AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CM20100|01|210CM20100[/SYLLABUS_ID]

Course Title	Introduction to Urban Studies 01		
Instructor	DIMMER, Christian		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	Culture, Mind and Body and Community	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Public, Private in Urban Space: Theories and Practices

Course Outline: ※Face-to-Face delivery
There is hardly anything more fundamental to human life than the perpetual negotiation of the balance between states of public and private in relation to others and our environments. The categories of public and private are a key principle for organising social life and play a central role not only in urban studies but in our every day use of cities, neighbourhoods and other places that encourage public interaction. This course offers therefore to explore the dynamic, culturally and historically contingent ways in which architecture and urban space are structured along the distinction between what belongs to the protected realm of the private and what is to 'take place' in the interpersonal sphere of the public. As the physical and experiential form of the city, it's buildings and the character of its urban life are deeply influenced by the private/public distinction, it is important to understand these implications not only in theory, but also it implications for urban politics, the practices of urban design and place-making as well as for everyday appropriation.
This course will go beyond the theoretical discussion of public space by exploring it across various spatial scales in direct connection with its 'other': private space. Beyond conceptual and theoretical discussions, the course seeks to explore the concrete and very real ramifications of the private/public distinction for urban planners, architects, public administrators, urban activists, businesses operating urban spaces, or simply for you as an active citizens as daily users of urban space and your spatial practices. Discourse offers to discuss crucial urban theories (post-structuralism, social constructionism, neoliberalism, critical theory, gender studies, etc.) along with very concrete examples from your everyday experiences and provides a solid basis for anybody with an interest in cities and urban studies.

Objectives: In this course, students will ...

(1) ... study theories and concepts of delineating private and public realms in different historical and cultural contexts, as well as on various spatial scales,
(2) ... develop the sensitivity and analytical skills for understanding the complex implications of the private-public distinction for it's manifestation on human behaviour and the built urban form,
(3) ... learn how urban designers and architects seek to translate the private/public distinction in 'real' planning and project situations, and how these spaces in turn dialectically impact on social life.
(4) ... undertake a small piece of original research, observation, or experiment of a topic of public interest.
(5) ... learn to think through more complex theoretical ideas in classroom discussions.

before/after course of study: preparatory reading for every class in order to be able to actively participate in class discussion.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Unit 01: Introduction I
Private and Public Spaces of the City and why they matter
Unit 02: Introduction II
A brief intro to research methods,; discussing the film: 'The Social Life of Small Urban Spaces' (1988)
Unit 03: Introduction III
Private and Public in Thought and Practice
Unit 04: Public Space in the City I: The Private Sphere I
Personal Space of the Body
Unit 05: Public Space in the City II: The Private Sphere II
Exclusive Space of (private) Property
Unit 06: Public Space in the City III: The Private Sphere III
Intimate Space of the Home

Unit 07: Public Space in the City IV: The Interpersonal Public Realm I
Interpersonal Space of Sociability

Unit 08: Public Space in the City V: The Interpersonal Public Realm II
Communal Space of the Neighbourhood

Unit 09: Public Space in the City VI: The Interpersonal Public Realm III
Material & Institutional Spaces of the Common World

Unit 10: Public Space in the City VII – The Interpersonal Public Realm IV
Impersonal Space of the City

Unit 11: The Cultural Dimension I
Collective Culture and Urban Public Space

Unit 12: The Cultural Dimension II
Public and Private in Premodern Japan

Unit 13: The Cultural Dimension III
Public Space of Contestation: Anpo; student revolts; SEALDS

Unit 14: The Cultural Dimension IV
Public Space of Cooperation: New Urban Common Worlds in Post-Growth Tokyo

Language: English

Textbooks: Madanipour, Ali 2000. Public Space in the City. In: Knox, P. & Ozolins, P. (eds.) Design Professionals and the Built Environment. New York: John Wiley & Sons.

Additional texts will be provided on Moodle in order to expand on Madanipour's ideas, or explore aspects beyond them.

References:
Weintraub, Jeff 1997. The Theory and Politics of the Public/Private Distinction. In: Weintraub, J. & Kumar, K. (eds.) Public and Private in Thought and Practice – Perspectives on a Grand Dichotomy. Chicago: The University of Chicago Press.
Hall, Edward T. 2007. Proxemics. In: Low, Setha M., and Denise Lawrence-Zunigais. 2003. Anthropology of Space and Place: Locating Culture. Wiley-Blackwell.
Kilian, Ted. 1998 "Public and Private, Power and Space." In: The Production of Public Space, edited by Andrew Light and Jonathan M. Smith. 115–34. Lanham, Boulder, New York, Oxford: Rowman & Littlefield
Ariès, Philippe. 1962. Centuries of Childhood: A Social History of Family Life. New York: Vintage Books. P. 405–419
Sennett, Richard. 2008. 'Reflections on the Public Realm'. In A Companion to the City, edited by Gary Bridge and Sophie Watson, 380–87. Blackwell Publishing Ltd.
Hein, Carola. 2008. 'Machi: Neighborhood and Small Town-The Foundation for Urban Transformation in Japan'. Journal of Urban History 35 (1): 75–107.
Brain, David. 2005. 'From Good Neighborhoods to Sustainable Cities: Social Science and the Social Agenda of the New Urbanism'. International Regional Science Review 28 (2): 217–38.
Simmel, Georg. 1903. 'The Metropolis and Mental Life'. The Urban Sociology Reader: 23–31.
——. 1950. 'The Stranger'. The Sociology of Georg Simmel: 402–8.
Low, Setha M. 1996. Spatializing Culture: The Social Production and Social Construction of Public Space in Costa Rica. American Ethnologist, 23, 861–879.
Amin, Ash. 2008. 'Collective culture and urban public space', City, 12: 1, 5–24
Harvey, David 2006. The Political Economy of Public Space. In: Low, S. & Smith, N. (eds.) The Politics of Public Space. London, New York: Routledge.
Hayden, Dolores 2006. Building the American Way: Public Subsidy, Private Space. In: Low, S. & Smith, N. (eds.) The Politics of Public Space. London, New York: Routledge.
and others

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	85	(25%) Short Project Proposal, brief sketch of public space experiment/ observation/ study, its significance, posing first research questions, describe the research set-up, location. (60%) Final, full Research Paper
Class contribution:	15	Active participation in class

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CM20300|01|210CM20300[/SYLLABUS_ID]

Course Title	APM- Introduction to Anthropological Methods 01		
Instructor	SHAN, Qi		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Culture, Mind and Body and Community	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Anthropological research process involves a series of activities to delve into the essence of culture and gain a comprehensive understanding of others. This course introduces diverse anthropological methods with Chinese ethnographic cases, and aims to lead students to be more prepared for stepping into therealm of reality and complete their fieldwork——the soul of modern anthropological methodology. The intricate nature of China and the diversity of anthropological methods complement each other in this course. With its ancient civilization and complex tapestry of diverse ethnic groups and cultures,various research methods can unveil multiple facets of China, while numerous ethnographic cases surrounding China demonstrate the efficacy of different anthropological approaches. Through exploration, students are expected toacquire fundamental skills in fieldwork and develop a nuanced understanding of Chinese culture from an anthropological perspective.After learning various methods, each student who selectsd the course can independently complete a small anthropological research.

Objectives: To introduce and lead students to master a variety of anthropological fieldwork methods;
To present a multi-dimensional China by discussing various ethnographic cases;
To motivate students'curiosities and encourage them to come up with new research projects, meanwhile putting these methods into practice.

before/after course of study: Spend 1-2 hours to read/watch relevant materials before the class;
Finish the assignments after the class.

【Tips】

1.This course is the most fundamental and practical one among all the courses I teach. After systematically learning a range of skills in anthropological methods, it will be possible to turn your curiosity into a real research;

2.This course will be taught in English only, so it welcomes all students to choose it and looks forward to your research topics that are relevant to your cultures.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule 1:Vol. 1 Get Ready to Do FieldworkWhat do anthropologists do?——Introduce various anthropological researches
Carry out fieldwork:Take China as an example
Before the journey: Outline of the semester content2:Vol. 2 Participant ObservationMalinowski and the methodology of modern anthropology
Introduction to participant observation
Chinese ethnographic case3:Vol. 3 Situational AnalysisIntroduction to the methodology of the Manchester School
Introduction to the situational analysis method
Chinese ethnographic cases4:Vol. 4 Biography and KinshipIntroduction to the biography method
Introduction to how to draw the kinship chart in fieldwork
Chinese ethnographic cases5:Vol. 5 Topography MethodIntroduction to ways of observing the specific space in fieldwork
Chinese ethnographic cases6:Vol. 6 Time GeographyHow to observe and note temporal factors in fieldwork
Chinese ethnography case7:Vol. 7 The Mid-term Lesson-1Every student should give a short oral proposal(5-10mins) on the cases they want to investigate and methods they plan to use. Teacher will give relevant comments and instructions.8:Vol. 8 The Mid-term Lesson-2Every student should give a short oral proposal(5-10mins) on the cases they want to investigate and methods they plan to use. Teacher will give relevant comments and instructions.9:Vol. 9 Ethno-Accounting MethodIntroduction to the ethno-accounting method
Chinese ethnographic cases10:Vol.10 Language Ⅰ:Oral history MethodIntroduction to ways of doing an oral history
Chinese ethnographic cases11:Vol.11 Language Ⅱ: Interview MethodIntroduction to ways of conducting different interviews
Chinese ethnographic cases12:Vol. 12 Preparation Ⅰ:Fieldwork Notes WritingIntroduction to how to write fieldwork notes
Chinese ethnographic cases13:Vol. 13 Preparation Ⅱ: Technique,Ability and Relationship in FieldworkTechniques and devices that researchers should possess
Introduction to how to handle relationships and follow important informants in fieldwork
Chinese ethnographic cases14:Vol.14 Go For Your First Fieldwork Trip!Summaryand Feedback to students' proposals and questions

Language:	English	
References:	Bronislaw Malinowski, Argonauts of the Western Pacific Michael Burawoy, The Public Sociology Max Gluckman, Analysis of a Social Situation in Modern Zululand Bruno Latour, Reassembling the Social: An Introduction to Actor-Network-Theory E.E.Evans-Pritchard, The Nuer Tim Ingold,The Perception of the Environment Eric Mueggler, The Paper Road	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Papers:	70	Use the various anthropological methods taught in this course and independently finish your filedwork and write a report on a specific topic. It consists of two parts: the mid-term topic presentation and the final writing submission.
Class contribution:	30	According to the different topics for discussion assigned every week, everyone needs to complete them twice and speak in class to get the score.
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CM20300|51|210CM20300[/SYLLABUS_ID]

Course Title	APM- Introduction to Anthropological Methods 51		
Instructor	SHAN, Qi		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Culture, Mind and Body and Community	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

Anthropological research process involves a series of activities to delve into the essence of culture and gain a comprehensive understanding of others. This course introduces diverse anthropological methods with Chinese ethnographic cases, and aims to lead students to be more prepared for stepping into therealm of reality and complete their fieldwork——the soul of modern anthropological methodology. The intricate nature of China and the diversity of anthropological methods complement each other in this course. With its ancient civilization and complex tapestry of diverse ethnic groups and cultures,various research methods can unveil multiple facets of China, while numerous ethnographic cases surrounding China demonstrate the efficacy of different anthropological approaches. Through exploration, students are expected toacquire fundamental skills in fieldwork and develop a nuanced understanding of Chinese culture from an anthropological perspective.After learning various methods, each student who selectsd the course can independently complete a small anthropological research.

Objectives:

To introduce and lead students to master a variety of anthropological fieldwork methods;

To present a multi-dimensional China by discussing various ethnographic cases;

To motivate students'curiosities and encourage them to come up with new research projects, meanwhile putting these methods into practice.

before/after course of study:

Spend 1-2 hours to read/watch relevant materials before the class;
Finish the assignments after the class.

【Tips】

1.This course is the most fundamental and practical one among all the courses I teach. After systematically learning a range of skills in anthropological methods, it will be possible to turn your curiosity into a real research;

2.This course will be taught in English only, so it welcomes all students to choose it and looks forward to your research topics that are relevant to your cultures.

Course Schedule Free-Text Entry:

1：フリーフォーマット（教員による切替可）

Course Schedule

1:Vol. 1 Get Ready to Do FieldworkWhat do anthropologists do?——Introduce various anthropological researches
Carry out fieldwork:Take China as an example
Before the journey: Outline of the semester content2:Vol. 2 Participant ObservationMalinowski and the methodology of modern anthropology
Introduction to participant observation
Chinese ethnographic case3:Vol. 3 Situational AnalysisIntroduction to the methodology of the Manchester School
Introduction to the situational analysis method
Chinese ethnographic cases4:Vol. 4 Biography and KinshipIntroduction to the biography method
Introduction to how to draw the kinship chart in fieldwork
Chinese ethnographic cases5:Vol. 5 Topography MethodIntroduction to ways of observing the specific space in fieldwork
Chinese ethnographic cases6:Vol. 6 Time GeographyHow to observe and note temporal factors in fieldwork
Chinese ethnography case7:Vol. 7 The Mid-term Lesson-1Every student should give a short oral proposal(5-10mins) on the cases they want to investigate and methods they plan to use. Teacher will give relevant comments and instructions.8:Vol. 8 The Mid-term Lesson-2Every student should give a short oral proposal(5-10mins) on the cases they want to investigate and methods they plan to use. Teacher will give relevant comments and instructions.9:Vol. 9 Ethno-Accounting MethodIntroduction to the ethno-accounting method
Chinese ethnographic cases10:Vol.10 Language Ⅰ:Oral history MethodIntroduction to ways of doing an oral history
Chinese ethnographic cases11:Vol.11 Language Ⅱ: Interview MethodIntroduction to ways of conducting different interviews
Chinese ethnographic cases12:Vol. 12 Preparation Ⅰ:Fieldwork Notes WritingIntroduction to how to write

fieldwork notes
Chinese ethnographic cases13:Vol. 13 Preparation Ⅱ: Technique,Ability and Relationship in FieldworkTechniques and devices that researchers should possess
Introduction to how to handle relationships and follow important informants in fieldwork
Chinese ethnographic cases14:Vol.14 Go For Your First Fieldwork Trip!Summaryand Feedback to students' proposals and questions

Language: English

Textbooks: materials will be distributed in class when necessary

References: Bronislaw Malinowski, Argonauts of the Western Pacific
Michael Burawoy, The Public Sociology
Max Gluckman, Analysis of a Social Situation in Modern Zululand
Bruno Latour, Reassembling the Social: An Introduction to Actor-Network-Theory
E.E.Evans-Pritchard, The Nuer
Tim Ingold,The Perception of the Environment
Eric Mueggler, The Paper Road

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	70	Use the various anthropological methods taught in this course and independently finish your filedwork and write a report on a specific topic. It consists of two parts: the mid-term topic presentation and the final writing submission.
Class contribution:	30	According to the different topics for discussion assigned every week, everyone needs to complete them twice and speak in class to get the score.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CM30400|51|210CM30400[/SYLLABUS_ID]

Course Title	Social Design & Design Thinking for Urban Change 51		
Instructor	DIMMER, Christian		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Transition Design: Co-creating Liveable Futures

Course Outline: ※Face-to-Face delivery
Global environmental problems such as climate change, rapid loss of biodiversity and resource depletion are accelerating and have gained prominence on political agendas worldwide, while man-made infrastructure systems and cities have grown more complex and ever more vulnerable. Not least the COVID19 pandemic, the war in Ukraine and recent disasters have revealed the vulnerability of a highly interdependent, globalised economy. Today's pervasive, interrelated wicked problems differ significantly in scale and complexity from those of the past that could be addressed, for example, with incremental clean technologies and local policy responses. Today's new socio-environmental problems require more substantive 'transitions' in the coming decades such as major changes in energy, transport, community, housing or agri-food systems to name a few.

These system changes are 'socio-technical' in nature because they not only entail the mere development and implementation of new technologies, but also changes in markets, mindsets, user practices, policy and cultural meanings. The emergent domain of Transition Design acknowledges the fact that we live in 'transitional times' with permanent change now increasingly seen as 'the new normal'. Accordingly, transition design takes as its central premise the need for perpetual, socio-environmental and socio-technical transitions to more sustainable future system states and argues that design thinking has a key role to play in these transitions. Transition Design applies an understanding of the interconnectedness of social, economic, political & natural systems to address problems at all levels of spatio-temporal scale in ways that directly improve the quality of life and safeguard human-centred development. It advocates the re-conception of entire lifestyles, with the aim of making them more place-based, convivial & participatory and harmonising them with natural environment.

In this course we will first learn to see and appreciate the complexity of so-called wicked problems —problems that are difficult or impossible to solve because of their complex and interconnected nature. We will then think about a system of metrics that helps us assessing the appropriateness of transition design and social design interventions. In the second part of the course, we will explore the transition design framework as it was proposed by scholars of at The School of Design at Carnegie Mellon University. It is one of many useful frameworks that helps us understanding how positive socio-ecological change can be constructed. Lastly, the course will conclude with a discussion of concepts like cosmopolitan localism and inter-localisation that promise a positive way forward towards forming more empowered, resilient communities in an age of intensifying planetary crises.

This course is recommended for students who can imagine themselves as change makers in the future and provides them with a critical language, some initial tools and conceptual ideas to move in that direction.

Objectives: In this course, students will ...

(1) ... explore how the profound and compounding social, environmental and economic crises are impacting on cities and rural regions, and how governments, the corporate sector as well as community activists and citizens are responding,
(2) ... learn to map and analyse the complex, interconnected nature of a 'wicked problem' and its related 'leverage points',
(3) ... learn about different, alternative normative concepts for assessing appropriate transition/ social design interventions
(4) ... discover how change makers, creative communities, social innovators and local decision makers are experimenting with alternative social, economical, environmental, architectural, as well as place-making practices and lifestyles,
(5) ... undertake a piece of original research and analysis on a topic of public interest.

before/after course of study: Students are expected to complete the assigned readings ahead of every class. They point of the reading is to enable active class debates.
Preparation for the class and the review will each take around 90-120 min.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Unit 01:

Why Transitions? Introduction, Definitions, Framing Issues

Unit 02:

Wicked Problems in an Increasingly Dynamic and Complex World

Unit 03:

Tackling Wicked Problems, Leverage Change in Complex Socio-Technical Systems

Unit 04:

Measuring Impact of Transition Design I: Fundamental Human Needs, Social Capital

Unit 05:

Measuring Impact of Transition Design II: Sustainability, Resilience

Unit 06:

Crisis and Innovation I: Post-Disaster Recovery in Tohoku and Social Innovations

Unit 07:

Crisis and Innovation II: Community Energies in post-Fukushima Japan

Unit 08:

The Transition Design Framework: An Overview: Discussion of the documentary 'Sustainable' (2016)

Unit 09:

The Transitions Framework 1: Why Visions are crucial for Transitioning

Unit 10:

The Transitions Framework 2: Theories of Change

Unit 11:

The Transitions Framework 3: Posture and Mindset

Unit 12:

Transitions Framework 4: New Ways of Designing

Unit 13:

Cosmopolitan Localism: Connecting Planet, Communities & Place I

Unit 14:

Cosmopolitan Localism: Connecting Planet, Communities & Place II

Language: English

Textbooks: There is no single core textbook. All related reading materials will be made available through Waseda Moodle.

References:

The Institute 2013. Getting to One Planet Living. In State of the World 2013: Is Sustainability Still Possible? Chapter 4 Getting to One-Planet Living,
Rittel, H.W.J., Webber, M.M., 1973 Dilemmas in a general theory of planning. Policy Science, 4, 155-169
Irwin, T., 2011. Wicked Problems and the Relationship Triad. In Stephan Harding (ed.), Grow Small, Think Beautiful: Ideas for a Sustainable World from Schumacher College. Edinburgh: Floris Books. pp 225-32
Meadows, D., 2010. Leverage Points: Places to Intervene in a System. Solutions Journal. 1 (1): p: 41-9
Manzini, E., 2013, SLOC – Small, Local, Open and Connected: Resilient Systems and Sustainable Qualities. Design Observer
Max-Neef, M., Elizalde, A., Hopenhayn, M., 1992. Development and human needs. Real-life economics: Understanding wealth creation 197-213
Dimmer, C., Kremers, D., 'Towns in Transition – Regional and Ideological Diversity among Local Climate Protection Projects and Regional Revitalization Efforts in Rural Japan' in: Local Action on Climate Change : Opportunities and Constraints, edited by Susie Moloney, Hartmut Funfgeld and Mikael Granberg and published by Routledge, pp. 72-91, 2018
Dimmer, C., 2016, 'Place-making Before and After 3.11: Emergence of Social Design in Post-Disaster, Post-Growth Japan', Review of Japanese Culture and Society (Josai University), Special Issue 'Design and Society in Japan
DeWit, A., 2016. Hioki's Smart Community and Japan's Structural Reform, The Asia Pacific Journal, 14 (15): 1-20
Irwin, T., 2015. Transition Design: A Proposal for a New Area of Design, Practice, Study and Research. Design and Culture 7 (2): 229-246
Inayatullah, S., 2008, 'Six Pillars: Futures Thinking for Transforming', Foresight, 10 (1), 4-21
Geels, F.W., 2002. Technological transitions as evolutionary reconfiguration processes: a multi-level perspective and a case-study. Research Policy 31, 1257-1274.
Geels, F.W., 2010. Ontologies, socio-technical transitions (to sustainability), and the multi-level perspective. Research policy 39, 495-510
Aldrich, D. P. and Meyer M. A. 2015. Social Capital and Community Resilience. In: American Behavioural Scientist. Vol. 59 (2): 254-269.
Gunderson, L.H., 2000. Ecological Resilience—In Theory and Application. Annual Review of Ecology and Systematics 31, 425-439
Dees, J.G. 2018. The Meaning of Social Entrepreneurship 1 , 2, Case Studies in Social Entrepreneurship and Sustainability. Routledge.
Escobar, A., 2015. Transiciones: a space for research and design for transitions to the pluriverse. Design Philosophy Papers 13, 13-23

Schismenos, A., Niaros, V., Lemos, L., 2020. Cosmolocalism: Understanding the Transitional Dynamics Towards Post-Capitalism. tripleC: Communication, Capitalism & Critique. Open Access Journal for a Global Sustainable Information Society 670-684

Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Papers:	85	(25%) Mapping and analysis of one selected 'wicked problem', locating 2 transition design projects therein (60%) Final report: Students are expected to provide a detailed analysis of one or two real-world transition design projects, applying key concepts explored in class, such as leverage points, resilience, social capital, or fundamental human needs. The analysis should critically assess how these concepts manifest in the chosen projects and contribute to their overall impact and effectiveness.
Class contribution:	15	Attendance and active participation
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CM30500|01|210CM30500[/SYLLABUS_ID]

Course Title	APM- Anthropology and Chinese Studies in the 20th Century 01		
Instructor	SHAN, Qi		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Given the complexity of modernity, how should we understand China in the 21st century? Whether you are a native Chinese speaker or not, "Understanding China" has now become an independent study field and an topic of daily life. Through anthropological studies, the course will explore key themes such as village community and economic life/family and kinship/gender, emotion, and private life/religion and folk belief. Ethnographic works employing a range of anthropological methods will be used to illustrate how different social worlds within China are produced and experienced. It also attends to embodied and emotional dimensions of social life by examining everyday practices related to food, Chinese medicine, and rituals surrounding life and death. By grounding broader social questions in concrete practices, the course connects large-scale transformations with ordinary experiences.

Bringing together classic and contemporary anthropological studies, this course invites cross-cultural discussion and comparison, encouraging students to develop a nuanced and critical understanding of China as a complex, internally diverse, and continuously transforming society.

Objectives: To enhance students ' fundamental understanding of 20th-century China from a kaleidoscope of perspectives and to plant the seeds of curiosity and nurture potential research interests and goals about the complicated realm of China;

To lead students to understand the different paradigms, theories, and methods of anthropological research;

To lead students to possess essential skills of critical thinking, reading, and presenting social science works, as well as the ability to work in groups.

before/after course of study: 1.This course will provide a large range of literature on Chinese study, so we hope that each student will choose their own area of interest to read in depth. It will take 2-3 hours at least to scan and read relevant materials (including books and papers) before and after the class and each student should note areas of confusion so that these topics can be raised in the lesson;

2.As a CLIL course in my APM course, this course is not only suitable for students who want to go to China for research or investigation in the future, but also welcome all students who are interested in China, a huge country with such an ancient civilization. Rather than involve much Chinese language teaching, the course will focus on the Chinese context. This course will be conducted bilingually and will engage in cross-cultural discussions of concepts that are unique to Chinese and difficult to translate. It is primarily designed for students with an intermediate or higher level of Chinese proficiency. Students with more limited Chinese proficiency who are interested in the course are welcome to attend a trial session before making a final decision about enrollment.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule Vol. 1 Introduction to Anthropology and Chinese Study in the 20th centuryFrom the 20th century to the 21th century: A brief overview of the changing China
When anthropology meets Chinese society
Before the journey: Outline of the semester contents
Unit-1 From the Soil : Family, Clan and Rural LifeVol. 2 Family, Clan and Rural Life (1)Unit-1 From the Soil : Family, Clan and Rural LifeVol. 3 Family, Clan and Rural Life (2)Unit-1 From the Soil : Family, Clan and Rural LifeVol. 4 Family, Clan and Rural Life (3)

Key questions include: How should we understand the concept of "family" in the Chinese context? In what ways have family and kinship structures influenced Chinese social values and everyday practices? How are traditional family and lineage systems connected to rural society, and how have they been transformed through processes of urbanization and modernization?

In this unit, we will read classic works on Chinese society by scholars such as Fei Xiaotong, Lin Yaohua, and Francis L. K. Hsu, and engage in cross-cultural discussions that reflect on how different cultural traditions conceptualize family, society, and modernity.

Unit 2- Chinese Sensibility: Gender, Emotion, and Private Life in TransformationVol. 5 Gender, Emotion, and Private Life in Transformation(1)Unit 2- Chinese Sensibility: Gender, Emotion, and Private Life in TransformationVol. 6 Gender, Emotion, and Private Life in Transformation(2)Unit 2- Chinese Sensibility: Gender, Emotion, and Private Life in TransformationVol. 7 Gender, Emotion, and Private Life in Transformation (3)

Chinese society has long been characterized by a strong family-oriented cultural logic. Within such a relational framework, what does it mean to be an individual? How is the "self" defined, expressed, and constrained in everyday life? This unit shifts the analytical focus from the family to the individual, while recognizing that individuality in the Chinese context is often constituted through relationships rather than in opposition to them.We will explore how gender norms, emotional expression, and private life are culturally configured, and how these configurations shape the life possibilities of individuals.

As China has undergone profound social transformations since the second half of the twentieth century—especially following the Reform and Opening Up—this unit examines how experiences of selfhood, intimacy, and private life have been reconfigured in changing social, economic, and moral contexts. Through readings from a range of anthropologists, we will discuss how individuals negotiate continuity and change in their everyday lives.

Vol. 8 Mid-Term Arrangement Unit 3-Traces of Civilization: Ethnic Minorities, Religion and Folk BeliefsVol. 9 Ethnic Minorities, Religion and Folk Beliefs (1)Unit 3-Traces of Civilization: Ethnic Minorities, Religion and Folk BeliefsVol.10 Ethnic Minorities, Religion and Folk Beliefs (2)

While the Han constitute the majority population in China, the country has long been shaped by the presence of fifty-five officially recognized ethnic minority groups, each with distinct languages, religious practices, and cultural traditions. Rather than treating ethnic diversity as a static mosaic, this unit examines how China's multiethnic composition has been historically produced, governed, and reimagined, and how it continues to shape social and cultural life today.

This unit also explores religious life and folk beliefs as integral dimensions of Chinese civilization. From institutionalized religions to local ritual practices and everyday forms of belief, we will ask how spiritual life is embedded in social relations, landscapes, and historical memory. Through ethnographic readings and case studies, this unit invites students to reconsider China not as a culturally homogeneous civilization, but as a historically layered and internally diverse social world, where multiple traditions coexist, interact, and leave enduring traces.
Unit 4-Physical Practice: Diet, Chinese Medicine, and Death RitualsVol.11 Diet, Chinese Medicine, and Death Rituals (1)Unit 4-Physical Practice: Diet, Chinese Medicine, and Death RitualsVol.12 Diet, Chinese Medicine, and Death Rituals (2)Unit 4-Physical Practice: Diet, Chinese Medicine, and Death RitualsVol.13 Diet, Chinese Medicine, and Death Rituals (3)

Focusing on dietary practices, Chinese medicine, and funeral rituals, we will explore how the body is cared for, disciplined, and symbolically understood across different stages of life. These practices offer insight into Chinese ways of thinking about balance, vitality, suffering, and the continuity between life and death.We ask concrete questions such as: What do Chinese people eat, and why? How do they understand health, illness, and care? How is death handled in daily life, and what do funeral practices tell us about family, emotion, and social obligation?

By reading ethnographic accounts and comparing them with students' own cultural experiences, this unit encourages practical, experience-based cross-cultural discussions, helping students understand how cultural values are enacted through the body in everyday situations.

Vol.14 Summary and FeedbackThe Summary of the reading journey and feedback to students' questions

Language: 中・英併用

Textbooks: materials will be provided when necessary

References:
Marcel Granet, Festivals and Songs of Ancient China (葛兰言,《古代中国的节庆与歌谣》)
Fei Xiaotong,Peasant Life in China(费孝通,《江村经济》)
Fei Xiaotong,From the Soil: The Foundations of Chinese Society(费孝通,《乡土中国》)
Fei Xiaotong,The System of Reproduction(费孝通,《生育制度》)
Lin Yaohua, The Golden Wing: A Sociological Study of Chinese Familism(林耀华,《金翼》)
Francis L.K. Hsu, Under the Ancestors' Shadow(许烺光,《祖荫下》)
Francis L.K. Hsu, Iemoto: The Heart of Japan(许烺光,《家元》)
Yan Yunxiang, Private Life under Socialism(阎云翔,《私人生活的变革》)
Li Weizu, The Cult of Four Animal Spirits (李慰祖,《四大门》)
Tian Rukang, Religious Pai of the Residents along the Burma-Yunnan Border(田汝康,《芒市边民的摆》)
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Zhu Xiaoyang, The Story of A Small Village: Topography and Homeland(朱晓阳,《小村故事:地志与家园》)

Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Papers:	20	Write a book report on a book selected from the reference materials
Class contribution:	80	Participation in class discussions This course attaches great importance to exploratory in-depth reading around the theme and hopes to thereby activate face-to-face thinking, communication and discussion in the classroom. Therefore, this course requires full attendance, high participation and extensive reading. All scores will be given based on classroom performance (in four units), and the specific rules will be announced in the first class.
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CM30500|51|210CM30500[/SYLLABUS_ID]

Course Title	APM- Anthropology and Chinese Studies in the 20th Century 51		
Instructor	SHAN, Qi		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

Given the complexity of modernity, how should we understand China in the 21st century? Whether you are a native Chinese speaker or not, "Understanding China" has now become an independent study field and an topic of daily life. Through anthropological studies, the course will explore key themes such as village community and economic life/family and kinship/gender, emotion, and private life/religion and folk belief. Ethnographic works employing a range of anthropological methods will be used to illustrate how different social worlds within China are produced and experienced. It also attends to embodied and emotional dimensions of social life by examining everyday practices related to food, Chinese medicine, and rituals surrounding life and death. By grounding broader social questions in concrete practices, the course connects large-scale transformations with ordinary experiences.

Bringing together classic and contemporary anthropological studies, this course invites cross-cultural discussion and comparison, encouraging students to develop a nuanced and critical understanding of China as a complex, internally diverse, and continuously transforming society.

Objectives: To enhance students ' fundamental understanding of 20th-century China from a kaleidoscope of perspectives and to plant the seeds of curiosity and nurture potential research interests and goals about the complicated realm of China;

To lead students to understand the different paradigms, theories, and methods of anthropological research;

To lead students to possess essential skills of critical thinking, reading, and presenting social science works, as well as the ability to work in groups.

before/after course of study: 1.This course will provide a large range of literature on Chinese study, so we hope that each student will choose their own area of interest to read in depth. It will take 2-3 hours at least to scan and read relevant materials (including books and papers) before and after the class and each student should note areas of confusion so that these topics can be raised in the lesson;

2.As a CLIL course in my APM course, this course is not only suitable for students who want to go to China for research or investigation in the future, but also welcome all students who are interested in China, a huge country with such an ancient civilization. Rather than involve much Chinese language teaching, the course will focus on the Chinese context. This course will be conducted bilingually and will engage in cross-cultural discussions of concepts that are unique to Chinese and difficult to translate. It is primarily designed for students with an intermediate or higher level of Chinese proficiency. Students with more limited Chinese proficiency who are interested in the course are welcome to attend a trial session before making a final decision about enrollment.

Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule Vol. 1 Introduction to Anthropology and Chinese Study in the 20th centuryFrom the 20th century to the 21th century: A brief overview of the changing China
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Vol.14 Summary and FeedbackThe Summary of the reading journey and feedback to students' questions

Language: 中・英併用

Textbooks: materials will be provided when necessary

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Marcel Granet, Festivals and Songs of Ancient China (葛兰言,《古代中国的节庆与歌谣》)
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Francis L.K. Hsu, Under the Ancestors' Shadow(许烺光,《祖荫下》)
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Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	20	Write a book report on a book selected from the reference materials
Class contribution:	80	Participation in class discussions This course attaches great importance to exploratory in-depth reading around the theme and hopes to thereby activate face-to-face thinking, communication and discussion in the classroom. Therefore, this course requires full attendance, high participation and extensive reading. All scores will be given based on classroom performance (in four units), and the specific rules will be announced in the first class.

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CM40200|51|210CM40200[/SYLLABUS_ID]

Course Title	Urban and Regional Planning 01		
Instructor	DIMMER, Christian		
Term	fall semester	**Credits**	4
Day/Period	01:Fri.2@02:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Theories of Place Making and Urban Practice

Course Outline: ※Face-to-Face delivery
Cities are rarely built from scratch. When we aim at creating more liveable, sustainable and resilient cities as response to climate change, resource depletion, more frequent natural disasters, terror, or increasing inequality and social tensions, this usually has to happen by reconfiguring existing cities. It is therefore essential to know more about the people, institutions, practices and ideas that sought to form cities so far.

This course begins from the recent developments in city making that have emerged with the aim of creating more convivial places through pluralistic, democratic practices. These are seen to have positive impacts on streets, neighbourhoods, communities, and cities. Such new participatory place making ideas are rapidly dispersing world-wide. In this course, we ask the question, what are the reasons that city making, urban planning, urban design, urban governance or place making have become more participatory? From here, we will look back in order to understand which other ideas and ideologies of place-making and planning have been influential before and why have they been replaced and altered by newer ideas? The course examines the historical, cultural, economic, political, environmental, and other influences that determine how places form and how planners sought to control their development. Sustainability is one of the most important objectives of place-making and urban planning today. Questions of sustainability are ultimately questions about scarce resources, how we use them, and how they are distributed. Sustainability also involves social and cultural considerations and equity questions. This means that there are often winners and losers, risks and rewards.

Throughout this course we will explore the dynamic and contingent nature of place making practices and theories from four perspectives:

a) the specific activities associated with planning, place-making, and urban governance,
b) the different, often competing perspectives of people who plan, control, manage, and make our cities;
c) the relationship between state agencies, place-makers & civil society, and
d) plans, policies and projects as historical artefacts.

The class examines how and why urban plans and places are created, shaped, and reshaped by market, state and civil society influences as well as technologies at a variety of spatial scales – ranging from the neighbourhood and community level to the whole city and the region. At the same time we discuss the different approaches and strategies that place-making and governance professionals have been using to accomplish specific goals and objectives and how this in turn is informed by specific institutional, historical and spatial contexts.

The course is thus designed to provide students with a broad survey of the history of place-making and urban governance practices, a large number of practical, everyday examples that illustrate central topics to students, as well as a review of the important issues in planning and place-making theory. It focuses on the historical development of place-making ideas, the various roles planners and place-makers play in practice and theory, and the complex ethical dilemmas they face. Emphasis is thus placed on making sense out of theory and practice of how cities are conceptualised, planned, managed, governed, lived-in, appropriated, or contested.

Every lecture begins with an outline of larger social, political, or philosophical theories (e.g. system theory, marxism, neoliberalism, pragmatism, post-structuralism, post-modernism, post-colonialism etc.) and then details their implications for the making of cities and its relevance for the everyday lifeworlds of urban residents.

We will not only explore how larger social and political theories informed the making of cities but we will also discuss how these concepts ultimately impacted the everyday lives and urban practices of the residents of cities.

Objectives: In this course, students will ...

(1) ... undertake a piece of original research and analysis on a place-making and planning related case study,
(2) ... showcase for each participant the range of skills and interests that they have developed at SILS, The final paper each participant completes will be an important part of the portfolio that they present to an employer or graduate school,
(3) ... develop a self-critical view on those professionals who are planning, making, controlling and governing cities vis-a-vis actors of the market and civil society and provide an understanding of the political, organisational and personality variables that contribute to effective place-making;

(4) ... be prepared to think about the political and ethical ramifications of possible decisions as professional planners, makers of spatial policies, or simply as active citizens, or social activists;
(5) ... learn about the policy/ planning tools with which planners, local governments, civil society actors, social activists, or policy makers seek to control growth & management of cities and develop analytical skills to evaluate outcomes.

before/after course of study: Students are required to complete the assigned reading ahead of every class. For the preparation of every class around 2 hours reading time are to be allocated.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Unit 01: Introduction I: Definitions, Framing Issues
Introduction I: Definitions, Framing Issues
Unit 01: Introduction II: The Rise of Bottom-up Place-making
Introduction II: The Rise of Bottom-up Place-making
Unit 02: Utopian Urbanism and Planning in History I
Utopian Urbanism and Planning in History I
Unit 02: Utopian Urbanism and Planning in History II
Utopian Urbanism and Planning in History II
Unit 03: Exploring Concrete Planning Problems I: Discussing documentary 'New York, the City and the Worl
Exploring Concrete Planning Problems I: Discussing documentary 'New York, the City and the World'
Unit 03: Exploring Concrete Planning Problems II: The Yokohama Formula, Japan in the 1960s
Exploring Concrete Planning Problems II: The Yokohama Formula
Unit 04: Exploring Concrete Planning Problems III: Screening of the documentary 'Urbanizied'
Exploring Concrete Planning Problems III: Screening of the documentary 'Urbanizied'
Unit 04: Exploring Concrete Planning Problems IV: The Nike-fication of Miyashita Park, Shibuya, Tokyo
Exploring Concrete Planning Problems IV: The Nike-fication of Miyashita Park, Shibuya, Tokyo
Unit 05: Exploring Concrete Planning Problems V: New informal Place-making Practices before and after 3.
Exploring Concrete Planning Problems V: New informal Place-making Practices before and after 3.11
Unit 05: Exploring Concrete Planning Problems VI: New informal Place-making Practices before and after 3
Exploring Concrete Planning Problems VI: New informal Place-making Practices before and after 3.11
Unit 06: Systems and Rational Theories of Planning I
Systems and Rational Theories of Planning
Unit 06: Systems and Rational Theories of Planning II
Systems and Rational Theories of Planning
Unit 07: Critical Theory and Marxist Planning I
Critical Theory and Marxist Planning
Unit 07: Critical Theory and Marxist Planning II
Critical Theory and Marxist Planning
Unit 08: Neoliberal Planning I
Neoliberal Planning
Unit 08: Neoliberal Planning II
Neoliberal Planning
Unit 09: Pragmatism and Planning I
Pragmatism and Planning
Unit 09: Pragmatism and Planning II
Pragmatism and Planning
Unit 10: Planning as Advocacy I
Planning as Advocacy
Unit 10: Planning as Advocacy II
Planning as Advocacy
Unit 11: After Modernity: Post-Modern Planning I
After Modernity: Post-Modern Planning
Unit 11: After Modernity: Post-Modern Planning II
After Modernity: Post-Modern Planning

Unit 12: Planning, Depolitisation and the Post-Political I
Planning, Depolitisation and the Post-Political

Unit 12: Planning, Depolitisation and the Post-Political II
Planning, Depolitisation and the Post-Political

Unit 13: Post-Structuralism and New Planning Spaces I
Post-Structuralism and New Planning Spaces

Unit 13: Post-Structuralism and New Planning Spaces II
Post-Structuralism and New Planning Spaces

Unit 14: Collaborative Planning and Place-Making
Collaborative Planning and Place-Making

Unit 14: Planning, Post-Colonialism, Insurgency, Informality
Planning, Post-Colonialism, Insurgency, Informality

Language:	English
Textbooks:	Allmendinger, Philip. 2017. Planning Theory. Red Globe Press; 3rd ed. 2017 edition (June 21, 2017)
References:	Additional texts for every teaching unit will be made available via Waseda Moodle
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Class contribution:	15	Active participation and regular attendance
Others:	85	15%Research proposal 20%annotated bibliography 50% Final Paper

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CM40500|01|210CM40500[/SYLLABUS_ID]

Course Title	Urban Studies		
Instructor	DIMMER, Christian		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Global Urbanism – Issues facing Cities in Age of Planetary Urbanisation

Course Outline: ※Face-to-Face delivery
For the first time in human history, more than half of the world's population is living in towns and cities and this figure will grow to 80 percent by the end of this century. This unprecedented, unbroken push towards urbanisation that has ushered in a so-called 'New Urban Century' has brought the emergence of gigantic cities, or megacities, which present major new challenges to a planet with limited resources and growing environmental, economic, political, cultural, social as well as health challenges. Global and local urban development are not only shaped through conscious planning, design and governance strategies, but driven by broader processes of political and economic restructuring associated with the logics of capitalism, state power as well as diverse forms of socio-political mobilisation. This course provides students with a broad introduction to key topics in contemporary urban studies.

The course critically examines the relationship between sustainability, resilience, vulnerability, land development, urban governance, urban form, and social conflicts. Taking a trans- and interdisciplinary approach, it considers the intertwined effects of human behaviour, technology, and political economy on the search for sustainable urban form and liveable, just cities.

It surveys a wide variety of methodological approaches through which scholars are attempting to understand urban change and to decipher the forces that are fostering planetary urbanisation, shaping contemporary cities and city-regions under conditions of heightened economic and political volatility, deterritorialisation, widespread adoption of entrepreneurial politics and resulting resistance from popular movements.

The objective of this course is to provide a wide overview of urbanisation issues around the world and stress the interconnected, relational nature of these phenomena.

Objectives: In this course, students will ...

(1) ... undertake a piece of original research and analysis on a topic of public interest.
(2) ... showcase the range of skills and interests that they have developed at SILS with the final paper being an important part of the portfolio that can be presented to an employer or a graduate school,
(3) ... gain an understanding of the breadth of disciplines/ careers/ constituencies/ stakeholders which play a role in understanding public policy issues within urban studies,
(4) ... develop a stronger understanding of the interconnections between a variety of urban policy issues and how these are informing the transformation of cities in the 'global age' and under conditions of 'planetary urbanisation',
(5) ... appreciate the geographical, historical, and cultural contingency of urban change in a globalising, urbanising world.

before/after course of study: Preparatory reading for each class will be shared through Waseda Moodle.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Unit 01

Course Introduction: Framing Issues: Urban Age, Anthropocene, and Environmental Crisis

Unit 02

From Utopia to Environmental Crisis: Search for the Good Life & Urbanisation

Unit 03

Case Study: Planning the Global City Tokyo

Unit 04

Urban Systems, Interdependencies, Globalisation

Unit 05

Social Polarisation, Slums, Fragmentation, Socio-Spatial Divisions

Unit 06

'Place Wars', Inter-urban competition, 'Entrepreneurial City'

Unit 07

Urban Restructuring, Resistance and Social Movements

Unit 08

'Ethnoscapes', Transnational Migration, 'Globalisation from Below'

Unit 09

Representation, Identity and Culture in Global Cities

Unit 10

Cities, Infrastructure, Vulnerability and Uneven Development

Unit 11

Cities, Terrorism and Asymmetrical War

Unit 12

If Mayors Ruled the Wold: Cities as political Actors

Unit 13

Shifting Attention to the Regions: From Old to New Regionalism

Unit 14

Quo Vadis? Between Corporate Smart Cities and Social Urbanism

Language : English

Textbooks : No text book used

References :

DIMMER, C. et al – {2015} – Responding to the Environmental Crisis, pp. 21–24
Badcock, B. (2002). Making Sense of Cities, pp. 14–33
Machimura, T. (1998). "Symbolic Use of Globalisation in Urban Politics in Tokyo." International Journal of Urban and Regional Research 22(2): 183–194.
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Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	85	Research proposal (25%) Final paper (60%)
Class contribution:	15	Active participation in class

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CM40700|01|210CM40700[/SYLLABUS_ID]

Course Title	APM- Anthropological Appreciation of Chinese Cinema 01		
Instructor	SHAN, Qi		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

Film is a kind of complex text with multiple layers. We can enter the interior of a film in many ways: story motif, narrative structure, photographic composition, lens aesthetics, social implications, cultural criticism, etc. Different from other film study courses, this course has several outstanding features:

1.This course aims to lead students to an appreciation of the unique aesthetics of each film from a holistic perspective. The way of appreciating comes from the above-mentioned blending of multiple ways of understanding films, and the chosen films often achieve a highly unity in their form and content;
2. In this course, visual works for appreciation include both fictional and non-fictional pieces. We will explore works from author-directors,documentaries, and anthropological films (also known as visual ethnography).They will be categorized into different themes and we will see different expressions of the same theme in different films with a comparative discussion with films from other cultures;This comparison will show anthropological implicationsin a sense.
3. The selected films are all Chinese language films. This means that we will enter the context of Chinese culture through the film text. It is not only the lines told in Chinese and the scenes taken on the ground in China. It also means "the Chinese emotional presentation" and "the Chinese way of viewing". We will discuss a range of possibilities arising from the collision of film as an art form with the Chinese context.

Objectives:

Strengthen the aesthetic ability of visual works;

Cultivate an appreciation of films from the perspective of anthropology;

Comprehend Chinese language and context better by appreciating Chinese visual works;

Be potential for creating own work.

before/after course of study:

Students should spend time to watch the assigned film before the class. In each semester, we will complete the appreciation of the films under four themes. The first half of the semester's films will come from auteur directors. The second half of the semester's films will consist of documentaries and ethnographic films. The detailed themes and film list will be announced in the first class.

Before and after each class, the teacher will provide other relevant literature for students to read and explore freely.

【Tips】

1. Students who want to choose this course need to have basic understandings of cinema art. The course is more suitable for film lovers and students who are interested in anthropological perspectives. Before the course begins, please read the basic bibliography of cinema and film studies.

2. This course will be taught in Chinese. Students who choose this course need to have a Chinese listening proficiency level of intermediate or above. The film list will change from semester to semester.

Course Schedule Free-Text Entry:

1 : フリーフォーマット(教員による切替可)

Course Schedule

1:Vol. 1 Introduction to Chinese FilmsAbout the cinema art
How to step into Chinese context by anthpologically appreciating films
Outline of the semester content : Announce this semester's film list2:Vol. 2 Appreciation of the film (1) under Theme 1Introduction to Theme 1 The Poem of Life
Appreciation and discussion of the film (1)3:Vol. 3 Appreciation of the film (2) under Theme 1Appreciation and discussion of the film (2)4:Vol. 4 Appreciation of the film (3) under Theme 1Appreciation and discussion of the film (3)
Summary of Theme1 The Poem of Life 5:Vol. 5 Appreciation of the film (4) under Theme 2Introduction to Theme 2 Vive L' Amour
Appreciation and discussion of the film (4)6:Vol. 6 Appreciation of the film (5) under Theme 2Appreciation and discussion of the film (5)7:Vol. 7 Appreciation of the film (6) under Theme 2Appreciation and discussion of the film (6)
Summary of Theme2 Vive L' Amour8:Vol. 8 Mid-term Special ScreeningWatch and write a short film review in the class on the film (7)9:Vol. 9 Appreciation of the film (8) under Theme 3Introduction to Theme 3 Localized

Sensibilities
Appreciation and discussion of the film (8)10:Vol.10 Appreciation of the film (9) under Theme 3Appreciation and discussion of the film (9)11:Vol.11 Appreciation of the film (10) under Theme 3Appreciation and discussion of the film (10)
Summary of Theme 3 Localized Sensibilities12:Vol.12 Appreciation of the film (11) under Theme 4Introduction to Theme 4 Way of Viewing
Appreciation and discussion of the film (11)13:Vol.13 Appreciation of the film (12) under Theme 4Appreciation and discussion of the film (12)
Summary of Theme 4 Way of Viewing14:Vol.14 Summary and FeedbackSummary of the course and feedback to students' questions

Language: Chinese

Textbooks: Movies and Meaning/Stephen Prince

What is Cinema?/ André Bazin

雕刻时光/ [苏]安德烈·塔可夫斯基 necessary in the class

References: The first half of the semester's films will come from auteur directors such as Edward Yang, Hou Hsiao-hsien, Tsai Ming-liang, and Wong Kar-wai.
The second half of the semester's films will consist of documentaries and ethnographic films.
The detailed themes and film list will be announced in the first class.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Class contribution:	80	Watch a large number of films before and after class and active participation in the classroom is highly required for this course. Participation in the classroom Including but not limited to: Literature reading and presentation Participate in workshop discussions and comments on various topics Improvisation through the language of images All of the above were conducted in class. (The details will be published in the first lesson)
Others:	20	Film-related practical activities carried out spontaneously after class. Such as going to film festivals to watch movies, participating in offline film workshops, creating one's own shots, etc It will be adjusted according to the actual situation.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CM40700|51|210CM40700[/SYLLABUS_ID]

Course Title	APM- Anthropological Appreciation of Chinese Cinema 51		
Instructor	SHAN, Qi		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

Filmis a kind of complex text with multiple layers. We can enter the interior of a film in many ways: story motif, narrative structure, photographic composition, lens aesthetics, social implications, cultural criticism,etc. Different from other film study courses, this course has several outstanding features:

1.This course aims to lead students to an appreciation of the unique aesthetics of each film from a holistic perspective. The way of appreciating comes from the above-mentioned blending of multiple ways of understanding films, and the chosen films often achieve a highly unity in their form and content;
2. In this course, visual works for appreciation include both fictional and non-fictional pieces. We will explore works from author-directors,documentaries, and anthropological films (also known as visual ethnography).They will be categorized into different themes and we will see different expressions of the same theme in different films with a comparative discussion with films from other cultures;This comparison will show anthropological implicationsin a sense.
3. The selected films are all Chinese language films. This means that we will enter the context of Chinese culture through the film text. It is not only the lines told in Chinese and the scenes taken on the ground in China. It also means “the Chinese emotional presentation” and ″the Chinese way of viewing”. We will discuss a range of possibilities arising from the collision of film as an art form with the Chinese context.

Objectives: Strengthen the aesthetic ability of visual works;

Cultivate an appreciation of films from the perspective of anthropology;

Comprehend Chinese language and context better by appreciating Chinese visual works;

Be potential for creating own work.

before/after course of study: Students should spend hours to watch the assigned film before the class.In the autumn semester, we will complete the appreciation of the films under four themes.The first half of the semester's films will come from auteur directors.The second half of the semester's films will consist of documentaries and ethnographic films. The detailed themes and film list will be announced in the first class.

Before and after each class, the teacher will provide other relevant literature for students to read and explore freely.

【Tips】

1. Students who want to choose this course need to have basic understandings of cinema art. The course is more suitable for film lovers and students who are interested in anthropological perspectives. Before the course begins, please read the basic bibliography of cinema and film studies.

2. This course will be taught in Chinese.Students who choose this course need to have a Chinese listening proficiency level of intermediate or above.The film list will change from semester to semester.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Introduction to Chinese Films

About the cinema art
How to step into Chinese context by anthpologically appreciating films
Outline of the semester content : Announce this semester's film list

Vol. 2 Appreciation of the film (1) under Theme 1

Introduction to Theme 1 The Poem of Life
Appreciation and discussion of the film (1)

Vol. 3 Appreciation of the film (2) under Theme 1
Appreciation and discussion of the film (2)
Vol. 4 Appreciation of the film (3) under Theme 1
Appreciation and discussion of the film (3)
Summary of Theme1 The Poem of Life
Vol. 5 Appreciation of the film (4) under Theme 2
Introduction to Theme 2 Vive L' Amour
Appreciation and discussion of the film (4)
Vol. 6 Appreciation of the film (5) under Theme 2
Appreciation and discussion of the film (5)
Vol. 7 Appreciation of the film (6) under Theme 2
Appreciation and discussion of the film (6)
Summary of Theme2 Vive L' Amour
Vol. 8 Mid-term Special Screening
Watch and write a short film review in the class on the film (7)
Vol. 9 Appreciation of the film (8) under Theme 3
Introduction to Theme 3 Localized Sensibilities
Appreciation and discussion of the film (8)
Vol.10 Appreciation of the film (9) under Theme 3
Appreciation and discussion of the film (9)
Vol.11 Appreciation of the film (10) under Theme 3
Appreciation and discussion of the film (10)
Summary of Theme 3 Localized Sensibilities
Vol.12 Appreciation of the film (11) under Theme 4
Introduction to Theme 4 Way of Viewing
Appreciation and discussion of the film (11)
Vol.13 Appreciation of the film (12) under Theme 4
Appreciation and discussion of the film (12)
Summary of Theme 4 Way of Viewing
Vol.14 Summary and Feedback
Summary of the course and feedback to students' questions

Language: Chinese

Textbooks: Movies and Meaning/Stephen Prince

What is Cinema?/ André Bazin

雕刻时光/ [苏]安德烈·塔可夫斯基

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Class contribution:	80	Watch a large number of films before and after class and active participation in the classroom is highly required for this course. Participation in the classroom Including but not limited to: Literature reading and presentation Participate in workshop discussions and comments on various topics Improvisation through the language of images All of the above were conducted in class. (The details will be published in the first lesson)
Others:	20	Film-related practical activities carried out spontaneously after class. Such as going to film festivals to watch movies, participating in offline film workshops, creating one's own shots, etc It will be adjusted according to the actual situation.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C011300|01|210C011300[/SYLLABUS_ID]

Course Title	English Support 01		
Instructor	MUEHLEISEN, Victoria L.		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	Elective Subjects	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: English support to understand introductory lectures at SILS

Course Outline: This course focuses on acquiring good discussion and presentation skills, which are essential for studying at SILS. It also provides general support for understanding various topics covered in introductory lectures at SILS, as well as an introduction to the various facilities available to students at Waseda (libraries, writing center, etc.) Please see the topics to be studied in this course, which are listed on the schedule.

Objectives: The aim of this course is to help students to familiarize themselves with the topics covered in introductory lectures at SILS, and learn about the various facilities and services available to students at Waseda University. This course will also help students improve their TOEFL scores (especially for listening and speaking) as we work on understanding academic lectures and work with English vocabulary and structure. It is also expected that students will acquire good research skills and presentation skills needed to study in the university setting and to prepare for study abroad.

before/after course of study: Students will be expected to create their own personalized vocabulary notebook based on the words they have learned in class, as well as in other classes. They will have listening, grammar, or writing assignments each week. The vocabulary and listening assignments will mainly be for preview. After class, students need to review the materials covered and develop their note-taking skills. At some point in the semester, students will be expected to make a presentation to introduce one of the Waseda facilities or services to their classmates. Preparation for the class and the review will each take around 90-120 min.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule

Note: This schedule may be adjusted slightly after the start of the semester.

1. Orientation to the Course: basic computer and library skills
2. Communication Studies -slang and language change-
3. Child Psychology -the genius within-
4. Sociology -online communities-
5. Business -core business skills-
6. Cognitive Psychology -memory-
7. Linguistics -global English-
8. Preparing for Study Abroad
9. Education -How we learn best-
10. Political Science -big brother and the surveillance society-
11.Linguistics -animal communication-
12. Economics -the evolution of money-
13. Sociology -marriage-
14. Final review of the class

Language: English

Textbooks: Contemporary Topics 3, 4th Ed. | Student Book (Beglar & Murray, 2017). Pearson Education.
ISBN: 9780134400792
This book will be available at the Waseda Co-op.

References: Scripts and listening exercises will be available online or will be provided by the teacher in class.

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free- Class Participation: 45% Students are expected to come to class prepared to discuss the assigned topics. Some short listening and note-taking assignments will be included in the class preparation.

Writing Assignments: 35% There will be several short written assignments

Presentation：20%

Note/URL:

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C011300|02|210C011300[/SYLLABUS_ID]

Course Title	English Support 02		
Instructor	MUEHLEISEN, Victoria L.		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.4	**Class Modality Categories**	[On-campus]
Course Category	Elective Subjects	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: English support to understand introductory lectures at SILS

Course Outline: This course focuses on acquiring good discussion and presentation skills, which are essential for studying at SILS. It also provides general support for understanding various topics covered in introductory lectures at SILS, as well as an introduction to the various facilities available to students at Waseda (libraries, writing center, etc.) Please see the topics to be studied in this course, which are listed on the schedule.

Objectives: The aim of this course is to help students to familiarize themselves with the topics covered in introductory lectures at SILS, and learn about the various facilities and services available to students at Waseda University. This course will also help students improve their TOEFL scores (especially for listening and speaking) as we work on understanding academic lectures and work with English vocabulary and structure. It is also expected that students will acquire good research skills and presentation skills needed to study in the university setting and to prepare for study abroad.

before/after course of study: Students will be expected to create their own personalized vocabulary notebook based on the words they have learned in class, as well as in other classes. They will have listening, grammar, or writing assignments each week. The vocabulary and listening assignments will mainly be for preview. After class, students need to review the materials covered and develop their note-taking skills. At some point in the semester, students will be expected to make a presentation to introduce one of the Waseda facilities or services to their classmates. Preparation for the class and the review will each take around 90-120 min.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule: Note: This schedule may be adjusted slightly after the start of the semester.

1. Orientation to the Course: basic computer and library skills
2. Communication Studies -slang and language change-
3. Child Psychology -the genius within-
4. Sociology -online communities-
5. Business -core business skills-
6. Cognitive Psychology -memory-
7. Linguistics -global English-
8. Preparing for Study Abroad
9. Education -How we learn best-
10. Political Science -big brother and the surveillance society-
11.Linguistics -animal communication-
12. Economics -the evolution of money-
13. Sociology -marriage-
14. Final review of the class

Language: English

Textbooks: Contemporary Topics 3, 4th Ed. | Student Book (Beglar & Murray, 2017). Pearson Education.
ISBN: 9780134400792
This book will be available at the Waseda Co-op.

References: Scripts and listening exercises will be available online or will be provided by the teacher in class.

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free-: Class Participation: 45% Students are expected to come to class prepared to discuss the assigned topics. Some short listening and note-taking assignments will be included in the class preparation.

Writing Assignments: 35% There will be several short written assignments

Presentation：20%

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012500|01|210C012500[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 1 W101SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.5@02:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

This course introduces students to the basics of English academic writing. Students will begin by learning how to write a coherent paragraph and then apply the skill to writing a five-paragraph essay. They will learn how to create an effective thesis statement, topic sentences, introduction and conclusion, as well as how to organize supporting sentences logically. The course will also focus on other essential skills for academic writing, such as paraphrasing, summarizing and citation. Practice for the TOEFL writing component is also incorporated in the course.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

・Students will learn skills to identify basic components of paragraphs and essays, and will become able to use them to write essays.
・Students will learn basic rules of citation (in-text citation and works cited), and will be able to use them in their essays.
・Students will expand their grammar and vocabulary to express their opinions more accurately in English.

before/after course of study:

Estimated time for student preparation and review:
●30-60 minutes preparation
●30-60 minutes review

Estimated time for completion of assessed tasks (Including the time used in class):

●ASSIGNMENT 1 Academic Paragraph: 2.5-3.5 hours in total
Outline - 30 minutes (bring to Lesson 3)
First draft - 1-1.5 hours (submit before Lesson 5)
Final draft - 1-1.5 hours (submit before Lesson 8)

●ASSIGNMENT 2 Expository essay: 3.5-4.5 hours in total
Outline - 30 minutes (bring to Lessons 8)
First draft - 1.5-2 hours (submit before Lesson 10)
Final draft - 1.5-2 hours (submit before Lesson 13)

●ASSIGNMENT 3 Paraphrasing and Summarizing Task: (In-class)
Submit in Lesson 18

●ASSIGNMENT 4 (Research-based Position essay): 6.5-8 hours in total
Outline - 1 hour (submit before Lesson 16)
Body paragraphs - 1.5-2 hours (bring to Lesson 19)
Intro and Conclusion - 1 hour (bring to Lesson 21)
First draft - 1.5-2 hours (submit before Lesson 22)
Final draft - 1.5-2 hours (submit before Lesson 25)

●ASSIGNMENT 5 TOEFL Writing Task: (In-class)
Submit in Lesson 26

Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

Lesson content:
● Receive an explanation of the course.
● Learn the structure of a paragraph.
Preparation for the next lesson:
● Review Unit 1, Part 1, Sections 1-2 (pp. 1-4).

● Read Unit 1, Part 1, Sections 3–6 (pp. 5–12).

● Read Assignments 1 & 2 Article 1–2 then answer the questions on the Article 1 worksheet.

Vol. 2 Getting Ready to Write

Lesson content:
● Practice brainstorming.
● Practice writing topic sentences.
● Learn how to create an outline.

Preparation for the next lesson:
● Read ASSIGNMENTS 1 & 2 Articles 3–4 to gather ideas for ASSIGNMENT 1.
● Begin ASSIGNMENT 1 outline. Bring it to the next lesson.
● Read Unit 1, Part 2 (pp. 13–20) and do Exercise 1 (p. 14).

Vol. 3 Writing a paragraph

Lesson content:
● Add details to the ASSIGNMENT 1 outline.
● Learn how to write supporting sentences and aconcluding sentence.
● Learn how to choose a title.

Preparation for the next lesson:
● Read ASSIGNMENTS1 & 2 Article 5 to gather ideas for ASSIGNMENT 1.
● Begin ASSIGNMENT 1 Academic Paragraph first draft.

● Read Unit 1, Part 3 (pp. 21–31).

Vol. 4 Paragraph Coherence

Lesson content:
● Learn grammar and vocabulary used to write a coherent paragraph.

Preparation for the next lesson:
● SUBMIT ASSIGNMENT 1 Academic Paragraph first draft(for feedback) before the next lesson.

Vol. 5 Connecting Ideas I

Lesson content:
● Continue to learn grammar and vocabulary used to write a coherent paragraph.

Preparation for the next lesson:
● Read Unit 2, Part 1 (pp. 38–51). Do Exercises 1 and6 (pp. 41, 48).

Vol. 6 From Paragraph to Essay

Lesson content:
● Learn about the structure of an essay.
● Practice writing thesis statements and topic sentences.
● Practice making an outline.
● Transpose ASSIGNMENT 1 academic paragraph to ASSIGNMENT 2 outline.

Preparation for the next lesson:
● Read Unit 1, Part 4 (pp. 32–36) and do Exercise 1 (p. 33).

Vol. 7 Editing Skills I: Editing a Paragraph

Lesson content:
● Revise ASSIGNMENT 1 first draft (peer edit and instructor–student session).

Preparation for the next lesson:
● Read Unit 2, Part 2 (pp. 52–65) and do Exercise 1 (p. 53).
● SUBMITASSIGNMENT 1: Academic Paragraph (for grading) before the next lesson.
● Complete ASSIGNMENT 2 outline (adding Assignment 1 details). Also, bring it to the next lesson.

Vol. 8 Writing an Expository Essay

Lesson content:
● Peer–check ASSIGNMENT 2 outlines.
● Continue to learn about the structure of an essay (introductory, body, and concluding paragraphs).
● Begin drafting ASSIGNMENT 2 Expository Essay.

Preparation for the next lesson:

● Continue drafting ASSIGNMENT 2 Expository Essay.

Vol. 9 Connecting Ideas II

Lesson content:
● Practice grammar to improve writing skills.

Preparation for the next lesson:
● Read Unit 2, Part 3 (pp. 66–70).
● SUBMITASSIGNMENT 2 first draft (for feedback). Also, bring it to the next lesson.

Vol.10　Editing Skills II

Lesson content:
● Give peer-feedback on ASSIGNMENT 2 first draft.
Preparation for the next lesson:
● Start researching ASSIGNMENT 4 topic.
● Review Unit 2, Part 2, Section 3 (pp. 60-65)

Vol.11　Review: The Expository Essay

Lesson content:
● Revise ASSIGNMENT 2 first draft (instructor-student sessions).
Preparation for the next lesson:
● Read ASSIGNMENT 4 Article 1. Answer the questions on the worksheet.
● Read textbook Unit 4, Part 1, Sections 1-3 (pp.92-98) and do Exercise 1 (p. 94).

Vol.12　Research-based Position Essay Fundamentals I

Lesson content:
● Discuss articles for ASSIGNMENT 4 topic.
● Learn the structure of a research-based positionessay.
Preparation for the next lesson:
● Read Unit 4, Part 1, Sections 4-6 (pp. 98-105) and do Exercise 5 (p. 102).
● SUBMITASSIGNMENT 2: Expository Essay (for grading) before the next lesson.

Vol.13　Research-based Position Essay Fundamentals II

Lesson content:
● Learn how to write a thesis statement and topicsentences for a research-based position essay.
Preparation for the next lesson:
● Read ASSIGNMENT 4 Articles 2-3.

● Read “Research Skills Practice” in Student Guide.

Vol.14　Research Skills Practice

Lesson content:
● Continue discussing articles regarding ASSIGNMENT 4topic.
● Learn how to carry out research.
Preparation for the next lesson:
● Find an article for ASSIGNMENT 4. Bring it to the next lesson.

Vol.15　Topic Discussion

Lesson content:
● Continue discussing articles regarding ASSIGNMENT 4topic.
● Begin writing a tentative outline.
Preparation for the next lesson:
● Read Unit 3, Part 1, Sections 1-2 (pp. 72-76).
● SUBMIT ASSIGNMENT 4 outline (for feedback) before the next lesson.

Vol. 16　Paraphrasing

Lesson content:
● Practice paraphrasing.
Preparation for the next lesson:
● Continue practicing writing paraphrases.
● Read Unit 3, Part 1, Section 3 (pp. 76-80).

Vol. 17　Summarizing

Lesson content:
● Practice summarizing.
Preparation for the next lesson:
● Review paraphrasing and summarizing (Unit 3, Part 1, pp. 72-80; Worksheets 9 & 10).

Vol. 18　Paraphrasing & Summarizing Consolidation

Lesson content:
● Have additional practice of paraphrasing and summarizing.
● Complete ASSIGNMENT 3 (In-class): Paraphrasing and Summarizing Task. Submit to instructor for grading.
Preparation for the next lesson:
● Complete ASSIGNMENT 4 Body Paragraphs. Bring them to the next lesson.
● Read Handout on APA-style referencing and citing.

Vol. 19　Referencing & Citing Fundamentals

Lesson content:
● Practice creating APA-style references and in-text citations.
● Revise ASSIGNMENT 4 Body Paragraphs (peer editing).
Preparation for the next lesson:
● Read Unit 4, Part 2 (pp. 106-111)

Vol. 20 Supporting Arguments

Lesson content:
● Practice presenting evidence to validate supporting points (claims).
Preparation for the next lesson:
● The instructor will assign homework as necessary.
● Complete ASSIGNMENT 4 Introductory and Concluding paragraphs. Bring them to the next lesson.

Vol. 21 Organizing Supporting Sentences

Lesson content:
● Revise ASSIGNMENT4 Introductory and Concluding paragraphs.
● Practice skills to write better body paragraphs.
Preparation for the next lesson:
● Read Unit 4, Part 3, Section 1 (pp. 112–114).
● SUBMITASSIGNMENT 4 first draft (for feedback) before the next lesson.

Vol. 22 Accurate Generalizations

Lesson content:
● Learn how to make accurate generalizations.
● Practice grammar to improve writing skills.
Preparation for the next lesson:
● The instructor will assign homework as necessary.

Vol. 23 Essay Review

Lesson content:
● Review APA-style reference list entries and in-text citation.
● Practice grammar to improve writing skills.
Preparation for the next lesson:
● Read Unit 4, Part 3, Section 2 (pp. 115–118).

Vol. 24 Editing a Researched Position Essay

Lesson content:
● Revise ASSIGNMENT 4 first draft (peer editing /instructor-student sessions).
Preparation for the next lesson:
● Instructor will assign homework as necessary.
● SUBMIT ASSIGNMENT 4: Research-based Position Essay (for grading) before the next lesson.

Vol.25 TOEFL: Integrated Writing

Lesson content:
● Practice writing the Integrated Writing task for the TOEFL test.
Preparation for the next lesson:
● Instructor will assign homework as necessary.

Vol.26 TOEFL: Writing for an Academic Discussion

Lesson content:
● Practice writing the Academic Discussion task for the TOEFL test.
● Complete ASSIGNMENT 5 (In-class): TOEFL Writing Task. SUBMIT to the instructor for grading.
Preparation for the next lesson:
● Review essay organization (textbook pp. 38–65).

Vol.27 Other Types of Academic Essays

Lesson content:
● Learn different types of academic writing (expository, argumentative, compare and contrast, cause-effect, problem-solution).
Preparation for the next lesson:
● Review essay organization (textbook pp. 38–65).

Vol.28 Course Review

Lesson content:
● Complete Course Review tasks.

Language: English

Textbooks: Academic Writing Skills Student's Book 1 by Chin, Koizumi, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2012)
ISBN: 9781107636224

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Exam 0%

Papers 65%
ASSIGNMENT 1 Academic Paragraph (15%)
ASSIGNMENT 2 Expository essay (20%)
ASSIGNMENT 4 Research-based position essay (30%)

Class Participation 15%
Participation and Preparation

Others 20%
ASSIGNMENT 3 Paraphrasing and Summarizing Task (10%)
ASSIGNMENT 5 TOEFL Writing Task (10%)

●Participation and Preparation: Students must attend a minimum of 20 lessons in order to pass the course. Failure to meet either of these requirements will result in automatic failure of the course.
●Regular attendance and active course participation are important. This includes class preparation, doing the assigned readings, class discussions, writing, self- and peer-editing, and revising writing assignments, and revising writing assignments.

Note/URL:

● Lessons are taught by assigned instructors under the guidance of the academic coordinators.
● The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012500|02|210C012500[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 1 W102SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.5@02:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

This course introduces students to the basics of English academic writing. Students will begin by learning how to write a coherent paragraph and then apply the skill to writing a five-paragraph essay. They will learn how to create an effective thesis statement, topic sentences, introduction and conclusion, as well as how to organize supporting sentences logically. The course will also focus on other essential skills for academic writing, such as paraphrasing, summarizing and citation. Practice for the TOEFL writing component is also incorporated in the course.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

・Students will learn skills to identify basic components of paragraphs and essays, and will become able to use them to write essays.
・Students will learn basic rules of citation (in-text citation and works cited), and will be able to use them in their essays.
・Students will expand their grammar and vocabulary to express their opinions more accurately in English.

before/after course of study:

Estimated time for student preparation and review:
●30-60 minutes preparation
●30-60 minutes review

Estimated time for completion of assessed tasks (Including the time used in class):

●ASSIGNMENT 1 Academic Paragraph: 2.5-3.5 hours in total
Outline - 30 minutes (bring to Lesson 3)
First draft - 1-1.5 hours (submit before Lesson 5)
Final draft - 1-1.5 hours (submit before Lesson 8)

●ASSIGNMENT 2 Expository essay: 3.5-4.5 hours in total
Outline - 30 minutes (bring to Lessons 8)
First draft - 1.5-2 hours (submit before Lesson 10)
Final draft - 1.5-2 hours (submit before Lesson 13)

●ASSIGNMENT 3 Paraphrasing and Summarizing Task: (In-class)
Submit in Lesson 18

●ASSIGNMENT 4 (Research-based Position essay): 6.5-8 hours in total
Outline - 1 hour (submit before Lesson 16)
Body paragraphs - 1.5-2 hours (bring to Lesson 19)
Intro and Conclusion - 1 hour (bring to Lesson 21)
First draft - 1.5-2 hours (submit before Lesson 22)
Final draft - 1.5-2 hours (submit before Lesson 25)

●ASSIGNMENT 5 TOEFL Writing Task: (In-class)
Submit in Lesson 26

Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

Lesson content:
● Receive an explanation of the course.
● Learn the structure of a paragraph.
Preparation for the next lesson:
● Review Unit 1, Part 1, Sections 1-2 (pp. 1-4).

● Read Unit 1, Part 1, Sections 3–6 (pp. 5–12).

● Read Assignments 1 & 2 Article 1–2 then answer the questions on the Article 1 worksheet.

Vol. 2 Getting Ready to Write

Lesson content:
● Practice brainstorming.
● Practice writing topic sentences.
● Learn how to create an outline.

Preparation for the next lesson:
● Read ASSIGNMENTS 1 & 2 Articles 3–4 to gather ideas for ASSIGNMENT 1.
● Begin ASSIGNMENT 1 outline. Bring it to the next lesson.
● Read Unit 1, Part 2 (pp. 13–20) and do Exercise 1 (p. 14).

Vol. 3 Writing a paragraph

Lesson content:
● Add details to the ASSIGNMENT 1 outline.
● Learn how to write supporting sentences and aconcluding sentence.
● Learn how to choose a title.

Preparation for the next lesson:
● Read ASSIGNMENTS1 & 2 Article 5 to gather ideas for ASSIGNMENT 1.
● Begin ASSIGNMENT 1 Academic Paragraph first draft.

● Read Unit 1, Part 3 (pp. 21–31).

Vol. 4 Paragraph Coherence

Lesson content:
● Learn grammar and vocabulary used to write a coherent paragraph.

Preparation for the next lesson:
● SUBMIT ASSIGNMENT 1 Academic Paragraph first draft(for feedback) before the next lesson.

Vol. 5 Connecting Ideas I

Lesson content:
● Continue to learn grammar and vocabulary used to write a coherent paragraph.

Preparation for the next lesson:
● Read Unit 2, Part 1 (pp. 38–51). Do Exercises 1 and6 (pp. 41, 48).

Vol. 6 From Paragraph to Essay

Lesson content:
● Learn about the structure of an essay.
● Practice writing thesis statements and topic sentences.
● Practice making an outline.
● Transpose ASSIGNMENT 1 academic paragraph to ASSIGNMENT 2 outline.

Preparation for the next lesson:
● Read Unit 1, Part 4 (pp. 32–36) and do Exercise 1 (p. 33).

Vol. 7 Editing Skills I: Editing a Paragraph

Lesson content:
● Revise ASSIGNMENT 1 first draft (peer edit and instructor–student session).

Preparation for the next lesson:
● Read Unit 2, Part 2 (pp. 52–65) and do Exercise 1 (p. 53).
● SUBMITASSIGNMENT 1: Academic Paragraph (for grading) before the next lesson.
● Complete ASSIGNMENT 2 outline (adding Assignment 1 details). Also, bring it to the next lesson.

Vol. 8 Writing an Expository Essay

Lesson content:
● Peer–check ASSIGNMENT 2 outlines.
● Continue to learn about the structure of an essay (introductory, body, and concluding paragraphs).
● Begin drafting ASSIGNMENT 2 Expository Essay.

Preparation for the next lesson:

● Continue drafting ASSIGNMENT 2 Expository Essay.

Vol. 9 Connecting Ideas II

Lesson content:
● Practice grammar to improve writing skills.

Preparation for the next lesson:
● Read Unit 2, Part 3 (pp. 66–70).
● SUBMITASSIGNMENT 2 first draft (for feedback). Also, bring it to the next lesson.

Vol.10 Editing Skills II

Lesson content:
● Give peer-feedback on ASSIGNMENT 2 first draft.
Preparation for the next lesson:
● Start researching ASSIGNMENT 4 topic.
● Review Unit 2, Part 2, Section 3 (pp. 60-65)

Vol.11 Review: The Expository Essay

Lesson content:
● Revise ASSIGNMENT 2 first draft (instructor-student sessions).
Preparation for the next lesson:
● Read ASSIGNMENT 4 Article 1. Answer the questions on the worksheet.
● Read textbook Unit 4, Part 1, Sections 1-3 (pp.92-98) and do Exercise 1 (p. 94).

Vol.12 Research-based Position Essay Fundamentals I

Lesson content:
● Discuss articles for ASSIGNMENT 4 topic.
● Learn the structure of a research-based positionessay.
Preparation for the next lesson:
● Read Unit 4, Part 1, Sections 4-6 (pp. 98-105) and do Exercise 5 (p. 102).
● SUBMITASSIGNMENT 2: Expository Essay (for grading) before the next lesson.

Vol.13 Research-based Position Essay Fundamentals II

Lesson content:
● Learn how to write a thesis statement and topicsentences for a research-based position essay.
Preparation for the next lesson:
● Read ASSIGNMENT 4 Articles 2-3.

● Read "Research Skills Practice" in Student Guide.

Vol.14 Research Skills Practice

Lesson content:
● Continue discussing articles regarding ASSIGNMENT 4topic.
● Learn how to carry out research.
Preparation for the next lesson:
● Find an article for ASSIGNMENT 4. Bring it to the next lesson.

Vol.15 Topic Discussion

Lesson content:
● Continue discussing articles regarding ASSIGNMENT 4topic.
● Begin writing a tentative outline.
Preparation for the next lesson:
● Read Unit 3, Part 1, Sections 1-2 (pp. 72-76).
● SUBMIT ASSIGNMENT 4 outline (for feedback) before the next lesson.

Vol. 16 Paraphrasing

Lesson content:
● Practice paraphrasing.
Preparation for the next lesson:
● Continue practicing writing paraphrases.
● Read Unit 3, Part 1, Section 3 (pp. 76-80).

Vol. 17 Summarizing

Lesson content:
● Practice summarizing.
Preparation for the next lesson:
● Review paraphrasing and summarizing (Unit 3, Part 1, pp. 72-80; Worksheets 9 & 10).

Vol. 18 Paraphrasing & Summarizing Consolidation

Lesson content:
● Have additional practice of paraphrasing and summarizing.
● Complete ASSIGNMENT 3 (In-class): Paraphrasing and Summarizing Task. Submit to instructor for grading.
Preparation for the next lesson:
● Complete ASSIGNMENT 4 Body Paragraphs. Bring them to the next lesson.
● Read Handout on APA-style referencing and citing.

Vol. 19 Referencing & Citing Fundamentals

Lesson content:
● Practice creating APA-style references and in-text citations.
● Revise ASSIGNMENT 4 Body Paragraphs (peer editing).
Preparation for the next lesson:
● Read Unit 4, Part 2 (pp. 106-111)

Vol. 20 Supporting Arguments

Lesson content:
● Practice presenting evidence to validate supporting points (claims).
Preparation for the next lesson:
● The instructor will assign homework as necessary.
● Complete ASSIGNMENT 4 Introductory and Concluding paragraphs. Bring them to the next lesson.

Vol. 21 Organizing Supporting Sentences

Lesson content:
● Revise ASSIGNMENT4 Introductory and Concluding paragraphs.
● Practice skills to write better body paragraphs.
Preparation for the next lesson:
● Read Unit 4, Part 3, Section 1 (pp. 112–114).
● SUBMITASSIGNMENT 4 first draft (for feedback) before the next lesson.

Vol. 22 Accurate Generalizations

Lesson content:
● Learn how to make accurate generalizations.
● Practice grammar to improve writing skills.
Preparation for the next lesson:
● The instructor will assign homework as necessary.

Vol. 23 Essay Review

Lesson content:
● Review APA-style reference list entries and in-text citation.
● Practice grammar to improve writing skills.
Preparation for the next lesson:
● Read Unit 4, Part 3, Section 2 (pp. 115–118).

Vol. 24 Editing a Researched Position Essay

Lesson content:
● Revise ASSIGNMENT 4 first draft (peer editing /instructor-student sessions).
Preparation for the next lesson:
● Instructor will assign homework as necessary.
● SUBMIT ASSIGNMENT 4: Research-based Position Essay (for grading) before the next lesson.

Vol.25 TOEFL: Integrated Writing

Lesson content:
● Practice writing the Integrated Writing task for the TOEFL test.
Preparation for the next lesson:
● Instructor will assign homework as necessary.

Vol.26 TOEFL: Writing for an Academic Discussion

Lesson content:
● Practice writing the Academic Discussion task for the TOEFL test.
● Complete ASSIGNMENT 5 (In-class): TOEFL Writing Task. SUBMIT to the instructor for grading.
Preparation for the next lesson:
● Review essay organization (textbook pp. 38–65).

Vol.27 Other Types of Academic Essays

Lesson content:
● Learn different types of academic writing (expository, argumentative, compare and contrast, cause-effect, problem-solution).
Preparation for the next lesson:
● Review essay organization (textbook pp. 38–65).

Vol.28 Course Review

Lesson content:
● Complete Course Review tasks.

Language: English

Textbooks: Academic Writing Skills Student's Book 1 by Chin, Koizumi, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2012)
ISBN: 9781107636224

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Exam 0%

Papers 65%
ASSIGNMENT 1 Academic Paragraph (15%)
ASSIGNMENT 2 Expository essay (20%)
ASSIGNMENT 4 Research-based position essay (30%)

Class Participation 15%
Participation and Preparation

Others 20%
ASSIGNMENT 3 Paraphrasing and Summarizing Task (10%)
ASSIGNMENT 5 TOEFL Writing Task (10%)

●Participation and Preparation: Students must attend a minimum of 20 lessons in order to pass the course. Failure to meet either of these requirements will result in automatic failure of the course.
●Regular attendance and active course participation are important. This includes class preparation, doing the assigned readings, class discussions, writing, self- and peer-editing, and revising writing assignments, and revising writing assignments.

Note/URL:

● Lessons are taught by assigned instructors under the guidance of the academic coordinators.
● The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012500|03|210C012500[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 1 W103SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.5@02:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

This course introduces students to the basics of English academic writing. Students will begin by learning how to write a coherent paragraph and then apply the skill to writing a five-paragraph essay. They will learn how to create an effective thesis statement, topic sentences, introduction and conclusion, as well as how to organize supporting sentences logically. The course will also focus on other essential skills for academic writing, such as paraphrasing, summarizing and citation. Practice for the TOEFL writing component is also incorporated in the course.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

・Students will learn skills to identify basic components of paragraphs and essays, and will become able to use them to write essays.
・Students will learn basic rules of citation (in-text citation and works cited), and will be able to use them in their essays.
・Students will expand their grammar and vocabulary to express their opinions more accurately in English.

before/after course of study:

Estimated time for student preparation and review:
●30-60 minutes preparation
●30-60 minutes review

Estimated time for completion of assessed tasks (Including the time used in class):

●ASSIGNMENT 1 Academic Paragraph: 2.5-3.5 hours in total
Outline - 30 minutes (bring to Lesson 3)
First draft - 1-1.5 hours (submit before Lesson 5)
Final draft - 1-1.5 hours (submit before Lesson 8)

●ASSIGNMENT 2 Expository essay: 3.5-4.5 hours in total
Outline - 30 minutes (bring to Lessons 8)
First draft - 1.5-2 hours (submit before Lesson 10)
Final draft - 1.5-2 hours (submit before Lesson 13)

●ASSIGNMENT 3 Paraphrasing and Summarizing Task: (In-class)
Submit in Lesson 18

●ASSIGNMENT 4 (Research-based Position essay): 6.5-8 hours in total
Outline - 1 hour (submit before Lesson 16)
Body paragraphs - 1.5-2 hours (bring to Lesson 19)
Intro and Conclusion - 1 hour (bring to Lesson 21)
First draft - 1.5-2 hours (submit before Lesson 22)
Final draft - 1.5-2 hours (submit before Lesson 25)

●ASSIGNMENT 5 TOEFL Writing Task: (In-class)
Submit in Lesson 26

Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

Lesson content:
● Receive an explanation of the course.
● Learn the structure of a paragraph.
Preparation for the next lesson:
● Review Unit 1, Part 1, Sections 1-2 (pp. 1-4).

● Read Unit 1, Part 1, Sections 3–6 (pp. 5–12).

● Read Assignments 1 & 2 Article 1–2 then answer the questions on the Article 1 worksheet.

Vol. 2 Getting Ready to Write

Lesson content:
● Practice brainstorming.
● Practice writing topic sentences.
● Learn how to create an outline.

Preparation for the next lesson:
● Read ASSIGNMENTS 1 & 2 Articles 3–4 to gather ideas for ASSIGNMENT 1.
● Begin ASSIGNMENT 1 outline. Bring it to the next lesson.
● Read Unit 1, Part 2 (pp. 13–20) and do Exercise 1 (p. 14).

Vol. 3 Writing a paragraph

Lesson content:
● Add details to the ASSIGNMENT 1 outline.
● Learn how to write supporting sentences and aconcluding sentence.
● Learn how to choose a title.

Preparation for the next lesson:
● Read ASSIGNMENTS1 & 2 Article 5 to gather ideas for ASSIGNMENT 1.
● Begin ASSIGNMENT 1 Academic Paragraph first draft.

● Read Unit 1, Part 3 (pp. 21–31).

Vol. 4 Paragraph Coherence

Lesson content:
● Learn grammar and vocabulary used to write a coherent paragraph.

Preparation for the next lesson:
● SUBMIT ASSIGNMENT 1 Academic Paragraph first draft(for feedback) before the next lesson.

Vol. 5 Connecting Ideas I

Lesson content:
● Continue to learn grammar and vocabulary used to write a coherent paragraph.

Preparation for the next lesson:
● Read Unit 2, Part 1 (pp. 38–51). Do Exercises 1 and6 (pp. 41, 48).

Vol. 6 From Paragraph to Essay

Lesson content:
● Learn about the structure of an essay.
● Practice writing thesis statements and topic sentences.
● Practice making an outline.
● Transpose ASSIGNMENT 1 academic paragraph to ASSIGNMENT 2 outline.

Preparation for the next lesson:
● Read Unit 1, Part 4 (pp. 32–36) and do Exercise 1 (p. 33).

Vol. 7 Editing Skills I: Editing a Paragraph

Lesson content:
● Revise ASSIGNMENT 1 first draft (peer edit and instructor–student session).

Preparation for the next lesson:
● Read Unit 2, Part 2 (pp. 52–65) and do Exercise 1 (p. 53).
● SUBMITASSIGNMENT 1: Academic Paragraph (for grading) before the next lesson.
● Complete ASSIGNMENT 2 outline (adding Assignment 1 details). Also, bring it to the next lesson.

Vol. 8 Writing an Expository Essay

Lesson content:
● Peer–check ASSIGNMENT 2 outlines.
● Continue to learn about the structure of an essay (introductory, body, and concluding paragraphs).
● Begin drafting ASSIGNMENT 2 Expository Essay.

Preparation for the next lesson:

● Continue drafting ASSIGNMENT 2 Expository Essay.

Vol. 9 Connecting Ideas II

Lesson content:
● Practice grammar to improve writing skills.

Preparation for the next lesson:
● Read Unit 2, Part 3 (pp. 66–70).
● SUBMITASSIGNMENT 2 first draft (for feedback). Also, bring it to the next lesson.

Vol.10 Editing Skills II

Lesson content:
● Give peer-feedback on ASSIGNMENT 2 first draft.
Preparation for the next lesson:
● Start researching ASSIGNMENT 4 topic.
● Review Unit 2, Part 2, Section 3 (pp. 60-65)

Vol.11 Review: The Expository Essay

Lesson content:
● Revise ASSIGNMENT 2 first draft (instructor-student sessions).
Preparation for the next lesson:
● Read ASSIGNMENT 4 Article 1. Answer the questions on the worksheet.
● Read textbook Unit 4, Part 1, Sections 1-3 (pp.92-98) and do Exercise 1 (p. 94).

Vol.12 Research-based Position Essay Fundamentals I

Lesson content:
● Discuss articles for ASSIGNMENT 4 topic.
● Learn the structure of a research-based positionessay.
Preparation for the next lesson:
● Read Unit 4, Part 1, Sections 4-6 (pp. 98-105) and do Exercise 5 (p. 102).
● SUBMITASSIGNMENT 2: Expository Essay (for grading) before the next lesson.

Vol.13 Research-based Position Essay Fundamentals II

Lesson content:
● Learn how to write a thesis statement and topicsentences for a research-based position essay.
Preparation for the next lesson:
● Read ASSIGNMENT 4 Articles 2-3.

● Read "Research Skills Practice" in Student Guide.

Vol.14 Research Skills Practice

Lesson content:
● Continue discussing articles regarding ASSIGNMENT 4topic.
● Learn how to carry out research.
Preparation for the next lesson:
● Find an article for ASSIGNMENT 4. Bring it to the next lesson.

Vol.15 Topic Discussion

Lesson content:
● Continue discussing articles regarding ASSIGNMENT 4topic.
● Begin writing a tentative outline.
Preparation for the next lesson:
● Read Unit 3, Part 1, Sections 1-2 (pp. 72-76).
● SUBMIT ASSIGNMENT 4 outline (for feedback) before the next lesson.

Vol. 16 Paraphrasing

Lesson content:
● Practice paraphrasing.
Preparation for the next lesson:
● Continue practicing writing paraphrases.
● Read Unit 3, Part 1, Section 3 (pp. 76-80).

Vol. 17 Summarizing

Lesson content:
● Practice summarizing.
Preparation for the next lesson:
● Review paraphrasing and summarizing (Unit 3, Part 1, pp. 72-80; Worksheets 9 & 10).

Vol. 18 Paraphrasing & Summarizing Consolidation

Lesson content:
● Have additional practice of paraphrasing and summarizing.
● Complete ASSIGNMENT 3 (In-class): Paraphrasing and Summarizing Task. Submit to instructor for grading.
Preparation for the next lesson:
● Complete ASSIGNMENT 4 Body Paragraphs. Bring them to the next lesson.
● Read Handout on APA-style referencing and citing.

Vol. 19 Referencing & Citing Fundamentals

Lesson content:
● Practice creating APA-style references and in-text citations.
● Revise ASSIGNMENT 4 Body Paragraphs (peer editing).
Preparation for the next lesson:
● Read Unit 4, Part 2 (pp. 106-111)

Vol. 20 Supporting Arguments

Lesson content:
● Practice presenting evidence to validate supporting points (claims).
Preparation for the next lesson:
● The instructor will assign homework as necessary.
● Complete ASSIGNMENT 4 Introductory and Concluding paragraphs. Bring them to the next lesson.

Vol. 21 Organizing Supporting Sentences

Lesson content:
● Revise ASSIGNMENT4 Introductory and Concluding paragraphs.
● Practice skills to write better body paragraphs.
Preparation for the next lesson:
● Read Unit 4, Part 3, Section 1 (pp. 112–114).
● SUBMITASSIGNMENT 4 first draft (for feedback) before the next lesson.

Vol. 22 Accurate Generalizations

Lesson content:
● Learn how to make accurate generalizations.
● Practice grammar to improve writing skills.
Preparation for the next lesson:
● The instructor will assign homework as necessary.

Vol. 23 Essay Review

Lesson content:
● Review APA-style reference list entries and in-text citation.
● Practice grammar to improve writing skills.
Preparation for the next lesson:
● Read Unit 4, Part 3, Section 2 (pp. 115–118).

Vol. 24 Editing a Researched Position Essay

Lesson content:
● Revise ASSIGNMENT 4 first draft (peer editing /instructor-student sessions).
Preparation for the next lesson:
● Instructor will assign homework as necessary.
● SUBMIT ASSIGNMENT 4: Research-based Position Essay (for grading) before the next lesson.

Vol.25 TOEFL: Integrated Writing

Lesson content:
● Practice writing the Integrated Writing task for the TOEFL test.
Preparation for the next lesson:
● Instructor will assign homework as necessary.

Vol.26 TOEFL: Writing for an Academic Discussion

Lesson content:
● Practice writing the Academic Discussion task for the TOEFL test.
● Complete ASSIGNMENT 5 (In-class): TOEFL Writing Task. SUBMIT to the instructor for grading.
Preparation for the next lesson:
● Review essay organization (textbook pp. 38–65).

Vol.27 Other Types of Academic Essays

Lesson content:
● Learn different types of academic writing (expository, argumentative, compare and contrast, cause-effect, problem-solution).
Preparation for the next lesson:
● Review essay organization (textbook pp. 38–65).

Vol.28 Course Review

Lesson content:
● Complete Course Review tasks.

Language: English

Textbooks: Academic Writing Skills Student's Book 1 by Chin, Koizumi, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2012)
ISBN: 9781107636224

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Exam 0%

Papers 65%
ASSIGNMENT 1 Academic Paragraph (15%)
ASSIGNMENT 2 Expository essay (20%)
ASSIGNMENT 4 Research-based position essay (30%)

Class Participation 15%
Participation and Preparation

Others 20%
ASSIGNMENT 3 Paraphrasing and Summarizing Task (10%)
ASSIGNMENT 5 TOEFL Writing Task (10%)

●Participation and Preparation: Students must attend a minimum of 20 lessons in order to pass the course. Failure to meet either of these requirements will result in automatic failure of the course.
●Regular attendance and active course participation are important. This includes class preparation, doing the assigned readings, class discussions, writing, self- and peer-editing, and revising writing assignments, and revising writing assignments.

Note/URL:

● Lessons are taught by assigned instructors under the guidance of the academic coordinators.
● The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012500|04|210C012500[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 1 W104SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.2@02:Fri.5	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

This course introduces students to the basics of English academic writing. Students will begin by learning how to write a coherent paragraph and then apply the skill to writing a five-paragraph essay. They will learn how to create an effective thesis statement, topic sentences, introduction and conclusion, as well as how to organize supporting sentences logically. The course will also focus on other essential skills for academic writing, such as paraphrasing, summarizing and citation. Practice for the TOEFL writing component is also incorporated in the course.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

・Students will learn skills to identify basic components of paragraphs and essays, and will become able to use them to write essays.
・Students will learn basic rules of citation (in-text citation and works cited), and will be able to use them in their essays.
・Students will expand their grammar and vocabulary to express their opinions more accurately in English.

before/after course of study:

Estimated time for student preparation and review:
●30-60 minutes preparation
●30-60 minutes review

Estimated time for completion of assessed tasks (Including the time used in class):

●ASSIGNMENT 1 Academic Paragraph: 2.5-3.5 hours in total
Outline - 30 minutes (bring to Lesson 3)
First draft - 1-1.5 hours (submit before Lesson 5)
Final draft - 1-1.5 hours (submit before Lesson 8)

●ASSIGNMENT 2 Expository essay: 3.5-4.5 hours in total
Outline - 30 minutes (bring to Lessons 8)
First draft - 1.5-2 hours (submit before Lesson 10)
Final draft - 1.5-2 hours (submit before Lesson 13)

●ASSIGNMENT 3 Paraphrasing and Summarizing Task: (In-class)
Submit in Lesson 18

●ASSIGNMENT 4 (Research-based Position essay): 6.5-8 hours in total
Outline - 1 hour (submit before Lesson 16)
Body paragraphs - 1.5-2 hours (bring to Lesson 19)
Intro and Conclusion - 1 hour (bring to Lesson 21)
First draft - 1.5-2 hours (submit before Lesson 22)
Final draft - 1.5-2 hours (submit before Lesson 25)

●ASSIGNMENT 5 TOEFL Writing Task: (In-class)
Submit in Lesson 26

Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

Lesson content:
● Receive an explanation of the course.
● Learn the structure of a paragraph.
Preparation for the next lesson:
● Review Unit 1, Part 1, Sections 1-2 (pp. 1-4).

● Read Unit 1, Part 1, Sections 3–6 (pp. 5–12).

● Read Assignments 1 & 2 Article 1–2 then answer the questions on the Article 1 worksheet.

Vol. 2 Getting Ready to Write

Lesson content:
● Practice brainstorming.
● Practice writing topic sentences.
● Learn how to create an outline.

Preparation for the next lesson:
● Read ASSIGNMENTS 1 & 2 Articles 3–4 to gather ideas for ASSIGNMENT 1.
● Begin ASSIGNMENT 1 outline. Bring it to the next lesson.
● Read Unit 1, Part 2 (pp. 13–20) and do Exercise 1 (p. 14).

Vol. 3 Writing a paragraph

Lesson content:
● Add details to the ASSIGNMENT 1 outline.
● Learn how to write supporting sentences and aconcluding sentence.
● Learn how to choose a title.

Preparation for the next lesson:
● Read ASSIGNMENTS1 & 2 Article 5 to gather ideas for ASSIGNMENT 1.
● Begin ASSIGNMENT 1 Academic Paragraph first draft.

● Read Unit 1, Part 3 (pp. 21–31).

Vol. 4 Paragraph Coherence

Lesson content:
● Learn grammar and vocabulary used to write a coherent paragraph.

Preparation for the next lesson:
● SUBMIT ASSIGNMENT 1 Academic Paragraph first draft(for feedback) before the next lesson.

Vol. 5 Connecting Ideas I

Lesson content:
● Continue to learn grammar and vocabulary used to write a coherent paragraph.

Preparation for the next lesson:
● Read Unit 2, Part 1 (pp. 38–51). Do Exercises 1 and6 (pp. 41, 48).

Vol. 6 From Paragraph to Essay

Lesson content:
● Learn about the structure of an essay.
● Practice writing thesis statements and topic sentences.
● Practice making an outline.
● Transpose ASSIGNMENT 1 academic paragraph to ASSIGNMENT 2 outline.

Preparation for the next lesson:
● Read Unit 1, Part 4 (pp. 32–36) and do Exercise 1 (p. 33).

Vol. 7 Editing Skills I: Editing a Paragraph

Lesson content:
● Revise ASSIGNMENT 1 first draft (peer edit and instructor–student session).

Preparation for the next lesson:
● Read Unit 2, Part 2 (pp. 52–65) and do Exercise 1 (p. 53).
● SUBMITASSIGNMENT 1: Academic Paragraph (for grading) before the next lesson.
● Complete ASSIGNMENT 2 outline (adding Assignment 1 details). Also, bring it to the next lesson.

Vol. 8 Writing an Expository Essay

Lesson content:
● Peer–check ASSIGNMENT 2 outlines.
● Continue to learn about the structure of an essay (introductory, body, and concluding paragraphs).
● Begin drafting ASSIGNMENT 2 Expository Essay.

Preparation for the next lesson:

● Continue drafting ASSIGNMENT 2 Expository Essay.

Vol. 9 Connecting Ideas II

Lesson content:
● Practice grammar to improve writing skills.

Preparation for the next lesson:
● Read Unit 2, Part 3 (pp. 66–70).
● SUBMITASSIGNMENT 2 first draft (for feedback). Also, bring it to the next lesson.

Vol.10 Editing Skills II

Lesson content:
● Give peer-feedback on ASSIGNMENT 2 first draft.
Preparation for the next lesson:
● Start researching ASSIGNMENT 4 topic.
● Review Unit 2, Part 2, Section 3 (pp. 60-65)

Vol.11 Review: The Expository Essay

Lesson content:
● Revise ASSIGNMENT 2 first draft (instructor-student sessions).
Preparation for the next lesson:
● Read ASSIGNMENT 4 Article 1. Answer the questions on the worksheet.
● Read textbook Unit 4, Part 1, Sections 1-3 (pp.92-98) and do Exercise 1 (p. 94).

Vol.12 Research-based Position Essay Fundamentals I

Lesson content:
● Discuss articles for ASSIGNMENT 4 topic.
● Learn the structure of a research-based positionessay.
Preparation for the next lesson:
● Read Unit 4, Part 1, Sections 4-6 (pp. 98-105) and do Exercise 5 (p. 102).
● SUBMITASSIGNMENT 2: Expository Essay (for grading) before the next lesson.

Vol.13 Research-based Position Essay Fundamentals II

Lesson content:
● Learn how to write a thesis statement and topicsentences for a research-based position essay.
Preparation for the next lesson:
● Read ASSIGNMENT 4 Articles 2-3.

● Read "Research Skills Practice" in Student Guide.

Vol.14 Research Skills Practice

Lesson content:
● Continue discussing articles regarding ASSIGNMENT 4topic.
● Learn how to carry out research.
Preparation for the next lesson:
● Find an article for ASSIGNMENT 4. Bring it to the next lesson.

Vol.15 Topic Discussion

Lesson content:
● Continue discussing articles regarding ASSIGNMENT 4topic.
● Begin writing a tentative outline.
Preparation for the next lesson:
● Read Unit 3, Part 1, Sections 1-2 (pp. 72-76).
● SUBMIT ASSIGNMENT 4 outline (for feedback) before the next lesson.

Vol. 16 Paraphrasing

Lesson content:
● Practice paraphrasing.
Preparation for the next lesson:
● Continue practicing writing paraphrases.
● Read Unit 3, Part 1, Section 3 (pp. 76-80).

Vol. 17 Summarizing

Lesson content:
● Practice summarizing.
Preparation for the next lesson:
● Review paraphrasing and summarizing (Unit 3, Part 1, pp. 72-80; Worksheets 9 & 10).

Vol. 18 Paraphrasing & Summarizing Consolidation

Lesson content:
● Have additional practice of paraphrasing and summarizing.
● Complete ASSIGNMENT 3 (In-class): Paraphrasing and Summarizing Task. Submit to instructor for grading.
Preparation for the next lesson:
● Complete ASSIGNMENT 4 Body Paragraphs. Bring them to the next lesson.
● Read Handout on APA-style referencing and citing.

Vol. 19 Referencing & Citing Fundamentals

Lesson content:
● Practice creating APA-style references and in-text citations.
● Revise ASSIGNMENT 4 Body Paragraphs (peer editing).
Preparation for the next lesson:
● Read Unit 4, Part 2 (pp. 106-111)

Vol. 20 Supporting Arguments

Lesson content:
● Practice presenting evidence to validate supporting points (claims).
Preparation for the next lesson:
● The instructor will assign homework as necessary.
● Complete ASSIGNMENT 4 Introductory and Concluding paragraphs. Bring them to the next lesson.

Vol. 21 Organizing Supporting Sentences

Lesson content:
● Revise ASSIGNMENT4 Introductory and Concluding paragraphs.
● Practice skills to write better body paragraphs.
Preparation for the next lesson:
● Read Unit 4, Part 3, Section 1 (pp. 112–114).
● SUBMITASSIGNMENT 4 first draft (for feedback) before the next lesson.

Vol. 22 Accurate Generalizations

Lesson content:
● Learn how to make accurate generalizations.
● Practice grammar to improve writing skills.
Preparation for the next lesson:
● The instructor will assign homework as necessary.

Vol. 23 Essay Review

Lesson content:
● Review APA-style reference list entries and in-text citation.
● Practice grammar to improve writing skills.
Preparation for the next lesson:
● Read Unit 4, Part 3, Section 2 (pp. 115–118).

Vol. 24 Editing a Researched Position Essay

Lesson content:
● Revise ASSIGNMENT 4 first draft (peer editing /instructor-student sessions).
Preparation for the next lesson:
● Instructor will assign homework as necessary.
● SUBMIT ASSIGNMENT 4: Research-based Position Essay (for grading) before the next lesson.

Vol.25 TOEFL: Integrated Writing

Lesson content:
● Practice writing the Integrated Writing task for the TOEFL test.
Preparation for the next lesson:
● Instructor will assign homework as necessary.

Vol.26 TOEFL: Writing for an Academic Discussion

Lesson content:
● Practice writing the Academic Discussion task for the TOEFL test.
● Complete ASSIGNMENT 5 (In-class): TOEFL Writing Task. SUBMIT to the instructor for grading.
Preparation for the next lesson:
● Review essay organization (textbook pp. 38–65).

Vol.27 Other Types of Academic Essays

Lesson content:
● Learn different types of academic writing (expository, argumentative, compare and contrast, cause-effect, problem-solution).
Preparation for the next lesson:
● Review essay organization (textbook pp. 38–65).

Vol.28 Course Review

Lesson content:
● Complete Course Review tasks.

Language: English

Textbooks: Academic Writing Skills Student's Book 1 by Chin, Koizumi, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2012)
ISBN: 9781107636224

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Exam 0%

Papers 65%
ASSIGNMENT 1 Academic Paragraph (15%)
ASSIGNMENT 2 Expository essay (20%)
ASSIGNMENT 4 Research-based position essay (30%)

Class Participation 15%
Participation and Preparation

Others 20%
ASSIGNMENT 3 Paraphrasing and Summarizing Task (10%)
ASSIGNMENT 5 TOEFL Writing Task (10%)

●Participation and Preparation: Students must attend a minimum of 20 lessons in order to pass the course. Failure to meet either of these requirements will result in automatic failure of the course.
●Regular attendance and active course participation are important. This includes class preparation, doing the assigned readings, class discussions, writing, self- and peer-editing, and revising writing assignments, and revising writing assignments.

Note/URL:

● Lessons are taught by assigned instructors under the guidance of the academic coordinators.
● The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012500|51|210C012500[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 1 W101FA		
Instructor	MUEHLEISEN, Victoria L. others		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.5@02:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course introduces students to the basics of English academic writing. Students will begin by learning how to write a coherent paragraph and then apply the skill to writing a five-paragraph essay. They will learn how to create an effective thesis statement, topic sentences, introduction and conclusion, as well as how to organize supporting sentences logically. The course will also focus on other essential skills for academic writing, such as paraphrasing, summarizing and citation. Practice for the TOEFL writing component is also incorporated in the course.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives: ・Students will learn skills to identify basic components of paragraphs and essays, and will become able to use them to write essays.
・Students will learn basic rules of citation (in-text citation and works cited), and will be able to use them in their essays.
・Students will expand their grammar and vocabulary to express their opinions more accurately in English.

before/after course of study: Estimated time for student preparation and review:
・30-60 minutes preparation
・30-60 minutes review

Estimated time for completion of assessed tasks (Including the time used in class):

・ASSIGNMENT 1 Academic Paragraph: 2.5-3.5 hours in total
Outline - 30 minutes (bring to Lesson 3)
First draft - 1-1.5 hours (submit before Lesson 5)
Final draft - 1-1.5 hours (submit before Lesson 8)

・ASSIGNMENT 2 Expository essay: 3.5-4.5 hours in total
Outline - 30 minutes (bring to Lessons 8)
First draft - 1.5-2 hours (submit before Lesson 10)
Final draft - 1.5-2 hours (submit before Lesson 13)

・ASSIGNMENT 3 Paraphrasing and Summarizing Task: (In-class)
Submit in Lesson 18

・ASSIGNMENT 4 (Research-based Position essay): 6.5-8 hours in total
Outline - 1 hour (submit before Lesson 16)
Body paragraphs - 1.5-2 hours (bring to Lesson 19)
Intro and Conclusion - 1 hour (bring to Lesson 21)
First draft - 1.5-2 hours (submit before Lesson 22)
Final draft - 1.5-2 hours (submit before Lesson 25)

・ASSIGNMENT 5 TOEFL Writing Task: (In-class)
Submit in Lesson 26

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

Lesson content: ● Receive an explanation of the course. ● Learn the structure of a paragraph. Preparation for the next lesson: ● Review Unit 1, Part 1, Sections 1-2 (pp. 1-4). ● Read Unit 1, Part 1, Sections 3-6 (pp. 5-12). ● Read Assignments 1 & 2 Article 1-2 then answer the questions on the Article 1 worksheet.

Vol. 2 Getting Ready to Write

Lesson content: ● Practice brainstorming. ● Practice writing topic sentences. ● Learn how to create an outline. Preparation for the next lesson: ● Read ASSIGNMENTS 1 & 2 Articles 3-4 to gather ideas for ASSIGNMENT 1. ● Begin ASSIGNMENT 1 outline. Bring it to the next lesson. ● Read Unit 1, Part 2 (pp. 13-20) and do Exercise 1 (p. 14).

Vol. 3 Writing a paragraph

Lesson content: ● Add details to the ASSIGNMENT 1 outline. ● Learn how to write supporting sentences and a concluding sentence. ● Learn how to choose a title. Preparation for the next lesson: ● Read ASSIGNMENTS 1 & 2 Article 5 to gather ideas for ASSIGNMENT 1. ● Begin ASSIGNMENT 1 Academic Paragraph first draft. ● Read Unit 1, Part 3 (pp. 21-31).

Vol. 4 Paragraph Coherence

Lesson content: ● Learn grammar and vocabulary used to write a coherent paragraph. Preparation for the next lesson: ● SUBMIT ASSIGNMENT 1 Academic Paragraph first draft (for feedback) before the next lesson.

Vol. 5 Connecting Ideas I

Lesson content: ● Continue to learn grammar and vocabulary used to write a coherent paragraph. Preparation for the next lesson: ● Read Unit 2, Part 1 (pp. 38-51). Do Exercises 1 and 6 (pp. 41, 48).

Vol. 6 From Paragraph to Essay

Lesson content: ● Learn about the structure of an essay. ● Practice writing thesis statements and topic sentences. ● Practice making an outline. ● Transpose ASSIGNMENT 1 academic paragraph to ASSIGNMENT 2 outline. Preparation for the next lesson: ● Read Unit 1, Part 4 (pp. 32-36) and do Exercise 1 (p. 33).

Vol. 7 Editing Skills I: Editing a Paragraph

Lesson content: ● Revise ASSIGNMENT 1 first draft (peer edit and instructor-student session). Preparation for the next lesson: ● Read Unit 2, Part 2 (pp. 52-65) and do Exercise 1 (p. 53). ● SUBMIT ASSIGNMENT 1: Academic Paragraph (for grading) before the next lesson. ● Complete ASSIGNMENT 2 outline (adding Assignment 1 details). Also, bring it to the next lesson.

Vol. 8 Writing an Expository Essay

Lesson content: ● Peer-check ASSIGNMENT 2 outlines. ● Continue to learn about the structure of an essay (introductory, body, and concluding paragraphs). ● Begin drafting ASSIGNMENT 2 Expository Essay. Preparation for the next lesson: ● Continue drafting ASSIGNMENT 2 Expository Essay.

Vol. 9 Connecting Ideas II

Lesson content: ● Practice grammar to improve writing skills. Preparation for the next lesson: ● Read Unit 2, Part 3 (pp. 66-70). ● SUBMIT ASSIGNMENT 2 first draft (for feedback). Also, bring it to the next lesson.

Vol.10 Editing Skills II

Lesson content: ● Give peer-feedback on ASSIGNMENT 2 first draft. Preparation for the next lesson: ● Start researching ASSIGNMENT 4 topic. ● Review Unit 2, Part 2, Section 3 (pp. 60-65)

Vol.11 Review: The Expository Essay

Lesson content: ● Revise ASSIGNMENT 2 first draft (instructor-student sessions). Preparation for the next lesson: ● Read ASSIGNMENT 4 Article 1. Answer the questions on the worksheet. ● Read textbook Unit 4, Part 1, Sections 1-3 (pp. 92-98) and do Exercise 1 (p. 94).

Vol.12 Research-based Position Essay Fundamentals I

Lesson content: ● Discuss articles for ASSIGNMENT 4 topic. ● Learn the structure of a research-based position essay. Preparation for the next lesson: ● Read Unit 4, Part 1, Sections 4-6 (pp. 98-105) and do Exercise 5 (p. 102). ● SUBMIT ASSIGNMENT 2: Expository Essay (for grading) before the next lesson.

Vol.13 Research-based Position Essay Fundamentals II

Lesson content: ● Learn how to write a thesis statement and topic sentences for a research-based position essay. Preparation for the next lesson: ● Read ASSIGNMENT 4 Articles 2-3. ● Read "Research Skills Practice" in Student Guide.

Vol.14 Research Skills Practice

Lesson content: ● Continue discussing articles regarding ASSIGNMENT 4 topic. ● Learn how to carry out research. Preparation for the next lesson: ● Find an article for ASSIGNMENT 4. Bring it to the next lesson.

Vol.15 Topic Discussion

Lesson content: ● Continue discussing articles regarding ASSIGNMENT 4 topic. ● Begin writing a tentative outline. Preparation for the next lesson: ● Read Unit 3, Part 1, Sections 1-2 (pp. 72-76). ● SUBMIT ASSIGNMENT 4 outline (for feedback) before the next lesson.

Vol. 16 Paraphrasing

Lesson content: ● Practice paraphrasing. Preparation for the next lesson: ● Continue practicing writing paraphrases. ● Read Unit 3, Part 1, Section 3 (pp. 76-80).

Vol. 17 Summarizing

Lesson content: ● Practice summarizing. Preparation for the next lesson: ● Review paraphrasing and summarizing (Unit 3, Part 1, pp. 72–80; Worksheets 9 & 10).

Vol. 18 Paraphrasing & Summarizing Consolidation

Lesson content: ● Have additional practice of paraphrasing and summarizing. ● Complete ASSIGNMENT 3 (In-class): Paraphrasing and Summarizing Task. Submit to instructor for grading. Preparation for the next lesson: ● Complete ASSIGNMENT 4 Body Paragraphs. Bring them to the next lesson. ● Read Handout on APA-style referencing and citing.

Vol. 19 Referencing & Citing Fundamentals

Lesson content: ● Practice creating APA-style references and in-text citations. ● Revise ASSIGNMENT 4 Body Paragraphs (peer editing). Preparation for the next lesson: ● Read Unit 4, Part 2 (pp. 106–111)

Vol. 20 Supporting Arguments

Lesson content: ● Practice presenting evidence to validate supporting points (claims). Preparation for the next lesson: ● The instructor will assign homework as necessary. ● Complete ASSIGNMENT 4 Introductory and Concluding paragraphs. Bring them to the next lesson.

Vol. 21 Organizing Supporting Sentences

Lesson content: ● Revise ASSIGNMENT 4 Introductory and Concluding paragraphs. ● Practice skills to write better body paragraphs. Preparation for the next lesson: ● Read Unit 4, Part 3, Section 1 (pp. 112–114). ● SUBMIT ASSIGNMENT 4 first draft (for feedback) before the next lesson.

Vol. 22 Accurate Generalizations

Lesson content: ● Learn how to make accurate generalizations. ● Practice grammar to improve writing skills. Preparation for the next lesson: ● The instructor will assign homework as necessary.

Vol. 23 Essay Review

Lesson content: ● Review APA-style reference list entries and in-text citation. ● Practice grammar to improve writing skills. Preparation for the next lesson: ● Read Unit 4, Part 3, Section 2 (pp. 115–118).

Vol. 24 Editing a Researched Position Essay

Lesson content: ● Revise ASSIGNMENT 4 first draft (peer editing / instructor-student sessions). Preparation for the next lesson: ● Instructor will assign homework as necessary. ● SUBMIT ASSIGNMENT 4: Research-based Position Essay (for grading) before the next lesson.

Vol.25 TOEFL: Integrated Writing

Lesson content: ● Practice writing the Integrated Writing task for the TOEFL test. Preparation for the next lesson: ● Instructor will assign homework as necessary.

Vol.26 TOEFL: Writing for an Academic Discussion

Lesson content: ● Practice writing the Academic Discussion task for the TOEFL test. ● Complete ASSIGNMENT 5 (In-class): TOEFL Writing Task. SUBMIT to the instructor for grading. Preparation for the next lesson: ● Review essay organization (textbook pp. 38–65).

Vol.27 Other Types of Academic Essays

Lesson content: ● Learn different types of academic writing (expository, argumentative, compare and contrast, cause-effect, problem-solution). Preparation for the next lesson: ● Review essay organization (textbook pp. 38–65).

Vol.28 Course Review

Lesson content: ● Complete Course Review tasks.

Language: English

Textbooks: Academic Writing Skills Student's Book 1 by Chin, Koizumi, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2012)
ISBN: 9781107636224

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

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Participation and Preparation

Others 20%
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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012600|01|210C012600[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 2 W201SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on gaining an in-depth understanding of the form and function of different academic essay genres; in particular, the argumentative essay. Emphasis is placed on writing effective thesis statements, introductions and conclusions, and on developing paragraphs. Students will also learn effective citation, paraphrasing and summarizing skills. The ability to write with increasingly greater grammatical complexity and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing style, vocabulary and background knowledge.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

●Students will gain a deeper understanding of academic essays, and will learn to write an effective argumentative essay that adheres to expected conventions.
●Students will acquire grammar and expressions which are more sophisticated and appropriate for academic essays.
●Students will practice skills to use information from outside sources (in-text citations and reference list entries) so that they can support their opinions more effectively in writing.
●Students will improve skills to edit their own writing through feedback from their instructor and peers.

before/after course of study:

As part of your preparation, you will be asked to read sections from the Student's Book & supplementary handouts, and watch on-demand lectures (ODLs) then complete ODL quizzes.

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➢Approximately 30 minutes for each ODL (with 7 ODLs in the semester)
➢Approximately 30 minutes reading of the Student's Book before each class

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Estimated time for completion of assessed assignments (including the time used in class):
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●Assignment 7 (Consolidation Task): 1 hour (submit in Lesson 14)

●Essay Assignment Tasks (20 hours in total):
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Assignment 4 (Essay Body Paragraph 3: Counterargument Style): 2-4 hours (submit before Lesson 11)
Assignment 5 (Introductory and Concluding Paragraphs): 2-3 hours (submit in Lesson 12)
Assignment 6 (Editing your Academic Essay): 3—5 hours (submit before Lesson 14)

Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Introduction

Lesson content:
- Course explanation.
- Run through the Student's Guide.
- Academic writing: common types.
- Introduction of the essay topic.
- Topic familiarization.

Preparation for the next lesson:
- Read Unit 1, Part 1, Section 1 "Essay structure" (pp. 1-6).
- Read Unit 3, Part 1, Section 1 "An argumentative essay" (pp. 55-59) with special attention to the

model argumentative essay.
- Read Articles1 and 2 to get ideas for the Essay Assignment.

Vol. 2 Fundamentals

Lesson content:
- Organization: the argumentative essay.

Preparation for the next lesson:
- Read pp. 32—33 Finding sources, Plagiarism, Using outside sources.
- Read pg. 80 Support from outside sources.
- Read Articles 3 and 4 to get ideas for the Essay Assignment.

Vol. 3 Research and Reading

Lesson content:
- Identifying reliable sources.
- Reading and note-taking from sources: being efficient and effective.
- Avoiding plagiarism.

Preparation for the next lesson:
- Read pp. 7—8Writing a thesis statement.
- Read pp. 13—14Writing a topic sentence.
- Read pg. 21, pg. 67 Outlining an essay.
- Read remaining articles to get ideas for the Essay Assignment.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 4 Positions and Plans

Lesson content:
- Understanding a prompt.
- Choosing research-based arguments.
- Developing a thesis statement.
- Developing an outline.
- In-class writing: Assignment 1 Thesis Statement and Tentative Outline.

Preparation for the next lesson
- Read pp. 33—40Using outside sources in academic essays.
- Submit Assignment 1 before the next lesson.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 5 Integration I: Paraphrasing, Summarizing, and Quoting

Lesson content:
- The saliency of evidence.
- Paraphrasing and summarizing fundamentals.
- Integrating quotes.

Preparation for the next lesson:
- Read handout on APA-style.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Integration II: References and In-text Citations

Lesson content:
- APA-style fundamentals.
- Creating a reference list.
- Deriving citations from reference list entries.
- In-class writing: Assignment 2 Source Integration Task. Submit in-class.

Preparation for the next lesson:
- Read pp. 14—17Organizing supporting sentences.
- Read pp. 74—81Body paragraphs of an argumentative essay.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 7 Body Paragraphs: Argument-style I

Lesson content:
- Review sentence elements.
- WALTZ elements (claims → evidence → explanations) for an argumentative-style body paragraph.
- In-class writing: Assignment 3 Part 1 Argument-Type Body Paragraph

Preparation for the next lesson:
- Continue writing Assignment 3 Part 1 Argument-type body paragraphs.

Vol. 8 Body Paragraphs: Argument-style II

Lesson content:
- Peer feedback on Assignment 3 Part 1.
- In-class writing: Assignment 3 Part 2 Argument-Type Body Paragraph (cont.)

Preparation for the next lesson:
- Read pp. 60—61 Dealing with counterarguments.
- Read pp. 62—63 Presenting a strong rebuttal.
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 Part 1 & Part 2 before the next lesson.

Vol. 9 Body Paragraphs: Counterargument-Style I

Lesson content:
● Attacking an alternative argument.
● Elements: counterclaim → concession +refutation → rebuttal.
● WALTZ organization for counterargument-style body paragraphs.
Preparation for the next lesson:
● Review the elements of a counterargument-style body paragraph.
● Establish your counterargument controlling idea.
● Look through researched articles for supporting information options for both the counterargument element and the rebuttal element.

Vol.10 Body Paragraphs: Counterargument-Style II

Lesson content:
● In-class Writing: Assignment 4 Counterargument-Type Body Paragraph.
Preparation for the next lesson:
● Read pp. 7— 11The Introductory Paragraph.
● Read pg. 72 Introducing a counterargument (in an introductory paragraph).
● Read pp.18—21. The concluding paragraph.
● Submit Assignment 4 before the next lesson.
● Watch On-demand Lecture 6. Complete the Moodle quiz.

Vol.11 The Introductory and Concluding Paragraphs I

Lesson content:
● Introductory paragraph elements: Building sentences; Thesis statement integration.
● Concluding paragraph elements: Restating topic, position, and arguments; Closing with a final thought.
● In-class Writing: Assignment 5 Introductory and Paragraphs.
Preparation for the next lesson:
● Consider possible building sentence ideas for your introductory paragraph.
● Continue writing Assignment 5 Introductory and Concluding Paragraphs.

Vol.12 The Introductory and Concluding Paragraphs II

Lesson content:
● In-class Writing: Assignment 5 Introductory and Concluding Paragraphs.
● Submit Assignment 5 in-class.
Preparation for the next lesson:
● Read pp: 23—30Improving your work.
● Read pp. 86—88Revising an argumentative essay.
● Review instructor feedback on Assignments 3, 4, and 5.
● Watch On-demand Lecture 7. Complete the Moodle quiz.

Vol.13 Editing

Lesson content:
● Cohesion: signposting phrases; linking clauses (conjunctions, adverbs, etc.); linking elements (determiners, pronouns, etc.)
● Mechanics: punctuation and capitalization fundamentals; page layout.
● In-class Writing: Assignment 6 Editing your Academic Essay.
Preparation for the next lesson:
● Submit Assignment 6 before the next lesson.

Vol.14 Course Review

Lesson content: ● Review of writing skills.● In-class Writing: Assignment 7 Moodle Consolidation Quiz.

Language: English

Textbooks: Academic Writing Skills Student's Book 2 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2012)ISBN: 9781107621091

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free-

Papers 60%
Assignment 1 Thesis Statement and Tentative Outline (10%)
Assignment 3 Essay Body Paragraphs 1 and 2: Argument Style (15%)
Assignment 4 Essay Body Paragraph 3: Counterargument Style (15%)
Assignment 5 Introductory and Concluding Paragraphs (10%)
Assignment 6 Editing your Academic Essay (final draft) (10%)

Class Participation 20%
Preparation: ODL Quizzes (10%)
Participation (10%)

Others 20%
Assignment 2 Source Integration Task (10%)
Assignment 7 Consolidation Task: Moodle Quiz (10%)

・Participation and Preparation: Students must attend a minimum of 10 lessons in order to pass the course. Failure to meet this requirement will result in automatic failure of the course.

・Regular attendance and active course participation are important. This includes class preparation, class discussions, writing, self- and peer-editing, and revising writing assignments.
・The preparation score of 10% comprises the highest six of seven scores in the ODL quizzes.
・The essay is written and assessed incrementally. Therefore, students are expected to submit all the assignments, and it is not possible to receive a full score if a student submits just the final essay.

Note/URL:

● Lessons are taught by assigned instructors under the guidance of the academic coordinators.
● The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012600|02|210C012600[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 2 W202SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on gaining an in-depth understanding of the form and function of different academic essay genres; in particular, the argumentative essay. Emphasis is placed on writing effective thesis statements, introductions and conclusions, and on developing paragraphs. Students will also learn effective citation, paraphrasing and summarizing skills. The ability to write with increasingly greater grammatical complexity and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing style, vocabulary and background knowledge.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

●Students will gain a deeper understanding of academic essays, and will learn to write an effective argumentative essay that adheres to expected conventions.
●Students will acquire grammar and expressions which are more sophisticated and appropriate for academic essays.
●Students will practice skills to use information from outside sources (in-text citations and reference list entries) so that they can support their opinions more effectively in writing.
●Students will improve skills to edit their own writing through feedback from their instructor and peers.

before/after course of study:

As part of your preparation, you will be asked to read sections from the Student's Book & supplementary handouts, and watch on-demand lectures (ODLs) then complete ODL quizzes.

Estimated time for student preparation and review:
●30-60 minutes preparation
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➢Approximately 30 minutes reading of the Student's Book before each class

●30-60 minutes review

Estimated time for completion of assessed assignments (including the time used in class):
●Assignment 2 (Source Integration Task): 45 minutes (submit in Lesson 6)
●Assignment 7 (Consolidation Task): 1 hour (submit in Lesson 14)

●Essay Assignment Tasks (20 hours in total):
Assignment 1 (Thesis Statement and Tentative Outline): 2-3 hours (submit before Lesson 5)
Assignment 3 (Essay Body Paragraphs 1 and 2: Argument Style): 3-5 hours (submit before Lesson 9)
Assignment 4 (Essay Body Paragraph 3: Counterargument Style): 2-4 hours (submit before Lesson 11)
Assignment 5 (Introductory and Concluding Paragraphs): 2-3 hours (submit in Lesson 12)
Assignment 6 (Editing your Academic Essay): 3—5 hours (submit before Lesson 14)

Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

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Lesson content:
- Course explanation.
- Run through the Student's Guide.
- Academic writing: common types.
- Introduction of the essay topic.
- Topic familiarization.

Preparation for the next lesson:
- Read Unit 1, Part 1, Section 1 "Essay structure" (pp. 1-6).
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model argumentative essay.
- Read Articles1 and 2 to get ideas for the Essay Assignment.

Vol. 2 Fundamentals

Lesson content:
- Organization: the argumentative essay.

Preparation for the next lesson:
- Read pp. 32—33 Finding sources, Plagiarism, Using outside sources.
- Read pg. 80 Support from outside sources.
- Read Articles 3 and 4 to get ideas for the Essay Assignment.

Vol. 3 Research and Reading

Lesson content:
- Identifying reliable sources.
- Reading and note-taking from sources: being efficient and effective.
- Avoiding plagiarism.

Preparation for the next lesson:
- Read pp. 7—8Writing a thesis statement.
- Read pp. 13—14Writing a topic sentence.
- Read pg. 21, pg. 67 Outlining an essay.
- Read remaining articles to get ideas for the Essay Assignment.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 4 Positions and Plans

Lesson content:
- Understanding a prompt.
- Choosing research-based arguments.
- Developing a thesis statement.
- Developing an outline.
- In-class writing: Assignment 1 Thesis Statement and Tentative Outline.

Preparation for the next lesson
- Read pp. 33—40Using outside sources in academic essays.
- Submit Assignment 1 before the next lesson.
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Vol. 5 Integration I: Paraphrasing, Summarizing, and Quoting

Lesson content:
- The saliency of evidence.
- Paraphrasing and summarizing fundamentals.
- Integrating quotes.

Preparation for the next lesson:
- Read handout on APA-style.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Integration II: References and In-text Citations

Lesson content:
- APA-style fundamentals.
- Creating a reference list.
- Deriving citations from reference list entries.
- In-class writing: Assignment 2 Source Integration Task. Submit in-class.

Preparation for the next lesson:
- Read pp. 14—17Organizing supporting sentences.
- Read pp. 74—81Body paragraphs of an argumentative essay.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 7 Body Paragraphs: Argument-style I

Lesson content:
- Review sentence elements.
- WALTZ elements (claims → evidence → explanations) for an argumentative-style body paragraph.
- In-class writing: Assignment 3 Part 1 Argument-Type Body Paragraph

Preparation for the next lesson:
- Continue writing Assignment 3 Part 1 Argument-type body paragraphs.

Vol. 8 Body Paragraphs: Argument-style II

Lesson content:
- Peer feedback on Assignment 3 Part 1.
- In-class writing: Assignment 3 Part 2 Argument-Type Body Paragraph (cont.)

Preparation for the next lesson:
- Read pp. 60—61 Dealing with counterarguments.
- Read pp. 62—63 Presenting a strong rebuttal.
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 Part 1 & Part 2 before the next lesson.

Vol. 9 Body Paragraphs: Counterargument-Style I

Lesson content:
● Attacking an alternative argument.
● Elements: counterclaim → concession +refutation → rebuttal.
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Preparation for the next lesson:
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Vol.10 Body Paragraphs: Counterargument-Style II

Lesson content:
● In-class Writing: Assignment 4 Counterargument-Type Body Paragraph.
Preparation for the next lesson:
● Read pp. 7— 11The Introductory Paragraph.
● Read pg. 72 Introducing a counterargument (in an introductory paragraph).
● Read pp.18—21. The concluding paragraph.
● Submit Assignment 4 before the next lesson.
● Watch On-demand Lecture 6. Complete the Moodle quiz.

Vol.11 The Introductory and Concluding Paragraphs I

Lesson content:
● Introductory paragraph elements: Building sentences; Thesis statement integration.
● Concluding paragraph elements: Restating topic, position, and arguments; Closing with a final thought.
● In-class Writing: Assignment 5 Introductory and Paragraphs.
Preparation for the next lesson:
● Consider possible building sentence ideas for your introductory paragraph.
● Continue writing Assignment 5 Introductory and Concluding Paragraphs.

Vol.12 The Introductory and Concluding Paragraphs II

Lesson content:
● In-class Writing: Assignment 5 Introductory and Concluding Paragraphs.
● Submit Assignment 5 in-class.
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● Read pp: 23—30Improving your work.
● Read pp. 86—88Revising an argumentative essay.
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● Watch On-demand Lecture 7. Complete the Moodle quiz.

Vol.13 Editing

Lesson content:
● Cohesion: signposting phrases; linking clauses (conjunctions, adverbs, etc.); linking elements (determiners, pronouns, etc.)
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Vol.14 Course Review

Lesson content: ● Review of writing skills.● In-class Writing: Assignment 7 Moodle Consolidation Quiz.

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Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012600|03|210C012600[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 2 W203SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

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Assignment 5 (Introductory and Concluding Paragraphs): 2-3 hours (submit in Lesson 12)
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Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

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Lesson content:
- Course explanation.
- Run through the Student's Guide.
- Academic writing: common types.
- Introduction of the essay topic.
- Topic familiarization.

Preparation for the next lesson:
- Read Unit 1, Part 1, Section 1 "Essay structure" (pp. 1-6).
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model argumentative essay.
- Read Articles1 and 2 to get ideas for the Essay Assignment.

Vol. 2 Fundamentals

Lesson content:
- Organization: the argumentative essay.

Preparation for the next lesson:
- Read pp. 32—33 Finding sources, Plagiarism, Using outside sources.
- Read pg. 80 Support from outside sources.
- Read Articles 3 and 4 to get ideas for the Essay Assignment.

Vol. 3 Research and Reading

Lesson content:
- Identifying reliable sources.
- Reading and note-taking from sources: being efficient and effective.
- Avoiding plagiarism.

Preparation for the next lesson:
- Read pp. 7—8Writing a thesis statement.
- Read pp. 13—14Writing a topic sentence.
- Read pg. 21, pg. 67 Outlining an essay.
- Read remaining articles to get ideas for the Essay Assignment.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 4 Positions and Plans

Lesson content:
- Understanding a prompt.
- Choosing research-based arguments.
- Developing a thesis statement.
- Developing an outline.
- In-class writing: Assignment 1 Thesis Statement and Tentative Outline.

Preparation for the next lesson
- Read pp. 33—40Using outside sources in academic essays.
- Submit Assignment 1 before the next lesson.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 5 Integration I: Paraphrasing, Summarizing, and Quoting

Lesson content:
- The saliency of evidence.
- Paraphrasing and summarizing fundamentals.
- Integrating quotes.

Preparation for the next lesson:
- Read handout on APA-style.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Integration II: References and In-text Citations

Lesson content:
- APA-style fundamentals.
- Creating a reference list.
- Deriving citations from reference list entries.
- In-class writing: Assignment 2 Source Integration Task. Submit in-class.

Preparation for the next lesson:
- Read pp. 14—17Organizing supporting sentences.
- Read pp. 74—81Body paragraphs of an argumentative essay.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 7 Body Paragraphs: Argument-style I

Lesson content:
- Review sentence elements.
- WALTZ elements (claims → evidence → explanations) for an argumentative-style body paragraph.
- In-class writing: Assignment 3 Part 1 Argument-Type Body Paragraph

Preparation for the next lesson:
- Continue writing Assignment 3 Part 1 Argument-type body paragraphs.

Vol. 8 Body Paragraphs: Argument-style II

Lesson content:
- Peer feedback on Assignment 3 Part 1.
- In-class writing: Assignment 3 Part 2 Argument-Type Body Paragraph (cont.)

Preparation for the next lesson:
- Read pp. 60—61 Dealing with counterarguments.
- Read pp. 62—63 Presenting a strong rebuttal.
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 Part 1 & Part 2 before the next lesson.

Vol. 9 Body Paragraphs: Counterargument-Style I

Lesson content:
● Attacking an alternative argument.
● Elements: counterclaim → concession +refutation → rebuttal.
● WALTZ organization for counterargument-style body paragraphs.
Preparation for the next lesson:
● Review the elements of a counterargument-style body paragraph.
● Establish your counterargument controlling idea.
● Look through researched articles for supporting information options for both the counterargument element and the rebuttal element.

Vol.10 Body Paragraphs: Counterargument-Style II

Lesson content:
● In-class Writing: Assignment 4 Counterargument-Type Body Paragraph.
Preparation for the next lesson:
● Read pp. 7— 11The Introductory Paragraph.
● Read pg. 72 Introducing a counterargument (in an introductory paragraph).
● Read pp.18—21. The concluding paragraph.
● Submit Assignment 4 before the next lesson.
● Watch On-demand Lecture 6. Complete the Moodle quiz.

Vol.11 The Introductory and Concluding Paragraphs I

Lesson content:
● Introductory paragraph elements: Building sentences; Thesis statement integration.
● Concluding paragraph elements: Restating topic, position, and arguments; Closing with a final thought.
● In-class Writing: Assignment 5 Introductory and Paragraphs.
Preparation for the next lesson:
● Consider possible building sentence ideas for your introductory paragraph.
● Continue writing Assignment 5 Introductory and Concluding Paragraphs.

Vol.12 The Introductory and Concluding Paragraphs II

Lesson content:
● In-class Writing: Assignment 5 Introductory and Concluding Paragraphs.
● Submit Assignment 5 in-class.
Preparation for the next lesson:
● Read pp: 23—30Improving your work.
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● Review instructor feedback on Assignments 3, 4, and 5.
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Vol.13 Editing

Lesson content:
● Cohesion: signposting phrases; linking clauses (conjunctions, adverbs, etc.); linking elements (determiners, pronouns, etc.)
● Mechanics: punctuation and capitalization fundamentals; page layout.
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Preparation for the next lesson:
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Lesson content: ● Review of writing skills.● In-class Writing: Assignment 7 Moodle Consolidation Quiz.

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Textbooks: Academic Writing Skills Student's Book 2 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2012)ISBN: 9781107621091

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free-

Papers 60%
Assignment 1 Thesis Statement and Tentative Outline (10%)
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Assignment 4 Essay Body Paragraph 3: Counterargument Style (15%)
Assignment 5 Introductory and Concluding Paragraphs (10%)
Assignment 6 Editing your Academic Essay (final draft) (10%)

Class Participation 20%
Preparation: ODL Quizzes (10%)
Participation (10%)

Others 20%
Assignment 2 Source Integration Task (10%)
Assignment 7 Consolidation Task: Moodle Quiz (10%)

・Participation and Preparation: Students must attend a minimum of 10 lessons in order to pass the course. Failure to meet this requirement will result in automatic failure of the course.

・Regular attendance and active course participation are important. This includes class preparation, class discussions, writing, self- and peer-editing, and revising writing assignments.
・The preparation score of 10% comprises the highest six of seven scores in the ODL quizzes.
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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012600|04|210C012600[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 2 W204SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on gaining an in-depth understanding of the form and function of different academic essay genres; in particular, the argumentative essay. Emphasis is placed on writing effective thesis statements, introductions and conclusions, and on developing paragraphs. Students will also learn effective citation, paraphrasing and summarizing skills. The ability to write with increasingly greater grammatical complexity and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing style, vocabulary and background knowledge.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

●Students will gain a deeper understanding of academic essays, and will learn to write an effective argumentative essay that adheres to expected conventions.
●Students will acquire grammar and expressions which are more sophisticated and appropriate for academic essays.
●Students will practice skills to use information from outside sources (in-text citations and reference list entries) so that they can support their opinions more effectively in writing.
●Students will improve skills to edit their own writing through feedback from their instructor and peers.

before/after course of study:

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Course Schedule Free-Text Entry:

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Course Schedule:

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Lesson content:
- Course explanation.
- Run through the Student's Guide.
- Academic writing: common types.
- Introduction of the essay topic.
- Topic familiarization.

Preparation for the next lesson:
- Read Unit 1, Part 1, Section 1 "Essay structure" (pp. 1-6).
- Read Unit 3, Part 1, Section 1 "An argumentative essay" (pp. 55-59) with special attention to the

model argumentative essay.
- Read Articles1 and 2 to get ideas for the Essay Assignment.

Vol. 2 Fundamentals

Lesson content:
- Organization: the argumentative essay.

Preparation for the next lesson:
- Read pp. 32—33 Finding sources, Plagiarism, Using outside sources.
- Read pg. 80 Support from outside sources.
- Read Articles 3 and 4 to get ideas for the Essay Assignment.

Vol. 3 Research and Reading

Lesson content:
- Identifying reliable sources.
- Reading and note-taking from sources: being efficient and effective.
- Avoiding plagiarism.

Preparation for the next lesson:
- Read pp. 7—8Writing a thesis statement.
- Read pp. 13—14Writing a topic sentence.
- Read pg. 21, pg. 67 Outlining an essay.
- Read remaining articles to get ideas for the Essay Assignment.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 4 Positions and Plans

Lesson content:
- Understanding a prompt.
- Choosing research-based arguments.
- Developing a thesis statement.
- Developing an outline.
- In-class writing: Assignment 1 Thesis Statement and Tentative Outline.

Preparation for the next lesson
- Read pp. 33—40Using outside sources in academic essays.
- Submit Assignment 1 before the next lesson.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 5 Integration I: Paraphrasing, Summarizing, and Quoting

Lesson content:
- The saliency of evidence.
- Paraphrasing and summarizing fundamentals.
- Integrating quotes.

Preparation for the next lesson:
- Read handout on APA-style.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Integration II: References and In-text Citations

Lesson content:
- APA-style fundamentals.
- Creating a reference list.
- Deriving citations from reference list entries.
- In-class writing: Assignment 2 Source Integration Task. Submit in-class.

Preparation for the next lesson:
- Read pp. 14—17Organizing supporting sentences.
- Read pp. 74—81Body paragraphs of an argumentative essay.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 7 Body Paragraphs: Argument-style I

Lesson content:
- Review sentence elements.
- WALTZ elements (claims → evidence → explanations) for an argumentative-style body paragraph.
- In-class writing: Assignment 3 Part 1 Argument-Type Body Paragraph

Preparation for the next lesson:
- Continue writing Assignment 3 Part 1 Argument-type body paragraphs.

Vol. 8 Body Paragraphs: Argument-style II

Lesson content:
- Peer feedback on Assignment 3 Part 1.
- In-class writing: Assignment 3 Part 2 Argument-Type Body Paragraph (cont.)

Preparation for the next lesson:
- Read pp. 60—61 Dealing with counterarguments.
- Read pp. 62—63 Presenting a strong rebuttal.
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 Part 1 & Part 2 before the next lesson.

Vol. 9 Body Paragraphs: Counterargument-Style I

Lesson content:
● Attacking an alternative argument.
● Elements: counterclaim → concession +refutation → rebuttal.
● WALTZ organization for counterargument-style body paragraphs.
Preparation for the next lesson:
● Review the elements of a counterargument-style body paragraph.
● Establish your counterargument controlling idea.
● Look through researched articles for supporting information options for both the counterargument element and the rebuttal element.

Vol.10 Body Paragraphs: Counterargument-Style II

Lesson content:
● In-class Writing: Assignment 4 Counterargument-Type Body Paragraph.
Preparation for the next lesson:
● Read pp. 7— 11The Introductory Paragraph.
● Read pg. 72 Introducing a counterargument (in an introductory paragraph).
● Read pp.18—21. The concluding paragraph.
● Submit Assignment 4 before the next lesson.
● Watch On-demand Lecture 6. Complete the Moodle quiz.

Vol.11 The Introductory and Concluding Paragraphs I

Lesson content:
● Introductory paragraph elements: Building sentences; Thesis statement integration.
● Concluding paragraph elements: Restating topic, position, and arguments; Closing with a final thought.
● In-class Writing: Assignment 5 Introductory and Paragraphs.
Preparation for the next lesson:
● Consider possible building sentence ideas for your introductory paragraph.
● Continue writing Assignment 5 Introductory and Concluding Paragraphs.

Vol.12 The Introductory and Concluding Paragraphs II

Lesson content:
● In-class Writing: Assignment 5 Introductory and Concluding Paragraphs.
● Submit Assignment 5 in-class.
Preparation for the next lesson:
● Read pp: 23—30Improving your work.
● Read pp. 86—88Revising an argumentative essay.
● Review instructor feedback on Assignments 3, 4, and 5.
● Watch On-demand Lecture 7. Complete the Moodle quiz.

Vol.13 Editing

Lesson content:
● Cohesion: signposting phrases; linking clauses (conjunctions, adverbs, etc.); linking elements (determiners, pronouns, etc.)
● Mechanics: punctuation and capitalization fundamentals; page layout.
● In-class Writing: Assignment 6 Editing your Academic Essay.
Preparation for the next lesson:
● Submit Assignment 6 before the next lesson.

Vol.14 Course Review

Lesson content: ● Review of writing skills.● In-class Writing: Assignment 7 Moodle Consolidation Quiz.

Language: English

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Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012600|05|210C012600[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 2 W205SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

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Course Outline:

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Vol. 2 Fundamentals

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- Read remaining articles to get ideas for the Essay Assignment.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 4 Positions and Plans

Lesson content:
- Understanding a prompt.
- Choosing research-based arguments.
- Developing a thesis statement.
- Developing an outline.
- In-class writing: Assignment 1 Thesis Statement and Tentative Outline.

Preparation for the next lesson
- Read pp. 33—40Using outside sources in academic essays.
- Submit Assignment 1 before the next lesson.
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Vol. 5 Integration I: Paraphrasing, Summarizing, and Quoting

Lesson content:
- The saliency of evidence.
- Paraphrasing and summarizing fundamentals.
- Integrating quotes.

Preparation for the next lesson:
- Read handout on APA-style.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Integration II: References and In-text Citations

Lesson content:
- APA-style fundamentals.
- Creating a reference list.
- Deriving citations from reference list entries.
- In-class writing: Assignment 2 Source Integration Task. Submit in-class.

Preparation for the next lesson:
- Read pp. 14—17Organizing supporting sentences.
- Read pp. 74—81Body paragraphs of an argumentative essay.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 7 Body Paragraphs: Argument-style I

Lesson content:
- Review sentence elements.
- WALTZ elements (claims → evidence → explanations) for an argumentative-style body paragraph.
- In-class writing: Assignment 3 Part 1 Argument-Type Body Paragraph

Preparation for the next lesson:
- Continue writing Assignment 3 Part 1 Argument-type body paragraphs.

Vol. 8 Body Paragraphs: Argument-style II

Lesson content:
- Peer feedback on Assignment 3 Part 1.
- In-class writing: Assignment 3 Part 2 Argument-Type Body Paragraph (cont.)

Preparation for the next lesson:
- Read pp. 60—61 Dealing with counterarguments.
- Read pp. 62—63 Presenting a strong rebuttal.
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 Part 1 & Part 2 before the next lesson.

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● Attacking an alternative argument.
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Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Thur.5	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
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Vol. 2 Fundamentals

Lesson content:
- Organization: the argumentative essay.

Preparation for the next lesson:
- Read pp. 32—33 Finding sources, Plagiarism, Using outside sources.
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Vol. 6 Integration II: References and In-text Citations

Lesson content:
- APA-style fundamentals.
- Creating a reference list.
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- In-class writing: Assignment 2 Source Integration Task. Submit in-class.

Preparation for the next lesson:
- Read pp. 14—17Organizing supporting sentences.
- Read pp. 74—81Body paragraphs of an argumentative essay.
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Vol. 7 Body Paragraphs: Argument-style I

Lesson content:
- Review sentence elements.
- WALTZ elements (claims → evidence → explanations) for an argumentative-style body paragraph.
- In-class writing: Assignment 3 Part 1 Argument-Type Body Paragraph

Preparation for the next lesson:
- Continue writing Assignment 3 Part 1 Argument-type body paragraphs.

Vol. 8 Body Paragraphs: Argument-style II

Lesson content:
- Peer feedback on Assignment 3 Part 1.
- In-class writing: Assignment 3 Part 2 Argument-Type Body Paragraph (cont.)

Preparation for the next lesson:
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- Read pp. 62—63 Presenting a strong rebuttal.
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 Part 1 & Part 2 before the next lesson.

Vol. 9 Body Paragraphs: Counterargument-Style I

Lesson content:
● Attacking an alternative argument.
● Elements: counterclaim → concession +refutation → rebuttal.
● WALTZ organization for counterargument-style body paragraphs.
Preparation for the next lesson:
● Review the elements of a counterargument-style body paragraph.
● Establish your counterargument controlling idea.
● Look through researched articles for supporting information options for both the counterargument element and the rebuttal element.

Vol.10 Body Paragraphs: Counterargument-Style II

Lesson content:
● In-class Writing: Assignment 4 Counterargument-Type Body Paragraph.
Preparation for the next lesson:
● Read pp. 7— 11The Introductory Paragraph.
● Read pg. 72 Introducing a counterargument (in an introductory paragraph).
● Read pp.18—21. The concluding paragraph.
● Submit Assignment 4 before the next lesson.
● Watch On-demand Lecture 6. Complete the Moodle quiz.

Vol.11 The Introductory and Concluding Paragraphs I

Lesson content:
● Introductory paragraph elements: Building sentences; Thesis statement integration.
● Concluding paragraph elements: Restating topic, position, and arguments; Closing with a final thought.
● In-class Writing: Assignment 5 Introductory and Paragraphs.
Preparation for the next lesson:
● Consider possible building sentence ideas for your introductory paragraph.
● Continue writing Assignment 5 Introductory and Concluding Paragraphs.

Vol.12 The Introductory and Concluding Paragraphs II

Lesson content:
● In-class Writing: Assignment 5 Introductory and Concluding Paragraphs.
● Submit Assignment 5 in-class.
Preparation for the next lesson:
● Read pp: 23—30Improving your work.
● Read pp. 86—88Revising an argumentative essay.
● Review instructor feedback on Assignments 3, 4, and 5.
● Watch On-demand Lecture 7. Complete the Moodle quiz.

Vol.13 Editing

Lesson content:
● Cohesion: signposting phrases; linking clauses (conjunctions, adverbs, etc.); linking elements (determiners, pronouns, etc.)
● Mechanics: punctuation and capitalization fundamentals; page layout.
● In-class Writing: Assignment 6 Editing your Academic Essay.
Preparation for the next lesson:
● Submit Assignment 6 before the next lesson.

Vol.14 Course Review

Lesson content: ● Review of writing skills.● In-class Writing: Assignment 7 Moodle Consolidation Quiz.

Language: English

Textbooks: Academic Writing Skills Student's Book 2 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2012)ISBN: 9781107621091

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free-

Papers 60%
Assignment 1 Thesis Statement and Tentative Outline (10%)
Assignment 3 Essay Body Paragraphs 1 and 2: Argument Style (15%)
Assignment 4 Essay Body Paragraph 3: Counterargument Style (15%)
Assignment 5 Introductory and Concluding Paragraphs (10%)
Assignment 6 Editing your Academic Essay (final draft) (10%)

Class Participation 20%
Preparation: ODL Quizzes (10%)
Participation (10%)

Others 20%
Assignment 2 Source Integration Task (10%)
Assignment 7 Consolidation Task: Moodle Quiz (10%)

・Participation and Preparation: Students must attend a minimum of 10 lessons in order to pass the course. Failure to meet this requirement will result in automatic failure of the course.

・Regular attendance and active course participation are important. This includes class preparation, class discussions, writing, self- and peer-editing, and revising writing assignments.
・The preparation score of 10% comprises the highest six of seven scores in the ODL quizzes.
・The essay is written and assessed incrementally. Therefore, students are expected to submit all the assignments, and it is not possible to receive a full score if a student submits just the final essay.

Note/URL:

● Lessons are taught by assigned instructors under the guidance of the academic coordinators.
● The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012600|07|210C012600[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 2 W207SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on gaining an in-depth understanding of the form and function of different academic essay genres; in particular, the argumentative essay. Emphasis is placed on writing effective thesis statements, introductions and conclusions, and on developing paragraphs. Students will also learn effective citation, paraphrasing and summarizing skills. The ability to write with increasingly greater grammatical complexity and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing style, vocabulary and background knowledge.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

●Students will gain a deeper understanding of academic essays, and will learn to write an effective argumentative essay that adheres to expected conventions.
●Students will acquire grammar and expressions which are more sophisticated and appropriate for academic essays.
●Students will practice skills to use information from outside sources (in-text citations and reference list entries) so that they can support their opinions more effectively in writing.
●Students will improve skills to edit their own writing through feedback from their instructor and peers.

before/after course of study:

As part of your preparation, you will be asked to read sections from the Student's Book & supplementary handouts, and watch on-demand lectures (ODLs) then complete ODL quizzes.

Estimated time for student preparation and review:
●30-60 minutes preparation
➢Approximately 30 minutes for each ODL (with 7 ODLs in the semester)
➢Approximately 30 minutes reading of the Student's Book before each class

●30-60 minutes review

Estimated time for completion of assessed assignments (including the time used in class):
●Assignment 2 (Source Integration Task): 45 minutes (submit in Lesson 6)
●Assignment 7 (Consolidation Task): 1 hour (submit in Lesson 14)

●Essay Assignment Tasks (20 hours in total):
Assignment 1 (Thesis Statement and Tentative Outline): 2-3 hours (submit before Lesson 5)
Assignment 3 (Essay Body Paragraphs 1 and 2: Argument Style): 3-5 hours (submit before Lesson 9)
Assignment 4 (Essay Body Paragraph 3: Counterargument Style): 2-4 hours (submit before Lesson 11)
Assignment 5 (Introductory and Concluding Paragraphs): 2-3 hours (submit in Lesson 12)
Assignment 6 (Editing your Academic Essay): 3—5 hours (submit before Lesson 14)

Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Introduction

Lesson content:
- Course explanation.
- Run through the Student's Guide.
- Academic writing: common types.
- Introduction of the essay topic.
- Topic familiarization.

Preparation for the next lesson:
- Read Unit 1, Part 1, Section 1 "Essay structure" (pp. 1-6).
- Read Unit 3, Part 1, Section 1 "An argumentative essay" (pp. 55-59) with special attention to the

model argumentative essay.
- Read Articles1 and 2 to get ideas for the Essay Assignment.

Vol. 2 Fundamentals

Lesson content:
- Organization: the argumentative essay.

Preparation for the next lesson:
- Read pp. 32—33 Finding sources, Plagiarism, Using outside sources.
- Read pg. 80 Support from outside sources.
- Read Articles 3 and 4 to get ideas for the Essay Assignment.

Vol. 3 Research and Reading

Lesson content:
- Identifying reliable sources.
- Reading and note-taking from sources: being efficient and effective.
- Avoiding plagiarism.

Preparation for the next lesson:
- Read pp. 7—8Writing a thesis statement.
- Read pp. 13—14Writing a topic sentence.
- Read pg. 21, pg. 67 Outlining an essay.
- Read remaining articles to get ideas for the Essay Assignment.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 4 Positions and Plans

Lesson content:
- Understanding a prompt.
- Choosing research-based arguments.
- Developing a thesis statement.
- Developing an outline.
- In-class writing: Assignment 1 Thesis Statement and Tentative Outline.

Preparation for the next lesson
- Read pp. 33—40Using outside sources in academic essays.
- Submit Assignment 1 before the next lesson.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 5 Integration I: Paraphrasing, Summarizing, and Quoting

Lesson content:
- The saliency of evidence.
- Paraphrasing and summarizing fundamentals.
- Integrating quotes.

Preparation for the next lesson:
- Read handout on APA-style.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Integration II: References and In-text Citations

Lesson content:
- APA-style fundamentals.
- Creating a reference list.
- Deriving citations from reference list entries.
- In-class writing: Assignment 2 Source Integration Task. Submit in-class.

Preparation for the next lesson:
- Read pp. 14—17Organizing supporting sentences.
- Read pp. 74—81Body paragraphs of an argumentative essay.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 7 Body Paragraphs: Argument-style I

Lesson content:
- Review sentence elements.
- WALTZ elements (claims → evidence → explanations) for an argumentative-style body paragraph.
- In-class writing: Assignment 3 Part 1 Argument-Type Body Paragraph

Preparation for the next lesson:
- Continue writing Assignment 3 Part 1 Argument-type body paragraphs.

Vol. 8 Body Paragraphs: Argument-style II

Lesson content:
- Peer feedback on Assignment 3 Part 1.
- In-class writing: Assignment 3 Part 2 Argument-Type Body Paragraph (cont.)

Preparation for the next lesson:
- Read pp. 60—61 Dealing with counterarguments.
- Read pp. 62—63 Presenting a strong rebuttal.
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 Part 1 & Part 2 before the next lesson.

Vol. 9 Body Paragraphs: Counterargument-Style I

Lesson content:
● Attacking an alternative argument.
● Elements: counterclaim → concession +refutation → rebuttal.
● WALTZ organization for counterargument-style body paragraphs.
Preparation for the next lesson:
● Review the elements of a counterargument-style body paragraph.
● Establish your counterargument controlling idea.
● Look through researched articles for supporting information options for both the counterargument element and the rebuttal element.

Vol.10 Body Paragraphs: Counterargument-Style II

Lesson content:
● In-class Writing: Assignment 4 Counterargument-Type Body Paragraph.
Preparation for the next lesson:
● Read pp. 7— 11The Introductory Paragraph.
● Read pg. 72 Introducing a counterargument (in an introductory paragraph).
● Read pp.18—21. The concluding paragraph.
● Submit Assignment 4 before the next lesson.
● Watch On-demand Lecture 6. Complete the Moodle quiz.

Vol.11 The Introductory and Concluding Paragraphs I

Lesson content:
● Introductory paragraph elements: Building sentences; Thesis statement integration.
● Concluding paragraph elements: Restating topic, position, and arguments; Closing with a final thought.
● In-class Writing: Assignment 5 Introductory and Paragraphs.
Preparation for the next lesson:
● Consider possible building sentence ideas for your introductory paragraph.
● Continue writing Assignment 5 Introductory and Concluding Paragraphs.

Vol.12 The Introductory and Concluding Paragraphs II

Lesson content:
● In-class Writing: Assignment 5 Introductory and Concluding Paragraphs.
● Submit Assignment 5 in-class.
Preparation for the next lesson:
● Read pp: 23—30Improving your work.
● Read pp. 86—88Revising an argumentative essay.
● Review instructor feedback on Assignments 3, 4, and 5.
● Watch On-demand Lecture 7. Complete the Moodle quiz.

Vol.13 Editing

Lesson content:
● Cohesion: signposting phrases; linking clauses (conjunctions, adverbs, etc.); linking elements (determiners, pronouns, etc.)
● Mechanics: punctuation and capitalization fundamentals; page layout.
● In-class Writing: Assignment 6 Editing your Academic Essay.
Preparation for the next lesson:
● Submit Assignment 6 before the next lesson.

Vol.14 Course Review

Lesson content: ● Review of writing skills.● In-class Writing: Assignment 7 Moodle Consolidation Quiz.

Language: English

Textbooks: Academic Writing Skills Student's Book 2 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2012)ISBN: 9781107621091

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

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Assignment 3 Essay Body Paragraphs 1 and 2: Argument Style (15%)
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Class Participation 20%
Preparation: ODL Quizzes (10%)
Participation (10%)

Others 20%
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Assignment 7 Consolidation Task: Moodle Quiz (10%)

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Note/URL:

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012600|08|210C012600[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 2 W208SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on gaining an in-depth understanding of the form and function of different academic essay genres; in particular, the argumentative essay. Emphasis is placed on writing effective thesis statements, introductions and conclusions, and on developing paragraphs. Students will also learn effective citation, paraphrasing and summarizing skills. The ability to write with increasingly greater grammatical complexity and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing style, vocabulary and background knowledge.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

●Students will gain a deeper understanding of academic essays, and will learn to write an effective argumentative essay that adheres to expected conventions.
●Students will acquire grammar and expressions which are more sophisticated and appropriate for academic essays.
●Students will practice skills to use information from outside sources (in-text citations and reference list entries) so that they can support their opinions more effectively in writing.
●Students will improve skills to edit their own writing through feedback from their instructor and peers.

