, we will talk about a very important theme in Williams – the theme of talking in one’s own natural language, which in this case is what is sometimes referred to as the ‘American Idiom.’ We will briefly discuss Lew Welch’s comments on this aspect in Williams’ poetry as well. (Welch was a beat poet who was in regular correspondence with Williams).

13. Paterson – Brueghel & Imagism (pp. 223 – 240).
    At the close of Book Five and in the manuscript fragments of Book Six, which are available here, we will explore how Williams uses the painter Brueghel as an example and an analogy, to explain the practice of the Imagist poets. As Brueghel painted what he saw before him, the Imagists endeavored to write what they saw before them, or as Williams once famously said, “no ideas but in things.” In this very important lesson, we will discuss the main philosophy behind Imagism, which is best illustrated by the closing section of Paterson.

14. Final Examination.
    The final examination will cover all parts of the text and supplementary materials covered throughout the semester. Please be prepared for multiple-choice questions, short-answer questions on selected passages of the text and a final essay question.
Students should be prepared to analyze the readings using a variety of resources. It is essential that students have read the assigned reading sections before attending each class. Supplementary materials (notes, letters, analysis and videos) will also be provided by the teacher and reading or viewing these extra materials will offer students a chance to enrich their understanding of the primary text. Four homework tasks will be assigned for Books I-IV of *Paterson*, respectively and students are expected to submit them on time.

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<tr>
<th>成績評価方法・基準 (Evaluation)</th>
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<tr>
<td>最終テスト (Final Test) (40%) / Four writing assignments (40%) / In-class discussions and presentations (20%)</td>
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<td>The four writing assignments will be on Books I-IV of the textbook.</td>
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<th>テキスト (Textbooks)</th>
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<th>参考文献 (Readings)</th>
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<tr>
<td>Some Online Resources</td>
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<tr>
<td>1. Modern Poetry with Langdon Hammer. <a href="https://www.youtube.com/watch?v=vQBRdrFkrsw">https://www.youtube.com/watch?v=vQBRdrFkrsw</a></td>
</tr>
<tr>
<td>2. Poetry and Poetics Conference at the University of Pittsburgh on November 14, 2014. <a href="https://www.youtube.com/watch?v=djr7ds1bJ5k">https://www.youtube.com/watch?v=djr7ds1bJ5k</a></td>
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<tr>
<td>1. Annotated versions of the assigned weekly reading sections will be uploaded, on an ad hoc basis, or will be sent to students by e-mail to help them review the text, relevant background information and facilitate their understanding of the text.</td>
</tr>
<tr>
<td>2. ワープポイントを使用した講義形式で、映像資料や現物資料なども適宜活用する。</td>
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<tr>
<td>3. 授業では学生への質問も活発に行なう予定なので、積極的な受講態度が期待される。</td>
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This course aims to help students develop their English abilities in listening, reading, speaking, and writing through a combination of various texts, media and in-class activities. Students enrolled in this course will have the opportunity to enhance their abilities to analyze, discuss and write about a text of English poetry, through close reading of the original text, the provision of supplementary notes, letters and videos which will help inform the poem from various alternative perspectives and thereby facilitate the students’ overall understanding of a section of Ezra Pound’s epic poem, *The Cantos*, entitled, *The Pisan Cantos*. One aspect that students will explore in depth in this course is the controversy that has surrounded this poem, which is a result of a conflict between the nature of Ezra Pound’s political views and the critical acclaim he has received as a poet, especially when Pound was awarded the first Bolingen Prize for Poetry.

By taking this course, students will be able to improve their English listening skills through interpretations of the text provided by the teacher in class, and after watching videos about the book by other professors and analysts, hopefully students will be in a position to reflect and comment on the various views and interpretations of Pound’s major work. Pair and group discussions conducted in class will help students improve their proficiency in spoken English and homework assignments and short essays will help students improve their abilities in English composition and expression.

Successful completion of this course should indicate an understanding of...
1. aesthetic values and a historical background of the Imagist Movement
2. the aesthetic goals and ambitions of Ezra Pound in composing *The Cantos*
3. the style and structure of *The Pisan Cantos*
4. Pound’s political views and the controversy surrounding them

This course also involves the development of the following skills...
1. the ability to interpret and discuss a text, based on its historical, cultural and political context
2. the ability to inform an original text through the utilization of secondary sources
3. the ability to interpret, understand and comment upon literary analysis of other writers and critics
4. the ability to compose one’s own literary analysis

Much has been written on this well-known book by literary scholars and critics. However, because Pound’s poem is difficult to follow and full of esoteric references, some supplementary notes and commentary will be provided in order to facilitate their understanding of the book. Most supplementary notes have been drawn from the following two sources: 1) *Motive and Method in the Cantos of Ezra Pound*, a collection of essays on Pound’s major opus, edited by Lewis Leary, and 2) *Ezra and Dorothy Pound: Motive and Method in the Cantos of Ezra Pound*, a collection of essays on Pound’s major opus, edited by Lewis Leary, and 2) *Ezra and Dorothy Pound: Letters in Captivity 1945 – 1946*.

The first reference book by Leary provides some of the most well-known analysis on *The Cantos* to date while the second reference book should facilitate students’ understanding of *The Pisan Cantos* section in particular as it will better inform students as to what Pound was thinking or feeling during his time in captivity, during which he wrote these cantos, through an analysis of his letters to his wife, Dorothy Pound. Finally, a few videos in which other professors discuss this epic poem will be included in this course to provide students with other perspectives from people who have experience analyzing this text.
basic information on literary contemporaries (such as Joyce, Stein, H.D., and McAlmon), before moving on to the life of Ezra Pound and his overall, general artistic ambitions in composing *The Cantos*, his connection to the poet Dante, and more specifically what Pound was experiencing while he was composing *The Pisan Cantos*.

2. The Historical Background: Pound Awaiting Trial.
   In this session, we will discuss the historical context under which Ezra Pound was imprisoned in Pisa (Italy) at the conclusion of World War II, awaiting his possible trial for treason due to his collaboration with the Mussolini Government, and the response from the public and literary community towards Pound at the time, both in terms of his political views and his writings as a poet.

   In this session, we will discuss general points about *The Pisan Cantos* by focusing on Richard Sieburth’s Introduction to the textbook.

4. Pound: A Multitude of Voices (pp. 3 – 27).
   This session will focus on the opening canto of *The Pisan Cantos*. In this session, we will also discuss Pound’s multilingual abilities and his tendency to draw on ‘other voices’ throughout the history of literature (such as Homer) and embed other languages into his own text. This multilingual component, a well-known feature of Pound’s writing, which recurs throughout his oeuvre, will be analyzed as a feature of modernism and more specifically imagism. This lesson will also briefly touch upon the death of Mussolini and the use of Chinese characters (kanji) throughout and the reason for their inclusion.

5. Review (of Canto LXXIV) & A Yale Professor’s View.
   As the opening canto is one of the longest ones from *The Pisan Cantos* section, this session will focus on reviewing what was covered in the previous lesson as well as cover new information as presented by a professor from Yale University, Langdon Hammer, who discusses Ezra Pound at length. This session will also provide students with time to ask questions openly on aspects of *The Pisan Cantos* about which they wish to learn more.

6. Cantos LXXV and LXXVI (pp. 28 – 41): The Destruction of War.
   While the brief Canto LXXV is a copy of Gerhart Munch’s violin setting for the ancient song *Le chant des oiseaux*, Canto LXXVI is about Pound’s memories of Paris, Provence and Paris. In this class we will discuss the power of memory and the destructiveness of war, which are the two main themes in these cantos.

7. Canto LXXVII and LXXVIII (pp. 42 – 61): The Economics of War & Usury.
   During WWII, Pound made several radio broadcasts from Mussolini’s Italy denouncing the American economic regime. This was the main basis for which charges of treason were brought against him. In this lesson we will look at two very important themes in Pound’s work, which are the economic basis of war and usury. We will also briefly touch on one of the most controversial aspects of Ezra Pound – his anti-Semitic views. This is the right lesson to discuss this aspect of Pound, because of its overlap with the theme of usury.

