College of Intercultural Communication

2017

Academic Courses Conducted in English

Open to CIC Incoming International Students
Spring Semester 2017

Course Title: DM141. Seminar in English A
Subtitle: Language, Power and Inequality
Instructor: (GLASGOW GREGORY PAUL)
Semester: (Spring Semester) Credits: (2 Credits)
Course Number: ICC2621 Language: (English)

Course Objectives
By the time this course is completed, students will be able to:

i) explain how language use reflects power relations and inequality in society by using specific examples in everyday life
ii) develop critical thinking and academic writing skills

Course Contents
This course uses a critical approach to the study of language in society. It aims to show how language can be used to maintain power relations and inequality. By using linguistic concepts such as pragmatics and discourse analysis, students will make connections between language use and everyday issues related to gender, race, media discourse, politics, religion, and social relationships. Finally, students will conduct independent projects where they use linguistic tools from the fields of pragmatics and critical discourse analysis to analyse how language is used in a variety of specific real-life situations. At the end of the course, students will become critically aware of how language use reflects power relations in today's global culture.

Course Schedule
1. Introduction to the Course
2. Analyzing Language Use through Pragmatics and Critical Discourse Analysis
3. Terrorism and the Language of "Islamophobia"
4. Analyzing Language and Gender I: Language and Misogyny
5. Analyzing Language and Gender II: Advertising
6. Language, Power and Social Media
7. Language and Politics I: The Obama Presidency
8. Midterm Test
9. How to Write the Final Paper, Choosing Topics
10. Language and Politics II: The Rise of Right-Wing Populism
11. "Racialinguistics": The Study of Language and Race
12. Review of Class Concepts
13. Final Paper Tutorials
14. Final Paper Submission

Evaluation
(Final Test)(25%)/(Final Report)(25%)/Midterm Test(25%)/Lecture Notes and Homework(25%)

Textbook(s)
Materials and readings will be supplied by the professor.

Readings

Others (e.g., HP)
The link to the course website will be provided on the first day of class.
# Spring Semester 2017

<table>
<thead>
<tr>
<th>Course Title</th>
<th>DM143. Seminar in English C</th>
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<tbody>
<tr>
<td>Subtitle</td>
<td>Argumentation &amp; Debate</td>
</tr>
<tr>
<td>Instructor</td>
<td>(KAMBE NAOKI)</td>
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<tr>
<td>Semester</td>
<td>(Spring Semester)</td>
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<tr>
<td>Course Number</td>
<td>ICC2621</td>
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<td>Notes</td>
<td>Language (English)</td>
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## Course Objectives
1. Students will develop an understanding of the theory and forms of argumentation.
2. Students will experience the application of the theory and forms of argumentation through policy debate preparation and practice.
3. Students will develop skills in refutation and cross-examination.
4. Students will become sophisticated consumers & producers of argument and responsible citizens through learning and discussing the theory and forms of argumentation.

## Course Contents
This course examines argument both as a form and as a competitive process. We will examine:
- how an argument is structured,
- how the location from which one argues affects how the argument itself is constructed,
- the role of argument in public policy debate,
- the formal aspects of practicing and judging competitive debate.

The course should teach you not only how to construct and present your own arguments, but also how to construct and critique public argument. It should also help you prepare for participating in a debate tournament (which will most likely take place in early July).

## Course Schedule
1. Introduction to the Course
2. Debate Basics & Mini Debate (1)
3. What is Argument?
4. Developing Research Skills
5. Stock Issues
6. The Affirmative Position (1)
7. The Affirmative Position (2)
8. The Negative Position (1)
9. The Negative Position (2)
10. Evaluating Policy Debate & Mini Debate (2)
11. Policy Debate (1)
12. Policy Debate (2)
13. Policy Debate (3)
14. Course Review

## Evaluation
Discussion and participation in mini-debates and other in-class exercises(30%)/Policy debates(20%)/Policy debate evaluation(20%)/Final Assignment (Policy paper)(30%)

Students are required to attend at least 80% of class sessions to receive credit for the course.

## Textbook(s)
To be announced.

## Readings
## Spring Semester 2017

<table>
<thead>
<tr>
<th>Course Title</th>
<th>DM145. Seminar in English E</th>
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<tbody>
<tr>
<td>Subtitle</td>
<td>Understanding Drama and Theatre</td>
</tr>
<tr>
<td>Instructor</td>
<td>(SATAKE AKIKO)</td>
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<tr>
<td>Semester</td>
<td>(Spring Semester)</td>
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<tr>
<td>Course Number</td>
<td>ICC2621</td>
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<td>Notes</td>
<td>Language (English)</td>
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### Course Objectives

The aim of this class is to examine dramatic texts from the point of view of production and to see how communication can be established between the creators of drama and the audience.

### Course Contents

The class will consist of explanation by the instructor, discussions and group activities. We will begin by looking at different types of theatres and think of how to use space for a performance/exhibition. We will then look at excerpts of plays to devise ways to produce them. At the end of the term, students will write/present their production plan for a play or an analytical review of a performance they have seen. The class will be flexible and the content adjusted to the needs and the number of students.

### Course Schedule

1. What is drama?
2. Theatre space
3. Theatre space
4. Characterisation
5. Actors' training
6. Characterisation
7. Directors
8. Directors
9. Designing
10. Designing
11. Performance analysis
12. Performance analysis
13. Presentation
14. Presentation

### Evaluation

Final Report (30%)/participation and assignments (70%)

### Textbook(s)

None.

### Readings

### Others (e.g., HP)
Spring Semester 2017

<table>
<thead>
<tr>
<th>Course Title</th>
<th>DM169. Japan Study Program E</th>
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<tbody>
<tr>
<td>Subtitle</td>
<td>Postwar Japanese History</td>
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<tr>
<td>Instructor</td>
<td>(HASEGAWA KENJI)</td>
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<tr>
<td>Semester</td>
<td>(Spring Semester)</td>
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<td>ICC2621</td>
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<tr>
<td>Credits</td>
<td>(4 Credits)</td>
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<td>Language</td>
<td>(English)</td>
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Course Objectives
This class will explore issues related to postwar Japanese history, focusing on the period up to the mid-1950s. Students will deepen their understandings of postwar Japan through historical analyses of themes ranging from political economy to mass culture. Students will hone their critical reading and writing skills. They will also expand their ability to recognize connections across thematic boundaries and between past and present.

Course Contents
We will be exploring the following questions among others. Why and how were the atomic bombs dropped on Hiroshima and Nagasaki, and with what consequences? How were memories of the atomic bombings reconfigured after the Lucky Dragon Incident, and how did this affect the introduction of nuclear energy into Japan? What are the problems surrounding the idea of—the postwar in Japan? What was the significance of the occupation period? In what ways have the imperial and wartime past been remembered and forgotten, and with what consequences?

Course Schedule
1. Introduction
2. Atomic bombings (Political history)
3. Atomic bombings (Political history)
4. Atomic bombings (Popular memories)
5. Atomic bombings (Popular memories)
6. Lucky Dragon Incident
7. Occupied Japan (War’s end)
8. Occupied Japan (Postwar culture)
9. Occupied Japan (—Revolution!)
10. Occupied Japan (—Democracy!)
11. Occupied Japan (Okinawa)
12. Postcolonial Japan
13. Postcolonial Japan
14. Final Test

Evaluation
Attendance and participation (40%)/Response papers(40%)/Final test(20%)
Field trips are planned for the following Saturdays: 4/22, 5/13, 6/17, 7/8 (0:30PM-6:00PM)

Textbook(s)
None.

Readings

Others (e.g., HP)
Spring Semester 2017

Course Title: DM170. Japan Study Program F
Subtitle: Introduction to Modern Japanese History through Diaries, Memoirs, and Biographies
Instructor: (AOKI ATSUKO)
Semester: (Spring Semester)
Course Number: ICC2621

Credits: (2 Credits)
Language: (English)

Notes:

Course Objectives
On completion of this course, the students will be able to: (a) have a general understanding of key events and developments in modern Japanese history; (b) demonstrate analytical reading skills to interpret and contextualize historical texts (such as diaries and memoirs); and (c) write history research papers.