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Estimated time for completion of assessed assignments (including the time used in class):
●Assignment 2 (Source Integration Task): 45 minutes (submit in Lesson 6)
●Assignment 7 (Consolidation Task): 1 hour (submit in Lesson 14)

●Essay Assignment Tasks (20 hours in total):
Assignment 1 (Thesis Statement and Tentative Outline): 2-3 hours (submit before Lesson 5)
Assignment 3 (Essay Body Paragraphs 1 and 2: Argument Style): 3-5 hours (submit before Lesson 9)
Assignment 4 (Essay Body Paragraph 3: Counterargument Style): 2-4 hours (submit before Lesson 11)
Assignment 5 (Introductory and Concluding Paragraphs): 2-3 hours (submit in Lesson 12)
Assignment 6 (Editing your Academic Essay): 3—5 hours (submit before Lesson 14)

Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Introduction

Lesson content:
- Course explanation.
- Run through the Student's Guide.
- Academic writing: common types.
- Introduction of the essay topic.
- Topic familiarization.

Preparation for the next lesson:
- Read Unit 1, Part 1, Section 1 "Essay structure" (pp. 1-6).
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model argumentative essay.
- Read Articles1 and 2 to get ideas for the Essay Assignment.

Vol. 2 Fundamentals

Lesson content:
- Organization: the argumentative essay.

Preparation for the next lesson:
- Read pp. 32—33 Finding sources, Plagiarism, Using outside sources.
- Read pg. 80 Support from outside sources.
- Read Articles 3 and 4 to get ideas for the Essay Assignment.

Vol. 3 Research and Reading

Lesson content:
- Identifying reliable sources.
- Reading and note-taking from sources: being efficient and effective.
- Avoiding plagiarism.

Preparation for the next lesson:
- Read pp. 7—8Writing a thesis statement.
- Read pp. 13—14Writing a topic sentence.
- Read pg. 21, pg. 67 Outlining an essay.
- Read remaining articles to get ideas for the Essay Assignment.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 4 Positions and Plans

Lesson content:
- Understanding a prompt.
- Choosing research-based arguments.
- Developing a thesis statement.
- Developing an outline.
- In-class writing: Assignment 1 Thesis Statement and Tentative Outline.

Preparation for the next lesson
- Read pp. 33—40Using outside sources in academic essays.
- Submit Assignment 1 before the next lesson.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 5 Integration I: Paraphrasing, Summarizing, and Quoting

Lesson content:
- The saliency of evidence.
- Paraphrasing and summarizing fundamentals.
- Integrating quotes.

Preparation for the next lesson:
- Read handout on APA-style.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Integration II: References and In-text Citations

Lesson content:
- APA-style fundamentals.
- Creating a reference list.
- Deriving citations from reference list entries.
- In-class writing: Assignment 2 Source Integration Task. Submit in-class.

Preparation for the next lesson:
- Read pp. 14—17Organizing supporting sentences.
- Read pp. 74—81Body paragraphs of an argumentative essay.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 7 Body Paragraphs: Argument-style I

Lesson content:
- Review sentence elements.
- WALTZ elements (claims → evidence → explanations) for an argumentative-style body paragraph.
- In-class writing: Assignment 3 Part 1 Argument-Type Body Paragraph

Preparation for the next lesson:
- Continue writing Assignment 3 Part 1 Argument-type body paragraphs.

Vol. 8 Body Paragraphs: Argument-style II

Lesson content:
- Peer feedback on Assignment 3 Part 1.
- In-class writing: Assignment 3 Part 2 Argument-Type Body Paragraph (cont.)

Preparation for the next lesson:
- Read pp. 60—61 Dealing with counterarguments.
- Read pp. 62—63 Presenting a strong rebuttal.
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 Part 1 & Part 2 before the next lesson.

Vol. 9 Body Paragraphs: Counterargument-Style I

Lesson content:
● Attacking an alternative argument.
● Elements: counterclaim → concession +refutation → rebuttal.
● WALTZ organization for counterargument-style body paragraphs.
Preparation for the next lesson:
● Review the elements of a counterargument-style body paragraph.
● Establish your counterargument controlling idea.
● Look through researched articles for supporting information options for both the counterargument element and the rebuttal element.

Vol.10 Body Paragraphs: Counterargument-Style II

Lesson content:
● In-class Writing: Assignment 4 Counterargument-Type Body Paragraph.
Preparation for the next lesson:
● Read pp. 7— 11The Introductory Paragraph.
● Read pg. 72 Introducing a counterargument (in an introductory paragraph).
● Read pp.18—21. The concluding paragraph.
● Submit Assignment 4 before the next lesson.
● Watch On-demand Lecture 6. Complete the Moodle quiz.

Vol.11 The Introductory and Concluding Paragraphs I

Lesson content:
● Introductory paragraph elements: Building sentences; Thesis statement integration.
● Concluding paragraph elements: Restating topic, position, and arguments; Closing with a final thought.
● In-class Writing: Assignment 5 Introductory and Paragraphs.
Preparation for the next lesson:
● Consider possible building sentence ideas for your introductory paragraph.
● Continue writing Assignment 5 Introductory and Concluding Paragraphs.

Vol.12 The Introductory and Concluding Paragraphs II

Lesson content:
● In-class Writing: Assignment 5 Introductory and Concluding Paragraphs.
● Submit Assignment 5 in-class.
Preparation for the next lesson:
● Read pp: 23—30Improving your work.
● Read pp. 86—88Revising an argumentative essay.
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Vol.13 Editing

Lesson content:
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Preparation for the next lesson:
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Vol.14 Course Review

Lesson content: ● Review of writing skills.● In-class Writing: Assignment 7 Moodle Consolidation Quiz.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012600|09|210C012600[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 2 W209SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
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Course Schedule Free-Text Entry:

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Course Schedule:

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Vol. 2 Fundamentals

Lesson content:
- Organization: the argumentative essay.

Preparation for the next lesson:
- Read pp. 32—33 Finding sources, Plagiarism, Using outside sources.
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Vol. 3 Research and Reading

Lesson content:
- Identifying reliable sources.
- Reading and note-taking from sources: being efficient and effective.
- Avoiding plagiarism.

Preparation for the next lesson:
- Read pp. 7—8Writing a thesis statement.
- Read pp. 13—14Writing a topic sentence.
- Read pg. 21, pg. 67 Outlining an essay.
- Read remaining articles to get ideas for the Essay Assignment.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 4 Positions and Plans

Lesson content:
- Understanding a prompt.
- Choosing research-based arguments.
- Developing a thesis statement.
- Developing an outline.
- In-class writing: Assignment 1 Thesis Statement and Tentative Outline.

Preparation for the next lesson
- Read pp. 33—40Using outside sources in academic essays.
- Submit Assignment 1 before the next lesson.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 5 Integration I: Paraphrasing, Summarizing, and Quoting

Lesson content:
- The saliency of evidence.
- Paraphrasing and summarizing fundamentals.
- Integrating quotes.

Preparation for the next lesson:
- Read handout on APA-style.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Integration II: References and In-text Citations

Lesson content:
- APA-style fundamentals.
- Creating a reference list.
- Deriving citations from reference list entries.
- In-class writing: Assignment 2 Source Integration Task. Submit in-class.

Preparation for the next lesson:
- Read pp. 14—17Organizing supporting sentences.
- Read pp. 74—81Body paragraphs of an argumentative essay.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 7 Body Paragraphs: Argument-style I

Lesson content:
- Review sentence elements.
- WALTZ elements (claims → evidence → explanations) for an argumentative-style body paragraph.
- In-class writing: Assignment 3 Part 1 Argument-Type Body Paragraph

Preparation for the next lesson:
- Continue writing Assignment 3 Part 1 Argument-type body paragraphs.

Vol. 8 Body Paragraphs: Argument-style II

Lesson content:
- Peer feedback on Assignment 3 Part 1.
- In-class writing: Assignment 3 Part 2 Argument-Type Body Paragraph (cont.)

Preparation for the next lesson:
- Read pp. 60—61 Dealing with counterarguments.
- Read pp. 62—63 Presenting a strong rebuttal.
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 Part 1 & Part 2 before the next lesson.

Vol. 9 Body Paragraphs: Counterargument-Style I

Lesson content:
● Attacking an alternative argument.
● Elements: counterclaim → concession +refutation → rebuttal.
● WALTZ organization for counterargument-style body paragraphs.
Preparation for the next lesson:
● Review the elements of a counterargument-style body paragraph.
● Establish your counterargument controlling idea.
● Look through researched articles for supporting information options for both the counterargument element and the rebuttal element.

Vol.10 Body Paragraphs: Counterargument-Style II

Lesson content:
● In-class Writing: Assignment 4 Counterargument-Type Body Paragraph.
Preparation for the next lesson:
● Read pp. 7— 11The Introductory Paragraph.
● Read pg. 72 Introducing a counterargument (in an introductory paragraph).
● Read pp.18—21. The concluding paragraph.
● Submit Assignment 4 before the next lesson.
● Watch On-demand Lecture 6. Complete the Moodle quiz.

Vol.11 The Introductory and Concluding Paragraphs I

Lesson content:
● Introductory paragraph elements: Building sentences; Thesis statement integration.
● Concluding paragraph elements: Restating topic, position, and arguments; Closing with a final thought.
● In-class Writing: Assignment 5 Introductory and Paragraphs.
Preparation for the next lesson:
● Consider possible building sentence ideas for your introductory paragraph.
● Continue writing Assignment 5 Introductory and Concluding Paragraphs.

Vol.12 The Introductory and Concluding Paragraphs II

Lesson content:
● In-class Writing: Assignment 5 Introductory and Concluding Paragraphs.
● Submit Assignment 5 in-class.
Preparation for the next lesson:
● Read pp: 23—30Improving your work.
● Read pp. 86—88Revising an argumentative essay.
● Review instructor feedback on Assignments 3, 4, and 5.
● Watch On-demand Lecture 7. Complete the Moodle quiz.

Vol.13 Editing

Lesson content:
● Cohesion: signposting phrases; linking clauses (conjunctions, adverbs, etc.); linking elements (determiners, pronouns, etc.)
● Mechanics: punctuation and capitalization fundamentals; page layout.
● In-class Writing: Assignment 6 Editing your Academic Essay.
Preparation for the next lesson:
● Submit Assignment 6 before the next lesson.

Vol.14 Course Review

Lesson content: ● Review of writing skills.● In-class Writing: Assignment 7 Moodle Consolidation Quiz.

Language: English

Textbooks: Academic Writing Skills Student's Book 2 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2012)ISBN: 9781107621091

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free-

Papers 60%
Assignment 1 Thesis Statement and Tentative Outline (10%)
Assignment 3 Essay Body Paragraphs 1 and 2: Argument Style (15%)
Assignment 4 Essay Body Paragraph 3: Counterargument Style (15%)
Assignment 5 Introductory and Concluding Paragraphs (10%)
Assignment 6 Editing your Academic Essay (final draft) (10%)

Class Participation 20%
Preparation: ODL Quizzes (10%)
Participation (10%)

Others 20%
Assignment 2 Source Integration Task (10%)
Assignment 7 Consolidation Task: Moodle Quiz (10%)

・Participation and Preparation: Students must attend a minimum of 10 lessons in order to pass the course. Failure to meet this requirement will result in automatic failure of the course.

・Regular attendance and active course participation are important. This includes class preparation, class discussions, writing, self- and peer-editing, and revising writing assignments.
・The preparation score of 10% comprises the highest six of seven scores in the ODL quizzes.
・The essay is written and assessed incrementally. Therefore, students are expected to submit all the assignments, and it is not possible to receive a full score if a student submits just the final essay.

Note/URL:

● Lessons are taught by assigned instructors under the guidance of the academic coordinators.
● The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012600|10|210C012600[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 2 W210SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on gaining an in-depth understanding of the form and function of different academic essay genres; in particular, the argumentative essay. Emphasis is placed on writing effective thesis statements, introductions and conclusions, and on developing paragraphs. Students will also learn effective citation, paraphrasing and summarizing skills. The ability to write with increasingly greater grammatical complexity and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing style, vocabulary and background knowledge.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

●Students will gain a deeper understanding of academic essays, and will learn to write an effective argumentative essay that adheres to expected conventions.
●Students will acquire grammar and expressions which are more sophisticated and appropriate for academic essays.
●Students will practice skills to use information from outside sources (in-text citations and reference list entries) so that they can support their opinions more effectively in writing.
●Students will improve skills to edit their own writing through feedback from their instructor and peers.

before/after course of study:

As part of your preparation, you will be asked to read sections from the Student's Book & supplementary handouts, and watch on-demand lectures (ODLs) then complete ODL quizzes.

Estimated time for student preparation and review:
●30-60 minutes preparation
➢Approximately 30 minutes for each ODL (with 7 ODLs in the semester)
➢Approximately 30 minutes reading of the Student's Book before each class

●30-60 minutes review

Estimated time for completion of assessed assignments (including the time used in class):
●Assignment 2 (Source Integration Task): 45 minutes (submit in Lesson 6)
●Assignment 7 (Consolidation Task): 1 hour (submit in Lesson 14)

●Essay Assignment Tasks (20 hours in total):
Assignment 1 (Thesis Statement and Tentative Outline): 2-3 hours (submit before Lesson 5)
Assignment 3 (Essay Body Paragraphs 1 and 2: Argument Style): 3-5 hours (submit before Lesson 9)
Assignment 4 (Essay Body Paragraph 3: Counterargument Style): 2-4 hours (submit before Lesson 11)
Assignment 5 (Introductory and Concluding Paragraphs): 2-3 hours (submit in Lesson 12)
Assignment 6 (Editing your Academic Essay): 3—5 hours (submit before Lesson 14)

Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Introduction

Lesson content:
- Course explanation.
- Run through the Student's Guide.
- Academic writing: common types.
- Introduction of the essay topic.
- Topic familiarization.

Preparation for the next lesson:
- Read Unit 1, Part 1, Section 1 "Essay structure" (pp. 1-6).
- Read Unit 3, Part 1, Section 1 "An argumentative essay" (pp. 55-59) with special attention to the

model argumentative essay.
- Read Articles1 and 2 to get ideas for the Essay Assignment.

Vol. 2 Fundamentals

Lesson content:
- Organization: the argumentative essay.

Preparation for the next lesson:
- Read pp. 32—33 Finding sources, Plagiarism, Using outside sources.
- Read pg. 80 Support from outside sources.
- Read Articles 3 and 4 to get ideas for the Essay Assignment.

Vol. 3 Research and Reading

Lesson content:
- Identifying reliable sources.
- Reading and note-taking from sources: being efficient and effective.
- Avoiding plagiarism.

Preparation for the next lesson:
- Read pp. 7—8Writing a thesis statement.
- Read pp. 13—14Writing a topic sentence.
- Read pg. 21, pg. 67 Outlining an essay.
- Read remaining articles to get ideas for the Essay Assignment.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 4 Positions and Plans

Lesson content:
- Understanding a prompt.
- Choosing research-based arguments.
- Developing a thesis statement.
- Developing an outline.
- In-class writing: Assignment 1 Thesis Statement and Tentative Outline.

Preparation for the next lesson
- Read pp. 33—40Using outside sources in academic essays.
- Submit Assignment 1 before the next lesson.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 5 Integration I: Paraphrasing, Summarizing, and Quoting

Lesson content:
- The saliency of evidence.
- Paraphrasing and summarizing fundamentals.
- Integrating quotes.

Preparation for the next lesson:
- Read handout on APA-style.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Integration II: References and In-text Citations

Lesson content:
- APA-style fundamentals.
- Creating a reference list.
- Deriving citations from reference list entries.
- In-class writing: Assignment 2 Source Integration Task. Submit in-class.

Preparation for the next lesson:
- Read pp. 14—17Organizing supporting sentences.
- Read pp. 74—81Body paragraphs of an argumentative essay.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 7 Body Paragraphs: Argument-style I

Lesson content:
- Review sentence elements.
- WALTZ elements (claims → evidence → explanations) for an argumentative-style body paragraph.
- In-class writing: Assignment 3 Part 1 Argument-Type Body Paragraph

Preparation for the next lesson:
- Continue writing Assignment 3 Part 1 Argument-type body paragraphs.

Vol. 8 Body Paragraphs: Argument-style II

Lesson content:
- Peer feedback on Assignment 3 Part 1.
- In-class writing: Assignment 3 Part 2 Argument-Type Body Paragraph (cont.)

Preparation for the next lesson:
- Read pp. 60—61 Dealing with counterarguments.
- Read pp. 62—63 Presenting a strong rebuttal.
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 Part 1 & Part 2 before the next lesson.

Vol. 9 Body Paragraphs: Counterargument-Style I

Lesson content:
● Attacking an alternative argument.
● Elements: counterclaim → concession +refutation → rebuttal.
● WALTZ organization for counterargument-style body paragraphs.
Preparation for the next lesson:
● Review the elements of a counterargument-style body paragraph.
● Establish your counterargument controlling idea.
● Look through researched articles for supporting information options for both the counterargument element and the rebuttal element.

Vol.10 Body Paragraphs: Counterargument-Style II

Lesson content:
● In-class Writing: Assignment 4 Counterargument-Type Body Paragraph.
Preparation for the next lesson:
● Read pp. 7— 11The Introductory Paragraph.
● Read pg. 72 Introducing a counterargument (in an introductory paragraph).
● Read pp.18—21. The concluding paragraph.
● Submit Assignment 4 before the next lesson.
● Watch On-demand Lecture 6. Complete the Moodle quiz.

Vol.11 The Introductory and Concluding Paragraphs I

Lesson content:
● Introductory paragraph elements: Building sentences; Thesis statement integration.
● Concluding paragraph elements: Restating topic, position, and arguments; Closing with a final thought.
● In-class Writing: Assignment 5 Introductory and Paragraphs.
Preparation for the next lesson:
● Consider possible building sentence ideas for your introductory paragraph.
● Continue writing Assignment 5 Introductory and Concluding Paragraphs.

Vol.12 The Introductory and Concluding Paragraphs II

Lesson content:
● In-class Writing: Assignment 5 Introductory and Concluding Paragraphs.
● Submit Assignment 5 in-class.
Preparation for the next lesson:
● Read pp: 23—30Improving your work.
● Read pp. 86—88Revising an argumentative essay.
● Review instructor feedback on Assignments 3, 4, and 5.
● Watch On-demand Lecture 7. Complete the Moodle quiz.

Vol.13 Editing

Lesson content:
● Cohesion: signposting phrases; linking clauses (conjunctions, adverbs, etc.); linking elements (determiners, pronouns, etc.)
● Mechanics: punctuation and capitalization fundamentals; page layout.
● In-class Writing: Assignment 6 Editing your Academic Essay.
Preparation for the next lesson:
● Submit Assignment 6 before the next lesson.

Vol.14 Course Review

Lesson content: ● Review of writing skills.● In-class Writing: Assignment 7 Moodle Consolidation Quiz.

Language: English

Textbooks: Academic Writing Skills Student's Book 2 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2012)ISBN: 9781107621091

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

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Papers 60%
Assignment 1 Thesis Statement and Tentative Outline (10%)
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Assignment 5 Introductory and Concluding Paragraphs (10%)
Assignment 6 Editing your Academic Essay (final draft) (10%)

Class Participation 20%
Preparation: ODL Quizzes (10%)
Participation (10%)

Others 20%
Assignment 2 Source Integration Task (10%)
Assignment 7 Consolidation Task: Moodle Quiz (10%)

・Participation and Preparation: Students must attend a minimum of 10 lessons in order to pass the course. Failure to meet this requirement will result in automatic failure of the course.

・Regular attendance and active course participation are important. This includes class preparation, class discussions, writing, self- and peer-editing, and revising writing assignments.
・The preparation score of 10% comprises the highest six of seven scores in the ODL quizzes.
・The essay is written and assessed incrementally. Therefore, students are expected to submit all the assignments, and it is not possible to receive a full score if a student submits just the final essay.

Note/URL:

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012600|11|210C012600[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 2 W211SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on gaining an in-depth understanding of the form and function of different academic essay genres; in particular, the argumentative essay. Emphasis is placed on writing effective thesis statements, introductions and conclusions, and on developing paragraphs. Students will also learn effective citation, paraphrasing and summarizing skills. The ability to write with increasingly greater grammatical complexity and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing style, vocabulary and background knowledge.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

●Students will gain a deeper understanding of academic essays, and will learn to write an effective argumentative essay that adheres to expected conventions.
●Students will acquire grammar and expressions which are more sophisticated and appropriate for academic essays.
●Students will practice skills to use information from outside sources (in-text citations and reference list entries) so that they can support their opinions more effectively in writing.
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●Assignment 7 (Consolidation Task): 1 hour (submit in Lesson 14)

●Essay Assignment Tasks (20 hours in total):
Assignment 1 (Thesis Statement and Tentative Outline): 2-3 hours (submit before Lesson 5)
Assignment 3 (Essay Body Paragraphs 1 and 2: Argument Style): 3-5 hours (submit before Lesson 9)
Assignment 4 (Essay Body Paragraph 3: Counterargument Style): 2-4 hours (submit before Lesson 11)
Assignment 5 (Introductory and Concluding Paragraphs): 2-3 hours (submit in Lesson 12)
Assignment 6 (Editing your Academic Essay): 3—5 hours (submit before Lesson 14)

Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Introduction

Lesson content:
- Course explanation.
- Run through the Student's Guide.
- Academic writing: common types.
- Introduction of the essay topic.
- Topic familiarization.

Preparation for the next lesson:
- Read Unit 1, Part 1, Section 1 "Essay structure" (pp. 1-6).
- Read Unit 3, Part 1, Section 1 "An argumentative essay" (pp. 55-59) with special attention to the

model argumentative essay.
- Read Articles1 and 2 to get ideas for the Essay Assignment.

Vol. 2 Fundamentals

Lesson content:
- Organization: the argumentative essay.

Preparation for the next lesson:
- Read pp. 32—33 Finding sources, Plagiarism, Using outside sources.
- Read pg. 80 Support from outside sources.
- Read Articles 3 and 4 to get ideas for the Essay Assignment.

Vol. 3 Research and Reading

Lesson content:
- Identifying reliable sources.
- Reading and note-taking from sources: being efficient and effective.
- Avoiding plagiarism.

Preparation for the next lesson:
- Read pp. 7—8Writing a thesis statement.
- Read pp. 13—14Writing a topic sentence.
- Read pg. 21, pg. 67 Outlining an essay.
- Read remaining articles to get ideas for the Essay Assignment.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 4 Positions and Plans

Lesson content:
- Understanding a prompt.
- Choosing research-based arguments.
- Developing a thesis statement.
- Developing an outline.
- In-class writing: Assignment 1 Thesis Statement and Tentative Outline.

Preparation for the next lesson
- Read pp. 33—40Using outside sources in academic essays.
- Submit Assignment 1 before the next lesson.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 5 Integration I: Paraphrasing, Summarizing, and Quoting

Lesson content:
- The saliency of evidence.
- Paraphrasing and summarizing fundamentals.
- Integrating quotes.

Preparation for the next lesson:
- Read handout on APA-style.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Integration II: References and In-text Citations

Lesson content:
- APA-style fundamentals.
- Creating a reference list.
- Deriving citations from reference list entries.
- In-class writing: Assignment 2 Source Integration Task. Submit in-class.

Preparation for the next lesson:
- Read pp. 14—17Organizing supporting sentences.
- Read pp. 74—81Body paragraphs of an argumentative essay.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 7 Body Paragraphs: Argument-style I

Lesson content:
- Review sentence elements.
- WALTZ elements (claims → evidence → explanations) for an argumentative-style body paragraph.
- In-class writing: Assignment 3 Part 1 Argument-Type Body Paragraph

Preparation for the next lesson:
- Continue writing Assignment 3 Part 1 Argument-type body paragraphs.

Vol. 8 Body Paragraphs: Argument-style II

Lesson content:
- Peer feedback on Assignment 3 Part 1.
- In-class writing: Assignment 3 Part 2 Argument-Type Body Paragraph (cont.)

Preparation for the next lesson:
- Read pp. 60—61 Dealing with counterarguments.
- Read pp. 62—63 Presenting a strong rebuttal.
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 Part 1 & Part 2 before the next lesson.

Vol. 9 Body Paragraphs: Counterargument-Style I

Lesson content:
● Attacking an alternative argument.
● Elements: counterclaim → concession +refutation → rebuttal.
● WALTZ organization for counterargument-style body paragraphs.
Preparation for the next lesson:
● Review the elements of a counterargument-style body paragraph.
● Establish your counterargument controlling idea.
● Look through researched articles for supporting information options for both the counterargument element and the rebuttal element.

Vol.10 Body Paragraphs: Counterargument-Style II

Lesson content:
● In-class Writing: Assignment 4 Counterargument-Type Body Paragraph.
Preparation for the next lesson:
● Read pp. 7— 11The Introductory Paragraph.
● Read pg. 72 Introducing a counterargument (in an introductory paragraph).
● Read pp.18—21. The concluding paragraph.
● Submit Assignment 4 before the next lesson.
● Watch On-demand Lecture 6. Complete the Moodle quiz.

Vol.11 The Introductory and Concluding Paragraphs I

Lesson content:
● Introductory paragraph elements: Building sentences; Thesis statement integration.
● Concluding paragraph elements: Restating topic, position, and arguments; Closing with a final thought.
● In-class Writing: Assignment 5 Introductory and Paragraphs.
Preparation for the next lesson:
● Consider possible building sentence ideas for your introductory paragraph.
● Continue writing Assignment 5 Introductory and Concluding Paragraphs.

Vol.12 The Introductory and Concluding Paragraphs II

Lesson content:
● In-class Writing: Assignment 5 Introductory and Concluding Paragraphs.
● Submit Assignment 5 in-class.
Preparation for the next lesson:
● Read pp: 23—30Improving your work.
● Read pp. 86—88Revising an argumentative essay.
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Vol.13 Editing

Lesson content:
● Cohesion: signposting phrases; linking clauses (conjunctions, adverbs, etc.); linking elements (determiners, pronouns, etc.)
● Mechanics: punctuation and capitalization fundamentals; page layout.
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Preparation for the next lesson:
● Submit Assignment 6 before the next lesson.

Vol.14 Course Review

Lesson content: ● Review of writing skills.● In-class Writing: Assignment 7 Moodle Consolidation Quiz.

Language: English

Textbooks: Academic Writing Skills Student's Book 2 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2012)ISBN: 9781107621091

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

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Others 20%
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・The essay is written and assessed incrementally. Therefore, students are expected to submit all the assignments, and it is not possible to receive a full score if a student submits just the final essay.

Note/URL:

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012600|12|210C012600[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 2 W212SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

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●Students will gain a deeper understanding of academic essays, and will learn to write an effective argumentative essay that adheres to expected conventions.
●Students will acquire grammar and expressions which are more sophisticated and appropriate for academic essays.
●Students will practice skills to use information from outside sources (in-text citations and reference list entries) so that they can support their opinions more effectively in writing.
●Students will improve skills to edit their own writing through feedback from their instructor and peers.

before/after course of study:

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Estimated time for student preparation and review:
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➢Approximately 30 minutes reading of the Student's Book before each class

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Estimated time for completion of assessed assignments (including the time used in class):
●Assignment 2 (Source Integration Task): 45 minutes (submit in Lesson 6)
●Assignment 7 (Consolidation Task): 1 hour (submit in Lesson 14)

●Essay Assignment Tasks (20 hours in total):
Assignment 1 (Thesis Statement and Tentative Outline): 2-3 hours (submit before Lesson 5)
Assignment 3 (Essay Body Paragraphs 1 and 2: Argument Style): 3-5 hours (submit before Lesson 9)
Assignment 4 (Essay Body Paragraph 3: Counterargument Style): 2-4 hours (submit before Lesson 11)
Assignment 5 (Introductory and Concluding Paragraphs): 2-3 hours (submit in Lesson 12)
Assignment 6 (Editing your Academic Essay): 3—5 hours (submit before Lesson 14)

Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Introduction

Lesson content:
- Course explanation.
- Run through the Student's Guide.
- Academic writing: common types.
- Introduction of the essay topic.
- Topic familiarization.

Preparation for the next lesson:
- Read Unit 1, Part 1, Section 1 "Essay structure" (pp. 1-6).
- Read Unit 3, Part 1, Section 1 "An argumentative essay" (pp. 55-59) with special attention to the

model argumentative essay.
- Read Articles1 and 2 to get ideas for the Essay Assignment.

Vol. 2 Fundamentals

Lesson content:
- Organization: the argumentative essay.

Preparation for the next lesson:
- Read pp. 32—33 Finding sources, Plagiarism, Using outside sources.
- Read pg. 80 Support from outside sources.
- Read Articles 3 and 4 to get ideas for the Essay Assignment.

Vol. 3 Research and Reading

Lesson content:
- Identifying reliable sources.
- Reading and note-taking from sources: being efficient and effective.
- Avoiding plagiarism.

Preparation for the next lesson:
- Read pp. 7—8Writing a thesis statement.
- Read pp. 13—14Writing a topic sentence.
- Read pg. 21, pg. 67 Outlining an essay.
- Read remaining articles to get ideas for the Essay Assignment.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 4 Positions and Plans

Lesson content:
- Understanding a prompt.
- Choosing research-based arguments.
- Developing a thesis statement.
- Developing an outline.
- In-class writing: Assignment 1 Thesis Statement and Tentative Outline.

Preparation for the next lesson
- Read pp. 33—40Using outside sources in academic essays.
- Submit Assignment 1 before the next lesson.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 5 Integration I: Paraphrasing, Summarizing, and Quoting

Lesson content:
- The saliency of evidence.
- Paraphrasing and summarizing fundamentals.
- Integrating quotes.

Preparation for the next lesson:
- Read handout on APA-style.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Integration II: References and In-text Citations

Lesson content:
- APA-style fundamentals.
- Creating a reference list.
- Deriving citations from reference list entries.
- In-class writing: Assignment 2 Source Integration Task. Submit in-class.

Preparation for the next lesson:
- Read pp. 14—17Organizing supporting sentences.
- Read pp. 74—81Body paragraphs of an argumentative essay.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 7 Body Paragraphs: Argument-style I

Lesson content:
- Review sentence elements.
- WALTZ elements (claims → evidence → explanations) for an argumentative-style body paragraph.
- In-class writing: Assignment 3 Part 1 Argument-Type Body Paragraph

Preparation for the next lesson:
- Continue writing Assignment 3 Part 1 Argument-type body paragraphs.

Vol. 8 Body Paragraphs: Argument-style II

Lesson content:
- Peer feedback on Assignment 3 Part 1.
- In-class writing: Assignment 3 Part 2 Argument-Type Body Paragraph (cont.)

Preparation for the next lesson:
- Read pp. 60—61 Dealing with counterarguments.
- Read pp. 62—63 Presenting a strong rebuttal.
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 Part 1 & Part 2 before the next lesson.

Vol. 9 Body Paragraphs: Counterargument-Style I

Lesson content:
● Attacking an alternative argument.
● Elements: counterclaim → concession +refutation → rebuttal.
● WALTZ organization for counterargument-style body paragraphs.
Preparation for the next lesson:
● Review the elements of a counterargument-style body paragraph.
● Establish your counterargument controlling idea.
● Look through researched articles for supporting information options for both the counterargument element and the rebuttal element.

Vol.10 Body Paragraphs: Counterargument-Style II

Lesson content:
● In-class Writing: Assignment 4 Counterargument-Type Body Paragraph.
Preparation for the next lesson:
● Read pp. 7— 11The Introductory Paragraph.
● Read pg. 72 Introducing a counterargument (in an introductory paragraph).
● Read pp.18—21. The concluding paragraph.
● Submit Assignment 4 before the next lesson.
● Watch On-demand Lecture 6. Complete the Moodle quiz.

Vol.11 The Introductory and Concluding Paragraphs I

Lesson content:
● Introductory paragraph elements: Building sentences; Thesis statement integration.
● Concluding paragraph elements: Restating topic, position, and arguments; Closing with a final thought.
● In-class Writing: Assignment 5 Introductory and Paragraphs.
Preparation for the next lesson:
● Consider possible building sentence ideas for your introductory paragraph.
● Continue writing Assignment 5 Introductory and Concluding Paragraphs.

Vol.12 The Introductory and Concluding Paragraphs II

Lesson content:
● In-class Writing: Assignment 5 Introductory and Concluding Paragraphs.
● Submit Assignment 5 in-class.
Preparation for the next lesson:
● Read pp: 23—30Improving your work.
● Read pp. 86—88Revising an argumentative essay.
● Review instructor feedback on Assignments 3, 4, and 5.
● Watch On-demand Lecture 7. Complete the Moodle quiz.

Vol.13 Editing

Lesson content:
● Cohesion: signposting phrases; linking clauses (conjunctions, adverbs, etc.); linking elements (determiners, pronouns, etc.)
● Mechanics: punctuation and capitalization fundamentals; page layout.
● In-class Writing: Assignment 6 Editing your Academic Essay.
Preparation for the next lesson:
● Submit Assignment 6 before the next lesson.

Vol.14 Course Review

Lesson content: ● Review of writing skills.● In-class Writing: Assignment 7 Moodle Consolidation Quiz.

Language: English

Textbooks: Academic Writing Skills Student's Book 2 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2012)ISBN: 9781107621091

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free-

Papers 60%
Assignment 1 Thesis Statement and Tentative Outline (10%)
Assignment 3 Essay Body Paragraphs 1 and 2: Argument Style (15%)
Assignment 4 Essay Body Paragraph 3: Counterargument Style (15%)
Assignment 5 Introductory and Concluding Paragraphs (10%)
Assignment 6 Editing your Academic Essay (final draft) (10%)

Class Participation 20%
Preparation: ODL Quizzes (10%)
Participation (10%)

Others 20%
Assignment 2 Source Integration Task (10%)
Assignment 7 Consolidation Task: Moodle Quiz (10%)

・Participation and Preparation: Students must attend a minimum of 10 lessons in order to pass the course. Failure to meet this requirement will result in automatic failure of the course.

・Regular attendance and active course participation are important. This includes class preparation, class discussions, writing, self- and peer-editing, and revising writing assignments.
・The preparation score of 10% comprises the highest six of seven scores in the ODL quizzes.
・The essay is written and assessed incrementally. Therefore, students are expected to submit all the assignments, and it is not possible to receive a full score if a student submits just the final essay.

Note/URL:

● Lessons are taught by assigned instructors under the guidance of the academic coordinators.
● The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012600|13|210C012600[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 2 W213SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on gaining an in-depth understanding of the form and function of different academic essay genres; in particular, the argumentative essay. Emphasis is placed on writing effective thesis statements, introductions and conclusions, and on developing paragraphs. Students will also learn effective citation, paraphrasing and summarizing skills. The ability to write with increasingly greater grammatical complexity and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing style, vocabulary and background knowledge.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

●Students will gain a deeper understanding of academic essays, and will learn to write an effective argumentative essay that adheres to expected conventions.
●Students will acquire grammar and expressions which are more sophisticated and appropriate for academic essays.
●Students will practice skills to use information from outside sources (in-text citations and reference list entries) so that they can support their opinions more effectively in writing.
●Students will improve skills to edit their own writing through feedback from their instructor and peers.

before/after course of study:

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Estimated time for completion of assessed assignments (including the time used in class):
●Assignment 2 (Source Integration Task): 45 minutes (submit in Lesson 6)
●Assignment 7 (Consolidation Task): 1 hour (submit in Lesson 14)

●Essay Assignment Tasks (20 hours in total):
Assignment 1 (Thesis Statement and Tentative Outline): 2-3 hours (submit before Lesson 5)
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Assignment 4 (Essay Body Paragraph 3: Counterargument Style): 2-4 hours (submit before Lesson 11)
Assignment 5 (Introductory and Concluding Paragraphs): 2-3 hours (submit in Lesson 12)
Assignment 6 (Editing your Academic Essay): 3—5 hours (submit before Lesson 14)

Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Introduction

Lesson content:
- Course explanation.
- Run through the Student's Guide.
- Academic writing: common types.
- Introduction of the essay topic.
- Topic familiarization.

Preparation for the next lesson:
- Read Unit 1, Part 1, Section 1 "Essay structure" (pp. 1-6).
- Read Unit 3, Part 1, Section 1 "An argumentative essay" (pp. 55-59) with special attention to the

model argumentative essay.
- Read Articles1 and 2 to get ideas for the Essay Assignment.

Vol. 2 Fundamentals

Lesson content:
- Organization: the argumentative essay.

Preparation for the next lesson:
- Read pp. 32—33 Finding sources, Plagiarism, Using outside sources.
- Read pg. 80 Support from outside sources.
- Read Articles 3 and 4 to get ideas for the Essay Assignment.

Vol. 3 Research and Reading

Lesson content:
- Identifying reliable sources.
- Reading and note-taking from sources: being efficient and effective.
- Avoiding plagiarism.

Preparation for the next lesson:
- Read pp. 7—8Writing a thesis statement.
- Read pp. 13—14Writing a topic sentence.
- Read pg. 21, pg. 67 Outlining an essay.
- Read remaining articles to get ideas for the Essay Assignment.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 4 Positions and Plans

Lesson content:
- Understanding a prompt.
- Choosing research-based arguments.
- Developing a thesis statement.
- Developing an outline.
- In-class writing: Assignment 1 Thesis Statement and Tentative Outline.

Preparation for the next lesson
- Read pp. 33—40Using outside sources in academic essays.
- Submit Assignment 1 before the next lesson.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 5 Integration I: Paraphrasing, Summarizing, and Quoting

Lesson content:
- The saliency of evidence.
- Paraphrasing and summarizing fundamentals.
- Integrating quotes.

Preparation for the next lesson:
- Read handout on APA-style.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Integration II: References and In-text Citations

Lesson content:
- APA-style fundamentals.
- Creating a reference list.
- Deriving citations from reference list entries.
- In-class writing: Assignment 2 Source Integration Task. Submit in-class.

Preparation for the next lesson:
- Read pp. 14—17Organizing supporting sentences.
- Read pp. 74—81Body paragraphs of an argumentative essay.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 7 Body Paragraphs: Argument-style I

Lesson content:
- Review sentence elements.
- WALTZ elements (claims → evidence → explanations) for an argumentative-style body paragraph.
- In-class writing: Assignment 3 Part 1 Argument-Type Body Paragraph

Preparation for the next lesson:
- Continue writing Assignment 3 Part 1 Argument-type body paragraphs.

Vol. 8 Body Paragraphs: Argument-style II

Lesson content:
- Peer feedback on Assignment 3 Part 1.
- In-class writing: Assignment 3 Part 2 Argument-Type Body Paragraph (cont.)

Preparation for the next lesson:
- Read pp. 60—61 Dealing with counterarguments.
- Read pp. 62—63 Presenting a strong rebuttal.
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 Part 1 & Part 2 before the next lesson.

Vol. 9 Body Paragraphs: Counterargument-Style I

Lesson content:
● Attacking an alternative argument.
● Elements: counterclaim → concession +refutation → rebuttal.
● WALTZ organization for counterargument-style body paragraphs.
Preparation for the next lesson:
● Review the elements of a counterargument-style body paragraph.
● Establish your counterargument controlling idea.
● Look through researched articles for supporting information options for both the counterargument element and the rebuttal element.

Vol.10 Body Paragraphs: Counterargument-Style II

Lesson content:
● In-class Writing: Assignment 4 Counterargument-Type Body Paragraph.
Preparation for the next lesson:
● Read pp. 7— 11The Introductory Paragraph.
● Read pg. 72 Introducing a counterargument (in an introductory paragraph).
● Read pp.18—21. The concluding paragraph.
● Submit Assignment 4 before the next lesson.
● Watch On-demand Lecture 6. Complete the Moodle quiz.

Vol.11 The Introductory and Concluding Paragraphs I

Lesson content:
● Introductory paragraph elements: Building sentences; Thesis statement integration.
● Concluding paragraph elements: Restating topic, position, and arguments; Closing with a final thought.
● In-class Writing: Assignment 5 Introductory and Paragraphs.
Preparation for the next lesson:
● Consider possible building sentence ideas for your introductory paragraph.
● Continue writing Assignment 5 Introductory and Concluding Paragraphs.

Vol.12 The Introductory and Concluding Paragraphs II

Lesson content:
● In-class Writing: Assignment 5 Introductory and Concluding Paragraphs.
● Submit Assignment 5 in-class.
Preparation for the next lesson:
● Read pp: 23—30Improving your work.
● Read pp. 86—88Revising an argumentative essay.
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Vol.13 Editing

Lesson content:
● Cohesion: signposting phrases; linking clauses (conjunctions, adverbs, etc.); linking elements (determiners, pronouns, etc.)
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Preparation for the next lesson:
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Vol.14 Course Review

Lesson content: ● Review of writing skills.● In-class Writing: Assignment 7 Moodle Consolidation Quiz.

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Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012600|14|210C012600[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 2 W214SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

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Objectives:

●Students will gain a deeper understanding of academic essays, and will learn to write an effective argumentative essay that adheres to expected conventions.
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Assignment 5 (Introductory and Concluding Paragraphs): 2-3 hours (submit in Lesson 12)
Assignment 6 (Editing your Academic Essay): 3—5 hours (submit before Lesson 14)

Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Introduction

Lesson content:
- Course explanation.
- Run through the Student's Guide.
- Academic writing: common types.
- Introduction of the essay topic.
- Topic familiarization.

Preparation for the next lesson:
- Read Unit 1, Part 1, Section 1 "Essay structure" (pp. 1-6).
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model argumentative essay.
- Read Articles1 and 2 to get ideas for the Essay Assignment.

Vol. 2 Fundamentals

Lesson content:
- Organization: the argumentative essay.

Preparation for the next lesson:
- Read pp. 32—33 Finding sources, Plagiarism, Using outside sources.
- Read pg. 80 Support from outside sources.
- Read Articles 3 and 4 to get ideas for the Essay Assignment.

Vol. 3 Research and Reading

Lesson content:
- Identifying reliable sources.
- Reading and note-taking from sources: being efficient and effective.
- Avoiding plagiarism.

Preparation for the next lesson:
- Read pp. 7—8Writing a thesis statement.
- Read pp. 13—14Writing a topic sentence.
- Read pg. 21, pg. 67 Outlining an essay.
- Read remaining articles to get ideas for the Essay Assignment.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 4 Positions and Plans

Lesson content:
- Understanding a prompt.
- Choosing research-based arguments.
- Developing a thesis statement.
- Developing an outline.
- In-class writing: Assignment 1 Thesis Statement and Tentative Outline.

Preparation for the next lesson
- Read pp. 33—40Using outside sources in academic essays.
- Submit Assignment 1 before the next lesson.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 5 Integration I: Paraphrasing, Summarizing, and Quoting

Lesson content:
- The saliency of evidence.
- Paraphrasing and summarizing fundamentals.
- Integrating quotes.

Preparation for the next lesson:
- Read handout on APA-style.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Integration II: References and In-text Citations

Lesson content:
- APA-style fundamentals.
- Creating a reference list.
- Deriving citations from reference list entries.
- In-class writing: Assignment 2 Source Integration Task. Submit in-class.

Preparation for the next lesson:
- Read pp. 14—17Organizing supporting sentences.
- Read pp. 74—81Body paragraphs of an argumentative essay.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 7 Body Paragraphs: Argument-style I

Lesson content:
- Review sentence elements.
- WALTZ elements (claims → evidence → explanations) for an argumentative-style body paragraph.
- In-class writing: Assignment 3 Part 1 Argument-Type Body Paragraph

Preparation for the next lesson:
- Continue writing Assignment 3 Part 1 Argument-type body paragraphs.

Vol. 8 Body Paragraphs: Argument-style II

Lesson content:
- Peer feedback on Assignment 3 Part 1.
- In-class writing: Assignment 3 Part 2 Argument-Type Body Paragraph (cont.)

Preparation for the next lesson:
- Read pp. 60—61 Dealing with counterarguments.
- Read pp. 62—63 Presenting a strong rebuttal.
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 Part 1 & Part 2 before the next lesson.

Vol. 9 Body Paragraphs: Counterargument-Style I

Lesson content:
● Attacking an alternative argument.
● Elements: counterclaim → concession +refutation → rebuttal.
● WALTZ organization for counterargument-style body paragraphs.
Preparation for the next lesson:
● Review the elements of a counterargument-style body paragraph.
● Establish your counterargument controlling idea.
● Look through researched articles for supporting information options for both the counterargument element and the rebuttal element.

Vol.10 Body Paragraphs: Counterargument-Style II

Lesson content:
● In-class Writing: Assignment 4 Counterargument-Type Body Paragraph.
Preparation for the next lesson:
● Read pp. 7— 11The Introductory Paragraph.
● Read pg. 72 Introducing a counterargument (in an introductory paragraph).
● Read pp.18—21. The concluding paragraph.
● Submit Assignment 4 before the next lesson.
● Watch On-demand Lecture 6. Complete the Moodle quiz.

Vol.11 The Introductory and Concluding Paragraphs I

Lesson content:
● Introductory paragraph elements: Building sentences; Thesis statement integration.
● Concluding paragraph elements: Restating topic, position, and arguments; Closing with a final thought.
● In-class Writing: Assignment 5 Introductory and Paragraphs.
Preparation for the next lesson:
● Consider possible building sentence ideas for your introductory paragraph.
● Continue writing Assignment 5 Introductory and Concluding Paragraphs.

Vol.12 The Introductory and Concluding Paragraphs II

Lesson content:
● In-class Writing: Assignment 5 Introductory and Concluding Paragraphs.
● Submit Assignment 5 in-class.
Preparation for the next lesson:
● Read pp: 23—30Improving your work.
● Read pp. 86—88Revising an argumentative essay.
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Vol.13 Editing

Lesson content:
● Cohesion: signposting phrases; linking clauses (conjunctions, adverbs, etc.); linking elements (determiners, pronouns, etc.)
● Mechanics: punctuation and capitalization fundamentals; page layout.
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Preparation for the next lesson:
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Vol.14 Course Review

Lesson content: ● Review of writing skills.● In-class Writing: Assignment 7 Moodle Consolidation Quiz.

Language: English

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Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

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Others 20%
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・Participation and Preparation: Students must attend a minimum of 10 lessons in order to pass the course. Failure to meet this requirement will result in automatic failure of the course.

・Regular attendance and active course participation are important. This includes class preparation, class discussions, writing, self- and peer-editing, and revising writing assignments.
・The preparation score of 10% comprises the highest six of seven scores in the ODL quizzes.
・The essay is written and assessed incrementally. Therefore, students are expected to submit all the assignments, and it is not possible to receive a full score if a student submits just the final essay.

Note/URL:

● Lessons are taught by assigned instructors under the guidance of the academic coordinators.
● The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

国際教養学部では以下リンクの通り、学修成果を定めています。
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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012600|51|210C012600[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 2 W201FA		
Instructor	MUEHLEISEN, Victoria L. others		
Term	fall semester	**Credits**	1
Day/Period	01:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on gaining an in-depth understanding of the form and function of different academic essay genres; in particular, the argumentative essay. Emphasis is placed on writing effective thesis statements, introductions and conclusions, and on developing paragraphs. Students will also learn effective citation, paraphrasing and summarizing skills. The ability to write with increasingly greater grammatical complexity and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing style, vocabulary and background knowledge.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

・Students will gain a deeper understanding of academic essays, and will learn to write an effective argumentative essay that adheres to expected conventions.
・Students will acquire grammar and expressions which are more sophisticated and appropriate for academic essays.
・Students will practice skills to use information from outside sources (in-text citations and reference list entries) so that they can support their opinions more effectively in writing.
・Students will improve skills to edit their own writing through feedback from their instructor and peers.

before/after course of study:

As part of your preparation, you will be asked to read sections from the Student's Book & supplementary handouts, and watch on-demand lectures (ODLs) then complete ODL quizzes.

Estimated time for student preparation and review:
● 30-60 minutes preparation
➢Approximately 30 minutes for each ODL (with 7 ODLs in the semester)
➢Approximately 30 minutes reading of the Student's Book before each class

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Estimated time for completion of assessed assignments (including the time used in class):
・Assignment 2 (Source Integration Task): 45 minutes (submit in Lesson 6)
・Assignment 7 (Consolidation Task): 1 hour (submit in Lesson 14)

●Essay Assignment Tasks (20 hours in total):
Assignment 1 (Thesis Statement and Tentative Outline): 2-3 hours (submit before Lesson 5)
Assignment 3 (Essay Body Paragraphs 1 and 2: Argument Style): 3-5 hours (submit before Lesson 9)
Assignment 4 (Essay Body Paragraph 3: Counterargument Style): 2-4 hours (submit before Lesson 11)
Assignment 5 (Introductory and Concluding Paragraphs): 2-3 hours (submit in Lesson 12)
Assignment 6 (Editing your Academic Essay): 3—5 hours (submit before Lesson 14)

Course Schedule Free-Text Entry:

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Course Schedule:

Course Introduction

Lesson content: ● Course explanation. ● Run through the Student's Guide. ● Academic writing: common types. ● Introduction of the essay topic. ● Topic familiarization. Preparation for the next lesson: ● Read Unit 1, Part 1, Section 1 "Essay structure" (pp. 1-6). ● Read Unit 3, Part 1, Section 1 "An argumentative essay" (pp. 55-59) with special attention to the model argumentative essay. ● Read Articles 1 and 2 to get ideas for the Essay Assignment.

Fundamentals

Lesson content: ● Organization: the argumentative essay. Preparation for the next lesson: ● Read pp. 32—33 Finding sources, Plagiarism, Using outside sources. ● Read pg. 80 Support from outside sources. ● Read Articles 3 and 4 to get ideas for the Essay Assignment.

Research and Reading

Lesson content: ● Identifying reliable sources. ● Reading and note-taking from sources: being efficient and effective. ● Avoiding plagiarism. Preparation for the next lesson: ● Read pp. 7—8 Writing a thesis statement. ● Read pp. 13—14 Writing a topic sentence. ● Read pg. 21, pg. 67 Outlining an essay. ● Read remaining articles to get ideas for the Essay Assignment. ● Watch On-demand Lecture 1. Complete the Moodle quiz.

Positions and Plans

Lesson content: ● Understanding a prompt. ● Choosing research-based arguments. ● Developing a thesis statement. ● Developing an outline. ● In-class writing: Assignment 1 Thesis Statement and Tentative Outline. Preparation for the next lesson ● Read pp. 33—40 Using outside sources in academic essays. ● Submit Assignment 1 before the next lesson. ● Watch On-demand Lecture 2. Complete the Moodle quiz.

Integration I: Paraphrasing, Summarizing, and Quoting

Lesson content: ● The saliency of evidence. ● Paraphrasing and summarizing fundamentals. ● Integrating quotes. Preparation for the next lesson: ● Read handout on APA-style. ● Watch On-demand Lecture 3. Complete the Moodle quiz.

Integration II: References and In-text Citations

Lesson content: ● APA-style fundamentals. ● Creating a reference list. ● Deriving citations from reference list entries. ● In-class writing: Assignment 2 Source Integration Task. Submit in-class. Preparation for the next lesson: ● Read pp. 14—17 Organizing supporting sentences. ● Read pp. 74—81 Body paragraphs of an argumentative essay. ● Watch On-demand Lecture 4. Complete the Moodle quiz.

Body Paragraphs: Argument-style I

Lesson content: ● Review sentence elements. ● WALTZ elements (claims → evidence → explanations) for an argumentative-style body paragraph. ● In-class writing: Assignment 3 Part 1 Argument-Type Body Paragraph Preparation for the next lesson: ● Continue writing Assignment 3 Part 1 Argument-type body paragraphs.

Body Paragraphs: Argument-style II

Lesson content: ● Peer feedback on Assignment 3 Part 1. ● In-class writing: Assignment 3 Part 2 Argument-Type Body Paragraph (cont.) Preparation for the next lesson: ● Read pp. 60—61 Dealing with counterarguments. ● Read pp. 62—63 Presenting a strong rebuttal. ● Watch On-demand Lecture 5. Complete the Moodle quiz. ● Submit Assignment 3 Part 1 & Part 2 before the next lesson.

Body Paragraphs: Counterargument-Style I

Lesson content: ● Attacking an alternative argument. ● Elements: counterclaim → concession + refutation → rebuttal. ● WALTZ organization for counterargument-style body paragraphs. Preparation for the next lesson: ● Review the elements of a counterargument-style body paragraph. ● Establish your counterargument controlling idea. ● Look through researched articles for supporting information options for both the counterargument element and the rebuttal element.

Body Paragraphs: Counterargument-Style II

Lesson content: ● In-class Writing: Assignment 4 Counterargument-Type Body Paragraph. Preparation for the next lesson: ● Read pp. 7—11 The Introductory Paragraph. ● Read pg. 72 Introducing a counterargument (in an introductory paragraph). ● Read pp. 18—21. The concluding paragraph. ● Submit Assignment 4 before the next lesson. ● Watch On-demand Lecture 6. Complete the Moodle quiz.

The Introductory and Concluding Paragraphs I

Lesson content: ● Introductory paragraph elements: Building sentences; Thesis statement integration. ● Concluding paragraph elements: Restating topic, position, and arguments; Closing with a final thought. ● In-class Writing: Assignment 5 Introductory and Paragraphs. Preparation for the next lesson: ● Consider possible building sentence ideas for your introductory paragraph. ● Continue writing Assignment 5 Introductory and Concluding Paragraphs.

The Introductory and Concluding Paragraphs II

Lesson content: ● In-class Writing: Assignment 5 Introductory and Concluding Paragraphs. ● Submit Assignment 5 in-class. Preparation for the next lesson: ● Read pp: 23—30 Improving your work. ● Read pp. 86—88 Revising an argumentative essay. ● Review instructor feedback on Assignments 3, 4, and 5. ● Watch On-demand Lecture 7. Complete the Moodle quiz.

Editing

Lesson content: ● Cohesion: signposting phrases; linking clauses (conjunctions, adverbs, etc.); linking elements (determiners, pronouns, etc.) ● Mechanics: punctuation and capitalization fundamentals; page layout. ● In-class Writing: Assignment 6 Editing your Academic Essay. Preparation for the next lesson: ● Submit Assignment 6 before the next lesson.

Course Review
Lesson content: ● Review of writing skills. ● In-class Writing: Assignment 7 Moodle Consolidation Task.

Language: English

Textbooks: Academic Writing Skills Student's Book 2 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2012)
ISBN: 9781107621091

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Exam 0%

Papers 60%
Assignment 1 Thesis Statement and Tentative Outline (10%)
Assignment 3 Essay Body Paragraphs 1 and 2: Argument Style (15%)
Assignment 4 Essay Body Paragraph 3: Counterargument Style (15%)
Assignment 5 Introductory and Concluding Paragraphs (10%)
Assignment 6 Editing your Academic Essay (final draft) (10%)

Class Participation 20%
Preparation: ODL Quizzes (10%)
Participation (10%)

Others 20%
Assignment 2 Source Integration Task (10%)
Assignment 7 Consolidation Task (10%)

・Participation and Preparation: Students must attend a minimum of 10 lessons in order to pass the course. Failure to meet this requirement will result in automatic failure of the course.
・Regular attendance and active course participation are important. This includes class preparation, class discussions, writing, self- and peer-editing, and revising writing assignments.
・The preparation score of 10% comprises the highest six of seven scores in the ODL quizzes.
・The essay is written and assessed incrementally. Therefore, students are expected to submit all the assignments and it is not possible to receive a full score if a student submits just the final essay.

Note/URL: Lessonsare taught by assigned instructors under the guidance of the academic coordinators.
The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012600|52|210C012600[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 2 W202FA		
Instructor	MUEHLEISEN, Victoria L. others		
Term	fall semester	**Credits**	1
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on gaining an in-depth understanding of the form and function of different academic essay genres; in particular, the argumentative essay. Emphasis is placed on writing effective thesis statements, introductions and conclusions, and on developing paragraphs. Students will also learn effective citation, paraphrasing and summarizing skills. The ability to write with increasingly greater grammatical complexity and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing style, vocabulary and background knowledge.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

・Students will gain a deeper understanding of academic essays, and will learn to write an effective argumentative essay that adheres to expected conventions.
・Students will acquire grammar and expressions which are more sophisticated and appropriate for academic essays.
・Students will practice skills to use information from outside sources (in-text citations and reference list entries) so that they can support their opinions more effectively in writing.
・Students will improve skills to edit their own writing through feedback from their instructor and peers.

before/after course of study:

As part of your preparation, you will be asked to read sections from the Student's Book & supplementary handouts, and watch on-demand lectures (ODLs) then complete ODL quizzes.

Estimated time for student preparation and review:
● 30-60 minutes preparation
➢Approximately 30 minutes for each ODL (with 7 ODLs in the semester)
➢Approximately 30 minutes reading of the Student's Book before each class

● 30-60 minutes review

Estimated time for completion of assessed assignments (including the time used in class):
・Assignment 2 (Source Integration Task): 45 minutes (submit in Lesson 6)
・Assignment 7 (Consolidation Task): 1 hour (submit in Lesson 14)

●Essay Assignment Tasks (20 hours in total):
Assignment 1 (Thesis Statement and Tentative Outline): 2-3 hours (submit before Lesson 5)
Assignment 3 (Essay Body Paragraphs 1 and 2: Argument Style): 3-5 hours (submit before Lesson 9)
Assignment 4 (Essay Body Paragraph 3: Counterargument Style): 2-4 hours (submit before Lesson 11)
Assignment 5 (Introductory and Concluding Paragraphs): 2-3 hours (submit in Lesson 12)
Assignment 6 (Editing your Academic Essay): 3—5 hours (submit before Lesson 14)

Course Schedule Free-Text Entry:

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Course Schedule:

Course Introduction

Lesson content: ● Course explanation. ● Run through the Student's Guide. ● Academic writing: common types. ● Introduction of the essay topic. ● Topic familiarization. Preparation for the next lesson: ● Read Unit 1, Part 1, Section 1 "Essay structure" (pp. 1-6). ● Read Unit 3, Part 1, Section 1 "An argumentative essay" (pp. 55-59) with special attention to the model argumentative essay. ● Read Articles 1 and 2 to get ideas for the Essay Assignment.

Fundamentals

Lesson content: ● Organization: the argumentative essay. Preparation for the next lesson: ● Read pp. 32—33 Finding sources, Plagiarism, Using outside sources. ● Read pg. 80 Support from outside sources. ● Read Articles 3 and 4 to get ideas for the Essay Assignment.

Research and Reading

Lesson content: ● Identifying reliable sources. ● Reading and note-taking from sources: being efficient and effective. ● Avoiding plagiarism. Preparation for the next lesson: ● Read pp. 7—8 Writing a thesis statement. ● Read pp. 13—14 Writing a topic sentence. ● Read pg. 21, pg. 67 Outlining an essay. ● Read remaining articles to get ideas for the Essay Assignment. ● Watch On-demand Lecture 1. Complete the Moodle quiz.

Positions and Plans

Lesson content: ● Understanding a prompt. ● Choosing research-based arguments. ● Developing a thesis statement. ● Developing an outline. ● In-class writing: Assignment 1 Thesis Statement and Tentative Outline. Preparation for the next lesson ● Read pp. 33—40 Using outside sources in academic essays. ● Submit Assignment 1 before the next lesson. ● Watch On-demand Lecture 2. Complete the Moodle quiz.

Integration I: Paraphrasing, Summarizing, and Quoting

Lesson content: ● The saliency of evidence. ● Paraphrasing and summarizing fundamentals. ● Integrating quotes. Preparation for the next lesson: ● Read handout on APA-style. ● Watch On-demand Lecture 3. Complete the Moodle quiz.

Integration II: References and In-text Citations

Lesson content: ● APA-style fundamentals. ● Creating a reference list. ● Deriving citations from reference list entries. ● In-class writing: Assignment 2 Source Integration Task. Submit in-class. Preparation for the next lesson: ● Read pp. 14—17 Organizing supporting sentences. ● Read pp. 74—81 Body paragraphs of an argumentative essay. ● Watch On-demand Lecture 4. Complete the Moodle quiz.

Body Paragraphs: Argument-style I

Lesson content: ● Review sentence elements. ● WALTZ elements (claims → evidence → explanations) for an argumentative-style body paragraph. ● In-class writing: Assignment 3 Part 1 Argument-Type Body Paragraph Preparation for the next lesson: ● Continue writing Assignment 3 Part 1 Argument-type body paragraphs.

Body Paragraphs: Argument-style II

Lesson content: ● Peer feedback on Assignment 3 Part 1. ● In-class writing: Assignment 3 Part 2 Argument-Type Body Paragraph (cont.) Preparation for the next lesson: ● Read pp. 60—61 Dealing with counterarguments. ● Read pp. 62—63 Presenting a strong rebuttal. ● Watch On-demand Lecture 5. Complete the Moodle quiz. ● Submit Assignment 3 Part 1 & Part 2 before the next lesson.

Body Paragraphs: Counterargument-Style I

Lesson content: ● Attacking an alternative argument. ● Elements: counterclaim → concession + refutation → rebuttal. ● WALTZ organization for counterargument-style body paragraphs. Preparation for the next lesson: ● Review the elements of a counterargument-style body paragraph. ● Establish your counterargument controlling idea. ● Look through researched articles for supporting information options for both the counterargument element and the rebuttal element.

Body Paragraphs: Counterargument-Style II

Lesson content: ● In-class Writing: Assignment 4 Counterargument-Type Body Paragraph. Preparation for the next lesson: ● Read pp. 7—11 The Introductory Paragraph. ● Read pg. 72 Introducing a counterargument (in an introductory paragraph). ● Read pp. 18—21. The concluding paragraph. ● Submit Assignment 4 before the next lesson. ● Watch On-demand Lecture 6. Complete the Moodle quiz.

The Introductory and Concluding Paragraphs I

Lesson content: ● Introductory paragraph elements: Building sentences; Thesis statement integration. ● Concluding paragraph elements: Restating topic, position, and arguments; Closing with a final thought. ● In-class Writing: Assignment 5 Introductory and Paragraphs. Preparation for the next lesson: ● Consider possible building sentence ideas for your introductory paragraph. ● Continue writing Assignment 5 Introductory and Concluding Paragraphs.

The Introductory and Concluding Paragraphs II

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Lesson content: ● Cohesion: signposting phrases; linking clauses (conjunctions, adverbs, etc.); linking elements (determiners, pronouns, etc.) ● Mechanics: punctuation and capitalization fundamentals; page layout. ● In-class Writing: Assignment 6 Editing your Academic Essay. Preparation for the next lesson: ● Submit Assignment 6 before the next lesson.

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Lesson content: ● Review of writing skills. ● In-class Writing: Assignment 7 Moodle Consolidation Task.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012600|53|210C012600[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 2 W203FA		
Instructor	MUEHLEISEN, Victoria L. others		
Term	fall semester	**Credits**	1
Day/Period	01:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
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Assignment 5 (Introductory and Concluding Paragraphs): 2-3 hours (submit in Lesson 12)
Assignment 6 (Editing your Academic Essay): 3—5 hours (submit before Lesson 14)

Course Schedule Free-Text Entry:

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Course Schedule:

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Fundamentals

Lesson content: ● Organization: the argumentative essay. Preparation for the next lesson: ● Read pp. 32—33 Finding sources, Plagiarism, Using outside sources. ● Read pg. 80 Support from outside sources. ● Read Articles 3 and 4 to get ideas for the Essay Assignment.

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Lesson content: ● Identifying reliable sources. ● Reading and note-taking from sources: being efficient and effective. ● Avoiding plagiarism. Preparation for the next lesson: ● Read pp. 7—8 Writing a thesis statement. ● Read pp. 13—14 Writing a topic sentence. ● Read pg. 21, pg. 67 Outlining an essay. ● Read remaining articles to get ideas for the Essay Assignment. ● Watch On-demand Lecture 1. Complete the Moodle quiz.

Positions and Plans

Lesson content: ● Understanding a prompt. ● Choosing research-based arguments. ● Developing a thesis statement. ● Developing an outline. ● In-class writing: Assignment 1 Thesis Statement and Tentative Outline. Preparation for the next lesson ● Read pp. 33—40 Using outside sources in academic essays. ● Submit Assignment 1 before the next lesson. ● Watch On-demand Lecture 2. Complete the Moodle quiz.

Integration I: Paraphrasing, Summarizing, and Quoting

Lesson content: ● The saliency of evidence. ● Paraphrasing and summarizing fundamentals. ● Integrating quotes. Preparation for the next lesson: ● Read handout on APA-style. ● Watch On-demand Lecture 3. Complete the Moodle quiz.

Integration II: References and In-text Citations

Lesson content: ● APA-style fundamentals. ● Creating a reference list. ● Deriving citations from reference list entries. ● In-class writing: Assignment 2 Source Integration Task. Submit in-class. Preparation for the next lesson: ● Read pp. 14—17 Organizing supporting sentences. ● Read pp. 74—81 Body paragraphs of an argumentative essay. ● Watch On-demand Lecture 4. Complete the Moodle quiz.

Body Paragraphs: Argument-style I

Lesson content: ● Review sentence elements. ● WALTZ elements (claims → evidence → explanations) for an argumentative-style body paragraph. ● In-class writing: Assignment 3 Part 1 Argument-Type Body Paragraph Preparation for the next lesson: ● Continue writing Assignment 3 Part 1 Argument-type body paragraphs.

Body Paragraphs: Argument-style II

Lesson content: ● Peer feedback on Assignment 3 Part 1. ● In-class writing: Assignment 3 Part 2 Argument-Type Body Paragraph (cont.) Preparation for the next lesson: ● Read pp. 60—61 Dealing with counterarguments. ● Read pp. 62—63 Presenting a strong rebuttal. ● Watch On-demand Lecture 5. Complete the Moodle quiz. ● Submit Assignment 3 Part 1 & Part 2 before the next lesson.

Body Paragraphs: Counterargument-Style I

Lesson content: ● Attacking an alternative argument. ● Elements: counterclaim → concession + refutation → rebuttal. ● WALTZ organization for counterargument-style body paragraphs. Preparation for the next lesson: ● Review the elements of a counterargument-style body paragraph. ● Establish your counterargument controlling idea. ● Look through researched articles for supporting information options for both the counterargument element and the rebuttal element.

Body Paragraphs: Counterargument-Style II

Lesson content: ● In-class Writing: Assignment 4 Counterargument-Type Body Paragraph. Preparation for the next lesson: ● Read pp. 7—11 The Introductory Paragraph. ● Read pg. 72 Introducing a counterargument (in an introductory paragraph). ● Read pp. 18—21. The concluding paragraph. ● Submit Assignment 4 before the next lesson. ● Watch On-demand Lecture 6. Complete the Moodle quiz.

The Introductory and Concluding Paragraphs I

Lesson content: ● Introductory paragraph elements: Building sentences; Thesis statement integration. ● Concluding paragraph elements: Restating topic, position, and arguments; Closing with a final thought. ● In-class Writing: Assignment 5 Introductory and Paragraphs. Preparation for the next lesson: ● Consider possible building sentence ideas for your introductory paragraph. ● Continue writing Assignment 5 Introductory and Concluding Paragraphs.

The Introductory and Concluding Paragraphs II

Lesson content: ● In-class Writing: Assignment 5 Introductory and Concluding Paragraphs. ● Submit Assignment 5 in-class. Preparation for the next lesson: ● Read pp: 23—30 Improving your work. ● Read pp. 86—88 Revising an argumentative essay. ● Review instructor feedback on Assignments 3, 4, and 5. ● Watch On-demand Lecture 7. Complete the Moodle quiz.

Editing

Lesson content: ● Cohesion: signposting phrases; linking clauses (conjunctions, adverbs, etc.); linking elements (determiners, pronouns, etc.) ● Mechanics: punctuation and capitalization fundamentals; page layout. ● In-class Writing: Assignment 6 Editing your Academic Essay. Preparation for the next lesson: ● Submit Assignment 6 before the next lesson.

Course Review
Lesson content: ● Review of writing skills. ● In-class Writing: Assignment 7 Moodle Consolidation Task.

Language: English

Textbooks: Academic Writing Skills Student's Book 2 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2012)
ISBN: 9781107621091

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Exam 0%

Papers 60%
Assignment 1 Thesis Statement and Tentative Outline (10%)
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Assignment 5 Introductory and Concluding Paragraphs (10%)
Assignment 6 Editing your Academic Essay (final draft) (10%)

Class Participation 20%
Preparation: ODL Quizzes (10%)
Participation (10%)

Others 20%
Assignment 2 Source Integration Task (10%)
Assignment 7 Consolidation Task (10%)

・Participation and Preparation: Students must attend a minimum of 10 lessons in order to pass the course. Failure to meet this requirement will result in automatic failure of the course.
・Regular attendance and active course participation are important. This includes class preparation, class discussions, writing, self- and peer-editing, and revising writing assignments.
・The preparation score of 10% comprises the highest six of seven scores in the ODL quizzes.
・The essay is written and assessed incrementally. Therefore, students are expected to submit all the assignments and it is not possible to receive a full score if a student submits just the final essay.

Note/URL: Lessonsare taught by assigned instructors under the guidance of the academic coordinators.
The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012600|54|210C012600[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 2 W204FA		
Instructor	MUEHLEISEN, Victoria L. others		
Term	fall semester	**Credits**	1
Day/Period	01:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on gaining an in-depth understanding of the form and function of different academic essay genres; in particular, the argumentative essay. Emphasis is placed on writing effective thesis statements, introductions and conclusions, and on developing paragraphs. Students will also learn effective citation, paraphrasing and summarizing skills. The ability to write with increasingly greater grammatical complexity and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing style, vocabulary and background knowledge.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

・Students will gain a deeper understanding of academic essays, and will learn to write an effective argumentative essay that adheres to expected conventions.
・Students will acquire grammar and expressions which are more sophisticated and appropriate for academic essays.
・Students will practice skills to use information from outside sources (in-text citations and reference list entries) so that they can support their opinions more effectively in writing.
・Students will improve skills to edit their own writing through feedback from their instructor and peers.

before/after course of study:

As part of your preparation, you will be asked to read sections from the Student's Book & supplementary handouts, and watch on-demand lectures (ODLs) then complete ODL quizzes.

Estimated time for student preparation and review:
● 30-60 minutes preparation
➢Approximately 30 minutes for each ODL (with 7 ODLs in the semester)
➢Approximately 30 minutes reading of the Student's Book before each class

● 30-60 minutes review

Estimated time for completion of assessed assignments (including the time used in class):
・Assignment 2 (Source Integration Task): 45 minutes (submit in Lesson 6)
・Assignment 7 (Consolidation Task): 1 hour (submit in Lesson 14)

●Essay Assignment Tasks (20 hours in total):
Assignment 1 (Thesis Statement and Tentative Outline): 2-3 hours (submit before Lesson 5)
Assignment 3 (Essay Body Paragraphs 1 and 2: Argument Style): 3-5 hours (submit before Lesson 9)
Assignment 4 (Essay Body Paragraph 3: Counterargument Style): 2-4 hours (submit before Lesson 11)
Assignment 5 (Introductory and Concluding Paragraphs): 2-3 hours (submit in Lesson 12)
Assignment 6 (Editing your Academic Essay): 3—5 hours (submit before Lesson 14)

Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Course Introduction

Lesson content: ● Course explanation. ● Run through the Student's Guide. ● Academic writing: common types. ● Introduction of the essay topic. ● Topic familiarization. Preparation for the next lesson: ● Read Unit 1, Part 1, Section 1 "Essay structure" (pp. 1-6). ● Read Unit 3, Part 1, Section 1 "An argumentative essay" (pp. 55-59) with special attention to the model argumentative essay. ● Read Articles 1 and 2 to get ideas for the Essay Assignment.

Fundamentals

Lesson content: ● Organization: the argumentative essay. Preparation for the next lesson: ● Read pp. 32—33 Finding sources, Plagiarism, Using outside sources. ● Read pg. 80 Support from outside sources. ● Read Articles 3 and 4 to get ideas for the Essay Assignment.

Research and Reading

Lesson content: ● Identifying reliable sources. ● Reading and note-taking from sources: being efficient and effective. ● Avoiding plagiarism. Preparation for the next lesson: ● Read pp. 7—8 Writing a thesis statement. ● Read pp. 13—14 Writing a topic sentence. ● Read pg. 21, pg. 67 Outlining an essay. ● Read remaining articles to get ideas for the Essay Assignment. ● Watch On-demand Lecture 1. Complete the Moodle quiz.

Positions and Plans

Lesson content: ● Understanding a prompt. ● Choosing research-based arguments. ● Developing a thesis statement. ● Developing an outline. ● In-class writing: Assignment 1 Thesis Statement and Tentative Outline. Preparation for the next lesson ● Read pp. 33—40 Using outside sources in academic essays. ● Submit Assignment 1 before the next lesson. ● Watch On-demand Lecture 2. Complete the Moodle quiz.

Integration I: Paraphrasing, Summarizing, and Quoting

Lesson content: ● The saliency of evidence. ● Paraphrasing and summarizing fundamentals. ● Integrating quotes. Preparation for the next lesson: ● Read handout on APA-style. ● Watch On-demand Lecture 3. Complete the Moodle quiz.

Integration II: References and In-text Citations

Lesson content: ● APA-style fundamentals. ● Creating a reference list. ● Deriving citations from reference list entries. ● In-class writing: Assignment 2 Source Integration Task. Submit in-class. Preparation for the next lesson: ● Read pp. 14—17 Organizing supporting sentences. ● Read pp. 74—81 Body paragraphs of an argumentative essay. ● Watch On-demand Lecture 4. Complete the Moodle quiz.

Body Paragraphs: Argument-style I

Lesson content: ● Review sentence elements. ● WALTZ elements (claims → evidence → explanations) for an argumentative-style body paragraph. ● In-class writing: Assignment 3 Part 1 Argument-Type Body Paragraph Preparation for the next lesson: ● Continue writing Assignment 3 Part 1 Argument-type body paragraphs.

Body Paragraphs: Argument-style II

Lesson content: ● Peer feedback on Assignment 3 Part 1. ● In-class writing: Assignment 3 Part 2 Argument-Type Body Paragraph (cont.) Preparation for the next lesson: ● Read pp. 60—61 Dealing with counterarguments. ● Read pp. 62—63 Presenting a strong rebuttal. ● Watch On-demand Lecture 5. Complete the Moodle quiz. ● Submit Assignment 3 Part 1 & Part 2 before the next lesson.

Body Paragraphs: Counterargument-Style I

Lesson content: ● Attacking an alternative argument. ● Elements: counterclaim → concession + refutation → rebuttal. ● WALTZ organization for counterargument-style body paragraphs. Preparation for the next lesson: ● Review the elements of a counterargument-style body paragraph. ● Establish your counterargument controlling idea. ● Look through researched articles for supporting information options for both the counterargument element and the rebuttal element.

Body Paragraphs: Counterargument-Style II

Lesson content: ● In-class Writing: Assignment 4 Counterargument-Type Body Paragraph. Preparation for the next lesson: ● Read pp. 7—11 The Introductory Paragraph. ● Read pg. 72 Introducing a counterargument (in an introductory paragraph). ● Read pp. 18—21. The concluding paragraph. ● Submit Assignment 4 before the next lesson. ● Watch On-demand Lecture 6. Complete the Moodle quiz.

The Introductory and Concluding Paragraphs I

Lesson content: ● Introductory paragraph elements: Building sentences; Thesis statement integration. ● Concluding paragraph elements: Restating topic, position, and arguments; Closing with a final thought. ● In-class Writing: Assignment 5 Introductory and Paragraphs. Preparation for the next lesson: ● Consider possible building sentence ideas for your introductory paragraph. ● Continue writing Assignment 5 Introductory and Concluding Paragraphs.

The Introductory and Concluding Paragraphs II

Lesson content: ● In-class Writing: Assignment 5 Introductory and Concluding Paragraphs. ● Submit Assignment 5 in-class. Preparation for the next lesson: ● Read pp: 23—30 Improving your work. ● Read pp. 86—88 Revising an argumentative essay. ● Review instructor feedback on Assignments 3, 4, and 5. ● Watch On-demand Lecture 7. Complete the Moodle quiz.

Editing

Lesson content: ● Cohesion: signposting phrases; linking clauses (conjunctions, adverbs, etc.); linking elements (determiners, pronouns, etc.) ● Mechanics: punctuation and capitalization fundamentals; page layout. ● In-class Writing: Assignment 6 Editing your Academic Essay. Preparation for the next lesson: ● Submit Assignment 6 before the next lesson.

Course Review
Lesson content: ● Review of writing skills. ● In-class Writing: Assignment 7 Moodle Consolidation Task.

Language: English

Textbooks: Academic Writing Skills Student's Book 2 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2012)
ISBN: 9781107621091

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Exam 0%

Papers 60%
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Class Participation 20%
Preparation: ODL Quizzes (10%)
Participation (10%)

Others 20%
Assignment 2 Source Integration Task (10%)
Assignment 7 Consolidation Task (10%)

・Participation and Preparation: Students must attend a minimum of 10 lessons in order to pass the course. Failure to meet this requirement will result in automatic failure of the course.
・Regular attendance and active course participation are important. This includes class preparation, class discussions, writing, self- and peer-editing, and revising writing assignments.
・The preparation score of 10% comprises the highest six of seven scores in the ODL quizzes.
・The essay is written and assessed incrementally. Therefore, students are expected to submit all the assignments and it is not possible to receive a full score if a student submits just the final essay.

Note/URL: Lessonsare taught by assigned instructors under the guidance of the academic coordinators.
The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012600|55|210C012600[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 2 W205FA		
Instructor	MUEHLEISEN, Victoria L. others		
Term	fall semester	**Credits**	1
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on gaining an in-depth understanding of the form and function of different academic essay genres; in particular, the argumentative essay. Emphasis is placed on writing effective thesis statements, introductions and conclusions, and on developing paragraphs. Students will also learn effective citation, paraphrasing and summarizing skills. The ability to write with increasingly greater grammatical complexity and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing style, vocabulary and background knowledge.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

・Students will gain a deeper understanding of academic essays, and will learn to write an effective argumentative essay that adheres to expected conventions.
・Students will acquire grammar and expressions which are more sophisticated and appropriate for academic essays.
・Students will practice skills to use information from outside sources (in-text citations and reference list entries) so that they can support their opinions more effectively in writing.
・Students will improve skills to edit their own writing through feedback from their instructor and peers.

before/after course of study:

As part of your preparation, you will be asked to read sections from the Student's Book & supplementary handouts, and watch on-demand lectures (ODLs) then complete ODL quizzes.

Estimated time for student preparation and review:
● 30-60 minutes preparation
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● 30-60 minutes review

Estimated time for completion of assessed assignments (including the time used in class):
・Assignment 2 (Source Integration Task): 45 minutes (submit in Lesson 6)
・Assignment 7 (Consolidation Task): 1 hour (submit in Lesson 14)

●Essay Assignment Tasks (20 hours in total):
Assignment 1 (Thesis Statement and Tentative Outline): 2-3 hours (submit before Lesson 5)
Assignment 3 (Essay Body Paragraphs 1 and 2: Argument Style): 3-5 hours (submit before Lesson 9)
Assignment 4 (Essay Body Paragraph 3: Counterargument Style): 2-4 hours (submit before Lesson 11)
Assignment 5 (Introductory and Concluding Paragraphs): 2-3 hours (submit in Lesson 12)
Assignment 6 (Editing your Academic Essay): 3—5 hours (submit before Lesson 14)

Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Course Introduction

Lesson content: ● Course explanation. ● Run through the Student's Guide. ● Academic writing: common types. ● Introduction of the essay topic. ● Topic familiarization. Preparation for the next lesson: ● Read Unit 1, Part 1, Section 1 "Essay structure" (pp. 1-6). ● Read Unit 3, Part 1, Section 1 "An argumentative essay" (pp. 55-59) with special attention to the model argumentative essay. ● Read Articles 1 and 2 to get ideas for the Essay Assignment.

Fundamentals

Lesson content: ● Organization: the argumentative essay. Preparation for the next lesson: ● Read pp. 32—33 Finding sources, Plagiarism, Using outside sources. ● Read pg. 80 Support from outside sources. ● Read Articles 3 and 4 to get ideas for the Essay Assignment.

Research and Reading

Lesson content: ● Identifying reliable sources. ● Reading and note-taking from sources: being efficient and effective. ● Avoiding plagiarism. Preparation for the next lesson: ● Read pp. 7—8 Writing a thesis statement. ● Read pp. 13—14 Writing a topic sentence. ● Read pg. 21, pg. 67 Outlining an essay. ● Read remaining articles to get ideas for the Essay Assignment. ● Watch On-demand Lecture 1. Complete the Moodle quiz.

Positions and Plans

Lesson content: ● Understanding a prompt. ● Choosing research-based arguments. ● Developing a thesis statement. ● Developing an outline. ● In-class writing: Assignment 1 Thesis Statement and Tentative Outline. Preparation for the next lesson ● Read pp. 33—40 Using outside sources in academic essays. ● Submit Assignment 1 before the next lesson. ● Watch On-demand Lecture 2. Complete the Moodle quiz.

Integration I: Paraphrasing, Summarizing, and Quoting

Lesson content: ● The saliency of evidence. ● Paraphrasing and summarizing fundamentals. ● Integrating quotes. Preparation for the next lesson: ● Read handout on APA-style. ● Watch On-demand Lecture 3. Complete the Moodle quiz.

Integration II: References and In-text Citations

Lesson content: ● APA-style fundamentals. ● Creating a reference list. ● Deriving citations from reference list entries. ● In-class writing: Assignment 2 Source Integration Task. Submit in-class. Preparation for the next lesson: ● Read pp. 14—17 Organizing supporting sentences. ● Read pp. 74—81 Body paragraphs of an argumentative essay. ● Watch On-demand Lecture 4. Complete the Moodle quiz.

Body Paragraphs: Argument-style I

Lesson content: ● Review sentence elements. ● WALTZ elements (claims → evidence → explanations) for an argumentative-style body paragraph. ● In-class writing: Assignment 3 Part 1 Argument-Type Body Paragraph Preparation for the next lesson: ● Continue writing Assignment 3 Part 1 Argument-type body paragraphs.

Body Paragraphs: Argument-style II

Lesson content: ● Peer feedback on Assignment 3 Part 1. ● In-class writing: Assignment 3 Part 2 Argument-Type Body Paragraph (cont.) Preparation for the next lesson: ● Read pp. 60—61 Dealing with counterarguments. ● Read pp. 62—63 Presenting a strong rebuttal. ● Watch On-demand Lecture 5. Complete the Moodle quiz. ● Submit Assignment 3 Part 1 & Part 2 before the next lesson.

Body Paragraphs: Counterargument-Style I

Lesson content: ● Attacking an alternative argument. ● Elements: counterclaim → concession + refutation → rebuttal. ● WALTZ organization for counterargument-style body paragraphs. Preparation for the next lesson: ● Review the elements of a counterargument-style body paragraph. ● Establish your counterargument controlling idea. ● Look through researched articles for supporting information options for both the counterargument element and the rebuttal element.

Body Paragraphs: Counterargument-Style II

Lesson content: ● In-class Writing: Assignment 4 Counterargument-Type Body Paragraph. Preparation for the next lesson: ● Read pp. 7—11 The Introductory Paragraph. ● Read pg. 72 Introducing a counterargument (in an introductory paragraph). ● Read pp. 18—21. The concluding paragraph. ● Submit Assignment 4 before the next lesson. ● Watch On-demand Lecture 6. Complete the Moodle quiz.

The Introductory and Concluding Paragraphs I

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The Introductory and Concluding Paragraphs II

Lesson content: ● In-class Writing: Assignment 5 Introductory and Concluding Paragraphs. ● Submit Assignment 5 in-class. Preparation for the next lesson: ● Read pp: 23—30 Improving your work. ● Read pp. 86—88 Revising an argumentative essay. ● Review instructor feedback on Assignments 3, 4, and 5. ● Watch On-demand Lecture 7. Complete the Moodle quiz.

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Lesson content: ● Cohesion: signposting phrases; linking clauses (conjunctions, adverbs, etc.); linking elements (determiners, pronouns, etc.) ● Mechanics: punctuation and capitalization fundamentals; page layout. ● In-class Writing: Assignment 6 Editing your Academic Essay. Preparation for the next lesson: ● Submit Assignment 6 before the next lesson.

Course Review
Lesson content: ● Review of writing skills. ● In-class Writing: Assignment 7 Moodle Consolidation Task.

Language: English

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012600|56|210C012600[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 2 W206FA		
Instructor	MUEHLEISEN, Victoria L. others		
Term	fall semester	**Credits**	1
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

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・Students will gain a deeper understanding of academic essays, and will learn to write an effective argumentative essay that adheres to expected conventions.
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Assignment 5 (Introductory and Concluding Paragraphs): 2-3 hours (submit in Lesson 12)
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Course Schedule Free-Text Entry:

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Course Schedule:

Course Introduction

Lesson content: ● Course explanation. ● Run through the Student's Guide. ● Academic writing: common types. ● Introduction of the essay topic. ● Topic familiarization. Preparation for the next lesson: ● Read Unit 1, Part 1, Section 1 "Essay structure" (pp. 1-6). ● Read Unit 3, Part 1, Section 1 "An argumentative essay" (pp. 55-59) with special attention to the model argumentative essay. ● Read Articles 1 and 2 to get ideas for the Essay Assignment.

Fundamentals

Lesson content: ● Organization: the argumentative essay. Preparation for the next lesson: ● Read pp. 32—33 Finding sources, Plagiarism, Using outside sources. ● Read pg. 80 Support from outside sources. ● Read Articles 3 and 4 to get ideas for the Essay Assignment.

Research and Reading

Lesson content: ● Identifying reliable sources. ● Reading and note-taking from sources: being efficient and effective. ● Avoiding plagiarism. Preparation for the next lesson: ● Read pp. 7—8 Writing a thesis statement. ● Read pp. 13—14 Writing a topic sentence. ● Read pg. 21, pg. 67 Outlining an essay. ● Read remaining articles to get ideas for the Essay Assignment. ● Watch On-demand Lecture 1. Complete the Moodle quiz.

Positions and Plans

Lesson content: ● Understanding a prompt. ● Choosing research-based arguments. ● Developing a thesis statement. ● Developing an outline. ● In-class writing: Assignment 1 Thesis Statement and Tentative Outline. Preparation for the next lesson ● Read pp. 33—40 Using outside sources in academic essays. ● Submit Assignment 1 before the next lesson. ● Watch On-demand Lecture 2. Complete the Moodle quiz.

Integration I: Paraphrasing, Summarizing, and Quoting

Lesson content: ● The saliency of evidence. ● Paraphrasing and summarizing fundamentals. ● Integrating quotes. Preparation for the next lesson: ● Read handout on APA-style. ● Watch On-demand Lecture 3. Complete the Moodle quiz.

Integration II: References and In-text Citations

Lesson content: ● APA-style fundamentals. ● Creating a reference list. ● Deriving citations from reference list entries. ● In-class writing: Assignment 2 Source Integration Task. Submit in-class. Preparation for the next lesson: ● Read pp. 14—17 Organizing supporting sentences. ● Read pp. 74—81 Body paragraphs of an argumentative essay. ● Watch On-demand Lecture 4. Complete the Moodle quiz.

Body Paragraphs: Argument-style I

Lesson content: ● Review sentence elements. ● WALTZ elements (claims → evidence → explanations) for an argumentative-style body paragraph. ● In-class writing: Assignment 3 Part 1 Argument-Type Body Paragraph Preparation for the next lesson: ● Continue writing Assignment 3 Part 1 Argument-type body paragraphs.

Body Paragraphs: Argument-style II

Lesson content: ● Peer feedback on Assignment 3 Part 1. ● In-class writing: Assignment 3 Part 2 Argument-Type Body Paragraph (cont.) Preparation for the next lesson: ● Read pp. 60—61 Dealing with counterarguments. ● Read pp. 62—63 Presenting a strong rebuttal. ● Watch On-demand Lecture 5. Complete the Moodle quiz. ● Submit Assignment 3 Part 1 & Part 2 before the next lesson.

Body Paragraphs: Counterargument-Style I

Lesson content: ● Attacking an alternative argument. ● Elements: counterclaim → concession + refutation → rebuttal. ● WALTZ organization for counterargument-style body paragraphs. Preparation for the next lesson: ● Review the elements of a counterargument-style body paragraph. ● Establish your counterargument controlling idea. ● Look through researched articles for supporting information options for both the counterargument element and the rebuttal element.

Body Paragraphs: Counterargument-Style II

Lesson content: ● In-class Writing: Assignment 4 Counterargument-Type Body Paragraph. Preparation for the next lesson: ● Read pp. 7—11 The Introductory Paragraph. ● Read pg. 72 Introducing a counterargument (in an introductory paragraph). ● Read pp. 18—21. The concluding paragraph. ● Submit Assignment 4 before the next lesson. ● Watch On-demand Lecture 6. Complete the Moodle quiz.

The Introductory and Concluding Paragraphs I

Lesson content: ● Introductory paragraph elements: Building sentences; Thesis statement integration. ● Concluding paragraph elements: Restating topic, position, and arguments; Closing with a final thought. ● In-class Writing: Assignment 5 Introductory and Paragraphs. Preparation for the next lesson: ● Consider possible building sentence ideas for your introductory paragraph. ● Continue writing Assignment 5 Introductory and Concluding Paragraphs.

The Introductory and Concluding Paragraphs II

Lesson content: ● In-class Writing: Assignment 5 Introductory and Concluding Paragraphs. ● Submit Assignment 5 in-class. Preparation for the next lesson: ● Read pp: 23—30 Improving your work. ● Read pp. 86—88 Revising an argumentative essay. ● Review instructor feedback on Assignments 3, 4, and 5. ● Watch On-demand Lecture 7. Complete the Moodle quiz.

Editing

Lesson content: ● Cohesion: signposting phrases; linking clauses (conjunctions, adverbs, etc.); linking elements (determiners, pronouns, etc.) ● Mechanics: punctuation and capitalization fundamentals; page layout. ● In-class Writing: Assignment 6 Editing your Academic Essay. Preparation for the next lesson: ● Submit Assignment 6 before the next lesson.

Course Review
Lesson content: ● Review of writing skills. ● In-class Writing: Assignment 7 Moodle Consolidation Task.

Language: English

Textbooks: Academic Writing Skills Student's Book 2 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2012)
ISBN: 9781107621091

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Exam 0%

Papers 60%
Assignment 1 Thesis Statement and Tentative Outline (10%)
Assignment 3 Essay Body Paragraphs 1 and 2: Argument Style (15%)
Assignment 4 Essay Body Paragraph 3: Counterargument Style (15%)
Assignment 5 Introductory and Concluding Paragraphs (10%)
Assignment 6 Editing your Academic Essay (final draft) (10%)

Class Participation 20%
Preparation: ODL Quizzes (10%)
Participation (10%)

Others 20%
Assignment 2 Source Integration Task (10%)
Assignment 7 Consolidation Task (10%)

・Participation and Preparation: Students must attend a minimum of 10 lessons in order to pass the course. Failure to meet this requirement will result in automatic failure of the course.
・Regular attendance and active course participation are important. This includes class preparation, class discussions, writing, self- and peer-editing, and revising writing assignments.
・The preparation score of 10% comprises the highest six of seven scores in the ODL quizzes.
・The essay is written and assessed incrementally. Therefore, students are expected to submit all the assignments and it is not possible to receive a full score if a student submits just the final essay.

Note/URL: Lessonsare taught by assigned instructors under the guidance of the academic coordinators.
The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

国際教養学部では以下リンクの通り、学修成果を定めています。
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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012600|57|210C012600[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 2 W207FA		
Instructor	MUEHLEISEN, Victoria L. others		
Term	fall semester	**Credits**	1
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on gaining an in-depth understanding of the form and function of different academic essay genres; in particular, the argumentative essay. Emphasis is placed on writing effective thesis statements, introductions and conclusions, and on developing paragraphs. Students will also learn effective citation, paraphrasing and summarizing skills. The ability to write with increasingly greater grammatical complexity and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing style, vocabulary and background knowledge.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

・Students will gain a deeper understanding of academic essays, and will learn to write an effective argumentative essay that adheres to expected conventions.
・Students will acquire grammar and expressions which are more sophisticated and appropriate for academic essays.
・Students will practice skills to use information from outside sources (in-text citations and reference list entries) so that they can support their opinions more effectively in writing.
・Students will improve skills to edit their own writing through feedback from their instructor and peers.

before/after course of study:

As part of your preparation, you will be asked to read sections from the Student's Book & supplementary handouts, and watch on-demand lectures (ODLs) then complete ODL quizzes.

Estimated time for student preparation and review:
● 30-60 minutes preparation
➢Approximately 30 minutes for each ODL (with 7 ODLs in the semester)
➢Approximately 30 minutes reading of the Student's Book before each class

● 30-60 minutes review

Estimated time for completion of assessed assignments (including the time used in class):
・Assignment 2 (Source Integration Task): 45 minutes (submit in Lesson 6)
・Assignment 7 (Consolidation Task): 1 hour (submit in Lesson 14)

●Essay Assignment Tasks (20 hours in total):
Assignment 1 (Thesis Statement and Tentative Outline): 2-3 hours (submit before Lesson 5)
Assignment 3 (Essay Body Paragraphs 1 and 2: Argument Style): 3-5 hours (submit before Lesson 9)
Assignment 4 (Essay Body Paragraph 3: Counterargument Style): 2-4 hours (submit before Lesson 11)
Assignment 5 (Introductory and Concluding Paragraphs): 2-3 hours (submit in Lesson 12)
Assignment 6 (Editing your Academic Essay): 3—5 hours (submit before Lesson 14)

Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Course Introduction

Lesson content: ● Course explanation. ● Run through the Student's Guide. ● Academic writing: common types. ● Introduction of the essay topic. ● Topic familiarization. Preparation for the next lesson: ● Read Unit 1, Part 1, Section 1 "Essay structure" (pp. 1-6). ● Read Unit 3, Part 1, Section 1 "An argumentative essay" (pp. 55-59) with special attention to the model argumentative essay. ● Read Articles 1 and 2 to get ideas for the Essay Assignment.

Fundamentals

Lesson content: ● Organization: the argumentative essay. Preparation for the next lesson: ● Read pp. 32—33 Finding sources, Plagiarism, Using outside sources. ● Read pg. 80 Support from outside sources. ● Read Articles 3 and 4 to get ideas for the Essay Assignment.

Research and Reading

Lesson content: ● Identifying reliable sources. ● Reading and note-taking from sources: being efficient and effective. ● Avoiding plagiarism. Preparation for the next lesson: ● Read pp. 7—8 Writing a thesis statement. ● Read pp. 13—14 Writing a topic sentence. ● Read pg. 21, pg. 67 Outlining an essay. ● Read remaining articles to get ideas for the Essay Assignment. ● Watch On-demand Lecture 1. Complete the Moodle quiz.

Positions and Plans

Lesson content: ● Understanding a prompt. ● Choosing research-based arguments. ● Developing a thesis statement. ● Developing an outline. ● In-class writing: Assignment 1 Thesis Statement and Tentative Outline. Preparation for the next lesson ● Read pp. 33—40 Using outside sources in academic essays. ● Submit Assignment 1 before the next lesson. ● Watch On-demand Lecture 2. Complete the Moodle quiz.

Integration I: Paraphrasing, Summarizing, and Quoting

Lesson content: ● The saliency of evidence. ● Paraphrasing and summarizing fundamentals. ● Integrating quotes. Preparation for the next lesson: ● Read handout on APA-style. ● Watch On-demand Lecture 3. Complete the Moodle quiz.

Integration II: References and In-text Citations

Lesson content: ● APA-style fundamentals. ● Creating a reference list. ● Deriving citations from reference list entries. ● In-class writing: Assignment 2 Source Integration Task. Submit in-class. Preparation for the next lesson: ● Read pp. 14—17 Organizing supporting sentences. ● Read pp. 74—81 Body paragraphs of an argumentative essay. ● Watch On-demand Lecture 4. Complete the Moodle quiz.

Body Paragraphs: Argument-style I

Lesson content: ● Review sentence elements. ● WALTZ elements (claims → evidence → explanations) for an argumentative-style body paragraph. ● In-class writing: Assignment 3 Part 1 Argument-Type Body Paragraph Preparation for the next lesson: ● Continue writing Assignment 3 Part 1 Argument-type body paragraphs.

Body Paragraphs: Argument-style II

Lesson content: ● Peer feedback on Assignment 3 Part 1. ● In-class writing: Assignment 3 Part 2 Argument-Type Body Paragraph (cont.) Preparation for the next lesson: ● Read pp. 60—61 Dealing with counterarguments. ● Read pp. 62—63 Presenting a strong rebuttal. ● Watch On-demand Lecture 5. Complete the Moodle quiz. ● Submit Assignment 3 Part 1 & Part 2 before the next lesson.

Body Paragraphs: Counterargument-Style I

Lesson content: ● Attacking an alternative argument. ● Elements: counterclaim → concession + refutation → rebuttal. ● WALTZ organization for counterargument-style body paragraphs. Preparation for the next lesson: ● Review the elements of a counterargument-style body paragraph. ● Establish your counterargument controlling idea. ● Look through researched articles for supporting information options for both the counterargument element and the rebuttal element.

Body Paragraphs: Counterargument-Style II

Lesson content: ● In-class Writing: Assignment 4 Counterargument-Type Body Paragraph. Preparation for the next lesson: ● Read pp. 7—11 The Introductory Paragraph. ● Read pg. 72 Introducing a counterargument (in an introductory paragraph). ● Read pp. 18—21. The concluding paragraph. ● Submit Assignment 4 before the next lesson. ● Watch On-demand Lecture 6. Complete the Moodle quiz.

The Introductory and Concluding Paragraphs I

Lesson content: ● Introductory paragraph elements: Building sentences; Thesis statement integration. ● Concluding paragraph elements: Restating topic, position, and arguments; Closing with a final thought. ● In-class Writing: Assignment 5 Introductory and Paragraphs. Preparation for the next lesson: ● Consider possible building sentence ideas for your introductory paragraph. ● Continue writing Assignment 5 Introductory and Concluding Paragraphs.

The Introductory and Concluding Paragraphs II

Lesson content: ● In-class Writing: Assignment 5 Introductory and Concluding Paragraphs. ● Submit Assignment 5 in-class. Preparation for the next lesson: ● Read pp: 23—30 Improving your work. ● Read pp. 86—88 Revising an argumentative essay. ● Review instructor feedback on Assignments 3, 4, and 5. ● Watch On-demand Lecture 7. Complete the Moodle quiz.

Editing

Lesson content: ● Cohesion: signposting phrases; linking clauses (conjunctions, adverbs, etc.); linking elements (determiners, pronouns, etc.) ● Mechanics: punctuation and capitalization fundamentals; page layout. ● In-class Writing: Assignment 6 Editing your Academic Essay. Preparation for the next lesson: ● Submit Assignment 6 before the next lesson.

Course Review
Lesson content: ● Review of writing skills. ● In-class Writing: Assignment 7 Moodle Consolidation Task.

Language: English

Textbooks: Academic Writing Skills Student's Book 2 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2012)
ISBN: 9781107621091

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Exam 0%

Papers 60%
Assignment 1 Thesis Statement and Tentative Outline (10%)
Assignment 3 Essay Body Paragraphs 1 and 2: Argument Style (15%)
Assignment 4 Essay Body Paragraph 3: Counterargument Style (15%)
Assignment 5 Introductory and Concluding Paragraphs (10%)
Assignment 6 Editing your Academic Essay (final draft) (10%)

Class Participation 20%
Preparation: ODL Quizzes (10%)
Participation (10%)

Others 20%
Assignment 2 Source Integration Task (10%)
Assignment 7 Consolidation Task (10%)

・Participation and Preparation: Students must attend a minimum of 10 lessons in order to pass the course. Failure to meet this requirement will result in automatic failure of the course.
・Regular attendance and active course participation are important. This includes class preparation, class discussions, writing, self- and peer-editing, and revising writing assignments.
・The preparation score of 10% comprises the highest six of seven scores in the ODL quizzes.
・The essay is written and assessed incrementally. Therefore, students are expected to submit all the assignments and it is not possible to receive a full score if a student submits just the final essay.

Note/URL: Lessonsare taught by assigned instructors under the guidance of the academic coordinators.
The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|01|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W301SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on developing advanced essay-writing skills from understanding essay prompts to making better decisions about sentence construction. Emphasis is placed on taking a position in an argumentative essay, researching, evaluating sources, developing cohesive body paragraphs, logically developing ideas throughout the essay, and writing effective introductions and conclusions. Students will also learn essential skills in citation, paraphrasing and summarizing, and how to integrate sources into their writing. The ability to write with increasingly greater grammatical complexity and with subtle changes in emphasis and nuance, and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing styles, vocabulary, and background knowledge.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

●Students will understand advanced academic essay requirements, and will learn to take an appropriate position, and argue and support it in an argumentative essay.
●Students will practice skills for using information from outside sources (source evaluation, in-text citation and reference lists) so that they can support their arguments more clearly and logically in writing.
●Students will acquire grammar and expressions which are more sophisticated and appropriate for academic essays.
●Students will improve skills to edit their own writing through feedback from the instructor and peers.

before/after course of study:

As part of your preparation, you will be asked to read sections from the Student's Book & supplementary handouts, and watch on-demand lectures (ODLs) then complete ODL quizzes.

Estimated time for student preparation and review:
●30-60 minutes preparation
➢Approximately 30 minutes for each ODL (with 7 ODLs in the semester)
➢Approximately 30 minutes reading of the Student's Book

●30-60 minutes review

Estimated time for completion of assessed assignments (including the time used in class):
●Assignment 2 (Source Integration Task): 1 hour (submit in Lesson 5)
●Assignment 7 (Consolidation Task): 1 hour (submit in Lesson 14)

●Essay Assignment Tasks: 16 hours in total:
Assignment 1 (Essay Thesis and Outline Task): 1-2 hours (submit before Lesson 5)
Assignment 3 (Essay Argument-style Body Paragraphs 1 and 2 Tasks): 3-4 hours (submit before Lesson 9)
Assignment 4 (Essay Counterargument Body Paragraph Task): 3-4 hours (submit before Lesson 11)
Assignment 5 (Essay Introductory and Concluding Paragraph Tasks): 1-2 hours (submit before Lesson 12)
Assignment 6 (Essay Final Draft Task): 3-4 hours (submit before Lesson 14)

Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

Lesson content:
- Explanation of the course
- Features of academic writing
- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
- Read pp. 5-6Understanding the Essay Prompt.
- Read pp. 7-9Taking a Position.
- Read pp. 17-20Writing a Thesis Statement.

- Read provided articles.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 2 Prompts, Positions, and Outlines

Lesson content:
- Understanding prompts for different essay types.
- Choosing a research-based position and integrating it into a thesis statement.
- Writing a thesis statement.
- Making an outline.

Preparation for the next lesson:
- Read pp. 77—88Paraphrasing, Summarizing, and Quoting.
- Read pp.94—100 Reporting Verbs.
- Read provided articles.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 3 Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4 Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next lesson.

Vol. 5 Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7 Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68Logical Fallacies.
- Read pp.102—107 Hedging and Intensifying.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8 I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
- Identifying logical fallacies and repairing them.
- Appropriate use of hedging and intensifying language.

Preparation for the next lesson:
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 before the next lesson.

Vol. 9　Body Paragraph Organization II: Counterargument Type

Lesson content:
● Defending an argument or position.
● Elements: counterclaim → concession + refutation → rebuttal.
● WALTZ organization for a counterargument body paragraph.
Preparation for the next lesson:
● Read Counterargument Organization in the Student's Guide.

Vol.10　Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
● In-class Writing: Assignment 4 Counterargument Body Paragraph.
● Open submissions for Assignment 4.
Preparation for the next lesson:
● Read pp. 32—40 Introductory Paragraphs.
● Read pp. 69—72 Concluding paragraphs.
● Watch On-demand Lecture 6. Complete the Moodle quiz.
● Submit Assignment 4 before the next lesson.

Vol.11　The Introductory & Concluding Paragraphs

Lesson content:
● Introductory paragraph elements.
● Concluding paragraph elements.
● In-class Writing: Assignment 5 Introductory and Concluding paragraphs.
● Open submission for Assignment 5.
Preparation for the next lesson:
● Read pp. 108—121 Academic sentence styles.
● Read pp. 122—129 Editing.
● Watch On-demand Lecture 7. Complete the Moodle quiz.
● Submit Assignment 5 before the next lesson.

Vol.12　Editing

Lesson content:
● Editing for academic tone and style.
● Editing for language accuracy.
Preparation for the next lesson:
● Review instructor assigned homework.

Vol.13　Editing your Academic Essay

Lesson content:
● In-class Writing: Assignment 6 Final Draft.
Preparation for the next lesson:
● Continue revising and compiling your essay and references list.
● Submit Assignment 6 before the next lesson.

Vol.14　Course Review

Lesson content:
● Review selected parts of the course.
● In-class Writing: Assignment 7 Moodle Consolidation Task.
● Submit Assignment 7 in class.

Language: English

Textbooks: Academic Writing Skills Student's Book 3 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2013)ISBN: 9781107611931

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free-

Exam 0%

Papers 60%
Assignment 1 Essay Thesis and Outline (10%)
Assignment 3 Essay Argument-type Body Paragraphs (15%)
Assignment 4 Essay Counterargument-type Body paragraph (15%)
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Preparation: ODL Quizzes (10%)
Participation (10%)

Others 20%
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・The essay is written and assessed incrementally. Therefore, students are expected to submit all the assignments and it is not possible to receive a full score if a student submits just the final essay.

Note/URL:

・Lessons are taught by assigned instructors under the guidance of the academic coordinators.
・The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|02|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W302SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on developing advanced essay-writing skills from understanding essay prompts to making better decisions about sentence construction. Emphasis is placed on taking a position in an argumentative essay, researching, evaluating sources, developing cohesive body paragraphs, logically developing ideas throughout the essay, and writing effective introductions and conclusions. Students will also learn essential skills in citation, paraphrasing and summarizing, and how to integrate sources into their writing. The ability to write with increasingly greater grammatical complexity and with subtle changes in emphasis and nuance, and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing styles, vocabulary, and background knowledge.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

●Students will understand advanced academic essay requirements, and will learn to take an appropriate position, and argue and support it in an argumentative essay.
●Students will practice skills for using information from outside sources (source evaluation, in-text citation and reference lists) so that they can support their arguments more clearly and logically in writing.
●Students will acquire grammar and expressions which are more sophisticated and appropriate for academic essays.
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before/after course of study:

As part of your preparation, you will be asked to read sections from the Student's Book & supplementary handouts, and watch on-demand lectures (ODLs) then complete ODL quizzes.

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Estimated time for completion of assessed assignments (including the time used in class):
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●Essay Assignment Tasks: 16 hours in total:
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Assignment 3 (Essay Argument-style Body Paragraphs 1 and 2 Tasks): 3-4 hours (submit before Lesson 9)
Assignment 4 (Essay Counterargument Body Paragraph Task): 3-4 hours (submit before Lesson 11)
Assignment 5 (Essay Introductory and Concluding Paragraph Tasks): 1-2 hours (submit before Lesson 12)
Assignment 6 (Essay Final Draft Task): 3-4 hours (submit before Lesson 14)

Course Schedule Free-Text Entry:

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Course Schedule:

Vol. 1 Course Introduction

Lesson content:
- Explanation of the course
- Features of academic writing
- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
- Read pp. 5-6Understanding the Essay Prompt.
- Read pp. 7-9Taking a Position.
- Read pp. 17-20Writing a Thesis Statement.

- Read provided articles.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 2 Prompts, Positions, and Outlines

Lesson content:
- Understanding prompts for different essay types.
- Choosing a research-based position and integrating it into a thesis statement.
- Writing a thesis statement.
- Making an outline.

Preparation for the next lesson:
- Read pp. 77—88Paraphrasing, Summarizing, and Quoting.
- Read pp.94—100 Reporting Verbs.
- Read provided articles.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 3 Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4 Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next lesson.

Vol. 5 Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7 Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68Logical Fallacies.
- Read pp.102—107 Hedging and Intensifying.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8 I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
- Identifying logical fallacies and repairing them.
- Appropriate use of hedging and intensifying language.

Preparation for the next lesson:
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 before the next lesson.

Vol. 9　Body Paragraph Organization II: Counterargument Type

Lesson content:
● Defending an argument or position.
● Elements: counterclaim → concession + refutation → rebuttal.
● WALTZ organization for a counterargument body paragraph.
Preparation for the next lesson:
● Read Counterargument Organization in the Student's Guide.

Vol.10　Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
● In-class Writing: Assignment 4 Counterargument Body Paragraph.
● Open submissions for Assignment 4.
Preparation for the next lesson:
● Read pp. 32—40 Introductory Paragraphs.
● Read pp. 69—72 Concluding paragraphs.
● Watch On-demand Lecture 6. Complete the Moodle quiz.
● Submit Assignment 4 before the next lesson.

Vol.11　The Introductory & Concluding Paragraphs

Lesson content:
● Introductory paragraph elements.
● Concluding paragraph elements.
● In-class Writing: Assignment 5 Introductory and Concluding paragraphs.
● Open submission for Assignment 5.
Preparation for the next lesson:
● Read pp. 108—121 Academic sentence styles.
● Read pp. 122—129 Editing.
● Watch On-demand Lecture 7. Complete the Moodle quiz.
● Submit Assignment 5 before the next lesson.

Vol.12　Editing

Lesson content:
● Editing for academic tone and style.
● Editing for language accuracy.
Preparation for the next lesson:
● Review instructor assigned homework.

Vol.13　Editing your Academic Essay

Lesson content:
● In-class Writing: Assignment 6 Final Draft.
Preparation for the next lesson:
● Continue revising and compiling your essay and references list.
● Submit Assignment 6 before the next lesson.

Vol.14　Course Review

Lesson content:
● Review selected parts of the course.
● In-class Writing: Assignment 7 Moodle Consolidation Task.
● Submit Assignment 7 in class.

Language: English

Textbooks: Academic Writing Skills Student's Book 3 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2013)ISBN: 9781107611931

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free-

Exam 0%

Papers 60%
Assignment 1 Essay Thesis and Outline (10%)
Assignment 3 Essay Argument-type Body Paragraphs (15%)
Assignment 4 Essay Counterargument-type Body paragraph (15%)
Assignment 5 Essay Introductory and Concluding paragraphs (10%)
Assignment 6 Essay Final Draft (10%)

Class Participation 20%
Preparation: ODL Quizzes (10%)
Participation (10%)

Others 20%
Assignment 2 Source Integration Task (10%)
Assignment 7 Consolidation Quiz (10%)

・Participation and Preparation: Students must attend a minimum of 10 lessons in order to pass the course. Failure to meet this requirement will result in automatic failure of the course.
・Regular attendance and active course participation are important. This includes class preparation, class discussions, writing, self- and peer-editing, and revising writing assignments.
・The preparation score of 10% comprises the highest six of seven scores in the ODL quizzes.
・The essay is written and assessed incrementally. Therefore, students are expected to submit all the assignments and it is not possible to receive a full score if a student submits just the final essay.

Note/URL:

・Lessons are taught by assigned instructors under the guidance of the academic coordinators.
・The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|03|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W303SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Mon.4	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on developing advanced essay-writing skills from understanding essay prompts to making better decisions about sentence construction. Emphasis is placed on taking a position in an argumentative essay, researching, evaluating sources, developing cohesive body paragraphs, logically developing ideas throughout the essay, and writing effective introductions and conclusions. Students will also learn essential skills in citation, paraphrasing and summarizing, and how to integrate sources into their writing. The ability to write with increasingly greater grammatical complexity and with subtle changes in emphasis and nuance, and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing styles, vocabulary, and background knowledge.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

●Students will understand advanced academic essay requirements, and will learn to take an appropriate position, and argue and support it in an argumentative essay.
●Students will practice skills for using information from outside sources (source evaluation, in-text citation and reference lists) so that they can support their arguments more clearly and logically in writing.
●Students will acquire grammar and expressions which are more sophisticated and appropriate for academic essays.
●Students will improve skills to edit their own writing through feedback from the instructor and peers.

before/after course of study:

As part of your preparation, you will be asked to read sections from the Student's Book & supplementary handouts, and watch on-demand lectures (ODLs) then complete ODL quizzes.

Estimated time for student preparation and review:
●30-60 minutes preparation
➢Approximately 30 minutes for each ODL (with 7 ODLs in the semester)
➢Approximately 30 minutes reading of the Student's Book

●30-60 minutes review

Estimated time for completion of assessed assignments (including the time used in class):
●Assignment 2 (Source Integration Task): 1 hour (submit in Lesson 5)
●Assignment 7 (Consolidation Task): 1 hour (submit in Lesson 14)

●Essay Assignment Tasks: 16 hours in total:
Assignment 1 (Essay Thesis and Outline Task): 1-2 hours (submit before Lesson 5)
Assignment 3 (Essay Argument-style Body Paragraphs 1 and 2 Tasks): 3-4 hours (submit before Lesson 9)
Assignment 4 (Essay Counterargument Body Paragraph Task): 3-4 hours (submit before Lesson 11)
Assignment 5 (Essay Introductory and Concluding Paragraph Tasks): 1-2 hours (submit before Lesson 12)
Assignment 6 (Essay Final Draft Task): 3-4 hours (submit before Lesson 14)

Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

Lesson content:
- Explanation of the course
- Features of academic writing
- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
- Read pp. 5-6Understanding the Essay Prompt.
- Read pp. 7-9Taking a Position.
- Read pp. 17-20Writing a Thesis Statement.

- Read provided articles.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 2 Prompts, Positions, and Outlines

Lesson content:
- Understanding prompts for different essay types.
- Choosing a research-based position and integrating it into a thesis statement.
- Writing a thesis statement.
- Making an outline.

Preparation for the next lesson:
- Read pp. 77—88Paraphrasing, Summarizing, and Quoting.
- Read pp.94—100 Reporting Verbs.
- Read provided articles.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 3 Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4 Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next lesson.

Vol. 5 Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7 Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68Logical Fallacies.
- Read pp.102—107 Hedging and Intensifying.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8 I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
- Identifying logical fallacies and repairing them.
- Appropriate use of hedging and intensifying language.

Preparation for the next lesson:
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 before the next lesson.

Vol. 9　Body Paragraph Organization II: Counterargument Type

Lesson content:
● Defending an argument or position.
● Elements: counterclaim → concession + refutation → rebuttal.
● WALTZ organization for a counterargument body paragraph.
Preparation for the next lesson:
● Read Counterargument Organization in the Student's Guide.

Vol.10　Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
● In-class Writing: Assignment 4 Counterargument Body Paragraph.
● Open submissions for Assignment 4.
Preparation for the next lesson:
● Read pp. 32—40 Introductory Paragraphs.
● Read pp. 69—72 Concluding paragraphs.
● Watch On-demand Lecture 6. Complete the Moodle quiz.
● Submit Assignment 4 before the next lesson.

Vol.11　The Introductory & Concluding Paragraphs

Lesson content:
● Introductory paragraph elements.
● Concluding paragraph elements.
● In-class Writing: Assignment 5 Introductory and Concluding paragraphs.
● Open submission for Assignment 5.
Preparation for the next lesson:
● Read pp. 108—121 Academic sentence styles.
● Read pp. 122—129 Editing.
● Watch On-demand Lecture 7. Complete the Moodle quiz.
● Submit Assignment 5 before the next lesson.

Vol.12　Editing

Lesson content:
● Editing for academic tone and style.
● Editing for language accuracy.
Preparation for the next lesson:
● Review instructor assigned homework.

Vol.13　Editing your Academic Essay

Lesson content:
● In-class Writing: Assignment 6 Final Draft.
Preparation for the next lesson:
● Continue revising and compiling your essay and references list.
● Submit Assignment 6 before the next lesson.

Vol.14　Course Review

Lesson content:
● Review selected parts of the course.
● In-class Writing: Assignment 7 Moodle Consolidation Task.
● Submit Assignment 7 in class.

Language: English

Textbooks: Academic Writing Skills Student's Book 3 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2013)ISBN: 9781107611931

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free-: Exam 0%

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Note/URL:

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・The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|04|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W304SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Mon.4	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on developing advanced essay-writing skills from understanding essay prompts to making better decisions about sentence construction. Emphasis is placed on taking a position in an argumentative essay, researching, evaluating sources, developing cohesive body paragraphs, logically developing ideas throughout the essay, and writing effective introductions and conclusions. Students will also learn essential skills in citation, paraphrasing and summarizing, and how to integrate sources into their writing. The ability to write with increasingly greater grammatical complexity and with subtle changes in emphasis and nuance, and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing styles, vocabulary, and background knowledge.

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Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

Lesson content:
- Explanation of the course
- Features of academic writing
- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
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Vol. 2 Prompts, Positions, and Outlines

Lesson content:
- Understanding prompts for different essay types.
- Choosing a research-based position and integrating it into a thesis statement.
- Writing a thesis statement.
- Making an outline.

Preparation for the next lesson:
- Read pp. 77—88Paraphrasing, Summarizing, and Quoting.
- Read pp.94—100 Reporting Verbs.
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Vol. 3 Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4 Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next lesson.

Vol. 5 Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7 Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68Logical Fallacies.
- Read pp.102—107 Hedging and Intensifying.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8 I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
- Identifying logical fallacies and repairing them.
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Preparation for the next lesson:
- Watch On-demand Lecture 5. Complete the Moodle quiz.
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Vol. 9　Body Paragraph Organization II: Counterargument Type

Lesson content:
● Defending an argument or position.
● Elements: counterclaim → concession + refutation → rebuttal.
● WALTZ organization for a counterargument body paragraph.
Preparation for the next lesson:
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Vol.10　Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
● In-class Writing: Assignment 4 Counterargument Body Paragraph.
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Preparation for the next lesson:
● Read pp. 32—40 Introductory Paragraphs.
● Read pp. 69—72 Concluding paragraphs.
● Watch On-demand Lecture 6. Complete the Moodle quiz.
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Vol.11　The Introductory & Concluding Paragraphs

Lesson content:
● Introductory paragraph elements.
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Vol.12　Editing

Lesson content:
● Editing for academic tone and style.
● Editing for language accuracy.
Preparation for the next lesson:
● Review instructor assigned homework.

Vol.13　Editing your Academic Essay

Lesson content:
● In-class Writing: Assignment 6 Final Draft.
Preparation for the next lesson:
● Continue revising and compiling your essay and references list.
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Vol.14　Course Review

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Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|05|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W305SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

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Assignment 6 (Essay Final Draft Task): 3-4 hours (submit before Lesson 14)

Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

Lesson content:
- Explanation of the course
- Features of academic writing
- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
- Read pp. 5-6Understanding the Essay Prompt.
- Read pp. 7-9Taking a Position.
- Read pp. 17-20Writing a Thesis Statement.

● Read provided articles.
● Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 2 Prompts, Positions, and Outlines

Lesson content:
● Understanding prompts for different essay types.
● Choosing a research-based position and integrating it into a thesis statement.
● Writing a thesis statement.
● Making an outline.

Preparation for the next lesson:
● Read pp. 77—88Paraphrasing, Summarizing, and Quoting.
● Read pp.94—100 Reporting Verbs.
● Read provided articles.
● Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 3 Integration I: Paraphrasing and Synthesizing

Lesson content:
● Review outline elements.
● Paraphrasing process.
● Synthesizing and merging sources.
● Using reporting verbs.

Preparation for the next lesson:
● Read provided articles.
● Read Referencing and Citing Variations in the Student's Guide.

Vol. 4 Integration II: Referencing and Citing

Lesson content:
● Creating APA-style reference list entries.
● Reference list entry variations.
● Deriving citations from entries.
● Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
● Review Integration I material.
● Review Integration II material.
● Submit Assignment 1 before the next lesson.

Vol. 5 Source Integration Practice

Lesson content:
● Review Integration I and II.
● In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
● Read pp. 41—59 Body Paragraphs.
● Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Body Paragraph Organization I: Argument Type.

Lesson content:
● The topic sentence for an argument-style body paragraph.
● Coherence: WALTZ claim → evidence → explanation.
● Signposting phrases for the argument-style body paragraph elements.
● The concluding sentence.

Preparation for the next lesson:
● Review Lesson6 Body Paragraph Organization I.
● Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7 Body Paragraphs Argument Type: In-class Writing

Lesson content:
● In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
● Read pp. 60—68Logical Fallacies.
● Read pp.102—107 Hedging and Intensifying.
● Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8 I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
● Identifying logical fallacies and repairing them.
● Appropriate use of hedging and intensifying language.

Preparation for the next lesson:
● Watch On-demand Lecture 5. Complete the Moodle quiz.
● Submit Assignment 3 before the next lesson.

Vol. 9　Body Paragraph Organization II: Counterargument Type

Lesson content:
● Defending an argument or position.
● Elements: counterclaim → concession + refutation → rebuttal.
● WALTZ organization for a counterargument body paragraph.
Preparation for the next lesson:
● Read Counterargument Organization in the Student's Guide.

Vol.10　Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
● In-class Writing: Assignment 4 Counterargument Body Paragraph.
● Open submissions for Assignment 4.
Preparation for the next lesson:
● Read pp. 32—40 Introductory Paragraphs.
● Read pp. 69—72 Concluding paragraphs.
● Watch On-demand Lecture 6. Complete the Moodle quiz.
● Submit Assignment 4 before the next lesson.

Vol.11　The Introductory & Concluding Paragraphs

Lesson content:
● Introductory paragraph elements.
● Concluding paragraph elements.
● In-class Writing: Assignment 5 Introductory and Concluding paragraphs.
● Open submission for Assignment 5.
Preparation for the next lesson:
● Read pp. 108—121 Academic sentence styles.
● Read pp. 122—129 Editing.
● Watch On-demand Lecture 7. Complete the Moodle quiz.
● Submit Assignment 5 before the next lesson.

Vol.12　Editing

Lesson content:
● Editing for academic tone and style.
● Editing for language accuracy.
Preparation for the next lesson:
● Review instructor assigned homework.

Vol.13　Editing your Academic Essay

Lesson content:
● In-class Writing: Assignment 6 Final Draft.
Preparation for the next lesson:
● Continue revising and compiling your essay and references list.
● Submit Assignment 6 before the next lesson.

Vol.14　Course Review

Lesson content:
● Review selected parts of the course.
● In-class Writing: Assignment 7 Moodle Consolidation Task.
● Submit Assignment 7 in class.

Language: English

Textbooks: Academic Writing Skills Student's Book 3 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2013)ISBN: 9781107611931

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free-

Exam 0%

Papers 60%
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Assignment 4 Essay Counterargument-type Body paragraph (15%)
Assignment 5 Essay Introductory and Concluding paragraphs (10%)
Assignment 6 Essay Final Draft (10%)

Class Participation 20%
Preparation: ODL Quizzes (10%)
Participation (10%)

Others 20%
Assignment 2 Source Integration Task (10%)
Assignment 7 Consolidation Quiz (10%)

・Participation and Preparation: Students must attend a minimum of 10 lessons in order to pass the course. Failure to meet this requirement will result in automatic failure of the course.
・Regular attendance and active course participation are important. This includes class preparation, class discussions, writing, self- and peer-editing, and revising writing assignments.
・The preparation score of 10% comprises the highest six of seven scores in the ODL quizzes.
・The essay is written and assessed incrementally. Therefore, students are expected to submit all the assignments and it is not possible to receive a full score if a student submits just the final essay.

Note/URL:

・Lessons are taught by assigned instructors under the guidance of the academic coordinators.
・The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|06|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W306SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on developing advanced essay-writing skills from understanding essay prompts to making better decisions about sentence construction. Emphasis is placed on taking a position in an argumentative essay, researching, evaluating sources, developing cohesive body paragraphs, logically developing ideas throughout the essay, and writing effective introductions and conclusions. Students will also learn essential skills in citation, paraphrasing and summarizing, and how to integrate sources into their writing. The ability to write with increasingly greater grammatical complexity and with subtle changes in emphasis and nuance, and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing styles, vocabulary, and background knowledge.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

●Students will understand advanced academic essay requirements, and will learn to take an appropriate position, and argue and support it in an argumentative essay.
●Students will practice skills for using information from outside sources (source evaluation, in-text citation and reference lists) so that they can support their arguments more clearly and logically in writing.
●Students will acquire grammar and expressions which are more sophisticated and appropriate for academic essays.
●Students will improve skills to edit their own writing through feedback from the instructor and peers.

before/after course of study:

As part of your preparation, you will be asked to read sections from the Student's Book & supplementary handouts, and watch on-demand lectures (ODLs) then complete ODL quizzes.

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●30-60 minutes preparation
➢Approximately 30 minutes for each ODL (with 7 ODLs in the semester)
➢Approximately 30 minutes reading of the Student's Book

●30-60 minutes review

Estimated time for completion of assessed assignments (including the time used in class):
●Assignment 2 (Source Integration Task): 1 hour (submit in Lesson 5)
●Assignment 7 (Consolidation Task): 1 hour (submit in Lesson 14)

●Essay Assignment Tasks: 16 hours in total:
Assignment 1 (Essay Thesis and Outline Task): 1-2 hours (submit before Lesson 5)
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Assignment 4 (Essay Counterargument Body Paragraph Task): 3-4 hours (submit before Lesson 11)
Assignment 5 (Essay Introductory and Concluding Paragraph Tasks): 1-2 hours (submit before Lesson 12)
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Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

Lesson content:
- Explanation of the course
- Features of academic writing
- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
- Read pp. 5-6Understanding the Essay Prompt.
- Read pp. 7-9Taking a Position.
- Read pp. 17-20Writing a Thesis Statement.

- Read provided articles.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 2 Prompts, Positions, and Outlines

Lesson content:
- Understanding prompts for different essay types.
- Choosing a research-based position and integrating it into a thesis statement.
- Writing a thesis statement.
- Making an outline.

Preparation for the next lesson:
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- Read pp.94—100 Reporting Verbs.
- Read provided articles.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 3 Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4 Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next lesson.

Vol. 5 Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7 Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68Logical Fallacies.
- Read pp.102—107 Hedging and Intensifying.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8 I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
- Identifying logical fallacies and repairing them.
- Appropriate use of hedging and intensifying language.

Preparation for the next lesson:
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 before the next lesson.

Vol. 9　Body Paragraph Organization II: Counterargument Type

Lesson content:
● Defending an argument or position.
● Elements: counterclaim → concession + refutation → rebuttal.
● WALTZ organization for a counterargument body paragraph.
Preparation for the next lesson:
● Read Counterargument Organization in the Student's Guide.

Vol.10　Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
● In-class Writing: Assignment 4 Counterargument Body Paragraph.
● Open submissions for Assignment 4.
Preparation for the next lesson:
● Read pp. 32—40 Introductory Paragraphs.
● Read pp. 69—72 Concluding paragraphs.
● Watch On-demand Lecture 6. Complete the Moodle quiz.
● Submit Assignment 4 before the next lesson.

Vol.11　The Introductory & Concluding Paragraphs

Lesson content:
● Introductory paragraph elements.
● Concluding paragraph elements.
● In-class Writing: Assignment 5 Introductory and Concluding paragraphs.
● Open submission for Assignment 5.
Preparation for the next lesson:
● Read pp. 108—121 Academic sentence styles.
● Read pp. 122—129 Editing.
● Watch On-demand Lecture 7. Complete the Moodle quiz.
● Submit Assignment 5 before the next lesson.

Vol.12　Editing

Lesson content:
● Editing for academic tone and style.
● Editing for language accuracy.
Preparation for the next lesson:
● Review instructor assigned homework.

Vol.13　Editing your Academic Essay

Lesson content:
● In-class Writing: Assignment 6 Final Draft.
Preparation for the next lesson:
● Continue revising and compiling your essay and references list.
● Submit Assignment 6 before the next lesson.

Vol.14　Course Review

Lesson content:
● Review selected parts of the course.
● In-class Writing: Assignment 7 Moodle Consolidation Task.
● Submit Assignment 7 in class.

Language: English

Textbooks: Academic Writing Skills Student's Book 3 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2013)ISBN: 9781107611931

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|07|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W307SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on developing advanced essay-writing skills from understanding essay prompts to making better decisions about sentence construction. Emphasis is placed on taking a position in an argumentative essay, researching, evaluating sources, developing cohesive body paragraphs, logically developing ideas throughout the essay, and writing effective introductions and conclusions. Students will also learn essential skills in citation, paraphrasing and summarizing, and how to integrate sources into their writing. The ability to write with increasingly greater grammatical complexity and with subtle changes in emphasis and nuance, and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing styles, vocabulary, and background knowledge.

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Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

Lesson content:
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- Features of academic writing
- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
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Vol. 2 Prompts, Positions, and Outlines

Lesson content:
- Understanding prompts for different essay types.
- Choosing a research-based position and integrating it into a thesis statement.
- Writing a thesis statement.
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Preparation for the next lesson:
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Vol. 3 Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
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- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
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- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4 Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

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- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next lesson.

Vol. 5 Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
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- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
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- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7 Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68Logical Fallacies.
- Read pp.102—107 Hedging and Intensifying.
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Vol. 8 I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
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Preparation for the next lesson:
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Vol. 9　Body Paragraph Organization II: Counterargument Type

Lesson content:
● Defending an argument or position.
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Preparation for the next lesson:
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Vol.10　Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
● In-class Writing: Assignment 4 Counterargument Body Paragraph.
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Preparation for the next lesson:
● Read pp. 32—40 Introductory Paragraphs.
● Read pp. 69—72 Concluding paragraphs.
● Watch On-demand Lecture 6. Complete the Moodle quiz.
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Vol.11　The Introductory & Concluding Paragraphs

Lesson content:
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Vol.12　Editing

Lesson content:
● Editing for academic tone and style.
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Preparation for the next lesson:
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Vol.13　Editing your Academic Essay

Lesson content:
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|08|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W308SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

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Course Schedule Free-Text Entry:

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Course Schedule:

Vol. 1 Course Introduction

Lesson content:
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- Features of academic writing
- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
- Read pp. 5-6Understanding the Essay Prompt.
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- Read pp. 17-20Writing a Thesis Statement.

- Read provided articles.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 2 Prompts, Positions, and Outlines

Lesson content:
- Understanding prompts for different essay types.
- Choosing a research-based position and integrating it into a thesis statement.
- Writing a thesis statement.
- Making an outline.

Preparation for the next lesson:
- Read pp. 77—88Paraphrasing, Summarizing, and Quoting.
- Read pp.94—100 Reporting Verbs.
- Read provided articles.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 3 Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4 Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next lesson.

Vol. 5 Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7 Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68Logical Fallacies.
- Read pp.102—107 Hedging and Intensifying.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8 I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
- Identifying logical fallacies and repairing them.
- Appropriate use of hedging and intensifying language.

Preparation for the next lesson:
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 before the next lesson.

Vol. 9　Body Paragraph Organization II: Counterargument Type

Lesson content:
● Defending an argument or position.
● Elements: counterclaim → concession + refutation → rebuttal.
● WALTZ organization for a counterargument body paragraph.
Preparation for the next lesson:
● Read Counterargument Organization in the Student's Guide.

Vol.10　Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
● In-class Writing: Assignment 4 Counterargument Body Paragraph.
● Open submissions for Assignment 4.
Preparation for the next lesson:
● Read pp. 32—40 Introductory Paragraphs.
● Read pp. 69—72 Concluding paragraphs.
● Watch On-demand Lecture 6. Complete the Moodle quiz.
● Submit Assignment 4 before the next lesson.

Vol.11　The Introductory & Concluding Paragraphs

Lesson content:
● Introductory paragraph elements.
● Concluding paragraph elements.
● In-class Writing: Assignment 5 Introductory and Concluding paragraphs.
● Open submission for Assignment 5.
Preparation for the next lesson:
● Read pp. 108—121 Academic sentence styles.
● Read pp. 122—129 Editing.
● Watch On-demand Lecture 7. Complete the Moodle quiz.
● Submit Assignment 5 before the next lesson.

Vol.12　Editing

Lesson content:
● Editing for academic tone and style.
● Editing for language accuracy.
Preparation for the next lesson:
● Review instructor assigned homework.

Vol.13　Editing your Academic Essay

Lesson content:
● In-class Writing: Assignment 6 Final Draft.
Preparation for the next lesson:
● Continue revising and compiling your essay and references list.
● Submit Assignment 6 before the next lesson.

Vol.14　Course Review

Lesson content:
● Review selected parts of the course.
● In-class Writing: Assignment 7 Moodle Consolidation Task.
● Submit Assignment 7 in class.

Language: English

Textbooks: Academic Writing Skills Student's Book 3 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2013)ISBN: 9781107611931

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free-: Exam 0%

Papers 60%
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Assignment 4 Essay Counterargument-type Body paragraph (15%)
Assignment 5 Essay Introductory and Concluding paragraphs (10%)
Assignment 6 Essay Final Draft (10%)

Class Participation 20%
Preparation: ODL Quizzes (10%)
Participation (10%)

Others 20%
Assignment 2 Source Integration Task (10%)
Assignment 7 Consolidation Quiz (10%)

・Participation and Preparation: Students must attend a minimum of 10 lessons in order to pass the course. Failure to meet this requirement will result in automatic failure of the course.
・Regular attendance and active course participation are important. This includes class preparation, class discussions, writing, self- and peer-editing, and revising writing assignments.
・The preparation score of 10% comprises the highest six of seven scores in the ODL quizzes.
・The essay is written and assessed incrementally. Therefore, students are expected to submit all the assignments and it is not possible to receive a full score if a student submits just the final essay.

Note/URL:

・Lessons are taught by assigned instructors under the guidance of the academic coordinators.
・The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|09|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W309SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on developing advanced essay-writing skills from understanding essay prompts to making better decisions about sentence construction. Emphasis is placed on taking a position in an argumentative essay, researching, evaluating sources, developing cohesive body paragraphs, logically developing ideas throughout the essay, and writing effective introductions and conclusions. Students will also learn essential skills in citation, paraphrasing and summarizing, and how to integrate sources into their writing. The ability to write with increasingly greater grammatical complexity and with subtle changes in emphasis and nuance, and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing styles, vocabulary, and background knowledge.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

●Students will understand advanced academic essay requirements, and will learn to take an appropriate position, and argue and support it in an argumentative essay.
●Students will practice skills for using information from outside sources (source evaluation, in-text citation and reference lists) so that they can support their arguments more clearly and logically in writing.
●Students will acquire grammar and expressions which are more sophisticated and appropriate for academic essays.
●Students will improve skills to edit their own writing through feedback from the instructor and peers.

before/after course of study:

As part of your preparation, you will be asked to read sections from the Student's Book & supplementary handouts, and watch on-demand lectures (ODLs) then complete ODL quizzes.

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●30-60 minutes preparation
➢Approximately 30 minutes for each ODL (with 7 ODLs in the semester)
➢Approximately 30 minutes reading of the Student's Book

●30-60 minutes review

Estimated time for completion of assessed assignments (including the time used in class):
●Assignment 2 (Source Integration Task): 1 hour (submit in Lesson 5)
●Assignment 7 (Consolidation Task): 1 hour (submit in Lesson 14)

●Essay Assignment Tasks: 16 hours in total:
Assignment 1 (Essay Thesis and Outline Task): 1-2 hours (submit before Lesson 5)
Assignment 3 (Essay Argument-style Body Paragraphs 1 and 2 Tasks): 3-4 hours (submit before Lesson 9)
Assignment 4 (Essay Counterargument Body Paragraph Task): 3-4 hours (submit before Lesson 11)
Assignment 5 (Essay Introductory and Concluding Paragraph Tasks): 1-2 hours (submit before Lesson 12)
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Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

Lesson content:
- Explanation of the course
- Features of academic writing
- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
- Read pp. 5-6Understanding the Essay Prompt.
- Read pp. 7-9Taking a Position.
- Read pp. 17-20Writing a Thesis Statement.

- Read provided articles.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 2 Prompts, Positions, and Outlines

Lesson content:
- Understanding prompts for different essay types.
- Choosing a research-based position and integrating it into a thesis statement.
- Writing a thesis statement.
- Making an outline.

Preparation for the next lesson:
- Read pp. 77—88Paraphrasing, Summarizing, and Quoting.
- Read pp.94—100 Reporting Verbs.
- Read provided articles.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 3 Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4 Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next lesson.

Vol. 5 Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7 Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68Logical Fallacies.
- Read pp.102—107 Hedging and Intensifying.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8 I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
- Identifying logical fallacies and repairing them.
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Preparation for the next lesson:
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 before the next lesson.

Vol. 9　Body Paragraph Organization II: Counterargument Type

Lesson content:
● Defending an argument or position.
● Elements: counterclaim → concession + refutation → rebuttal.
● WALTZ organization for a counterargument body paragraph.
Preparation for the next lesson:
● Read Counterargument Organization in the Student's Guide.

Vol.10　Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
● In-class Writing: Assignment 4 Counterargument Body Paragraph.
● Open submissions for Assignment 4.
Preparation for the next lesson:
● Read pp. 32—40 Introductory Paragraphs.
● Read pp. 69—72 Concluding paragraphs.
● Watch On-demand Lecture 6. Complete the Moodle quiz.
● Submit Assignment 4 before the next lesson.

Vol.11　The Introductory & Concluding Paragraphs

Lesson content:
● Introductory paragraph elements.
● Concluding paragraph elements.
● In-class Writing: Assignment 5 Introductory and Concluding paragraphs.
● Open submission for Assignment 5.
Preparation for the next lesson:
● Read pp. 108—121 Academic sentence styles.
● Read pp. 122—129 Editing.
● Watch On-demand Lecture 7. Complete the Moodle quiz.
● Submit Assignment 5 before the next lesson.

Vol.12　Editing

Lesson content:
● Editing for academic tone and style.
● Editing for language accuracy.
Preparation for the next lesson:
● Review instructor assigned homework.

Vol.13　Editing your Academic Essay

Lesson content:
● In-class Writing: Assignment 6 Final Draft.
Preparation for the next lesson:
● Continue revising and compiling your essay and references list.
● Submit Assignment 6 before the next lesson.

Vol.14　Course Review

Lesson content:
● Review selected parts of the course.
● In-class Writing: Assignment 7 Moodle Consolidation Task.
● Submit Assignment 7 in class.

Language: English

Textbooks: Academic Writing Skills Student's Book 3 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2013)ISBN: 9781107611931

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|10|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W310SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Thur.5	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on developing advanced essay-writing skills from understanding essay prompts to making better decisions about sentence construction. Emphasis is placed on taking a position in an argumentative essay, researching, evaluating sources, developing cohesive body paragraphs, logically developing ideas throughout the essay, and writing effective introductions and conclusions. Students will also learn essential skills in citation, paraphrasing and summarizing, and how to integrate sources into their writing. The ability to write with increasingly greater grammatical complexity and with subtle changes in emphasis and nuance, and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing styles, vocabulary, and background knowledge.

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Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

Lesson content:
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- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
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Vol. 2 Prompts, Positions, and Outlines

Lesson content:
- Understanding prompts for different essay types.
- Choosing a research-based position and integrating it into a thesis statement.
- Writing a thesis statement.
- Making an outline.

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Vol. 3 Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
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- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
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- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4 Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next lesson.

Vol. 5 Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7 Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68Logical Fallacies.
- Read pp.102—107 Hedging and Intensifying.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8 I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
- Identifying logical fallacies and repairing them.
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Preparation for the next lesson:
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Lesson content:
● Defending an argument or position.
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Preparation for the next lesson:
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Vol.10　Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
● In-class Writing: Assignment 4 Counterargument Body Paragraph.
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Preparation for the next lesson:
● Read pp. 32—40 Introductory Paragraphs.
● Read pp. 69—72 Concluding paragraphs.
● Watch On-demand Lecture 6. Complete the Moodle quiz.
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Vol.11　The Introductory & Concluding Paragraphs

Lesson content:
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Vol.12　Editing

Lesson content:
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Preparation for the next lesson:
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Vol.13　Editing your Academic Essay

Lesson content:
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|11|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W311SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Thur.5	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

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Course Schedule Free-Text Entry:

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Course Schedule:

Vol. 1 Course Introduction

Lesson content:
- Explanation of the course
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- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
- Read pp. 5-6Understanding the Essay Prompt.
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- Read pp. 17-20Writing a Thesis Statement.

- Read provided articles.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 2 Prompts, Positions, and Outlines

Lesson content:
- Understanding prompts for different essay types.
- Choosing a research-based position and integrating it into a thesis statement.
- Writing a thesis statement.
- Making an outline.

Preparation for the next lesson:
- Read pp. 77—88Paraphrasing, Summarizing, and Quoting.
- Read pp.94—100 Reporting Verbs.
- Read provided articles.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 3 Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4 Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next lesson.

Vol. 5 Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7 Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68Logical Fallacies.
- Read pp.102—107 Hedging and Intensifying.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8 I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
- Identifying logical fallacies and repairing them.
- Appropriate use of hedging and intensifying language.

Preparation for the next lesson:
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 before the next lesson.

Vol. 9　Body Paragraph Organization II: Counterargument Type

Lesson content:
● Defending an argument or position.
● Elements: counterclaim → concession + refutation → rebuttal.
● WALTZ organization for a counterargument body paragraph.
Preparation for the next lesson:
● Read Counterargument Organization in the Student's Guide.

Vol.10　Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
● In-class Writing: Assignment 4 Counterargument Body Paragraph.
● Open submissions for Assignment 4.
Preparation for the next lesson:
● Read pp. 32—40 Introductory Paragraphs.
● Read pp. 69—72 Concluding paragraphs.
● Watch On-demand Lecture 6. Complete the Moodle quiz.
● Submit Assignment 4 before the next lesson.

Vol.11　The Introductory & Concluding Paragraphs

Lesson content:
● Introductory paragraph elements.
● Concluding paragraph elements.
● In-class Writing: Assignment 5 Introductory and Concluding paragraphs.
● Open submission for Assignment 5.
Preparation for the next lesson:
● Read pp. 108—121 Academic sentence styles.
● Read pp. 122—129 Editing.
● Watch On-demand Lecture 7. Complete the Moodle quiz.
● Submit Assignment 5 before the next lesson.

Vol.12　Editing

Lesson content:
● Editing for academic tone and style.
● Editing for language accuracy.
Preparation for the next lesson:
● Review instructor assigned homework.

Vol.13　Editing your Academic Essay

Lesson content:
● In-class Writing: Assignment 6 Final Draft.
Preparation for the next lesson:
● Continue revising and compiling your essay and references list.
● Submit Assignment 6 before the next lesson.

Vol.14　Course Review

Lesson content:
● Review selected parts of the course.
● In-class Writing: Assignment 7 Moodle Consolidation Task.
● Submit Assignment 7 in class.

Language: English

Textbooks: Academic Writing Skills Student's Book 3 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2013)ISBN: 9781107611931

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free-: Exam 0%

Papers 60%
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Assignment 4 Essay Counterargument-type Body paragraph (15%)
Assignment 5 Essay Introductory and Concluding paragraphs (10%)
Assignment 6 Essay Final Draft (10%)

Class Participation 20%
Preparation: ODL Quizzes (10%)
Participation (10%)

Others 20%
Assignment 2 Source Integration Task (10%)
Assignment 7 Consolidation Quiz (10%)

・Participation and Preparation: Students must attend a minimum of 10 lessons in order to pass the course. Failure to meet this requirement will result in automatic failure of the course.
・Regular attendance and active course participation are important. This includes class preparation, class discussions, writing, self- and peer-editing, and revising writing assignments.
・The preparation score of 10% comprises the highest six of seven scores in the ODL quizzes.
・The essay is written and assessed incrementally. Therefore, students are expected to submit all the assignments and it is not possible to receive a full score if a student submits just the final essay.

Note/URL:

・Lessons are taught by assigned instructors under the guidance of the academic coordinators.
・The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|12|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W312SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on developing advanced essay-writing skills from understanding essay prompts to making better decisions about sentence construction. Emphasis is placed on taking a position in an argumentative essay, researching, evaluating sources, developing cohesive body paragraphs, logically developing ideas throughout the essay, and writing effective introductions and conclusions. Students will also learn essential skills in citation, paraphrasing and summarizing, and how to integrate sources into their writing. The ability to write with increasingly greater grammatical complexity and with subtle changes in emphasis and nuance, and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing styles, vocabulary, and background knowledge.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

●Students will understand advanced academic essay requirements, and will learn to take an appropriate position, and argue and support it in an argumentative essay.
●Students will practice skills for using information from outside sources (source evaluation, in-text citation and reference lists) so that they can support their arguments more clearly and logically in writing.
●Students will acquire grammar and expressions which are more sophisticated and appropriate for academic essays.
●Students will improve skills to edit their own writing through feedback from the instructor and peers.

before/after course of study:

As part of your preparation, you will be asked to read sections from the Student's Book & supplementary handouts, and watch on-demand lectures (ODLs) then complete ODL quizzes.

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●30-60 minutes preparation
➢Approximately 30 minutes for each ODL (with 7 ODLs in the semester)
➢Approximately 30 minutes reading of the Student's Book

●30-60 minutes review

Estimated time for completion of assessed assignments (including the time used in class):
●Assignment 2 (Source Integration Task): 1 hour (submit in Lesson 5)
●Assignment 7 (Consolidation Task): 1 hour (submit in Lesson 14)

●Essay Assignment Tasks: 16 hours in total:
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Assignment 4 (Essay Counterargument Body Paragraph Task): 3-4 hours (submit before Lesson 11)
Assignment 5 (Essay Introductory and Concluding Paragraph Tasks): 1-2 hours (submit before Lesson 12)
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Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

Lesson content:
- Explanation of the course
- Features of academic writing
- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
- Read pp. 5-6Understanding the Essay Prompt.
- Read pp. 7-9Taking a Position.
- Read pp. 17-20Writing a Thesis Statement.

- Read provided articles.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 2 Prompts, Positions, and Outlines

Lesson content:
- Understanding prompts for different essay types.
- Choosing a research-based position and integrating it into a thesis statement.
- Writing a thesis statement.
- Making an outline.

Preparation for the next lesson:
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- Read provided articles.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 3 Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4 Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next lesson.

Vol. 5 Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7 Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68Logical Fallacies.
- Read pp.102—107 Hedging and Intensifying.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8 I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
- Identifying logical fallacies and repairing them.
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Preparation for the next lesson:
- Watch On-demand Lecture 5. Complete the Moodle quiz.
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Vol. 9　Body Paragraph Organization II: Counterargument Type

Lesson content:
● Defending an argument or position.
● Elements: counterclaim → concession + refutation → rebuttal.
● WALTZ organization for a counterargument body paragraph.
Preparation for the next lesson:
● Read Counterargument Organization in the Student's Guide.

Vol.10　Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
● In-class Writing: Assignment 4 Counterargument Body Paragraph.
● Open submissions for Assignment 4.
Preparation for the next lesson:
● Read pp. 32—40 Introductory Paragraphs.
● Read pp. 69—72 Concluding paragraphs.
● Watch On-demand Lecture 6. Complete the Moodle quiz.
● Submit Assignment 4 before the next lesson.

Vol.11　The Introductory & Concluding Paragraphs

Lesson content:
● Introductory paragraph elements.
● Concluding paragraph elements.
● In-class Writing: Assignment 5 Introductory and Concluding paragraphs.
● Open submission for Assignment 5.
Preparation for the next lesson:
● Read pp. 108—121 Academic sentence styles.
● Read pp. 122—129 Editing.
● Watch On-demand Lecture 7. Complete the Moodle quiz.
● Submit Assignment 5 before the next lesson.

Vol.12　Editing

Lesson content:
● Editing for academic tone and style.
● Editing for language accuracy.
Preparation for the next lesson:
● Review instructor assigned homework.

Vol.13　Editing your Academic Essay

Lesson content:
● In-class Writing: Assignment 6 Final Draft.
Preparation for the next lesson:
● Continue revising and compiling your essay and references list.
● Submit Assignment 6 before the next lesson.

Vol.14　Course Review

Lesson content:
● Review selected parts of the course.
● In-class Writing: Assignment 7 Moodle Consolidation Task.
● Submit Assignment 7 in class.

Language: English

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Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|13|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W313SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Thur.4	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on developing advanced essay-writing skills from understanding essay prompts to making better decisions about sentence construction. Emphasis is placed on taking a position in an argumentative essay, researching, evaluating sources, developing cohesive body paragraphs, logically developing ideas throughout the essay, and writing effective introductions and conclusions. Students will also learn essential skills in citation, paraphrasing and summarizing, and how to integrate sources into their writing. The ability to write with increasingly greater grammatical complexity and with subtle changes in emphasis and nuance, and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing styles, vocabulary, and background knowledge.

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Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

Lesson content:
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- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
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Vol. 2 Prompts, Positions, and Outlines

Lesson content:
- Understanding prompts for different essay types.
- Choosing a research-based position and integrating it into a thesis statement.
- Writing a thesis statement.
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Vol. 3 Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
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- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
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- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4 Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next lesson.

Vol. 5 Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7 Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68Logical Fallacies.
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Vol. 8 I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
- Identifying logical fallacies and repairing them.
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Preparation for the next lesson:
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Lesson content:
● Defending an argument or position.
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Preparation for the next lesson:
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Vol.10　Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
● In-class Writing: Assignment 4 Counterargument Body Paragraph.
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Preparation for the next lesson:
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● Read pp. 69—72 Concluding paragraphs.
● Watch On-demand Lecture 6. Complete the Moodle quiz.
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Vol.11　The Introductory & Concluding Paragraphs

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Lesson content:
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Preparation for the next lesson:
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Vol.13　Editing your Academic Essay

Lesson content:
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|14|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W314SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

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Course Schedule Free-Text Entry:

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Course Schedule:

Vol. 1 Course Introduction

Lesson content:
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- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
- Read pp. 5-6Understanding the Essay Prompt.
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- Read pp. 17-20Writing a Thesis Statement.

- Read provided articles.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 2 Prompts, Positions, and Outlines

Lesson content:
- Understanding prompts for different essay types.
- Choosing a research-based position and integrating it into a thesis statement.
- Writing a thesis statement.
- Making an outline.

Preparation for the next lesson:
- Read pp. 77—88Paraphrasing, Summarizing, and Quoting.
- Read pp.94—100 Reporting Verbs.
- Read provided articles.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 3 Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4 Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next lesson.

Vol. 5 Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7 Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68Logical Fallacies.
- Read pp.102—107 Hedging and Intensifying.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8 I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
- Identifying logical fallacies and repairing them.
- Appropriate use of hedging and intensifying language.

Preparation for the next lesson:
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 before the next lesson.

Vol. 9　Body Paragraph Organization II: Counterargument Type

Lesson content:
● Defending an argument or position.
● Elements: counterclaim → concession + refutation → rebuttal.
● WALTZ organization for a counterargument body paragraph.
Preparation for the next lesson:
● Read Counterargument Organization in the Student's Guide.

Vol.10　Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
● In-class Writing: Assignment 4 Counterargument Body Paragraph.
● Open submissions for Assignment 4.
Preparation for the next lesson:
● Read pp. 32—40 Introductory Paragraphs.
● Read pp. 69—72 Concluding paragraphs.
● Watch On-demand Lecture 6. Complete the Moodle quiz.
● Submit Assignment 4 before the next lesson.

Vol.11　The Introductory & Concluding Paragraphs

Lesson content:
● Introductory paragraph elements.
● Concluding paragraph elements.
● In-class Writing: Assignment 5 Introductory and Concluding paragraphs.
● Open submission for Assignment 5.
Preparation for the next lesson:
● Read pp. 108—121 Academic sentence styles.
● Read pp. 122—129 Editing.
● Watch On-demand Lecture 7. Complete the Moodle quiz.
● Submit Assignment 5 before the next lesson.

Vol.12　Editing

Lesson content:
● Editing for academic tone and style.
● Editing for language accuracy.
Preparation for the next lesson:
● Review instructor assigned homework.

Vol.13　Editing your Academic Essay

Lesson content:
● In-class Writing: Assignment 6 Final Draft.
Preparation for the next lesson:
● Continue revising and compiling your essay and references list.
● Submit Assignment 6 before the next lesson.

Vol.14　Course Review

Lesson content:
● Review selected parts of the course.
● In-class Writing: Assignment 7 Moodle Consolidation Task.
● Submit Assignment 7 in class.

Language: English

Textbooks: Academic Writing Skills Student's Book 3 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2013)ISBN: 9781107611931

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free-

Exam 0%

Papers 60%
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Assignment 4 Essay Counterargument-type Body paragraph (15%)
Assignment 5 Essay Introductory and Concluding paragraphs (10%)
Assignment 6 Essay Final Draft (10%)

Class Participation 20%
Preparation: ODL Quizzes (10%)
Participation (10%)

Others 20%
Assignment 2 Source Integration Task (10%)
Assignment 7 Consolidation Quiz (10%)

・Participation and Preparation: Students must attend a minimum of 10 lessons in order to pass the course. Failure to meet this requirement will result in automatic failure of the course.
・Regular attendance and active course participation are important. This includes class preparation, class discussions, writing, self- and peer-editing, and revising writing assignments.
・The preparation score of 10% comprises the highest six of seven scores in the ODL quizzes.
・The essay is written and assessed incrementally. Therefore, students are expected to submit all the assignments and it is not possible to receive a full score if a student submits just the final essay.

Note/URL:

・Lessons are taught by assigned instructors under the guidance of the academic coordinators.
・The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|15|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W315SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Fri.4	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on developing advanced essay-writing skills from understanding essay prompts to making better decisions about sentence construction. Emphasis is placed on taking a position in an argumentative essay, researching, evaluating sources, developing cohesive body paragraphs, logically developing ideas throughout the essay, and writing effective introductions and conclusions. Students will also learn essential skills in citation, paraphrasing and summarizing, and how to integrate sources into their writing. The ability to write with increasingly greater grammatical complexity and with subtle changes in emphasis and nuance, and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing styles, vocabulary, and background knowledge.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

●Students will understand advanced academic essay requirements, and will learn to take an appropriate position, and argue and support it in an argumentative essay.
●Students will practice skills for using information from outside sources (source evaluation, in-text citation and reference lists) so that they can support their arguments more clearly and logically in writing.
●Students will acquire grammar and expressions which are more sophisticated and appropriate for academic essays.
●Students will improve skills to edit their own writing through feedback from the instructor and peers.

before/after course of study:

As part of your preparation, you will be asked to read sections from the Student's Book & supplementary handouts, and watch on-demand lectures (ODLs) then complete ODL quizzes.

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●30-60 minutes preparation
➢Approximately 30 minutes for each ODL (with 7 ODLs in the semester)
➢Approximately 30 minutes reading of the Student's Book

●30-60 minutes review

Estimated time for completion of assessed assignments (including the time used in class):
●Assignment 2 (Source Integration Task): 1 hour (submit in Lesson 5)
●Assignment 7 (Consolidation Task): 1 hour (submit in Lesson 14)

●Essay Assignment Tasks: 16 hours in total:
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Assignment 4 (Essay Counterargument Body Paragraph Task): 3-4 hours (submit before Lesson 11)
Assignment 5 (Essay Introductory and Concluding Paragraph Tasks): 1-2 hours (submit before Lesson 12)
Assignment 6 (Essay Final Draft Task): 3-4 hours (submit before Lesson 14)

Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

Lesson content:
- Explanation of the course
- Features of academic writing
- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
- Read pp. 5-6Understanding the Essay Prompt.
- Read pp. 7-9Taking a Position.
- Read pp. 17-20Writing a Thesis Statement.

- Read provided articles.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 2 Prompts, Positions, and Outlines

Lesson content:
- Understanding prompts for different essay types.
- Choosing a research-based position and integrating it into a thesis statement.
- Writing a thesis statement.
- Making an outline.

Preparation for the next lesson:
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- Read provided articles.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 3 Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4 Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next lesson.

Vol. 5 Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7 Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68Logical Fallacies.
- Read pp.102—107 Hedging and Intensifying.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8 I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
- Identifying logical fallacies and repairing them.
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Preparation for the next lesson:
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 before the next lesson.

Vol. 9　Body Paragraph Organization II: Counterargument Type

Lesson content:
● Defending an argument or position.
● Elements: counterclaim → concession + refutation → rebuttal.
● WALTZ organization for a counterargument body paragraph.
Preparation for the next lesson:
● Read Counterargument Organization in the Student's Guide.

Vol.10　Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
● In-class Writing: Assignment 4 Counterargument Body Paragraph.
● Open submissions for Assignment 4.
Preparation for the next lesson:
● Read pp. 32—40 Introductory Paragraphs.
● Read pp. 69—72 Concluding paragraphs.
● Watch On-demand Lecture 6. Complete the Moodle quiz.
● Submit Assignment 4 before the next lesson.

Vol.11　The Introductory & Concluding Paragraphs

Lesson content:
● Introductory paragraph elements.
● Concluding paragraph elements.
● In-class Writing: Assignment 5 Introductory and Concluding paragraphs.
● Open submission for Assignment 5.
Preparation for the next lesson:
● Read pp. 108—121 Academic sentence styles.
● Read pp. 122—129 Editing.
● Watch On-demand Lecture 7. Complete the Moodle quiz.
● Submit Assignment 5 before the next lesson.

Vol.12　Editing

Lesson content:
● Editing for academic tone and style.
● Editing for language accuracy.
Preparation for the next lesson:
● Review instructor assigned homework.