   In this session we will look at what Pound has to say about many famous composers and music in general. Although not mentioned in the canto itself, we will briefly discuss his relationship with the French composer, Antheil, about whom he wrote a book on harmony.

   In this session we will look at the post-WWII world and the world in general after any great war and the legacy of its destruction.

    Various themes emerge in these three cantos. Therefore, in this session we will look at the main themes of fertility (*Canto LXXXI*), captivity (*Canto LXXXII*), capital punishment and the present (*Canto LXXXIII*).

11. Canto LXXXIV (pp. 115 – 118): Pound Before the War.
    For those who have not read Pound before, many may not know that he attempted to stop American involvement prior to WWII, as far back as 1939. This is mentioned in the concluding canto of *The Pisan Cantos* as well as the bad news about his friend who has died during the war.

12. Motive and Methods in *The Pisan Cantos*.
    This session will focus on much of the analysis of *The Pisan Cantos* from editor Lewis Leary’s book and also some analysis by Michael Alexander, another famous Pound scholar. More specifically, we will look at Pound’s prime motives behind writing this poem and what (aesthetic and creative) methods he drew upon in order to achieve these motives during its execution.

13. The Bolingen Prize and its Controversy.
    When *The Pisan Cantos* won the very first Bolingen Prize for Poetry, there was a mixed response from the public. While a few scholars and literary critics showered the poem in accolades, the response from the general public was extremely negative (many were outraged), owing to Pound’s controversial political views.

14. Final Examination.
    The final examination will cover all parts of the text and supplementary materials covered throughout the semester. Please be prepared for multiple-choice questions, short-answer questions on selected passages of the text and a final essay question.

**Study Required Outside of Class**

Students should be prepared to analyze the readings using a variety of resources. It is essential that students have read the assigned reading sections before attending each class. Supplementary materials (notes, letters, analysis and videos) will also be provided by the teacher and utilizing these extra resources will offer students a chance to enrich their understanding of the
Four homework tasks will be assigned at set times throughout the semester, when we cover specific themes that emerge in *The Pisan Cantos* and students will be expected to submit these assignments by the deadline.

**成績評価方法・基準（Evaluation）**
最終テスト（Final Test）(40%)/Four writing assignments(40%)/In-class discussions & presentations(20%)

**テキスト（Textbooks）**

**参考文献（Readings）**

Other required readings or materials will be distributed by the instructor during class time.

**その他（HP等）（Others(e.g. HP)）**
1. Annotated versions of the assigned reading sections will be uploaded, on an ad hoc basis, and/or sent to students by e-mail to help them review the text, relevant background information and facilitate their understanding of the text.
2. パワーポイントを使用した講義形式で、映像資料や現物資料なども適宜活用する。
3. 授業では学生への質問も活発に行なう予定なので、積極的な受講態度が期待される。

**注意事項（Notice）**

- 78 -
授業の目標（Course Objectives）
To read, discuss, and analyze African-American literature.

授業の内容（Course Contents）
Beginning with the origins of African-American literature and continuing through the Civil Rights Movement of the 1950s and 1960s, this course will examine the contributions that African-American writers have made to the national literature. Through this course, students will come to understand the impact that African-Americans have had on American society and culture.

授業計画（Course Schedule）
1. Introduction to the History and Culture of African-Americans
2. Joel Chandler Harris, Uncle Remus Tales
3. Mark Twain, Excerpts from Adventures of Huckleberry Finn
4. Paul Laurence Dunbar, “We Wear the Mask” and The Sport of the Gods
5. The Sport of the Gods
6. Oral Presentations (First Response Paper Due)
9. Harlem Renaissance: Poetry of Langston Hughes and Claude McKay
10. Langston Hughes and Claude McKay (Second Response Paper Due)
14. Final Oral Presentations (Third response Paper Due)

授業時間外（予習・復習等）の学習（Study Required Outside of Class）
Students will be assigned regular reading assignments which must be completed before class. Response papers must be typed and submitted on the due date.

成績評価方法・基準（Evaluation）
Participation in Class Discussions(20%)/First Oral Presentation(10%)/Response Papers(30%)/Final Oral Presentation(40%)
No textbook is required for this course. Handouts will be provided by the instructor.

テキスト（Textbooks）
なし

参考文献（Readings）

その他（HP等）（Others e.g. HP）

注意事項（Notice）
授業の目標（Course Objectives）
To read, discuss, and analyze the novella Quicksand (1928) authored by Nella Larsen.

授業の内容（Course Contents）
Nella Larsen was born to a mixed-race father and a white mother, the latter of whom had immigrated to the United States from Denmark. After her mother married another Danish immigrant, Nella encountered the daunting reality of what it meant to grow up "black" in a white family in Chicago. Quicksand deals with the theme of a search for self-identity as the protagonist, Helga Crane, struggles to find the people with whom she belongs.

授業計画（Course Schedule）
1. Introduction to Nella Larsen and the Harlem Renaissance
2. Quicksand (Reading and Discussion)
3. Quicksand (Reading and Discussion) Group Reports
4. Quicksand (Reading and Discussion) Group Reports
5. Quicksand (Reading and Discussion) Group Reports
6. Quicksand (Reading and Discussion) Group Reports
7. Quicksand (Reading and Discussion) Group Reports
8. Quicksand (Reading and Discussion) Group Reports
9. Quicksand (Reading and Discussion) Group Reports
10. Quicksand (Reading and Discussion) Group Reports
11. Quicksand (Reading and Discussion) Group Reports
12. Quicksand (Reading and Discussion) Group Reports
13. Quicksand (Reading and Discussion) Group Reports
14. Final Essay Test

授業時間外（予習・復習等）の学習（Study Required Outside of Class）
Every student will be required to work on a group report with one or two other students. These reports will be presented in class. Students will be assigned 10–12 pages of reading every week.

成績評価方法・基準（Evaluation）
 Participation in Class Discussions(30%)/Group Reports(30%)/Final Essay Test(40%)

テキスト（Textbooks）

参考文献（Readings）

その他（HP等）（Others(e.g.HP)）

注意事項（Notice）
To read, discuss, and critically analyze two novellas by Mark Twain. Students will also learn how to introduce secondary sources into their academic writing.

Mark Twain has been called the “Father of American Literature” and his impact on American literature has not diminished with time. In this course, we will study two of Twain’s humorous novellas, “Extracts from Adam’s Diary” (1904) and “Eve’s Diary” (1905). Set in the Garden of Eden, Twain reinterprets the Biblical story of Adam and Eve, and in the process offers a 19th-century critique of gender roles.

1. Introduction to Mark Twain: His Life and Work
2. Extracts from Adam’s Diary
3. Extracts from Adam’s Diary (Group Presentations)
4. Extracts from Adam’s Diary (Group Presentations)
5. Extracts from Adam’s Diary (Group Presentations)
6. Extracts from Adam’s Diary (Group Presentations)
7. Oral Presentations (Response Paper due)
8. Eve’s Diary (Group Presentations)
9. Eve’s Diary (Group Presentations)
10. Eve’s Diary (Group Presentations)
11. Eve’s Diary (Group Presentations)
12. Eve’s Diary (Group Presentations)
13. Eve’s Diary (Group Presentations)

Every student will be required to work on a group report with one or two other students. These reports will be presented in class. Students will be assigned 12–15 pages of reading every week.

Participation in Class Discussions(20%)/Group Presentations(20%)/First Oral Report and Response Paper(20%)/Final Oral Presentation and Final Writing Project(40%)


## Course Objectives

To improve the students’ ability to read and discuss American literature, and then to assist them in transforming their ideas into academic writing.