Course Contents
This course explores trajectories of modernity in Japan through scholarly biographies and personal narratives as sources of historical inquiry. Through close reading of diaries, memoirs, and travel writing produced in Japan in the period from the late nineteenth century to the post-WWII years, students will interrogate how these texts respond to, reflect, and shape the historical contexts in which they were produced. This course is reading- and writing-intensive. As their final project, students will write a short biography of an individual of their choice, using his/her diary or memoirs, to build skills in analytical reading, thinking, and writing.

Course Schedule
1. Introduction / On Methodology and Themes
2. Meiji 1: Survival of a Former Samurai-class Woman
3. Meiji 2: Changes in a Farm Family
4. How to Write a Research Paper
5. Meiji 3: An Okinawan Activist
6. Taishō 1: A Rural Patriarch and His New Modernities
7. Taishō 2: Women's Awakening
8. Taishō 3: Revolutionary Ideas
9. Shōwa 1: Paths to the War
10. Shōwa 2: The Asia Pacific War
11. Shōwa 3: The Life of a War Straggler
12. Shōwa 4: Celebrities and Popular Culture
13. Oral Presentation of Research Paper
14. Conclusion

Evaluation
Class participation (20%)/Weekly Reading Notes (40%)/Research Paper (Including Oral Presentation) (40%)

Textbook(s)

Readings
A list of supplementary readings will be provided in the first session.

Others (e.g., HP)
Course Title: Cultural Exchange
Subtitle: (SATAKE AKIKO)
Instructor: (Spring Semester) Credits (2 Credits)
Semester: ICC2511 Language (English)
Course Number

Course Objectives
This course is designed to prepare students to better understand and function in international and multicultural environments through various intercultural activities and discussions.

Course Contents
This course covers three broad themes over the duration of one semester: Understanding culture as a Study Abroad participant; experiencing contrasts among different cultures as an active participant in the social world; and adjusting to cultural differences in face-to-face interactions. The first section of the course explores broader issues of culture and intercultural awareness, defining culture from multi-dimensional points of view. It helps students realize the ways in which values are involved in real-life intercultural exchanges.

Course Schedule
1. Course introduction
2. Exploring culture 1
3. Exploring culture 2
4. Exploring culture 3
5. Cultural awareness 1
6. Cultural awareness 2
7. Cultural awareness 3
8. Cultural awareness 4
9. Presentations
10. Practical cultural adjustment 1
11. Practical cultural adjustment 2
12. Practical cultural adjustment 3
13. Presentations
14. Final Review

Evaluation
Final Test (30%)/Attendance and participation (30%)/Classwork (40%)

Textbook(s)
None

Readings
To be announced in class.

Others (e.g., HP)
Course Title: DM421. Teaching English to Speakers of Other Languages: Basic Principles
Subtitle: (MARTIN, RON R.)
Instructor: (Spring Semester) Credits: (2 Credits)
Semester: ICC3171 Language: (English)
Course Number:

Course Objectives:
Students will understand and be able to explain the origins of and primary influences on modern-day TESOL contexts. Students will be able to distinguish and illustrate the differences among approaches to TESOL. Students will consolidate the course content to produce a solid belief in how to approach a TESOL classroom.

Course Contents:
The course will cover, in brief, a number of topics related to TESOL. The course will begin by taking a historical perspective on the purpose and growth of language teaching. The course will then cover how people learn their first language (L1), and how L1 and L2 learning are related. The second half of the course will cover issues related to classroom teaching.

Course Schedule:
1. A brief history of language teaching
2. Vocabulary language learning
3. L1 learning: How children learn
4. L1 learning: Theoretical beliefs
5. L2 learning: L1 vs. L2 (1)
6. L2 learning: L1 vs. L2 (2)
7. L2 learning: Learner characteristics
8. L2 learning: Motivation
9. L2 learning: Learning age
10. Communicative Language Teaching (CLT)
11. Explaining L2 learning/acquisition 1
12. Explaining L2 learning/acquisition 2
13. Explaining L2 learning/acquisition 3
14. In class approaches

Evaluation:
Attendance and participation (25%)/Reading outlines and homework (25%)/Reflection papers (20%)/Tests (30%)

Textbook(s):
None.

Readings:
Readings will be given in class.

Others (e.g., HP):
Course Title: DM423. Communication and Citizenship
Subtitle: (PAN, YIHYEH)
Instructor: (Spring Semester) Credits (2 Credits)
Semester: ICC3371 Language (English)
Course Number:

Course Objectives
Students will:
* learn to engage in group discussions on CRT topics.
* be able to define and give examples of CRT terms and concepts learned in class.
* explore how racial/social inequities are produced, reproduced, and maintained within social institutions.
* acquire critical thinking skills and heightened awareness of racial issues through discussion of CRT topics.

Course Contents
This course will explore the influential role that race plays in shaping our interactions with "Others". To understand the deep interconnections between race and our daily life, Critical Race Theory (CRT) is employed as a race-based analytical framework to study inequities in society. In addition, CRT also provides a way for us to communicate with and hear the voice of the oppressed. In group discussions throughout the semester, students will be asked to critically examine racial discourses and issues.

Course Schedule
1. Overview of the course/How much do you know about CRT?
2. Introduction
3. Hallmark CRT Themes Part I
4. Hallmark CRT Themes Part II
5. Legal Storytelling and Narrative Analysis
6. Looking Inward
7. Power and the Shape of Knowledge Part I
8. Power and the Shape of Knowledge Part II
9. Critiques and Responses to Criticism
10. CRT today Part I
11. CRT today Part II
12. CRT Conclusion
13. Color-blind racism article
14. Review what we have learned in this course/final test

Evaluation
(Final Test) (30%)/Discussion/Participation (30%)/Leading Report (20%)/Quizzes (20%)

Textbook(s)

Readings

Others (e.g., HP)
Course Title: DM426. Transcultural Cinema
Subtitle: Introduction to Global Cinema (Asia)
Instructor: (LEE, HYANGJIN)
Semester: (Spring Semester) Credits: (2 Credits)
Course Number: 1CC3471 Language: (English)
Notes:

Course Objectives
This seminar course will explore the theoretical and cultural perspectives on global cinemas, by surveying some of most representative works from different regions and genres. The course aims to lead students to a better understanding the contemporary film practices transcending the limitations of culture, and the increasing permeability of cultural borders between people or institutions.

Course Contents
Informed by the theoretical readings from film studies, we will discuss the cinematic transculturalism which is narrated by an increasing number of directors across national, regional, religious or other institutional cultures. In doing so, we will scrutinize the ways in which the national and other institutional identity which has been constructed to marginalize and exclude cultural identity of various social minorities.

Course Schedule
1. Course Outline
2. Screening: Nation and National Culture
3. England: Bend it like Beckham (Gurinder Chadha, 2002)
4. Japan: Tokyo Story (Yasujiro Ozu, 1950)
5. Korea: Housemaid (Kim Ki-young, 1960)
6. China: Farewell My Concubine (Chen Kaige, 1993)
7. Zainichi: My Heart is Not Broken Yet (An Hye-ryong, 2007)
8. Philippines: Macho Dancer (Lino Brocka, 1988)
11. Hong Kong: In the Mood for Love (Wong Kar-wai, 2000)
14. Paper Sharing and Wrap Up

Evaluation
(Final Report) (40%) / Presentations (30%) / Attendance & Participation (30%)

Textbook(s)

Readings

Others (e.g., HP)
Spring Semester 2017

Course Title: DM427. Contemporary Culture in Japan
Subtitle: (COUSINS, STEVEND.)
Instructor: (Spring Semester)
Semester: ICC3471
Course Number: Language (English)

Course Objectives

The goal of this course is to examine various features of contemporary Japanese culture and society, and thereby to explore Japanese national identity in the age of globalization.