Vol.13　Editing your Academic Essay

Lesson content:
● In-class Writing: Assignment 6 Final Draft.
Preparation for the next lesson:
● Continue revising and compiling your essay and references list.
● Submit Assignment 6 before the next lesson.

Vol.14　Course Review

Lesson content:
● Review selected parts of the course.
● In-class Writing: Assignment 7 Moodle Consolidation Task.
● Submit Assignment 7 in class.

Language: English

Textbooks: Academic Writing Skills Student's Book 3 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2013)ISBN: 9781107611931

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

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Note/URL:

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|16|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W316SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Fri.4	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on developing advanced essay-writing skills from understanding essay prompts to making better decisions about sentence construction. Emphasis is placed on taking a position in an argumentative essay, researching, evaluating sources, developing cohesive body paragraphs, logically developing ideas throughout the essay, and writing effective introductions and conclusions. Students will also learn essential skills in citation, paraphrasing and summarizing, and how to integrate sources into their writing. The ability to write with increasingly greater grammatical complexity and with subtle changes in emphasis and nuance, and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing styles, vocabulary, and background knowledge.

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Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

Lesson content:
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- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
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Vol. 2 Prompts, Positions, and Outlines

Lesson content:
- Understanding prompts for different essay types.
- Choosing a research-based position and integrating it into a thesis statement.
- Writing a thesis statement.
- Making an outline.

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Vol. 3 Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4 Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next lesson.

Vol. 5 Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7 Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68Logical Fallacies.
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- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8 I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
- Identifying logical fallacies and repairing them.
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Preparation for the next lesson:
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Lesson content:
● Defending an argument or position.
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Preparation for the next lesson:
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Vol.10　Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
● In-class Writing: Assignment 4 Counterargument Body Paragraph.
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Vol.11　The Introductory & Concluding Paragraphs

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Vol.13　Editing your Academic Essay

Lesson content:
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|17|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W317SP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Thur.4	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
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Course Schedule Free-Text Entry:

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Course Schedule:

Vol. 1 Course Introduction

Lesson content:
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- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
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- Read pp. 17-20Writing a Thesis Statement.

- Read provided articles.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 2 Prompts, Positions, and Outlines

Lesson content:
- Understanding prompts for different essay types.
- Choosing a research-based position and integrating it into a thesis statement.
- Writing a thesis statement.
- Making an outline.

Preparation for the next lesson:
- Read pp. 77—88Paraphrasing, Summarizing, and Quoting.
- Read pp.94—100 Reporting Verbs.
- Read provided articles.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 3 Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4 Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next lesson.

Vol. 5 Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7 Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68Logical Fallacies.
- Read pp.102—107 Hedging and Intensifying.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8 I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
- Identifying logical fallacies and repairing them.
- Appropriate use of hedging and intensifying language.

Preparation for the next lesson:
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 before the next lesson.

Vol. 9　Body Paragraph Organization II: Counterargument Type

Lesson content:
● Defending an argument or position.
● Elements: counterclaim → concession + refutation → rebuttal.
● WALTZ organization for a counterargument body paragraph.
Preparation for the next lesson:
● Read Counterargument Organization in the Student's Guide.

Vol.10　Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
● In-class Writing: Assignment 4 Counterargument Body Paragraph.
● Open submissions for Assignment 4.
Preparation for the next lesson:
● Read pp. 32—40 Introductory Paragraphs.
● Read pp. 69—72 Concluding paragraphs.
● Watch On-demand Lecture 6. Complete the Moodle quiz.
● Submit Assignment 4 before the next lesson.

Vol.11　The Introductory & Concluding Paragraphs

Lesson content:
● Introductory paragraph elements.
● Concluding paragraph elements.
● In-class Writing: Assignment 5 Introductory and Concluding paragraphs.
● Open submission for Assignment 5.
Preparation for the next lesson:
● Read pp. 108—121 Academic sentence styles.
● Read pp. 122—129 Editing.
● Watch On-demand Lecture 7. Complete the Moodle quiz.
● Submit Assignment 5 before the next lesson.

Vol.12　Editing

Lesson content:
● Editing for academic tone and style.
● Editing for language accuracy.
Preparation for the next lesson:
● Review instructor assigned homework.

Vol.13　Editing your Academic Essay

Lesson content:
● In-class Writing: Assignment 6 Final Draft.
Preparation for the next lesson:
● Continue revising and compiling your essay and references list.
● Submit Assignment 6 before the next lesson.

Vol.14　Course Review

Lesson content:
● Review selected parts of the course.
● In-class Writing: Assignment 7 Moodle Consolidation Task.
● Submit Assignment 7 in class.

Language: English

Textbooks: Academic Writing Skills Student's Book 3 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2013)ISBN: 9781107611931

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free-

Exam 0%

Papers 60%
Assignment 1 Essay Thesis and Outline (10%)
Assignment 3 Essay Argument-type Body Paragraphs (15%)
Assignment 4 Essay Counterargument-type Body paragraph (15%)
Assignment 5 Essay Introductory and Concluding paragraphs (10%)
Assignment 6 Essay Final Draft (10%)

Class Participation 20%
Preparation: ODL Quizzes (10%)
Participation (10%)

Others 20%
Assignment 2 Source Integration Task (10%)
Assignment 7 Consolidation Quiz (10%)

・Participation and Preparation: Students must attend a minimum of 10 lessons in order to pass the course. Failure to meet this requirement will result in automatic failure of the course.
・Regular attendance and active course participation are important. This includes class preparation, class discussions, writing, self- and peer-editing, and revising writing assignments.
・The preparation score of 10% comprises the highest six of seven scores in the ODL quizzes.
・The essay is written and assessed incrementally. Therefore, students are expected to submit all the assignments and it is not possible to receive a full score if a student submits just the final essay.

Note/URL:

・Lessons are taught by assigned instructors under the guidance of the academic coordinators.
・The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|18|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W30XSP		
Instructor	MUEHLEISEN, Victoria L. others		
Term	spring semester	**Credits**	1
Day/Period	01:Fri.4	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on developing advanced essay-writing skills from understanding essay prompts to making better decisions about sentence construction. Emphasis is placed on taking a position in an argumentative essay, researching, evaluating sources, developing cohesive body paragraphs, logically developing ideas throughout the essay, and writing effective introductions and conclusions. Students will also learn essential skills in citation, paraphrasing and summarizing, and how to integrate sources into their writing. The ability to write with increasingly greater grammatical complexity and with subtle changes in emphasis and nuance, and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing styles, vocabulary, and background knowledge.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

●Students will understand advanced academic essay requirements, and will learn to take an appropriate position, and argue and support it in an argumentative essay.
●Students will practice skills for using information from outside sources (source evaluation, in-text citation and reference lists) so that they can support their arguments more clearly and logically in writing.
●Students will acquire grammar and expressions which are more sophisticated and appropriate for academic essays.
●Students will improve skills to edit their own writing through feedback from the instructor and peers.

before/after course of study:

As part of your preparation, you will be asked to read sections from the Student's Book & supplementary handouts, and watch on-demand lectures (ODLs) then complete ODL quizzes.

Estimated time for student preparation and review:
●30-60 minutes preparation
➢Approximately 30 minutes for each ODL (with 7 ODLs in the semester)
➢Approximately 30 minutes reading of the Student's Book

●30-60 minutes review

Estimated time for completion of assessed assignments (including the time used in class):
●Assignment 2 (Source Integration Task): 1 hour (submit in Lesson 5)
●Assignment 7 (Consolidation Task): 1 hour (submit in Lesson 14)

●Essay Assignment Tasks: 16 hours in total:
Assignment 1 (Essay Thesis and Outline Task): 1-2 hours (submit before Lesson 5)
Assignment 3 (Essay Argument-style Body Paragraphs 1 and 2 Tasks): 3-4 hours (submit before Lesson 9)
Assignment 4 (Essay Counterargument Body Paragraph Task): 3-4 hours (submit before Lesson 11)
Assignment 5 (Essay Introductory and Concluding Paragraph Tasks): 1-2 hours (submit before Lesson 12)
Assignment 6 (Essay Final Draft Task): 3-4 hours (submit before Lesson 14)

Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

Lesson content:
- Explanation of the course
- Features of academic writing
- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
- Read pp. 5-6Understanding the Essay Prompt.
- Read pp. 7-9Taking a Position.
- Read pp. 17-20Writing a Thesis Statement.

- Read provided articles.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 2 Prompts, Positions, and Outlines

Lesson content:
- Understanding prompts for different essay types.
- Choosing a research-based position and integrating it into a thesis statement.
- Writing a thesis statement.
- Making an outline.

Preparation for the next lesson:
- Read pp. 77—88Paraphrasing, Summarizing, and Quoting.
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- Read provided articles.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 3 Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4 Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next lesson.

Vol. 5 Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7 Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68Logical Fallacies.
- Read pp.102—107 Hedging and Intensifying.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8 I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
- Identifying logical fallacies and repairing them.
- Appropriate use of hedging and intensifying language.

Preparation for the next lesson:
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 before the next lesson.

Vol. 9　Body Paragraph Organization II: Counterargument Type

Lesson content:
● Defending an argument or position.
● Elements: counterclaim → concession + refutation → rebuttal.
● WALTZ organization for a counterargument body paragraph.
Preparation for the next lesson:
● Read Counterargument Organization in the Student's Guide.

Vol.10　Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
● In-class Writing: Assignment 4 Counterargument Body Paragraph.
● Open submissions for Assignment 4.
Preparation for the next lesson:
● Read pp. 32—40 Introductory Paragraphs.
● Read pp. 69—72 Concluding paragraphs.
● Watch On-demand Lecture 6. Complete the Moodle quiz.
● Submit Assignment 4 before the next lesson.

Vol.11　The Introductory & Concluding Paragraphs

Lesson content:
● Introductory paragraph elements.
● Concluding paragraph elements.
● In-class Writing: Assignment 5 Introductory and Concluding paragraphs.
● Open submission for Assignment 5.
Preparation for the next lesson:
● Read pp. 108—121 Academic sentence styles.
● Read pp. 122—129 Editing.
● Watch On-demand Lecture 7. Complete the Moodle quiz.
● Submit Assignment 5 before the next lesson.

Vol.12　Editing

Lesson content:
● Editing for academic tone and style.
● Editing for language accuracy.
Preparation for the next lesson:
● Review instructor assigned homework.

Vol.13　Editing your Academic Essay

Lesson content:
● In-class Writing: Assignment 6 Final Draft.
Preparation for the next lesson:
● Continue revising and compiling your essay and references list.
● Submit Assignment 6 before the next lesson.

Vol.14　Course Review

Lesson content:
● Review selected parts of the course.
● In-class Writing: Assignment 7 Moodle Consolidation Task.
● Submit Assignment 7 in class.

Language: English

Textbooks: Academic Writing Skills Student's Book 3 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2013)ISBN: 9781107611931

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

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Note/URL:

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・The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|51|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W301FA		
Instructor	MUEHLEISEN, Victoria L. others		
Term	fall semester	**Credits**	1
Day/Period	01:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on developing advanced essay-writing skills from understanding essay prompts to making better decisions about sentence construction. Emphasis is placed on taking a position in an argumentative essay, researching, evaluating sources, developing cohesive body paragraphs, logically developing ideas throughout the essay, and writing effective introductions and conclusions. Students will also learn essential skills in citation, paraphrasing and summarizing, and how to integrate sources into their writing. The ability to write with increasingly greater grammatical complexity and with subtle changes in emphasis and nuance, and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing styles, vocabulary, and background knowledge.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

・Students will understand advanced academic essay requirements, and will learn to take an appropriate position, and argue and support it in an argumentative essay.
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・Students will acquire grammar and expressions which are more sophisticated and appropriate for academic essays.
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Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

Lesson content:
- Explanation of the course
- Features of academic writing
- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
- Read pp.5-6 Understanding the Essay Prompt.
- Read pp.7-9 Taking a Position.
- Read pp.17-20 Writing a Thesis Statement.
- Read provided articles.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 2　Prompts, Positions, and Outlines

Lesson content:
- Understanding prompts for different essay types.
- Choosing are search-based position and integrating it into a thesis statement.
- Writing a thesis statement.
- Making an outline.

Preparation for the next lesson:
- Read pp.77—88 Paraphrasing, Summarizing, and Quoting.
- Read pp.94—100 Reporting Verbs.
- Read provided articles.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 3　Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4　Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next class.

Vol. 5　Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6　Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson 6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7　Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68 Logical Fallacies.
- Read pp. 102—107 Hedging and Intensifying.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8　I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
- Identifying logical fallacies and repairing them.
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Preparation for the next lesson:
- Watch On-demand Lecture 5. Complete the Moodle quiz.
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Vol. 9　Body Paragraph Organization II: Counterargument Type

Lesson content:
- Defending an argument or position.
- Elements: counterclaim → concession + refutation → rebuttal.
- WALTZ organization for a counterargument body paragraph.

Preparation for the next lesson:
- Read Counterargument Organization in the Student's Guide.

Vol.10 Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
- In-class Writing: Assignment 4 Counterargument Body Paragraph.
- Open submissions for Assignment 4.

Preparation for the next lesson:
- Read pp. 32—40 Introductory Paragraphs.
- Read pp. 69—72 Concluding paragraphs.
- Watch On-demand Lecture 6. Complete the Moodle quiz.
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Vol.11 The Introductory & Concluding Paragraphs

Lesson content:
- Introductory paragraph elements.
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- Read pp. 122—129 Editing.
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Vol.12 Editing

Lesson content:
- Editing for academic tone and style.
- Editing for language accuracy.

Preparation for the next lesson:
- Review instructor assigned homework.

Vol.13 Editing your Academic Essay

Lesson content:
- In-class Writing: Assignment 6 Final Draft.

Preparation for the next lesson:
- Continue revising and compiling your essay and references list.
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Vol.14 Course Review

Lesson content:
- Review selected parts of the course.
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Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|52|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W302FA		
Instructor	MUEHLEISEN, Victoria L. others		
Term	fall semester	**Credits**	1
Day/Period	01:Mon.4	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

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Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

Lesson content:
- Explanation of the course
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- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
- Read pp.5-6 Understanding the Essay Prompt.
- Read pp.7-9 Taking a Position.
- Read pp.17-20 Writing a Thesis Statement.
- Read provided articles.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 2 Prompts, Positions, and Outlines

Lesson content:
- Understanding prompts for different essay types.
- Choosing are search-based position and integrating it into a thesis statement.
- Writing a thesis statement.
- Making an outline.

Preparation for the next lesson:
- Read pp.77—88 Paraphrasing, Summarizing, and Quoting.
- Read pp.94—100 Reporting Verbs.
- Read provided articles.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 3 Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4 Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next class.

Vol. 5 Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson 6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7 Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68 Logical Fallacies.
- Read pp. 102—107 Hedging and Intensifying.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8 I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
- Identifying logical fallacies and repairing them.
- Appropriate use of hedging and intensifying language.

Preparation for the next lesson:
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 before the next class.

Vol. 9 Body Paragraph Organization II: Counterargument Type

Lesson content:
- Defending an argument or position.
- Elements: counterclaim → concession + refutation → rebuttal.
- WALTZ organization for a counterargument body paragraph.

Preparation for the next lesson:
- Read Counterargument Organization in the Student's Guide.

Vol.10 Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
- In-class Writing: Assignment 4 Counterargument Body Paragraph.
- Open submissions for Assignment 4.

Preparation for the next lesson:
- Read pp. 32—40 Introductory Paragraphs.
- Read pp. 69—72 Concluding paragraphs.
- Watch On-demand Lecture 6. Complete the Moodle quiz.
- Submit Assignment 4 before the next class.

Vol.11 The Introductory & Concluding Paragraphs

Lesson content:
- Introductory paragraph elements.
- Concluding paragraph elements.
- In-class Writing: Assignment 5 Introductory and Concluding paragraphs.
- Open submission for Assignment 5.

Preparation for the next lesson:
- Read pp. 108—121 Academic sentence styles.
- Read pp. 122—129 Editing.
- Watch On-demand Lecture 7. Complete the Moodle quiz.
- Submit Assignment 5 before the next class.

Vol.12 Editing

Lesson content:
- Editing for academic tone and style.
- Editing for language accuracy.

Preparation for the next lesson:
- Review instructor assigned homework.

Vol.13 Editing your Academic Essay

Lesson content:
- In-class Writing: Assignment 6 Final Draft.

Preparation for the next lesson:
- Continue revising and compiling your essay and references list.
- Submit Assignment 6 before the next class.

Vol.14 Course Review

Lesson content:
- Review selected parts of the course.
- In-class Writing: Assignment 7 Moodle Consolidation Quiz.
- Submit Assignment 7 in class.

Language: English

Textbooks: Academic Writing Skills Student's Book 3 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2013)ISBN: 9781107611931

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

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Assignment 3 Essay Argument-type Body Paragraphs (15%)
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Assignment 5 Essay Introductory and Concluding paragraphs (10%)
Assignment 6 Essay Final Draft (10%)

Class Participation 20%
Preparation: ODL Quizzes (10%)
Participation (10%)

Others 20%
Assignment 2 Source Integration Task (10%)
Assignment 7 Consolidation Quiz (10%)

・Participation and Preparation: Students must attend a minimum of 10 lessons in order to pass the course. Failure to meet this requirement will result in automatic failure of the course.
・Regular attendance and active course participation are important. This includes class preparation, class discussions, writing, self- and peer-editing, and revising writing assignments.
・The preparation score of 10% comprises the highest six of seven scores in the ODL quizzes.
・The essay is written and assessed incrementally. Therefore, students are expected to submit all the assignments and it is not possible to receive a full score if a student submits just the final essay.

Note/URL:

・Lessons are taught by assigned instructors under the guidance of the academic coordinators.
・The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|53|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W303FA		
Instructor	MUEHLEISEN, Victoria L. others		
Term	fall semester	**Credits**	1
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on developing advanced essay-writing skills from understanding essay prompts to making better decisions about sentence construction. Emphasis is placed on taking a position in an argumentative essay, researching, evaluating sources, developing cohesive body paragraphs, logically developing ideas throughout the essay, and writing effective introductions and conclusions. Students will also learn essential skills in citation, paraphrasing and summarizing, and how to integrate sources into their writing. The ability to write with increasingly greater grammatical complexity and with subtle changes in emphasis and nuance, and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing styles, vocabulary, and background knowledge.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

・Students will understand advanced academic essay requirements, and will learn to take an appropriate position, and argue and support it in an argumentative essay.
・Students will practice skills for using information from outside sources (source evaluation, in-text citation and reference lists) so that they can support their arguments more clearly and logically in writing.
・Students will acquire grammar and expressions which are more sophisticated and appropriate for academic essays.
・Students will improve skills to edit their own writing through feedback from the instructor and peers.

before/after course of study:

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Approximately 30 minutes reading of the Student's Book

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・Assignment 7 (Consolidation Task): 1 hour (submit in Lesson 14)

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Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

Lesson content:
- Explanation of the course
- Features of academic writing
- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
- Read pp.5-6 Understanding the Essay Prompt.
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Vol. 2　Prompts, Positions, and Outlines

Lesson content:
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- Writing a thesis statement.
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Preparation for the next lesson:
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Vol. 3　Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4　Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next class.

Vol. 5　Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6　Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson 6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7　Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68 Logical Fallacies.
- Read pp. 102—107 Hedging and Intensifying.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8　I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
- Identifying logical fallacies and repairing them.
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Preparation for the next lesson:
- Watch On-demand Lecture 5. Complete the Moodle quiz.
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Vol. 9　Body Paragraph Organization II: Counterargument Type

Lesson content:
- Defending an argument or position.
- Elements: counterclaim → concession + refutation → rebuttal.
- WALTZ organization for a counterargument body paragraph.

Preparation for the next lesson:
- Read Counterargument Organization in the Student's Guide.

Vol.10 Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
- In-class Writing: Assignment 4 Counterargument Body Paragraph.
- Open submissions for Assignment 4.

Preparation for the next lesson:
- Read pp. 32—40 Introductory Paragraphs.
- Read pp. 69—72 Concluding paragraphs.
- Watch On-demand Lecture 6. Complete the Moodle quiz.
- Submit Assignment 4 before the next class.

Vol.11 The Introductory & Concluding Paragraphs

Lesson content:
- Introductory paragraph elements.
- Concluding paragraph elements.
- In-class Writing: Assignment 5 Introductory and Concluding paragraphs.
- Open submission for Assignment 5.

Preparation for the next lesson:
- Read pp. 108—121 Academic sentence styles.
- Read pp. 122—129 Editing.
- Watch On-demand Lecture 7. Complete the Moodle quiz.
- Submit Assignment 5 before the next class.

Vol.12 Editing

Lesson content:
- Editing for academic tone and style.
- Editing for language accuracy.

Preparation for the next lesson:
- Review instructor assigned homework.

Vol.13 Editing your Academic Essay

Lesson content:
- In-class Writing: Assignment 6 Final Draft.

Preparation for the next lesson:
- Continue revising and compiling your essay and references list.
- Submit Assignment 6 before the next class.

Vol.14 Course Review

Lesson content:
- Review selected parts of the course.
- In-class Writing: Assignment 7 Moodle Consolidation Quiz.
- Submit Assignment 7 in class.

Language: English

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Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|54|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W304FA		
Instructor	MUEHLEISEN, Victoria L. others		
Term	fall semester	**Credits**	1
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on developing advanced essay-writing skills from understanding essay prompts to making better decisions about sentence construction. Emphasis is placed on taking a position in an argumentative essay, researching, evaluating sources, developing cohesive body paragraphs, logically developing ideas throughout the essay, and writing effective introductions and conclusions. Students will also learn essential skills in citation, paraphrasing and summarizing, and how to integrate sources into their writing. The ability to write with increasingly greater grammatical complexity and with subtle changes in emphasis and nuance, and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing styles, vocabulary, and background knowledge.

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Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

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- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
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Vol. 2　Prompts, Positions, and Outlines

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- Choosing are search-based position and integrating it into a thesis statement.
- Writing a thesis statement.
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Vol. 3　Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4　Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
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- Deriving citations from entries.
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Preparation for the next lesson:
- Review Integration I material.
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Vol. 5　Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
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- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6　Body Paragraph Organization I: Argument Type.

Lesson content:
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- Coherence: WALTZ claim → evidence → explanation.
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- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7　Body Paragraphs Argument Type: In-class Writing

Lesson content:
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Lesson content:
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Lesson content:
- Defending an argument or position.
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Vol.10 Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
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Preparation for the next lesson:
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Vol.13 Editing your Academic Essay

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|55|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W305FA		
Instructor	MUEHLEISEN, Victoria L. others		
Term	fall semester	**Credits**	1
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

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Course Schedule Free-Text Entry:

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Course Schedule:

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Lesson content:
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- Types of academic essays
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Preparation for the next lesson:
- Read pp.5-6 Understanding the Essay Prompt.
- Read pp.7-9 Taking a Position.
- Read pp.17-20 Writing a Thesis Statement.
- Read provided articles.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 2　Prompts, Positions, and Outlines

Lesson content:
- Understanding prompts for different essay types.
- Choosing are search-based position and integrating it into a thesis statement.
- Writing a thesis statement.
- Making an outline.

Preparation for the next lesson:
- Read pp.77—88 Paraphrasing, Summarizing, and Quoting.
- Read pp.94—100 Reporting Verbs.
- Read provided articles.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 3　Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4　Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next class.

Vol. 5　Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6　Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson 6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7　Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68 Logical Fallacies.
- Read pp. 102—107 Hedging and Intensifying.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8　I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
- Identifying logical fallacies and repairing them.
- Appropriate use of hedging and intensifying language.

Preparation for the next lesson:
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 before the next class.

Vol. 9　Body Paragraph Organization II: Counterargument Type

Lesson content:
- Defending an argument or position.
- Elements: counterclaim → concession + refutation → rebuttal.
- WALTZ organization for a counterargument body paragraph.

Preparation for the next lesson:
- Read Counterargument Organization in the Student's Guide.

Vol.10 Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
- In-class Writing: Assignment 4 Counterargument Body Paragraph.
- Open submissions for Assignment 4.

Preparation for the next lesson:
- Read pp. 32—40 Introductory Paragraphs.
- Read pp. 69—72 Concluding paragraphs.
- Watch On-demand Lecture 6. Complete the Moodle quiz.
- Submit Assignment 4 before the next class.

Vol.11 The Introductory & Concluding Paragraphs

Lesson content:
- Introductory paragraph elements.
- Concluding paragraph elements.
- In-class Writing: Assignment 5 Introductory and Concluding paragraphs.
- Open submission for Assignment 5.

Preparation for the next lesson:
- Read pp. 108—121 Academic sentence styles.
- Read pp. 122—129 Editing.
- Watch On-demand Lecture 7. Complete the Moodle quiz.
- Submit Assignment 5 before the next class.

Vol.12 Editing

Lesson content:
- Editing for academic tone and style.
- Editing for language accuracy.

Preparation for the next lesson:
- Review instructor assigned homework.

Vol.13 Editing your Academic Essay

Lesson content:
- In-class Writing: Assignment 6 Final Draft.

Preparation for the next lesson:
- Continue revising and compiling your essay and references list.
- Submit Assignment 6 before the next class.

Vol.14 Course Review

Lesson content:
- Review selected parts of the course.
- In-class Writing: Assignment 7 Moodle Consolidation Quiz.
- Submit Assignment 7 in class.

Language: English

Textbooks: Academic Writing Skills Student's Book 3 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2013)ISBN: 9781107611931

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

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Assignment 6 Essay Final Draft (10%)

Class Participation 20%
Preparation: ODL Quizzes (10%)
Participation (10%)

Others 20%
Assignment 2 Source Integration Task (10%)
Assignment 7 Consolidation Quiz (10%)

・Participation and Preparation: Students must attend a minimum of 10 lessons in order to pass the course. Failure to meet this requirement will result in automatic failure of the course.
・Regular attendance and active course participation are important. This includes class preparation, class discussions, writing, self- and peer-editing, and revising writing assignments.
・The preparation score of 10% comprises the highest six of seven scores in the ODL quizzes.
・The essay is written and assessed incrementally. Therefore, students are expected to submit all the assignments and it is not possible to receive a full score if a student submits just the final essay.

Note/URL:

・Lessons are taught by assigned instructors under the guidance of the academic coordinators.
・The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|56|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W306FA		
Instructor	MUEHLEISEN, Victoria L. others		
Term	fall semester	**Credits**	1
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on developing advanced essay-writing skills from understanding essay prompts to making better decisions about sentence construction. Emphasis is placed on taking a position in an argumentative essay, researching, evaluating sources, developing cohesive body paragraphs, logically developing ideas throughout the essay, and writing effective introductions and conclusions. Students will also learn essential skills in citation, paraphrasing and summarizing, and how to integrate sources into their writing. The ability to write with increasingly greater grammatical complexity and with subtle changes in emphasis and nuance, and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing styles, vocabulary, and background knowledge.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

・Students will understand advanced academic essay requirements, and will learn to take an appropriate position, and argue and support it in an argumentative essay.
・Students will practice skills for using information from outside sources (source evaluation, in-text citation and reference lists) so that they can support their arguments more clearly and logically in writing.
・Students will acquire grammar and expressions which are more sophisticated and appropriate for academic essays.
・Students will improve skills to edit their own writing through feedback from the instructor and peers.

before/after course of study:

As part of your preparation, you will be asked to read sections from the Student's Book & supplementary handouts, and watch on-demand lectures (ODLs) then complete ODL quizzes.

Estimated time for student preparation and review:
・30-60 minutes preparation
Approximately 30 minutes for each ODL (with 7 ODLs in the semester)
Approximately 30 minutes reading of the Student's Book

・30-60 minutes review
Estimated time for completion of assessed assignments (Including the time used in class):
・Assignment 2 (Source Integration Task): 1 hours (submit in Lesson 5)
・Assignment 7 (Consolidation Task): 1 hour (submit in Lesson 14)

・Essay Assignment Tasks: 16 hours in total:
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Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

Lesson content:
- Explanation of the course
- Features of academic writing
- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
- Read pp.5-6 Understanding the Essay Prompt.
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Vol. 2　Prompts, Positions, and Outlines

Lesson content:
- Understanding prompts for different essay types.
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- Writing a thesis statement.
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Preparation for the next lesson:
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- Read provided articles.
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Vol. 3　Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4　Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next class.

Vol. 5　Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6　Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson 6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7　Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68 Logical Fallacies.
- Read pp. 102—107 Hedging and Intensifying.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8　I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
- Identifying logical fallacies and repairing them.
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Preparation for the next lesson:
- Watch On-demand Lecture 5. Complete the Moodle quiz.
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Vol. 9　Body Paragraph Organization II: Counterargument Type

Lesson content:
- Defending an argument or position.
- Elements: counterclaim → concession + refutation → rebuttal.
- WALTZ organization for a counterargument body paragraph.

Preparation for the next lesson:
- Read Counterargument Organization in the Student's Guide.

Vol.10 Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
- In-class Writing: Assignment 4 Counterargument Body Paragraph.
- Open submissions for Assignment 4.

Preparation for the next lesson:
- Read pp. 32—40 Introductory Paragraphs.
- Read pp. 69—72 Concluding paragraphs.
- Watch On-demand Lecture 6. Complete the Moodle quiz.
- Submit Assignment 4 before the next class.

Vol.11 The Introductory & Concluding Paragraphs

Lesson content:
- Introductory paragraph elements.
- Concluding paragraph elements.
- In-class Writing: Assignment 5 Introductory and Concluding paragraphs.
- Open submission for Assignment 5.

Preparation for the next lesson:
- Read pp. 108—121 Academic sentence styles.
- Read pp. 122—129 Editing.
- Watch On-demand Lecture 7. Complete the Moodle quiz.
- Submit Assignment 5 before the next class.

Vol.12 Editing

Lesson content:
- Editing for academic tone and style.
- Editing for language accuracy.

Preparation for the next lesson:
- Review instructor assigned homework.

Vol.13 Editing your Academic Essay

Lesson content:
- In-class Writing: Assignment 6 Final Draft.

Preparation for the next lesson:
- Continue revising and compiling your essay and references list.
- Submit Assignment 6 before the next class.

Vol.14 Course Review

Lesson content:
- Review selected parts of the course.
- In-class Writing: Assignment 7 Moodle Consolidation Quiz.
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Language: English

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Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|57|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W307FA		
Instructor	MUEHLEISEN, Victoria L. others		
Term	fall semester	**Credits**	1
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on developing advanced essay-writing skills from understanding essay prompts to making better decisions about sentence construction. Emphasis is placed on taking a position in an argumentative essay, researching, evaluating sources, developing cohesive body paragraphs, logically developing ideas throughout the essay, and writing effective introductions and conclusions. Students will also learn essential skills in citation, paraphrasing and summarizing, and how to integrate sources into their writing. The ability to write with increasingly greater grammatical complexity and with subtle changes in emphasis and nuance, and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing styles, vocabulary, and background knowledge.

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Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

Lesson content:
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Preparation for the next lesson:
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Vol. 2 Prompts, Positions, and Outlines

Lesson content:
- Understanding prompts for different essay types.
- Choosing are search-based position and integrating it into a thesis statement.
- Writing a thesis statement.
- Making an outline.

Preparation for the next lesson:
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Vol. 3 Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4 Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next class.

Vol. 5 Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6 Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
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- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7 Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68 Logical Fallacies.
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Lesson content:
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Vol. 9 Body Paragraph Organization II: Counterargument Type

Lesson content:
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Lesson content:
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Lesson content:
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Preparation for the next lesson:
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Vol.13 Editing your Academic Essay

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|58|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W308FA		
Instructor	MUEHLEISEN, Victoria L. others		
Term	fall semester	**Credits**	1
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

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Course Schedule Free-Text Entry:

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Course Schedule:

Vol. 1 Course Introduction

Lesson content:
- Explanation of the course
- Features of academic writing
- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
- Read pp.5-6 Understanding the Essay Prompt.
- Read pp.7-9 Taking a Position.
- Read pp.17-20 Writing a Thesis Statement.
- Read provided articles.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 2　Prompts, Positions, and Outlines

Lesson content:
- Understanding prompts for different essay types.
- Choosing are search-based position and integrating it into a thesis statement.
- Writing a thesis statement.
- Making an outline.

Preparation for the next lesson:
- Read pp.77—88 Paraphrasing, Summarizing, and Quoting.
- Read pp.94—100 Reporting Verbs.
- Read provided articles.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 3　Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4　Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next class.

Vol. 5　Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6　Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson 6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7　Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68 Logical Fallacies.
- Read pp. 102—107 Hedging and Intensifying.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8　I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
- Identifying logical fallacies and repairing them.
- Appropriate use of hedging and intensifying language.

Preparation for the next lesson:
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 before the next class.

Vol. 9　Body Paragraph Organization II: Counterargument Type

Lesson content:
- Defending an argument or position.
- Elements: counterclaim → concession + refutation → rebuttal.
- WALTZ organization for a counterargument body paragraph.

Preparation for the next lesson:
- Read Counterargument Organization in the Student's Guide.

Vol.10 Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
- In-class Writing: Assignment 4 Counterargument Body Paragraph.
- Open submissions for Assignment 4.

Preparation for the next lesson:
- Read pp. 32—40 Introductory Paragraphs.
- Read pp. 69—72 Concluding paragraphs.
- Watch On-demand Lecture 6. Complete the Moodle quiz.
- Submit Assignment 4 before the next class.

Vol.11 The Introductory & Concluding Paragraphs

Lesson content:
- Introductory paragraph elements.
- Concluding paragraph elements.
- In-class Writing: Assignment 5 Introductory and Concluding paragraphs.
- Open submission for Assignment 5.

Preparation for the next lesson:
- Read pp. 108—121 Academic sentence styles.
- Read pp. 122—129 Editing.
- Watch On-demand Lecture 7. Complete the Moodle quiz.
- Submit Assignment 5 before the next class.

Vol.12 Editing

Lesson content:
- Editing for academic tone and style.
- Editing for language accuracy.

Preparation for the next lesson:
- Review instructor assigned homework.

Vol.13 Editing your Academic Essay

Lesson content:
- In-class Writing: Assignment 6 Final Draft.

Preparation for the next lesson:
- Continue revising and compiling your essay and references list.
- Submit Assignment 6 before the next class.

Vol.14 Course Review

Lesson content:
- Review selected parts of the course.
- In-class Writing: Assignment 7 Moodle Consolidation Quiz.
- Submit Assignment 7 in class.

Language: English

Textbooks: Academic Writing Skills Student's Book 3 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2013)ISBN: 9781107611931

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

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Papers 60%
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Class Participation 20%
Preparation: ODL Quizzes (10%)
Participation (10%)

Others 20%
Assignment 2 Source Integration Task (10%)
Assignment 7 Consolidation Quiz (10%)

・Participation and Preparation: Students must attend a minimum of 10 lessons in order to pass the course. Failure to meet this requirement will result in automatic failure of the course.
・Regular attendance and active course participation are important. This includes class preparation, class discussions, writing, self- and peer-editing, and revising writing assignments.
・The preparation score of 10% comprises the highest six of seven scores in the ODL quizzes.
・The essay is written and assessed incrementally. Therefore, students are expected to submit all the assignments and it is not possible to receive a full score if a student submits just the final essay.

Note/URL:

・Lessons are taught by assigned instructors under the guidance of the academic coordinators.
・The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|59|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W309FA		
Instructor	MUEHLEISEN, Victoria L. others		
Term	fall semester	**Credits**	1
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on developing advanced essay-writing skills from understanding essay prompts to making better decisions about sentence construction. Emphasis is placed on taking a position in an argumentative essay, researching, evaluating sources, developing cohesive body paragraphs, logically developing ideas throughout the essay, and writing effective introductions and conclusions. Students will also learn essential skills in citation, paraphrasing and summarizing, and how to integrate sources into their writing. The ability to write with increasingly greater grammatical complexity and with subtle changes in emphasis and nuance, and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing styles, vocabulary, and background knowledge.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

・Students will understand advanced academic essay requirements, and will learn to take an appropriate position, and argue and support it in an argumentative essay.
・Students will practice skills for using information from outside sources (source evaluation, in-text citation and reference lists) so that they can support their arguments more clearly and logically in writing.
・Students will acquire grammar and expressions which are more sophisticated and appropriate for academic essays.
・Students will improve skills to edit their own writing through feedback from the instructor and peers.

before/after course of study:

As part of your preparation, you will be asked to read sections from the Student's Book & supplementary handouts, and watch on-demand lectures (ODLs) then complete ODL quizzes.

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・30-60 minutes preparation
Approximately 30 minutes for each ODL (with 7 ODLs in the semester)
Approximately 30 minutes reading of the Student's Book

・30-60 minutes review
Estimated time for completion of assessed assignments (Including the time used in class):
・Assignment 2 (Source Integration Task): 1 hours (submit in Lesson 5)
・Assignment 7 (Consolidation Task): 1 hour (submit in Lesson 14)

・Essay Assignment Tasks: 16 hours in total:
Assignment 1 (Essay Thesis and Outline Task): 1-2 hours (submit before Lesson 5)
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Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

Lesson content:
- Explanation of the course
- Features of academic writing
- Types of academic essays
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Preparation for the next lesson:
- Read pp.5-6 Understanding the Essay Prompt.
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Vol. 2　Prompts, Positions, and Outlines

Lesson content:
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- Writing a thesis statement.
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Vol. 3　Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4　Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next class.

Vol. 5　Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6　Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson 6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7　Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68 Logical Fallacies.
- Read pp. 102—107 Hedging and Intensifying.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8　I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
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- Watch On-demand Lecture 5. Complete the Moodle quiz.
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Vol. 9　Body Paragraph Organization II: Counterargument Type

Lesson content:
- Defending an argument or position.
- Elements: counterclaim → concession + refutation → rebuttal.
- WALTZ organization for a counterargument body paragraph.

Preparation for the next lesson:
- Read Counterargument Organization in the Student's Guide.

Vol.10 Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
- In-class Writing: Assignment 4 Counterargument Body Paragraph.
- Open submissions for Assignment 4.

Preparation for the next lesson:
- Read pp. 32—40 Introductory Paragraphs.
- Read pp. 69—72 Concluding paragraphs.
- Watch On-demand Lecture 6. Complete the Moodle quiz.
- Submit Assignment 4 before the next class.

Vol.11 The Introductory & Concluding Paragraphs

Lesson content:
- Introductory paragraph elements.
- Concluding paragraph elements.
- In-class Writing: Assignment 5 Introductory and Concluding paragraphs.
- Open submission for Assignment 5.

Preparation for the next lesson:
- Read pp. 108—121 Academic sentence styles.
- Read pp. 122—129 Editing.
- Watch On-demand Lecture 7. Complete the Moodle quiz.
- Submit Assignment 5 before the next class.

Vol.12 Editing

Lesson content:
- Editing for academic tone and style.
- Editing for language accuracy.

Preparation for the next lesson:
- Review instructor assigned homework.

Vol.13 Editing your Academic Essay

Lesson content:
- In-class Writing: Assignment 6 Final Draft.

Preparation for the next lesson:
- Continue revising and compiling your essay and references list.
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Vol.14 Course Review

Lesson content:
- Review selected parts of the course.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|60|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W310FA		
Instructor	MUEHLEISEN, Victoria L. others		
Term	fall semester	**Credits**	1
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

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Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

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Preparation for the next lesson:
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Vol. 3　Integration I: Paraphrasing and Synthesizing

Lesson content:
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Vol. 4　Integration II: Referencing and Citing

Lesson content:
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Preparation for the next lesson:
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Vol. 5　Source Integration Practice

Lesson content:
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- In-class writing: Assignment 2 Source Integration Task. Submit in class.

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- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6　Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
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Vol. 7　Body Paragraphs Argument Type: In-class Writing

Lesson content:
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Vol.13 Editing your Academic Essay

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|61|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W311FA		
Instructor	MUEHLEISEN, Victoria L. others		
Term	fall semester	**Credits**	1
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

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Course Schedule Free-Text Entry:

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Course Schedule:

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Lesson content:
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- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
- Read pp.5-6 Understanding the Essay Prompt.
- Read pp.7-9 Taking a Position.
- Read pp.17-20 Writing a Thesis Statement.
- Read provided articles.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 2　Prompts, Positions, and Outlines

Lesson content:
- Understanding prompts for different essay types.
- Choosing are search-based position and integrating it into a thesis statement.
- Writing a thesis statement.
- Making an outline.

Preparation for the next lesson:
- Read pp.77—88 Paraphrasing, Summarizing, and Quoting.
- Read pp.94—100 Reporting Verbs.
- Read provided articles.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 3　Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4　Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next class.

Vol. 5　Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6　Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson 6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7　Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68 Logical Fallacies.
- Read pp. 102—107 Hedging and Intensifying.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8　I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
- Identifying logical fallacies and repairing them.
- Appropriate use of hedging and intensifying language.

Preparation for the next lesson:
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 before the next class.

Vol. 9　Body Paragraph Organization II: Counterargument Type

Lesson content:
- Defending an argument or position.
- Elements: counterclaim → concession + refutation → rebuttal.
- WALTZ organization for a counterargument body paragraph.

Preparation for the next lesson:
- Read Counterargument Organization in the Student's Guide.

Vol.10 Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
- In-class Writing: Assignment 4 Counterargument Body Paragraph.
- Open submissions for Assignment 4.

Preparation for the next lesson:
- Read pp. 32—40 Introductory Paragraphs.
- Read pp. 69—72 Concluding paragraphs.
- Watch On-demand Lecture 6. Complete the Moodle quiz.
- Submit Assignment 4 before the next class.

Vol.11 The Introductory & Concluding Paragraphs

Lesson content:
- Introductory paragraph elements.
- Concluding paragraph elements.
- In-class Writing: Assignment 5 Introductory and Concluding paragraphs.
- Open submission for Assignment 5.

Preparation for the next lesson:
- Read pp. 108—121 Academic sentence styles.
- Read pp. 122—129 Editing.
- Watch On-demand Lecture 7. Complete the Moodle quiz.
- Submit Assignment 5 before the next class.

Vol.12 Editing

Lesson content:
- Editing for academic tone and style.
- Editing for language accuracy.

Preparation for the next lesson:
- Review instructor assigned homework.

Vol.13 Editing your Academic Essay

Lesson content:
- In-class Writing: Assignment 6 Final Draft.

Preparation for the next lesson:
- Continue revising and compiling your essay and references list.
- Submit Assignment 6 before the next class.

Vol.14 Course Review

Lesson content:
- Review selected parts of the course.
- In-class Writing: Assignment 7 Moodle Consolidation Quiz.
- Submit Assignment 7 in class.

Language: English

Textbooks: Academic Writing Skills Student's Book 3 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2013)ISBN: 9781107611931

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

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Class Participation 20%
Preparation: ODL Quizzes (10%)
Participation (10%)

Others 20%
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Assignment 7 Consolidation Quiz (10%)

・Participation and Preparation: Students must attend a minimum of 10 lessons in order to pass the course. Failure to meet this requirement will result in automatic failure of the course.
・Regular attendance and active course participation are important. This includes class preparation, class discussions, writing, self- and peer-editing, and revising writing assignments.
・The preparation score of 10% comprises the highest six of seven scores in the ODL quizzes.
・The essay is written and assessed incrementally. Therefore, students are expected to submit all the assignments and it is not possible to receive a full score if a student submits just the final essay.

Note/URL:

・Lessons are taught by assigned instructors under the guidance of the academic coordinators.
・The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|62|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W312FA		
Instructor	MUEHLEISEN, Victoria L. others		
Term	fall semester	**Credits**	1
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on developing advanced essay-writing skills from understanding essay prompts to making better decisions about sentence construction. Emphasis is placed on taking a position in an argumentative essay, researching, evaluating sources, developing cohesive body paragraphs, logically developing ideas throughout the essay, and writing effective introductions and conclusions. Students will also learn essential skills in citation, paraphrasing and summarizing, and how to integrate sources into their writing. The ability to write with increasingly greater grammatical complexity and with subtle changes in emphasis and nuance, and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing styles, vocabulary, and background knowledge.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

・Students will understand advanced academic essay requirements, and will learn to take an appropriate position, and argue and support it in an argumentative essay.
・Students will practice skills for using information from outside sources (source evaluation, in-text citation and reference lists) so that they can support their arguments more clearly and logically in writing.
・Students will acquire grammar and expressions which are more sophisticated and appropriate for academic essays.
・Students will improve skills to edit their own writing through feedback from the instructor and peers.

before/after course of study:

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・30-60 minutes preparation
Approximately 30 minutes for each ODL (with 7 ODLs in the semester)
Approximately 30 minutes reading of the Student's Book

・30-60 minutes review
Estimated time for completion of assessed assignments (Including the time used in class):
・Assignment 2 (Source Integration Task): 1 hours (submit in Lesson 5)
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・Essay Assignment Tasks: 16 hours in total:
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Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

Lesson content:
- Explanation of the course
- Features of academic writing
- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
- Read pp.5-6 Understanding the Essay Prompt.
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Vol. 2　Prompts, Positions, and Outlines

Lesson content:
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- Writing a thesis statement.
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Preparation for the next lesson:
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Vol. 3　Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4　Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next class.

Vol. 5　Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6　Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson 6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7　Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68 Logical Fallacies.
- Read pp. 102—107 Hedging and Intensifying.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8　I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
- Identifying logical fallacies and repairing them.
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- Watch On-demand Lecture 5. Complete the Moodle quiz.
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Vol. 9　Body Paragraph Organization II: Counterargument Type

Lesson content:
- Defending an argument or position.
- Elements: counterclaim → concession + refutation → rebuttal.
- WALTZ organization for a counterargument body paragraph.

Preparation for the next lesson:
- Read Counterargument Organization in the Student's Guide.

Vol.10 Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
- In-class Writing: Assignment 4 Counterargument Body Paragraph.
- Open submissions for Assignment 4.

Preparation for the next lesson:
- Read pp. 32—40 Introductory Paragraphs.
- Read pp. 69—72 Concluding paragraphs.
- Watch On-demand Lecture 6. Complete the Moodle quiz.
- Submit Assignment 4 before the next class.

Vol.11 The Introductory & Concluding Paragraphs

Lesson content:
- Introductory paragraph elements.
- Concluding paragraph elements.
- In-class Writing: Assignment 5 Introductory and Concluding paragraphs.
- Open submission for Assignment 5.

Preparation for the next lesson:
- Read pp. 108—121 Academic sentence styles.
- Read pp. 122—129 Editing.
- Watch On-demand Lecture 7. Complete the Moodle quiz.
- Submit Assignment 5 before the next class.

Vol.12 Editing

Lesson content:
- Editing for academic tone and style.
- Editing for language accuracy.

Preparation for the next lesson:
- Review instructor assigned homework.

Vol.13 Editing your Academic Essay

Lesson content:
- In-class Writing: Assignment 6 Final Draft.

Preparation for the next lesson:
- Continue revising and compiling your essay and references list.
- Submit Assignment 6 before the next class.

Vol.14 Course Review

Lesson content:
- Review selected parts of the course.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|63|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W313FA		
Instructor	MUEHLEISEN, Victoria L. others		
Term	fall semester	**Credits**	1
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

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Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

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Preparation for the next lesson:
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Vol. 3　Integration I: Paraphrasing and Synthesizing

Lesson content:
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Vol. 4　Integration II: Referencing and Citing

Lesson content:
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Vol. 5　Source Integration Practice

Lesson content:
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Vol. 6　Body Paragraph Organization I: Argument Type.

Lesson content:
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Vol. 7　Body Paragraphs Argument Type: In-class Writing

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|64|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W314FA		
Instructor	MUEHLEISEN, Victoria L. others		
Term	fall semester	**Credits**	1
Day/Period	01:Thur.4	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
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Course Schedule Free-Text Entry:

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Course Schedule:

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- Explanation of the course
- Features of academic writing
- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
- Read pp.5-6 Understanding the Essay Prompt.
- Read pp.7-9 Taking a Position.
- Read pp.17-20 Writing a Thesis Statement.
- Read provided articles.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 2　Prompts, Positions, and Outlines

Lesson content:
- Understanding prompts for different essay types.
- Choosing are search-based position and integrating it into a thesis statement.
- Writing a thesis statement.
- Making an outline.

Preparation for the next lesson:
- Read pp.77—88 Paraphrasing, Summarizing, and Quoting.
- Read pp.94—100 Reporting Verbs.
- Read provided articles.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 3　Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4　Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next class.

Vol. 5　Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6　Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson 6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7　Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68 Logical Fallacies.
- Read pp. 102—107 Hedging and Intensifying.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8　I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
- Identifying logical fallacies and repairing them.
- Appropriate use of hedging and intensifying language.

Preparation for the next lesson:
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 before the next class.

Vol. 9　Body Paragraph Organization II: Counterargument Type

Lesson content:
- Defending an argument or position.
- Elements: counterclaim → concession + refutation → rebuttal.
- WALTZ organization for a counterargument body paragraph.

Preparation for the next lesson:
- Read Counterargument Organization in the Student's Guide.

Vol.10 Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
- In-class Writing: Assignment 4 Counterargument Body Paragraph.
- Open submissions for Assignment 4.

Preparation for the next lesson:
- Read pp. 32—40 Introductory Paragraphs.
- Read pp. 69—72 Concluding paragraphs.
- Watch On-demand Lecture 6. Complete the Moodle quiz.
- Submit Assignment 4 before the next class.

Vol.11 The Introductory & Concluding Paragraphs

Lesson content:
- Introductory paragraph elements.
- Concluding paragraph elements.
- In-class Writing: Assignment 5 Introductory and Concluding paragraphs.
- Open submission for Assignment 5.

Preparation for the next lesson:
- Read pp. 108—121 Academic sentence styles.
- Read pp. 122—129 Editing.
- Watch On-demand Lecture 7. Complete the Moodle quiz.
- Submit Assignment 5 before the next class.

Vol.12 Editing

Lesson content:
- Editing for academic tone and style.
- Editing for language accuracy.

Preparation for the next lesson:
- Review instructor assigned homework.

Vol.13 Editing your Academic Essay

Lesson content:
- In-class Writing: Assignment 6 Final Draft.

Preparation for the next lesson:
- Continue revising and compiling your essay and references list.
- Submit Assignment 6 before the next class.

Vol.14 Course Review

Lesson content:
- Review selected parts of the course.
- In-class Writing: Assignment 7 Moodle Consolidation Quiz.
- Submit Assignment 7 in class.

Language: English

Textbooks: Academic Writing Skills Student's Book 3 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2013)ISBN: 9781107611931

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free- Exam 0%

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Assignment 3 Essay Argument-type Body Paragraphs (15%)
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Assignment 6 Essay Final Draft (10%)

Class Participation 20%
Preparation: ODL Quizzes (10%)
Participation (10%)

Others 20%
Assignment 2 Source Integration Task (10%)
Assignment 7 Consolidation Quiz (10%)

・Participation and Preparation: Students must attend a minimum of 10 lessons in order to pass the course. Failure to meet this requirement will result in automatic failure of the course.
・Regular attendance and active course participation are important. This includes class preparation, class discussions, writing, self- and peer-editing, and revising writing assignments.
・The preparation score of 10% comprises the highest six of seven scores in the ODL quizzes.
・The essay is written and assessed incrementally. Therefore, students are expected to submit all the assignments and it is not possible to receive a full score if a student submits just the final essay.

Note/URL:

・Lessons are taught by assigned instructors under the guidance of the academic coordinators.
・The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|65|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W315FA		
Instructor	MUEHLEISEN, Victoria L. others		
Term	fall semester	**Credits**	1
Day/Period	01:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on developing advanced essay-writing skills from understanding essay prompts to making better decisions about sentence construction. Emphasis is placed on taking a position in an argumentative essay, researching, evaluating sources, developing cohesive body paragraphs, logically developing ideas throughout the essay, and writing effective introductions and conclusions. Students will also learn essential skills in citation, paraphrasing and summarizing, and how to integrate sources into their writing. The ability to write with increasingly greater grammatical complexity and with subtle changes in emphasis and nuance, and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing styles, vocabulary, and background knowledge.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

・Students will understand advanced academic essay requirements, and will learn to take an appropriate position, and argue and support it in an argumentative essay.
・Students will practice skills for using information from outside sources (source evaluation, in-text citation and reference lists) so that they can support their arguments more clearly and logically in writing.
・Students will acquire grammar and expressions which are more sophisticated and appropriate for academic essays.
・Students will improve skills to edit their own writing through feedback from the instructor and peers.

before/after course of study:

As part of your preparation, you will be asked to read sections from the Student's Book & supplementary handouts, and watch on-demand lectures (ODLs) then complete ODL quizzes.

Estimated time for student preparation and review:
・30-60 minutes preparation
Approximately 30 minutes for each ODL (with 7 ODLs in the semester)
Approximately 30 minutes reading of the Student's Book

・30-60 minutes review
Estimated time for completion of assessed assignments (Including the time used in class):
・Assignment 2 (Source Integration Task): 1 hours (submit in Lesson 5)
・Assignment 7 (Consolidation Task): 1 hour (submit in Lesson 14)

・Essay Assignment Tasks: 16 hours in total:
Assignment 1 (Essay Thesis and Outline Task): 1-2 hours (submit before Lesson 5)
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Assignment 5 (Essay Introductory and Concluding Paragraph Tasks): 1-2 hours (submit before Lesson 12)
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Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

Lesson content:
- Explanation of the course
- Features of academic writing
- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
- Read pp.5-6 Understanding the Essay Prompt.
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- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 2　Prompts, Positions, and Outlines

Lesson content:
- Understanding prompts for different essay types.
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- Writing a thesis statement.
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Preparation for the next lesson:
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Vol. 3　Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4　Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next class.

Vol. 5　Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6　Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson 6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7　Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68 Logical Fallacies.
- Read pp. 102—107 Hedging and Intensifying.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8　I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
- Identifying logical fallacies and repairing them.
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Preparation for the next lesson:
- Watch On-demand Lecture 5. Complete the Moodle quiz.
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Vol. 9　Body Paragraph Organization II: Counterargument Type

Lesson content:
- Defending an argument or position.
- Elements: counterclaim → concession + refutation → rebuttal.
- WALTZ organization for a counterargument body paragraph.

Preparation for the next lesson:
- Read Counterargument Organization in the Student's Guide.

Vol.10 Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
- In-class Writing: Assignment 4 Counterargument Body Paragraph.
- Open submissions for Assignment 4.

Preparation for the next lesson:
- Read pp. 32—40 Introductory Paragraphs.
- Read pp. 69—72 Concluding paragraphs.
- Watch On-demand Lecture 6. Complete the Moodle quiz.
- Submit Assignment 4 before the next class.

Vol.11 The Introductory & Concluding Paragraphs

Lesson content:
- Introductory paragraph elements.
- Concluding paragraph elements.
- In-class Writing: Assignment 5 Introductory and Concluding paragraphs.
- Open submission for Assignment 5.

Preparation for the next lesson:
- Read pp. 108—121 Academic sentence styles.
- Read pp. 122—129 Editing.
- Watch On-demand Lecture 7. Complete the Moodle quiz.
- Submit Assignment 5 before the next class.

Vol.12 Editing

Lesson content:
- Editing for academic tone and style.
- Editing for language accuracy.

Preparation for the next lesson:
- Review instructor assigned homework.

Vol.13 Editing your Academic Essay

Lesson content:
- In-class Writing: Assignment 6 Final Draft.

Preparation for the next lesson:
- Continue revising and compiling your essay and references list.
- Submit Assignment 6 before the next class.

Vol.14 Course Review

Lesson content:
- Review selected parts of the course.
- In-class Writing: Assignment 7 Moodle Consolidation Quiz.
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Language: English

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Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|66|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W316FA		
Instructor	MUEHLEISEN, Victoria L. others		
Term	fall semester	**Credits**	1
Day/Period	01:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

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Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

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- Types of academic essays
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Preparation for the next lesson:
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Vol. 3　Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
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- Synthesizing and merging sources.
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Vol. 4　Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
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Vol. 5　Source Integration Practice

Lesson content:
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Vol. 6　Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
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- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7　Body Paragraphs Argument Type: In-class Writing

Lesson content:
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Lesson content:
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Lesson content:
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Lesson content:
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Vol.13 Editing your Academic Essay

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|67|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W317FA		
Instructor	MUEHLEISEN, Victoria L. others		
Term	fall semester	**Credits**	1
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

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Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

Lesson content:
- Explanation of the course
- Features of academic writing
- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
- Read pp.5-6 Understanding the Essay Prompt.
- Read pp.7-9 Taking a Position.
- Read pp.17-20 Writing a Thesis Statement.
- Read provided articles.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 2　Prompts, Positions, and Outlines

Lesson content:
- Understanding prompts for different essay types.
- Choosing are search-based position and integrating it into a thesis statement.
- Writing a thesis statement.
- Making an outline.

Preparation for the next lesson:
- Read pp.77—88 Paraphrasing, Summarizing, and Quoting.
- Read pp.94—100 Reporting Verbs.
- Read provided articles.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 3　Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4　Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next class.

Vol. 5　Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6　Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson 6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7　Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68 Logical Fallacies.
- Read pp. 102—107 Hedging and Intensifying.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8　I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
- Identifying logical fallacies and repairing them.
- Appropriate use of hedging and intensifying language.

Preparation for the next lesson:
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 before the next class.

Vol. 9　Body Paragraph Organization II: Counterargument Type

Lesson content:
- Defending an argument or position.
- Elements: counterclaim → concession + refutation → rebuttal.
- WALTZ organization for a counterargument body paragraph.

Preparation for the next lesson:
- Read Counterargument Organization in the Student's Guide.

Vol.10 Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
- In-class Writing: Assignment 4 Counterargument Body Paragraph.
- Open submissions for Assignment 4.

Preparation for the next lesson:
- Read pp. 32—40 Introductory Paragraphs.
- Read pp. 69—72 Concluding paragraphs.
- Watch On-demand Lecture 6. Complete the Moodle quiz.
- Submit Assignment 4 before the next class.

Vol.11 The Introductory & Concluding Paragraphs

Lesson content:
- Introductory paragraph elements.
- Concluding paragraph elements.
- In-class Writing: Assignment 5 Introductory and Concluding paragraphs.
- Open submission for Assignment 5.

Preparation for the next lesson:
- Read pp. 108—121 Academic sentence styles.
- Read pp. 122—129 Editing.
- Watch On-demand Lecture 7. Complete the Moodle quiz.
- Submit Assignment 5 before the next class.

Vol.12 Editing

Lesson content:
- Editing for academic tone and style.
- Editing for language accuracy.

Preparation for the next lesson:
- Review instructor assigned homework.

Vol.13 Editing your Academic Essay

Lesson content:
- In-class Writing: Assignment 6 Final Draft.

Preparation for the next lesson:
- Continue revising and compiling your essay and references list.
- Submit Assignment 6 before the next class.

Vol.14 Course Review

Lesson content:
- Review selected parts of the course.
- In-class Writing: Assignment 7 Moodle Consolidation Quiz.
- Submit Assignment 7 in class.

Language: English

Textbooks: Academic Writing Skills Student's Book 3 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2013)ISBN: 9781107611931

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free- Exam 0%

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Assignment 6 Essay Final Draft (10%)

Class Participation 20%
Preparation: ODL Quizzes (10%)
Participation (10%)

Others 20%
Assignment 2 Source Integration Task (10%)
Assignment 7 Consolidation Quiz (10%)

・Participation and Preparation: Students must attend a minimum of 10 lessons in order to pass the course. Failure to meet this requirement will result in automatic failure of the course.
・Regular attendance and active course participation are important. This includes class preparation, class discussions, writing, self- and peer-editing, and revising writing assignments.
・The preparation score of 10% comprises the highest six of seven scores in the ODL quizzes.
・The essay is written and assessed incrementally. Therefore, students are expected to submit all the assignments and it is not possible to receive a full score if a student submits just the final essay.

Note/URL:

・Lessons are taught by assigned instructors under the guidance of the academic coordinators.
・The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|68|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W318FA		
Instructor	MUEHLEISEN, Victoria L. others		
Term	fall semester	**Credits**	1
Day/Period	01:Fri.4	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course students will focus on developing advanced essay-writing skills from understanding essay prompts to making better decisions about sentence construction. Emphasis is placed on taking a position in an argumentative essay, researching, evaluating sources, developing cohesive body paragraphs, logically developing ideas throughout the essay, and writing effective introductions and conclusions. Students will also learn essential skills in citation, paraphrasing and summarizing, and how to integrate sources into their writing. The ability to write with increasingly greater grammatical complexity and with subtle changes in emphasis and nuance, and closely edit for form and content is also a focus of this course. Students will read academic articles to be further exposed to writing styles, vocabulary, and background knowledge.

*Students will be assigned to a class based on their answers to a questionnaire on writing experience together with the results of the English placement test which is taken before the start of their first semester at SILS.

Objectives:

・Students will understand advanced academic essay requirements, and will learn to take an appropriate position, and argue and support it in an argumentative essay.
・Students will practice skills for using information from outside sources (source evaluation, in-text citation and reference lists) so that they can support their arguments more clearly and logically in writing.
・Students will acquire grammar and expressions which are more sophisticated and appropriate for academic essays.
・Students will improve skills to edit their own writing through feedback from the instructor and peers.

before/after course of study:

As part of your preparation, you will be asked to read sections from the Student's Book & supplementary handouts, and watch on-demand lectures (ODLs) then complete ODL quizzes.

Estimated time for student preparation and review:
・30-60 minutes preparation
Approximately 30 minutes for each ODL (with 7 ODLs in the semester)
Approximately 30 minutes reading of the Student's Book

・30-60 minutes review
Estimated time for completion of assessed assignments (Including the time used in class):
・Assignment 2 (Source Integration Task): 1 hours (submit in Lesson 5)
・Assignment 7 (Consolidation Task): 1 hour (submit in Lesson 14)

・Essay Assignment Tasks: 16 hours in total:
Assignment 1 (Essay Thesis and Outline Task): 1-2 hours (submit before Lesson 5)
Assignment 3 (Essay Argument-style Body Paragraphs 1 and 2 Tasks): 3-4 hours (submit before Lesson 9)
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Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

Lesson content:
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Preparation for the next lesson:
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Vol. 2　Prompts, Positions, and Outlines

Lesson content:
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- Writing a thesis statement.
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Vol. 3　Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
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Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4　Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next class.

Vol. 5　Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6　Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson 6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7　Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68 Logical Fallacies.
- Read pp. 102—107 Hedging and Intensifying.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8　I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
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Vol. 9　Body Paragraph Organization II: Counterargument Type

Lesson content:
- Defending an argument or position.
- Elements: counterclaim → concession + refutation → rebuttal.
- WALTZ organization for a counterargument body paragraph.

Preparation for the next lesson:
- Read Counterargument Organization in the Student's Guide.

Vol.10 Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
- In-class Writing: Assignment 4 Counterargument Body Paragraph.
- Open submissions for Assignment 4.

Preparation for the next lesson:
- Read pp. 32—40 Introductory Paragraphs.
- Read pp. 69—72 Concluding paragraphs.
- Watch On-demand Lecture 6. Complete the Moodle quiz.
- Submit Assignment 4 before the next class.

Vol.11 The Introductory & Concluding Paragraphs

Lesson content:
- Introductory paragraph elements.
- Concluding paragraph elements.
- In-class Writing: Assignment 5 Introductory and Concluding paragraphs.
- Open submission for Assignment 5.

Preparation for the next lesson:
- Read pp. 108—121 Academic sentence styles.
- Read pp. 122—129 Editing.
- Watch On-demand Lecture 7. Complete the Moodle quiz.
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Vol.12 Editing

Lesson content:
- Editing for academic tone and style.
- Editing for language accuracy.

Preparation for the next lesson:
- Review instructor assigned homework.

Vol.13 Editing your Academic Essay

Lesson content:
- In-class Writing: Assignment 6 Final Draft.

Preparation for the next lesson:
- Continue revising and compiling your essay and references list.
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Lesson content:
- Review selected parts of the course.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|69|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W319FA		
Instructor	MUEHLEISEN, Victoria L. others		
Term	fall semester	**Credits**	1
Day/Period	01:Fri.4	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
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Course Schedule Free-Text Entry:

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Vol. 5　Source Integration Practice

Lesson content:
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Vol. 6　Body Paragraph Organization I: Argument Type.

Lesson content:
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Vol.13 Editing your Academic Essay

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C012700|70|210C012700[/SYLLABUS_ID]

Course Title	English Academic Writing, Level 3 W320FA		
Instructor	MUEHLEISEN, Victoria L. others		
Term	fall semester	**Credits**	1
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	English III	**Eligible Year**	1st year and above
Notes			

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Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction

Lesson content:
- Explanation of the course
- Features of academic writing
- Types of academic essays
- Understanding the essay topic

Preparation for the next lesson:
- Read pp.5-6 Understanding the Essay Prompt.
- Read pp.7-9 Taking a Position.
- Read pp.17-20 Writing a Thesis Statement.
- Read provided articles.
- Watch On-demand Lecture 1. Complete the Moodle quiz.

Vol. 2　Prompts, Positions, and Outlines

Lesson content:
- Understanding prompts for different essay types.
- Choosing are search-based position and integrating it into a thesis statement.
- Writing a thesis statement.
- Making an outline.

Preparation for the next lesson:
- Read pp.77—88 Paraphrasing, Summarizing, and Quoting.
- Read pp.94—100 Reporting Verbs.
- Read provided articles.
- Watch On-demand Lecture 2. Complete the Moodle quiz.

Vol. 3　Integration I: Paraphrasing and Synthesizing

Lesson content:
- Review outline elements.
- Paraphrasing process.
- Synthesizing and merging sources.
- Using reporting verbs.

Preparation for the next lesson:
- Read provided articles.
- Read Referencing and Citing Variations in the Student's Guide.

Vol. 4　Integration II: Referencing and Citing

Lesson content:
- Creating APA-style reference list entries.
- Reference list entry variations.
- Deriving citations from entries.
- Narrative v. parenthetical citation: format and purpose.

Preparation for the next lesson:
- Review Integration I material.
- Review Integration II material.
- Submit Assignment 1 before the next class.

Vol. 5　Source Integration Practice

Lesson content:
- Review Integration I and II.
- In-class writing: Assignment 2 Source Integration Task. Submit in class.

Preparation for the next lesson:
- Read pp. 41—59 Body Paragraphs.
- Watch On-demand Lecture 3. Complete the Moodle quiz.

Vol. 6　Body Paragraph Organization I: Argument Type.

Lesson content:
- The topic sentence for an argument-style body paragraph.
- Coherence: WALTZ claim → evidence → explanation.
- Signposting phrases for the argument-style body paragraph elements.
- The concluding sentence.

Preparation for the next lesson:
- Review Lesson 6 Body Paragraph Organization I.
- Organize evidence to use for Body Paragraphs 1 and 2.

Vol. 7　Body Paragraphs Argument Type: In-class Writing

Lesson content:
- In-class writing: Assignment 3 Writing Body Paragraphs 1 and 2.

Preparation for the next lesson:
- Read pp. 60—68 Logical Fallacies.
- Read pp. 102—107 Hedging and Intensifying.
- Watch On-demand Lecture 4. Complete the Moodle quiz.

Vol. 8　I. Logical Fallacies II. Hedging and Intensifying

Lesson content:
- Identifying logical fallacies and repairing them.
- Appropriate use of hedging and intensifying language.

Preparation for the next lesson:
- Watch On-demand Lecture 5. Complete the Moodle quiz.
- Submit Assignment 3 before the next class.

Vol. 9　Body Paragraph Organization II: Counterargument Type

Lesson content:
- Defending an argument or position.
- Elements: counterclaim → concession + refutation → rebuttal.
- WALTZ organization for a counterargument body paragraph.

Preparation for the next lesson:
- Read Counterargument Organization in the Student's Guide.

Vol.10 Body Paragraphs Counterargument Type: In-class Writing

Lesson content:
- In-class Writing: Assignment 4 Counterargument Body Paragraph.
- Open submissions for Assignment 4.

Preparation for the next lesson:
- Read pp. 32—40 Introductory Paragraphs.
- Read pp. 69—72 Concluding paragraphs.
- Watch On-demand Lecture 6. Complete the Moodle quiz.
- Submit Assignment 4 before the next class.

Vol.11 The Introductory & Concluding Paragraphs

Lesson content:
- Introductory paragraph elements.
- Concluding paragraph elements.
- In-class Writing: Assignment 5 Introductory and Concluding paragraphs.
- Open submission for Assignment 5.

Preparation for the next lesson:
- Read pp. 108—121 Academic sentence styles.
- Read pp. 122—129 Editing.
- Watch On-demand Lecture 7. Complete the Moodle quiz.
- Submit Assignment 5 before the next class.

Vol.12 Editing

Lesson content:
- Editing for academic tone and style.
- Editing for language accuracy.

Preparation for the next lesson:
- Review instructor assigned homework.

Vol.13 Editing your Academic Essay

Lesson content:
- In-class Writing: Assignment 6 Final Draft.

Preparation for the next lesson:
- Continue revising and compiling your essay and references list.
- Submit Assignment 6 before the next class.

Vol.14 Course Review

Lesson content:
- Review selected parts of the course.
- In-class Writing: Assignment 7 Moodle Consolidation Quiz.
- Submit Assignment 7 in class.

Language: English

Textbooks: Academic Writing Skills Student's Book 3 by Chin, Reid, Wray, Yamazaki (Cambridge: Cambridge University Press, 2013)ISBN: 9781107611931

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free- Exam 0%

Papers 60%
Assignment 1 Essay Thesis and Outline (10%)
Assignment 3 Essay Argument-type Body Paragraphs (15%)
Assignment 4 Essay Counterargument-type Body paragraph (15%)
Assignment 5 Essay Introductory and Concluding paragraphs (10%)
Assignment 6 Essay Final Draft (10%)

Class Participation 20%
Preparation: ODL Quizzes (10%)
Participation (10%)

Others 20%
Assignment 2 Source Integration Task (10%)
Assignment 7 Consolidation Quiz (10%)

・Participation and Preparation: Students must attend a minimum of 10 lessons in order to pass the course. Failure to meet this requirement will result in automatic failure of the course.
・Regular attendance and active course participation are important. This includes class preparation, class discussions, writing, self- and peer-editing, and revising writing assignments.
・The preparation score of 10% comprises the highest six of seven scores in the ODL quizzes.
・The essay is written and assessed incrementally. Therefore, students are expected to submit all the assignments and it is not possible to receive a full score if a student submits just the final essay.

Note/URL:

・Lessons are taught by assigned instructors under the guidance of the academic coordinators.
・The operation of this course is entrusted to Waseda University Academic Solutions Corporation by School of International Liberal Studies, Waseda University.

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The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013100|01|210C013100[/SYLLABUS_ID]

Course Title	French I 01		
Instructor	GIUNTA, Lena@BERTHET, Didier		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.2@02:Mon.5	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This is a one-semester twice-a-week course for beginners. The textbook used for this class is published in France (Inspire 1, see: https://www.hachettefle.com/collections/inspire) and is essentially based on the principles of the communicative approaches. Each of its lessons includes dialogues and activities (role-plays as well as grammar exercises, reading and listening tasks) covering a wide range of "know-how" (e.g. ask a question, accept or refuse something, talk about yourself, etc.), lexical, grammatical and phonetic content. It also contains online resources for students to use in class and outside of class.
Students are expected to be active in class and to use French as much as possible.
The teachers may teach in French, English or Japanese, depending on the needs of the students.The textbook content covered in class is the same as the one in Intensive French classes, but with less time to learn and practice in class. Students interested in studying-abroad in a French-speaking country are encouraged to enroll in Intensive French classes or to enroll in other classes offered in the SILS French program in the same semester.

Objectives: At the end of the semester, students should have learned enough vocabulary to manage to communicate in daily life, using simple French expressions (Target: Level A1 in the CFRL)

before/after course of study: As part of your preparation, you will be asked to read the relevant material and do the exercises assigned by the teacher. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
W1: L1
W2: L2-L3
W3: L4-L5
W4: L6-L7
W5:L8-L9-L10
W6: L11-L12-L13
W7:Mid-Term Examination
W8:L14-L15-L16
W9:L17-L18-L19
W10:L20-L21-L22
W11:L23-L24-L25
W12:L26-L27-L28
W13:L29-L30-L31
W14: FinalExamination
*This schedule is subject to change

Language: Japanese/English/French

Textbooks: Jean-Thierry Le Bougnec & Marie-José Lopes (2020). Inspire 1. Paris: Hachette (Livre de l'élève).

Details:
EAN : 9782015135755
Inspire 1 : Livre de l'élève + audio/vidéo + Parcours digital (A1)
https://www.hachettefle.com/grands-ados-et-adultes/inspire-1/inspire-1-livre-de-leleve-audiovideo-parcours-digital-a1

References: None.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- 50%: active in-class participation (including necessary requirements set by the teacher)
25%: Mid-term evaluation
25%: Final evaluation

Note/URL : https://www.hachettefle.com/grands-ados-et-adultes/inspire-1/inspire-1-livre-de-leleve-audiovideo-parcours-digital-a1
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013100|02|210C013100[/SYLLABUS_ID]

Course Title	French I 02		
Instructor	HATTORI, Catherine		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.1@02:Mon.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This is a one-semester twice-a-week course for beginners. The textbook used for this class is published in France (Inspire 1, see: https://www.hachettefle.com/collections/inspire) and is essentially based on the principles of the communicative approaches. Each of its lessons includes dialogues and activities (role-plays as well as grammar exercises, reading and listening tasks) covering a wide range of "know-how" (e.g. ask a question, accept or refuse something, talk about yourself, etc.), lexical, grammatical and phonetic content. It also contains online resources for students to use in class and outside of class.
Students are expected to be active in class and to use French as much as possible.
The teachers may teach in French, English or Japanese, depending on the needs of the students.The textbook content covered in class is the same as the one in Intensive French classes, but with less time to learn and practice in class. Students interested in studying-abroad in a French-speaking country are encouraged to enroll in Intensive French classes or to enroll in other classes offered in the SILS French program in the same semester.

Objectives: At the end of the semester, students should have learned enough vocabulary to manage to communicate in daily life, using simple French expressions (Target: Level A1 in the CFRL)

before/after course of study: As part of your preparation, you will be asked to read the relevant material and do the exercises assigned by the teacher. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
W1: L1
W2: L2-L3
W3: L4-L5
W4: L6-L7
W5:L8-L9-L10
W6: L11-L12-L13
W7:Mid-Term Examination
W8:L14-L15-L16
W9:L17-L18-L19
W10:L20-L21-L22
W11:L23-L24-L25
W12:L26-L27-L28
W13:L29-L30-L31
W14: FinalExamination
*This schedule is subject to change

Language: Japanese/Englis h/French

Textbooks: Jean-Thierry Le Bougnec & Marie-José Lopes (2020). Inspire 1. Paris: Hachette (Livre de l'élève).

Details:
EAN : 9782015135755
Inspire 1 : Livre de l'élève + audio/vidéo + Parcours digital (A1)
https://www.hachettefle.com/grands-ados-et-adultes/inspire-1/inspire-1-livre-de-leleve-audiovideo-parcours-digital-a1

References: None.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- 50%: active in-class participation (including necessary requirements set by the teacher)
25%: Mid-term evaluation
25%: Final evaluation

Note/URL : https://www.hachettefle.com/grands-ados-et-adultes/inspire-1/inspire-1-livre-de-leleve-audiovideo-parcours-digital-a1

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013100|51|210C013100[/SYLLABUS_ID]

Course Title	French I 51		
Instructor	BERTHET, Didier@GIUNTA, Lena		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.5@02:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This is a one-semester twice-a-week course for beginners. The textbook used for this class is published in France (Inspire 1, see: https://www.hachettefle.com/collections/inspire) and is essentially based on the principles of the communicative approaches. Each of its lessons includes dialogues and activities (role-plays as well as grammar exercises, reading and listening tasks) covering a wide range of "know-how" (e.g. ask a question, accept or refuse something, talk about yourself, etc.), lexical, grammatical and phonetic content. It also contains online resources for students to use in class and outside of class.
Students are expected to be active in class and to use French as much as possible.
The teachers may teach in French, English or Japanese, depending on the needs of the students.The textbook content covered in class is the same as the one in Intensive French classes, but with less time to learn and practice in class. Students interested in studying-abroad in a French-speaking country are encouraged to enroll in Intensive French classes or to enroll in other classes offered in the SILS French program in the same semester.

Objectives: At the end of the semester, students should have learned enough vocabulary to manage to communicate in daily life, using simple French expressions (Target: Level A1 in the CFRL)

before/after course of study: As part of your preparation, you will be asked to read the relevant material and do the exercises assigned by the teacher. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
W1: L1
W2: L2-L3
W3: L4-L5
W4: L6-L7
W5:L8-L9-L10
W6: L11-L12-L13
W7:Mid-Term Examination
W8:L14-L15-L16
W9:L17-L18-L19
W10:L20-L21-L22
W11:L23-L24-L25
W12:L26-L27-L28
W13:L29-L30-L31
W14: FinalExamination
*This schedule is subject to change

Language: Japanese/Englis h/French

Textbooks: Jean-Thierry Le Bougnec & Marie-José Lopes (2020). Inspire 1. Paris: Hachette (Livre de l'élève).

Details:
EAN : 9782015135755
Inspire 1 : Livre de l'élève + audio/vidéo + Parcours digital (A1)
https://www.hachettefle.com/grands-ados-et-adultes/inspire-1/inspire-1-livre-de-leleve-audiovideo-parcours-digital-a1

References: None.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- 50%: active in-class participation (including necessary requirements set by the teacher)
25%: Mid-term evaluation
25%: Final evaluation

Note/URL : https://www.hachettefle.com/grands-ados-et-adultes/inspire-1/inspire-1-livre-de-leleve-audiovideo-parcours-digital-a1
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013200|01|210C013200[/SYLLABUS_ID]

Course Title	German I 01		
Instructor	RUDE, Markus@MUELENZ-GOLI, Katharina		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.1@02:Tues.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Mark Twain once wrote: "Never knew before what eternity was made for. It is to give some of us a chance to learn German." Yet, this course provides the basics of German grammar needed to understand basic sentence structures and to practice elementary communicative skills in only 60 hours. Our textbook will be "Studio [21]: Grundstufe · A1: Gesamtband. Das Deutschbuch" [from lesson 1 to 6], a textbook compiled in Germany for the acquisition of communicative skills in all basic language areas.
The course combines the benefits of face-to-face classes with a digital learning environment with elements of gamification which enables students to learn and practice at anytime at anyplace. Instead of a single final exam, student's progress is continuously evaluated in a fair and stress-free manner. Teachers in the German program are continuously monitoring students' performance, provide regular feedback and actively support students with regard to competences development.

The German program is a recipient of the Waseda e-Teaching award.

Course Delivery Method: F2F

Objectives: By the end of the semester, all students will have learned the essential aspects of the grammar and several hundred vocabulary items.

before/after course of study: Requirements:
Class participation is an important component of study. The classroom should be an opportunity for students to learn from the instructor as well as from each other. Students are therefore expected to attend on a regular basis, be prepared to participate fully in the activities and discussions in each class, and make use of online teaching materials and interactive exercises provided on the learning platform and on Waseda Moodle.
Students can expect homework tasks in each class, which will be evaluated during the following class. Students will also complete additional graded assignments (like creating word maps, writing short texts in German, or reflecting on their learning process) in each unit. These assignments will be submitted through Waseda Moodle and students will receive feedback from the instructors on the same platform. Entries are due on the assigned date posted on the portal. Students will have more than enough notice and time to complete the entries. No entries will be "re-opened". Moreover, after each unit, a standardized graded vocabulary test will be conducted on the learning platform.

Course Schedule Free-Text Entry: 1：フリーフォーマット（教員による切替可）

Course Schedule
[Week 1] Start auf Deutsch
[Week 2] Unit 1
[Week 3] Unit 1
Vocabulary Test Unit 1
[Week 4] Unit 2
[Week 5] Unit 2
Vocabulary Test Unit 2
[Week 6] Unit 3
[Week 7] Unit 3
Vocabulary Test Unit3
[Week 8] Station 1
[Week 9] Unit 4
[Week10] Unit 4
Vocabulary Test Unit 4
[Week11] Unit 5
[Week12] Unit 5
Vocabulary Test Unit 5
[Week13] Unit 6
[Week14] Unit 6, Station 2
Vocabulary Test Unit 6

Language: English/German

Textbooks:	Studio [21]: Grundstufe · A1: Gesamtband, Das Deutschbuch.
References:	Additional material will be provided through Waseda Moodle and a learning platform.
Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	Depending on the assessment of the learning environment the instructors may or may not conduct final exams (written or oral). If a final exam is conducted, the overall grade will be calculated as follows: Active participation and homework – 50% Additional assignments – 15% Vocabulary tests – 15% Final exam – 20% Without a final exam, the overall grade will be calculated as follows: Active participation and homework – 50% Additional assignments – 25% Vocabulary tests – 25%
Note/URL:	https://scharloth.w.waseda.jp/ 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013200|02|210C013200[/SYLLABUS_ID]

Course Title	German I 02		
Instructor	NICKEL, Frank@WEICHERT, Robin Frank		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.1@02:Fri.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Mark Twain once wrote: "Never knew before what eternity was made for. It is to give some of us a chance to learn German." Yet, this course provides the basics of German grammar needed to understand basic sentence structures and to practice elementary communicative skills in only 60 hours.

The course combines the benefits of face-to-face classes with a digital learning environment with elements of gamification which enables students to learn and practice at anytime at anyplace. Instead of a single final exam, student's progress is continuously evaluated in a fair and stress-free manner. Teachers in the German program are continuously monitoring students' performance, provide regular feedback and actively support students with regard to competences development.

The German program is a recipient of the Waseda e-Teaching award.

Objectives: By the end of the semester, all students will have learned the essential aspects of the grammar and several hundred vocabulary items.

before/after course of study: Class participation is an important component of study. The classroom should be an opportunity for students to learn from the instructor as well as from each other. Students are therefore expected to attend on a regular basis, be prepared to participate fully in the activities and discussions in each class, and make use of online teaching materials and interactive exercises provided on the learning platform and on Waseda Moodle.
Students can expect homework tasks in each class, which will be evaluated during the following class. Students will also complete additional graded assignments (like creating word maps, writing short texts in German, or reflecting on their learning process) in each unit. These assignments will be submitted through Waseda Moodle and students will receive feedback from the instructors on the same platform. Entries are due on the assigned date posted on the portal. Students will have more than enough notice and time to complete the entries. No entries will be "re-opened". Moreover, after each unit, a standardized graded vocabulary test will be conducted on the learning platform.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Start auf Deutsch
[Week 2] Unit 1
[Week 3] Unit 1
Vocabulary Test 1
[Week 4] Unit 2
[Week 5] Unit 2
Vocabulary Test 2
[Week 6] Unit 3
[Week 7] Unit 3
Vocabulary Test 3
[Week 8] Station 1
[Week 9] Unit 4
[Week 10] Unit 4
Vocabulary Test 4
[Week 11] Unit 5
[Week 12] Unit 5
Vocabulary Test 5
[Week 13] Unit 6
[Week 14] Unit 6, Station 2
Vocabulary Test 6

Language: English/German

Textbooks: Studio [21]: Grundstufe · A1: Gesamtband, Das Deutschbuch.
Additional material will be provided through Waseda Moodle and a learning platform.

References: 中島・平尾・朝倉著:「改訂版　必携　ドイツ文法総まとめ」(白水社)

Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	Depending on the assessment of the learning environment the instructors may or may not conduct final exams (written or oral). If a final exam is conducted, the overall grade will be calculated as follows: Active participation and homework – 50% Additional assignments – 15% Vocabulary tests – 15% Final exam – 20% Without a final exam, the overall grade will be calculated as follows: Active participation and homework – 50% Additional assignments – 25% Vocabulary tests – 25%
Note/URL:	More information on the German program at: https://scharloth.w.waseda.jp/ 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013200|51|210C013200[/SYLLABUS_ID]

Course Title	German I 51		
Instructor	RUDE, Markus@MUELENZ-GOLI, Katharina		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.1@02:Tues.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Mark Twain once wrote: "Never knew before what eternity was made for. It is to give some of us a chance to learn German."
Yet, this course provides the basics of German grammar needed to understand basic sentence structures and to practice elementary communicative skills in only 60 hours!

The course combines the benefits of face-to-face classes with a digital learning environment with elements of gamification which enables students to learn and practice at anytime at anyplace. Instead of a single final exam, student's progress is continuously evaluated in a fair and stress-free manner. Teachers in the German program are continuously monitoring students' performance, provide regular feedback and actively support students with regard to competences development.

The German program is a recipient of the Waseda e-Teaching award.

Objectives: By the end of the semester, all students will have learned the essential aspects of the grammar, several hundred vocabulary items, as well as basic dialogue patterns.

before/after course of study: Class participation is an important component of study. The classroom should be an opportunity for students to learn from the instructor as well as from each other. Students are therefore expected to attend on a regular basis, be prepared to participate fully in the activities and discussions in each class, and make use of online teaching materials and interactive exercises provided on the learning platform and on Waseda Moodle.

Students can expect homework tasks in each class, which will be evaluated during the following class. Students will also complete additional graded assignments (like creating word maps, writing short texts in German, or reflecting on their learning process) in each unit. These assignments will be submitted through Waseda Moodle and students will receive feedback from the instructors on the same platform. Entries are due on the assigned date posted on the portal. Students will have more than enough notice and time to complete the entries. No entries will be "re-opened". Moreover, after each unit, a standardized graded vocabulary test will be conducted on the learning platform.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Start auf Deutsch
[Week 2] Unit 1
[Week 3] Unit 1, Vocabulary Test Unit 1
[Week 4] Unit 2
[Week 5] Unit 2, Vocabulary Test Unit 2
[Week 6] Unit 3
[Week 7] Unit 3, Vocabulary Test Unit 3
[Week 8] Station 1
[Week 9] Unit 4
[Week10] Unit 4, Vocabulary Test Unit 4
[Week11] Unit 5
[Week12] Unit 5, Vocabulary Test Unit 5
[Week13] Unit 6
[Week14] Unit 6, Station 2, Vocabulary Test Unit 6

Language: English/German

Textbooks: Studio [21]: Grundstufe · A1: Gesamtband, Das Kursbuch
Additional materials will be provided through Waseda Moodle and a learning platform.

References: 中島・平尾・朝倉著:「改訂版　必携　ドイツ文法総まとめ」(白水社)
Sabine Dinsel, Lukas Mayrhofer (2017): Deutsch Übungsbuch Grammatik A1-A2. Hueber Verlag.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Depending on the assessment of the learning environment the instructors may or may not conduct final exams

(written or oral).

If a final exam is conducted, the overall grade will be calculated as follows:
Active participation and homework – 50%
Additional assignments – 15%
Vocabulary tests – 10%
Grammar Workbook – 10%
Final exam – 15%

Without a final exam, the overall grade will be calculated as follows:
Active participation and homework – 50%
Additional assignments – 25%
Vocabulary tests – 12.5%
Grammar Workbook – 12.5%

Note/URL: Information on the German program: https://scharloth.w.waseda.jp/

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履修登録やご自身の成果確認の際、ご参考ください。
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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013200|52|210C013200[/SYLLABUS_ID]

Course Title	German I 52		
Instructor	NICKEL, Frank@WEICHERT, Robin Frank		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.1@02:Fri.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Mark Twain once wrote: "Never knew before what eternity was made for. It is to give some of us a chance to learn German."
Yet, this course provides the basics of German grammar needed to understand basic sentence structures and to practice elementary communicative skills in only 60 hours!

The course combines the benefits of face-to-face classes with a digital learning environment with elements of gamification which enables students to learn and practice at anytime at anyplace. Instead of a single final exam, student's progress is continuously evaluated in a fair and stress-free manner. Teachers in the German program are continuously monitoring students' performance, provide regular feedback and actively support students with regard to competences development.

The German program is a recipient of the Waseda e-Teaching award.

Objectives: By the end of the semester, all students will have learned the essential aspects of the grammar, several hundred vocabulary items and basic communication skills.

before/after course of study: Class participation is an important component of study. The classroom should be an opportunity for students to learn from the instructor as well as from each other. Students are therefore expected to attend on a regular basis, be prepared to participate fully in the activities and discussions in each class, and make use of online teaching materials and interactive exercises provided on the learning platform and on Waseda Moodle.

Students can expect homework tasks in each class, which will be evaluated during the following class. Students will also complete additional graded assignments (like creating word maps, writing short texts in German, or reflecting on their learning process) in each unit. These assignments will be submitted through Waseda Moodle and students will receive feedback from the instructors on the same platform. Entries are due on the assigned date posted on the portal. Students will have more than enough notice and time to complete the entries. No entries will be "re-opened". Moreover, after each unit, a standardized graded vocabulary test will be conducted on the learning platform.

Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Start auf Deutsch
[Week 2] Unit 1
[Week 3] Unit 1, Vocabulary Test Unit 1
[Week 4] Unit 2
[Week 5] Unit 2, Vocabulary Test Unit 2
[Week 6] Unit 3
[Week 7] Unit 3, Vocabulary Test Unit 3
[Week 8] Station 1
[Week 9] Unit 4
[Week10] Unit 4, Vocabulary Test Unit 4
[Week11] Unit 5
[Week12] Unit 5, Vocabulary Test Unit 5
[Week13] Unit 6
[Week14] Unit 6, Station 2, Vocabulary Test Unit 6

Language: English/German

Textbooks: Studio [21]: Grundstufe · A1: Gesamtband, Das Kursbuch
Additional copied materials will be provided when required.

References: 中島・平尾・朝倉著:「改訂版　必携　ドイツ文法総まとめ」(白水社)
Sabine Dinsel, Lukas Mayrhofer (2017): Deutsch Übungsbuch Grammatik A1-A2. Hueber Verlag.

Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	Depending on the assessment of the learning environment the instructors may or may not conduct final exams (written or oral). If a final exam is conducted, the overall grade will be calculated as follows: Active participation and homework – 50% Additional assignments – 15% Vocabulary tests – 10% Grammar Workbook – 10% Final exam – 15% Without a final exam, the overall grade will be calculated as follows: Active participation and homework – 50% Additional assignments – 25% Vocabulary tests – 12.5% Grammar Workbook – 12.5%
Note/URL:	Information on the German program: https://scharloth.w.waseda.jp/ 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013300|01|210C013300[/SYLLABUS_ID]

Course Title	Spanish I 01		
Instructor	MONTERO PEREDA, Francisco Javier		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.1@02:Wed.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: 【Course Delivery Method】 Face-to-Face

This course will be taught in English and Spanish (NOT in Japanese).
This is the first stage in Spanish language learning. Students will acquire knowledge of grammar, vocabulary, and expressions through tasks focused on developing the ability to communicate in Spanish. This course is designed to enable students to develop skills in understanding, speaking, reading and writing basic Spanish, while increasing their awareness of the Spanish speaking world. This course serves as a bridge where students' native language(s) and culture(s) and the target (Spanish) language and culture meet. Students will cross the bridge and be familiar with the Spanish speaking world.

Those who haven't acquired Japanese at a university level should choose this course or Spanish I , section 2, 4, or 6.

Objectives: Through this course, students will not only develop their Spanish language skills, but also acquire critical thinking skills by examining differences and similarities between two languages and cultures. The ultimate goal of Spanish I is to acquire effective and intelligent communication, critical thinking, and the appreciation and understanding of the Spanish speaking world as well as an awareness of cultural diversity in general.

before/after course of study: It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class. The student should be prepared to actively participate in class activities.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: This schedule is provisional and subject tochanges depending on the rhythm of the class.
[Class 1] Introduction, Unidad 1 Hola, ¿cómo te llamas?
[Class 2 & 3] Unidad 1
[Class 4 & 5] Unidad 1, Unidad 2 Soy japonés,de Tokio
[Class 6 & 7] Unidad 2
[Class 8 & 9] Unidad 2, Unidad 3 Mi universidad
[Class 10 & 11] Unidad 3
[Class 12 & 13] Unidad 3, Review
[Class 14] Mid-term Examination. Give comments and feedback on the exam in order to maximize educational effects.
[Class 15 & 16] Unidad 4 Estudio en laUniversidad de Salamanca
[Class 17 & 18] Unidad4
[Class 19 & 20] Unidad 5 La familia
[Class 21 & 22] Unidad 5, Unidad 6, Envacaciones voy a ir a Barcelona
[Class 23 & 24] Unidad 6
[Class 25 & 26] Unidad 6
[Class 27] Unidad 6, Review
[Class 28] Final Examination. Give comments andfeedback on the exam in order to maximize educational effects.

Language: English/Spanish

Textbooks: iMuy bien! Curso de español 1, Segunda edición
Moyano López, Juan Carlos, Carlos García Ruiz-Castillo and Yoshimi Hiroyasu.
Editorial Asahi, 2024. ISBN978-4-255-55155-5.

References: Spanish-Japanese/Japanese-Spanish dictionary
Spanish-English/English-Spanish dictionary

レベル別スペイン語文法ドリル 文法をきちんとおさえたい人のために (Ejercicios de gramática española por niveles)
西村君代、菊田和佳子
Editorial Asahi, 2009. ISBN9784255550282

Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Exams:	80	One mid-term examination 30% One final examination 50%
Others:	20	In-class activities, homework, compositions, etc.

Note/URL: Regular attendance is required, and students must regularly review grammar (such as verb conjugations) and vocabulary.
In order to take the final examination, students must have an absolute minimum of 2/3 of the classes during this semester. If students have absences exceeding 1/3 of the classes without a legitimate excuse, they are not allowed to take the final examination. See the "Attendance policy" attached below. It will also be distributed during the first week.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013300|02|210C013300[/SYLLABUS_ID]

Course Title	Spanish I 02		
Instructor	MOYANO LOPEZ, Juan Carlos@FOWLER, Arthur		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.1@02:Wed.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

【Course Delivery Method】 Face-to-Face

This course will be taught in English and Spanish (NOT in Japanese).

This is the first stage in Spanish language learning. Students will acquire knowledge of grammar, vocabulary, and expressions through tasks focused on developing the ability to communicate in Spanish. This course is designed to enable students to develop skills in understanding, speaking, reading and writing basic Spanish, while increasing their awareness of the Spanish speaking world. This course serves as a bridge where students' native language(s) and culture(s) and the target (Spanish) language and culture meet. Students will cross the bridge and be familiar with the Spanish speaking world.

Those who haven't acquired Japanese at a university level should choose this course or Spanish I , section 1, 4 or 6.

Objectives:

Through this course, students will not only develop their Spanish language skills, but also acquire critical thinking skills by examining differences and similarities between two languages and cultures. The ultimate goal of Spanish I is to acquire effective and intelligent communication, critical thinking, and the appreciation and understanding of the Spanish speaking world as well as an awareness of cultural diversity in general.

before/after course of study:

It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class. The student should be prepared to actively participate in class activities.

Course Schedule Free-Text Entry:

1 : フリーフォーマット(教員による切替可)

Course Schedule

This schedule is provisional and subject tochanges depending on the rhythm of the class.
[Class 1] Introduction, Unidad 1 Hola, ¿cómo te llamas?
[Class 2 & 3] Unidad 1
[Class 4 & 5] Unidad 1, Unidad 2 Soy japonés,de Tokio
[Class 6 & 7] Unidad 2
[Class 8 & 9] Unidad 2, Unidad 3 Mi universidad
[Class 10 & 11] Unidad 3
[Class 12 & 13] Unidad 3, Review
[Class 14] Mid-term Examination. Give comments and feedback on the exam in order to maximize educational effects.
[Class 15 & 16] Unidad 4 Estudio en laUniversidad de Salamanca
[Class 17 & 18] Unidad4
[Class 19 & 20] Unidad 5 La familia
[Class 21 & 22] Unidad 5, Unidad 6, Envacaciones voy a ir a Barcelona
[Class 23 & 24] Unidad 6
[Class 25 & 26] Unidad 6
[Class 27] Unidad 6, Review
[Class 28] Final Examination. Give comments andfeedback on the exam in order to maximize educational effects.

Language:

English/Spanish

Textbooks:

iMuy bien! Curso de español 1, Segunda edición
Moyano López, Juan Carlos, Carlos García Ruiz-Castillo and Yoshimi Hiroyasu.
Editorial Asahi, 2024. ISBN978-4-255-55155-5.

References:

Spanish-Japanese/Japanese-Spanish dictionary
Spanish-English/English-Spanish dictionary

レベル別スペイン語文法ドリル 文法をきちんとおさえたい人のために (Ejercicios de gramática española por niveles)
西村君代、菊田和佳子

Editorial Asahi, 2009. ISBN9784255550282

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 80 One mid-term examination 30%
One final examination 50%

Others: 20 In-class activities, homework, compositions, etc.

Note/URL: Regular attendance is required, and students must regularly review grammar (such as verb conjugations) and vocabulary.
In order to take the final examination, students must have an absolute minimum of 2/3 of the classes during this semester. If students have absences exceeding 1/3 of the classes without a legitimate excuse, they are not allowed to take the final examination. See the "Attendance policy" attached below. It will also be distributed during the first week.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013300|03|210C013300[/SYLLABUS_ID]

Course Title	Spanish Ⅰ 03		
Instructor	NAKAMICHI, Shinji@SHINTANI, Roxana		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.1@02:Fri.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

【Course Delivery Method】 Face-to-Face (F2F)

This course will be taught in Japanese (on Mondays), English (on Fridays), and Spanish.

This is the first stage in Spanish language learning. Students will acquire knowledge of grammar, vocabulary, and expressions through tasks focused on developing the ability to communicate in Spanish. This course is designed to enable students to develop skills in understanding, speaking, reading and writing basic Spanish, while increasing their awareness of the Spanish speaking world. This course serves as a bridge where students' native language(s) and culture(s) and the target (Spanish) language and culture meet. Students will cross the bridge and be familiar with the Spanish speaking world.

Those who haven't acquired the Japanese language at a university level should choose Spanish Ⅰ, section 1, 2, 4 or 6.

Objectives:

Through this course, students will not only develop their Spanish language skills, but also acquire critical thinking skills by examining differences and similarities between two languages and cultures. The ultimate goal of Spanish Ⅰ is to acquire effective and intelligent communication, critical thinking, and the appreciation and understanding of the Spanish speaking world as well as an awareness of cultural diversity in general.

before/after course of study:

It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class. The student should be prepared to actively participate in class activities.

Course Schedule Free-Text Entry:

1 : フリーフォーマット(教員による切替可)

Course Schedule

This schedule is provisional and subject tochanges depending on the rhythm of the class.
[Class 1] Introduction, Unidad 1 Hola, ¿cómo te llamas?
[Class 2 & 3] Unidad 1
[Class 4 & 5] Unidad 1, Unidad 2 Soy japonés,de Tokio
[Class 6 & 7] Unidad 2
[Class 8 & 9] Unidad 2, Unidad 3 Mi universidad
[Class 10 & 11] Unidad 3
[Class 12 & 13] Unidad 3, Review
[Class 14] Mid-term Examination. Give comments and feedback on the exam in order to maximize educational effects.
[Class 15 & 16] Unidad 4 Estudio en laUniversidad de Salamanca
[Class 17 & 18] Unidad4
[Class 19 & 20] Unidad 5 La familia
[Class 21 & 22] Unidad 5, Unidad 6, Envacaciones voy a ir a Barcelona
[Class 23 & 24] Unidad 6
[Class 25 & 26] Unidad 6
[Class 27] Unidad 6, Review
[Class 28] Final Examination. Give comments andfeedback on the exam in order to maximize educational effects.

Language:

Japanese/Spanish

Textbooks:

iMuy bien! Curso de español 1, Segunda edición
Moyano López, Juan Carlos, Carlos García Ruiz-Castillo and Yoshimi Hiroyasu.
Editorial Asahi, 2024. ISBN978-4-255-55155-5.

References:

Spanish-Japanese/Japanese-Spanish dictionary
Spanish-English/English-Spanish dictionary

レベル別スペイン語文法ドリル 文法をきちんとおさえたい人のために (Ejercicios de gramática española por niveles)
西村君代、菊田和佳子

Editorial Asahi, 2009. ISBN9784255550282

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 80 One mid-term examination 30%
One final examination 50%

Others: 20 In-class activities, homework, compositions, etc.

Note/URL: Regular attendance is required, and students must regularly review grammar (such as verb conjugations) and vocabulary.
In order to take the final examination, students must have an absolute minimum of 2/3 of the classes during this semester. If students have absences exceeding 1/3 of the classes without a legitimate excuse, they are not allowed to take the final examination. See the "Attendance policy" attached below. It will also be distributed during the first week.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013300|04|210C013300[/SYLLABUS_ID]

Course Title	Spanish Ⅰ 04		
Instructor	FOWLER, Arthur		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.1@02:Thur.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: 【Course Delivery Method】 Face-to-Face

This course will be taught in English and Spanish.

This is the first stage in Spanish language learning. Students will acquire knowledge of grammar, vocabulary, and expressions through tasks focused on developing the ability to communicate in Spanish. This course is designed to enable students to develop skills in understanding, speaking, reading and writing basic Spanish, while increasing their awareness of the Spanish speaking world. This course serves as a bridge where students' native language(s) and culture(s) and the target (Spanish) language and culture meet. Students will cross the bridge and be familiar with the Spanish speaking world.

Those who haven't acquired the Japanese language at a university level should choose this section or 1, 2 or 6.

Objectives: Through this course, students will not only develop their Spanish language skills, but also acquire critical thinking skills by examining differences and similarities between two languages and cultures. The ultimate goal of Spanish Ⅰ is to acquire effective and intelligent communication, critical thinking, and the appreciation and understanding of the Spanish speaking world as well as an awareness of cultural diversity in general.

before/after course of study: It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class. The student should be prepared to actively participate in class activities.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: This schedule is provisional and subject tochanges depending on the rhythm of the class.
[Class 1] Introduction, Unidad 1 Hola, ¿cómo te llamas?
[Class 2 & 3] Unidad 1
[Class 4 & 5] Unidad 1, Unidad 2 Soy japonés,de Tokio
[Class 6 & 7] Unidad 2
[Class 8 & 9] Unidad 2, Unidad 3 Mi universidad
[Class 10 & 11] Unidad 3
[Class 12 & 13] Unidad 3, Review
[Class 14] Mid-term Examination. Give comments and feedback on the exam in order to maximize educational effects.
[Class 15 & 16] Unidad 4 Estudio en laUniversidad de Salamanca
[Class 17 & 18] Unidad4
[Class 19 & 20] Unidad 5 La familia
[Class 21 & 22] Unidad 5, Unidad 6, Envacaciones voy a ir a Barcelona
[Class 23 & 24] Unidad 6
[Class 25 & 26] Unidad 6
[Class 27] Unidad 6, Review
[Class 28] Final Examination. Give comments andfeedback on the exam in order to maximize educational effects.

Language: English/Spanish

Textbooks: ¡Muy bien! Curso de español 1, Segunda edición
Moyano López, Juan Carlos, Carlos García Ruiz-Castillo and Yoshimi Hiroyasu.
Editorial Asahi, 2024. ISBN978-4-255-55155-5.

References: Spanish-Japanese/Japanese-Spanish dictionary
Spanish-English/English-Spanish dictionary

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西村君代、菊田和佳子
Editorial Asahi, 2009. ISBN9784255550282

Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Exams:	80	One mid-term examination 30% One final examination 50%
Others:	20	In-class activities, homework, compositions, etc.

Note/URL: Regular attendance is required, and students must regularly review grammar (such as verb conjugations) and vocabulary.
In order to take the final examination, students must have an absolute minimum of 2/3 of the classes during this semester. If students have absences exceeding 1/3 of the classes without a legitimate excuse, they are not allowed to take the final examination. See the "Attendance policy" attached below. It will also be distributed during the first week.
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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013300|05|210C013300[/SYLLABUS_ID]

Course Title	Spanish Ⅰ 05		
Instructor	KAWASAKI, Kayo@SOTO MEJIA, Maria Irina		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.1@02:Fri.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

【Course Delivery Method】 Face-to-Face

This course will be taught in Japanese (Mondays), English (Fridays), and Spanish (both Mondays and Fridays).

This is the first stage in Spanish language learning. Students will acquire knowledge of grammar, vocabulary, and expressions through tasks focused on developing the ability to communicate in Spanish. This course is designed to enable students to develop skills in understanding, speaking, reading and writing basic Spanish, while increasing their awareness of the Spanish speaking world. This course serves as a bridge where students' native language(s) and culture(s) and the target (Spanish) language and culture meet. Students will cross the bridge and be familiar with the Spanish speaking world.

Those who haven't acquired the Japanese language at a university level should choose Spanish Ⅰ, section 1, 2, 4 or 6.

Objectives:

Through this course, students will not only develop their Spanish language skills, but also acquire critical thinking skills by examining differences and similarities between two languages and cultures. The ultimate goal of Spanish Ⅰ is to acquire effective and intelligent communication, critical thinking, and the appreciation and understanding of the Spanish speaking world as well as an awareness of cultural diversity in general.

before/after course of study:

It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class. The student should be prepared to actively participate in class activities.

Course Schedule Free-Text Entry:

1 : フリーフォーマット(教員による切替可)

Course Schedule

This schedule is provisional and subject tochanges depending on the rhythm of the class.
[Class 1] Introduction, Unidad 1 Hola, ¿cómo te llamas?
[Class 2 & 3] Unidad 1
[Class 4 & 5] Unidad 1, Unidad 2 Soy japonés,de Tokio
[Class 6 & 7] Unidad 2
[Class 8 & 9] Unidad 2, Unidad 3 Mi universidad
[Class 10 & 11] Unidad 3
[Class 12 & 13] Unidad 3, Review
[Class 14] Mid-term Examination. Give comments and feedback on the exam in order to maximize educational effects.
[Class 15 & 16] Unidad 4 Estudio en laUniversidad de Salamanca
[Class 17 & 18] Unidad4
[Class 19 & 20] Unidad 5 La familia
[Class 21 & 22] Unidad 5, Unidad 6, Envacaciones voy a ir a Barcelona
[Class 23 & 24] Unidad 6
[Class 25 & 26] Unidad 6
[Class 27] Unidad 6, Review
[Class 28] Final Examination. Give comments andfeedback on the exam in order to maximize educational effects.

Language:

Japanese/Spanish

Textbooks:

iMuy bien! Curso de español 1, Segunda edición
Moyano López, Juan Carlos, Carlos García Ruiz-Castillo and Yoshimi Hiroyasu.
Editorial Asahi, 2024. ISBN978-4-255-55155-5.

References:

Spanish-Japanese/Japanese-Spanish dictionary
Spanish-English/English-Spanish dictionary

レベル別スペイン語文法ドリル 文法をきちんとおさえたい人のために (Ejercicios de gramática española por niveles)
西村君代、菊田和佳子

Editorial Asahi, 2009. ISBN9784255550282

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 80 One mid-term examination 30%
One final examination 50%

Others: 20 In-class activities, homework, compositions, etc.

Note/URL: Regular attendance is required, and students must regularly review grammar (such as verb conjugations) and vocabulary.
In order to take the final examination, students must have an absolute minimum of 2/3 of the classes during this semester. If students have absences exceeding 1/3 of the classes without a legitimate excuse, they are not allowed to take the final examination. See the "Attendance policy" attached below. It will also be distributed during the first week.
国際教養学部では以下リンクの通り、学修成果を定めています。
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Please refer to this when registering for courses and checking your achievements.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013300|06|210C013300[/SYLLABUS_ID]

Course Title	Spanish Ⅰ 06		
Instructor	FOWLER, Arthur@SOTO MEJIA, Maria Irina		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.1@02:Wed.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

【Course Delivery Method】 Face-to-Face

This course will be taught in Spanish and English (Not in Japanese).

This is the first stage in Spanish language learning. Students will acquire knowledge of grammar,vocabulary, and expressions through tasks focused on developing the ability to communicate in Spanish. This course is designed to enable students to develop skills in understanding, speaking, reading and writing basic Spanish, while increasing their awareness of the Spanish speaking world. This course serves as a bridge where students' native language(s) and culture(s) and the target (Spanish) language and culture meet. Students will cross the bridge and be familiar with the Spanish speaking world.

Those who haven't acquired Japanese at a university level should choose this course or Spanish Ⅰ , section 1, 2, or 4.

Objectives:

Through this course, students will not only develop their Spanish language skills, but also acquire critical thinking skills by examining differences and similarities between two languages and cultures. The ultimate goal of Spanish Ⅰ is to acquire effective and intelligent communication, critical thinking, and the appreciation and understanding of the Spanish speaking world as well as an awareness of cultural diversity in general.

before/after course of study:

It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class. The student should be prepared to actively participate in class activities.

Course Schedule Free-Text Entry:

1 : フリーフォーマット(教員による切替可)

Course Schedule

This schedule is provisional and subject tochanges depending on the rhythm of the class.
[Class 1] Introduction, Unidad 1 Hola, ¿cómo te llamas?
[Class 2 & 3] Unidad 1
[Class 4 & 5] Unidad 1, Unidad 2 Soy japonés,de Tokio
[Class 6 & 7] Unidad 2
[Class 8 & 9] Unidad 2, Unidad 3 Mi universidad
[Class 10 & 11] Unidad 3
[Class 12 & 13] Unidad 3, Review
[Class 14] Mid-term Examination. Give comments and feedback on the exam in order to maximize educational effects.
[Class 15 & 16] Unidad 4 Estudio en laUniversidad de Salamanca
[Class 17 & 18] Unidad4
[Class 19 & 20] Unidad 5 La familia
[Class 21 & 22] Unidad 5, Unidad 6, Envacaciones voy a ir a Barcelona
[Class 23 & 24] Unidad 6
[Class 25 & 26] Unidad 6
[Class 27] Unidad 6, Review
[Class 28] Final Examination. Give comments andfeedback on the exam in order to maximize educational effects.

Language:

English/Spanish

Textbooks:

¡Muy bien! Curso de español 1, Segunda edición
Moyano López, Juan Carlos, Carlos García Ruiz-Castillo and Yoshimi Hiroyasu.
Editorial Asahi, 2024. ISBN978-4-255-55155-5.

References:

Spanish-Japanese/Japanese-Spanish dictionary
Spanish-English/English-Spanish dictionary

レベル別スペイン語文法ドリル 文法をきちんとおさえたい人のために (Ejercicios de gramática española por niveles)
西村君代、菊田和佳子
Editorial Asahi, 2009. ISBN9784255550282

Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Exams:	80	One mid-term examination 30% One final examination 50%
Others:	20	In-class activities, homework, compositions, etc.

Note/URL: Regular attendance is required, and students must regularly review grammar (such as verb conjugations) and vocabulary.
In order to take the final examination, students must have an absolute minimum of 2/3 of the classes during this semester. If students have absences exceeding 1/3 of the classes without a legitimate excuse, they are not allowed to take the final examination. See the "Attendance policy" attached below. It will also be distributed during the first week.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013300|52|210C013300[/SYLLABUS_ID]

Course Title	Spanish Ⅰ 52		
Instructor	MOYANO LOPEZ, Juan Carlos@FOWLER, Arthur		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.1@02:Wed.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: 【Course Delivery Method Face-to-Face

This course will be taught in English and Spanish (NOT in Japanese).

This is the first stage in Spanish language learning. Students will acquire knowledge of grammar, vocabulary, and expressions through tasks focused on developing the ability to communicate in Spanish. This course is designed to enable students to develop skills in understanding, speaking, reading and writing basic Spanish, while increasing their awareness of the Spanish speaking world. This course serves as a bridge where students' native language(s) and culture(s) and the target (Spanish) language and culture meet. Students will cross the bridge and be familiar with the Spanish speaking world.

Those who haven't acquired Japanese at a university level should choose this course or Spanish 1 section 54 or 56

Objectives: Through this course, students will not only develop their Spanish language skills, but also acquire critical thinking skills by examining differences and similarities between two languages and cultures. The ultimate goal of Spanish Ⅰ is to acquire effective and intelligent communication, critical thinking, and the appreciation and understanding of the Spanish speaking world as well as an awareness of cultural diversity in general.

before/after course of study: It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class. The student should be prepared to actively participate in class activities.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule This schedule is provisional and subject to changes depending on the rhythm of the class.
[Class 1] Introduction, Unidad 1 Hola, ¿cómo te llamas?
[Class 2 & 3] Unidad 1
[Class 4 & 5] Unidad 1, Unidad 2 Soy japonés, de Tokio
[Class 6 & 7] Unidad 2
[Class 8 & 9] Unidad 2, Unidad 3 Mi universidad
[Class 10 & 11] Unidad 3
[Class 12 & 13] Unidad 3, Review
[Class 14] Mid-term Examination. Give comments and feedback on the exam in order to maximize educational effects.
[Class 15 & 16] Unidad 4 Estudio en la Universidad de Salamanca
[Class 17 & 18] Unidad 4
[Class 19 & 20] Unidad 5 La familia
[Class 21 & 22] Unidad 5, Unidad 6, En vacaciones voy a ir a Barcelona
[Class 23 & 24] Unidad 6
[Class 25 & 26] Unidad 6
[Class 27] Unidad 6, Review
[Class 28] Final Examination. Give comments and feedback on the exam in order to maximize educational effects.

Language: English/Spanish

Textbooks: iMuy bien! Curso de español 1, Segunda edición
Moyano López, Juan Carlos, Carlos García Ruiz-Castillo and Yoshimi Hiroyasu.
Editorial Asahi, 2024. ISBN978-4-255-55155-5.

References: Spanish-Japanese/Japanese-Spanish dictionary
Spanish-English/English-Spanish dictionary

レベル別スペイン語文法ドリル 文法をきちんとおさえたい人のために (Ejercicios de gramática española por niveles)

西村君代、菊田和佳子
Editorial Asahi, 2009. ISBN9784255550282

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams: 80 Mid-term examination 30%
Final examination 50%

Others: 20 In-class activities, homework, compositions, etc.

Note/URL: Regular attendance is required, and students must regularly review grammar (such as verb conjugations) and vocabulary.
In order to take the final examination, students must have an absolute minimum of 2/3 of the classes during this semester. If students have absences exceeding 1/3 of the classes without a legitimate excuse, they are not allowed to take the final examination. See the “Attendance policy” attached below. It will also be distributed during the first week.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013300|53|210C013300[/SYLLABUS_ID]

Course Title	Spanish Ⅰ 53		
Instructor	NAKAMICHI, Shinji@SHINTANI, Roxana		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.1@02:Fri.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:
【Course Delivery Method】 Face-to-Face
This course will be taught in Spanish, Japanese (Mondays), English (Fridays), and Spanish (Mondays and Fridays).

This is the first stage in Spanish language learning. Students will acquire knowledge of grammar, vocabulary, and expressions through tasks focused on developing the ability to communicate in Spanish. This course is designed to enable students to develop skills in understanding, speaking, reading and writing basic Spanish, while increasing their awareness of the Spanish speaking world. This course serves as a bridge where students' native language(s) and culture(s) and the target (Spanish) language and culture meet. Students will cross the bridge and be familiar with the Spanish speaking world.

Those who haven't acquired Japanese at a university level should choose Spanish Ⅰ , section 52, 54 or 56.

Objectives:
Through this course, students will not only develop their Spanish language skills, but also acquire critical thinking skills by examining differences and similarities between two languages and cultures. The ultimate goal of Spanish Ⅰ is to acquire effective and intelligent communication, critical thinking, and the appreciation and understanding of the Spanish speaking world as well as an awareness of cultural diversity in general.

before/after course of study:
It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class. The student should be prepared to actively participate in class activities.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry:
1 : フリーフォーマット(教員による切替可)

Course Schedule
This schedule is provisional and subject to changes depending on the rhythm of the class.
[Class 1] Introduction, Unidad 1 Hola, ¿cómo te llamas?
[Class 2 & 3] Unidad 1
[Class 4 & 5] Unidad 1, Unidad 2 Soy japonés, de Tokio
[Class 6 & 7] Unidad 2
[Class 8 & 9] Unidad 2, Unidad 3 Mi universidad
[Class 10 & 11] Unidad 3
[Class 12 & 13] Unidad 3, Review
[Class 14] Mid-term Examination. Give comments and feedback on the exam in order to maximize educational effects.
[Class 15 & 16] Unidad 4 Estudio en la Universidad de Salamanca
[Class 17 & 18] Unidad 4
[Class 19 & 20] Unidad 5 La familia
[Class 21 & 22] Unidad 5, Unidad 6, En vacaciones voy a ir a Barcelona
[Class 23 & 24] Unidad 6
[Class 25 & 26] Unidad 6
[Class 27] Unidad 6, Review
[Class 28] Final Examination. Give comments and feedback on the exam in order to maximize educational effects.

Language:
Japanese/Spanish

Textbooks:
¡¡Muy bien! Curso de español 1, Segunda edición
Moyano López, Juan Carlos, Carlos García Ruiz-Castillo and Yoshimi Hiroyasu.
Editorial Asahi, 2024. ISBN978-4-255-55155-5.

References:
Spanish-Japanese/Japanese-Spanish dictionary
Spanish-English/English-Spanish dictionary

レベル別スペイン語文法ドリル 文法をきちんとおさえたい人のために (Ejercicios de gramática española por niveles)

	西村君代、菊田和佳子 Editorial Asahi, 2009. ISBN9784255550282
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）
Exams:	80 Mid-term examination 30% Final examination 50%
Others:	20 In-class activities, homework, compositions, etc.
Note/URL:	Regular attendance is required, and students must regularly review grammar (such as verb conjugations) and vocabulary. In order to take the final examination, students must have an absolute minimum of 2/3 of the classes during this semester. If students have absences exceeding 1/3 of the classes without a legitimate excuse, they are not allowed to take the final examination. See the “Attendance policy” attached below. It will also be distributed during the first week. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013300|54|210C013300[/SYLLABUS_ID]

Course Title	Spanish Ⅰ 54		
Instructor	FOWLER, Arthur@SOTO MEJIA, Maria Irina		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.1@02:Wed.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: 【Course Delivery Method】Face-to-Face

This course will be taught in Spanish and English (Not in Japanese).

This is the first stage in Spanish language learning. Students will acquire knowledge of grammar, vocabulary, and expressions through tasks focused on developing the ability to communicate in Spanish. This course is designed to enable students to develop skills in understanding, speaking, reading and writing basic Spanish, while increasing their awareness of the Spanish speaking world. This course serves as a bridge where students' native language(s) and culture(s) and the target (Spanish) language and culture meet. Students will cross the bridge and be familiar with the Spanish speaking world.

Those who haven't acquired Japanese at a university level should choose this section or Spanish Ⅰ, section 52 or 56.

Objectives: Through this course, students will not only develop their Spanish language skills, but also acquire critical thinking skills by examining differences and similarities between two languages and cultures. The ultimate goal of Spanish Ⅰ is to acquire effective and intelligent communication, critical thinking, and the appreciation and understanding of the Spanish speaking world as well as an awareness of cultural diversity in general.

before/after course of study: It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class. The student should be prepared to actively participate in class activities.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule This schedule is provisional and subject to changes depending on the rhythm of the class.
[Class 1] Introduction, Unidad 1 Hola, ¿cómo te llamas?
[Class 2 & 3] Unidad 1
[Class 4 & 5] Unidad 1, Unidad 2 Soy japonés, de Tokio
[Class 6 & 7] Unidad 2
[Class 8 & 9] Unidad 2, Unidad 3 Mi universidad
[Class 10 & 11] Unidad 3
[Class 12 & 13] Unidad 3, Review
[Class 14] Mid-term Examination. Give comments and feedback on the exam in order to maximize educational effects.
[Class 15 & 16] Unidad 4 Estudio en la Universidad de Salamanca
[Class 17 & 18] Unidad 4
[Class 19 & 20] Unidad 5 La familia
[Class 21 & 22] Unidad 5, Unidad 6, En vacaciones voy a ir a Barcelona
[Class 23 & 24] Unidad 6
[Class 25 & 26] Unidad 6
[Class 27] Unidad 6, Review
[Class 28] Final Examination. Give comments and feedback on the exam in order to maximize educational effects.

Language: English/Spanish

Textbooks: iMuy bien! Curso de español 1, Segunda edición
Moyano López, Juan Carlos, Carlos García Ruiz-Castillo and Yoshimi Hiroyasu.
Editorial Asahi, 2024. ISBN978-4-255-55155-5.

References: Spanish-Japanese/Japanese-Spanish dictionary
Spanish-English/English-Spanish dictionary

レベル別スペイン語文法ドリル 文法をきちんとおさえたい人のために (Ejercicios de gramática española por niveles)

西村君代、菊田和佳子
Editorial Asahi, 2009. ISBN9784255550282

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams: 80 Mid-term examination 30%
Final examination 50%

Others: 20 In-class activities, homework, compositions, etc.

Note/URL: Regular attendance is required, and students must regularly review grammar (such as verb conjugations) and vocabulary.
In order to take the final examination, students must have an absolute minimum of 2/3 of the classes during this semester. If students have absences exceeding 1/3 of the classes without a legitimate excuse, they are not allowed to take the final examination. See the “Attendance policy” attached below. It will also be distributed during the first week.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013300|55|210C013300[/SYLLABUS_ID]

Course Title	Spanish Ⅰ 55		
Instructor	KAWASAKI, Kayo@SOTO MEJIA, Maria Irina		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.1@02:Fri.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

【Course Delivery Method】Face-to-Face

This course will be taught in Japanese (Mondays), English (Fridays), and Spanish (Mondays and Fridays).

This is the first stage in Spanish language learning. Students will acquire knowledge of grammar, vocabulary, and expressions through tasks focused on developing the ability to communicate in Spanish. This course is designed to enable students to develop skills in understanding, speaking, reading and writing basic Spanish, while increasing their awareness of the Spanish speaking world. This course serves as a bridge where students' native language(s) and culture(s) and the target (Spanish) language and culture meet. Students will cross the bridge and be familiar with the Spanish speaking world.

Those who haven't acquired Japanese at a university level should choose Spanish Ⅰ , section 52, 54, or 56.

Objectives:

Through this course, students will not only develop their Spanish language skills, but also acquire critical thinking skills by examining differences and similarities between two languages and cultures. The ultimate goal of Spanish Ⅰ is to acquire effective and intelligent communication, critical thinking, and the appreciation and understanding of the Spanish speaking world as well as an awareness of cultural diversity in general.

before/after course of study:

It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class. The student should be prepared to actively participate in class activities.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry:

1 : フリーフォーマット(教員による切替可)

Course Schedule

This schedule is provisional and subject to changes depending on the rhythm of the class.
[Class 1] Introduction, Unidad 1 Hola, ¿cómo te llamas?
[Class 2 & 3] Unidad 1
[Class 4 & 5] Unidad 1, Unidad 2 Soy japonés, de Tokio
[Class 6 & 7] Unidad 2
[Class 8 & 9] Unidad 2, Unidad 3 Mi universidad
[Class 10 & 11] Unidad 3
[Class 12 & 13] Unidad 3, Review
[Class 14] Mid-term Examination. Give comments and feedback on the exam in order to maximize educational effects.
[Class 15 & 16] Unidad 4 Estudio en la Universidad de Salamanca
[Class 17 & 18] Unidad 4
[Class 19 & 20] Unidad 5 La familia
[Class 21 & 22] Unidad 5, Unidad 6, En vacaciones voy a ir a Barcelona
[Class 23 & 24] Unidad 6
[Class 25 & 26] Unidad 6
[Class 27] Unidad 6, Review
[Class 28] Final Examination. Give comments and feedback on the exam in order to maximize educational effects.

Language:

Japanese/Spanish

Textbooks:

iMuy bien! Curso de español 1, Segunda edición
Moyano López, Juan Carlos, Carlos García Ruiz-Castillo and Yoshimi Hiroyasu.
Editorial Asahi, 2024. ISBN978-4-255-55155-5.

References:

Spanish-Japanese/Japanese-Spanish dictionary
Spanish-English/English-Spanish dictionary

レベル別スペイン語文法ドリル 文法をきちんとおさえたい人のために (Ejercicios de gramática española por niveles)

	西村君代、菊田和佳子 Editorial Asahi, 2009. ISBN9784255550282
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）
Exams:	80 Mid-term examination 30% Final examination 50%
Others:	20 In-class activities, homework, compositions, etc.
Note/URL:	Regular attendance is required, and students must regularly review grammar (such as verb conjugations) and vocabulary. In order to take the final examination, students must have an absolute minimum of 2/3 of the classes during this semester. If students have absences exceeding 1/3 of the classes without a legitimate excuse, they are not allowed to take the final examination. See the “Attendance policy” attached below. It will also be distributed during the first week. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013300|56|210C013300[/SYLLABUS_ID]

Course Title	Spanish Ⅰ 56		
Instructor	MONTERO PEREDA, Francisco Javier		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.1@02:Wed.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:
【Course Delivery Method】Face-to-Face
This course will be taught in Spanish and English (Not in Japanese).

This is the first stage in Spanish language learning. Students will acquire knowledge of grammar, vocabulary, and expressions through tasks focused on developing the ability to communicate in Spanish. This course is designed to enable students to develop skills in understanding, speaking, reading and writing basic Spanish, while increasing their awareness of the Spanish speaking world. This course serves as a bridge where students' native language(s) and culture(s) and the target (Spanish) language and culture meet. Students will cross the bridge and be familiar with the Spanish speaking world.

Those who haven't acquired Japanese at a university level should choose this course or Spanish Ⅰ, section 52 or 54.

Objectives:
Through this course, students will not only develop their Spanish language skills, but also acquire critical thinking skills by examining differences and similarities between two languages and cultures. The ultimate goal of Spanish Ⅰ is to acquire effective and intelligent communication, critical thinking, and the appreciation and understanding of the Spanish speaking world as well as an awareness of cultural diversity in general.

before/after course of study:
It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class. The student should be prepared to actively participate in class activities.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry:
1：フリーフォーマット（教員による切替可）

Course Schedule
This schedule is provisional and subject to changes depending on the rhythm of the class.
[Class 1] Introduction, Unidad 1 Hola, ¿cómo te llamas?
[Class 2 & 3] Unidad 1
[Class 4 & 5] Unidad 1, Unidad 2 Soy japonés, de Tokio
[Class 6 & 7] Unidad 2
[Class 8 & 9] Unidad 2, Unidad 3 Mi universidad
[Class 10 & 11] Unidad 3
[Class 12 & 13] Unidad 3, Review
[Class 14] Mid-term Examination. Give comments and feedback on the exam in order to maximize educational effects.
[Class 15 & 16] Unidad 4 Estudio en la Universidad de Salamanca
[Class 17 & 18] Unidad 4
[Class 19 & 20] Unidad 5 La familia
[Class 21 & 22] Unidad 5, Unidad 6, En vacaciones voy a ir a Barcelona
[Class 23 & 24] Unidad 6
[Class 25 & 26] Unidad 6
[Class 27] Unidad 6, Review
[Class 28] Final Examination. Give comments and feedback on the exam in order to maximize educational effects.

Language:
English/Spanish

Textbooks:
¡Muy bien! Curso de español 1, Segunda edición
Moyano López, Juan Carlos, Carlos García Ruiz-Castillo and Yoshimi Hiroyasu.
Editorial Asahi, 2024. ISBN978-4-255-55155-5.

References:
Spanish-Japanese/Japanese-Spanish dictionary
Spanish-English/English-Spanish dictionary

レベル別スペイン語文法ドリル 文法をきちんとおさえたい人のために (Ejercicios de gramática española por niveles)
西村君代、菊田和佳子

Editorial Asahi, 2009. ISBN9784255550282

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 80 Mid-term examination 30%
Final examination 50%

Others: 20 In-class activities, homework, compositions, etc.

Note/URL: Regular attendance is required, and students must regularly review grammar (such as verb conjugations) and vocabulary.
In order to take the final examination, students must have an absolute minimum of 2/3 of the classes during this semester. If students have absences exceeding 1/3 of the classes without a legitimate excuse, they are not allowed to take the final examination. See the "Attendance policy" attached below. It will also be distributed during the first week.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013400|01|210C013400[/SYLLABUS_ID]

Course Title	Chinese I 01		
Instructor	NAGAI, Tetsuro@IGUCHI, Hirofumi		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.1@02:Fri.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Chinese I is for beginners. This is the first stage in Chinese language learning. Students will acquire knowledge of grammar, vocabulary, and expressions through tasks focused on developing the ability to communicate in Chinese.This course is designed to enable students to develop skills in understanding, speaking, reading and writing basic Chinese, while increasing their awarenessof the Chinese speaking world.

Objectives: At the end of the semester, students should be able to master pronunciation, basic grammar and acquire enough vocabularies to manage to communicate in daily life, using simple Chinese expressions.
Equal emphasis is placed on the four(listening, speaking, writing and reading) skills. Close attention will be paid to pronunciation throughout the semester.

before/after course of study: Before class: revise the material and topics covered in the preceding class (30 min).
After class: do the assigned homework when it is necessary and study again the material and topics covered in the class (30 min to 1hour).

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introduction and lesson 1
[Week 2] lesson 2-3
[Week 3] lesson 4-5
[Week 4] review 1
lesson 6
[Week 5] lesson 7-8
Vocabulary Test
[Week 6] lesson 9-10
[Week 7] review 2
lesson11
[Week 8] mid-term
lesson 12
[Week 9] lesson 13-14
[Week 10] lesson 15
review 3
[Week 11] lesson 16-17
Vocabulary Test
[Week 12] lesson 18-19
[Week 13] lesson 20 review4
[Week 14] Final Exam
*This scheduleis subject to change

Language: Japanese/English

Textbooks: 『漢語会話301句 第4版 上冊』日文注釈本(北京大学出版社 2015年)

Note: The primary textbook used in class contains Japanese-language instructions. To support students from different linguistic backgrounds, an English-instruction version of the textbook is available.

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free- 50%: Active in-class participation (including necessary requirements set by the teacher)
25%: Mid-term evaluation
25%: Final evaluation

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013400|02|210C013400[/SYLLABUS_ID]

Course Title	Chinese I 02		
Instructor	CHEN, Tien Shi@WANG, Yijen		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.2@02:Fri.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Chinese I is for beginners. This is the first stage in Chinese language earning. Studentswill acquire knowledge of grammar, vocabulary, and expressions through tasksfocused on developing the ability to communicate in Chinese. This course isdesigned to enable students to develop skills in understanding, speaking,reading and writing basic Chinese, while increasing their awareness of the Chinese speaking world.

Objectives: At the end of the semester, students should be able to master pronunciation, basic grammar and acquire enough vocabularies to manage to communicate in daily life, using simple Chinese expressions.
Equal emphasis is placed on the four (listening, speaking, writing and reading) skills. Close attention will be paid to pronunciation throughout the semester

before/after course of study: Before class: revise the material and topics covered in the preceding class (30 min).
After class: do the assigned homework when it is necessary and study again the material and topics covered in the class (30 min to 1hour).

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

[Week 1] Introduction and Lesson 1

[Week 2] Lessons 2-3

[Week 3] Lessons 4-5

[Week 4] Review 1; Lesson 6

[Week 5] Lessons 7-8; Vocabulary Test

[Week 6] Lessons 9-10

[Week 7] Review 2; Lesson 11

[Week 8] Mid-term Examination; Lesson 12

[Week 9] Lessons 13-14

[Week 10] Lesson 15; Review 3

[Week 11] Lessons 16-17; Vocabulary Test

[Week 12] Lessons 18-19

[Week 13] Lesson 20; Review 4

[Week 14] Final Examination

* This schedule is subject to change.

Language: Japanese/English

Textbooks: 『漢語会話301句 第4版 上冊』日文注釈本(北京大学出版社 2015年)

Note: The primary textbook used in class contains Japanese-language instructions. To support students from different linguistic backgrounds, an English-instruction version of the textbook is available.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-

50%: Active in-class participation (including necessary requirements set by the teacher)
25%: Mid-term evaluation
25%: Final evaluation

Note/URL:

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013400|03|210C013400[/SYLLABUS_ID]

Course Title	Chinese I 03 (Direct Method)		
Instructor	WU, Yingru@WANG, Yijen		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.2@02:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Direct Method

Course Outline: Chinese I is an introductory course for beginners and represents the first stage of Chinese language learning. The course adopts a Direct Method approach, with instruction conducted primarily in Chinese. Limited use of English and Japanese may be employed when necessary to support comprehension.

Through classroom activities, students will acquire fundamental knowledge of Chinese grammar, vocabulary, and everyday expressions, with an emphasis on developing basic communicative ability. The course aims to build foundational skills in listening, speaking, reading, and writing, while also fostering an initial awareness of the Chinese-speaking world and its cultural contexts.

Objectives: At the end of the semester, students should be able to master pronunciation, basic grammar and acquire enough vocabularies to manage to communicate in daily life, using simple Chinese expressions.
Equal emphasis is placed on the four (listening, speaking, writing and reading) skills. Close attention will be paid to pronunciation throughout the semester

before/after course of study: Before class: revise the material and topics covered in the preceding class (30 min).
After class: do the assigned homework when it is necessary and study again the material and topics covered in the class (30 min to 1hour).

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule

[Week 1] Introduction and Lesson 1

[Week 2] Lessons 2-3

[Week 3] Lessons 4-5

[Week 4] Review 1; Lesson 6

[Week 5] Lessons 7-8; Vocabulary Test

[Week 6] Lessons 9-10

[Week 7] Review 2; Lesson 11

[Week 8] Mid-term Examination; Lesson 12

[Week 9] Lessons 13-14

[Week 10] Lesson 15; Review 3

[Week 11] Lessons 16-17; Vocabulary Test

[Week 12] Lessons 18-19

[Week 13] Lesson 20; Review 4

[Week 14] Final Examination

* This schedule is subject to change depending on class progress.

Language: Chinese/English

Textbooks: 『漢語会話301句 第4版 上冊』日文注釈本(北京大学出版社 2015年)

Note: The primary textbook used in class contains Japanese-language instructions. To support students from different linguistic backgrounds, an English-instruction version of the textbook is available.

Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	50%: Active in-class participation (including necessary requirements set by the teacher) 25%: Mid-term evaluation 25%: Final evaluation
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013400|52|210C013400[/SYLLABUS_ID]

Course Title	Chinese I 52		
Instructor	CHEN, Tien Shi@WANG, Yijen		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.2@02:Wed.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Chinese I is an introductory Chinese language course for beginners. As the first stage of Chinese language study, the course provides students with a foundation in basic grammar, vocabulary, and common expressions through task-based communicative activities. Students will develop the four language skills of listening, speaking, reading, and writing, enabling them to communicate in simple everyday situations. The course also aims to enhance students' understanding of Chinese-speaking societies and cultures.

Objectives: By the end of the semester, students will be able to master basic pronunciation and grammar and acquire sufficient vocabulary to communicate in everyday situations using simple Chinese expressions. Equal emphasis is placed on the four language skills of listening, speaking, reading, and writing. Particular attention will be given to accurate pronunciation throughout the semester.

before/after course of study: Before class: Students are expected to review the materials and topics covered in the previous class (approximately 30 minutes).

After class: Students should complete assigned homework, when applicable, and review the materials and topics covered in class (approximately 30 minutes to 1 hour).

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
Week 1: Introduction and Lesson 1
Week 2: Lessons 2-3
Week 3: Lessons 4-5
Week 4: Review 1 and Lesson 6
Week 5: Lessons 7-8; Vocabulary Test
Week 6: Lessons 9-10
Week 7: Review 2 and Lesson 11
Week 8: Midterm Examination and Lesson 12
Week 9: Lessons 13-14
Week 10: Lesson 15 and Review 3
Week 11: Lessons 16-17; Vocabulary Test
Week 12: Lessons 18-19
Week 13: Lesson 20 and Review 4
Week 14: Final Examination
*This schedule is subject to change.

Language: Japanese/English

Textbooks: 『漢語会話301句 第4版 上冊』日文注釈本(北京大学出版社 2015年)

Note: The primary textbook used in this course contains instructions in Japanese. To support students from diverse linguistic backgrounds, an English-language version of the textbook instructions is also available.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-
50%: Active class participation (including the completion of required classroom activities and other requirements specified by the instructor)
25%: Midterm examination
25%: Final examination

Note/URL: Eligibility for Enrollment
1. Students whose first language is Chinese or who have a Chinese heritage language background are generally not eligible to enroll in Chinese language courses offered by this program. Students who believe that a particular course is appropriate for their level of Chinese proficiency may request permission from the course instructor prior to enrollment.

2. Students who enroll without obtaining prior approval may be required to withdraw from the course and may not be eligible to receive course credit. The instructor reserves the right to determine a student's eligibility for enrollment based on the student's linguistic background and Chinese language proficiency.

Notes for Enrollment
1. Please refer to the Chinese proficiency check information and enrollment guidelines at the following link:
https://drive.google.com/drive/folders/1Jhu5FEKMI1eeVuuWfjO-z0Huf6Ca7X6B?usp=drive_link

2. If you have any questions regarding course enrollment, please contact the Chinese Course Coordinator, Professor Tien Shi CHEN, at lara@waseda.jp

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013400|53|210C013400[/SYLLABUS_ID]

Course Title	Chinese I 53		
Instructor	WU, Yingru@OH, Zuirai		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.1@02:Thur.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Chinese I is an introductory Chinese language course for beginners. As the first stage of Chinese language study, the course provides students with a foundation in basic grammar, vocabulary, and common expressions through task-based communicative activities. Students will develop the four language skills of listening, speaking, reading, and writing, enabling them to communicate in simple everyday situations. The course also aims to enhance students' understanding of Chinese-speaking societies and cultures.

Objectives: By the end of the semester, students will be able to master basic pronunciation and grammar and acquire sufficient vocabulary to communicate in everyday situations using simple Chinese expressions. Equal emphasis is placed on the four language skills of listening, speaking, reading, and writing. Particular attention will be given to accurate pronunciation throughout the semester.

before/after course of study: Before class: Students are expected to review the materials and topics covered in the previous class (approximately 30 minutes).

After class: Students should complete assigned homework, when applicable, and review the materials and topics covered in class (approximately 30 minutes to 1 hour).

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
Week 1: Introduction and Lesson 1
Week 2: Lessons 2-3
Week 3: Lessons 4-5
Week 4: Review 1 and Lesson 6
Week 5: Lessons 7-8; Vocabulary Test
Week 6: Lessons 9-10
Week 7: Review 2 and Lesson 11
Week 8: Midterm Examination and Lesson 12
Week 9: Lessons 13-14
Week 10: Lesson 15 and Review 3
Week 11: Lessons 16-17; Vocabulary Test
Week 12: Lessons 18-19
Week 13: Lesson 20 and Review 4
Week 14: Final Examination
*This schedule is subject to change.

Language: Japanese/English

Textbooks: 『漢語会話301句 第4版 上冊』日文注釈本(北京大学出版社 2015年)

Note: The primary textbook used in this course contains instructions in Japanese. To support students from diverse linguistic backgrounds, an English-language version of the textbook instructions is also available.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-
50%: Active class participation (including the completion of required classroom activities and other requirements specified by the instructor)
25%: Midterm examination
25%: Final examination

Note/URL: Eligibility for Enrollment
1. Students whose first language is Chinese or who have a Chinese heritage language background are generally not eligible to enroll in Chinese language courses offered by this program. Students who believe that a particular course is appropriate for their level of Chinese proficiency may request permission from the course instructor prior to enrollment.

2. Students who enroll without obtaining prior approval may be required to withdraw from the course and may not be eligible to receive course credit. The instructor reserves the right to determine a student's eligibility for enrollment based on the student's linguistic background and Chinese language proficiency.

Notes for Enrollment
1. Please refer to the Chinese proficiency check information and enrollment guidelines at the following link:
https://drive.google.com/drive/folders/1Jhu5FEKMI1eeVuuWfjO-z0Huf6Ca7X6B?usp=drive_link

2. If you have any questions regarding course enrollment, please contact the Chinese Course Coordinator, Professor Tien Shi CHEN, at lara@waseda.jp

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013400|54|210C013400[/SYLLABUS_ID]

Course Title	Chinese I 54 (Direct Method)		
Instructor	ARISAWA, Uenyu@WANG, Yijen		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.1@02:Fri.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Direct Method

Course Outline: Chinese I is an introductory course for beginners and represents the first stage of Chinese language learning. The course adopts a Direct Method approach, with instruction conducted primarily in Chinese. Limited use of English and Japanese may be employed when necessary to support comprehension.

Through classroom activities, students will acquire fundamental knowledge of Chinese grammar, vocabulary, and everyday expressions, with an emphasis on developing basic communicative ability. The course aims to build foundational skills in listening, speaking, reading, and writing, while also fostering an initial awareness of the Chinese-speaking societies and cultures.

Objectives: At the end of the semester, students should be able to master pronunciation, basic grammar and acquire enough vocabularies to manage to communicate in daily life, using simple Chinese expressions.
Equal emphasis is placed on the four (listening, speaking, writing and reading) skills. Close attention will be paid to pronunciation throughout the semester

before/after course of study: Before class: revise the material and topics covered in the preceding class (30 min).
After class: do the assigned homework when it is necessary and study again the material and topics covered in the class (30 min to 1hour).

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule

[Week 1] Introduction and Lesson 1

[Week 2] Lessons 2-3

[Week 3] Lessons 4-5

[Week 4] Review 1; Lesson 6

[Week 5] Lessons 7-8; Vocabulary Test

[Week 6] Lessons 9-10

[Week 7] Review 2; Lesson 11

[Week 8] Mid-term Examination; Lesson 12

[Week 9] Lessons 13-14

[Week 10] Lesson 15; Review 3

[Week 11] Lessons 16-17; Vocabulary Test

[Week 12] Lessons 18-19

[Week 13] Lesson 20; Review 4

[Week 14] Final Examination

* This schedule is subject to change depending on class progress.

Language: Chinese/English

Textbooks: 『漢語会話301句 第4版 上冊』日文注釈本(北京大学出版社 2015年)

Note: The primary textbook used in class contains Japanese-language instructions. To support students from different linguistic backgrounds, an English-instruction version of the textbook is available.

Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	50%: Active in-class participation (including necessary requirements set by the teacher) 25%: Mid-term evaluation 25%: Final evaluation
Note/URL:	Eligibility for Enrollment 1. Students whose first language is Chinese or who have a Chinese heritage language background are generally not eligible to enroll in Chinese language courses offered by this program. Students who believe that a particular course is appropriate for their level of Chinese proficiency may request permission from the course instructor prior to enrollment. 2. Students who enroll without obtaining prior approval may be required to withdraw from the course and may not be eligible to receive course credit. The instructor reserves the right to determine a student's eligibility for enrollment based on the student's linguistic background and Chinese language proficiency. Notes for Enrollment 1. Please refer to the Chinese proficiency check information and enrollment guidelines at the following link: https://drive.google.com/drive/folders/1Jhu5FEKMl1eeVuuWfjO-z0Huf6Ca7X6B?usp=drive_link 2. If you have any questions regarding course enrollment, please contact the Chinese Course Coordinator, Professor Tien Shi CHEN, at lara@waseda.jp. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013500|01|210C013500[/SYLLABUS_ID]

Course Title	Russian Ⅰ 01		
Instructor	SHADRINA, Elena		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.1@02:Thur.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Русский язык

Course Outline: This course instils thefundamental knowledge of Russian as a foreign language. The purpose of thiscourse is to help students acquire the basics of Russian grammar necessary for thecomprehension of sentence structures and develop conversational skills in arange of predictable everyday situations.

Objectives:

Course Objectives
By the end of the semester, students will:
・Acquire essential elements of Russian grammar at beginner level.
・Build a working vocabulary of approximately 900–1,000 lexical items.
・Master around 30 units of speech etiquette for everyday social interaction.
・Develop the ability to establish and maintain social contacts in standard everyday situations, such as making acquaintances and exchanging biographical information, stating profession and occupation, discussing hobbies and leisure activities, exchanging holiday greetings (public, national, family, or personal), expressing wishes and desires, giving, receiving, and responding to presents, extending, accepting, or declining invitations, arranging meetings (location, time, etc.), sharing contact details (address, telephone number, etc.), reading transport schedules and public signs, commenting on events (concerts, lectures, etc.), and reading menus and ordering meals.

Expected Learning Outcomes
Upon successful completion of the course, students will be able to:
・Listening and Speaking Skills: understand basic instructions and engage in simple factual conversations on predictable topics.
・Reading Skills: comprehend a range of basic notices and instructions in everyday contexts.
・Writing Skills: Produce short notes and messages on familiar or predictable matters with basic accuracy.

before/after course of study: This course is designed for absolute beginners in Russian. It combines in-class learning activities with independent study to provide a structured introduction to the language. Classroom instruction will include scheduled themes supported by audio and video materials, and students' progress will be evaluated through regular quizzes on vocabulary and grammar. Independent work will consist of compulsory home assignments and self-study using the recommended textbook, supplementary materials, and online resources. The principal language of instruction is English, with occasional explanations in Japanese where appropriate. Russian will be gradually introduced as the medium of classroom communication, enabling students to build confidence in using the language from the outset.
Preview and Review may take around 90–120 mins. Each.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule The class convenes twice perweek. The following schedule is tentative and may be adjusted in accordancewith the pace of study. References in brackets indicate the correspondingsections of the recommended textbook.

Week 1
Introduction to phonetics. Introduction to listening and speaking.(Вводный курс)

Week 2
Introduction to grammar.(Вводный курс)

Week 3
Professions and Occupations. Gender of nouns. Personaland possessive pronouns. Conjunctions. Constructions with "to know"(Ступень1).

Week 4
Gender of adjectives. Compound superlative degree.Exclamations. Nominative case. Countries and nationalities. Expressions of comparison. Constructions "… think that …"(Ступень 2).

Week 5

Constructions “Who has what” and “There is and thereare” in the present tense. The question “whose” and the genitive case of nouns.Construction “Who does not have what” and genitive case in negation. Complex sentence with “because”. Short forms of adjectives. (Ступень 3).

Week 6
Plural form of nouns, possessive pronouns and adjectives. Demonstrative pronouns: singular and plural. The construction “Not at all”. The verb “to speak”. Compound sentences: constructions “… and, …”, “…while, …” (Ступень 4).

Week 7
Midterm examination.

Week 8
Prepositional case. Prepositions “in”, “on”, “at”. O-adverbs. Past tense. The verb “to be”. Adverbs of time. Indefinite pronouns. (Ступень 5).

Week 9
Present and past tense of verbs. Negative adverbs andpronouns. Double negation. Days of the week. Short form of adjectives (Ступень6).

Week 10
Accusative of nouns and adjectives, singular. Accusative of possessive and personal pronouns. Expressions about a health condition. (Ступень 7).

Week 11
Prepositional case of adjectives and possessive pronouns. Future tense. Expressions of time: week, month, year. Expressions of time with prepositions “after”, “before”, “during”. Cardinal and ordinal numerals. Comparison “… better/ worse than …” (Ступень 8).

Week 12
Instrumental case of nouns, adjectives, personal andpossessive pronouns, singular. Expressions of time: seasons and question “What time is it? / What time?”. Compound sentence: conditional clause. (Ступень 9).

Week 13
Aspects of verbs. Verbs “to begin” and “to finish.” Cardinal numerals 11 – 1 000 000. Verbs “to teach – to learn”, “to teach sb sth – to learn sth”. Complex sentence: expression of purpose (Ступень 10).

Week 14Final examination

Language: English

Textbooks: Аникина М.Н. Лестница. Учебник по русскому языку для начинающих. М., “Русский язык. Курсы”, 2015. 464 с. pap.
ISBN 9785883373670 R139261
(for English-speaking students, +MP3 CD, 5 hours 30 minutes, levels 0-A2)
アニーキナ ステップ 初心者のためのロシア語教科書(ゼロから基礎レベルまで)(CD付)

This textbook by Anikina can be found at a Russian language literature shop called ″Nauka″ near Jimboucho Station or ordered online http://www.naukajapan.jp/detail.php?id=139261

The SILS library has a reserve copy of the textbook.

Please do NOT purchase the textbook before the first class.

References: An extensive range of supplementary sources and materials for learning and practising Russian will be introduced during the course. These resources will be shared regularly with students via Moodle to support independent study and reinforce classroom learning.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	50	20 midterm examination 30 final examination
Papers:	24	regular home assignments, 12*2
Class contribution:	24	enthusiastic engagement in in-class activities, 12*2

Others: 2 constructive collaboration on improving the course

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013500|51|210C013500[/SYLLABUS_ID]

Course Title	Russian I 51		
Instructor	NAKAZAWA, Tomoko		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.2@02:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is a very elementary Russian class for students who have never studied it before. We will begin by learning the Russian alphabet, moving on to Russian grammar and building conversation skills. The textbook is published in Russia and was written for foreigners. The lessons are taught in Russian, English and Japanese.

Objectives: The textbook consists of 21 chapters, and the autumn semester will cover chapters 1 through 10. By the end of the semester, students will be expected to know approximately 900 Russian words and be able to use them to express what they want to say in Russian.

before/after course of study: The first task will be to learn the Russian alphabet, and particularly at the beginning of the course it will be necessary to repeat what was covered in the previous class. Students will find it helpful to thoroughly memorize how the endings of the words change according to their context. In addition, students should carefully review the useful grammatical tables located at the end of the textbook.
Preparation for the class and the review will each take around 90-120 min.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule The numbers below indicate the schedule for the course. The schedule will depend on students' progress and understanding, so the current plan is tentative.

1-5: Introduction
Phonetics. Introductory course. Listening and speaking. Intensive introductory course. (≪Вводно-фонетический курс≫,≪Вводный курс аудирования и говорения. Интеисив.≫)

6-8: "Step 1"
Nouns: animate, inanimate. The Gender. The Personal pronouns. The Possessive pronouns. The Gender. Professions and occupants. Conjunctions "and". The verb "to know". Complex sentence. (≪Вводно-грамматический курс≫,≪Ступень 1≫)

9, 10: "Step 2"
Adjectives. The Gender. The Construction "most + an adjective". Countries, Nationalities; adjectives formed from the names of the countries. Word order. Conjunctions "but", "or", "as". The verb "to think". Complex sentence. (≪Ступень 2≫)

11, 12: "Step 3"
The construction "who has + a noun" in the Present Tense. The construction "there is/ re + a noun" in the Present tens. The Genitive Singular of the nous. The Genitive case denoting possession. The construction "who has no + a noun" in the Present Tense. The Genitive case in the negative sentences. Complex sentence expressing reason: "why?→because". (≪Ступень 3≫)

13, 14: "Step 4"
The Plural of nouns, possessive pronouns, adjectives. The demonstrative pronouns: Singular and Plural. The construction "not at all + adj./ adv./verb". The Genitive case with the prepositions "from", "for". The question "where from?". The verb "to say, to speak". Complex sentence. Complex sentence expressing comparison "… and…", "if…, then…". (≪Ступень 4≫) Review.

15: Mid-term exam

16, 17: "Step 5"
The Prepositional Singular of nouns. The Prepositional case denoting place. The prepositions "in", "on", "at". Question "where?" Adverbs ending -o. The Past tense. The verb "to be" in the Past Tense. The constructions "who has + a noun" in the Past Tense. Ways of expressing time: today, yesterday, in the morning, in the evening … Indefinite pronouns. (≪Ступень 5≫)

18, 19: "Step 6"
Verbs in the Present and the Past Tenses. Negative adverbs and pronouns. Days of the week. The short adjectives. Simple sentence. Impersonal sentence with an adverb. (≪Ступень 6≫)

20, 21: “Step 7”
The Accusative Singular of nouns and adjectives. The Accusative Singular of the personal and possessive pronouns. The word “must”. The construction “must + an infinitive”. The construction “who has pain”(when something hurts). Complex sentence expressing comparison “the (more)… the (better); comparison degree: more – less; better – worse. Part 1. (≪Ступень 7≫)

22, 23: “Step 8”
The Prepositional Singular of adjectives, possessive pronouns. The Future Tense 1. Ways of expressing time: week, month, year. Numbers 1–10. Cardinal (one…), ordinal (first…). Ways of expressing time: “before”, “during”, “after”. Simple sentence expressing comparison “better/worse than…”. Part 2. (≪Ступень 8≫)

24, 25: “Step 9”
The Instrumental Singular of nouns, adjectives, personal and possessive pronouns. The Instrumental case denoting a joint action. The preposition “with”. Ways of expressing time of the year: seasons. Ways of expressing time: “What time is it?”, “At what time?” Complex sentence expressing the real condition “if…” (≪Ступень 9≫)

26, 27: “Step 10”
The Verb aspects: The Imperfective aspect, The Perfective aspect. Verbs: to begin, to continue, to finish. Numbers: 11–1000000. Cardinal. Verbs: “to teach – to learn”; “to teach smb smth – to learn smth”. Complex sentence expressing purpose: “what for? →in order to (for)”. (≪Ступень 10≫) Review.

Language: English

Textbooks: Аникина М. Н. Лестница: учебник по русскому языку для начинающих (For English-speaking students). 2-е изд. и доп. М., 2018
ISBN 9785883373670 R139261
アニーキナM.N. ステップ：初心者のためのロシア語教科書（ゼロから基礎レベルまで）（CD付）

Grading Free-text Entry Flag: 1：フリーフォーマット（教員による切替可）

Evaluation Free-: The final grade for the course will be based on mid-term and final exams (75%) and active participation in class (25%).

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013600|01|210C013600[/SYLLABUS_ID]

Course Title	Korean I 01		
Instructor	NAKAZATO, Hisaya@KAMIYA, Niji		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.2@02:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Korean I covers learning the Korean alphabet, Hangeul, and themes related to days of the week, introducing oneself, location, transportation, weather, and various additional topics on the daily life. This course is taught mainly in Japanese. Each lesson is divided into four sections: (1) Basic Dialogue (2) Explaining Vocabulary (3) Learning Grammar Patterns and Spoken/Written Practice Questions, and (4) Utilization which focuses on application of grammar patterns and the dialogues. Additionally, there is a section for practice reading. Classes are team-taught. For the detailed breakdown of the weekly lesson plans, please refer to the Moodle.

Objectives: Students will learn themes related to self-introduce, the days of the week, colors, names of family members, and other daily life topics. Upon the completion of the course, students will be able to achieve an intermediary level in spoken and written Korean..

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

Week 1
1. Introduction: On the Korean language, Simple Vowels
The logic of writtenKorean is introduced.
2. Review simple vowels, learn double vowels, consonants.
Students will learn allvowels and consonants.

Week 2
1. Consonants and Butchim
Review all vowels andconsonants, and pronunciation rules related to Butchim.
2. Pronunciation Rules
Pronunciation rulescovering liaison/assimilation, consonant aspiration, consonant clusters,palatalization, tensification, and weakening are covered.

Week 3
1. Lesson 1 Greetings, Grammar
Topics on basic greetingsand self-introduction are covered.
2. Lesson 1 Review Core Conversation, PracticeQuestions. Reading
The later part of Lesson 1is covered.

Week 4
1. Lesson 2 Core Conversation, Vocabulary, Grammar
Students will learn thebasic sentence structure.
2. Lesson 2 Grammar, Practice, Utilization
Review copula and subjectparticles.

Week 5
1. Lesson 3 Core Conversation Related to Location ,Vocabulary
Understanding action anddescriptive verbs.
2. Continue Lesson 3 Grammar, Practice, Utilization
Practice verb endings.

Week 6
1. Lesson 3 Review Action Verbs, Descriptive Verbs,Utilization
Practice utilizationquestions and reading.
2. Lesson 4 Core Conversation on themes related toFamily, Vocabulary
Practice vocabularyrelated to members of the family and copular endings.

Week 7
1. Lesson 4 Grammar, Utilization
Review grammar patternsand practice based on utilization questions.

2. Lesson 5 More on Location, Grammar, Vocabulary
Week 8
1. Lesson 5 Vocabulary, Grammar, Utilization
Spoken and writtenpractice based on statement/interrogative endings.
2. Mid-term Examination: Spoken and Written fromLesson 1-5

Week 9
1. Review Mid-term, Begin Lesson 6 On DailyGreetings, Vocabulary, Grammar
2. Lesson 6 Grammar, Practice, Utilization
The topic of dailygreetings and the use of honorifics are covered.

Week 10
1. Lesson 6 Review Grammar Patterns, CoreConversation
Students will practicecausation endings and location particles.
2. Lesson 7 Conversation on Future Plans, Vocabulary,Grammar
Dialogues containingfuture tense endings and "if" clause sentence formation

Week 11
1. Lesson 7 Grammar, Practice Utilization, Reading
2. Lesson 7 Practice spoken and written questions

Week 12
1. Lesson 8 Conversation on Weather, Vocabulary,Grammar
Distinguishing conversationalverb endings related to affirming the speakers' questions.
2. Lesson 8 Grammar, Practice, Utilization
Practice utilizationquestions based on different informal affirmative endings.

Week 13
1. Lesson 9 Conversation on Majors, Vocabulary,Grammar
Learn vocabulary words related to the field of study.
2. Lesson 9 Grammar, Practice, Utilization
Practice "itta"which expresses the status of existence.

Week 14 Final Examination

Language: Japanese

Textbooks:

[KOREAN] by Maji Rhee at Seibundo Bookstore 成文堂 at the corner of Waseda Cafe 120 close to the Front Gate.