## Course Contents

Using an American Studies approach to literary analysis, this course will examine how Twain’s *Pudd’nhead Wilson* (1894) reflects American society and culture of the antebellum South.

## Course Schedule

1. Introduction to Mark Twain: His Life and Work (Review of first semester)
2. Chapters I and II
3. Chapters III and IV
4. Chapters V and VI
5. Chapters VII and VIII
6. Chapters IX and X (First Response Paper Due)
7. Chapter XI
8. Chapters XII and XIII
9. Chapters XIV and XV
10. Oral Presentations (Second Response Paper Due)
11. Chapters XVI and XVII
12. Chapter XIX
13. Chapters XX and XXI
14. Oral Presentations and Submission of Final Writing Project

## Study Required Outside of Class

Students are expected to read approximately 15 pages every week. The response papers must be typed and submitted on the due date. A final writing project on the text with secondary sources included should follow the MLA Handbook. This method of citing sources will be introduced in class.

## Evaluation

Participation in Class Discussions (30%)/First Oral Presentation (10%)/Response Papers (20%)/Final Oral Presentation and Final Writing Project (40%)

## Textbooks


## Readings

Although it is not required reading, students should familiarize themselves with the MLA Handbook 8th edition published by the Modern Language Association. This reference is available in the University Library.

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### Notes

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Students are required to comprehend and utilize the primary sociological concepts and theoretical perspectives to apply those to their lifeworld.

This course provides students with an overview of the field of sociology. Students will explore the basic sociological concepts, primary sociological theoretical perspectives and methodological approaches to interpret everyday lifeworld. In particular, students will learn and discuss the role of media in social construction of reality. Each class has a reading material and students are required to complete reading the assigned material before the class. Students are strongly encouraged to participate in the class discussion.

All readings for the course are available for download as PDF files from the Blackboard.

Class Participation(20%)/Reading Essay(30%)/Oral Presentation(20%)/Final Term Paper(30%)


<table>
<thead>
<tr>
<th>科目コード／科目名 (Course Code / Course Title)</th>
<th>OW421／Principles of Sociology</th>
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<tbody>
<tr>
<td>テーマ／サブタイトル等 (Theme / Subtitle)</td>
<td>Social Construction of Reality</td>
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<tr>
<td>担当者名 (Instructor)</td>
<td>李 美淑(LEE MISOOK)</td>
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<td>学期 (Semester)</td>
<td>秋学期(Fall Semester)</td>
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<td>科目ナンバリング (Course Number)</td>
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<td>備考 (Notes)</td>
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授業の目標 (Course Objectives)

授業の内容 (Course Contents)

授業計画 (Course Schedule)

授業時間外 (予習・復習等)の学習 (Study Required Outside of Class)

成績評価方法・基準 (Evaluation)

テキスト (Textbooks)

参考文献 (Readings)

その他 (Others(e.g.HP))
| 注意事項（Notice） |
The purpose of this course is (1) to give students a basic understanding of theories concerning global city, (2) to give a broad coverage of particular cases in Tokyo as a global city and a comprehensive picture of what is really going on in the global city, and (3) to cultivate critical thinking skills.

The term, ‘global city’ may evoke the image of something positive and bright; however, global cities such as Tokyo, in reality, have a bright side and a dark side. With the Tokyo Olympics just around the corner, governmental agencies and media have actively engaged in making Tokyo more attractive for global business and tourism. But, such activities often ignore the perspectives of the socially disadvantaged and neglect issues such as inequality and poverty. Like other global cities, Tokyo has faced many challenges. This course will mainly focus on Tokyo, discuss the particular cases in depth, and depict the various aspects.
授業の目標（Course Objectives）
This course explores fundamental political concepts such as power, reconciliation, peace, and coexistence in a range of contexts and at a variety of levels. The course encourages dialogue and debate, promoting students the capacity to interpret theories and case studies in local and global issues to ensure a transnational perspective. The course offers students to develop an in-depth understanding of national, regional, and global dimensions of political relations and interactions by shedding particular lights on non-state actors such as human agency, nongovernmental organization, and local dynamics in the global politics.

授業の内容（Course Contents）
What is the concept of transnational politics in the age of globalization? What constitutes the globe intact? Who governs it? Who or what are the main actors and how can we understand their approaches and behaviors to resolve the differences? Conventional answers to these questions have largely focused on the nation-state as the dominant agent, equating world politics with international relations. However, this course begins by highlighting the historical background to past and contemporary transnational politics. Then it will explore some of the key concepts and ideas as well as the major theoretical approaches to understanding politics beyond the state boundaries. Lastly, the course reconsiders the concepts of reconciliation, human rights, economic inequality, development, diaspora, and environmental issues in the context of transnational politics.

授業計画（Course Schedule）
1. Introduction (Interdisciplinary Approach) – Theoretical Perspectives on International Relations, Transnationalism, and Globality
2. Empire, Imperialism, Colonialism and Postcolonialism
3. Race, Ethnicity, Class, and Diaspora
4. Cold War to Neoliberalism
5. Power, Protest, and Social Mobilization
6. Gender Politics
7. (Guest Speaker) – TBA
8. Genocide and Mass Killing
9. Reconciliation and Reparations: Come to Terms with the Past
10. Militarization and Demilitarization: Everyday Life in Okinawa, Jeju, and Palestine
11. Growth and Environment
12. (Guest Speaker) – TBA
13. Group Presentation
14. Final Test

授業時間外（予習・復習等）の学習（Study Required Outside of Class）
Welcome to OW425／International Relations. This course is an interdisciplinary introduction to the core transnational ideas, imaginations, and debates concerning non-state agencies over the last two hundred years. It is my sincere hope that each student will do well in the course.
To reach the successful goal, students must do the responsibilities and requirements outlined in the syllabus.

1. Attend Classes.
2. Participate in creating the class a productive and enjoyable learning experience for all.
3. Ask questions.
4. All cell phones and other electronic communication devices are to be turned off during class (Contact the instructor if this is a problem and will work this out).
5. Complete and hand in assignments on time.
6. Take Test on the date they are scheduled.
7. Inform the instructor of any concerns or questions.
8. Make suggestions on how the course could be improved.
成績評価方法・基準 (Evaluation)
Writing Assignments + Group Presentation (20%)/ Participation (Quizzes, Class Participation, and etc.) (20%)/ 最終テスト (Final Test) (30%)/ 最終レポート (Final Report) (30%)

テキスト (Textbooks)
You are not required to purchase the books on the list. The reading materials will be provided by the instructor.

参考文献 (Readings)

その他 (e.g. HP) (Others)

注意事項 (Notice)
**Course Code / Course Title**  
OW427 / Civil Society Organization (NGO/NPO) and Corporate Social Responsibilities

**Theme / Subtitle**  
NGOs approaches over Business and Human Rights issues.

**Instructor**  
寺中 誠 (TERANAKA MAKOTO)

**Semester**  
秋学期 (Fall Semester)

**Course Number**  
GLA3301

**Language**  
英語 (English)

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**Course Objectives**

Understanding the Business and Human Rights global trends and their implication on Corporate Social Responsibilities.
Defining actors on the issue, such as business sectors, NGOs and governments, and how the UN is conceptualising the issue.

**Course Contents**

Both in fields of business ethics and law, Corporate Social Responsibility (CSR) is becoming an area of huge interest among various parts of the community. Firstly initiated over management of environmental issues, the matter of CSR is now expanding its scope to corporate governance and human rights issues, globally and locally. The UN and Civil Society Organisations are actively taking parts on setting up mechanisms for its respective fields. The course will take up the issue in the larger extent with a knowledge of backgrounds.

