

神田外語大学 留学生別科

2019 年

か もくがいよう  
**科目概要**

せんたく か もく  
**【選択科目】**



せんたく か もく もくじ  
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自律学習 1・2・3 自律学習 4・5・6	松尾 章 小林 久美子	2 単位
		選択科目
		春学期・秋学期開講
		火曜日 2 限

#### 履修人数制限

履修希望者が 20 名を超える場合には、抽選で履修者を決める。

#### 授業内容

このコースは日本語能力および自律学習能力を培うことを目的とする。学生は自分で伸ばしたいと思う技能や知識を選び、学習を進める。

教師は、学生に教材および学習方法を紹介したり学習に関する様々なアドバイスをしたりすることを通して、学生が自分にあった学習の方法が見つけられるよう協力していく。

#### 評価基準

授業参加度	20%
課題	60%
最終課題	20%

#### 教 材

プリント教材

#### 履修上の注意点

1. 毎回の授業には必ず出席し、学習した内容は必ず報告すること。
2. 自律学習の時間に他の科目の宿題をしないこと。
3. 自律学習の時間は自由時間ではないので、関係ないことはしないこと。

初級文法演習 2・3 初級文法演習 3・4 中級文法演習 4・5 中級文法演習 5・6 上級文法演習 6・7	櫻井 可菜 小林 久美子 小林 久美子 眞鍋 雅子 松尾 章	2 単位
		選択科目
		春学期・秋学期開講
		初級 2・3：月曜日 3 限 初級 3・4：月曜日 4 限 中級 4・5：月曜日 3 限 中級 5・6：月曜日 4 限 上級 6・7：水曜日 3 限

#### 履修人数制限

履修希望者が 20 名を超える場合には、抽選で履修者を決める。

#### 授業内容

文法の意味や用法、使い分けを理解し、文法能力を高める。また、文法の学習方法を身につける。授業は学生が予習をしていることを前提で行う。

#### 評価基準

授業参加度	20%
クイズ	40%
課題	40%

#### 教科書

初級：『改訂版 どんなときどう使う日本語表現文型 200』アルク  
中級：『改訂版 どんなときどう使う日本語表現文型 500』アルク  
上級：『日本語文法セルフマスターシリーズ 3 格助詞』くろしお出版

#### 参考書

『新装版 どんなときどう使う 日本語表現文型辞典』アルク

#### 履修上の注意点

1. 毎回の授業には予習の宿題を課す。
2. 毎回の授業で扱う語彙の意味を辞書などで調べてから授業に出席する。
3. 授業の終わりに自分の学習についての振り返りを行う。