References: Open-Access Korean-English, Korean-Japanese Dictionaries

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	70	Mid-term and Final Examination including Spoken and Written Sections
Class contribution:	30	Attendance

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013600|02|210C013600[/SYLLABUS_ID]

Course Title	Korean I 02		
Instructor	KISHI, Kanako@KAIMORI, Tokiko		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.2@02:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Korean I coverslearning the Korean alphabet, Hangeul, and themes related to days of the week,introducing oneself, location, transportation, weather, and various additionaltopics on the daily life. This course is taught in Japanese. Each lesson is divided into four sections: (1) Basic Dialogue (2) Explaining Vocabulary (3) Learning GrammarPatterns and Spoken/Written Practice Questions, and (4) Utilization whichfocuses on application of grammar patterns and the dialogues. Additionally, there is a section for practicereading. Classes are team-taught. Forthe detailed breakdown of the weekly lesson plans, please refer to the Moodle.

Objectives: Upon the completion of the course, students will be ready for the novice and intermediate-level Korean proficiency tests.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1：フリーフォーマット（教員による切替可）

Course Schedule

Week 1
1. Introduction: On the Korean language, Simple Vowels
The logic of writtenKorean is introduced.
2. Review simple vowels, learn double vowels, consonants.
Students will learn allvowels and consonants.

Week 2
1. Consonants and Butchim
Review all vowels andconsonants, and pronunciation rules related to Butchim.
2. Pronunciation Rules
Pronunciation rulescovering liaison/assimilation, consonant aspiration, consonant clusters,palatalization, tensification, and weakening are covered.

Week 3
1. Lesson 1 Greetings, Grammar
Topics on basic greetingsand self-introduction are covered.
2. Lesson 1 Review Core Conversation, PracticeQuestions. Reading
The later part of Lesson 1is covered.

Week 4
1. Lesson 2 Core Conversation, Vocabulary, Grammar
Students will learn thebasic sentence structure.
2. Lesson 2 Grammar, Practice, Utilization
Review copula and subjectparticles.

Week 5
1. Lesson 3 Core Conversation Related to Location ,Vocabulary
Understanding action anddescriptive verbs.
2. Continue Lesson 3 Grammar, Practice, Utilization
Practice verb endings.

Week 6
1. Lesson 3 Review Action Verbs, Descriptive Verbs,Utilization
Practice utilizationquestions and reading.
2. Lesson 4 Core Conversation on themes related toFamily, Vocabulary
Practice vocabularyrelated to members of the family and copular endings.

Week 7
1. Lesson 4 Grammar, Utilization
Review grammar patternsand practice based on utilization questions.
2. Lesson 5 More on Location, Grammar, Vocabulary

Week 8
1. Lesson 5 Vocabulary, Grammar, Utilization
Spoken and writtenpractice based on statement/interrogative endings.
2. Mid-term Examination: Spoken and Written fromLesson 1-5

Week 9
1. Review Mid-term, Begin Lesson 6 On DailyGreetings, Vocabulary, Grammar
2. Lesson 6 Grammar, Practice, Utilization
The topic of dailygreetings and the use of honorifics are covered.

Week 10
1. Lesson 6 Review Grammar Patterns, CoreConversation
Students will practicecausation endings and location particles.
2. Lesson 7 Conversation on Future Plans, Vocabulary,Grammar
Dialogues containingfuture tense endings and "if" clause sentence formation

Week 11
1. Lesson 7 Grammar, Practice Utilization, Reading
2. Lesson 7 Practice spoken and written questions

Week 12
1. Lesson 8 Conversation on Weather, Vocabulary,Grammar
Distinguishing conversationalverb endings related to affirming the speakers' questions.
2. Lesson 8 Grammar, Practice, Utilization
Practice utilizationquestions based on different informal affirmative endings.

Week 13
1. Lesson 9 Conversation on Majors, Vocabulary,Grammar
Learn vocabulary wordsrelated to the field of study.
2. Lesson 9 Grammar, Practice, Utilization
Practice "itta"which expresses the status of existence.

Week 14 Final Examination

Language: Japanese

Textbooks: Textbook available at 成文堂 at the corner of Cafe 125 [KOREAN] by M Rhee

References: Open-Acess Dictionaries Korean-Japanese and Korean-English

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	70	Mid-term and Final Examinations including Spoken and Written Examination
Class contribution:	30	Quizzes, assignments, and class participation

Note/URL: For students who need explanation in English, please inquire Rhee during Tuesday Lunch hours at Building 11-1335.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013600|03|210C013600[/SYLLABUS_ID]

Course Title	Korean I 03		
Instructor	TATSUNO, Sayo		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.2@02:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Korean I covers learning the Korean alphabet, Hangeul, and themes related to days of the week, introducing oneself, location, transportation, weather, and various additional topics on the daily life. This course is taught mainly in Japanese. Each lesson is divided into four sections: (1) Basic Dialogue (2) Explaining Vocabulary (3) Learning Grammar Patterns and Spoken/Written Practice Questions, and (4) Utilization which focuses on application of grammar patterns and the dialogues. Additionally, there is a section for practice reading. Classes are team-taught. For the detailed breakdown of the weekly lesson plans, please refer to the Moodle.

Objectives: Students will learn themes related to self-introduce, the days of the week, colors, names of family members, and other daily life topics. Upon the completion of the course, students will be able to achieve an intermediary level in spoken and written Korean..

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

Week 1
1. Introduction: On the Korean language, Simple Vowels
The logic of written Korean is introduced.
2. Review simple vowels, learn double vowels, consonants.
Students will learn allvowels and consonants.

Week 2
1. Consonants and Butchim
Review all vowels and consonants, and pronunciation rules related to Butchim.
2. Pronunciation Rules
Pronunciation rulescovering liaison/assimilation, consonant aspiration, consonant clusters, palatalization, tensification, and weakening are covered.

Week 3
1. Lesson 1 Greetings, Grammar
Topics on basic greetingsand self-introduction are covered.
2. Lesson 1 Review Core Conversation, Practice Questions. Reading
The later part of Lesson 1is covered.

Week 4
1. Lesson 2 Core Conversation, Vocabulary, Grammar
Students will learn thebasic sentence structure.
2. Lesson 2 Grammar, Practice, Utilization
Review copula and subjectparticles.

Week 5
1. Lesson 3 Core Conversation Related to Location ,Vocabulary
Understanding action anddescriptive verbs.
2. Continue Lesson 3 Grammar, Practice, Utilization
Practice verb endings.

Week 6
1. Lesson 3 Review Action Verbs, Descriptive Verbs,Utilization
Practice utilizationquestions and reading.
2. Lesson 4 Core Conversation on themes related toFamily, Vocabulary
Practice vocabulary related to members of the family and copular endings.

Week 7
1. Lesson 4 Grammar, Utilization
Review grammar patternsand practice based on utilization questions.
2. Lesson 5 More on Location, Grammar, Vocabulary

Week 8
1. Lesson 5 Vocabulary, Grammar, Utilization
Spoken and writtenpractice based on statement/interrogative endings.
2. Mid-term Examination: Spoken and Written fromLesson 1-5

Week 9
1. Review Mid-term, Begin Lesson 6 On Daily Greetings, Vocabulary, Grammar
2. Lesson 6 Grammar, Practice, Utilization
The topic of dailygreetings and the use of honorifics are covered.

Week 10
1. Lesson 6 Review Grammar Patterns, CoreConversation
Students will practice causation endings and location particles.
2. Lesson 7 Conversation on Future Plans, Vocabulary,Grammar
Dialogues containingfuture tense endings and ″if″ clause sentence formation

Week 11
1. Lesson 7 Grammar, Practice Utilization, Reading
2. Lesson 7 Practice spoken and written questions

Week 12
1. Lesson 8 Conversation on Weather, Vocabulary,Grammar
Distinguishing conversational verb endings related to affirming the speakers' questions.
2. Lesson 8 Grammar, Practice, Utilization
Practice utilizationquestions based on different informal affirmative endings.

Week 13
1. Lesson 9 Conversation on Majors, Vocabulary,Grammar
Learn vocabulary words related to the field of study.
2. Lesson 9 Grammar, Practice, Utilization
Practice ″itta″which expresses the status of existence.

Week 14 Final Examination

Language: Japanese

Textbooks: 「

「Korean」 by M Rhee (Hakueisha, 2023) is available at Seibundo Bookstore 成文堂 near the front gate or at the corner of Cafe 125.

References: Online open access Korean English Japanese dictionary applications.

Grading Free-text Entry Flag: 1：フリーフォーマット（教員による切替可）

Evaluation Free-: Grading is based on the comprehensive evaluation which includes attendance, frequency of tardy, completion of the assignments, general attitude in the class, mid-term, and final examination. When and if absence becomes conspicuous, names will be deleted from the roster. Absence caused by illness or job hunting would be exempted the attendance policy.

The course is team taught by two faculty members. Students are obliged to attend classes taught by both faculty members. When and if students only attend one class session taught by a faculty member and neglect to attend the other class, students would not receive any credit. Even if a student receives a passing grade from the final examination, neglecting to attend both classes taught by both faculty members would be nullified.

Students at SILS tend to be late and do not seem to carefully prepare for the class. Each student shall be responsible for his/her general study habit such as reviewing and following the curriculum and organize study materials. Moreover, each student should not forget to bring required textbooks.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013600|04|210C013600[/SYLLABUS_ID]

Course Title	Korean I 04		
Instructor	RHEE, Maji Christine@JUN, Dongwon		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.2@02:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Korean I coverslearning the Koeran alphabet, Hangeul, and themes related to days of the week,introducing oneself, location, transportation, weather, and various additionaltopics on the daily life. This course istaught in both English and Japanese. Each lesson is divided into four sections: (1) Basic Dialogue (2) Explaining Vocabulary (3) Learning GrammarPatterns and Spoken/Written Practice Questions, and (4) Utilization whichfocuses on application of grammar patterns and the dialogues. Additionally, there is a section for practicereading. Classes are team-taught. Forthe detailed breakdown of the weekly lesson plans, please refer to the Moodle.

Objectives: Upon the completion of the course, students will be ready for the novice and intermediate-level Korean proficiency tests.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

Korean I coverslearning the Koeran alphabet, Hangeul, and themes related to days of the week,introducing oneself, location, transportation, weather, and various additionaltopics on the daily life. This course istaught in both English and Japanese. Each lesson is divided into four sections: (1) Basic Dialogue (2) Explaining Vocabulary (3) Learning GrammarPatterns and Spoken/Written Practice Questions, and (4) Utilization whichfocuses on application of grammar patterns and the dialogues. Additionally, there is a section for practicereading. Classes are team-taught. Forthe detailed breakdown of the weekly lesson plans, please refer to the Moodle.

Week 1
1. Introduction: On the Korean language, Simple Vowels
The logic of written Korean is introduced.
2. Review simple vowels, learn double vowels, consonants.
Students will learn allvowels and consonants.

Week 2
1. Consonants and Butchim
Review all vowels andconsonants, and pronunciation rules related to Butchim.
2. Pronunciation Rules
Pronunciation rulescovering liaison/assimilation, consonant aspiration, consonant clusters,palatalization, tensification, and weakening are covered.

Week 3
1. Lesson 1 Greetings, Grammar
Topics on basic greetingsand self-introduction are covered.
2. Lesson 1 Review Core Conversation, Practice Questions. Reading
The later part of Lesson 1is covered.

Week 4
1. Lesson 2 Core Conversation, Vocabulary, Grammar
Students will learn thebasic sentence structure.
2. Lesson 2 Grammar, Practice, Utilization
Review copula and subjectparticles.

Week 5
1. Lesson 3 Core Conversation Related to Location ,Vocabulary
Understanding action anddescriptive verbs.
2. Continue Lesson 3 Grammar, Practice, Utilization
Practice verb endings.

Week 6
1. Lesson 3 Review Action Verbs, Descriptive Verbs,Utilization

Practice utilization questions and reading.
2. Lesson 4 Core Conversation on themes related toFamily, Vocabulary
Practice vocabulary related to members of the family and copular endings.

Week 7
1. Lesson 4 Grammar, Utilization
Review grammar patternsand practice based on utilization questions.
2. Lesson 5 More on Location, Grammar, Vocabulary
Week 8
1. Lesson 5 Vocabulary, Grammar, Utilization
Spoken and written practice based on statement/interrogative endings.
2. Mid-term Examination: Spoken and Written fromLesson 1-5

Week 9
1. Review Mid-term, Begin Lesson 6 On DailyGreetings, Vocabulary, Grammar
2. Lesson 6 Grammar, Practice, Utilization
The topic of daily greetings and the use of honorifics are covered.

Week 10
1. Lesson 6 Review Grammar Patterns, CoreConversation
Students will practice causation endings and location particles.
2. Lesson 7 Conversation on Future Plans, Vocabulary,Grammar
Dialogues containing future tense endings and ″if″ clause sentence formation

Week 11
1. Lesson 7 Grammar, Practice Utilization, Reading
2. Lesson 7 Practice spoken and written questions

Week 12
1. Lesson 8 Conversation on Weather, Vocabulary,Grammar
Distinguishing conversational verb endings related to affirming the speakers' questions.
2. Lesson 8 Grammar, Practice, Utilization
Practice utilization questions based on different informal affirmative endings.

Week 13
1. Lesson 9 Conversation on Majors, Vocabulary,Grammar
Learn vocabulary words related to the field of study.
2. Lesson 9 Grammar, Practice, Utilization
Practice ″itta″which expresses the status of existence.

Week 14
Final Examination

Language: Japanese/English

Textbooks: 「Korean」 by M Rhee (Hakueisha, 2023) is available at Seibundo Bookstore 成文堂 near the front gate or at the corner of Cafe 125.

References: Online open-access Korean-English and Korean-Japanese dictionaries.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams:	70	Mid-term and Final Examination including Spoken and Written Sections
Class contribution:	30	Attendance

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013600|51|210C013600[/SYLLABUS_ID]

Course Title	Korean I 51		
Instructor	NAKAZATO, Hisaya@KAMIYA, Niji		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.1@02:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Korean I covers learning the Korean alphabet, Hangeul, and themes related to days of the week, introducing oneself, location, transportation, weather, and various additional topics on the daily life. This course is taught mainly in Japanese. Each lesson is divided into four sections: (1) Basic Dialogue (2) Explaining Vocabulary (3) Learning Grammar Patterns and Spoken/Written Practice Questions, and (4) Utilization which focuses on application of grammar patterns and the dialogues. Additionally, there is a section for practice reading. Classes are team-taught. For the detailed breakdown of the weekly lesson plans, please refer to the Moodle.

Objectives: Students will learn themes related to self-introduce, the days of the week, colors, names of family members, and other daily life topics. Upon the completion of the course, students will be able to achieve an intermediary level in the spoken and written Korean.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

Week 1
1. Introduction: On the Korean language, Simple Vowels
The logic of writtenKorean is introduced.
2. Review simple vowels, learn double vowels, consonants.
Students will learn allvowels and consonants.

Week 2
1. Consonants and Butchim
Review all vowels andconsonants, and pronunciation rules related to Butchim.
2. Pronunciation Rules
Pronunciation rulescovering liaison/assimilation, consonant aspiration, consonant clusters,palatalization, tensification, and weakening are covered.

Week 3
1. Lesson 1 Greetings, Grammar
Topics on basic greetingsand self-introduction are covered.
2. Lesson 1 Review Core Conversation, PracticeQuestions. Reading
The later part of Lesson 1is covered.

Week 4
1. Lesson 2 Core Conversation, Vocabulary, Grammar
Students will learn thebasic sentence structure.
2. Lesson 2 Grammar, Practice, Utilization
Review copula and subjectparticles.

Week 5
1. Lesson 3 Core Conversation Related to Location ,Vocabulary
Understanding action anddescriptive verbs.
2. Continue Lesson 3 Grammar, Practice, Utilization
Practice verb endings.

Week 6
1. Lesson 3 Review Action Verbs, Descriptive Verbs,Utilization
Practice utilizationquestions and reading.
2. Lesson 4 Core Conversation on themes related toFamily, Vocabulary
Practice vocabularyrelated to members of the family and copular endings.

Week 7
1. Lesson 4 Grammar, Utilization
Review grammar patternsand practice based on utilization questions.
2. Lesson 5 More on Location, Grammar, Vocabulary
Week 8

1. Lesson 5 Vocabulary, Grammar, Utilization
Spoken and writtenpractice based on statement/interrogative endings.
2. Mid-term Examination: Spoken and Written fromLesson 1-5

Week 9
1. Review Mid-term, Begin Lesson 6 On DailyGreetings, Vocabulary, Grammar
2. Lesson 6 Grammar, Practice, Utilization
The topic of dailygreetings and the use of honorifics are covered.

Week 10
1. Lesson 6 Review Grammar Patterns, CoreConversation
Students will practicecausation endings and location particles.
2. Lesson 7 Conversation on Future Plans, Vocabulary,Grammar
Dialogues containingfuture tense endings and "if" clause sentence formation

Week 11
1. Lesson 7 Grammar, Practice Utilization, Reading
2. Lesson 7 Practice spoken and written questions

Week 12
1. Lesson 8 Conversation on Weather, Vocabulary,Grammar
Distinguishing conversationalverb endings related to affirming the speakers' questions.
2. Lesson 8 Grammar, Practice, Utilization
Practice utilizationquestions based on different informal affirmative endings.

Week 13
1. Lesson 9 Conversation on Majors, Vocabulary,Grammar
Learn vocabulary wordsrelated to the field of study.
2. Lesson 9 Grammar, Practice, Utilization
Practice "itta"which expresses the status of existence.

Week 14
1. Lesson 10 Conversation on Transportation,Vocabulary
Learntransportation-related dialogue and adjectival.
2. Lesson 10 Vocabulary, Grammar, Pratice, Reading
Practice utilizationquestions and the reading section.

Week 15 Final Examination

Language: Japanese

Textbooks: [Korean] by Maji Rhee. The textbooks are available at Seibudo,成文堂 the bookstore across the Cafe 125 or near the Front Gate.

References: Open-Access Korean-English, Korean-Japanese Dictionaries

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams: 70 Mid-term and Final exams including Spoken and Written sections

Class contribution: 30 Attendance

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013600|52|210C013600[/SYLLABUS_ID]

Course Title	Korean I 52		
Instructor	NAKAZATO, Hisaya@LIM, Juhee		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.2@02:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Korean I covers learning the Korean alphabet, Hangeul, and themes related to days of the week, introducing oneself, location, transportation, weather, and various additional topics on the daily life. This course is taught in both English and Japanese. Each lesson is divided into four sections: (1) Basic Dialogue (2) Explaining Vocabulary (3) Learning Grammar Patterns and Spoken/Written Practice Questions, and (4) Utilization which focuses on application of grammar patterns and the dialogues. Additionally, there is a section for practice reading. Classes are team-taught. For the detailed breakdown of the weekly lesson plans, please refer to the Moodle.

Objectives: Upon the completion of the course, students will be ready for the novice and intermediate-level Korean proficiency tests or ハングル検定。

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

Week 1
1. Introduction: On the Korean language, Simple Vowels
The logic of writtenKorean is introduced.
2. Review simple vowels, learn double vowels, consonants.
Students will learn allvowels and consonants.

Week 2
1. Consonants and Butchim
Review all vowels andconsonants, and pronunciation rules related to Butchim.
2. Pronunciation Rules
Pronunciation rulescovering liaison/assimilation, consonant aspiration, consonant clusters,palatalization, tensification, and weakening are covered.

Week 3
1. Lesson 1 Greetings, Grammar
Topics on basic greetingsand self-introduction are covered.
2. Lesson 1 Review Core Conversation, PracticeQuestions. Reading
The later part of Lesson 1is covered.

Week 4
1. Lesson 2 Core Conversation, Vocabulary, Grammar
Students will learn thebasic sentence structure.
2. Lesson 2 Grammar, Practice, Utilization
Review copula and subjectparticles.

Week 5
1. Lesson 3 Core Conversation Related to Location ,Vocabulary
Understanding action anddescriptive verbs.
2. Continue Lesson 3 Grammar, Practice, Utilization
Practice verb endings.

Week 6
1. Lesson 3 Review Action Verbs, Descriptive Verbs,Utilization
Practice utilizationquestions and reading.
2. Lesson 4 Core Conversation on themes related toFamily, Vocabulary
Practice vocabularyrelated to members of the family and copular endings.

Week 7
1. Lesson 4 Grammar, Utilization
Review grammar patternsand practice based on utilization questions.

2. Lesson 5 More on Location, Grammar, Vocabulary
Week 8
1. Lesson 5 Vocabulary, Grammar, Utilization
Spoken and writtenpractice based on statement/interrogative endings.
2. Mid-term Examination: Spoken and Written fromLesson 1-5

Week 9
1. Review Mid-term, Begin Lesson 6 On DailyGreetings, Vocabulary, Grammar
2. Lesson 6 Grammar, Practice, Utilization
The topic of dailygreetings and the use of honorifics are covered.

Week 10
1. Lesson 6 Review Grammar Patterns, CoreConversation
Students will practicecausation endings and location particles.
2. Lesson 7 Conversation on Future Plans, Vocabulary,Grammar
Dialogues containingfuture tense endings and "if" clause sentence formation

Week 11
1. Lesson 7 Grammar, Practice Utilization, Reading
2. Lesson 7 Practice spoken and written questions

Week 12
1. Lesson 8 Conversation on Weather, Vocabulary,Grammar
Distinguishing conversationalverb endings related to affirming the speakers' questions.
2. Lesson 8 Grammar, Practice, Utilization
Practice utilizationquestions based on different informal affirmative endings.

Week 13
1. Lesson 9 Conversation on Majors, Vocabulary,Grammar
Learn vocabulary wordsrelated to the field of study.
2. Lesson 9 Grammar, Practice, Utilization
Practice "itta"which expresses the status of existence.

Week 14
1. Lesson 10 Conversation on Transportation
Learn transportation-related dialogue and adjectival.
2. Lesson 10 Vocabulary, Grammar, Practice, Reading
Practice utilization questions and the reading section.
Final Examination

Language: Japanese

Textbooks: KOREAN by M. Rhee (Hakuisha 2023) is available at Seibundo Bookstore 成文堂 located near the front gate or just across Cafe 125.

References: Open-Access Korean-English, Korean-Japanese Dictionaries

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 70 Mid-term and Final Exams including Spoken and Written parts.

Class contribution: 30 Attendance

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013600|53|210C013600[/SYLLABUS_ID]

Course Title	Korean I 53		
Instructor	JUN, Dongwon@NAKAZATO, Hisaya		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.2@02:Fri.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Korean I covers learning the Korean alphabet, Hangeul, and themes related to days of the week, introducing oneself, location, transportation, weather, and various additional topics on the daily life. This course is taught in both English and Japanese. Each lesson is divided into four sections: (1) Basic Dialogue (2) Explaining Vocabulary (3) Learning Grammar Patterns and Spoken/Written Practice Questions, and (4) Utilization which focuses on application of grammar patterns and the dialogues. Additionally, there is a section for practice reading. Classes are team-taught. For the detailed breakdown of the weekly lesson plans, please refer to the Moodle.

Objectives: Students will master the basics of the Korean language at the novice level and be prepared for the intermediary proficiency tests.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

Week 1
1. Introduction: On the Korean language, Simple Vowels
The logic of written Korean is introduced.
2. Review simple vowels, learn double vowels, consonants.
Students will learn allvowels and consonants.

Week 2
1. Consonants and Butchim
Review all vowels and consonants, and pronunciation rules related to Butchim.
2. Pronunciation Rules
Pronunciation rulescovering liaison/assimilation, consonant aspiration, consonant clusters, palatalization, tensification, and weakening are covered.

Week 3
1. Lesson 1 Greetings, Grammar
Topics on basic greetingsand self-introduction are covered.
2. Lesson 1 Review Core Conversation, Practice Questions. Reading
The later part of Lesson 1is covered.

Week 4
1. Lesson 2 Core Conversation, Vocabulary, Grammar
Students will learn thebasic sentence structure.
2. Lesson 2 Grammar, Practice, Utilization
Review copula and subjectparticles.

Week 5
1. Lesson 3 Core Conversation Related to Location ,Vocabulary
Understanding action anddescriptive verbs.
2. Continue Lesson 3 Grammar, Practice, Utilization
Practice verb endings.

Week 6
1. Lesson 3 Review Action Verbs, Descriptive Verbs,Utilization
Practice utilizationquestions and reading.
2. Lesson 4 Core Conversation on themes related toFamily, Vocabulary
Practice vocabulary related to members of the family and copular endings.

Week 7
1. Lesson 4 Grammar, Utilization
Review grammar patternsand practice based on utilization questions.

2. Lesson 5 More on Location, Grammar, Vocabulary
Week 8
1. Lesson 5 Vocabulary, Grammar, Utilization
Spoken and writtenpractice based on statement/interrogative endings.
2. Mid-term Examination: Spoken and Written fromLesson 1-5

Week 9
1. Review Mid-term, Begin Lesson 6 On Daily Greetings, Vocabulary, Grammar
2. Lesson 6 Grammar, Practice, Utilization
The topic of dailygreetings and the use of honorifics are covered.

Week 10
1. Lesson 6 Review Grammar Patterns, CoreConversation
Students will practice causation endings and location particles.
2. Lesson 7 Conversation on Future Plans, Vocabulary,Grammar
Dialogues containingfuture tense endings and ″if″ clause sentence formation

Week 11
1. Lesson 7 Grammar, Practice Utilization, Reading
2. Lesson 7 Practice spoken and written questions

Week 12
1. Lesson 8 Conversation on Weather, Vocabulary,Grammar
Distinguishing conversational verb endings related to affirming the speakers' questions.
2. Lesson 8 Grammar, Practice, Utilization
Practice utilizationquestions based on different informal affirmative endings.

Week 13
1. Lesson 9 Conversation on Majors, Vocabulary,Grammar
Learn vocabulary words related to the field of study.
2. Lesson 9 Grammar, Practice, Utilization
Practice ″itta″which expresses the status of existence.

Week 14 Final Examination

Language: Japanese/Korea n

Textbooks:

KOREAN by M.Rhee (Hakueisha, 2023) is available at Seibundo Bookstore 成文堂 near the front gate or at the corner of Cafe 125.

References: Open-Access Korean-English, Korean-Japanese Dictionaries

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 70 Mid-term and Final Examination including Spoken and Written Sections

Class contribution: 30 Attendance

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C013600|54|210C013600[/SYLLABUS_ID]

Course Title	Korean I 54		
Instructor	RHEE, Maji Christine@NAKAZATO, Hisaya		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.2@02:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Korean I coverslearning the Korean alphabet, Hangeul, and themes related to days of the week,introducing oneself, location, transportation, weather, and various additionaltopics on the daily life. This course istaught in both English and Japanese. Each lesson is divided into four sections: (1) Basic Dialogue (2) Explaining Vocabulary (3) LearningGrammar Patterns and Spoken/Written Practice Questions, and (4) Utilizationwhich focuses on application of grammar patterns and the dialogues. Additionally, there is a section for practicereading. Classes are team-taught. Forthe detailed breakdown of the weekly lesson plans, please refer to the Moodle.

Objectives: Upon the completion of the course, students will be ready for the novice and intermediate-level Korean proficiency tests including Hangeul Kentei.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

Week 1
1. Introduction: On the Korean language, Simple Vowels
The logic of written Korean is introduced.
2. Review simple vowels, learn double vowels, consonants.
Students will learn allvowels and consonants.

Week 2
1. Consonants and Butchim
Review all vowels and consonants, and pronunciation rules related to Butchim.
2. Pronunciation Rules
Pronunciation rules covering liaison/assimilation, consonant aspiration, consonant clusters, palatalization, tensification, and weakening are covered.

Week 3
1. Lesson 1 Greetings, Grammar
Topics on basic greeting sand self-introduction are covered.
2. Lesson 1 Review Core Conversation, PracticeQuestions. Reading
The later part of Lesson 1is covered.

Week 4
1. Lesson 2 Core Conversation, Vocabulary, Grammar
Students will learn thebasic sentence structure.
2. Lesson 2 Grammar, Practice, Utilization
Review copula and subjectparticles.

Week 5
1. Lesson 3 Core Conversation Related to Location ,Vocabulary
Understanding action and descriptive verbs.
2. Continue Lesson 3 Grammar, Practice, Utilization
Practice verb endings.

Week 6
1. Lesson 3 Review Action Verbs, Descriptive Verbs,Utilization
Practice utilizationquestions and reading.
2. Lesson 4 Core Conversation on themes related toFamily, Vocabulary
Practice vocabulary related to members of the family and copular endings.

Week 7
1. Lesson 4 Grammar, Utilization
Review grammar patterns and practice based on utilization questions.
2. Lesson 5 More on Location, Grammar, Vocabulary
Week 8

1. Lesson 5 Vocabulary, Grammar, Utilization
Spoken and written practice based on statement/interrogative endings.
2. Mid-term Examination: Spoken and Written fromLesson 1-5

Week 9
1. Review Mid-term, Begin Lesson 6 On DailyGreetings, Vocabulary, Grammar
2. Lesson 6 Grammar, Practice, Utilization
The topic of dailygreetings and the use of honorifics are covered.

Week 10
1. Lesson 6 Review Grammar Patterns, CoreConversation
Students will practice causation endings and location particles.
2. Lesson 7 Conversation on Future Plans, Vocabulary,Grammar
Dialogues containing future tense endings and "if" clause sentence formation

Week 11
1. Lesson 7 Grammar, Practice Utilization, Reading
2. Lesson 7 Practice spoken and written questions

Week 12
1. Lesson 8 Conversation on Weather, Vocabulary,Grammar
Distinguishing conversational verb endings related to affirming the speakers' questions.
2. Lesson 8 Grammar, Practice, Utilization
Practice utilization questions based on different informal affirmative endings.

Week 13
1. Lesson 9 Conversation on Majors, Vocabulary,Grammar
Learn vocabulary wordsrelated to the field of study.
2. Lesson 9 Grammar, Practice, Utilization
Practice "itta"which expresses the status of existence.

Lesson 10 Conversation on Transportation,Vocabulary
Learn transportation-related dialogue and adjectival.

Week 14 Final Examination

Language: Japanese/English

Textbooks:
「Korean」 by M Rhee (Hakueisha, 2023) is available at Seibundo Bookstore 成文堂 near the front gate or at the corner of Cafe 125.

References: Online open access KOR-Japanese-English dictionary

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 70 Mid-term and Final exam

Class contribution: 30 Attendance
Weekly exams

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C014100|01|210C014100[/SYLLABUS_ID]

Course Title	French II 01		
Instructor	BERTHET, Didier		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.1@02:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is designed for students who have completed the first-level course or for those who have an equivalent language level. The textbook used for this class is published in France (Inspire 2, see: https://www.hachettefle.com/collections/inspire)and is essentially based on the principles of the communicative approaches.Each of its lessons includes dialogues and activities (role-plays as well as grammar exercises, reading and listening tasks) covering a wide range of"know-how" (e.g. ask a question, accept or refuse something, talk about yourself, etc.), lexical, grammatical and phonetic content. It also contains online resources for students to use in class and outside of class. Students are expected to be active in class and to use French as much as possible.
The teacher may teach in French, English or Japanese, depending on the needs of the students.

Objectives: At the end of the semester, students should have reached the Level A2 in the Common European Framework of Reference for Language learning (CEFRL).

before/after course of study: As part of your preparation, you will be asked to read the relevant material and do the exercises assigned by the teacher. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
W1: L1
W2: L2-L3
W3: L4-L5
W4:L6-L7-L8
W5:L9-L10-L11
W6:L12-L13-L14
W7:Mid-Term Examination
W8:L15-L16-L17
W9:L18-L19-L20
W10:L21-L22-L23
W11:L24-L25-L26
W12:L27-L28-L29
W13:L30-L31-L32
W14: FinalExamination*This schedule is subject to change

Language: English/French

Textbooks: Jean-Thierry Le Bougnec & Marie-José Lopes (2020). Inspire 2. Paris: Hachette (Livre de l'élève A2).
EAN : 9782015135793
https://www.hachettefle.com/grands-ados-et-adultes/inspire-2/inspire-2-livre-de-leleve-a2

References: None.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- 50%: active in-class participation (including necessary requirements set by the teacher)
25%: Mid-term evaluation
25%: Final evaluation

Note/URL: https://www.hachettefle.com/grands-ados-et-adultes/inspire-2/inspire-2-livre-de-leleve-a2

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C014100|02|210C014100[/SYLLABUS_ID]

Course Title	French II 02		
Instructor	HATTORI, Catherine		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.1@02:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is designed for students who have completed the first-level course or for those who have an equivalent language level. The textbook used for this class is published in France (Inspire 2, see: https://www.hachettefle.com/collections/inspire)and is essentially based on the principles of the communicative approaches.Each of its lessons includes dialogues and activities (role-plays as well as grammar exercises, reading and listening tasks) covering a wide range of"know-how" (e.g. ask a question, accept or refuse something, talk about yourself, etc.), lexical, grammatical and phonetic content. It also contains online resources for students to use in class and outside of class. Students are expected to be active in class and to use French as much as possible.
The teacher may teach in French, English or Japanese, depending on the needs of the students.

Objectives: At the end of the semester, students should have reached the Level A2 in the Common European Framework of Reference for Language learning (CEFRL).

before/after course of study: As part of your preparation, you will be asked to read the relevant material and do the exercises assigned by the teacher. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
W1: L1
W2: L2-L3
W3: L4-L5
W4:L6-L7-L8
W5:L9-L10-L11
W6:L12-L13-L14
W7:Mid-Term Examination
W8:L15-L16-L17
W9:L18-L19-L20
W10:L21-L22-L23
W11:L24-L25-L26
W12:L27-L28-L29
W13:L30-L31-L32
W14: FinalExamination*This schedule is subject to change

Language: Japanese/English/French

Textbooks: Jean-Thierry Le Bougnec & Marie-José Lopes (2020). Inspire 2. Paris: Hachette (Livre de l'élève A2).
EAN : 9782015135793
https://www.hachettefle.com/grands-ados-et-adultes/inspire-2/inspire-2-livre-de-leleve-a2

References: None.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- 50%: active in-class participation (including necessary requirements set by the teacher)
25%: Mid-term evaluation
25%: Final evaluation

Note/URL: https://www.hachettefle.com/grands-ados-et-adultes/inspire-2/inspire-2-livre-de-leleve-a2

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C014100|51|210C014100[/SYLLABUS_ID]

Course Title	French II 51		
Instructor	BERTHET, Didier		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.1@02:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is designed for students who have completedthe first-level course or for those who have an equivalent language level. Thetextbook used for this class is published in France (Inspire 2, see: https://www.hachettefle.com/collections/inspire)and is essentially based on the principles of the communicative approaches.Each of its lessons includes dialogues and activities (role-plays as well asgrammar exercises, reading and listening tasks) covering a wide range of"know-how" (e.g. ask a question, accept or refuse something, talk aboutyourself, etc.), lexical, grammatical and phonetic content. It also containsonline resources for students to use in class and outside of class. Studentsare expected to be active in class and to use French as much as possible.
The teacher mayteach in French or Japanese, depending on the needs of the students.

Objectives: At the end of the semester, students should have reached the Level A2 in the Common European Framework of Reference for Language learning (CEFRL).

before/after course of study: As part of your preparation, you will be asked to read the relevant material and do the exercises assigned by the teacher. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
W1: L1
W2: L2-L3
W3: L4-L5
W4:L6-L7-L8
W5:L9-L10-L11
W6:L12-L13-L14
W7:Mid-Term Examination
W8:L15-L16-L17
W9:L18-L19-L20
W10:L21-L22-L23
W11:L24-L25-L26
W12:L27-L28-L29
W13:L30-L31-L32
W14: FinalExamination*This schedule is subject to change

Language: English/French

Textbooks: Jean-Thierry Le Bougnec & Marie-José Lopes (2020). Inspire 2. Paris: Hachette (Livre de l'élève A2).
EAN : 9782015135793
https://www.hachettefle.com/grands-ados-et-adultes/inspire-2/inspire-2-livre-de-leleve-a2

References: None.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- 50%: active in-class participation (including necessary requirements set by the teacher)
25%: Mid-term evaluation
25%: Final evaluation

Note/URL: https://www.hachettefle.com/grands-ados-et-adultes/inspire-2/inspire-2-livre-de-leleve-a2

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C014100|52|210C014100[/SYLLABUS_ID]

Course Title	French II 52		
Instructor	HATTORI, Catherine		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.1@02:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is designed for students who have completed the first-level course or for those who have an equivalent language level. The textbook used for this class is published in France (Inspire 2, see: https://www.hachettefle.com/collections/inspire)and is essentially based on the principles of the communicative approaches.Each of its lessons includes dialogues and activities (role-plays as well as grammar exercises, reading and listening tasks) covering a wide range of"know-how" (e.g. ask a question, accept or refuse something, talk about yourself, etc.), lexical, grammatical and phonetic content. It also contains online resources for students to use in class and outside of class. Students are expected to be active in class and to use French as much as possible.
The teacher may teach in French, English or Japanese, depending on the needs of the students.

Objectives: At the end of the semester, students should have reached the Level A2 in the Common European Framework of Reference for Language learning (CEFRL).

before/after course of study: As part of your preparation, you will be asked to read the relevant material and do the exercises assigned by the teacher. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
W1: L1
W2: L2-L3
W3: L4-L5
W4:L6-L7-L8
W5:L9-L10-L11
W6:L12-L13-L14
W7:Mid-Term Examination
W8:L15-L16-L17
W9:L18-L19-L20
W10:L21-L22-L23
W11:L24-L25-L26
W12:L27-L28-L29
W13:L30-L31-L32
W14: FinalExamination*This schedule is subject to change

Language: Japanese/English/French

Textbooks: Jean-Thierry Le Bougnec & Marie-José Lopes (2020). Inspire 2. Paris: Hachette (Livre de l'élève A2).
EAN : 9782015135793
https://www.hachettefle.com/grands-ados-et-adultes/inspire-2/inspire-2-livre-de-leleve-a2

References: None.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- 50%: active in-class participation (including necessary requirements set by the teacher)
25%: Mid-term evaluation
25%: Final evaluation

Note/URL: https://www.hachettefle.com/grands-ados-et-adultes/inspire-2/inspire-2-livre-de-leleve-a2

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C014200|01|210C014200[/SYLLABUS_ID]

Course Title	German II 01		
Instructor	NUNOKAWA, Yasuko@NICKEL, Frank		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.1@02:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course deepens the Level 1 elementary knowledge of German grammar to assist in the understanding of sentence structures and to practice more communicative skills. The textbook used for Level 2 will be the same as the one used for Level 1 [from lesson 7 to 12].
The course combines the benefits of face-to-face classes with a digital learning environment with elements of gamification which enables students to learn and practice at anytime at anyplace. Instead of a single final exam, student's progress is continuously evaluated in a fair and stress-free manner. Teachers in the German program are continuously monitoring students' performance, provide regular feedback and actively support students with regard to competences development.

The German program is a recipient of the Waseda e-Teaching award.

Objectives: By the end of the semester students will have acquired nearly 1,000 vocabulary items and an active competence for daily communication.

before/after course of study: Class participation is an important component of study. The classroom should be an opportunity for students to learn from the instructor as well as from each other. Students are therefore expected to attend on a regular basis, be prepared to participate fully in the activities and discussions in each class, and make use of online teaching materials and interactive exercises provided on the learning platform and on Waseda Moodle.
Students can expect homework tasks in each class, which will be evaluated during the following class. Students will also complete additional graded assignments (like creating word maps, writing short texts in German, or reflecting on their learning process) in each unit. These assignments will be submitted through Waseda Moodle and students will receive feedback from the instructors on the same platform. Entries are due on the assigned date posted on the portal. Students will have more than enough notice and time to complete the entries. No entries will be "re-opened". Moreover, after each unit, a standardized graded vocabulary test will be conducted on the learning platform.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] lesson 7
[Week 2] lesson 7
[Week 3] lesson 8
[Week 4] lesson 8
[Week 5] lesson 9
[Week 6] lesson 9
[Week 7] Station 3
[Week 8] lesson 10
[Week 9] lesson 10
[Week10] lesson 11
[Week11] lesson 11
[Week12] lesson 12
[Week13] lesson 12
[Week14] lesson Station 4

Language: English/German

Textbooks: Studio [21]: Grundstufe · A1: Gesamtband, Das Deutschbuch.
Additional copied materials will be provided when required.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Depending on the assessment of the learning environment the instructors may or may not conduct final exams (written or oral).

If a final exam is conducted, the overall grade will be calculated as follows:
Active participation and homework – 50%
Additional assignments – 15%

Vocabulary tests – 15%
Final exam – 20%

Without a final exam, the overall grade will be calculated as follows:
Active participation and homework – 50%
Additional assignments – 25%
Vocabulary tests – 25%

Note/URL: More information on the German program at: https://scharloth.w.waseda.jp/

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C014200|51|210C014200[/SYLLABUS_ID]

Course Title	German II 51		
Instructor	RUDE, Markus@MUELENZ-GOLI, Katharina		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.2@02:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course deepens the Level 1 elementary knowledge of German grammar to assist in the understanding of sentence structures and to practice more communicative skills. The textbook used for Level 2 will be the same as that already used for Level 1: Studio [21]: Grundstufe · A1: Gesamtband, Das Deutschbuch. [lessons 7 to 12].

The course combines the benefits of face-to-face classes with a digital learning environment which enables students to learn and practice at anytime at anyplace. Instead of a single final exam, student's progress is continuously evaluated in a fair and stress-free manner. Teachers in the German program are continuously monitoring students' performance, provide regular feedback and actively support students with regard to competences development.

The German program is a recipient of the Waseda e-Teaching award.

Objectives: By the end of the semester students will have acquired nearly 1,000 vocabulary items and an active competence for daily communication.

before/after course of study: Class participation is an important component of study. The classroom should be an opportunity for students to learn from the instructor as well as from each other. Students are therefore expected to attend on a regular basis, be prepared to participate fully in the activities and discussions in each class, and make use of online teaching materials and interactive exercises provided on the learning platform and on Waseda Moodle.

Students can expect homework tasks in each class, which will be evaluated during the following class. Students will also complete additional graded assignments (like creating word maps, writing short texts in German, or reflecting on their learning process) in each unit. These assignments will be submitted through Waseda Moodle and students will receive feedback from the instructors on the same platform. Entries are due on the assigned date posted on the portal. Students will have more than enough notice and time to complete the entries. No entries will be "re-opened". Moreover, after each unit, a standardized graded vocabulary test will be conducted on the learning platform.

Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Unit 7
[Week 2] Unit 7, Vocabulary Test Unit 7
[Week 3] Unit 8
[Week 4] Unit 8, Vocabulary Test Unit 8
[Week 5] Unit 9
[Week 6] Unit 9, Vocabulary Test Unit 9
[Week 7] Station 3
[Week 8] Unit 10
[Week 9] Unit 10, Vocabulary Test Unit 10
[Week10] Unit 11
[Week11] Unit 11, Vocabulary Test Unit 11
[Week12] Unit 12
[Week13] Unit 12, Vocabulary Test Unit 12
[Week14] Station 4, Repetition

Language: English/German

Textbooks: Studio [21]: Grundstufe · A1: Gesamtband, Das Deutschbuch.
Additional material will be provided through Waseda Moodle and a learning platform.

References:	中島・平尾・朝倉著:『改訂版　必携　ドイツ文法総まとめ』(白水社) Sabine Dinsel, Lukas Mayrhofer (2017): Deutsch Übungsbuch Grammatik A1–A2. Hueber Verlag.
Grading Free-text Entry Flag:	1 : フリーフォーマット(教員による切替可)
Evaluation Free-	Depending on the assessment of the learning environment the instructors may or may not conduct final exams (written or oral). If a final exam is conducted, the overall grade will be calculated as follows: Active participation and homework – 50% Additional assignments – 15% Vocabulary tests – 10% Grammar Workbook – 10% Final exam – 15% Without a final exam, the overall grade will be calculated as follows: Active participation and homework – 50% Additional assignments – 25% Vocabulary tests – 12.5% Grammar Workbook – 12.5%
Note/URL:	Information on the German program: https://scharloth.w.waseda.jp/ 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C014300|02|210C014300[/SYLLABUS_ID]

Course Title	Spanish II 02		
Instructor	MONTERO PEREDA, Francisco Javier		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.2@02:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: 【Course Delivery Method】 Face-to-Face

This course will be taught in English and Spanish (Not in Japanese).

This is the second stage in Spanish language learning. Students will continue to acquire knowledge of grammar, vocabulary, and expressions through tasks focused on developing the ability to communicate in Spanish. This course is designed to enable students to develop and improve skills in understanding, speaking, reading and writing basic Spanish, while increasing their awareness of the Spanish speaking world. This course continues to serve as a bridge where students' native language(s) and culture(s) and the target (Spanish) language and culture meet. Students will cross the bridge and be familiar with the Spanish speaking world.

Those who haven't acquired Japanese at a university level should choose this section. .

Objectives: Through this second-semester course, students will not only develop their Spanish language skills, but also acquire critical thinking skills by examining differences and similarities between two languages and cultures. The ultimate goal of Spanish Ⅱ is to acquire effective and intelligent communication, critical thinking, and the appreciation and understanding of the Spanish speaking world as well as an awareness of cultural diversity in general.

before/after course of study: It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class. The student should be prepared to actively participate in class activities.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule This schedule is provisional and subject tochanges depending on the rhythm of the class.
[Class 1] Introduction, Unidad7 Me gusta mucho lamúsica pop. ¿Y a ti?
[Class 2 & 3] Unidad 7
[Class 4 & 5] Unidad 7, Unidad 8 De compras
[Class 6 & 7] Unidad 8
[Class 8 & 9] Unidad 8, Unidad 9 ¡A comer!
[Class 10 & 11] Unidad 9
[Class 12 & 13] Unidad 9, Review
[Class 14] Mid-term Examination Give comments andfeedback on the exam in order to maximize educational effects.
[Class 15 & 16] Unidad 10 Los mexicanos selevantan pronto.
[Class 17 & 18] Unidad 10
[Class 19 & 20] Unidad 11 Estoy muy contenta.
[Class 21 & 22] Unidad 11, Unidad 12 Deviaje
[Class 23 & 24] Unidad 12 De viaje
[Class 25 & 26] Unidad 12
[Class 27] Unidad 12, Review
[Class 28] Final Examination Give comments and feedback on the exam in order tomaximize educational effects.

Language: English/Spanish

Textbooks: ¡Muy bien! Curso de español 1, Segunda edición
Moyano López, Juan Carlos, Carlos García Ruiz-Castillo and Yoshimi Hiroyasu.
Editorial Asahi, 2024. ISBN978-4-255-55155-5.

References: Spanish-Japanese/Japanese-Spanish dictionary
Spanish-English/English-Spanish dictionary

レベル別スペイン語文法ドリル 文法をきちんとおさえたい人のために (Ejercicios de gramática española por niveles)
西村君代、菊田和佳子
Editorial Asahi, 2009. ISBN9784255550282

Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Exams:	80	One mid-term examination 30% One final examination 50%
Others:	20	In-class activities, homework, compositions, etc.

Note/URL: Regular attendance is required, and students must regularly review grammar (such as verb conjugations) and vocabulary.
In order to take the final examination, students must have an absolute minimum of 2/3 of the classes during this semester. If students have absences exceeding 1/3 of the classes without a legitimate excuse, they are not allowed to take the final examination. See the "Attendance policy" attached below. It will also be distributed during the first week.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C014300|03|210C014300[/SYLLABUS_ID]

Course Title	Spanish II 03		
Instructor	NAKAMICHI, Shinji@SHINTANI, Roxana		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.2@02:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

【Course Delivery Method】 Face-to-Face

This course will be taught in Japanese (on Mondays), English (on Fridays), and Spanish (Mondays and Fridays).

This is the second stage in Spanish language learning. Students will continue to acquire knowledge of grammar, vocabulary, and expressions through tasks focused on developing the ability to communicate in Spanish. This course is designed to enable students to develop and improve skills in understanding, speaking, reading and writing basic Spanish, while increasing their awareness of the Spanish speaking world. This course continues to serve as a bridge where students' native language(s) and culture(s) and the target (Spanish) language and culture meet. Students will cross the bridge and be familiar with the Spanish speaking world.

Those who haven't acquired Japanese at a university level should choose Spanish II, section 2.

Objectives:

Through this second-semester course, students will not only develop their Spanish language skills, but also acquire critical thinking skills by examining differences and similarities between two languages and cultures. The ultimate goal of Spanish Ⅱ is to acquire effective and intelligent communication, critical thinking, and the appreciation and understanding of the Spanish speaking world as well as an awareness of cultural diversity in general.

before/after course of study:

It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class. The student should be prepared to actively participate in class activities.

Course Schedule Free-Text Entry:

1 : フリーフォーマット(教員による切替可)

Course Schedule

This schedule is provisional and subject tochanges depending on the rhythm of the class.
[Class 1] Introduction, Unidad7 Me gusta mucho lamúsica pop. ¿Y a ti?
[Class 2 & 3] Unidad 7
[Class 4 & 5] Unidad 7, Unidad 8 De compras
[Class 6 & 7] Unidad 8
[Class 8 & 9] Unidad 8, Unidad 9 ¡A comer!
[Class 10 & 11] Unidad 9
[Class 12 & 13] Unidad 9, Review
[Class 14] Mid-term Examination Give comments andfeedback on the exam in order to maximize educational effects.
[Class 15 & 16] Unidad 10 Los mexicanos selevantan pronto.
[Class 17 & 18] Unidad 10
[Class 19 & 20] Unidad 11 Estoy muy contenta.
[Class 21 & 22] Unidad 11, Unidad 12 Deviaje
[Class 23 & 24] Unidad 12 De viaje
[Class 25 & 26] Unidad 12
[Class 27] Unidad 12, Review
[Class 28] Final Examination Give comments and feedback on the exam in order tomaximize educational effects.

Language:

Japanese/Spanish

Textbooks:

¡Muy bien! Curso de español 1, Segunda edición
Moyano López, Juan Carlos, Carlos García Ruiz-Castillo and Yoshimi Hiroyasu.
Editorial Asahi, 2024. ISBN978-4-255-55155-5.

References:

Spanish-Japanese/Japanese-Spanish dictionary
Spanish-English/English-Spanish dictionary

レベル別スペイン語文法ドリル 文法をきちんとおさえたい人のために (Ejercicios de gramática española por niveles)
西村君代、菊田和佳子

Editorial Asahi, 2009. ISBN9784255550282

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 80 One mid-term examination 30%
One final examination 50%

Others: 20 In-class activities, homework, compositions, etc.

Note/URL: Regular attendance is required, and students must regularly review grammar (such as verb conjugations) and vocabulary.
In order to take the final examination, students must have an absolute minimum of 2/3 of the classes during this semester. If students have absences exceeding 1/3 of the classes without a legitimate excuse, they are not allowed to take the final examination. See the "Attendance policy" attached below. It will also be distributed during the first week.
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The School of International Liberal Studies defines its Learning Outcomes in the link below.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C014300|04|210C014300[/SYLLABUS_ID]

Course Title	Spanish II 04		
Instructor	KAWASAKI, Kayo@SOTO MEJIA, Maria Irina		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.2@02:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: 【Course Delivery Method】 Face-to-Face

This course will be taught in Japanese (Mondays), English (Fridays), and Spanish (Mondays and Fridays).

This is the second stage in Spanish language learning. Students will continue to acquire knowledge of grammar, vocabulary, and expressions through tasks focused on developing the ability to communicate in Spanish. This course is designed to enable students to develop and improve skills in understanding, speaking, reading and writing basic Spanish, while increasing their awareness of the Spanish speaking world. This course continues to serve as a bridge where students' native language(s) and culture(s) and the target (Spanish) language and culture meet. Students will cross the bridge and be familiar with the Spanish speaking world.

Those who haven't acquired Japanese at a university level should choose SpanishⅡ, section 2.

Objectives: Through this second-semester course, students will not only develop their Spanish language skills, but also acquire critical thinking skills by examining differences and similarities between two languages and cultures. The ultimate goal of SpanishⅡ is to acquire effective and intelligent communication, critical thinking, and the appreciation and understanding of the Spanish speaking world as well as an awareness of cultural diversity in general.

before/after course of study: It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class. The student should be prepared to actively participate in class activities.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule This schedule is provisional and subject tochanges depending on the rhythm of the class.
[Class 1] Introduction, Unidad7 Me gusta mucho lamúsica pop. ¿Y a ti?
[Class 2 & 3] Unidad 7
[Class 4 & 5] Unidad 7, Unidad 8 De compras
[Class 6 & 7] Unidad 8
[Class 8 & 9] Unidad 8, Unidad 9 ¡A comer!
[Class 10 & 11] Unidad 9
[Class 12 & 13] Unidad 9, Review
[Class 14] Mid-term Examination Give comments andfeedback on the exam in order to maximize educational effects.
[Class 15 & 16] Unidad 10 Los mexicanos selevantan pronto.
[Class 17 & 18] Unidad 10
[Class 19 & 20] Unidad 11 Estoy muy contenta.
[Class 21 & 22] Unidad 11, Unidad 12 Deviaje
[Class 23 & 24] Unidad 12 De viaje
[Class 25 & 26] Unidad 12
[Class 27] Unidad 12, Review
[Class 28] Final Examination Give comments and feedback on the exam in order tomaximize educational effects.

Language: Japanese/Spanish

Textbooks: ¡Muy bien! Curso de español 1, Segunda edición
Moyano López, Juan Carlos, Carlos García Ruiz-Castillo and Yoshimi Hiroyasu.
Editorial Asahi, 2024. ISBN978-4-255-55155-5.

References: Spanish-Japanese/Japanese-Spanish dictionary
Spanish-English/English-Spanish dictionary

レベル別スペイン語文法ドリル 文法をきちんとおさえたい人のために (Ejercicios de gramática española por niveles)
西村君代、菊田和佳子

Editorial Asahi, 2009. ISBN9784255550282

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 80 One mid-term examination 30%
One final examination 50%

Others: 20 In-class activities, homework, compositions, etc.

Note/URL: Regular attendance is required, and students must regularly review grammar (such as verb conjugations) and vocabulary.
In order to take the final examination, students must have an absolute minimum of 2/3 of the classes during this semester. If students have absences exceeding 1/3 of the classes without a legitimate excuse, they are not allowed to take the final examination. See the "Attendance policy" attached below. It will also be distributed during the first week.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C014300|51|210C014300[/SYLLABUS_ID]

Course Title	Spanish II 51		
Instructor	MONTERO PEREDA, Francisco Javier		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.2@02:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:
【Course Delivery Method】Face-to-Face
This course will be taught in English and Spanish (NOT in Japanese).

This is the second stage in Spanish language learning. Students will continue to acquire knowledge of grammar, vocabulary, and expressions through tasks focused on developing the ability to communicate in Spanish. This course is designed to enable students to develop and improve skills in understanding, speaking, reading and writing basic Spanish, while increasing their awareness of the Spanish speaking world. This course continues to serve as a bridge where students' native language(s) and culture(s) and the target (Spanish) language and culture meet. Students will cross the bridge and be familiar with the Spanish speaking world.

Those who haven't acquired Japanese at a university level should choose this section (51) or Spanish II section 54.

Objectives:
Through this second-semester course, students will not only develop their Spanish language skills, but also acquire critical thinking skills by examining differences and similarities between two languages and cultures. The ultimate goal of Spanish Ⅱ is to acquire effective and intelligent communication, critical thinking, and the appreciation and understanding of the Spanish speaking world as well as an awareness of cultural diversity in general.

before/after course of study:
It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class. The student should be prepared to actively participate in class activities.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry:
1 : フリーフォーマット(教員による切替可)

Course Schedule
This schedule is provisional and subject to changes depending on the rhythm of the class.
[Class 1] Introduction, Unidad7 Me gusta mucho la música pop. ¿Y a ti?
[Class 2 & 3] Unidad 7
[Class 4 & 5] Unidad 7, Unidad 8 De compras
[Class 6 & 7] Unidad 8
[Class 8 & 9] Unidad 8, Unidad 9 ¡A comer!
[Class 10 & 11] Unidad 9
[Class 12 & 13] Unidad 9, Review
[Class 14] Mid-term Examination Give comments and feedback on the exam in order to maximize educational effects.
[Class 15 & 16] Unidad 10 Los mexicanos se levantan pronto.
[Class 17 & 18] Unidad 10
[Class 19 & 20] Unidad 11 Estoy muy contenta.
[Class 21 & 22] Unidad 11, Unidad 12 De viaje
[Class 23 & 24] Unidad 12 De viaje
[Class 25 & 26] Unidad 12
[Class 27] Unidad 12, Review
[Class 28] Final Examination Give comments and feedback on the exam in order to maximize educational effects.

Language:
English/Spanish

Textbooks:
¡Muy bien! Curso de español 1, Segunda edición
Moyano López, Juan Carlos, Carlos García Ruiz-Castillo and Yoshimi Hiroyasu.
Editorial Asahi, 2024. ISBN978-4-255-55155-5.

References:
Spanish-Japanese/Japanese-Spanish dictionary
Spanish-English/English-Spanish dictionary

レベル別スペイン語文法ドリル 文法をきちんとおさえたい人のために (Ejercicios de gramática española por niveles)
西村君代、菊田和佳子

Editorial Asahi, 2009. ISBN9784255550282

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 80 Mid-term examination 30%
Final examination 50%

Others: 20 In-class activities, homework, compositions, etc.

Note/URL: Regular attendance is required, and students must regularly review grammar (such as verb conjugations) and vocabulary.
In order to take the final examination, students must have an absolute minimum of 2/3 of the classes during this semester. If students have absences exceeding 1/3 of the classes without a legitimate excuse, they are not allowed to take the final examination. See the "Attendance policy" attached below. It will also be distributed during the first week.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C014300|52|210C014300[/SYLLABUS_ID]

Course Title	Spanish II 52		
Instructor	KAWASAKI, Kayo@SOTO MEJIA, Maria Irina		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.2@02:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:
【Course Delivery Method】Face-to-Face
This course will be taught in Japanese (Mondays), English (Fridays), and Spanish (Mondays and Fridays).

This is the second stage in Spanish language learning. Students will continue to acquire knowledge of grammar, vocabulary, and expressions through tasks focused on developing the ability to communicate in Spanish. This course is designed to enable students to develop and improve skills in understanding, speaking, reading and writing basic Spanish, while increasing their awareness of the Spanish speaking world. This course continues to serve as a bridge where students' native language(s) and culture(s) and the target (Spanish) language and culture meet. Students will cross the bridge and be familiar with the Spanish speaking world.

Those who haven't acquired Japanese at a university level should choose SpanishⅡ, section 51 or 54.

Objectives:
Through this second-semester course, students will not only develop their Spanish language skills, but also acquire critical thinking skills by examining differences and similarities between two languages and cultures. The ultimate goal of SpanishⅡis to acquire effective and intelligent communication, critical thinking, and the appreciation and understanding of the Spanish speaking world as well as an awareness of cultural diversity in general.

before/after course of study:
It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class. The student should be prepared to actively participate in class activities.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry:
1：フリーフォーマット（教員による切替可）

Course Schedule
This schedule is provisional and subject to changes depending on the rhythm of the class.
[Class 1] Introduction, Unidad7 Me gusta mucho la música pop. ¿Y a ti?
[Class 2 & 3] Unidad 7
[Class 4 & 5] Unidad 7, Unidad 8 De compras
[Class 6 & 7] Unidad 8
[Class 8 & 9] Unidad 8, Unidad 9 ¡A comer!
[Class 10 & 11] Unidad 9
[Class 12 & 13] Unidad 9, Review
[Class 14] Mid-term Examination Give comments and feedback on the exam in order to maximize educational effects.
[Class 15 & 16] Unidad 10 Los mexicanos se levantan pronto.
[Class 17 & 18] Unidad 10
[Class 19 & 20] Unidad 11 Estoy muy contenta.
[Class 21 & 22] Unidad 11, Unidad 12 De viaje
[Class 23 & 24] Unidad 12 De viaje
[Class 25 & 26] Unidad 12
[Class 27] Unidad 12, Review
[Class 28] Final Examination Give comments and feedback on the exam in order to maximize educational effects.

Language:
Japanese/Spanish

Textbooks:
¡Muy bien! Curso de español 1, Segunda edición
Moyano López, Juan Carlos, Carlos García Ruiz-Castillo and Yoshimi Hiroyasu.
Editorial Asahi, 2024. ISBN978-4-255-55155-5.

References:
Spanish-Japanese/Japanese-Spanish dictionary
Spanish-English/English-Spanish dictionary

レベル別スペイン語文法ドリル 文法をきちんとおさえたい人のために (Ejercicios de gramática española por niveles)
西村君代、菊田和佳子

Editorial Asahi, 2009. ISBN9784255550282

Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Exams:	80	Mid-term examination 30% Final examination 50%
Others:	20	In-class activities, homework, compositions, etc.
Note/URL:	Regular attendance is required, and students must regularly review grammar (such as verb conjugations) and vocabulary. In order to take the final examination, students must have an absolute minimum of 2/3 of the classes during this semester. If students have absences exceeding 1/3 of the classes without a legitimate excuse, they are not allowed to take the final examination. See the “Attendance policy” attached below. It will also be distributed during the first week. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C014300|53|210C014300[/SYLLABUS_ID]

Course Title	Spanish II 53		
Instructor	NAKAMICHI, Shinji@SHINTANI, Roxana		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.2@02:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:
【Course Delivery Method】Face-to-Face
This course will be taught in Spanish, Japanese (Mondays), English (Fridays), and Spanish (Mondays and Fridays).

This is the second stage in Spanish language learning. Students will continue to acquire knowledge of grammar, vocabulary, and expressions through tasks focused on developing the ability to communicate in Spanish. This course is designed to enable students to develop and improve skills in understanding, speaking, reading and writing basic Spanish, while increasing their awareness of the Spanish speaking world. This course continues to serve as a bridge where students' native language(s) and culture(s) and the target (Spanish) language and culture meet. Students will cross the bridge and be familiar with the Spanish speaking world.

Those who haven't acquired Japanese at a university level should choose SpanishⅡ, section 51 or 54.

Objectives:
Through this second-semester course, students will not only develop their Spanish language skills, but also acquire critical thinking skills by examining differences and similarities between two languages and cultures. The ultimate goal of SpanishⅡis to acquire effective and intelligent communication, critical thinking, and the appreciation and understanding of the Spanish speaking world as well as an awareness of cultural diversity in general.

before/after course of study:
It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class. The student should be prepared to actively participate in class activities.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry:
1：フリーフォーマット(教員による切替可)

Course Schedule
This schedule is provisional and subject to changes depending on the rhythm of the class.
[Class 1] Introduction, Unidad7 Me gusta mucho la música pop. ¿Y a ti?
[Class 2 & 3] Unidad 7
[Class 4 & 5] Unidad 7, Unidad 8 De compras
[Class 6 & 7] Unidad 8
[Class 8 & 9] Unidad 8, Unidad 9 ¡A comer!
[Class 10 & 11] Unidad 9
[Class 12 & 13] Unidad 9, Review
[Class 14] Mid-term Examination Give comments and feedback on the exam in order to maximize educational effects.
[Class 15 & 16] Unidad 10 Los mexicanos se levantan pronto.
[Class 17 & 18] Unidad 10
[Class 19 & 20] Unidad 11 Estoy muy contenta.
[Class 21 & 22] Unidad 11, Unidad 12 De viaje
[Class 23 & 24] Unidad 12 De viaje
[Class 25 & 26] Unidad 12
[Class 27] Unidad 12, Review
[Class 28] Final Examination Give comments and feedback on the exam in order to maximize educational effects.

Language:
Japanese/Spanish

Textbooks:
¡Muy bien! Curso de español 1, Segunda edición
Moyano López, Juan Carlos, Carlos García Ruiz-Castillo and Yoshimi Hiroyasu.
Editorial Asahi, 2024. ISBN978-4-255-55155-5.

References:
Spanish-Japanese/Japanese-Spanish dictionary
Spanish-English/English-Spanish dictionary

レベル別スペイン語文法ドリル 文法をきちんとおさえたい人のために (Ejercicios de gramática española por niveles)

	西村君代、菊田和佳子 Editorial Asahi, 2009. ISBN9784255550282
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）
Exams:	80 Mid-term examination 30% Final examination 50%
Others:	20 In-class activities, homework, compositions, etc.
Note/URL:	Regular attendance is required, and students must regularly review grammar (such as verb conjugations) and vocabulary. In order to take the final examination, students must have an absolute minimum of 2/3 of the classes during this semester. If students have absences exceeding 1/3 of the classes without a legitimate excuse, they are not allowed to take the final examination. See the “Attendance policy” attached below. It will also be distributed during the first week. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C014300|54|210C014300[/SYLLABUS_ID]

Course Title	Spanish II 54		
Instructor	FOWLER, Arthur@SOTO MEJIA, Maria Irina		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.2@02:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:
【Course Delivery Method】Face-to-Face
This course will be taught in Spanish and English.

This is the second stage in Spanish language learning. Students will continue to acquire knowledge of grammar, vocabulary, and expressions through tasks focused on developing the ability to communicate in Spanish. This course is designed to enable students to develop and improve skills in understanding, speaking, reading and writing basic Spanish, while increasing their awareness of the Spanish speaking world. This course continues to serve as a bridge where students' native language(s) and culture(s) and the target (Spanish) language and culture meet. Students will cross the bridge and be familiar with the Spanish speaking world.

Those who haven't acquired Japanese at a university level should choose this section (section 54) or Spanish Ⅱ, section 51.

Objectives:
Through this second-semester course, students will not only develop their Spanish language skills, but also acquire critical thinking skills by examining differences and similarities between two languages and cultures. The ultimate goal of Spanish Ⅱ is to acquire effective and intelligent communication, critical thinking, and the appreciation and understanding of the Spanish speaking world as well as an awareness of cultural diversity in general.

before/after course of study:
It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class. The student should be prepared to actively participate in class activities.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry:
1：フリーフォーマット（教員による切替可）

Course Schedule
This schedule is provisional and subject to changes depending on the rhythm of the class.
[Class 1] Introduction, Unidad7 Me gusta mucho la música pop. ¿Y a ti?
[Class 2 & 3] Unidad 7
[Class 4 & 5] Unidad 7, Unidad 8 De compras
[Class 6 & 7] Unidad 8
[Class 8 & 9] Unidad 8, Unidad 9 ¡A comer!
[Class 10 & 11] Unidad 9
[Class 12 & 13] Unidad 9, Review
[Class 14] Mid-term Examination Give comments and feedback on the exam in order to maximize educational effects.
[Class 15 & 16] Unidad 10 Los mexicanos se levantan pronto.
[Class 17 & 18] Unidad 10
[Class 19 & 20] Unidad 11 Estoy muy contenta.
[Class 21 & 22] Unidad 11, Unidad 12 De viaje
[Class 23 & 24] Unidad 12 De viaje
[Class 25 & 26] Unidad 12
[Class 27] Unidad 12, Review
[Class 28] Final Examination Give comments and feedback on the exam in order to maximize educational effects.

Language:
English/Spanish

Textbooks:
¡Muy bien! Curso de español 1, Segunda edición
Moyano López, Juan Carlos, Carlos García Ruiz-Castillo and Yoshimi Hiroyasu.
Editorial Asahi, 2024. ISBN978-4-255-55155-5.

References:
Spanish-Japanese/Japanese-Spanish dictionary
Spanish-English/English-Spanish dictionary

レベル別スペイン語文法ドリル 文法をきちんとおさえたい人のために (Ejercicios de gramática española por niveles)
西村君代、菊田和佳子

Editorial Asahi, 2009. ISBN9784255550282

Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Exams:	80	Mid-term examination 30% Final examination 50%
Others:	20	In-class activities, homework, compositions, etc.
Note/URL:	Regular attendance is required, and students must regularly review grammar (such as verb conjugations) and vocabulary. In order to take the final examination, students must have an absolute minimum of 2/3 of the classes during this semester. If students have absences exceeding 1/3 of the classes without a legitimate excuse, they are not allowed to take the final examination. See the “Attendance policy” attached below. It will also be distributed during the first week. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C014400|01|210C014400[/SYLLABUS_ID]

Course Title	Chinese II 01		
Instructor	WU, Yingru@OH, Zuirai		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.1@02:Thur.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is designed for students who have completed the first-level course or for those who have an equivalent language level.
Each lesson includes dialogues and activities (role-plays as well as grammar exercises, reading and listening tasks) covering a wide range of "know-how" (eg. ask a question, accept or refuse something, talk about yourself, etc.), lexical, grammatical and phonetic content. Students are expected to be active in class and to use Chinese as much as possible.

Objectives: At the end of the semester, students should be able to cope with daily life using Chinese expressions in a greater variety of situations.
The aim of this course is to help students master essential grammar and attain an intermediate level of language abilities.
Stress will be placed particularly on teaching correct pronunciation.

before/after course of study: It is suggested that you spend a minimum of one hour studying outside of class for every in-class session.
Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class.
Before class: revise the material and topics covered in the preceding class (30 min).
After class: do the assigned homework when it is necessary and study again the material and topics covered in the class (30 min to 1hour)

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introduction and lesson 21
[Week 2] lesson 22-23
[Week 3] lesson 24-25
[Week 4] review 5
lesson 26
[Week 5] lesson 27-28
Vocabulary Test
[Week 6] lesson 29-30
[Week 7] review 6
Lesson 31
[Week 8] mid-term
lesson 32
[Week 9] lesson 33-34
[Week 10] lesson 35
review 7
[Week 11] lesson 36-37
Vocabulary Test
[Week 12] lesson 38-39
[Week 13] lesson 40
review 8
[Week 14] Final Exam

*This schedule is subject to change

Language: Japanese/English

Textbooks: 『漢語会話301句 第4版 下冊』日文注釈本(北京大学出版社 2015年)

Note: The primary textbook used in class contains Japanese-language instructions. To support students from different linguistic backgrounds, an English-instruction version of the textbook is available.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- 50%: Active in-class participation (including necessary requirements set by the teacher)

25%: Mid-term evaluation
25%: Final evaluation

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
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The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C014400|02|210C014400[/SYLLABUS_ID]

Course Title	Chinese II 02		
Instructor	NAGAI, Tetsuro@ARISAWA, Uenyu		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.2@02:Wed.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is designed for students who have completed the first-level course or for those who have an equivalent language level. Each lesson includes dialogues and activities (role-plays as well as grammar exercises, reading and listening tasks) covering a wide range of "know-how" (eg. ask questions, accept or refuse something, talk about yourself, etc.), lexical,grammatical and phonetic content. Students are expected to be active in class and to use Chinese as much as possible.

Objectives: At the end of the semester, students should be able to cope with daily life using Chinese expressions in a greater variety of situations.
The aim of this course is to help students master essential grammar and attain an intermediate level of language abilities.
Stress will be placed particularly on teaching correct pronunciation.

before/after course of study: It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class.
Before class: revise the material and topics covered in the preceding class (30 min).
After class: do the assigned homework when it is necessary and study again the material and topics covered in the class (30 min to 1hour)

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introduction and lesson 21
[Week 2] lesson 22-23
[Week 3] lesson 24-25
[Week 4] review 5
lesson 26
[Week 5] lesson 27-28
Vocabulary Test
[Week 6] lesson 29-30
[Week 7] review 6
Lesson 31
[Week 8] mid-term
lesson 32
[Week 9] lesson 33-34
[Week 10] lesson 35
review 7
[Week 11] lesson 36-37
Vocabulary Test
[Week 12] lesson 38-39
[Week 13] lesson 40
review 8
[Week 14] Final Exam

Language: Japanese/English

Textbooks: 『漢語会話301句 第4版 下冊』日文注釈本(北京大学出版社 2015年)

Note: The primary textbook used in class contains Japanese-language instructions. To support students from different linguistic backgrounds, an English-instruction version of the textbook is available.

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free- 50%: Active in-class participation (including necessary requirements set by the teacher)
25%: Mid-term evaluation
25%: Final evaluation

Note/URL:　国際教養学部では以下リンクの通り、学修成果を定めています。
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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C014400|03|210C014400[/SYLLABUS_ID]

Course Title	Chinese II 03 (Direct Method)		
Instructor	IZUMI, Anna@CHEN, Tien Shi		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.2@02:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Direct Method

Course Outline: This course is designed for students who have completed the first-level course or for those who have an equivalent language level. Each lesson includes dialogues and activities, role-plays as well as grammar exercises, reading and listening tasks covering a wide range of know-how (e.g. ask questions, accept or refuse something, talk about yourself, etc.), lexical, grammatical and phonetic content. Students are expected to be active in class and to use Chinese as much as possible.

Objectives: At the end of the semester, students should be able to cope with daily life using Chinese expressions in a greater variety of situations.
The aim of this course is to help students master essential grammar and attain an intermediate level of language abilities.
Stress will be placed particularly on teaching correct pronunciation.

before/after course of study: It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class.
Before class: revise the material and topics covered in the preceding class (30 min).
After class: do the assigned homework when it is necessary and study again the material and topics covered in the class (30 min to 1hour)

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introduction and lesson 21
[Week 2] lesson 22-23
[Week 3] lesson 24-25
[Week 4] review 5
lesson 26
[Week 5] lesson 27-28
Vocabulary Test
[Week 6] lesson 29-30
[Week 7] review 6
Lesson 31
[Week 8] mid-term
lesson 32
[Week 9] lesson 33-34
[Week 10] lesson 35
review 7
[Week 11] lesson 36-37
Vocabulary Test
[Week 12] lesson 38-39
[Week 13] lesson 40
Review8
[Week 14] Final Exam

*This schedule is subject to change

Language: Chinese/English

Textbooks: 『漢語会話301句 第4版 下冊』日文注釈本(北京大学出版社 2015年)

Note: The primary textbook used in class contains Japanese-language instructions. To support students from different linguistic backgrounds, an English-instruction version of the textbook is available.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- 50%: Active in-class participation (including necessary requirements set by the teacher)
25%: Mid-term evaluation

25%: Final evaluation

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C014400|51|210C014400[/SYLLABUS_ID]

Course Title	Chinese II 51		
Instructor	IGUCHI, Hirofumi		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.1@02:Fri.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is designed for students who have completed the Chinese I course or who possess an equivalent level of proficiency. Each lesson includes dialogues and communicative activities, such as role-plays, grammar exercises, reading and listening tasks, covering a wide range of practical language functions (e.g., asking questions, accepting or refusing requests, and talking about oneself). The course also develops students' lexical, grammatical, and phonetic knowledge. Students are expected to participate actively in class and to use Chinese as much as possible throughout the course.

Objectives: By the end of the semester, students will be able to communicate in a wider range of everyday situations using Chinese. The course aims to help students master essential grammar and develop intermediate-level language proficiency. Particular emphasis will be placed on the development of accurate pronunciation throughout the course.

before/after course of study: Students are expected to spend a minimum of one hour studying outside of class for each class session. Active participation is an essential component of this course. Students are responsible for completing any assignments and preparation tasks assigned by the instructor(s) prior to class.

Before class: Students should spend approximately 30 minutes reviewing the materials and topics covered in the previous class.

After class: Students should complete assigned homework, when applicable, and spend approximately 30 minutes to 1 hour reviewing the materials and topics covered in class.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introduction and lesson 21
[Week 2] Lessons 22-23
[Week 3] Lessons 24-25
[Week 4] Review 5; Lesson 26
[Week 5] Lessons 27-28; Vocabulary Test
[Week 6] Lessons 29-30
[Week 7] Review 6; Lesson 31
[Week 8] Mid-term; Lesson 32
[Week 9] Lessons 33-34
[Week 10] Lesson 35; Review 7
[Week 11] Lessons 36-37; Vocabulary Test
[Week 12] Lessons 38-39
[Week 13] Lesson 40; Review 8
[Week 14] Final Exam

*This schedule is subject to change

Language: Japanese/English

Textbooks: 『漢語会話301句 第4版 下冊』日文注釈本(北京大学出版社 2015年)

Note: The primary textbook used in this course contains instructions in Japanese. To ensure accessibility for students from diverse linguistic backgrounds, an English-language version of the instructional materials is available.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- 50%: Active in-class participation (including necessary requirements set by the teacher)
25%: Mid-term evaluation
25%: Final evaluation

Note/URL:

Eligibility for Enrollment
1. Students whose first language is Chinese or who have a Chinese heritage language background are generally not eligible to enroll in Chinese language courses offered by this program. Students who believe that a particular course is appropriate for their level of Chinese proficiency may request permission from the course instructor prior to enrollment.
2. Students who enroll without obtaining prior approval may be required to withdraw from the course and may not be eligible to receive course credit. The instructor reserves the right to determine a student's eligibility for enrollment based on the student's linguistic background and Chinese language proficiency.
Notes for Enrollment
1. Please refer to the Chinese proficiency check information and enrollment guidelines at the following link:
https://drive.google.com/drive/folders/1Jhu5FEKMl1eeVuuWfjO-z0Huf6Ca7X6B?usp=drive_link
2. If you have any questions regarding course enrollment, please contact the Chinese Course Coordinator, Professor Tien Shi Chen, at lara@waseda.jp

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C014400|52|210C014400[/SYLLABUS_ID]

Course Title	Chinese II 52 (Direct Method)		
Instructor	NAGAI, Tetsuro@CHEN, Tien Shi		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.1@02:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Direct Method

Course Outline: This course is designed for students who have completed the Chinese I course or who possess an equivalent level of proficiency. Each lesson includes dialogues and communicative activities, such as role-plays, grammar exercises, reading and listening tasks, covering a wide range of practical language functions (e.g., asking questions, accepting or refusing requests, and talking about oneself). The course also develops students' lexical, grammatical, and phonetic knowledge. Students are expected to participate actively in class and to use Chinese as much as possible throughout the course.

Objectives: By the end of the semester, students will be able to communicate in a wider range of everyday situations using Chinese. The course aims to help students master essential grammar and develop intermediate-level language proficiency. Particular emphasis will be placed on the development of accurate pronunciation throughout the course.

before/after course of study: Students are expected to spend a minimum of one hour studying outside of class for each class session. Active participation is an essential component of this course. Students are responsible for completing any assignments and preparation tasks assigned by the instructor(s) prior to class.

Before class: Students should spend approximately 30 minutes reviewing the materials and topics covered in the previous class.

After class: Students should complete assigned homework, when applicable, and spend approximately 30 minutes to 1 hour reviewing the materials and topics covered in class.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introduction and lesson 21
[Week 2] Lessons 22-23
[Week 3] Lessons 24-25
[Week 4] Review 5; Lesson 26
[Week 5] Lessons 27-28; Vocabulary Test
[Week 6] Lessons 29-30
[Week 7] Review 6; Lesson 31
[Week 8] Mid-term; Lesson 32
[Week 9] Lessons 33-34
[Week 10] Lesson 35; Review 7
[Week 11] Lessons 36-37; Vocabulary Test
[Week 12] Lessons 38-39
[Week 13] Lesson 40; Review 8
[Week 14] Final Exam

*This schedule is subject to change

Language: Japanese/English

Textbooks: 『漢語会話301句 第4版 下冊』日文注釈本(北京大学出版社 2015年)

Note: The primary textbook used in this course contains instructions in Japanese. To ensure accessibility for students from diverse linguistic backgrounds, an English-language version of the instructional materials is available.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- 50%: Active in-class participation (including necessary requirements set by the teacher)
25%: Mid-term evaluation
25%: Final evaluation

Note/URL:

Eligibility for Enrollment
1. Students whose first language is Chinese or who have a Chinese heritage language background are generally not eligible to enroll in Chinese language courses offered by this program. Students who believe that a particular course is appropriate for their level of Chinese proficiency may request permission from the course instructor prior to enrollment.
2. Students who enroll without obtaining prior approval may be required to withdraw from the course and may not be eligible to receive course credit. The instructor reserves the right to determine a student's eligibility for enrollment based on the student's linguistic background and Chinese language proficiency.
Notes for Enrollment
1. Please refer to the Chinese proficiency check information and enrollment guidelines at the following link:
https://drive.google.com/drive/folders/1Jhu5FEKMl1eeVuuWfjO-z0Huf6Ca7X6B?usp=drive_link
2. If you have any questions regarding course enrollment, please contact the Chinese Course Coordinator, Professor Tien Shi Chen, at lara@waseda.jp

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C014500|01|210C014500[/SYLLABUS_ID]

Course Title	Russian II 01		
Instructor	NAKAZAWA, Tomoko		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.2@02:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is the intermediate level of "Russian as a foreign language" for students who have learnt the primary level of the language in the previous semester. The students in this semester will continue to build on their proficiency in Russian grammar and conversation skills by using the same textbook that was used in autumn semester.
The lessons are taught in Russian, English and Japanese. The teaching level in the class will mostly be based on the students' current grammar level and it will advance as they make progress.

Objectives: The textbook consists of 21 chapters and the chapters that were not covered in the previous semester will be taught in this semester. By the end of the semester, the students will be expected to learn approximately 900 Russian words and all key concepts of Russian grammar, enabling them to express themselves clearly and fluently in Russian.

before/after course of study: For fluency in Russian, the students should memorize the conjugations of verbs and learn how the forms of nouns and noun equivalents change according to the context. The students will find it useful to refer to the grammar tables given at the end of the textbook.
Preparation for the class and the review will each take around 90-120 min. Each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule The numbers below indicate the course schedule. However, this lesson plan is suggestive as the schedule will depend mainly on the students' understanding and progress.
Complete adherence to this lesson plan may not be possible as spring semester is more likely to start with the chapters that were not taught in the previous semester.

1, 2: "Step 11" (С т у п е н ь 11)
The Future Tense 2. The perfective verbs. Ways of expressing time: "a week (mouth, year) ago"; "in a week (month, year)". Verbs "to call/name ? to be called/named". Verbs with suffixes – о в а –/ – е в а –. Verbs borrowed from other languages.

3-5: "Step 12" (С т у п е н ь 12)
The prepositional case denoting the object of speech or thought. The preposition "about". The prepositional case of personal and possessive pronouns. The prepositional Plural of nouns, adjectives, possessive pronouns. Verbs with particle "– с я " Part 1. Meaning: the reciprocal action. Complex sentence expressing consequence: "therefore". Consequence and reason.

6, 7: "Step 13" (С т у п е н ь 13)
The Dative Singular of nouns, adjectives, personal and possessive pronouns. The Dative case. Government. The Imperative. Ways of expressing motivation to do smth together. Verbs with suffix – в а –. Expressing intensification: "so + adjective/ noun/ adverb/ verb". Ways to convey your own opinion.

8-10: "Step 14" (С т у п е н ь 14)
Verbs of motion. Part 1. Types and kinds of movement. Motion in one direction. The description of movement in the Present, the Past and the Future Tenses. The Accusative case denoting direction. Question "where to?". Ways of expressing time: months. The Instrumental Plural of nouns, adjectives, possessive and demonstrative pronouns. Reasoning: "on the one hand…, on the other hand…".

11-13: "Step 15" (С т у п е н ь 15)
Verbs of motion. Pert 2. Movement in different directions. Regular movement. Ways of express the purpose of movement. The Instrumental case without preposition. Ways of expressing time: the time period without preposition, with prepositions "by", "for". Enumeration: "firstly, secondly…". Review.

14: Mid-term exam.

15, 16: "Step 16" (С т у п е н ь 16)
Verbs of motion. Movement "with context". Aspect of verbs of motion. The Genitive case denoting possession, absence after 2, 3, 4. The Genitive Singular of adjectives, possessive and demonstrative pronouns. The

construction “neither… nor…”. Ways of expressing in location: far (not far), nearby, on the right (left), near, opposite, close. Cases governed by them. Complex sentence expressing wish.

17, 18: “Step 17” (Ступень 17)
Verbs of motion with the prefixes. Part 1. Verbs “to come”, “to leave”. Cases and prepositions governed by the verbs of motion. Difference in meaning. Complex sentence expressing intensification: ”so…that…”.

19, 20: “Step 18” (Ступень 18)
The Genitive Plural of nouns, adjectives, possessive and demonstrative pronouns. The Accusative Plural of nouns, adjectives, possessive and demonstrative pronouns. The Dative Plural of nouns, adjectives, possessive and demonstrative pronouns. Ways of expressing time: approximation (hours). Direct and Indirect speech. Ways of transformation. Complex sentence expressing uncertainly: “weather”, “if”.

21, 22: “Step 19” (Ступень 19)
Comparison. Part 3. Comparison degree: adjectives, adverbs. Ways of expressing time: date. Ways of expressing reason: “because of,” “thanks to”. Complex sentence. Reason. Complex sentence expressing concession: “although”, “in spite of”.

23–25: “Step 20” (Ступень 20)
Verbs with article “–ся”. Part 2. Verbs with and without the particle –ся. The Prepositions of place: “above”, “under”, “in front of”, “behind”. Ways of expressing time. Construction “one+ (hour, day, week…) before smth”. Complex sentence expressing the unreal condition.

26, 27: “Step 21” (Ступень 21)
Complex sentence expressing description: “which”. Verbs of motion with prefixes. Part 2. Ways of expressing time: ”date + month + year”. Using the Genitive case of the personal pronouns with the numerals. Review.

28: Final exam.

Language: English

Textbooks: Аникина М. Н. Лестница: учебник по русскому языку для начинающих (For English-speaking students). 2-е изд. и доп. М., 2018
ISBN 9785883373670 R139261
アニーキナM.N. ステップ：初心者のためのロシア語教科書（ゼロから基礎レベルまで）（CD付）

References: An extensive selection of additional sources and materials for learning and practising Russian will be introduced during the course. These resources will be shared regularly with students via Moodle to support independent study and reinforce classroom learning.

Grading Free-text Entry Flag: 1：フリーフォーマット（教員による切替可）

Evaluation Free- The final grade for the course will be based on the students’ performance in the mid-term and final exams (75%) and active participation in the class (25%).

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C014500|51|210C014500[/SYLLABUS_ID]

Course Title	Russian II 51		
Instructor	SHADRINA, Elena		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.1@02:Thur.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Р у с с к и й я з ы к

Course Outline: This course is a continuation of Russian I and is designed to further develop students' foundational knowledge of Russian as a foreign language. It focuses on strengthening grammatical competence, expanding active vocabulary, and enhancing communicative skills across a wider range of everyday situations. Particular emphasis is placed on improving speaking and listening abilities, while also consolidating reading and writing skills, in order to enable students to participate more confidently in routine social and academic interactions.

Objectives: Course Objectives
By the end of the semester, students will:
・Consolidate and extend their knowledge of Russian grammar at the elementary level.
・Expand their active vocabulary to approximately 1,300 lexical units.
・Master a wider range of speech etiquette for everyday social interaction.
・Strengthen listening, speaking, reading, and writing skills in Russian for practical communication.
・Develop confidence in initiating and sustaining dialogues in common social and academic contexts.
・Gain familiarity with cultural aspects of Russian society relevant to everyday interaction.

Expected Learning Outcomes
Upon successful completion of the course, students will be able to:
・Reading: Read short, simple texts drawn from a variety of everyday and adapted sources.
・Listening: Comprehend key information in audio and video materials on familiar topics, including references to place, time, and cause.
・Speaking: Initiate and maintain dialogues in predictable situations (friends, family, studies, work, hometown, health, weather, leisure activities).
・Writing: Produce short texts such as personal letters, memos, and greeting cards with basic accuracy.
・Interpretation: Summarise and present the main content of short texts in oral or written form.
・Cross-cultural competence: Understand and respond appropriately to basic socio-cultural conventions in everyday communication.

before/after course of study: This course is designed for beginners and integrates classroom learning activities with independent study. Classroom sessions make use of audio and video materials organised around scheduled themes and are supplemented by regular evaluations, including quizzes on vocabulary and grammar. Students are required to complete compulsory homework assignments and to engage in self-study using the recommended textbook, distributed materials, and online resources. The primary language of instruction is English, with occasional explanations provided in Japanese. Russian will be progressively introduced as a medium of communication during class in order to enhance language immersion.
Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule The class meets twice per week. The following is a tentative schedule, subject to adjustment depending on the pace of study. References to the corresponding study materials from the recommended textbook are provided in brackets. Week 1 Future tense. The perfective aspect of verbs. Expressions of time: week, month, year. Past and Future. The verbs "to call/ to name and to be called/ to be named". The nouns "name – title". Verbs borrowed from other languages. Verbs with suffixes –о в а–; (–е в а –) (С т у п е н ь 11).

Week 2 Prepositional case in the meaning of the object of thoughts or speech. Personal and demonstrative pronouns. Prepositional case; plural; nouns, adjectives, possessive pronouns. Verbs with the participle "–с я", meaning reciprocal action. Complex sentence: consequence. Conjuncture "therefore" (С т у п е н ь 12).

Week 3 Dative case: nouns, adjectives, personal and possessive pronouns. The usage of some verbs. Imperative. Expressions to motivate someone to do something together. Expressions of intensification. The phrases with "so", "such". Expressions to convey someone's opinion (С т у п е н ь 13).

Week 4 Verbs of motion. Part 1. Accusative case. The question "What way?". Expressions of time: months. Instrumental case; plural; nouns, adjectives, possessive pronouns. Argumentation: phrase "on the one hand", "on the other hand" (С т у п е н ь 14).

Week 5 Verbs of motion. Part 2. Regular movement. Instrumental case without prepositions. Expressions of time. The period of time without prepositions and with prepositions "by", "for". Reasoning: in the first place, in

the second place… (Ступень 15).

Week 6 Verbs of motion. Part 3. Past and future. Genitive case: meaning of absence; expressions in present, past and future tense. The phrase "neither …, nor…" Expressions of positions: nearby, near, on the right, on the left. The expressions of desire. The conjunction "that" (Ступень 16).

Week 7 Midterm examination.

Week 8 Verbs of motion with prefixes. Part 1. The verbs "to come", "to leave". Cases and prepositions with verbs of motions. Complex sentence: expressions of intention (Ступень 17).

Week 9 Genitive case: plural; nouns, adjectives, possessive pronouns. Accusative case: plural; nouns, adjectives, possessive pronouns. Dative case: plural; nouns, adjectives, possessive pronouns. Indirect speech. The particle "whether". Complex sentences. Expressions of uncertainty; particles "whether", "if" (Ступень 18).

Week 10 Comparative degree: adjectives and adverbs. Expressions of time: date. Complex sentences: concession. The conjunction "although", "in spite of" (Ступень 19).

Week 11 Verbs with and without participle "-ся". Pronouns "oneself" and "one's". Prepositions of place: above, below, in front of, behind. Complex sentence; unreal condition (Ступень 20).

Week 12 Complex sentences with the word "which". Verbs of motion. Part 2. Expressions of time: date, month, year (Ступень 21).

Week 13 Final examination.

Week 14 Review of final examination results, feedback, Q&A.

Language: English

Textbooks: Аникина М. Н. Лестница: учебник по русскому языку для начинающих (For English-speaking students). 2-е изд. и доп. М., 2018
ISBN 9785883373670 R139261
アニーキナM.N. ステップ：初心者のためのロシア語教科書（ゼロから基礎レベルまで）（CD付）

The SILS library has a reserve copy of the textbook.

Please do NOT purchase the textbook before the first class.

References: An extensive range of supplementary sources and resources for learning and practising the Russian language will be introduced during class sessions and shared regularly via Moodle.

Grading Free-text Entry Flag: 0：評価方法毎フォーマット（教員による切替可）

Exams:	50	20 midterm examination 30 final examination
Papers:	20	regular written home assignments; some results to be shared in the class
Class contribution:	25	active engagement in in-class activities
Others:	5	constructive collaboration on improving the course content

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C014600|01|210C014600[/SYLLABUS_ID]

Course Title	Korean II 01		
Instructor	ANN, Eunhee@NAKAZATO, Hisaya		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.2@02:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Korean II is for students who have completed Korean I. In this course, students will learn advanced verb endings, classifiers, and different verbal modifiers. The course is team-taught, and is conducted in both English and Japanese. Each lesson is divided into four sections: (1) Basic Dialogue (2) Explaining Vocabulary (3) Learning Grammar Patterns and Spoken/Written Practice Questions, and (4) Utilization which focuses on application of grammar patterns and the dialogues.

Objectives: Upon the completion of Korean II, students will have intermediate-level proficiency in speaking, reading, and writing. Students will be prepared for ハングル検定。

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

Week 1
1. Lesson 11 Dialogue with friends
Connective ending, futuretenses
2. Practice grammar patterns

Week 2
1. Lesson 12 Dialogue on being late
Negationand future tenses
2. Lesson 12 Practice grammar patterns, Review the spoken core conversation

Week 3
1. Lesson 13 Dialogueabout Hangeul
Quantifiers, classifiers,cardinal numbers
2. Lesson 13 Reviewthe main dialogue, causal conjunctive verb endings

Week 4
1. Lesson 13 Practice and utilization
2. Lesson 14 Dialogueon weekly schedules

Week 5
1. Lesson 14 Reviewvocabulary, ㄷirregular ending, politeinterrogative endings
2. Lesson 14 Practiceverb endings.

Week 6
1. Lesson 14 Review grammar patterns, Practice
2. Lesson 14 Practiceutilization questions

Week 7
1. Lesson 15 Dialogueon daily schedules, Grammar
2. Lesson 15 Honorifics,time particles, adverbials

Week 8
1. Lesson 15 Practiceutilization questions
2. Mid-term Examination: Spoken and Written fromLesson 11-15

Week 9
1. Review Mid-term, Begin Lesson 16 Dialogue,Vocabulary
2. Lesson 16, Practice past tense formation, vowelharmonization, utilization questions

Week 10
1. Lesson 17 Dialogue, past-tense formation,modifiers
2. Lesson 17 Continue on past-tense endings

Week 11

1. Lesson 17 Practicepast tense verb endings
2. Lesson 17 Practiceutilization questions

Week 12
1. Lesson 18 Dialogue on the past completed actions,Vocabulary, Grammar
2. Lesson 18 Grammar,Practice, Utilization

Week 13
1. Lesson 19 Conversation on Majors, Vocabulary,Grammar
2. Lesson 19 Grammar, Practice honorifics, nominalizers

Week 14
Final Examination

Language: Japanese

Textbooks:

[KOREAN] by M. Rhee, Hakueisha, 2023 available at Seibundo 成文堂 located near the front gate or just across the Cafe125.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	70	Mid-term and Final Examinations including Spoken and Written sections.
Class contribution:	30	Attendance

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C014600|02|210C014600[/SYLLABUS_ID]

Course Title	Korean II 02		
Instructor	JUN, Dongwon@NAKAZATO, Hisaya		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.2@02:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: KoreanII is for students who have completed Korean I. In this course, students will learn advanced verb endings, classifiers,and different verbal modifiers. The course is team-taught, and is conducted inboth English and Japanese. Each lessonis divided into four sections: (1) Basic Dialogue (2) Explaining Vocabulary (3)Learning Grammar Patterns and Spoken/Written Practice Questions, and (4)Utilization which focuses on application of grammar patterns and the dialogues.

Objectives: Students will achieve intermediate-level proficiency and will be prepared to take the Hanguel Kentei Test.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1：フリーフォーマット（教員による切替可）

Course Schedule

Week 1
1. Lesson 11 Dialoguewith friends
Connective ending, futuretenses
2. Practice grammar patterns

Week 2
1. Lesson 12 Dialogue on being late
Negation and future tenses
2. Lesson 12 Practice grammar patterns, Review the spokencore conversation

Week 3
1. Lesson 13 Dialogueabout Hangeul
Quantifiers, classifiers, cardinal numbers
2. Lesson 13 Reviewthe main dialogue, causal conjunctive verb endings

Week 4
1. Lesson 13 Practice and utilization
2. Lesson 14 Dialogueon weekly schedules

Week 5
1. Lesson 14 Review vocabulary, ㄷirregular ending, polite interrogative endings
2. Lesson 14 Practiceverb endings.

Week 6
1. Lesson 14 Review grammar patterns, Practice
2. Lesson 14 Practiceutilization questions

Week 7
1. Lesson 15 Dialogueon daily schedules, Grammar
2. Lesson 15 Honorifics, time particles, adverbials

Week 8
1. Lesson 15 Practice utilization questions
2. Mid-term Examination: Spoken and Written fromLesson 11-15

Week 9
1. Review Mid-term, Begin Lesson 16 Dialogue,Vocabulary
2. Lesson 16, Practice past tense formation, vowel harmonization, utilization questions

Week 10
1. Lesson 17 Dialogue, past-tense formation,modifiers
2. Lesson 17 Continue on past-tense endings

Week 11

1. Lesson 17 Practicepast tense verb endings
2. Lesson 17 Practice utilization questions

Week 12
1. Lesson 18 Dialogue on the past completed actions, Vocabulary, Grammar
2. Lesson 18 Grammar, Practice, Utilization

Week 13
1. Lesson 19 Conversation on Majors, Vocabulary,Grammar
2. Lesson 19 Grammar, Practice honorifics, nominalizers

Week 14
Final Examination

Language:	Japanese	
Textbooks:	「Korean」 by M Rhee (Hakueisha, 2023) is available at Seibundo Bookstore 成文堂 near the front gate or at the corner of Cafe 125.	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Exams:	70	Mid-term and final exam including spoken and written tests
Class contribution:	30	Attendance

Note/URL:

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C014600|51|210C014600[/SYLLABUS_ID]

Course Title	Korean II 51		
Instructor	KISHI, Kanako@KAIMORI, Tokiko		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.2@02:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: KoreanII is for students who have completed Korean I. In this course, students will learn advanced verb endings, classifiers,and different verbal modifiers. The course is team-taught, and is conducted Japanese. Each lessonis divided into four sections: (1) Basic Dialogue (2) Explaining Vocabulary (3)Learning Grammar Patterns and Spoken/Written Practice Questions, and (4)Utilization which focuses on application of grammar patterns and the dialogues.

Objectives: Upon the completion of Korean II, students will have intermediate-level proficiency in speaking, reading, and writing. For a detailed breakdown of the weekly lesson plans, please refer to Moodle.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

Week 1
1. Lesson 11 Dialogue with friends
Connective ending, futuretenses
2. Practice grammar patterns

Week 2
1. Lesson 12 Dialogue on being late
Negationand future tenses
2. Lesson 12 Practice grammar patterns, Review the spoken core conversation

Week 3
1. Lesson 13 Dialogue about Hangeul
Quantifiers, classifiers, cardinalnumbers
2. Lesson 13 Review the main dialogue, causal conjunctive verb endings

Week 4
1. Lesson 13 Practice and utilization
2. Lesson 14 Dialogueon weekly schedules

Week 5
1. Lesson 14 Reviewvocabulary, ㄷirregular ending, politeinterrogative endings
2. Lesson 14 Practiceverb endings.

Week 6
1. Lesson 14 Review grammar patterns, Practice
2. Lesson 14 Practice utilization questions

Week 7
1. Lesson 15 Dialogueon daily schedules, Grammar
2. Lesson 15 Honorifics, time particles, adverbials

Week 8
1. Lesson 15 Practice utilization questions
2. Mid-term Examination: Spoken and Written fromLesson 11-15

Week 9
1. Review Mid-term, Begin Lesson 16 Dialogue,Vocabulary
2. Lesson 16, Practice past tense formation, vowelharmonization, utilization questions

Week 10
1. Lesson 17 Dialogue, past-tense formation,modifiers
2. Lesson 17 Continue on past-tense endings

Week 11

1. Lesson 17 Practice past tense verb endings
2. Lesson 17 Practiceutilization questions

Week 12
1. Lesson 18 Dialogue on the past completed actions,Vocabulary, Grammar
2. Lesson 18 Grammar,Practice, Utilization

Week 13
1. Lesson 19 Conversation on Majors, Vocabulary,Grammar
2. Lesson 19 Grammar, Practice honorifics, nominalizers

Week 14
1. Lesson 20 Dialogue using connective endings andadjectival markers
2. Lesson 20 Vocabulary,Grammar, Practice utilization question

Final Examination

Language: Japanese/Korean

Textbooks:

[KOREAN] by M. Rhee, Hakueisha, 2023 available at Seibundo 成文堂 located near the front gate or just across the Cafe125.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	70	Mid-term and Final Examinations including Spoken and Written sections
Class contribution:	30	Quizzes, assignments, and class participation

Note/URL: Inquires related to the class content in English, please feel free to visit Building 11-1335 during Tuesday lunch hours.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C014600|52|210C014600[/SYLLABUS_ID]

Course Title	Korean II 52		
Instructor	TATSUNO, Sayo		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.2@02:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Korean II is for students who have completed Korean I. In this course, students will learn advanced verb endings, classifiers, and different verbal modifiers. The course is team-taught and is conducted in both English and Japanese. Each lesson is divided into four sections: (1) Basic Dialogue (2) Explaining Vocabulary (3) Learning Grammar Patterns and Spoken/Written Practice Questions, and (4) Utilization which focuses on application of grammar patterns and the dialogues.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1：フリーフォーマット（教員による切替可）

Course Schedule

Week 1
1. Lesson 11 Dialoguewith friends
Connective ending, futuretenses
2. Practice grammar patterns

Week 2
1. Lesson 12 Dialogue on being late
Negation and future tenses
2. Lesson 12 Practice grammar patterns, Review the spokencore conversation

Week 3
1. Lesson 13 Dialogueabout Hangeul
Quantifiers, classifiers, cardinal numbers
2. Lesson 13 Reviewthe main dialogue, causal conjunctive verb endings

Week 4
1. Lesson 13 Practice and utilization
2. Lesson 14 Dialogueon weekly schedules

Week 5
1. Lesson 14 Review vocabulary, ㄷirregular ending, polite interrogative endings
2. Lesson 14 Practiceverb endings.

Week 6
1. Lesson 14 Review grammar patterns, Practice
2. Lesson 14 Practiceutilization questions

Week 7
1. Lesson 15 Dialogueon daily schedules, Grammar
2. Lesson 15 Honorifics, time particles, adverbials

Week 8
1. Lesson 15 Practice utilization questions
2. Mid-term Examination: Spoken and Written fromLesson 11-15

Week 9
1. Review Mid-term, Begin Lesson 16 Dialogue,Vocabulary
2. Lesson 16, Practice past tense formation, vowel harmonization, utilization questions

Week 10
1. Lesson 17 Dialogue, past-tense formation,modifiers
2. Lesson 17 Continue on past-tense endings

Week 11
1. Lesson 17 Practicepast tense verb endings

2. Lesson 17 Practice utilization questions

Week 12
1. Lesson 18 Dialogue on the past completed actions, Vocabulary, Grammar
2. Lesson 18 Grammar, Practice, Utilization

Week 13
1. Lesson 19 Conversation on Majors, Vocabulary,Grammar
2. Lesson 19 Grammar, Practice honorifics, nominalizers

Week 14
Final Examination

Language: Japanese

Textbooks:

「Korean」 by M Rhee (Hakueisha, 2023) is available at Seibundo Bookstore 成文堂 near the front gate or at the corner of Cafe 125.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Grading

Grading is based on the comprehensive evaluation which includes attendance, frequency of tardy, completion of the assignments, general attitude in the class, mid-term, and final examination. When and if absence becomes conspicuous, names will be deleted from the roster. Absence caused by illness or job hunting would be exempted the attendance policy.

The course is team taught by two faculty members. Students are obliged to attend classes taught by both faculty members. When and if students only attend one class session taught by a faculty member and neglect to attend the other class, students would not receive any credit. Even if a student receives a passing grade from the final examination, neglecting to attend both classes taught by both faculty members would be nullified.

Students at SILS tend to be late and do not seem to carefully prepare for the class. Each student shall be responsible for his/her general study habit such as reviewing and following the curriculum and organize study materials. Moreover, each student should not forget to bring required textbooks.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C014600|53|210C014600[/SYLLABUS_ID]

Course Title	Korean II 53		
Instructor	KIM, Shinyoung		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.2@02:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Korean II is for students who have completed Korean I. In this course, students will learn advanced verb endings, classifiers, and different verbal modifiers. The course is conducted in both English and Japanese. Each lesson is divided into four sections: (1) Basic Dialogue (2) Explaining Vocabulary (3) Learning Grammar Patterns and Spoken/Written Practice Questions and (4) Utilization which focuses on application of grammar patterns and the dialogues.

Objectives: Upon the completion of Korean II, students will have the intermediate level proficiency in speaking, reading, and writing. For the detailed breakdown of the weekly lesson plans, please refer to the Moodle.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Week 1

1. Lesson 11 Dialogue with friends Connective ending, future tenses
2. Practice grammar patterns

Week 2

1. Lesson 12 Dialogue on being late Negation and future tenses
2. Lesson 12 Practice grammar patterns, Review the spoken core conversations

Week 3

1. Lesson 13 Dialogue about Hangeul Quantifiers, classifiers, cardinal numbers
2. Lesson 13 Review the main dialogue, causal conjunctive verb

Week 4

1. Lesson 13 Practice and Utilization2. Lesson 14 Dialogue on weekly schedules

Week 5

1. Lesson 14 Review vocabulary, ㄷ irregular ending, polite interrogative endings 2. Lesson 14 Practice verb endings

Week 6

1. Lesson 14 Review grammar patterns, Practice 2. Lesson 14 Practice utilization questions

Week 7

1. Lesson 15 Dialogue on daily schedules, Grammar 2. Lesson 15 Honorifics, time particle, and adverbials

Week 8

1. Lesson 15 Practice utilization questions 2. Mid-term Examination: Spoken and Written from Lesson 11-15

Week 9

1. Review Mid-term, Lesson 16 Dialogue, Vocabulary 2. Lesson 16, Practice past tense formation, vowel harmonization

Week 10

1. Lesson 17 Dialogue, past tense formation, modifiers2. Lesson 17 Continue on past tense endings

Week 11

1. Lesson 17 Practice past tense verb endings2. Lesson 17 Practice utilization questions

Week 12

1. Lesson 18 Diaglouge on the past completed actions, Vocabulary, Grammar2. Lesson 18 Grammar, Practice, Utilization

Week 13

1. Lesson 19 Conversation on Majors, Vocabulary, Grammar2. Lesson 19 Grammar, Practice honorifics, nominalizers

Week 14

1. Lesson 20 Dialogue using connective endings and adjectival markers 2. Lesson 20 Vocabulary, Grammar, Practice utilization questions
Final Examination

第15回

第16回

第17回

第18回

第19回

第20回

第21回

第22回

第23回

第24回

第25回

第26回

第27回

第28回

Language:	Japanese	
Textbooks:	Korean by M. Rhee, Hakusuisha (2003) available at Seibundo 成文堂 located near the front gate across Cafe 125.	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Exams:	70	Mid-term and Final Examinations including Spoken and Written sections
Class contribution:	30	Attendance and Participation

Note/URL:

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C015100|01|210C015100[/SYLLABUS_ID]

Course Title	French III 01		
Instructor	HAYASHI, Yuki		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.1@02:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is designed for students who have completed the equivalent of French II level and who want to acquire a solid competence in French during their undergraduate studies, possibly in order to study abroad in a French-speaking country(France, Switzerland, Belgium, Canada, Africa...) either at undergraduate(Sciences Po, Geneva University, Brussels University, Montreal University...)or graduate level (Sciences Po Paris, Graduate Institute of International and Development Studies of Geneva...). Ideally, students should minimally graduate as trilingual (Japanese/English/French) citizens in order to work or study further at an international level.
The textbook used for this course is published in France (Inspire 3) and is essentially based on the principles of the communicative approaches. Each lesson includes dialogues and activities(role-plays as well as grammar exercises, reading and listening tasks) covering a wide range of "know-how" (e.g. ask a question, accept or refuse something,talk about yourself, etc.), lexical, grammatical and phonetic content. Students are expected to be active in class, revise and study at home, and use French as much as possible.

Objectives: At the end of the semester students should be able to pass the examination Delf B1.

before/after course of study: As part of your preparation, you will be asked to read the relevant material and do the exercises assigned by the teacher. Preparation is expected to take 90-120 minutes.
Homework will be assigned as review for each class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
W1: L1-L2-L3
W2: L4-L5-L6
W3: L7-L8-L9
W4: L10-L11-L12
W5: L13-L14-L15
W6: L16-L17-L18
W7:Mid-Term Examination
W8: L19-L20-L21
W9: L22-L23-L24
W10: L25-L26-L27
W11: L28-L29-L30
W12: L31-L32-L33
W13: L34-L35-L36
W14: FinalExamination

*Thisschedule is subject to change

Language: Japanese/French

Textbooks: Inspire 3 (Paris: Hachette).

References: N/A.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- 50%: active in-class participation (including necessary requirements set by the teacher)
25%: Mid-term evaluation
25%: Final evaluation

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C015100|51|210C015100[/SYLLABUS_ID]

Course Title	French III 51		
Instructor	HAYASHI, Yuki		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.1@02:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course isdesigned for students who have completed the equivalent of French II level andwho want to acquire a solid competence in French during their undergraduatestudies, possibly in order to study abroad in a French-speaking country(France, Switzerland, Belgium, Canada, Africa...) either at undergraduate(Sciences Po, Geneva University, Brussels University, Montreal University...)or graduate level (Sciences Po Paris, Graduate Institute of International andDevelopment Studies of Geneva...). Ideally, students should minimally graduateas trilingual (Japanese/English/French) citizens in order to work or studyfurther at an international level.
The textbook used for this course is published inFrance (Inspire 3) and is essentially based on the principles of thecommunicative approaches. Each lesson includes dialogues and activities(role-plays as well as grammar exercises, reading and listening tasks) coveringa wide range of "know-how" (e.g. ask a question, accept or refuse something,talk about yourself, etc.), lexical, grammatical and phonetic content. Students are expected to be active in class, revise andstudy at home, and use French as much as possible.

Objectives: At the end of the semester students should be able to pass the examination Delf B1.

before/after course of study: As part of your preparation, you will be asked to read the relevant material and do the exercises assigned by the teacher. Preparation is expected to take 90-120 minutes.
Homework will be assigned as review for each class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
W1: L1-L2-L3
W2: L4-L5-L6
W3: L7-L8-L9
W4: L10-L11-L12
W5: L13-L14-L15
W6: L16-L17-L18
W7:Mid-Term Examination
W8: L19-L20-L21
W9: L22-L23-L24
W10: L25-L26-L27
W11: L28-L29-L30
W12: L31-L32-L33
W13: L34-L35-L36
W14: FinalExamination

*Thisschedule is subject to change

Language: Japanese/French

Textbooks: Inspire 3 (Paris: Hachette).

References: N/A.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- 50%: active in-class participation (including necessary requirements set by the teacher)
25%: Mid-term evaluation
25%: Final evaluation

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C015200|51|210C015200[/SYLLABUS_ID]

Course Title	German III 51		
Instructor	NUNOKAWA, Yasuko@NICKEL, Frank		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.1@02:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course further deepens the knowledge of German grammar and communicative skills acquired in German II. It introduces a variety of features of modern German at the A2 level of the Common European Framework of Reference for Languages.

The course combines the benefits of face-to-face classes with a digital learning environment with elements of gamification which enables students to learn and practice at anytime at anyplace. Instead of a single final exam, student's progress is continuously evaluated in a fair and stress-free manner. Teachers in the German program are continuously monitoring students' performance, provide regular feedback and actively support students with regard to competences development.

The German program is a recipient of the Waseda e-Teaching award.

Objectives: By the end of the semester, students will achieve, besides active competence for daily communication, the tools to understand easy texts in newspapers, magazines etc.

before/after course of study: Class participation is an important component of study. The classroom should be an opportunity for students to learn from the instructor as well as from each other. Students are therefore expected to attend on a regular basis, be prepared to participate fully in the activities and discussions in each class, and make use of online teaching materials and interactive exercises provided on the learning platform and on Waseda Moodle.

Students can expect homework tasks in each class, which will be evaluated during the following class. Students will also complete additional graded assignments (like creating word maps, writing short texts in German, or reflecting on their learning process) in each unit. These assignments will be submitted through Waseda Moodle and students will receive feedback from the instructors on the same platform. Entries are due on the assigned date posted on the portal. Students will have more than enough notice and time to complete the entries. No entries will be "re-opened". Moreover, after each unit, a standardized graded vocabulary test will be conducted on the learning platform.

Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Willkommen in A2
[Week 2] Unit 1
[Week 3] Unit 1, Vocabulary Test Unit 1
[Week 4] Unit 2
[Week 5] Unit 2, Vocabulary Test Unit 2
[Week 6] Unit 3
[Week 7] Unit 3, Vocabulary Test Unit 3
[Week 8] Station 1
[Week 9] Unit 4
[Week10] Unit 4, Vocabulary Test Unit 4
[Week11] Unit 5
[Week12] Unit 5, Vocabulary Test Unit 5
[Week13] Unit 6
[Week14] Unit 6, Station 2, Vocabulary Test Unit 6

Language: English/German

Textbooks: Studio [21]: Grundstufe · A2: Gesamtband.
Additional material will be provided through Waseda Moodle and a learning platform.

References: 中島・平尾・朝倉著:「改訂版 必携 ドイツ文法総まとめ」(白水社)
Sabine Dinsel, Lukas Mayrhofer (2017): Deutsch Übungsbuch Grammatik A1-A2. Hueber Verlag.

Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	Depending on the assessment of the learning environment the instructors may or may not conduct final exams (written or oral). If a final exam is conducted, the overall grade will be calculated as follows: Active participation and homework – 50% Additional assignments – 15% Vocabulary tests – 15% Final exam – 20% Without a final exam, the overall grade will be calculated as follows: Active participation and homework – 50% Additional assignments – 25% Vocabulary tests – 25%
Note/URL:	Information on the German program: https://scharloth.w.waseda.jp/ 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C015300|01|210C015300[/SYLLABUS_ID]

Course Title	Spanish III 01		
Instructor	FOWLER, Arthur@SOTO MEJIA, Maria Irina		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.2@02:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: 【Course Delivery Method】 Face-to-Face

This course will be taught in Spanish (English may be used when it is effective).

Spanish III is a third-semester Spanish language course designed for those who have taken Spanish Intensive I or Spanish II. Students will continue to acquire knowledge of grammar, vocabulary, and expressions through tasks focused on developing the ability to communicate in Spanish. This course is designed to enable students who have already taken two semesters of Spanish (Spanish I and II) to improve listening, speaking, reading and writing skills in Spanish, while increasing their awareness of the Spanish speaking world. This course not only continues to serve as a bridge where students' native language(s) and culture(s) and the target (Spanish) language and culture meet, but also serves as a step to an intermediate level of the language.

Objectives: Through this third-semester course, students will not only continue to develop their Spanish language skills, but also acquire critical thinking skills by examining differences and similarities between two languages and cultures. The ultimate goal of SpanishⅢ is to acquire effective and intelligent communication, critical thinking, and the appreciation and understanding of the Spanish speaking world as well as an awareness of cultural diversity in general. In addition, this course prepares students to be ready to take an intermediate level (SpanishⅣ).

before/after course of study: It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class. The student should be prepared to actively participate in class activities.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: Schedule: This schedule is provisional andsubject to changes depending on the rhythm of the class.
[Class1] Introducción, Presentaciones, Unidad 1 Unnuevo curso
[Class2 & 3] Unidad 1
[Class4 & 5] Unidad 1, Unidad 2 Mi familiay mis amigos
[Class6 & 7] Unidad 2
[Class8 & 9] Unidad 2, Unidad 3 Mi barrio
[Class10 & 11] Unidad 3
[Class12 & 13] Unidad 3, Review
[Class 14] Mid-term examination, Give comments andfeedback on the exams in order to maximize educational effects.
[Class15 & 16] Unidad 4 Mi tiempo libre
[Class17 & 18] Unidad 4,
[Class19 & 20] Unidad5 Mi último viaje
[Class21 & 22] Unidad 5, Unidad 6 Alimentación
[Class23 & 24] Unidad 6
[Class25 & 26] Unidad 6
[Class27] Unidad 6, Review
[Class 28] Final examination, Give comments andfeedback on the exams in order to maximize educational effects.

Language: Spanish

Textbooks: ¡Muy bien! Curso de español 2, Segunda edición
Juan Carlos Moyano López, Carlos García Ruiz-Castillo, and Yoshimi Hiroyasu
(Editorial Asahi, 2024) ISBN 978-4-255-55156-2

References: Spanish-Japanese/Japanese-Spanish dictionary
Spanish-English/English-Spanish dictionary

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	80	One mid-term examination 30% One final examination 50%
Others:	20	In-class activities, homework, compositions, etc.

Note/URL: Regular attendance is required, and students must regularly review grammar (such as verb conjugations) and vocabulary.
In order to take the final examination, students must have an absolute minimum of 2/3 of the classes during this semester. If students have absences exceeding 1/3 of the classes without a legitimate excuse, they are not allowed to take the final examination. See the "Attendance policy" attached below. It will also be distributed during the first week.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C015300|51|210C015300[/SYLLABUS_ID]

Course Title	Spanish III 51		
Instructor	FOWLER, Arthur		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.1@02:Thur.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:
【Course Delivery Method】Face-to-Face
This course will be taught in Spanish.

Spanish III is a third-semester Spanish language course designed for those who have taken Spanish Intensive I or Spanish II. Students will continue to acquire knowledge of grammar, vocabulary, and expressions through tasks focused on developing the ability to communicate in Spanish. This course is designed to enable students who have already taken two semesters of Spanish (Spanish I and II) to improve listening, speaking, reading and writing skills in Spanish, while increasing their awareness of the Spanish speaking world. This course not only continues to serve as a bridge where students' native language(s) and culture(s) and the target (Spanish) language and culture meet, but also serves as a step to an intermediate level of the language.

Objectives:
Through this third-semester course, students will not only continue to develop their Spanish language skills, but also acquire critical thinking skills by examining differences and similarities between two languages and cultures. The ultimate goal of Spanish Ⅲ is to acquire effective and intelligent communication, critical thinking, and the appreciation and understanding of the Spanish speaking world as well as an awareness of cultural diversity in general. In addition, this course prepares students to be ready to take an intermediate level (Spanish Ⅳ).

before/after course of study:
It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class. The student should be prepared to actively participate in class activities.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry:
1 : フリーフォーマット(教員による切替可)

Course Schedule
Schedule: This schedule is provisional and subject to changes depending on the rhythm of the class.
[Class1] Introducción, Unidad 1 Un nuevo curso
[Class2 & 3] Unidad 1
[Class4 & 5] Unidad 1, Unidad 2 Mi familia y mis amigos
[Class6 & 7] Unidad 2
[Class8 & 9] Unidad 2, Unidad 3 Mi barrio
[Class10 & 11] Unidad 3
[Class12 & 13] Unidad 3, Review
[Class 14] Mid-term examination, Give comments and feedback on the exams in order to maximize educational effects.
[Class15 & 16] Unidad 4 Mi tiempo libre
[Class17 & 18] Unidad 4,
[Class19 & 20] Unidad 5 Mi último viaje
[Class21 & 22] Unidad 5, Unidad 6 Alimentación
[Class23 & 24] Unidad 6
[Class25 & 26] Unidad 6
[Class27] Unidad 6, Review
[Class 28] Final examination, Give comments and feedback on the exams in order to maximize educational effects.

Language:
Spanish

Textbooks:
¡Muy bien! Curso de español 2, Segunda edición
Juan Carlos Moyano López, Carlos García Ruiz-Castillo, and Yoshimi Hiroyasu
(Editorial Asahi, 2024) ISBN 978-4-255-55156-2.

References:
Spanish-Japanese/Japanese-Spanish dictionary
Spanish-English/English-Spanish dictionary

Grading Free-text Entry Flag:
0 : 評価方法毎フォーマット(教員による切替可)

Exams :	80	Mid-term examination 40% Final examination 40%
Others :	20	In-class activities, homework, compositions, etc.

Note/URL : Regular attendance is required, and students must regularly review grammar (such as verb conjugations) and vocabulary.
In order to take the final examination, students must have an absolute minimum of 2/3 of the classes during this semester. If students have absences exceeding 1/3 of the classes without a legitimate excuse, they are not allowed to take the final examination. See the "Attendance policy" attached below. It will also be distributed during the first week.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C015400|01|210C015400[/SYLLABUS_ID]

Course Title	Chinese III 01		
Instructor	IGUCHI, Hirofumi		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.1@02:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This is an opportunity for non-native Chinese speakers to apply the basic language skills you have acquired over the past 1 to 2 years. Even if you are unsure about your basic academic ability, you can improve while taking the course. You have a lot of work to do during class, so you are going to use your own computer all the time.

Objectives: (1) Reading contemporary articles in Chinese precisely.
(2) To express yourself in Chinese.
(3) Using computers and the Internet as your assistant.

before/after course of study: Prepare and review at least 2 hours for a week outside of class.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: Each 100-minute period mainly consists of three parts.
Part 1 “Reading”: 35 minutes or more. Students select articles that are available for free and read them all at once, checking for grammar.
Part 2 “Essay”: 35 minutes or more. Create a question and answer of approximately 120 characters regarding the article in Part 1.
Part 3 “Preparation for various certification exams”: 30 minutes or less. The expected level is 3rd to 2nd grade for the Chinese Language Proficiency Test (Chuken) and 4th to 5th grade for the Chinese Language Level Examination (HSK). Other than that, students' wishes will be respected to the extent possible, just as you can also use materials you have chosen.

Language: Japanese/English

Textbooks: Printed material

References: Wikipedia and other websites

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Class contribution: 100 Class participation and assignments.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C015400|51|210C015400[/SYLLABUS_ID]

Course Title	Chinese III 51		
Instructor	IGUCHI, Hirofumi		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.2@02:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This is an opportunity for non-native Chinese speakers to apply the basic language skills you have acquired over the past 1 to 2 years.
Even if you are unsure about your basic academic ability, you can improve while taking the course.
You have a lot of work to do during class, so you are going to use your own computer all the time.

Objectives: (1) Reading contemporary articles in Chinese precisely.
(2) To express yourself in Chinese.
(3) Using computers and the Internet as your assistant.

before/after course of study: Prepare and review at least 100 minutes for a week outside of class.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule: Each 100-minuteclass time slot consists of the following 3 main parts.
Part 1“Reading”: 20 minutes or more. Students select articles that are available forfree and read them, checking for grammar.
Part 2 “Essay”:60 minutes or more. Ask 3 polemical questions and write answers ofapproximately 120 characters regarding the article in Part 1. Students willanswer about 30 to 40 questions throughout the semester.
Part 3“Preparation for various certification exams”: 20 minutes or less. The expectedlevel is 3rd to 2nd grade for the Chinese Language Proficiency Test (Chuken)and 4th to 5th grade for the Chinese Language Level Examination (HSK). Otherthan that, students' wishes will be respected to the extent possible, just asyou can also use materials you have chosen.

Language: Japanese/English

Textbooks: Printed material

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free-: 50% for works, 50% for exams. The examinations consist of recitations and writing down self-created questions and answers, and can be taken on your preferred date with the instructor's consent, approximately three times.

Note/URL: Eligibility for Enrollment
Students whose first language is Chinese or who have a Chinese heritage language background are generally not eligible to enroll in Chinese language courses offered by this program. Students who believe that a course is appropriate for their language proficiency level may request permission from the course instructor prior to enrollment.
*Students who enroll without obtaining prior approval may be required to withdraw from the course and may not be eligible to receive course credit. The instructor reserves the right to determine a student's eligibility for enrollment based on the student's linguistic background and Chinese language proficiency.Notes for Enrollment:

(1) Please refer to the Chinese proficiency check information and enrollment guidelines here:
https://drive.google.com/drive/folders/1Jhu5FEKMl1eeVuuWfjO-z0Huf6Ca7X6B?usp=sharing

(2) If you have any questions regarding course enrollment, please contact the Chinese Course Coordinator, Professor Tien Shi CHEN, at lara@waseda.jp

Students are expected to attend classes regularly and punctually.
The instructor's explanations are mostly in Japanese.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C015400|52|210C015400[/SYLLABUS_ID]

Course Title	Chinese III 52		
Instructor	NAGAI, Tetsuro@HAN, Yue		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.2@02:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is designed for students who have completed Chinese I and Chinese II. The course is taught by two instructors and consists of a “Reading and Writing class” and a “Listening and Speaking class”.
In the Reading class, students will develop their reading comprehension skills using materials at approximately the HSK Level 4 standard. In the Speaking class, listening materials are provided particularly for students who need additional support in listening comprehension. Regular oral presentations are incorporated to enhance speaking proficiency. In preparation for future study abroad opportunities, practice exercises for the HSK examination will also be included.

Objectives: The course aims to develop students’ beginner to intermediate Chinese proficiency by improving the four language skills of reading, writing, speaking, and listening. Students are expected to work toward passing Level 3 of the Chinese Proficiency Test (中国語検定) and HSK Levels 4. Alongside language learning, students will deepen their understanding of Chinese culture and society.

before/after course of study: Students are expected to spend approximately 100 minutes on preparatory and review activities for each class, including reading comprehension exercises, listening practice, and assignment preparation.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

[Week1]《成功之路》: Lesson 1/『中国語リスニング道場』: Lessons 1-2/Oral presentation

[Week2]《成功之路》: Lesson 2/『中国語リスニング道場』: Lessons 3-4/Oral presentation

[Week3]《成功之路》: Lesson 3/『中国語リスニング道場』: Lessons 5-6/Oral presentation

[Week4]《成功之路》: Lesson 4/『中国語リスニング道場』: Lessons 7-8/Oral presentation

[Week5]《成功之路》: Lesson 5/『中国語リスニング道場』: Lessons 9-10/Oral presentation

[Week6]《成功之路》: Lesson 6/『中国語リスニング道場』: Lessons 11-12/Oral presentation

[Week7]《成功之路》: Review of Lessons 1-6 and Midterm Examination
『中国語リスニング道場』: Review and Summary/Oral presentation

[Week8]《成功之路》: Lesson 7/『中国語リスニング道場』: Lessons 13-14/Oral presentation

[Week9]《成功之路》: Lesson 8/『中国語リスニング道場』: Lessons 15-16/Oral presentation

[Week10]《成功之路》: Lesson 9/『中国語リスニング道場』: Lessons 17-18/Oral presentation

[Week11]《成功之路》: Lesson 10/『中国語リスニング道場』: Lessons 19-20/Oral presentation

[Week12]《成功之路》: Lesson 11/『中国語リスニング道場』: Lessons 21-22/Oral presentation

[Week13]《成功之路》: Lesson 12/『中国語リスニング道場』: Review and Summary/
Oral presentation

[Week14]《成功之路》: Final Examination/『中国語リスニング道場』: Final Review and Summary/Oral presentation

Language: Japanese/Englis
h

Textbooks: 1『成功之路』北京語言大学出版
2『中国語リスニング道場』朝日出版社

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 50 Paper test

Others: 50 Class participation and assignments

Note/URL: Eligibility for Enrollment
Students whose first language is Chinese or who have a Chinese heritage language background are generally not eligible to enroll in Chinese language courses offered by this program. Students who believe that a course is appropriate for their language proficiency level may request permission from the course instructor prior to enrollment.
*Students who enroll without obtaining prior approval may be required to withdraw from the course and may not be eligible to receive course credit. The instructor reserves the right to determine a student's eligibility for enrollment based on the student's linguistic background and Chinese language proficiency.
Notes for Enrollment:
(1)Please refer to the Chinese proficiency check information and enrollment guidelines here:
https://drive.google.com/drive/folders/1Jhu5FEKMl1eeVuuWfjO-z0Huf6Ca7X6B?usp=drive_link
(2)If you have any questions regarding course enrollment, please contact the Chinese Course Coordinator, Professor Tien Shi CHEN, at lara@waseda.jp.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C015600|01|210C015600[/SYLLABUS_ID]

Course Title	Korean III 01		
Instructor	NAKAZATO, Hisaya@ANN, Eunhee		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.2@02:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Korean III is for students who have completed Korean II. In this course, students will learn advanced verb endings, classifiers,and different verbal modifiers. The course is team-taught, and is conducted inboth English and Japanese. Each lessonis divided into four sections: (1) Basic Dialogue (2) Explaining Vocabulary (3)Learning Grammar Patterns and Spoken/Written Practice Questions, and (4)Utilization which focuses on application of grammar patterns and the dialogues.

Objectives: Upon the completion of Korean III, students will have advanced or near-native-level proficiency in speaking, reading, and writing. For a detailed breakdown of the weekly lesson plans, please refer to Moodle.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

Week 1
1. Lesson 21 Dialogue,Vocabulary
2. Practice grammar patterns and utilizationquestions

Week 2
1. Lesson 22 Dialogue, Vocabulary
2. Lesson 22 Practice grammar patterns, Review the spokencore conversation

Week 3
1. Lesson 23 Dialogue,Vocabulary
2. Lesson 23 Reviewthe main dialogue, 르/ㅂirregularverb endings

Week 4
1. Lesson 23 Practice and utilization
2. Lesson 24 Dialogue, Vocabulary, Conjunctiveadverbials

Week 5
1. Lesson 24 Reviewvocabulary, irregular endings
2. Lesson 24 Practice utilization questions

Week 6
1. Lesson 25 Dialogue, Vocabulary, Grammar, Adverbial prefix
2. Lesson 25 Practiceverb endings

Week 7
1. Lesson 25 Utilization questions
2. Lesson 26 Dialogue,Vocabulary, Grammar

Week 8
1. Lesson 26 Practice utilization questions
2. Mid-term Examination: Spoken and Written fromLesson 21-25

Week 9
1. Review Mid-term, Continue Lesson 26 ㅅirregular endings
2. Lesson 27 Dialogue,Vocabulary

Week 10
1. Lesson 27 Practice terminative endings, 르 rregular endings
2. Lesson 27 Practice utilization questions

Week 11
1. Lesson 28 Dialogue,Vocabulary
2. Lesson 28 Practice causation endings, indirect quotes

Week 12
1. Lesson 28 More practice on indirect quotes
2. Lesson 29 Dialogue,Vocabulary, Grammar

Week 13
1. Lesson 29 Practiceutilization questions
2. Lesson 30 Dialogue, Vocabulary, ㅎirregular,object particles, sequences

Week 14
Final Examination

Language:	Japanese	
Textbooks:	「Korean」 by M Rhee (Hakueisha, 2023) is available at Seibundo Bookstore 成文堂 near the front gate or at the corner of Cafe 125.	
References:	Online open KOR-Japanese-English dictionary	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Exams:	70	Mid-term and final exams including spoken and written sections.
Class contribution:	30	Class attendance

Note/URL:
国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C015600|51|210C015600[/SYLLABUS_ID]

Course Title	Korean III 51		
Instructor	TATSUNO, Sayo@ANN, Eunhee		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.2@02:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Korean III is for students who have completed Korean II. Advanced grammar patterns, a wide range of vocabulary, and themes related to Korean culture will be covered in the class. This course is team taught in Japanese. Each lesson consist of the main dialogue, inew vocabulary words, and complex verb endings. Through practice questions and sample answers, students will be able to apply grammar patterns to additional contexts. Detailed weekly lesson plans are available in Moodle.

Objectives: Upon completion of the course, students will master advanced Korean grammar, intermediate high / advanced low level of speaking, advanced reading, and writing skill.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

Week 1
1. Lesson 21 Dialogue,Vocabulary
2. Practice grammar patterns and utilizationquestions

Week 2
1. Lesson 22 Dialogue, Vocabulary
2. Lesson 22 Practice grammar patterns, Review the spokencore conversation

Week 3
1. Lesson 23 Dialogue,Vocabulary
2. Lesson 23 Review the main dialogue, 르/ㅂirregularverb endings

Week 4
1. Lesson 23 Practice and utilization
2. Lesson 24 Dialogue, Vocabulary, Conjunctiveadverbials

Week 5
1. Lesson 24 Review vocabulary, irregular endings
2. Lesson 24 Practice utilization questions

Week 6
1. Lesson 25 Dialogue, Vocabulary,Grammar, Adverbial prefix
2. Lesson 25 Practiceverb endings

Week 7
1. Lesson 25 Utilizationquestions
2. Lesson 26 Dialogue,Vocabulary, Grammar

Week 8
1. Lesson 26 Practice utilization questions
2. Mid-term Examination: Spoken and Written fromLesson 21-25

Week 9
1. Review Mid-term, Continue Lesson 26 ㅅirregular endings
2. Lesson 27 Dialogue, Vocabulary

Week 10
1. Lesson 27 Practice terminative endings, 르irregularendings
2. Lesson 27 Practice utilization questions

Week 11
1. Lesson 28 Dialogue,Vocabulary
2. Lesson 28 Practice causation endings, indirect quotes

Week 12
1. Lesson 28 Morepractice on indirect quotes
2. Lesson 29 Dialogue,Vocabulary, Grammar

Week 13
1. Lesson 29 Practiceutilization questions
2. Lesson 30 Dialogue, Vocabulary, ㅎirregular,object particles, sequences

Week 14
Final Examination

Language: Japanese

Textbooks:
「Korean」 by M Rhee (Hakueisha, 2023) is available at Seibundo Bookstore 成文堂 near the front gate or at the corner of Cafe 125.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	70	Mid-term and final exam
		Weekly tests
Class contribution:	30	Class attendance

Note/URL:
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C015600|52|210C015600[/SYLLABUS_ID]

Course Title	Korean III 52		
Instructor	KIM, Shinyoung		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.2@02:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Korean III is for students who have completed Korean II. In this course, students will learn advanced verb endings, classifiers, and different verbal modifiers. The course is conducted in both English and Japanese. Each lesson is divided into four sections: (1) Basic Dialogue (2) Explaining Vocabulary (3) Learning Grammar Patterns and Spoken/Written Practice Questions and (4) Utilization which focuses on application of grammar patterns and the dialogues.

Objectives: Upon the completion of Korean III, students will have the advanced or near-native level proficiency in speaking, reading, and writing. For the detailed breakdown of the weekly lesson plans, please refer to the Moodle.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Week 1

1. Lesson 21 DIalogue, Vocabulary2. Practice grammar patterns and utilization questions

Week 2

1. Lesson 22 Dialogue, Vocabulary 2. Lesson 22 Practice grammar patterns, Review the spoken core conversation

Week 3

1. Lesson 23 Dialogue, Vocabulary2. Lesson 23 Review the main dialogue, ㄹ/ㅂ irregular verb endings

Week 4

1. Lesson 23 Practice and Utilization2. Lesson 24 Dialogue, Vocabulary, Conjunctive adverbials

Week 5

1. Lesson 24 Review vocabulary, Irregular endings 2. Lesson 24 Practice utilization questions

Week 6

1. Lesson 25 Dialogue, Vocabulary, Grammar, Adverbial prefix2. Lesson 25 Practice verb endings

Week 7

1. Lesson 25 Utilization questions 2. Lesson 26 Dialogue, Vocabulary, Grammar

Week 8

1. Lesson 26 Practice utilization qeustions2. Mid-term Examination: Spoken and Written from Lesson 21-25

Week 9

1. Review Mid-term, Continue Lesson 26 ㅅ irregular endings2. Lesson 27 Dialogue, Vocabulary

Week 10

1. Lesson 27 Practice terminative endings, ㄹ irregular endings 2. Lesson 27 Practice utilization questions

Week 11

1. Lesson 28 Dialogue, Vocabulary2. Practice causation endings, indirect quotes

Week 12

1. Lesson 28 More practice on indirect quotes2. Lesson 29 Dialogue, Vocabulary, Grammar

Week 13

1. Lesson 29 Practice utilization questions2. Lesson 30 Dialogue, Vocabulary, ㅎ irregular, object particles, sequences

Week 14
1. Lesson 30 Dialogue using connective endings and adjectival markers 2. Lesson 30 Practice utilization questions
Final Examination
第15回

第16回

第17回

第18回

第19回

第20回

第21回

第22回

第23回

第24回

第25回

第26回

第27回

第28回

Language: Japanese

Textbooks: Korean by M. Rhee (Hakusuisha, 2023) is available at Keibundo Bookstore 成文堂 near the front gate at the corner of Cafe 125

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams:	70	Mid-term and final exams including spoken and written sections
Class contribution:	30	Attendance and participation

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C016100|01|210C016100[/SYLLABUS_ID]

Course Title	Intensive French I 01		
Instructor	BERTHET, Didier@MEHL, Frank Arnaud		
Term	spring semester	**Credits**	4
Day/Period	01:Tues.1@02:Tues.2@03:Fri.1@04:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is designed for complete beginners in French who want to acquire a solid competence in French during their undergraduate studies, and possibly study-abroad in a French-speaking country (France, Switzerland, Belgium, Canada,Africa...) either at undergraduate (Sciences Po, Geneva University, Brussels University, Montreal University...) or graduate level (Sciences Po Paris,Graduate Institute of International and Development Studies of Geneva...). Ideally, students should minimally graduate as trilingual (Japanese/English/French) citizens in order to work or study further on the international scene. To do so, students enrolling in the Intensive French course are strongly advised to enroll at the same time in other relevant courses offered in the SILS French-related program – refer to the syllabus for more detailed information. The Intensive French Ⅰ course includes 4 classes per week: all 4 classes are compulsory (you cannot skip some of the classes). The textbook used for this class is published in France (Inspire 1, see: https://www.hachettefle.com/collections/inspire) and is essentially based on the principles of the communicative approaches. Each of its lessons includes dialogues and activities (role-plays as well as grammar exercises, reading and listening tasks) covering a wide range of"know-how" (e.g. ask a question, accept or refuse something, talk about yourself, etc.), lexical, grammatical and phonetic content. It also contains online resources for students to use in class and outside of class. Students are expected to be active in class and to use French as much as possible. The teachers may teach in French, English or Japanese, depending on the needs of the students. The textbook content covered in class is the same as the one in French classes, but with more time to learn, practice in class and strengthen knowledge and skills. At the end of the semester, students should have learned enough vocabulary to manage to communicate in daily life, using simple French expressions (Target: Level A1 in the CFRL)

Objectives: At the end of the course, students should be able to pass the French examination Delf A1.

before/after course of study: As part of your preparation, you will be asked to read the relevant material and do the exercises assigned by the teacher. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
W1: L1
W2: L2-L3
W3: L4-L5
W4: L6-L7
W5:L8-L9-L10
W6: L11-L12-L13
W7:Mid-Term Examination
W8:L14-L15-L16
W9:L17-L18-L19
W10:L20-L21-L22
W11:L23-L24-L25
W12:L26-L27-L28
W13:L29-L30-L31
W14: FinalExamination
*This schedule is subject to change

Language: English/French

Textbooks: Jean-Thierry Le Bougnec & Marie-José Lopes (2020). Inspire 1. Paris: Hachette (Livre de l'élève).
Details:
EAN : 9782015135755
Inspire 1 : Livre de l'élève + audio/vidéo + Parcours digital (A1)
https://www.hachettefle.com/grands-ados-et-adultes/inspire-1/inspire-1-livre-de-leleve-audiovideo-parcours-digital-a1

References: References will be provided in class when necessary.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-	80%: Tests 20%: Active participation in class
Note/URL:	https://www.hachettefle.com/grands-ados-et-adultes/inspire-1/inspire-1-livre-de-leleve-audiovideo-parcours-digital-a1 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C016100|02|210C016100[/SYLLABUS_ID]

Course Title	Intensive French I 02		
Instructor	TOMITA, Kyoko		
Term	spring semester	**Credits**	4
Day/Period	01:Mon.2@02:Tues.2@03:Wed.2@04:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is designed for complete beginners in French who want to acquire a solid competence in French during their undergraduate studies, and possibly study-abroad in a French-speaking country (France, Switzerland, Belgium, Canada,Africa...) either at undergraduate (Sciences Po, Geneva University, Brussels University, Montreal University...) or graduate level (Sciences Po Paris,Graduate Institute of International and Development Studies of Geneva...). Ideally, students should minimally graduate as trilingual (Japanese/English/French) citizens in order to work or study further on the international scene. To do so, students enrolling in the Intensive French course are strongly advised to enroll at the same time in other relevant courses offered in the SILS French-related program – refer to the syllabus for more detailed information. The Intensive French Ⅰ course includes 4 classes per week: all 4 classes are compulsory (you cannot skip some of the classes). The textbook used for this class is published in France (Inspire 1, see: https://www.hachettefle.com/collections/inspire) and is essentially based on the principles of the communicative approaches. Each of its lessons includes dialogues and activities (role-plays as well as grammar exercises, reading and listening tasks) covering a wide range of"know-how" (e.g. ask a question, accept or refuse something, talk about yourself, etc.), lexical, grammatical and phonetic content. It also contains online resources for students to use in class and outside of class. Students are expected to be active in class and to use French as much as possible. The textbook content covered in class is the same as the one in French classes, but with more time to learn, practice in class and strengthen knowledge and skills. At the end of the semester, students should have learned enough vocabulary to manage to communicate in daily life, using simple French expressions (Target: Level A1 in the CFRL)

The teacher will teach in French and in Japanese.

Objectives: At the end of the course, students should be able to pass the French examination Delf A1.

before/after course of study: As part of your preparation, you will be asked to read the relevant material and do the exercises assigned by the teacher. Preparation is expected to take 90-120 minutes.
Homework will be assigned as review for each class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
W1: L1
W2: L2-L3
W3: L4-L5
W4: L6-L7
W5:L8-L9-L10
W6: L11-L12-L13
W7:Mid-Term Examination
W8:L14-L15-L16
W9:L17-L18-L19
W10:L20-L21-L22
W11:L23-L24-L25
W12:L26-L27-L28
W13:L29-L30-L31
W14: FinalExamination
*This schedule is subject to change

Language: Japanese/French

Textbooks: Jean-Thierry Le Bougnec & Marie-José Lopes (2020). Inspire 1. Paris: Hachette (Livre de l'élève).
Details:
EAN : 9782015135755
Inspire 1 : Livre de l'élève + audio/vidéo + Parcours digital (A1)
https://www.hachettefle.com/grands-ados-et-adultes/inspire-1/inspire-1-livre-de-leleve-audiovideo-parcours-digital-a1

References: References will be provided in class when necessary.

Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	50%: active in-class participation (including necessary requirements set by the teacher) 25%: Mid-term evaluation 25%: Final evaluation
Note/URL:	https://www.hachettefle.com/grands-ados-et-adultes/inspire-1/inspire-1-livre-de-leleve-audiovideo-parcours-digital-a1 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C016100|51|210C016100[/SYLLABUS_ID]

Course Title	Intensive French I 51		
Instructor	BERTHET, Didier@MEHL, Frank Arnaud		
Term	fall semester	**Credits**	4
Day/Period	01:Tues.1@02:Tues.2@03:Fri.1@04:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is designed for complete beginners in French who want to acquire a solid competence in French during their undergraduate studies, and possibly study-abroad in a French-speaking country (France, Switzerland, Belgium, Canada,Africa...) either at undergraduate (Sciences Po, Geneva University, Brussels University, Montreal University...) or graduate level (Sciences Po Paris,Graduate Institute of International and Development Studies of Geneva...). Ideally, students should minimally graduate as trilingual (Japanese/English/French) citizens in order to work or study further on the international scene. To do so, students enrolling in the Intensive French course are strongly advised to enroll at the same time in other relevant courses offered in the SILS French-related program – refer to the syllabus for more detailed information. The Intensive French Ⅰ course includes 4 classes per week: all 4 classes are compulsory (you cannot skip some of the classes). The textbook used for this class is published in France (Inspire 1, see: https://www.hachettefle.com/collections/inspire) and is essentially based on the principles of the communicative approaches. Each of its lessons includes dialogues and activities (role-plays as well as grammar exercises, reading and listening tasks) covering a wide range of"know-how" (e.g. ask a question, accept or refuse something, talk about yourself, etc.), lexical, grammatical and phonetic content. It also contains online resources for students to use in class and outside of class. Students are expected to be active in class and to use French as much as possible. The teachers may teach in French, English or Japanese, depending on the needs of the students. The textbook content covered in class is the same as the one in French classes, but with more time to learn, practice in class and strengthen knowledge and skills. At the end of the semester, students should have learned enough vocabulary to manage to communicate in daily life, using simple French expressions (Target: Level A1 in the CFRL)

Objectives: At the end of the course, students should be able to pass the French examination Delf A1.

before/after course of study: As part of your preparation, you will be asked to read the relevant material and do the exercises assigned by the teacher. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
W1: L1
W2: L2-L3
W3: L4-L5
W4: L6-L7
W5:L8-L9-L10
W6: L11-L12-L13
W7:Mid-Term Examination
W8:L14-L15-L16
W9:L17-L18-L19
W10:L20-L21-L22
W11:L23-L24-L25
W12:L26-L27-L28
W13:L29-L30-L31
W14: FinalExamination
*This schedule is subject to change

Language: English/French

Textbooks: Jean-Thierry Le Bougnec & Marie-José Lopes (2020). Inspire 1. Paris: Hachette (Livre de l'élève).
Details:
EAN : 9782015135755
Inspire 1 : Livre de l'élève + audio/vidéo + Parcours digital (A1)
https://www.hachettefle.com/grands-ados-et-adultes/inspire-1/inspire-1-livre-de-leleve-audiovideo-parcours-digital-a1

References: References will be provided in class when necessary.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-　80%: Tests
20%: Active participation in class

Note/URL:　https://www.hachettefle.com/grands-ados-et-adultes/inspire-1/inspire-1-livre-de-leleve-audiovideo-parcours-digital-a1
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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C016100|52|210C016100[/SYLLABUS_ID]

Course Title	Intensive French I 52		
Instructor	TOMITA, Kyoko		
Term	fall semester	**Credits**	4
Day/Period	01:Mon.2@02:Tues.2@03:Wed.2@04:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is designed for complete beginners in French who want to acquire a solid competence in French during their undergraduate studies, and possibly study-abroad in a French-speaking country (France, Switzerland, Belgium, Canada,Africa...) either at undergraduate (Sciences Po, Geneva University, Brussels University, Montreal University...) or graduate level (Sciences Po Paris,Graduate Institute of International and Development Studies of Geneva...). Ideally, students should minimally graduate as trilingual (Japanese/English/French) citizens in order to work or study further on the international scene. To do so, students enrolling in the Intensive French course are strongly advised to enroll at the same time in other relevant courses offered in the SILS French-related program – refer to the syllabus for more detailed information. The Intensive French Ⅰ course includes 4 classes per week: all 4 classes are compulsory (you cannot skip some of the classes). The textbook used for this class is published in France (Inspire 1, see: https://www.hachettefle.com/collections/inspire) and is essentially based on the principles of the communicative approaches. Each of its lessons includes dialogues and activities (role-plays as well as grammar exercises, reading and listening tasks) covering a wide range of"know-how" (e.g. ask a question, accept or refuse something, talk about yourself, etc.), lexical, grammatical and phonetic content. It also contains online resources for students to use in class and outside of class. Students are expected to be active in class and to use French as much as possible. The textbook content covered in class is the same as the one in French classes, but with more time to learn, practice in class and strengthen knowledge and skills. At the end of the semester, students should have learned enough vocabulary to manage to communicate in daily life, using simple French expressions (Target: Level A1 in the CFRL)

The teacher will teach in French and in Japanese.

Objectives: At the end of the course, students should be able to pass the French examination Delf A1.

before/after course of study: As part of your preparation, you will be asked to read the relevant material and do the exercises assigned by the teacher. Preparation is expected to take 90-120 minutes.
Homework will be assigned as review for each class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
W1: L1
W2: L2-L3
W3: L4-L5
W4: L6-L7
W5:L8-L9-L10
W6: L11-L12-L13
W7:Mid-Term Examination
W8:L14-L15-L16
W9:L17-L18-L19
W10:L20-L21-L22
W11:L23-L24-L25
W12:L26-L27-L28
W13:L29-L30-L31
W14: FinalExamination
*This schedule is subject to change

Language: Japanese/French

Textbooks: Jean-Thierry Le Bougnec & Marie-José Lopes (2020). Inspire 1. Paris: Hachette (Livre de l'élève).
Details:
EAN : 9782015135755
Inspire 1 : Livre de l'élève + audio/vidéo + Parcours digital (A1)
https://www.hachettefle.com/grands-ados-et-adultes/inspire-1/inspire-1-livre-de-leleve-audiovideo-parcours-digital-a1

References: References will be provided in class when necessary.

Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	50%: active in-class participation (including necessary requirements set by the teacher) 25%: Mid-term evaluation 25%: Final evaluation
Note/URL:	https://www.hachettefle.com/grands-ados-et-adultes/inspire-1/inspire-1-livre-de-leleve-audiovideo-parcours-digital-a1 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C016300|01|210C016300[/SYLLABUS_ID]

Course Title	Intensive German I 01		
Instructor	NUNOKAWA, Yasuko@SCHARLOTH, Joachim@WEICHERT, Robin Frank		
Term	spring semester	**Credits**	4
Day/Period	01:Mon.2@02:Tues.1@03:Wed.2@04:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: "In early times some sufferer had to sit up with a toothache, and he put in the time inventing the German language" a famous American author once claimed. This course is designed to determine to what extend this is true. It covers in one semester what is normally possible to achieve in one year. Our textbook will be "Studio [21]: Grundstufe · A1: Gesamtband. Das Deutschbuch".
The course combines the benefits of face-to-face classes with a digital learning environment with elements of gamification which enables students to learn and practice at anytime at anyplace. Instead of a single final exam, student's progress is continuously evaluated in a fair and stress-free manner. Teachers in the German program are continuously monitoring students' performance, provide regular feedback and actively support students with regard to competences development.

The German program is a recipient of the Waseda e-Teaching award.

Objectives: This course leads from the knowledge of the basics of German grammar needed to understand basic sentence structures and the ability to practice elementary communication skills to an active competence of those skills and with a vocabulary of nearly 1,000 items to the possibility to read easy paragraphs in newspapers and magazines.

before/after course of study: Class participation is an important component of study. The classroom should be an opportunity for students to learn from the instructor as well as from each other. Students are therefore expected to attend on a regular basis, be prepared to participate fully in the activities and discussions in each class, and make use of online teaching materials and interactive exercises provided on the learning platform and on Waseda Moodle.
Students can expect homework tasks in each class, which will be evaluated during the following class. Students will also complete additional graded assignments (like creating word maps, writing short texts in German, or reflecting on their learning process) in each unit. These assignments will be submitted through Waseda Moodle and students will receive feedback from the instructors on the same platform. Entries are due on the assigned date posted on the portal. Students will have more than enough notice and time to complete the entries. No entries will be "re-opened". Moreover, after each unit, a standardized graded vocabulary test will be conducted on the learning platform.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Start auf Deutsch
[Week 2] Unit 1
Vocabulary Test 1
[Week 3] Unit 2
Vocabulary Test 2
[Week 4] Unit 3
Vocabulary Test 3
[Week 5] Station 1
[Week 6] Unit 4
Vocabulary Test 4
[Week 7] Unit 5
Vocabulary Test 5
[Week 8] Unit 6
Vocabulary Test 6
[Week 9] Station 2
[Week10] Station 2
[Week 11] Unit 7
Vocabulary Test 7
[Week 12] Unit 8
Vocabulary Test 8
[Week 13] Unit 9
Vocabulary Test 9
[Week 14] Station 3

Language:	English/German
Textbooks:	Studio [21]: Grundstufe · A1: Gesamtband, Das Deutschbuch. Additional material will be provided through Waseda Moodle and a learning platform.
References:	中島・平尾・朝倉著:『改訂版　必携　ドイツ文法総まとめ』(白水社)
Grading Free-text Entry Flag:	1 : フリーフォーマット(教員による切替可)
Evaluation Free-	Depending on the assessment of the learning environment the instructors may or may not conduct final exams (written or oral). If a final exam is conducted, the overall grade will be calculated as follows: Active participation and homework – 50% Additional assignments – 15% Vocabulary tests – 15% Final exam – 20% Without a final exam, the overall grade will be calculated as follows: Active participation and homework – 50% Additional assignments – 25% Vocabulary tests – 25%
Note/URL:	More information on the German program at: https://scharloth.w.waseda.jp/ 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C016400|51|210C016400[/SYLLABUS_ID]

Course Title	Intensive German II 51		
Instructor	NUNOKAWA, Yasuko@SCHARLOTH, Joachim@WEICHERT, Robin Frank		
Term	fall semester	**Credits**	4
Day/Period	01:Mon.2@02:Tues.2@03:Wed.2@04:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is the continuation of Intensive German I, and covers in one semester what is normally to be achieved in two semesters. Our textbook will be "Studio [21] Grundstufe · A1: Gesamtband: Das Deutschbuch." (chapters 10–12) and "Studio [21] Grundstufe · A2: Gesamtband: Das Deutschbuch." (chapters 1–6).

Students who have successfully completed "Intensive German 1", but also ambitious students from "German 1" who have studied lessons 7–9 of the A1 book independently during the semester break, are invited to attend this course.

The German program is a recipient of the Waseda e-Teaching award.

Objectives: This course leads from the knowledge of the German grammar needed to understand more complex sentence structures and the ability to practice daily communication skills to an active competence of those skills.

The course combines the benefits of face-to-face classes with a digital learning environment which enables students to learn and practice at anytime at anyplace. Instead of a single final exam, student's progress is continuously evaluated in a fair and stress-free manner. Teachers in the German program are continuously monitoring students' performance, provide regular feedback and actively support students with regard to competences development.

before/after course of study: Class participation is an important component of study. The classroom (digital or physical) should be an opportunity for students to learn from the instructor as well as from each other. Students are therefore expected to attend on a regular basis, be prepared to participate fully in the activities and discussions in each class, and make use of online teaching materials and interactive exercises provided on the learning platform and on Waseda Moodle.

Students can expect homework tasks in each class, which will be evaluated during the following class. Students will also complete additional graded assignments (like creating word maps, writing short texts in German, or reflecting on their learning process) in each unit. These assignments will be submitted through Waseda Moodle and students will receive feedback from the instructors on the same platform. Entries are due on the assigned date posted on the portal. Students will have more than enough notice and time to complete the entries. No entries will be "re-opened". Moreover, after each unit, a standardized graded vocabulary test will be conducted on the learning platform.

Preview and Review may take around 90–120 mins. Each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Studio[21] – A1: Unit 10, Vocabulary Test Unit 10
[Week 2] Studio[21] – A1: Unit 11
[Week 3] Studio[21] – A1: Unit 11 + 12, Vocabulary Test Unit 11
[Week 4] Studio[21] – A1: Unit 12, Vocabulary Test Unit 12
[Week 5] Studio[21] – A2: Willkommen in A2
[Week 6] Studio[21] – A2: Unit 1, Vocabulary Test Unit 1
[Week 7] Studio[21] – A2: Unit 2
[Week 8] Studio[21] – A2: Unit 2+3, Vocabulary Test Unit 2
[Week 9] Studio[21] – A2: Unit 3, Vocabulary Test Unit 3
[Week 10] Studio[21] – A2: Station 1
[Week 11] Studio[21] – A2: Unit 4, Vocabulary Test Unit 4
[Week 12] Studio[21] – A2: Unit 5, Vocabulary Test Unit 5
[Week 13] Studio[21] – A2: Station 2
[Week 14] Studio[21] – A2: Unit 6, Vocabulary Test Unit 6

Language: English/German

Textbooks: Studio [21] Grundstufe · A1: Gesamtband: Das Deutschbuch
Studio [21] Grundstufe · A2: Gesamtband: Das Deutschbuch

Additional material will be provided through Waseda Moodle and a learning platform.

References: 中島・平尾・朝倉著:『改訂版　必携　ドイツ文法総まとめ』(白水社)
Sabine Dinsel, Lukas Mayrhofer (2017): Deutsch Übungsbuch Grammatik A1–A2. Hueber Verlag.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Depending on the assessment of the learning environment the instructors may or may not conduct final exams (written or oral).

If a final exam is conducted, the overall grade will be calculated as follows:
Active participation and homework – 50%
Additional assignments – 15%
Vocabulary tests – 15%
Final exam – 20%

Without a final exam, the overall grade will be calculated as follows:
Active participation and homework – 50%
Additional assignments – 25%
Vocabulary tests – 25%

Note/URL: Information on the German program: https://scharloth.w.waseda.jp/

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履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C016500|01|210C016500[/SYLLABUS_ID]

Course Title	Intensive Spanish I 01		
Instructor	HIROYASU, Yoshimi@KREJCOVA, Jolana		
Term	spring semester	**Credits**	4
Day/Period	01:Mon.1@02:Tues.1@03:Thur.1@04:Fri.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: 【Course Delivery Method】 Face-to-Face

This course will be taught in English and Spanish.

This course is the initial stage in Spanish language learning for students who plan to study abroad in a Spanish speaking country. It is an intensive course that meets 4 times per week. Students wanting to enroll in this course are reminded that the language proficiency and level expected at the end of this course will be an advanced novice level. Strong efforts and commitment are required. Students will acquire knowledge of grammar, vocabulary, and expressions, through tasks focused on developing the ability to communicate in Spanish. In addition, students will be exposed to a variety of cultural aspects of the Spanish speaking world. This course is demanding.

Objectives: Through this course, students will not only develop their Spanish language skills, but also acquire critical thinking skills by examining differences and similarities between two languages and cultures. The ultimate goal of Spanish Intensive Ⅰ is to acquire effective and intelligent communication, critical thinking, and the appreciation and understanding of the Spanish speaking world as well as an awareness of cultural diversity in general.

before/after course of study: It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class. The student should be prepared to actively participate in class activities.