**Course Schedule**

1. The emerge of the CSR perspectives in the civil society and their implications into human rights field.
2. The basic concept of the legal context on Business and Human Rights. Is this an International Law playground?
3. "Businesses Under Trial": How the civil society constituted "Social Problems" by criticising businesses?
4. "The Empire Strikes Back"– The failure of the "Norms of Responsibilities": how the UN reform in 2005 killed the hard law approach?
5. "Raggie Framework 2008": How the civil society reacted on the new soft law approach, ?
7. "Human Rights Due Diligence” as a new method to implement CSR, supported by the concept of "Multi-Stakeholders Approach”.
8. Conflict Diamond and the Kimberley Process – Case study A. Armed conflict in question with businesses.
9. Conflict Minerals and the "Dodd-Frank" – Case study B. What is the so-called "conflict economy”?
10. Coffee and Chocolates – Case study C. The global market is designed to support a global extreme poverty.
11. Modern Slavery – Case study D. A revised concept of Slavery is applicable to various business scenes.
12. Managing CSR within the organisation – due diligence, human resource management, defining out "stakeholders” and regulating procedures and contracts.
13. Revisiting "Rights Based Approach”, merging up development aids into international human rights instruments.
14. "No One is Left Behind" to be combined with "Conflict As Our Property”; is the current approach of SDGs appropriate in terms of resolving social problems?

**Study Required Outside of Class**

Students are required to search on respective documents in advance in relation to each topic.  
Take notes during the class, and sum them up after the class. It usually takes an hour for each of pre and post studies. Students are also required to present response sheets after the class to reflect their understanding.

**Evaluation**

Final Report (40%)/Responses given during classes (30%)/Response sheets (in-class points) (30%)

**Textbooks**

なし

**Readings**

Shall indicate during classes as nescessary.

**Others(e.g.HP)  
Business and Human Rights Resource Centre   
<https://www.business-humanrights.org/>
UN OHCHR Business and Human Rights

注意事項 (Notice)
授業の目標（Course Objectives）
To present sociology of education to students in a way that contains both synopsis and a balanced picture of a complex field. In this course, students will develop a sociological understanding of education by using both theory and empirical evidence. We will investigate questions about the role of schooling, the social structure of schools, stratification processes within and between schools, and the outcomes of education. Overall, the purpose of this course is to help students to develop an ability to analyze educational processes and practices through a sociological approach that incorporates both individuals and institutions, and the emphasis is implicitly comparative.

授業の内容（Course Contents）
The course is composed of lectures, discussions, and students’ presentation. In the lecture classes, we will first review classic literature, discuss key ideas from the readings, and study education from comparative perspectives.

授業計画（Course Schedule）
1. Introduction: Course Description and General Information
2. Master Scholars of Sociological of Education and Their Thoughts
3. Status Attainment and Social Mobility
4. Human, Cultural, and Social Capital
5. Stratification Between Schools and Resources Inequality
6. Gender and Education
7. Race, Ethnicity and Education
8. From Schools to Work
9. School Effects on Career Outcomes
10. Higher Education
11. Schools in Comparative Perspectives
12. Students Presentation
13. Students Presentation
14. Students Presentation and Evaluation

授業時間外（予習・復習等）の学習（Study Required Outside of Class）
1. Students are required to read the reading(s) which will be discussed in each class.
2. Students are required to collect data for their comparison of societies.

成績評価方法・基準（Evaluation）
Class Attendance and Participation(30%)/Class Presentation(30%)/最終レポート（Final Report）（40%）
Students are expected to participate activity in class, and express their opinions on topics being discussed. Differences of opinion often lead to greater understanding even if our individual views are different from others. All students will make an oral presentation in English related to a topic in the course content.

テキスト（Textbooks）

参考文献（Readings）
Lists of any further readings will be provided in class. Handouts for each class will also be distributed in class.

その他（HP等）（Others（e.g.HP））
Plagiarism, in any and all of its forms, will not be tolerated. Please be especially careful in your use of material acquired on the
Internet. Any student found to have plagiarized the work of others will be dealt with appropriately. Plagiarism should be avoided by correctly citing other authors’ ideas.

Details can be found at the following websites:

https://www.mendeley.com/guides/apa-citation-guide (for APA reference format)
http://guides.libraries.psu.edu/apaquickguide/intext (for APA in-text citation format)
http://www.riosalado.edu/library/tutorials/Pages/avoidingPlagiarism.aspx (on how to avoid plagiarism)
授業の目標（Course Objectives）
Since late 20th century globalization, people across the globe migrates across national borders en masse, resulting in qualitative change in the personal, national, and international organization of life. This course is designed to study the structure and dynamics of international migration and their personal, social, political, cultural and transnational consequences from interdisciplinary perspectives.

授業の内容（Course Contents）
The central questions that the course is designed to address include:
・Why do people migrate internationally?
・Why is immigration so controversial?
・What theories of migration are there?
・What is “transnationalism from below” and how is it different from globalization?
・How to understand transnational social spaces and transnational communities?
・What are the political consequences of migrant transnationalism?
・How international migration affects economic development of the sending countries?
・How transnationalism re–shapes the landscape of political activism?
・How immigrants and their children are received in the receiving countries?
・What are the types, causes and consequences of irregular/illegal migration?
・How the receiving countries regulate and manage international migration?

授業計画（Course Schedule）
1. WHY DO PEOPLE MIGRATE INTERNATIONALLY?
   Session 1. Trends in International Migration
   Readings:

2. Session 2. Why Do People Migrate Internationally?
   Readings:

3. WHY IMMIGRATION SO CONTROVERSIAL?
   Session 3. Economic Effects of International Migration
   Readings:

   Readings:

5. MIGRATION THEORY
   Session 5. Interdisciplinary Overview of Migration Theories
   Readings:

6. IV. Globalization and Transnationalism from Below
   Readings:
7. Session 7. Transnationalism from Below
Readings:

8. V. TRANSNATIONAL SOCIAL SPACES & COMMUNITIES
Session 8. Transnational Social Spaces
Readings:

9. Session 9. Transnational Communities
Readings:

10. VI. POLITICAL TRANSNATIONALISM
Session 10. Political Theory of Migrant Transnationalism
Readings:

11. Session 11. Transnationalism, State, Citizenship
Readings:

12. VII. MIGRATION AND DEVELOPMENT
Session 12. Migration and Development
Readings:
Session 12–1. Migration as Development Strategies?
Readings:

13. VIII. TRANSNATIONAL POLITICAL ACTIVISM
Session 13. Transnational Political Activism
Readings:

Readings:

授業時間外（予習・復習等）の学習（Study Required Outside of Class）
This course emphasizes student’s active involvement in learning throughout the class. To achieve this goal, the course is organized around the following two formats:
Lectures: The instructor will provide a brief lecture and key theoretical and/or practical issues involved in each session. This lecture will set the basic framework upon which subsequent student–led seminars will develop.
Seminars: All class sessions will proceed in student–led seminar discussions. Each seminar will proceed in a style of panel discussion in which a designed student for assigned readings will lead the seminar with a seminar presentation. His/her presentation will be then discussed by designated panel discussants on the strengths and shortcomings of the assigned reading materials and student presentation. After the panel discussion, the classroom discussion will be open to the entire class.
Evaluation

Final Test (30%) / Midterm Test (30%) / Seminar Presentation (20%) / Panel Discussion (10%) / In-class Participation (10%)

Textbooks

There is no official textbook or coursepack. All assigned reading materials will be available in electrical files at least one week before the class.

Readings

See the Course Schedule above for detailed reading assignments for each session.

Others (e.g., HP)

Study Required Outside of Class

All students are expected to come to each class, having read all assigned reading materials.

Students who are responsible for seminar presentations should prepare their presentations in PowerPoint Presentation and submit the presentation file to the instructor one day before the presentation day.

Notice
Expected knowledge and abilities that students can acquire from this course are shown in the following.

1. To help improve reading and writing skills of students for basic academic reading and writing in English.
2. To introduce students with a variety of anthropological perspectives and approaches to understand and analyze current issues of contemporary human society and give them the opportunity to experiment in their own writing in English.
3. To provide students with the current state of anthropological debate of cultural diversity and cultural conflicts of contemporary society.
4. To help students prepare for their future dealings with cultural diversity, differences, and conflicts of contemporary human society by providing them with necessary skills for analytical thinking critically about cultural differences in an increasingly globalized world.