□頭表現 2・3 □頭表現 4・5 □頭表現 6・7	國方 滋美 李 榮 高橋 亘	2 単位
		選択科目
		春学期・秋学期開講
		水曜日 1 限

#### 履修人数制限

履修希望者が 15 名を超える場合には、抽選で履修者を決める。

#### 授業内容

このコースでは、よりよいコミュニケーションを遂行するための場面・機能に応じた日本語の口頭表現方法を学ぶ。

#### 評価基準

授業参加度	20%
課題	50%
最終課題	30%

#### 教科書

□頭表現 2・3：プリント教材

□頭表現 4・5：『初級から始めよう 新 にほんご会話トレーニング』アスク出版

□頭表現 6・7：プリント教材

#### 履修上の注意点

1. 評価は日本語能力によるものではない。
2. 課題の提出の遅延は、正当な理由がない限り、減点の対象とする。

文章表現 4・5 文章表現 6・7	李 榮 國方 滋美	2 単位
		選択科目
		春学期・秋学期開講
		木曜日 1 限

#### 履修人数制限

履修希望者が 15 名を超える場合には、抽選で履修者を決める。

#### 授業内容

このコースでは、文章を書くときに必要な日本語の語彙や表現、テクニックを身につける方法を学ぶ。

また、授業で取り上げた文章の内容から日本の社会文化についての理解を深め、日本語で書かれた文章の背景を理解するための知識を増やすことも目指す。

#### 評価基準

授業参加度 20%

課題 50%

最終課題 30%

#### 教 材

プリント教材

#### 履修上の注意点

1. 評価は日本語能力によるものではない。
2. 課題の提出の遅延は、正当な理由がない限り、減点の対象とする。

発音 1・2 発音 3・4 発音 5・6	櫻井 可菜 若月 理恵 稲葉 和栄	2 単位
		選択科目
		春学期・秋学期開講
		木曜日 3 限

#### 履修人数制限

履修希望者が 10 名を超える場合には、抽選で履修者を決める。

#### 授業内容

このコースでは、学生が自分の発音上の問題点を認識し、その克服に必要な練習を行う。

学生は、教師やクラスメートのフィードバックを得ながら学習過程を振り返り、各自の能力や特性に合わせて効果的な学習を進められるようになることを目指す。

#### 評価基準

授業参加度	20%
課題	50%
最終課題	30%

#### 教科書

発音 1・2 : プリント教材

発音 3・4 : 『毎日練習！リズムで身につく日本語の発音』スリーエーネットワーク

発音 5・6 : 『コミュニケーションのための日本語発音レッスン』戸田貴子著 スリーエーネットワーク

#### 履修上の注意点

1. 評価は日本語能力によるものではない。
2. 課題の提出の遅延は、正当な理由がない限り、減点の対象とする。



読む・聞く 1・2	高橋 亘	2 単位
		選択科目
		春学期・秋学期開講
		金曜日 3 限

#### 履修人数制限

履修希望者が 15 名を超える場合には、抽選で履修者を決める。

#### 授業内容

このコースは、さまざまな読み・聞きの活動を通し、総合的に読解力及び聴解力を伸ばすことを目的とする。

#### 評価基準

授業参加度	40%
課題	60%

#### 教 材

プリント教材 その他適宜指示する

#### 履修上の注意点

課題の提出の遅延は、正当な理由がない限り、減点の対象とする。

読む 3・4	李 榮	2 単位
		選択科目
		春学期・秋学期開講
		水曜日 3 限

#### 履修人数制限

履修希望者が 15 名を超える場合には、抽選で履修者を決める。

#### 授業内容

授業では様々なタイプの文章を通して、日常的で身近な話題、あるいは自分が興味がある話題であれば、テキストの内容が理解できるようになることを目指す。

#### 評価基準

授業参加度	20%
定期テスト（3 回）	40%
課題	40%

#### 教 材

プリント教材 その他適宜指示する

#### 履修上の注意点

課題の提出の遅延は、正当な理由がない限り、減点の対象とする。

時事日本語 6・7	徳永 あかね	2 単位
		選択科目
		春学期・秋学期開講
		月曜日 3 限

#### 履修人数制限

履修希望者が 15 名を超える場合には、抽選で履修者を決める。

#### 授業内容

このコースでは、専門的な単語を含んだ様々な分野の新聞記事を読んだり、ニュース動画を観て理解できるようにすることを目指す。それぞれの記事やニュースの背景についても学ぶ。

#### 評価基準

授業参加度	20%
クイズ	40%
課題	40%

#### 教 材

プリント教材

#### 履修上の注意点

1. 課題の提出の遅延は、正当な理由がない限り、減点の対象とする。

社会文化入門 1・2・3・4 社会文化入門 5・6・7	若月 理恵 眞鍋 雅子	2 単位
		選択科目
		春学期・秋学期開講
		金曜日 4 限

#### 履修人数制限

履修希望者が 15 名を超える場合には、抽選で履修者を決める。

#### 授業内容

社会文化入門 1・2・3・4 は、初中級の留学生のために簡単な日本語で行われる日本事情のクラスである。日本の文化、日本で生活するときに必要な知識などを学ぶ。様々な調査やプロジェクトを通して、日本の社会と文化に関する事柄を中心に学習していく。また、課外学習を通して、クラスの中では体験できないことも学ぶ。学生の興味や疑問を積極的に取り入れていく。扱うトピックは地理、教育、環境、自然災害など。

社会文化入門 5・6・7 は、中上級の留学生を対象に日本および日本社会について理解を深めるための日本事情のクラスである。日本の習慣・行動様式や現代の日本における文化・社会現象を学ぶ。日本の文化・社会を固定的にとらえるのではなく、話し合いや他者とのインターアクションによって様々な価値観を理解し、クラス全体で日本の文化・社会について探求する。

また、各学習者は日本の文化・社会に関するテーマで自分自身の「問い」を立て、それを検証して発表し、レポートにまとめる。

#### 評価基準

授業参加度	20%
クイズ	10%
課題	40%
最終課題	30%

#### 教材

プリント教材

#### 参考書

『探検しよう！ 初級日本事情』神田外語大学留学生別科  
『改訂版 話そう考えよう 初級日本事情』スリーエーネットワーク  
『日本人の心が分かる日本語』アスク出版

#### 履修上の注意点

1. 評価は日本語能力によるものではない。
2. 補助的に英語を媒介語として使用する場合があります。
3. 課題の提出の遅延は、正当な理由がない限り、減点の対象とする。

<b><i>Japanese Sociolinguistics a</i></b>	<b>Sau Kuen Fan</b>	<b>2 credits</b>
		<b>Elective</b>
		<b>Spring semester</b>
		<b>Tue 4<sup>th</sup> Period</b>

**Pre-requisites**

Competence in reading and speaking in English.

No previous study of sociolinguistics is required although experience of learning a foreign / second language and contact with Japanese native speakers is desirable.

**Enrollment Quota**

A draw will be held in the first class if the number of students is over 15.

Note: This course is listed in the Bekka Program and in the IES Program.

**Course Content**

Japanese language varieties

This course aims to introduce students to the field of sociolinguistics and the fundamental features of Japanese sociolinguistics. Course contents are designed to provide students basic knowledge about how Japanese language is used in the society and to develop their ability and confidence to interact with Japanese native speakers. The focus of this course will be placed on Japanese language varieties. Topics will include language varieties related to age, gender, geographical regions and context. In addition, the use of onomatopoeia, loanwords, kinship terms and personal names in contemporary Japanese society will also be discussed.