Course Schedule Free-Text Entry: 1：フリーフォーマット（教員による切替可）

Course Schedule This schedule is provisional and subject tochanges depending on the rhythm of the class.
[Class 1] Introduction, Unidad 1 Hola, ¿cómo te llamas?
[Class 2 & 3] Unidad 1
[Class 4 & 5] Unidad 1, Unidad 2 Soy japonés,de Tokio
[Class 6 & 7] Unidad 2
[Class 8 & 9] Unidad 2, Unidad 3 Mi universidad
[Class 10 & 11] Unidad 3
[Class 12 & 13] Unidad 3, Unidad 4 Estudio enla Universidad de Salamanca.
[Class 14 & 15] Unidad 4
[Class 16 & 17] Unidad 4, Unidad 5 La familia
[Class 18 & 19] Unidad 5
[Class 20 & 21] Unidad 5, Unidad 6 Envacaciones voy a ir a Barcelona
[Class 22 & 23] Unidad 6
[Class 24 & 25] Unidad 6
[Class 26] Unidad 6, Review
[Class 27 & 28] Mid-term Examinations. Give comments and feedback on the exam in order to maximizeeducational effects.
[Class 29 & 30] Unidad 7 Me gusta mucho lamúsica pop. ¿Y a ti?
[Class 31 & 32] Unidad7
[Class 33 & 34] Unidad 7, Unidad 8 De compras
[Class 35 & 36] Unidad 8
[Class 37 & 38] Unidad 8, Unidad 9 iA comer!
[Class 39 & 40] Unidad 9
[Class 41 & 42] Unidad9, Unidad 10 Los mexicanos se levantan pronto.
[Class 43 & 44] Unidad 10
[Class 45 & 46] Unidad10, Unidad 11 Estoy contenta.
[Class 47 & 48] Unidad 11
[Class 49 & 50] Unidad 11, Unidad 12 De viaje
[Class 51 & 52] Unidad 12
[Class 53 & 54] Unidad 12, Review
[Class 55 & 56] Final Examinations. Give comments and feedback on the exam in order to maximizeeducational effects.

Language:	English/Spanish	
Textbooks:	¡Muy bien! Curso de español 1, Segunda edición Moyano López, Juan Carlos, Carlos García Ruiz-Castillo and Yoshimi Hiroyasu. Editorial Asahi, 2024. ISBN978-4-255-55155-5.	
References:	Spanish-Japanese/Japanese-Spanish dictionary Spanish-English/English-Spanish dictionary レベル別スペイン語文法ドリル 文法をきちんとおさえたい人のために (Ejercicios de gramática española por niveles) 西村君代、菊田和佳子 Editorial Asahi, 2009. ISBN9784255550282	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Exams:	90	Two mid-term examinations (22.5%x2) Two final examinations (22.5%x2)
Others:	10	In-class activities, homework, compositions, etc.
Note/URL:	Regular attendance is required, and students must regularly review grammar (such as verb conjugations) and vocabulary. In order to take the final examinations, students must have an absolute minimum of 2/3 of the classes during this semester. If students have absences exceeding 1/3 of the classes without a legitimate excuse, they are not allowed to take the final examinations. See the “Attendance policy” attached below. It will also be distributed during the first week. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C016500|51|210C016500[/SYLLABUS_ID]

Course Title	Intensive Spanish I 51		
Instructor	HIROYASU, Yoshimi@KREJCOVA, Jolana		
Term	fall semester	**Credits**	4
Day/Period	01:Mon.1@02:Tues.1@03:Thur.1@04:Fri.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: 【Course Delivery Method】Face-to-Face

This course will be taught in English and Spanish.

This course is the initial stage in Spanish language learning for students who plan to study abroad in a Spanish – speaking country. It is an intensive course that meets 4 times per week. Students wanting to enroll in this course are reminded that the language proficiency and level expected at the end of this course will be an advanced novice level. Strong efforts and commitment are required. Students will acquire knowledge of grammar, vocabulary, and expressions, through tasks focused on developing the ability to communicate in the target language. In addition, students will be exposed to a variety of cultural aspects of the Spanish-speaking world. This course is demanding.

Objectives: Through this course, students will not only develop their Spanish language skills, but also acquire critical thinking skills by examining differences and similarities between two languages and cultures. The ultimate goal of Spanish Intensive Ⅰ is to acquire effective and intelligent communication, critical thinking, and the appreciation and understanding of the Spanish speaking world as well as an awareness of cultural diversity in general.

before/after course of study: It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class. The student should be prepared to actively participate in class activities.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule This schedule is provisional and subject to changes depending on the rhythm of the class.
[Class 1] Introduction, Unidad 1 Hola, ¿cómo te llamas?
[Class 2 & 3] Unidad 1
[Class 4 & 5] Unidad 1, Unidad 2 Soy japonés, de Tokio
[Class 6 & 7] Unidad 2
[Class 8 & 9] Unidad 2, Unidad 3 Mi universidad
[Class 10 & 11] Unidad 3
[Class 12 & 13] Unidad 3, Unidad 4 Estudio en la Universidad de Salamanca.
[Class 14 & 15] Unidad 4
[Class 16 & 17] Unidad 4, Unidad 5 La familia
[Class 18 & 19] Unidad 5
[Class 20 & 21] Unidad 5, Unidad 6 En vacaciones voy a ir a Barcelona
[Class 22 & 23] Unidad 6
[Class 24 & 25] Unidad 6
[Class 26] Unidad 6, Review
[Class 27 & 28] Mid-term Examinations. Give comments and feedback on the exam in order to maximize educational effects.
[Class 29 & 30] Unidad 7 Me gusta mucho la música pop. ¿Y a ti?
[Class 31 & 32] Unidad7
[Class 33 & 34] Unidad 7, Unidad 8 De compras
[Class 35 & 36] Unidad 8
[Class 37 & 38] Unidad 8, Unidad 9 ¡A comer!
[Class 39 & 40] Unidad 9
[Class 41 & 42] Unidad 9, Unidad 10 Los mexicanos se levantan pronto.
[Class 43 & 44] Unidad 10
[Class 45 & 46] Unidad 10, Unidad 11 Estoy contenta.
[Class 47 & 48] Unidad 11
[Class 49 & 50] Unidad 11, Unidad 12 De viaje
[Class 51 & 52] Unidad 12
[Class 53 & 54] Unidad 12, Review
[Class 55 & 56] Final Examinations. Give comments and feedback on the exam in order to maximize educational effects.

Language:	English/Spanish	
Textbooks:	iMuy bien! Curso de español 1, Segunda edición Moyano López, Juan Carlos, Carlos García Ruiz-Castillo and Yoshimi Hiroyasu. Editorial Asahi, 2024. ISBN978-4-255-55155-5.	
References:	Spanish/English, English/Spanish dictionary	
	レベル別スペイン語文法ドリル 文法をきちんとおさえたい人のために (Ejercicios de gramática española por niveles) 西村君代、菊田和佳子 Editorial Asahi, 2009. ISBN9784255550282	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Exams:	90	Two mid-term examinations (22.5%x2) Two final examinations (22.5%x2) 90%
Others:	10	In-class activities, homework, compositions, etc. 10%
Note/URL:	Regular attendance is required, and students must regularly review grammar (such as verb conjugations) and vocabulary. In order to take the final examinations, students must have an absolute minimum of 2/3 of the classes during this semester. If students have absences exceeding 1/3 of the classes without a legitimate excuse, they are not allowed to take the final examinations. See the “Attendance policy” attached below. It will also be distributed during the first week.	

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C016600|01|210C016600[/SYLLABUS_ID]

Course Title	Intensive Spanish II 01		
Instructor	HIROYASU, Yoshimi@MATO, Shigeko		
Term	spring semester	**Credits**	4
Day/Period	01:Mon.2@02:Tues.2@03:Thur.2@04:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: 【Course Delivery Method】 Face-to-Face

This course will be taught in English and Spanish.

Spanish Intensive II is a second-semester intensive Spanish language course (Level 3 and 4) designed to enable students to develop and improve skills in understanding, speaking, reading, and writing Spanish, while increasing their awareness of the Spanish-speaking world. This course serves as a bridge where students' native language(s) and culture(s) and the target (Spanish) language and culture meet. Students will cross the bridge and be familiar with the Spanish-speaking world. Through this course, students will not only develop their Spanish language skills, but also acquire critical thinking skills by examining differences and similarities between the two (or more) languages and cultures. Students will be exposed to a variety of cultural aspects of the Spanish-speaking world through reading materials. This is a demanding course. The ultimate goal of Spanish Intensive II is to acquire effective and intelligent communication, critical thinking, and the appreciation and understanding of the Spanish-speaking world as well as an awareness of cultural and linguistic diversity in the world. This course is highly recommended to those who are to study abroad in a Spanish-speaking country and who have finished Intensive Spanish I or Spanish Level 2. It is an intensive course that meets 4 times per week. The language proficiency and level expected at the end of semester will be intermediate. Strong efforts and commitment are required.

Objectives:

Objective 1: Knowledge of the Spanish Language
In this course, you will improve your language skills acquired in the previous course(s). In order to best accomplish this, you and your professor will undertake activities carried out from the very first completely in the target language, that is, in Spanish.

Objective 2: Knowledge about the Cultures of Spain and Latin America
In addition to this paramount goal of learning the common (although varied!) language of the Spanish-speaking countries, you will also be exposed to different aspects of the cultures of Spain and Latin America through readings, songs, videos, and other materials.

Objective 3: Cultural Comparison and Critical Thinking
Because learning about another culture necessarily takes place through the prism of one's own, this course encourages reflection about our daily lives and potential similarities and differences between our own and Latin American and Spanish cultures. In so doing, it promotes an awareness of the importance of point of view or personal experience in the interpretation and/or understanding of the world. Cultural comparison and communicating across cultures are fundamental skills that will open doors for your future.

Objective 4: Effective and Intelligent Communication
Learning another language involves creativity and a willingness to make mistakes in getting your message across. In this course, you will become adept at finding ways to say things that you need to say with the tools you have at hand. You will gain confidence and become a more effective communicator over-all as you bring into play the many -both verbal and non-verbal—elements of language use that perhaps (because you know it soooo well) you don't make use of in English. Pausing to think about how to say something in another language can make us more careful, effective, and attentive communicators in our own. Please note that diligent study and active class participation are absolutely essential for making progress toward these first four objectives. The more you attempt to speak only Spanish, the more you will learn and the easier it will become.

Objective 5: Connecting with Other Disciplines
By working on basic communication skills, Spanish Intensive II will help you achieve success in your other courses. You will also find that many of the topics that will be discussed might come up in other classes. For example, a discussion of family or of poverty and migration in a sociology or anthropology class or a discussion of important political figures in a history or political science course. Continued study in Spanish will enable you to read and research sources written in Spanish and can provide you with important perspectives not available in English.

Objective 6: Preparing for Study Abroad
Significant engagement with and learning in the areas discussed in Objectives 1 – 5 will provide you with the building blocks that you will need for a successful semester or year of study in another country, whether it is Spanish-speaking or not. If you are serious about learning Spanish, there is no substitute for an extended stay in Spain or Latin America.

before/after course of study:	It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class. The student should be prepared to actively participate in class activities.
Course Schedule Free-Text Entry:	1 : フリーフォーマット(教員による切替可)
Course Schedule	Schedule: This schedule is provisional andsubject to changes depending on the rhythm of the class. [Class1] Introduction, Unidad 1 Un nuevo cursopresentaciones [Class2 & 3] Unidad 1 [Class4 & 5] Unidad 1,Unidad 2 Mi familia y mis amigos: mi familia [Class6 & 7] Unidad 2 [Class8 & 9] Unidad 2, Unidad 3 Mi barrio [Class10 & 11] Unidad 3 [Class12 & 13] Unidad3, Unidad 4 Mi tiempo libre [Class14 & 15] Unidad 4 [Class16 & 17] Unidad4, Unidad 5 Mi último viaje [Class18 & 19] Unidad 5 [Class20 & 21] Unidad5, Unidad 6 Alimentación [Class22 & 23] Unidad 6 [Class24 & 25] Unidad 6 [Class26] Unidad 6, Review [Class 27 & 28] Mid-term examinations. Givecomments and feedback on the exams in order to maximize educational effects. [Class29 & 30] Unidad7 Cuando termine la universidad, empezaré a trabajar. [Class31& 32] Unidad 7 [Class33 & 34] Unidad 7,Unidad 8 ¿Quieresvenir a mi casa? [Class35 & 36] Unidad8 [Class37 & 38] Unidad8, Unidad 9 Estudiar en el extranjero [Class39 & 40] Unidad9 [Class41 & 42] Unidad 9, Unidad 10 Cambiossociales en España e Hispanoamérica [Class43 & 44] Unidad10 [Class45 & 46] Unidad 10, Unidad 11 Deportes [Class47 & 48] Unidad 11 [Class49 & 50] Unidad11, Unidad 12 Terminamos el curso. [Class51 & 52] Unidad 12 [Class53 & 54] Unidad 12, Review [Class55 & 56] Final Examinations. Givecomments and feedback on the exams in order to maximize educational effects.
Language:	English/Spanish
Textbooks:	¡Muy bien! Curso de español 2, Segunda edición Juan Carlos Moyano López, Carlos García Ruiz-Castillo, and Yoshimi Hiroyasu (Editorial Asahi, 2024) ISBN 978-4-255-55156-2.
References:	Spanish/English, English/Spanish dictionary
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)
Exams:	90 Two mid-term examinations (22.5% x 2) Two final examinations (22.5% x 2)
Others:	10 Active participation, quizzes, compositions, and other assignments
Note/URL:	Regular attendance is required, and students must regularly review grammar (such as verb conjugations) and vocabulary. In order to take the final examinations, students must have an absolute minimum of 2/3 of the classes during this semester. If students have absences exceeding 1/3 of the classes without a legitimate excuse, they are not allowed to take the final examinations. See the “Attendance policy” attached below. It will also be distributed during the first week. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C016600|51|210C016600[/SYLLABUS_ID]

Course Title	Intensive Spanish II 51		
Instructor	HIROYASU, Yoshimi@MATO, Shigeko		
Term	fall semester	**Credits**	4
Day/Period	01:Mon.2@02:Tues.2@03:Thur.2@04:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: 【Course Delivery Method】Face-to-Face
This course will be taught in English and Spanish.

Spanish Intensive II is a second-semester intensive Spanish language course (Level 3 and 4) designed to enable students to develop and improve skills in understanding, speaking, reading, and writing Spanish, while increasing their awareness of the Spanish-speaking world. This course serves as a bridge where students' native language(s) and culture(s) and the target (Spanish) language and culture meet. Students will cross the bridge and be familiar with the Spanish-speaking world. Through this course, students will not only develop their Spanish language skills, but also acquire critical thinking skills by examining differences and similarities between the two (or more) languages and cultures. Students will be exposed to a variety of cultural aspects of the Spanish-speaking world through reading materials. This is a demanding course. The ultimate goal of Spanish Intensive II is to acquire effective and intelligent communication, critical thinking, and the appreciation and understanding of the Spanish-speaking world as well as an awareness of cultural and linguistic diversity in the world. This course is highly recommended to those who are to study abroad in a Spanish-speaking country and who have finished Intensive Spanish I or Spanish Level 2. It is an intensive course that meets 4 times per week. The language proficiency and level expected at the end of semester will be intermediate. Strong efforts and commitment are required.

Objectives: Objective 1: Knowledge of the Spanish Language
In this course, you will improve your language skills acquired in the previous course(s). In order to best accomplish this, you and your professor will undertake activities carried out from the very first completely in the target language, that is, in Spanish.

Objective 2: Knowledge about the Cultures of Spain and Latin America
In addition to this paramount goal of learning the common (although varied!) language of the Spanish-speaking countries, you will also be exposed to different aspects of the cultures of Spain and Latin America through readings, songs, videos, and other materials.

Objective 3: Cultural Comparison and Critical Thinking
Because learning about another culture necessarily takes place through the prism of one's own, this course encourages reflection about our daily lives and potential similarities and differences between our own and Latin American and Spanish cultures. In so doing, it promotes an awareness of the importance of point of view or personal experience in the interpretation and/or understanding of the world. Cultural comparison and communicating across cultures are fundamental skills that will open doors for your future.

Objective 4: Effective and Intelligent Communication
Learning another language involves creativity and a willingness to make mistakes in getting your message across. In this course, you will become adept at finding ways to say things that you need to say with the tools you have at hand. You will gain confidence and become a more effective communicator over-all as you bring into play the many -both verbal and non-verbal—elements of language use that perhaps (because you know it soooo well) you don't make use of in English. Pausing to think about how to say something in another language can make us more careful, effective, and attentive communicators in our own. Please note that diligent study and active class participation are absolutely essential for making progress toward these first four objectives. The more you attempt to speak only Spanish, the more you will learn and the easier it will become.

Objective 5: Connecting with Other Disciplines
By working on basic communication skills, Spanish Intensive II will help you achieve success in your other courses. You will also find that many of the topics that will be discussed might come up in other classes. For example, a discussion of family or of poverty and migration in a sociology or anthropology class or a discussion of important political figures in a history or political science course. Continued study in Spanish will enable you to read and research sources written in Spanish and can provide you with important perspectives not available in English.

Objective 6: Preparing for Study Abroad
Significant engagement with and learning in the areas discussed in Objectives 1 – 5 will provide you with the building blocks that you will need for a successful semester or year of study in another country, whether it is Spanish-speaking or not. If you are serious about learning Spanish, there is no substitute for an extended stay in Spain or Latin America.

before/after course of study:	It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class. The student should be prepared to actively participate in class activities. Preview and Review may take around 90-120 min. each.
Course Schedule Free-Text Entry:	1 : フリーフォーマット(教員による切替可)
Course Schedule	Schedule: This schedule is provisional and subject to changes depending on the rhythm of the class. [Class1] Introduction, Unidad 1 Un nuevo curso presentaciones [Class2 & 3] Unidad 1 [Class4 & 5] Unidad 1, Unidad 2 Mi familia y mis amigos: mi familia [Class6 & 7] Unidad 2 [Class8 & 9] Unidad 2, Unidad 3 Mi barrio [Class10 & 11] Unidad 3 [Class12 & 13] Unidad 3, Unidad 4 Mi tiempo libre [Class14 & 15] Unidad 4 [Class16 & 17] Unidad 4, Unidad 5 Mi último viaje [Class18 & 19] Unidad 5 [Class20 & 21] Unidad 5, Unidad 6 Alimentación [Class22 & 23] Unidad 6 [Class24 & 25] Unidad 6 [Class26] Unidad 6, Review [Class 27 & 28] Mid-term examinations. Give comments and feedback on the exams in order to maximize educational effects. [Class29 & 30] Unidad 7 Cuando termine la universidad, empezaré a trabajar. [Class31& 32] Unidad 7 [Class33 & 34] Unidad 7, Unidad 8 ¿Quieres venir a mi casa? [Class35 & 36] Unidad 8 [Class37 & 38] Unidad 8, Unidad 9 Estudiar en el extranjero [Class39 & 40] Unidad 9 [Class41 & 42] Unidad 9, Unidad 10 Cambios sociales en España e Hispanoamérica [Class43 & 44] Unidad 10 [Class45 & 46] Unidad 10, Unidad 11 Deportes [Class47 & 48] Unidad 11 [Class49 & 50] Unidad 11, Unidad 12 Terminamos el curso. [Class51 & 52] Unidad 12 [Class53 & 54] Unidad 12, Review [Class55 & 56] Final Examinations. Give comments and feedback on the exams in order to maximize educational effects.
Language:	English/Spanish
Textbooks:	iMuy bien! Curso de español 2, Segunda edición Juan Carlos Moyano López, Carlos García Ruiz-Castillo, and Yoshimi Hiroyasu (Editorial Asahi, 2024) ISBN 978-4-255-55156-2.
References:	Spanish/English, English/Spanish dictionary
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)
Exams:	90 Two mid-term examinations (22.5%x2) Two final examinations (22.5%x2)
Others:	10 In-class activities, homework, compositions, etc.
Note/URL:	Regular attendance is required, and students must regularly review grammar (such as verb conjugations) and vocabulary. In order to take the final examinations, students must have an absolute minimum of 2/3 of the classes during this semester. If students have absences exceeding 1/3 of the classes without a legitimate excuse, they are not allowed to take the final examinations. See the "Attendance policy" attached below. It will also be distributed during the first week. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C016700|01|210C016700[/SYLLABUS_ID]

Course Title	Intensive Chinese I 01		
Instructor	IZUMI, Anna@IGUCHI, Hirofumi@WANG, Yijen@HAN, Yue		
Term	spring semester	**Credits**	4
Day/Period	01:Thur.1@02:Tues.2@03:Wed.1@04:Fri.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course represents the initial stage of Chinese language learning for students who plan to study abroad in a Chinese-speaking country. It is an intensive course that meets four times per week and requires a high level of commitment and sustained effort from students. By the end of the course, students are expected to reach an advanced novice level of Chinese proficiency. To achieve this goal, students will systematically develop foundational knowledge of Chinese grammar, vocabulary, and commonly used expressions through repeated practice and guided instruction conducted primarily in Chinese. Emphasis is placed on building accuracy and fluency in listening, speaking, reading, and writing.

In addition to language development, the course introduces students to key cultural aspects of the Chinese-speaking world to support their academic preparation and daily communication in a Chinese-speaking environment.

Objectives: By the end of this course, students will have developed a solid foundation in basic to lower-intermediate Chinese grammar patterns, core vocabulary, and commonly used expressions, enabling them to communicate effectively in everyday situations.

The broader objective of Chinese Intensive I is to foster effective and appropriate communication in Chinese, while developing students' awareness of the Chinese-speaking world, cultural diversity, and intercultural understanding. Through sustained language practice, students will also begin to develop critical awareness of how language and culture interact in communication.

before/after course of study: As this is an intensive course, students are expected to spend a minimum of one hour on out-of-class study for each in-class session.
Active participation is an indispensable component of this course. Students are responsible for completing all assigned work and preparing adequately before each class.
Before class: Review the materials and topics covered in the previous class (approximately 30 minutes).
After class: Complete assigned homework as required and further review the materials and topics introduced in class (approximately 30 minutes to 1 hour).
Regular and consistent preparation is essential for keeping pace with the course and achieving the expected proficiency level.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

[Week 1] Introduction and Lesson 1

[Week 2] Lessons 2-5

[Week 3] Lessons 6-8; Reviews 1

[Week 4] Lessons 9-10; Reviews 2; 1st Exam

[Week 5] Lessons 11-14

[Week 6] Lessons 15-17; Reviews 3

[Week 7] Lessons 18-20

[Week 8] Lessons 21; Reviews 4; 2nd Exam

[Week 9] Lessons 22-25

[Week 10] Lessons 26-28; Reviews 5

[Week 11] Lessons 29-30; Reviews 6; 3rd Exam

[Week 12] Lessons 31-34

[Week 13] Lessons 35-38; Review 7

[Week 14] Lessons 39-40; Review 8; 4th Exam

* This schedule is subject to change depending on class progress.

Language:	Japanese/English
Textbooks:	『漢語会話301句　第4版　上冊、下冊』日文注釈本（北京大学出版社　2015年） Note: The primary textbooks used in class contain Japanese-language instructions. To support students from different linguistic backgrounds, English-instruction versions of the textbooks are also available.
Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	40%: Active in-class participation (including necessary requirements set by the teacher) 60%: Exams
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C016700|51|210C016700[/SYLLABUS_ID]

Course Title	Intensive Chinese I 51		
Instructor	IZUMI, Anna@WU, Yingru@WANG, Yijen@HAN, Yue		
Term	fall semester	**Credits**	4
Day/Period	01:Thur.1@02:Mon.2@03:Wed.2@04:Fri.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course represents the initial stage of Chinese language learning for students who plan to study abroad in a Chinese-speaking country. It is an intensive course that meets four times per week and requires a high level of commitment and sustained effort from students. By the end of the course, students are expected to reach an advanced novice level of Chinese proficiency. To achieve this goal, students will systematically develop foundational knowledge of Chinese grammar, vocabulary, and commonly used expressions through repeated practice and guided instruction conducted primarily in Chinese. Emphasis is placed on building accuracy and fluency in listening, speaking, reading, and writing.

In addition to language development, the course introduces students to key cultural aspects of the Chinese-speaking world to support their academic preparation and daily communication in a Chinese-speaking environment.

Objectives: By the end of this course, students will have developed a solid foundation in basic to lower-intermediate Chinese grammar patterns, core vocabulary, and commonly used expressions, enabling them to communicate effectively in everyday situations.

The broader objective of Chinese Intensive I is to foster effective and appropriate communication in Chinese, while developing students' awareness of the Chinese-speaking world, cultural diversity, and intercultural understanding. Through sustained language practice, students will also begin to develop critical awareness of how language and culture interact in communication.

before/after course of study: As this is an intensive course, students are expected to spend a minimum of 1 hour on out-of-class study for each in-class session.
Active participation is an indispensable component of this course. Students are responsible for completing all assigned work and preparing adequately before each class.
Before class: Review the materials and topics covered in the previous class (approximately 30 minutes).
After class: Complete assigned homework as required and further review the materials and topics introduced in class (approximately 30 minutes to 1 hour).
Regular and consistent preparation is essential for keeping pace with the course and achieving the expected proficiency level.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

[Week 1] Introduction and Lesson 1

[Week 2] Lessons 2-5

[Week 3] Lessons 6-8; Reviews 1

[Week 4] Lessons 9-10; Reviews 2; 1st Exam

[Week 5] Lessons 11-14

[Week 6] Lessons 15-17; Reviews 3

[Week 7] Lessons 18-20

[Week 8] Lessons 21; Reviews 4; 2nd Exam

[Week 9] Lessons 22-25

[Week 10] Lessons 26-28; Reviews 5

[Week 11] Lessons 29-30; Reviews 6; 3rd Exam

[Week 12] Lessons 31-34

[Week 13] Lessons 35-38; Review 7

[Week 14] Lessons 39-40; Review 8; 4th Exam

* This schedule is subject to change depending on class progress.

Language:	Japanese/Englis h
Textbooks:	『漢語会話301句　第4版　上冊、下冊』日文注釈本（北京大学出版社　2015年）
	Note: The primary textbooks used in class contain Japanese-language instructions. To support students from different linguistic backgrounds, English-instruction versions of the textbooks are also available.
Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	40%: Active in-class participation (including necessary requirements set by the teacher) 60%: Exams
Note/URL:	Eligibility for Enrollment Students whose first language is Chinese or who have a Chinese heritage language background are generally not eligible to enroll in Chinese language courses offered by this program. Students who believe that a course is appropriate for their language proficiency level may request permission from the course instructor prior to enrollment. *Students who enroll without obtaining prior approval may be required to withdraw from the course and may not be eligible to receive course credit. The instructor reserves the right to determine a student's eligibility for enrollment based on the student's linguistic background and Chinese language proficiency.Notes for Enrollment: (1) Please refer to the Chinese proficiency check information and enrollment guidelines here: https://drive.google.com/drive/folders/1Jhu5FEKMl1eeVuuWfjO-z0Huf6Ca7X6B?usp=sharing (2) If you have any questions regarding course enrollment, please contact the Chinese Course Coordinator, Professor Tien Shi CHEN, at lara@waseda.jp 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C016800|01|210C016800[/SYLLABUS_ID]

Course Title	Intensive Chinese II 01		
Instructor	HAN, Yue@IZUMI, Anna@CHEN, Tien Shi		
Term	spring semester	**Credits**	4
Day/Period	01:Fri.2@02:Fri.3@03:Thur.2@04:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This is an intermediate course for students who have completed either Intensive Chinese Ⅰ, or Chinese Ⅱ, or equivalent. This course is suitable for students planning to study abroad in a Chinese speaking country. There will be 4 classes per week, for reading/translating, speaking, listening and writing respectively. There are 3 textbooks will be used in this classes, and additional materials will be distributed for listening classes. Students have to write Chinese essays almost every week. This course is demanding. Strong efforts and commitment are required.

Objectives: The aim of this course is to help students acquire intermediate-level Chinese abilities, ready to read articles and journals in Chinese and discuss about wide range of topics in Chinese.

before/after course of study: It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class.
Before class: revise the material and topics covered in the preceding class (30 min).
After class: do the assigned homework when it is necessary and study again the material and topics covered in the class (30 min to 1hour)

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introduction and lesson 1
[Week 2] lesson 2, essay
[Week 3] lesson 3, essay
[Week 4] lesson 4, essay
[Week 5] lesson 5, essay
[Week 6] lesson 6, essay
[Week 7] lesson 7, essay, mid-term
[Week 8] lesson 8, essay
[Week 9] lesson 9, essay
[Week 10] lesson 10, essay
[Week 11] lesson 11, essay
[Week 12] lesson 12, essay
[Week 13] lesson 13, essay,
[Week 14] lesson 14, essay, Final Exam

*This schedule is subject to change

Language: Japanese/English

Textbooks: ことばと文化 “一挙両得” 中級中国語 | 教科書／中国語 | 朝日出版社
https://text.asahipress.com/chinese/detail.php?id=1448

『中国語 中級作文 改訂版』(白帝社)

『そうだったんだ！中国 慧眼看中国(金星堂)』

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free-
Attendance and participation 60%
mid-term 20%
final 20%

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C016800|51|210C016800[/SYLLABUS_ID]

Course Title	Intensive Chinese II 51		
Instructor	IZUMI, Anna@HAN, Yue@CHEN, Tien Shi		
Term	fall semester	**Credits**	4
Day/Period	01:Mon.2@02:Fri.3@03:Thur.2@04:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This is an intermediate course for students who have completed either Intensive Chinese Ⅰ, or Chinese Ⅱ, or equivalent. This course is suitable for student planning to study abroad in a Chinese speaking country. There will be 4 classes per week, for reading, translating, speaking, listening and writing respectively.
3 textbooks will be used for reading, writing, and speaking classes and additional materials will be distributed for listening classes.
Students have to write Chinese essays almost every week.
This course is demanding.
Strong efforts and commitment are required.

Objectives: The aim of this course is to help students acquire intermediate-level Chinese abilities, ready to read articles and journals in Chinese and discuss about wide range of topics in Chinese.

before/after course of study: It is suggested that you spend a minimum of 1 hour studying outside of class for every in-class session.
Participation is an indispensable element in this class.
The student will be responsible for completing the assignments indicated by the professors before coming to class.
Before class: revise the material and topics covered in the preceding class (30 min).
After class: do the assigned homework when it is necessary and study again the material and topics covered in the class (30 min to 1 hour)

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introduction and lesson 1
[Week 2] lesson 2, essay
[Week 3] lesson 3, essay
[Week 4] lesson 4, essay
[Week 5] lesson 5, essay
[Week 6] lesson 6, essay
[Week 7] lesson 7, essay, mid-term
[Week 8] lesson 8, essay
[Week 9] lesson 9, essay
[Week 10] lesson 10, essay
[Week 11] lesson 11, essay
[Week 12] lesson 12, essay
[Week 13] lesson 13, essay,
[Week 14] lesson 14, essay, Final Exam

*This schedule is subject to change.

Language: Japanese/English

Textbooks: ことばと文化 “一挙両得” 中級中国語 | 教科書／中国語 | 朝日出版社
https://text.asahipress.com/chinese/detail.php?id=1448

『そうだったんだ！中国 慧眼看中国(金星堂)』

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Attendance and participation 60%
mid-term 20%
final 20%

Note/URL: Eligibility for Enrollment
Students whose first language is Chinese or who have a Chinese heritage language background are generally

not eligible to enroll in Chinese language courses offered by this program. Students who believe that a course is appropriate for their language proficiency level may request permission from the course instructor prior to enrollment.
*Students who enroll without obtaining prior approval may be required to withdraw from the course and may not be eligible to receive course credit. The instructor reserves the right to determine a student's eligibility for enrollment based on the student's linguistic background and Chinese language proficiency.Notes for Enrollment:

(1) Please refer to the Chinese proficiency check information and enrollment guidelines here:
https://drive.google.com/drive/folders/1Jhu5FEKMl1eeVuuWfjO-z0Huf6Ca7X6B?usp=sharing

(2) If you have any questions regarding course enrollment, please contact the Chinese Course Coordinator, Professor Tien Shi CHEN, at lara@waseda.jp

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C017000|01|210C017000[/SYLLABUS_ID]

Course Title	Intensive Chinese III 01		
Instructor	ARISAWA, Uenyu@OH, Zuirai@WANG, Yijen		
Term	spring semester	**Credits**	3
Day/Period	01:Wed.2@02:Thur.2@03:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This is an intensive course designed for students preparing to transfer to a university in a Chinese-speaking country. It is intended for students who have completed Intensive Chinese I and II, as well as senior-level students who have attained an equivalent level of proficiency. Students who have previously studied in China and wish to further refine their Mandarin skills are also welcome to enroll.

The course aims to develop students' overall academic Chinese competence through activities such as speed reading, intensive reading, discussion, and report writing based on a range of authentic Chinese-language materials. Depending on the instructor's design, Chinese newspapers and other current materials may be introduced to support these learning objectives.

Through extensive reading and discussion of authentic texts, students will strengthen their ability to comprehend university-level lectures in Chinese and enhance their capacity to explain social and cultural topics related to Japan in Mandarin.

Objectives: Foster the abilities of speed-reading and discussion of current issues and making reports on them in Chinese.

before/after course of study: It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introduction, lesson 1, reading, discussion and writing
[Week 2] lesson 2, reading, discussion and writing
[Week 3] lesson 3, reading, discussion and writing
[Week 4] lesson 4, reading, discussion and writing
[Week 5] lesson 5, reading, discussion and writing
[Week 6] lesson 6, reading, discussion and writing
[Week 7] Mid-term exam / report
[Week 8] lesson 7, reading, discussion and writing
[Week 9] lesson 8, reading, discussion and writing
[Week 10] lesson 9, reading, discussion and writing
[Week 11] lesson 10, reading, discussion and writing
[Week 12] lesson 11, reading, discussion and writing
[Week 13] lesson 12, reading, discussion and writing
[Week 14] Final Exam

*This schedule is subject to change

Language: Japanese/English

Textbooks: 『巨大中国の今』朝日出版社
Information on required and recommended textbooks will be provided in class by the respective course instructor.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-
50%: Active in-class participation (including necessary requirements set by the teacher)
25%: Mid-term evaluation
25%: Final evaluation

Note/URL: Because this is an intensive course, students will have to do a lot of preparation and revision. Reports will have to be produced during classes so they should always have a Japanese-Chinese dictionary on hand.
We encourage students to independently interrelate various issues.

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履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C017000|51|210C017000[/SYLLABUS_ID]

Course Title	Intensive Chinese III 51		
Instructor	ARISAWA, Uenyu@OH, Zuirai@WANG, Yijen		
Term	fall semester	**Credits**	3
Day/Period	01:Wed.2@02:Thur.2@03:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This is an intensive course designed for students preparing to transfer to a university in a Chinese-speaking country. It is intended for students who have completed Intensive Chinese I and II, as well as senior-level students who have attained an equivalent level of proficiency. Students who have previously studied in China and wish to further refine their Mandarin skills are also welcome to enroll.

The course aims to develop students' overall academic Chinese competence through activities such as speed reading, intensive reading, discussion, and report writing based on a range of authentic Chinese-language materials. Depending on the instructor's design, Chinese newspapers and other current materials may be introduced to support these learning objectives.

Through extensive reading and discussion of authentic texts, students will strengthen their ability to comprehend university-level lectures in Chinese and enhance their capacity to explain social and cultural topics related to Japan in Mandarin.

Objectives: Foster the abilities of speed-reading and discussion of current issues and making reports on them in Chinese.

before/after course of study: It is suggested that you spend a minimum of 1 hour studying outside of class for every in-class session.
Participation is an indispensable element in this class.
The student will be responsible for completing the assignments indicated by the professor(s) before coming to class.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introduction, lesson 1, reading, discussion and writing
[Week 2] lesson 2, reading, discussion and writing
[Week 3] lesson 3, reading, discussion and writing
[Week 4] lesson 4, reading, discussion and writing
[Week 5] lesson 5, reading, discussion and writing
[Week 6] lesson 6, reading, discussion and writing
[Week 7] Mid-term exam /report
[Week 8] lesson 7, reading, discussion and writing
[Week 9] lesson 8, reading, discussion and writing
[Week 10] lesson 9, reading, discussion and writing
[Week 11] lesson 10, reading, discussion and writing
[Week 12] lesson 11, reading, discussion and writing
[Week 13] lesson 12, reading, discussion and writing
[Week 14] Final Exam

*This schedule is subject to change

Language: Japanese/Englis
h

Textbooks: 『巨大中国の今』朝日出版社
Information on required and recommended textbooks will be provided in class by the respective course instructor.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- 50%: Active in-class participation (including necessary requirements set by the teacher)
25%: Mid-term evaluation
25%: Final evaluation

Note/URL: Eligibility for Enrollment

Students whose first language is Chinese or who have a Chinese heritage language background are generally not eligible to enroll in Chinese language courses offered by this program. Students who believe that a course is appropriate for their language proficiency level may request permission from the course instructor prior to enrollment.
*Students who enroll without obtaining prior approval may be required to withdraw from the course and may not be eligible to receive course credit. The instructor reserves the right to determine a student's eligibility for enrollment based on the student's linguistic background and Chinese language proficiency.Notes for Enrollment:

(1) Please refer to the Chinese proficiency check information and enrollment guidelines here:
https://drive.google.com/drive/folders/1Jhu5FEKMl1eeVuuWfjO-z0Huf6Ca7X6B?usp=sharing

(2) If you have any questions regarding course enrollment, please contact the Chinese Course Coordinator, Professor Tien Shi CHEN, at lara@waseda.jpBecause this is an intensive course, students will have to do a lot of preparation and revision. Reports will have to be produced during classes so they should always have a Japanese-Chinese dictionary on hand.
We encourage students to independently interrelate various issues.

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C017700|01|210C017700[/SYLLABUS_ID]

Course Title	Intensive Korean 01		
Instructor	KIM, Shinyoung		
Term	spring semester	**Credits**	3
Day/Period	01:Mon.2@02:Thur.2@03:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Intensive Korean classes are held three times a week. The intensive Korean covers learning the Korean alphabet, Hangeul, and these related to days of the week, introducing oneself, location, transportation, weather, and various additional topics on the daily life. This course is taught in both English and Japanese. Each lesson is divided into four sections: (1) Basic Dialogue (2) Explaining Vocabulary (3) Learning Grammar Patterns and Spoken/Written Practice Questions and (4) Utilization which focuses on application of grammar patterns and the dialogues. Additionally, there is a section for practice reading. For the detailed breakdown of the weekly lesson plans, please refer to the Moodle.

Objectives: Upon the completion of the course, students will be ready for the novice and intermediate level Korean proficiency tests.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

第1回

1. Introduction on the Korean language and simple vowels The logic of written Korean is introduced.
2. Review simple vowels, learn double vowels, and consonants
   Students will learn all vowels and consonants.
3. Consonants and Butchim
   Review all vowels and consonants and pronunciation rules related to Butchim.

第2回

1. Pronunciation Rules Covering liaison/assimilation, consonant aspiration, consonant clusters, palatalization, tensification, and weakening 2. Lesson 1 Greetings, Grammar
   Topics on basic greetings and self-introduction
3. Lesson 1 Review Core Conversation, Practice Questions, Reading

第3回

1. Lesson 2 Core Conversation, Vocabulary, Grammar Students will learn the basic sentence structure.
2. Lesson 2 Grammar, Practice, Utilization
   Review copula and subject particles
3. Lesson 3 Core Conversation Related to Location, Vocabulary
   Understanding action and descriptive verbs

第4回

1. Continue Lesson 3 Grammar, Practice, Utilization Practice verb endings
2. Lesson 3 Review Action Verbs, Descriptive Verbs, Utilization
   Practice utilization questions and reading
3. Lesson 4 Core Conversation on themes related to Family, Vocabulary
   Practice vocabulary related to members of the family and copular endings

第5回

1. Lesson 4 Grammar, Utilization Review grammar patterns and practice based on utilization questions
2. Lesson 5 More on Location, Grammar, Vocabulary
3. Lesson 5 Vocabulary, Grammar, Utilization
   Spoken and written practice based on statement/interrogative endings

第6回

1. Mid-term Examination: Spoken and Written from Lesson 1-52. Review Mid-term, Lesson 6 On Daily Greetings, Vocabulary, Grammar
3. Lesson 6 Grammar, Practice, Utilization
   The topic of daily greetings and the use of honorifics

第7回

1. Lesson 6 Review Grammar Patterns, Core Conversation　Students will practice causation endings and location particles.
2. Lesson 7 Conversation on Future Plans, Vocabulary, Grammar
　Dialogues containing future tense endings and ″if″ clause sentence formation
3. Lesson 7 Grammar, Practice Utilization, Reading

第8回

1. Lesson 7 Practice Spoken and Written Questions 2. Lesson 8 Conversation on Weather, Vocabulary, Grammar
　Distinguishing conversational verb endings related to affirming the speakers' questions
3. Lesson 8 Grammar, Practice, Utilization
　Practice utilization questions based on different informal affirmative endings

第9回

1. Lesson 9 Conversation on Majors, Vocabulary, Grammar　Learn vocabulary words related to the field of study
2. Lesson 9 Grammar, Practice, Utilization
　Practice ″itta″ which expresses the status of existence
3. Lesson 10 Conversation on Transportation, Vocabulary
　Learn transportation-related dialogue and adjectival

第10回

1. Lesson 10 Vocabulary, Grammar, Practice, Reading 2. Lesson 10 Practice Utilization Questions and Reading
3. Lesson 11 Dialogue, Vocabulary

第11回

1. Lesson 11 Practice Utilization Questions, Reading 2. Lesson 12 Dialogue, Vocabulary, Grammar on Negation
3. Lesson 12 Practice Utilization Questions, Reading

第12回

1. Lesson 13 Dialogue, Cardinal Numbers2. Lesson 13　Verb endings, Causation, Practice
3. Lesson 13 Utilization Practice Questions

第13回

1. Lesson 14 Dialogue, Classifiers, Irregular verb endings 2. Lesson 14 Practice Grammar Patterns, Reading
3. Lesson 15 Dialogue, Vocabulary, Practice

第14回

1. Lesson 15 Practice Utilization Questions, Reading 2. Review all lessons
3. Final Examination: Spoken and Written Sections

Language：　Japanese

Textbooks：　KOREAN by M. Rhee (Hakueisha, 2023) is available at Seibundo (成文堂) near the front gate at the corner across Cafe 125.

Grading Free-text Entry Flag：　0：評価方法毎フォーマット（教員による切替可）

Exams：	50	Mid-term and Final Examination
Class contribution：	25	Attendance and Weekly Assignments
Others：	25	Participation in Weekly Discussions

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C017700|51|210C017700[/SYLLABUS_ID]

Course Title	Intensive Korean 51		
Instructor	ANN, Eunhee@NAKAZATO, Hisaya@JUN, Dongwon		
Term	fall semester	**Credits**	3
Day/Period	01:Mon.2@02:Wed.2@03:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

Intensive Korean classes are held three times a week. The Intensive Korean covers learning the Korean alphabet, Hangeul, and themes related to days of the week, introducing oneself, location, transportation, weather, and various additional topics on the daily life. This course is taught in both English and Japanese. Each lesson is divided into four sections: (1) Basic Dialogue (2) Explaining Vocabulary (3) Learning Grammar Patterns and Spoken/Written Practice Questions, and (4) Utilization which focuses on application of grammar patterns and the dialogues. Additionally, there is a section for practice reading. Classes are team-taught. For the detailed breakdown of the weekly lesson plans, please refer to the Moodle.

Objectives: Upon the completion of the course, students will be ready for the novice and intermediate level Korean proficiency tests.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

Week 1
1. Introduction: On the Korean language, SimpleVowels
The logic of writtenKorean is introduced.
2. Review simple vowels, learn double vowels,consonants.
Students will learn allvowels and consonants.
3. Consonants and Butchim
Review all vowels andconsonants, and pronunciation rules related to Butchim.

Week 2

1. Pronunciation Rules
Pronunciation rulescovering liaison/assimilation, consonant aspiration, consonant clusters,palatalization, tensification, and weakening are covered.
2. Lesson 1 Greetings, Grammar
Topics on basic greetingsand self-introduction are covered.
3. Lesson 1 ReviewCore Conversation, Practice Questions. Reading

Week 3

1. Lesson 2 Core Conversation, Vocabulary, Grammar
Students will learn thebasic sentence structure.
2. Lesson 2 Grammar, Practice, Utilization
Review copula and subjectparticles.
3. Lesson 3 Core Conversation Related to Location ,Vocabulary
Understanding action anddescriptive verbs.

Week 4
1. Continue Lesson 3 Grammar, Practice, Utilization
Practice verb endings.
2. Lesson 3 Review Action Verbs, Descriptive Verbs,Utilization
Practice utilizationquestions and reading.
3. Lesson 4 Core Conversation on themes related toFamily, Vocabulary
Practice vocabularyrelated to members of the family and copular endings

Week 5
1. Lesson 4 Grammar, Utilization
Review grammar patternsand practice based on utilization questions.
2. Lesson 5 More on Location,Grammar, Vocabulary
3. Lesson 5 Vocabulary, Grammar,Utilization

Spoken and writtenpractice based on statement/interrogative endings.

Week 6
1. Mid-term Examination: Spoken and Written fromLesson 1-5
2. Review Mid-term, Begin Lesson 6 On Daily Greetings,Vocabulary, Grammar
3. Lesson 6 Grammar, Practice, Utilization
The topic of dailygreetings and the use of honorifics are covered.

Week 7
1. Lesson 6 Review Grammar Patterns, CoreConversation
Students will practicecausation endings and location particles.
2. Lesson 7 Conversation on Future Plans, Vocabulary,Grammar
Dialogues containingfuture tense endings and "if" clause sentence formation
3. Lesson 7 Grammar, Practice Utilization, Reading

Week 8
1. Lesson 7 Practice spoken and written questions
2. Lesson 8 Conversation on Weather, Vocabulary,Grammar
Distinguishing conversationalverb endings related to affirming the speakers' questions.
3. Lesson 8 Grammar, Practice, Utilization
Practice utilizationquestions based on different informal affirmative endings.

Week 9
1. Lesson 9 Conversation on Majors, Vocabulary,Grammar
Learn vocabulary wordsrelated to the field of study.
2. Lesson 9 Grammar, Practice, Utilization
Practice "itta"which expresses the status of existence.
3. Lesson 10 Conversation on Transportation,Vocabulary
Learntransportation-related dialogue and adjectival.

Week 10
1. Lesson 10 Vocabulary, Grammar, Practice, Reading
2. Lesson 10 Practice utilization questions and thereading section.
3. Lesson 11 Dialogue, Vocabulary

Week 11

1. Lesson 11 Practice utilization questions, reading
2. Lesson 12 Dialogue, Vocabulary, Grammar on negation
3. Lesson 12 Practice utilization questions, reading

Week 12

1. Lesson 13 Dialogue, Cardinal Numbers
2. Lesson 13 Verb endings, Causation, Practice
3. Lesson 13 Utilication practice questions

Week 13

1. Lesson 14 Dialogue, Classifiers, Irregular verb endings
2. Lesson 14 Practice grammar patterns, reading
3. Lesson 15 Dialogue, Vocabulary, Practice

Week 14

1. Lesson 15 Practice utilization questions, reading
2. Review all lessons
3. Final Examination: Spoken and Written Sections

Language: Japanese

Textbooks:

KOREAN by M. Rhee (Hakueisah, 2023) is available at Seibundo 成文堂 Bookstore near the front gate or at the corner across Cafe 125.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 50 Mie-term and final examination

Class contribution:	25	Attendance, Weekly assignments
Others:	25	Participation in weekly discussions

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C019100|01|210C019100[/SYLLABUS_ID]

Course Title	German IV 01		
Instructor	RUDE, Markus@MUELENZ-GOLI, Katharina		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.2@02:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is specifically designed for those students who are going to spend a study-abroad-year in Germany. Also suitable for those who have attended German Ⅲ or Intensive German Ⅱ at SILS and want to learn German more extensively.
In this course, the native-speaker instructors will teach only in German (direct method), so that the students may have good opportunities to improve their active competence of communication skills, in particular, listening comprehension skill. But knowledge of grammar and sentence structures will be also provided.

The German program is a recipient of the Waseda e-Teaching award.

Objectives: At the end of the course, you will have reached the level A2 of Common European Framework of Reference for Languages (CEFR).

before/after course of study: Class participation is an important component of study. The classroom should be an opportunity for students to learn from the instructor as well as from each other. Students are therefore expected to attend on a regular basis, be prepared to participate fully in the activities and discussions in each class, and make use of online teaching materials and interactive exercises provided on the learning platform and on Waseda Moodle.

Students can expect homework tasks in each class, which will be evaluated during the following class. Students will also complete additional graded assignments (like creating word maps, writing short texts in German, or reflecting on their learning process) in each unit. These assignments will be submitted through Waseda Moodle and students will receive feedback from the instructors on the same platform. Entries are due on the assigned date posted on the portal. Students will have more than enough notice and time to complete the entries. No entries will be "re-opened". Moreover, after each unit, a standardized graded vocabulary test will be conducted on the learning platform.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Unit 7
[Week 2] Unit 7
Vocabulary Test 7
[Week 3] Unit 8
[Week 4] Unit 8
Vocabulary Test 8
[Week 5] Unit 9
[Week 6] Unit 9
Vocabulary Test 9
[Week 7] Station 3
[Week 8] Unit 10
[Week 9] Unit 10
Vocabulary Test 10
[Week 10] Unit 11
[Week 11] Unit 11
Vocabulary Test 11
[Week 12] Unit 12
[Week 13] Unit 12
Vocabulary Test 12
[Week 14] Station 4

Language: English/German

Textbooks: Studio [21]: Grundstufe · A2: Gesamtband, Das Deutschbuch.
Additional material will be provided through Waseda Moodle and a learning platform.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-

Depending on the assessment of the learning environment the instructors may or may not conduct final exams (written or oral).

If a final exam is conducted, the overall grade will be calculated as follows:
Active participation and homework – 50%
Additional assignments – 15%
Vocabulary tests – 15%
Final exam – 20%

Without a final exam, the overall grade will be calculated as follows:
Active participation and homework – 50%
Additional assignments – 25%
Vocabulary tests – 25%

Note/URL:

More information on the German program at: https://scharloth.w.waseda.jp/
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C019200|01|210C019200[/SYLLABUS_ID]

Course Title	Spanish IV 01		
Instructor	MOYANO LOPEZ, Juan Carlos@FOWLER, Arthur		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.2@02:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: 【Course Delivery Method】 Face-to-Face

This course will be taught in Spanish..

This is a fourth-semester Spanish language course. Students will continue to acquire knowledge of grammar, vocabulary, and expressions through tasks focused on developing the ability to communicate in Spanish at an intermediate level. This course is designed to enable students who have taken SpanishⅢ to improve listening, speaking, reading and writing skills, while increasing their awareness of the Spanish speaking world. This course continues to serve as a bridge where students' native language(s) and culture(s) and the target (Spanish) language and culture meet. In addition, students will discuss issues related to the Spanish speaking world in the target language.

Objectives: Through this fourth-semester intermediate Spanish course, students will not only develop and improve their Spanish language skills, but also acquire critical thinking skills by examining differences and similarities between two languages and cultures. The ultimate goal of SpanishⅣ is to acquire effective and intelligent communication, critical thinking, and the appreciation and understanding of the Spanish speaking world as well as an awareness of cultural diversity in general.

before/after course of study: It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class. The student should be prepared to actively participate in class activities.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule: This schedule is provisional and subject tochanges depending on the rhythm of the class.
[Class 1] Introducción, Unidad 7 Cuando termine launiversidad, empezaré a trabajar
[Class 2 & 3] Unidad 7
[Class 4 & 5] Unidad 7, Unidad 8 ¿Quieres venir a mi casa?
[Class 6 & 7] Unidad 8
[Class 8 & 9] Unidad 8, Unidad 9 Estudiaren el extranjero
[Class 10 & 11] Unidad 9
[Class 12 & 13] Unidad 9, Review
[Class 14] Mid-term examination Give commentsand feedback on the exams in order to maximize educational effects.
[Class 15 & 16] Unidad10 Cambios sociales en España e Hispanoamérica
[Class 17 & 18] Unidad10
[Class 19 & 20] Unidad 11 Deportes
[Class 21 & 22] Unidad11, Unidad 12 Terminamos el curso
[Class 23 & 24] Unidad12
[Class 25 & 26] Unidad 12
[Class 27] Unidad 12, Review
[Class 28] FinalExaminations Give comments and feedback on the exams in order to maximizeeducational effects.

Language: Spanish

Textbooks: ¡Muy bien! Curso de español 2, Segunda edición
Juan Carlos Moyano López, Carlos García Ruiz-Castillo, and Yoshimi Hiroyasu
(Editorial Asahi, 2024) ISBN 978-4-255-55156-2.

References: Spanish-Japanese/Japanese-Spanish dictionary
Spanish-English/English-Spanish dictionary

Grading Free-text Entry Flag: 0：評価方法毎フォーマット(教員による切替可)

Exams :	80	One mid-term examination 30% One final examination 50%
Others :	20	In-class activities, homework, compositions, etc.

Note/URL : Regular attendance is required, and students must regularly review grammar (such as verb conjugations) and vocabulary.
In order to take the final examination, students must have an absolute minimum of 2/3 of the classes during this semester. If students have absences exceeding 1/3 of the classes without a legitimate excuse, they are not allowed to take the final examination. See the “Attendance policy” attached below. It will also be distributed during the first week.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C019200|51|210C019200[/SYLLABUS_ID]

Course Title	Spanish IV 51		
Instructor	MOYANO LOPEZ, Juan Carlos@FOWLER, Arthur		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.2@02:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:
【Course Delivery Method】Face-to-Face
This course will be taught in Spanish.

This is a fourth-semester Spanish language course. Students will continue to acquire knowledge of grammar, vocabulary, and expressions through tasks focused on developing the ability to communicate in Spanish at an intermediate level. This course is designed to enable students who have taken Spanish Ⅲ to improve listening, speaking, reading and writing skills, while increasing their awareness of the Spanish speaking world. This course continues to serve as a bridge where students' native language(s) and culture(s) and the target (Spanish) language and culture meet. In addition, students will discuss issues related to the Spanish speaking world in the target language.

Objectives:
Through this fourth-semester intermediate Spanish course, students will not only develop and improve their Spanish language skills, but also acquire critical thinking skills by examining differences and similarities between two languages and cultures. The ultimate goal of Spanish Ⅳ is to acquire effective and intelligent communication, critical thinking, and the appreciation and understanding of the Spanish speaking world as well as an awareness of cultural diversity in general.

before/after course of study:
It is suggested that you spend a minimum of one hour studying outside of class for every in-class session. Participation is an indispensable element in this class. The student will be responsible for completing the assignments indicated by the professor(s) before coming to class. The student should be prepared to actively participate in class activities.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry:
1：フリーフォーマット(教員による切替可)

Course Schedule
This schedule is provisional and subject to changes depending on the rhythm of the class.
[Class 1] Introducción, Unidad 7 Cuando termine la universidad, empezaré a trabajar
[Class 2 & 3] Unidad 7
[Class 4 & 5] Unidad 7, Unidad 8 ¿Quieres venir a mi casa?
[Class 6 & 7] Unidad 8
[Class 8 & 9] Unidad 8, Unidad 9 Estudiar en el extranjero
[Class 10 & 11] Unidad 9
[Class 12 & 13] Unidad 9, Review
[Class 14] Mid-term examination Give comments and feedback on the exams in order to maximize educational effects.
[Class 15 & 16] Unidad 10 Cambios sociales en España e Hispanoamérica
[Class 17 & 18] Unidad 10
[Class 19 & 20] Unidad 11 Deportes
[Class 21 & 22] Unidad 11, Unidad 12 Terminamos el curso
[Class 23 & 24] Unidad 12
[Class 25 & 26] Unidad 12
[Class 27] Unidad 12, Review
[Class 28] Final Examinations Give comments and feedback on the exams in order to maximize educational effects.

Language:
Spanish

Textbooks:
¡Muy bien! Curso de español 2, Segunda edición
Juan Carlos Moyano López, Carlos García Ruiz-Castillo, and Yoshimi Hiroyasu
(Editorial Asahi, 2024) ISBN 978-4-255-55156-2.

References:
Spanish-Japanese/Japanese-Spanish dictionary
Spanish-English/English-Spanish dictionary

Grading Free-text Entry Flag:
0：評価方法毎フォーマット(教員による切替可)

Exams :	80	Mid-term examination 30% Final examination 50%
Others :	20	In-class activities, homework, compositions, etc.

Note/URL : Regular attendance is required, and students must regularly review grammar (such as verb conjugations) and vocabulary.
In order to take the final examination, students must have an absolute minimum of 2/3 of the classes during this semester. If students have absences exceeding 1/3 of the classes without a legitimate excuse, they are not allowed to take the final examinations. See the “Attendance policy” attached below. It will also be distributed during the first week.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C019300|01|210C019300[/SYLLABUS_ID]

Course Title	Spanish V 01		
Instructor	KREJCOVA, Jolana		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.2@02:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: 【Course Delivery Method】Face-to-Face

This course will be taught in Spanish.

This is a fifth-semester Spanish language course. It is intended for students who have completed Spanish IV and for anyone with at least a pre-intermediate level of Spanish. In this course, through active participation, students will strengthen their command of Spanish grammar, vocabulary, and expressions at an intermediate level, with a balanced focus on the four core skills: listening, speaking, reading, and writing. The course will also introduce cultural aspects of the Spanish-speaking world and encourage discussion of contemporary issues of interest in Spain and Latin America.

Objectives: The aim of this course is to develop intermediate-level competence in Spanish and to help students gain confidence in expressing their ideas in the Spanish language, while also learning about the cultures of the Spanish-speaking world. The course further aims to promote the use of Spanish as a means of intercultural communication and to encourage students to explore and reflect on similarities between their own culture and those of the Spanish-speaking world.

before/after course of study: Students are expected to dedicate at least one hour per session to independent study outside class. This time should be used to complete assignments as instructed by the teacher and to review the content covered in the previous session. Before starting a new unit, students are expected to familiarize themselves with the relevant vocabulary in advance so that they can engage more effectively with the material from the beginning. Before examinations, students are expected to dedicate additional time to revising the exam content, as instructed by the teacher.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: This schedule and content are provisional and subject to changes depending on the rhythm of the class.
Class 1 & 2Course introduction, Unit 1: Prohibido prohibir (Exploring customs and social norms in the Spanish-speaking world)Class 3 & 4 Unit 2: Volver a empezar (Describing facts and habits in our daily lives)Class 5 & 6Unit 3: Mañana (Discussing science, technology, and the world of tomorrow)Class 7 & 8Unit 4: Va y le dice… (Storytelling and exploring literary and film genres)Class 9 & 10Unit 5: Busque y compare (Giving recommendations and instructions)Class 11 & 12Unit 6: ¡Basta ya! (Writing petitions and expressing wishes)Class 13 & 14Unit 7: Mensajes (Exploring different types of messages in everyday communication)Class 15 & 16Revision of units 1-7 and Mid-term exam
Give comments and feedback on the exam in order to maximize educational effects.Class 17 & 18Unit 8: El turista accidental (Sharing anecdotes about our experiences)Class 19 & 20Unit 9: Tenemos que hablar (Expressing opinions and emotions)Class 21 & 22Unit 10: De diseño (Describing the characteristics and uses of different objects)Class 23 & 24Unit 11: Un mundo mejor (Discussing current issues in today's world and proposing solutions)Class 25 & 26Unit 12: Misterios y enigmas (Creating hypotheses and expressing degrees of certainty)Class 27 & 28Revision of units 8-12 and Final exam
Give comments and feedback on the exam in order to maximize educational effects.

Language: Spanish

Textbooks: "Aula Internacional Plus 3. Libro del Alumno" by J. Corpas, A. Garmendia, y C. Soriano, Difusión, 2021, ISBN: 9788418032226.
Additional materials will be distributed by the professor.

References: Reference materials will be indicated by the teacher during class.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 70 Mid-term examination (30%)
Final examination (40%)

Papers:	10	In-class assignments
Class contribution:	20	Active participation in class (group activities, presentations, and other in-class activities)

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C019400|01|210C019400[/SYLLABUS_ID]

Course Title	Korean IV 01		
Instructor	KIM, Shinyoung@KIM, Moran		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.2@02:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

KOREAN IV is designed forstudents who completed KOREAN III or an equivalent level. Using two textbooksfrom Sejong Korean series, this course introduces intermediate-level grammarand expressions. Students will engage in conversations in both familiar everydaysituations and more extended discussions on social and abstract topics. Eachclass focuses on a specific unit and includes vocabulary and expressions,grammar, pronunciation, and communicative activities. The class schedule issubject to change depending on class size and students' proficiency level.

Objectives:

The goal of this course is to further develop students' communicative competence in Korean across speaking, listening, reading, and writing, and to enable them to participate in extended conversations and express opinions with greater accuracy and fluency.

before/after course of study:

For review, students may be required to submit assignments, watch the on-demand content, or read supplementary materials. Review is expected to take approximately 90-120 minutes.

Course Schedule Free-Text Entry:

1 : フリーフォーマット(教員による切替可)

Course Schedule

Week 1
1. Introductionand 2B Unit 1
2. 2B Unit 1Making suggestions/invitations

Week 2
1. Unit 2 Distance, time,directions
2. Unit 3 Describing nouns(experience/objects)

Week 3
1. Unit 4 Interrupted actions
2. Unit 5 Prohibition and public rules

Week 4
1. Unit 6 Permissionand allowed actions
2. Unit 7 Reportingwhat someone said

Week 5
1. Unit 8 Past vs present comparison
2. Unit 9 Expressing wishes and about people

Week 6
1. Unit 10 Evaluating risk andgiving opinions
2. Unit 11 Expressingdifficulties and reasons

Week 7
1. Unit 12 Future plans and aspirations
2. Review Book 2B

Week 8
1. 3A Unit 1 Talking about recent experiences
2. Unit 2 Indirect speech

Week 9
1. Unit 3 Expressing tentative plans and intentions
2. Unit 4 Dividing tasks and giving suggestions withreasons

Week 10
1. Unit 5Conditions and requirements
2. Unit 6 Changeof plan/Contrast

Week 11
1. Unit 7 Duration since starting
2. Unit 8 Purpose and reported information

Week 12
1. Unit 9 Unexpected results/Contrast
2. Unit 10 Indirect commands and instructions

Week 13
1. Unit 11 Sharingpersonal realization and experience
2. Unit 12Recommendations and reported suggestions

Week 14
1. Review 3A (1)
2. Review 3A (2)

Language: Japanese/Englis h

Textbooks: Sejong Korean 2B (English edition) & Sejong Korean 3A (Korean edition)
Handouts will be distributed both in class and via Waseda Moodle.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams:	50	Mini quizzes and assignments, 50%
Papers:	50	Assessment: 50% , Participation in the discussion. Participation in class discussions

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C019400|51|210C019400[/SYLLABUS_ID]

Course Title	Korean IV 51		
Instructor	RHEE, Maji Christine@KIM, Moran		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.2@02:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: KOREAN Ⅳ is designed for students who completed KOREANⅢ or the equivalent level. While reviewing KOREANⅢ, students will learn new grammar and expressions. Also, students will actively engage in conversation. In order to speak fluent Korean, students will study Korean culture and history.

Objectives: The main objective of this course is to practice advanced-level of reading, writing, and discussion lesssons.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

제1과 글로벌 한국에 대하여1
읽기| 작문 토론하기
글로벌 한국에 대하여2
읽기| 작문 토론하기
제2과 한국인의 웃음1
읽기| 작문 토론하기
한국인의 웃음2
읽기| 작문 토론하기
제3과 밀레니엄 세대의 교육1
읽기| 작문 토론하기
밀레니엄 세대의 교육2
읽기| 작문 토론하기
제4과 한국과 일본1
읽기| 작문 토론하기
한국과 일본2
읽기| 작문 토론하기
중간 발표1
각자의 주제에 대하여 발표
중간발표2
각자의 주제에 대하여 발표
제5과 기후변화와 한국사회1
읽기| 작문 토론하기
기후 변화와 한국사회2
읽기| 작문 토론하기
제6과 케이팝1
읽기| 작문 토론하기
케이팝2
읽기| 작문 토론하기
제7과 속담과 문화1
읽기| 작문 토론하기

속담과 문화2
읽기 작문 토론하기
제8과 한국어와 일본어1
읽기 작문 토론하기
한국어와 일본어2
읽기 작문 토론하기
제9과 취직과 생활1
읽기 작문 토론하기
취직과 생활2
읽기 작문 토론하기
제10과 수필1
읽기 작문 토론하기
수필2
읽기 작문 토론하기
제11과 한국의 고전1
읽기 작문 토론하기
한국의 고전2
읽기 작문 토론하기
제12과 세시풍습1
읽기 작문 토론하기
세시 풍습2
읽기 작문 토론하기
발표
학기말 레포트 발표
레포트 제출
학기말 레포트 제출

Language:	Japanese/English
Textbooks:	한국어와 한국문화via Online
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Exams:	50	Weekly writing assignments and presentations.
Papers:	0	-
Class contribution:	50	Final essay writing assingment.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C01F600|01|210C01F600[/SYLLABUS_ID]

Course Title	Learn French with French Cinema 01		
Instructor	PAGES, Christophe		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.1	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Improve your listening and speaking skills in French while discovering the French language and culture through contemporary cinema.

Course Outline: This course explores cinema as a means of language acquisition and cultural learning. Through the analysis of films in their original version, students will:
- Strengthen their command of French vocabulary in real-life contexts.
- Improve their listening comprehension by engaging with native speakers' natural speech patterns.
- Develop their ability to express ideas in French through film-based activities.
- Deepen their understanding of French culture by exploring societal and cultural themes through cinema.

Each session revolves around the study of a film or an excerpt, allowing students to progressively develop their language skills, refine their comprehension, and expand their vocabulary. The exploration of various cinematic genres will provide them with an enriched perspective on the cultural and social realities of France, while reinforcing their linguistic proficiency.

*The class will be conducted mostly in French, but some documents and movie subtitles will be in English.

**This class is for students who have a B1 level in French, i.e. students who have studied /are studying Level 3 in French and are preparing for study-abroad in a French-speaking area, but it can also be useful for students coming back from study-abroad or who have a higher level in French.

Objectives:
- Improve their comprehension of spoken French through film dialogues.
- Acquire vocabulary and common expressions in context.
- Express their impressions about a film in a simple and natural way.
- Discover cultural and social aspects of French cinema.

before/after course of study:
Before class:
- Watch a film or an assigned excerpt following the professor's instructions.
- Take notes on the dialogues, context, and key themes.
- Research the director, film genre, or cultural aspects of the film.

After class:
- Answer a few questions about the plot and characters.
- Share their opinion in a few sentences.
- Complete a listening comprehension exercise and memorize key expressions.

Preparation and review will take at least 90-120 minutes each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

第1回
Course introduction, objectives, andassessment criteria. Discussion on students' cinematic preferences.

第2回
Film 1: Introduction to the film.

第3回
Viewing of key excerpts. Listening comprehension activity.

第4回
Vocabulary and dialogue practice.

第5回
Writing a short film summary and a personal review.

第6回
Film 2: Introduction to the film.

第7回
Viewing of key excerpts. Listening comprehension activity.
第8回
Vocabulary and dialogue practice.
第9回
Writing a short film summary and a personal review.
第10回
Film 3: Introduction to the film.
第11回
Viewing of key excerpts. Listening comprehension activity.
第12回
Vocabulary and dialogue practice.
第13回
Writing a short film summary and a personal review.
第14回
Synthesis of the three films. Presentation on the favorite film of the semester.

Language: French

Textbooks: No textbook required. Course materials will be provided as photocopied handouts.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams:	30	Listening comprehension tests and vocabulary quizzes.
Papers:	40	Film summaries and personal reviews.
Class contribution:	30	Participation in discussions and vocabulary activities.

Note/URL: *The course content may be adjusted according to the students' level and progress.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C01F700|01|210C01F700[/SYLLABUS_ID]

Course Title	French and Diplomacy I (in French and English) 01		
Instructor	BREFUEL, Romuald		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.4	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: A CLIL class about French Language and International Diplomacy

Course Outline: For historical reasons, French was considered the main language of diplomacy and is still today the official and/or working language of several international organisations such as WTO, UN, OECD, NATO, ICJ, FIFA, IOC, etc. French is therefore a requisite for the ones who intend to work in such places. This course is a CLIL class (Content and Language Integrated Learning), which means French and English will be used in class to help you not only improve your French skills but also develop your knowledge about diplomacy and international institutions where French is used as a communication tool, through different classroom activities such as discussion, presentation, conversation, aural (video and audio material) & reading comprehension tasks. The course is intended for students with a B1 level in French in the CEFR levels.The professor in charge of this class is a professional expert in preparing diplomats to go and work in the francophone world (he is the Special Chief Instructor for French at the Japanese Ministry of Foreign Affairs – MOFA): a remarkable opportunity for students to know more about this field and career with first-hand information and training.

Objectives: Besides discovering international organisations where French is used and giving you insights into diplomacy in the 21st century, the main objective of this course is to help you develop specific and useful French skills for your future career as a diplomat or as an active member of the international community.

before/after course of study: As part of your preparation, you will be asked to read the relevant material and do the exercises assigned by the teacher. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

第1回
Vol. 1
General introduction and quizz about the subject under study

第2回
Vol. 2
Diplomacy: a French definition

第3回
Vol. 3
Diplomacy and French: history, past and present (1)

第4回
Vol. 4
Diplomacy and French: history, past and present (2)

第5回
Vol. 5
Career,work and life as a diplomat in French (1)

第6回
Vol. 6
Career,work and life as a diplomat in French (2)

第7回
Vol. 7
Ministry of foreign affairs and the francophone world (1)

第8回
Vol. 8
Ministry of foreign affairs and the francophone world (2)

第9回
Vol. 9
Embassies and consulates : roles and functions in French (1)

第10回
Vol.10
Embassies and consulates : roles and functions in French (1)

第11回
Vol.11
Discovering International organisations in French (1)

第12回
Vol.12
Embassies and consulates : roles and functions in French (2)

第13回
Vol.13
Embassies and consulates : roles and functions in French (3)

第14回
Vol.14
Written exam

Language: English/French

Textbooks: Printed material and handouts.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 60 Written exam and oral presentation

Class contribution: 40 active participation

Students are expected to be active, motivated, eager to learn and attend all classes.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C01F900|01|210C01F900[/SYLLABUS_ID]

Course Title	French and International Relations I (in French and English) 01		
Instructor	BREFUEL, Romuald		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Understanding the world in French

Course Outline: Supported by an extensive international network of embassies and consulates, France ranks third in the world in terms of its representation and activity abroad. In this course, we will cover international issues and affairs connected to France on all continents (Semester 1 will focus on Europe, Africa and the Americas while semester 2 will concentrate on Asia, Oceania, the polar regions, space, etc.) and learn about its diplomatic relations and actions.Conducted both in French and English, this class will aim to improve general and professional French skills needed in a multicultural and international working environment and become more familiar with France's foreign policy across the world. Discussion, presentation, conversation, aural (video and audio material) & reading comprehension tasks will be some of the different classroom activities.
The course is intended for students with a A2 level in French in the CEFR levels.
The professor in charge of this class is a professional expert in preparing diplomats to go and work in the francophone world (he is the Special Chief Instructor for French at the Japanese Ministry of Foreign Affairs – MOFA): a remarkable opportunity for students to know more about this field and career with first-hand information and training.

Objectives: Besides aiming to improve your French language skills, this course has a twofold objective:
1. Discovering the French diplomatic network through the cooperation actions it implements in the different regions of the world and the close relations France has forged with the international community;
2. Understanding and defining the place and role of France in the concert of nations.

before/after course of study: As part of your preparation, you will be asked to read the relevant material and do the exercises assigned by the teacher. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

第1回
General introduction and quizz about the subject under study
第2回
France's Foreign policy (1): Historical background
第3回
France's Foreign policy (2): Action for peace, security and human rights
第4回
France's Foreign policy (3): Promotion of French businesses and France's attractiveness abroad
第5回
France's Foreign policy (4): Work in favour of a balanced and sustainable development in the world
第6回
France's Foreign policy (5): Presence of France's ideas, language and culture while advocating diversity
第7回
France and Europe (1)
第8回
France and Europe (2)
第9回
France and Europe (3)

第10回
France and Africa (1)
第11回
France and Africa (2)
第12回
France and the Americas (1)
第13回
France and the Americas (2)
第14回
Summary

Language:	English/French
Textbooks:	Printed/online material and handouts.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Exams:	60	Written exam and oral presentation
Class contribution:	40	active participation

Note/URL: Students are expected to be active, motivated, eager to learn and attend all classes.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C01S100|51|210C01S100[/SYLLABUS_ID]

Course Title	Spanish Plus I 51		
Instructor	KREJCOVA, Jolana		
Term	fall semester	Credits	1
Day/Period	01:Thur.2	Class Modality Categories	[On-campus]
Course Category	Other Foreign Languages	Eligible Year	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Images of Japan in the Spanish-speaking World: From the Meiji Era to Francoist Spain

Course Outline: 【Course Delivery Method】 Face-to-Face

This course will be taught in Spanish. There is no prerequisite for this course. However, students are expected to have at least intermediate level of Spanish, as readings, discussions, and assignments will be conducted in Spanish.
This course offers an overview of some of the most important Spanish-language texts that illustrate how Japan was portrayed in Spain and Latin America from the late nineteenth century through the first half of the twentieth century. Classes will focus on the analysis and critical interpretation of these texts within their broader cultural, political, and social contexts. We will explore how portrayals of Japan in the Spanish-speaking world took shape and evolved over time, and identify the key figures involved in shaping these representations. We will study both well-known works by Spanish and Latin American authors, such as Vicente Blasco Ibáñez and José Juan Tablada, and lesser-known texts, particularly those by women travelers.

Objectives: The primary aim of this course is to provide the students with the analytical tools necessary to interpret key texts written in Spanish that convey diverse representations of Japan from the late nineteenth century to the 1950s,and to understand the cultural, political, and social factors that influenced their production. In addition, the course also aims to foster intercultural communication in Spanish through reading, discussion, and critical analysis, so that students can express their ideas clearly and confidently.

before/after course of study: Students are expected to prepare for each class by reading and reflecting on the texts posted on Moodle prior to the session. Any questions or comments, both linguistic and content-related, resulting from the reading and reflection will be discussed in the following class. In addition, before the presentation session, students are expected to prepare their presentations in accordance with the teacher's instructions. Before the final examination, students should take sufficient time to revise the exam content specified by the teacher. Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: Class 1 Course Introduction Introduction to Relations between Japan and the Spanish-speaking WorldClass 2 Pre-modern RelationsPre-modern Relations between Japan and the Spanish-speaking WorldClass 3 Cultural Encounters 1First Cultural Encounters between the Japanese and Spaniards in the Early Meiji PeriodClass 4 Cultural Encounters 2First Cultural Encounters between the Japanese and Latin Americans in the Early Meiji PeriodClass 5 Spanish Travelers to JapanExplorations of Spanish Travelers to Japan through cultural and literary textsClass 6 Latin American Travelers to JapanExplorations of Latin American Travelers to Japan through cultural and literary textsClass 7 Diplomatic Relations between Japan and SpainThe Establishment of Diplomatic Relations between Japan and SpainClass 8 Diplomatic Relations between Japan and Latin AmericaThe Establishment of Diplomatic Relations between Japan and Latin AmericaClass 9 Spanish Women Travelers to Japan IExplorations of Spanish Women Travelers to Japan I through cultural and literary textsClass 10 Spanish Women Travelers to Japan IIExplorations of Spanish Women Travelers to Japan II through cultural and literary textsClass 11 Bushido and FalangeBushidō and the Spanish FalangeClass 12 Japan in Francoist SpainExplorations of the imaginations of Japan in Francoist SpainClass 13 PresentationsStudent PresentationsClass 14 Final ExamFinal exam
Give comments andfeedback on the exams in order to maximize educational effects.

Language: Spanish

Textbooks: All materials will be uploaded to Waseda Moodle in advance.

References: Reference materials will be indicated by the teacher during class.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	50	Final examination
Papers:	30	Report presentation

Class contribution:	20	Active participation in the course (preparations, reactions to cases, group activities, and other class activities and homework assignments).

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C01S200|51|210C01S200[/SYLLABUS_ID]

Course Title	Spanish Plus II 51		
Instructor	KREJCOVA, Jolana		
Term	fall semester	**Credits**	1
Day/Period	01:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Literary Movements in the Spanish-speaking World: From Modernism to the Latin American Boom

Course Outline: 【Course Delivery Method】 Face-to-Face

This course is intended for students with at least an intermediate level of Spanish, as readings, discussions, and assignments will be conducted in Spanish.

The course offers an introduction to some of the most influential literary movements in the Spanish-speaking world from the late nineteenth century to the 1970s. Through the analysis of literary excerpts in Spanish, alongside other forms of artistic expression such as painting and music, we will explore major literary trends in relation to broader artistic traditions in Spain and Latin America. We will also examine how cultural production in the Spanish-speaking world responded to wider social, political, and historical factors. We will address the work of both well-known writers and artists, such as Federico García Lorca and Salvador Dalí, as well as lesser-known creators whose contributions have often been overlooked.

Objectives: The goal of this course is to help students identify and reflect on some of the major literary movements in the Spanish-speaking world from the late nineteenth century to the 1970s, and to interpret selected texts within their broader artistic, historical, and cultural contexts. The course also aims to develop strategies for successful intercultural communication in Spanish through reading, discussion, and critical analysis, so that students can express themselves clearly and confidently.

before/after course of study: Students are expected to prepare for each class by reading and reflecting on the texts posted on Moodle prior to the session. Any questions or comments, both linguistic and content-related, resulting from the reading and reflection will be discussed in the following class. In addition, before presentation sessions, students are required to prepare their presentations in accordance with the teacher's instructions. Before any quiz, students should allocate sufficient time to review the material specified by the teacher.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Course Introduction
Introduction to literary movements in the Spanish-speaking World

Modernism in the Spanish-speaking World
Discussion on Modernism in the Spanish-speaking WorldHow the movement emerged in Spain and in Spanish America

Generation of ' 98 I
Discussion on Generation of '98
Historical background

Generation of ' 98 II
Discussion on Generation of '98 (cont'd)Works by the intellectuals of the Generation of '98

Quiz I; Generation of ' 27 I
Quiz IDiscussion on Generation of '27
Historical background

Generation of '27 II
Discussion on Generation of '27
Works by the intellectuals of the Generation of '27

Presentation I
Student presentations

Avant-Garde in the Spanish-speaking World I
Discussion on Avant-Garde IHistorical background

Avant-Garde in the Spanish-speaking World II
Discussion on Avant-Garde (cont'd)Works by the intellectuals of Avant-Garde

Quiz II; Spanish Post-war Realism I
Quiz IIDiscussion on Spanish Post-war Realism
Historical background

Spanish Post-war Realism II
Discussion on Spanish Post-war Realism (cont'd)Works by realist writers

The Latin American Boom I
Discussion on the Latin American Boom IHistorical background

The Latin American Boom II
Discussion on the Latin American Boom IIWorks by Boom writers

Quiz III; Presentation II
Quiz IIIStudent Presentations II

Language:	Spanish
Textbooks:	All materials will be uploaded to Waseda Moodle in advance.
References:	Reference materials will be indicated by the teacher during class.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Exams:	30	Quizzes
Papers:	30	Assignments
Class contribution:	20	Active participation in class
Others:	20	Presentations

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CO20100|51|210CO20100[/SYLLABUS_ID]

Course Title	Introduction to English Linguistics 51		
Instructor	MUEHLEISEN, Victoria L. others		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Communication	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: The science of language

Course Outline: Linguistics is a scientific study of human language. People depend on language so heavily in their everyday lives that most of them would find life without it unimaginable. And yet, they don't really know how language works or, for that matter, how they acquired their mother tongue in the first place. Indeed, first language acquisition poses an intriguing puzzle. Every normal child easily accomplishes it within a few years without any special training (so the task must be very simple), but even linguists with many years of training can't duplicate this "simple" feat. There are many mysteries like this about human language, which is why the field of linguistics is fascinating and linguistic research has been very active.

Against this backdrop, this course will explain the workings of human language by introducing important theoretical concepts from modern linguistics. More specifically, it will introduce core subfields of linguistics, i.e., phonetics/phonology, morphology/syntax, and semantics/pragmatics. It will thus provide a solid foundation for intermediate-level linguistics courses (and beyond), which will equip students with necessary tools for investigating language and language-related matters. The course will also serve as a good preparation for any discipline that applies knowledge of linguistics.

CO202 (Introduction to Applications of Linguistics) a companion course that deals with applied linguistics, sociolinguistics and historical linguistics, is offered in the spring semester. Students who are interested in linguistics are strongly encouraged to take this course as well.

Note: If you have already received credit for CO201 under the name "Introduction to Language Studies", you may NOT register for this class.

Objectives: Basic understanding of core subfields of English linguistics, plus ability to discern purely linguistic matters from ones that are not.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to do homework exercises, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule [Week 1] Introduction: What is linguistics?

This lecture introduces the field of linguistics, focusing on the differences between studying linguistics and studying foreign languages. It introduces common misconceptions about studying languages and linguistics and discusses these issues.

Reading: Gasser, Michael (2020), "How Language works", Chapter 1.
Copies of the reading material for weeks 1-4 will be provided.

[Week 2] Sound (1): Speech sounds: Articulation and English consonants
What are speech sounds? How are they produced? Using English examples, we will study the production of sounds that occur in English and learn how to categorise speech sounds phonetically.

Reading: Language Files Chapters 2.0 "What is Phonetics?", 2.1 "Representing Speech Sounds" and 2.2 "Articulation: English Consonants".

Homework exercise

[Week 3] Sound (2): Speech sounds: English vowels; Identifying sounds of English
Based on the information from the lecture in week 2, we will learn how to produce English vowels and the fundamental concept of phonology: identifying speech sounds (i.e. phonemes and allophones).

Reading: Language Files, Chapters 2.3 “Articulation: English Vowels”, 3.0 “What is Phonology?” and 3.2 “Phonemes and Allophones”.
Homework exercise

[Week 4] Sound (3): Natural classes and phonological rules
We will examine the sound rules of the English language. Why do some sounds behave similarly? Why don't certain sound sequences occur in English?

Reading: Language files Chapter 3.3 “Phonological rules”
Homework exercise

[Week 5] Review and Exam 1 (topics from sound: weeks 1–4)
An overall review of the Sounds of English section

The written exam covers content from weeks 1–4: Sounds of English.

[Week 6] Structure (1)The origins of language, structure and use, knowledge of language
If you need to contact the instructor, email him directly at his email address, which will be provided in week 6.

[Week 7] Structure (2) Animals and human language, traditional grammar, prescriptive grammar, descriptive grammar

[Week 8] Structure (3) I-language, computational systems, equivalent classes, intensional/extensional description, functionalism

[Week 9] Structure (4) Hypothesis testing, Universal Grammar, critical period for 1st language acquisition, acquisition vs. learning

[Week 10] Meaning (1) Sense and reference
This lecture will focus on how we connect words with concepts to create meanings.

Reading: Introduction to English Linguistics, Chapter 5.1 and 5.2
On-line quiz after class

[Week 11] Meaning (2) Compositional and non-compositional meaning; examples of historical change in word meaning
In this class we'll talk about how to combine meanings or words to create the meanings of compounds and phrases, and cases where meaning is not predictable.

Reading: Introduction to English Linguistics, Chapter 5.3
On-line quiz after class

[Week 12] Meaning (3) The mental lexicon and network of word meanings; some mechanisms of historical change
We'll learn about the organization of word meanings in the mental lexicon, and ways in which words may acquire new meanings.

Reading: Introduction to English Linguistics, Chapter 5.4 and Chapter 7.4
On-line quiz after class

[Week 13] Meaning (4) Language in use: speech acts and utterance meaning
In this class, we'll distinguish sentences from utterances (language in a particular context), and consider some of the ways people use language to do things in the world.

Reading: Introduction to English Linguistics, Chapter 6.1 and 6.3
On-line quiz after class

[Week 14[Meaning (5) Pragmatic principles and Meaning Unit Exam
In this class, we'll look at a few of the principles we use to interpret people's intended meaning based on what they say together with the context.

Reading: Introduction to English Linguistics, Chapter 6.3 and 6.4
The meaning exam will be held from 14:00 to 14:50.

Language : English

Textbooks : Some reading materials will be provided; others will be accessible for download through the Waseda library.

References : Anderson, Catherine (2018), “Essentials of Linguistics” Web textbook, , BCcampus

Demers, Richard A., Farmer, Ann K., & Harnish, Robert M., (2010), Linguistics (6th Eds.): An Introduction to Language and Communication, The MIT Press.

Gasser, Michael (2020), Chapter 1 of How Language works, LibreTexts (Out of Print, pdf file is provided)

Katamba, Francis, O’Grady, William, Archibald, John (2011), Contemporary Linguistics: An Introduction (Learning About Language) , Longman.

Language Files: Materials for an Introduction to Language and Linguistics. By Department of Linguistics, Ohio State University, published Ohio State University Press. Any of the following editions is fine: 10th (2007), 11th (2011), 12th (2016), or 13th (2022)

Plag, Ingo, et al. (2015) Introduction to English Linguistics. De Gruyer, Inc.

Radford, Andrew, Martin Atkinson, Martin, Britain, David, Clahsen, Harald, Spencer, Andrew, (2009), Linguistics: An Introduction (2nd Ed.), Cambridge University Press.

Grading Free-text Entry Flag : 1 : フリーフォーマット（教員による切替可）

Evaluation Free- The student will receive a grade for each of the three sections (Sound, Structure, and Meaning) based on exams and/or quizzes. Each section will contribute equally to the final grade, and the student must receive a passing grade of C or higher in at least two of the three sections in order to pass the class.

Note/URL : Quizzes may be given from Week 3, so it is not advisable to join this course after the second week.

Please note that if you have already received credit for CO201 under the name "Introduction to Language Studies", you may NOT register for this class.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C020400|51|210C020400[/SYLLABUS_ID]

Course Title	Introduction to Psycholinguistics 51		
Instructor	LOVCEVIC, Irena		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Communication	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course provides an introduction to the field of psycholinguistics, exploring the intricate relationship between language and the human mind. Students will examine topics such as language acquisition, language processing, bilingualism, and the neural basis of language. Through a combination of theoretical discussions, empirical studies, and practical applications, students will gain insights into how psychology and linguistics intersect in the study of language.

Objectives: – Students will become familiar with models of language processing, cognitive processes involved in comprehension and production, and experimental methodologies used to study language processing.

– Students will acquire the knowledge and skills to examine and compare various theories of language acquisition, understanding how individuals acquire language skills from early childhood through different developmental stages.

– Students will become familiar with the cognitive advantages and challenges associated with bilingualism and multilingualism, including the effects on language control, cognitive flexibility, and brain function.

before/after course of study: Students are expected to complete an average of 60 minutes of homework per class to achieve a passing grade in this class. The homework will include written assignments, undertaking Internet-based research, and article reading.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

第1回
Orientation
第2回
Introduction to Psycholinguistics (Topic 1)
第3回
Article reading and presentation session on Topic 1
第4回
First language acquisition and cognitive development (Topic 2)
第5回
Article reading and presentation session on Topic 2
第6回
Bilingualism and second language acquisition (Topic 3)
第7回
Article reading and presentation session on Topic 3
第8回
Midterm exam
第9回
Language comprehension (Topic 4)
第10回
Article reading and presentation session on Topic 4
第11回
Language production (Topic 5)

第12回
Article reading and presentation session on Topic 5
第13回
Review and Q&A
第14回
Final exam

Language: English

Textbooks: Materials to be provided by instructor

References: The Psychology of Language: From Data to Theory, 4th Edition by Trevor A. Harley
Psycholinguistics: Introduction and Applications by Lise Menn
Fundamentals of Psycholinguistics by Eva Fernandez & Helen Cairns

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Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams:	50	Midterm Examination (35%) and Final Examination (45%)
Papers:	30	Submission of article summaries on 5 topics
Class contribution:	20	Active class participation (e.g., asking questions, participating in class discussions). If you are absent from more than 2/3 of the classes, you will receive an ‘F’ for your final grade. Please come to class on time. If you are more than 15 minutes late, you will be marked absent.

Note/URL: The pace of the course may change based on thelevel of the students in the class. The schedule above is suggested for anaverage level class.

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C02F100|51|210C02F100[/SYLLABUS_ID]

Course Title	French and International Relations II (in French and English) 51		
Instructor	BREFUEL, Romuald		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Understanding the world in French

Course Outline: Supported by an extensive international network of embassies and consulates, France ranks third in the world in terms of its representation and activity abroad. In this course, we will cover international issues and affairs connected to France on all continents (While semester 1 focuses on Europe, Africa and the Americas, Semester 2 will concentrate on Asia, Oceania, the polar regions, space, etc.) and learn about diplomatic relations and actions.Conducted both in French and English, this class will aim to improve general and professional French skills needed in a multicultural and international working environment and becoming familiar with the France's foreign policy across the world. Discussion, presentation, conversation, aural (video and audio material) & reading comprehension tasks will be some of different classroom activities used in the class.
The course is intended for students with a A2 level in French in the CEFR levels.
The professor in charge of this class is a professional expert in preparing diplomats to go and work in the francophone world (he is the Special Chief Instructor for French at the Japanese Ministry of Foreign Affairs – MOFA): a remarkable opportunity for students to know more about this field and career with first-hand information and training.

Objectives: Besides aiming to improve your French language skills, this course has a twofold objective:
1. Discovering the French diplomatic network through the cooperation actions it implements in the different regions of the world and the close relations France has forged with the international community;
2. Understanding and defining the place and role of France in the concert of nations.

before/after course of study: As part of your preparation, you will be asked to read the relevant material and do the exercises assigned by the teacher. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

第1回
General introduction and presentation
第2回
Place and role of France in XXI century
第3回
France and Asia (1)
第4回
France and Asia (2)
第5回
France and Oceania (1)
第6回
France and Oceania (2)
第7回
France and the polar regions
第8回
France in space
第9回
France and the virtual world

第10回
France and International organisations (1)
第11回
France and International organisations (2)
第12回
French citizens abroad
第13回
Foreign citizens in France
第14回
Summary

Language:	English/French
Textbooks:	Printed/online material and handouts.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Exams:	60	Written exam and oral presentation
Class contribution:	40	active participation

Note/URL: Students are expected to be active, motivated, eager to learn and attend all classes.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C02F200|01|210C02F200[/SYLLABUS_ID]

Course Title	French and translation (level I) in Diplomacy 01		
Instructor	BREFUEL, Romuald		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.5	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: An introduction to French/English translation

Course Outline: Whenever cross-cultural communication occurs, the exchange of messages can soon become the cause of miscommunication and misunderstanding, creating funny and embarrassing moments at times. But when it comes to a message expressing the stance of one or more countries on an international issue, like in a joint communiqué for instance, its accurate translation is then of paramount importance. And although each language has its own particularities and uniqueness, it is the job of translators and interpreters to convey the exact, or at least, the most appropriate and meaningful message to each side so that communication can be facilitated and positions understood. In this course, we will work on different texts, speeches, communiqués and writings from the diplomatic domain. This class will be taught in French and in English, and we will try to apply a methodology to switch from one language to the other. This CLIL class (Content and Language Integrated Learning) will help you to get a glimpse of translation techniques and strategies while studying linguistic structures easily reusable in many professional situations.
The course is intended for students with a B1-B2 level in French in the CEFR levels.
The professor in charge of this class is a professional expert in preparing diplomats to go and work in the francophone world (he is the Special Chief Instructor for French at the Japanese Ministry of Foreign Affairs - MOFA): a remarkable opportunity for students to know more about this field and career with first-hand information and training.

Objectives: This course is an introduction to the problematic of translation and aims to give you linguistic tools and strategies to be able to render a message from one language into another in the most accurate way. We will start by acquiring a translation methodology to help us dealing first with short and varied articles (daily press briefings from embassies, news and short statements from government and international organisations, etc.) and then delve into longer and more complex texts or speeches.

before/after course of study: As part of your preparation, you will be asked to read the relevant material and do the exercises assigned by the teacher. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

第1回
General introduction and quizz about the subject under study
第2回
Methodology and approach: conveying meaning
第3回
Translation tools: linguistic and cultural knowledge
第4回
Press briefing (1)
第5回
Press briefing (2)
第6回
Press briefing (3)
第7回
Official declaration: French foreign policy (1)
第8回
Official declaration: French foreign policy (2)
第9回
Official declaration: French foreign policy (3)

第10回
Joint communiqué: an introduction (1)
第11回
Joint communiqué: an introduction (2)
第12回
Speech (1)
第13回
Speech (2)
第14回
Speech (3)

Language: English/French

Textbooks: Printed material and handouts.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams:	60	Written exam and oral presentation
Class contribution:	40	active participation
		Students are expected to be active, motivated, eager to learn and attend all classes.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C02F300|51|210C02F300[/SYLLABUS_ID]

Course Title	French, translation (level II) and interpretation in Diplomacy 51		
Instructor	BREFUEL, Romuald		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.5	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Trilingual communication between French, English and Japanese

Course Outline: Whenever cross-cultural communication occurs, the exchange of messages can soon become the cause of miscommunication and misunderstanding, creating funny and embarrassing moments at times. But when it comes to the message from a high-ranking official about the foreign policy of his or her country, the accuracy and clarity of the translation/interpretation is crucial. Translators and interpreters need to acquire and develop techniques to help facilitate communication. Although this course can be considered to build on the level 1 course, it is open to any student with the required language level and the will to know more about intercultural and linguistic communication. We will work on different documents from the diplomatic domain and even though this class will be mainly taught in French and English, we will also use the Japanese language, be it in an oral or written form. Translation and interpretation classes will alternate every other week. This CLIL class (Content and Language Integrated Learning) will help you to acquire better translation and interpretation techniques and strategies while studying linguistic structures and pattern easily reusable in a real life.
The course is intended for students with a B2-C1 level in French in the CEFR levels.
The professor in charge of this class is a professional expert in preparing diplomats to go and work in the francophone world (he is the Special Chief Instructor for French at the Japanese Ministry of Foreign Affairs - MOFA): a remarkable opportunity for students to know more about this field and career with first-hand information and training.

Objectives: This course aims to improve your translation and consecutive interpretation skills in a trilingual environment and to give you linguistic tools and strategies to be able to render a message from one language into another in the most accurate way. We will translate longer and more complex texts while tackling consecutive interpretation through common situations you may experience in your daily and professional life.

before/after course of study: As part of your preparation, you will be asked to read the relevant material and do the exercises assigned by the teacher. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

第1回
General introduction about the subject under study: Translation (T) and interpretation (I)
第2回
(T/I) Methodology and approach: conveying meaning in a multicultural environment
第3回
(T) Official declaration (1)
第4回
(I) introduction: what is interpretation?
第5回
(T) Official declaration (2)
第6回
(I) casual vs formal language: greeting and chatting / introducing yourself
第7回
(T) Email (1)
第8回
(I) Accepting and refusing an invitation / thanking and apologising
第9回
(T) Email (2)

第10回
(I) Arranging/modifying a meeting
第11回
(T) Note verbale (1)
第12回
(I) Connecting everything (everyone) together: linguistic tips
第13回
(T) Note verbale (2)
第14回
(I) introduction to conference and seminar speeches

Language: English/French

Textbooks: Printed material and handouts.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	60	Written exam and oral presentation
Class contribution:	40	active participation
		Students are expected to be active, motivated, eager to learn and attend all classes.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C02F400|01|210C02F400[/SYLLABUS_ID]

Course Title	Academic studies in France & French for Academic Purposes (in French & English) 01		
Instructor	KAWAGUCHI, Yuji		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Academic studies in France & French for Academic Purposes
Etudes académiques en France et Français sur Objectifs Universitaires

Course Outline: The main objective of this course is to prepare students to a successful year of study in France or in a French-speaking country.It is divided into two parts: Academic Studies and French for Academic Purposes. Academic Studies will cover topics necessary for students to integrate fully and beneficially in the country they choose for studying abroad. It will cover stimulating and profitable areas of interest both from an intellectual and a practical level. French for Academic Purposes will focus on specific demands and requirements of the French educational system and will teach skills and techniques necessary to succeed in higher education studies.

In this class, students will also improve their French skills thanks to DELF and Futsuken (仏検) practical exercises

Objectives: This course is for students planning to study a French-speaking university in the near future. It is recommended to take this course along other French courses. This course will also be beneficial to students who already have a good level (A2+ or B1) and are willing to study the language, and students who have an interest in French society and culture. Finally, it is open to students from of all faculties.

before/after course of study: As part of your preparation, you will be asked to read the relevant material and do the exercises assigned by the teacher. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

第1回 Orientation

Orietntation : Explanation of course objectives

第2回 French society : contemporary issues and how they relate to students life

French society : contemporary issues and how they relate to students lifeExercises of oral and reading comprehension

第3回 French manner s and customs : integrating into French society and university

French manner s and customs : integrating into French society and university Exercises of oral and reading comprehension

第4回 Education and culture

Education and cultureExercises of oral and reading comprehension

第5回 Education and History : interactions and influences

Education and History : interactions and influencesExercises of oral and reading comprehension

第6回 A comparative approach to Educational Systems (Japan, France, Swiss, Belgium, Canada and other

French around the world (France, Swiss, Belgium, Canada and other countries)
Exercises of oral and reading comprehension

第7回 Mid-term test

Mid-term test

第8回 General introduction to French academic skills

General introduction to French academic skillsExercises of oral and reading comprehension

第9回 Understanding a lecture and taking notes

Understanding a lecture and taking notesExercises of oral and reading comprehension

第10回 Making a presentation

Making a presentationExercises of oral and reading comprehension

第11回 Preparing a review
Preparing a reviewExercises of oral and reading comprehension
第12回 Writing an review
Writing an essayExercises of oral and reading comprehension
第13回 Taking part in a debate and interacting with others
Taking part in a debate and interacting with othersExercises of oral and reading comprehension
第14回 Review
End of the term test

Language:	Japanese/English/French
Textbooks:	Printed material and handouts will be distributed through MOODLE.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Exams:	60	Mid-term and final exams.
Class contribution:	20	active participation
Others:	20	comment sheet

Note/URL: Students are expected to be active, motivated, eager to learn and attend all classes.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C02F400|51|210C02F400[/SYLLABUS_ID]

Course Title	Academic studies in France & French for Academic Purposes (in French & English) 51		
Instructor	KAWAGUCHI, Yuji		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Academic studies in France & French for Academic Purposes
Etudes académiques en France et Français sur Objectifs Universitaires

Course Outline: The main objective of this course is to prepare students to a successful year of study in France or in a French-speaking country.It is divided into two parts: Academic Studies and French for Academic Purposes. Academic Studies will cover topics necessary for students to integrate fully and beneficially in the country they choose for studying abroad. It will cover stimulating and profitable areas of interest both from an intellectual and a practical level. French for Academic Purposes will focus on specific demands and requirements of the French educational system and will teach skills and techniques necessary to succeed in higher education studies.

In this class, students will also improve their French skills thanks to DELF and Futsuken (仏検) practical exercises

Objectives: This course is for students planning to study a French-speaking university in the near future. It is recommended to take this course along other French courses. This course will also be beneficial to students who already have a good level (A2+ or B1) and are willing to study the language, and students who have an interest in French society and culture. Finally, it is open to students from of all faculties.

before/after course of study: As part of your preparation, you will be asked to read the relevant material and do the exercises assigned by the teacher. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

第1回 Orientation

Orietntation : Explanation of course objectives

第2回 French society : contemporary issues and how they relate to students life

French society : contemporary issues and how they relate to students lifeExercises of oral and reading comprehension

第3回 French manner s and customs : integrating into French society and university

French manner s and customs : integrating into French society and university Exercises of oral and reading comprehension

第4回 Education and culture

Education and cultureExercises of oral and reading comprehension

第5回 Education and History : interactions and influences

Education and History : interactions and influencesExercises of oral and reading comprehension

第6回 A comparative approach to Educational Systems (Japan, France, Swiss, Belgium, Canada and other

French around the world (France, Swiss, Belgium, Canada and other countries)
Exercises of oral and reading comprehension

第7回 Mid-term test

Mid-term test

第8回 General introduction to French academic skills

General introduction to French academic skillsExercises of oral and reading comprehension

第9回 Understanding a lecture and taking notes

Understanding a lecture and taking notesExercises of oral and reading comprehension

第10回 Making a presentation

Making a presentationExercises of oral and reading comprehension

第11回 Preparing a review
Preparing a reviewExercises of oral and reading comprehension
第12回 Writing an review
Writing an essayExercises of oral and reading comprehension
第13回 Taking part in a debate and interacting with others
Taking part in a debate and interacting with othersExercises of oral and reading comprehension
第14回 Review
End of the term test

Language:	Japanese/English/French
Textbooks:	Printed material and handouts will be distributed through MOODLE.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Exams:	60	Mid-term and final exams.
Class contribution:	20	active participation
Others:	20	comment sheet

Note/URL: Students are expected to be active, motivated, eager to learn and attend all classes.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C02F600|51|210C02F600[/SYLLABUS_ID]

Course Title	French and Diplomacy II (in French and English) 51		
Instructor	BREFUEL, Romuald		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.4	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: A CLIL class about French Language and International Diplomacy

Course Outline: For historical reasons, French was considered the main language of diplomacy and is still today the official and/or working language of several international organisations such as WTO, UN, OECD, NATO, ICJ, FIFA, IOC, etc. French is therefore a requisite for the ones who intend to work in such places. This course is a CLIL class (Content and Language Integrated Learning), which means French and English will be used in class to help you not only improve your French skills but also develop your knowledge about diplomacy and international institutions where French is used as a communication tool, through different classroom activities such as discussion, presentation, conversation, aural (video and audio material) & reading comprehension tasks. The course is intended for students with a B1 level in French in the CEFR levels.The professor in charge of this class is a professional expert in preparing diplomats to go and work in the francophone world (he is the Special Chief Instructor for French at the Japanese Ministry of Foreign Affairs – MOFA): a remarkable opportunity for students to know more about this field and career with first-hand information and training.

Objectives: Besides discovering international organisations where French is used and giving you insights into diplomacy in the 21st century, the main objective of this course is to help you develop specific and useful French skills for your future career as a diplomat or as an active member of the international community.

before/after course of study: As part of your preparation, you will be asked to read the relevant material and do the exercises assigned by the teacher. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

第1回
Vol. 1
General introduction and quizz about the subject under study

第2回
Vol. 2
Diplomacy: a French definition

第3回
Vol. 3
Diplomacy and French: history, past and present (1)

第4回
Vol. 4
Diplomacy and French: history, past and present (2)

第5回
Vol. 5
Career,work and life as a diplomat in French (1)

第6回
Vol. 6
Career,work and life as a diplomat in French (2)

第7回
Vol. 7
Ministry of foreign affairs and the francophone world (1)

第8回
Vol. 8
Ministry of foreign affairs and the francophone world (2)

第9回
Vol. 9
Embassies and consulates : roles and functions in French (1)

第10回
Vol.10
Embassies and consulates : roles and functions in French (1)

第11回
Vol.11
Discovering International organisations in French (1)

第12回
Vol.12
Embassies and consulates : roles and functions in French (2)

第13回
Vol.13
Embassies and consulates : roles and functions in French (3)

第14回
Vol.14
Written exam

Language: English/French

Textbooks: Printed material and handouts.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 60 Written exam and oral presentation

Class contribution: 40 active participation

Students are expected to be active, motivated, eager to learn and attend all classes.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C02F700|01|210C02F700[/SYLLABUS_ID]

Course Title	French Plus 01		
Instructor	DETEY, Sylvain Matthieu Julien		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.4@02:Wed.5	**Class Modality Categories**	[On-campus]
Course Category	Other Foreign Languages	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Society, Phonetics and Pragmatics

Course Outline: This course is an integrated language-culture content course (CLIL) in English and in French to help students (on a linguistic and sociocultural level) improve both their understanding of French society and their oral skills in pronunciation and conversation. It is primarily aimed at students who already have an A1 level in French (Level 1 in SILS already completed), but it can be of interest to students with various levels of proficiency (from A1 to B1). The course will be partly taught in English and partly in French: half of the course will be devoted to French language learning practice (pronunciation, dialogue comprehension and memorization) with the multimedia TUFS Language Modules (https://www.coelang.tufs.ac.jp/mt/fr/index_en.html), and half will be devoted to linguistic and cultural analyses and discussions.

Objectives: The objective of the course is to provide an introduction to the French sound system, sociocultural insight into French society, and opportunities to practice French conversation around specific speech acts to students who are interested in French studies.

before/after course of study: As part of your preparation, you will be asked to read the content of the PPTs before each session (it will be posted on Waseda Moodle every week). Preparation is expected to take 90-120 minutes. Homework will be assigned under the form of reviews for each class and may include documents reading as well as extra research, especially to prepare for the final report. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
1) General introduction to the class and to French language learning
2) How French are you?
3) If you know English you know French and vice-versa: a look at linguistic history
4) Pronouncing French: introduction
5) Pronouncing French: letters and sounds
6) Pronouncing French: practice
7) Pronouncing French: from sound to music
8) Pronouncing French: from music to songs
9) Reading French: France, a mono/multicultural country?
10) Reading French: France, a mono/multilingual country?
11) Reading French: The French Republic and its values
12) Reading French: cultural icons
13) Reading French: geography and history of France
14) Students' presentations

Language: English/French

Textbooks: None.

References: Reading material will be handed out during class when necessary.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Final report and presentation: 50%
In-class active participation: 50%

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C030800|01|210C030800[/SYLLABUS_ID]

Course Title	Sociolinguistics		
Instructor	IINO, Masakazu		
Term	spring semester	**Credits**	4
Day/Period	01:Tues.4@02:Tues.5	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Language and Society

Course Outline: Mode of Delivery: Face-to-Face

Sociolinguistics is a field of linguistics which examines the relationship between language and society, as they mutually influence each other. This course introduces basic concepts of sociolinguistics and explores both micro and macro sociolinguistic studies, reviewing various cases from the micro interpersonal interaction levels to the macro institutional and societal levels. Topics covered include language and power, thought and representation, ethnography of speaking, language and gender, language change, regional and social variation, multilingualism, language attitudes as well as language policy and language planning issues in various social contexts from around the world. Although concepts of both micro and macro sociolinguistics are introduced, an emphasis will be placed on language policy and language planning issues.

Objectives: To understand basic concepts of both micro and macro sociolinguistics.

before/after course of study: Students are expected to read the assigned chapters and articles in advance to prepare for each session. It will take 90-180 minutes. The group members in charge will make a presentation on the chapter contents. A mid-term exam will check students' knowledge and understanding of the course. For the final project, each students will conduct a mini-project, write a 5-page paper and make an oral presentation on the paper.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

Session 1, 2 Introduction to sociolinguistics: Language?

Session 3, 4 Language thought and representation

Session 5, 6 Language and politics

Session 7, 8 Language and the media

Session 9, 10 Linguistic landscapes

Session 11, 12 Language and gender

Session 13, 14 Language and ethnicity

Session 15, 16 Language and age

Session 17, 18 Language, class and symbolic capital

Session 19, 20 Global Englishes

Session 21, 22 Mid-term exam / Research proposal presentations

Session 23, 24 Research presentations 1

Session 25, 26 Research presentations 2

Session 27, 28 Summary

The schedule is subject to change.

Language: English

Textbooks: Mooney, Annabelle and Evans, Betsy (2023) Language, Society and Power: An Introduction. Sixth Edition. Routledge.

References: Blommaert, Jan. (2010). The Sociolinguistics of Globalization. Cambridge University Press.

Canagarajah, Suresh. (2017). The Routledge Handbook of Migration and Language. Routledge.
Coulmas, Florian (2005). Sociolinguistics. Cambridge University Press.
Gottlieb, Nanette. (2012). Language Policy in Japan – The Challenge of Change. Cambridge University Press.
Murata, Kumiko. (ed.).(2019). English-Medium Instruction from an English as a Lingua Franca Perspective: Exploring the higher education context. Routledge.
Romaine, Suzanne. (2000). Language in Society – An Introduction to Sociolinguistics. 2nd edition. Oxford: Oxford University Press.
Spolsky, Bernard (1998) Sociolinguistics. Oxford University Press.
Spolsky, Bernard (2009). Language Management. Cambridge University Press.
Tollefson, James and Perez-Milans, Miguel (eds.). (2018). The Oxford Handbook of Language Policy and Planning. New York: Oxford University Press.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	20	A mid-term exam.
Papers:	60	A final paper based on relevant literature reviews and an original research project. An oral presentation on the final paper.
Class contribution:	20	Participation, Group presentations.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C030900|01|210C030900[/SYLLABUS_ID]

Course Title	Pragmatics and Semantics		
Instructor	MASUKO, Mayumi		
Term	spring semester	**Credits**	4
Day/Period	01:Tues.3@02:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Linguistic expressions typically convey more than one kind of 'meaning'. This course focuses on how different kinds of meanings are conveyed and how they interact and/or are controlled by other factors, drawing examples mainly from English and Japanese.
Basic concepts to be covered include:
--word, phrase, sentence [review]--natural language and logical language meanings
--logical symbols and formula
--valence and thematic roles
--lexical (or sense) reations
--contextual information
--implicature, presupposition, speech act theories and illocutionary acts
--politeness
--discourse

Objectives: -- understanding basic concepts in theoretical linguistics
-- being capable of explaining how utterances can convey meanings
-- being capable of distinguishing and explaining different types of 'meaning'
-- being capable of noticing subtle differences in meanings as a result
-- being capable of analyzing new linguistic data using the concepts learnt

before/after course of study: Read the handouts carefully, and if necessary, consult books and articles on the relevant topic.

Reread the handouts and see if you could explain the key concepts.

Preparation for the class and the review will each take around 90-120 min.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
Week 1 introduction
Week 2 structure 1 [basic morphology]
Week 3 structure 2 [basic syntax]
Week 4 lexical semantics and the meaning of 'meaning' quiz 1: structure & lexical semantics
Week 5 meanings of nominals and related expressions
Week 6 meanings of verbs and related expressions
Week 7 basics of formal semantics
quiz 2: eventuality & logical representations of "meaning"
Week 8 non-propositional meanings 1: implicature
Week 9 non-propositional meanings 2: presupposition
quiz 3: implicatures and presuppositions
Week 10 non-propositional meanings 3: speech act theories
Week 11 politeness theories 1: Leech
Week 12 politeness theories 2: Brown & Levinson
Week 13 honorifics and related expressions
Week 14 discourse and related issues [tentative]
quiz 4: politeness and related phenomena

* This is tentative and subject to change depending on students' knowledge and interests

Language: English

Textbooks: none

References: Chierchia, G. and S. McConnell-Ginet (1990) Meaning and Grammar: An Introduction to Semantics. Cambridge, MA: The MIT Press.

Huang, Y. (2015) Pragmatics. 2nd Edition. Oxford; Oxford University Press.
Levinson, S. C. (1983) Pragmatics. Cambridge: Cambridge University Press.
Lyons, J. (1981) Language, Meaning and Context. London: Fontana.
Lyons, J. (1995) Linguistics Semantics. Cambridge: Cambridge University Press.

Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Exams:	80	no mid-term or final exams four in-class quizzes instead [provisional]
Class contribution:	20	attendance alone is not sufficient in order to get this portion of scores; students need to participate in the sense of answering when they are asked questions and asking questions when they are not sure about the issues discussed in class

Note/URL: As this course is concerned with analyzing different types of 'meaning', students are expected to have no difficulty understanding English AND writing comprehensible sentences in English.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C031000|01|210C031000[/SYLLABUS_ID]

Course Title	English Syntax 01		
Instructor	NAMAI, Kenichi		
Term	spring semester	**Credits**	4
Day/Period	01:Wed.4@02:Fri.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: An essential tool for doing linguistics

Course Outline: Face to face
We all know that animals (and even insects) can communicate with each other, but our way of communication is fundamentally different in that it is greatly facilitated by language, whose structure seems species-specific. This course concentrates on this part of human language with special reference to its syntax, a set of rules that govern the way the words in a sentence come together.

The underlying assumption behind the paragraph above is that all human languages in the world are rule-governed and structurally the same at an abstract level, and, in this respect, they contrast sharply with other modes of communication employed by bees, bats, dolphins, etc, which all seem to lack systematic structure that allows users to create an infinite number of novel language expressions. This course thus aims to discover principles that govern this essential aspect of human language and tries to tackle issues such as how child language acquisition takes place and how surface differences among languages may be explained by the notion of parameter.

In more practical terms, this course critically reviews and revises school English grammar (i.e., prescriptive grammar), and in so doing, it will equip students with skills necessary to tackle real linguistic issues, including those related to English language education (which has been a big problem in countries like Japan).

Objectives: Understanding of fundamental ideas of generative syntax.

before/after course of study: Weekly reading: 60 minutes
Weekly assignment: 30 – 60 minutes

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule Tentative schedule
[Class 1] Linguistics: the science of language
[Class 2] Knowledge of language
[Class 3] The new comparative syntax
[Class 4] The units of syntactic analysis
[Class 5] Words and phrases
[Class 6] Predicates and arguments
[Class 7] The projection principle
[Class 8] The assignment of thematic roles
[Class 9] The extended projection principle
[Class 10] Review
[Class 11] Syntactic structure
[Class 12] The structure of phrases
[Class 13] The structure of sentences
[Class 14] Review
[Class 15] Learnability and binary branching
[Class 16] Features and category labels
[Class 17] Morphological and abstract case
[Class 18] Structural case: NOMINATIVE and ACCUSATIVE
[Class 19] Adjectives and nouns
[Class 20] Passivization
[Class 21] Visibility
[Class 22] The binding theory
[Class 23] NP types and features
[Class 24] Non-overt categories: PRO and control 1
[Class 25] Non-overt categories: PRO and control 2
[Class 26] NP-movement
[Class 27] Wh-movement
[Class 28] Review

Language: English

Textbooks:	Provided by the instructor.
References:	Isac, Daniela, and Charles Reiss. 2013. I-Language. 2nd Edition. Oxford University Press. 978-0199660179 Radford Andrew. 1988. Transformational Grammar. Cambridge University Press. 978-0521345064
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)
Others:	100 In-class weekly assignments (Open-book, but no Internet)
Note/URL:	Recommended for students who want to experience a truly college-level course. If you need to contact the instructor, make sure to email him directly at his email address, which will be provided in the first class. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C031200|51|210C031200[/SYLLABUS_ID]

Course Title	History of English		
Instructor	MORIYAMA, Hiizu		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: A historical study of the English language for linguists, for medievalists, and for future English teachers.

Course Outline: This is an intermediate English Historical Linguistics course which should be taken after studying the basics of linguistics offered in Introduction to English Linguistics and/or Introduction to Application of Linguistics at this school or anything equivalent to these anywhere. On the basis of the knowledge you have obtained from these introductory courses, this course will investigate mainly the following two things: the internal linguistic development of the English language from a synthetic to an analytic language, i.e. loss of inflections, depending on a more fixed word order, and emerging periphrases and function words such as auxiliaries and prepositions in constructing sentences; and the external influences on the English language throughout its history, namely, lexical borrowings from Greek, Latin (Classical and Medieval), Old Norse, and (Norman-)French words. Accordingly, we shall first study selected features of pronunciation, spelling, and grammar of English from its earliest stage of development. We shall also consider the cultural, social, and political aspects of the external history of English, especially in terms of vocabulary. By the end of the course we will have understood why the English language has become the lingua franca of the world but, for many speakers of it, whether native or non-native, "English is among the easiest languages to speak badly, but the most difficult to use well" (C. L. Wrenn, The English Language, 1977, p.9).

Objectives: The student will acquire the basic knowledge of how language changes over time, from the point of view of both internal (i.e. linguistic) and external (i.e. cultural) factors and of language contact.

before/after course of study: Students need to read the textbook and the study material on Moodle every week for preparation and revision of the course.
30-60 minutes preparation
60-90 minutes review

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule: Subject to change; more detailed instructions will be given at the beginning of the class.
[Week 1] Introduction to English Historical Linguistics
[Week 2] Historical backgrounds: Indo-European and Germanic languages (1)
[Week 3] The roots of English: Old English and cognate Germanic languages
[Week 4] Old English 1 (sound changes, noun and adjective declension paradigms)
[Week 5] Old English 2 (verbs and syntax; the works of Alfred, Bede, and Aelfric)
[Week 6] Exam 1 and feedback
[Week 7] Language contact 1 (Norse and the Danelaw)
[Week 8] Language contact 2 (Norman-French)
[Week 9] Middle English dialects (1)
[Week10] Middle English dialects (2)
[Week11] Early and Late Modern English
[Week12] Major Sound Change: the Great Vowel Shift
[Week13] Global English and its future
[Week14] Exam 2 and feedback

Language: English

Textbooks: Dan McIntyre, History of English: A Resource Book for Students, second edition, London: Routledge, 2020. ISBN 978-1-138-50072-3 (paper) Available at Seikyo Bookshop (早稲田大学生協ブックセンター).

References: This is a preliminary reading list; more books will be recommended as the lecture progresses.

Baugh, Albert C. and Thomas Cable, A History of the English Language, fifth edition, London: Routledge, 2002.
Bede, Historia ecclesiastica gentis anglorum, ed. and transl. by Judith McClure and Roger Collins, The Ecclesiastical History of the English People (Oxford World's Classics), Oxford: OUP, 1994.
Campbell, James (ed.), The Anglo-Saxons, Oxford Phaidon, 1982.
Durkin, Philip, The Oxford Guide to Etymology, Oxford: OUP, 2009.
Durkin, Philip, Borrowed Words: A History of Loanwords in English, Oxford: OUP, 2014.
Gray, Douglas (ed.), From the Norman Conquest to the Black Death: An Anthology of Writings from England,

Oxford: OUP, 2011.
Mugglestone, Lynda (ed.), The Oxford History of English, Oxford: OUP, 2006.
Strang, Barbara M. H., A History of English, London: Routledge, 1970.
Swanton, MIchael, ed. and transl., The Anglo-Saxon Chronicle, London: Routledge, 1996.
Townend, Matthew, Language and History in Viking Age England: Linguistic Relationships between Speakers of Old Norse and Old English, Turnhout: Brepols, 2002.
Treharne, Elaine (ed.), Old and Middle English c. 890–c. 1450, third edition, Oxford: Blackwell, 2010.

Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Exams:	100	This course is examined by two examinations in class. Full details will be announced later.
Papers:	0	n/a
Class contribution:	0	n/a
Others:	0	n/a

Note/URL:
国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C031500|51|210C031500[/SYLLABUS_ID]

Course Title	Word Structure and Vocabulary : English and Japanese in Contrast 51		
Instructor	MUEHLEISEN, Victoria L.		
Term	fall semester	**Credits**	4
Day/Period	01:Mon.1@02:Fri.1	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: English and Japanese in Contrast

Course Outline: This course focuses on words in Japanese and English -- how these words are made, where new words come from, how the meanings and sounds of words change over time, and how individual words fit into the overall system of a language. That is, this course will introduce the basics of morphology-- the way words are built from parts such as roots and affixes. It will also consider some of the other interesting aspects of words, including etymology (the history of words), patterns of semantic change, phonological aspects of words (such as stress in English and pitch accent and rendaku in Japanese), and recent trends in word creation, including as the rise of blends, acronyms and use of characters in electronic communication.

This class meets twice per week in first period on Mondays and Fridays. Most classes will start with a short lecture which introduces concepts and online tools or which reviews work done in class during the previous session. Then a large portion of class time will involve students working together in groups to discuss ideas and to analyze data. Sometimes groups will be assigned by the teacher, and other times they will be self-selected.

This class should be of interest to students who are studying English or Japanese as a foreign language and who would like a deeper understanding of the structure of it, as well as students who are interested in teaching either Japanese or English.

Objectives: In this class, students will
- learn to apply theory through exercises done in class and as homework.
- become familiar with resources for studying vocabulary, including online dictionaries and corpora.
- work in groups to find and analyze linguistic examples in the language used around them.
- learn linguistic conventions for writing about words.

before/after course of study: Students should expect to spend at least two hours per week on preparation and review for this twice-a-week class.

Before each class, students will be asked to read an assignment, watch a short video, or to find and prepare examples of relevant words for discussion in class. In some weeks, students will be asked to complete a short online quiz to check their comprehension.

After each class, students will be asked to review the lecture contents and examples, and sometimes to find linguistic examples or analyze some data to prepare for the next class.

There will be at least one group assignment students will have to spend some time outside of class working together with classmates, either online or in person.

Students will also have to spend time outside of class working on a final project, which they can do individually or with a partner.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: Course Delivery Method: Full face-to-face

All of the topics listed below will be covered in this class, but the pace and the order may be changed somewhat.

Note that the class meets twice per week, for a total of 28 class sessions.

Week 1: Introduction to the class definition of "word"; Basic terms for linguistics: lexeme, morpheme, functional vs. lexical, etc.; Practice identifying various types of words and morphemes in English and Japanese

Weeks 2 and 3: Important points in the history of English and Japanese languages

Weeks 4 and 5 Necessary concepts in phonetics and phonology for understand English and Japanese words

Week 6: Semantic change in Japanese and English and practice identifying parts of speech

Weeks 7 and 8: Applications of concepts in Weeks 2 to 6 in analyzing loanwords – Group loanword project

Week 9: Word Construction: derivational morphemes in English

Week 10: Word Construction: derivational morphemes in Japanese

Week 11: Other word making processes: Clipping and compounding in English and Japanese

Week 12: Analysis of the new words of the year in English and Japanese; preparation for the final project

Week 13: Morphology in languages other than Japanese and English

Week 14: Miscellaneous topics and review; students share results of their final project

Language : English

Textbooks : There is no good single textbook for the topic of this class, so selected chapters from the following books will be assigned as readings for this class. Most of the materials are already available online, while others are available at the SILS library.

Anderson, Catherine, et al. 2022. Essentials of Linguistics, 2nd edition. McMaster University. [Available on the web with a Creative Commons license, at https://ecampusontario.pressbooks.pub/essentialsoflinguistics2/]

Denning, Keith, Brett Kessler and William R. Leben. 2023. English Vocabulary Elements: A Course in the Structure of English Words, Third edition. Oxford University Press. [Available online through the Waseda library]

Gnanadesikan, Amalia E. 2009. The writing revolution : cuneiform to the Internet Chichester, U.K.:Wiley-Blackwell. [Available online through the Waseda library at https] Chapter 7 is useful for our class: "Japanese: Three Scripts are Better than One".

Iwasaki, Shoichi. 2013. Japanese : Revised edition, John Benjamins Publishing Company. [Available online through the Waseda library]

Kageyama, Tarō and Hideki Kishimoto (eds.) 2016. Handbook of Japanese Lexicon and Word Formation . Boston, De Gruyter Mouton. [Available online through the Waseda library]

Plag, Ingo, et al. 2015. Introduction to English Linguistics. De Gruyer, Inc. [Available online through the Waseda library].

References : In addition to the textbooks listed above, the following books are useful for students in this class. Most are available through the Waseda library.

Frellesvig, Bjarke. 2010. A History of the Japanese Language. Cambridge University Press.

Harley, Heidi. 2006. English Words: A Linguistic Introduction. Oxford: Blackwell Publishers. [Available online through the Waseda library]

Mihalĭcek, Vedrana and Christin Wilson (eds.). 2011. Language files : materials for an introduction to language and linguistics, 11th ed., Columbus, Ohio State University Press. [Available at the SILS Library.]

Plag, Ingo. 2018. Word-Formation in English, 2nd edition. Cambridge University Press. [Available at the Waseda Central Library.]

Shibatani, Masayoshi. 1990. The Languages of Japan. Cambridge University Press. [Available at the Waseda Central Library}

Spencer, Andrew, and Arnold M. Zwicky. 1998. The Handbook of Morphology. Malden, Mass.: Blackwell. [A version is available online through the Waseda library.]

Stockwell, Robert P. and Donka Minkova, 2001. English words : history and structure. Cambridge University Press. [Available online through the Waseda library]

Tsujimura, Natsuko. 2015. An Introduction to Japanese Linguistics, 3rd edition. Oxford: Blackwell Publishers. [Available online through the Waseda library]

Vance, Timothy, 2008. The Sounds of Japanese. Cambridge University Press. [Available at the Waseda Central Library.]

Yamaguchi, Toshiko. 2007. Japanese Linguistics: An Introduction. London; New York: Continuum.

日英語比較講座;第2巻. 東京:大修館書店、1980.5. (Chapter 5 in particular) [Available at the Waseda Central Library.]

Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Exams:	10	There will be a few quizzes to check your understanding of the reading assignments, These will be done on moodle outside of class time.
Papers:	25	A project paper will be due at the end of the semester.
Class contribution:	50	This includes preparation for class (such as collection of relevant word examples), participation in class discussions, and participation in group work in class. Of course, in order to participate fully, it is necessary to attend regularly.
Others:	15	A group work assignment.

Note/URL: It will be helpful for students to have some background in linguistics. Students who have never taken a linguistics class before should take a careful look at a general linguistics introduction (several are available in the SILS Reading Room) to make sure that they are interested in the subject of this class. Students who have never studied phonetics or phonology may want to read the chapters on these topics in one of the general texts before the class starts.
This class meets in first period twice a week. Much of the class time will be spent in group discussion and group work, so this class is probably not suited to anyone who wants a lecture-only style class. Also, since half of the final grade is related to class participation, this class is recommended only for students who expect to be able to attend an early morning class regularly.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C031800|01|210C031800[/SYLLABUS_ID]

Course Title	Applied Linguistics (English) 01		
Instructor	MORIYAMA, Hiizu		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Intermediate English Linguistics for English Language Teaching

Course Outline: This course is for intermediate students of English Linguistics. It will provide them with the basic knowledge of English Language Teaching in secondary education in Japan from a practical point of view. Those students who wish to register for this course are expected to have attended at least one or two of the introductory courses of linguistics offered at SILS, such as Introduction to Applications of Linguistics and Introduction to English Linguistics. On the basis of the knowledge they have acquired from these introductory courses, this course is to offer them both the theoretical and practical knowledge of English Language Teaching. We will investigate how our knowledge of English (not only structural but also communicative) can be used to improve learners' abilities to use English.

The course covers a fourteen-week period and is organized into two sections: English Language Teaching and Pragmatics.

Objectives: The student will acquire a basic understanding of some of the most important themes and issues with English Language Teaching in Japan.

before/after course of study: The student should read an assigned chapter/section of the textbook for class discussions. Lecture Power Point slides should be revised thoroughly after each class. Reading materials distributed in class should be carefully studies after each class.
60-90 minutes preparation
30-60 minutes review

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule [Week 1] Introduction to Applied Linguistics. A detailed schedule and bibliographical information will be distributed.
[Week 2] English Language Teaching (1) L1 acquisition and L2 learning (what are L1 and L2?); L1 mental lexicon or the grammar in the brain
[Week 3] English Language Teaching (2) Standard English and World English; two kinds of grammar (prescriptive and descriptive) and school grammar
[Week 4] English Language Teaching (3) Language distance; L2 learning and transfer; input and output in L2 learning; receptive and productive skills
[Week 5] English Language Teaching (4) The concept of interlanguage; linguistic and cultural interference in the process of English Language Learning
[Week 6] English Language Teaching (5) ELT methodology and practice (Grammar-Translation, Audio-Lingual, Direct, and CLT methods)
[Week 7] Exam 1 and feedback
[Week 8] Pragmatics (1) Linguistic competence and communicative competence; structure (form) and use (force); indirect expressions in English
[Week 9] Pragmatics (2) Cooperative principle and speech acts theory 1
[Week10] Pragmatics (3) Cooperative principle and speech acts theory 2
[Week11] Pragmatics (4) Grice's maxims
[Week12] Pragmatics (5) Politeness strategies; the concepts of 'face' and FTAs ('face threatening acts'); the 'cost-benefit' scale
[Week13] Pragmatics (6) Politeness in ELT; Leech and Svartvik's grammar for communication
[Week14] Exam 2 and feedback

Language: English

Textbooks: Patsy M. Lightbown and Nina Spada, How Languages Are Learned, 5th edition, Oxford: Oxford University Press, 2021.
ISBN 978-0-19-440629-1

References: Aarts, B., A. McMahon, and L. Hinrichs (eds.), The Handbook of English Linguistics, Chichester, Wessex: Wiley Blackwell, 2021.

Aarts, B., J. Bowie, and g. Popova (eds.), The Oxford Handbook of English Grammar, Oxford: OUP, 2020.
Aarts, B, I. Cushing, and R. Hudson, How to Teach Grammar, Oxford: OUP, 2019.
Crystal, D., The Cambridge Encyclopedia of the English Language, third edition, Cambridge: CUP, 2019.
Cook, Vivian, Second Language Learning and Language Teaching, fifth edition, London: Routledge, 2016.
Cutting, J. and K. Fordyce, Pragmatics: A Source Book for Students, fourth edition, London: Routledge, 2021.
Davies, A. and C. Elder (eds.), The Handbook of Applied Linguistics, Oxford: Blackwell, 2004.
Goffman, Erving, Interaction Ritual, London: Routledge, 1967.
Kecskes, Istvan, Intercultural Pragmatics, Oxford: OUP, 2014
Leech, G., The Pragmatics of Politeness, Oxford: OUP, 2014.
Leech, G. and J. Svartvik, A Communicative Grammar of English, third edition, London: Pearson Education, 2002.
Swan, M., Practical English Usage, Oxford: OUP, third edition, 2005, fourth edition, 2016.
VanPatten, B and A. G. Benati, Key Terms in Second Language Acquisition, London: Bloomsbury, 2013.
VanPatten, B. and J. Williams (eds.), Theories in Second Language Acquisition: An Introduction, second edition, Oxford: Routledge, 2015.
Yule, G., The Study of Language, seventh edition, Cambridge: CUP, 2020.
(PPTs and study materials will be provided on the course Moodle page.)

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams:	100	This course is examined by two examinations in class. Full details will be announced later.
Papers:	0	n/a
Class contribution:	0	n/a
Others:	0	n/a

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C031800|02|210C031800[/SYLLABUS_ID]

Course Title	Applied Linguistics (English) 02		
Instructor	SUZUKI, Yuichi		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introduction to Second Language Acquisition Research

Course Outline: Welcome to Introduction to Second Language Acquisition (SLA), a key interdisciplinary discipline within Applied Linguistics. This course provides a comprehensive foundation in SLA while encouraging critical examination of language teaching and learning experiences through current theories and research.

Through evidence-based approaches, we will examine key questions in language learning:

-How does age affect second language acquisition?
-What is the role of input, interaction and output in second language development?
-To what extent are individual differences (e.g., aptitude, motivation) important in second language development?
-What does it mean to become a bilingual/multilingual user?
-How does study abroad impact second language proficiency?
-What is the optimal teaching methods for Japanese English learners?

Students will explore these questions through various activities focusing on real-world language teaching and learning contexts. The course examines current SLA research findings and their applications to language pedagogy and learning practices.

Objectives: By the end of this course, you will be expected to:

(1) Understand key concepts and theories underpinning SLA research.
(2) Assess the applicability and limitations of SLA research findings in practical language teaching and learning contexts.
(3) Apply SLA theories to reflect critically on personal and observed language learning experiences.

before/after course of study: As part of your preparation, you will be asked to read the materials provided by the instructor. Preparation is expected to take 90-120 minutes. For the review, you will be asked to review the class materials and submit an assignment. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule [Part 1: Foundations ofSLA Research]
Week 1. Introduction: Does this course change your view on second language learning?
Week 2. L1 acquisition: Does first language hinder second language learning?
Week 3. Input Hypothesis and Output Hypothesis (1): Which is more important, input or output?
Week 4. Input Hypothesis and Output Hypothesis (2): Which is more important, input or output?

[Part 2: Learner and Context]
Week 5. Cognitive and non-cognitive individual differences: Is talent more important than effort?
Week 6. Age effects: Is it better to start second language learning early?
Week 7. Age effects (2): What are goals of second language learning?
Week 8. Bilingualism: What are goals of second language learning?
Week 9. Study abroad: What are the benefits of studying abroad?

[Part 3: Instructed SLA and Language Teaching]
Week 10. History of language teaching methods: Is there a best method in second language teaching?
Week 11. Task-based language teaching (TBLT) & Presentation-Practice-Production (PPP): Is there a best method in second language teaching?
Week 12. English-medium instruction: Why and how do you study in SISL?

Week 13. Final Exam (in class)

Week 14. Conclusions: Does this course change your view on second language learning?

Language:	English	
Textbooks:	Materials will be provided by the instructor.	
References:	Ortega, Lourdes. (2009). Understanding second language acquisition. London: Hodder. Lightbown, Pasty M. & Nina Spada (2022). How languages are learned (5th ed.). Oxford University Press. Gass, S., Bejney, J. & Plonsky, L. (2020). Second Language Acquisition: An Introductory Course. (5th ed.). Routledge Brown, S. & Larson-Hall, J. (2012). Second Language Acquisition Myths: Applying Second Language Research to Classroom Teaching. University of Michigan Press. Japanese references (Introductory) 鈴木祐一 (2024)『あたらしい第二言語習得論—英語指導の思い込みを変える』研究社. 鈴木渉 (編) (2017)『実践例で学ぶ第二言語習得研究に基づく英語指導』大修館書店. 白井恭弘(2008)『外国語学習の科学』岩波新書.	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Exams:	50	Final exam
Class contribution:	50	Weekly Reaction Comments and Aissignments (Students must submit at least 8 weekly reaction comments to earn a passing grade. Please note that meeting this minimum requirement alone does not guarantee a passing grade—it is a necessary but not sufficient condition for passing.)
Note/URL:	【受講を検討している皆さんへ】 外国語学習のメカニズムを科学的に明らかにする「SLA(第二言語習得)研究」の入門科目です。皆さんのこれまでの外国語教育・習得の経験を、SLA研究の視点から振り返り、外国語がどう学ばれるかを考えます。さらに、外国語教授法や日本の英語教育についても扱いますので、英語教員免許を取得する予定の方や、英語教育に強い関心を持つ学生を歓迎します。 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C032100|01|210C032100[/SYLLABUS_ID]

Course Title	English Phonetics and Phonology 01		
Instructor	KONDO, Mariko		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Sound system of English

Course Outline: This course will study English phonetics and phonology, dealing with segmental and prosodic aspects of the language. Lectures will focus on the typical characteristics of the sound systems of English in relation to phonetic and phonological theories. The course will focus mainly on theory, but practical pronunciation training will also be included, whenever appropriate, in order to help understanding of the theories. The course is aimed at students who are interested in teaching English as a foreign language. Students will be encouraged to participate during the classes.

Objectives: By the end of this course, students will be able to identify speech sounds in English, to understand and describe these sounds using International Phonetic Alphabet (IPA) and to explain features and characteristics of English pronunciation for both learning and teaching.

before/after course of study: Every week, read specified sections of reference books before coming to the class, and after the class, read reference book chapters and class handouts, and complete homework exercises. Expected work for preparation and revision is approximately 3 hours.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Introduction, Articulation and World Englishes

Overall structure of the course will be explained. Learn about World Englishes: its definition, importance in English language teaching and learning as well as academic research of English language study. Articulatory phonetics: Learn how sounds of the languages are described using articulatory phonetics.

Sound system of English: Consonants

Based on the articulatory phonetic description, identify English consonants using articulatory description of the sounds. In addition, we compare some phonemes which are difficult for Japanese speakers and also speakers of other languages.

Sound system of English: Vowels

Based on the articulatory phonetic description, identify English vowels using articulatory description of vowels. Compare vowel systems of different accents of English. How many vowels are there in different accents? Compare English vowel systems with the vowel system of your own language.

Phonemes and Allophones: concept

Learn about the concept of phonemes and allophones, and how to establish phonemes in a language. Learn theoretical methods to establish phonemes: e.g. minimal pairs, parallel distribution, complementary distribution, free variation, phonetic naturalness, and neutralization of phonemes.

Phonemes and Allophones of English sounds

Based on the phonemic theory of Week 4, establish English phonemes. Analyze second language pronunciation mistakes based on phonemic and allophonic differences and phonotactics.

Allophonic variation of English consonants

Consider consonantal allophones of English, e.g. aspiration, glottal stops, glottalization, pre-fortis clipping, obstruent devoicing, clear and dark /l/, nasal release and lateral release. Consider how these variations affect language learning.

The syllable

Consider importance of syllables in English phonology and how to syllabify English words. How syllables are used to explain phonological rules: e.g. /t,d/-tapping in English, aspiration of voiceless plosives, syllabic consonants and allophonic variations, such as nasal- and lateral-release of English plosives.

Review of Weeks 1-7 and Mid-semester test (tentative)

Mid-semester test: revision of the contents covered in the lectures from weeks 1 to 7.

Stress and speech rhythm

To learn isochronous characteristics of English speech rhythm; foot based speech rhythm.
How this affects other phonetic features such as vowel weakening and how non-weak vowels affect speech communication in English.

Weak forms

Consider strong and Weak syllables, and weak forms in English in terms of English weak vowel and its phonetic manifestation, and how they are different from strong vowels. How this strong-weak differences are used in English speech communication.

Assimilation, Linking & Elision

Assimilation, Linking & Elision: suprasegmental features of English. Learn progressive and regressive assimilation and linking phenomena of English. How sound changes by these phonological rules. Also examine elision of consonants and vowels and work out their conditions and rules. Discuss recent sound changes including alveolar consonant epenthesis between /n/ and /s/.

Stress rules: lexical stress, suffix effect and compound stress rules

Learn the patterns of English lexical stress and stress patterns of compound words and phrases, and how suffixes affect stress patterns of a word.

Intonation; Syntactic structure and intonation

To learn the functions of intonation in speech communication. How intonation is manifested in English. Based on the function of intonation,, consider how syntactic structure is indicated by intonation patterns. Consider meaning of phrases depending on their intonation patterns.

Final written examination

The final written exam covering weeks 1-13.

Language: English

Textbooks: (Main reference book)
Roach, Peter. 2009. English Phonetics and Phonology: A Practical Course/Student's Edition (4th ed.), Cambridge University Press.

Handouts will also be provided if necessary.

References:
- Celce-Murcia, Marianne, Brinton, Donna M. and Goodwin, Janet M. (2010) Teaching pronunciation: A Reference for Teachers of English to Speakers of Other Languages (2nd ed.), Cambridge University Press.
- Carley, Paul, Mees, Inger M., and Collins, Beverley S (2008), Practical Phonetics and Phonology: A Resource Book for Students (5th Ed.), Routledge.
- Cruttenden, Alan (2014) 'Gimsons Pronunciation of English (8th ed.)', Routledge.
- Rogerson-Revell, Pamela, (2011) English Phonology and Pronunciation Teaching, Continuum.
- Yavas, Mehmet (2020) Applied English Phonology (4th ed.), Wiley-Blackwell

and many more.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-: Tentative:
Mid-term test 30%
Final written exam 70%
There will be homework in most weeks.
Details will be announced in the first lecture of the course.

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C032200|51|210C032200[/SYLLABUS_ID]

Course Title	Japanese Phonetics and Phonology 51		
Instructor	KONDO, Mariko		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Sound system of Japanese

Course Outline: This course will study Japanese phonetics and phonology, focusing on segmental and prosodic aspects of the language. You will learn about the typical characteristics of Japanese sound systems in relation to phonetic and phonological theories. While the course will focus mainly on theory, but practical pronunciation training will also be included wherever appropriate to help you understand the concepts and theories. While Japanese language ability is not essential for this course, some knowledge of the language will help you to understand the theoretical points and examples. Therefore, I encourage students to learn to read Hiragana and Katakana.

Objectives: Students will be able to understand the sound system of the Japanese language, analyse Japanese pronunciation and explain learner pronunciation difficulties. They will also be able to teach correct pronunciation effectively.

before/after course of study: Every week, read specified sections of reference books before coming to the class, and after the class complete exercises relating to reference book information and class handouts. The preparation and review are expected take approximately 3 hours.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Introduction and Articulation

Explain the overall structure of the course.
Difficulties and problems of Japanese pronunciation as a learner and a teacher.
Articulatory phonetics: Learn how sounds of the languages are described using articulatory phonetics.

Sound system of Japanese: Consonants

Based on the articulatory phonetic description, identify Japanese consonants and vowels using articulatory description of the sounds. In addition, we compare some phonemes which are difficult for Japanese speakers.

Sound system of Japanese (2): Vowels

Based on the articulatory phonetic description, identify Japanese vowels using articulatory description of vowels. Compare Japanese vowel system with English vowel system. How many vowels are there in Japanese. Compare Japanese vowel system with that your own language.

Phonemes and Allophones: concept

Learn about the concept of phonemes and allophones, and how to establish phonemes in a language. Theoretical methods to establish phonemes: minimal pairs, parallel distribution, complementary distribution.

Phonemes and Allophones: problems

Free variation, phonetic naturalness, neutralization of phonemes. Analyze L2 mistakes by phonemic and allophonic differences and phonotactics. Consider phonemic status of some Japanese phonemes.

The syllables and morae (1)

Learn about the syllable and mora and their functions in Japanese. Learn how to analyse Japanese sound sequences into syllables and morae. Consider possible syllable structures of Japanese. Why the mora is important in Japanese in terms of phonological processes and rules. How the mora is the importance of the mora in Japanese phonology. Discuss language examples which prove the importance of the mora in Japanese.

The syllables and morae (2)

Importance of the mora in Japanese phonology: prosodic unit, rhythmic unit, perceptual unit, accent change occurs at a mora boundary, accent position, speech errors, word games. Importance the syllable in Japanese phonology in relation to tokushu-haku: accent baring unit.

Speech rhythm; Mid-term test (tentative)

Understand mora-based Japanese speech rhythm: how mora-timing rhythm is controlled.

Mid-term test on weeks 1-7 (tentative)

Accent of Japanese: nouns

Learn about standard Japanese accent rules: What is lexical accent? How to decide accent locations.

Accent of Japanese: Compound words and loanwords

Default accent pattern and accent of compound words. How to work out accent patterns of compound words. Accent and syllabification.

Vowel devoicing

Learn about vowel devoicing and its processes and rules. Consider constraints which block the processes.

Rendaku: Sequential voicing

Learn about Rendaku, sequential voicing, its processes and rules and why it became a phonological rule in Japanese. Consider phonological constraints which block the processes.

Contraction and loanword phonology

Lean about the processes of contraction in Japanese. How to create a contracted form from longer words or phrases, and consider constraints of contraction processes. Also, learnabout the processes and rules of how Japanese adapt foreign words into Japanese, both segmentally and accent placement. Consider constraints on adapting foreign sounds into Japanese.

Review of the course, Written Exam

Reviewof the course, Written Exam covering the contents of weeks 1-13.

Language: English

Textbooks: Main Reference book (Not the textbook)
Vance, Timothy (2008) 'The Sounds of Japanese', Cambridge University Press.

Handouts and recommended reading lists will be provided.

References:
- Labrune, Laurence (2012) 'The Phonology of Japanese', Oxford University Press.
- Tsujimura, Natsuko (2013) 'An Introduction to Japanese Linguistics (3rd ed.)', Wiley-Blackwell.
- 窪薗晴夫(1998)『音声学・音韻論』、くろしお出版
- 斎藤純男(2006)「日本語音声学入門(改訂版)」三省堂

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Tentatively,
Mid-term test 30%
Final written exam 70%
There will be homework exercises in most weeks.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C032400|51|210C032400[/SYLLABUS_ID]

Course Title	Interpreting Industry of Japan Ⅰ 51		
Instructor	SATO, Azusa		
Term	fall semester	**Credits**	4
Day/Period	01:Mon.3@02:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Exploring Interpreting as a Profession

Course Outline: ※Full face to face
This course will cover the field of interpreting comprehensively to understand the Japanese interpreting industry. The class is designed so that the students will be exposed to the history and current state of the market. The course will also give opportunity to students to understand major theories of interpreting, how they are applied in training, and finally how to enter and survive on the interpreting market.
The class content will be informed by the discussion that takes place in the class, so it will be very important for each student to contribute to the discussion. In this way, each person's concerns and interests will be addressed in the content of the following classes.

※This class will be taught by a faculty member who possesses professional experience and will be taught based on the working experience.

Objectives: The aim of the course is to provide students with an understanding of the interpreting industry in Japan so that they can analyze developments and events in the field. The course will also offer deep cultural and societal insight into the socioeconomic fabric within which the industry developed so that the students may themselves identify some of the key turning points of Japan's advancement into the international community and analyze how language played a significant role in Japan's globalization.

before/after course of study: Students should take notes during class to remember the in-class discussions and prepare for the coming classes.

As well as noting the resource materials handed out, students should study carefully the background material suggested, and be ready to present their own ideas in class discussion. Evidence of having followed the development of the class from lesson to lesson and contributed to it will be considered in making student assessments. Expected preparation time for each class: minimum 60 minutes

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule 1:Vol. 1 Class OverviewIntroduction to the World of Interpreting Industry2:Vol. 2 Interpreting Experience and Language LearningDiscussion on Interpreting Experience and Language Learning3:Vol. 3 Background and Context of Interpreting in JapanExplanation of the History of the Interpreting Industry4:Vol. 4 History of Modern Interpreting in JapanDiscussion/Short Presentations5:Vol. 5 History of Interpreting in the WorldStudent Presentations6:Vol. 6 History of Modern Interpreting in the WorldDiscussion/Short Presentations
7:Vol. 7 Interpreting Workshop 1Shadowing8:Vol. 8 Interpreting Workshop 2Repeating9:Vol. 9 Interpreting Workshop 3Paraphrasing10:Vol. 10 Interpreting Workshop 4Preparation for Interpreting SpeechesGlossary Preparation11:Vol. 11 Interpreting Workshop 5Preparation for Interpreting SpeechesConducting Briefings with Interpreters12:Vol. 12 Interpreting Workshop 6Feedback on Interpreting Performances13:Vol. 13 Interpreting Research 1Introduction of Research Topics14:Vol. 14 Interpreting Research 2Discussion/Presentation of Research Topics15:Vol. 15 Midterm Presentation 1Midterm Presentation16:Vol. 16 Midterm Presentation 2Midterm Presentation17:Vol. 17 Midterm Presentation 3Midterm Presentation18:Vol. 18 Interpreter Training 1Explanation of Institutions offering Training Programs19:Vol. 19 Interpreter Training 2Discussion/Short Presentations on Institutions Offering Training Programs20:Vol. 20 Interpreter Training 3Explanation of the Content of Interpreter Training Programs21:Vol. 21 Interpreter Training 4Discussion/Short Presentations on the Content of Interpreter Training Programs

22:Vol. 22 Interpreting TechniquesExplanation of Interpreting Techniques such as Note-Taking23:Vol. 23 Interpreting TechniquesDiscussion/Short Presentations on Interpreting Techniques such as Note-Taking24:Vol. 24 Entering the Interpreting MarketExplanation on How to Enter the Interpreting Market25:Vol. 25 Entering the Interpreting MarketDiscussion/Short Presentations on How to Enter the Interpreting Market26:Vol. 26 Final Presentation 1Student Presentations27:Vol. 27Final Presentation 2Student Presentations
28:Vol. 28 Final Presentation 3Student Presentations

Language:	English	
References:	Interpreting for International Conferences, Danica Seleskovitch, Pan and Booth. ISBN 0-9605686-3-8 Basic Concepts and Models for Interpreter and Translator Training, Daniel Gile, John Benjamins Publishing Company. ISBN 90-272-1622-3	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Exams:	20	Quizzes to check understanding of the classroom discussions
Papers:	0	(Final report may be assigned to those who have not had sufficient presentation opportunities)
Class contribution:	30	Active participation in discussions, short presentations and homework assignments (response/feedback papers)
Others:	50	Midterm Presentation (20%) Final Presentation (30%)
Note/URL:	The order of the topics introduced may change depending on student interest and the size of the class.The final presentation may become a final essay, depending on the number of students taking the class. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C041100|51|210C041100[/SYLLABUS_ID]

Course Title	Selected Topics in Sociolinguistics		
Instructor	IINO, Masakazu		
Term	fall semester	**Credits**	4
Day/Period	01:Tues.3@02:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Language Policy and Language Planning

Course Outline: Mode of Delivery: Face-to-Face

The main goal of this course is to provide the participants with an opportunity to examine contemporary sociolinguistic issues. This course focuses mainly on macro sociolinguistic studies to present various issues in language policy and language planning from around the world. Topics covered in this course include language and ethnicity/migration, language and class, language and identity, language and conflicts, language and politics, multilingualism and education, language change and standardization, language maintenance, and literacy issues. The discipline of language policy and planning covers more than language itself; it has political, economic, social and cultural dimensions. We will examine the development of standard languages in the construction of national communities and identities, bilingualism and multilingualism, language attitudes in nationalism and globalization, language rights and endangered languages.

Objectives: To critically review the concepts of language policy and planning.

before/after course of study: Students are expected to read the assigned reading materials in advance to prepare for each session. It will take at least 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

Session 1, 2 Introduction to Language Policy and Language Planning

Session 3, 4 Frameworks and Models

Session 5, 6 Critical Theory in Language Policy

Session 7, 8 Postmodernism in Language Policy, Linguistic Imperialism

Session 9, 10 Economic Considerations in Language Policy

Session 11, 12 Political Theory and Language Policy

Session 13, 14 Language Policy and Linguistic Culture

Session 15, 16 Historical Investigation

Session 17, 18 Ethnographic Methods

Session 19, 20 Methodological Perspectives

Session 21, 22 National Identity, Minority Rights, Linguistic Human Rights

Session 23, 24 Mid-term exam / Research Proposal

Session 25, 26 Research presentations group 1

Session 27, 28 Research presentations group 2

The schedule is subject to change.

Language: English

Textbooks: Ricento, Thomas (ed.) (2006) An Introduction to Language Policy. Blackwell Publishing. (available from the WINE system, Waseda University library).
Tollefson, James and Perez-Milans, Miguel. (eds.). (2018). The Oxford Handbook of Language Policy and Planning. Oxford University Press. (available from the WINE system, Waseda University library).

References:

Blommaert, Jan. (2010). The Sociolinguistics of Globalization. Cambridge University Press.
Canagarajah, Suresh. (2017). The Routledge Handbook of Migration and Language. Routledge.
Coulmas, Florian. (2005). Sociolinguistics. Cambridge University Press.
Gottlieb, Nanette. (2012). Language Policy in Japan – The Challenge of Change. Cambridge University Press.
Kaplan, Robert B. and Baldauf Jr., Richard B. (1997). Language Planning from Practice to Theory. Multilingual Matters.
Miyazaki, Satoshi and Iino, Masakazu.(eds.) (2022). Language Policy and Planning in Asia. SAGE Benchmarks in Language and Linguistics. (chapters will be available online).
Murata, Kumiko. (ed.).(2019). English-Medium Instruction from an English as a Lingua Franca Perspective: Exploring the higher education context. Routledge.

Additional reading materials will be announced in class.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams:	20	A mid-term exam
Papers:	60	A final paper based on your research topic.
Class contribution:	20	Active participation, group presentations and oral presentations on your research project.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C042100|01|210C042100[/SYLLABUS_ID]

Course Title	Selected Topics in Applied Linguistics 01		
Instructor	MUEHLEISEN, Victoria L.		
Term	spring semester	**Credits**	4
Day/Period	01:Mon.1@02:Fri.1	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Applications of lexicology (the study of words)

Course Outline: IIn this advanced course, students will gain a theoretical understanding of some aspects of lexicology, including lexical semantics (the study of word meaning), word frequency, and word collocation patterns. We will then see how this applies to the creation of materials for language teaching and language study, including dictionaries, thesauruses, and study materials. We will also briefly consider issues related to translation.

This class meets two times per week. In most class sessions, there will be short lectures combined with discussion in small groups and practice using on-line tools such as vocabulary profilers, dictionaries, corpora, and language-teaching web sites. Between classes, students will be asked to complete short reading assignments or to do further practice with the on-line tools to prepare for class discussion. Finally, students will do a final project which involves one of the following: a critical review of some of the on-line tools introduced in class, the use of these tools to investigate a some aspect of lexical meaning, or the use of the on-line tools to create teaching materials.

In order to access these tools, it is recommended that students bring a lap top computer (preferred) or tablet (also possible) to class.

During the semester, students will write several short assignments in which they reflect on their use of the on-line tools. There will also be some assignments in which students will find or create their own materials and share them with their classmates.

The class will mainly focus on materials related to the teaching and study of English, but there will be opportunities to investigate materials related to Japanese and other languages of interest to the students.

Objectives: The students will learn about linguistic theories and research results related to words and vocabulary, and then see how these theories are applied in actual materials use for reference and language teaching and study.

Students will also learn about many online resources useful for language teaching and study, and develop their critical thinking ability in evaluating these resources.

before/after course of study: Most weeks, there will be a short reading assignment to be done before class.

After class, students will be asked to practice with the online tools, and then to write short reflection assignment based on the practice or to collect some linguistic data using the tools. These assignments will be used as a basis of small group discussions.

Note that the class schedule is more “reading heavy” in the first half of the semester; later weeks have fewer reading assignments and more assignments in which students will be doing research with online tools and researching on topics of interest.

Students should expect to spend at least three hours per week in reading, practicing with the on-line tools, and preparing for class discussions.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule The schedule below shows the list of topics to be covered. Note that the schedule may be adjusted slightly depending on the interests and needs of the students in the class.

Weeks 1 and 2: What is a word? How many words do we know? What do we know about them?

Activities: Exploring word types, word frequency phenomena, and vocabulary size tests

Main readings:
1. Chapter 2 “Lexical Semantics” in Introduction to semantics: an essential guide to the composition of meaning (Zimmermann and Sternefeld 2013)
2. Chapter 1 “Explanations and Definitions” in Measuring Second Language Acquisition – Approaches to

Learning, Testing and Researching L2 Vocabulary (Milton 2009)
3. Chapter 5 “Reading a whole book to learn vocabulary” (Nation) in Approaches to Learning, Testing and Researching L2 Vocabulary (Webb 2020)

Supplementary reading: Information about Word Lists on at the EAP Foundation website: https://www.eapfoundation.com/vocab/wordlists/.

Weeks 3 to 5: Basics of lexical semantics – aspects of word meaning and how we can represent them

Activities: Exploring representations of semantic webs and collocational patterns, using corpora, Word Net, and other on-line tools

Main reading: Section II “Word Meanings” (Chapters 5, 6, and 7) in Analyzing meaning: An introduction to semantics and pragmatics. (Kroger 2022).

Additional reference: Fellbaum, Christiane. 1998. Wordnet: an Electronic Lexical Database. Cambridge, MA: MIT Press.

Weeks 6 and 7: Words in dictionaries

Activities: Exploring and evaluating on-line dictionaries; practice in writing dictionary entries

Main reading assignment: Chapter 7, “Users and Uses” and Chapter 8 “Meaning in Dictionaries “ in Lexicography, an introduction (Jackson 2002)

Additional reference: Durkin, Philip (ed.) 2016. The Oxford Handbook of Lexicography. Oxford, Oxford University Press.

Weeks 8 and 9: Words in translation

Activities: Evaluating tools for translation and how they might be used for teaching

Main reading assignments:
1. Chapter 2, “Equivalence at the Word Level” and Chapter 3 “Equivalence at Above the Word Level” in In Other Words: A Coursebook in Translation (Baker 2018)
2. Chapter 7, “Features of Translation” in Introducing Corpora in Translation Studies (Olohan 2004)

Weeks 10 to 12: Putting it all together: using the resources to teach vocabulary

Main reading assignments:
1. Chapter 4, “ ‘I sort of feel like, um, I want to, agree with that for the most part . . .’ : Reporting Intuitions and Ideas in Spoken Academic Discourse” in Corpus-based Approaches to English Language Teaching (Campoy-Cubillo, et al. 2010)
2. Various chapters from Teaching vocabulary (Coxhead, Averil, Teachers of English to Speakers of Other Languages. 2013.)

Week 13: Work on the research project

Week 14: Sharing results of the research projects with classmates [The format of this will depend on the number of students in the class.]

Language : English

Textbooks : There is no textbook for the class. Instead, we will be reading selections from sources, including the ones in the reference section below.

References : Baker, Mona. 2018. In Other Words: A Coursebook in Translation. Routledge.[Available at the Waseda Central Library].