Course Contents

After the economic "bubble" of the 1980s, Japan entered a period of economic stagnation that continues to the present day. Many Japanese youth have found it increasingly difficult to find secure, long-term jobs, and have begun to question the value of pursuing their goals in the traditional school-to-work system. A variety of social trends and youth subcultures have evolved as a result of these pressures, and these offer a window through which we can understand contemporary Japan more deeply.

Course Schedule

1. Course orientation
2. Kawaii culture: Current status, Japanese origins, social implications
3. Kawaii culture: Interpretation and discussion
4. Otaku culture: Current status, Japanese origins, social implications
5. Otaku culture: Interpretation and discussion
6. Japan's declining population: Current status
7. Japan's declining population: Socio-economic causes
8. Japan's declining population: Social implications
9. Disconnected youth subcultures; NEETS
10. Disconnected youth subcultures: Freeters
11. Disconnected youth subcultures: Hikikomori
12. Disconnected youth subcultures: Social implications
13. Group presentations
14. Final essay test

Evaluation

(Final Test) (30%) / Attendance and participation (40%) / Group presentation (30%)

Textbook(s)

None.

Readings

Others (e.g., HP)
# Spring Semester 2017

<table>
<thead>
<tr>
<th>Course Title</th>
<th>DM429. Japan in Asia</th>
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<tbody>
<tr>
<td>Subtitle</td>
<td>Japanese relations with Korea and China</td>
</tr>
<tr>
<td>Instructor</td>
<td>(CAPRIO, MARK E.)</td>
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<tr>
<td>Semester</td>
<td>(Spring Semester)</td>
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<tr>
<td>Course Number</td>
<td>ICC3471</td>
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<tr>
<td>Credits</td>
<td>Language</td>
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<td>(2 Credits)</td>
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## Course Objectives
This class will examine from a historical perspective Japan's relations with its Northeast Asian neighbors, Korea and China beginning with the late Edo Period and advancing to the present.

## Course Contents
The course will present materials through lecture, with discussion used to confirm understanding of the reading materials. If feasible we will also undertake some field study in Tokyo and the vicinity (museums, research centers, etc.)

### Course Schedule
1. Introduction: Japan and its neighbors, an overview
2. Traditional roots
3. The problem of modernization in Northeast Asia
4. Early Northeast Asian wars
5. Japan as Colonizer, Korea as Colonized
6. Japan-China relations: A Changing of the Guard?
7. Japan as colonial administrator
8. Review
9. Midterm test
10. World War II and Northeast Asia
11. Postwar occupations
12. Contemporary Northeast Asian Issues
13. Review
14. Final test

## Evaluation
Final Test (40%)/Attendance and Participation (30%)/Short essays (3x10%)(30%)

## Textbook(s)
To be announced

## Readings
Readings will be made available on Chorus. Students will be responsible for preparing the readings prior to coming to class.

## Others (e.g., HP)
### Course Title
DM430. Ethnicity and Globalization in Japan

### Subtitle
Food Consumption and Multiculturalism on Screen

### Instructor
(LEE.HYANGJIN)

### Semester
(Spring Semester)

### Course Number
ICC3471

### Credits
(2 Credits)

### Language
(English)

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#### Course Objectives
This seminar course will explore the key issues of cultural representation of ethnicity and globalization in Japan, focusing on the cinematic portrayals of food consumption, national identity and multiculturalism from a comparative perspective.

#### Course Contents
Informed by theoretical readings of film studies and sociology, this course will consider an imperative question: of how can we construct a more inclusive society and live together with differences? To answer the question, we will examine the Japanese perceptions of ethnicity and globalization, which are articulated in narratives and visual images of national identity and multiculturalism in culinary cinema.

#### Course Schedule
1. Introduction: Course Guidance, Key Issues and Themes
2. What is Ethnicity and Ethnic Identity
3. Becoming British: Fish and Chips in East is East (Daniel, O’Donnell, 1999)
   - The Last Super in Lorelei: The Witch of the Pacific Ocean (Shinji Higashi, 2005) and Other Stories of Nationalist
5. The Myth of Obento and Washoku: Exporting National Identity
8. Expiring Date of National Identity in Chungking Express (Wong Kar Wai, 1997)
10. Cooking Mexicanness in Like Water For Chocolate (Alfonso Arau, 1992)
11. Diaspora and Ethnic Sub-national Identity: Yakiniku and Horumon in Zainichi Cinema
13. Field Survey: Ethnic Food of National Minorities and Cultural Others in Japan
14. Paper Sharing and Wrap Up

#### Evaluation
Final Report (40%)/Presentation (30%)/Attendance and Participation (30%)

#### Textbook(s)

#### Readings

#### Others (e.g.: HP)

Course Title: DM432. Language Policy and Multilingualism
Subtitle: (OHMORI AI)
Instructor: (Spring Semester)
Semester: ICC3471
Course Number: Language (English)

Course Objectives:
Students will understand basic theories and concepts as well as approaches to the research of language policy and multilingualism. Through studying specific language policies, students will deepen their understanding of political and historical influence behind the implementation of such policies.

Course Contents:
The present course covers basic theories, concepts and research approaches to language policy and multilingualism. Students will also examine various cases of language policies, and deepen their understanding of the field through lectures, discussions, and their research assignments.

Course Schedule:
1. Introduction: What is language policy and multilingualism?
2. Theories, concepts, and framework
3. Example studies 1 (e.g. colonial history and language policy)
4. Example studies 2 (e.g. language policy and linguistic human rights)
5. Example studies 3 (e.g. English language education policies and ideologies)
6. Findings 1
7. Findings 2
8. Project
9. Research approaches and methods 1
10. Research approaches and methods 2
11. Multilingualism in Japan
12. Research direction(s) and model projects
13. Student presentation
14. Course review

Evaluation:
Attendance and class participation (25%)/Homework and quizzes, etc. (35%)/Final presentation and report (40%)

Textbook(s):
Will be announced in the first class.

Readings:

Others (e.g., HP)
Course Title: DM434. International Conflict Studies
Subtitle: War and Peace Studies
Instructor: CAPRIO, MARK E.
Semester: Spring Semester
Course Number: ICC3471
Credits: 2
Language: English

Course Objectives
To establish world peace we first have to consider that which prevents it — war. This lecture will first examine war from a theoretical perspective. It will then consider the Korean War as a case study of a past war and the North Korean situation as a possible future war requiring preventive measures.

Course Contents
This class will be a combination of lecture and discussion. Students will also complete two projects.

Course Schedule
1. Introduction to class
2. Approaches to war and peace studies
3. "Just war" thinking
4. The Economics of War
5. Nuclear weaponry and deterrent theory
6. War and propaganda
7. Experiencing war first hand
8. Antiwar Movements and the culture of peace movements
9. War memory
10. Case Study: The Korean War
11. Japan's Korean War
12. Case Study: The North Korean Problem
13. Is Japan a "peace country"
14. Presentations of final paper

Evaluation
(Final Report)(40%)/Attendance and Participation(20%)/Project one: Examine antiwar film/book(20%)/Project two: Visit war museum(20%)

Textbook(s)
None.

Readings
Readings will be made available on Chorus. Students will be asked to write a short reflection paper in class on these readings.

Others (e.g., HP)
Spring Semester 2017

<table>
<thead>
<tr>
<th>Course Title</th>
<th>DM436. International Organization</th>
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<tbody>
<tr>
<td>Subtitle</td>
<td>Global Issues</td>
</tr>
<tr>
<td>Instructor</td>
<td>(JOHNSON STEPHAN)</td>
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<tr>
<td>Semester</td>
<td>(Spring Semester)</td>
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<tr>
<td>Course Number</td>
<td>ICC3471</td>
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<tr>
<td>Credits</td>
<td>(2 Credits)</td>
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<td>Language</td>
<td>(English)</td>
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**Course Objectives**

- Students will be able to use critical and analytical thinking skills to actively engage in problem-solving and policy analysis regarding social, political, economic, and global issues.
- Students will be able to analyze and understand assigned reading selections before applying the highlighted theories and conceptual models underlying the analysis of international development and sustainability.
- Students will be able to apply coherent, logical and interpretive frameworks in order to formulate researchable problems and questions, design and conduct appropriate research, and apply various methods to interpret data and statistics.