The course aims to equip students with the knowledge of sociocultural anthropology in English. Based on reading key concepts and critical ethnographies in anthropology as well as viewing still images, VDOs or film clips, students will be equipped with key anthropological concepts and some relevant ethnographies to understand contemporary society in diverse social and cultural aspects. Students will learn to actively engage in scholarly discussion and develop arguments logically based on social issues raised in class. At the end of the course, students will be able to organize relevant data and information, develop logical arguments, and write a scholarly mini-paper in English.

1. Introduction to the course
2. The concept of culture
3. Culture and globalization
4. Global city and urban ways of life
5. Rural and urban relations
6. Ethnicity and nationalism
7. Religion, science and cosmology
8. Mobile subjects (migrants, refugees, diaspora, travelers and others) and contested identities
9. Changing family, gender and sexuality
10. Media technology and popular culture
11. Environment & natural disaster
12. Wellness and aging society
13. Death and dying
14. Wrap up

This is a lecture plus a seminar style course. The class will basically proceed with lecture format, using reading and media materials for analysis, such as PowerPoint slide presentation, film clips and still images. Students are expected to read assignments before class and contribute to class discussions actively. Each student selects one issue/topic of her/his own interest to do presentation and takes a lead in participating in class discussion weekly. Also, each student is required to submit a critical review of two selected issues/topics outlined in the course schedule before the end of the course.

No textbooks used. All reading materials will be provided.
### 参考文献（Readings）


### その他（HP等）

### 注意事項（Notice）
授業の目標（Course Objectives）
The purpose of this class is two-fold: 1) to learn the histories and changes of East Asian media and popular culture, focusing on China, Japan, and Korea, 2) how do East Asians receive and consume other popular cultures. Students will learn how East Asians understand each other and what kinds of roles popular culture can play in cross-cultural exchanges and understanding.

授業の内容（Course Contents）
The course will provide basic concepts of cultural studies such as culture, ideology, habitus, affect, and etc. Then, we will deal with the question, “how do we understand the state and civil society; the nation and the citizen; and individuals with identities and desire in everyday life?” Furthermore, we will study the contemporary landscape of culture industries, each society’s definitions and promotions of their traditional cultures, and dualistic perception of class culture in different societies in East Asia. Finally, we will examine how East Asians consume other cultures cross-culturally.

授業計画（Course Schedule）
1. Understanding basic theories and concepts of culture
2. Text and Context
3. Historical changes of the state and civil society in East Asia
4. Birth of Individual in East Asia
5. Globalization and Structural Changes of Culture Industries in East Asia
6. Contemporary Culture and Contents Industries in Japan, China, and Korea
7. presentation of mid-term paper
8. Discourses on Traditional and National Cultures in Japan, China, and Korea
9. How do we understand the high culture vs. popular culture?: Contemporary Landscapes of Class culture in East Asia
10. Stereotype and representations of others
11. Reception of Murakami Haruki in Japan, China, and Korea
12. Traveling and Geographical Imaginaries: How do East Asian imagine East Asia
13. Understanding and analyzing travel story telling
14. Presenting final papers and Wrapping up the class

授業時間外（予習・復習等）の学習（Study Required Outside of Class）
Thinking notes: Students should post their comments on the reading materials every week. The thinking notes is not summary, but writing on your thoughts and feeling on the readings.
Mid-term paper: The research question of mid-term paper will be how do Chinese and Korean people receive and consume Japanese popular cultures. Students need to select one area (ex. Film, television drama, pop music, animation, manga and etc.) among Japanese popular culture. The paper should clearly express the research purposes, research questions, findings, and interpretations.
Final paper: After selecting one area from the class topic, students write an analytical paper.

成績評価方法・基準（Evaluation）
Thinking Notes(20%)/mid-term paper(30%)/class participation(20%)/最終レポート(Final Report)(30%)

テキスト（Textbooks）
Reading materials will be provided one week in advance in class.

参考文献（Readings）
To be announced in each class.

その他（HP等）（Others(e.g.HP））
**Course Code / Course Title**
OW441 / Business and Society

**Theme / Subtitle**
From farming to iRobot: the future of business in a sustainable global society.

**Instructor**
レイゼル, M.(REISEL, MARY)

**Semester**
秋学期 (Fall Semester)

**Course Number**
GLA3401

**Language**
English

**Course Objectives**
The design of business models and the formation of corporate interests have always been deeply connected with the political institutions and cultural values that dominate the society around. In the last few decades, we witness a rapid growth of new technologies, virtual forms of finance and communication, and growing awareness to environmental and ecological problems. As a result, there is an increasing pressure on developing better strategic business decisions that reflect new values of sustainability and care for the safety of the global community as a whole. The course will focus on developing analysis and critical thinking skills that are required in order to understand the changing formation of business institutions and corporations, their ethical responsibilities, and the new relationships they should develop with the global cultures around, relationships that are by now a must for the future survival of human society.

**Course Contents**
The course introduces briefly the development of different types of business models and industries along history, and the dramatic changes they go through in the new millennium. It will focus on theoretical explanations and case studies from different industries and corporations around the world, and will analyze the process of decision making and the place of the individual within the group, the workplace, and the larger society. The course presents the different actors taking place on the stage of global economy, from the managers and employees to investors, financial institutions, individual consumers, and the fast-growing world of artificial intelligence and robots that have already changed the workforce and CSR map.

**Course Schedule**
1. Introduction: the cultural development of economy and business.
2. The business map: navigating in a sea of communities, diversities, and stakeholders.
3. Moral conflicts and corporate responsibility: logical thinking and decisions making in cases of ethical uncertainty.
5. Business ethics and CSR: definitions, debates, and multicultural contradictions.
8. Students’ case studies and creative solutions (individual choice of the students).
9. Students’ case studies and creative solutions (part II).
11. iConsumer, iManager: finding uniqueness and individual place in-between politics, diversity, and social pressure.
14. Conclusions, summaries, and students’ final projects.

**Study Required Outside of Class**
Students are required to come ready after having read their weekly assignments and preparing for class. The assignments will be posted after class on Blackboard. In addition, there is one midterm based on a class presentation of a case study and a final research paper.

**Evaluation**
- Final Report (30%)
- Weekly assignments (25%)
- Active class participation (20%)
- Midterm presentation (25%)

**Textbooks**
Additional texts and case studies will be provided and uploaded on Blackboard by the instructor during the course.

<table>
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<th>注意事項 (Notice)</th>
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<tbody>
<tr>
<td>During the course, students will learn to prepare a professional portfolio and how to present it in real-business environment.</td>
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</table>
Finance studies money and its management. Like economics, it explores the allocation of resources, and this allocation occurs over time. Firms invest in inventory, plant, and equipment, but the returns are earned in the future. And since the future is uncertain and unknown, investors and portfolio managers, etc. may take action to manage risk, but risk still exists and still a major component in the study of finance. Therefore, managers need to understand, at least, the basics of finance to help them make decisions.

This course introduces the basics of financial institutions, financial tools, investments, and touches on some basics of corporate finance.

1. Why Study Financial Markets and Institutions?
2. Overview of the Financial System
3. What Do Interest Rates Mean and What Is Their Role in Valuation?
4. Why Do Interest Rates Change?
5. How Do Risk and Term Structure Affect Interest Rates?
6. Why Do Financial Institutions Exist?
7. Central Banks
8. Midterm Test
9. Conduct of Monetary Policy
10. The Money Market
11. The Bond Market
12. The Stock Market
13. The Foreign Exchange Market
14. Final Test

Instructions to be given during the class.

Quizzes(30%)/Midterm Test(35%)/Final Test(35%)  
Attendance is very important.