Week 1: Introduction to the course

Week 2: Research areas of sociolinguistics

Week 3: The study of language varieties in Japan

Week 4: Images of words

Week 5: Language and age (Youngsters' Japanese)

Week 6: Language and gender (Male and female Japanese)

Week 7: Language and geographical regions (Japanese dialects)

Week 8: Language and context 1 (Speech levels: Honorifics and beyond)

Week 9: Language and context 2 (Simplified registers: Foreigner talk and baby talk)

Week 10: Loanwords and use of English in Japanese

Week 11: Japanese onomatopoeia

Week 12: Kinship terms

Week 13: Naming and use of names in Japan

Week 14: Further studies about Japanese language varieties

**Grading**

Class participation 20%, Assignments 20%,

Plan for mini survey 5%, Final report 55 %

**Textbook**

Course reader, lecture handouts

**Messages for students**

1. Language of instruction: English and/or Japanese according to the needs of the students. While lectures will be mainly delivered in English, some competence in listening and speaking Japanese is required for participation in discussion. Written work can be submitted in either English or Japanese. Note that this is not a language course. Students can speak either Japanese or English freely in class and will not be assessed based on the level of language ability.
2. Method of presentation: In each class, the main contents and tasks for discussion will be shown in power point slides. Students are encouraged to participate in discussion according to their own learning and personal experience. Students in the course will be required to read English academic articles and to collect first hand data from Japanese visitors for the final report.

ビジネス文化入門 4・5 ビジネス文化入門 6・7	徳永 あかね 眞鍋 雅子	2 単位
		選択科目
		春学期・秋学期開講
		金曜日 3 限

#### 履修人数制限

ビジネス文化入門 4・5：履修希望者が 15 名を超える場合には、抽選で履修者を決める。

ビジネス文化入門 6・7：履修希望者が 20 名を超える場合には、抽選で履修者を決める。

#### 授業内容

ビジネス文化入門 4・5 では、アルバイトなど、身近な場면을起点に、将来、企業やその他の職場で日本人と接する機会に必要とされるビジネス・コミュニケーションについて理解することを目指す。

ビジネス場面で使われる日本語表現や、コミュニケーションに必要な日本語使用の視点を学び、母国との違いを理解することを目指す。

ビジネス文化入門 6・7 では、将来、企業やその他の職場で日本人と接する機会に必要とされるビジネス・コミュニケーションについて理解することを目指す。

ビジネス場面で使われる日本語表現に加え、日本人とのフォーマルな場面でのコミュニケーションに必要な日本語使用の視点を学び、母国との違いを理解することを目指す。

#### 評価基準

授業参加度	20%
クイズ	10%
課題	40%
最終課題	30%

#### 教科書

ビジネス文化入門 4・5：春学期『ビジネス日本語 Drills』ユニコム

ビジネス文化入門 6・7：春学期『ロールプレイで学ぶビジネス日本語』スリーエーネットワーク

#### 履修上の注意点

1. 評価は日本語能力によるものではない。
2. 課題の提出の遅延は、正当な理由がない限り、減点の対象とする。

日本語教育入門 5・6・7	若月 理恵	2 単位
		選択科目
		春学期・秋学期開講
		木曜日 4 限

#### 履修人数制限

履修希望者が 15 名を超える場合には、抽選で履修者を決める。

#### 授業内容

授業では、「教案作成」「教材作成」「リソース収集」を取り上げ、母国の学習者を対象とした初級日本語の教え方や教材作りについて学ぶ。特に直接法を使った新しい文型の導入方法に焦点を当てる。

#### 評価基準

授業参加度	20%
クイズ	10%
課題	40%
最終課題	30%

#### 教 材

プリント教材

#### 履修上の注意点

##### 1. グループ活動

実際の教育現場で求められる「協働作業能力」を身に付けることを目的とする。従って、グループでの話し合い、分担作業に積極的に取り組むことが求められる。

##### 2. 模擬授業

互いに生徒役になり、初級日本語の模擬授業を行う。

< Course of CPJS >

<b><i>The History of Modern Japan A</i></b>	<b>Andrew Kamei-Dyche</b>	<b>2 credits</b>
		<b>Elective</b>
		<b>Spring semester</b>
		<b>Mon 2<sup>nd</sup> Period</b>

**Language** English

**Subtitle** Survey of Modern Japan

### **Course Descriptions & Objectives**

The course aims to provide students with an overview of the history of modern Japan, from the end of the Edo period through to the present day. They will encounter some of the most important individuals, institutions, and ideas that have been involved in Japan's rise as a modern power. Students will become familiar with the trajectory of Japan's historical development, and learn about the major political and social developments that contributed to the establishment and ongoing transformation of the modern Japanese state and contemporary Japanese society.