**Course Contents**

What is the role of International Organizations in the global system?

This course considers the contributing factors behind the emergence, development and proliferation of international organizations, as well as the national and local effects of such organizations. We shall discuss the typology of international organizations, their characteristic features and structures. We shall also explore the nature of the international environment, the constraints and opportunities that flow from this environment, the role of an international secretariat, and its scope and limitations.

The course examines the definition and history of International Organizations. The characteristic features of international organizations: struggle, competition and cooperation as forms of international relations; from a peaceful co-existence to cooperation.

We will examine various international bodies: regional organizations of sovereign states, organizations of mixed membership, non-governmental organizations, private voluntary organizations, and entities sponsored at the national level by professional, political, or commercial bodies.

We will explore scholarly writings on International Organizations. 1) Traditional Views: International lawyers; world law school; international government; the realists. 2) The Revisionist Views: Functionalist; neo-functionalists; transactionalists; interdependence; internationalists. 3) Marxist Views: Marxism-Leninism; neo-Marxism. 4) Lesser Developed Countries' Views: Dependency school; developmentalists.

The course will provide students with an introduction to international organizations by exploring their rise, their development in the twentieth century, and will explain their role in the international system.

**Course Schedule**

1. Introduction and guidance for the course
2. Introduction to international organizations
3. Theories and methods
4. The International Monetary Fund and the World Bank
5. The United Nations
6. Mid-term Presentations
7. Mid-term Presentations
8. The International Labor Organization
9. The International Court of Justice
10. The International Criminal Court
11. The European Union and regional organizations
12. Final Presentations
13. Final Presentations
14. Final Review

**Evaluation**

Attendance and active class participation in exercises and group work activities (30%); Research essay (30%); Journal Entries (20%); Presentation (20%)

**Textbook(s)**

None.

**Readings**

Others (e.g., HP)
Course Title: DM650. Special Topics in ICC A
Subtitle: Multiculturalism and Diversity.
Instructor: (ELSHAYAL, DALIA)
Semester: O (Spring Semester I) Credits: (2 Credits)
Course Number: ICC3543 Language: English

Course Objectives
* To gain cognitive and practical knowledge about diverse cultures.
* To help the students feel the frustration and joys of intercultural life and communication.
* To provide some understanding of general barriers in cross-cultural interaction.
* To give some understanding of the dynamics of the processes involving cultural change.
* Distinguish the differences between stereotypes and generalizations when assigning particular cultural orientations to a society, group, organization, team, or individual.

Course Contents
We live in an increasingly globalized world and thus knowing how to navigate cultural differences is a valuable skill. This course will focus on the characteristics of various cultures and how one culture may adapt to another. Developing the students' ability to engage effectively across cultures enables them to build global citizenship. Literature will also be used as a tool to explore and emphasize certain cultural aspects of different communities. The course will help the students free themselves from stereotypical thinking and build bridges of understanding and coalitions of people interested in social change.

Course Schedule
1. Introduction: Multiculturalism
2. Multiculturalism and Diversity
3. Various Cultures in One: Egypt as a Case Study
4. Ethnicity and Issues of Color
5. Multi-Ethnic Groups of the US (Native Americans)
7. Multi-ethnic Literature of the US (part II) Asian American
8. Multi-ethnic Literature of the US (part II) Hispanic
9. Translation: problems and solutions: To Kill a Mockingbird as a Case Study
10. Translation: problems and solutions: Jalaluddin Rumi: A Play
11. Japan and Egypt: Cultural Differences
12. Japanese and Egyptian Writers (part I)
13. Japanese and Egyptian Writers (part II)
14. Landmarks in the Art and Culture of Egypt + Final Exam

Evaluation
(Final Test (40%)/ Assignments (40%)/Attendance and active participation (20%)

Textbook(s)

Readings

Others (e.g., HP)
Spring Semester 2017

Course Title: DM652. Special Topics in ICC B
Subtitle: Re-Imagining Folk Performing Arts in Contemporary Japan
Instructor: (HASHIMOTO HIROYUKI)
Semester: (Spring Semester 2) Credits: (2 Credits)
Course Number: ICC3543 Language: English
Notes: 8/21~25 Periods 1 to 3

Course Objectives:
This course will explore the multi-layered meanings of folk performing arts from various angles. Students can gain new perspectives towards understanding Japanese Culture.

Course Contents:
Japanese society today typically presents Japan's folk performing arts (minzoku geino) - exemplified by regional dances, religious ritual performances, and urban theatrical performances - as contemporary manifestations or survivals of Japan's authentic culture. They are so important that they fall under the protection of laws; the Cultural Properties Protection Law protects them as intangible national cultural properties, while the Festival Law also protects them as a significant source of regional pride and economic prosperity. And more recently, some of them have been registered as UNESCO's intangible cultural heritage. How does Japanese society construct and give meaning to folk performing arts today? This course will explore the multi-layered meanings of these art forms from various angles: religion, aesthetics of the body, and media power, for example. We will then try to understand how the notion of authenticity is shaped, disseminated, and exploited. The course combines short lectures and discussions. In addition to English-language articles, students will view videos dealing with various forms of folk performing arts.

Course Schedule:
1. Introduction and Variety of Folk Performing Arts
2. Concept and Scholarship of Folk Performing Arts
3. Scholarship of Folk Performing Arts
4. History and Nature of Folk Performing Arts
5. Folk Performing Arts as Religion and Theater
6. Folk Performing Arts as Social Order
7. Folk Performing Arts as Cultural Properties
8. Folk Performing Arts as Touristic Resources
9. Folk Performing Arts as Intangible Cultural Heritage
10. Exhibiting Folk Performing Arts
11. Folk Performing Arts in Popular Culture
12. Folk Performing Arts in Anime
13. Folk Performing Arts in Nostalgia
14. Appropriating and Inventing Folk Performing Arts
15. Folk Performing Arts after the Great East Japan Earthquake

Evaluation:
Short papers(60%)/Class participation(40%)
Requirements include regular class attendance, active participation in discussions and completion of short papers.

Textbook(s):

Readings:
Readings will be introduced in class.

Others (e.g., HP):
Language of instruction: Primary language of instruction is English but speakers may use Japanese for clarification.
# Fall Semester 2017

<table>
<thead>
<tr>
<th>Course Title</th>
<th>DM166, Japan Study Program B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subtitle</td>
<td>Tokyo's Hidden History</td>
</tr>
<tr>
<td>Instructor</td>
<td>(MARK E. CAPRIO)</td>
</tr>
<tr>
<td>Semester</td>
<td>(Fall Semester)</td>
</tr>
<tr>
<td>Credits</td>
<td>(2 Credits)</td>
</tr>
<tr>
<td>Course Number</td>
<td>ICC2623</td>
</tr>
<tr>
<td>Language</td>
<td>English</td>
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</tbody>
</table>

## Course Objectives
This class will search Tokyo as an example of uncovering a city's hidden history.

## Course Contents
This class will rely on lecture, discussion, field study, and student input to attain its purpose. The language of the class will be determined by the students.

## Course Schedule
1. Class Introduction
2. A Stroll around Ikebukuro
3. Imagining a "National History"
4. Textbook History
5. Museum Studies
6. Field Study 1: Museum visit
7. Mid-Term Report
8. War Memory
9. Tokyo War Memories
10. Field Study 2: Battle of Ueno (1868)
11. Demonstration history
12. Field Study 3: Hibiya Park
13. Student Reports
14. Student Reports

## Evaluation
Final Report(40%)/Attendance and Participation(40%)/Midterm report(20%)

## Textbook(s)
Undecided.

## Readings
List distributed during first class.

## Others (e.g., HP)
None.
Fall Semester 2017

Course Title | DM144, Seminar in English D
Subtitle | Introduction to Global Issues
Instructor | (STEPHAN JOHNSON)
Semester | (Fall Semester)
Course Number | ICC2621

| Credits | (2 Credits) | Language | English |

Notes

Course Objectives
1) Students will both read texts and listen to lectures about global issues.
2) Students will evaluate the success of the international organizations. They will be encouraged to think critically about it as global students.
3) In every lesson, students will be encouraged to express their ideas during class discussions.
4) Students will also receive some advice in how to write their ideas, but this will not be a main focus as students are expected to be able to write clearly.