Campoy-Cubillo, Mari Carmen, Begona Belles-Fortuno, and Maria Lluisa Gea-Valor, ed. 2010. Corpus-based Approaches to English Language Teaching. London and New York: Continuum International Publishing Group. [Available on-line through Waseda the Waseda library]

Coxhead, Averil, Teachers of English to Speakers of Other Languages. 2013. Teaching vocabulary. TESOL Press. [Available on-line through the Waseda library]

Denning, Keith, Brett Kessler and William R. Leben. 2013/2007. English Vocabulary Elements, 2nd edition. Oxford University Press. [Available on-line through the Waseda library]

Durkin, Philip (ed.) 2016. The Oxford Handbook of Lexicography. Oxford, Oxford University Press. [Available on-line through the Waseda library]

Jackson, Howard. 2002. Lexicography: An Introduction. London and New York: Routledge. [Available on-line through the Waseda library]

Kroeger, Paul. 2022. Analyzing meaning: An introduction to semantics and pragmatics. 3rd. edn. (Textbooks in Language Sciences 5). Berlin: Language Science Press. . This title can be downloaded at for free through a Creative Commons license fromhttp://langsci-press.org/catalog/book/231]

Milton, James. (2009) Measuring second language vocabulary acquisition, 1st edition. Multiligual Matters. [Available on-line through the Waseda library]

Murphy, M. Lynne. 2003. Semantic Relations and the Lexicon. Cambridge University Press. [Available through the Waseda Central Library]

Nation, I.S.P. and Hunston, Susan. 2013. Learning Vocabulary in Another Language. Cambridge University Press. [Available through the Waseda Central Library]

Nation, Paul. 2020. "Reading a whole book to learn vocabulary", Chapter 5 in Approaches to Learning, Testing and Researching L2 Vocabulary, edited by Stuart Webb, John Benjamins PublishingCompany, 2020. Available on-line through the Waseda library]

Olohan, Maeve. 2004. Introducing Corpora in Translation Studies. London and New York: Routledge. [Available on-line through the Waseda library]

Plag, Ingo, et al. 2015. Introduction to English Linguistics, De Gruyter, Inc., [Available on-line through the Waseda library]

Zimmermann, Thomas Ede and Sternefeld, Wolfgang. 2013. Introduction to semantics: an essential guide to the composition of meaning. De Gruyter Mouton. [Available on-line through the Waseda library]

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	30	This is for short written homework assignments.
Class contribution:	45	Students are expected to prepare for class discussions by doing the reading and preparing materials based on the on-line activities.
Others:	25	Final project.

Note/URL: The grade for this class has a large component for in-class performance. Active participation in group discussions is an important part of the learning process in this class, so this class may not be suitable for students who prefer a lecture-style class.
Also, please note that this class meets in first period. When deciding to register for this class, you should consider whether you will be able to regularly come to campus by 8:50 a.m.

Finally, since we will often be working with on-line tools and materials, it is recommended that students bring a lap top computer (preferred) or tablet (also possible) to class. Some of the materials will not be easily accessible by phone.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C042200|51|210C042200[/SYLLABUS_ID]

Course Title	Fundamentals of Generative Syntax		
Instructor	NAMAI, Kenichi		
Term	fall semester	**Credits**	4
Day/Period	01:Wed.4@02:Fri.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Genuine linguistics: scientific study of language structure

Course Outline: [Course Delivery Method] : Face-to-Face
This course focuses on matters that are truly linguistic. After separating linguistic problems from those that should be studied in other fields like sociology, anthropology, psychology, culture, pedagogy, history, religion, etc., the course introduces students to genuinely scientific study of human language. By the time students successfully complete the course, they will have developed an attitude of a scientist, rather than that of a prescriptive grammarian.

More specifically, using Radford's textbook (Radford 2009), the course provides a concise and clear introduction to current work in syntactic theory, drawing on the key concepts of Chomsky's Minimalist Program. By looking at data mainly from English, it will also introduce students to quite a few linguistic mysteries found not only in present-day English but also in languages like Japanese, Chinese, Korean, Belfast English, Elizabethan English, etc. Analytical skills gained in this course will be a solid foundation for conducting research in the following linguistics-related fields: child language, language acquisition, computational linguistics, machine translation, sign language, pidgin and creole, comparative linguistics, historical linguistics, language and thought, speech therapy, textbook writing, etc.

In more practical terms, this course critically reviews and revises school English grammar (i.e., prescriptive grammar), and in so doing, it will equip students with skills necessary to tackle real linguistic issues, including those related to English language education (which has been a big problem in countries like Japan).

Objectives: Basic understanding of human language structure

before/after course of study: Weekly reading: 60 minutes
Weekly assignment: 30 – 60 minutes

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule Tentative schedule
[Week 1-1] Overview (Grammar)
[Week 1-2] Traditional Grammar, Universal Grammar, The Language Faculty
[Week 2-1] Principles of Universal Grammar, Parameters, Parameter Setting
[Week 2-2] Review
[Week 3-1] Overview (Structure)
[Week 3-2] Phrases, Clauses, Specifiers
[Week 4-1] Intermediate and Maximal Projections
[Week 4-2] Syntactic Relations
[Week 5-1] Testing Structure
[Week 5-2] Bare Phrase Structure
[Week 6-1] Overview (Null Constituents)
[Week 6-2] Null Subjects, Null Auxiliaries, Null T in Indicative Clauses, Null T in Subjunctive Clauses, Null T in Infinitive Clauses
[Week 7-1] Null C in Finite Clauses, Null C in Infinitive Clauses, Null Complementizers and Case Marking, Defective Clauses
[Week 7-2] Null Determiners and Quantifiers
[Week 8-1] Overview (Head Movement)
[Week 8-2] T-to-C Movement, Movement as Copying and Deletion, V-to-T Movement, Head Movement
[Week 9-1] Auxiliary Raising, Do-Support,
[Week 9-2] Another Look at Negation
[Week 10-1] Head Movement in Nominals
[Week 10-2] Overview (Wh-Movement)
[Week 11-1] Wh-Questions, Wh-Movement as Copying and Deletion
[Week 11-2] Driving Wh-Movement and Auxiliary Inversion, Pied-Piping of Material in the Domain of a Wh-Word
[Week 12-1] Pied-Piping of a superordinate preposition, Long-Distance Wh-Movement
[Week 12-2] Multiple Wh-Questions, Wh-Subject Questions, Exclamative and Relative Clauses
[Week 13-1] Overview (A-Movement)
[Week 13-2] Subjects in Belfast English, Idioms, Argument Structure and Theta-Roles, Unaccusative Predicates
[Week 14-1] Passive Predicates, Raising
[Week 14-2] Long-Distance Passivization

Language:	English
Textbooks:	Radford, Andrew. 2009. An introduction to English sentence structure. Cambridge University Press. (PDF version available at WINE)
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)
Others:	100 In-class weekly assignments (Open-book, but no Internet)
Note/URL:	If you need to contact the instructor, make sure to email him directly at his email address, which will be provided in the first class. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C042300|51|210C042300[/SYLLABUS_ID]

Course Title	Selected Topics in Language Education and Second Language Acquisition (SLA)		
Instructor	SUZUKI, Yuichi		
Term	fall semester	**Credits**	4
Day/Period	01:Wed.3@02:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Teaching English in Japanese Educational Settings

Course Outline: This advanced course bridges theoretical understanding of Second Language Acquisition (SLA) with practical applications in English language teaching, specifically focused on the Japanese educational context. Students will explore the relationship between SLA research and effective pedagogical practices across second language skills (e.g., grammar, vocabulary, pronunciation, reading, listening, writing, and speaking).

This course is particularly valuable for students pursuing careers in English language education across Japanese educational sectors (elementary, junior high, senior high schools, universities, and private education). Students will gain practical experience in applying SLA theories to real classroom contexts, with special attention to the unique challenges and opportunities in Japanese educational settings.

While the primary language of instruction is English, this course is provided in a bilingual format, incorporating both English and Japanese. Some readings will be in Japanese, so students need to be comfortable reading academic Japanese to get the most out of the course.

* Prior to taking this advanced course, students are strongly recommended to take Applied Linguistics (intermediate course) and/or the intermediate seminar, taught by the lecturer (Suzuki), to build a basic foundation in SLA.

Objectives: By the end of this course, you will be able to:
- Critically analyze and apply key principles and theories of second language acquisition to teaching contexts
- Design and develop effective, research-based English language teaching materials
- Plan and deliver effective English lessons for diverse learner groups in Japanese educational settings
- Evaluate and adapt teaching approaches based on SLA principles

before/after course of study: As part of your preparation, you will be asked to read the materials provided by the instructor. Preparation is expected to take 180-240 minutes. For the review, you will be asked to review the class materials and submit an assignment. The review is expected to take 180-240 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: This course carries 4 credits; therefore, each weekly theme consists of two sessions (totaling 28 sessions over 14 weeks). The course is designed as a practitioner-researcher workshop, combining theoretical lectures with practical workshops and collaborative discussions.

Weekly Group Project Work
A defining feature of this course is the weekly group project work. Students will collaborate in every session to apply theoretical SLA principles to practical teaching scenarios. Consequently, active in-class participation is critical, and students are expected to contribute significantly to their peer learning community.

Key Topics
We have following core Module to delve into key topics in language teaching and SLA.

Module 1: Foundations and Skill-Based Instruction (e.g., listening, vocabulary, grammar teaching)
Module 2: Methodological Frameworks (e.g., Presentation-Practice-Production [PPP] and Task-based Langauge Teaching [TBLT])
Module 3: Critical Analysis and Evaluation (e.g., textbook analyses, GenAI for langauge teaching)

Language: English

Textbooks: Materials will be provided by the instructor.

References:

Brown, S. & Larson-Hall, J. (2012). Second Language Acquisition Myths: Applying Second Language Research to Classroom Teaching. University of Michigan Press.
Larsen-Freeman, D., & Anderson, M. (2013). Techniques and principles in language teaching (3rd ed.). Oxford: Oxford university press.
Lightbown, Pasty M. & Nina Spada (2022). How languages are learned (5th ed.). Oxford University Press.
Loewen, S., & Sato, M. (2024). A practical guide to second language teaching and learning. Cambridge: Cambridge University Press.
Tomlinson, B. (2016). SLA research and materials development for language learning: Routledge.
Tomlinson, B. (2023). Developing materials for language teaching (3rd ed.): Bloomsbury Publishing.
Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching (3rd ed.). Cambridge: Cambridge University Press.

Japanese references
白井恭弘 (2023).『英語教師のための第二言語習得論入門 改訂版』大修館書店.
鈴木祐一 (2024)『あたらしい第二言語習得論—英語指導の思い込みを変える』研究社.

Grading Free-text Entry Flag:

0 : 評価方法毎フォーマット（教員による切替可）

Papers:	30	Final report
Class contribution:	20	Class Contribution *To be eligible for a passing grade, students must attend a minimum of 11 classes. Please note that meeting this requirement is a necessary but not sufficient condition for passing the course.
Others:	40	Weekly assignment (e.g., reading synopsis, group project)

Note/URL:

【受講を検討している皆さんへ】 最新のSLA（第二言語習得）研究の論文を読み、グループでの議論やプロジェクトへの取り組みを通じて、エビデンスに基づいたより良い英語教育の実践について探究します。将来、英語教員免許を取得する予定の方や、英語教育に強い関心を持つ学生を歓迎します。オープン科目であるため、他学部で英語教員免許を取得予定の学生も受講できます。

国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C045400|51|210C045400[/SYLLABUS_ID]

Course Title	Context and Language: Pragmatics		
Instructor	MASUKO, Mayumi		
Term	fall semester	**Credits**	4
Day/Period	01:Tues.3@02:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Put crudely, pragmatics is the study of meaning of linguistic expressions in context (linguistic and otherwise). Speakers of any language need to grasp different kinds of meaning other than the so-called "literal" one (i.e. propositional meaning) in order to express what they wish to convey. This is necessary also in order to clearly understand what other people have said or written. Most of the time, people perform this task without much effort, but explicating how it is done is no simple task. This course explores how meaning interacts with structure.

Issues to be discussed include meanings of the predicate (including thematic roles), functions of nominal expressions (including deixis), politeness, and viewpoint. The special focus will be on expressive meanings. Some of these issues are universally found whilst others are salient only in certain languages.

If the majority of students have not taken a pragmatics course, the first few classes will be spent discussing basic concepts in syntax and morphology so that they can later explore multifaceted aspects of "meaning" and also to apply them for analyses of actual language use.

Objectives: Students should have understood basic concepts in theoretical linguistics when the course starts as this is an ADVANCED-level course. The minimum basics will be reviewed in the first four weeks but the students are expected to self-study if their knowledge is insufficient.

Students should be able to apply this knowledge in order to analyze natural language data and have a better understanding of utterance meaning by the end of the semester. In particular, they should be
-- capable of understanding and distinguishing different types of meanings
-- capable of providing convincing explanations as to how utterances can convey such meanings
-- capable of using the basic concepts to explain more complex data

before/after course of study: Read the handouts carefully, and if necessary, consult books and articles on the relevant topic.

Reread the handouts and see if you could explain the key concepts.

Preparation for the class and the review will each take around 90-120 min.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule *The following is tentative and subject to change depending on (a) students' knowledge of the subject and (b) their particular interests.
[Week 1] introduction
[Week 2] basic concepts 1: structure
[Week 3] basic concepts 2: word meaning and beyond
[Week 4] basic concepts 3: the basics of formal semantics
[Week 5] non-propositional meanings 1: implicature
quiz 1: covering topics from the first 4 weeks
[Week 6] non-propositional meanings 2: presupposition
[Week 7] comparison
quiz 2: implicatures and presuppositions
[Week 8] non-propositional meanings 3: speech act theories
[Week 9] politeness theories 1
[Week 10] politeness theories 2
[Week 11] syntax-pragmatics interface 1: honorifics and related expressions
quiz 3: speech act theories & politeness theories and related issues
[Week 12] syntax-pragmatics interface 2: referential expressions and related issues 1
[Week 13] syntax-pragmatics interface 3: referential expressions and related issues 2
[Week 14] syntax-pragmatics interface 4: referential expressions and related issues 3
quiz 4: referential expressions and related issues

Language: English

Textbooks:	none	
	Students are encouraged, but not required, to read the references below.	
References:	Chierchia, G. and S. McConnell-Ginet (1990) Meaning and Grammar: An Introduction to Semantics. Cambridge, MA: The MIT Press. Grice, H. P. (1986) Studies in the Way of Words. Cambridge, MA: Harvard University Press. Huang, Y. (2015) Pragmatics. Oxford: Oxford University Press. Kadmon, N. (2000) Formal Pragmatics. Oxford: Blackwell. Levinson, S. C. (1983) Pragmatics. Cambridge: Cambridge University Press. Lyons, J. (1995) Linguistics Semantics. Cambridge: Cambridge University Press. Zipf, G. K. (1948) Human Behavior and the Principle of Least Effort. Cambridge, MA: Addison-Wesley.	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Exams:	80	no mid-term or final exams as such but there will be four in-class quizzes, which will be similar to but more difficult than the exercise questions provided for many of the topics
Class contribution:	20	Attendance alone is not sufficient to earn score in this section; students need to answer the questions, ask questions and participate in other class activities
Note/URL:	Students are strongly advised to have taken an INTRODUCTORY COURSE in THEORETICAL LINGUISTICS (e.g. CO201) and at least one INTERMEDIATE course. As this ADVANCED-LEVEL course is concerned with analyzing different types of 'meaning', students are expected to have a VERY GOOD COMMAND OF THE ENGLISH LANGUAGE: i.e. NO DIFFICULTY IN UNDERSTANDING THE MEANING(S) OF SENTENCES IN ENGLISH and WRITING COMPREHENSIBLE SENTENCES in English. It is UNLIKELY that students will pass this course otherwise. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C045700|01|210C045700[/SYLLABUS_ID]

Course Title	Acoustics and Auditory Phonetics		
Instructor	KONDO, Mariko		
Term	spring semester	**Credits**	4
Day/Period	01:Mon.2@02:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: The Physics and Perception of Speech Sounds

Course Outline: This course will introduce theories of acoustic and auditory phonetics, and demonstrate basic techniques for computational analysis of speech sounds. The course will cover the anatomy and physiology of the speech and auditory organs, physics of speech, speech production and perception, and basic theories of speech recognition and synthesis. The classes will consist of both lectures and also practical sessions where the students will conduct speech analysis. No previous knowledge of computation or programming is necessary, but students need to be able to use basic software such as Word, Excel, etc.

Objectives: Students will learn about the system of speech production and perception, and also how to plan and carry out experiments and analyse speech data for phonetic and phonological study.

before/after course of study: For the lecture classes, read specified sections of reference books before coming to the class, and after the class, review class handouts. For the practical classes, students will do practical exercises based on the lecture contents, using specified software. Preparation is expected to take 90 minutes. The review and practical exercises are expected to take 90 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Introduction and review of phonetic science

Discuss differences between phonetics and phonology. Also discuss 3 areas of phonetics: i.e. articulatory phonetics, acoustic phonetics and auditory phonetics.

Sound waves

The nature of sound and physics of sound waves. How to analyse and interpret sound waves in relation to speech sound, and work out the cycle, period, amplitude and frequency. How to look at and analyse complex waves and fundamental frequency of complex sounds. Introducing spectrum and different types of sound waves.

Resonators and filters (1)

Learn about natural frequency, resonators and filters in the context of speech production. A resonator has a central frequency and a bandwidth: how resonator shapes up sound which is created at the vocal folds. Explain about source-filter theory in relation to speech production.

Resonators and filters (2) & Phonetic symbols on the computer

Human vocal tract: works as a resonator. Compare with animal vocal tracts: e.g. chimpanzee, parrots & mynah birds. Introduce how to use IPA symbols on the computer – installing a phonetic keyboard on your PC.

Spectrograms

Learn about spectrograms: wide-band and narrow-band spectrograms. How do they work and how are they used to analyse speech?

Introduction to Praat & Practical exercises

Learn how to use Praat: record own voice, observe speech waveform, measure duration of a cycle and work out fundamental frequency. Compare wide-band and narrow-band spectrograms.

Acoustic characteristics of vowels

Study acoustic characteristics of vowels in relation to formant frequencies. How acoustic characteristics of vowels are presented on spectrograms. Observe formants of the same vowels produced at difference pitches: which features appear the same and which features are presented differently?

Practical exercise on spectrograms

Practice reading wideband and narrowband spectrograms. Observe acoustic features of vowels on spectrograms. Measure pitch range of your own voice and its maximum and minimum f0.

Acoustic characteristics of semi-vowels

Study about acoustic characteristics of semi-vowels based on phonetic and phonological definition of semi-vowels. Acoustic characteristics of diphthongs and triphthongs. Compare them with vowel sequences.

Recording; Mini-test 1 (tentative)

How to make good recordings: conditions and environment for good recording. Reverberation time, different media, analogue vs. digital, CD/DVD/MD/MP3/DAT, sampling rates.Also learn about how to choose subjects, linguistic background, test words and phrases.

Mini-test1 on Acoustics and acoustics of vowels (tentative)

Acoustic characteristics of consonants – nasals & liquids

Learn acoustic characteristics of sonorants. How are they different from vowel and pure consonants? What acoustic features make the discrimination of /l/ and /r/ difficult for Japanese speakers? Find typical features of nasals.

Practical exercise of vowel formant measurement

Learn how to measure formant frequencies of the five Japanese vowels. How to import ″.wav″ files to Praat and how to work with matching ″TextGrid″ files.

Acoustic characteristics of consonants: plosives

Consider articulatory features of plosives and learn how they are related to their acoustic characteristics. Learn about Voice Onset Time, burst frequencies, formant transitions to and from vowels.

Practical exercise on different recording techniques

Revision of recording equipment, e.g. microphones and recording environment, logarithmic scales, and sampling rates.

Acoustic characteristics of consonants – fricatives & affricates

Learn how articulatory features of fricatives are acoustically manifested. Define affricates and examine acoustic differences of affricates and plosive followed by fricatives.

Practical exercise: Measuring voice onset time

Measure VOT of plosive consonants of three different languages, and learn how to create ″TextGrid″ files.

Auditory system

Learn about anatomy of auditory organs and how sound is transmitted to different auditory organs (air-, bone- and fluid conduction of sound) and eventually perceived and processed in the brain. In particular, learn about the functions of the cochlear and the basilar membrane and their importance in the perception of sounds.

Practical exercise on Japanese vowels; Mini-test 2 (tentative)

Measure formant frequencies of Japanese vowels from different speakers, and work out typical Japanese vowel qualities.Mini-test 2 on acoustics of consonants (tentative)

Mini-test2 on acoustics of consonants (tentative)

Pitch and intensity

Learn the difference between pitch, a psychological property, and frequency, a physical property, as well as the relationship between 'perception and hearing' and 'frequency and intensity'. How are these physical properties related to the auditory system? Find out about the linear and nonlinear measuring scales for pitch and intensity: micropascal (μPa), decibel (dB), phons and sones.

Practical exercise on front rounded vowels

Measure F1, F2 and F3 of French front rounded vowels and observe how they are different from unrounded vowels.

Acoustic cues for perception (1)

Learn how human beings identify place, manner and phonation of speech sounds. To investigate and identify acoustic cues of speech sounds.

Practical exercise on resynthesis of pitch, intensity and duration

Learn how to resynthesize sound to modify intensity. Resyntheses sounds by manipulating pitch, duration and intensity.

Acoustic cues for perception (2)

Learn how to investigate and identify acoustic cues of speech sounds.

Practical exercise on segmentation and duration; Practical exercise on perception experiments

Pre-fortis clipping. Learn annotation and work with Textgrid files using IPA symbols in annotation.Also learn about how to choose subjects, linguistic background, test words and phrases.

Categorical perception & McGurk Effect

Categorical perception & McGurk Effect: Learn how humans select auditory information to recognize and categorize speech sounds. Learn how to conduct perceptual experiments: identification and discrimination tests. How to analyse perception results and conduct statistical analysis.

Practical exercise on categorical perception

Conduct experiment for categorical perception: identification and discrimination.

Multimodal speech perception, Speech recognition and speech synthesis

Learn how we use visual information to perceive speech sounds, and how visual information influence speech perception. Study McGurk effect: how visual information interacts with audio information: combination of visual and audio information and perception of sounds.

Final written examination

The final examination covering weeks 1-13.

Language: English

Textbooks: Handouts and recommended reading lists will be provided.

References:
- Clark, John, Yallop, Colin and Fletcher, Janet (2006), An Introduction to Phonetics and Phonology (3rd ed.), Wiley-Blackwell.
- Johnson, Keith (2025) 'Acoustic and Auditory Phonetics (4th ed.)', Wiley-Blackwell.
- Ladefoged, Peter & Johnson, Keith (2014) 'A Course in Phonetics (7th ed.)', Wadsworth Pub Co.
- Ladefoged, Peter (1996) 'Elements of Acoustic Phonetics (2nd ed.)', The University of Chicago Press.
- Ladefoged, Peter (2001) 'Vowels and Consonants: An Introduction to the Sounds of Languages', Wiley-Blackwell.
- Raphael, Lawrence J., Borden, Gloria J. and Harris, Katherine S. (2011) 'Speech Science Primer: Physiology, acoustics, and perception of speech (6th ed.)', Lippincott Williams & Wilkins.
- Reetz, H. and Jongman, Allard (2020) 'Phonetics: Transcription, Production, Acoustics, and Perception (2nd ed.)', Wiley-Blackwell.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	80	Mini tests 30% (15% x 2) Final exam 50%
Papers:	0	No report but weekly practical exercises.
Class contribution:	0	Regular attendance and participation in classes is essential.
Others:	20	Weekly practical exercises on speech production and perception.

Note/URL: This course assumes that students have already studied some phonetics. If you have not completed any of the phonetics and phonology courses (e.g. CO321, CO322 or CO458), or equivalent courses offered by other faculties or universities, or if you have only completed C201 (Introduction to English Linguistics), you must consult the instructor before enrolling.
国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C045800|51|210C045800[/SYLLABUS_ID]

Course Title	Phonetics and Phonology		
Instructor	KONDO, Mariko		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Phonetic and Phonological Theories

Course Outline: This course will examine the key principles of phonetic and phonological theory. It will begin with a review of classical taxonomic phonology, before moving on to modern phonological theories. Students will also practise producing the speech sounds of languages spoken around the world based on the International Phonetic Alphabet (IPA). Although examples will mainly be presented from English and Japanese to help students understand the theories, examples from various other languages will also be used to further explain the theoretical concepts. Students are expected to have a basic knowledge of phonetics and phonology.

Objectives: On this course, students will learn about current phonetic and phonological theories to help them understand relevant academic papers. They will also learn how to analyse real-world language data and interpret the results using these theories.

before/after course of study: Every week, read specified sections of reference books before coming to the class, and after the class you will be asked to do homework exercises which will be provided in the class, or read the referential materials. Preparation and review are expected to take 3 hours.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Introduction and Review of articulatory phonetics

Discuss differences between phonetics and phonology. Revise IPA and articulatory organs.

Phonation

How the focal folds differ in different phonations; voiced, voiceless, breathy voice, whisper, creaky voice, falsetto. How are different phonations used to differentiate words in some languages.

Phonemes and Allophones: How to analyse speech sounds

Learn about the concept of phonemes and allophones, and how to establish phonemes in a language. Theoretical methods to establish phonemes: minimal pairs, parallel distribution, complementary distribution.

Phonemes and Allophones: issues determining phonemes

Lean more about phonemes and allophones: how to establish phonemes, when there are more than one potential candidate for a phoneme among allophones: free variation, phonetic naturalness, marking convention, symmetrical system, natural class and pattern congruity. How prosody and phonation are used to establish phonemes as well as segmental differences.

Phonological units (1): Syllables and morae

Learn about phonological units: syllables and morae: phonological definition of syllable and mora, and their internal structures: Onset, Rhyme, Nucleus, Coda. Syllabification rules: MOP, phonotactics, syllable weight and morphological structure.

Phonological unites (2): Phonological words and above

What types of phonological units are recognized above the syllable? What is the importance of these units and how do they function in phonology? Consider their importance in phonological rules in various languages.

Phonological rules and phonological units; Mid-semester test (tentative)

Relationship between phonology and syntax. How syntactic operation is blocked by the constraints of phonological units, heavy-NP shift rule in English. Reanalyse Japanese mora structure in relation to onsets of the syllable.

Mora structure revised

Revised mora and syllable structures to consider the function of the onset consonants of a syllable and the weight of the syllable. Based on that, reconsider mora structure of Japanese words and how the onset consonant is linked directly to the syllable, not the mora.

Features (1); Mid-semester test (tentative)

Understand phonological features and their functions in phonology. How to analyse speech sounds using features and the advantages for phonological analyses.

Mid-semester test on the contents of weeks 1-8 (tentative)

Features (2)

Learn how to analyse phonological processes and rules using phonological features, looking at examples from different languages.

Prosody: Speech rhythm, stress, accent, and intonation

Learnabout prosody, how speech rhythm and timing are manifested in languages and how to analyse these prosodic features. Learn about intonation, and how intonation is realized phonetically andits linguistic functions in communication. Difference between phonologicalfeatures of intonation and their phonetic realization will also be studied.

Phonological processes and rules

Learn phonological theories and how they are used to analyse various phonological processes and rules in various languages.

Non-linear phonology

Understand non-linear phonology and how the idea of non-linear theory has been developed.

Final Exam and Feedback

Final written examination on the contents of weeks 1-13. Overall revision of the course.

Language: English

Textbooks: (Main reference book)
Davenport, Mike & Hannahs, S.J., (2025) Introducing Phonetics and Phonology (5h ed.), Routledge

References:
- Clark, John, Yallop, Colin and Flecher, Janet (2006) 'An Introduction to Phonetics and Phonology (3rd ed.)', Wiley-Blackwell.
- Gussenhoven, Carlos and Jacobs, Haike (2025) Understanding Phonology (Underslanding language) (5th ed.), Routledge.
- Ladefoged, Peter & Johnson, Keith (2014) 'A Course in Phonetics (7th ed.)', Cengage Learning.
- Zsiga, Elizabeth C. (2024) The Sounds of Language: An Introduction to Phonetics and Phonology (Linguistics in the World) (2nd ed.), Wiley-Blackwell.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-

Tentative:
Mid-semester test 30%
Final written exam 70%
There will be homework in most weeks.

Note/URL: This is not a beginner-level course. Students should have completed introductory and intermediate-level courses in phonetics and phonology. Examples include CO201 Introduction to Language Studies, CO321 English Phonetics and Phonology, CO322 Japanese Phonetics and Phonology, and equivalent courses offered by other faculties or universities.
Therefore, I do not recommend that first- or second-year students enroll on this course.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C046000|51|210C046000[/SYLLABUS_ID]

Course Title	Historical Linguistics 51		
Instructor	MORIYAMA, Hiizu		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: An Advanced Study of Language Change

Course Outline: The aim of this course is to provide third- and final-year students with the theoretical and practical knowledge of diachronic studies of language or historical linguistics, which will enable them to understand how some historical changes in language can be described and explained. It will also help them conduct their higher research for their graduation theses and, for some, prospective postgraduate studies. The course may therefore be suitable for those wishing to go on to a graduate school to read for an MA/MPil in Linguistics, Language and Communication, English Language and Medieval Literature, English Language Teaching, and any other areas of studies which are closely related to linguistic, social, cultural, psychological, and pragmatic aspects of human communication.

Objectives: Through attending this course, together with their careful studies of the required reading, students will be able to acquire the basic knowledge of historical variation of English and to articulate their own opinions on some of the key issues of linguistics, whether they are raised by traditional, descriptive, or generative linguists. Those wishing to go on to graduate studies in linguistics, language and communication will obtain the ability to conduct their prospective higher research.

before/after course of study: Each class has its objective. In order to achieve it, the relevant chapter(s) of the assigned textbook and other required readings on Moodle should be studied and prepared thoroughly before attending the class. It will normally take 60-90 minutes on each occasion, depending on a student's background knowledge of linguistics. As to preparation for exams, students should read the required reading carefully, together with their notes taken during the lecture. For these purposes, the instructor will provide them with an exercise sheet as a form of a dummy paper, focusing on some of the most important parts of the lecture which should be revised thoroughly before they sit the examinations. Generally two 90-minute revision sessions will suffice.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Introduction: Synchrony and diachrony

A brief introduction to the descriptive study of language and its methodology; the use of historical corpora and other electronic data sources (e.g. British National Corpus, The Helsinki Corpus of English Texts, Historical Thesaurus of English)

Vol. 2 Historical studies of language

The lecture will present a brief historical sketch of the founders of philology (developing to modern historical linguistics) and their contributions to the studies of historical aspects of language: Ferdinand de Saussure, Rasmus Rask, Franz Bobb, Jacob Grimm, Franz Boaz, Sir William Jones (a British lawyer), Nikolai Sergeyevich Trubetzkoy, Otto Jespersen.

Vol. 3 Sound change 1: Types of sound changes

The lecture will be a survey of three different "schools" of linguistics, namely, the Neogrammarians, the Structuralists, the Generativists, and their ways of investigating various aspects of linguistic phenomena.

Vol. 4 Sound change 2: Mechanism of sound changes

We will look closely at critiques of some of the traditional analyses of the First Sound Shift (Grimm's Law) and the English Great Vowel Shift; the limitations of phonological contrast, "functional load" and "near-mergers").

Vol. 5 A historical and structural survey of the English lexicon

English today has an exceptionally large and varied vocabulary. The Oxford English Dictionary has 275,000 headwords, among which only 9.600 words (3.5%) are of Old English origin (700-1150 CE). We will try to see what else we count as English.

Vol. 6 Why and How Words Change Meaning

The lecture will present a survey of categories of meaning change with interesting examples in Engish and other European languages: widening and narrowing, amelioration and pejolation, metaphor and metonymy, grammaticalization

Vol. 7 Motivations for change: language acquisiton and social factors

Our childhood experience of mother tongue acquisition illustrates how peer influence outweighed parent influence or pedagogical instruction. What and how we speak now simply reflect whom we were playing with and in what ways we communicated with our playmates in the past. We will investigate to what extent such social factors will change the ways in which we communicate in various daily conversation.

Vol. 8 Assignment 1

Exam 1 and feedback

Vol. 9 Language contact as a source of change 1: Scandinavian influence on northern English in the early

We will investigate the linguistic situation in English and Danish (or "Danelaw") Mercia after 954 CE and grammatcal and lexical influences of Old Norse speakers on English speakers or vice versa (e.g. the use of the third person plural pronoun they, and its oblique cases them and their; the interdental fricative of the Old English present tense endings third person singular –eþ and plural –aþ has been replaced by –s).

Vol.10 Language contact as a source of change 2: Bilingualism and the community

The lecture will present a comprehensive study of the linguistic competence of adult Norse learners of English and their children (proably Norse-English bi-lingual speakers) and the process of grammaticalization (e.g. the changing of the demonstrative pronoun "that" (þæt) to the definite article "the" (þe, a function word)).

Vol.11 A historical survey of English 1: Politeness and the history of English

The lecture will present a brief historical sketch of politeness in the English language, from its earliest stage (Old English) to Present-day English, focusing upon such particular linguistic features as terms of address and imperatives.

Vol.12 A historical survey of English 2: Politeness in English medieval literary texts

We will discuss the use of various forms of politeness appearing in medieval English literature, including "cheeful imperative", as T. A. Shippy calls it, which, in Old English poetry, can "exprss a state of mind delicately through speech", e.g. "Onfoh þissum fulle … þu on sælum wes … to Geatum spræc mildum wordum … Beo wið Geatas glæd" (transl. "Take this cup … be happy … speak to the Geats with kind words … be gracious to the Geats" from Old English Beowulf).

Vol.13 Standardizaton: Language is "consciously" changed.

The lecture will present a survey of the idea of standard English in Britain, focusing upon the two prominent scholars in the interwar period, Daniel Jones (1880–1967) and H. C. Wyld (1870–1945) and the particular social dialect called Received Pronunciation ("widely understood pronunciation" Jones, 1946).

Vol.14 Assignment 2

Exam 2 and feedback

Language: English

Textbooks: Robert McColl Millar, Trask's Historical Linguistics, 4th edition, London: Routledge, 2023.

ISBN: 978-0367645571 (Available at Seikyo Bookshop 早稲田大学生協ブックセンター取り扱い)

References:

Anttila, R., Historical and Comparative Linguistics, Amsterdam: John Benjamins, 1989.
Bowern, C. and B. Evans (eds.), The Routledge Handbook of Historical Linguistics, London: Routledge, 2015.
Jucker, A. H., "Changes in Politeness Cultures", in The Oxford Handbook of the History of English, eds. T. Nevalainen and E. C. Traugott, Oxford: Oxford University Press, 2012, at pp. 422–433.
Jucker, A. H. and I. Taavitsainen, English Historical Pragmatics, Edinburgh: Edinburgh University Press, 2013.
Kay, C., S. Horobin, and J. Smith (eds.), New Perspectives on English Historical Linguistics. Vol.1 Syntax and Morphology, Amsterdam: John Benjamins, 2002.
Kay, C. and K. Allan, English Historical Semantics, Edinburgh: Edinburgh University Press, 2015.
Labov, W., Principles of Linguistic Change. Vol.1 Internal Factors, Vol.2 Social Factors, Vol.3 Cognitive and Cultural Factors, Chichester, West Sussex: Wiley-Blackwell, 2001–2010.
Los, B., A Historical Syntax of English, Edinburgh: Edinburgh University Press, 2015.
McMahon, A. M. S., Understanding Language Change, Cambridge: Cambridge University Press, 1994.
Nevalainen, T. and E. C. Traugott (eds.), The Oxford Handbook of the History of English, Oxford: Oxford University Press, 2012.
Ringe, D. and J. F. Eska, Historical Linguistics: Toward a Twenty-First Century Reintegration, Cambridge: Cambridge University Press, 2013.
Tayler, J. R., Linguistic Categorization, third edition, Oxford: Oxford University Press, 2003.
Townend, M., Language and History in Viking Age England: Linguistic Relations between Speakers of Old Norse and Old English, Turnhout, Belgium: Brepols, 2002.
Traugott, E. C. and R. B. Dasher, Regularity in Semantic Change, Cambridge: Cambridge University Press, 2005.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	100	This course is examined by two examinations in class. Full details will be announced later.
Papers:	0	n/a
Class contribution:	0	n/a

Others: 0 n/a

Note/URL: Those students who wish to register for this course are expected to have attended at least one or two of the introductory and/or intermediate courses of linguistics or related subjects offered at SILS or anywhere else to acquire the basic knowledge of theoretical and descriptive linguistics, such as Introduction to Applications of Linguistics and Introduction to English Linguistics. Otherwise, the following book would be recommended for self-study before coming to the class: Yule, G., The Study of Language, seventh edition (or any earlier editions), Cambridge University Press, 2020.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C046200|51|210C046200[/SYLLABUS_ID]

Course Title	APM- Language in National Socialism / Sprache im Nationalsozialismus (in German) 51		
Instructor	STEINHAUER, Hagen Fritjof		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Important note: This advanced class will be held in German with English as an auxiliary language. Students are expected to participate in the discussion and read in German.

This course will give an overview of the role of language during National Socialism in Germany (1933 – 1945). We will analyze the propagandistic use of language during the Nazi Party's rise to power, its use of language as a tool to submit the public and its function and perversion during the war and the justification of the holocaust. The class will also deal with the after-life of fascism in the German lexicon and the discourses on education and memory politics after 1945. Due to the current rise of fascist ideology, we will also look into new theories of fascisms and discuss ways to counter fascist ideology.

Objectives: The class aims at giving students an overview of the historic period of National Socialism and its after-life as well as its current renaissance in far-right ideology and conservative politics. The specific focus is on language use but topics like education and memory politics will also be thematized.

before/after course of study: As a part of class preparation, you will be asked to read scientific papers and historical sources in German, which will be posted on Waseda Moodle in advance. This preparation is expected to take 90 to 120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction: Language in/of/under National Socialism

Course overview, requirements and discussion of the perspectives of linguistic analyses of Fascism

"Contaminated Words": is there a Fascist Heritage in Today's Language?

Discussion of the concept "contaminated words"(belastete Wörter) and traces of NS Ideology in the German lexicon

Aus dem Wörterbuch des Unmensch"; Dolf Sternberger's criticism of NS language

Discussion of the language criticism by Dolf Sternberger and others after 1945

The Language and Ideology of the NSDAP: Anti-Semitism and "völkische" Ideology

The affective dimension of the NSDAP propaganda language before 1933 and their anti-semitic ideology

"Gleichschaltung: Political Submission of the Media System

The instrumentalization and submission of the media system and the functioning of totalitarian propaganda

Victor Klemperer's LTI: Nazi Propaganda and Everyday Life under a Fascist Regime

Getting to know Klemperer's biography and his diary as well as his analysis of the language of the NS-regime

Language under National Socialism: Testimonies by the Victims of the Terror Regime and Survivors of the

Excerpts from Primo Levi's "If this is a man"and sources from secret texts from Concentration Camps and Ghettos

Preparation of the Site Visit

Active engagement with topics addressed in the Women's active Museum on War and Peace and preparation of questions and discussion

Site Visit: Womens Active Museum on War and Peace

Visit of Women's Active Museum on War and Peace

Language of the Resistance: "Edelweißpiraten"and the Students' Resistance Group around the Scholl Sibl

Learn about different resistant youth groups and their language use using sources and documentary films

"Working through the past"and "Education after Auschwitz": Critical Theory after the War

Discussion of Adorno's essays on Memory politics and anti-fascist education

Eichmann in Jerusalem": Hannah Arendt's analysis of the Banality of Evil
Arendt's famous report and analysis of the Eichmann Trial in Jerusalem
New Fascism? Current trends and approaches in the Analysis and Theory of Fascism
Discussion of the interplay of artificial intelligence, techno-capitalism, data-power and theories of Fascism
Wrap-up and Reflection: How can we oppose old and new Fascist Ideologies?
Summary of the contents of the class and discussion of ideas to counter fascist ideologies

Language:	German
Textbooks:	Required reading material will be posted on Waseda moodle in advance.
References:	Klemperer, Viktor (2020): LTI: Notizbuch eines Philologen. Leipzig: Reclam. Levi, Primo (2010): Ist das ein Mensch? Ein autobiografischer Bericht. München: dtv. Sternberger, Dolf; Storz, Gerhard; Süskind, W.E. (1967): Aus dem Wörterbuch des Unmenschen. Frankfurt am Main: Ullstein.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Class contribution:	50	Active contribution in class
Others:	50	One oral presentation in class or two written homework assignments during the semester

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C050100|02|210C050100[/SYLLABUS_ID]

Course Title	Seminar on Communication 02		
Instructor	MORIYAMA, Hiizu		
Term	spring semester	Credits	2
Day/Period	01:Mon.5	Class Modality Categories	[On-campus]
Course Category	Advanced Seminar	Eligible Year	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: English Historical Linguistics

Course Outline: This seminar is for those students who wish to study the grammatical and lexical aspects of the English language from its earliest stage. Since acquiring a good reading knowledge of historical documents is essential to this area of study, we shall start with learning the basics of Old English, including its spelling, pronunciation, syntax, paradigms, and lexicon. For this purpose we shall use an introductory textbook that contains not only a useful reference grammar of Old English but also a good selection of Old English verse and prose with detailed textual annotations. Together with this weekly reading knowledge class (i.e. translation exercises from Old English to Modern English), each student will be asked to conduct a research for their graduation work that will be supervised regularly throughout the semester. Towards the end of the semester, a research in progress report (1,200 words approx.) and an oral presentation (for 20 minutes in class) will be assigned to each student.

Objectives: The student will acquire a good reading knowledge of medieval English texts and how to analyse them philologically. By reading linguistic writings widely they can develop their own interests in linguistic research in preparation for writing their graduation thesis.

before/after course of study: The student should read an assigned portion of the textbooks for class discussions. Study materials that are used in classes should be revised thoroughly as soon as possible.
60-90 minutes preparation
30-60 minutes review

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Class 1] Presentation: students should report what they achieved during the spring break; submission of homework. and/or research paper; planning of academic activities during the Spring Semester, including prepatarations for grad school exams.
[Class 2] Reading and analysis of academic writings (Applied Linguistics)
[Class 3] Reading and analysis of academic writings (Applied Linguistics)
[Class 4] Reading and analysis of academic writings (Historical Linguistics)
[Class 5] Reading and analysis of academic writings (Historical Linguistics)
[Class 6] Reading and analysis of academic writings (Germanic Philology)
[Class 7] Reading and analysis of academic writings (Germanic Philology)
[Class 8] Reading and analysis of academic writings (Germanic Philology)
[Class 9] Midterm exam or report (option)
[Class10] Presentation: research in progress report 1
[Class11] Presentation: research in progress report 2
[Class12] Presentation: research in progress report 3
[Class13] Summary and conclusion; planning for summer research activities
[Class14] Final exam and feedback

Language: English

Textbooks: (For students of English Language and Medieval Literature) You need to buy the following two coursebooks:
1. Old English Grammar and Text
Smith, Jeremy J., Old English: A Linguistic Introduction, Cambridge: CUP, 2009.
2. Old English Literature
Godden, Malcolm and Michael Lapidge (eds.), The Cambridge Companion to Old English Literature, Cambridge: CUP, 1991.
(For students of English Language Teaching) Reading materials will be announced later in class.

Course pack of introductory reading materials will be distributed.

References: Crystal, David, The Cambridge Encyclopedia of the English Language, second edition, Cambridge: CUP, 2003.
Hogg, Richard M. (ed.), The Cambridge History of the English Language, Volume I , The Beginnings to 1066, Cambridge: CUP, 1992.
Hogg, Richard and David Denison (eds.), A History of the English Language, Cambridge: CUP, 2006.
Kamenade, Ans van and Bettelou Los (eds.), The Handbook of History of English, Oxford: Blackwell, 2006.
Magglestone, Lynda (ed.), The Oxford History of English, Oxford: OUP, 2006.

Momma, Haruko and Michael Matto (eds.) A Companion to the History of the English Language, Oxford: Blackwell, 2008.
Pulsiano, Phillip and Elaine Treharne (eds.), A Companion to Anglo-Saxon Literature, Oxford: Blackwell, 2001.
Strang, Barbara M. H., A History of English, London: Routledge, 1970.
(Further guidance will be given in seminars.)

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	25	A research-in-progress report (maximum of 1,200 words in English) will be required. This report should be an extended version of each student's oral presentation on their chosen topic for graduation thesis. Deadline for this work is normally the last session of every semester.
Class contribution:	50	Active participation in class discussions. Regular pre-class preparation (i.e. a careful reading and analysis of assigned medieval English texts) is essential. Each student in turn will be asked to translate the texts into good English.
Others:	25	An oral presentation on a proposed research topic (about 20 minutes) with clear and comprehensible PowerPoint slides and handouts/prints prepared by the student.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C050100|05|210C050100[/SYLLABUS_ID]

Course Title	Seminar on Communication 05		
Instructor	NAMAI, Kenichi		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Preparation for genuine linguistic research

Course Outline: Face-to-Face
This three-semester-long seminar provides an approachable introduction to scientific research of human language. The history of language science is rather short, and there are still quite a few mysteries about human language, which any normal individual uses every day. In this seminar, students will be trained to be beginning linguists who can actually conduct decent research in this young but very systematic and exciting field.

In the first semester, students study linguistics as cognitive science, using Patterns in the Mind (Jackendoff 1994) as textbook. Questions that are asked in class include: "Do babies imitate their parents when they try to acquire language?" "Can we think without language?" "What happens to babies if they are raised by wild animals?" "What happens to one's language if the right and left hemispheres of one's brain are severed?" "What do language, vision, and music have in common?" "Can babies develop their own language?" "What is the language DNA?" "What happens when two people that don't have a common language have to work together?"

In the second semester, students will read academic papers and critically review them. Then, they will engage in comparative studies of English and Japanese (or some other language, depending on students' interest). By the end of the semester, students will write and submit a term paper, which they can choose to develop further as graduation thesis in the third semester. Alternatively, students may also choose a different topic; in that case, they are expected to find another topic by the end of the summer break.

As for thesis topic, following the spirit of liberal arts, this seminar allows students to select virtually any topic of linguistic science; students may choose a topic from general linguistics, morphology, syntax, linguistics as cognitive science, English education, textbook writing, bilingualism, historical linguistics, comparative linguistics, language acquisition, etc. (as long as it is something that can be studied scientifically).

In the third semester, each student will work on his/her topic for graduation thesis individually. Students are expected to meet with the instructor frequently so that they can submit decent theses in time for graduation.

By actively participating in this seminar, students will be able to conduct quality linguistic research by thoroughly utilizing theoretical tools. If you wish to graduate with a sense of accomplishment, this seminar is for you.

Objectives: Acquisition of ability to distinguish genuinely linguistic matters from ones that are not.
Development of linguistic research skills

before/after course of study: Weekly reading: 60 minutes
Presentation preparation: 120 minutes

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: Each class will consist of discussion and presentation.

Language: English

Textbooks: Provided by the instructor.

References: Jackendoff, Ray. 1995. Patterns in the Mind. Basic Books. 978-0465054626
Isac, Daniela, and Charles Reiss. 2013. I-Language. Oxford University Press 978-0199660179

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	50	Two short papers
Class contribution:	25	Class discussion

Others: 25 Presentation

Note/URL: If you need to contact the instructor, make sure to email him directly at his email address, which will be provided in the first class.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C050100|06|210C050100[/SYLLABUS_ID]

Course Title	Seminar on Communication 06		
Instructor	IINO, Masakazu		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Language and Society

Course Outline: Mode of Delivery: Face-to-Face

This advanced seminar will examine various language issues related to the process of globalization such as the role language plays in globalization processes and the effects on language that globalization brings about. Topics include language and economic development, language and nationalism and democracy, language and the media, language and technology, language and education, language and the demographic/social changes caused by migration, language and ethnic identity, standardization and diversity, and language and inequality. This seminar is targeted not only for those who are interested in the sociolinguistic discipline per se (e.g., language planning and policy) but also for those who are seeking a deeper understanding of cross-disciplinary fields such as economics, political science, sociology, and education. Students from diverse backgrounds are encouraged to actively participate in class activities and discussions and to engage in academic research towards completing a senior thesis.

Objectives: To conduct an original research project and complete a senior thesis.

before/after course of study: Students are expected to prepare an oral presentation on the research project as well as to read the assigned materials in advance. It will take at least 90-180 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introduction
[Week 2] Research methods
[Week 3] Research proposal
[Week 4] Data collection, fieldwork
[Week 5] Reading and discussion 1
[Week 6] Reading and discussion 2
[Week 7] Reading and discussion 3
[Week 8] Reading and discussion 4
[Week 9] Reading and discussion 5
[Week 10] Reading and discussion 6
[Week 11] Presentation 1
[Week 12] Presentation 2
[Week 13] Presentation 3
[Week 14] Summary

Language: English

Textbooks: Reading assignments will be announced in class.

References: TBA in class.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	80	A research proposal or the final senior thesis will be evaluated. Oral presentations on the project.
Class contribution:	20	Active participation, presentations

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C050100|07|210C050100[/SYLLABUS_ID]

Course Title	Seminar on Communication 07		
Instructor	KONDO, Mariko		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Language studies and research methods

Course Outline: This course focuses on teaching students how to plan and conduct linguistic research and analyse data. Many students conduct research without a concrete plan and do not know what to do with the data they obtain. Therefore, during the first half of the semester, we will learn statistical methods for:
(1) planning and conducting graduation research;
(2) analysing obtained data; and
(3) understanding the results. In the second half of the semester, you will present your research plan, after which we will discuss how you can best organise and conduct your research, and analyse your data.

Objectives: Students will learn the linguistic knowledge and statistical analysis methods necessary for conducting research in the fields of language acquisition and theoretical linguistics, so that they will be able to conduct research for graduation projects.

before/after course of study: Every week, read specified sections of reference books before coming to the class, and after the class, read reference book chapters and class handouts, and complete homework exercises. Expected work for preparation and revision is approximately 3 hours.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introduction
[Week 2] Overview of language research
[Week 3] Experimental design
[Week 4] Statistical analysis
[Week 5] How to select a statistical test
[Week 6] Introducing non-parametric tests
[Week 7] Non-parametric tests (1): two and three+ conditions
[Week 8] Non-parametric tests (2): correlations
[Week 9] Non-parametric tests (3): Chi-square test
[Week10] Parametric tests (1): t-test
[Week11] Parametric tests (2): one-way ANOVA
[Week12] Parametric tests (2) : two-way ANOVA
[Week13] Research project presentation and discussion (1)
[Week14] Research project presentation and discussion (2) and overall review

Language: English

Textbooks: Tentatively,
Green, Judith and D' Oliveira, Manuela (2007), "Learning to use statistical tests in psychology (3rd ed.), The Open University Press.
It may change depending on the level and research plans of the students.
Handouts will be provided.

References:
- Johnson, Keith (2008) "Quantitative Methods in Linguistics", Blackwell.
- Dornyei, Zoltan (2007) "Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies (Oxford Applied Linguistics)", OUP.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-
Presentations: 25%
Course work: 25%
Work in progress report: 50%

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C050100|08|210C050100[/SYLLABUS_ID]

Course Title	Seminar on Communication 08		
Instructor	MASUKO, Mayumi		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Seminar on Meaning and Structure

Course Outline: This course is designed to prepare and assist students in conducting research and writing a thesis on issues related to linguistic meaning: how it is influenced by structure, and, in turn, how linguistic structures are (under-)determined by meanings.

Basic principles of academic research will be reviewed. After the introductory weeks, students will be required to give oral presentations on topics which they have chosen. Then students will proceed to develop the outline and be ready to start writing a draft of their thesis.

Seminars will be conducted in English and Japanese, and how they are conducted will be discussed at the beginning of the semester.

Objectives: Students should find a suitable topic for their theses and start reading relevant literature.
They should be able to find the issues that they could discuss and find solutions for.
They need to be able to find relevant previous research on the same topic (e.g. journal articles and books) and see if they could provide better explanations to the same problem.

before/after course of study: Students are expected to prepare for each session by completing the set tasks.
They should read the relevant literature that the instructor provides and/or find new ones by themselves.
They should be able to offer their own explanations and solutions to the problem they are interested in.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introduction
[Week 2] Academic research: review
[Week 3] Developing a research plan 1
[Week 4] Developing a research plan 2
[Week 5] Presentations & feedback 1
[Week 6] Presentations & feedback 2
[Week 7] Developing and refining an outline 1
[Week 8] Developing and refining an outline 2
[Week 9] Individual meetings [tba]
[Week 10] Individual meetings [tba]
[Week 11] Writing a draft 1: organization
[Week 12] Writing a draft 2: word choice
[Week 13] Writing a draft 3: citation and the use of examples
[Week 14] Work-in-progress reports

* This is tentative and subject to change depending on how many students will participate, how much they know about the relevant issue(s), what precisely they are interested in, how well they can write an academic essay, etc.

Language: English

Textbooks: Not required but a style manual will be useful if students are not used to writing proper academic essays.

References: A list of references will be provided at the beginning of the semester.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	75	This covers all the written work to be submitted.
Class contribution:	25	This includes attendance and class participation, either physically or online, including any presentations or discussions conducted during the seminar.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C050100|09|210C050100[/SYLLABUS_ID]

Course Title	Seminar on Communication 09		
Instructor	MUEHLEISEN, Victoria L.		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Seminar on Applied Linguistics

Course Outline: In this seminar, students will explore ways in which linguistic theory and knowledge can be applied to actual situations; the main focus will be on second language learning and teaching, but we will also discuss other applications. such as in translation, lexicography, and advertising.

The seminar is conducted in English, but it is open to students interested in applications to ANY language. That is, it is not only for students who want to teach English, but also those who would like to teach Japanese, Korean or another language as a foreign language. The theories and methods to be discussed in class are applicable to a wide range of teaching situations.

It is expected that students in this seminar will already have taken some classes in linguistics or applied linguistics. This seminar is not appropriate for students with no previous background in linguistics or applied linguistics.
In addition to work in class, students are strongly encouraged to do some volunteer work or paid work related to their interest, for example, as a volunteer assistant in language classes at Waseda or as a private tutor.
Below are some of the graduation thesis topics of students who have taken this seminar:

Topics related to the teaching of second or foreign languages:
* The portrayal of English in Japanese junior high school textbooks (Is English portrayed as a lingua franca? Or as a language used only by native speakers?)
* Policies related to English education in elementary schools in Japan and other Asian countries
* University students' English vocabulary learning strategies
* Using loans word in the teaching of English or Japanese
* Student motivation and Japanese language study at Waseda
* The usefulness of linguistic knowledge of phonetics in study of a foreign language
* Computer-mediated communication and English education
* Japanese language education for linguistic minority (e.g. Brazilian-Japanese) children in Japan
* Japanese language education for foreign workers (e.g., nurses from Indonesia) or for refugees (from Myanmar)
* Kanji-learning strategies of students of Japanese from non-kanji language backgrounds

Topics from other areas of linguistics and applied linguistics:
* Attitudes toward the use of Taiwanese dialect in the media in Taiwan
* Attitudes toward the use of Shanghai dialect in Shanghai
* Metaphors and thought in Japanese and English
* Attempts to revive the Ainu language
* Translation of Japanese poetry into English
* Translation of English children's literature into Japanese
* Translation of Korean literature into English
* Linguistic issues in the portrayal of characters in animated movies

Objectives: The objective of this class is to deepen knowledge of linguistics and applied linguistics, in order to prepare for writing the graduation thesis.

before/after course of study: Students will be expected to spend one to two hours before each class session, by doing assigned reading or writing assignments, or by preparing for presentations.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule The weekly syllabus depends on the semester (Fall or Spring), and the specific assignments depend on the students' interests and when they plan to graduate. Below is a tentative schedule for Spring 2026. This may be adjusted depending on the number of students who join the seminar. Note that new students and continuing students will sometimes have different reading or writing assignments.

Week 1: Introduction to the seminar; getting to know student's interests and previous knowledge.
Weeks 2 to 11: New students will be assigned reading chapters from the textbook (Wray and Bloomer 2013).
All students will be assigned journal articles or book chapters which we will read and discuss together in class.

For the first several weeks, these will be chosen by the teacher. Later on, these will be chosen by the students in the class.
Students will sometimes be required to write summaries related to the reading assignments.

Weeks 12 to 14: During this period, students will be doing presentations on topics related to their graduation thesis.

Language: English

Textbooks: Students will be required to buy the following textbook to be used in the first two semesters of the Advanced Seminar: Wray, Alison and Aileen Bloomer. 2013. Projects in Linguistics and Language Studies. Third Edition. London and New York: Routledge. This book probably will NOT be available at the Waseda Co-op, but you can buy it online.

References: Brown, James Dean, and Theodore S. Rodgers. 2003. Doing Second Language Research. Oxford University Press. [Available at the SILS Library.]

Fasold, Ralph W., and Jeff Connor-Linton. 2006. An Introduction to Language and Linguistics. Cambridge University Press. [Available at the Waseda Central Library]

Hall, Christopher J. and Patrick H. Smith. 2011. Mapping Applied Linguistics: A Guide for Students and Practitioners. London and New York: Routledge. [Available at the SILS Library.]

Mihalĭcek, Vedrana and Christin Wilson (eds.). 2011. Language files : materials for an introduction to language and linguistics, 11th ed., Columbus, Ohio State University Press. [Available at the SILS Library.]

Larson-Hall, Jenifer. A guide to doing statistics in second language research using SPSS / Jenifer Larson-Hall. New York ;, Routledge, 2010. [Available at the Waseda Central Library]

Lightbown, Patsy M. And Nina Spada. 2014..How Languages are Learned, 4th edition. Oxford: Oxford University Press. [Available at the SILs Library.]

Simpsons, James (ed). 2011. The Routledge Handbook of Applied Linguistics. Taylor & Francis Group. [Available online through the Waseda Library]

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Papers:	40	Writing assignments will be related to class readings, student presentations, and reading done for the graduation thesis.
Class contribution:	60	Active participation is required for this seminar. Class activities include class discussion and student presentations.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C050100|12|210C050100[/SYLLABUS_ID]

Course Title	Seminar on Communication 12		
Instructor	DETEY, Sylvain Matthieu Julien		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: A French Zemi about International Communication (in French)

Course Outline: This seminar is designed for students with an advanced level in French and interested in deepening their understanding of International Communication in a French perspective.

The seminar revolves around the reading of the book "Savons-nous vraiment parler? Du contrat linguistique comme contrat social" (see Textbook).

The seminar will be conducted in French (the textbook is written in French), but in-class discussions may also be conducted in English when necessary.

Students may choose to write their graduation thesis in French or in English with a long abstract in French. Former seminar students have written theses about French/Japanese comparative themes such as: Perception of foreigners; University degrees and job-hunting; Religious education and laïcité in primary education; Students, baito and petit boulot; Parisian and Tokyoite stereotypes; Velib and Community cycle; Colour symbolism for web design; Luxury brands; The notion of work and the case of marketing; Convenience stores and supérettes; Descendants of immigrants; Baby-sitting systems; Lipsticks; MacCafé; Tourism and Omotenashi; Fashion and oshare; Perception of happiness; Air France vs JAL commercials; The perception of strikes; Parental leaves; etc.

On a more linguistic level, past themes include: Usage of the adjective "zen" in French; The future of French education in Japan; Linguistic policies in France and Singapore; Study-abroad and linguistic identities; Differences between French and Quebec French, etc.

Former seminar students have pursued their academic studies in MA programmes in prestigious institutions (Sciences Po Paris, Geneva Graduate Institute; ENS Ulm Paris, Aix-Marseille University, HEC Paris, TUFS, Waseda) as well as in PhD programmes (France, Germany) and found work in a variety of companies and institutions in Japan and abroad (some of them requiring French abilities, e.g. Minisitry of Foreign Affairs).

Objectives: Objectives for students:
1) deepen their understanding of the French language and culture.
2) acquire general skills in terms of academic project planning (general methodology in Human and Social Sciences – in French SHS).
3) develop a sense of internationalization-oriented maturity, academic autonomy, and task-based cooperation around the topic of International (and National) Communication from a French perspective

before/after course of study: As part of your preparation, you will be asked to carry out assigned reading before each session. Preparation is expected to take 90-120 minutes. Homework will be assigned under the form of reviews for each class and may include documents reading as well as extra research, especially to make progress with the graduation thesis. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: Given the nature of the class (Advanced Seminar), the content of each Seminar will vary according to students' progress and needs.

Language: English/French

Textbooks: Detey, S. (2023). Savons-nous vraiment parler? Du contrat linguistique comme contrat social. Paris: Armand Colin.

References: Bouissou, J.-M. (2019). Les leçons du Japon. Paris: Fayard.
Azra, Jean-Luc (2011). Les Japonais sont-ils différents ? Paris: Connaissances & Savoirs.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-: 50%: Progress in the graduation thesis.

50%: In-class active participation.

Note/URL: Students are expected to be active, autonomous, involved in the seminar activities, attend all classes, read documents and practice writing in French as required. They must notify the teacher by e-mail in advance in case of any absence.

This seminar is NOT a French language course.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C050100|13|210C050100[/SYLLABUS_ID]

Course Title	Seminar on Communication 13		
Instructor	SATO, Azusa		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Acquiring professional level interpreting skills

Course Outline: This course will immerse students with the critical elements of interpreting skills which are listening comprehension, information processing, analysis, retention, note-taking, appropriate word choices and rendering skills. Students will build on these skills and practice consecutive interpreting in areas of international relations, political science, environmental studies and economics.
Students will be called upon randomly during each class to respond to relevant questions or to perform in front of their peers to receive peer evaluation from their classmates. Accuracy, precision and fidelity of rendering will be assessed by the instructor.

This course is not a language teaching course and assumes fluent speaking ability in both English and Japanese. It also assumes prior studies or courses in the practice of interpreting. (This class is not an introductory course in interpreting.)※This class will be taught by a faculty member who possesses working experience and will be taught based on the working experience.

Objectives: Students will acquire consecutive interpreting skills between English and Japanese with special attention given to clarity in meaning and accuracy in word choice.

before/after course of study: Students must come to class prepared by researching the speaker, topic, and context of the speech. They must search through the relevant information sources to aid their understanding of the topic. They must also prepare for each class by taking notes of their research and making glossary lists of new vocabulary. The expected time for preparation is 60 minutes per class and another 60 minutes for review of the materials presented in class.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
1:Vol. 1 Class Overview Introduction to Advanced Interpreting
2:Vol. 2 Developing Listening Comprehension SkillsListening and repeating
3:Vol. 3 Developing Listening Comprehension SkillsListening and repeating
4:Vol. 4 Developing Listening Comprehension SkillsListening, repeating and interpreting
5:Vol. 5 Developing Listening Comprehension and Information Processing SkillsParaphrasing
6:Vol. 6 Developing Listening Comprehension and Information Processing SkillsParaphrasing
7:Vol. 7 Midterm TestRepeating and paraphrasing
8:Vol. 8 Developing Information Processing and Analyzing Skills Summarizing
9:Vol. 9 Developing Information Processing and Analyzing SkillsSummarizing
10:Vol.10 Developing Information Processing and Analyzing SkillsSummarizing and interpreting
11:Vol.11 Developing Retention Skills Note-taking
12:Vol.12 Developing Retention Skills Note-taking
13:Vol.13 Developing Retention SkillsNote-taking and interpreting
14:Vol.14 Final Test / Live PerformanceStudent speeches
15:Vol.15 Wrap-upQ&A and review

Language: English

Textbooks: The instructor will provide audio texts for in-class use.

References: Introducing Interpreting Studies, Franz Pochhacker, Routledge (ISBN 978-0-415-26887-5)
Conference Interpreting Explained, Roderick Jones, St. Jerome Publishing (ISBN 978-1-900-65057-1)

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 70 The in-class interpreting performance and the level of growth the students exhibit from the start of the class until its completion will be assessed through weekly individual tests (exercises).

Class contribution:	30	The level of interpreting performance in terms of clarity, accuracy, and coverage will be assessed during classroom presentations and homework submissions.

Note/URL:

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C050100|14|210C050100[/SYLLABUS_ID]

Course Title	Seminar on Communication 14		
Instructor	NAKAMURA, Chie		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Inthis advanced seminar, students will learn to carry out psycholinguisticexperiments using various experimental techniques. The course will covermethods such as reading time, reaction time, eye-tracking, and neuroimaging.Additionally, students will learn to conduct statistical analyses and reporttheir results in a scientific format. This seminar is designed to be intensiveand demanding. It requires a high level of commitment and focus; therefore,only students who are genuinely dedicated to learning and conductingpsycholinguistic experiments should enroll. While prior completion ofIntroduction to Psycholinguistics is preferred, it is not a prerequisite.

Objectives: By the end of this seminar, students will be able to:
1. Design and conduct psycholinguistic experiments using various experimental techniques.
2. Analyze experimental data using appropriate statistical methods.
3. Report experimental findings in a scientific format, both in oral presentation and in writing.
4. Critically evaluate psycholinguistic research literature.

before/after course of study: Due to the nature of running experiments with human participants, course participation will most likely occur outside the regular course hours, especially after the first few sessions. Students must demonstrate independence and take full responsibility for their projects, which requires them to work not only during class hours but also before and after class as needed. Failure to do so will result in not achieving a passing grade in this class.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Course Introduction & Overview of Experimental Techniques

Introduction to the course and an overview of variousexperimental techniques used in psycholinguistics.

Vol. 2 Reaction Time Experiments

Introduction to reaction time experiments includingreading time, and their application in psycholinguistics.

Vol. 3 Eye-Tracking Techniques

Overview of eye-tracking technology and its use in psycholinguisticresearch.

Vol. 4 Neuroimaging Methods

Introduction to neuroimaging techniques such as fMRIand EEG.

Vol. 5 Data Collection and Management, Start of Individual Project

Best practices for data collection and management inpsycholinguistic experiments. Students will also begin their individualprojects.

Vol. 6 Experiment Design

Principles and methodologies of designingpsycholinguistic experiments. Topics include formulating hypotheses, selectingappropriate experimental methods, and creating experimental protocols.

Vol. 7 Conducting Experiment 1

Students will begin conducting their psycholinguisticexperiments independently, with supervision as needed based on their chosenmethods.

Vol. 8 Conducting Experiment 2

Continuation of independent data collection

Vol. 9 Conducting Experiment 3

Completion of data collection

Vol.10 Statistical analysis 1

Data cleaning, descriptive statistics, and basicinferential statistics using R software.

Vol.11 Statistical analysis 2

Continuation of statistics using R, interpretingresults, and preparing data for reporting in a scientific format.

Vol.12 Reporting Results 1 (Oral presnetation)

Students will practice delivering scientific oralpresentations of their experimental findings

Vol.13 Reporting Results 2 (Scientific writing)

Students will learn how to structure a scientificreport, present their data clearly, and discuss their findings in a writtenformat.

Vol.14 Final Presentation or report

Students will report their project either in an oralpresentation or a written report format.

Language:	English
Textbooks:	Supplementary materials supplied by the instructor
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Papers:	30	In-class quizzes, written assignments, and in-class presentations
Class contribution:	30	Active participation in class activities including peer feedback sessions and Q&A sessions. Missing more than three classes will result in a failing grade. Please come to class on time. If you are more than 15 minutes late, you will be mark ed absent.
Others:	40	Individual project, including final presentation or report

Note/URL:

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C050100|15|210C050100[/SYLLABUS_ID]

Course Title	Seminar on Communication 15		
Instructor	SUZUKI, Yuichi		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Second Language Acquisition and Language Teaching

Course Outline: The goal of this advanced seminar is to conduct empiricalresearch in Second Language Acquisition (SLA) and Language Teaching (LT).Students will delve into key issues surrounding SLA and LT research.

Students will explore fundamental research questions in SLA,including but not limited to: (a) How can we enhance instruction and learning?(e.g., vocabulary/grammar/pronunciation/pragmatics), (b) Is there a best agefor second language learning?, (c)What individual difference factors (e.g.,motivation, aptitude, non-cognitive abilities) predict high-level proficiencyof multiple languages?, etc.

This course is particularly valuable for students pursuingcareers in English language education in Japanese educational settings.However, the course welcomes students interested in foreign language learningand education beyond English, including those focused on bilingualism andmultilingualism.

While English is the primary language of instruction, thiscourse follows a bilingual format, incorporating both English and Japanese.Some readings will be in Japanese, so students must be comfortable readingacademic Japanese to get the most out of the course (see "Note / URL" sectionfor more details).

IMPORTANT:
- This intensive, research-oriented seminar demands rigorouscommitment. Due to its advanced nature and hands-on research requirements,enrollment is limited to students who demonstrate genuine interest in SLA andLT and are prepared to engage in research activities.
- This seminar is NOT appropriate for students withoutprevious background in second language acquisition and applied linguistics. Studentsare recommended to take preparatory courses with the lecturer (Suzuki): AppliedLinguistics (intermediate course), the intermediate seminar, and/or SelectedTopics in Language Education and Second Language Acquisition (advancedlecture).

Objectives: This seminar aims to help students develop the ability to plan and implement a research project in SLA and language education. By the end of this course, students are expected to develop the ability to:
a) formulate relevant research questions that address SLA and language teaching issues,
b) develop an appropriate and feasible research design,
c) implement the research plan, and
d) write up a graduation thesis.

before/after course of study: As an advanced seminar, students must work independently both in and outside of class (90-120 minutes each for preparation and review). Taking full responsibility for projects is mandatory, and failure to maintain this level of independent work will result in a failing grade.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule Over three semesters,students will progress through the following stages:
1st Semester (Fall 2025):
- Select a potential topicfor graduation thesis
- Write a ResearchSynthesis/Literature Review paper (10-20 pages)
- Identify research issuesthat need to be addressed

2nd Semester (Spring2026):
- Develop a full researchproposal (Participant selection, Materials, Analysis plan)
- Develop researchinstruments
- Conduct a pilot study

3rd Semester (Fall 2026):
- Conduct main study
- Complete data analysis
- Write up thesis

Detailed Schedule forFall 2025:
Students are required to:
a) Read journal articlesand propose a research plan for assigned topics weekly
b) Work independently toprepare their literature review for the final presentation

Week 1: Introduction & How to ConductLiterature Review
Week 2: Readings on Topic 1
Week 3: Presentation of Research Design Proposal onTopic 1
Week 4: Presentation of Revised Research Design onTopic 1
Week 5: Reporting Individual Project Progress:Reading Log for Literature Review
Week 6: Readings on Topic 2
Week 7: Presentation of Research Design Proposal onTopic 2
Week 8: Presentation of Revised Research Design onTopic 2
Week 9: Reporting Individual Project Progress:Reading Log for Literature Review
Week 10: Readings on Topic 3
Week 11: Presentation of Research Design Proposal onTopic 3
Week 12: Presentation of Revised Research Design onTopic 3
Week 13: Student Presentation
Week 14: Student Presentation

Language: English

Textbooks: Materials will be provided by the instructor.

References: [Introductory textbook to SLA]
Brown, S. & Larson-Hall, J. (2012). Second Language Acquisition Myths: Applying Second Language Research to Classroom Teaching. University of Michigan Press.
Lightbown, Pasty M. & Nina Spada (2022). How languages are learned (5th ed.). Oxford University Press.
Loewen, S., & Sato, M. (2024). A practical guide to second language teaching and learning. Cambridge: Cambridge University Press.

村野井仁 (2006).『第二言語習得研究から見た効果的な英語学習法・指導法』大修館書店.
和泉伸一 (2009)『フォーカス・オン・フォームを取り入れた新しい英語教育』大修館書店.
鈴木渉 (編) (2017)『実践例で学ぶ第二言語習得研究に基づく英語指導』大修館書店.
白井恭弘 (2023).『英語教師のための第二言語習得論入門 改訂版』大修館書店.
鈴木祐一 (2024)『あたらしい第二言語習得論—英語指導の思い込みを変える』研究社.

[Research methods in SLA]
Brown, J. D. (1988). Understanding research in second language learning: A teacher's guide to statistics and research design: Cambridge University Press.
Mackey, A., & Gass, S. M. (2011). Research methods in second language acquisition: A practical guide: John Wiley & Sons.
門田修平 (2010)『SLA研究入門 - 第二言語の処理・習得研究のすすめ方』くろしお出版.
白畑知彦・若林茂則・村野井 仁 (2010).『詳説 第二言語習得研究—理論から研究法まで』研究社.
竹内理・水本篤 (編) (2023).『外国語教育研究ハンドブック【増補版】— 研究手法のより良い理解のために』松柏社.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Class contribution:	50	In-class active participation, assignment, homework, reflection sheets, writing assignments, etc.
Others:	50	Individual project, including annotated reading logs, final presentation and report

Note/URL: Students who are not comfortable inreading academic Japanese text, please consult the instructor. In the email tothe instructor, please explain what you would like to study in this seminar(some topics may not require reading Japanese text) and the reason why youwould like to apply for this seminar.

For information about theinstructor's research:
https://yuichisuzuki.net/

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C050100|52|210C050100[/SYLLABUS_ID]

Course Title	Seminar on Communication 52		
Instructor	MORIYAMA, Hiizu		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: English Historical Linguistics and English Language Teaching

Course Outline: This seminar is mainly for those students who wish to study the grammatical and lexical aspects of the English language from its earliest stage. For those students who wish to study some of the historical features of English it is essential to acquire a good reading knowledge of historical documents. For this purpose we shall start with learning the basics of Old English, including its spelling, pronunciation, syntax, paradigms, and lexicon. For this purpose we shall use an introductory textbook that contains not only a useful reference grammar of Old English but also a good selection of Old English verse and prose with detailed textual annotations. Together with this weekly 'reading knowledge' class (i.e. translation exercises from Old English to Modern English), each student will be asked to conduct a research for their graduation work that will be supervised regularly throughout the semester. Towards the end of the semester, a 'research in progress' report (1,200 words approx.) and an oral presentation (for 15 minutes in class) will be assigned to each student.

Objectives: The student will acquire a good reading knowledge of medieval English texts and how to analyse them philologically. By reading linguistic writings widely they can develop their own interests in linguistic research in preparation for writing their graduation thesis.

before/after course of study: Students need to prepare their weekly presentation.
60-90 minutes preparation
30-60 minutes review

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: On the first day I will give a guidance to all members of the seminar. Final-year students who are planning to submit their graduation theses towards the end of the semester should report what they achieved during the vacation. They should also submit a written work to show their progress in prepatarion for their theses. For each of the students a regular supervision of his/her graduation thesis will be provided. Third-year students should attend weekly seminars on research method.

Language: English

Textbooks: Course pack of introductory reading materials will be distributed.

Following books will be recommended for students wishing to write a graduation thesis in the area of English Language and Medieval Literature:
Mitchell, B. and F. C. Robinson (eds.), A Guide to Old English, eighth edition, Oxford: Wiley-Blackwell, 2012.
North, R. and J. Allard (eds.), Beowulf & Other Stories: A New Introduction to Old English, Old Icelandic and Anglo-Norman Literatures, second edition, Harlow: Pearson Education, 2012.
For students of English Language Teaching, reading materials will be announced later in class.

References: Hogg, Richard M. (ed.), The Cambridge History of the English Language, Volume 1, The Beginnings to 1066, Cambridge: CUP, 1992.
Hogg, Richard and David Denison (eds.), A History of the English Language, Cambridge: CUP, 2006.
Kamenade, Ans van and Bettelou Los (eds.), The Handbook of History of English, Oxford: Blackwell, 2006.
Magglestone, Lynda (ed.), The Oxford History of English, Oxford: OUP, 2006.
(Further guidance will be given in seminars.)

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	25	A research-in-progress report (maximum of 1,200 words in English) will be required. This report should be an extended version of each student's oral presentation on their chosen topic for graduation thesis. Deadline for this work is normally the last session of every semester.
Class contribution:	50	Active participation in class discussions. Regular pre-class preparation (i.e. a careful reading and analysis of assigned medieval English texts) is essential. Each student in turn will be asked to translate the texts into good English.

Others: 25 An oral presentation on a proposed research topic (about 20 minutes) with clear and comprehensible PowerPoint slides and handouts/prints prepared by the student.

Note/URL: Those students who have not taken any linguistics (or related) courses before are urged to study the Cambridge Encyclopedia cited above (in particular chapters 3–6 and 13–17) for background knowledge, before applying for this seminar. Although not essential, some prior knowledge of Modern German and/or Latin (classical or medieval) is desirable. Please make sure that before attending the weekly 'reading knowledge' class, a lot of preparation will be required, namely close reading of assigned Old English texts using both the reference grammar and glossary in the textbook. In order to understand the medieval English language in the European context (rather than in the Insular British context), please read Gregory of Tours, A History of the Franks (Penguin Classics) and Saxo Grammaticus, The History of the Danes (D. S. Brewer), together with Bede's History of the English Church and Nation (Penguin Classics or Oxford World's Classics).

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C050100|55|210C050100[/SYLLABUS_ID]

Course Title	Seminar on Communication 55		
Instructor	NAMAI, Kenichi		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Preparation for genuine linguistic research

Course Outline: [Course Delivery Method] : Face-to-Face
This three-semester-long seminar provides an approachable introduction to scientific research of human language. The history of language science is rather short, and there are still quite a few mysteries about human language, which any normal individual uses every day. In this seminar, students will be trained to be beginning linguists who can actually conduct decent research in this young but very systematic and exciting field.

In the first semester, students study linguistics as cognitive science, using Patterns in the Mind (Jackendoff 1994) as textbook. Questions that are asked in class include: "Do babies imitate their parents when they try to acquire language?" "Can we think without language?" "What happens to babies if they are raised by wild animals?" "What happens to one's language if the right and left hemispheres of one's brain are severed?" "What do language, vision, and music have in common?" "Can babies develop their own language?" "What is the language DNA?" "What happens when two people that don't have a common language have to work together?"

In the second semester, students will read academic papers and critically review them. Then, they will engage in comparative studies of English and Japanese (or some other language, depending on students' interest). By the end of the semester, students will write and submit a term paper, which they can choose to develop further as graduation thesis in the third semester. Alternatively, students may also choose a different topic; in that case, they are expected to find another topic by the end of the summer break.

As for thesis topic, following the spirit of liberal arts, this seminar allows students to select virtually any topic of linguistic science; students may choose a topic from general linguistics, morphology, syntax, linguistics as cognitive science, English education, textbook writing, bilingualism, historical linguistics, comparative linguistics, language acquisition, etc. (as long as it is something that can be studied scientifically).

In the third semester, each student will work on his/her topic for graduation thesis individually. Students are expected to meet with the instructor frequently so that they can submit decent theses in time for graduation.

By actively participating in this seminar, students will be able to conduct quality linguistic research by thoroughly utilizing theoretical tools. If you wish to graduate with a sense of accomplishment, this seminar is for you.

Objectives: Acquisition of ability to distinguish genuinely linguistic matters from ones that are not.
Development of linguistic research skills

before/after course of study: Weekly reading: 60 minutes
Presentation preparation: 120 minutes

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: Each class will consist of discussion and presentation.

Language: English

Textbooks: Jackendoff, Ray. 1995. Patterns in the Mind. Basic Books. 978-0465054619

References: Isac, Daniela, and Charles Reiss. 2013. I-Language. Oxford University Press. 978-0199660179

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	25	Two oral exams
Papers:	25	Term paper
Class contribution:	25	Class discussion

Others: 25 Presentation

Note/URL: If you need to contact the instructor, make sure to email him directly at his email address, which will be provided in the first class.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C050100|56|210C050100[/SYLLABUS_ID]

Course Title	Seminar on Communication 56		
Instructor	IINO, Masakazu		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Language and Society

Course Outline: Mode of Delivery: Face-to-Face
This advanced seminar will examine various language issues related to the process of globalization such as the role language plays in globalization processes and the effects on language that globalization brings about. Topics include language and economic development, language and nationalism and democracy, language and the media, language and technology, language and education, language and the demographic/social changes caused by migration, language and ethnic identity, standardization and diversity, and language and inequality. This seminar is targeted not only for those who are interested in the sociolinguistic discipline per se (e.g., language planning and policy) but also for those who are seeking a deeper understanding of cross-disciplinary fields such as economics, political science, sociology, and education. Students from diverse backgrounds are encouraged to actively participate in class activities and discussions and to engage in academic research towards completing a senior thesis.

Objectives: To conduct an original research project and complete a senior thesis.

before/after course of study: Students are expected to conduct an original research, to make presentations and to write a thesis. It will take 90-180 minutes for each session.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introduction
[Week 2] Research methods
[Week 3] Research proposal
[Week 4] Data collection, field work
[Week 5] Reading and discussion 1
[Week 6] Reading and discussion 2
[Week 7] Reading and discussion 3
[Week 8] Reading and discussion 4
[Week 9] Reading and discussion 5
[Week10] Reading and discussion 6
[Week11] Presentation 1
[Week12] Presentation 2
[Week13] Presentation 3
[Week14] Presentation 4

Language: English

Textbooks: Reading assignments will be announced in class.

References: TBA in class.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	80	A research proposal or the final senior thesis will be evaluated. Oral presentations on the research project.
Class contribution:	20	Active participation.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C050100|57|210C050100[/SYLLABUS_ID]

Course Title	Seminar on Communication 57		
Instructor	KONDO, Mariko		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Language Acquisition

Course Outline: The main focus of this course is learning the fundamental theories of language acquisition. Understanding these theories is essential for grasping the discipline, and they will also be necessary for students to identify topics for their graduation projects in the fourth year. The course consists of lectures and practical sessions. Students are expected to participate actively in seminars by analysing data, solving problems, and discussing ideas. Although the focus is on second language acquisition, the course will also cover some issues related to first and third language acquisition. This seminar is intended for students who are considering conducting research on any aspect of language acquisition for their graduation project, regardless of the language.

Objectives: Students will learn the important theories and basic knowledge necessary for researching language acquisition in first, second and third languages, enabling them to conduct research for their graduation projects.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to do homework exercises, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1]Introduction
[Week 2] How do different languages connect in our minds?
[Week 3] First language acquisition
[Week 4] Age matters for language learning
[Week 5] Word acquisition
[Week 6] Acquisition of grammar
[Week 7] Acquisition of writing
[Week 8] Attitude and motivation in language learning
[Week 9] Second language acquisition research and language teaching
[Week10] Project plan (1)
[Week11] What is bilingual?
[Week12] Language input
[Week13] Are there effective methods for teaching?
[Week14] Review and Project plan (2)

Language: English

Textbooks: Tentatively:
Lightbown, Patsy M. and Spada, Nina (2013) 'How Languages are Learned (Oxford Handbooks of Language Teachers)'.
But it may change depending on the level and interests of the students.
Handouts and recommended reading lists will be provided.

References: - Brown, Steven & Larso-Hall, Jenifer (2012) "Second Language Acquisition Myths: Applying Second Language Research to Classroom Teaching"
- Van Patten, Bill & Williams, Jessica (2014) "Theories in Second Language Acquisition: An Introduction", Routledge.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Presentation of chapters 50%
Research plan of your graduation research 50%

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C050100|58|210C050100[/SYLLABUS_ID]

Course Title	Seminar on Communication 58		
Instructor	MASUKO, Mayumi		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Seminar on Meaning and Structure

Course Outline: This course is designed to prepare and assist students in conducting research and writing academic papers on issues related to linguistic meaning: how it is influenced by structure, and, in turn, how linguistic structures are (under-)determined by meanings.

Basic principles of academic research will be reviewed. After the introductory weeks, students will be required to give oral presentations on the topic which they have chosen. They will then proceed to develop the outline and start writing a draft of their thesis. It is hoped that the draft will be finished by the end of the semester.

Seminars will be conducted in English and Japanese, and how they are conducted will be discussed at the beginning of the semester.

Objectives: Students should find a suitable topic for their theses and start preparing a draft of their thesis.
They should be able to find the issues that they could discuss and find solutions for.
They need to be able to find relevant previous research on the same topic (e.g. journal articles and books) and see if they could provide better explanations to the same problem.

before/after course of study: Students are expected to prepare for each session by completing the set tasks.
They should read the relevant literature that the instructor provides and/or find new ones by themselves.
They should be able to offer their own explanations and solutions to the problem they are interested in.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introduction
[Week 2] Academic research: review
[Week 3] Developing a research plan 1
[Week 4] Developing a research plan 2
[Week 5] Presentations & feedback 1
[Week 6] Presentations & feedback 2
[Week 7] Developing and refining an outline 1
[Week 8] Developing and refining an outline 2
[Week 9] Individual meetings [tba]
[Week 10] Individual meetings [tba]
[Week 11] Writing a draft 1: organization
[Week 12] Writing a draft 2: word choice
[Week 13] Writing a draft 3: citation and the use of examples
[Week 14] Work-in-progress reports* This is tentative and subject to change depending on how many students will participate, how much they know about the relevant issue(s), what precisely they are interested in, how well they can write an academic essay, etc.

Language: English

Textbooks: Not required but a style manual will be useful if students are not used to writing proper academic essays.

References: A list of references will be provided at the beginning of the semester.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	80	This covers all the written work, and may include any presentations or talks students may give in seminars, either in class or online.
Class contribution:	20	Attendance alone is not sufficient; students have to participate in discussion, etc.

Note/URL: Students are expected to have basic knowledge in theoretical linguistics (semantics and pragmatics in particular) and analytic skills.

Students must be capable of coming up with at least one topic which can be developed into an academic essay. They should also be able to produce a detailed outline on which their thesis will be based.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C050100|59|210C050100[/SYLLABUS_ID]

Course Title	Seminar on Communication 59		
Instructor	MUEHLEISEN, Victoria L.		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Seminar on Applied Linguistics

Course Outline: In this seminar, students will explore ways in which linguistic theory and knowledge can be applied to actual situations; the main focus will be on second language learning and teaching, but we will also discuss other applications. such as in translation, lexicography, and advertising.

The seminar is conducted in English, but it is open to students interested in applications to ANY language. That is, it is not only for students who want to teach English, but also those who would like to teach Japanese, Korean or another language as a foreign language. The theories and methods to be discussed in class are applicable to a wide range of teaching situations.

It is expected that students in this seminar will already have taken some classes in linguistics or applied linguistics. This seminar is not appropriate for students with no previous background in linguistics or applied linguistics.
In addition to work in class, students are strongly encouraged to do some volunteer work or paid work related to their interest, for example, as a volunteer assistant in language classes at Waseda or as a private tutor.

Below are some of the graduation thesis topics of students who have taken this seminar in past years.

Topics related to the teaching of second or foreign languages:
* The portrayal of English in Japanese junior high school textbooks (Is English portrayed as a lingua franca? Or as a language used only by native speakers?)
* Policies related to English education in elementary schools in Japan and other Asian countries
* University students' English vocabulary learning strategies
* Using loans word in the teaching of English or Japanese
* Student motivation and Japanese language study at Waseda
* The usefulness of linguistic knowledge of phonetics in study of a foreign language
* Computer-mediated communication and English education
* Japanese language education for linguistic minority (e.g. Brazilian-Japanese) children in Japan
* Japanese language education for foreign workers (e.g., nurses from Indonesia) or for refugees (from Myanmar)
* Kanji-learning strategies of students of Japanese from non-kanji language backgrounds

Topics from other areas of linguistics and applied linguistics:
* Attitudes toward the use of Taiwanese dialect in the media in Taiwan
* Attitudes toward the use of Shanghai dialect in Shanghai
* Metaphors and thought in Japanese and English
* Attempts to revive the Ainu language
* Translation of Japanese poetry into English
* Translation of English children's literature into Japanese
* Translation of Korean literature into English
* Linguistic issues in the portrayal of characters in animated movies

Objectives: The objective of this seminar is to deepen knowledge of linguistics and applied linguistics, in order to prepare for writing the graduation thesis.

before/after course of study: Students will be expected to spend one to two hours each week to prepare for each class session, by doing assigned reading or writing assignments, or by preparing for presentations.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

The weekly syllabus depends on the semester (Fall or Spring), and the specific assignments depend on the students' interests and when they plan to graduate. Below is a tentative schedule for Fall 2026. This may be adjusted depending on the number of students who join the seminar. Note that new students and continuing students will sometimes have different reading or writing assignments.

Week 1: Introduction to the seminar; getting to know student's interests and previous knowledge.

Weeks 2 to 11: New students will be assigned reading chapters from the textbook (Wray and Bloomer 2013). All students will be assigned journal articles which we will read and discuss together in class. For the first several weeks, these will be chosen by the teacher. Later on, these will be chosen by the students in the class. In addition, students will sometimes be required to write summaries related to the reading assignments.

Weeks 12 to 14: During this period, students will be doing presentations on topics related to their graduation thesis.

Language: English

Textbooks: Students will be required to buy the following textbook to be used in the first two semesters of the Advanced Seminar: Wray, Alison and Aileen Bloomer. 2013. Projects in Linguistics and Language Studies. Third Edition. London and New York: Routledge.
This book probably will NOT be available at the Waseda Co-op, but you can buy it online.

References: This is a partial list of reference books which will be useful for this seminar. Additional works may be recommended in the course of the semester.

Brown, James Dean, and Theodore S. Rodgers. 2003. Doing Second Language Research. Oxford University Press. [Available at the SILS Library.]

Fasold, Ralph W., and Jeff Connor-Linton. 2006. An Introduction to Language and Linguistics. Cambridge University Press. [Available at the Waseda Central Library]

Hall, Christopher J. and Patrick H. Smith. 2011. Mapping Applied Linguistics: A Guide for Students and Practitioners. London and New York: Routledge. [Available at the SILS Library.]

Mihalĭcek, Vedrana and Christin Wilson (eds.). 2011. Language files : materials for an introduction to language and linguistics, 11th ed., Columbus, Ohio State University Press. [Available at the SILS Library.]

Larson-Hall, Jenifer. A guide to doing statistics in second language research using SPSS / Jenifer Larson-Hall. New York: Routledge, 2010. [Available at the Waseda Central Library]

Lightbown, Patsy M. And Nina Spada. 2014..How Languages are Learned, 4th edition. Oxford: Oxford University Press. [Available at the SILs Library.]

Simpsons, James (ed). 2011. The Routledge Handbook of Applied Linguistics. Taylor & Francis Group. [Available online through the Waseda Library]

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	40	Writing assignments will be related to class readings, student presentations, and reading done for the graduation thesis.
Class contribution:	60	Active participation is required for this seminar. Class activities include class discussion and student presentations.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C050100|62|210C050100[/SYLLABUS_ID]

Course Title	Seminar on Communication 62		
Instructor	DETEY, Sylvain Matthieu Julien		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: A French Zemi about International Communication (in French)

Course Outline: This seminar is designed for students with an advanced level in French and interested in deepening their understanding of International Communication in a French perspective.

The seminar revolves around the reading of the book "Savons-nous vraiment parler? Du contrat linguistique comme contrat social" (see Textbook).

The seminar will be conducted in French (the textbook is written in French), but in-class discussions may also be conducted in English when necessary.

Students may choose to write their graduation thesis in French or in English with a long abstract in French. Former seminar students have written theses about French/Japanese comparative themes such as: Perception of foreigners; University degrees and job-hunting; Religious education and laïcité in primary education; Students, baito and petit boulot; Parisian and Tokyoite stereotypes; Velib and Community cycle; Colour symbolism for web design; Luxury brands; The notion of work and the case of marketing; Convenience stores and supérettes; Descendants of immigrants; Baby-sitting systems; Lipsticks; MacCafé; Tourism and Omotenashi; Fashion and oshare; Perception of happiness; Air France vs JAL commercials; The perception of strikes; Parental leaves; etc.

On a more linguistic level, past themes include: Usage of the adjective "zen" in French; The future of French education in Japan; Linguistic policies in France and Singapore; Study-abroad and linguistic identities; Differences between French and Quebec French, etc.

Former seminar students have pursued their academic studies in MA programmes in prestigious institutions (Sciences Po Paris, Geneva Graduate Institute; ENS Ulm Paris, Aix-Marseille University, HEC Paris, TUFS, Waseda) as well as in PhD programmes (France, Germany) and found work in a variety of companies and institutions in Japan and abroad (some of them requiring French abilities, e.g. Minisitry of Foreign Affairs).

Objectives: Objectives for students:
1) deepen their understanding of the French language and culture.
2) acquire general skills in terms of academic project planning (general methodology in Human and Social Sciences – in French SHS).
3) develop a sense of internationalization-oriented maturity, academic autonomy, and task-based cooperation around the topic of International (and National) Communication from a French perspective

before/after course of study: As part of your preparation, you will be asked to carry out assigned reading before each session. Preparation is expected to take 90-120 minutes. Homework will be assigned under the form of reviews for each class and may include documents reading as well as extra research, especially to make progress with the graduation thesis. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule: Given the nature of the class (Advanced Seminar), the content of each Seminar will vary according to students' progress and needs.

Language: English/French

Textbooks: Detey, S. (2023). Savons-nous vraiment parler? Du contrat linguistique comme contrat social. Paris: Armand Colin.

References: Bouissou, J.-M. (2019). Les leçons du Japon. Paris: Fayard.
Azra, Jean-Luc (2011). Les Japonais sont-ils différents ? Paris: Connaissances & Savoirs.

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free-: 50%: Progress in the graduation thesis.

50%: In-class active participation.

Note/URL: Students are expected to be active, autonomous, involved in the seminar activities, attend all classes, read documents and practice writing in French as required. They must notify the teacher by e-mail in advance in case of any absence.

This seminar is NOT a French language course.

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The School of International Liberal Studies defines its Learning Outcomes in the link below.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C050100|63|210C050100[/SYLLABUS_ID]

Course Title	Seminar on Communication 63		
Instructor	SATO, Azusa		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Advanced Interpreting

Course Outline: This course will immerse students with the critical elements of interpreting skills which are listening comprehension, information processing, analysis, retention, note-taking, appropriate word choices and rendering skills. We will build on those skills and practice consecutive interpreting in areas of international relations, political science, environmental studies and economics.
Students will be called upon randomly during each class to respond to relevant questions or to perform in front of their peers to receive peer evaluation from their classmates. Accuracy, precision and fidelity of rendering will be assessed by the instructor.

This course is not a language teaching course and assumes fluent speaking ability in both English and Japanese.

Objectives: Students will acquire consecutive interpreting skills between English and Japanese with special attention given to clarity in meaning and accuracy in word choices.

before/after course of study: Every week the students will be assigned to do one or more of the following tasks:
Prepare for an interpreting assignment by looking up relevant subjects
Analyze their own interpreting performance by reviewing their notes
Read papers on interpreting research to aid with their thesis writing
Prepare for a discussion/presentation on how to conduct interpreting research
(Students will not be provided with a script or an audio tape of the interpreting speeches to prepare for class.)

Expected time of preparation required for each class: minimum 60 minutes per class

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Class Overview
Introduction to Advanced Interpreting
Vol. 2 Developing Listening Comprehension Skills
Listening and repeating oral texts in the source language
Vol. 3 Developing Listening Comprehension Skills
Listening and repeating oral texts in the source language
Vol. 4 Developing Listening Comprehension Skills
Listening, repeating oral texts in the source language and interpreting into the target language
Vol. 5 Developing Listening Comprehension and Information Processing Skills
Paraphrasing oral texts in the source language
Vol. 6 Developing Listening Comprehension and Information Processing Skills
Paraphrasing oral texts in the source language
Vol. 7 Midterm Test
Repeating and paraphrasing oral texts in the target language
Vol. 8 Developing Information Processing and Analyzing Skills
Summarizing oral texts in the source language
Vol. 9 Developing Information Processing and Analyzing Skills
Summarizing oral texts in the target language
Vol.10 Developing Information Processing and Analyzing Skills
Summarizing and interpreting

Vol.11 Developing Retention Skills
Note-taking
Vol.12 Developing Retention Skills
Note-taking
Vol.13 Developing Retention Skills
Note-taking and interpreting
Vol.14 Final Test / Live Performance
Student speeches

Language:	Japanese/Englis h
Textbooks:	Instructor will provide the audio text for in-class use.
References:	Introducing Interpreting Skills, Franz Pochhacker, Routledge Conference Interpreting Explained, Roderick Jones, St. Jerome Publishing
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Exams:	60	Tests on the quality of interpreting in terms of accuracy, coverage and word choice
Class contribution:	40	Active participation in classroom discussions, regular submission of homework and self-generated preparation materials

Note/URL: Fluency in both English and Japanese is required.
Regular attendance is required and essential.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C050100|64|210C050100[/SYLLABUS_ID]

Course Title	Seminar on Communication 64		
Instructor	NAKAMURA, Chie		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Inthis advanced seminar, students will learn to carry out psycholinguisticexperiments using various experimental techniques. The course will covermethods such as reading time, reaction time, eye-tracking, and neuroimaging.Additionally, students will learn to conduct statistical analyses and reporttheir results in a scientific format. This seminar is designed to be intensiveand demanding. It requires a high level of commitment and focus; therefore,only students who are genuinely dedicated to learning and conductingpsycholinguistic experiments should enroll. While prior completion ofIntroduction to Psycholinguistics is preferred, it is not a prerequisite.

Objectives: By the end of this seminar, students will be able to:
1. Design and conduct psycholinguistic experiments using various experimental techniques.
2. Analyze experimental data using appropriate statistical methods.
3. Report experimental findings in a scientific format, both in oral presentation and in writing.
4. Critically evaluate psycholinguistic research literature.

before/after course of study: Due to the nature of running experiments with human participants, course participation will most likely occur outside the regular course hours, especially after the first few sessions. Students must demonstrate independence and take full responsibility for their projects, which requires them to work not only during class hours but also before and after class as needed. Failure to do so will result in not achieving a passing grade in this class.
Preview and Review may take around 90-120 min. each at least.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction & Overview of Experimental Techniques

Introduction to the course and an overview of variousexperimental techniques used in psycholinguistics.

Vol. 2 Reaction Time Experiments

Introduction to reaction time experiments includingreading time, and their application in psycholinguistics.

Vol. 3 Eye-Tracking Techniques

Overview of eye-tracking technology and its use in psycholinguisticresearch.

Vol. 4 Neuroimaging Methods

Introduction to neuroimaging techniques such as fMRIand EEG.

Vol. 5 Data Collection and Management, Start of Individual Project

Best practices for data collection and management inpsycholinguistic experiments. Students will also begin their individualprojects.

Vol. 6 Experiment Design

Principles and methodologies of designingpsycholinguistic experiments. Topics include formulating hypotheses, selectingappropriate experimental methods, and creating experimental protocols.

Vol. 7 Conducting Experiment 1

Students will begin conducting their psycholinguisticexperiments independently, with supervision as needed based on their chosenmethods.

Vol. 8 Conducting Experiment 2

Continuation of independent data collection

Vol. 9 Conducting Experiment 3

Completion of data collection

Vol.10 Statistical analysis 1

Data cleaning, descriptive statistics, and basicinferential statistics using R software.

Vol.11 Statistical analysis 2

Continuation of statistics using R, interpretingresults, and preparing data for reporting in a scientific format.

Vol.12 Reporting Results 1 (Oral presnetation)

Students will practice delivering scientific oralpresentations of their experimental findings

Vol.13 Reporting Results 2 (Scientific writing)

Students will learn how to structure a scientificreport, present their data clearly, and discuss their findings in a writtenformat.

Vol.14 Final Presentation or report

Students will report their project either in an oralpresentation or a written report format.

Language:	English
Textbooks:	Supplementary materials supplied by the instructor
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Papers:	30	In-class quizzes, written assignments, and in-class presentations
Class contribution:	30	Active participation in class activities including peer feedback sessions and Q&A sessions. Missing more than three classes will result in a failing grade. Please come to class on time. If you are more than 15 minutes late, you will be mark ed absent.
Others:	40	Individual project, including final presentation or report

Note/URL:

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210C050100|65|210C050100[/SYLLABUS_ID]

Course Title	Seminar on Communication 65		
Instructor	SUZUKI, Yuichi		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Second Language Acquisition and Language Teaching

Course Outline: The goal of this advanced seminar is to conduct empiricalresearch in Second Language Acquisition (SLA) and Language Teaching (LT).Students will delve into key issues surrounding SLA and LT research.

Students will explore fundamental research questions in SLA,including but not limited to: (a) How can we enhance instruction and learning?(e.g., vocabulary/grammar/pronunciation/pragmatics), (b) Is there a best agefor second language learning?, (c)What individual difference factors (e.g.,motivation, aptitude, non-cognitive abilities) predict high-level proficiencyof multiple languages?, etc.

This course is particularly valuable for students pursuingcareers in English language education in Japanese educational settings.However, the course welcomes students interested in foreign language learningand education beyond English, including those focused on bilingualism andmultilingualism.

While English is the primary language of instruction, thiscourse follows a bilingual format, incorporating both English and Japanese.Some readings will be in Japanese, so students must be comfortable readingacademic Japanese to get the most out of the course (see "Note / URL" sectionfor more details).

IMPORTANT:
- This intensive, research-oriented seminar demands rigorouscommitment. Due to its advanced nature and hands-on research requirements,enrollment is limited to students who demonstrate genuine interest in SLA andLT and are prepared to engage in research activities.
- This seminar is NOT appropriate for students withoutprevious background in second language acquisition and applied linguistics. Studentsare recommended to take preparatory courses with the lecturer (Suzuki): AppliedLinguistics (intermediate course), the intermediate seminar, and/or SelectedTopics in Language Education and Second Language Acquisition (advancedlecture).

Objectives: This seminar aims to help students develop the ability to plan and implement a research project in SLA and language education. By the end of this course, students are expected to develop the ability to:
a) formulate relevant research questions that address SLA and language teaching issues,
b) develop an appropriate and feasible research design,
c) implement the research plan, and
d) write up a graduation thesis.

before/after course of study: As an advanced seminar, students must work independently both in and outside of class (90-120 minutes each for preparation and review). Taking full responsibility for projects is mandatory, and failure to maintain this level of independent work will result in a failing grade.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule Over three semesters,students will progress through the following stages:
1st Semester (Fall 2025):
- Select a potential topicfor graduation thesis
- Write a ResearchSynthesis/Literature Review paper (10-20 pages)
- Identify research issuesthat need to be addressed

2nd Semester (Spring2026):
- Develop a full researchproposal (Participant selection, Materials, Analysis plan)
- Develop researchinstruments
- Conduct a pilot study

3rd Semester (Fall 2026):
- Conduct main study
- Complete data analysis
- Write up thesis

Detailed Schedule forFall 2025:
Students are required to:
a) Read journal articlesand propose a research plan for assigned topics weekly
b) Work independently toprepare their literature review for the final presentation

Week 1: Introduction & How to ConductLiterature Review
Week 2: Readings on Topic 1
Week 3: Presentation of Research Design Proposal onTopic 1
Week 4: Presentation of Revised Research Design onTopic 1
Week 5: Reporting Individual Project Progress:Reading Log for Literature Review
Week 6: Readings on Topic 2
Week 7: Presentation of Research Design Proposal onTopic 2
Week 8: Presentation of Revised Research Design onTopic 2
Week 9: Reporting Individual Project Progress:Reading Log for Literature Review
Week 10: Readings on Topic 3
Week 11: Presentation of Research Design Proposal onTopic 3
Week 12: Presentation of Revised Research Design onTopic 3
Week 13: Student Presentation
Week 14: Student Presentation

Language: English

Textbooks: Materials will be provided by the instructor.

References: [Introductory textbook to SLA]
Brown, S. & Larson-Hall, J. (2012). Second Language Acquisition Myths: Applying Second Language Research to Classroom Teaching. University of Michigan Press.
Lightbown, Pasty M. & Nina Spada (2022). How languages are learned (5th ed.). Oxford University Press.
Loewen, S., & Sato, M. (2024). A practical guide to second language teaching and learning. Cambridge: Cambridge University Press.

村野井仁 (2006).『第二言語習得研究から見た効果的な英語学習法・指導法』大修館書店.
和泉伸一 (2009)『フォーカス・オン・フォームを取り入れた新しい英語教育』大修館書店.
鈴木渉 (編) (2017)『実践例で学ぶ第二言語習得研究に基づく英語指導』大修館書店.
白井恭弘 (2023).『英語教師のための第二言語習得論入門 改訂版』大修館書店.
鈴木祐一 (2024)『あたらしい第二言語習得論—英語指導の思い込みを変える』研究社.

[Research methods in SLA]
Brown, J. D. (1988). Understanding research in second language learning: A teacher's guide to statistics and research design: Cambridge University Press.
Mackey, A., & Gass, S. M. (2011). Research methods in second language acquisition: A practical guide: John Wiley & Sons.
門田修平 (2010)『SLA研究入門 - 第二言語の処理・習得研究のすすめ方』くろしお出版.
白畑知彦・若林茂則・村野井 仁 (2010).『詳説 第二言語習得研究—理論から研究法まで』研究社.
竹内理・水本篤 (編) (2023).『外国語教育研究ハンドブック【増補版】— 研究手法のより良い理解のために』松柏社.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Class contribution:	50	In-class active participation, assignment, homework, reflection sheets, writing assignments, etc.
Others:	50	Individual project, including annotated reading logs, final presentation and report

Note/URL: Students who are not comfortable inreading academic Japanese text, please consult the instructor. In the email tothe instructor, please explain what you would like to study in this seminar(some topics may not require reading Japanese text) and the reason why youwould like to apply for this seminar.

For information about theinstructor's research:
https://yuichisuzuki.net/

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU20100|01|210CU20100[/SYLLABUS_ID]

Course Title	Introduction to Social Anthropology 01		
Instructor	BERNARD, Rosemarie		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	;ampus] Hybrid (over 50% of classes on-cai
Course Category	Culture, Mind and Body and Community	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course introduces anthropological approaches to the study of society and culture, and will cover the following: brief history of concepts, anthropological fieldwork method, the study of race and ethnicity, family and kinship, economics, politics, power, gender politics, medicine and health, art and expressive culture, education, as well as applied anthropology.

Objectives: The objective of this course is for students to acquire fundamental knowledge about the concepts and methods of Social Anthropology, and to apply them to the study of social and cultural phenomena. This course is useful to acquire an informed and analytically sophisticated approach to diversity and multiculturalism. This course will serve as useful preparation for students planning to study abroad and to work in international contexts.
Students will be required to attend class, complete assigned readings, and watch all modules. All class materials, lectures, readings and films, must be read or watched in order to answer the midterm and final exams.
Format for the classes this term will include (1) normally face-to-face classes in the classroom, (2) one or two on-demand lectures with interactive and/or assignments on linguistic and performative subject matter studied, and (3) possibly a guest lecture [details TBA].
***Please note that we will have one film showing of a film outside of regular class time in April. The film is available on You Tube with subtitles in a foreign language, and can be watched as an alternative to attending the planned evening film showing sessions (approximately between April 18 and 24, 2026).
***Every week, students must consult the class Moodle page to ascertain readings and related source materials and planned activities.
***The midterm exam will take place in late May, and the final exam will take place in two parts, with an in-class test in mid- July, and a take-home online essay exam in mid-July.
We use an open-source textbook to facilitate free and open access.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Introduction: What is Social Anthropology? Basics of Method and Theory
Read and Discuss Textbook Chapter 1

Vol. 2 History of Anthropology: Colonialism, Postcolonialism and new directions in Social Anthropology
Read and Discuss Textbook Chapter 2

Vol. 3 Fieldwork Methods
Read and Discuss Textbook: Chapter 3, and view film "Babakiueria"

Vol. 4 Race and Ethinicity: On the significance of social and cultural categories
Read and Discuss Textbook Chapter 4

Vol. 5 Economic Anthropology
Read and Discuss Textbook Chapter 5

Vol. 6 Kinship Systems and the Family
Read and Discuss Textbook Chapter 6

Vol. 7 Midterm Exam and Discussion of Midterm Exam
Midterm Exam (take-home)

Vol. 8 Social and Political Organization
Read and Discuss Textbook Chapter 7

Vol. 9 Politics, Law and Power
Read and Discuss Textbook Chapter 7

Vol.10 Art, Ritual, Performance and Expression
Read and Discuss Textbook Chapter 8
Vol.11 Medical Anthropology
Read and Discuss Textbook Chapter 9
Vol.12 Applied Anthropology; Human Rights
Read and Discuss Textbook Chapters 10 and 11
Vol.13 Final Exam review and Part One of Final Exam (in-class)
Part One of Final Exam
Vol.14 Course Review and Final Exam
Part Two of Final Exam (online, no class meeting)

Language: English

Textbooks: Brown, Nina, Thomas McIlwraith, and Laura Tubelle de Gonzalez, "Perspectives: An Open Introduction to Cultural Anthropology Second Edition". Arlington, VA: American Anthropological Association, 2020.
online: open source textbook available for free to all
https://perspectives.pressbooks.com

References: Karl G. Heider, Seeing Anthropology Through Film, 4th Edition, 1994.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 75 Midterm (25%) and Final (50%).

Others: 25 Active Class Participation (25%)

Note/URL: ***This course will take place as a combination of MOSTLY IN-PERSON CLASS SESSIONS (without concurrent Zoom access or recordings), a few ON-DEMAND LECTURES AND CLASS MATERIALS, and possibly one or two ZOOM sessions.The MIDTERM EXAM will take place as a home assignment in the last week of May; the FINAL EXAM will take place as a home assignment in the last week of classes in July.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU20300|01|210CU20300[/SYLLABUS_ID]

Course Title	Introduction to Communication Studies 01		
Instructor	NISHIMURA, Keiko		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	Culture, Mind and Body and Community	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Thiscourse is designed to familiarize you with some of the basic terms and conceptsin the field of communication studies, to enhance your understanding of therole of communication in your everyday life, and to give you opportunities toimprove your skills in interacting with others. Over the course of thesemester, we will examine key themes in the discipline involving the social,political, economic, cultural, and technological contexts of many forms ofcommunication, from interpersonal to public communication. As a result of taking this class, you shouldhave a more sophisticated understanding of what is involved in many forms ofcommunication.

Objectives: ·Develop an understanding of communication as a dynamic process that occurs in a variety of contexts to inform our understanding of self and other, and the world we live in
·Think critically about identity, difference, language, culture, and power as constructed through communication
·Reflect on our communicative behaviors and practices, as well as those of others in everyday practice
·Analyze, apply, and extend conceptual material in class discussion, research, and writing
·Increase our competence as communicators

before/after course of study: Before the scheduled class period, read the assigned reading thoroughly. Take notes of unfamiliar concepts, terms, or sections, formulate questions, and bring them to class. Preparation is expected to take 90–120 minutes. After the class, review the lecture, reading, and discussion to prepare for the quiz. The review is expected to take 90–120 minutes. For your individual Opinion Expression and comments, preparation is expected to take 60–90 minutes.
Towards your Group Opinion Paper, you are expected to coordinate and collaborate with others, including brainstorming, writing and revising. Preparation for this assignment is expected to take 60–90 minutes on a weekly basis.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule 1. Introduction
a. Read Syllabus.
2. Two Views of Communication
a. Read Carey (2009) “Cultural Approach to Communication”(pp.11–28)
3. Symbolic Interaction.
a. Read Griffin (2022) “Symbolic Interactionism” (18 pgs) (Optional:Goffman (1959) “Performances”)
b. Brainstorm and decide the topics for OpinionExpression and the Group Opinion Paper.
c. Grouping Announcement
4. Small Group Communication: Group Workshop 1
a. Submit GroupWorkshop Progress Report due (end of theweek).5. Academic Communication 1: Entering the Conversation
a. Read Mills (2024) “Introduction” (pp.18–27)and Birkenstein & Graff (2010) “Entering theConversation” (pp.1–15)b. Quiz 1(Syllabus, Carey, Griffin, Gergen, Mills “Intro” B&G “Entering”)6. Academic Communication 2: Figuring Out What They Said
a. Read Mills (2024) “Reading to Figure Out the Argument”(pp.28–50)7. Small Group Communication:Group Workshop 2a. Submit GroupWorkshop Progress Report due (end of the week) 8. Academic Communication 3: Presenting Others’ Ideas
a. Read Birkenstein & Graff (2010) “Part 1: TheySay” (pp.19–51)
9. Communication, Power, and Difference.
a. Read Shimono & Nobis (2002), “‘White’and ‘Japanese’ Privilege (?): An Interview with Makiko Deguchi” (pp.41–45),
b. Read Jones (2020) “Racism in Japan.” (7pgs)
c. Quiz 2 (Mills“Reading,” B&G “They Say,” Simono & Nobis, Jones) 10. Small Group Communication:Group Workshop 3a. Submit GroupWorkshop Progress Report due (end of the week)
11. Disabilityand Accessibility as Communication Issues
a. Read “Introduction” (pp.1–18) from Aimi Hamraie, Building Access: Universal Design and thePolitics of Disability (2017).
12. Academic Communication4: Constructing Your Argument
a. Read Birkenstein & Graff (2010) “Part 2: I Say (4–5)” (pp.55–77)13. AcademicCommunication 5: Anticipate Other Positions
a. Read Birkenstein& Graff (2010) “Part 2: I Say (6–7)” (pp.78–101)b. Quiz 3(Hamraie, B&G “I Say (4–5, 6–7)”)
c. Group Opinion Paper due (end of the week)14. (7/16) Group Opinion Paper Reflection &Final Discussion.

a. Group OpinionPaper Reflection due (end of the class day)
b. Opinion Expressionfinal due (end of the week)
@font-face{font-family:"Cambria Math";panose-1:2 4 5 3 5 4 6 3 2 4;mso-font-charset:0;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-536870145 1107305727 0 0 415 0;}@font-face{font-family:Calibri;panose-1:2 15 5 2 2 2 4 3 2 4;mso-font-charset:204;mso-generic-font-family:swiss;mso-font-pitch:variable;mso-font-signature:-536858881 -1073732485 9 0 511 0;}@font-face{font-family:"Yu Mincho";panose-1:2 2 4 0 0 0 0 0 0 0;mso-font-alt:游明朝;mso-font-charset:128;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-2147482905 717749503 18 0 131231 0;}@font-face{font-family:"¥@Yu Mincho";mso-font-charset:128;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-2147482905 717749503 18 0 131231 0;}p.MsoNormal, li.MsoNormal, div.MsoNormal{mso-style-unhide:no;mso-style-qformat:yes;mso-style-parent:"";margin:0in;mso-pagination:widow-orphan;font-size:12.0pt;font-family:"Calibri",sans-serif;mso-ascii-font-family:Calibri;mso-ascii-theme-font:minor-latin;mso-fareast-font-family:"Yu Mincho";mso-fareast-theme-font:minor-fareast;mso-hansi-font-family:Calibri;mso-hansi-theme-font:minor-latin;mso-bidi-font-family:"Times New Roman";mso-bidi-theme-font:minor-bidi;mso-fareast-language:JA;}p.MsoListParagraph, li.MsoListParagraph, div.MsoListParagraph{mso-style-priority:34;mso-style-unhide:no;mso-style-qformat:yes;margin-top:0in;margin-right:0in;margin-bottom:0in;margin-left:.5in;mso-add-space:auto;mso-pagination:widow-orphan;font-size:10.0pt;font-family:"Times New Roman",serif;mso-fareast-font-family:"Times New Roman";mso-fareast-language:EN-US;}p.MsoListParagraphCxSpFirst, li.MsoListParagraphCxSpFirst, div.MsoListParagraphCxSpFirst{mso-style-priority:34;mso-style-unhide:no;mso-style-qformat:yes;mso-style-type:export-only;margin-top:0in;margin-right:0in;margin-bottom:0in;margin-left:.5in;mso-add-space:auto;mso-pagination:widow-orphan;font-size:10.0pt;font-family:"Times New Roman",serif;mso-fareast-font-family:"Times New Roman";mso-fareast-language:EN-US;}p.MsoListParagraphCxSpMiddle, li.MsoListParagraphCxSpMiddle, div.MsoListParagraphCxSpMiddle{mso-style-priority:34;mso-style-unhide:no;mso-style-qformat:yes;mso-style-type:export-only;margin-top:0in;margin-right:0in;margin-bottom:0in;margin-left:.5in;mso-add-space:auto;mso-pagination:widow-orphan;font-size:10.0pt;font-family:"Times New Roman",serif;mso-fareast-font-family:"Times New Roman";mso-fareast-language:EN-US;}p.MsoListParagraphCxSpLast, li.MsoListParagraphCxSpLast, div.MsoListParagraphCxSpLast{mso-style-priority:34;mso-style-unhide:no;mso-style-qformat:yes;mso-style-type:export-only;margin-top:0in;margin-right:0in;margin-bottom:0in;margin-left:.5in;mso-add-space:auto;mso-pagination:widow-orphan;font-size:10.0pt;font-family:"Times New Roman",serif;mso-fareast-font-family:"Times New Roman";mso-fareast-language:EN-US;}.MsoChpDefault{mso-style-type:export-only;mso-default-props:yes;font-family:"Calibri",sans-serif;mso-ascii-font-family:Calibri;mso-ascii-theme-font:minor-latin;mso-fareast-font-family:"Yu Mincho";mso-fareast-theme-font:minor-fareast;mso-hansi-font-family:Calibri;mso-hansi-theme-font:minor-latin;mso-bidi-font-family:"Times New Roman";mso-bidi-theme-font:minor-bidi;mso-font-kerning:0pt;mso-ligatures:none;mso-fareast-language:JA;}div.WordSection1{page:WordSection1;}ol{margin-bottom:0in;}ul{margin-bottom:0in;}

Language: English

Textbooks: There is no required textbook for this course. Assigned readings will become available as PDF documents and by other means to be specified by the instructor.

Grading Free-text Entry Flag: 1 : フリーフォーマット（教員による切替可）

Evaluation Free- 1.READ THIS SYLLABUS. Read/watch all the assigned materials (mandatory)
2.Active Participation15
3.Quizzes30
4.Opinion Expression (individual) 10
5.Opinion Expression Comments 5
6.Group Workshop Progress Report15
7.Group Opinion Paper15
8.Group Opinion Paper Reflection10

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履修登録やご自身の成果確認の際、ご参考ください。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU20700|51|210CU20700[/SYLLABUS_ID]

Course Title	Introduction to Cultural Studies 51		
Instructor	FAIRBANKS, Kaori		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.2	**Class Modality Categories**	[On-campus]
Course Category	Culture, Mind and Body and Community	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: American Culture through Movies, Magazines, and Commercial Products

Course Outline: This course is intended to help students better understand American culture through movies,animation, magazines, and other popular commercial products from the perspectives of gender, race, and ethnicity. The 1918 influenza pandemic of World War I and the Japanese American experience in World War II will also be covered briefly in this course. Students will be expected to grasp the idea of "Americanism" by paying special attention to the historical background of each topic covered. Students will also learn how to think critically and academically about the visual arts and will better understood how changes in American culture have influenced the development and evolution of some of the most well-known products in America.

Objectives: (1) To understand American culture from the perspectives of gender, race, and ethnicity.
(2) To critically think about art works and popular commercial products in academic context.

before/after course of study: Students will be required to prepare for classes by doing basic research online or by reading materials related to the assigned topics and themes. Students are also encouraged to apply ideas and viewpoints developed in this class for their own particular research and/or interests outside of this class.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

1 Introduction

2 Hollywood movies vs. Literary works
- Theme:Adaptation

3 King Kong (1933): movie

4 King Kong (1933, 2005)
- Theme: Race and racial representation

5 Walt Disney and Disney animations
- Theme: What is necessary for becoming an American icon? (1)

6 Disney Princesses: Animated and Live-Action Version
- Theme: Diversity and Inclusion

7 Barbie
- Theme: "Barbie" is still a role model for American girls?

8 Coca Cola vs. Pepsi
- Theme: What is necessary for becoming an American icon? (2)

9 Any Day Now (2012): movie

10 Any Day Now (2012)
- Theme: Sexual minority and family

11 The 1918 Influenza Pandemic vs. World War I
- Why "the 1918 influenza pandemic" was forgotten?

12 Japanese American
- Theme: The history of Japanese/Asian American

13 Japanese American
- Theme: Stereotypes about Japanese/Asian American

14 Term Examination. (Comments and feedback will be given on Course N@vi to maximize educational effects.)

Language:	English
Textbooks:	Materials to be handed out in class or on Moodle.
References:	To be notified in class.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Exams:	60	Term examination
Papers:	40	Active participation in class, minute paper

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU21800|01|210CU21800[/SYLLABUS_ID]

Course Title	Introduction to Russian Studies: History, Culture and Contemporary Transformations 0		
Instructor	SHADRINA, Elena		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Culture, Mind and Body and Community	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introduction to Russian Studies: History, Culture & Contemporary Transformations

Course Outline: This course provides a concise introduction to Russian Studies, serving both students who wish to broaden their area studies perspective and those intending to specialise in the field. It is designed to cultivate interest in Russian history and culture, enhance understanding of Russia's contemporary political, social, and economic context, and assist students in defining the focus of their future academic and professional pursuits within area studies.

Objectives:

Course Objectives
This course aims to:
・Introduce students to key historical and cultural references in Russian Studies.
・Emphasise themes of enduring relevance for understanding Russia's past and present.
・Provide analytical tools for interpreting Russia's political, social, and economic transformations.
・Situate Russian Studies within the broader field of Area Studies, encouraging comparative and cross-cultural perspectives.
・Develop students' capacity to critically engage with diverse sources and scholarly debates.

Expected Learning Outcomes
Upon successful completion of the course, students will be able to:
Knowledge and Understanding
・Demonstrate greater knowledge of Russia's historical development and major turning points.
・Display enhanced familiarity with Russian cultural heritage, traditions, and their role in shaping identity.
・Analyse Russia's transitional trajectory and contemporary socio-economic dynamics with sharpened critical awareness.
Skills
・Apply comparative analysis by relating Russian experiences to those of other societies in Eurasia and beyond.
・Interpret and evaluate primary and secondary sources, including historical documents, cultural texts, and scholarly literature.
・Communicate informed arguments in written and oral formats, using appropriate academic conventions.
Competence
・Integrate Russian Studies into a broader Area Studies framework, recognising interconnections across regions and disciplines.
・Demonstrate cross-cultural awareness and sensitivity in analysing Russia's place in global contexts.
・Exhibit readiness to pursue advanced study or research in Russian Studies or related fields.

before/after course of study: There are no formal prerequisites for enrolment in this course. Students are, however, expected to demonstrate a genuine interest in Russia's history and culture, together with a strong motivation to engage with the study of Russia's contemporary political, social, and economic transformations.

Course Requirements and Assignments
During the course, students are expected to:
1. Exit Tickets: submit brief two-sentence notes summarising designated lectures.
2. Essays: prepare written assignments on themes drawn from two major areas: History and Politics & Society.
3. Group Presentation: deliver a presentation on a cultural theme selected from the proposed list.
4. Group Project: collaboratively prepare and present a group project during the final week of the course.

Assessment Guidelines
Details regarding essay and presentation themes, templates, and grading criteria will be explained during the introductory session and made available on Moodle.

Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule

Week 1
Introduction.Russia before the Russians

Week 2
Part 1.Russia's History
1.1.Kievan Rus (882-1240)

1.2.Appanage Russia
Exit Ticket

Week 3
1.3.Muscovite Russia (1263-1610)
Exit Ticket

Week 4
1.4.Imperial Russia (1682-1917)
Exit Ticket

Weeks 5-6
1.5.Soviet Russia (1917-1991)
Exit Ticket

Week 6
1.6.Russian Federation
Exit Ticket
Essay# 1 “History” on one of the themes posted on Moodle

Part 2.Russian Culture
Weeks 8-9
2.1.Cultural Identity
2.2.Literature and the Arts
Group Presentation “Culture” on one of the themesposted on Moodle

Week 10
Part 3.Russian Politics and Social and Societal Transformations
3.1.Russia’s Politics and Political Economy
Exit Ticket

Week 11
3.2.Russian Society
Exit Ticket

Week 12
3.3.Russia’s Foreign Policy and International Relations
Exit Ticket
Essay # 2 “RussianPolitics and Social and Societal Transformations” on one of the themes posted on Moodle

Weeks 13-14
Group Presentation “Continuities and Ruptures:How Russia’s Past Shapes Its Present” on one of themes posted on Moodle

Language:	English
Textbooks:	Riasanovsky, Nicholas V. and Mark D. Steinberg (2018). A History of Russia. Cambridge University Press.
References:	After each session, the corresponding lecture notes will be uploaded to Moodle. In addition, a diverse range of supplementary study sources and resources will be recommended throughout the course. These will include scholarly readings, online materials, and selected video content, all intended to support independent study and to enrich students’ understanding of the themes addressed in class.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Exams:	40	two analytical essays (2*20)
Papers:	40	two group presentations (2*20)
Class contribution:	16	engagement in the course: reviewing Lecture Notes & submitting Exit Tickets (8*2)
Others:	4	constructive collaboration on improving the course content, including participation in the "Motivations and Expectations" survey and provision of post-course feedback

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU22600|51|210CU22600[/SYLLABUS_ID]

Course Title	Introduction to Digital Humanities 51		
Instructor	OHMAN, Emily		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Culture, Mind and Body and Community	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: F2F

Digital humanities is a field that aims to produce new information by looking at humanities research through a computational lens, by preserving human culture through digital media and digitization, and studying how the digital affects humanity. Digital humanities is an interdisciplinary field at the intersection of humanities, arts, and social sciences on the one hand, and computing on the other. It allows scholars of more traditional fields to explore pertinent data from a new perspective and is especially useful where qualitative approaches, such as close reading, are not possible due to the amount of data.
In this course, the students will be introduced to the main concepts of digital humanities and gain an understanding of why and how digital humanities is practiced. The students will learn about current topics in digital humanities research and learn about simple tools, resources, and methods for digital humanities. Students will also learn critical thinking and method literacy in relation to computational methodologies. This course is a great stepping stone into more advanced courses on related topics. The final project topic depends on student interests and background and can be either a theoretical overview or a report of a digital humanities-related programming task.

Objectives: After successful completion of this course, the students will:
・Understand what digital humanities is and what kind of research is done within digital humanities;
・Know what kinds of tools and resources exist, for what, when, and how they are used;
・Know how to access online data sources such as corpora, historical databases, and data sets;
・Be able to interpret digital humanities research and evaluate suitability of methods for different tasks

before/after course of study: Most assignments will be completed in class.
Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Introduction: Defining digital humanities.

We discuss what digital humanities is and try to define the field from digitized humanities to computational humanities. We look at the history of digital humanities and introduce some current digital humanities research topics.

Vol. 2 Corpus Linguistics and Text Analysis I

We learn about online data resources and how to explore what is in them using some basic corpus linguistics tools such as AntConc.

Vol. 3 Corpus Linguistics and Text Analysis II

We look more in-depth at text analytics using AntConc, TagAnt, and part-of-speech tags.

Vol. 4 Corpus Linguistics and Text Analysis III

We explore Voyant Tools for simple corpus visualizations.

Vol. 5 Visualization

The what, how, why and why not of visualization.
Important considerations for visualizations and some tools to create them. We explore simple free online tools such as RAW and Palladio. Common pitfalls in visualization.

Vol. 6 Digital Research Ethics & Social Media Analysis

The basics of digital research ethics and social media analysis

Vol. 7 Introduction to natural language processing

What are some simple things we can do with NLTK and SpaCy even if we do not know how to program?

Vol. 8 NLP II

Other simple text analytics tools for DH using Python

Vol. 9 Intro to RegEx

Regular Expressions!

Vol. 10 Practical project session

Are you all set for your final project? This week we will do some hands-on work on your final projects

Vol.11 LaTeX

We introduce LaTeX for word processing.

Vol.12 Project presentations

Students present their projects. Depending on the number of students the type of presentation can change (individual/group, short/long).

Vol.13 Project presentations

Students present their projects

Vol. 14 Project presentations

Students present their projects

Language: English

Textbooks: No coursebook. Articles and handouts will be available on Moodle.

References:
Berry, D.M., 2011. The computational turn: Thinking about the digital humanities. Culture machine, 12.
Chen, M., Floridi, L. and Borgo, R., 2014. What is visualization really for?. In The Philosophy of Information Quality (pp. 75-93). Springer, Cham.
Koch, C., 1991. On the benefits of interrelating computer science and the humanities: The case of metaphor. Computers and the Humanities, 25(5), pp.289-295.
Piotrowski, M., 2020. Ain't No Way Around It: Why We Need to Be Clear About What We Mean by "Digital Humanities". (available on Moodle and via Google Scholar)
Wilke, C.O., 2019. Fundamentals of data visualization: a primer on making informative and compelling figures. O'Reilly Media.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	80	Final project paper
Class contribution:	10	Project presentations and participation in class discussions
Others:	10	Assignments

Note/URL: F2F

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU22700|51|210CU22700[/SYLLABUS_ID]

Course Title	Game Based Language Learning: From Theory to Practice (for students of German) 51		
Instructor	SCHARLOTH, Joachim		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	Culture, Mind and Body and Community	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

In this course, we will look at the importance of games for learning foreign languages on different levels:
- We will discuss theoretical aspects of games and play and their use in education.
- We will test instructional games and evaluate their effects on language skills.
- We will design a game together that is intended to improve the skills of learners of German.

In the first part of the course, students are familiarized with central concepts of game theory and game design and learn about the significance of games in education. In the second part, we want to jointly develop an educational game on a linguistic phenomenon of the German language, which in its procedural rhetoric depicts relevant aspects of the subject matter. The students will work in groups on mechanics, rules, character design, sound effects, music and level design and thus contribute to the development of the game.

In the course of the semester, students will also be encouraged to review their own gaming biography, reflect on their methods of foreign language learning and critically question processes of the gamification of education in general.

In-depth computer knowledge or coding skills are not a prerequisite for participation. However, students should be willing to familiarize themselves with software and tools. Because the game we want to develop in the course of the semester will be designed to represent an aspect of the German language, some knowledge of German and/or participation in the German language program at SILS are prerequisites for admission to the seminar. Students of German I are also welcome.

The course will be conducted in English. p { direction: ltr; color: #000000; text-align: justify; orphans: 0; widows: 0; background: transparent }p.western { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: en-US }p.cjk { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: ja-JP }p.ctl { font-family: "MS ゴシック", "MS Gothic", monospace; font-size: 10pt; so-language: ar-SA }a:visited { color: #954f72; text-decoration: underline }a:link { color: #0000ff; text-decoration: underline }

Objectives:

Upon completion of this course, the students will have...

- gained knowledge of the function of games in society and for learning.
- acquired conceptual skills of game design and critical design analysis.
- explored fundamental concepts of game designs (rules, mechanics, emergence).
- gained the experience of creating a playable game using an established design process.
- reflected critically on the ideologies of game designers (as covert conceptions of the learning process and of learners) as well as the ideology behind the gamification of education.
- improved their German skills by closely studying those aspects of German that the collaboratively developed game is based on

before/after course of study:

Students will read short theoretical texts and will join a group and contribute to one dimension of the design process of a game.
Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

第1回 Introduction: Let's Play

To familiarize ourselves with the subject matter, we play various games for learners of German in the first lesson.p { direction: ltr; color: #000000; text-align: justify; orphans: 0; widows: 0; background: transparent }p.western { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: en-US }p.cjk { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: ja-JP }p.ctl { font-family: "MS ゴシック", "MS Gothic", monospace; font-size: 10pt; so-language: ar-SA }a:visited { color: #954f72; text-decoration: underline }a:link { color: #0000ff; text-decoration: underline }

第2回　Game, Play

The aim of this lesson is to clarify the terms "game"and "play" using the example of different types ofgames. In addition, we will read a text by Huizinga to reflect onthe significance of games for cultures and societies.
Huizinga, Johan (1955). HomoLudens: A study of the play-element in culture. Boston: BeaconPress.p { direction: ltr; color: #000000; text-align: justify; orphans: 0; widows: 0; background: transparent }p.western { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: en-US }p.cjk { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: ja-JP }p.ctl { font-family: "MS ゴシック", "MS Gothic", monospace; font-size: 10pt; so-language: ar-SA }a:visited { color: #954f72; text-decoration: underline }a:link { color: #0000ff; text-decoration: underline }

第3回　Gamification, Game Enhanced Learning, Game Based Learning, Game Based Language Learning

In this lesson we look at the use of games in education. We will learn about different ways of using games in the learning process and discuss the advantages and disadvantages of gamified and game based learning.

Kim,Sangkyun, John Burton, Barbara Lockee, and Kibong Song (2018):Gamification in Learning and Education: Enjoy Learning Like Gaming.1st ed. Advances in Game-Based Learning. Cham: Springer InternationalPublishing.p { direction: ltr; color: #000000; text-align: justify; orphans: 0; widows: 0; background: transparent }p.western { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: en-US }p.cjk { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: ja-JP }p.ctl { font-family: "MS ゴシック", "MS Gothic", monospace; font-size: 10pt; so-language: ar-SA }a:visited { color: #954f72; text-decoration: underline }a:link { color: #0000ff; text-decoration: underline }

第4回　In the Loop: Games as Finite State Machines

This class will familiarize students with a formal model for gamedesign analysis that will inform their own design process.
Sicart, Miguel (2015): Loops andMetagames: Understanding Game Design Structures. In: José PabloZagal / Esther MacCallum-Stewart / Julian Togelius (eds.):Proceedings of the 10th International Conference on theFoundations of Digital Games, FDG 2015, Pacific Grove, CA, USA,June 22-25, 2015: Society for the Advancement of the Science ofDigital Games. p { direction: ltr; color: #000000; text-align: justify; orphans: 0; widows: 0; background: transparent }p.western { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: en-US }p.cjk { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: ja-JP }p.ctl { font-family: "MS ゴシック", "MS Gothic", monospace; font-size: 10pt; so-language: ar-SA }a:visited { color: #954f72; text-decoration: underline }a:link { color: #0000ff; text-decoration: underline }

第5回　Rules & Mechanics

The concept of "rule" is a crucial aspect of video gamedesign and video game analysis. In this lesson, we will discussthe connection between the rules of the game and game mechanics(possible interactions of the player with the game state).
Sicart, Miguel (2016): Mechanics.In: Henry Lowood / Rayford Guins, R. (eds.): Debugging GameHistory: A Critical Lexicon. MIT Press, pp. 297-304.p { direction: ltr; color: #000000; text-align: justify; orphans: 0; widows: 0; background: transparent }p.western { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: en-US }p.cjk { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: ja-JP }p.ctl { font-family: "MS ゴシック", "MS Gothic", monospace; font-size: 10pt; so-language: ar-SA }a:visited { color: #954f72; text-decoration: underline }a:link { color: #0000ff; text-decoration: underline }

第6回　Emergence and Progression

In this class we examine the concept of "emergence" by distinguishing it from the concept of "progression". And we discuss how to facilitate emergence in games by defining rules.

Juul, Jesper (2002): The Open and the Closed: Games of Emergence and Games of Progression. In: Proceedings of the Computer Games and Digital Cultures Conference, June 6-8, 2002, Tampere, Finland, 2002, pp.323-329.p { direction: ltr; color: #000000; text-align: justify; orphans: 0; widows: 0; background: transparent }p.western { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: en-US }p.cjk { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: ja-JP }p.ctl { font-family: "MS ゴシック", "MS Gothic", monospace; font-size: 10pt; so-language: ar-SA }a:visited { color: #954f72; text-decoration: underline }a:link { color: #0000ff; text-decoration: underline }

第7回　Procedural Rhetoric in Game Based Language Learning

In this lesson we will conceptualize games as media with a specific rhetoric. And we will discuss how this aspect of games can be applied to design effective language learning games.

Bogost, Ian (2007): The Rhetoric of Video Games. In: The Ecology of Games: Connecting Youth, Games, and Learning : The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning, pp. 117-139.p { direction: ltr; color: #000000; text-align: justify; orphans: 0; widows: 0; background: transparent }p.western { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: en-US }p.cjk { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: ja-JP }p.ctl { font-family: "MS ゴシック", "MS Gothic", monospace; font-size: 10pt; so-language: ar-SA }a:visited { color: #954f72; text-decoration: underline }a:link { color: #0000ff; text-decoration: underline }

第8回 Workshop 1: Theme, Genre

In this lesson, we will choose an aspect of the German language that can be experienced and learned in the procedural rhetoric of the game we intend to develop. We will also decide on a genre on the basis of traditional genre classifications.p { direction: ltr; color: #000000; text-align: justify; orphans: 0; widows: 0; background: transparent }p.western { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: en-US }p.cjk { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: ja-JP }p.ctl { font-family: "MS ゴシック", "MS Gothic", monospace; font-size: 10pt; so-language: ar-SA }a:visited { color: #954f72; text-decoration: underline }a:link { color: #0000ff; text-decoration: underline }

第9回 Workshop 2: Elements, Rules, Mechanics

In this lesson, we will define important aspects of the game design for our language learning game. We will pay particular attention to how the rules and mechanics represent the learning object, i.e. a specific aspect of the German language.p { direction: ltr; color: #000000; text-align: justify; orphans: 0; widows: 0; background: transparent }p.western { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: en-US }p.cjk { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: ja-JP }p.ctl { font-family: "MS ゴシック", "MS Gothic", monospace; font-size: 10pt; so-language: ar-SA }a:visited { color: #954f72; text-decoration: underline }a:link { color: #0000ff; text-decoration: underline }

第10回 Prototyping: Rules, Mechanics

The purpose of this lesson is to get our basic idea of a language learning game in playable form. We will create and test simple prototypes to see, whether the rules and mechanics create a playful experience and foster a deeper understanding of the linguistic aspects.p { direction: ltr; color: #000000; text-align: justify; orphans: 0; widows: 0; background: transparent }p.western { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: en-US }p.cjk { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: ja-JP }p.ctl { font-family: "MS ゴシック", "MS Gothic", monospace; font-size: 10pt; so-language: ar-SA }a:visited { color: #954f72; text-decoration: underline }a:link { color: #0000ff; text-decoration: underline }

第11回 Prototyping: Elements, Characters, Sound Effects & Music

In this session we will test the effects of other design elements.p { direction: ltr; color: #000000; text-align: justify; orphans: 0; widows: 0; background: transparent }p.western { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: en-US }p.cjk { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: ja-JP }p.ctl { font-family: "MS ゴシック", "MS Gothic", monospace; font-size: 10pt; so-language: ar-SA }a:visited { color: #954f72; text-decoration: underline }a:link { color: #0000ff; text-decoration: underline }

第12回 Adaptivity and Level Design

In game-based learning, it is important that the difficulty of the game is adjusted to the abilities of the players. In this lesson, we will discuss ways in which we can adjust the difficulty of our game and implement progression.p { direction: ltr; color: #000000; text-align: justify; orphans: 0; widows: 0; background: transparent }p.western { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: en-US }p.cjk { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: ja-JP }p.ctl { font-family: "MS ゴシック", "MS Gothic", monospace; font-size: 10pt; so-language: ar-SA }a:visited { color: #954f72; text-decoration: underline }a:link { color: #0000ff; text-decoration: underline }

第13回 Testing

In this lesson, we want to test how our game is perceived by learners and whether it is considered to be educationally useful.p { direction: ltr; color: #000000; text-align: justify; orphans: 0; widows: 0; background: transparent }p.western { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: en-US }p.cjk { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: ja-JP }p.ctl { font-family: "MS ゴシック", "MS Gothic", monospace; font-size: 10pt; so-language: ar-SA }a:visited { color: #954f72; text-decoration: underline }a:link { color: #0000ff; text-decoration: underline }

第14回 The Playful Learner? – A Critical Account

In this lesson, we will discuss what consequences gamification in education has for our understandingof the learner and for our notion of play.

Toda,Armando M., Pedro H. D. Valle, Seiji Isotani (2018): The Dark Side of Gamification: An Overview of Negative Effects of Gamification in Education. In: Higher Education for All. From Challenges to Novel Technology-Enhanced Solutions, edited by Alexandra Ioana Cristea, Ig Ibert Bittencourt, and Fernanda Lima, 832, pp. 143-56. (= Communications in Computer and Information Science. Cham: Springer International Publishing, 2018.)p { direction: ltr; color: #000000; text-align: justify; orphans: 0; widows: 0; background: transparent }p.western { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: en-US }p.cjk { font-family: "MS 明朝", "MS Mincho", serif; font-size: 10pt; so-language: ja-JP }p.ctl { font-family: "MS ゴシック", "MS Gothic", monospace; font-size: 10pt; so-language: ar-SA }a:visited { color: #954f72; text-decoration: underline }a:link { color: #0000ff; text-decoration: underline }

Language: English/German

Textbooks: Instead of a single textbook, individual papers and chapters on specific topics will be provided (see course schedule).

References: For aspects of the design process, we will use additional literature from the following publications:
Cooper, Jonathan (2021): Game Anim: Video Game Animation Explained. 2nd edition. Boca Raton, FL: CRC Press.
Peterson, Mark, Kasumi Yamazaki, and Michael Thomas, eds. (2021): Digital Games and Language Learning: Theory, Development and Implementation. Bloomsbury Academic.
Schell, Jesse (2020): The Art of Game Design: A Book of Lenses. 3rd edition. Boca Raton, London, New York:

CRC Press, Taylor & Francis Group.
Sykes, Julie M., Jonathon Reinhardt (2013): Language at Play: Digital Games in Second and Foreign Language Teaching and Learning. Theory and Practice in Second Language Classroom Instruction. Boston: Pearson Education.
Wolf, Mark J. P., Bernard Perron, eds. (2003): The Video Game Theory Reader. New York ; London: Routledge.

Grading Free-text Entry Flag: 1 : フリーフォーマット（教員による切替可）

Evaluation Free-

Students are asked to participate actively in discussions in class and do assignments. (20%)

Students will be required to summarize a theoretical text in the form of an oral presentation and provide a two-page summary of the content. (40%)

Students are asked to participate in a working group and develop a design concept for one dimension of the game. (40%)

Note/URL:

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU22800|01|210CU22800[/SYLLABUS_ID]

Course Title	APM- Introduction to Contemporary History of the Two Koreas 01		
Instructor	LEE, Bong Kyu		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	Culture, Mind and Body and Community	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is designed to explore contemporary Korean history at the introductory level. After its liberation from Japan in 1945, Korea sought to build a new modern state, but suffered from division and the Korean War. North and South Korea were at odds with each other even as they sought reunification, and South Korea sought economic growth and modernization but struggled with democratization. To understand South Korea today, it is instructive to look at the historical development of a post-colonial underdeveloped country. Audio-visual and multimedia educational materials will be used to enhance the understanding of Korean history.

Objectives: The course is designed to help students understand the process and major events of Korea's contemporary history in chronological order. In doing so, it develops their ability to understand contemporary Korean history from a humanistic perspective and promotes sensitivity to the history and culture of other countries as well as multicultural communication skill.

before/after course of study: Preliminary knowledge of Korean history and society is not necessary for this course. However, students are expected to approach each class topic with an open mind and enthusiasm for foreign history, and a proactive attitude toward communication and debate is desirable.
Preparation for the class and the review will each take around 60-90 min.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

第1回
Introduction
第2回
Imperialism, Colonial Joseon and Pacific War : Historical Background of Korea before 1945
第3回
From Liberation to Division : Various Ideas and Figures for New Government Establishment, and making of Divided Korea Regime (1)
第4回
From Liberation to Division : Various Ideas and Figures for New Government Establishment, and making of Divided Korea Regime (2)
第5回
Internal Struggle (Jeju 4.3 Movement) against Division of Korea, Global Cold War
第6回
Korean War, the Treaty of Peace with Japan, and changing Regional Order of East Asia (1)

Review Paper #1
第7回
Korean War, the Treaty of Peace with Japan, and changing Regional Order of East Asia (2)
第8回
Rehabilitation and Reconstruction after Korean War, and the April 1960 Movement
第9回
'Development Dictatorship' and the Road to Modernization : The Park Chung Hee Era (1)
第10回
'Development Dictatorship' and the Road to Modernization : The Park Chung Hee Era (2)
第11回
Democratic Movement in 1960-70 Korea: Students, Intellectuals and MINJUNG

第12回

Industrialization, Urbanization and its Crisis : Society, Culture & Education in 1960-70 Korea
Review Paper #2

第13回

5.18 Movement, Democratization and June 1987 Movement, and Seoul Olympics

第14回

Conclusion
Final Essay

Language: English

Textbooks: Lecture PPT will be distributed to the students in the class.
Michael E. Robinson, Korea's Twentieth-Century Odyssey: A Short History, Univ. of Hawaii Press, 2007
Trilateral China-Japan-Korea History Textbook Editorial Committee ed., A New Modern History of East Asia, V&R unipress, 2018

References: Hwang, Kyung Moon, A History of Korea, Palgrave Macmillan, 2017.
Park, Tae Gyun, An Ally and Empire: Two Myths of South Korea-United States Relations, 1945-1980, Seongnam: The Academy of Korean Studies Press, 2012.
Brazinsky, Gregg, Nation Building in South Korea: Koreans, Americans, and the Making of a Democracy, Chapel Hill: The University of North Carolina Press, 2007.
Baik, Young-Seo, Introduction to Korean History from a Global Perspective ; Lee, Se Young, The Formation of the Global Cold War System and the Two Koreas, Global Korean History Courses, Institute for Global Korean Studies, Yonsei University, 2023 (https://igks.kr/en/)

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers: 45 Final Essay (45%):
Students will evaluate one or more articles from their own perspective on the topic. 1.5-line spacing, 12-point font, 1,800-2,300 words (in English) in length (A bibliography is essential and not included in the word count).

Others: 55 Individual Presentation or Review Paper (40%):
Those who present in class submit only 1 review paper and a final paper, but those who do not present in class submit 2 review papers and a final paper.
participant who presents during one of the class sessions is required to provide supplemental slides and/or visual materials, e.g., Prezi, Power Point, etc. Primary evaluation criteria are organization, content, delivery, and punctuality.
For those who do not present in the class session, a review paper on the assigned article or video clip is required. 1.5-line spacing, 12-point font, 1,000-1,300 words (in English) in length (A bibliography is essential and not included in the word count). Primary evaluation criteria are summary, critical commentary, and punctuality.

Participation (15%):
Questions, comments, attendance, and other contributions to class discussion will be graded.

Note/URL: The final syllabus and articles for Review Paper will be announced at the first session of the course.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU22900|01|210CU22900[/SYLLABUS_ID]

Course Title	Cultural Diversity in Japan and Beyond 01		
Instructor	NISHIMURA, Keiko		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Culture, Mind and Body and Community	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Issues of Nation, Diaspora, Race, and Ethnicity

Course Outline: We live in a society where questions of difference and diversity play an increasingly central role in debates over cultural values, public policy, and the shape of our daily lives. This course is an introduction to studying the diversity of contemporary human culture, both within and outside of Japan and issues concerning globalization and interconnectedness. This course introduces various theories of difference, with particular attention paid to race, ethnicity, and nationality. It will provide students with an understanding of the cultural diversity of our changing society by examining and discussing the values and characteristics of different communities and the dynamics of power. We will explore issues of equality, prejudice, and discrimination by engaging with theories of difference that set up categories of difference and how these are discussed inside and outside of Japan, as well as the work of people who attempt to disrupt these categories. Please remember that you will be reading material from multiple viewpoints, engaging in difficult conversations with people you may or may not know, and, hopefully, "trying on" many different ways of seeing the world.

Objectives: ·Explain such concepts as race/ethnicity, nationalism, minority, and diversity
·Think cross-culturally, critically, and collaboratively about the cultures and practices of "Japan" in specific and changing sociocultural contexts.
·Analyze, apply, and extend conceptual material both informally and formally through discussion and writing.
·Think critically about the relationship between cultural differences, personal experiences, and power dynamics.
·Understand and analyze a complex set of privileges we live with and how differently we are situated in society accordingly
·Converse civilly with people whose backgrounds, social positions, and beliefs are different from yours.
·Envision different ways to realize equality and equity

before/after course of study: Before the scheduled class period, read the assigned reading thoroughly. Take notes of unfamiliar concepts, terms, or sections, formulate questions, and bring them to class. Preparation is expected to take 90-120 minutes. After the class, review the lecture, reading, and discussion to prepare for the quiz and complete the worksheet. The review is expected to take 120-150 minutes.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
1. Introduction. Read Syllabus after class.
2. Approaches to Cultural Diversity. Read Miner "Body Rituals Among the Narcirema" pp.503-507
3. Critiquing Japan's Homogeneity 1. Read Morris-Suzuki "Japan" from Re-Inventing Japan (1998) pp.9-34
4. Critiquing Japan's Homogeneity 2. Read Lie (2008) Zainichi (Koreans in Japan), Chapter 1, pp.1-31
5. Experiences of Asian Diaspora 1. In-class Screening: The Cats of Mirikitani (2006, 74min) & discussion
6. Experiences of Asian Diaspora 2. Read Kim "Defining Asian American Realities through Literature" from Ono ed. A Companion to Asian American Studies (2005). pp.196-213.
7. Midterm Review & Exam.
8. Experiences of Asian Diaspora 3. Screening (at home) George Takei's Allegiance (130m) (Nishimura at conference)
9. Experiences of Asian Diaspora 4: Excerpts from Joy Kogawa's "Gently To Nagasaki"
10. Issues of Race and Ethnicity 1. Read Bruce "W. E. B. Du Bois and the Idea of Double Consciousness" American Literature, Vol. 64, No. 2 (1992), pp. 299-309
11. Issues of Race and Ethnicity 2. Read Zhu "Asian Americans must…" Guardian (2 pgs), " 'You're Asian, Right? …' " Politico Magazine (7 pgs)
12. Critiquing Whiteness 1. Read Dyer "The Matter of Whiteness" from Rothenberg ed. White Privilege: Essential Readings on the Other Side of Racism (2005) pp.9-14
13. Critiquing Whiteness 2. Ashikari, M. (2005). Cultivating Japanese Whiteness. Journal of Material Culture, 10(1), 73-91.
14. Final Review & Exam.

Language: English

Textbooks: There is no required textbook for this course. Assigned readings will become available as PDF documents and by other means to be specified by the instructor.

Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	1.READ THIS SYLLABUS. Read/watch all the assigned materials (mandatory) 2.Active Participation15 3.Quizzes20 4.Film Responses20 5.Midterm Exam10 6.Final Exam15 7.Reflection Paper20
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU23000|01|210CU23000[/SYLLABUS_ID]

Course Title	APM- German Language in Context 01		
Instructor	STEINHAUER, Hagen Fritjof		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	Culture, Mind and Body and Community	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: An Introduction to the Linguistics of German

Course Outline: Thecourse gives an overview of key topics in the linguistics of German such asPhonetics and Phonology, Morphology, Semantics and Pragmatics. Apart from thatit also touches on the sociolinguistic and historical contexts of the Germanlanguage such as its pluricentricity, its contact with other languages incolonial contexts and its historic ancestors. The course is designed as anintroduction to the social contexts and linguistics of German and is supposedto complement the language acquisition during the first semester in the APMGerman Program.

Objectives: The objective of this course is to give students an overview of central topics of the linguistics of German while providing social and historical context of this language in use.

before/after course of study: As part of your preparation, students will be asked to read selected chapters of introductory works on German Linguistics. The chapters will be posted on Waseda moodle in advance. Homework exercise will be assigned as review for each session and should be turned in before the next class. Review and preparation is expected to take 90-120 minutes in total.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Course Overview and Introduction of the Topic

Give an overview ofthe schedule and requirements of the course. Overview of basic concepts:Language and Linguistics (langue vs. parole; arbitrariness; variety andstandard language; synchrony and diachrony)

German and its Ancesteors

Historical stages ofGerman, sound shifts and language change

German as a Pluricentric Language

National and RegionalVarieties, dialects and minority languages

German as a (Contact) Language in Colonial Contexts

German Language Islands outside of Europe andtheir historic contextThe history of Küchendeutsch, Unserdeutsch undKolonialdeutsch

Phonetics and Phonology I

The sound inventory of GermanIntroduction to the International PhoneticAlphabet

Phonetics and Phonology II

Phone, Phoneme,Allophone and minimal pair test

Morphology I: What is a Word?

Morph, morpheme, allomorphMorpheme types and lexemes

Morphology II: Word Formation

Compounding,derivation, conversion

Syntax I: What is a Sentence?

Main and subordinateclauses, phrases, word classes and constituents

Syntax II: Structure and Word Order

Phrase types and syntactic functionsWord order, sentence fields, sentence types

Semantics I: What is Meaning?

Introduction tosemantics and meaning

Semantics II: Language, Mind and Reality

Deepening ofknowledge of semantic and its connection to the mind and construction of(social) reality

Pragmatics: Speech acts, Presuppositions and Deixis

Introduction tospeech act theory, presupoositions and deixis

Wrap-up and Conclusion of the Semester

Wrap-up of the topicsof the semester

Language: English

Textbooks: Busch, Albert; Stenschke, Oliver (2008): Germanistische Linguistik. Eine Einführung. Tübingen: Narr.
Pittner, Karin (2025): Einführung in die germanistische Linguistik. Bielefeld: WBV.
Busse, Dietrich; Ketsba-Khundadze, Lali (2022): Grundzüge der germanistischen Sprachwissenschaft. Paderborn: Brill.
Fagan, Sarah (2010): German. A Linguistic Introduction. Cambridge: Cambridge University Press.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Papers:	60	Three short written homework assignment during the semester
Class contribution:	40	Active participation in discussions and group work

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU30100|01|210CU30100[/SYLLABUS_ID]

Course Title	Comparative Cultural Studies 01		
Instructor	ASO, Takashi		
Term	spring semester	**Credits**	4
Day/Period	01:Thur.2@02:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Orientalism, Occidentalism, and the Representation of Japan

Course Outline: This course explores the ways in which Japanese Occidentalism and Western Orientalism (Japonism) are interrelated in their representations of Japan.
In historical and cultural encounters between Japan and the West, Western countries have often conceived stereotyped images of Japan regardless of its social and historical realities. Cultural stereotypes such as the "salaryman" and images of high-tech industries—let alone more traditional icons such as "geisha," "Mount Fuji," and "kabuki"—are among the most familiar examples. These are culturally biased and distorted representations that do not necessarily correspond to the lived realities of Japan and its people.
However, it is not only Western countries that have produced distorted images of Japan. More interestingly, Japan itself has actively constructed its own self-image in response to equally distorted images of Europeans and Americans. Through Japanese perceptions of the Western "Other," Western nations have often been idealized as "white" and therefore imagined as "beautiful," "intelligent," and "strong." At the same time, Japan has frequently portrayed itself as a nation continually oppressed or "bashed" by Western powers, struggling to recover from this condition (cf. the Meiji Restoration and the economic recovery following the Second World War).
By reading a wide range of texts and media representing Western Orientalism and Japanese Occidentalism, this course aims to analyze these constructed images of Japan and to explore the possibility of proposing alternative representations.

Objectives: 1): To analyze East-West relations in terms of power, gender, and race; 2) To investigate the ways in which the East and the West have negotiated with each other culturally and politically.

before/after course of study: Before the class: work on assigned reading and other materials.
After the class: reflect upon what you have learned in the class.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule: Introduction: Orientalism and Occidentalism1. An Overview
2. Orientalism and Occidentalism: Madame Butterfly and the "Ugly Japan"
3. From Gojira to Godzilla: Orientalism, Occidentalism, and Transcultural Negotiations
4. Theories of Orientalism and Occidentalism: Said and Buruma/Margalit
The Madame Butterfly Syndrome: Where the Occident Meets the Orient5-6. After the Defeat: Kazuo Ishiguro and the Lost Images of Traditional Japan
7. The Japanese through Orientalist Eyes: James Bond Goes to the East
8-10. Gender, Race, and Sexual Transgression: Deconstructing Madame Butterfly
Masculinizing Japanese Culture11-12. Newly Romancing Japan: William Gibson and Postmodern Orientalism
13-14. Japan from a Feminist Perspective: Angela Carter's "Souvenir of Japan"
Japan That Desires15-16. Japan and Its Cultural Hegemony: How We Learned to Stop Worrying and Love Disneyland
17-19. Modern Butterflies: Interracial Intimacies?
20-22. Still on the Margin: Japanese Women and a Culture of Globalization
Japan and Postmodern Culture23-24. Re-Orienting Japanese Culture
25-26. In the Wake of Gojira: Thomas Pynchon's Trans-Pacific Romance
(P) Thomas Pynchon, Vineland (1990), pp. 142-168 (part of Chapter 9)
(M) Quentin Tarantino, Kill Bill Vol. 1 & 2 (2003/2005) — Not available at CL 4F
27. Toward Post-Orientalism: Discussions
28. Final Session

Language: English

Textbooks: A packet of reading materials will be provided at the beginning of the semester.
The following list is tentative:

Brannen, Mary Yoko. "'Bwana Mickey': Constructing Cultural Consumption."
Carter, Angela. "A Souvenir of Japan" and "Oriental Romances—Japan."
Creighton, Millie. "Imaging the Other in Japanese Advertising Campaigns."
Gibson, William. Neuromancer.
Greenfeld, Taro. The Speed Tribes.

Hwang, David Henry. M. Butterfly.
Ishiguro, Kazuo. “A Family Supper.”
Mura, David. Turning Japanese.
Whiting, Robert. Tokyo Underworld.

Movies
You Only Live Twice (1962), M. Butterfly (1993), Heaven’s Burning (1998), and others.

References: Buruma, Ian, and Avishai Margalit. Occidentalism: The West in the Eyes of Its Enemies.
Dower, John. Embracing Defeat.
Morris-Suzuki, Tessa. Re-Inventing Japan.
Said, Edward. Orientalism.

Grading Free-text Entry Flag: 1：フリーフォーマット（教員による切替可）

Evaluation Free- The details will be announced in the class. (It depends on the class size.)
Attendance: 10%; Class Participation 10%; Midterm Review Exams 40%; Final Exams 40%.