### **Lecture Topics**

- Week 1: Introduction
- Week 2: Early Modern Japan: Japanese Culture and Society in the Late Edo Period
- Week 3: Renewing Relations with the West and the End of the Bakufu
- Week 4: The Meiji Modernization Project
- Week 5: Society and Culture in the Meiji Period
- Week 6: The Emergence of a Japanese Empire
- Week 7: Early 20th-Century Japanese Society
- Week 8: An Era of Crisis and the Road to War
- Week 9: An Era of Crisis and the Road to War (cont.)
- Week 10: The Second World War
- Week 11: Like a Phoenix: Postwar Reconstruction and the New Political System
- Week 12: The "Economic Miracle" and Postwar Society
- Week 13: The "Economic Miracle" and Postwar Society (cont.)
- Week 14: The Bubble Economy, "Cool Japan" and Contemporary Society
- Week 15: Conclusions

### **Grading**

Written assignments: 50%

Final exam: 50%

### **Additional Comments**

Texts will be provided by the instructor as needed.



< Course of CPJS >

<b><i>Japanese Religions A</i></b>	<b>Andrew Kamei-Dyche</b>	<b>2 credits</b>
		<b>Elective</b>
		<b>Spring semester</b>
		<b>Mon 3<sup>rd</sup> Period</b>

**Language** English

**Subtitle** Japanese Religion from Past to Present

### **Course Descriptions & Objectives**

The course aims to provide students with a thorough grounding in the major religious traditions of Japan, beginning with the earliest ritual practices and proceeding through to the complex role of religion in contemporary society. Students will become familiar with the principle beliefs and practices of various religions, as well as key traditional Japanese religious concepts concerning everyday life that remain influential today.

### **Lecture Topics**

- Week 1: Introduction
- Week 2: Animism and the Roots of Japanese Religion
- Week 3: Shinto: Folklore and Concepts
- Week 4: Shinto: Local Spiritual Tradition vs National Ideology
- Week 5: Confucianism, Daoism, and Chinese Classical Learning
- Week 6: Confucianism, Daoism, and Chinese Classical Learning (cont.)
- Week 7: Buddhism: Origins and Key Concepts
- Week 8: Buddhism in Japan: Sects and Practices
- Week 9: Conceptions of Purity, Life, and Death
- Week 10: Religion and Gender in Japan
- Week 11: Christianity in Japan
- Week 12: Japanese Religion and the Modern World: Modernization, War, and the State
- Week 13: Japanese Religion and the Modern World: New Religions
- Week 14: Religion in Contemporary Society and Pop Culture
- Week 15: Conclusions

### **Grading**

Written assignments: 50%

Final exam: 50%

### **Additional Comments**

Texts will be provided by the instructor as needed.

< Course of CPJS >

<b><i>The History of Premodern Japan A</i></b>	<b>Andrew Kamei-Dyche</b>	<b>2 credits</b>
		<b>Elective</b>
		<b>Spring semester</b>
		<b>Mon 4<sup>th</sup> Period</b>

**Language** English

**Subtitle** Survey of Premodern Japan

### **Course Descriptions & Objectives**

The course aims to provide students with an overview of the history of premodern Japan, from the oldest traces of civilization on the Japanese archipelago to the founding of the Tokugawa Bakufu at the start of the seventeenth century. Students will become familiar with the major political and social developments of Japanese history, as they encounter such historical contexts as the flourishing court culture of the classical era or the chaotic warfare of the Sengoku period. They will learn about some of the most important individuals, institutions, and ideas that have shaped premodern Japan and continue to exert influence in subtle ways down through the ages.

### **Lecture Topics**

- Week 1: Introduction
- Week 2: The Quest for Origins: Myth, Chronicles, Archaeology
- Week 3: Consolidation and Kingship: The Early Japanese State
- Week 4: The Nara Period: An Age of Buddhism and Chinese Knowledge
- Week 5: The Heian Period: Japan's Classical Age
- Week 6: The World of Michinaga and Lady Murasaki: Life in Heian Japan
- Week 7: The Shaking of the Classical Order and the Rise of the Warriors
- Week 8: The Kamakura Period and Japan's Dual Polity
- Week 9: Go-Daigo Tennō and the Revolt Against Kamakura
- Week 10: The Muromachi Period
- Week 11: Society and Culture in the Medieval Era
- Week 12: The Dawn of the Sengoku Period
- Week 13: The Struggle for Unification, Part I: The Europeans Arrive
- Week 14: The Struggle for Unification, Part II: The Unifiers
- Week 15: Conclusions

### **Grading**

Written assignments: 50%

Final exam: 50%

### **Additional Comments**

Texts will be provided by the instructor as needed.

&lt; Course of CPJS &gt;

<b><i>International Relations : Japan in the Asian Context A</i></b>	<b>Takaaki Mizuno</b>	<b>2 credits</b>
		<b>Elective</b>
		<b>Spring semester</b>
		<b>Mon 4<sup>th</sup> Period</b>

Language	English
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Subtitle	The Long Peace or the Cold War?
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**Course Descriptions & Objectives**

The objective of this course is to provide a fresh look at Japan's relations with Asian countries. In East Asia, there are contradictory trends which will determine the regional order in the 21st century. On the one hand, there is an irreversible wave of globalization, regional economic integration and cultural flow and civilian activities. On the other hand, there is a resurgence of nationalism and deep mistrust among nations around Japan. Territorial disputes and history issues are just two conspicuous symptoms. We will examine these trends from various perspectives.