Students are not required to purchase the textbook: selections will be provided to students in class.
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<tbody>
<tr>
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<td>姚俊(YAO, JUN)</td>
</tr>
<tr>
<td>学期 \n(Semester)</td>
<td>秋学期(Fall Semester)</td>
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<tr>
<td>科目ナンバリング \n(Course Number)</td>
<td>GLA3401</td>
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<tr>
<td>喜考 \n(Notes)</td>
<td>言語(English)</td>
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</table>

授業の目標(Course Objectives)
The main objective of the course Introduction to Accounting is to help students understand fundamental accounting concepts and principles, as well as the basic role of accounting information in the management process.

授業の内容(Course Contents)
This course emphasizes the business issue instead of calculation and bookkeeping. It teaches what accountants do and why. It tells the students how to read a pro forma financial statement based on the knowledge of the accounting equation, and the assumptions of the accounting process. It also provides a great deal of information on how accounting can contribute to the profitability improvement, decision making, and performance measurement of the company.

授業計画(Course Schedule)

1. Introductions to accounting
   - Concept and classification of accounting.
   - Users of accounting information.
   - Significance of accounting information
   - Accounting regulation
2. Recording financial transactions and the principles of Accounting
   - Business transactions
   - The account.
   - The Double-Entry System.
   - The Accounting Equation.
   - Basic principles of accounting
3. Understanding financial information—the balance sheet
   - Definition of Balance Sheet.
   - Components of Balance Sheets: assets, liabilities, and equity.
4. Understanding financial information—the income statements
   - The concept of earnings.
   - Revenues, expenses, gains, and losses.
   - Accounting for revenues and expenses.
   - Components of the Income Statement.
5. Understanding financial information (3) — the statement of cash flows
   - Sources of funds
   - Uses of funds
   - Statement of Cash flows
6. Case study — the story of two restaurants
7. The annual report and other sources of incredibly valuable information
   - Annual report
   - Limitations of financial accounting
   - Intellectual assets—based management report
   - Integrated report
8. Interpreting financial reports
   - Key financial ratios
   - Limitations of ratio analysis
9. Decision making for improved profitability (1)
   - Breakeven calculation
   - Case study
10. Decision making for improved profitability (2)
    - ROI
    - Why are these opportunities analyzed so extensively?
11. Using accounting information to make marketing decisions
    - Cost—Volume—Profit Analysis
12. Using accounting information to make human resource decisions
   • Human resources and accounting
   • The cost of Labor
   • Relevant cost of labor
13. Performance evaluation of business units
   • Structure of business organizations
   • The Decentralized organization and divisional performance measurement
   • Using return on assets to measure profit centers
14. Review and test

授業時間外（予習・復習等）の学習（Study Required Outside of Class）

Please complete the assigned reading and problems before class. The problems will help you to gauge your understanding of the material. The homework assignments are due at the beginning of class. Please bring your solution to class for discussion. Your homework should be typed.

成績評価方法・基準（Evaluation）
Quiz(30%)/ Final Test(30%)/ Assignment(40%)

テキスト（Textbooks）
Other materials will be prepared by the instructor.

参考文献（Readings）

その他（HP等）（Others(e.g.HP））

注意事項（Notice）
This course aims at introducing the basic principles of marketing. The goal of marketing any good or service is to boost the power of a good or service to satisfy the wants of consumers. This course examines our present-day marketing system from a managerial point of view.

This course introduces the term marketing and its role, explores the importance of strategies marketing, and describes the four elements of marketing mix (place, product, pricing, and promotion). This course also describes the make up of a working marketing strategy.

1. Marketing’s Value to Customers, Firms, and Society
2. Marketing Strategy Planning
3. Focusing Marketing Strategy with Segementation and Positioning
4. Final Customers and Their Buying Behavior
5. Improving Decisions with Marketing Information
6. Elements of Product Planning for Goods and Services
7. Product Management and New-Product Development
8. Place and Development of Channel Systems
9. Distribution Customer Service and Logistics
10. Retailers, Wholesalers, and Their Strategy Planning
11. Promotion – Introduction to Integrated Marketing Communications
12. Pricing Objectives and Policies
13. Price Setting in the Business World
14. Final Project

Instructions to be given during the class.

Quizzes(40%)/Class Engagement(25%)/Final Project(35%)

Attendance is very important.


Students are not required to purchase the textbook: selections will be provided to students in class.
授業の目標（Course Objectives）
Upon completion of this course, students will be able to perform a variety of tasks related to project management and communication strategies; see the BBL course objectives booklet for in-depth description of all outcomes for this course.

授業の内容（Course Contents）
This is an all-English, student centered and project-based course where students work in small groups to produce quality output that solves problems assigned by client enterprises. Students are required to analyze business problems, develop solutions to these problems, and professionally present their solutions to the client for evaluation and feedback.

In 2019, students will work on a branding and marketing problem presented to them by the client company, Mitsubishi Fuso. Students will be expected to take field trips to the client’s main office 2-3 times during the semester as part of the class.

授業計画（Course Schedule）
1. The schedule will be determined in conjunction with the client to meet their needs; what is listed below will most likely change.
2. Introduction to project from client
3. Micro and Macro Analyses
4. Micro and Macro Analyses
5. Market Segmentation
6. Market Segmentation
7. Midterm Presentation
8. Plan Development
9. Plan Development
10. Plan Development
11. Final Presentations
12. Reflection on Project
13. Peer Feedback
14. Review of class

授業時間外（予習・復習等）の学習（Study Required Outside of Class）
Students will need to submit weekly assignments, either as a group or individually, prior to class each week.

成績評価方法・基準（Evaluation）
Peer Feedback(15%)/Project Evaluation(30%)/Proposal(20%)/Homework(20%)/Participation and Contributions(15%)

テキスト（Textbooks）
None

参考文献（Readings）

その他（HP等）（Others e.g. HP）

注意事項（Notice）
授業の目標(Course Objectives)
In this course, the participants focus on improving their business communication skills. Primarily, the participants use their communication skills in English to influence stakeholders in a series of scenarios that involve promoting themselves and/or their organizations. The discussions, presentations, and communication training in this course help to prepare the participants for leadership communication in companies.

授業の内容(Course Contents)
The communication activities include the individual presentation of a STAR/CAR success story, a Kickstarter-related team presentation and video, and the team presentation of a business plan (in an elevator pitch format). In connection with such business communication activities, the participants are taught linguistic concepts (including framing) and are introduced to different types of speeches (e.g., informative, persuasive, entertaining, and the TAC in academic debate). Throughout the course, the participants grade the performances of others.

授業計画(Course Schedule)
1. Introduction to the course
2. Communicating personal accomplishments
3. CAR/STAR PowerPoint presentations
4. Introduction to Kickstarter
5. Kickstarter project analysis presentations
6. Kickstarter PowerPoint presentations with video
7. Kickstarter PowerPoint presentations with video
8. Introduction to Bplans
9. Elevator pitch PowerPoint presentations of sample bplans
10. Proposal of original business ideas for final presentations
11. The relevance of academic debate
12. Final presentation preparation
13. Final presentations (including Q/A)
14. Final presentations (including Q/A)

授業時間外(予習・復習等)の学習(Study Required Outside of Class)
The participants are required to work outside of class to prepare for individual and team presentations.

成績評価方法・基準(Evaluation)
CAR/STAR presentation(20%)/Kickstarter analysis presentation(10%)/Kickstarter presentation with video(25%)/Sample bplan presentation(10%)/Final presentation(25%)/Peer evaluation(10%)
In order to receive credit for a (team) presentation, participation in the presentation is required. A more detailed syllabus will be distributed in class.

テキスト(Textbooks)
なし

参考文献(Readings)
Materials: To be announced in class.

その他(HP等)(Others(e.g.HP))

注意事項(Notice)
Sheltered Course (Min.TOEIC#: 730)
授業の目標(Course Objectives)
This course aims to provide the core concepts and tools of Integrated Marketing Communications (IMC). Students will be exposed to how these are adopted in the Japanese market. Students will also get the opportunity to develop their analytical and logical skills as different cases and concepts are discussed.