For every week, students should: a) review what was covered and discussed in class so that they understand it thoroughly b) spend at least an hour on the readings set for the next lesson.

Course Contents
The course is designed to introduce students to the academic subject of International Relations, Politics, Political Philosophy, and the effect that these have on individuals and world events. We will focus on global issues. The class will also include readings on a variety of topics related to the main ideas and concepts in international affairs and their relevance to global issues and world events.

Course Schedule
1. Introduction to course
2. Global Issues, Supplementary material
3. Human Rights, Supplementary material
4. The United Nations, Supplementary material
5. International Relations theory
6. Mid-term Individual presentations
7. Mid-term Individual presentations
8. NGO / NPO, Supplementary material
9. Nuclear Proliferation, Supplementary material
10. Poverty, Supplementary material
11. Migration, Supplementary material
12. Terrorism, Supplementary material
13. Final Presentations
14. Final Presentations

Evaluation
Active class participation and attendance (30%)/Proposal (10%)/Presentation (30%)/Report (30%)

Textbook(s)

Readings
Additional readings to be announced.

Others (e.g., HP)
None.
Fall Semester 2017

**Course Title**  
DM142, Seminar in English B

**Subtitle**  
Comparative Culture and Society

**Instructor**  
(DANIEL RAY VELASCO)

**Semester**  
(Fall Semester)  
**Credits**  
(2 Credits)

**Course Number**  
ICC2621  
**Language**  
English

**Course Objectives**
The aim of this class is to develop students' overall English language skills while learning about world cultures and societies. Each week, we will discuss one or more broad topics related to culture and society, and apply what we discuss and learn to one or more countries.

**Course Contents**
The course is a combination of: brief lectures on pertinent topics related to global issues, culture and cultural differences, and international relations; group discussions; and activities in which students are actively engaged in interaction with their classmates and the material. The overall goal of the course is to promote critical thinking, self-reflection, and cultural awareness.

The Course Schedule below includes the weekly topic as well as the country we will be focusing on (in parentheses).

**Course Schedule**

1. Course Introduction
2. Daily Life (Japan)
3. Traditions and Beliefs (Japan)
4. Politics (Germany)
5. Race and Ethnicity (Russia)
6. Gender (U.S.)
7. Religion (Italy)
8. Education (India)
9. Cultural Identity (France)
10. Food (Australia)
11. Clothing/Fashion (China)
12. Sports/Recreation (various countries in Africa)
13. Popular Culture (Global)
14. Final Presentations

**Evaluation**
(Final Test)(40%)/In-class work (including note-taking)(30%)/Class attendance and participation(30%)

**Textbook(s)**
None.

**Readings**
The instructor will provide reading materials throughout the semester.

**Others (e.g., HP)**
None.
Fall Semester 2017

Course Title: DM146, Seminar in English F
Subtitle: Media Literacy: Japan
Instructor: (YE0 YEZI)
Semester: (Fall Semester)
Course Number: 1CC2621
Credits: (2 Credits)
Language: English

Course Objectives:
The objective of this course is to provide an overview of concepts, theories, and methodologies in popular culture and mass media studies with a focus on Japan.

Course Contents:
Students will learn about popular culture and mass media, with a focus on Japan, by watching pertinent material and reading excerpts of books and articles.
Each class will begin with a short quiz on the assigned weekly reading, a brief lecture, then a presentation from a student on the assigned reading, and the rest of the class will consist of in-class discussion.
This is a discussion-centered English class where students are asked to come to class having read the weekly assigned readings, written an opinion piece about the assigned material, prepared to take in-class quizzes, and participate in discussions with their classmates. Students are also expected to give two in-class presentations.

Course Schedule:
1. Introduction to the course
2. Popular culture and mass media in Japan
3. Newspapers and magazines
4. Music industry
5. Film industry
6. Television
7. Electronic games
8. The Internet and social media
9. Advertising and public relations
10. Economics of mass media
11. Ethics of mass media
12. Media and government
13. The future of mass media
14. Final presentations

Evaluation:
[40%]Attendance and participation (12 Weekly Opinion Writings)(30%)/In-class performance (12 Weekly Quizzes)(30%)/Individual presentation(10%)/Final presentation(30%)

Textbook(s):
None

Readings:
Readings are assigned and distributed weekly by the lecturer.

Others (e.g., HP):
Fall Semester 2017

<table>
<thead>
<tr>
<th>Course Title</th>
<th>DM532, Introduction to Translation and Interpreting Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>(MATUSHITA KAYO)</td>
</tr>
<tr>
<td>Semester</td>
<td>(Fall Semester)</td>
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<tr>
<td>Course Number</td>
<td>ICC2231</td>
</tr>
<tr>
<td>Language</td>
<td>English</td>
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<tr>
<td>Credits</td>
<td>(2 Credits)</td>
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</tbody>
</table>

Course Objectives
This is an introductory course of the Translator and Interpreter Training Program, which is designed to develop foundational competencies for translators and interpreters. The course aims to enable students to understand and appreciate the diverse roles, the working practices, and the necessary skills that characterize the profession today. It also raises the issue of the relationship between practice and theory.

Course Contents
Through this course, students will learn about various aspects of translation and interpreting as "intercultural communication," focusing on the unique role they play in enabling participants from different linguistic and cultural backgrounds to understand each other. Through lectures and discussions, students will be introduced to basic theories and actual practices of translation and interpreting. Professional translators and/or interpreters will be invited as guest speakers in order to deepen students' understanding of translation and interpreting in society.

Course Schedule
1. Introduction
2. Outline of basic theories in Translation Studies
3. What is equivalence?
4. Skopos Theory
5. Translation strategies
6. Outline of basic theories in Interpreting Studies
7. Gilè's effort models
8. Theory of sense
9. Norms in translation and interpreting
10. Ethical issues in translation and interpreting
11. Relationship between theory and practice
12. Translation in society
13. Interpreting in society
14. Summary

Evaluation
Final Report(40%)/Attendance and class contribution(30%)/Written assignments(30%)

Textbook(s)
None

Readings

Others (e.g., HP)
**Course Title**  
DM653, Special Topics in ICC C

**Subtitle**  
Multilingualism

**Instructor**  
(HALFORD BRIGITTE K)

**Semester**  
(Fall Semester 1)

**Course Number**  
ICC3543

**Credits**  
(2 Credits)

**Language**  
English

**Notes**  
Intensive course 9/20-10/9 (except Sat & Sun) 5th period each day

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**Course Objectives**

Students will learn about types and implications of multilingualism on an individual and on a societal level.

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**Course Contents**

Starting with an introduction to language acquisition in general and multilingual acquisition in particular students will then be introduced to the implications of growing up bilingually. This will be followed by a presentation of multilingual societies in Europe and elsewhere and a discussion of language policies such as status planning, corpus planning and acquisition planning, which governments implement in the context of multilingual societies. Particular emphasis will be given to education programs in this context.