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU30200|01|210CU30200[/SYLLABUS_ID]

Course Title	Gender Studies 01		
Instructor	DVORAK, Greg		
Term	spring semester	**Credits**	4
Day/Period	01:Wed.4@02:Wed.5	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Contemporary Intersections of Gender, Sexuality, Identity, and Culture

Course Outline: This intermediate course is an introduction to the idea of "intersectionality" in gender studies— in which we take as our starting point the idea that gender itself is largely a cultural construction and a phenomenon that intersects with other cultural constructs that societies have about race, age, nationality, body, sexuality, desire, ability, privilege, power, science and many other discourses. Indeed, gender is embedded so deeply in nearly everything we do and think that it is quite difficult to become conscious of the ways in which we literally gender our world and create hierarchies that empower some people and marginalize others. The way we think about gender literally creates insiders and outcasts in our social systems and also can cut us off from seeing the larger fluidities and connections between people, societies, and ways of being in the world. This course thus aims to equip each student with an awareness of how studying gender is essential to understanding society and making meaningful change in the world, and to offer tools and language that can help each student analyze and critique gender and power in everyday life. "Gender Studies" itself is a very broad field—the approach we take is built on feminism, masculinities studies, and queer studies, and thus our focus is especially on equality and being inclusive.
Throughout the course, we will examine themes of bias, equality, hegemony, marginalization and minorities, social justice and human rights. We will also look especially at how gender studies is useful in thinking about Japanese history and histories of the larger Pacific and Asia region. In so doing, we will examine how understanding gender helps us to think critically about power and the institutionalization of inequality. At the same time, we will engage in our study and discussion in a spirit of self-reflexivity, creativity, and open-mindedness, attempting to go beyond binaries and overly fixed categories.

A core part of this course will be making a distinction between labels and lived experience, to truly examine what gender is and why we gender the world, each other, and ourselves as we do, as well as what implications this has for each of us. The methodological considerations of gender studies and feminist inquiry, as well as some contextual discussions of how those methodologies emerged, will be complemented with examples of how gender intersects with a wide range of topics historically in Japan, other parts of Asia, Oceania, and the United States. Through lectures and discussions of historical examples drawn mainly from a Pacific and Asian context, students will be encouraged to observe the intersectionality between race, ethnicity, region, sexual orientation, class, age, health, and many other backgrounds, such as colonization and globalization. Through occasional films, Zoom discussions, and extra-credit field activities in Tokyo, discussions, surveys, and reflective projects, students will also be given an opportunity to apply the concepts learned in class to their own lived experiences to enrich their learning.

*NOTE-- during the pandemic, this course was redesigned supplementarily with comprehensive online modules. Owing to the new 100 minute class period time, this course schedule will thus combine two back-to-back periods on campus, but at other times, there will be plenty of on-demand content to make it easier for your to learn, review, and to compensate for situations when we cannot meet in person. 200 minutes weekly equates to 3.5 hours of study time, which is better spread out if you have some regularly scheduled class time combined with some online learning you can do at your own pace. A clear schedule will be provided at the beginning of the semester.

Objectives: Upon completion of this semester, you will be expected to have a working knowledge of the basics of gender studies methodologies, concepts, and historical contexts. You will also cultivate an appreciation for the rich diversity of genders, sexualities, identities, and cultural practices in Japan, the Pacific, the United States, and many other parts of the world. You will also be challenged to reflect on the ways in which you personally "do" gender to construct your own identities and participate in society, and thus to consider problems of your own engagement with power, privilege, and inequality. Ideally, students should be able to reflexively use gender studies as a tool to critique power in society in their future studies and careers.

before/after course of study: Students are required to complete all assigned readings (most of which will be provided by downloadable PDF and also through an assigned book) as stated in the detailed week-by-week schedule (posted in the first weeks of class) before class each session. Additionally, students will be assigned short, informal reflection essays and other reflective assignments to do several times throughout the semester.

**Note also that although these classes are back-to-back sessions of 4th-5th period every week in the schedule, as noted above, we will balance out classroom contact time with on-demand lectures and films. Keep in mind that students are nonetheless required to attend BOTH sessions each week on campus, or virtually when advised, with special quizzes and assignments given to check for engagement (attendance and participation) in these sessions. You should be aware that although this is an intermediate course, it demands

double the work than a one-period 2 credit class. When online, you'll also be required to stream and watch full-length but engaging video lectures and to participate in occasional live Zoom sessions as well.

Course Schedule Free-Text Entry: 1：フリーフォーマット（教員による切替可）

Course Schedule

As noted above, this is a four-credit course which normally meets once a week for a full back-to-back two periods of class time, meaning that this is double the contact time of a normal course (for instance it counts as 30 sessions rather than 15 in a 15 week schedule). When meeting in the classroom, your engagement score is based on you being present and engaged for the whole time, and the same is true online, even if the content is on demand and done at your own pace-- since you will be quizzed on the material. If we meet online LIVE (which we may do rarely), this will always be from a pre-announced link and only during the pre-scheduled class period times.

Weekly Themes in Each Unit:
Histories and Landscapes: Where we are. Who we are.
Ideas and Ideologies: Two Genders? Blurring and Queering
Bodies: What is "Real"?
Performances: How We "Do" Gender
Intersections: Race, Sexual Orientation, Immigration, Age, etc.
Inequalities: Men and Masculinities; Women and Femininities
Change and Cultural Clashes: Historical Movements, Colonization, Globalization
Sexualities: Love, Desire, and Identity
Families: Gendering the Home, Being Visible in Society
Work: Discrimination, Privilege, Salarymen and Secretaries
Politics: The State, Feminist Activism, Queer Activism, #metoo
Representation: Art, Film, and PoetryWhat is Queer?"LGBTQ+" Histories
Queering Japan
Queering Oceania
Genderqueer
Transnational, Translation, TransgenderThe Future of Gender

Language: English

Textbooks:

The majority of your course reading materials will be provided via online download as PDFs that should take roughly 2-4 hours to read. However, please note that the following book, whether you obtain it in printed format or as an e-book, is REQUIRED for this class, and you must obtain a copy for yourself.

REQUIRED BOOK: 'The ABC's of LGBT+' by Ashley Mardell, published by Mango Media, 2016

Please purchase or obtain your own copy of the above book, which is available in at least English and in Japanese. You may purchase the book in any language. It may be helpful if you are more comfortable in Japanese to also be able to see how concepts are described in Japanese for comparison.

(In Japanese, the book title is:「13歳から知っておきたいLGBT+: The ABC's of LGBT+」but the content is basically the same.)

OPTIONAL BOOKS (not required for purchase):

1. 'Assigned: Life with Gender' by Lisa Wade (W.W. Norton)
2. 'Queer: A Graphic History,' by Barker and Scheele. (Icon Books)
3. Second edition of 'Gender: Ideas. Interactions, Institutions,' edited by Lisa Wade and Myra Marx Ferree (W.W. Norton). [we will use the first edition of this book in the course, but the second edition has new sections that you may find enlightening]
4. 'Seeing Gender,' by Iris Gottlieb (Chronicle Books)-- this is an excellent visual, fun book about gender studies that can help you review and get deeper into the topic. There is also a Japanese version titled "イラストで学ぶジェンダーのはなし みんなと自分を理解するためのガイドブック"

In addition to readings, we will view films and video programs streamed briefly online, many of which are hard to obtain. You will be responsible for logging in properly or come to class to view these in time.

Separate from this, a number of optional readings, films, and other resources will be recommended for students. Some of these materials will be in Japanese and in other languages, accounting for the diversity of the SILS student body.

References:

This course is an open-campus class, cross-listed in Waseda-wide gender studies programs as well as the Politics and Economics department's Conflict Resolution program. It is part of a suite of courses at SILS in the area of gender and cultural studies in Asia and Oceania, which connects to the courses I teach about colonialism, globalization, and gender in the Pacific Islands. It is thus related to those courses, and inspired also by the work of postcolonial and Pacific Islands Studies feminist scholars. I strongly encourage students who have taken my other courses to take this course, or to consider taking other courses taught by me if you take this course, such as:

1. Pacific Perspectives on Empire, War, and Globalization (intermediate 4-credit course scheduled for Fall 2023)
2. The Pacific in the 21st Century World (intermediate 4-credit course scheduled for Fall 2025)
3. Intermediate Seminar (2-credits, scheduled for Spring 2023): Culture in the Middle of Now | Here:

Environment, Gender, Identity and Resistance in the Pacific and Asia
4. Advanced Seminar Program in Culture: One Long Conversation (3-semester course/thesis requires application and special approval/invitation)

Grading Free-text Entry Flag:

1 : フリーフォーマット(教員による切替可)

Evaluation Free-

You will be evaluated as follows: 20% engagement; 30% (10% each) for three reflective short essays; 20% for your midterm; 30% for your final exam, with opportunities for extra credit announced during the semester.

Engagement (attendance/participation) consists of your "attending" all classes (by watching the on-demand lectures and answering quizzes to prove your attendance), and actively participating in activities and discussions. Additional to this, you will be expected to write three reflective essays throughout the semester based on specific assignments. You will also be given a midterm quiz online and a final test in class.

Note/URL:

This is a very popular course which typically has high enrollment. We usually put a limit of roughly 150 people on the enrollment in order to create a manageable (and safe) learning environment, so please be sure to register early and assertively. Please contact the instructor should you have a strong desire to enroll but were unable to do so.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU31000|01|210CU31000[/SYLLABUS_ID]

Course Title	Culture in Context 4th		
Instructor	FIELD, Malcolm		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This interactive lecture-based course seeks to identify what it is people mean when they invoke the term 'culture'. Throughout the course we critique the term 'culture' in different contexts to examine whether it is a defensible position to justify the activities of different actors. To achieve this, we examine our own position, critique it, then develop a defensible stance that defines and understands culture/s. We consider how culture is transmitted, how it evolves, the different values it promotes, whether culture has boundaries, and critique the concepts of gender and nationality in culture. Particular focus is placed upon (1) Identity, through which we consider how culture/s use tools to create and maintain individual and group identity; (2) Cultural Legitimacy, where the ideas of cultural relativism, consumerism (Pop v Mass) are addressed; (3) Language, through which we examine how cultures utilize the media and discourse to reinforce values; (4) Taboo, wherein we will critique real world contemporary examples that may challenge our values, ethics and morality; (5) we reflect on the way our brains process and make sense of the information in the worlds we create, and (6) technologies, through application to contemporary and future societies.

Objectives: By the end of this course students should be able to recognize how the term culture is applied to sustain desired values that may or may not be mythical. As this course blends practical components with theory to demonstrate cultures in context, students should be able to critique personal values and understand how they and the tribes with which they associate process information and identify with the world. Students should be able to demonstrate both theoretical and applied knowledge by the end of the course, which will be evidenced in the final assessment.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: Topics to be discussed in this class include
1. Introduction and Course Outline
2. Identity: Who am I? Is it important?
3. Introduction to cultural theory: (which may include identity, representation, high culture, mass culture, pop culture, constitutive theory, critical theory, feminism)
4. Theory continued
5. Cultural legitimacy (relativism, consumerism and globalization)
6. Cultural legitimacy continued
7. Language in Culture
8. Language in Culture (etymology)*
9. Taboo
10. Taboo continued*
11. Viewing the World: Practical Application
12. Cultural imperialism and theories of 'your' culture#
13. Technology and culture (contemporary trends)
14. Conclusions and Evaluation

The order and detailed schedule may change as interest and need arises. Notes will be given in each class for your reference. Weekly access to a computer is a must in this course. No topic will need prior preparation unless stated in class.

Language: English

Textbooks: Textbook will be required from Modular Press. It will be online ePub. Information will be given in the first class.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-: The grading will be based on the results of the following items.
2 papers (one peer-based with presentation in class 40%; one final academic paper 40%)
2 in-class tasks that require peer group work and discussion (20%)

Note/URL: This course is planned to be conducted in-person. However, due to academic commitments, several classes will be held online.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU31000|51|210CU31000[/SYLLABUS_ID]

Course Title	Culture in Context		
Instructor	FIELD, Malcolm		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: ※in-person ONLY
This interactive lecture-based course seeks to identify what it is people mean when they invoke the term 'culture'. Throughout, we will critique the term "culture" in different contexts to examine whether it is a defensible position to justify the activities of different actors. To achieve this, we will need to examine our own position, critique it, then develop a defensible stance that defines and understands culture (and cultures). To do this we will consider how culture is transmitted, how it evolves, the different values it promotes, whether culture has boundaries, and critique the concepts of gender and nationality in culture. Particular focus will be placed upon five topics. (1) Identity, through which we consider how culture/s use tools to create and maintain individual and group identity. (2) Cultural Legitimacy, where the ideas of cultural relativism, consumerism (Pop v Mass) are addressed. (3) Language, through which we consider semiotic values and examine how cultures utilize the media to reinforce values. This will then lead us to (4) Taboo, wherein we will critique real world contemporary examples to consider our values, ethics and morality. And (5) we will reflect on the way our brains process and make sense of the information in the worlds we create.

Objectives: By the end of this course you should be able to recognize how the term culture is applied to sustain "values". As this course blends practical components to demonstrate culture in context, you should be able to critique your own values and understand how you process information and identify with the world around you. You will be expected to demonstrate both theoretical and applied knowledge by the end of the course.

before/after course of study: Be prepared to read the textbook before and after classes. Also be prepared to work with another person, and have conversations with other people. Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: Topics to be discussed in this class include
1. Introduction and Course Outline
2. Identity: Who am I? Is it important?
3. Culture and cross-cultural discovery: if it is so easy then…?
4. Introduction to cultural theory: (which may include identity, representation, high culture, mass culture, pop culture, constitutive theory, critical theory, feminism)
5. Theory continued
6. Cultural legitimacy (relativism, consumerism and globalization)
7. Cultural legitimacy and the media
8. Language in Culture
9. History in Culture
10. Taboo
11. Taboo continued*
12. Technology and culture (contemporary trends)
13. Technology and culture (contemporary trends)
14. Conclusions and Evaluation and Special
The order and detailed schedule may change as interest and need arises. Notes will be given in each class for your reference. Weekly access to a computer is a must in this course.

Language: English

Textbooks: Culture Cognition aka Culture in Context available and Modular Press

References: Additional readings will be given in class.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-: The grading will be based on the results of the following items.
Context Task: 40% (video narrative)
Workshop: 20% (applied proficiency to in-class material - 2x10% in class time)
Final Position Paper#: 40% (academic paper)

Note/URL: Paper-based assessment will need to be submitted as explained in class or by a specific prior arrangement has been made with me. Remember, this is a university course and you should seek to "support" your opinions with evidence, unless otherwise stated in class. Please note that the Tasks can only be received as explained in-class and cannot be copied. It is therefore essential you have access to a computer, as much of the information will be delivered via that medium. Constraints on the use of ChatGPT will be outlined in class and on assessment items.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU31100|01|210CU31100[/SYLLABUS_ID]

Course Title	Culture and Law 01		
Instructor	RHEE, Maji Christine		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.1	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Welcome to Culture and Law course! This is a unique culture cluster course which focuses on advancing students' framework for investigating fundamental questions in culture, language, and law. Class discussion will focus on how cultural values are reflected in language, reasoning, and in legal communication. This course includes students' participation in reading core texts selected for enhancing analytical and logical reasoning from the critical perspective. The course attempts to unveil multi-layered cultural assumptions by identifying cultural particulars and socio-political issues via hypothetical examples and court cases. Readings includes critical cultural theories covering themes related to rights, equality, justice, diversity, and ethical responsibilities. A part of this course integrates Waseda EdX Culture and Law recorded sessions. Please log on to the site and enroll. There is NO fee involved. You do NOT have to pay.There are three sections that you can get access to the link anytime. https://www.edx.org/course/culture-and-law-the-east-asian-perspective.

Objectives: This course is divided into three sections. First, two sections are devoted to learning various cultural theories in relation to private and public law. The remaining sessions focus on the issue analysis. This course is also writing intensive. Upon the completion of the course, students will gain confidence in academic writing in English, issue spotting, and acquiring communication skills for carrying out a coherent argument. The purpose of the course is to help students build strategic thinking skills for conflict resolution. This course is a part of the Campus Asia Program. In order to receive a Campus Asia Program completion certificate, please refer to https://www.waseda.jp/campus-asia. All related course materials will be accessed through each lecture module set in Moodle.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

第1回 Comparing Cultures and Legal Reasoning

We will be exploring ways to compare cultures and learn about different types of reasoning.

第2回 Moral Reasoning and Legal Reasoning

The class will focus on how legal reasoning is different from moral reasoning.

第3回 Critical Legal Theory

Critial legal theory will be discussed along with landmark cases including racial profiling and wrongful convictions.

第4回 Culture and Law as Systems

Systems theory will be discussed in comparison with critical legal theories.

第5回 Semiotics and Law

Semiotics is a study of symbols. The class will explore trademark and copyrights issues in relation to semiotics.

第6回 Confucianism and Law

We will discuss how Confucian notions were reflected in family law and property from the East Asian historial perspective.

第7回 Legal Orientalism

Legal Orientalism is a fairly new notion, and the class will discuss related issues and court cases.

第8回 Cyber Defamation

Cyber defamaion has become prevalent. The class will analyze the issue from different theoretical perspectives.

第9回 Economic Analysis in Law

When a person is injured due to another's wrongful act, how can damages be calculated? Themes related to corporate governance and anti-monopoly law in Japan will be discussed.

第10回 Gender and Law

Legal issues will be analyzed from the gender perspective.

第11回 Cyber Defamation

Works of art and copyrights protection and other related issues will be discussed.

第12回 Aritifical Intelligence and Legal Reasoning

The class will focus on whether robots can act as judges or whether they can engage in doing legal reasoning.

第13回 Student Presentations and Review

All theories covered in class will be reviewed. Students who would like to contribute to their case analysis will make presentations.

第14回 Final Examination

The final examination for this course adopts an open-book format.

Language: Japanese/Englis h

Textbooks: All reading materials can be accessed via Moodle and the library search engines. Optional Reference [Dictionary of Criminal Law and Criminal Procedure ENG-JPN-KOR] is available at Seibundo Bookstore 成文堂 at the corner of Cafe 125.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	50	The final examination will be conducted in an open-book format.
Papers:	25	There will be three writing assignments.
Class contribution:	25	Active participation in class discussions is encouraged.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU31100|51|210CU31100[/SYLLABUS_ID]

Course Title	Culture and Law 51		
Instructor	RHEE, Maji Christine		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.1	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

This is a unique culture cluster course which focuses on advancing students' framework for investigating fundamental questions in culture, language, and law. Class discussion will focus on how cultural values are reflected in language, reasoning, and in legal communication. This course includes students' participation in reading core texts selected for enhancing analytical and logical reasoning from the critical perspective. Readings includes critical cultural theories covering themes related to rights, coercion, equality, justice, diversity, and ethical responsibilities.

The course is divided into three sections. First two sections are devoted to learning various cultural theories in relation to private and public law. The remaining weeks focus on the issue analysis. Students will select issues and will engage in interactive discussions. This course is also writing intensive. Upon the completion of the course, students will gain confidence in academic writing in English, issue spotting, and will acquire communication skills for carrying out a coherent argument.

Objectives: The purpose of the course is to help students build strategic thinking skills for conflict resolution. The course attempts to unveil multi-layered cultural assumptions by identifying cultural particulars and socio-political issues via hypothetical examples and court cases.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
Week 1 Cultural Theories of Rights and Legal Reasoning
Week 2 Culture, Language, Law
Week 3 Research Resources – Westlaw Lexis Use of Search Engines
Week 4 Culture and Anti-formalism – Law as Justice
Week 5 Basic Assumptions in Pragmatism – Critical Legal Theory
Week 6 Confucianism and Law
Week 7 Wrongdoings and Crimes
Week 8 Cyber Defamation
Week 10 Systems Theory and Law
Week 11 Gender and Law
Week 12 Issue I – AI, Post-human World Cyborgs and Design Babies
Week 13 Issue II – Environmental Law and Litigation in Japan
Week 14 Final Examination

Language: Japanese/English

Textbooks: Textbook Culture and Law is available at 成文堂 near the Waseda Front Gate at the corner of Cafe 125. Optional: A Japanese-English-Korean Dictionary of Criminal Law and Criminal Procedure (2024) is available for students who want to familiarize themselves with terminology.

References: Weekly reading and assignments will be available via Web Portal.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-
In-class writing 20%
Class Attendance 20%
Writing Project 20%
Final Exam 40%

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU33000|01|210CU33000[/SYLLABUS_ID]

Course Title	Anthropology of Religion 01		
Instructor	BERNARD, Rosemarie		
Term	spring semester	**Credits**	4
Day/Period	01:Fri.3@02:Fri.4	**Class Modality Categories**	;ampus] Hybrid (over 50% of classes on-ca
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Anthropology of Religion

Course Outline: This course introduces the subjects of religion, ritual, and their secular critiques from an anthropological perspective. History of theory and concepts will be studied along a range of ethnographic topics (magic, science, religion and witchcraft; religion and politics, etc). Japan-related subjects will figure occasionally as discussion topics and in possible fieldtrips to sites of religious significance in the Tokyo area. A background introductory course in sociocultural anthropology is welcome but not required.

Objectives: (1) To learn the method and theory of Social Anthropology, (2) to acquire a humanist social scientific perspective on the subjects of religion and ritual, (3) to learn to write short essays in an anthropological style.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

第1回:
授業計画タイトル01-02
Vol. 1 What is the Anthropology of Religion?
授業計画内容01-02:
19th century sources

第2回:
授業計画タイトル03-04
Vol. 2 Religion and Modernization: Durkheim and Weber
授業計画内容03-04
Religion as Culture, Religion as History: Geertz and Asad

第3回:
授業計画タイトル05-06
Vol. 3.Religious Symbolism
授業計画内容05-06
Religious Symbolism in Japan

第4回:
授業計画タイトル07-08
Vol. 4 Structure and Interpretation
授業計画内容07-08
Transgression and Purification

第5回:
授業計画タイトル09-10
Vol. 5 Religious Action
授業計画内容09-10
Personal Symbols and Religious Experience

第6回:
授業計画タイトル11-12
Vol. 6 Religion, Ritual and Subjectivity
授業計画内容11-12
Shugendo

第7回:
授業計画タイトル13-14Vol. 7 Midterm Examination and Giving Feedback on the Midterm Exam
授業計画内容13-14

第8回 :
授業計画タイトル15-16

Vol. 8 Ritual and Power: Performance
授業計画内容15-16
Ritual and Power: Performance and History at Ise Jingû

第9回:
授業計画タイトル17-18
Vol. 9 Shinto and Yasukuni Shrine in the Postwar Period
授業計画内容17-18
Film: Yasukuni

第10回:
授業計画タイトル19-20
Vol.10 Religion, Power and Modernity
授業計画内容19-20
Power, Witchcraft Accusation and Women's Rights

第11回:
授業計画タイトル21-22
Vol.11 Religion, State and Public Sphere
授業計画内容21-22
Religion, Public Sphere,and Ethics

第12回:
授業計画タイトル23-24
Vol.12 Religion, Bodily Discipline and Healing/Pilgrimage
授業計画内容23-24
Film: Between Two Worlds: A Japanese Pilgrimage

第13回:
授業計画タイトル25-26
Vol.13 Course Review and In-Class film showing and essay writing (as first part of Final Exam)
授業計画内容25-26

第14回:
授業計画タイトル27-28
Vol.14 Final Examination (online)
授業計画内容27-28
Take-home Final Examination and discussion of Examination

Language:	English	
Textbooks:	Michael Lambek, A Reader in the Anthropology of Religion (2008), 2nd edition. New York: Blackwell Publishing. ISBN 9781405136150 ***As this textbook tends to run out of stock early at the COOP bookstore, please make ceartain to get a copy early on into the course. Sometimes the book is declared OUT-OF-PRINT. The book may also be available online. If you plan on taking this course, and wish to obtain the textbook with certainty, please order it well in advance, either from the publisher or from Amazon.com. ***If you are quite certain that you wish to take this course for credit, please order your version of the textbook well in advance. Since the book is very voluminous, you might be interested in the e-book version.	
References:	Talal Asad, Genealogies of Religion; Saba Mahmood, Politics of Piety; Ken George, Picturing Islam; Paula Arai, Bringing Zen Home; Akiko Takenaka, Yasukuni Shrine: History, Memory and Japan's Unending Postwar; Takashi Fujitani, Splendid Monarchy; Karen Smyers, The Fox and the Jewel. Mark R. Mullins, Yasukuni Fundamentalism	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Exams:	75	25% Midterm Exam (May 26). Essay and short question answers; format as a take-home exam with online submission. 50% Final Exam (late July). Essays, multiple choice, and short answer questions; format as (a) in-class film showing with in-class essay on July 15); and (b) a take-home exam with online submission the following week.
Class contribution:	25	25% Active contribution to class discussion and debates, including group presentations of research projects (details TBA).
Note/URL:	This class meets for 2 KOMA per week according to the following formats: (1) generally class sessions will take place in the classroom in person but we may have to have one or two Zoom classes.	

(2) During the week before the start of Golden week, we will film showings. Please see the Moodle schedule for details.
(3) one session will be pre-recorded as On-Demand Lectures accompanied by Video assignments to be watched and used as material for the midterm exam exercise.
(4) independent and self-funded individual or group studies of religious or ritual activity in the Tokyo region, leading to presentations by students to the whole of the class, will take place in the classroom in early July.
国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU33300|01|210CU33300[/SYLLABUS_ID]

Course Title	Python Programming for Digital Humanities 01		
Instructor	OHMAN, Emily		
Term	spring semester	**Credits**	4
Day/Period	01:Thur.2@02:othersOn demand	**Class Modality Categories**	:ampus] Hybrid (over 50% of classes on-cai
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: On Demand + F2FOn this course students will learn Python programming from a digital humanities perspective. We will start with the very basics using interactive notebooks that require no installation. First we will cover the basics of programming such as data types, loops, and variables. Later we explore and solve language-based and digital humanities problems using our new programming skills and natural language processing (NLP) tools. We will use Python 3 on this course.
There are two weekly sessions, the first is on-demand, the second is live-streamed. Students are expected to "attend" both. The first class of the week (x.1) is typically on-demand and the second (x.2) is F2F (attendance required).

Objectives: After successful completion of this course, students will be able to
・Read, write, and execute simple code
・Troubleshoot their code
・Understand preprocessing steps of data
・Choose the correct tool for the problem at hand
・Use programming to solve language data issues

before/after course of study: This course has no prerequisites
Each week you are expected to complete small programming assignments on your own time (15-60 minutes/week depending on your experience level).

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Week 1.1 Introduction to Python and Programming for digital humanities
Introduction to notebooks, data types, and variables in Python. Reading and executing code.
Week 1.2 Homework answers and tutorial
Introduction to notebooks, data types, and variables in Python. Reading and executing code.
Week 2.1 Strings (text)
Working with strings in Python
Week 2.2 Homework answers and tutorial
Working with strings in Python
Week 3.1 Lists, tuples, and sets
We learn about lists and how they function. We also look at how they differ from tuples and sets.
Week 3.2 Homework answers and tutorial
We learn about lists and how they function. We also look at how they differ from tuples and sets.
Week 4.1 Loops
We focus on for loops and iterating over lists, but also look at while loops
Week 4.2 Homework answers and tutorial
We focus on for loops and iterating over lists, but also look at while loops
Week 5.1 For loops with conditional statements
Python conditionals: if,elif,else with pass, continue, break
Week 5.2 Homework answers and tutorial
Python conditionals: if,elif,else with pass, continue, break
Week 6.1 Dictionaries, exceptions and imports
We introduce dictionaries and touch upon exceptions and importing libraries

Week 6.2 Homework answers and tutorial
We introduce dictionaries and touch upon exceptions and importing libraries
Week 7.1 List comprehension
We learn list comprehension (and some dictionary comprehension too)
Week 7.2 Homework answers and tutorial
We learn list comprehension (and some dictionary comprehension too)
Week 8.1 Functions (and midterm)
We learn how to use functions
Week 8.2 Midterm exam homework
We go through the midterm exam (which includes functions so there's no specific function homework)
Week 9.1 Regular expressions I
The start of regular expressions
Week 9.2 Homework answers and tutorial
The basics of regex
Week 10.1 Regular expressions II
We focus on regex with Python
Week 10.2 Homework answers and tutorial
We focus on regex with Python
Week 11.1 Text files
How to open, use, and manipulate text files with Python.
Week 11.2 Homework answers and tutorial
How to open, use, and manipulate text files with Python.
Week 12.1 Tabular data and csv files in Python
We learn how to open, read, and save csv files. We also do a brief introduction of pandas dataframes.
Week 12.2 Homework answers and tutorial
The basics of csv files with Python
Week 13.1 NLP I
What is natural language processing and how can it be useful to you? We look at NLTK and spaCy basics.
Week 13.2 Homework answers and tutorial
We look at NLTK and spaCy basics.
Week 14.1 NLP II
Solving practical, real-world issues with NLP
Week 14.2 Homework answers and tutorial
Solving practical, real-world issues with NLP

Language:	English
Textbooks:	E. Ohman. 2024. Introduction to Text Analytics: A Guide for Digital Humanities & Social Sciences. Sage Publications.
References:	Bird, S., Klein, E. and Loper, E., 2009. Natural language processing with Python: analyzing text with the natural language toolkit. ″ O'Reilly Media, Inc.″. (available on https://www.nltk.org/book/)
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Exams:	80	Final exam (60%) Midterm exam (20%)
Class contribution:	20	Homework assignments evaluated during tutorial sessions (20%)

Note/URL: On-demand + F2F
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU33500|01|210CU33500[/SYLLABUS_ID]

Course Title	The German-Speaking Countries: Language and Society 01		
Instructor	SCHARLOTH, Joachim		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: The German-Speaking Countries: Language and Society (for students of German)

Course Outline: This course examines the interrelations between language and society in the German-speaking countries, focusing on how language patterns and language attitudes both reflect and reshape social structure and cultural institutions. We will investigate this nexus from a variety of perspectives, engaging with literature drawn from cultural sociology, political science, linguistic anthropology, and sociolinguistics. Students will be introduced to key theoretical concepts to the scientific study of language and society and encouraged to assess critically research carried out in the German-speaking countries.

A selection of core features of the contemporary societies and cultures in Germany, Austria, and Switzerland -- lifestyles, identities, political cultures, migration, and xenophobia among others -- will be paired with research into related linguistic phenomena such as language ideologies, politeness, pluricentricity, political framing, and multilingualism.

The course aims not only to provide insights into the interrelation of culture, society and language, but also to improve the language skills of the participants. Although mainly taught in English, as a Content and Language Integrated Learning (CLIL) course, we will get acquainted with basic scientific concepts in German and become familiar with the structures of German as a language of science. The course is therefore ideal for students planning to study abroad in Germany. However, students who are interested in the German-speaking countries and want to improve their language skills are also welcome.

Objectives: On successful completion of this course students should:
- be able to understand core scientific terminology in German in the field of the sociology of language
- be familiar with frequent grammatical structures in German scientific texts
- be familiar with various research methods and their limits
- be able to demonstrate knowledge and understanding of relevant theories conceptualizing the interface of language and society
- be familiar with some major themes in contemporary social, political and cultural aspects of the German speaking countries

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

第1回Introduction

Introduction

第2回Language and Symbolic Power

Bourdieu, Pierre (1991): Language and Symbolic Power, trans. Gino Raymond and Matthew Adamson,Cambridge: Polity Press, pp. 66-89.

第3回From Social Stratification to Lifestyles: Milieus and Sociolects

- Wagner, Tanita da Silva / Bug, Peter (2015): Actual Consumer Lifestyle Segmentations - a European Perspective. Hochschule Reutlingen.- Linke, Knut (2017): Analysis of Socio-SpatialDifferences in Germany for the Definition of Online Milieus. Journal ofInternational Business Research and Marketing, Volume 2, Issue 6, pp. 37-59,doi:10.18775/jibrm.1849-8558.2015.26.3005

第4回German Dialects & Regional Languages

Stevenson, Patrick (1997): The German-speaking World: A Practical Introduction to SociolinguisticIssues. Taylor & Francis Routledge. pp. 61-81

第5回The Development of the Bürgertum (bourgeoisie) and Standard Language Ideology

Milroy, James (2007): The Ideology of the Standard Language. In: Llamas, Carmen / Mullany, Louise /Stockwell, Peter (eds.): The Routledge Companion to Sociolinguistics. London:Routledge. pp. 133-139.

第6回Standard German as a Pluricentric Language and Language Attitudes in Non-dominating Centers (A

Muhr, Rudolf (2004): Language Attitudes and language conceptions in non-dominating varieties ofpluricentric languages. In: Trans, 15, The Unifying Aspects of Cultures.Online: https://www.inst.at/trans/15Nr/06_1/muhr15.htm

第7回Identity and Politeness in Discourse: Germany and Switzerland

Locher, Miriam A. /Luginbühl, Martin (2019): Discussions on Swiss and German Politeness in OnlineSources. In: Ogiermann, Eva / Blitvich, Pilar / Garcés-Conejos (eds): From Speech Acts to Lay Understandingsof Politeness: Multilingual and Multicultural Perspectives. Cambridge: CUP, pp.250-279.

第8回Political Systems and Political Cultures in Switzerland

Bochsler, Daniel / Hänggli, Regula / Häusermann, Silja (2015): Introduction: Consensus Lost? Disenchanted Democracy in Switzerland. In: SwissPolitical Science Review, Volume 21, Issue 4, Special Issue: "Consensus lost?Disenchanted Democracy in Switzerland", pp. 475-490.(https://doi.org/10.1111/spsr.12191)

第9回Linguistic Framing and Controversial Concepts in the History of the Federal Republic of Germany

Felder, Ekkehard (2017): Legal Text and Pragmatics: Semantic Battles or the Power of theDeclarative in Specialized Discourse. In: Pragmatics and Law: Practical andTheoretical Perspectives. Edited by Francesca Poggi and Alessandro Capone.Berlin u.a.: Springer Verlag (Perspectives in Philosophy, Pragmatics &Psychology. Vol 10), pp. 165-192. here: 173-182

第10回Far Right Politics and the Language of the Nazis

Klemperer, Victor (2013): The Language of the Third Reich. LTI – Lingua Tertii Imperii. APhilologist's Notebook. Translated by Martin Brady. London, New York:Bloomsbury Academic. (extract)

第11回Germany as a Post-migrant Society

Foroutan, Naika (2019): The Post-migrant Paradigm. In: Bock, Jan-Jonathan / Macdonald, Sharon(eds.): Refugees Welcome?: Difference and Diversity in a Changing Germany. NewYork, Oxford: Berghahn, pp. 121-142.

第12回Multilingualism in Austria, Germany, and Switzerland

Adler, Astrid / Beyer, Rahel (2018): Languages and language policies in Germany. In: GerhardStickel (ed.): National language institutions and national languages.Contributions to the EFNIL Conference 2017 in Mannheim. Budapest: ResearchInstitute for Linguistics, Hungarian Academy of Sciences, pp. 221-242.

第13回German Multiethnolects

Freywald, Ulrike / Mayr, Katharina / Özçelik, Tiner / Wiese, Heike (2011): Kiezdeutsch as amultiethnolect. In: Kern, Friederike & Selting, Margret (eds.): EthnicStyles of Speaking in European Metropolitan Areas. Amsterdam: John Benjamins,pp. 45-73.

第14回Xenophobia and Linguistic Purism in Germany

Pfalzgraf, Heiko (2009): Linguistic Purism in the History of German. In: Horan, Geraldine /Langer, Nils / Watts, Sheila (eds): Landmarks in the History of the German Language.Frankfurt am Main et. al.: Peter Lang, pp. 137-168.

Language: English/German

Textbooks: Reading material will be provided during the seminar.

References: Stevenson, Patrick / Horner, Kristine / Langer, Nils / Reershemius, Gertrud (2017): The German-Speaking World. A Practical Introduction to Sociolinguistic Issues. London: Routledge.

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free- Final grades will be calculated according to the following categories:
Active participation and presentation: 50%; Final essay: 50%

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU33900|51|210CU33900[/SYLLABUS_ID]

Course Title	APM- Academic Reading in Korean: Selected Topics in Contemporary Korea 51		
Instructor	LEE, Bong Kyu		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is designed to explore various social and cultural issues in Korea through reading and discussing Korean-language books and articles published in contemporary Korea on a variety of topics and fields, and to improve Korean language skills at the academic level. As in other countries, some articles and books from Korea are translated from other languages, so the course also includes this, and it includes essays, popular and academic texts, and testimonies as well. All course materials are in Korean.

Objectives: This course is designed to provide undergraduate students with a broad overview of various central problems in the humanities in Korea. It aims to acquaint students with the significance and methodology of various disciplines in the humanities. The goal of this course is to provide students with interdisciplinary learning opportunities through collaborative presentations and discussions of assigned books and texts, and to promote multicultural and multilateral learning.

before/after course of study: Preliminary knowledge of Korean history and society is desirable but not essential for this course. Students should be able to approach each class topic with in-depth analysis. In addition, students should have attained advanced or upper-intermediate proficiency in speaking, writing, listening, and reading Korean in order to participate in class and complete the required assignments.
Preparation for the class and the review will each take around 60 min.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: The final syllabus and articles for Review Paper will be announced at the first session of the course.

Week 1. Introduction
Week 2. Contemporary Korean History by Novel: 정지아, 아버지의 해방일지 (창비 2022)
Week 3. Contemporary Korean History by Novel: 정지아, 아버지의 해방일지 (창비 2022)
Week 4. Metropolitan city, Seoul with History and Literature: 송은영 서울탄생기 (푸른역사 2018)
Week 5. Metropolitan city, Seoul with History and Literature: 송은영 서울탄생기 (푸른역사 2018)
Week 6. Psychological, Intellectual Understanding of 20th Century: 엘리 자레츠키, 권오룡 역, 프로이트와 20세기 (문학과 지성사 2022) (changeable)
Week 7. Psychological, Intellectual Understanding of 20th Century: 엘리 자레츠키, 권오룡 역, 프로이트와 20세기 (문학과 지성사 2022) (changeable)
Week 8. Minority in Korea: 김대현, 세상과 은둔 사이 (오월의 봄 2021)
Week 9. Minority in Korea: 장애와 현대 한국사회 (Articles, TBA)
Week 10. Social Disaster and Korea: 4.16 구술증언록, 그날을 말하다 (한울 2020) (1)
Week 11. Social Disaster and Korea: 4.16 구술증언록, 그날을 말하다 (한울 2020) (2)
Week 12. Historical Context of Korean Modernity: 박정희 모더니즘: 유신에서 선데이서울까지 (천년의 상상, 2015) 또는 수강생 희망도서
Week 13. Historical Context of Korean Modernity: 박정희 모더니즘: 유신에서 선데이서울까지 (천년의 상상, 2015) 또는 수강생 희망도서
Week 14. Conclusion: Toward a better understanding of contemporary Korea

Language: Korean

Textbooks: materials will be provided in the class

References: Kim, A-ram, Newly Writing Korean Contemporary History through Oral History, Global Korean History Courses, Institute for Global Korean Studies, Yonsei University, 2024
(https://igks.yonsei.ac.kr/igks_en/2_K_Ap/lecture02.do)

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers: 40 Final Essay (40%): Students will evaluate one or more articles from their own perspective on the topic. 1.5-line spacing, 12-point font, 3,000-3,500 words (in English) or 6,500-7,000 characters (in Korean) in length (A bibliography is essential and not included in the word count).

Class contribution:	40	.Weekly Reading Response Papers (30%): All participants of the class must upload 80-100 words for each of the 1-2 reading questions every week. How to submit the weekly assignments will be announced in the first class. (If you submit the responses without reading the materials, your submission may not be counted.) Participation (10%): Questions, comments, and other contributions to class discussion will be graded.
Others:	20	Individual Presentation (20%): Each participant will present during one of the class sessions and provide supplementary slides and/or visual materials, e.g., Prezi, Power Point, etc. Primary evaluation criteria are organization, content, delivery, and punctuality.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU34000|01|210CU34000[/SYLLABUS_ID]

Course Title	APM- International Relations in the 20th Century: A Korean Perspective 01		
Instructor	LEE, Bong Kyu		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is a Content and Language Integrated Learning course (CLIL) in English and Korean to explore drastic changes and various figures' lives, events and movements from late Joseon, colonial Korea to divided Korea with regional, global, and critical perspectives. Modern and contemporary Korea has been shaped not by temporal and spatial disconnections, but by internal and international relations with its surroundings. Rather than approaching various cases and events in modern/contemporary Korean history solely from an accumulation of knowledge, this lecture is preferred to introduce and discuss various historical perspectives and ideas. This course is based on history textbook written by East Asian scholars with the aim of overcoming historical conflicts in East Asia and promoting integration and peace. Most of the reading material is in English, with a few exceptions.

Objectives: The purpose of this course is both to improve students' language skills to communicate academic ideas in Korean and to analyze the topic of international relations regarding East Asia. The instructor leads the students comprehending the topics, approaches, and contentions with critical perspective. Finally, students can improve their ability to express their creative opinions on each topic of the class in Korean.

before/after course of study: Preliminary knowledge of Korean history and society is not essential to take this course. However, students should have the capability to approach each class topic with in-depth analysis. Intermediate (or lower) level of Korean language ability is required to attend a lecture and participate in a discussion.
Preparation for the class and the review will each take around 60 min.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

Week #1: Introduction

Week #2: Korean-Japanese Treaty of 1876, Changing International Relations in East Asia, and Modern Reform Movement (1)
Chap. 1 "The Impact of the West and the Destabilization of the Traditional Order in East Asia"

Week #3: Modern Reform Movement (2), Russo-Japanese War and Forced Annexation of Korea
Chap. 2 "The First Sino-Japanese War and the Dissolution of the Traditional Order in East Asia" ; Chap. 3 "The Russo-Japanese War and the Struggle for Hegemony in East Asia"

Week #4: Japan's Colonial Policy and Liberation Movement in East Asia
Chap. 4 "The First World War and the Washington System"

Week #5: Liberation Movement (2), War Mobilization and Violence
Chap. 5 "East Asia and Japan's War of Aggression"

Week #6: Everyday Life in Colonial Korea, and'Colonial Modernity'
Shin, Ki-wook and Michael Robinson eds., Colonial Modernity in Korea, Harvard University Asia Center, 1999

Week #7: The Movement for New Government establishment, and the Formation of the Divided Korea Regime
Chap. 6 "The Formation of the Cold War System and its Influence on East Asia"
Park, Tae Gyun, Chap. 1, An Ally and Empire: Two Myths of South Korea-United States Relations, 1945-1980, The Academy of Korean Studies Press, 2012.

Week #8: Global Cold War and Korean War (1)
Chap. 6 "The Formation of the Cold War System and its Influence on East Asia"
M. Robinson, "Liberation, Civil War, and Division," Korea's Twentieth-Century Odyssey: A Short History,Univ. of Hawaii Press, 2007, pp.111-120
Hajimu MASUDA, "The Cold War as Social Mechanism: Toward an Analysis of Cold War Asia, not of the Cold War in Asia," IIAS Newsletter 72 (October 2015).

Week #9: Korean War (2), the Treaty of Peace with Japan
Myung-lim Park, "The Internationalization of the Cold War in Korea: Entangling the Domestic Politics with the Global Cold War in 1946," International Journal of Korean History 2, December 2001.
(TBA regarding the Treaty of Peace with Japan)

Week #10: Changing Regional Order of East Asia and North Korea

Wada Haruki, Chap. 7 (International Relations of North Korea), North Korea (북조선 Kita Chousen), Dolbegae Publishing Co., 2002 (in Korean/Japanese)
Tessa Morris-Suzuki, Exodus to North Korea Revisited:Japan, North Korea, and the ICRC in the "Repatriation" of Ethnic Koreans from Japan, The Asia Pacific Journal (Japan Focus), Vol. 9 (Issue 22, No. 2),2011
Movie Clip "Dear Pyongyang"

Week #11: 'Development Dictatorship' in the 1960s Korea
Kim, Hyung-A, "State Building: The Military Junta's Path to Modernity through Administrative Reforms," Byung-Kook Kim and Ezra F. Vogel eds., The Park Chung Hee era : the transformation of South Korea, Harvard Univ. Press, 2011
Ezra F. Vogel, "Nation Rebuilders: Mustafa Kemal Atatürk, Lee Kuan Yew, Deng Xiaoping, and Park Chung Hee," Byung-Kook Kimand Ezra F. Vogel eds., The Park Chung Hee era : the transformation of South Korea, Harvard Univ. Press, 2011

Week #12: Transformations in the Cold War System and International Institutions in East Asia
Chap. 7 "Transformations in the Cold War System in East Asia"
Lee, Bong-Kyu, Ambiguous Way to Human Rights for Workers: 1960s South Korea and the International Labour Organization (ILO), Critical Review of History 141, The Institute for Korean Historical Studies, 2022 (in Korean)

Week #13: Transnational Civil Movement for Democracy
Gavan McCormack, "The Park Chung Hee Era and the Genesis of Trans-Border Civil Society in East Asia," Hyung-A Kim and Clark W. Sorensen eds., Reassessing the Park Chung Hee Era, 1961-1979: Development, Political Thought, Democracy, and Cultural Influence, Center for Korea Studies, University of Washington, 2011

Week #14: Conclusion
Gregg Brazinsky, Nation Building in South Korea:Koreans, Americans, and the Making of a Democracy, The University of North Carolina Press, 2007. Chapter 8 and Conclusion.

Language:	English/Korean
Textbooks:	Trilateral China-Japan-Korea History Textbook Editorial Committee ed., A New Modern History of East Asia, V&R unipress, 2018
References:	, Institute for Global Korean Studies, Yonsei University, 2023-2025 (https://igks.kr/en/)
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Papers:	40	Final Essay (40%): Students will evaluate one or more articles from their own perspective on the topic. 1.5-line spacing, 12-point font, 3,000-3,500 words (in English) or 6,000-6,500 characters (in Korean) in length (A bibliography is essential and not included in the word count).
Class contribution:	40	Weekly Reading Response Papers (30%): All participants of the class must upload 80-100 words for each of the 1-2 reading questions in the specified week. How to submit the weekly assignments will be announced in the first class. (If you submit the responses without reading the materials, your submission may not be counted.) Participation (10%): Questions, comments, attendance, and other contributions to class discussion will be graded.
Others:	20	Individual Presentation (20%): Each participant will present during one of the class sessions and provide supplementary slides and/or visual materials, e.g., Prezi, Power Point, etc. Primary evaluation criteria are organization, content, delivery, and punctuality.

Note/URL: The final syllabus will be announced in the first class session and may change depending on the number of students, etc.

国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU34100|01|210CU34100[/SYLLABUS_ID]

Course Title	APM- Public and Citizen Participation in French Climate Change Debates 01		
Instructor	SALA, Adrienne Yumiko		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course, a Content and Language Integrated Learning (CLIL) program, is conducted in French and English. It aims to deepen students' understanding of the French language and provide insights into key aspects of French culture and politics. Emphasizing the interconnection between language and content, the course engages students in discussions about the role of public debate in French political processes. Students will analyze French audiovisual and written materials to examine the institutionalization of public debates, focusing on current social and environmental issues like climate change and policy development. The course includes interactive components such as role-playing games to improve public speaking and writing skills. It is designed for students with an intermediate French proficiency (B1-B2) and will be delivered in both French and English, using French instructional materials. This course is particularly beneficial for those preparing for a study-abroad experience in a French-speaking country.

Objectives: The main objectives of this course are to enable students to:

Enhance understanding and reading proficiency in the French language.

Develop a comprehensive knowledge of contemporary French culture and politics.

Improve public speaking and writing skills, utilizing role-playing games and presentations.

Strengthen French language proficiency through active participation in group discussions.

Acquire insights into the role of public debates in French politics and their contemporary applications.

before/after course of study: Read the materials uploaded on Moodle to prepare class and oral presentations.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

第1回 General Introduction to French Language Learning
Providing an overview of the course resources and objectives.
第2回 Introduction to the role of public debate in French political processes
Introduction to the Public Debate National Commission (Commission Nationale du débat public)
第3回 Introduction to the Grand National Debate (le Grand débat national) (I)
Discussions based on reading and audio materials
第4回 Introduction to the Grand National Debate (le Grand débat national) (II)
Discussions based on reading and audio materials
第5回 Introduction to the Citizen's Convention on Climate (La Convention citoyenne pour le climat) (I)
Discussions based on reading and audio materials
第6回 Exploring the Citizen's Convention on Climate (La Convention citoyenne pour le climat) (II)
Discussions based on reading and audio materials
第7回 Analyzing the Citizen's Convention on Climate (La Convention citoyenne pour le climat) (III)
Discussions based on reading and audio materials
第8回 Mid-Term Examination
Oral presentations and discussionComments and feedback

第9回 Introduction to the French "Environmental Democracy" and the role of public debate
Discussions based on reading and audio materials
第10回 Exploring public debates related to wind farms (I)
Discussions based on reading and audio materials
第11回 Analyzing public debates related to wind farms (II)
Discussions based on reading and audio materials
第12回 Exploring public debate related to the "Montagne d'Or" project (I)
Discussions based on reading and audio materials
第13回 Analyzing public debate related to the "Montagne d'Or" project (II)
Discussions based on reading and audio materials
第14回 Final Examination
Students' final oral presentation and discussionComments and feedback

Language: English/French

Textbooks: Sandrine RUI, ≪ Démocratie participative ≫, in CASILLO I. avec BARBIER R., BLONDIAUX L., CHATEAURAYNAUDF., FOURNIAU J.-M., LEFEBVRE R., NEVEU C. et SALLES D. (dir.), Dictionnaire critique et interdisciplinaire de la participation, Paris, GIS Démocratie et Participation, 2013, ISSN : 2268-5863.

Nils Hertting and Clarissa Kugelberg (eds). Local Participatory Governance and Representative Democracy. Institutional Dilemmas in European Cities. Routlegde, 2018.

Yves Sintomer, Anja Röcke, Carsten Herzberg (eds). Participatory Budgeting in Europe. Democracy and public governance. Routledge, 2016.

References: Simon Lambek, "The Constitutive Power of Public Debate", Canadian Journal of Political Science, 1-18, 2024.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	40	Mid-term and Final Examination: Oral presentations, academic presentation skills, quality and originality of content, understanding of topics and issues discussed in class.
Papers:	30	Final Essay: Based on the oral presentation, evaluated on the structure of the paper, selection of references, analytical approach, critical analysis, incorporation of feedback provided in class, etc.
Class contribution:	30	Active participation in class: Answering questions, participation in group and class discussions, contributing relevant questions and comments). Attendance: Regular presence in class is required.

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU34400|01|210CU34400[/SYLLABUS_ID]

Course Title	Materialities of Communication Media 01		
Instructor	NISHIMURA, Keiko		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: What is material about communication and media? While these two concepts seem to be referring to immaterial symbolic exchange, what enables communication and media are constructed material objects and artifacts. This course focuses on the materiality of communication and media technologies. We situate this materiality within historical contexts and definitions of history themselves bound up within the social diffusion of different media forms. We understand the study of the materiality of communication/media technology as a form of critical practice, without which a robust understanding of the relationships between and among gender and technologies, labor and technologies,mediation and mobility, ways that space is conceived, produced, and maintained would not be possible in communication or media studies.@font-face{font-family:"Cambria Math";panose-1:2 4 5 3 5 4 6 3 2 4;mso-font-charset:0;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-536870145 1107305727 0 0 415 0;}@font-face{font-family:Calibri;panose-1:2 15 5 2 2 2 4 3 2 4;mso-font-charset:204;mso-generic-font-family:swiss;mso-font-pitch:variable;mso-font-signature:-536858881 -1073732485 9 0 511 0;}@font-face{font-family:"Yu Mincho";panose-1:2 2 4 0 0 0 0 0 0 0;mso-font-alt:游明朝;mso-font-charset:128;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-2147482905 717749503 18 0 131231 0;}@font-face{font-family:"¥@Yu Mincho";mso-font-charset:128;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-2147482905 717749503 18 0 131231 0;}p.MsoNormal, li.MsoNormal, div.MsoNormal{mso-style-unhide:no;mso-style-qformat:yes;mso-style-parent:"";margin:0in;mso-pagination:widow-orphan;font-size:12.0pt;font-family:"Calibri",sans-serif;mso-ascii-font-family:Calibri;mso-ascii-theme-font:minor-latin;mso-fareast-font-family:"Yu Mincho";mso-fareast-theme-font:minor-fareast;mso-hansi-font-family:Calibri;mso-hansi-theme-font:minor-latin;mso-bidi-font-family:"Times New Roman";mso-bidi-theme-font:minor-bidi;mso-fareast-language:JA;}.MsoChpDefault{mso-style-type:export-only;mso-default-props:yes;font-family:"Calibri",sans-serif;mso-ascii-font-family:Calibri;mso-ascii-theme-font:minor-latin;mso-fareast-font-family:"Yu Mincho";mso-fareast-theme-font:minor-fareast;mso-hansi-font-family:Calibri;mso-hansi-theme-font:minor-latin;mso-bidi-font-family:"Times New Roman";mso-bidi-theme-font:minor-bidi;mso-font-kerning:0pt;mso-ligatures:none;mso-fareast-language:JA;}div.WordSection1{page:WordSection1;}

Objectives: -Understand a set of influential theories within media, communication, and cultural studies
-Read texts within these fields and reflect on their arguments
-Reflect on the materialities of algorithmic media such as the Internet from a critical and historicizing perspective
-Perform analytical thinking (within theoretical, abstract categories) as well as synthetic, integrative thinking (relating theories to concrete cases and applying theoretical categories responsibly)
-Reflect on your own media environment and its material construction
-Make concise, convincing arguments in discussions.

before/after course of study: Before the scheduled class period, read the assigned reading thoroughly. Take notes of unfamiliar concepts, terms, or sections, formulate questions, and bring them to class. Preparation is expected to take 90–120 minutes. After the class, review the lecture, reading, and discussion to prepare for the quiz and complete the worksheet. The review is expected to take 120–150 minutes. Preparation for Show & Tell involves your own research and writing, which is expected to take 120–150 minutes. Fieldwork Notes assignment is expected to take 60–90 minutes of preparation and 90–120 minutes of writing up.

Course Schedule Free-Text Entry: 1：フリーフォーマット（教員による切替可）

Course Schedule

Part I: Introduction
1. Introduction
2. TheMateriality of Communication and Media. Read Bollmer “Introduction: ThinkingAbout (and in) the Materiality of Media” From Materialist Media Theory (2019) pp.1–19.

Part II: Bodies and Labor
3. Computersand Our Body. Read Nooney “How the Personal Computer Broke the Human Body”article on Vice.com (25 pages). Show & Tell. Quiz 1
4. GhostWork. Read Gray & Suri “Introduction” from Ghost Work (2019) pp.ix–xxxi. Show & Tell.
5. BullshitJobs. Read Graeber “What Is a Bullshit Job?” from Bullshit Jobs: A Theory(2018) pp.1–26.Quiz 2.
6. MidtermReview & Exam.

Part III: Objects
7. FieldworkDay – Fieldwork Notes Assignment. (Nishimura at conference)
8. FieldworkDebrief & Discussion.

9. PlannedObsolescence. Read Boradkar. “Planned Obsolescence: Unsustainable Consumption,”in Designing Things: A CriticalIntroduction to the Culture of Objects (2010) pp.179–210. Show & Tell.
10. Repair.Read Jackson “Rethinking Repair” from Gillespie et al. eds. Media Technologies: Essays on Communication,Materiality, and Society pp.221–239. Show & Tell. Quiz 3

Part IV: Spaces
11. MobileMedia Objects. Read Okabe & Ito “Keitai in public transportation” from Personal, Portable, Pedestrian (2005)pp.205–207. Show & Tell.
12. Location-AwareTechnology. Read deSouza e Silva & Frith “Location-aware technologies: control and privacy inhybrid space” in Communication Matters(2012) (11 pages). Show & Tell. Quiz 413. Technosocialsituations. Read Nishimura “Surechigaisociality: location-aware technology on the Yamanote line” (2018) pp. 240–256.
14. FinalReview & Exam.@font-face{font-family:"Cambria Math";panose-1:2 4 5 3 5 4 6 3 2 4;mso-font-charset:0;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-536870145 1107305727 0 0 415 0;}@font-face{font-family:Calibri;panose-1:2 15 5 2 2 2 4 3 2 4;mso-font-charset:204;mso-generic-font-family:swiss;mso-font-pitch:variable;mso-font-signature:-536858881 -1073732485 9 0 511 0;}@font-face{font-family:"Yu Mincho";panose-1:2 2 4 0 0 0 0 0 0 0;mso-font-alt:游明朝;mso-font-charset:128;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-2147482905 717749503 18 0 131231 0;}@font-face{font-family:"¥@Yu Mincho";mso-font-charset:128;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-2147482905 717749503 18 0 131231 0;}p.MsoNormal, li.MsoNormal, div.MsoNormal{mso-style-unhide:no;mso-style-qformat:yes;mso-style-parent:"";margin:0in;mso-pagination:widow-orphan;font-size:12.0pt;font-family:"Calibri",sans-serif;mso-ascii-font-family:Calibri;mso-ascii-theme-font:minor-latin;mso-fareast-font-family:"Yu Mincho";mso-fareast-theme-font:minor-fareast;mso-hansi-font-family:Calibri;mso-hansi-theme-font:minor-latin;mso-bidi-font-family:"Times New Roman";mso-bidi-theme-font:minor-bidi;mso-fareast-language:JA;}p.MsoListParagraph, li.MsoListParagraph, div.MsoListParagraph{mso-style-priority:34;mso-style-unhide:no;mso-style-qformat:yes;margin-top:0in;margin-right:0in;margin-bottom:0in;margin-left:.5in;mso-add-space:auto;mso-pagination:widow-orphan;font-size:12.0pt;font-family:"Times New Roman",serif;mso-fareast-font-family:"Yu Mincho";mso-fareast-theme-font:minor-fareast;mso-fareast-language:JA;}p.MsoListParagraphCxSpFirst, li.MsoListParagraphCxSpFirst, div.MsoListParagraphCxSpFirst{mso-style-priority:34;mso-style-unhide:no;mso-style-qformat:yes;mso-style-type:export-only;margin-top:0in;margin-right:0in;margin-bottom:0in;margin-left:.5in;mso-add-space:auto;mso-pagination:widow-orphan;font-size:12.0pt;font-family:"Times New Roman",serif;mso-fareast-font-family:"Yu Mincho";mso-fareast-theme-font:minor-fareast;mso-fareast-language:JA;}p.MsoListParagraphCxSpMiddle, li.MsoListParagraphCxSpMiddle, div.MsoListParagraphCxSpMiddle{mso-style-priority:34;mso-style-unhide:no;mso-style-qformat:yes;mso-style-type:export-only;margin-top:0in;margin-right:0in;margin-bottom:0in;margin-left:.5in;mso-add-space:auto;mso-pagination:widow-orphan;font-size:12.0pt;font-family:"Times New Roman",serif;mso-fareast-font-family:"Yu Mincho";mso-fareast-theme-font:minor-fareast;mso-fareast-language:JA;}p.MsoListParagraphCxSpLast, li.MsoListParagraphCxSpLast, div.MsoListParagraphCxSpLast{mso-style-priority:34;mso-style-unhide:no;mso-style-qformat:yes;mso-style-type:export-only;margin-top:0in;margin-right:0in;margin-bottom:0in;margin-left:.5in;mso-add-space:auto;mso-pagination:widow-orphan;font-size:12.0pt;font-family:"Times New Roman",serif;mso-fareast-font-family:"Yu Mincho";mso-fareast-theme-font:minor-fareast;mso-fareast-language:JA;}.MsoChpDefault{mso-style-type:export-only;mso-default-props:yes;font-family:"Calibri",sans-serif;mso-ascii-font-family:Calibri;mso-ascii-theme-font:minor-latin;mso-fareast-font-family:"Yu Mincho";mso-fareast-theme-font:minor-fareast;mso-hansi-font-family:Calibri;mso-hansi-theme-font:minor-latin;mso-bidi-font-family:"Times New Roman";mso-bidi-theme-font:minor-bidi;mso-font-kerning:0pt;mso-ligatures:none;mso-fareast-language:JA;}div.WordSection1{page:WordSection1;}ol{margin-bottom:0in;}ul{margin-bottom:0in;}

Language: English

Textbooks: There is no required textbook for this course. Assigned readings will become available as PDF documents and by other means specified by the instructor.

Grading Free-text Entry Flag: 1 : フリーフォーマット（教員による切替可）

Evaluation Free-
1.READ THIS SYLLABUS. Read/watch all the assigned materials (mandatory)
2.Active Participation15
3.Quizzes20
4.Show & Tell15
5.Fieldwork Notes15
6.Midterm Exam 15
7.Final Exam20

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU34500|01|210CU34500[/SYLLABUS_ID]

Course Title	Media and Popular Culture 01		
Instructor	NISHIMURA, Keiko		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Representation and Imagination of Technology in Japan

Course Outline: Thiscourse approaches media and popular culture as a dynamic field of production,consumption, and contestation. After an initial phase of understanding forms ofpopular culture, the semester will focus primarily on case studies from Japan,along with some comparative examples. We will learn to examine historical andcontemporary meaning-making processes in context. Lectures will expose studentsto academic vocabulary and approaches and provide tools to examine popularculture and media. Students will bring personal experiences and observations tobear on class discussions and presentations. There will also be in-classscreenings. By the end of the term, students will be able to think cross-culturally,critically, and collaboratively about not only media and popular culture butalso everyday life and the world in which we live.

Objectives: ·Think cross-culturally, critically, and collaboratively about media and popular culture in specific and changing sociocultural contexts.
·Understand and explain a variety of academic positions that inform the study of popular culture and media.
·Make connections between popular culture and larger patterns of social change.
·Apply the theoretical perspectives we have studied to specific cultural texts (i.e. be able to relate theoretical arguments to specific examples drawn from popular culture).
·Be able to engage in a sophisticated and respectful class discussion of topics relevant to media and popular culture.
·Refine critical thinking skills and oral and written communication in English.

before/after course of study: Before the scheduled class period, read the assigned reading thoroughly. Take notes of unfamiliar concepts, terms, or sections, formulate questions, and bring them to class. Preparation is expected to take 90-120 minutes. After the class, review the lecture, reading, and discussion to prepare for the quiz and complete the worksheet. The review is expected to take 120-150 minutes. Preparation for Show & Tell involves your own research and writing, which is expected to take 120-150 minutes. Film Responses after class is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule

Part I: Introduction: Media &Popular Culture
1. Introduction
2. Representation & the Media. In-classscreening: Hall & Jhally (1997, 55m) “Representation & the Media”

Part II: Pre-WarTechnological Imagination
3. Wartime Technological Imagination. Read Ito “Robots,A-Bombs, and War: Cultural Meanings of Science and Technology in Japan AroundWorld War II.” From Jacobs ed., Filling the Hole in the Nuclear Future (2010)pp. 72-106. Quiz 1
4. Case Study: Metropolis (1927, 2000). Read Makela“From Metropolis to Metoroporisu: The Changing Role of the Robot in Japaneseand Western Cinema.” From MacWilliams ed., Japanese Visual Culture (2008)pp. 91-113.
5. Screening: Metropolis (1927, 118m)
6. Screening cont. Film Discussion. Film Response 1Due (end of the week). Quiz 2
7. Screening: Metoroporisu (2001, 107m) at home(Nishimura at a conference). Film Response 2 Due (end of the week).
8. FilmDiscussion, Midterm Review & Exam.

Part III: Post-WarTechnological Imagination
9. Tezuka Osamu’s Innovation. Read Phillips. “Characters,Themes, and Narrative Patterns in the Manga of Osamu Tezuka.” From MacWilliams ed.,Japanese Visual Culture (2008) pp. 68-90. Show & Tell.
10. Tezuka’s Two Robots. Read Nishimura. “ThePopular Cultural Origin of Communicating Robots in Japan.” In Guzman, McEwen,& Jones eds., The SAGE Handbook of Human-Machine Communication (2023)pp. 424-431. Quiz 3 Show & Tell.
11. Postwar Imagination of Technology, 1950s-1960s.Read Tsuji “Why Study Train Otaku? A Social History of Imagination.” In Itō,Okabe & Tsuji eds., Fandom Unbound: Otaku Culture in a Connected World(2012) pp. 3-29. Show & Tell.
12. Postwar Imagination of Technology, 1970s-1980s.Read Schilling “Doraemon: Making Dreams Come True.” (1993) Japan Quarterly, 40(4). pp.405-417. Show& Tell.
13. National Imagination of Robotics. Read Robertson“Robo Sapiens Japanicus: Humanoid Robots and the Posthuman Family.” (2007) CriticalAsian Studies, 39(3), pp.369-398. Quiz 4. Show & Tell.
14. Final Review & Exam.@font-face{font-family:"Cambria Math";panose-1:2 4 5 3 5 4 6 3 2 4;mso-font-charset:0;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-536870145 1107305727

0 0 415 0;}@font-face{font-family:Calibri;panose-1:2 15 5 2 2 2 4 3 2 4;mso-font-charset:204;mso-generic-font-family:swiss;mso-font-pitch:variable;mso-font-signature:-536858881 -1073732485 9 0 511 0;}@font-face{font-family:"Yu Mincho";panose-1:2 2 4 0 0 0 0 0 0 0;mso-font-alt:游明朝;mso-font-charset:128;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-2147482905 717749503 18 0 131231 0;}@font-face{font-family:"¥@Yu Mincho";mso-font-charset:128;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-2147482905 717749503 18 0 131231 0;}p.MsoNormal, li.MsoNormal, div.MsoNormal{mso-style-unhide:no;mso-style-qformat:yes;mso-style-parent:"";margin:0in;mso-pagination:widow-orphan;font-size:12.0pt;font-family:"Calibri",sans-serif;mso-ascii-font-family:Calibri;mso-ascii-theme-font:minor-latin;mso-fareast-font-family:"Yu Mincho";mso-fareast-theme-font:minor-fareast;mso-hansi-font-family:Calibri;mso-hansi-theme-font:minor-latin;mso-bidi-font-family:"Times New Roman";mso-bidi-theme-font:minor-bidi;mso-fareast-language:JA;}p.MsoListParagraph, li.MsoListParagraph, div.MsoListParagraph{mso-style-priority:34;mso-style-unhide:no;mso-style-qformat:yes;margin-top:0in;margin-right:0in;margin-bottom:0in;margin-left:.5in;mso-add-space:auto;mso-pagination:widow-orphan;font-size:12.0pt;font-family:"Times New Roman",serif;mso-fareast-font-family:"Yu Mincho";mso-fareast-theme-font:minor-fareast;mso-fareast-language:JA;}p.MsoListParagraphCxSpFirst, li.MsoListParagraphCxSpFirst, div.MsoListParagraphCxSpFirst{mso-style-priority:34;mso-style-unhide:no;mso-style-qformat:yes;mso-style-type:export-only;margin-top:0in;margin-right:0in;margin-bottom:0in;margin-left:.5in;mso-add-space:auto;mso-pagination:widow-orphan;font-size:12.0pt;font-family:"Times New Roman",serif;mso-fareast-font-family:"Yu Mincho";mso-fareast-theme-font:minor-fareast;mso-fareast-language:JA;}p.MsoListParagraphCxSpMiddle, li.MsoListParagraphCxSpMiddle, div.MsoListParagraphCxSpMiddle{mso-style-priority:34;mso-style-unhide:no;mso-style-qformat:yes;mso-style-type:export-only;margin-top:0in;margin-right:0in;margin-bottom:0in;margin-left:.5in;mso-add-space:auto;mso-pagination:widow-orphan;font-size:12.0pt;font-family:"Times New Roman",serif;mso-fareast-font-family:"Yu Mincho";mso-fareast-theme-font:minor-fareast;mso-fareast-language:JA;}p.MsoListParagraphCxSpLast, li.MsoListParagraphCxSpLast, div.MsoListParagraphCxSpLast{mso-style-priority:34;mso-style-unhide:no;mso-style-qformat:yes;mso-style-type:export-only;margin-top:0in;margin-right:0in;margin-bottom:0in;margin-left:.5in;mso-add-space:auto;mso-pagination:widow-orphan;font-size:12.0pt;font-family:"Times New Roman",serif;mso-fareast-font-family:"Yu Mincho";mso-fareast-theme-font:minor-fareast;mso-fareast-language:JA;}.MsoChpDefault{mso-style-type:export-only;mso-default-props:yes;font-family:"Calibri",sans-serif;mso-ascii-font-family:Calibri;mso-ascii-theme-font:minor-latin;mso-fareast-font-family:"Yu Mincho";mso-fareast-theme-font:minor-fareast;mso-hansi-font-family:Calibri;mso-hansi-theme-font:minor-latin;mso-bidi-font-family:"Times New Roman";mso-bidi-theme-font:minor-bidi;mso-font-kerning:0pt;mso-ligatures:none;mso-fareast-language:JA;}div.WordSection1{page:WordSection1;}ol{margin-bottom:0in;}ul{margin-bottom:0in;}

Language:	English
Textbooks:	There is no required textbook for this course. Assigned readings will become available as PDF documents and by other means to be specified by the instructor.
Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	1.READ THIS SYLLABUS. Read/watch all the assigned materials (mandatory) 2.Active Participation15 3.Quizzes 20 4.Show & Tell15 5.Film Responses20 6.Midterm Exam15 7.Final Exam15
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU34600|01|210CU34600[/SYLLABUS_ID]

Course Title	APM- Selected Topics in Korean Society 01		
Instructor	LEE, Bong Kyu		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Thiscourse is designed to explore the diverse nature of Korean society and improveacademic-level Korean language skills by reading and discussing contemporaryKorean books and articles on assigned topics. Lectures will include oraltestimonies, essays, and academic papers on topics such as the multiculturalnature of Korean society, various conflicts, social and culturaldiscrimination, and inequality. The course will be conducted in English and Korean.

Objectives: This course aims to provide undergraduate students with a broad overview of various key issues in the Korean humanities. It does so by providing students with interdisciplinary learning opportunities through presentations and discussions of assigned books and texts, and by promoting multicultural and multifaceted learning. It also seeks to develop students' academic-level Korean writing skills by requiring them to write a paper in Korean on a specific topic of their choice.

before/after course of study: Preliminary knowledge of Korean history and society is desirable but not essential for this course. Preparation and review will take 90-120 minutes each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol.1
Introduction
Vol.2
The diverse and transnational natureof the Korean society
Vol.3
The origins of South Korea'sconservatives 1
Vol.4
The origins of South Korea'sconservatives 2
Vol.5
The origins of South Korea'sconservatives 3
Vol.6
Historical Review of SouthKorea-U.S.-Japan Relations 1
Vol.7
Historical Review of SouthKorea-U.S.-Japan Relations 2
Vol.8
Historical Review of SouthKorea-U.S.-Japan Relations 3
Vol.9
Cultural History of Korean Food 1
Vol.10
Cultural History of Korean Food 2
Vol.11
Students present on the selectedtopics 1
Vol.12
Students present on the selectedtopics 2
Vol.13
Students present on the selectedtopics 3

Vol.14
Conclusion

Language: Korean

Textbooks: Course materials will be provided by the lecturer. In the first class, the detail of the materials written in Korean/ in English, including the text in the reference, will be announced.

References:
김건우, 대한민국의 설계자들, 느티나무책방, 2017
조형근, 우리 안의 친일, 반일을 넘어 탈식민의 성찰로, 역사비평사, 2022
최현숙, 할배의 탄생, 어르신과 꼰대 사이, 가난한 남성성의 시원을 찾아서, 이매진, 2016
주영하, 백년식사, 대한제국 서양식 만찬부터 K-푸드까지, 휴머니스트, 2020

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Papers:	40	Final Essay (40%): Students will evaluate one or more articles from their own perspective on the topic. 1.5-line spacing, 12-point font, 6,500-7,000 characters (in Korean) in length (A bibliography is essential and not included in the word count). Primary evaluation criteria are well-organized writing with critical commentary, and punctuality.
Class contribution:	15	Participation (15%): Questions, comments, attendance, and other contributions to class discussion will be graded.
Others:	45	Individual Presentation (25%): participant who presents during one of the class sessions is required to provide supplemental slides and/or visual materials, e.g., Prezi, Power Point, etc. Primary evaluation criteria are organization, content, delivery, and punctuality. Presentation about 20-30 minutes long. Reading Response Papers (20%): All participants of the class must upload 80-100 words for each of the 1-2 reading questions in the specified week. How to submit the assignments will be announced in the first class. (If you submit the responses without reading the materials, your submission may not be counted.)

Note/URL: The final syllabus will be announced in the first class session and may be changed depending on the number of students, etc.

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU34700|01|210CU34700[/SYLLABUS_ID]

Course Title	APM- German Communicative Genres and Texttypes in Everyday Life and Academic Di		
Instructor	STEINHAUER, Hagen Fritjof		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Preparation for Studying Abroad in the German Speaking Countries

Course Outline: This course is designed as a preparation for studying abroad in German-speaking countries. Students will get to know and practice a variety of text types and communicative genres that are crucial for everyday life and studying at a University in Germany, Austria or Switzerland. We will practice communicative situations like taking care of administrative requirements, looking for an apartment, communicating with university staff or coordinating group assignments with fellow students. The course also covers intercultural challenges like different ways of communicating politeness and positive and negative emotions or needs.

Objectives: The objective of this course is to prepare students for their year abroad in a German-speaking country and practice important communicative and social situations.

before/after course of study: As part of your preparation, you will be asked to read the handouts for each session that will be posted on Waseda Moodle in advance. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class and should be turned in before the next class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Introduction: Text types and Communicative Genres in Everyday Life and at the University
Overview ofcommunicative requirements and potential challenges in the German-speakingcountries
Arriving in Germany, Austria or Switzerland: Taking Care of the Living Situation
How to look forapartments or shared flats? How do I write to potential landlords or roommates?
Arriving in Germany, Austria or Switzerland: Taking Care of Administrative Requirements
How do I register forhealth insurance, at the immigration office and the residents' registration?
Interacting with Fellow Students
How do I coordinategroup assignments, lunch dates or party plans?
Asking smart Questions and Arguing for your Opinion in Class
How do I discuss inclass and argue for my opinion?
Discussions and Arguments: Critizing and Arguing in Various Situations
How do I argue withGermans?
Expressing Emotions and Personal Needs: Directness and Politeness
How do I expressEmotions like Germans?
Communicating with University Staff: Mails and Office Hours
How do I writee-mails to University staff and how do I communicate during office hours?
Looking and Applying for Student Jobs
How do I look andapply for student jobs? How do I write cover letters, CVs and letters ofmotivation?
Job Interviews
How do I presentmyself and my competences in a favorable way?
Presentations in Class
How to structure goodtalks and succeed in presenting your work
Reading and Understanding Long Scientific Texts in German?
How do I cope withlong scientific texts? Excerpts, summaries and reading techniques
"Hausarbeiten", Essays and other genres in German Academia I
How to write long termpapers and essays

	“Hausarbeiten”, Essays and other Genres in German Academia II How to write longterm papers and essays
Language:	English/German
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Papers:	50	3 short written tasks & 1 presentation in the course of the semester
Class contribution:	50	Active contribution in class

Note/URL:

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The School of International Liberal Studies defines its Learning Outcomes in the link below.
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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU34800|01|210CU34800[/SYLLABUS_ID]

Course Title	APM- Youth Culture and Language in Germany (Jugendkultur und Jugendsprache in De		
Instructor	STEINHAUER, Hagen Fritjof		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Thisintermediate level seminar explores the dynamic world of youth culture andyouth language in contemporary Germany. Students will examine how young peoplein Germany express identity, resistance, and belonging through language, media,music, fashion, across different historical contexts, including the studentmovements of the 1960s, punk and hip-hop subcultures, post-reunification youth,and contemporary digital communities. Students will engage with authenticmaterials, including video clips, social media content, and interviews,alongside scholarly texts.

Objectives: To deepen students' understanding of how youth language and culture reflect and shape social change in Germany, while fostering critical and intercultural perspectives on identity and communication.

before/after course of study: As a part of their preparation, students will be asked to read the literature provided on Waseda Moodle in advance and prepare short exercises, watch videos or listen to songs. This homework is expected to take 90-120 minutes per week.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction to Youth Culture and Language

Provide an overview of the topics of theseminar and introduce key notions and concepts such as 'youth' or 'adolescence', 'subculture', 'style' and 'dialect'.

Language, Identity and Youth Culture

Provide a theoretical base to understandYouth Culture and Language within its social environment and the discourses,institutions and practices that bring them about.

Dialect, Variety or Stlye? Key Topics of Youth Language Research

Give students an overview of key topics oflinguistic research on youth language and its different linguisticconceptualizations.

"Kiezdeutsch": A New Urban Dialect in Multicultural Germany

Understand the formation of Kiezdeutsch as a dialectagainst the backdrop of the of urban multicultural social settings and deepenthe knowledge of linguistic research on youth language using a concretelinguistic phenomenon. Contrast with discourses on language 'purity'

Metadiscursive Positions on Youth Language

Scrutinize the role that languageideologies play in the production of styles and dialects, their enregistermentand connection to social personae and behaviors.

"The Youth Word of the Year": Influence on (Social) Media Discourse on the Perception of Youth Languag

Explore the meta discursive influence on theconstruction of Youth Language on a concrete example from German (social) mediadiscourse, also considering the commercialization of youth language.

The Youth Movement of the early 20th Century: "Wandervogel" and "Jugendbünde"

Understand German youth movements and theirhistorical development in the early 20th century against thebackdrop of romanticized reactions to industrialization in big cities.

Youth in/under Fascism: HJ, BDM and Resistant Subcultures

Learn about the coercive and totalitariancharacter of the National socialist German State between 1933 and 1945 usingthe example of the Nazi-Party's Youth organizations (HJ and BDM) andoppositional counter cultures and groups.

Post-War Youth: Youth Rebellion of the 1960s

Get an overview of the postwar generationalconflict, the rise of anti-authoritarian youth culture(s) and politicization ofthe student movement and their protest culture in West-Germany.

Counter-Culture: Punk in Germany

Understand Punk as a form of protest and youth culturein East- and West-Germany.

Rap, Breakdance, Graffiti: German Hip Hop from the 1990s to Today

Give students an insight into how theglobal cultural phenomenon of Hip Hop was adapted in Germany. A special focusis on anti-racist activism in early 1990s Hip Hop subculture.

Youth in Post-Reunification Germany: Violence and Far Right Hegemony in the 1990s and 2000s

Understanding the situation of adolescentsduring the post-reunification era in the former German Democratic Republic (butalso in West-Germany).

Digital Youth Cultures: Social Media, Memes and Influencers

Understand the impact of social mediagenres like memes on contemporary youth culture and communication across avariety of subcultures.

Wrap-up and Conclusion of the Semester

In this concluding session, we will reflecton the past semester and key topics of the course. We will sum up what we havelearned and try to point out differences and commonalities of German youthculture and the cases discussed in class.

Language: English/German

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Papers:	50	Oral presentation in class or three short written homework assignments during the semester
Class contribution:	50	Active contribution in class

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU34900|01|210CU34900[/SYLLABUS_ID]

Course Title	K-Culture in Text 01		
Instructor	RHEE, Maji Christine		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This is a unique culturecluster course which focuses on themes related to Korea. Although the Korean Wave, Hanryu hasbeen prevalent, academic approaches to analyzing contemporary Korean popculture with the historical provenance have been neglected. This course adoptscultural, social, and political theories to help students and researchersbetter understand the Korean cultural content including K-drama, K-food,K-movies, K-music, andK-fashion. This course beginswith introducing the Nobel Literary Prize winner, Han Kang, and her books inconnection with the classics in Korean literature. This course includes students' participation in reading core texts selected from a critical perspective. Thecourse also attempts to unveil multi-layered cultural assumptions byidentifying Korean cultural particulars and socio-political issues in thecontemporary Korea Face-to-face in-classesand additional on-demand video clips.

Objectives: The objective of this course is to learn and understand the overall culture and history of two Koreas, the Republic of Korea and the Democratic People's Republic of Korea (North Korea). Reading the text in this course includes reading media which involves navigating digital sources and visual formats. The course navigates cultural sources of Korea. One of the learning objectives is to enhance students' analytical skills by adopting cultural theories for interpreting multimedia elements in K-content. This course is open to all students at Waseda, and is taught in English and in Japanese.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

From The Nine Clouds Dreams to Human Acts
Introduce Korean classicalliterature to the contemporary literature
The Korean Language in Two Koreas
The Korean language in the dividedKorea
Resilience in the Han Narrative in Yuhi
Ethnic-Koreans as minorities and thenational sorrow
The Confucian Constitution in Yi Korea
Learn fundamental Korean philosophical thoughts, andlegacy of Confucianism and law in Korea
Korean Envoy to Japan
Learn the Japan-Koreanrelationship through work of art
Cultural Codes in K-Drama, K-Movies, K-Music, K-Fashion
Understand and analyze cultural semiotucsin K-Culture
Alterity in the Korean Peninsular as the Other
Learn how Korean national identiy hasshaped in between Japan and China
My Golden Life and the Spoon Theory
Learn the contemporary classsystem reflected in K-drama
Seoul and Pyongyang - Shakespear in the Korean Peninsular
Dialecticsin Mt. Peakdu Lineage and the SixParty Talk
Unification in Crash Landing on You
Feasibility of reviving the FreeTrade Zone to the K-Entertainment global stratgies
The Post-modern reading
BTS and the 4thindustry as a new paradigm in Korean Studies

Korea in the domestic and international context

Understand issues related to theconglomerate coroporate structure, populationdecline, wealth inequality, and prospective foreign directinvestment

Student Presentations

Students will choose any themescovered in class for either an online or in-class presentations.

Review

Review readings and submit thefinal term paper

Language:	English
Textbooks:	There are required and optional readings which can be accessed from My Waseda and the search engines.
References:	Each week has a list of optional reading.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Exams:	25	Final Term Paper
Papers:	25	Weekly writing assignments
Class contribution:	25	Attendance and participation in discussions (Attendance exempt to students who are participating in job search or internship)
Others:	25	Additional writing assignments on different topics

Note/URL: There are no specified pre-requisites, but students' ability to findcourse readings from Moodle would be appreciated. Students who need further help with Moodle aswell as a part of EdX video clips can make a reservationat Center for Teaching,Learning, and Technology located at Building 7 first floor.

A part of this course isavailable at Waseda EdX Culture and Law recorded sessions. Students canget access to the link anytime. https://www.edx.org/course/culture-and-law-the-east-asian-perspective

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU35000|51|210CU35000[/SYLLABUS_ID]

Course Title	APM- Memory Culture and Memory Politics in Germany after 1945 51		
Instructor	STEINHAUER, Hagen Fritjof		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Important note: Intermediate knowledge of German is required for this class as material and readings will be (partly) in German.

This seminar examines memory culture and memory politics in Germany after 1945, from early postwar narratives of rupture and responsibility to evolving public debates about remembrance. We study theoretical frameworks of collective and cultural memory, philosophical reflections on "Aufarbeitung," and the interplay of state policy, civil society, law, education, and media. Topics include memorial practices, museums and commemorative sites, generational change, contested narratives, and the ethics of remembrance. Attention is given to politicization by contemporary actors, transnational influences, and postcolonial critiques. Students engage in critical reading, source analysis, and project work connecting historical interpretation with present day memory discourses.

Objectives: Students will learn about theories of memory, analyze policies, media discourse, and material form memorial sites. They will engage with political and ethical debates and do analyses, as well as train reflective argumentation skills.

before/after course of study: As a part of class preparation, you will be asked to read short excerpts of scientific papers both in English and in German, which will be posted on Waseda Moodle in advance. This preparation is expected to take 90 to 120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction to Key Concepts: Memory, Remembering, Collective Memory

Overview of the key topics and main concepts of the class

Theory of Memory Studies I : Collective Memory and Cultural Memory

Key concepts of memory studies (Halbwachs)

Theory of Memory Studies II : Cultural Memory and "Erinnerungsräume"(memory spaces)

Key concepts of memory studies (Assmann)

Critical Theory: Working Through the Past

Adorno's critical account of the "Aufarbeitung" discourse (1963)

Germany after World War II: "Zero Hour" and "Schlussstrich"Debates

Overview of the topics and argument in Germany's post-war discourse on the Nazi crimes

"De-Nazification" and the Nuremberg Trials

The role of the Nurmenberg Trials and the following De-Nazification efforts

Re-education of the German population in the Post-War Era

Introduction to the re-education programme launched by the allied forces to make the German population ready for democracy

The Frankfurt Auschwitz-Trials 1963-1965: Legal and Public Effects

History and effect of the Frankfurt Auschwitz Trials

The 1968 Movement and the Generational Conflict: Critique of the Older Generation and New Memory Cult

The societal and cultural influence of the 1968 youth protest on memory politics and facing of the Nazi past

Commemoration Sites in the German Public Space: "Tripping Stones" and Memorials

Overview of the German approach to memorial sites, their educational approach and funding schemes

Civil Society and its Role in Historical Political Education and Reconciliation

The role of NGOs like Aktion Sühnezeichen for a Discourse of Reconciliation with international Victim Groups

Post-colonial Perspectives in Memory Politics and Studies
The Struggle for a Recognition of the German Colonial Past since the 2000s in civil society and academia
Current Political Struggles Around Memory Politics: Far-Right Memory Politics and Revisionism
Far-right attacks and the claim for a “patriotic” Memory politics
Conclusion: Wrap-up and reflection of the Class
A conclusion session for reflection

Language:	English/German
Textbooks:	Required reading material will be posted on Waseda moodle in advance.
References:	Assmann, Aleida: Erinnerungsräume(2018): Formen und Wandlungen des kulturellen Gedächtnisses. München: C.H. Beck. Halbwachs, Maurice (1992): On Collective Meomory. Chicago: University of Chicago Press.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Class contribution:	50	Active contribution in class
Others:	50	One Oral presentation in class or two written homework assignments during the semester

Note/URL:
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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU35100|51|210CU35100[/SYLLABUS_ID]

Course Title	APM- Migration and Migration Discourses in Germany after 1945 51		
Instructor	STEINHAUER, Hagen Fritjof		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Important note: Knowledge of German is required for this class. Participants should have a Level of A2 or higher (or have finished German 3 or Intensive German 2 at SILS).

In this class student will get an overview of German history of migration since 1945 and the according discourses, policies, conflicts and cultural as well as societal developments. We will discuss the political economy of labor migration (in the FRG as well as the former GDR), the different waves of anti-migration politics, the paradigms of "assimilation","integration", and "post-migration society", and discourses and imaginaries connected to the demography of the German population. The syllabus will consist of excerpts from literary texts, scholarly publications as well as newspaper articles and political speeches.

Objectives: Apart from an overview of German migration history, students will practice their reading comprehension in German across different text genres. The class will therefore not only deepen knowledge about German history and society but also teach important reading strategies.

before/after course of study: As this class is designed to teach reading comprehension and discussion using text-based knowledge, students will be expected to carefully read the required reading as a homework assignment. Students will also be expected to formulate questions based on the text, which will be used in class during the discussion of the topic at hand. Once during the semester, each student will be asked to open the discussion in class with a short oral presentation on the required reading.
The preparation is expected to take approximately 120 minutes for each week's class.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction: Migration and Migration Discourses in Germany after 1945

Overview of the topics of the class and the requirements and working mode

Internal Migration during and after World War II: German Expellees (Heimatvertriebene) 1945

Historical overview of the migration movements within Germany following the defeat in World War II (and their historical revisionism)

"Gastarbeiter": Labor migration to Germany in the 1950s and 1960s

History and socio-economic aspects of the so-called guest-workers in West-Germany

"Vertragsarbeiter": Labor migration in the German Democratic Republic (GDR)

The situation of so-called contract workers in the former GDR

From "Guestworkers" to "Foreigners": The economic crisis of the 1970s and its impact on migration disco

Discourses and rising xenophobia towards guestworkers and their families following the declining economic growth in the 1970s

"Wendezeit": Internal migration after the fall of the GDR

Internal migration from East to West Germany after the end of the GDR and its societal and economic challenges

"Asyldebatte"and Anti-Migration riots in the 1990s: The attacks of Lichtenhagen, Mölln and Solingen

Rising violence and hate against asylum seekers in both East- and West Germany in the early 1990s

"Spätaussiedler" in the 1990s: Resettlers and late resettlers in Germany after the fall of the Soviet Union.

The social situation of so-called (late) resettlers from the former Soviet Union and their "integration" in Germany

A German Green Card? Skilled Labor Shortage in the Early 2000s

Controversies around the (economic) need of labor migration and nativist discourses favoring German workers

The 2010 “Sarrazin debate”: Normalization of far-right anti-migration claims

Discussion of the discursive disruption caused by (former) social democrat Thilo Sarrazin who claimed that Germany will fall apart due to immigration

“Pegida”and the AfD: The Rise of Authoritarian Populism and the Role of Anti-Migration Politics

The far-right protest movement Pegida and the concomitant establishment of the AfD as a new political force, both anti-migration movements

2015: Germany between “Refugee Crisis” and “Welcome Culture”

Overview of the polarized situation in Germany during the so-called refugee crisis of 2015 and 2016

Integration and Desintegration: Controversial Discourses around Assimilation and Integration

Integration and disintegration as two sides of a controversial discourse focusing the situation of migrant and post-migrant people in Germany

The Postmigration Society

Understanding the paradigm of postmigration society

Language: English/German

Textbooks: Required reading material will be posted on Waseda moodle in advance.

References: Etzold, Raphaela; Löhning, Martin; Schlemmer, Thomas (2019): Migration und Integration in Deutschland nach 1945. Berlin: DeGruyter
Foroutan, Naika (2019): Die postmigrantische Gesellschaft. Ein Versprechen der pluralen Demokratie. Bielefeld: Transcript.
Niehr, Thomas; Böke, Karin (2000): Einwanderungsdiskurse. Vergleichende diskurslinguistische Studien. Wiesbaden: Springer.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Class contribution:	50	Active contribution to the discussions in class
Others:	50	One short oral presentation on the required reading

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU40100|51|210CU40100[/SYLLABUS_ID]

Course Title	Selected Topics in Cultural Studies 51		
Instructor	YOSHIMOTO, Mitsuhiro		
Term	fall semester	**Credits**	4
Day/Period	01:Tues.4@02:Tues.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Anime

Course Outline: The purpose of this course is to study anime movies and serials by focusing on their stylistic details and thematic motifs on the one hand, and the socio-historical context of their production and consumption on the other. In addition to such central themes and motifs as urban space,war, violence, ruins, environment, magic, curse, the non-human, and the post-human, the students will be also introduced to the history of anime/Japanese animation. We will analyze the formal and stylistic specificity of each anime(narrative structure, world-setting, audio-visual form, etc.) by linking them to a wide range of issues and questions pertaining to aesthetics, subculture, history,and politics. The tentative list of anime movies and serials to be examined include, but not limited to, Ghost in the Shell:Stand Alone Complex, Spirited Away, Howl's Moving Castle, Puella Magi Madoka Magica, Violet Evergarden, The Tale of the Princess Kaguya, Jujutsu Kaisen 0: The Movie, etc. We'll also watch and study short animation films by Tezuka Osamu and others.@font-face{font-family:"MS 明朝";panose-1:2 2 6 9 4 2 5 8 3 4;mso-font-alt:"MS Mincho";mso-font-charset:128;mso-generic-font-family:modern;mso-font-pitch:fixed;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}@font-face{font-family:"Cambria Math";panose-1:2 4 5 3 5 4 6 3 2 4;mso-font-charset:0;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-536870145 1107305727 0 0 415 0;}@font-face{font-family:Calibri;panose-1:2 15 5 2 2 2 4 3 2 4;mso-font-charset:0;mso-generic-font-family:swiss;mso-font-pitch:variable;mso-font-signature:-536859905 -1073732485 9 0 511 0;}@font-face{font-family:Times;panose-1:2 11 6 4 2 2 2 2 2 4;mso-font-alt:"Times New Roman";mso-font-charset:0;mso-generic-font-family:auto;mso-font-pitch:variable;mso-font-signature:3 0 0 0 1 0;}@font-face{font-family:平成明朝;panose-1:2 11 6 4 2 2 2 2 2 4;mso-font-alt:"MS 明朝";mso-font-charset:128;mso-generic-font-family:auto;mso-font-pitch:variable;mso-font-signature:16777216 1800 268435456 0 131072 0;}@font-face{font-family:"¥@平成明朝";mso-font-charset:128;mso-generic-font-family:auto;mso-font-pitch:variable;mso-font-signature:16777216 1800 268435456 0 131072 0;}@font-face{font-family:"¥@MS 明朝";panose-1:2 2 6 9 4 2 5 8 3 4;mso-font-charset:128;mso-generic-font-family:modern;mso-font-pitch:fixed;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}p.MsoNormal, li.MsoNormal, div.MsoNormal{mso-style-unhide:no;mso-style-qformat:yes;mso-style-parent:"";margin:0mm;mso-pagination:widow-orphan;font-size:12.0pt;font-family:"Times New Roman",serif;mso-fareast-font-family:"Times New 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4;mso-font-alt:"Times New Roman";mso-font-charset:0;mso-generic-font-family:auto;mso-font-pitch:variable;mso-font-signature:-536870145 1342185562 0 0 415 0;}@font-face{font-family:平成明朝;panose-1:2 11 6 4 2 2 2 2 2 4;mso-font-alt:"MS 明朝";mso-font-charset:128;mso-generic-font-family:auto;mso-font-pitch:variable;mso-font-signature:16777216 1800 268435456 0 131072 0;}@font-face{font-family:"¥@平成明朝";mso-font-charset:128;mso-generic-font-family:auto;mso-font-pitch:variable;mso-font-signature:16777216 1800 268435456 0 131072 0;}@font-face{font-family:"¥@MS 明朝";panose-1:2 2 6 9 4 2 5 8 3 4;mso-font-charset:128;mso-generic-font-family:modern;mso-font-pitch:fixed;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}p.MsoNormal, li.MsoNormal, div.MsoNormal{mso-style-unhide:no;mso-style-qformat:yes;mso-style-parent:"";margin:0mm;mso-pagination:widow-orphan;font-size:12.0pt;font-family:"Times New Roman",serif;mso-fareast-font-family:"Times New Roman";}span.normaltextrun{mso-style-name:normaltextrun;mso-style-unhide:no;mso-style-parent:"";}.MsoChpDefault{mso-style-type:export-only;mso-default-props:yes;font-size:10.0pt;mso-ansi-font-size:10.0pt;mso-bidi-font-size:10.0pt;mso-ascii-font-family:Times;mso-fareast-font-family:"MS 明朝";mso-hansi-font-family:Times;mso-font-kerning:0pt;mso-ligatures:none;}div.WordSection1{page:WordSection1;}@font-face{font-family:"MS 明朝";panose-1:2 2 6 9 4 2 5 8 3 4;mso-font-alt:"MS Mincho";mso-font-charset:128;mso-generic-font-family:modern;mso-font-pitch:fixed;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}@font-face{font-family:"Cambria Math";panose-1:2 4 5 3 5 4 6 3 2 4;mso-font-charset:0;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-536870145 1107305727 0 0 415 0;}@font-face{font-family:Calibri;panose-1:2 15 5 2 2 2 4 3 2 4;mso-font-charset:0;mso-generic-font-family:swiss;mso-font-pitch:variable;mso-font-signature:-536859905 -1073732485 9 0 511 0;}@font-face{font-family:"MS Pゴシック";panose-1:2 11 6 0 7 2 5 8 2 4;mso-font-alt:"MS PGothic";mso-font-charset:128;mso-generic-font-family:swiss;mso-font-pitch:variable;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}@font-face{font-family:Times;panose-1:0 0 5 0 0 0 0 2 0 0;mso-font-alt:"Times New Roman";mso-

font-charset:0;mso-generic-font-family:auto;mso-font-pitch:variable;mso-font-signature:-536870145 1342185562 0 0 415 0;}@font-face{font-family:平成明朝;panose-1:2 11 6 4 2 2 2 2 2 4;mso-font-alt:"MS 明朝";mso-font-charset:128;mso-generic-font-family:auto;mso-font-pitch:variable;mso-font-signature:16777216 1800 268435456 0 131072 0;}@font-face{font-family:"¥@平成明朝";mso-font-charset:128;mso-generic-font-family:auto;mso-font-pitch:variable;mso-font-signature:16777216 1800 268435456 0 131072 0;}@font-face{font-family:"¥@MS Pゴシック";mso-font-charset:128;mso-generic-font-family:swiss;mso-font-pitch:variable;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}@font-face{font-family:"¥@MS 明朝";panose-1:2 2 6 9 4 2 5 8 3 4;mso-font-charset:128;mso-generic-font-family:modern;mso-font-pitch:fixed;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}p.MsoNormal, li.MsoNormal, div.MsoNormal{mso-style-unhide:no;mso-style-qformat:yes;mso-style-parent:"";margin:0mm;mso-pagination:widow-orphan;font-size:12.0pt;font-family:"Times New Roman",serif;mso-fareast-font-family:"Times New Roman";}span.normaltextrun{mso-style-name:normaltextrun;mso-style-unhide:no;mso-style-parent:"";}.MsoChpDefault{mso-style-type:export-only;mso-default-props:yes;font-size:10.0pt;mso-ansi-font-size:10.0pt;mso-bidi-font-size:10.0pt;font-family:Times;mso-ascii-font-family:Times;mso-fareast-font-family:"MS 明朝";mso-hansi-font-family:Times;mso-font-kerning:0pt;}div.WordSection1{page:WordSection1;}

Objectives:

--Students will learn why anime is an important cultural text, and what socio-political, historical, and philosophical issues they often raise for further critical thinking.
--Students are expected to acquire analytical skills to discuss anime as a complex text from thematic and formal perspectives.

before/after course of study:

--Preparation: students finish weekly reading assignments on time.
--Review: students take notes on assigned anime films or TV serials, and prepare comments and questions for class discussions. They will be asked to take a few online quizzes and exams outside of class time.
--Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry:

1：フリーフォーマット（教員による切替可）

Course Schedule

[Film titles are subject to change]
Week 1: Akira or Evangelion? I [Akira (ŌtomoKatsuhiro, 1988)]
Week 2: Akira or Evangelion? II [Neon Genesis Evangelion (Anno Hideaki, 1995-6)]
Week 3: What Is Ghibli? I [Spirited Away (千と千尋の神隠し, Miyazaki Hayao, 2001)]
Week 4: What Is Ghibli? II [Howl's Moving Castle(ハウルの動く城, Miyazaki Hayao, 2004)]
Week 5: What Is Ghibli? III [The Tale of Princess Kaguya (かぐや姫の物語, Takahata Isao, 2013)]
Week 6: What Is Ghibli? IV [The Boy and the Heron (君たちはどう生きるか, Miyazaki Hayao, 2023)]
Week 7: What Is Anime/Animation? [Short Animation Films]
Week 8: Anime and Media Ecology [Examples of Manga and Special Effects Series]
Week 9: Robots,Cyborgs, Clones I [Ghost in the Shell: Stand Alone Complex (攻殻機動隊STAND ALONE COMPLEX,Kamiyama Kenji, 2002-3)]
Week 10: Robots, Cyborgs, Clones II [The Sky Crawlers (スカイクロラ,Oshii Mamoru, 2008)]
Week 11: Robots, Cyborgs, Clones III [Violet Evergarden (ヴァイオレット・エヴァーガーデン,2018)]
Week 12: Magic, Yokai, Curse I [Puella Magi Madoka Magica (魔法少女まどか☆マギカ,2011)]
Week 13:Magic, Yokai, Curse II [Jujutsu Kaisen 0: The Movie (劇場版 呪術廻戦 0, 2021)]
Week 14: Group Presentations@font-face{font-family:"MS 明朝";panose-1:2 2 6 9 4 2 5 8 3 4;mso-font-alt:"MS Mincho";mso-font-charset:128;mso-generic-font-family:modern;mso-font-pitch:fixed;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}@font-face{font-family:"MS ゴシック";panose-1:2 11 6 9 7 2 5 8 2 4;mso-font-alt:"MS Gothic";mso-font-charset:128;mso-generic-font-family:modern;mso-font-pitch:fixed;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}@font-face{font-family:"Cambria Math";panose-1:2 4 5 3 5 4 6 3 2 4;mso-font-charset:0;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-536870145 1107305727 0 0 415 0;}@font-face{font-family:Calibri;panose-1:2 15 5 2 2 2 4 3 2 4;mso-font-charset:0;mso-generic-font-family:swiss;mso-font-pitch:variable;mso-font-signature:-536859905 -1073732485 9 0 511 0;}@font-face{font-family:"MS Pゴシック";panose-1:2 11 6 0 7 2 5 8 2 4;mso-font-alt:"MS PGothic";mso-font-charset:128;mso-generic-font-family:swiss;mso-font-pitch:variable;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}@font-face{font-family:Times;panose-1:2 11 6 4 2 2 2 2 2 4;mso-font-alt:"Times New Roman";mso-font-charset:0;mso-generic-font-family:auto;mso-font-pitch:variable;mso-font-signature:3 0 0 0 1 0;}@font-face{font-family:平成明朝;panose-1:2 11 6 4 2 2 2 2 2 4;mso-font-alt:"MS 明朝";mso-font-charset:128;mso-generic-font-family:auto;mso-font-pitch:variable;mso-font-signature:16777216 1800 268435456 0 131072 0;}@font-face{font-family:"¥@平成明朝";mso-font-charset:128;mso-generic-font-family:auto;mso-font-pitch:variable;mso-font-signature:16777216 1800 268435456 0 131072 0;}@font-face{font-family:"¥@MS 明朝";panose-1:2 2 6 9 4 2 5 8 3 4;mso-font-charset:128;mso-generic-font-family:modern;mso-font-pitch:fixed;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}@font-face{font-family:"¥@MS Pゴシック";mso-font-charset:128;mso-generic-font-family:swiss;mso-font-pitch:variable;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}@font-face{font-family:"¥@MS ゴシック";panose-1:2 11 6 9 7 2 5 8 2 4;mso-font-charset:128;mso-generic-font-family:modern;mso-font-pitch:fixed;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}p.MsoNormal, li.MsoNormal, div.MsoNormal{mso-style-unhide:no;mso-style-qformat:yes;mso-style-parent:"";margin:0mm;mso-pagination:widow-orphan;font-size:12.0pt;font-family:"MS Pゴシック",sans-serif;mso-bidi-font-family:"MS Pゴシック";}span.normaltextrun{mso-style-name:normaltextrun;mso-style-unhide:no;mso-style-parent:"";}.MsoChpDefault{mso-style-type:export-only;mso-default-props:yes;font-size:10.0pt;mso-ansi-font-size:10.0pt;mso-bidi-font-size:10.0pt;font-family:Times;mso-ascii-font-family:Times;mso-fareast-font-family:"MS 明朝";mso-hansi-font-family:Times;mso-font-kerning:0pt;mso-ligatures:none;}div.WordSection1{page:WordSection1;}@font-face{font-family:"MS 明朝";panose-1:2 2 6 9 4 2 5 8 3 4;mso-font-alt:"MS Mincho";mso-font-charset:128;mso-generic-font-family:modern;mso-font-pitch:fixed;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}@font-face{font-family:"MS ゴシック";panose-1:2 11 6 9 7 2 5 8 2 4;mso-font-alt:"MS Gothic";mso-font-charset:128;mso-generic-font-family:modern;mso-font-pitch:fixed;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}@font-

face{font-family:"Cambria Math";panose-1:2 4 5 3 5 4 6 3 2 4;mso-font-charset:0;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-536870145 1107305727 0 0 415 0;}@font-face{font-family:Calibri;panose-1:2 15 5 2 2 2 4 3 2 4;mso-font-charset:0;mso-generic-font-family:swiss;mso-font-pitch:variable;mso-font-signature:-469750017 -1073732485 9 0 511 0;}@font-face{font-family:Times;panose-1:2 11 6 4 2 2 2 2 2 4;mso-font-alt:"Times New Roman";mso-font-charset:0;mso-generic-font-family:auto;mso-font-pitch:variable;mso-font-signature:-536870145 1342185562 0 0 415 0;}@font-face{font-family:平成明朝;panose-1:2 11 6 4 2 2 2 2 2 4;mso-font-alt:"MS 明朝";mso-font-charset:128;mso-generic-font-family:auto;mso-font-pitch:variable;mso-font-signature:16777216 1800 268435456 0 131072 0;}@font-face{font-family:Cambria;panose-1:2 4 5 3 5 4 6 3 2 4;mso-font-charset:0;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-536870145 1073743103 0 0 415 0;}@font-face{font-family:"¥@平成明朝";mso-font-charset:128;mso-generic-font-family:auto;mso-font-pitch:variable;mso-font-signature:16777216 1800 268435456 0 131072 0;}@font-face{font-family:"¥@MS 明朝";panose-1:2 2 6 9 4 2 5 8 3 4;mso-font-charset:128;mso-generic-font-family:modern;mso-font-pitch:fixed;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}@font-face{font-family:"¥@MS ゴシック";panose-1:2 11 6 9 7 2 5 8 2 4;mso-font-charset:128;mso-generic-font-family:modern;mso-font-pitch:fixed;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}p.MsoNormal, li.MsoNormal, div.MsoNormal{mso-style-unhide:no;mso-style-qformat:yes;mso-style-parent:"";margin:0mm;mso-pagination:widow-orphan;font-size:12.0pt;font-family:"Times New Roman",serif;mso-fareast-font-family:"Times New Roman";}span.normaltextrun{mso-style-name:normaltextrun;mso-style-unhide:no;mso-style-parent:"";}.MsoChpDefault{mso-style-type:export-only;mso-default-props:yes;font-size:10.0pt;mso-ansi-font-size:10.0pt;mso-bidi-font-size:10.0pt;mso-ascii-font-family:Times;mso-fareast-font-family:"MS 明朝";mso-hansi-font-family:Times;mso-font-kerning:0pt;mso-ligatures:none;}div.WordSection1{page:WordSection1;}

Language:	English	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Exams:	48	Mid-Term and Final Exams
Papers:	0	NA
Class contribution:	32	Quizzes and Short Film Responses
Others:	20	Group Presentation

Note/URL:

国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU40500|51|210CU40500[/SYLLABUS_ID]

Course Title	Postmodernism: Theories and Culture		
Instructor	ASO, Takashi		
Term	fall semester	**Credits**	4
Day/Period	01:Thur.2@02:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: In this course, we will examine the topic of postmodernism.
Postmodernism is a philosophical and cultural movement that emerged in the late twentieth century and exerted a profound influence across a wide range of fields. Some critics argue that its impact extended even to economics and politics; however, this course will focus primarily on art, culture, literature, and philosophy.
Examples discussed in class will include the following materials:

1. The Beatles' Sgt. Pepper's Lonely Hearts Club Band and other musical works;
2. John Barth's Lost in the Funhouse and other postmodernist short stories in American literature;
3. Jacques Derrida's philosophical concept of deconstruction;
4. Yoko Ono's experimental artworks;
5. Graphic novels such as Art Spiegelman's Maus and G. B. Tran's Vietnamerica;
6. American films such as The Truman Show and Edward Scissorhands;
7. Dinh Q. Lê's installation art.

Objectives: To understand the idea of postmodernism and see examples of artistic and cultural representations of that idea.

before/after course of study: Before the class: work on assigned reading and other materials.
After the class: reflect upon what you have learned in the class.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
#1-2: Overview
#3-4: What Is Postmodernism?
#5-6: What Characterizes Postmodernism? #1
#7-8: What Characterizes Postmodernism? #2
#9-10: Postmodernist American Writers: Barth, Barthelme, Pynchon
#11-12: Jacques Derrida: Framing & De-framing Artworks
#13-14: Review Session #1: Romanticism, Modernism, and Postmodernism
#15-16: Midterm Review Exams
#17-18: Yoko Ono: Changing the Perspective
#19-20: Postmemories and Graphic Novels
#21-22: Late Postmodernism #1: The Truman Show
#23-24: Late Postmodernism #2: Edward Scissorhands
#25-26: Review Session #2: Dinh Q. Lê: Reinstalling "Vietnam"
#27-28: Finals

Language: English

Textbooks: Required reading and other materials are introduced in the first class with more detailed class schedules.

References:
References:
Barth, John. The Lost in the Funhouse: Fiction for Print, Tape, Live Voice. Doubleday, 1988.
Hassan,Ihab. "From Postmodernism to Postmodernity: The Local/Glocal Context." Philosophy and Literature 215.1 (2001): 1-13.
Hutcheon, Linda. Narcissistic Narrative: The Metafictional Paradox. Methuen, 1980, 1984.
Jameson, Fredric. Postmodernism or, the Cultural Logic of Late Capitalism. Duke UP, 1991.
Kostelanez, Richard. "An ABC of Contemporary Reading." Poetics Today 3.3 (1982): 5-46.
McHale, Brian. Postmodernist Fiction. Routledge, 1987.
Newman, Charles. "The Post-modern Aura: The Act of Fiction in an Age of Inflation." Salmagundi 63/64 (1984): 3-199.
Steiner, Wendy. "Postmodern Fictions 1970-1990." Ed. Sacvan Bercovitch. The Cambridge History of American Literature, vol. 7. Cambridge UP, 1997. 425-538.

	Stonehill, Brian. The Self-Conscious Fiction: Artifice in Fiction from Joyce to Pynchon. U of Pennsylvania P, 1988.
Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	The details will be announced in the class. (It depends on the class size.) Attendance: 10%; Class Participation 10%; Midterm Review Exams 40%; Final Exams 40%.
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU40600|51|210CU40600[/SYLLABUS_ID]

Course Title	Culture and Technology 51		
Instructor	NISHIMURA, Keiko		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Human lives have been embedded in art or technē—part of the etymological origin of "technology"—that makes the material world legible and workable for us, through which we create our culture. "Technology" and "culture," however, are deceptively common terms. We participate in culture and are constantly surrounded by technology but seldom pause and reflect on them. What is culture? What is technology? How are the two related? What is our relationship with each or both? How do we live in a culture surrounded by technological objects, artifacts, structures, and institutions? How does technology change culture, and vice versa? The answers to these questions are complicated and open-ended. This course is designed to provide students with theoretical tools to begin asking questions for themselves and seeking better answers. Whether one applies these questions and answers to their job, life, or personal interests, the knowledge gained in this class facilitates the creation of a description of the world that is far more complicated and fascinating. Over the course of the semester, we will examine key themes in technology studies that involve the social, political, economic, and cultural contexts in which technological artifacts, services, and platforms are produced, distributed, networked, and used.

Objectives: - Understand and explain a variety of academic positions that inform the study of technology and culture.
- Make connections between technological artifacts and larger patterns of sociocultural change.
- Apply the theoretical perspectives we have studied to specific objects (i.e., be able to relate theoretical arguments to specific examples).
- Be able to engage in a sophisticated and respectful class discussion of topics relevant to technology and culture.

before/after course of study: Before the scheduled class period, read the assigned reading thoroughly. Take notes of unfamiliar concepts, terms, or sections, formulate questions, and annotate them on Perusall and bring to class. Preparation is expected to take 90-120 minutes. Preparation for the Critical Reading Notes is expected to take an additional 60-90 minutes each time. After the class, review the lecture, reading, and discussion to prepare for the quiz and exams. The review is expected to take 120-150 minutes. Preparation for Show & Tell involves your own research and writing, which is expected to take 120-150 minutes.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule: Schedule1. 10/6 IntroductionPerusall sign-up. When registering, please follow:First Name: Full Moodle Registered NameLast Name: Student ID (may put nickname or name you go by in parenthesis)Please only use English alphabets (no kanji/Japanese/other languages) for technical reasons2. 10/13 Culture & Technology: Slack & WiseAssigned Reading: "Problem of Technology," "Progress" and "Meaning" from Slack, J. D., & Wise, J. M. (2015). Culture and Technology: A Primer. New York: Peter Lang.3. 10/20 Approaches to Technology 1: Political TechnologyAssigned Reading: Winner, L. (1980). Do Artifacts Have Politics? Daedalus, 109(1), 121-136.Quiz 1 (Slack & Wise, Winner) opensShow & Tell4. 10/27 Approaches to Technology 2: SCOT ApproachAssigned Reading: Pinch, T. J., & Bijker, W. E. (1984). The social construction of facts and artifacts: Or how the sociology of science and sociology of technology might benefit each other. Social Studies of science, 14, 399-441. (Read the SCOT section)Show & Tell5. 11/3 Approaches to Technology 3: User ResearchAssigned Reading: "Introduction: How Users and Non-Users Matter" from Oudshoorn, N., & Pinch, T. (2003). How Users Matter: The Co-Construction of Users and Technology. Cambridge, MA: The MIT Press.Show & Tell6. 11/10 Approaches to Technology 4: Actor Network TheoryAssigned Reading: "Introduction" from Latour, B. (2005). Reassembling the Social: An Introduction to Actor-Network-Theory. Oxford; New York: Oxford University Press.Show & TellQuiz 2 (Pinch & Bijker, Oudshoorn & Pinch, Latour) opens7. 11/17 Applications: AlgorithmsIn-class screening: Coded Bias (2020, 90m, dir. Shalini Kantayya)Film Response due 11/23 23:598. 11/24 Midterm Review & Exam (Closes 11/30 23:59)9. 12/1 Applications: Privacy 1Assigned Reading: Nissenbaum, H. (1998). Protecting privacy in an information age: The problem of privacy in public. Law and Philosophy, 17(5), 559-596. Reprinted in Miller and Taddeo eds. (2017). The Ethics of Information Technologies. Routledge. **pp.141-178.Show & TellQuiz 3 (Coded Bias, Nissenbaum) opens10. 12/8 Applications: Privacy 2Guest lecture by Alexis Hancock (Electronic Frontier Foundation)Bring questions from Nissenbaum for discussion.11. 12/15 Applications: AI 1In-class screening: AlphaGo (2017, 90m, dir. Greg Kohs)12. 12/22 Applications: AI 2Film Discussions for both Coded Bias and AlphaGo. Application of Approaches.Film Response due 12/22 23:59Critical Reading Notes check-in.13. 1/19 Applications: AI 3Assigned Reading: Crawford, K. (2021). Earth. In Atlas of AI (pp. 23-51). New Haven and London: Yale University Press.Show & TellQuiz 4 (AlphaGo, Crawford) opens14. 1/26 Final Review & Exam (Closes 2/1 23:59)All late Perusall Annotations due 1/26 23:59.Critical Reading Notes due 2/1 23:59.All quizzes close 2/1 23:59.

Language:	English
Textbooks:	There is no required textbook for this course. Assigned readings will become available as PDF documents and by other means to be specified by the professor.
Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	- Active Participation & Attendance 10% - Perusall Annotations 10% - Critical Reading Notes 15% - Show & Tell 15% - Quizzes 20% - Film Response 10% - Midterm & Final Exam 20%
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU42100|51|210CU42100[/SYLLABUS_ID]

Course Title	Anthropology&Human Rights 51		
Instructor	BERNARD, Rosemarie		
Term	fall semester	**Credits**	4
Day/Period	01:Mon.3@02:Mon.4	**Class Modality Categories**	;ampus] Hybrid (over 50% of classes on-ca
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: What are Human Rights? What is the history of Human Rights discourse, and what is the place of Anthropology therein? Should Human Rights be universal or should they be listed or applied with reference to particular cultural worldviews? What critiques of the international human rights regime have been put forth by anthropologists thus far? In particular, how can international organizations that promote Human Rights, and state governments that sign on to international human rights legal instruments, benefit from the historical emphasis by the anthropological community on the notion of cultural relativism and respect for diversity? What is the role of NGOs in parallel to Anthropology in these processes? All these questions will be addressed in this course. The first section of the course will include revision of the history of International Human Rights Law. The second part will address the anthropological critique of that body of law and its applications. Reading intensive. Generally this course will be conducted as in-class meetings and lectures, with possibly one ZOOM lecture, and one on-demand sections related to writing of midterm and final exams. We may have a guest speaker, details TBA.

Objectives: To learn about Anthropological method and theory, and about the history of International Human Rights Law. To learn to write critical anthropological essays about historical and legal phenomena. To learn and practice critical engagement with literature and ideas in Anthropology and legal studies.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. All students will be placed into groups for presentations to the whole of the class. Previous years'topics were Genocide, and the Displacement of Populations in International Human Rights and Humanitarian Law. This year's theme will be Freedom of Expression. Each group will be assigned by the instructor to conduct research concerning a particular region, with an historical focus.

Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

What are HR? What is an anthropological perspective on HR?

Lecture on the history of the HR concept; Read and Discuss Mark Goodale, Human Rights: An Anthropological Reader, "Introduction".

What are HR? What is an anthropological perspective on HR?

Lecture on the history of the HR concept; Read and Discuss Mark Goodale, Human Rights: An Anthropological Reader, "Introduction".

UDHR and the 1940s momentum for the UN Declaration; AAA Statement on HR (1947)

Read and Discuss Goodale, Chapter 1

UDHR and the 1940s momentum for the UN Declaration; AAA Statement on HR (1947)

Read and Discuss Goodale, Chapter 1

Hannah Arendt and the Critique of the Nation State/ Minority Rights

Read and Discuss Goodale, Chapter 2-3

Hannah Arendt and the Critique of the Nation State/ Minority Rights

Read and Discuss Goodale, Chapter 2-3

Culture and International Standards of Human Rights

Read and Discuss Goodale, Chapter 4; Student presentation of arguments on cultural relativism and IHRL

Culture and International Standards of Human Rights

Read and Discuss Goodale, Chapter 4; Student presentation of arguments on cultural relativism and IHRL

Human Rights and Development: Amartya Sen's and other approaches

Read and Discuss Goodale, Chapters 5 and 7; read and discuss ICESCR and ICCPR (1966)UN site

Human Rights and Development: Amartya Sen's and other approaches
Read and Discuss Goodale, Chapters 5 and 7; read and discuss ICESCR and ICCPR (1966)UN site
International Human Rights Law and Terrorism: The Guantanamo and Abu Ghraib Issues in the light of Inte
Read and discuss Steve Caton, "Abu Ghraib and the Problem of Evil", view videos of testimony on Abu Ghraib and Guantanamo
International Human Rights Law and Terrorism: The Guantanamo and Abu Ghraib Issues in the light of Int
Read and discuss Steve Caton, "Abu Ghraib and the Problem of Evil", view videos of testimony on Abu Ghraib and Guantanamo
Anthropological (AAA) Statements on Human Rights: 1999, 2007: Do Anthropologists have the Duty to pro
Read and Discuss Goodale, Chapters 6 and 11
Anthropological (AAA) Statements on Human Rights: 1999, 2007: Do Anthropologists have the Duty to pro
Read and Discuss Goodale, Chapters 6 and 11
Course Review, Midterm Exam and Discussion of Midterm Exam
Course Review, Midterm Exam and Discussion of Midterm Exam
Midterm Exam and Discussion of Midterm Exam
Course Review, Midterm Exam and Discussion of Midterm Exam
Anthrology and Genocide
Read and Discuss, Goodale, Chapter 8; read and discuss Convention on Genocide
Anthrology and Genocide
Read and Discuss, Goodale, Chapter 8; read and discuss Convention on Genocide
Ethnography of HR practices
Read and Discuss Goodale, Chapter 12 and 14
Ethnography of HR practices
Read and Discuss Goodale, Chapter 12 and 14
Collective and Individual Rights; Women's Rights, Indigenous people's rigths, and the UNDRIP
Read and Discuss Goodale, Chapter 13; read and discuss UNDRIP
Collective and Individual Rights; Women's Rights, Indigenous people's rigths, and the UNDRIP
Read and Discuss Goodale, Chapter 13; read and discuss UNDRIP
International HRL and Local HRL: Incorporation, Translation, Application
Read and Discuss Goodale, Chapters 15; discuss Anthropological analyses of transnational law
International HRL and Local HRL: Incorporation, Translation, Application
Read and Discuss Goodale, Chapters 15; discuss Anthropological analyses of transnational law
HR and Cultural Practice/ Medical Anthropology's contribution to the study of HR violations
Read and Discuss Goodalge, Chapters 9-10 and 16-17
HR and Cultural Practice/ Medical Anthropology's contribution to the study of HR violations
Read and Discuss Goodalge, Chapters 9-10 and 16-17
UNESCO's role in articulating the tension between universalism and cultural relativism in Human Rights
Read and Discuss: Claude Levi-Strauss"Race and History", Goodale chapter 18
UNESCO's role in articulating the tension between universalism and cultural relativism in Human Rights/C
Read and Discuss: Claude Levi-Strauss"Race and History", Goodale chapter 18

Language:	English
Textbooks:	Mark Goodale, "Human Rights: An Anthropological Reader". Wiley-Blackwell (2009). ISBN: 978-1-4051-8334-5.
References:	Mark Goodale and Sally Merry, "The Practice of Human Rights". Cambridge University Press.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Exams:	75	25% Midterm and 50% Final exam
Class contribution:	25	Active participation, active class contribution, including group presentation.

Note/URL: This course will be conducted in-class, with possibly one on-demand lecture or a Zoom lectures. We may have a guest speaker to discuss International Human Rights. Please buy our textbook, Mark Goodale, "Human Rights: An Anthropological Reader".
国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。

The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU45300|01|210CU45300[/SYLLABUS_ID]

Course Title	Chinese Diaspora and Globalization 01		
Instructor	CHEN, Tien Shi		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Chinese migrants are spread all over the world therefore we can encounter Chinatowns everywhere. Chinese migrants are often referred as cosmopolitan or global citizens. On the other hand, it is also true that Chinese migrants are an ethnic group that has often been tossed up by the turbulent situation in international politics and the volatility of national regimes.
This course will study Chinese migrants in the world as different case studies. Also will analyze Chinese migrants from political, economical, legal, and cultural angles to understand their relationship with global issues. Comparative studies with other diasporas are recommended.

Objectives: Understand issues of migration from global perspective as well as local perspective.

before/after course of study: Read related books and articles.
Conduct fieldworks and interviews in Chinese communities.
Preparation for the class and the review will each take around 90-120 min.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course guidance and Introduction
Difinition and basic knowleadge
Vol. 2
What is Chinese Diaspora?
Vol. 3
Nationality and Citizenship of Chinese migrants
Vol. 4
Globalization and Identity of Chinese Diaspora
Vol. 5
Chinese Business Networks
Vol. 6
History of Chinatowns
Vol. 7
Chinese community: Comparative pespective
Vol. 8
Chinese Language and Education
Vol. 9
Chinese Migrants and Culture : Chinese migrants in South East Asia
Vol.10
Comparative studies of Chinese Migrants in the world: Europe
Vol.11
Comparative studies of Chinese Migrants in the world: US, Canada
Vol.12
Chinese and other diasporas: Comparative perspective
Vol.13
Multiculturalism and Transnationalism
Vol.14
Final exam

Language:	English	
Textbooks:	Course reading will be provided.	
References:	CHEN Tienshi Lara, Stateless, (NUS Press, 2024) Lynn Pan, The Encyclopedia of the Chinese Overseas (1999), Harvard University Press Chee-Beng Tan, Routledge Handbook of the Chinese Diaspora (2012), Routledge 陳天璽『華人ディアスポラ』明石書店. 陳天璽『無国籍』新潮文庫、2011.	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Exams:	30	Paper test
Class contribution:	30	Attendance, participation, group discussion
Others:	40	Group research and presentation
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU45800|51|210CU45800[/SYLLABUS_ID]

Course Title	Social Movements in German Contemporary History (in German) 51		
Instructor	SCHARLOTH, Joachim		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: (taught mainly in German)

Course Outline: In this course, we will study the impact of social movements on the politics and culture of Germany. Social movements are defined as networks of organizations or groups of individuals that advocate for, resist, or aim for undoing political and cultural change. By analyzing the conditions under which social movements occurred in the German contemporary history and their repercussions since World War II, we will gain a deeper understanding of how Germany has developed into a liberal democracy.

Objectives: At the end of this course, students will be able to:
・Define what a social movement is.
・Explain, with historical examples, when and why social movements occur, how they organize, what movements do, and who participates.
・Understand, how social change and social movements relate.
・Explain, how social movements like the student movement of the 1960s, the women's movement, the lesbian and gay movement, the environmental movement, the alter-globalization movement, but also the neo-Nazi contributed to political and cultural change in the history of Germany.

before/after course of study: Students can expect to study source materials or shorter scientific texts in German and English to prepare for each class.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

第1回 Introduction
Goal and outline of this course

第2回 Defining Social Movements
Schade 2015

第3回 New Social Movements: Post-materialism in the affluent society, Public Sphere
Teune 2016

第4回 The student movement of the 1960s – 1: Democratization of the universities
Klimke 2008

第5回 The student movement of the 1960s – 2: Popular culture and global protest
Source: 1. Flugblatt der antiautoritären Menschen

第6回 The new women's movement
Source: Flugblatt des SDS Weiberrats
Schulz 2008

第7回 The lesbian and gay movement
Kriesi et al. 1995

第8回 Defining Terrorism, Left Wing Terrorism in Germany
Text: Massenmord als PR-Aktion aus die tageszeitung, 24.07.2011

第9回 The environmental movement – 1: The "Free Republic of Wendland"
Rootes 2008

第10回 The environmental movement – 2: the beginnings of the green party as an 'anti-party party'
Source: Die Freie Republik Wendland

第11回 The neo-Nazi movement after the German unification
Source: NSU Manifesto

第12回 The new right in Germany and Austria and their media strategies

Source: Video Clips

第13回 From national to transnational protest: alter-globalization movement

Schlembach 2013

第14回 Hacktivism: The Chaos Computer Club in Germany

The case of Julian Assange and the freedom of information.

第15回 none

none

Language: English/German

Textbooks: Source Materials will be provided by the instructor.

References:

・Della Porta, Donatella (2016): "Protest in Social Movements." In: Kathrin Fahlenbrach, Martin Klimke, Joachim Scharloth (eds).: Protest Cultures: A Companion. Berghahn: New York, Oxford. pp. 11-26.

・Klimke, Martin (2008): "West Germany." In: Martin Klimke, Joachim Scharloth (eds): 1968 in Europe - A History of Protest and Activism. pp. 97-110.

・Kriesi, Hanspeter / Koopmans, Ruud / Duyvendak, Jan Willem / Giugni, Marco G. (1995): "Gay Subcultures between Movement and Market." In: New Social Movements in Western Europe: A Comparative Analysis. University of Minnesota. pp. 165-80.

・Leiderman, Jay (2013): "Justice for the PayPal WikiLeaks Protesters: Why DDoS is Free Speech." The Guardian, 22 January 2013, (http://www.theguardian.com/commentisfree/2013/jan/22/paypal-wikileaks-protesters-ddos-free-speech)

・Rootes, Christopher (2008) The Environmental Movement. In: Martin Klimke, Joachim Scharloth (eds.): 1968 in Europe. Palgrave MacMillan: New York/London. pp. 295-305.

・Schlembach, Raphael (2013): Against Old Europe: Critical Theory and Alter-Globalization Movements. Farnham: Ashgat. Chapter 7.

・Schulz, Kristina (2008): "The Women's Movement." In: Martin Klimke, Joachim Scharloth (eds.): 1968 in Europe. Palgrave MacMillan: New York/London. pp. 281-293.

・Woods, Roger (2007): Germany's New Right as Culture and Politics. Palgrave Macmillan: Basingstoke and New York. pp. 7-24.

Grading Free-text Entry Flag: 1：フリーフォーマット（教員による切替可）

Evaluation Free- Final grades will be calculated according to the followingcategories:

In-Class Performance & Homework: 40%; Project: 60%

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU46800|51|210CU46800[/SYLLABUS_ID]

Course Title	Data and Social Media Analysis 51		
Instructor	OHMAN, Emily		
Term	fall semester	**Credits**	4
Day/Period	01:othersOn demand@02:Thur.2	**Class Modality Categories**	;ampus] Hybrid (over 50% of classes on-cai
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Coding for Digital Humanities

Course Outline: THIS COURSE REQUIRES BASIC PROGRAMMING SKILLS (understanding of what variables are, the basic structure of for loops, Python indexing and slicing of iterables). Half the content will be on-demand videos, and the other half (Thursday classes) will be mostly in-class with the possibility of some "F2F" classes taking place on Zoom.

In this course, students will expand on their programming skills from a digital humanities perspective. This course is a continuation of the Python Programming for Digital Humanities course from the previous semester, but the focus is on the application as much as intermediate programming skills. We will focus on Python pandas for data analysis and data manipulation and use matplotlib for visualization. We will also learn about version control using git. The latter half of the course focuses on social media analysis including network analysis, topic modeling, and sentiment analysis.
It is strongly recommended that students have taken the intermediate course "Python Programming for Digital Humanities" or a similar one before taking this course. A background in R/Java/C/Perl/Ruby and a willingness to learn Python would also cover these prerequisites. THIS COURSE REQUIRES BASIC PROGRAMMING SKILLS
NB! This is not a sociology course on social media. This is an applied programming course.

Objectives: After this course, students will be able to work on their own data analysis projects and have a thorough knowledge of how they can use these skills for social media analysis.
The students will also deepen their knowledge of the Python programming language.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Introduction & Python refresher (on-demand)

A refresher on Python fundamentals. Homework related to code literacy.

Vol. 2 Tutorial class

We will solve programming problems together.

Vol. 3 Dataframes in Python with Pandas (on-demand)

What are dataframes and how are they useful? We learn to manipulate and transform data using pandas.

Vol. 4 Tutorial class

We will solve programming problems together.

Vol. 5 Manipulating and converting data with pandas (on-demand)

The focus is on converting, transforming, and manipulating data to fit our needs.

Vol. 6 Tutorial class

We will solve programming problems together.

Vol. 7 Advanced grouping and sorting of data with pandas (on-demand)

We use groupby and different sorting and filtering tools to get insights from our data

Vol. 8 Tutorial class

We will solve programming problems together.

Vol. 9 Visualization (on-demand)

We use matplotlib with pandas to visualize our data.

Vol.10 Tutorial class

We will solve programming problems together.

Vol.11 The basics and the ethics of scraping data (on-demand)

We look at some basic scraping techniques and what kind of data is OK to collect and how to collect it legally.

Vol.12 Tutorial class

We will solve programming problems together.

Vol.13 Exploratory data analysis in practice (on-demand)

We look at practical data analysis. We also go through model solutions for the take-home midterm exam.

Vol.14 Tutorial class

We will solve programming problems together.

Vol.15 Social Media Analysis and NLP (on-demand)

Introduction to social media analysis and NLP (natural language processing) methods. We focus on understanding how and why to tokenize, lemmatize, and remove stopwords with spaCy.

Vol.16 Tutorial class

We will solve programming problems together.

Vol.17 Network analysis I (on-demand)

The theoretical basis for network analysis and basic network analysis with networkx.

Vol.18 Tutorial class

We will solve programming problems together.

Vol.19 Network analysis II (on-demand)

More advanced network analysis with networkx. How to visualize different groups of social media users.

Vol.20 Tutorial class

We will solve programming problems together.

Vol.21 Topic modeling (on-demand)

What is topic modeling and how to do LDA-based topic modeling

Vol.22 Tutorial class

We will solve programming problems together.

Vol.23 Introduction to machine learning (on-demand)

NFM-based topic modeling.

Vol.24 Tutorial class

We will solve programming problems together.

Vol.25 Sentiment analysis I (on-demand)

Introduction to machine learning

Vol.26 Tutorial class

We will solve programming problems together.

Vol.27 Sentiment analysis II (on-demand)

Introduction to sentiment analysis

Vol.28 Tutorial class

We will solve programming problems together.

Language: English

Textbooks: E. Ohman. 2024. Introduction to Text Analytics: A Guide for Digital Humanities & Social Sciences. Sage Publications.

References: Bird, S., Klein, E. and Loper, E., 2009. Natural language processing with Python: analyzing text with the natural language toolkit. ″ O'Reilly Media, Inc.″. (available on https://www.nltk.org/book/)

McKinney, W., 2012. Python for data analysis: Data wrangling with Pandas, NumPy, and IPython. ″ O'Reilly Media, Inc.″.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	20	Pandas midterm
Papers:	70	Your own social media analysis project
Class	10	Active participation in class and assignments

contribution：

Note/URL：

Half the content will be on-demand videos, the other half (Thursday classes) will be in person with the occasional Zoom session. It is not possible to take this course online-only.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU46900|01|210CU46900[/SYLLABUS_ID]

Course Title	Topics in Spanish America (Spanish) 01		
Instructor	MATO, Shigeko		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Spanish American Cultural Encounters (Course in Spanish)

Course Outline: This course will be taught in a Face-to-Face format.
This course will be taught in Spanish.
There is no prerequisite for this course.
Those who have not taken Topics in Spanish America (English) CAN take this course.
Students can take both courses in any order they like. Students must have at least an advanced-intermediate level of Spanish. Reading materials and class discussions will be in Spanish.

In this course, we will analyze the concepts and phenomena of cultural encounters and border-crossings in Spanish American societies, mainly through some of the fundamental works that were produced in the 20th and 21st centuries. We will examine where and how we can observe the phenomena and processes of cultural encounters and border-crossings in the texts and explore the meaning of each aspect of these phenomena within a specific socio-historical and political context. Throughout this course, we will contemplate the following key questions. How a culture travels and encounters with another? How does it change its shape upon encountering with other cultures? Is it possible to have the concept of a return to "the original" point of departure or the concept of "authenticity"?

Objectives: Students should be able to:
Develop and broaden their knowledge of the concept of cultural encounters and border-crossings within the context of Spanish America:
Develop and improve the ability to critically analyze literary, cultural, and artistic works
Reinforce the ability to articulate ideas and opinions in an oral and written academic from.
Reinforce the ability to listen to and analyze different perspectives and interpretations in a logical and critical way.

before/after course of study: As part of your preparation, you should read the materials posted on Waseda Moodle or distributed in class before you come to class. Preparation is expected to take 90-120 minutes. You should be prepared to actively participate in class discussions and engage in other in-class activities. You should turn in assignments on time. You should also spend 90-120 minutes for reviewing class discussions after each class.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

What is Spanish America?

This schedule is provisional and subject to changes depending on the rhythm of the class. Introduction: What is Spanish America? Latinoamérica" (Song by Calle 13)

The Conquest and Colonization

The Conquest and Colonization
"Los descubridores", "La conquista y la reconquista del Nuevo Mundo" en Espejo enterrado

Transculturation

The Conquest and Colonization (Cont' d) Transculturation
Transculturation and "Balada de los dos abuelos" and other poems

Modernity and Identity

"La muerte del tigre" by Rosario Castellanos
The Coloniality of Power (legacy of colonialism)

The Coloniality of Power

"La tregua" by Rosario Castellanos
The Coloniality of Power (Cont'd)

The Coloniality of Power (cont'd)

"Chac Mool" by Carlos Fuentes
Mexican Modernity and Identity

Mid-term examination

Mid-term examination
Examination of the conquest and colonization of Spanish America and formation of transcultural identity

Border literature

Y no se lo tragó la tierra by Tomás Rivera What is a border literature? Race, ethnicity, class, and gender

Border Identity and Language

Y no se lo tragó la tierra (Cont'd)Border identity and language

Marginal Stories

Y no se lo tragó la tierra (Cont'd)Recovery of marginal stories

Idealization of the Marginal?

Y no se lo tragó la tierra (Cont'd)Idealization of the marginal?

Film: Comparative Exploration

Film Y no se tragó la tierra Comparative exploration
Student presentations

Japanese Immigration to Peru

Japanese immigration to Peru and reverse migrationJapanese Peruvian workers' dekasegi storiesStudent presentations

Final examination

Final examination Examination of the relationships between migration and literature

Language:	Spanish
Textbooks:	Rivera, Tomás. Y no se tragó la tierra. Arte Publico Pr; Bilingual edition (2015/9/30) ISBN-10 : 1558858156
References:	To be announced in class.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Exams:	50	Mid-term examination 25% Final examination 25%
Papers:	30	Written term paper 25% Presentation 5%
Class contribution:	20	Participation 5%, Preparation (Written and oral comments) 15%

Note/URL: More complete and detailed syllabus will be distributed during the first week of class. The schedule above is provisional and subject to changes depending on the rhythm of the class.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU46900|51|210CU46900[/SYLLABUS_ID]

Course Title	Topics in Spanish America (Spanish) 51		
Instructor	MATO, Shigeko		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Spanish American Cultural Encounters (Course in Spanish)

Course Outline: This course will be taught in a Face-to-Face format.
This course will be taught in Spanish.
There is no prerequisite for this course.
Those who have not taken Topics in Spanish America (English) CAN take this course.
Students can take both courses in any order they like. Students must have at least an advanced-intermediate level of Spanish. Reading materials and class discussions will be in Spanish.

In this course, we will analyze the concepts and phenomena of cultural encounters and border-crossings in Spanish American societies, mainly through some of the fundamental works that were produced in the 20th and 21st centuries. We will examine where and how we can observe the phenomena and processes of cultural encounters and border-crossings in the texts and explore the meaning of each aspect of these phenomena within a specific socio-historical and political context. Throughout this course, we will contemplate the following key questions. How a culture travels and encounters with another? How does it change its shape upon encountering with other cultures? Is it possible to have the concept of a return to "the original" point of departure or the concept of "authenticity"?

Objectives: Students should be able to:
Develop and broaden their knowledge of the concept of cultural encounters and border-crossings within the context of Spanish America:
Develop and improve the ability to critically analyze literary, cultural, and artistic works
Reinforce the ability to articulate ideas and opinions in an oral and written academic from.
Reinforce the ability to listen to and analyze different perspectives and interpretations in a logical and critical way.

before/after course of study: As part of your preparation, you should read the materials posted on Waseda Moodle or distributed in class before you come to class. Preparation is expected to take 90-120 minutes. You should be prepared to actively participate in class discussions and engage in other in-class activities. You should turn in assignments on time. You should also spend 90-120 minutes for reviewing class discussions after each class.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

What is Spanish America?

This schedule is provisional and subject to changes depending on the rhythm of the class. Introduction:
What is Spanish America? Latinoamérica" (Song by Calle 13)

The Conquest and Colonization

The Conquest and Colonization
"Los descubridores", "La conquista y la reconquista del Nuevo Mundo" en Espejo enterrado

Transculturation

The Conquest and Colonization (Cont' d) Transculturation
Transculturation and "Balada de los dos abuelos" and other poems

Modernity and Identity

"La muerte del tigre" by Rosario Castellanos
The Coloniality of Power (legacy of colonialism)

The Coloniality of Power

"La tregua" by Rosario Castellanos
The Coloniality of Power (Cont'd)

The Coloniality of Power (cont'd)

"Chac Mool" by Carlos Fuentes
Mexican Modernity and Identity

Mid-term examination

Mid-term examination
Examination of the conquest and colonization of Spanish America and formation of transcultural identity

Border literature

Y no se lo tragó la tierra by Tomás Rivera What is a border literature? Race, ethnicity, class, and gender

Border Identity and Language

Y no se lo tragó la tierra (Cont'd)Border identity and language

Marginal Stories

Y no se lo tragó la tierra (Cont'd)Recovery of marginal stories

Idealization of the Marginal?

Y no se lo tragó la tierra (Cont'd)Idealization of the marginal?

Film: Comparative Exploration

Film Y no se lo tragó la tierra Comparative exploration
Student presentations

Japanese Immigration to Peru

Japanese immigration to Peru and reverse migrationJapanese Peruvian workers' dekasegi storiesStudent presentations

Final examination

Final examination Examination of the relationships between migration and literature

Language: Spanish

Textbooks: Rivera, Tomás. Y no se tragó la tierra.
Arte Publico Pr; Bilingual edition (2015/9/30)
ISBN-10 : 1558858156

References: To be announced in class.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	50	Mid-term examination 25% (In class) Final examination 25% (In class)
Papers:	30	Written term paper 25% Presentation 5%
Class contribution:	20	Participation 5%, Preparation (Written and oral comments [in class]) 15%

Note/URL: More complete and detailed syllabus will be distributed during the first week of class. The schedule above is provisional and subject to changes depending on the rhythm of the class.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU47100|01|210CU47100[/SYLLABUS_ID]

Course Title	APM- Intellectual History of Contemporary Korea 01		
Instructor	LEE, Bong Kyu		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is a Content and Language Integrated Learning (CLIL) course in English and Korean to examine how Korean intellectuals and citizens responded to various political, economic, social, and cultural issues after liberation in 1945, and to research and present the thought/practice of selected major figures or groups in Korea and abroad. The intellectual history course deals not only with contemporary Korean history itself, but also with the cultural Cold War, the Korean War, modernization theory, democratic movement ideas etc. in a global context. Most of the readings will be in English, with a few exceptions. Class lectures and communication will be mostly in Korean, with readings in both English and Korean to achieve the goal of the CLIL course.

Objectives: The purpose of this course is both to improve students' language skills to communicate academic ideas in Korean and to analyze the topic of contemporary Korean history from the perspective of intellectual history. The instructor leads the students comprehending the topics, approaches, and contentions with critical perspective. Finally, students can improve their ability to express their critical, creative opinions on each topic of the class in Korean.

before/after course of study: Preliminary knowledge of Korean history and society is desirable but not essential for this course. However, students should have the capability to approach each class topic with in-depth analysis. Intermediate (or lower) level of Korean language ability is required to attend a lecture and participate in a discussion.
Preparation for the class and the review will each take around 60 min.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

第1回

Introduction

第2回

Intellectual Understanding of the Formation of the Government of South and North Korea (1945-53) : Various Views of the New Government, Constitution, Land ReformBruce Cumings, Chap. 4, Korea's Place in the Sun: A Modern History (Updated Edition), W.W. Norton& Company, 2005.

第3回

Intellectual Understanding of Social, Cultural Transformation: Cold war in East Asia, Anti-communism, Korean War
M. Robinson, "Liberation, Civil War, and Division," Korea's Twentieth-Century Odyssey: A Short History, Univ.of Hawaii Press, 2007

第4回

Preliminary report on selected topic
Student Presentation and Feedback

第5回

[Presentation] The Intellectual beyond borders: Ernest Frankel, from Europe to US, and Korea
Udi Greenberg, Introduction & Chap. 2, The Weimar Century, Princeton Univ. Press, 2014

第6回

[Presentation] Early Period of North Korea
Kim, Suzy, Everyday Life in the North Korean Revolution, 1945-1950, Cornell University Press, 2013. 1-41.

第7回

[Presentation] North and South Korean Occupation and Mobilization Policies
Kim, Dongchoon, "4. The State as God: North and South Korean Occupation and Mobilization Policies During the Korean War," Hyunjoo Kim et al. eds., Toward Democracy: South Korean Culture and Society, 1945-1980, Institute of East Asian Studies, University of California, Berkeley, 2020

第8回

Intellectual understanding of South Korea after Korean War: change of intellectual discourses after Korean War

第9回

[Presentation] Modernization theory and Disciplines of Social Science, and University
Ron Robin, Part 1 & Chap. 7, 8, The Making of the Cold War Enemy, Princeton Univ. Press, 2001

第10回

[Presentation] US Cultural Cold War Policy and Universities in Korea/Japan
Gregg Brazinsky, Introduction & Chap. 2, Nation Building in South Korea, Univ. of North Carolina Press, 2007 Takeshi Matsuda, Introduction & Chap. 7, 8, Soft Power and Its Perils, Stanford University Press, 2007.

第11回

[Presentation] Democratic Movement of Korea
Boduerae Kwon, "The April Revolution and the May Coup: The Topos of Liberty and Bread," Hyunjoo Kim et al. eds., Toward Democracy: South Korean Culture and Society, 1945-1980, Institute of East Asian Studies, University of California, Berkeley, 2020Paul Chang, "The Rise and Fall of the Student Movement," Protest Dialectics: State Repression and South Korea's Democracy Movement: 1970-1979, Stanford University Press, 2015.

第12回

Intellectual understanding of Park Chung-hee era

第13回

[Presentation] Military coup force sand Manchukuo as an Origin
강상중 현무암 기시 노부스케와 박정희 책과함께 2012 (in Korean)John Delury, "The Kishi Effect: A Political Genealogy of Japan-ROK Relations," Asian Perspective 39-3, 2015

第14回

[Presentation] Conclusion, Intellectual Features of South Korean History
Kim, Gunwoo, "The Intellectual Landscape of 1964," Hyunjoo Kim et al. eds., Toward Democracy: South Korean Culture and Society, 1945-1980, Institute of East Asian Studies, University of California, Berkeley, 2020Gregg Brazinsky, Chap. 6, Nation Building in South Korea,Univ. of North Carolina Press, 2007

Language: English/Korean

References: See Course Schedule

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Papers:	40	Final Essay (40%): Students will evaluate one or more articles from their own perspective on the topic. 1.5-line spacing, 12-point font, 3,500-4,000 words (in English) or 6,500-7,000 characters (in Korean) in length (A bibliography is essential and not included in the word count). Primary evaluation criteria are well-organized writing with critical commentary, and punctuality.
Class contribution:	30	Weekly Reading Response Papers (20%): All participants of the class must upload 80-100 words for each of the 1-2 reading questions in the specified week. How to submit the weekly assignments will be announced in the first class. (If you submit the responses without reading the materials, your submission may not be counted.) Participation (10%): Questions, comments, attendance, and other contributions to class discussion will be graded.
Others:	30	Individual Presentation (30%): Each participant will present during one of the class sessions and provide supplementary slides and/or visual materials, e.g., Prezi, Power Point, etc. Primary evaluation criteria are organization, content, delivery, and punctuality.

Note/URL: The final syllabus will be announced at the first session of the course. The schedule may be adjusted slightly depending on the number of students in the class and their interests.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU47200|51|210CU47200[/SYLLABUS_ID]

Course Title	APM- Recent Research in Korean Studies 51		
Instructor	LEE, Bong Kyu		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is a Content and Language IntegratedLearning (CLIL) course in English and Korean to explore recent literature inKorean Studies. The scope of Korean Studies is constantly expanding, and wewill cover topics such as the changing functions and roles of universities andintellectuals in the 20th century, discourses and practices surrounding humanrights, Cold War social sciences, and minorities in Korea. This course willallow you to understand the current features of research in Korean Studies aswell as its relevance and uniqueness to the foreign research literature. Classlectures and communication will be mostly in Korean, with readings in bothEnglish and Korean to achieve the goal of a CLIL course.

Objectives: The purpose of this course is both to improve students' language skills to communicate academic ideas in Korean and to analyze the selected topic of Korean studies. The instructor leads the students comprehending the topics, approaches, and contentions with a critical perspective. Finally, students can improve their ability to express their creative, detailed opinions on each topic of the class in Korean.

before/after course of study: Preliminary knowledge of Korean history and society is not essential to take this course. However, students should have the capability to approach each class topic with in-depth analysis. Intermediate level of Korean language ability is required to attend a lecture and participate in a discussion.
Students are expected to read the assigned materials, participate in classroom discussion, and take in-class mini exams. The preparation and review are expected to take at least 90-120 minutes each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

第1回
Introduction
第2回
Korea Universities in 20th century 1
第3回
Korea Universities in 20th century 2
第4回
Korea Universities in 20th century 3
第5回
Discourse and Practice of Human Right1
第6回
Discourse and Practice of Human Right 2
第7回
Discourse and Practice of Human Right 3
第8回
Cold War Social Science 1
第9回
Cold War Social Science 2
第10回
Cold War Social Science 3
第11回
Minority in 20th Century 1
第12回
Minority in 20th Century 2

第13回
Minority in 20th Century 3
第14回
Conclusion

Language: English/Korean

Textbooks: Materials will be distributed in the class.

References: Jeong Jong-hyun, Chōsenjin in the Imperial University, Humanist, 2019
Kang Myung-sook, The Era of University and the Undergraduates, Seohaemunjip, 2018
, Critical Review of History No. 146, Yoksabipyungsa, 2024; , Critical Review of History No. 143, Yoksabipyungsa, 2023
Lee, Bong-kyu, Discourse of human management and development in the social sciences of 1960s Korea, Doctoral Dissertation of Korean History, Yonsei University, 2023
Kim Dae-hyun, The knowledge and institutions of gender/sexual norms and the formation of antisociality in Korea, 1948-1972, Doctoral Dissertation of Korean History, Yonsei University, 2023

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-: 1. Final Essay (50%): Students will evaluate one or more articles from their own perspective on the topic. 1.5-line spacing, 12-point font, 3,000-3,500 words (in English) or 6,500-7,000 characters (in Korean) in length (A bibliography is essential and not included in the word count). Primary evaluation criteria are well-organized writing with critical commentary, and punctuality
2. Individual Presentation (30%): participant who presents during one of the class sessions is required to provide supplemental slides and/or visual materials, e.g., Prezi, Power Point, etc. Primary evaluation criteria are organization, content, delivery, and punctuality. Presentation about 20-30 minutes long.
3. Reading Response Papers (10%): All participants of the class must upload 80-100 words for each of the 1-2 reading questions in the specified week. How to submit the assignments will be announced in the first class. (If you submit the responses without reading the materials, your submission may not be counted.)
4. Participation (10%): Questions, comments, attendance, and other contributions to class discussion will be graded.

Note/URL: The final syllabus will be announced in the firstclass session and may be changed depending on the number of students, etc.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU50100|01|210CU50100[/SYLLABUS_ID]

Course Title	Seminar on Culture 01		
Instructor	ASO, Takashi		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Race and Ethnicity in American Popular Culture

Course Outline: This course is designed to help students to understand the United States in terms of race and ethnic relations. In particular we will focus on pop music and films from the 1960s to the present: the 1960s, because it was the decade when racial and ethnic minorities as well as sexual minorities were getting more and more active socially and politically, and the 1970s and after, because more people started to pay attention what is today known as "DEI," that is, "diversity, equality, and inclusion."
Our purpose in the class is to understand historical settings in which people's awareness of these issues are raised and also to think about where we are heading in the future.

Objectives: To understand the United States in terms of race and ethnic relations.

before/after course of study: Students must read papers related to their thesis before each class and prepare presentations. Consistent exploration and examination of the library and online sources is essential. So, studying before and after each class takes more than 120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Class 1] Introduction
[Class 2] Popular culture in American history #1
[Class 3] Popular culture in American history #2
[Class 4] The 1960s: Counterculture
[Class 5] The 1960s: Psychedelic Culture
[Class 6] The 1960s: The Asian American Movement
[Class 7] The 1970s: Anti-War Movement
[Class 8] The 1970s: After Vietnam
[Class 9] The 1970s: Disco & Hip Hop Culture
[Class 10] The 1980s: Reaganomics and Consumerism
[Class 11] The 1980s: MTV Generation
[Class 12] The 1990s: The Clash of Civilizations
[Class 13] The 1990s: Digitalization and Globalization
[Class 14] Conclusion

Language: English

Textbooks: Details will be notified in the class.

References: To be notified in the class.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	30	Term Paper
Class contribution:	70	Attendance and Presentations

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU50100|02|210CU50100[/SYLLABUS_ID]

Course Title	Seminar on Culture 02		
Instructor	BERNARD, Rosemarie		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	;ampus] Hybrid (over 50% of classes on-cai
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Love, Sex and Marriage Law

Course Outline: This semester will continue our discussion of Anthropology and Sociology of Law. Our focus this semester will be the Legal Anthropology of Sex and Marriage. The interpretation and application (or evasion) of family law, and the imagination of law as it applies to the regulation of sex will be explored in three geographical contexts: Japan, Iran, and southern Spain among Roma (Gypsy) communities. The course will also deal with the role of judges and the courts in the adjudication of cases and the production of jurisprudence.

Objectives: To acquire an anthropological perspective for application to the analysis of law and social and cultural phenomena.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule 1:Vol. 1 Juridical and Anthropological Approaches to the Law of Family and Sex
Read and Discuss: Mark West, Lovesick Japan: Sex, Marriage, Romance, Law, pp. 1–27.2:Vol. 2 Love, Sex, Marriage and Law in JapanRead and Discuss: Mark West, Lovesick Japan: Sex, Marriage, Romance, Law, pp. 28–104.3:Vol. 3 Love, Sex, Marriage and Law in Japan
Read and Discuss: Mark West, Lovesick Japan: Sex, Marriage, Romance, Law, pp. 105–175.4:Vol. 4 Love, Sex, Marriage and Law in Japan
Read and Discuss: Mark West, Lovesick Japan: Sex, Marriage, Romance, Law, pp. 176–220.5:Vol. 5 Midterm ExamMidterm exam (during class time) and discussion of midterm exam6:Vol. 6 Law and Agency: Temporary or ″fixed term″ marriage in Shi'i IranRead and Discuss: Shahla Haeri, Law of Desire: Temporary Marriage in Shi'i Iran, pp. TBA7:Vol. 7 Temporary or ″fixed term″ marriage in Shi'i Iran: Law and AgencyRead and Discuss: Shahla Haeri, Law of Desire: Temporary Marriage in Shi'i Iran, selections, and watch video, In the Bazaar of Sexes (2017), discuss video
8:Vol. 8 Marriage Law, Official Law, Customary Law, Neighborhood Law: Gypsy SpainRead and Discuss: Susan S. Drummond, Mapping Marriage Law in Spanish Gitano Communities, pp. up to p. 26. Watch film: Bajari.9:Vol. 9 Marriage Law, Official Law, Customary Law, Neighborhood Law: Gypsy Spain
Read and Discuss: Susan S. Drummond, Mapping Marriage Law in Spanish Gitano Communities, pp. 27–91.10:Vol.10 Marriage Law, Official Law, Customary Law, Neighborhood Law: Gypsy SpainRead and Discuss: Susan S. Drummond, Mapping Marriage Law in Spanish Gitano Communities, pp. 93–146.11:Vol.11 Marriage Law, Official Law, Customary Law, Neighborhood Law: Gypsy SpainRead and Discuss: Susan S. Drummond, Mapping Marriage Law in Spanish Gitano Communities, pp. 146–171.12:Vol.12 Marriage Law, Official Law, Customary Law, Neighborhood Law: Gypsy SpainRead and Discuss: Susan S. Drummond, Mapping Marriage Law in Spanish Gitano Communities, pp. 173–200.13:Vol.13 Marriage Law, Official Law, Customary Law, Neighborhood Law: Gypsy SpainRead and Discuss: Susan S. Drummond, Mapping Marriage Law in Spanish Gitano Communities, pp.200–236.14:Vol.14 Marriage Law, Official Law, Customary Law, Neighborhood Law: Gypsy SpainRead and Discuss: Susan S. Drummond, Mapping Marriage Law in Spanish Gitano Communities , pp. 237–245.15:Vol.15 Course Review and Final ExamCourse summary, final exam and discussion of final exam.

Language: English

Textbooks: Textbook available for order at the Waseda COOP:
Susan S. Drummond, ″Mapping Marriage Law in Spanish Gitano Communities″. Vancouver: University of British Columbia (UBC) Press, 2006. ISBN: 10:0-7748-0925-6.

References: Mark D. West, Lovesick Japan: Sex, Marriage, Romance, Law. Ithaca: Cornell University Press, 2011.
Shahla Haeri, Law of Desire: Temporary Marriage in Shi'i Iran. Syracuse, NY: Syracuse University Press. Revised edition, 2014.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 80 Midterm Essay 30%, Final Exam 50%, for a total of 80%.

Class contribution:	20	active participation, including presentations to the group

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU50100|05|210CU50100[/SYLLABUS_ID]

Course Title	Seminar on Culture 05		
Instructor	DVORAK, Greg		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: One Long Conversation: Transoceanian Approaches to Culture, Gender, and Identity

Course Outline: This advanced seminar provides students the chance to build upon their previous studies of cultural studies, gender studies, and postcolonial studies, particularly in the context of Pacific and Asian regional studies. It also engages with creative representation in film and contemporary art. It is especially an opportunity for mainly students who have already studied with this instructor to apply their knowledge to specialized individual studies around themes of interest in cultural studies. Adding to what has been discussed in previous courses and seminars with this instructor, this course allows students to work toward a senior thesis project in terms of the intersections between gender/identity/sexuality/culture/region/militarism/tourism/race, etc. to further their understanding of cultural studies, gender studies, and Pacific Studies, and to develop their own individualized projects that cater to their particular interests. Since this is a seminar for advanced students, much of the content will revolve around sharing lively discussion that is of mutual interest to all students, and working together on your independent graduation projects.
This seminar is offered in a group discussion-based format, focused primarily around individual student research projects, in which students learn from each other at different levels. All students do shared readings and explore different topics together each semester, and each semester the instructor curates a unique cultural studies/history/gender studies/ethnography theme that we all focus upon. In general, juniors (3rd year students) help to lead the readings about the main theme and work toward writing a general reflective essay on that theme at the end of the semester; whereas seniors (4th year students) present and teach the seminar about the research that they are doing on their respective topics, with the goal of writing chapters toward their senior thesis due at the end of the year. Together, we also will pursue group projects and different outreach activities, as well as possible extracurricular activities, based on the proposals of all participants in the seminar.