授業の内容(Course Contents)
This course will be a hybrid of lectures, class discussions and case studies.

授業計画(Course Schedule)
1. Course Introduction
2. Consumer and Customer Journey
3. The world of advertising
4. Advertising design
5. Advertising design
6. Traditional and Alternative
7. Midterm evaluation
8. Digital Marketing
9. Guest Speaker
10. IMC Promotional Tools I
11. IMC Promotional Tools II
12. IMC Evaluation
13. Final Group Presentation
14. Final Group Presentation

授業時間外(予習・復習等)の学習(Study Required Outside of Class)
Students are required to read the cases and assigned readings before class.

成績評価方法・基準(Evaluation)
最終レポート(Final Report)(30%)/Midterm Evaluation(30%)/Class participation(10%)/Group presentations(30%)

テキスト(Textbooks)
Textbook is not mandatory but recommended

参考文献(Readings)
Additional readings will be advised in class accordingly and shared on Blackboard.

その他(HP等)(Others(e.g.HP))

注意事項(Notice)
Sheltered Course(Min.TOEIC®:730)
授業の目標(Course Objectives)
This course aims at providing students with a clear understanding of the current issues relating to intercultural business management. After completing the course, students will be able to show an understanding of the major concepts, theories and models in this field of study as well as to apply them in real life.

授業の内容(Course Contents)
The focus of the course can be broadly divided into two main parts, namely, cross-cultural management and international management. At the macro level, students will study the key concept of culture and how culture is analysed and interpreted in diverse national settings. At the micro level, students will learn to analyse and evaluate the effects of culture on the operations of an economic organisation, such as a multinational enterprise. Topics covered in this section will include globalisation and localisation, control mechanisms between headquarters and subsidiary, international joint venture formation and so forth.

授業計画(Course Schedule)
1. Introduction to the Course: International Management and Culture
2. Analysing Cultures: Making Comparisons
3. Analysing Cultures: After Hofstede
4. Movement in Culture
5. Organizational Culture
6. Culture and Communication
7. When Does Culture Matter? The Case of Small/Medium sized Enterprises
8. Globalisation and Localisation
9. Forming an International Joint Venture
10. Risk and Control: Headquarters and Subsidiary
11. The Culture of Subsidiary: Convergence and Divergence
12. Ethics and Corporate Responsibility
13. Group Presentation
14. Final Test

授業時間外(予習・復習等)の学習(Study Required Outside of Class)
Apart from the lectures, case studies form another key part of the course. Students should not only read, but also analyse the cases offered outside of class.

成績評価方法・基準(Evaluation)
Final Test(40%)/Group Presentation(30%)/Report(30%)

テキスト(Textbooks)
There is no specific textbook for the course as students are encouraged to read widely. Useful readings will be announced in class.

参考文献(Readings)
To be announced in class.

その他(HP等) (Others(e.g.HP))

注意事項(Notice)
Sheltered Course(Min.TOEIC@:730)
授業の目標（Course Objectives）
Innovation is a crucial ingredient both for the success of organizations and for the prosperity of national economies. This course exposes students to the latest research on this subject, covering the creation of innovation, managing innovation, and disbursing it across subsidiaries and national boundaries (knowledge transfer). Students will be well-equipped with the latest findings to assist them in their international business careers, where global innovation is often a crucial component of organizational success.

授業の内容（Course Contents）
Lectures will provide students with the latest research on innovation management and give them tools for facilitating and managing innovation across national boundaries. Students will be encouraged to generate ideas of their own and roleplay the management of these ideas in the international marketplace. Please note that because students will be working in teams during class on an innovation project, attendance is mandatory to ensure all team members contribute.

授業計画（Course Schedule）
1. Introduction
2. Creating Innovation
3. Creating Innovation (II)
4. Creating Innovation (III)
5. Managing Innovation
6. Managing Innovation (II)
7. Managing Innovation (III)
8. Disbursing Innovation
9. Disbursing Innovation (II)
10. Global Collaboration
11. Presentation Preparation
12. Group Presentations
13. Group Presentations (II)
14. Final Test

授業時間外（予習・復習等）の学習（Study Required Outside of Class）
Students must read any assigned cases and articles before class, and be prepared to discuss them.

成績評価方法・基準（Evaluation）
Final Test(40%)/Group Presentation(35%)/Class Participation(25%)

テキスト（Textbooks）
None

参考文献（Readings）

その他（HP等）（Others(e.g.HP)）

注意事項（Notice）
Sheltered Course(Min.TOEIC®:730)
授業の目標(Course Objectives)
Human resource management no longer be viewed solely from the domestic perspective. More dynamic and international approaches towards subjects are needed. Therefore, the international human resource management (IHRM) is getting more important for competitiveness as well as strategy in global business. Although IHRM consists of many similar parts of HRM, it is more complicated and difficult to reach the best solution. This course aims to provide the basic knowledge of IHRM to students.

授業の内容(Course Contents)
This course can't cover all fields of IHRM. However, this course covers most of important topics of IHRM. You learn both the IHRM theories and practical cases. In addition, you can learn about the Japanese HRM in the international business to some extent. I do this class mostly by half lecture and half group work, using short cases.

授業計画(Course Schedule)
1. Introduction to the Course: Why Study International HRM?
2. Japanese HRM System in Tradition and in New Internationalization
3. Evaluation and Grade Structure in International Fields
4. Evaluation and Performance Management in International Fields
5. Discussion for Evaluation and Performance Management in International Fields
   Group presentation 1: Case Study – Richard Evans
6. Guest Speaker Session (Tentative)
7. Rewarding System for Employees and Motivation in International Fields
8. Discussion for Rewarding System and Motivation in International Fields
   Group presentation 2: Case Study – Canon
9. Expatriate and Repatriation
10. Discussion for Organizational Structure, Staffing Policy, and HR Planning
   Group presentation 3 Case Study – International Virtual Team Management
11. International Career Path and HR Development
12. Cross Cultural Friction and Team Building
13. Organizational Culture and HRM – Developing Global Mindset
14. Final Exam

授業時間外(予習・復習等)の学習(Study Required Outside of Class)
Students should read the required parts of handouts and the textbook before class. Apart from the lectures, case studies form another key part of the course. Students should not only read, but also analyze the cases offered outside of class. Students are required preparation for group presentations (3 times last year) based on the case analysis above.

成績評価方法・基準(Evaluation)
最終テスト(Final Test)(40%)/Group Presentation(30%)/Class Contribution(18%)/Group Presentation Contribution(12%)

テキスト(Textbooks)

参考文献(Readings)

その他(HP等)(Others(e.g.HP))

注意事項(Notice)
Sheltered Course(Min.TOEIC®:730)
科目コード／科目名
(Course Code / Course Title)
抽選登録(Lottery) / Global Strategic Management

テーマ／サブタイトル等
(Theme / Subtitle)
What should a company do to create and sustain its global competitive advantage

担当者名
(Instructor)
西原 文乃 (NISHIHARA AYANO)

学期
(Semester)
春学期(Spring Semester)

科目ナンバリング
(Course Number)
GLA3401

単位
(Credit)
2単位(2 Credits)

言語
(Language)
英語(English)

授業の目的 (Course Objectives)
Today, almost all companies need to compete in a globalized world where global integration and local diversity co-exist. Then, what are the critical factors in creating and sustaining global competitive advantage? Students are expected to learn key frameworks and models of Global Strategic Management and obtain practical knowledge on how to apply them in actual business situations.

授業の内容 (Course Contents)
In this course, students will learn the frameworks and practice using them in the case study. The first half of the course will be about the external / internal analysis of the company, and the second will be about the organizational knowledge creation. Each session will be conducted in two parts; first part is the lecture on frameworks, and the second part is the case study to analyze and plan the strategy by group discussion etc. Also, to improve learning effect mini quizzes in class and reaction paper after class will be conducted.