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**Course Schedule**

1. Students will be introduced to multilingualism.
2. The process of language acquisition in general will be outlined.
3. Students will be introduced to multilingual acquisition and the issue of separation of the languages in small children.
4. This lecture will present recent findings on the multilingual brain.
5. Students will find out how language and growing up with several languages affects cognition.
6. The common process of language attrition and loss in multilingual will be outlined and explained.
7. A lecture on code-switching and several models of explaining code-switching behaviour will be given.
8. Students will encounter different types of multilingual societies.
9. This lecture outlines cases in which linguistic diversity is endangered by active suppression or by assimilation efforts.
10. Students will be introduced to language policies in Europe which aim at preservation, revival, integration or internationalisation.
11. Students will get to know types of multilingual education programs, their aims and their methods.
12. Students will find out how multilingualism affects literacy and will be introduced to the concept of multicompetence.
13. This lecture will give an overview over education policies in Europe.
14. In final synopsis language as a tool and as a means of expression in a global world will be assessed.
15. no lecture

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**Evaluation**

Assignment after week one(30%)/assignment after week two(30%)/final test(40%)

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**Textbook(s)**

none

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**Readings**

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**Others (e.g., HP)**
# Fall Semester 2017

<table>
<thead>
<tr>
<th>Course Title</th>
<th>DM437, Social Movements and Social Change</th>
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</thead>
<tbody>
<tr>
<td>Subtitle</td>
<td>Social Protests in Modern Japan</td>
</tr>
<tr>
<td>Instructor</td>
<td>(HASEGAWA KENJI)</td>
</tr>
<tr>
<td>Semester</td>
<td>(Fall Semester)</td>
</tr>
<tr>
<td>Course Number</td>
<td>ICC 3471</td>
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<tr>
<td>Notes</td>
<td>Language English</td>
</tr>
</tbody>
</table>

## Course Objectives
Students will deepen their understandings of the issues surrounding social movements and social change. They will also hone their critical reading and writing skills while expanding their ability to recognize connections across thematic boundaries and between past and present.

## Course Contents
In this class we will examine the histories of social protests in modern Japan, including those by workers, women, minorities, students, and citizens. We will also explore the various advocacy NGOs active in Japan today, some of which sprang from postwar protest movements. Students will formulate their own thoughts on the diverse alternatives that social protests and activism have envisioned.

## Course Schedule
1. Introduction
2. Visualizing Cultures 1
3. Visualizing Cultures 2
4. Visualizing Cultures 3
5. Visualizing Cultures 4
6. Global Governance
7. Labor
8. Food Sovereignty
9. Peace
10. HIV/AIDS
11. Gender
12. Minority and Human Rights
13. Youth Groups
14. Final Test

## Evaluation
Attendance and Participation(40%)/Response Papers(40%)/Final Test(20%)

## Textbook(s)

## Readings

## Others (e.g., HP)
Fall Semester 2017

<table>
<thead>
<tr>
<th>Course Title</th>
<th>DM424, Media in Japan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subtitle</td>
<td>(HA KYUNGJIN)</td>
</tr>
<tr>
<td>Instructor</td>
<td>(Fall Semester)</td>
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<tr>
<td>Credits</td>
<td>(2 Credits)</td>
</tr>
<tr>
<td>Course Number</td>
<td>ICC3371</td>
</tr>
<tr>
<td>Language</td>
<td>English</td>
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</table>

Course Objectives
The goal of this course is to explore Media from theoretical and historical perspectives in an effort to deepen students’ understanding of media in Japan.

Course Contents
This course will examine media theories and historical development of each medium (print media including newspaper, telephone, film, radio, television, mobile phone, computer and etc.) in Japan and other countries. Students will be expected to learn how to understand the concept and practice of Media in the past, present and future from comparative perspectives.

Course Schedule
1. Introduction
2. Media & Theory (1)
3. Media & Theory (2)
4. Space as Media
5. Print Media & Newspaper
6. Telephone
7. Student Presentation
8. Guest Speaker
9. Film
10. Radio
11. Television
12. Mobile Phone & Computer
13. Global Media
14. Final Test

Evaluation
Final Test(40%)/Attendance and active participation in class(30%)/Final report and presentation(30%)

Textbook(s)
PowerPoint lectures will be used and printed materials will be distributed in class.

Readings

Others (e.g., HP)
Course Title: DM422, Gender Issues in Communication
Subtitle: Critical & Cultural Perspectives
Instructor: (KANBE NAOKI)
Semester: (Fall Semester) 
Course Number: ICC3371

Course Objectives
1) Students will be able to apply key concepts/theories in gender studies to everyday experiences.
2) Students will develop a deeper understanding of how gender identities are constructed, maintained, and challenged through one’s body and communication.
3) Students will be able to think critically about femininity and masculinity which are culturally/socially defined and expressed/practiced by individuals.

Course Contents
This course attends to key concepts/theories in gender studies. In particular, it critically examines the ways in which particular images of femininity and masculinity and differences between them are constructed, maintained, and challenged through one’s body and communication. Through discussing various topics, it aims at raising students’ awareness of gender issues in communication.

Course Schedule
1. Introduction to the Course
2. Developing a Critical Gender Lens
3. Gendered Nonverbal Communication: An Overview
4. Femininity and the Body (1) objectification
5. Femininity and the Body (2) gender performativity
6. Femininity and the Body (3) docile bodies
7. Masculinities and the Body (1) hegemonic masculinity
8. Masculinities and the Body (2) subordinate masculinities
9. Masculinities and the Body (3) male beauty work
10. Gendered Communication in Dating Relationships
11. Violence and Gender
12. Gendered Paralanguage and Language
13. Gendered Media
14. Queer Theory and Communication

Evaluation
Attendance and active participation(20%)/Reading responses(10%)/Observation reports(40%)/Final report(30%)
Students are required to attend at least 80% of class sessions to receive credit for the course.

Textbook(s)
To be announced in class.

Readings

Others (e.g., HP)
Fall Semester 2017

Course Title | DM425, Orientalism in Media
Subtitle | Asia and Asians in Contemporary Visual and Cinematic Representations
Instructor | (AOKI ATSUKO)
Semester | (Fall Semester)
Course Number | ICC3371
Credits | (2 Credits)

Notes

Course Objectives
On completion of this course, the students will be able to: a) understand theoretical frameworks (Said's Orientalism in particular) that underlie media representations; b) analyze and interpret media texts produced in Japan and the world using these theories of representation; and c) think critically of the mechanisms and processes by which Orientalist representations are produced.

Course Contents
In this course we will revisit the concept of Orientalism and examine a variety of media representations of Asia and Asians produced in modern Japan and the West. We will explore various visual and cinematic representations and interrogate what these imaginations tell us about anxieties over and/or desire for diversity and multiculturalism. This course will use diverse materials such as key readings, texts, images, and films to attain these objectives.

Course Schedule:
1. Course Overview: Why Study Orientalism in Media?
2. Theoretical Frameworks
3. The Persistence of Yellow Peril Discourse and Oriental Villains in Western Comics and Films
4. Research Paper Workshop: How to Do a Research Project
5. Occidental Imaginations of the Oriental Gender: Madame Butterfly, The King and I, Memoirs of a Geisha, and Other Films
6. Performing Japan's Orient: The Strange Career of Ri Kōran (Li Xianglan)
7. Media Yellowface and the Politics of Whitewashing: From Breakfast at Tiffany's to Doctor Strange
8. Assimilating and Differentiating the Internal Others in the Japanese Empire
10. Cyber-Orientalism: Images of Asia and Asians in Science Fiction and Speculative Fiction Films
12. Representations of Muslims and Arabs in the Twenty-first Century West
13. The Rise and Demise of the Hanryū Boom in Twenty-first Century Japan
14. Conclusion

Evaluation:
Attendance and Class Participation (20%)/Assignments (Reflection Paper, Book Reports)(40%)/Research Paper(40%)

Textbook(s)

Readings

Others (e.g., HP)
Fall Semester 2017

Course Title | DM433, International Development and Sustainability
Subtitle | Global Issues
Instructor | (JOHNSON  STEPHAN)
Semester | (Fall Semester) Credits | (2 Credits)
Course Number | ICC3471 Language | English
Notes

Course Objectives
- Students will be able to use critical and analytical thinking skills to actively engage in problem-solving and policy analysis regarding social, political, economic, and global issues.
- Students will be able to analyze and understand assigned reading selections before applying the highlighted theories and conceptual models underlying the analysis of international development and sustainability.
- Students will be able to apply coherent, logical and interpretive frameworks in order to formulate researchable problems and questions, design and conduct appropriate research, and apply various methods to interpret data and statistics.