**Lecture Topics**

- Week 1: War and Peace in East Asia: geopolitical implications/ historical backgrounds/ economic focus of the powers
- Week 2: The collapse of the Empire: The different meanings of the 8.15/the terms of surrender/ the role of Emperor
- Week 3: Remaking Japan: MacArthur and “New Dealers” / the Pacifist Constitution and its article 9
- Week 4: the US-Japan security alliance: Yoshida doctrine/Okinawa as a cornerstone for the U.S. strategy in Asia
- Week 5: Vietnam War and the Nixon Shock: the prototype of the U.S.-Japan-China triangle
- Week 6: Japan and South Korea: ROK-Japan 1965 Treaty/ Korean democratization
- Week 7: Japan and North Korea/ Abduction issue and Koizumi visit/ Nuclear Crisis and the 6 party talks/Normalization talk
- Week 8: Nuclear Disarmament a message from Japan/Hiroshima and Nagasaki/NPT and the CTBT
- Week 9: Northern Giant: Russo-Japan relations/Northern territory/from Yeltsin to Putin/the LNG deal
- Week 10: ASEAN and Japan: the anti-Japan riots and the Fukuda doctrine/the Cambodia Peace Process/ a new role of Japan
- Week 11: Managing the “global alliance”: from Ron-Yasu to Koizumi-Bush /burden sharing and HNS/Gulf War and Iraq War
- Week 12: Unfinished approach to reconciliation: Emperor’s remarks/Murayama statement/ "comfort woman" issue
- Week 13: "Strategic, mutual beneficial relationship"/a delicate balance between security and economy
- Week 14: Chinese “peaceful” rise and the rearming Japan/The U.S. presence in Asia: Rebalancing or the “new type relations”
- Week 15: In-class examination

**Textbook**

*Asia Watches Japan <Revised Edition>* by Hideo Takemura, Nan'un-do, 2015

**Reference Books**

*Japan in war and peace* by John Dower, The New Press, 1993

*Securing Japan* by Richard Samuels, Cornell University Press, 2007

*Critical Issues in Contemporary Japan* by Jeff Kingston, 2014

**Grading**

Class participation and comment paper (50%)

Class presentation (50%)

**Additional Comments**

Students are required to make a presentation on their selected topics in class.

< Course of CPJS >

<b><i>Media and Japanese Society A</i></b>	<b>Silvia Gonzalez</b>	<b>2 credits</b>
		<b>Elective</b>
		<b>Spring semester</b>
		<b>Tue 4<sup>th</sup> Period</b>

**Language** English

**Subtitle** Images from mass media: Japan in the world.

### **Course Descriptions & Objectives**

The main objective of this course is to provide students with opportunities to reflect on the role of mass media in public opinion both in Japanese society and in other countries.

Journalism principles, ethical problems and freedom of information will be considered in the contents analysis of the media.

Participants will study the role that the mass media has played in the dissemination of crucial news in the history of Japan. They will discuss how Japanese society is portrayed in the world's media today. And they will make a contrast with the image of foreign countries' issues represented in the Japanese media.

This complementary vision may help students to construct their own critical evaluation on the imaginary of a society built by mass media.

### **Lecture Topics**

- Week 1: Introduction to the course. Media and society. Japan: representations in the world.
- Week 2: The untold history. Censorship and propaganda. War and peace.
- Week 3: Media and social responsibility. Content analysis. The importance of language.
- Week 4: Media in war and peace. A case study: Lessons from Hiroshima and Nagasaki.
- Week 5: Modern Japan: current topics in mass media.
- Week 6: Japan portrayed in foreign media. Some case studies – Session 1
- Week 7: Japan portrayed in foreign media. Some case studies – Session 2
- Week 8: Reflections on the global imaginary of Japan through foreign media (Mid-term report).
- Week 9: Japanese media and the public: from traditional readers to a new digital generation.
- Week 10: Foreign countries portrayed in Japanese media. Some case studies – Session 1
- Week 11: Foreign countries portrayed in Japanese media. Some case studies – Session 2
- Week 12: Communication for peace: understanding differences and the challenge for a new generation.
- Week 13: Contrast of current topics presented by mass media in Japan and foreign countries. Some case studies – Session 1 (Final presentations)
- Week 14: Contrast of current topics presented by mass media in Japan and foreign countries. Some case studies – Session 2 (Final presentations)
- Week 15: Reflections on the influence of media in the public opinion in cases of Japan and other countries. Peace proposals for news coverage (Final report).

### Grading

Class participation: 10 %

Presentation of case studies: 30 %

Final presentation: 20 %

Mid-term and final report: 40 %

### Additional Comments

Reference books, magazines and other materials to be adapted depending on the selected topics of discussion.