授業計画 (Course Schedule)
1. Introduction to Global Strategic Management
2. Strategy Planning: PEST and Five Forces
5. Strategy Planning: Value Chain, VRIO, Core Competence
6. Strategy Planning: SWOT and 3C
7. Guest Speaker
8. Strategy Execution: Knowledge and SECI Model
9. Strategy Execution: SECI and Ba
10. Strategy Execution: Wise Leadership
11. Strategy Execution: Social Innovation
12. Guest Speaker
13. Wrap-up
14. Final Test

授業時間外 (予習・復習等) の学習 (Study Required Outside of Class)
To be advised in class. Students may be asked to read case material in advance.

成績評価方法・基準 (Evaluation)
Mini Quiz(20%)/Class contribution(10%)/Reaction paper(30%)/最終テスト(Final Test)(40%)

テキスト (Textbooks)
なし

参考文献 (Readings)
Others will be recommended in class.

その他 (HP 等) (Others(e.g.HP))

注意事項 (Notice)
Sheltered Course(Min.TOEIC®730)
The Marketing Positioning Strategy course will provide the basic concepts, understanding and tools that form the foundation in understanding how brands and companies gain a competitive position in the global marketplace. In the face of a challenging business environment where change is the only constant, this course aims to present not only the theoretical frameworks and knowledge but also present the students with the opportunity to apply them in various case study discussions.

This course has three main objectives. The first is to help students understand how products and services are positioned in the market. Various products and services from different industries will be examined and discussed in order to provide a comprehensive understanding of segmentation and positioning as well as the driving factors that shape decisions. Students will develop an understanding of positioning through extensive readings, class lectures and case studies. The second objective is to develop students’ ability to think analytically and strategically in addressing marketing issues. Finally, students will acquire the skills in analyzing and applying decision tools and the know-how of analyzing situations and developing positioning strategies.

This course is focusing on marketing positioning strategy starting with segmentation and target selection followed by the various positioning strategies that are adopted by different products and services. We will also be looking at different case examples in order to enhance further comprehension and application of the respective strategies.

This course focuses on combining case studies and theoretical frameworks. Hence, students are required to prepare before each class in terms of reading the assigned cases accordingly.

Class Participation(20%)/Midterm test(40%)/最終レポート(Final Report)(40%)

There will be no compulsory textbook required for this course, as the contents will be taken from various texts and books. Slides used in class will be shared and downloadable via Blackboard. The contents of the slides will be taken from the following texts

### 参考文献 (Readings)
Cases will also be used in class and will be distributed via Blackboard respectively.

### その他 (HP等) (Others (e.g. HP))
The above course schedule is tentative and is subject to change. Changes will be communicated in class accordingly.

### 注意事項 (Notice)
Sheltered Course (Min. TOEIC: 730)
授業の目標 (Course Objectives)
This course analyzes the many forms of verbal and non-verbal communication businesses use to gain competitive advantage. Looking first at “rational” economic explanations for firm signaling behavior via game theory, the course then explores communicative persuasion and negotiation which require an understanding of both rational and non-rational decision-making processes. By the course’s end, students will have the necessary tools to thrive and make sense of the often confusing verbal and non-verbal signals which are crucial to success in a competitive business climate.

授業の内容 (Course Contents)
Lectures will provide pertinent materials, while class exercises will allow students master it.

授業計画 (Course Schedule)
1. Introduction
2. Inter-Business Communication: Game Theory
3. Inter-Business Communication: Game Theory (II)
4. Inter-Business Communication: Game Theory (III)
5. Inter-Business Communication: Game Theory (IV)
6. Inter-Business Communication: Game Theory (V)
7. Mid-term Test
8. Inter-Personal Communication: Negotiation
9. Inter-Personal Communication: Negotiation (II)
10. Inter-Personal Communication: Negotiation (III)
11. Inter-Personal Communication: Negotiation (IV)
12. Inter-Personal Communication: Negotiation (V)
13. Review
14. Final Test

授業時間外（予習・復習等）の学習 (Study Required Outside of Class)
Students must review material before class, and be prepared actively to participate in class activities.

成績評価方法・基準 (Evaluation)
最終テスト (Final Test) (40%)/Mid-term Test (35%)/Class Participation (25%)

テキスト (Textbooks)
None

参考文献 (Readings)

その他 (Others) (e.g. HP)

注意事項 (Notice)
Sheltered Course (Min. TOEIC®: 730)
Course Code / Course Title: Intercultural Business Management

Instructor: HSU, YU-HSU SEAN

Semester: Fall Semester

Credit: 2 units

Language: English

Course schedule: *Course will be held on the following dates: 9/30, 10/7, 10/21, 11/11, 11/18, 11/25, 12/2

Course Objectives
This course aims at providing students with a clear understanding of the current issues relating to intercultural business management. After completing the course, students will be able to show an understanding of the major concepts, theories and models in this field of study as well as to apply them in real life.

Course Contents
The focus of the course can be broadly divided into two main parts, namely, cross-cultural management and international management. At the macro level, students will study the key concept of culture and how culture is analysed and interpreted in diverse national settings. At the micro level, students will learn to analyse and evaluate the effects of culture on the operations of an economic organisation, such as a multinational enterprise. Topics covered in this section will include globalisation and localisation, control mechanisms between headquarters and subsidiary, international joint venture formation and so forth.

Course Schedule
1. Introduction to the Course: International Management and Culture
2. Analysing Cultures: Making Comparisons
3. Analysing Cultures: After Hofstede
4. Movement in Culture
5. Organizational Culture
6. Culture and Communication
7. When Does Culture Matter? The Case of Small/Medium sized Enterprises
8. Globalisation and Localisation
9. Forming an International Joint Venture
10. Risk and Control: Headquarters and Subsidiary
11. The Culture of Subsidiary: Convergence and Divergence
12. Ethics and Corporate Responsibility
13. Group Presentation
14. Final Test

Study Required Outside of Class
Apart from the lectures, case studies form another key part of the course. Students should not only read, but also analyse the cases offered outside of class.

Evaluation
Final Test(40%)/Group Presentation(30%)/Report(30%)

Textbooks
There is no specific textbook for the course as students are encouraged to read widely. Useful readings will be announced in class.

Readings
To be announced in class.

Others(e.g. HP)

Notice
Sheltered Course(Min.TOEIC®: 730)
<table>
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<th>科目コード／科目名 (Course Code / Course Title)</th>
<th>その他(Others)／Liberal Arts Japanese</th>
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授業の目標 (Course Objectives)
This course is designed for non-native Japanese speakers to improve Japanese skills which are required for studying in the Global Liberal Arts Program.

授業の内容 (Course Contents)
Students will learn one or a few basic skills of Japanese language (reading, writing, speaking, listening, grammar, vocabulary, etc.) through weekly lessons in classroom and everyday practices outside of class.

授業計画 (Course Schedule)
1. Guidance and Introduction
2. Lesson 1
3. Lesson 2
4. Lesson 3
5. Lesson 4
6. Lesson 5
7. Lesson 6
8. Lesson 7
9. Lesson 8
10. Lesson 9
11. Lesson 10
12. Lesson 11
13. Lesson 12
14. Final Test

授業時間外 (予習・復習等) の学習 (Study Required Outside of Class)
Instructions will be given in class.

成績評価方法・基準 (Evaluation)
Class Participation(40%)/ Task & homework(30%)/ 最終テスト (Final Test) (30%)

テキスト (Textbooks)
Printed teaching materials

参考文献 (Readings)
Nothings assigned

その他 (HP 等) (Others(e.g.HP))
Course details (schedule, method of evaluation, etc.) will vary with the level and skills of the students with the advice of the Center for Japanese Language Education after the Japanese language placement test.

注意事項 (Notice)