Course Contents
Examine and understand the basic concept of international development and sustainability, and identify the key global challenges to sustainable development.

The idea of sustainable development is a key component of debates about environment and international development. Sustainable development is now stated as a principle policy goal of many of the international organizations around the world including the United Nations. The international development and sustainability course focuses on tracing the origins of the idea and understanding why sustainable development is a contested concept. Students are expected to use academic articles as sources while engaging in research.

Relevant data and visual materials will be presented to facilitate students to understand the major topics. Group discussions will be complemented by lectures to confirm students' understanding.

Course Schedule
1. Introduction to the course.
2. What is sustainable development?
3. Challenges of sustainable development
4. Sustainable Development in Lesser Developed Countries
5. Climate Change and Energy
6. Mid term Presentation 1
7. Mid term Presentation 2
8. Understanding Poverty
9. Foreign Aid
10. Understanding Global Hunger
11. Food Politics
12. Final Presentations 1
13. Final Presentations 2
14. Final review

Evaluation
Attendance and active class participation in exercises and group work activities(30%)/Final Essay(30%)/Journal Entries(20%)/Presentation(20%)

Textbook(s)
None

Readings
None – materials will be provided by the instructor.

Others (e.g., HP)
College of Intercultural Communication

2017

Sample Syllabi

Academic Courses Conducted in English
Gender Issues in Communication: Critical and Cultural Perspectives

Syllabus

Instructor: Naoki Kambe
Email: kambe@rikkyo.ac.jp
Office: McKim Hall 1014
Office Hour: Wednesdays 15:00-16:30 (or by appointment)
Office Phone: 4128
Course Web Site: Blackboard

Course Description
This course attends to key concepts/theories in gender studies. In particular, it critically examines the ways in which particular images of femininity and masculinity and differences between them are constructed, maintained, and challenged through one's body and communication. Through discussing various topics, it aims at raising students' awareness of gender issues in communication.

Course Purpose
1) Students will be able to apply key concepts/theories in gender studies to everyday experiences.
2) Students will develop a deeper understanding of how gender identities are constructed, maintained, and challenged through one’s body and communication.
3) Students will be able to think critically about femininity and masculinity which are culturally/socially defined and expressed/practiced by individuals.

Course Material
1. Books/Articles/Chapters: See the reading assignment for each week.
2. Suggested Readings: It is highly recommended to read additional texts listed on the Suggested Reading List.

Grading System
This is a 2-credit course. Grading will be based on the following criteria.
( ) indicates assigned points for each assignment

Attendance and Active class participation
-Active Participation & Discussion (15)
-Online Discussion on Blackboard (5)
(reactions to classmates' responses)
Reading Responses on Blackboard* 10 points
Observation Reports
-Report #1 (10) “Gender Identity”
-Report #2 (15) “Female Fashion Magazine”
-Report #3 (15) “Male Fashion Magazine”
Final Paper/Take-home Exam 30 points

Total 100 points

The grading system from the College of Intercultural Communications is as follows.
S: 100-90 points A: 89-80 points B: 79-70 points C: 69-60 points D: 59-0 points
**Transcultural Cinema: Introduction to World Cinemas**

Hyangjin Lee (hlee@rikkyo.ac.jp)

**Objectives**
This seminar course will explore the theoretical and cultural perspectives on world cinemas from transnational perspective, by surveying some of most representative works from different regions and genres. The course aims to lead students to a better understanding the contemporary film practices transcending the limitations of culture, and the increasing permeability of cultural borders between people or institutions.

**Content**
Informed by the theoretical readings from film studies, we will discuss the cinematic transculturalism which is narrated by an increasing number of directors across national, regional, religious or other institutional cultures. In doing so, we will scrutinize the ways in which the national and other institutional identity which has been constructed to marginalize and exclude cultural identity of various social minorities.

**Grade**
- **Presentations (Power Point submission)** -- 30%
- **Class participation and weekly reading notes submission** -- 30%
  Comments and Reading Notes should be at least 400 words (1 double spaced page, A4 size).
- **Final paper** -- 40%
  The paper should be at least 2000 words (6-7 double spaced pages, A4 size), based on your individual research topic. The papers should be informed by existing studies and publications.

**Textbooks**

**Further Reading**
Instructor: Ron Martin
Class Hour: Thursday, 10:45-12:15
Class Location: 5406
Office Hours: Tuesday, 12:30 p.m. – 1:15 p.m.
To make an appointment, please leave an email message.
Contact Information: Room: McKim Hall 1203
Email: ron.martin@rikkyo.ac.jp
Phone: 03.3985.4087

COURSE DESCRIPTION
The course will cover, in brief, a number of topics related to TESOL. The course will begin
by taking a historical perspective on the purpose and growth of language teaching. The course
will then cover how people learn their first language (L1), and how L1 and L2 learning are
related. The second half of the course will cover issues related to classroom teaching.

COURSE OBJECTIVES
By the end of the course, you will
• understand and be able to explain the origins of and primary influences on modern-day
  TESOL contexts.
• be able to distinguish and illustrate the differences among approaches to TESOL.
• consolidate the course content to produce a solid belief in how to approach a TESOL
  classroom.

PREREQUISITES
None.

REQUIRED TEXTS
Readings will be provided by the instructor.

COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>25%</td>
</tr>
<tr>
<td>Reading outlines &amp; homework</td>
<td>25%</td>
</tr>
<tr>
<td>Reflection papers</td>
<td>20%</td>
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<tr>
<td>Tests</td>
<td>30%</td>
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<td></td>
<td>100%</td>
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</table>

_class participation:_ Class participation is very important. Those who come to class regularly,
punctually, and prepared (and willing) to discuss course content will get maximum credit for
class participation. Please contact the instructor if you are unable to attend class.

Reflection papers: Reflections papers provide the opportunity for you to write in a
stream-of-consciousness style about your emerging understanding between the course content
and your thoughts / emerging understanding. Each reflection paper is expected to be no less
than 1.5 double-spaced pages in length.

TESOL: Basic Principles
Reading outlines & homework: You will follow an SQ3R approach to the reading assignments. This approach, explained in the first class, will help you approach the course readings in a section-by-section approach, and will also help in your retention of the course material.

Tests: Tests will focus on the definition of terms and short answers to questions about the content of the course readings/lectures.

GRADING SCALE
S: 100-90%, A: 89-80%, B: 79-70%, C: 69-60%, D: (Fail): below 59%

FOR STUDENTS WITH DISABILITIES
If you have a disability for which you are or may be requesting any academic accommodations, you are encouraged to contact your instructor. The Students with Disabilities Support Office at Rikkyo University aims to support students with verifiable disabilities and will help determine reasonable accommodations for coursework.

ACADEMIC DISHONESTY (Cheating and Plagiarism)
Cheating and plagiarism will not be tolerated. The first instance of cheating or plagiarism will result in a failing grade on the assignment. If cheating or plagiarism occurs a second time, the Chair of the Department will be notified and the student may fail the course. All required written assignments may be subject to submission to the online services SafeAssign or Turnitin.com for the detection of plagiarism.

LATE WORK POLICY
Students are required to submit their assignments on the scheduled dates. If you cannot, you must to contact the instructor in advance for other possible arrangements.