### Instructions to Students

Students will be encouraged to be active in the exchange of opinions and suggestion of topics in the class. Questions and answers may be useful for ideas to be included in written reports.

< Course of CPJS >

<b><i>Japanese Popular Cultures A</i></b>	<b>Mark Winchester</b>	<b>2 credits</b>
		<b>Elective</b>
		<b>Spring semester</b>
		<b>Fri 2<sup>nd</sup> Period</b>

**Language**      English

### **Course Descriptions & Objectives**

Japanese popular culture has gained global influence. Whether it be movie culture, animation, television, the Internet, social media, music, fashion, and comics (manga). Japan's visual culture, specifically television and movies, animation (anime) and manga, has spread around the world during the second half of the twentieth century. Academic interest in these exports, both at home in Japan, and overseas, has also developed rapidly. With the digitization of much of the global media, new platforms on which Japanese pop culture has been presented and critiqued, engaged, and transformed have emerged. This course will take a critical look at some of the most up-to-date English language academic writing on Japanese popular cultures - their production, reproduction and socio-historical and socio-geographical importance.

### **Textbook**

*Introducing Japanese Popular Culture*, Alisa Freedman, Routledge 2018

*The End of Cool Japan*, Mark McLelland, Routledge 2016

### **Grading**

Class Worksheets (25%)

Seminar Presentation (25%)

Response papers (25%)

Class Quizzes (25%)

## &lt; Course of CPJS &gt;

<b><i>The Languages of Japan I A</i></b>	<b>Mark Winchester</b>	<b>2 credits</b>
		<b>Elective</b>
		<b>Spring semester</b>
		<b>Fri 3<sup>rd</sup> Period</b>

**Language**      English

**Course Descriptions & Objectives**

Japanese society, like all nominally designated national societies, is inherently multilingual. In fact, it is precisely because of the fundamental multilingual nature of society that claims concerning the exceptional nature of singular national languages - and attempts to interpret them as extensions of the territory in which their speakers live - become possible in the first place.

This course aims to address the synchronic and diachronic diversity of the languages spoken in modern and contemporary Japan. Through studying their historical transition, regional diversity, as well as differences in linguistic characteristics according to gender and the workplace, this course will enable students to gain an understanding of language in Japan as a radically plural phenomenon.

At the beginning of the semester students will form study groups that will work together in class on the assigned texts throughout the course. The course will be split into two parts. In part one we will read and discuss the Japanese writer Mizumura Minae's 2008 bestseller, *The Fall of the Japanese Language in the Age of English*. From this reading we will discuss the challenges facing the Japanese language in the contemporary world, with a particular emphasis on language education. In part two of the course we will examine the following topics: loan words, hybrid languages, dialect language and the media, language and ideology, translation, Korean, the Ainu language, and gender.

**Lecture Topics**

- Week 1: Organizational Meeting
- Week 2: *The Fall of Language in an Age of English*: Japan Echo Activity
- Week 3: *The Fall of Language in an Age of English*, Chapter 1
- Week 4: *The Fall of Language in an Age of English*, Chapter 2
- Week 5: *The Fall of Language in an Age of English*, Chapter 3
- Week 6: *The Fall of Language in an Age of English*, Chapter 4
- Week 7: *The Fall of Language in an Age of English*, Chapter 5
- Week 8: *The Fall of Language in an Age of English*, Chapter 6
- Week 9: *The Fall of Language in an Age of English*, Chapter 7
- Week 10: Loan Words: Takako Tomoda 'The impact of loan words on modern Japanese' Japan Forum, 2007.
- Week 11: Dialects: Debra J. Occhi 'Dialect speakers on dialect speech'
- Week 12: Korean: Sonia Ryang 'The performative and its effects'
- Week 13: Ainu: Tamura Suzuko 'Ainu language: features and relationships,'



Nakagawa Hiroshi 'Ainu language: present and future'

Week 14: Gender: Keiko Nakamura 'Gender and language in Japanese preschool children,' Research on Language and Social Interaction, 2010.

Week 15: Final Exam

#### **Textbooks**

*The Fall of Language in an Age of English* by Minae Mizumura, Columbia University 2015

『日本語が亡びるとき:英語の世紀の中で』水村美苗 ちくま文庫 2015

#### **Grading**

Essay (25%)

Group worksheets (25%)

Class participation (25%)

Final exam (25%)

#### **Additional Comments**

One session per week, including seminars, group worksheets, mini-lectures and film presentations. Preparation and participation in group and seminar discussions is compulsory.

< Course of CPJS >

<b><i>The Languages of Japan II A</i></b>	<b>Mark Winchester</b>	<b>2 credits</b>
		<b>Elective</b>
		<b>Spring semester</b>
		<b>Fri 4<sup>th</sup> Period</b>

**Language** English

**Course Descriptions & Objectives**

Prior to the Meiji Period (1868-1912), the idea of a single, unified Japanese language did not exist. It was only as Japan was establishing itself as a modern nation-state and creating an empire with expanding colonies that the need for a national language to construct and sustain Japan's national identity arose.