Late assignments will be handled as follows:

- Up to 48 hours late: 10% reduction in the grade of that assignment
- 3 – 7 days late: 20% reduction in the grade of that assignment
- 7 – 14 days late: 50 % reduction in the grade of that assignment
- More than 14 days late: 75% reduction in the grade of that assignment

Late assignments are to be submitted in digital form as soon as possible. If submitted electronically, students are then to bring the assignment in printed form to the following class.
### COURSE TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Class</th>
<th>Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4/13</td>
<td>A brief history of language teaching</td>
<td>Richards &amp; Rodgers (2010). Read &amp; SQ3R. Reflection Paper 1</td>
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<tr>
<td></td>
<td></td>
<td>How are languages learned? (survey)</td>
<td></td>
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<tr>
<td>2</td>
<td>4/20</td>
<td>NO CLASS</td>
<td>L-S Ch1 pp. 5-14 (L1 learning)</td>
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<td>Read &amp; SQ3R</td>
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<tr>
<td>3</td>
<td>4/27</td>
<td>L1 learning: How children learn</td>
<td>L-S Ch1 pp. 14-33 (L1 learning)</td>
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<td>Read &amp; SQ3R</td>
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<tr>
<td>4</td>
<td>5/4</td>
<td>L1 learning: Theoretical beliefs</td>
<td>TEST 1 Preparation</td>
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<tr>
<td>5</td>
<td>5/11</td>
<td>TEST 1: L1 learning</td>
<td>Reflection Paper 2</td>
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<td>L2 learning: L1 vs. L2 (Part 1: Characteristics, Conditions, Study of L2 learners)</td>
<td>L-S Ch2 pp. 35-73 (L2 learning)</td>
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<td></td>
<td>Read &amp; SQ3R</td>
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<tr>
<td>6</td>
<td>5/18</td>
<td>L2 learning: L1 vs. L2 (Part 2: Vocabulary, Pragmatics, Phonology)</td>
<td>TEST 2 Preparation</td>
</tr>
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<td>7</td>
<td>5/25</td>
<td>TEST 2: L2 learning</td>
<td>Reflection Paper 3</td>
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<td>L2 learning: Learner characteristics</td>
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<tr>
<td>8</td>
<td>6/1</td>
<td>NO CLASS</td>
<td>L-S Ch3 pp. 75-100 (Individual Differences) Read &amp; SQ3R</td>
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<td>9</td>
<td>6/8</td>
<td>L2 learning: Motivation &amp; Age</td>
<td>TEST 3 Preparation</td>
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<tr>
<td>10</td>
<td>6/15</td>
<td>TEST 3: Individual Differences</td>
<td>Reflection Paper 4</td>
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<tr>
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<td>Communicative Language Teaching (CLT)</td>
<td>L-S Ch 6 pp. 153-182 (L2 learning in the classroom) Read &amp; SQ3R</td>
</tr>
<tr>
<td>11</td>
<td>6/22</td>
<td>L2 learning in the classroom 1</td>
<td>L-S Ch 6 pp. 182-191,197-198 (L2 learning in the classroom) Read &amp; SQ3R</td>
</tr>
<tr>
<td>12</td>
<td>6/29</td>
<td>L2 learning in the classroom 2</td>
<td>TEST 4 Preparation</td>
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<tr>
<td>13</td>
<td>7/6</td>
<td>TEST 4: L2 learning in the classroom</td>
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<tr>
<td>14</td>
<td>7/13</td>
<td>How are languages learned?</td>
<td>Reflection Paper 5 (in class)</td>
</tr>
</tbody>
</table>

**Note:** All course readings will have associated discussion questions that are to be answered as homework and will serve as points of discussion in class.
Class schedule: Weekly Readings and Films for Presentation
(The weekly schedule and films’ titles are subject to change.)

Week 1 (12/04)  Introduction: Course Guidance

PART I: War and National Cinema in East Asia
Week 2 (19/04)  Screening Nation from a Transnational Perspective in
Farewell My Concubine (Kaige Chen, 1993)

Reading:

Week 3 (26/04)  UK: Bend it Like Beckham (Gurinder Chadha, 2002)  G1
https://www.youtube.com/watch?v=zau3ds5E6to

Readings:
- Animating Difference, 1-14.
   http://www.tandfonline.com/doi/pdf/10.1080/01956051.2010.541954

Further Suggested Films
Monsoon Wedding (Mira Nair, 2001)

Week 4 (10/05)  Japan: Tokyo Story (Yasujiro Ozu, 1953)  G2

Readings:
- Animating Difference. 15-32.

Further Suggested Films: Orientalism and Japanese for Art-house Film
Rashomon (Akira Kurosawa, 1950)
Departures (Uojo Takita, 2008)
Lost in Translation (Sophia Coppola, 2003)
The Last Samurai (Edward Zwick, 2003)
Memoirs of a Geisha (Rob Marshall, 2005)

Week 5 (17/05)  Korea: The Housemaid (Kim Kiyong, 1960)  G3
https://www.youtube.com/watch?v=wA3IAETvQA

Readings:
- James, Fredric. “Globalization and Hybridization” in World Cinemas, Transnational Perspectives, 315-19.
Further Readings:

- Hjort, Mette, ‘On The Plurality of Cinematic Transnationalism’ World Cinemas, Transnational Perspectives, 12–33.

Further Suggested Films: Horror, Koreaanness and Asian Extreme

* A Bloodthirsty Killer (Yi Yong-min, 1965) https://www.youtube.com/watch?v=rVVT4Ph2M9Q
* Epitaph (Beom-shik Jeong, Sik Jung, 2007)
* Audition (Takashi Miike, 1999)

Week 6-7 Japan-Korea: My Heart Is Not Broken Yet (An Hye-ryong, 2007)

Week 6 (24/05) Film Screening From 13:00–14:45
Week 7 (31/05) Sexual Slavery in the Japanese Military During World War II
Guest Speaker: Yang Jingja (Producer of My Heart Is Not Broken Yet)

Film:
63 Years On (Unfinished War) (Kim Dong Won, 2008)
https://www.youtube.com/watch?v=4G4IoQ1kqmE

Readings:
http://www.asiaticresearch.org/front/board/view.do?board_master_seq=3740&board_seq=2429780


Suggested Readings:

Further Suggested Films: War Memories in East Asian Cinema

* Live with the Memory (Toshikuni Doi, 2015)
* City of Life and Death (Lu Chuan, 2009)
* Devil on the Door Step (Jian Wen, 2002)
Part II Imagining Nation and Multiculturalism in World Cinemas

Week 8 (07/06) Zainichi: All Under the Moon (Sai Yoichi, 1993) G4

Reading:

Further Reading:

Week 9 (14/06) Hong Kong: In the Mood for Love (Kar Wai Wong, 2000) G5

Reading:

Further Suggested Films: Director Studies, Ang Lee
- *Eat Drink Man Women* (1994)
- *Sense and Sensibility* (1995)
- *Life of Pi* (2012)

Further Readings

Week 10 (21/06) Malaysia: Sepet (Yasmin Ahmad, 2004) G1

https://www.youtube.com/watch?v=0pnpK5X7FiQ

Reading:

Week 11 (28/06) Vietnam: The Scants of Green Papaya (Anh Hung Tran, 1993) G2

Reading:
- “Tran Anh Hung: An introduction to the films of a Vietnamese-French maverick director”
Further Reading:
- *Animating Difference*, 53-74

Week 12 (05/07)  Philippine: *Macho Dancer* (Lino Brocka, 1989)  G3
http://www.dailymotion.com/video/xv6onl_macho-dancer-part-1_webcam

Reading:


Reading:
- Newman, Kathleen, “Notes on Transnational Film Theory”, in *World Cinemas, Transnational Perspectives*, 3-11

Further Suggested Film:  
*Pee Mak Phrakanong* (Banjong Pisanthanakun, 2013)

Further Reading:
- Miller, Tody, “National Cinema Abroad”, in *World Cinemas Transnational Perspectives*, 137–159

Week 14: Paper Sharing and Wrap
Gender Issues in Communication: Critical and Cultural Perspectives

Course Schedule & Reading Assignments: (Weekly)

Week 1 Communication: A Critical/Cultural Perspective

Week 2 Key concepts: Gender and Identity

Week 3 Gendered Nonverbal Communication

Week 4 Gendered Bodies

Week 5 Slender Body and Femininity

Week 6 Foucault and Femininity

Week 7 Masculinities

Week 8 Herbivore Masculinities

Week 9 Male Bodies as Sex Objects

Week 10 Gendered Verbal Communication and Paralanguage
Week 11 Gendered Superheroes

Week 12 Gendered Communication in Dating Relationships

Week 13 Gender and Violence

Week 14 Queer Theory and Communication