This course will examine the historical and linguistic changes that led to the creation of Japanese as a "kokugo" (national language) and consider the contemporary ramifications that this national linguistic project has for the ways in which we speak the Japanese language, and other languages, in Japan today.

**Textbooks**

*The Ideology of kokugo* by Lee Yeounsuk, University of Hawaii 2009

『金田一京助と日本語の近代』安田敏朗 平凡社新書 2008

**Grading**

Class presentation (30%)

Response papers (25%)

Group worksheets (25%)

Class quizzes (20%)

< Course of CPJS >

<b><i>The Literatures of Japan</i></b> <b>A</b>	<b>Mark Winchester</b>	<b>2 credits</b>
		<b>Elective</b>
		<b>Spring semester</b>
		<b>Fri 5<sup>th</sup> Period</b>

**Language** English

### Course Descriptions & Objectives

This course has two aims: 1) to explore and investigate exactly what makes modern Japanese literature “modern” “Japanese” and “literature” and 2) attempt to use modern Japanese literature as a prism thorough which to think and examine the modern history of Japan. The course broadly follows the outline provided in the textbook, 『文学で考える〈日本〉とは何か』(双文社、2016年) and look at Japan’s literary history through 4 main topics: 1) Creating “Japan”, 2) Imperial “Japan”, 3) Living the “Postwar” and 4) Diverse “Japan”. Each week we will read a short story in class and students will write and submit a short review based upon study questions the following week. We will read novels by: Kunikida Doppo, Mori Ogai, Izumi Kyoka, Dazai Osamu, Nakajima Atsushi, Ushijima Haruko, Katsuei Yuasa, Kim Jang-Han, Kojima Nobuo, Mishima Yukio, Oe Kenzaburo, Nakagami Kenji, Hatosawa Samio, Medoruma Shun, and Kirino Natsuo.

### Lecture Topics

- Week 1: Organizational Meeting
- Week 2: Kunikida Doppo, The Shores of the Sorachi River (「空知川の岸辺」1902年)
- Week 3: Mori Ogai, Under Reconstruction (「普請中」1910年)
- Week 4: Izumi Kyoka, The Holy Man of Mount Koya (「高野聖」1900年)
- Week 5: Dazai Osamu, December 8 (「一二月八日」1942年)
- Week 6: Nakajima Atsushi, Mariyan (「マリヤン」)
- Week 7: Ushijima Haruko, A Man Called Shuku (「祝という男」1940年)
- Week 8: Katsuei Yuasa, Document of Flames and Kim Jang-Han, Various Poems
- Week 9: Kojima Nobuo, American School (アメリカン・スクール、1955年)
- Week 10: Mishima Yukio, Patriotism (憂国、1960年)
- Week 11: Oe Kenzaburo, Seventeen (セブンティーン、1961年)
- Week 12: Nakagami Kenji, The Immortal (不死、1980年)
- Week 13: Medoruma Shun, Droplets (水滴、1997年)
- Week 14: Hatosawa Samio, Empty Prose of Testimony (証しの空文、1973年)
- Week 15: Ito Hiromi, Mother Leads Us to the Wasteland Where We Settle Down

### Textbook

*Bungaku de kangaeru Nihon toha nanika*, Iida Y., Hidaka Y., Hibi Y., Kanrin Shobo 2016

### Grading

Essay (40%)

Seminar Presentation (20%)

Class Participation (20%)

Class Worksheets (20%)

### Additional Comments

Course Format: One session per week, including seminars, student presentations and book review feedback. Preparation and participation in group and seminar discussions is compulsory.

< ELLC >

<b><i>Effective Language Learning Course I A</i></b>	<b>Qurtis Edlin Neil Curry</b>	<b>2 credits</b>
		<b>Elective</b>
		<b>Spring semester</b>
		<b>Fri 1<sup>st</sup> Period</b>

**Language** Lectures will be delivered in English

**Enrollment Quota** A draw will be held if the number of Bekka students is over 5.  
Note: This course is listed in the undergraduate program.  
This course is designed for nonnative speaker of English.

**Subtitle** Become a better language learner

#### **Course Descriptions & Objectives**

In this course, students will (1) learn about good ways to study languages, be in charge of their own language learning and use the SALC. (2) Students will make a plan that suits their goals and interests and follow that plan in order to improve their language skills. (3) Students will reflect on their learning with help from learning advisors and classmates.

#### **Lecture Topics**

- Week 1: Course Introduction: Orientation, about this course, expectations, grading, learner profile, language learning history.
- Week 2: Unit 1: Needs analysis.
- Week 3: Unit 2: Strategies and Resources Pt 1.
- Week 4: Unit 3: Strategies and Resources Pt 2.
- Week 5: Unit 4: Learning Plan.
- Week 6: Try out the learning plan, share with peers in class.
- Week 7: No class (individual advising sessions instead).
- Week 8: Implementation Week 1. Peer advising.
- Week 9: Implementation Week 2. Peer advising.
- Week 10: Implementation Week 3. Group advising.
- Week 11: Implementation Week 4. Peer advising.
- Week 12: Workshop on 'evaluation'. Make changes to learning plan. Implementation Week 5. Peer advising.
- Week 13: Implementation Week 6. Group advising.
- Week 14: No class (individual advising sessions instead).
- Week 15: Review semester's learning. Reflection and evaluation activities, hand in your final report.

#### **Grading**

graded A<sup>+</sup> - F

#### **Additional Comments**

iPad is required for this class as the majority of the coursework is provided via online platform. Please talk to the Bekka office if you do not have one.  
This course is open to any student who has NOT completed a SALC module or course before.  
If many students enroll, we may have to limit numbers.

< ELLC >

<b><i>Effective Language Learning Course I B</i></b>	<b>Scott Shelton-Strong Neil Curry</b>	<b>2 credits</b>
		<b>Elective</b>
		<b>Spring semester</b>
		<b>Tue 4<sup>th</sup> Period</b>

**Language** Lectures will be delivered in English

**Enrollment Quota** A draw will be held if the number of Bekka students is over 5.  
Note: This course is listed in the undergraduate program.  
This course is designed for nonnative speaker of English.

**Subtitle** Become a better language learner

### **Course Descriptions & Objectives**

In this course, students will (1) learn about good ways to study languages, be in charge of their own language learning and use the SALC. (2) Students will make a plan that suits their goals and interests and follow that plan in order to improve their language skills. (3) Students will reflect on their learning with help from learning advisors and classmates.

### **Lecture Topics**

- Week 1: Course Introduction: Orientation, about this course, expectations, grading, learner profile, language learning history
- Week 2: Unit 1: Goal-setting
- Week 3: Unit 2: Learning Strategies
- Week 4: Unit 3: Learning Resources
- Week 5: Unit 4: Learning Resources and Evaluation
- Week 6: SURE Learning Plan
- Week 7: Review SURE and Evaluation
- Week 8: No class. Advising meeting to be scheduled
- Week 9: Implementation of Learning Plan Week 1 - Submit Learning Journal week 1
- Week 10: Implementation Week 2. Shared reflections and self-directed learning
- Week 11: Implementation Week 3. Personal Language Learning Journey
- Week 12: Implementation Week 4. Evaluate & modify your learning.  
Time management revisited.
- Week 13: Implementation Week 5. Report writing work shop. Group Advising.
- Week 14: No class (individual advising sessions instead).
- Week 15: Review semester's learning. Reflection and evaluation activities, hand in your final report.

### **Grading**

graded A<sup>+</sup> - F

### **Additional Comments**

iPad is required for this class as the majority of the coursework is provided via online platform. Please talk to the Bekka office if you do not have one.  
This course is open to any student who has NOT completed a SALC module or course before.  
Students numbers may need to be capped at 20.

< ELLC >

<b><i>Effective Language Learning Course I C</i></b>	<b>Phillip Bennett Neil Curry</b>	<b>2 credits</b>
		<b>Elective</b>
		<b>Spring semester</b>
		<b>Thu 2<sup>nd</sup> Period</b>

**Language** Lectures will be delivered in English

**Enrollment Quota** A draw will be held if the number of Bekka students is over 5.  
Note: This course is listed in the undergraduate program.  
This course is designed for nonnative speaker of English.

**Subtitle** Become a better language learner

### **Course Descriptions & Objectives**

In this course, students will (1) learn about good ways to study languages, be in charge of their own language learning and use the SALC. (2) Students will make a plan that suits their goals and interests and follow that plan in order to improve their language skills. (3) Students will reflect on their learning with help from learning advisors and classmates.

### **Lecture Topics**

- Week 1: Course Introduction: Orientation, about this course, expectations, grading, learner profile, language learning history.
- Week 2: Unit 1: Needs analysis.
- Week 3: Unit 2: Strategies and Resources Pt 1.
- Week 4: Unit 3: Strategies and Resources Pt 2.
- Week 5: Unit 4: Learning Plan.
- Week 6: Try out the learning plan, share with peers in class.
- Week 7: No class (individual advising sessions instead).
- Week 8: Implementation Week 1. Peer advising.
- Week 9: Implementation Week 2. Peer advising.
- Week 10: Implementation Week 3. Group advising.
- Week 11: Implementation Week 4. Peer advising.
- Week 12: Workshop on 'evaluation'. Make changes to learning plan. Implementation Week 5. Peer advising.
- Week 13: Implementation Week 6. Group advising.
- Week 14: No class (individual advising sessions instead).
- Week 15: Review semester's learning. Reflection and evaluation activities, hand in your final report.

### **Grading**

graded A<sup>+</sup> - F

### **Additional Comments**

iPad is required for this class as the majority of the coursework is provided via online platform. Please talk to the Bekka office if you do not have one.  
This course is open to any student who has NOT completed a SALC module or course before.  
If many students enroll, we may have to limit numbers.

**2019 年度 春学期 神田外語大学留学生別科 科目概要**

2019 年 3 月発行

編集・発行 神田外語大学留学生別科

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