Each semester, the collective conversation theme is different, and we cycle through these themes as each cohort passes through the seminar. For example, in previous semesters we have considered "Vulnerable Histories;" "Reading with the Senses;" "Mythologies of the Everyday World," and other themes. In 2020-2021, due to the pandemic, we took on more projects related to global turmoil, vulnerability, trauma, and self-reflexivity as we transitioned to a temporary all online format. In future semesters, we will gradually transition back to in-person classes little by little when it is advisable to do so, but on Zoom we make creative use of breakout rooms to divide students into interesting cohorts based around their biggest interests, to maximize learning. At other points in our seminar, we spend time thinking about urban cultures and communities in Tokyo, sensory learning, contemporary art, indigenous communities in Oceania, queer studies and masculinities, and so on. In the 2020-2021 period, we aimed to welcome guest speakers who were successful contemporary artists in Japan to come and talk with us about the theme of "decolonizing Japan," which gave students unique opportunities to think about how to take action in their own lives and with their own talents. We will continue to pursue such activities in coming semesters as well. We may also connect Greg's students in the Graduate School of International Culture and Communication Studies as well as art students in other parts of Japan that Greg mentors, as a way of expanding our awareness and creativity. As always, incoming new students to the seminar will easily be able to access all of our archived previous readings and discussions and encouraged to learn from their sempai by reading their theses.

Students who have already studied with this instructor are strongly encouraged to join this seminar (especially those who have taken all of the instructor's courses, including first year seminars), while those who have not taken previous courses should first consider taking the instructor's intermediate seminar and other lecture courses, since there is prerequisite knowledge that you should know in order to make the most of this seminar. This is meant to be a lively but rigorous seminar, but only with a limited number of participants, so that everyone can participate and contribute fully. Because of this, not everyone who applies for the seminar can be admitted, and in principle, some semesters allow more students than others, based on the number of students currently enrolled. Please keep this in mind if you apply.

Objectives: Throughout this semester, students will expand upon the nuanced understanding of the core themes discussed in previous courses they have taken with this instructor, in terms of how these relate to the Pacific and Asian region and their own interests. They will also cultivate and hone their abilities to do successful and interesting, stimulating, unique research and writing for their senior projects. You will be expected to utilize cultural studies and gender studies-inspired approaches to problems such as conflict, marginalized groups, vulnerable communities, militarism, globalization, and environment, through readings assigned in the first part of the seminar, and later through independent research toward your senior project. This thesis project will be crafted using unique and interesting methodologies which we will also discuss extensively in our seminar, by doing readings in ethnographic and cultural studies techniques, as well as self-reflexive writing, filmmaking, photography, and other creative approaches.

before/after course of study:	Students will be expected to lead seminar sessions and to present on their work actively, as well as to have prepared for each session by doing the assigned readings. However, this seminar is meant to be a relaxed and friendly environment for the exchange of ideas, so students are encouraged to share whatever insights they have and express themselves creatively. Aside from assigned readings, students will write short essays and conduct their own independent research, all of which will contribute toward their senior thesis project, required for graduation.
Course Schedule Free-Text Entry:	1 : フリーフォーマット(教員による切替可)
Course Schedule	This is a two-credit seminar course which will meet once a week for one period; however, since advanced students should be working towards their senior theses as early as possible, we will aim to meet additionally (sometimes individually) and develop a rapport to discuss ideas in fruitful and meaningful ways. Based on the number of students and the backgrounds of each student, we will adjust our semester schedule. All students will be required to do all course readings and to make presentations in groups and individually, based on your individual projects. A detailed schedule will be produced in the first weeks of the semester, in consultation with all students.
Language:	English
Textbooks:	Required: O'Leary, Zina. 'The Essential Guide to Doing Your Research Project.' Sage Publications, 2017. Note: This course is primarily discussion-based and focused on students developing their own research techniques and topics; therefore, some of the material we read will be determined by class participants and the topics we choose together. We will read excerpts of the above required textbooks; however, from session to session you will be assigned PDFs provided via links in a blog and via messages sent to all seminar members. Based on the topics we cover, teams of students or individuals may be assigned a particular book to read and report to the class. In principle, when assigned, most readings will be distributed in PDF form (or via link to online resources) over Dropbox and other online solutions, so you ought to be familiar with how to use these systems. More information will be provided in the first weeks of class.
References:	This course is part of a suite of courses at SILS in the area of gender and cultural studies in Asia and Oceania, which connects to the courses this instructor teaches about colonialism and globalization in the Pacific Islands. Please refer to the courses "Pacific Perspectives on Empire, War, and Globalization," "The Pacific in the 21st Century World," and "Contemporary Intersections of Gender, Identity, and Culture," and seminar courses at other levels for examples of the approach we will use. Students are encouraged to familiarize themselves with gender studies approaches, postcolonial approaches, and Pacific Studies approaches as much as possible before this course, if they have not yet taken courses with this instructor. Edward Said's Orientalism is one foundational work in this regard that may be helpful. Epeli Hau 'ofa's volume We Are the Ocean is a useful compendium of essays relating to Pacific Islands Studies. One book we will draw from in this course will also be New Keywords by Tony Bennett, Lawrence Grossberg, and Meaghan Morris. Previous readings from other semesters are ALL available via shared Dropbox folders once a student is registered in this course.
Grading Free-text Entry Flag:	1 : フリーフォーマット(教員による切替可)
Evaluation Free-	1) THESIS (separately graded for senior students): All students in this seminar are expected to complete a senior research project resulting in the form of either a full written thesis (word count/pages, etc. are to be discussed, although the minimum be basically the same as most seminars), or a "portfolio," which is a combination of a detailed writing component (less than the length of a thesis) and another kind of media— such as a film, a work of art, a performance, etc. If you choose the latter option, especially, you must discuss this with me at least 6 months in advance of your submission to get approval. 2) ENGAGEMENT (30% of your grade): All students must come to the seminar on time, every week on time at 16:30, unless they have informed me in advance and have a compelling reason to be absent or late. See below. 3) ACTIVE DISCUSSION (40% of your grade): All students must be active and ready to speak, having done the readings or assigned tasks, and prepared to share their thoughts. However, it is wise to really DO THE READINGS before you start speaking about them. Sometimes students like to talk a lot just to distract from the fact that they haven't actually prepared. Base your opinions on proper reading and research wherever possible. 4) SMALL TASKS/READINGS (30%): As noted above, you will have something to read and prepare each week, which will be posted to CourseN@vi. Sometimes I may also ask for a reflective assignment to help focus discussions the following week. Additionally, ALL important previous readings from this seminar, from previous semesters (because each semester is different) are archived on the CourseN@vi page for this class. Sometimes I will ask incoming students to review some of those materials to get a better idea of what conversations have been going on before they came. I strongly suggest that new students familiarize yourself with our ongoing conversation.
Note/URL:	We use Dropbox and other online social media technologies to share our writing and readings more effectively. These are announced in class.

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履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU50100|07|210CU50100[/SYLLABUS_ID]

Course Title	Seminar on Culture 07		
Instructor	SCHARLOTH, Joachim		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Seminar on German Culture and Language

Course Outline: The ドイツゼミ is the intellectual hub for all students interested in research on the language, culture, society and history of the German speaking countries and areas. Depending on the research interests of students, we jointly decide on the agenda for each semester. We drink handground coffee and enjoy tons of sweets while engaging in scientific discussions. Other activities include out-of-classroom teaching, film screenings, cultural activities and a gasshuku in the summer. Being taught mostly in German and English, the seminar is open for students with a knowledge of German and with the interest of improving their linguistic abilities.

Objectives: This course will deepen not only the knowledge of the German language and society, but also the insight into a variety of features of modern Germany.

before/after course of study: Students will be asked to read scientific or news articles in preparation for each class.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] introduction
[Week 2] introduction
[Week 3] discussion on selected topics
[Week 4] discussion on selected topics
[Week 5] discussion on selected topics
[Week 6] discussion on selected topics
[Week 7] discussion on selected topics
[Week 8] presentation
[Week 9] presentation
[Week10] presentation
[Week11] presentation
[Week12] presentation
[Week13] presentation
[Week14] discusssion on selected topics

Language: English/German

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free- Grading will be based on active participation (50%) and presentations (50%).

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履修登録やご自身の成果確認の際、ご参考ください。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU50100|11|210CU50100[/SYLLABUS_ID]

Course Title	Seminar on Culture 11		
Instructor	DIMMER, Christian		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Advanced Urban Studies Seminar – Analysing Cities and Urban Life (2nd Semester)

Course Outline: ※Face-to-Face delivery
This advanced seminar is intended for students who have a keen interest in cities, architecture, public spaces and urban life in general. Despite representing only about 2% of the geographic space, cities accommodate currently over 55% of the global population, produce 80% of greenhouse gas (GHG) emissions, consume 75% of the world's energy and 80% of its resources. On the other hand urban areas also generate 93% of the world's patented inventions. City governments face a wide range of challenges: they need to produce prosperity and innovations but also well-being and sustainability. Cities are to be green and resilient but also culturally vibrant. On top of this, cities are integration machines that integrate growing populations from different ethnic, religious, cultural, and socio-economic backgrounds. To cope with these pressing issues, change makers are not only needed in ministries and city halls but also in the business world, in non-profits, independent consultancies, or in academia. This seminar, will provide you with a first step to become an urban change maker.
This 3-semester long advanced seminar offers students the opportunity to sharpen their understanding about urbanisation issues, urban governance, place-making, and the social production of space. In this course students develop an own, individualised urban studies or urbanism-related research project from an initial research proposal (1st semester), over an annotated bibliography (2nd semester), and conclude the course after the 3rd semester with a full graduation thesis. The first two semesters are intended to familiarise students with research methods and the 'reading of cities' through small assignments and lectures on research methods. The 3rd semester is fully devoted to the methodological development of the graduation research project.

Possible research subjects may be sustainability transitions, creative neighbourhoods and social innovators, new urban commons, community resilience, participatory place-making, social construction of space, contestations of public space, environmental and economic gentrification among other topics that help us to understand how socio-cultural, historical, economic and political aspects influence the emergence of cities and communities in an era that Neil Brenner and Christian Schmid have identified as ″planetary urbanisation″. In fact, students are encouraged to approach the subject 'city' from any disciplinary angle, be it social, cultural, historical, environmental, economic, or artistic.

Students are expected to begin the work on their graduation theses at an early stage in this seminar. They will present their own work on a regular basis, and participate actively in the discussion of the work presented by other members of the class. Class room sessions will be supplemented with self-directed urban walks, during which students will learn about different urbanisation issues and different socio-spatial settings. The learning culture of the seminar is similar to that found at graduate school level, with all members, including the instructor, being active co-learners. This seminar will enable students to enter urbanism and urban planning related graduate programs and only highly dedicated students should consider applying.

For students who take this Zemi in the first (of three) semesters the focus will be on exploring different urban settings in Tokyo and familiarise themselves with urban studies research methods. Students will present the impressions of their urban walks in the form of creative, visual essays in class. At the end of the first semester a first draft proposal for their graduation research will be completed.

Students for whom this is the third semester of the Zemi will solely concentrate on the pursuit of their graduation research and the writing of their bachelor's thesis.

Objectives: In this seminar students will ...

(1) ... develop an own self-selected research project that culminates in a full-fledged graduation thesis,
(2) ... acquire substantial knowledge about complex, interrelated urban issues through engaged in-class discussions and urban walks,
(3) ... improve their academic writing and discussion skills as well as hone their presentation skills,
(4) ... learn about research methods, and techniques to undertake an own, self-directed urban research project,
(5) ... build an important stepping stone that will enable students to enter urbanism, urban planning, environmental studies related graduate programs at top international universities.

before/after course of study: Preparing for class by doing the assigned readings beforehand, actively participating in class discussions, and conducting research-based presentations are crucial aspects of this seminar.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Unit 01: Introduction: Course overview

Introduction: Course overview and short summary of Status Quo of Graduation Research

Unit 02: Urban studies research methods VI:

The reflexive Researcher: Questioning your own position in Relation to your Field Project

Unit 03: Urban studies research methods VII:

Going to the Field: Field Notes

Unit 04: Urban studies research methods VIII:

A Different Kind of Ethnography Imaginative Practices and Creative Methodologies: Imagining

Unit 05: Urban studies research methods IX:

A Different Kind of Ethnography Imaginative Practices and Creative Methodologies: Writing

Unit 06: Urban studies research methods X:

The Thick Description

Unit 07: Urban studies research methods XI:

A Different Kind of Ethnography Imaginative Practices and Creative Methodologies: Sensing

Unit 08: Student Presentations I

Presentation of Literature review for individual graduation research projects I

Unit 09: Student Presentations II

Presentation of Literature review for individual graduation research projects II

Unit 10: Urban studies research methods XII:

A Different Kind of Ethnography Imaginative Practices and Creative Methodologies: Recording and Editing

Unit 11: Urban studies research methods XIII:

A Different Kind of Ethnography Imaginative Practices and Creative Methodologies: Walking

Unit 12: Urban studies research methods XIV:

Mapping Public Life II

Unit 13: Urban studies research methods XV:

A Different Kind of Ethnography Imaginative Practices and Creative Methodologies: Performing

Unit 14: Student Presentations III

Presentation and Discussion of individual Research Proposals I

Language : Japanese/Englis
h

Textbooks : No textbook is used. Reading materials will be provided through the Waseda Moodle system.

References :

McCANN, E; MAHEIUS, L. 2021. Everywhere from Copenhagen: Method, Storytelling, and Comparison in the Globalization of Public Space Design, in: HURL, C.; VOGELPOHL, A. (Eds.) Professional Service Firms and Politics in a Global Era. Palgrave. pp. 115–134
LANGUILLON-AUSSEL, R. translated by WAINE, O. 2014. The burst bubble and the privatisation of planning in Tokyo, Metropolitics, 5 February 2014. URL: http://www.metropolitiques.eu/The-burst-bubble-and-the.html
SCHULTZ, H. 2016. Identifying particular places through experimental walking. SPOOL.Vol. #03. Issue #01. pp.57–66
YUKSEL, R.. 2021. Place Branding as a Mode of Urban Governance and Verticalisation, Thesis, CUNY. pp. 19–34
CHUNG, S.. 2020. RE MAP 2 0 in Tokyo drawing on local stories to draw out hidden realities. Visual Studies, pp. 2–17
RUSSELL, C. 2002. Tokyo, the Movie. Japan Forum 14(2). 2011–2024
ATTILI, G. 2009. Qualitative Inquiries and Film Languages in the Planning Field: A Manifesto, in: Sandercock, L. and Attili, G. (Eds.) Where Strangers Become Neighbours – Integrating Immigrants in Vancouver, Canada. Springer. pp. 259–270
SAND, J. 2013. Tokyo Vernacular, Chapter: YaNeSen: Writing Local Community, University of California Press, pp. 54–87
SORENSEN, A. 2009. Neighborhood Streets as Meaningful Spaces_ Claiming Rights to Shared Spaces in Tokyo. City & Society, pp. 207–229
DIMMER, C. 2017. Miyashita Park, Tokyo: Contested Visions of Public Space in Contemporary Urban Japan, in: KNIERBEIN, S.; HOU, J. (Eds.). The City Unsilenced. pp.199–213
CARMONA, M., Commission for Architecture and the Built Environment (Great Britain);Great Britain., 2001. The value of urban design : a research project commissioned by CABE and DETR to examine the value added by good urban design. Thomas Telford, Tonbridge. pp. 29–33; 60–72
MANUEL-NAVARRETE, D. and MODVAR, C. 2003. Stakeholders. in: Bevir Mark (Ed.) Encyclopedia of Governance Volumes, SAGE, pp.917–922
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REGGIANI, M. 2021. Urban regeneration strategies and place development in contemporary Tokyo: the case of Shibuya Station area. Journal of Place Management and Development, Vol. 15 No. 1, pp. 40–54

YOSHIMI, S. 2011. The market of ruins, or the destruction of the cultural city, Japan Forum, 23:2, 287-300
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QUERICA, D.; AIELLO, L. M.; SCHIFANELLA, R. 2017. Mapping towards a Good City Life. Journal of Urban Design and Mental Health 2017;3:3. Online: https://www.urbandesignmentalhealth.com/journal-3---mapping.html (accessed 23. November 2021).
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SAVELA, M.; YUEN, C. 2013. Mapping The City- Introduction to Visualising Urbanism & Urban Design, The Chines University of Hongkong.
COATES, Jamie. 2018. Ikebukuro in-between: mobility and the formation of the Yamanote's heterotopic borderland, Japan Forum, 30:2, 163-185
KIYOMI, Y. 2011. Ikebukuro Chinatown in Tokyo: The First "New Chinatown" in Japan, Journal of Chinese Overseas, 7(1), 114-129
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GEHL, J.; SVARRE, B. 2013. How to Study Public Life. Island Press, pp..24-35; Observing the Public Realm: William Whyte's "The Social Life of Small Urban Spaces".
ELSHESHTAWY, Y. 2015. Observing the Public Realm: William Whyte's "The Social Life of Small Urban Spaces" Built Environment (1978-), Vol. 41, No. 3, Books That Shaped Our Thinking (2015), pp. 399-411
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Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Class contribution:	20	active in-class discussions
Others:	80	48%small weekly assignments such as 4 short visual essays of 500-750 words (4% each) and 4 short presentations (around 5 minutes) of your visual essays 12%Presentation of research proposal 20%research proposal

Note/URL: It is recommended that you don't take another class in the periods directly after this seminar. One important part of the seminar is to walk different neighbourhoods of Tokyo in order to experience firsthand how space is socially constructed in different places. These walks may take longer than the seminar's allocated time slot.

For those of who intend to take this advanced seminar, please write a short motivational essay of no more than 1500 words. Try to be *specific* about your research interests and any relevant background information in your application. Have you successfully taken my intermediate and advanced courses before, and if yes which and with which outcome? Or have you taken urbanism and architecture-related courses at SILS or during you study abroad? Have you engaged in community outreach activities? Did you do an internship in a place-making related institution or have you volunteered for relevant organisations? You may also send further materials such as a sample paper, a CV, or other items in support of your application. Please email your application package to: Christian.Dimmer@waseda.jp

If the seminar is oversubscribed the quality of the motivational essays will be decisive and/ or the fact that you already successfully concluded (A+ or A) one of my other courses.
国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU50100|13|210CU50100[/SYLLABUS_ID]

Course Title	Seminar on Culture 13		
Instructor	RHEE, Maji Christine		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: The objective of this course is to help students understand Korea and Asia as a region by analyzing universal and particular features unique to Korea different from other East Asian nations. This course is designed to help students enhance their research writing skill. This seminar also focuses on conducting individual research projects. A student is to write a graduation thesis based on his or her research theme. The seminar puts an emphasis on writing. Since writing is a difficult and challenging task, the instructor and students will interactively engage in discussion sessions. For your reference, refer to a sample list of prior research themes: The Notion of Oppa in the Korean Wave, Entropy in Risk Management: A Comparative Study Between Nissan and Alibaba, Patriarchy in Korean Conglomerate Firms, Urban Planning Projects in Japan, A Comparative Analysis of Gender in Korean Proverbs, Glocal Concepts in the Disney Resort, Kafka and Existential Literature, Power Structure in Media, Contradictions in the Kawai culture, Semiotic Analysis on Zainichi Kankokujin, Representation of Zainichi Chosenjin, Higher Education in Japan and in Korea, Language of Accounting Frauds, Rhetoric in Kana and Hangul, Oriental Discourse in FTA and in Korea and Japan, Ideology in Medieval Education for Women in Japan and Korea.

Objectives: This course is comprised of two parts: the first half of the course focuses on theories and the latter half concentrates on the application of theories to social, political, and cultural issues. The theory part will explore theories from social sciences and humanistic subjects and the application part will focus on how these theories can be applied to the historical and contemporary issues in Asia.

before/after course of study: There are no pre-requisites.
Students must read papers related to their thesis before each class and prepare presentations. Consistent exploration and examination of the library and online sources is essential. So, studying before and after each class takes more than 120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
Week 1 Korea from Retrospect – Review of Literature on Korea
Week 2 Theory building – Deconstruction and Poststructuralism
Week 3 Korea as a Regional Study
Week 4 Feminist Theory and Women Writers in Korea
Week 5 The Canon and Tradition in Korea
Week 6 Ideology and Hegemony – Two Koreas and International Relation
Week 7 Language and Semiology
Week 8 Postmodernism and the Korean Wave
Week 9 Systems Theory and Ironies
Week 10 Digital Korea
Week 11 Corporate Governance
Week 12 Confucianism and Business in Korea and Globalization
Week 13 Ethnicity – Koreans and Korean Communities
Week 14 Praxis of Japan and Korea in the 21st Century
Submit the completed chapters

Language: Japanese/English

Textbooks: Electronic texts edited and authored by the instructor, supplemented by reference materials will be posted. Reference material will include source materials and secondary materials.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	40	Mid-term Research Paper Final Research Paper
Papers:	20	Writing Assignments

Class contribution:	40	Class Attendance

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU50100|14|210CU50100[/SYLLABUS_ID]

Course Title	Seminar on Culture 14		
Instructor	YOSHIMOTO, Mitsuhiro		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: [授業実施方法:Face-to-Face]
The focus of the seminar is media and visual culture. Students will work on research with an eye toward their senior thesis, which can be focused on a wide range of subjects including movies, photography, television, digital media, anime, comics, visual art, architecture, performing arts, etc. The seminar is organized around students' bi-weekly research presentations, bi-weekly discussions on critical or theoretical texts relevant to their research interests and topics, and individual tutorials and research consultations. We may take a field trip depending on the students' research interest.

Objectives: --Students will further develop their analytical skill by closely reading theoretical texts.
--Students are expected to finalize a research plan and produce a preliminary version of one thesis chapter.

before/after course of study: --Preparation: students finish weekly reading assignments on time.
--Review: students take notes on class discussions and incorporate them into their own research and thesis writing.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
Week 1: Introduction
Week 2: Research Presentation
Week 3: Discussion and Tutorial
Week 4: Research Presentation
Week 5: Discussion and Tutorial
Week 6: Research Presentation
Week 7: Discussion and Tutorial
Week 8: Research Presentation
Week 9: Discussion and Tutorial
Week 10: Research Presentation
Week 11: Discussion and Tutorial
Week12: Research Presentation
Week 13: Discussion and Tutorial
Week 14: Research Presentation

Language: Japanese/English

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	30	Term Paper
Class contribution:	20	Class Participation
Others:	50	Research Presentation

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU50100|15|210CU50100[/SYLLABUS_ID]

Course Title	Seminar on Culture 15		
Instructor	MATO, Shigeko		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Talking about the Spanish-Speaking World

Course Outline: 【Course Delivery Method】Face-to-Face
This course will be taught in Spanish, and students are expected to participate in class discussions in Spanish and complete all the assignments in Spanish.

In this course, we will examine some of the most important historical, cultural, and socio-political occurrences of the Spanish-speaking world through the critical analyses of the selected cultural, artistic, and literary texts. We will explore current issues and contemporary socio-political, cultural, and artistic forms of expression produced in the Spanish-speaking world, by discussing how historical memories (the past) are related to the contemporary themes and phenomena. The ultimate goal of this course is to acquire the knowledge and skills to critically observe and express how and why important it is to connect the past and the present within the context of the Spanish-speaking world.
We will discuss current social, political, and cultural themes related to the Spanish-speaking world. Each student will bring his or her own topic to class and guide the class for a discussion. Also, we will examine social class issues (divisions) in Latin America through various readings. More detailed focus for this semester will be given in the first class.

Objectives: Students will
1. acquire and deepen the knowledge about the Spanish-speaking world.
2. improve their critical thinking skill through reading cultural texts related to the Hispanophone world.
3. reinforce their ability to logically articulate ideas and opinions through writing and aural exercises.
4. improve their Spanish language skills.

before/after course of study: Participation is an indispensable element in this class. The student will be responsible for completing the reading assignments indicated in the calendar below before coming to class. The student should be prepared to give meaningful observations, comments and questions in class.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introducción al concepto de cruces de fronteras
La actualidad en las Américas

Travesía de Enrique
La historia de Centroamérica La travesía de Enrique
El papel de la periodista Sonia Nazario
Enrique
La travesía de EnriqueLas causas de la migración
Enrique
La travesía de EnriqueEl peligro y la caridad
Enrique
La travesía de EnriqueEl control y la militarización de la frontera entre México y EE.UU
Borderlands (concepto e historia)
El concepto y la historia de la fronteraBorderlands por Gloria Anzaldúa
Borderlands
Mestizaje y mestíza
Borderlands
La herencia de Coatlicue

Borderlands
Identidad y lengua
Borderlands
El acto de escribir
Borderlands
La conciencia de la mestiza
Borderlands
Poemas de la frontera
Borderlands (continuación)
Repasar y resumir lo que hemos observado sobre Borderlands
Presentaciones
Presentaciones por estudiantes

Language: Spanish

Textbooks: Nazario, Sonia. "La travesía de Enrique." Random House Trade paperbacks. 2006. Translation in Spanish
ISBN-13 : 978-0812975802

Anzaldúa, Gloria. "Borderlands-La frontera: La nueva mestíza." Capitán Swing Libros, 2016. Translation in Spanish.
ISBN: 978-84-945043-2-7

Other reading materials will be distributed in class or on Noodle.

References: References will be given in class.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	30	Analytical essays (15%x2)
Class contribution:	20	Presentation for a class discussion (10 minutes) (5%) Active participation (5%) Written comments (10%)
Others:	50	Final project (written essay and oral presentation) Written 40% Oral 10%

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU50100|17|210CU50100[/SYLLABUS_ID]

Course Title	Seminar on Culture 17		
Instructor	CHEN, Tien Shi		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:
This seminar examines major issue of diasporas and migrants in Asia. Theory of multiculturalism, globalization and contemporary dynamics of race and ethnicity will studied. Topics to be covered will include Japanese diaspora, Filipino diaspora, Chinese diaspora, Korean diaspora, Indian diaspora, statelessness etc. Various issued as education, identity, citizenship, passport, language inheritance and cultural transformation of different diaspora and migrants groups in Japan will be discussed as well.

Objectives:
Expect every participant to write individual report related on migrants and diaspora based on fieldwork.

before/after course of study:
Read related books and articles.
Conduct fieldwork and interviews.
Students must read papers related to their thesis before each class and prepare presentations.
Consistent exploration and examination of the library and online sources is essential. So, studying before and after each class takes more than 120 minutes.

Course Schedule Free-Text Entry:
1 : フリーフォーマット(教員による切替可)

Course Schedule
week1. Course Gidance and Introduction
week2. What is Diaspora?
week3. Migrants, Diaspora and Nation State
week4-7. Discussion and case study: Asian Diaspora (Japanese Diaspora, Filipino Diaspora, Chinese Diaspora, Indian Diaspora etc)
week8-11. Discussion and case study: Migrants in Japan (educaton, identity, family, job, marriage, citizenship etc)
week12-14. Group Project and Presentation (Fieldwork, using primary resource may required)

Language:
English

Textbooks:
Chen Tienshi Lara Stateles, (NUS Press, 2024)
Robin Cohen, Global Diasporas: An Introduction, (University of Washington Press,1997)
Wong Siu-lun, Chinese and Indian Diasporas: Comparative Perspectives, (Center of Asia Studies, The University of Hong Kong, 2004)
陳天璽『華人ディアスポラ』明石書店、2001.
陳天璽『無国籍』新潮文庫、2011.
陳天璽他『パスポート学』北海道大学出版会、2016.
陳天璽『無国籍と複数国籍』光文社新書、2022.
Other reading material will be handed out during class when necessary.

References:
Charles Taylor, Multiculturalism: Examining the politics of recognition, (Princeton University Press, 1994)
首藤もと子『東南・南アジアのディアスポラ』明石書店、2010.
陳天璽・小林知子編『東アジアのディアスポラ』明石書店、2011.
Other reading material will be handed out during class when necessary.

Grading Free-text Entry Flag:
1 : フリーフォーマット(教員による切替可)

Evaluation Free-
Class attendance & Participation, Discussion----50%
Project & Presentation---50%

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU50100|18|210CU50100[/SYLLABUS_ID]

Course Title	Seminar on Culture 18		
Instructor	OHMAN, Emily		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: NLP and Digital Humanities

Course Outline: This seminar offers a critical look at data science, data analysis, and big data in particular. There is increasing concern over biased algorithms and how these affect fairness. The social impact of such algorithmic approaches is explored critically from an NLP and DH perspective.
Large datasets are becoming the norm in many fields, and people tend to accept that numbers do not lie. However, there are many ways how dehumanizing data can lead to a skewed or biased outcome. In this seminar, we will explore skewed data, bias in machine learning algorithms, and how to present data “ethically”. We discuss concepts such as actuarial fairness and algorithmic fairness. The concept of open science is explored and explained. Basic programming skills are required.In the fall semester we focus on a SemEval task and learn advanced NLP methods via hands-on tasks.

Objectives: After successful completion of this course, students will be able to explain the core ethical issues with big data and machine learning as well as understand how biases hide in data and what the implications for downstream applications are. Students will also understand why open science is important and be able to explain what digital research ethics are.

before/after course of study: Learning diaries.
The weekly homework will consist of either readings or practical coding projects.
Preparation for the class and the review will each take around 90-120 min.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule: The seminar has a 3-week cycle of theory - practice - problem solving. There is a rotating main topic related to NLP and DH for each semester such as topic modeling, sentiment analysis, network analysis, computational literary studies etc.

The broader theme for each term is as follows: Term 1: Philosophy of science and general idea for thesis, Term 2: Thesis outline and setting research questions and timeline, Term 3: Writing thesis

Language: English

Textbooks: Öhman, E., 2024. Introduction to text analytics: a guide for digital humanities & social sciences. (also used on all my other courses)

References: Beer, D., 2018. The data gaze: Capitalism, power and perception. Sage.
Perez, C.C., 2019. Invisible women: Exposing data bias in a world designed for men. Random House.
Ito, Joi. 2019. “Supposedly ‘Fair’ Algorithms Can Perpetuate Discrimination: How the use of AI runs the risk of re-creating the insurance industry’s inequities of the previous century.” Wired.com
O’neil, C., 2016. Weapons of math destruction: How big data increases inequality and threatens democracy. Crown.

Grading Free-text Entry Flag: 0：評価方法毎フォーマット(教員による切替可)

Papers:	50	Learning diary
Class contribution:	40	Active participation in class discussions and commenting on other students’ final papers or presentations.
Others:	10	Presentation of the term’s outcomes.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU50100|19|210CU50100[/SYLLABUS_ID]

Course Title	Seminar on Culture 19		
Instructor	NISHIMURA, Keiko		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Research Methods in Communication Studies

Course Outline: While the study of communication historically has had a diverse focus, spanning from speech and theater to film, journalism, and public relations, the importance of critical social science approaches is ever-increasing in today's world, where technological objects and platforms exert a profound influence on communities and communication in all cultural contexts. The goal of this advanced seminar is to introduce students to social science research methodology employed in the field of critical communication studies and cultural studies. It is designed to expose students to ethnographic research methods. Students will learn to produce a list of literature for their literature review, develop research questions, produce preliminary field notes on the issues of their interest, and analyze and evaluate qualitative data.

Objectives: ·Familiarize with the methodological approaches in communication and cultural studies, with a particular focus on the methods for online ethnography.
·Develop an orientation to central subjects, methodological tools, and epistemological questions in communication and cultural studies through reading ethnographic works
·Develop an elementary list of literature for one's own research.
·Be able to engage in a sophisticated and respectful class discussion.
·Apply critical thinking and engage in research at each individual's appropriate stage.

before/after course of study: Students are expected to closely read the assigned chapters before the class, annotating the text on the collective annotation platform. Take notes of unfamiliar concepts, terms, or sections, formulate questions, and bring them to class. Students are expected to make and review the annotation platform for the given text at least twice: upon reading the first time, and right before class. Preparation is expected to take 90-120 minutes. For the week the student signed up for discussion leadership, the preparation is expected to take an additional 60-90 minutes. Students are expected to review the course material for their research project. Reviewing the material in preparation for the research project and paper workshop is expected to take 90-120 minutes. Feedback to peers is expected to take 30-60 minutes after class.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
1. Introduction
2. Mobile Methods. Read Büscher, Urry, and Witchger "Introduction: Mobile Methods" from Büscher, Urry and Witchger eds. Mobile Methods (2011). pp.1-19. Discussion Leadership (DL).
3. Studying the Internet 1.Read Hine "Question One: How Can Qualitative Internet Researchers Define the Boundaries of Their Projects?" and Kendall & boyd "A Response to Christine Hine" pp.1-32. DL.
4. Studying the Internet 2. Read Buchanan "Internet Research Ethics: Past, Present, and Future" from Ess and Consalvo eds. The Handbook of Internet Studies (2011). pp. 83-108. DL.
5. Research Workshop 1. Workshop Feedback Due (end of the week).
6. Virtual Ethnography 1. Read Boellstroff, Nardi, Pearce and Taylor "Other Data Collection Methods for Virtual Worlds Research" from Boellstroff, Nardi, Pearce and Taylor Ethnography and Virtual Worlds: A Handbook of Method (2012). pp.113-128. DL.
7. Virtual Ethnography 2. Read Mclelland "Virtual Ethnography: Using the Internet to Study Gay Culture in Japan" (2002). Sexualities, 5(4), 387-406. DL.
8. Research Workshop 2 (on Zoom, Nishimura at AAS-in-Asia conference) Workshop Feedback Due (end of the week).
9. Case Study (TBA, according to students' interests) DL.
10. Case Study (TBA, according to students' interests) DL.
11. Case Study (TBA, according to students' interests) DL.
12. Case Study (TBA, according to students' interests) DL.
13. Research Workshop 3. Research Literature List Due (end of the week).
14. Research Presentation. Final Written Work Due (one week after the last day of class).

Language: English

Textbooks: There is no required textbook for this course. Assigned readings will become available as PDF documents and by other means specified by the instructor.

Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	Active Participation & Attendance20 Collective Annotations30 Discussion Leadership10 Workshop Feedback10 Research Literature List10 Written Work20
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU50100|51|210CU50100[/SYLLABUS_ID]

Course Title	Seminar on Culture 51		
Instructor	ASO, Takashi		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Histories of Asian America

Course Outline: This course is designed to help students understand histories of Asian Americans where struggles and successes are two important keywords to indicate their social progress. Needless to say, the demographics of Asian Americans consists of different ethnic groups, and each of these groups has undergone a different history of immigration or refuge in the past. In the class, we will analyze how each group has established its respective community in the United States, as we read Shelly Sang-Hee Lee's "A New History of Asian America."

Objectives: To understand American culture and society in terms of race and ethnic relations.

before/after course of study: Students must read papers related to their thesis before each class and prepare presentations. Consistent exploration and examination of the library and online sources is essential. So, studying before and after each class takes more than 120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
Class 1: Introduction
Class 2: Orientalism before Asian America
Class 3: The Asian Diaspora
Class 4: The Politics and Economics of Work before the 1930s
Class 5: Asian American Communities before WWII
Class 6: Racism and the Anti-Asian Movements
Class 7: Response and Resistance
Class 8: Americanization and the Second Generation through 1930s
Class 9: Asian American and WWII
Class 10: Asian America in the Early Cold War Years
Class 11: Vietnam War and the Transformation of Asian America
Class 12: Politics and Activism in Asian America in the 1960s and 1970s
Class 13: The Remaking of Asian America
Class 14: Conclusion

Language: English

Textbooks: Shelly Sang-Hee Lee. A New History of Asian America. Routledge, 2014.

References:
Sucheng Chan. Asian Americans: An Interpretive History. 1991.
Kevin R. Johnson, ed. Mixed Race America and the Law. 2003.
Ronald Takaki. A Different Mirror: A History of Multicultural America. 1993.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Attendance & Class Participation 30%; In-class Presentation 50%; Thesis Projects 20%.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU50100|52|210CU50100[/SYLLABUS_ID]

Course Title	Seminar on Culture 52		
Instructor	BERNARD, Rosemarie		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.5	**Class Modality Categories**	;ampus] Hybrid (over 50% of classes on-cai
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Topics in Social Anthropology: Witchcraft, Sorcery, Magic and Modernity

Course Outline: This semester will continue our discussion of Anthropology and Sociology of Law. Our focus this semester will be the Legal and Social Anthropology of Modern practices of Witchcraft, Sorcery and Magic. Main questions to consider include: How do modern discourses about Modernity, Science and Rationality oppose themselves to Witchcraft, Sorcery and Magic and to other seemingly 'imaginary' or 'irrational' practices? How, conversely, are Witchcraft, Sorcery, and Magic opposed to, or how do they exist in parallel with, Scientific or Rational understandings of the physical and spiritual worlds? How are Witchcraft, Sorcery and Magic used by people to act, sometimes with extreme violence, against other members of their societies, oftentimes women? How have modern legal systems legislated or handled cases of violence by Witchcraft or Sorcery? How have Social Anthropologists apprehended Witchcraft and Magic differently than governing bodies and their legal systems, and how can anthropological and historical perspectives be used to promote understanding of articulations of modern witchcraft and magic practices in post-colonial contexts?

Objectives: This course aims to make students familiar with the main body of literature in the Anthropology and Sociology of law. Short introductory lectures will be complemented by class discussion and group discussion, presentations and activities.
Generally this class will meet in the classroom for our sessions. There may be one guest lecture. Students intending to attend graduate school in the social sciences, or those who intend to attend law school may benefit from taking this seminar.
All students must read all materials and be willing to be discussion leader for specific dates and assigned readings.

before/after course of study: Some background in Anthropology in general, Anthropological theory or Philosophy useful but not absolutely necessary.
This course generally will meet in the classroom.
Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule 1:Vol. 1 Magic: classic readings Mauss on Magic and Malinowski on Magic Science and Religion (1948)2:Vol. 2 Magic: classic readings/Malinowski and Tambiah on Magic, Science and Religion3:Vol. 3 Magic: classic readings/Tambiah on Magic Science and Religion4:Vol. 4
Witchcraft: : Classic Readings/E.E. Evans-Pritchard, Witchcraft, Oracles and Magic among the Azande. Oxford (1937)5:Vol. 5
Witchcraft: Classic Readings/E.E. Evans-Pritchard, Witchcraft, Oracles and Magic among the Azande. Oxford (1937)6:Vol. 6
Witchcraft: : Classic Readings/E.E. Evans-Pritchard, Witchcraft, Oracles and Magic among the Azande. Oxford (1937)
7:Vol. 7 MIDTERM8:Vol. 8 Modernity and WitchcraftPNG: History of Social Practices and Law on Witchcraft/Sorcery/ Ethnographic film on PNG Witchcraft9:Vol. 9 Modernity, Magic and Witchcraft/ Readings: Meyer and Pels, Magic and Modernity10:Vol.10
Modernity, Magic and Witchcraft/ Readings: Meyer and Pels, Magic and Modernity11:Vol. 11
Modernity, Magic and Witchcraft/ Readings: Meyer and Pels, Magic and Modernity12:

Vol. 12 Modernity, Magic and Witchcraft/ Readings: Whitehead and Wright, Darkness and Secrecy: The Anthropology of Assault Sorcery and Witchcraft in Amazonia13:Vol.13
Modernity, Magic and Witchcraft/ Readings: Whitehead and Wright, Darkness and Secrecy: The Anthropology of Assault Sorcery and Witchcraft in Amazonia14:Vol.14
Modernity, Magic and Witchcraft/ Readings: Whitehead and Wright, Darkness and Secrecy: The Anthropology of Assault Sorcery and Witchcraft in Amazonia/
Conclusion: Tambiah's "Form and Meaning of Magical Acts"15:Vol.15 Course summary, final exam and discussion of final exam.

Language: English

Textbooks: Textbook available for order at the Waseda COOP:
(1) Peter Geschirre, The Modernity of Witchcraft: Politics and the Occult in Post-colonial Africa. ISBN 978-0813917030

	(2) Stanley J. Tambiah, Magic, Science and Religion and the Scope of Rationality. Cambridge University Press, 1970 (1st edition) ISBN-13 : 978-0521376310
References:	(1) Available in full PDF copy online on various sites: EE Evans-Pritchard, Witchcraft, Oracles and Magic Amon the Azande. Oxford, 1937. (read abridged version). (2) Neil L. Whitehead and Robin Wright, eds., Darkness and Secrecy: The Anthropology of Assault Sorcery and Witchcraft in Amazonia. Duke, 2004. ISBN: 978-0822333456. (3) Birgit Meyer and Peter Pels, Magic and Modernity: Interfaces of Revelation and Concealment. Stanford UP, 2003. ISBN 978-0804744645. (4) Marcel Mauss, A General Theory of Magic Routledge (1952 and later). ISBN-13 : 978-0415253963
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)
Exams:	75 Midterm exam essay 25% Final examination 50%
Class contribution:	25 Class presentations, attendance and participation
Note/URL:	THIS CLASS WILL TAKE PLACE as IN-CLASS sessions. We may have a guest speaker and one or two zoom sessions if necessary. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU50100|55|210CU50100[/SYLLABUS_ID]

Course Title	Seminar on Culture 55		
Instructor	DVORAK, Greg		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: One Long Conversation: Transoceanian Approaches to Culture, Gender, and Identity

Course Outline: As with in the Spring Semester, this advanced seminar provides students the chance to build upon their previous studies of cultural studies, gender studies, and postcolonial studies, particularly in the context of Pacific and Asian regional studies. However, this seminar also has a significant writing component to it, geared toward students in the final stages of completing their graduation theses, and this is why there is an additional period of class built into the schedule for final semester students only. Aside from this, like the spring semester, this zemi also engages with creative representation in film and contemporary art. It is especially an opportunity for mainly students who have already studied with this instructor to apply their knowledge to specialized individual studies around themes of interest in cultural studies. Adding to what has been discussed in previous courses and seminars with this instructor, this course allows students to work toward a senior thesis project in terms of the intersections between gender/identity/sexuality/culture/region/militarism/tourism/race, etc. to further their understanding of cultural studies, gender studies, and Pacific Studies, and to develop their own individualized projects that cater to their particular interests. Since this is a seminar for advanced students, much of the content will revolve around sharing lively discussion that is of mutual interest to all students, and working together on your independent graduation projects.
This seminar is offered in a group discussion-based format, focused primarily around individual student research projects, in which students learn from each other at different levels. All students do shared readings and explore different topics together each semester, and each semester the instructor curates a unique cultural studies/history/gender studies/ethnography theme that we all focus upon. In general, juniors (3rd year students) help to lead the readings about the main theme and work toward writing a general reflective essay on that theme at the end of the semester; whereas seniors (4th year students) present and teach the seminar about the research that they are doing on their respective topics, with the goal of writing chapters toward their senior thesis due at the end of the year. Together, we also will pursue group projects and different outreach activities, as well as possible extracurricular activities, based on the proposals of all participants in the seminar.

Each semester, the collective conversation theme is different, and we cycle through these themes as each cohort passes through the seminar. For example, in previous semesters we have considered "Vulnerable Histories;" "Reading with the Senses;" "Mythologies of the Everyday World," and other themes. In 2020-2021, due to the pandemic, we took on more projects related to global turmoil, vulnerability, trauma, and self-reflexivity as we transitioned to a temporary all online format. In future semesters, we will gradually transition back to in-person classes little by little when it is advisable to do so, but on Zoom we make creative use of breakout rooms to divide students into interesting cohorts based around their biggest interests, to maximize learning. At other points in our seminar, we spend time thinking about urban cultures and communities in Tokyo, sensory learning, contemporary art, indigenous communities in Oceania, queer studies and masculinities, and so on. In the 2020-2021 period, we aimed to welcome guest speakers who were successful contemporary artists in Japan to come and talk with us about the theme of "decolonizing Japan," which gave students unique opportunities to think about how to take action in their own lives and with their own talents. We will continue to pursue such activities in coming semesters as well. We may also connect Greg's students in the Graduate School of International Culture and Communication Studies as well as art students in other parts of Japan that Greg mentors, as a way of expanding our awareness and creativity. As always, incoming new students to the seminar will easily be able to access all of our archived previous readings and discussions and encouraged to learn from their sempai by reading their theses.

Students who have already studied with this instructor are strongly encouraged to join this seminar (especially those who have taken all of the instructor's courses, including first year seminars), while those who have not taken previous courses should first consider taking the instructor' s intermediate seminar and other lecture courses, since there is prerequisite knowledge that you should know in order to make the most of this seminar. This is meant to be a lively but rigorous seminar, but only with a limited number of participants, so that everyone can participate and contribute fully. Because of this, not everyone who applies for the seminar can be admitted, and in principle, some semesters allow more students than others, based on the number of students currently enrolled. Please keep this in mind if you apply.

Objectives: Throughout this semester, students will expand upon the nuanced understanding of the core themes discussed in previous courses they have taken with this instructor, in terms of how these relate to the Pacific and Asian region and their own interests. They will also cultivate and hone their abilities to do successful and interesting, stimulating, unique research and writing for their senior projects. You will be expected to utilize cultural studies and gender studies-inspired approaches to problems such as conflict, marginalized groups, vulnerable communities, militarism, globalization, and environment, through readings assigned in the first part of the

seminar, and later through independent research toward your senior project. This thesis project will be crafted using unique and interesting methodologies which we will also discuss extensively in our seminar, by doing readings in ethnographic and cultural studies techniques, as well as self-reflexive writing, filmmaking, photography, and other creative approaches.

before/after course of study: Students will be expected to lead seminar sessions and to present on their work actively, as well as to have prepared for each session by doing the assigned readings. However, this seminar is meant to be a relaxed and friendly environment for the exchange of ideas, so students are encouraged to share whatever insights they have and express themselves creatively. Aside from assigned readings, students will write short essays and conduct their own independent research, all of which will contribute toward their senior thesis project, required for graduation.

Course Schedule Free-Text Entry: 1：フリーフォーマット（教員による切替可）

Course Schedule This is a two-credit seminar course which will meet once a week for one period; however, since advanced students should be working towards their senior theses as early as possible, we will aim to meet additionally (sometimes individually) and develop a rapport to discuss ideas in fruitful and meaningful ways. Based on the number of students and the backgrounds of each student, we will adjust our semester schedule. All students will be required to do all course readings and to make presentations in groups and individually, based on your individual projects. A detailed schedule will be produced in the first weeks of the semester, in consultation with all students.

Language: English

Textbooks: Required:

O'Leary, Zina. 'The Essential Guide to Doing Your Research Project.' Sage Publications, 2017.

Note: This course is primarily discussion-based and focused on students developing their own research techniques and topics; therefore, some of the material we read will be determined by class participants and the topics we choose together. We will read excerpts of the above required textbooks; however, from session to session you will be assigned PDFs provided via links in a blog and via messages sent to all seminar members. Based on the topics we cover, teams of students or individuals may be assigned a particular book to read and report to the class. In principle, when assigned, most readings will be distributed in PDF form (or via link to online resources) over Dropbox and other online solutions, so you ought to be familiar with how to use these systems. More information will be provided in the first weeks of class.

References: This course is part of a suite of courses at SILS in the area of gender and cultural studies in Asia and Oceania, which connects to the courses this instructor teaches about colonialism and globalization in the Pacific Islands. Please refer to the courses "Pacific Perspectives on Empire, War, and Globalization," "The Pacific in the 21st Century World," and "Contemporary Intersections of Gender, Identity, and Culture," and seminar courses at other levels for examples of the approach we will use.

Students are encouraged to familiarize themselves with gender studies approaches, postcolonial approaches, and Pacific Studies approaches as much as possible before this course, if they have not yet taken courses with this instructor. Edward Said's Orientalism is one foundational work in this regard that may be helpful. Epeli Hau 'ofa's volume We Are the Ocean is a useful compendium of essays relating to Pacific Islands Studies. One book we will draw from in this course will also be New Keywords by Tony Bennett, Lawrence Grossberg, and Meaghan Morris. Previous readings from other semesters are ALL available via shared Dropbox folders once a student is registered in this course.

Grading Free-text Entry Flag: 1：フリーフォーマット（教員による切替可）

Evaluation Free- 1) THESIS (separately graded for senior students): All students in this seminar are expected to complete a senior research project resulting in the form of either a full written thesis (word count/pages, etc. are to be discussed, although the minimum be basically the same as most seminars), or a "portfolio," which is a combination of a detailed writing component (less than the length of a thesis) and another kind of media— such as a film, a work of art, a performance, etc. If you choose the latter option, especially, you must discuss this with me at least 6 months in advance of your submission to get approval.

2) ENGAGEMENT (30% of your grade): All students must come to the seminar on time, every week on time at 16:30, unless they have informed me in advance and have a compelling reason to be absent or late. See below.

3) ACTIVE DISCUSSION (40% of your grade): All students must be active and ready to speak, having done the readings or assigned tasks, and prepared to share their thoughts. However, it is wise to really DO THE READINGS before you start speaking about them. Sometimes students like to talk a lot just to distract from the fact that they haven't actually prepared. Base your opinions on proper reading and research wherever possible.

4) SMALL TASKS/READINGS (30%): As noted above, you will have something to read and prepare each week, which will be posted to CourseN@vi. Sometimes I may also ask for a reflective assignment to help focus discussions the following week. Additionally, ALL important previous readings from this seminar, from previous semesters (because each semester is different) are archived on the CourseN@vi page for this class. Sometimes I will ask incoming students to review some of those materials to get a better idea of what conversations have been going on before they came. I strongly suggest that new students familiarize yourself with our ongoing conversation.

Note/URL: We use Dropbox and other online social media technologies to share our writing and readings more effectively. These are announced in class.

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Please refer to this when registering for courses and checking your achievements.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU50100|57|210CU50100[/SYLLABUS_ID]

Course Title	Seminar on Culture 57		
Instructor	SCHARLOTH, Joachim		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Seminar on German Culture and Language

Course Outline: The ドイツゼミ is the intellectual hub for all students interested in research on the language, culture, society and history of the German speaking countries and areas. Depending on the research interests of students, we jointly decide on the agenda for each semester.

Among the topics covered in past semesters are:
- Germany's handling of the pandemic and Angela Merkel's communication during the crisis in comparison with other world leaders
- language and society in Nazi Germany
- refugees, migration and challenges for the education system
- gentrification in urban spaces
- framing in political communication
- social inequality in Germany and Japan
- deitary habits, vegetarianism and veganism in Germany and Japan
- the German health system and its digital transformation

We drink handground coffee and enjoy tons of sweets while engaging in scientific discussions. Other activities include out-of-classroom teaching, film screenings, cultural activities and a gasshuku in the summer.

The instructor is aware, that the German level of students, who have not (yet) spent their time abroad in Germany, cannot be at a high level. We will therefore adjust the language policy in the ドイツゼミ to your skills and needs.

Objectives: This course will deepen not only the knowledge of the German language and society, but also the insight into a variety of features of modern Germany.

before/after course of study: Students will read news and scientific articles and write short texts in preparation for each class. Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] introduction
[Week 2] introduction
[Week 3] discussion on selected topics
[Week 4] discussion on selected topics
[Week 5] discussion on selected topics
[Week 6] discussion on selected topics
[Week 7] discussion on selected topics
[Week 8] presentation
[Week 9] presentation
[Week10] presentation
[Week11] presentation
[Week12] presentation
[Week13] presentation
[Week14] discussion of selected topic

Language: English/German

Textbooks: The necessary course materials will be handed out in class or provided on the internet.

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free- Grading will be based on active participation (50%) and presentations (50%).

Note/URL: The students who may attend this course will be selected by means of documents if there are more interested students than 20.

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The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU50100|61|210CU50100[/SYLLABUS_ID]

Course Title	Seminar on Culture 61		
Instructor	DIMMER, Christian		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Advanced Urban Studies Seminar – Analysing Cities and Urban Life

Course Outline: ※Face-to-Face Delivery
This advanced seminar is intended for students who have a keen interest in cities, architecture, public spaces and urban life in general. Despite representing only about 2% of the geographic space, cities accommodate currently over 55% of the global population, produce 80% of greenhouse gas (GHG) emissions, consume 75% of the world's energy and 80% of its resources. On the other hand urban areas also generate 93% of the world's patented inventions. City governments face a wide range of challenges: they need to produce prosperity and innovations but also well-being and sustainability. Cities are to be green and resilient but also culturally vibrant. On top of this, cities are integration machines that integrate growing populations from different ethnic, religious, cultural, and socio-economic backgrounds. To cope with these pressing issues, change makers are not only needed in ministries and city halls but also in the business world, in non-profits, independent consultancies, or in academia. This seminar, will provide you with a first step to become an urban change maker.

This 3-semester long advanced seminar offers students the opportunity to sharpen their understanding about urbanisation issues, urban governance, place-making, and the social production of space. In this course students develop an own, individualised urban studies or urbanism-related research project from an initial research proposal (1rst semester), over an annotated bibliography (2nd semester), a midterm paper (2nd semester), and conclude the course in the 3rd semester with a full graduation thesis.

Possible research subjects may be sustainability transitions, creative neighbourhoods and social innovators, new urban commons, community resilience, participatory place-making, social construction of space, contestations of public space, environmental and economic gentrification among other topics that help us to understand how socio-cultural, historical, economic and political aspects influence the emergence of cities and communities in an era that Neil Brenner and Christian Schmid have identified as "planetary urbanisation". In fact, students are encouraged to approach the subject 'city' from any disciplinary angle, be it social, cultural, historical, environmental, economic, or artistic.
Students are expected to begin the work on their graduation theses at an early stage in this seminar. They will present their own work on a regular basis, and participate actively in the discussion of the work presented by other members of the class. Class room sessions will be supplemented with different urban walks, during which students will learn about different urbanisation issues and different socio-spatial settings. The learning culture of the seminar is similar to that found at graduate school level, with all members, including the instructor, being active co-learners. This seminar will enable students to enter urbanism and urban planning related graduate programs and only highly dedicated students should consider applying.

For students who take this Zemi in the first (of three) semesters the focus will be on exploring different urban settings in Tokyo and familiarise themselves with urban studies research methods. Students will present the impressions of their urban walks as visual essays in class. At the end of the first semester a first draft proposal for their graduation research will be completed.
Students for whom this is the third semester of the Zemi will solely concentrate on the writing of their graduation thesis.
The first period will be reserved for the first semester Zemi students and the following period will be used for presentations and discussions of the graduation research projects of third semester students.

Objectives: In this seminar students will ...

(1) ... develop an own self-selected research project that culminates in a full-fledged graduation thesis,
(2) ... acquire substantial knowledge about complex, interrelated urban issues through engaged in-class discussions and urban walks,
(3) ... improve their academic writing skills and hone their presentation skills,
(4) ... learn about research methods, and techniques to undertake an own urban research project,
(5) ... build an important stepping stone that will enable students to enter urbanism, urban planning, environmental studies related graduate programs at top international universities.

before/after course of study: Preparing for class by doing the assigned readings beforehand, actively participating in class discussions, and conducting research-based presentations are crucial aspects of this seminar.¥
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Unit 01: Introduction: Self Introduction and Research Interests, Course overview
Introduction: Self Introduction and Research Interests, Course overview
Unit 02: Screening documentary 'The Human Scale' (2012)
Screening documentary 'The Human Scale' (2012)
Unit 03: What is research? What is a thesis? How do I 'read' academic texts?
Going fundamental: What is research? What is a thesis? How to 'read' academic texts below the surface?
Unit 04: Urban Walk I: Nihonbashi – Marunouchi – Ginza
Urban Walk I: Nihonbashi – Marunouchi – Ginza
Unit 05: Urban studies research methods I: Visual Anthropology
Urban studies research methods I: Visual Anthropology
Unit 06: Presentation of Urban Walk I: Nihonbashi – Marunouchi – Ginza
Presentation of Urban Walk I: Nihonbashi – Marunouchi – Ginza
Unit 07: Urban studies research methods II: Stakeholder analysis
Urban studies research methods II: Stakeholder analysis
Unit 08: Presentation of Walk II: Yanaka – Nezu – Sendagi
Presentation of Walk II: Yanaka – Nezu – Sendagi
Unit 09: Urban studies research methods III: The Morphology of the City
Urban studies research methods III: The Morphology of the City
Unit 10: Presentation of Walk III: Shibuya – Harajuku
Presentation of Walk III: Shibuya – Harajuku
Unit 11: Urban studies research methods III: Mapping Public Life
Urban studies research methods III: Mapping Public Life
Unit 12: Presentation of Walk IV: Around Ikebukuro
Presentation of Walk IV: Around Ikebukuro
Unit 13: Urban studies research methods IV: Urban Anthropology
Urban studies research methods IV: Urban Anthropology
Unit 14: Presentation and Discussion of individual Research Proposals
Presentation and Discussion of individual Research Proposals I

Language: Japanese/Englis
h

Textbooks: No textbook is used in the semester. Reading materials will be provided through the Waseda Moodle system.

References:
McCANN, E; MAHEIUS, L. 2021. Everywhere from Copenhagen: Method, Storytelling, and Comparison in the Globalization of Public Space Design, in: HURL, C.; VOGELPOHL, A. (Eds.) Professional Service Firms and Politics in a Global Era. Palgrave. pp. 115–134
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BOEING, G. 2012. Grand Reductions: 10 Diagrams That Changed City Planning. Online: https://www.spur.org/publications/urbanist-article/2012-11-09/grand-reductions-10-diagrams-changed-city-planning (accessed 23. November 2021).
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Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Class contribution:	20	in-class discussions
Others:	80	40%small weekly assignments such as 4 short visual essays of 500-750 words (4% each) and 4 short presentations (around 10 minutes) of your visual essays. 5% each assignment 15%Presentation of research proposal 25% research proposal

Note/URL: It is recommended that you don't take another class in the periods directly after this seminar. One important part of the seminar is to walk different neighbourhoods of Tokyo in order to experience firsthand how space is socially constructed in different places. These walks may take longer than the seminar's allocated time slot.

For those of who intend to take this advanced seminar, please write a short motivational essay of no more than 1500 words. Try to be *specific* about your research interests and any relevant background information in your application. Have you successfully taken my intermediate and advanced courses before, and if yes which and with which outcome? Or have you taken urbanism and architecture-related courses at SILS or during you study abroad? Have you engaged in community outreach activities? Did you do an internship in a place-making related institution or have you volunteered for relevant organisations? You may also send further materials such as a sample paper, a CV, or other items in support of your application. Please email your application package to: Christian.Dimmer@waseda.jp

If the seminar is oversubscribed the quality of the motivational essays will be decisive and/ or the fact that you already successfully concluded (A+ or A) one of my other courses.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU50100|63|210CU50100[/SYLLABUS_ID]

Course Title	Seminar on Culture 63		
Instructor	RHEE, Maji Christine		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

The objective of this course is to help students understand Korea and Asia as a region by analyzing universal and particular features unique to Korea different from other East Asian nations. This course is designed to help students enhance their research writing skill. This seminar also focuses on conducting individual research projects. A student is to write a graduation thesis based on his or her research theme. The seminar puts an emphasis on writing. Students in this culture seminar will have opportunities to participate in academic conferences. Since writing is a difficult and challenging task, the instructor and students will interactively engage in discussion sessions. Themes do not necessarily have to be confined to one region. Comparative studies are welcome. For your reference, refer to a sample list of prior research themes: Patriarchy in Korean Conglomerate Firms, Urban Planning Projects in Japan, A Comparative Analysis of Gender in Korean Proverbs, Glocal Concepts in the Disney Resort, Kafka and Existential Literature, Power Structure in Media, Contradictions in the Kawai culture, Semiotic Analysis on Zainichi Kankokujin, Representation of Zainichi Chosenjin, Higher Education in Japan and in Korea, Language of Accounting Frauds, Rhetoric in Kana and Hangul, Oriental Discourse in FTA and in Korea and Japan, Ideology in Medieval Education for Women in Japan and Korea, The Notion of Oppa and the Korean Wave, and Entropy and Business: Nissan and Alibaba.

Objectives: This course is comprised of two parts: the first half of the course focuses on theories and the latter half concentrates on the application of theories to social, political, and cultural issues. The theory part will explore theories from social sciences and humanistic subjects and the application part will focus on how these theories can be applied to the historical and contemporary issues in Asia.

before/after course of study: There are no requirements prior to taking this course.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
Week 1 Korea from Retrospect from a Comparative Perspective
Week 2 Theory building - Deconstruction and Poststructuralism
Week 3 Korea as a Regional Study
Week 4 Feminist Theory and Women Writers in Korea
Week 5 The Canon and Tradition in Korea
Week 6 Ideology and Hegemony - Two Koreas and International Relation
Week 7 Languageand Semiology inKorea
Week 8 Postmodernism and Critical Theories
Week 9 Applying Theories to Issues - From Hegemony to the Korean Wave
Week 10 Nationhood and Literature
Week 11 The Notion of Body in Korean Culture: K-Pop and BTS
Week 12 Business in Korea and Globalization
Week 13 Student Presentations
Week 14 Submit completed chapters

Language: Japanese/Englis
h

Textbooks: Electronic texts edited and authored by the instructor, supplemented by reference materials will be posted. Reference material will include source materials and secondary materials.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	60	Mid-term Progress Report Final Progress Report
Papers:	20	Weekly Writing Assignments
Class contribution:	20	Class Attendance

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履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU50100|64|210CU50100[/SYLLABUS_ID]

Course Title	Seminar on Culture 64		
Instructor	YOSHIMOTO, Mitsuhiro		
Term	fall semester	Credits	2
Day/Period	01:Wed.5	Class Modality Categories	[On-campus]
Course Category	Advanced Seminar	Eligible Year	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Media and Visual Culture

Course Outline: The focus of the seminar is media and visual culture. Students will work on research with an eye toward their graduation thesis, which can be focused on a wide range of subjects including movies, photography, television, digital media, anime, comics, visual art, architecture, performing arts, etc. This semester, the seminar will not be divided into two sections—one for 3rd and another for 4th year students. At the first meeting, we'll discuss how to organize weekly classes so that both 3rd and 4th year students can get the most out of the seminar. @font-face{font-family:"MS 明朝";panose-1:2 2 6 9 4 2 5 8 3 4;mso-font-alt:"MS Mincho";mso-font-charset:128;mso-generic-font-family:modern;mso-font-pitch:fixed;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}@font-face{font-family:"Cambria Math";panose-1:2 4 5 3 5 4 6 3 2 4;mso-font-charset:0;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-536870145 1107305727 0 0 415 0;}@font-face{font-family:Calibri;panose-1:2 15 5 2 2 2 4 3 2 4;mso-font-charset:0;mso-generic-font-family:swiss;mso-font-pitch:variable;mso-font-signature:-536859905 -1073732485 9 0 511 0;}@font-face{font-family:"¥@MS 明朝";panose-1:2 2 6 9 4 2 5 8 3 4;mso-font-charset:128;mso-generic-font-family:modern;mso-font-pitch:fixed;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}p.MsoNormal, li.MsoNormal, div.MsoNormal{mso-style-unhide:no;mso-style-qformat:yes;mso-style-parent:"";margin:0mm;mso-pagination:widow-orphan;font-size:12.0pt;font-family:"Times New Roman",serif;mso-fareast-font-family:"Times New Roman";}.MsoChpDefault{mso-style-type:export-only;mso-default-props:yes;font-size:12.0pt;mso-ansi-font-size:12.0pt;font-family:"Century",serif;mso-bidi-font-family:"Times New Roman";mso-bidi-theme-font:minor-bidi;mso-ligatures:none;}div.WordSection1{page:WordSection1;}

Objectives: --By the end of the semester, 3rd year students are expected to learn how to analyze and discuss media, film, and visual culture critically.
--The goal for 4th year students is to finish a graduation thesis and graduate!

before/after course of study: --Each week, students are required to read the assigned texts closely, take notes, prepare comments and questions in advance.
--Students are also expected to review the content of each class afterwards, and try to use any part of it for their own research.
--Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: Each week, we will focus on one particular topic related to media and visual culture. Last year, we used 石田英敬『記号論講義』as our main text book. We may use this book again, or after hearing the enrolled students' research interest, may choose another book.

Language: Japanese/English

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	50	Term paper
Class contribution:	50	Class Presentation and Participation

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU50100|65|210CU50100[/SYLLABUS_ID]

Course Title	Seminar on Culture 65		
Instructor	MATO, Shigeko		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Talking about the Spanish-Speaking World (in Spanish)

Course Outline: 【Course Delivery Method】Face-to-Face

This course will be taught in Spanish, and students are expected to participate in class discussions in Spanish and complete all the assignments in Spanish.

In this course, we will examine some of the most important historical, cultural, and socio-political occurrences of the Spanish-speaking world through the critical analyses of the selected cultural, artistic, and literary texts. We will explore current issues and contemporary socio-political, cultural, and artistic forms of expression produced in the Spanish-speaking world, by discussing how historical memories (the past) are related to the contemporary themes and phenomena. The ultimate goal of this course is to acquire the knowledge and skills to critically observe and express how and why important it is to connect the past and the present within the context of the Spanish-speaking world. More details will be given during the first class.

Objectives: Students will
1. acquire and deepen the knowledge about the Spanish-speaking world.
2. improve their critical thinking skill through reading cultural texts related to the Hispanophone world.
3. reinforce their ability to logically articulate ideas and opinions through writing and aural exercises.
4. improve their Spanish language skills.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle and distributed in class. Preparation is expected to take 90-120 minutes. You should be ready to actively participate in class discussions and engage in other in-class activities. You should turn in assignments on time. You should also spend 90-120 minutes for reviewing class discussions after each class.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Introducción: la actualidad y la historia de El Salvador
La actualidad en las Américas y El Salvador
Disparo en la catedral
Disparo en la catedral
La vida del autor y su experiencia

Disparo
La Guerra Fría
Disparo
La intervención de Estados Unidos
Disparo
El arte y la política
Disparo y Film Romero
Disparo y Film
Film discusión
Discusión del film
Las madres de los desaparecidos (Argentina)
Los desaparecidos y los movimientos de mujeres

Cuentos de Luisa Valenzuela
"Aquí pasan cosas raras"
Valenzuela
Otros cuentos Censura y opresión
Los desaparecidos nikkei en Argentina
La comunidad nikkei en Argentina y los subversivos
Los desaparecidos en Chile
Movimientos y luchas de mujeres
Los desaparecidos (continuación)
Repasar y resumir lo que hemos discutido este semestre
Presentaciones
Presentaciones de estudiantes

Language:	Spanish
Textbooks:	Bencastro, Mario. Disparo en la catedral (novela) ISBN 1-5-885-194-1
	Otros materiales serán repartidos en clase.
References:	A list of suggested readings will be given in class.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Papers:	30	Analytical essays (2) 15% per essay
Class contribution:	20	Participation & Written comments 15% Presentation 5%
Others:	50	Final project (written essay 40% and oral presentation 10%)

Note/URL: The details of this course will be given in the first class.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU50100|67|210CU50100[/SYLLABUS_ID]

Course Title	Seminar on Culture 67		
Instructor	CHEN, Tien Shi		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This seminar examines major issue of diasporas and migrants in Asia. Theory of multiculturalism, globalization and contemporary dynamics of race and ethnicity will studied. Topics to be covered will include Japanese diaspora, Filipino diaspora, Chinese diaspora, Korean diaspora, Indian diaspora, statelessness etc. Various issued as education, identity, citizenship, passport, language inheritance and cultural transformation of different diaspora and migrants groups in Japan will be discussed as well.

Objectives: Expect every participant to write individual report related on migrants and diaspora based on fieldwork.

before/after course of study: Conduct fieldwork and interviews.
Students must read papers related to their thesis before each class and prepare presentations.
Consistent exploration and examination of the library and online sources is essential. So, studying before and after each class takes more than 120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: week1. Course Gidance and Introduction
week2. What is Diaspora?
week3. Migrants, Diaspora and Nation State
week4-7. Discussion and case study: Asian Diaspora (Japanese Diaspora, Filipino Diaspora, Chinese Diaspora, Indian Diaspora etc)
week8-11. Discussion and case study: Migrants in Japan (educaton, identity, family, job, marriage, citizenship etc)
week12-14. Group Project and Presentation (Fieldwork, using primary resource may required)

Language: English

Textbooks: CHEN Tienshi Lara, Stateless, (NUS Press, 2024)
Robin Cohen, Global Diasporas: An Introduction, (University of Washington Press,1997)
Wong Siu-lun, Chinese and Indian Diasporas: Comparative Perspectives, (Center of Asia Studies, The University of Hong Kong, 2004)
陳天璽『華人ディアスポラ』明石書店、2001
陳天璽『無国籍』新潮文庫、2011
陳天璽他『パスポート学』北海道大学出版会、2016
陳天璽『無国籍と複数国籍』光文社新書、2022

Other reading material will be handed out during class when necessary.

References: Charles Taylor, Multiculturalism: Examining the politics of recognition, (Princeton University Press, 1994)
首藤もと子『東南・南アジアのディアスポラ』明石書店、2010.
陳天璽・小林知子編『東アジアのディアスポラ』明石書店、2011.
Other reading material will be handed out during class when necessary.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-: Class attendance & Participation, Discussion----50%
Project & Presentation---50%

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU50100|68|210CU50100[/SYLLABUS_ID]

Course Title	Seminar on Culture 68		
Instructor	OHMAN, Emily		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: NLP and Digital Humanities

Course Outline:

This seminar offers a critical look at data science, data analysis, and big data in particular. There is increasing concern over biased algorithms and how these affect fairness. The social impact of such algorithmic approaches is explored critically from an NLP and DH perspective.
Large datasets are becoming the norm in many fields, and people tend to accept that numbers do not lie. However, there are many ways how dehumanizing data can lead to a skewed or biased outcome. In this seminar, we will explore skewed data, bias in machine learning algorithms, and how to present data "ethically". We discuss concepts such as actuarial fairness and algorithmic fairness. Basic programming skills are required.
In the fall semester we participate in a SemEval task learning hands-on NLP methods.

Objectives: After successful completion of this course, students will be able to explain the core ethical issues with big data and machine learning as well as understand how biases hide in data and what the implications for downstream applications are. Students will also understand why open science is important and be able to explain what digital research ethics are.

before/after course of study: Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

Language: English

Textbooks: Öhman, E., 2024. Introduction to text analytics: a guide for digital humanities & social sciences.

References: Beer, D., 2018. The data gaze: Capitalism, power and perception. Sage.
Perez, C.C., 2019. Invisible women: Exposing data bias in a world designed for men. Random House.
Ito, Joi. 2019. "Supposedly 'Fair' Algorithms Can Perpetuate Discrimination: How the use of AI runs the risk of re-creating the insurance industry's inequities of the previous century." Wired.com
O'neil, C., 2016. Weapons of math destruction: How big data increases inequality and threatens democracy. Crown.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210CU50100|69|210CU50100[/SYLLABUS_ID]

Course Title	Seminar on Culture 69		
Instructor	NISHIMURA, Keiko		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Research Methods in Communication Studies

Course Outline: Whilethe study of communication historically has had a diverse focus, spanning fromspeech and theater to film, journalism, and public relations, the importance ofcritical social science approaches is ever-increasing in today's world, wheretechnological objects and platforms exert a profound influence on communitiesand communication in all cultural contexts. The goal of this advanced seminaris to introduce students to social science research methodology employed in thefield of critical communication studies and cultural studies. It is designed toexpose students to ethnographic research methods. Students will learn not onlyto analyze and evaluate qualitative data but also to develop research questionsand produce preliminary field notes on the issues of their interest.

Objectives: ·Familiarize with the methodological approaches in communication and cultural studies.
·Develop an orientation to central subjects, methodological tools, and epistemological questions in communication and cultural studies through reading ethnographic works
·Develop an elementary experience of fieldwork through participant observation and interpretation of data
·Be able to engage in a sophisticated and respectful class discussion.
·Apply critical thinking and develop a research proposal of one's own interest.

before/after course of study: Students are expected to closely read the assigned chapters before the class, annotating the text on the collective annotation platform. Take notes of unfamiliar concepts, terms, or sections, formulate questions, and bring them to class. Students are expected to make and review the annotation platform for the given text at least twice: upon reading the first time, and right before class. Preparation is expected to take 90-120 minutes. For the week the student signed up for discussion leadership, the preparation is expected to take an additional 60-90 minutes. Students are expected to review the course material for their research project. Reviewing the material in preparation for the research project and paper workshop is expected to take 90-120 minutes. Feedback to peers is expected to take 30-60 minutes after class.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

第1回

Introduction / Orientation, Perusallsign-up

第2回

Methods in Communication/Cultural Studies
·Read Gray, A. (2003). Introduction. In Research Practice forCultural Studies: Ethnographic Methods and Lived Cultures (pp. 1-10). London;Thousand Oaks, CA: SAGE.·Read: Excerpt (pp.1-5) from Pickering, M.(2008). Introduction. In Research Methods for Cultural Studies (pp. 1-14).Edinburgh: Edinburgh University Press.

第3回

Ethnographic Methods (1)·Read chs. 1 and 2 (pp.11-35) from Gray, A.(2003). Research Practice for Cultural Studies: Ethnographic Methods and LivedCultures. London; Thousand Oaks, CA: SAGE.

第4回

Ethnographic Methods (2)·Read chs 3 and 4 (pp.37-77) from Gray, A.(2003). Research Practice for Cultural Studies: Ethnographic Methods and LivedCultures. London; Thousand Oaks, CA: SAGE.

第5回

Reading Ethnography (1)·Read ch1 "TheEye/I" (pp.3-48)from Kondo, D. K. (1990). Crafting Selves: Power, Gender, and Discourses ofIdentity in a Japanese Workplace. Chicago: The University of Chicago Press.

第6回

Reading Ethnography (2)·Read Introduction (pp.1-28) (optionally ch.1,pp.29-57) from Takeyama, A. (2023). Involuntary Consent: The Illusion of Choicein Japan's AdultVideo Industry. Stanford, CA: Stanford University Press.

第7回

Participant Observation (1)･Read Steps 1-3 (pp.39-72) from Spradley, J.P. (1980). Participant Observation. New York: Holt, Rinehart and Winston.

第8回

Studying Urban Spaces (1)･Read Ch.1 (pp.1-22) and Ch.8 “Home”(pp.159-180) from Kitchin, R., &Dodge, M. (2011). Code/Space: Software and Everyday Life. Cambridge: MIT Press.Studying Urban Spaces (1)

第9回

Studying Urban Spaces (2)･Read Okabe, D., & Ito, M. (2005).Keitai in Public Transportation. In M. Itō, D.Okabe, & M. Matsuda (Eds.), Personal, portable, pedestrian: mobile phonesin Japanese life (pp. 205-217). Cambridge, Mass.: MIT Press.

第10回

Studying Material Media･Read Vannini, P. (2012). Ferry tales :mobility, place, and time on Canada’s westcoast. New York, NY: Routledge.

第11回

Participant Observation (2)
･Read Steps 4 & 5 (pp.73-99) from Spradley, J. P. (1980).Participant Observation. New York: Holt, Rinehart and Winston.･Observation assignment due week after

第12回

Project Proposal Workshop

第13回

Guest Speaker (TBD)･Reading TBD

第14回

Project Proposal PresentationProject Proposal due during the exam period.

Language: English

Textbooks: There is no required textbook for this course. Assigned readings will become available as PDF documents and by other means specified by the instructor.

Grading Free-text Entry Flag: 1：フリーフォーマット（教員による切替可）

Evaluation Free- Active Participation & Class Contribution20%
Collective Annotations40%
Discussion Leadership10%
Observation Assignment10%
Paper Workshop Feedback10%
Project Proposal10%

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB20200|01|210EB20200[/SYLLABUS_ID]

Course Title	Introduction to Business 01		
Instructor	POKARIER, Christopher J		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Economy and Business	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Business plays a fundamental role in all societies through promoting prosperity and innovation. This course will first examine the basic nature of market systems, firms, and their governance. The foundations of business entrepreneurship and creativity are then explored; followed by an examination of uncertainty, risk and information problems as pervasive features of all economies. Key functional and strategic challenges in business are then studied: finance, marketing and branding, pricing, incentive design, negotiation, and managing people and operations. The course will feature a range of contemporary and historical examples and students will work together on a business proposal. It will also offer some practical early-career advice.

Objectives: The course will equip students with an understanding of key business principles and issues that will be valuable in any career. In addition, it aims to foster broader SILS learning outcomes such as
+ a participatory mindset through active and collegial engagement with class activities.
+ enhanced analytical reasoning, research and presentation skills.
+ further ability to work independently, through proactive study of video-on-demand (VOD) and written class materials – tested through class quizzes – and collaboratively, through the group project.
+ further appreciation for a diversity of perspectives through class discussions and problem-solving in the group project.

before/after course of study: The expected workload in this course is informed by the norms prevailing in the universities that SILS students very often attend during study abroad, and MEXT policy on student workloads. A modest interpretation, mindful of students' desire for a broader campus and student life experience, implies students taking a normal fulltime load of courses should expect to commit 500 hours a semester to classes and private study in total. This translates in a 2 credit course, such as this class, to an average about 3 hours a week of study outside the lecture time. In order to maximise opportunities for active learning, interacting with classmates, much of the formal content for this course is delivered through custom on-demand videos (VOD). In addition there are third-party (VOD+) materials that are an equally important part of the course materials. The video material takes the place of a textbook, which the course does not have. Active engagement with the class material outside class is therefore a key dimension of learning in this course and subject to evaluation.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
1. Introduction
2. Markets
3. Firms
4. Governance
5. Entrepreneurship + Creativity + Adjustment
6. Quiz (20%)+ Information, Uncertainty & Risk
7. Finance
8. Branding
9. Pricing
10. Tactics + Negotiation
11. Managing People
12. Managing Operations
13. Quiz 2 (30%)
14. Review of project insights & course

Language: English

Textbooks: There is no assigned regular text for this course. Instead a range of supplementary digital materials – videos, links to various resources, and some readings, will be made available via Moodle and are fundamental to learning in the course.

References: Additional links to resources will be made available through Moodle (see Note below)

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 50 2 tests in Multiple Choice format, taken offline under exam conditions in the usual class time

(currently planned for 20% in week 6, 30% in week 13).

Class contribution:	15	Engagement
Others:	35	Group Project
		(confidential peer assessment to appraise individual contribution)

Note/URL: www.pokachan.com

This site is for general information about my teaching, updates about developments with course delivery modes before final enrolment and other links. Once semester starts all announcements and distribution of class content will be via Moodle. However, if contacting me please use email to pokarier@waseda.jp and not Moodle messaging.

This course is designed on the basis of the so-called 'flipped learning' model, where core content – traditionally delivered through one-way in class lectures, is primarily made available through video-on-demand (VOD), and class time is freed up for more interactive sessions. It requires students to engage actively with brief reading material and the VOD. Much of content on Moodle is in multiple short video mode, covering a particular concept or issue. For each week's topic there is a set of presentation slides, in PDF format, and the videos generally follow the order of the slide set. There are also some third party video materials, primarily documentary examples, and some short readings.

国際教養学部では以下リンクの通り、学修成果を定めています。
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Please refer to this when registering for courses and checking your achievements.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB20500|01|210EB20500[/SYLLABUS_ID]

Course Title	Introduction to Microeconomics 01		
Instructor	SHINO, Junnosuke		
Term	spring semester	**Credits**	2
Day/Period	01:Sat.2	**Class Modality Categories**	[On-campus]
Course Category	Economy and Business	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: ・This course is designed to provide studentswith the tools to understand economic phenomena. In particular, it focuses onmicroeconomic principles that explain the decision-making of consumers andfirms, as well as the interactions between them. The course also examines theroles of markets and differences in market structures and analyzes how marketsfunction under specific structures. In addition, students will learn how theseprinciples are applied to economic policy.

※This class will be taught by a teacher withworking experience and will be taught based on the working experience.

Objectives: ・The objective of this introductory course is to develop an understanding of standard—but essential—concepts in microeconomics. By completing this course, students are expected to master the basic concepts of microeconomics and to be able to independently assess how goods and labor markets operate, how economic policies work, and what conditions are necessary for such policies to function more effectively in these markets.

before/after course of study: ・The textbook for this course is Principles of Economics, 10th Edition, by N. Gregory Mankiw. Lectures will start with Chapter 3. Students are required to read Chapters 1 and 2 on their own.
・Students are expected to complete all assigned readings for each class in advance of the corresponding lecture.
・Homework assignments will be given after the completion of each chapter. Each assignment will cover the entire chapter; however, class lectures will focus only on the most important points and give detailed explanations on them. Accordingly, after deepening their understanding through the lectures, students are required to reread the textbook on their own.
・Both the midterm exam and the final exam will be administered in the classroom and will be closed-book examinations. The use of any reference materials or electronic devices is strictly prohibited.
・Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

[Week 1] Introduction
Part I:INTRODUCTION / Course Map/Grading Policy/Summary on Chapter 1 and 2 of the textbook.

[Week 2] Interdependence and the Gains from Trade
Part I:INTRODUCTION / Chapter 3 of the textbook

[Week 3] The Market Forces of Supply and Demand
Part II:HOW MARKETS WORK / Chapter 4 of the textbook

[Week 4] Elasticity and its Application
Part II:HOW MARKETS WORK / Chapter 5 of the textbook.

[Week 5] Consumer, Producers, and the Efficiency of Markets (1)
Part III:MARKETS AND WELFARE / Chapter 7 of the textbook

[Week 6] Consumer, Producers, and the Efficiency of Markets (2)
Part III:MARKETS AND WELFARE / Chapter 7 of the textbook

[Week 7] Midterm Exam
100% closedbook style: any books or electronic devices are strictly prohibited.

[Week 8] Externalities
Part IV:THE ECONOMICS OF THE PUBLIC SECTOR / Chapter 10 of the textbook (subject to skipdepending on the actual pace of the lecture)

[Week 9] The Costs of Production
Part V:FIRM BEHAVIOR AND THE ORGANIZATION OF INDUSTRY / Chapter 14 of the textbook

[Week 10] Firms in Competitive Markets
Part V:FIRM BEHAVIOR AND THE ORGANIZATION OF INDUSTRY / Chapter 15 of the textbook
[Week 11] Monopoly
Part V:FIRM BEHAVIOR AND THE ORGANIZATION OF INDUSTRY / Chapter 16 of the textbook
[Week 12] Monopolistic Competition/ Oligopoly
Part V:FIRM BEHAVIOR AND THE ORGANIZATION OF INDUSTRY / Chapter 17 and 18 of the textbook
[Week 13] The Labor Markets
Part VI:THE ECONOMICS OF THE LABOR MARKET / Chapter 19 of the textbook
[Week 14] Final Exam
100% closedbook style: any books or electronic devices are strictly prohibited.

Language: English

Textbooks: ・Mankiw, N. G. (2024) Principles of Economics, 10th Edition, Cengage Learning.

※The digital version of the textbook “Mind Tap” is required to purchase because all homework will be provided via Mind Tap. Getting paper textbook is just optional (contents are identical). Detailed information will be provided in the class.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams:	60	Midterm Exam (30%) + Final exam (30%)
Papers:	40	Assignments on the online learning system (Mind Tap)

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB20500|51|210EB20500[/SYLLABUS_ID]

Course Title	Introduction to Microeconomics 51		
Instructor	DAIMON, Leo		
Term	fall semester	**Credits**	2
Day/Period	01:othersOn demand	**Class Modality Categories**	[Online] Full On-demand
Course Category	Economy and Business	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: The purpose of this course is to study economists' way of viewing, explaining, and predicting the world. In particular, the course focuses on microeconomics principles that demonstrate the decision making of the individuals, including consumer, firm and individual industry.Much emphasis will be put on applications and polices rather than formal economic theory.

Objectives: Students will learn the essential ideas of microeconomics and will be challenged to apply the ideas to the understanding of various aspects of our economy.

before/after course of study: Spend 60 min before class to prepare for the lecture content and 60 min after class for review.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

The market forces of supply and demand.
The market forces of supply and demand.
Elasticity and its application
Elasticity and its application
Supply, demand and government policies.
Supply, demand and government policies.
Consumers, producers, and the efficiency of markets.
Consumers, producers, and the efficiency of markets.
Utility maximization
Utility maximization
Externalities
Externalities
Mid-Term Exam (online)
open book online exam
Public goods and common resources.
Public goods and common resources.
The design of the tax system.
The design of the tax system.
The costs of production.
The costs of production.
Firms in competitive markets.
Firms in competitive markets.
Monopoly/Game Theory
Monopoly/Basic Concept of Game Theory
Wrap Up Sessions
Review Session (on demand)
Final Exam
closed book

Language: English

Textbooks:	Mankiw, Principles of Microeconomics, 10th Edition	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Exams:	90	Final Exam will be conducted at home during the lecture time (period)
Papers:	10	Weekly assignments
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB20600|01|210EB20600[/SYLLABUS_ID]

Course Title	Introduction to Macroeconomics 01		
Instructor	BAAK, Saang Joon		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Economy and Business	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introduction to Macroeconomics

Course Outline: The purpose of this course is to introduce the macroeconomic way of viewing, explaining, and predicting the real economy. Students will learn the essential ideas of macroeconomics and will be challenged to apply the ideas to the understanding of various aspects of our economy. They will study, for example, "how to measure a nation's income," "what determines economic growth," "monetary/fiscal policies," and "exchange rates"

Objectives: The purpose of this course is to introduce the macroeconomic way of viewing, explaining, and predicting the real economy.

before/after course of study: I will upload lecture notes both before and after the class.
Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1
Introduction
Vol. 2
Nation's income
Vol. 3
Measuring the cost of living
Vol. 4
Economic growth
Vol. 5
Monetary system
Vol. 6
Unemployment
Vol. 7
Inflation
Vol. 8
Exam 1
Vol. 9
Aggregate Demand and Aggregate Supply
Vol.10
Monetary Policy
Vol.11
Fiscal Policy
Vol.12
Open Economy Macroeconomics
Vol.13
Exchange rate
Vol.14
Bitcoin and Cryptocurrency

Language:	English
Textbooks:	Principles of Economics, 10th edition, G. Mankiw, 2024, Cengage Students can choose one of the following two options when they buy the book at the Waseda coop bookstore. The bundle provides both digital and paper books while the Mindtap standalone provides only digital book. However, both of them provides the access to Mindtap services. ＜Bundle: Print＋MindTap＞ ISBN: 9789000029624 Title: BUNDLE: AE PRINCIPLES OF ECONOMICS + INTL IAC MT ISBN: 9780357990445 Title : INTL IAC MT PRINCIPLES ECONOMICS
Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	Students can choose one of the two following options. Option 1: Do homework at Mindtap 1)Assignments (9%): Mindtab (6 assignments will be given using the Mindtap throughout the semester.) 2)Quizzes (3%): The lowest two quiz scores will be dropped, and they are not included in the determination of the final grade. 3)Exam (85%): Exam 1 (40%); Exam 2 (45%). If you miss an exam due to a documented illness or a documented family emergency, a makeup exam will be arranged. Aside from the aforementioned reasons for absence, neither makeup nor early exams will be given. Therefore, please mark the exam date on your calendar and plan your travels accordingly. Please refer to the syllabus for the exam date. 4)Attendance (3%) Option 2: If you do not use the Mindtap 1) Assignment (0%) 2) Quzzes (3%) 3) Exam (94%): Exam 1 (44%); Exam 2 (50%) 4) Attendance (3%)
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB20600|51|210EB20600[/SYLLABUS_ID]

Course Title	Introduction to Macroeconomics 51		
Instructor	SHINO, Junnosuke		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Economy and Business	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: ・This course is designed to provide students with the tools to understand economic phenomena. In particular, the course focuses on macroeconomics that deal with basic mechanisms to determine key economic variables such as GDP, unemployment and inflation. It also focuses on the roles of markets and the difference of market structure, and studies how markets work under a certain environment. The students will also learn applications to economic policies.

※This class will be taught by a faculty member who possess working experience and will be taught based on the working experience.

Objectives: ・The objective of this introductory course is to develop an understanding of standard—but essential—concepts in macroeconomics. By completing this course, students are expected to master the basic concepts of macroeconomics and to be able to independently assess how goods, labor and financial markets operate, how monetary and fiscal policies work, and what is needed so that such policies work effectively.

before/after course of study: ・The textbook for this course is Principles of Economics, 10th Edition, by N. Gregory Mankiw. Lectures will start with Part VIII: THE DATA OF MACROECONOMICS (Chapter 24). Students are required to read Part I: INTRODUCTION (Chapters 1 to 3) on their own.

・Students are expected to complete all assigned readings for each class in advance of the corresponding lecture.

・Homework assignments will be given after the completion of each chapter. Each assignment will cover the entire chapter; however, class lectures will focus only on the most important points and give detailed explanations on them. Accordingly, after deepening their understanding through the lectures, students are required to reread the textbook on their own.

・Both the midterm exam and the final exam will be administered in the classroom and will be closed-book examinations. The use of any reference materials or electronic devices is strictly prohibited.

・Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

[Week 1] Introduction
INTRODUCTION/ Course Map/Grading Policy/Summary on Chapter 1 to 3 of the textbook
[Week 2] GDP and National Income
Chapter 24 of the textbook
[Week 3] Measuring the Cost of Living / Inflation
Chapter 25 of the textbook
[Week 4] Production and Economic Growth
Chapter 26 of the textbook
[Week 5] Saving, Investment, and the Financial System
Chapter 27 of the textbook
[Week 6] The Basic Tools of Finance
Chapter 28 of the textbook
[Week 7] Midterm Exam
100% closed book style: anybooks or electronic devices are strictly prohibited.

[Week 8] Unemployment & Labor Market
Chapter 29 of the textbook
[Week 9] The Monetary System
Chapter 30 of the textbook
[Week 10] Money Growth and Inflation
Chapter 31 of the textbook
[Week 11] Open-Economy Macroeconomics: Basic Concepts
Chapter 32 and Chapter 33 of the textbook
[Week 12] Aggregate Demand and Aggregate Supply
Chapter 34 of the textbook
[Week 13] The Influence of Monetary and Fiscal Policy on Aggregate Demand
Chapter 35 of the textbook
[Week 14] Final Exam
100% closed book style: anybooks or electronic devices are strictly prohibited.

Language: English

Textbooks: ・Mankiw, N. G. (2024) Principles of Economics, 10th Edition, Cengage Learning.
※The digital version of the textbook “Mind Tap” is required to purchase because all homework will be provided via Mind Tap. Getting paper textbook is just optional (contents are identical). Detailed information will be provided in the class.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams:	60	Midterm exam 30% + Final exam 30%
Papers:	40	Assignments on the online learning system (Mind Tap)

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB20800|51|210EB20800[/SYLLABUS_ID]

Course Title	Quantitative methods for Economics 51		
Instructor	SUZUKI, Ayako		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	Economy and Business	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: The objective of this course is to introduce you to quantitative methods used in economic analysis. The course will strongly stress applications and you will develop the skills to set up regression models, to estimate your models using econometric software, and to interpret your estimation results to test your hypotheses. This course targets students who have never studied quantitative methods before.

Objectives: At the end of the course, students should be able to conduct simple empirical analyses of their interests.

before/after course of study: Students are required to work for their own projects, and it may require them to work outside of class hours. Preview and Review may take around 90-120 min. each at least.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

第1回
Introduction: What is an estimator?
第2回
Simple Regression Analysis
第3回
Simple Regression Analysis
第4回
Hypothesis Testing
第5回
Hypothesis Testing
第6回
Multiple Regression Analysis
第7回
Multiple Regression Analysis
第8回
Transformation of Variables
第9回
Dummy Variables
第10回
Model Specification
第11回
Measurement Errors
第12回
Simultaneous Equations Estimation
第13回
Final Project
第14回
Final Project

Language: English

Textbooks: No Textbook required

References: Introductory Econometrics 5th International edition, Jeffrey M. Wooldridge, Cengage learning
Using R for Introductory Econometrics, Florian Heiss, Independently published
Introduction to Econometrics fifth edition, Christopher Dougherty, Oxford University Press
[IMPORTANT]
1. Please bring your own PC to class. 2. Please install the software called STATA on your PC from "Download Station" of IT service at My Waseda. We will use this software almost every week from Week 6.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Papers:	30	Final project (accuracy and originality will be valued)
Others:	70	Assignments

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB20900|01|210EB20900[/SYLLABUS_ID]

Course Title	Introduction to Marketing 01		
Instructor	MORIMOTO, Mariko		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Economy and Business	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: The course examines principles necessary for developing marketing strategy for customers, consumers, and public, with attention to delineating strategic plans and identifying target markets. Multiple elements of the marketing mix (e.g., product development and management, pricing, distribution, and communication) are surveyed.

Objectives: In this course, students will:
1) understand the role of marketing within society and within an economic system
2) learn the vital role of marketing within a firm and the necessary relationships between marketing and the other functional areas of business
3) consider the various decision areas within marketing and the tools and methods used by marketing managers for making decisions
4)learn key marketing principles and terminology
5) appreciate how a marketing perspective is important in your own personal and professional development

before/after course of study: As part of your preparation, you will be required to read the assigned chapters in the required textbook and other course-related materials posted on Waseda Moodle. (The required textbook information will be addressed on the first day of the class.)
Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand contents, or read the referential materials.
The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Course Introduction

What is Marketing? --- Creating and Capturing Customer Values

Marketing Strategy and Environment

What is involved in a marketing campaign?
Considerations for marketing strategy development

Consumer Behavior

Understanding elements that affect consumers' buying decisions for analyzing and satisfying customers' needs

Marketing Research

Analyzing buyers through a discussion of marketing information systems and learning the basic steps in the marketing research process

Customer-Driven Marketing Strategy

Selection and analysis of target markets for marketing strategy development

Products, Services & Branding

Exploring various dimensions of product/service management and branding

Pricing

Examining pricing decisions that influence other parts of marketing mix

Integrated Marketing Communication

Advertising & Public RelationsExploring the communication process and major promotional methods in promotion mix

Personal Selling & Sales Promotion

Learning about powerful and persuasive elements in promotion mix

Social Media Marketing
Understanding the influence of online social networking and digital media on marketing strategies
Competitive Advantages

The Global Marketplace & Social Responsibility
Focusing on social responsibilities and ethics in the age of globalization
Course Wrap-Up

Exam
Details will be addressed in class.

Language: English

Textbooks: To be announced in class and detailed course syllabus provided to enrolled students.

Grading Free-text Entry Flag: 1 : フリーフォーマット（教員による切替可）

Evaluation Free- Exam (closed-book) : 60%
Online Assignments: 30%
Attendance/Participation (Lecture attendance, in-class discussion and online discussion board): 10%

Note/URL: In principle, lectures and the introductory session are delivered in-person.
The exam will be administrated during the class time (Japan Standard Time).
Occasional Zoom sessions and/online lectures may be held.
The dates will be announced on Moodle.

A detailed course syllabus, along with textbook purchase information, will be available on Moodle for enrolled students.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB30100|51|210EB30100[/SYLLABUS_ID]

Course Title	Microeconomics		
Instructor	SUZUKI, Ayako		
Term	fall semester	**Credits**	4
Day/Period	01:Mon.3@02:Sat.2	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: The objective of this course is to introduce you to foundations of microeconomic theory, including how individual consumers and producers make decisions and how different market mechanisms operate to allocate resources.
The emphasis in the course is problem solving with use of calculus (rather than graphs and tables in introductory courses). Therefore, the students are expected to have some background in multivariable calculus.

Objectives: As described above.

before/after course of study: A decent work at home might be required (depending on students' background) to understand the material in the course and to pass the exams.

Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: Tentative course map

[Class 1] Introduction
[Class 2] Budget
[Class 3] Preferences
[Class 4] Problem set
[Class 5] Utility
[Class 6] Problem set
[Class 7] Choice
[Class 8] Problem set
[Class 9] Demand Market demand
[Class10] Problem set

[Class11] Equilibrium
[Class12] Problem set
[Class13] Technology
[Class14] Problem set
[Class15] Profit maximization
[Class16] Problem set
[Class17] Midterm exam
[Class18] Cost minimization Cost curves
[Class19] Problem set
[Class20] Firm supply Industry supply

[Class21] Problem set
[Class22] Monopoly
[Class23] Problem set
[Class24] Monopoly behavior
[Class25] Problem set
[Class26] Review for Final
[Class27] Final exam
[Class28] Review

Language: English

Textbooks: Intermediate Microeconomics: A Modern Approach (8th (or higher) International student edition), Hal R. Varian, W.W. Norton & Company, Inc. (2009)

References: Goolsbee, A., S. Levitt, and C. Syverson (2019): Microeconomics (3rd Edition), Hazelbrow Lodge, UK: Worth Publishing.
Varian, H.R. (2014): Intermediate Microeconomics: A Modern Approach (Ninth Edition), New York: W. W. Norton

& Company.

Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Exams:	60	Midterm exam 30% Final exam 30%
Others:	40	Weekly problem sets

Note/URL:

1. Students are recommended to have taken Principles of Microeconomics or to have a comparable background.
2. Students are expected to have knowledge of algebra and multivariable calculus. More specifically, students should know how to induce (total and partial) derivatives of functions.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB30200|01|210EB30200[/SYLLABUS_ID]

Course Title	Macroeconomics		
Instructor	BAAK, Saang Joon		
Term	spring semester	**Credits**	4
Day/Period	01:Mon.4@02:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Macroeconomics

Course Outline: This course will cover classic macroeconomic issues such as inflation, unemployment, interest rates, growth and technological progress. The course will also provide the foundations needed to understand how the macroeconomy operates and various solutions to economic problems.

Objectives: The purpose of this course is to study various concepts in macroeconomics in order to understand economic phenomena and problems such as unemployment, inflation and economic growth.

before/after course of study: I will upload lecture notes before and after the class. Students are advised new lecture notes before joining each class.
Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1
Introduction
Vol. 2
The Goods Market
Vol. 3
The Goods Market
Vol. 4
Financial Markets
Vol. 5
Financial Markets
Vol. 6
Goods and Financial Markets
Vol. 7
Labor Market
Vol. 8
Labor Market
Vol. 9
Unemployment, and Inflation
Vol.10
Unemployment, and Inflation
Vol.11
Saving, Capital Accumulation, and Output
Vol.12
Saving, Capital Accumulation, and Output
Vol.13
Technological Progress and Growth
Vol.14
Technological Progress and Growth

Vol.15
Exam 1
Vol.16
Financial Markets and Expectations
Vol.17
Financial Markets and Expectations
Vol.18
Expectations, Consumption, and Investment
Vol.19
Expectations, Output, and Policy
Vol.20
Openness in Goods and Financial Markets
Vol.21
Goods Market in an Open Economy
Vol.22
Output, Interest Rate, and Exchange Rate
Vol.23
Exchange Rate Regimes
Vol.24
Exchange Rate Regimes
Vol.25
Fiscal Policy
Vol.26
Fiscal Policy
Vol.27
Monetary Policy
Vol.28
Monetary Policy

Language: English

Textbooks: Macroeconomics,1st Edition, Robert Lester, Cengage

ISBN-13: 9780357901779

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 90 Exam 1 (40%); Exam 2 (50%)

Others: 10 quizzes, attendance

Note/URL: You have to attend this class more than two third of all classes. This is the Wasseda Uni's rule to get credits.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB31500|51|210EB31500[/SYLLABUS_ID]

Course Title	International Trade Management		
Instructor	NOMURA, Seiji		
Term	fall semester	**Credits**	2
Day/Period	01:Sat.2	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: All classes of this course will be conducted in the classroom on the face-to-face basis.
This course is a two-unit lesson designed primarily for non-business majors to offer basic knowledge both on international business practices, and the theory behind them. The course covers a large area of business practices for both exporters and importers. Current topics relating to international trade and business are also picked up in this course. As a quiz (multiple-choice and true/false questions) will be assigned to the students in each class, the students are required to submit answers of the quiz within three (3) days of each class. The class is a mixture of a lecture and participation by the students.

This course will be performed by the lecturer who possesses working experiences and will be taught based on such lecturer's working experiences.

Objectives: This class aims to attain to help students understand the basic logics why cross-border business exists and also the significance behind the documents or procedures for trade practices. In addition, this course intends to provide students with an opportunity to learn about international business situation from actual business perspective.

before/after course of study: Students are required to prepare for each class by referring to resumes, handouts or instructions which will be provided in advance on Waseda Moodle in each class. Preparation of each class will take 90 -120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Orientation and Guidance

Suggestions on the course description including how the class is conducted and evaluated

Vol. 2 General Discussion: Why do we import and export?/History and Theory on International Trade

Discussions on the purpose of international trade such as Comparative Advantage (including group discussions) for the first half of the class. Lecture on Mercantilism, Comparative Advantage, Heckscher-Ohlin Theorem and Reciprocal Demand Curve, etc. for the second half of the class

Vol. 3 Finding a business partner and executing agreement

Lecture on Four C's Basics of Export Marketing, negotiations about trade terms such as pricing and delivery, and General Agreement on terms and conditions of business

Vol. 4 International Trade Business Practices (1) - Incoterms

Lecture on Trade Terms based on Incoterms 2020 such as FOB and CIF etc.

Vol. 5 International Trade Business Practices (2) - Incoterms

Lecture on Trade Terms based on Incoterms 2020 such as FOB and CIF etc. (continued from the preceding week)

Vol. 6 International Trade Business Practices (3) - Payment/Settlement

Lecture on the function of Letter of Credit (L/C), Payment/Settlement, Business with L/C and Business without L/C

Vol. 7 International Trade Business Practices (4) - Shipment

Lecture on Shipment

Vol. 8 Mid-term Exam. and International Trade Business Practices (5) - B/L and Shipping documents

Mid-term Exam. for the first half of the classLecture on Bill of Lading (B/L) and Shipping Documents for the second half of the class

Vol. 9 B/L and Shipping documents and Marine Insurance

Lecture on B/L and Shipping documents for the first half of the class
Lecture on Marine Insurance for the second half of the class

Vol.10 Marine Insurance and Customs

Lecture on Marine Insurance (continued from the preceding week) for the first half of the class Lecture on Customs Clearance for the second half of the class

Vol.11 Foreign Exchange

Lecture on Foreign Exchange Risk and Foreign Exchange System (Fixed Exchange Rate vs. Floating Exchange Rate)

Vol.12 Service Trade

Lecture on Trade in Services

Vol.13 Overseas Investment and M&A (Mergers and Acquisitions)

Lecture on Overseas Direct Investment, Securities Investment and OEM (Original Equipment Manufacturer), etc. for the first half of the classLecture on Mergers and Acquisitions (as a part of Overseas Direct Investment) for the second half of the class

Vol.14 Final Exam. and Current topics relating to International Trade and Business

Final Exam. for the first half of the class. Lecture on Current topics relating to International Trade and Business for the second half of the class.

Language: English

Textbooks: Primarily handouts are used. A text is used for supplementary purposes. The names of text will be given on a syllabus to be provided on the first day of the course.

References: 『基礎から学ぶ貿易実務 日英対訳』(改訂版)、曽我しのぶ、日本関税協会、2023年、9784888955072 ("Learn International Trade from Basics (in Japanese and English)" (Revised Edition) by Shinobu Soga, Tokyo, Japan Tariff Association, 2023, 9784888955072)

"International Trade – An Essential Guide to The Principles and Practice of Export" by Jonathan Reuvid and Jim Sherlock, London, Kogan Page Limited, 2011, 9780749462376

"Incoterms 2010" by the International Chamber of Commerce (ICC), Tokyo, Japan International Chamber of Commerce (ICC Japan), 2010, 9789284200801

"Incoterms 2020" by the International Chamber of Commerce (ICC), Tokyo, Japan International Chamber of Commerce (ICC Japan), 2019, 9789284205103

"Advanced International Trade, Second Edition", Robert C. Feenstra, New Jersey, Princeton University Press, 2016, 9780691161648

"A Handbook of International Trade in Services" edited by Aaditya Mattoo, Robert M. Stern and Gianni Zanini, New York, Oxford University Press Inc., 2008, 9780199235216

"The Handbook of International Trade and Finance: The Complete Guide for International Sales, Finance, Shipping and Administration" by Anders Grath, London, Kogan Page Limited, 2016, 9780749475987

"Marine Insurance Law" (2nd Edition) by Ozlem Gurses, New York, Routledge, 2017, 9781138669222

Additional references will be introduced on a syllabus to be provided on the first day of the course.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 90 Mid-term exam and Final exam will be used to evaluate the overall understanding of the class (Mid-term exam will cover classes up to the 7th session, and Final exam will cover all classes in this course).
Mid-term Exam. 30%
Final Exam. 60%

Class contribution: 10 The evaluation will be based on active participation in this course.

Note/URL: The above schedule is subject to change depending on actual situation of the class and COVID-19. Discussions will be taken as much as possible.
Mid-term Exam. and Final Exam. may be replaced with Mid-term Report and Final Report respectively, subject to actual situation of the class and COVID-19, etc.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB32700|51|210EB32700[/SYLLABUS_ID]

Course Title	Financial Management 51		
Instructor	TAKEZAWA, Nobuya		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introduction to Finance

Course Outline: This course is an introduction to finance. The objective is to familiarize students with financial concepts and tools used in an international business setting. The course covers the basic principles of financial management and applies them to the decisions faced by financial managers in global firms. Topics include standard financial decision-making tools, the role of stock and bond markets, and the risk & return tradeoff. Whenever relevant, we will refer to the academic literature in finance for deeper insight on particular topics.
This is an intermediate level course at SILS. While one course in economics, business, or accounting is highly recommended before enrolling in this class – it is not a requirement. However, the instructor will assume students have a sincere interest in learning finance, have enrolled in the SILS required "introductory statistics" course, and have an appreciation for quantitative methods.

Note: Most classes will be in-person, however, a few sessions will be held online zoom (dates determined and announced in class). Students are asked to have an appropriate device (notebook PC, pad) with access to a stable internet connection.

Objectives: After taking this class, the student should be:
1) be familiar with financial securities such as stocks and bonds (Japan context).
2) be able to explain and critique a net present value and internal rate of return analysis for a project (financial decision making).
3) be able to explain the risk-return trade-off as discussed in finance (Sharpe ratio, CAPM).
4) acquire working knowledge (familiar with) of EXCEL for discounting exercises and other finance related functions.
5) develop a solid understanding of the link between topics covered in finance and international business (and other areas/fields in business).
6) acquire the basic skills and knowledge to undertake intermediate and advanced course work in the area of finance (including first year MBA finance)

before/after course of study: Review notes and assigned reading prior to class (and after class). Work on (weekly) assigned problems after class. Reviewing concepts and numerical exercises on a regular basis is important in building block oriented courses such as finance. The instructor reserves the right to make changes to the schedule. All changes will be announced in class and posted on Moodle. Students are asked to check their Waseda email account and Moodle on a regular basis.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
Week 1: Overview of the course and Introduction to stocks
Week 2: Introduction to bonds
Week 3: Introduction to Japanese Capital Markets
Week 4: More on Japanese Capital Markets
Week 5: Discounting and present value
Week 6: Perpetuities and the dividend discount model (DDM)
Week 7: Net present value (NPV) and internal rate of return (IRR) rules
Week 8: Understanding risk and return
Week 9: Introduction to the capital asset pricing model (CAPM)
Week 10: Introduction to the weighted average cost of capital (WACC)
Week 11: Foreign Exchange Market
Week 12: Case Exercise
Week 13: Review and Wrap-up
Week 14: In-class Final Test

Language: English

Textbooks: Notes and readings uploaded on the Moodle course site.

References: 1) Richard Brealey, Stewart Myers, Alan Marcus. Fundamentals of Corporate Finance. McGraw Hill.
2) Richard Brealey, Stewart Myers, Franklin Allen, Alex Edmans. Principles of Corporate Finance. McGraw Hill.

	3) Stephen Ross, Randolph Westerfield, Jeffrey Jaffe, and Bradford Jordan. Corporate Finance. McGraw Hill.
Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	Assignments [30%] and Final test [70%]. The in-class final test is closed note and closed book.
Note/URL:	Detailed course outline distributed on the first day of class and uploaded on Moodle. Students are expected to check Moodle for updates and other information prior to class. As a general rule (and courtesy to the instructor) students should 1) not record lectures & discussion and 2) not take photos of the slides & board (without the permission of the instructor). 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB32800|51|210EB32800[/SYLLABUS_ID]

Course Title	Introduction to Accounting		
Instructor	SHIMAKATA, Ryo		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.5	**Class Modality Categories**	[Online] Realtime Streaming
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introduction to Financial Accounting

Course Outline: ※Online(Live Stream) with On-Demand Recorded Video
Accounting is the process of identifying, recording, and reporting of economic activities. Accounting serves a vital role in our economy. It is a language to present the financial condition of a business, non-business or other entity as well as how an entity performed financially in a given time period. There are many people who rely on accounting information for their decision making, including investors, creditors, regulators as well as executives and managers who run businesses. In this course, you will learn a fundamental framework and concept for financial accounting, which is used by for-profit business enterprises mainly in their external reporting. In any business, financial accounting is imperative; it is simply impossible to understand a business without understanding accounting. The primary objectives of this course are for you to understand (1) the basic concept of financial accounting, (2) how it is processed, and (3) how it is used. There are no pre-requisites for this course, nor should you have accounting background or any specialized knowledge, as long as you understand basic arithmetic.

Objectives: After taking this course, you will:
・Understand the basic concept of financial accounting, how it is used by whom for what purposes, and why it is important.
・Be able to create accounting records for basic business activities over an accounting cycle, including adjusting and closing entries.
・Be able to prepare financial statements based on accounting records created for basic business transactions.
・Be able to read and interpret financial statements and perform basic financial analyses based on them.

before/after course of study: Students are expected to finish reading assignments before each class that will be announced in the class. Each of the reading assignments takes approximately 60 minutes. In addition, an assignment with quizzes and exercises will be given every week through the on-line platform. They will cover not only the topics covered by the reading assignments but also the topics presented and discussed in the class. It takes approximately 60 to 120 minutes to finish each assignment.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Class No.1: Introduction to Accounting (1 of 2)

Accounting is defined. How does accounting work and how is it used? What are the building blocks behind accounting? Why does accounting matter to us?

Class No.2: Introduction to Accounting (2 of 2)

In this class, the basic accounting equation is presented. This class also covers what financial statements are comprised of and some of the key points in reading financial statements.

Class No.3: Recording Process

This class covers how accounts, debits and credits are used to record business transactions. This class also covers how a journal, ledger and posting are used and how a trial balance is prepared.

Class No.4: Adjusting Accounts

This class covers the concept of the accrual basis of accounting and adjusting entries to create accrual and deferral accounts. After completing an adjusted trial balance, you learn how financial statements are prepared.

Class No.5: Closing Accounts

With the closing process, an accounting cycle is completed. The closing process includes journalizing and posting closing entries and preparation of post-closing trial balance.

Class No.6: Accounting for Merchandising Operations

In this class, an accounting cycle for merchandsing operations is presented. It includes how revenues and expenses are recorded, how inventories are maintained and how an income statement is prepared.

Class No.7: Inventories

This class covers the classification of inventories and how cost flow assumptions affect financial statements. This class also covers presentation of inventories and how they affect financial statements.

Class No.8: Internal Control

Sound accounting practice requires an adequate system of internal control being placed in. This class covers the basic elements of internal control and how they are applied.

Class No.9: Accounting for Receivables

This class covers how a company recognizes and clears receivable accounts, including the types of receivables and how interest is accrued, as well as presentation and analysis of receivables.

Class No.10: Tangible and Intangible Assets

This class covers accounting for tangible and intangible assets such as land, buildings, and machinery, including depreciation methods, impairment, and retirement.

Class No.11: Liabilities

In this class, accounting for current and long-term liabilities is discussed, including the types of liabilities and how they are accounted for, as well as how they are presented and analyzed.

Class No.12 Stockholders' Equity

This class focuses on a corporation, or a stock company, to depict how equity works and to understand the components of equity. The class also covers how equity transactions are accounted for and how equity accounts are presented and analyzed.

Class No.13: Statement of Cash Flows

This class covers the usefulness of the statement of cash flows and how cash flows are classified. The class also covers how the statement of cash flows is prepared.

Class No.14: Financial Statement Analysis / Time Value of Money

This class covers how financial statements are used in various analyses, as well as how a company's performance is analyzed using ratio analyses. This class also introduces the concept of the time value of money.

Language: English

Textbooks: Textbooks: Weygandt, Financial Accounting 12e, WileyPLUS

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-: The weekly assignments will account for 50% of the final grade. A final exam is provided after Class No.14. The final exam will account for 50% of the final grade. There is no mid-term exam.

Note/URL: In this course, the instructor will use a web-based, on-line learning platform provided by Wiley (WileyPLUS) for the textbook, exercises and assignments throughout the semester. Each student must purchase a student access card at the university co-op for the on-line platform to take this course. Students should expect that a reading assignment and an assignment with quizzes and exercises will be given every week. In each class, the instructor will provide comments or feedback on a quiz and exercise to the extent deemed necessary. The access to the on-line platform will be terminated after the semester.

The classes will be conducted on live stream via Zoom in Waseda Moodle, with recordings available to accommodate those unable to attend live classes. Please note, however, you are expected to achieve a minimum number of attendance as required by the school to receive credit. Watching recordings does not compensate your attendances.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB33500|51|210EB33500[/SYLLABUS_ID]

Course Title	Design and Enterprise 51		
Instructor	POKARIER, Christopher J		
Term	fall semester	**Credits**	4
Day/Period	01:Thur.2@02:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Strong design cultures have proven to be a source of resilience and prosperity for nations, cities and enterprises. As recent Ai developments portend disruption of industries, work, and familiar career paths, this course aims to equip students with a solid understanding of design principles and practice. Once primarily associated with the built environment, physical products, and corporate illustration, design principles have come to be widely applied to experiences, systems and processes, places and identities. The course demonstrates how design thinking represents a distinctive way of seeing and thinking, in contrast to those of the familiar humanities and sciences, yet complements and strengthens a liberal arts education. Design is optimistic, aims to make a difference through problem-finding and solving, and is inherently multi-disciplinary. By exploring the evolution of design practice through historical and contemporary examples, and a group project of design inquiry, students will begin to cultivate a design mindset.

Objectives: It is anticipated that students will
+ demonstrate sound foundational knowledge of the history of design practice, principles and education, and familiarity with major debates over the scope and purposes of design.
+ show active engagement with illuminative historical and contemporary examples of design-centred enterprises.
+ be alert to examples of poor design experienced in daily life, sharing insights with classmates to foster a design mindset that is always alert to the potential for better solutions.
+ engage positively with an introduction to the common 'critique' practice in design education; complementing the key SILS learning objective of a participatory mindset – engaged, incisive and collegial.
+ through active collaboration with class colleagues in a group project, conduct an effective design inquiry; demonstrating research and observational skills, effective refining of the design problem, judgment in evaluating viable solutions, and persuasive presentation of findings and propositions.
+ reflect upon, and articulate understanding of, the distinctiveness of design as a field of knowledge, mindset and practice and its relationship to the liberal arts.

before/after course of study: Active engagement with the full range class materials – textual and video-on-demand (VOD) made available through Moodle, sincere efforts on small assigned learning tasks linked to class activities, and a strong collegial commitment to the group project.

This is an intermediate course, equivalent to slightly more a quarter of a full-time student load (4 credits, and a SILS degree requires 124 credits, or an average of 15.5 per semester). The expected level of engagement mirrors this. A good rule of thumb is that at SILS students undertaking a standard load of courses should be investing about 500 hours a semester in learning, in-class and outside. This equates to to about a 36 hour week under the shortened 14 week system, and involving an average of about 6 hours of learning and group project endeavours a week on average outside class in this and other 4 credit courses.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

INTRODUCTION
1. Design & enterprise
2. Domains of design
3. Design as mindset

DESIGN OVER TIME
4. Anonymous design
5. Artisanship
6. Form & material
7. Iconic designs
8. Design-led enterprises

DESIGN PRACTICE
9. Design education & profession
10. Design rights & rents

DESIGN FOR ALL?

11. Problem discovery & resolution
12. Design thinking

13. Quiz (25%)
14. Project kick-off

EXPERIENCE DESIGN
15. Design toolkits & Ideating
16. Place
17. Interface
18. Identity

19-21. Interim project critiques
22. Design & the liberal arts
23. The limits of design?

24. Quiz II & reflecting writing (25%)
25-28. Final project critiques

Language: English

Textbooks: None

References: There is no textbook. Instead, all materials for the course will be made available through Moodle links. The course evaluation places considerable weight on students' demonstrating sincere engagement with those course materials.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Midterm quiz 25%
Final quiz & in-class reflective writing task 25%
Group Project 40%
Engagement 10% (+/-)*

* 'Engagement' encompasses degree of active participation in class activiites and engagement with the varied course materials available through Moodle. In addition, though hopefully unlikely, brazen disengagement, 'gaming' assessment and attendance records, or disruptive conduct, may be subject to a separate grade reduction, with due explanation.

Note/URL: The course site on Moodle is core. In addition, my general teaching site is at www.pokachan.com. If messaging me please use my university email address (pokarier@waseda.jp) and not the clumsy Moodle message system.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB34100|01|210EB34100[/SYLLABUS_ID]

Course Title	Cost- Benefit Analysis 01		
Instructor	DAIMON, Leo		
Term	spring semester	**Credits**	2
Day/Period	01:othersOn demand	**Class Modality Categories**	[Online] Full On-demand
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Application to project evaluation in developing countries

Course Outline: In recent years, increasing importance of private sector as a major architect of social and public goals. More private investments and lending are promoting public ivesteement projets, from transportation infrastructure to Moon rocket these days. We would like to partner with private investors to achieve a common well-being for the world. Public-private-partnership (PPP) is becoming a default for most Developing Financial Institutions (DFIs) such as the World Bank, Asian Development Bank (ADB), and Japan Bank for International Cooperation or Japan Bank for International Cooperation (JBIC) or Japan International Cooperation Agency (JICA).

This course is intended to provide analytical tools to quantitatively evaluate the impact of policy interventions initiated by these public and private agencies and investors. We will critically review existing projects in order to feedback innovative ideas for improvements. Wherever possible, examples are used to aid the exposition. Certainly, this is not a course on pure microeconomics or welfare economics exclusively.

Microeconomics and welfare concepts that are relevant in impact evaluation will be discussed. Particular attention will be given to practical analysis with emphasis on the use of shadow prices, the use of consumers' surplus and the problems of valuing goods that do not have market prices. Students are encouraged to participate effectively in class discussions.

This course uses STATA Ver 18 (to be installed invidually to your PC or MAC) every week. Students are expected to bring PC or Mac with EXCEL and STATA installed, available free for enrolled students.

Objectives: Ability to evaluate impacts of public projects using panel data

before/after course of study: Students are expected to use STATA package, downloadable for free on campus, in order to participate in class. Spend 60 min before class for preparation and 60 min after class for weekly assignment and review.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Getting Started with STATA and Overview of Cost-Benefit Analysis

Let's download STATA ver 18 to your PC or Mac.Step-by-step itrodution and overview of the course.

Basics of Project Evaluation

Project evaluation - examples and cases from Asia and African countriesExcercise 1 - EXCEL

Theory and Practice of Impact Evaluation

Excercises 2 and 3 - EXCEL and STATA Explanation and Preparation for Presentation Contest

Presentation Contest

1 min presentation (contest)no AI generated presention

NPV and IRR

concept and application of net present value (NPV) and internal rate of return (IRR)excercises using EXCEL

Project Evaluation Under Uncertainty (1)

quasi-option price, option value, and option price

Project Evaluation Under Uncertainty (2)

concept and applicatinon of Monte Carlo Simulation using EXCEL

Mid-Term Exam

60 min for mid-term exam (closed book) on concepts, numerical examples and analytical issues of impact evaluation40 min for general feedback session

Searching for data

1) search engines (in various languges)2) example of data and assignment of group (for presentations)

Group Work 1

Assigned students are expected work towards the project. Everyone should be assigned to to do a work.

Group Work 2

Assigned students are expected work towards the project. Everyone should be assigned to to do a work.Group presentation materials are due by week 11.

Presentation 1

Group presentation on the assigned topic with data.

Presentation 2

Group presentation on the assigned topic with data.

Course wrap up and feedback session

In case of need, additional presentations will be made on the final day.

Language: English

Textbooks: Anthony E. Boardman and others (2018), Cost-Benefit Analysis: Concepts and Practice; Cambridge University Press 1108401295 (available from the COOP), required for purchase

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	70	Final Project Paper (Powerpoint presentation)
Class contribution:	30	Weekly Assignments

Note/URL: Students are introduced to basic concepts and foundations of project evaluation.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB34200|01|210EB34200[/SYLLABUS_ID]

Course Title	Behavioral & Experimental Game Theory 01		
Instructor	ISHIKAWA, Ryuichiro		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: How are rational & irrational decisions explained?

Course Outline: This course provides an intermediate-level introduction to game theory. Game theory studies rational decision-making in interactive situations, where the outcome for each individual depends not only on their own choices but also on the choices of others. Students will learn what constitutes an interactive situation and how rationality can be understood and evaluated in such contexts.

In particular, the course introduces a novel approach to analyzing experimental data on decision-making in economic and strategic environments. Unlike standard game theory and economic theory, which often assume perfectly rational (or "super-rational") decision-makers, this approach quantifies the degree of rationality exhibited by actual participants.

Various criteria of rationality are introduced and used to analyze experimental decision data. Students will also study behavioral models in game theory that explain observed decision patterns in light of these rationality criteria. Since the criteria are formulated in mathematical terms, students are expected to engage with some mathematical analysis.

In addition, students will participate in in-class experiments involving strategic decision-making in game-theoretic settings.

Objectives: In this course, we deepen our understanding of human reasoning and situational awareness in decision-making by comparing deductively derived equilibria based on rationality hypotheses with deviations from equilibrium observed in in-class experiments.

To carry out such comparisons, it is essential to construct mathematical models that formalize institutions and social environments. Students are therefore expected to develop the ability to derive deductive equilibria within these models. In addition, they must be able to design, plan, and implement experiments, and to anticipate what kinds of hypotheses can be empirically tested through those experiments.

To facilitate this learning process, the course incorporates a relatively large number of exercises, allowing students to enhance their understanding through an iterative engagement with both theory and empirical analysis.

before/after course of study: Game theory offers analytical benchmarks for comparing behavior and outcomes in real-world contexts by employing formal mathematical models. Accordingly, this course places strong emphasis on rigorous training in solving such models.

Students are encouraged to strengthen their understanding through systematic preparation and review, including working through textbook exercises and supplementary problem sets.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1: [Experiment I] What is behavioral and experimental economics?

Intorduction of the course: A new approach to analyze decision making. We conduct the first experiment to understand why society faces a dilemma.

Vol. 2: [Experiment II] How to reach the final inferences

We conduct beauty contest games where we study how people infer other peoples' behavior.

Vol. 3: [Theory I] Nash equilibrium

Definition of Nash equilibrium, and how to caluculate the equiblirium.

Vol. 4: [Behavioral model I] Identifying higher-order rationality
How to idntrify different levels of rationality in normal-form games.
Vol. 5: [Experiment III] Centipede games
We conduct the 2nd experiment to make decision sequentially.
Vol. 6: [Theory II] Extensive-form games
Definition of exntesive-form games and rerationship with normal-form games.
Vol. 7: [Theory III] Backward induction reasoning
Refinement of Nash equilibrum.
Vol. 8: [Behavioral model II] Quantal response equilibrium in extensive-form games
Application of quental response equilibrium in extensive-form games.
Vol. 9: [Experiment IV] Bargaining models
How to construct their consensus in trades
Vol.10: [Theory IV] Mechanism Design
How to construct a mechanism to achieve social goals
Vol.11: [Experiment V] Auctions
We examine the difference among the auction rules
Vol.12: [Theory V] Matching
How to implement two-sided matching without money
Vol.13: [Experiment VI] Bank run games
Why bank runs happen?
Vol.14: Final Exam
We confirm the knowledge we study in the lecture

Language: English

Textbooks: ・Dutta, Prajit K. Strategies and Games. MIT Press, 1999. (The e-book is available in the Waseda library. So, you do NOT need to buy it. You borrow it online from the university library.)

References: ・For theory: M. J. Osborne, Introduction to Game Theory, Oxford Univ. Press, 2009.
・For behavioral models: C. F. Camerer and T-H. Ho, "Behavioral Game theory: Experiments and Modeling," in P. Young & S. Zamir eds., Handbook of Game Theory, Vol. IV, Ch. 10: pp. 517-573.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	70	To answer correctly for each question.
Papers:	20	Proper analysis of experimental data.
Class contribution:	10	Homework performance

Note/URL: Lecture notes will be uploaded on Waseda Moodle.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB34300|51|210EB34300[/SYLLABUS_ID]

Course Title	Principles of Advertising 51		
Instructor	MORIMOTO, Mariko		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is designed to provide students with a comprehensive introduction to the entire integrated marketing communication process. The course will cover a variety of elements in integrated marketing communication and other marketing components. Students will learn how advertising relates to marketing and the specifics of research, setting objectives, strategy, positioning, creative, media, promotions, public relations, and campaigns. Upon completing the course, students will have a better general understanding of the development of the advertising industry, how it works today, and debates about its roles in society.

Objectives: This course is designed to achieve the following objectives:

・To provide a basic introduction to research, strategy, positioning, marketing, developing effective creative messages, media, consumer promotions and public relations in the advertising process
・To understand the mechanism of the advertising industry
・To understand how advertising is integrated with other promotional tools to create effective marketing communication plans
・To develop critical thinking skills applicable to advertising campaign planning

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Course Introduction
Defining advertising
Advertising Process
Fundamentals of Advertising Decisions
Consumer Behavior (1)
Understanding consumers' perceptions and attitude formation
Consumer Behavior (2)
Learning about consumers' decision-making process and influence of advertising
Market Segmentation & Positioning
Importance of STP marketing
Creativity
What does creativity and effectiveness mean?
Message Strategy & Copywriting
Making an impression and messages to stick
Media Planning
Finding the best mix of venues and timing
Social Media & Digital Advertising
How to better reach the target audience in the digital environment
Social Aspects of Advertising
Learning to appreciate social and ethical issues associated with advertising in the digital age
Group Project Consultation
Consultation available

Agency Profile Presentations (1)
TBA
Agency Profile Presentations (2)
TBA
Exam
TBA

Language: English

Textbooks: TBA

Grading Free-text Entry Flag: 1 : フリーフォーマット（教員による切替可）

Evaluation Free- Exam (closed book): 50 %
Online Assignments: 25 %
Group Project (Agency Profiles): 15 %
Attendance and Participation (including Online Discussion): 10%

Note/URL: In principle, lectures and the introductory session are delivered in-person.
The exam will be administrated during the class time (Japan Standard Time).
Occasional Zoom sessions and/online lectures may be held.
The dates will be announced on Moodle.

The detailed course syllabus will be distributed on Moodle to enrolled students.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB34400|51|210EB34400[/SYLLABUS_ID]

Course Title	Economy of Russia: Historical and Modern Perspectives 51		
Instructor	SHADRINA, Elena		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Historical Roots and Modern Pathways of Russian Economy

Course Outline: This course offers a comprehensive examination ofthe Russian economy across historical and contemporary contexts. Beginning withthe foundations of Tsarist and Soviet economic development, it traces thetransition to a market economy after 1991, explores centre–region dynamics, andanalyses Russia's economic model prior to 2022. The course concludes with anin-depth study of the impact of sanctions imposed after 2014 and 2022,highlighting structural adaptation, financial isolation, and Russia's geoeconomicreorientation. Students will engage in written and oral assignments, combininghistorical analysis with contemporary policy evaluation.

Objectives: The objectives of the course are:
・To provide students with a structured understanding of Russia's economic development from the Tsarist period to the present.
・To analyse the political economy of Soviet industrialisation, post-Soviet transition reforms, and regional economic specialisation.
・To evaluate Russia's foreign economic relations and the challenges of diversification prior to 2022.
・To critically assess the scope, intent, and consequences of sanctions regimes and Russia's adaptive strategies.
・To develop skills in academic writing, comparative analysis, and oral presentation within the field of international political economy.

By the end of the course, students will be able to:
・Explain the historical trajectory of Russia's economic development, including Soviet and post-Soviet phases.
・Analyse the institutional and policy frameworks shaping Russia's transition to a market economy.
・Evaluate the role of regional economic specialisation and policy in shaping centre–region relations.
・Assess Russia's pre-2022 economic model, including resource dependence and diversification attempts.
・Critically compare the sanctions regimes of 2014 and 2022, identifying their economic and geopolitical implications.
・Apply academic writing conventions in short essays supported by references and bibliographies.
・Present research findings clearly and persuasively in both individual and group formats.
・Reflect on the long-term outlook for Russia's economy under sanctions within a global comparative perspective.

before/after course of study: Students are expected to demonstrate a genuine interest in Russian studies and a commitment to understanding the evolution of Russia's socio-economic model. While no prior background in economics is strictly required, familiarity with basic economic concepts will be advantageous for engaging with the course material.

Upon completion of each of the five thematic blocks of the course (Parts 1–5), you will engage in a designated learning activity.
During the course, you are required to submit Exit Tickets (two-sentence summarising memos) for the specified sessions. Please pay close attention to the deadlines: each Exit Ticket must be submitted no later than Monday, 23:00 (Japan time) in the week following the session. For example, if the class meets on Wednesday, 2 October, the Exit Ticket is due by Monday, 6 October, 23:00.
There are two formats of presenting your work: written and verbal, and two modes of engagement: individual and group.
Each student prepares two individual take-home essays (maximum 1,000 words each) on topics suggested for the course. Despite their brevity, essays must demonstrate the essential elements of academic writing: Introduction, Core Part, and Conclusion. Essays must be properly referenced and accompanied by a Bibliography (not included in the word count). A template and evaluation criteria are posted on Moodle. Academic integrity principles must be strictly observed. Essays must be submitted via Moodle before the announced deadline (normally Monday, 23:00, Japan time). Late submissions will not be accepted.
Each student is expected to deliver two presentations, either individually or in a group (depending on class size), based on topics covered in Part 2 or Part 3 (themes posted on Moodle). Two sessions will be devoted to these mid-term presentations. In addition, two sessions at the end of the course are reserved for group presentations on topics covered in Part 5 (themes posted on Moodle).
In total, each student will have four opportunities to present the results of their work during the course. Further details will be explained at the introductory session and coordinated throughout the semester.
Preview and Review may take around 90–120 min. each at least.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule	Week 1 Introduction. Contemporary Russia: Socio-Economic and Political Context Week 2 Part 1. History of Russia's Economic Development 1.1. Economy of Tsarist Russia 1.2. Soviet Economy. Collectivised Agriculture and Industrialisation Week 3 1.3. Macroeconomic Management after the post-Great Patriotic War 1.4. Economic Reforms of the late 1980s: Perestroika Take home essay # 1 on the Soviet or Russian economy before the USSR's demise (list of themes and template posted on Moodle) Week 4 Part 2. Market Transition after 1991 2.1. Macroeconomic Dynamics in the post-Soviet Period Week 5 2.2. Macroeconomic Reforms in Transition Period: Liberalisation, Privatisation and Capitalism Week 6 Individual or Group (depending on class size) Presentation on Russia's Post-Soviet Economic Development 1992 – 2014 (list of themes and template posted on Moodle) Week7 Part 3. Centre-Region Perspective in Russia's Economic Development 3.1. Economic Specialisation of Russia's Regions Week 8 3.2. Policy for Regional Economic Development Week 9 Individual or Group (depending on class size) Presentation on Regional Economic Development and Policy (list of themes posted on Moodle) Week10 Part 4. Russian Economic Model before 2022 4.1. Natural Resources and Economic Growth 4.2. Attempted Diversification and Modernisation Week 11 4.3. Russia's Foreign Economic Relations (trade, investment, labour migration, economic integration) Take home essay # 2 on Russian Economy before 2022 (list of themes and template posted on Moodle) Week12 Part 5. Russian Economy Under Sanctions 5.1. Scope, Intent and Impact of post-2014 and post-2022 Sanctions 5.2. Structural Adaptation and Import Substitution 5.3. Financial Isolation and Evolution of Monetary and Fiscal Policy 5.4. Geoeconomic Reorientation: Pivot to Asia and the Global South Week 13 & Week 14 Group Presentation on Long-Term Outlook and Geopolitical Implications of post-2014 and post-2022 Sanctions for Russia (list of themes and template posted on Moodle)
Language:	English
Textbooks:	There is no comprehensive textbook for the course. One of the recommended reference books is: The Oxford Handbook of the Russian Economy (2013). Michael Alexeev and Shlomo Weber (eds.). Oxford University Press. Additional resources and sources will be suggested throughout the course.
References:	After each session, the updated lecture notes are made available on Moodle. Throughout the course, additional study materials and resources are recommended. Unless otherwise specified, references are provided on the final slide of the class materials.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Papers:	40	analytical essays, 2 in total, 20 points each
Class contribution:	50	25% mid-term individual/ group presentation 25% final group presentation
Others:	10	constructive collaboration on improving the course content, includes contribution via the "Motivation and Expectations" survey and Exit Ticket activity

Note/URL: https://scholar.google.com/citations?user=f6tX7QgAAAAJ&hl=en

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB34600|51|210EB34600[/SYLLABUS_ID]

Course Title	Law and Economics 51		
Instructor	DAIMON, Leo		
Term	fall semester	**Credits**	4
Day/Period	01:Wed.3@02:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Economic Analysis of Law

Course Outline: This course uses concepts and tools in microeconomics. The purpose of this course is to clarify phenomena and problems that are inherent in the market economy by an examination of the laws and economic systems that support the internal and contractual structure of the market. In particular, the course will focus on Coase Theorem and its application to nuisance law, sales law, and tort law. This is a lecture course, but students are expected to work on "legal cases" into three groups (plaintiff, defendant, and judge or jury) in each class, and are expected to participate in the deliberations of the cases among the three groups.
Please make sure that you bring your PC to every class.

Objectives: The students will be able to understand the principles of economic analysis of law, focusing on how legal rules and institutions can correct market failures.

before/after course of study: Students are expected to spend minimum 100 minutes for preparation and 200 minutes for review of the course content.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction and Overview

Analytical Overview of Law and Economics – Foundation for the US Legal System

Learning from "My Cousin Vinny"

Understanding the roles of judge, jury, plaintiff and defendant in the USTake note for the next week session (mock trial)

Mock Trial (1) "Case Vinny"

Mock trial about the "Vinny" case

Economic Foundation of Analysis of Law (1)

Ways to Search Legal Cases Library / Internet Sources – Westlaw Databasepp. 1–11.

Coase Theorem and Applications (1)

Microeconomic foundataions for Coase Theorem and Applicationspp. 13–16.

Coase Theorem and Applications (2)

Applications of Coase; Nuisance Lawpp. 17–27.

Mock Trial (2) Koto Panjan Dam Case

Environmental Issues over Construction of Dam in IndonesiaInternational legal disputes

Breach of Contract (1)

Economic rationality of breaching the contract and efficiency for remediespp.29–41.

Breach of Contract (2)

Continued discussions on breach of the contractpp. 29–41.

Tort Law (1)

Efficiency Care of Driving and Liabiltypp. 43–56.

Mock Trial (3) Mitsubishi Motor Co. Case

IRAC Essay Drafting based on Mock Trial

Tort Law (2) and Insurance

Application of tort law and introduciton to insurancepp. 57–62.

Feedback Session (1)

All topics and issues reviewed with questions and answers sessionAll IRAC essays returned for individual feedback

Feedback Session (2)
All topics and issues reviewed with questions and answers session
Mid-Term Review Quiz (60 min) + Feedback Session (40 min)
Chapters 1-6 coveredConcepts, numerical examples, analytical problems
Mock Trial (4) TBA
Topics will be selected
Theory and Application of Contract Law
Effects of remedies under uncertaintypp. 71-78.
Law Enforcement (1)
Law enforcement using finespp.79-90.
Law Enforcement (2)
Law enforcement using imprisonmentpp. 91-101.
Theory and Application of Competition
Microecnomic foundation for theory of competition and its legal applicationspp. 103-106.
Law and Competition (1)
pollution controlpp. 107-112.
Law and Competition (2)
products liabilitypp. 113-122.
Principal Agent Liability
judgment-proof problem and related issuespp. 123-131.
Suit, Settlement and Trial
cost-benefit of litigation processpp.133-145.
All things considered (review session) (1)
Review of all theories and cases
All things considered (review session) (2)
Review of all theories and cases
Final Exam
Final Exam (100 min)Chapters 7-16.
Feedback Session
Feedback from Final Exam and remaining issues pp. 147-175.

Language:	English
Textbooks:	Polinsky, A. Mitchell, An Introduction To Law & Economics 5th Edition, Aspen Publishers, 2018; 1454894075
References:	Shavell, Steven, Foundations of Economic Analysis of Law, Belknap Press, 2004; 0674011554
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Exams:	60	40% for final exam, 20% for mid-term exam (closed book exams)
Papers:	30	case study reports (brief of legal cases) / IRAC paper due a week after the mock trial
Class contribution:	10	participation to class discussion

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB34700|51|210EB34700[/SYLLABUS_ID]

Course Title	Japanese Economy 51		
Instructor	SHINO, Junnosuke		
Term	fall semester	**Credits**	2
Day/Period	01:Sat.2	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: ・Business Cycles and Inflation Dynamics in the Japanese Economy

Course Outline: ・The objective of this course is to develop an understanding of the basic mechanisms underlying business cycles and price developments (inflation) in the Japanese economy. The course places particular emphasis on business cycles following the 2008 Global Financial Crisis (GFC) and on the mechanisms through which unconventional monetary policy affects economic growth and inflation. It also examines structural changes that have influenced Japan's potential growth.

・Throughout the course, empirical methodologies are discussed, including where to obtain Japanese economic statistics (such as GDP, unemployment rates, and the balance of payments) and how to visualize these data effectively.

※This class will be taught by a faculty member who possess working experience and will be taught based on the working experience.

Objectives: ・The primary objective of this course is to develop an understanding of the basic mechanisms of the Japanese economy, with particular emphasis on business cycles and the relationship between real economic activity and inflation.

・In addition, students are expected to learn (1) essential concepts in macroeconomics, financial economics and labor economics; (2) the practical conduct of monetary policy in Japan; and (3) empirical and data science methodologies for analyzing various types of economic data.

before/after course of study: ・Students are expected to have already completed Introduction to Microeconomics and Introduction to Macroeconomics.

・Basic knowledge of statistics, data science, and calculus is a prerequisite.

・Students are required to complete a term paper that includes an empirical analysis. Accordingly, students have to learn relevant empirical methodologies (e.g., OLS, PCA, ANOVA) independently outside of class.

・The final exam will be administered in the classroom and will be a 100% closed-book examination. The use of any reference materials or electronic devices is strictly prohibited.

・Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule (Tentative course map)

<1> Introduction
<2> GDP statistics and mechanism for business cycles
<3> How to monitor and analyze economic data
<4> Household sector [1] private consumption
<5> Household sector [2] labor market
<6> External sector [1] global economy
<7> External balance [2] balance of payment and exports and imports
<8> Corporate sector [1] investment
<9> Corporate sector [2] production and corporate profit
<10> Inflation and Philips curve
<11> Financial market
<12> Financial system
<13> Monetary and fiscal policy
<14> Final exam

Language: English

Textbooks: Slides are distributed before each class through Moodle. Reading assignments will be provided from the following main references

・Bank of Japan “Outlook for Economic Activity and Prices.” https://www.boj.or.jp/en/mopo/outlook/index.htm

・Bank of Japan “Financial System Report.” https://www.boj.or.jp/en/research/brp/fsr/index.htm

・Bank of Japan “Bank of Japan Series.” https://www.boj.or.jp/en/research/wps_rev/index.htm

・International Monetary Fund “World Economic Outlook.” https://www.imf.org/en/publications/weo

・BIS “Quarterly Review.” https://www.bis.org/quarterlyreviews/index.htm

References: Additional reading materials will be referred in class.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams:	50	Final exam in the classroom
Papers:	50	・Students are required to submit a brief term paper (ideally around 10 pages) on the Japanese economy. ・Any topic is acceptable as long as it is related to the Japanese economy. ・The paper must include an empirical analysis based on actual data.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB34800|01|210EB34800[/SYLLABUS_ID]

Course Title	Monetary & Financial Economics 01		
Instructor	ISHIKAWA, Ryuichiro		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Understanding of Financial contracts & Intermediaries

Course Outline: This course covers the fundamental concepts of finance, including financial transactions, related financial instruments, and risk assessment. It also examines monetary policy aimed at maintaining financial market stability and the role of central banks in implementing such policies.

Finance is a discipline grounded in mathematical modeling. Although this is an intermediate-level course, it is structured around these analytical methods. The level of mathematical rigor is comparable to that of the required Statistics course. Students who are less familiar with mathematical expressions are encouraged to deepen their understanding through careful study of the textbook and consistent practice with problem sets.

Objectives: The objectives of this course are to enable students to develop a solid understanding of:
(i) the roles and functions of financial systems;
(ii) how contemporary theories in finance and banking analyze financial crises; and
(iii) how new financial regimes aimed at preventing such crises can be designed from a theoretical perspective.

In addition, the course will be taught with reference to the Certified Member Analyst (CMA) examinations administered by the Securities Analysts Association of Japan (SAAJ), particularly the subjects "Securities Analysis and Portfolio Management" and "Analysis of Markets and the Economy."

before/after course of study: Students are expected to review each class by reflecting on concrete examples. In the lectures, abstract models are used to capture the fundamental properties of economic phenomena; however, working through specific numerical examples on one's own is essential for deepening understanding.

Students who find the mathematical treatment challenging are encouraged to consult additional textbooks and related materials and make an active effort to develop their understanding independently.

Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction: How to activate economic contracts

Introduction of roles of financial intermediaries.

Credit creation & Control of money

Chapter 4

The time values of money

How to compare the values of money between the present and future periods (Ch.7).

The features of Long-term debt: Bonds

Chapter 12

Bond Price and Yields

Chapter 13

Risk and its measurement & Investment return

How to evaluate and control risks (Chapters 8, 16)

The features of Stock

Chapter 10

Stock valuations, Market Portfolio

Chapters 11, 14

Exercise session

Review of the first half

The features of Long-term debt: Bonds

Chapter 12

Monetary Policy

Chapter 5

Preferred Stock and Investment returns

Chapters 14 & 16

Financial crisis & Asymmetric information Problems

Bank runs, bubbles, and currency attacks. Moral hazard and adverse selection.

Vol.14: Final Exams

Final Exams

Language: English

Textbooks: Herbert B. Mayo, Michael J Lavelle, Basic Finance,13th Edition, Cengage (You have to buy it at University Co-op because the special package is provided).
https://www.cengageasia.com/title/default/detail?isbn=9780357714744
ISBN-13: 9789000032563

Exercises from the assigned textbook will be given as homework throughout the course. All students are therefore required to purchase the textbook.

References: ・Cecchetti & Schoenholz Money, Banking, and Financial Markets, 5th ed., McGraw Hill, 2016.
・内田浩史「金融（新版）」有斐閣, 2024年 (This textbook includes some topics in the modern financial theory).

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams:	75	Final exams.
Class contribution:	25	Class exercises & Homework

Note/URL: The students who took the credit of Economic of Risk & Liquidity cannot take the credit of this class.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB41100|51|210EB41100[/SYLLABUS_ID]

Course Title	Environmental Economics		
Instructor	YAMANE, Hiroshi		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.1	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course will be conducted in full Face-to-Face (F2F).We have two limits to our sustainable economic growth; one is limited capacity of natural environment to receive the waste and the other is limited quantity of non-renewable energy and natural resources.
This course is intended to provide an overview of the status quo and policy solution to those limits. In the first part of the course, we discuss the data and policy examples on environmental problems. In the latter part of the course, we discuss the reason why those environmental problems take place and how to solve those problems in terms of economics.

Objectives: The purposes of this course are:
1) to orient students with some basic features of the Japanese environmental policy and its current status, and
2) to provide students with some basic economic tools to analyze and solve various environmental problems.

before/after course of study: All students must work on mini-report or problem set questions in each class and submit it with your name and Waseda ID number before you leave the class. It will take you thirty minutes or so.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Class 1] Course Orientation and Basic Data on Environment
[Class 2] Global Warming and Sustainable Energy Supply
[Class 3] Water Resource Management--Recycle of Water
[Class 4] Resource and Waste Management--3R's (Reduce, Reuse and Recycle) of Waste
[Class 5] Market Mechanism
[Class 6] Market Failure
[Class 7] Tragedy of Commons
[Class 8] Environmental Standards Regulation
[Class 9] Environmental Taxes
[Class 10] Trading Environmental Permits
[Class 11] Uncertainty
[Class 12] Cost-Benefit Analysis and Valuing Concern for Environment
[Class 13] Summary and Evaluation of the Course
[Class 14] Final Examination

Language: English

Textbooks: R. Kerry Turner, David Pearce and Ian Bateman, Environmental Economics: An Elementary Introduction, The Johns Hopkins University Pres, 1993

References: Japanese translation of the textbook: 「環境経済学入門」大沼あゆみ訳(東洋経済新報社)

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	40	Final Examination
Papers:	36	Mini-Report or Problem Set Questions in each class
Class contribution:	24	Class Participation (The minimum attendance ratio is 2/3 of the total class hours.)

Note/URL: All students who want to enroll this course should have studied basic Microeconomics and Macroeconomics.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB42800|51|210EB42800[/SYLLABUS_ID]

Course Title	Korean Economy (in English) 51		
Instructor	KIM, Sei Wan		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[Online] Realtime Streaming
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Korean Economy

Course Outline: ※Online(Live Stream)/ Online(On-Demand recorded video with schedule restriction)
(This course will be taught in English)

The purpose of this course is to understand the current situation, problems and challenges of the Korean economy. As the demography of Korea changes into an aging society, economists are warning that Korea may experience a long recession like Japan's lost decades. Against that background, various aspects of the Korean economy will be studied and discussed by examining the data of the following economic variables: GDP, GDP per capita, income disparity, demography, inflation rate, unemployment rate, interest rates, policy interest rate, money, monetary base, household debts, flow of fund, government budget, government debt, balance of payments, current account balance, trade balance, net foreign asset, corporate earnings.
Every week, recorded lecture video is provided through MOODLE and then we meet at class real time through ZOOM.

Objectives: The purpose of this course is to understand the current situation of the Korean economy with fun!
We do not employ serious economic model and statistical analysis in this lecture.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Class 1]Introduction
[Class 2]Japan's lost decades
[Class 3]Income of Korea
[Class 4]Population dynamics
[Class 5]Unemployment, youth unemployment
[Class 6]monetary variables and monetary policy
[Class 7]monetary variables and monetary policy
[Class 8]monetary variables and monetary policy
[Class 9]fiscal situation and fiscal policy
[Class10]fiscal situation and fiscal policy
[Class11]fiscal situation and fiscal policy
[Class12]International trade and finance
[Class13]International trade and finance
[Class14]Future outlook
[Class15]Exam

Language: English

Textbooks: There is NO official textbook for this class because all lecture materials will be provided through class web site at waseda MOODLE.

References: .The following two books will be used as supplementary text books.

1. About Korean economy and its history
Korea's Place in the Sun: A Modern History by Bruce Cummings
W. W. Norton; Updated edition (September 17, 2005)

2. About basic economic theory
Principles of Macroeconomics by Gregory Mankiw
Thomson South-Western Publishier; 8th edition
(You may take a look at previous editions of this book which is available at university library.)

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	70	one exam
Papers:	0	no paper
Class contribution:	30	discussion/presentation
Others:	0	NA

Note/URL: The above class scheduleis subject to change depending on class progress, national holiday, anduniversity off-day schedules.

We have face to face office hour over ZOOM 1 hour before class every week or appointment.
My ZOOM link will be provided before office hours.
All lecture notes, readings, information on the class will be posted on Waseda MOODLE class web site.
So please check out class web site at MOODEL before coming to class.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB43100|01|210EB43100[/SYLLABUS_ID]

Course Title	Fiscal Issues on Social Security 01		
Instructor	KOOK, Joongho		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Fiscal Issues on Social Security

Course Outline: Fiscal issuse on social security is a very important topic in modern society. Why do we need the social securities? Will the private sector be able to provide them? This lecture aims to learn the roles of government concerning the topics on social security and its policies. We emphasize the criteria of efficiency and equity. Government plays an import role in performing the function of income redistribution through the social securities. We study the theories and practices of social securities related to income distribution and redistribution. The social security directly relates to the topics on welfare economics. Hence, this course also tries to analyze the social security at the viewpoints of welfare economics. In Japan, the social securities are composed of social insurance and social welfare. You will find out the huge increase at the expenditures of social security in Japan with the aging of society following the drastic increase of issuances of national bonds after the burst of bubbles in early 1990s. .We discuss Japanese current systems of social securities including annuity pensions, health care, and other social welfare programs.
This class will be conducted by face-to-face. I will provide lecture notes and lecture materials through the [Announcement] on the class of [Fiscal Issues on Social Security 01] in advance (maybe early April).

Objectives: The course aims to lead students to understand both theory and practice of social securities. Three import functions of government are resource allocation, income redistribution, and macroeconomic stabilization. Among those functions, the social security is mainly concerned with the function of income redistribution. To implement the income redistribution function the government is required to finance social security expenditures. Students need to get familiar with the proper understanding on the relations between social security system and income redistribution, and to evaluate public policies or expenditure programs.

before/after course of study: Read the materials distributed beforehand. Review what you learned at the class. Feel free to ask questions if you do not know basic concepts in economics and public finance.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Introduction
Overview of the course
Vol. 2 Roles of government
Three Main Functions of Government
Vol. 3 Features of Social Security in Japan
Current Issues in Social Security
Vol. 4 Effciency and Market Performance
Pareto Optimality and Efficient Resource Allocation
Vol. 5 Effciency and Equity
Fundamental Theorems and Social Welfare Function
Vol. 6 Social Security
Justification of Social Security
Vol. 7 Public Pensions
Pension System in Japan and Economic Effects of Public Pensions
Vol. 8 Income Redistribution
Rationale for Income Redistribution and Some Policies
Vol. 9 Principles for Redistribution
Normative Principles for Redistribution and Positive Accounts of Redistribution
Vol.10 Redistributive Impact of the Budget
Incidence and Valuation of Expenditures

Vol.11 Expenditure Programs for the Poor
Maintenance and Work Incentives
Vol.12 Fiscal Measures and the Less Well Off
Cash Transfers and In-kind Transfers
Vol.13 Presentation
Review and Presentation of Term Paper
Vol.14 Final Exam
Comments and the Exam to Enhance Educational Effects

Language: English

Textbooks: Cullis, John and Philip Jones, Public Finance and Public Choice, 3rd edition (2009) , Oxford Press
(Ch.1 Market Performance and Ch.9 Income (Re)distribution)
Rosen, Harvey S. and Ted Gayer (2014), Public Finance 10th ed. McGraw-Hill.
(PartⅢPublic Expenditure: Ch.11 Social Security, Ch.12 Income Redistribution, Ch.13 Expenditure Programs for the Poor)

References: Gruber, J., Public Finance and Public Policy, 6th edition, 2019.
Musgrave and Musgrave, Public Finance in Theory and Practice, McGraw-Hill, 5th Edition, 1989.
Hindriks, Jean and Gareth D. Myles Intermediate Public Economics, MIT Press, 2006.
Atkinson, Anthony. B. and Joseph E. Stiglitz, Lectures on Public Economics, Princeton Univ. Press, 2015.
Handbook of Public Economics, vol. 5, edited by A.J. Auerbach, R. Chetty, M. Feldstein, and E. Saez, North Holland), 2013.
Handbook of Public Economics, vol. IV, edited by A.J. Auerbach and M. Feldstein, Elsevier Science Publishers B. V. (North Holland), 2002.
Anderson, John E. Public Finance, Houghton Mifflin, 2003.
Ministry of Finance (each year), Current Japanese Fiscal Conditions and Issues to be Considered.
Handouts of Fiscal Data
Other Handouts related to Economic and Fiscal Issues etc.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams:	60	Final Exam
Papers:	30	Presentation and Term Paper
Class contribution:	10	Active Participation
Others:	0	However, some bonus points can be added at the presentation, if any.

Note/URL: Students want to know the practices of the social socurites in Japan. I will deal with them at the class in more detail.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB43200|51|210EB43200[/SYLLABUS_ID]

Course Title	Fiscal Policy: on Taxation and Well-being 51		
Instructor	KOOK, Joongho		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Our class aims to understand the theory and practice of taxation and well-being. We highly emphasize the criteria of efficiency and equity. Considering these two criteria, the course consists of three parts after explaining the features of tax systems in Japan.
Part one presents the construction of a theoretical framework for taxation and income distribution, which is closely related to equity criterion. We analyze tax incidence on commodities and production factors, and discuss commodity taxation without competition.
Part two deals with the topics on taxation and efficiency. Main issues in Part two include tax incidence, excess burden with indifference curves and demand curves. These issues can be revisited as welfare costs of taxation at partial and general equilibrium analysis.
Part three constructs a basic economic model for analyzing efficient and equitable taxation. Two important topics in Part three are optimal commodity taxation and optimal income taxation. We study some rules on commodity tax design such as the Ramsey rule and the Corlett-Hague rule covering optimal commodity taxation. Optimal income taxation can be classified as optimal linear and nonlinear income tax. We also mention a critique of normative optimal taxation and empirical evidence of positive optimal taxation. Thisclass will be conducted by face-to-face. I will provide lecture notes andlecture materials through the [Announcement] on the class of [Fiscal Issueson Social Security 01] inadvance (maybe late September or early October).

Objectives: This course focuses on making students understand theory and practice related to the criteria of efficiency and equity. We recommend that students grasp the main features of Japanese tax systems in in practical side, and that they study how taxes distort the market, how government intervenes market failures and it designs commodity and income taxes.

before/after course of study: Study lecture notes and read the materials distributed beforehand. Review what you learned at the class. Feel free to ask questions if you do not know basic concepts in economics and public finance.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Introduction
Outline of the course and the Roles of Government
Vol. 2 Features of Tax Systems in Japan
Current Issues in Taxation and Tax Reform
Vol. 3 Taxation and Income Distribution (1)
Tax Incidence on Commodities and Factors
Vol. 4 Taxation and Income Distribution (2)
Commodity Taxation without Competition
Vol. 5 Taxation and Efficiency (1)
Excess Burden with Indifference Curves
Vol. 6 Taxation and Efficiency (2)
Excess Burden with Demand Curves and Its Measurements
Vol. 7 Welfare Costs (1)
Welfare Costs of Taxation: Partial and General Equilbrium Analysis
Vol. 8 Welfare Costs (2)
Welfare Costs of Income Taxes and Tax Incidence
Vol. 9 Efficient and Equitable Taxation (1)
Optimal Commodity Taxation and User Fees

Vol.10 Some Rules on Commodity Tax Design
The Ramsey Rule and The Corlett-Hague Rule
Vol.11 Efficient and Equitable Taxation (2)
Optimal Income Taxation and Tax Policy
Vol.12 Intergovernmental Fiscal Relations
The Types and Roles of Intergovernmental Grants
Vol.13 Presentation
Review and Presentation of Term Paper
Vol.14 Overview and Final Exam
Comments and the Exam to Enhance Educational Effects

Language: English

Textbooks: Cullis, John and Philip Jones, Public Finance and Public Choice, 3rd edition, Oxford Press, 2009.
(Ch.7 Tax Theory: the Basic Concepts and Ch.15 Optimal Taxation)
Rosen, Harvey S. and Ted Gayer, Public Finance 10th ed. McGraw-Hill, 2014.
(PartⅣ Framework for Tax Analysis: Ch.14 Taxation and Income Distribution, Ch.15 Taxation and Efficiency, Ch.16 Efficient and Equitable Taxation)

References: Musgrave and Musgrave, Public Finance in Theory and Practice, McGraw-Hill, 5th Edition, 1989.
Ishi, Hiromitsu(2001) The Japanese Tax System, 3rd Edition, Oxford University Press
Hindriks, Jean and Gareth D. Myles Intermediate Public Economics, MIT Press, 2006.
Atkinson, Anthony. B. and Joseph E. Stiglitz, Lectures on Public Economics, Princeton Univ. Press, 2015.
Handbook of Public Economics, vol. 5, edited by A.J. Auerbach, R. Chetty, M. Feldstein, and E. Saez, North Holland), 2013.
Handbook of Public Economics, vol. IV, edited by A.J. Auerbach and M. Feldstein, Elsevier Science Publishers B. V. (North Holland), 2002.
Anderson, John E. Public Finance, Houghton Mifflin, 2003.
Ministry of Finance (each year), Current Japanese Fiscal Conditions and Issues to be Considered.
Handouts of Fiscal Data
Other Handouts related to Economic and Fiscal Issues etc.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams:	60	Final Exam
Papers:	30	Presentation and Term Paper
Class contribution:	10	Active Participation
Others:	0	However, some bonus can be add at presentation. if any.

Note/URL: Students want to know the practices of the tax system in Japan. I will deal with them at the class in more detail.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB43400|01|210EB43400[/SYLLABUS_ID]

Course Title	Enterprise and Governance 01		
Instructor	POKARIER, Christopher J		
Term	spring semester	**Credits**	4
Day/Period	01:Thur.2@02:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Varieties of capitalism and emergent issues

Course Outline: The course will examine the rich variety of capitalisms, and of other economic systems, across time and place. We will explore the historical development of the business firm, its particular economic advantages and social impacts, and the technological, political, creative, financial and societal forces that are transforming the landscape of contemporary enterprise. The course will examine how governance of the private institution of the firm is patterned by the structures of public governance within which it situated, how they have evolved mutually over time, and how there has been systematic variance in market systems, governance and enterprise outcomes across countries. It will offer a multidisciplinary and historical feel for the development of enterprise & market systems and will complement prior studies in business, politics, history and related fields. It also explores large contemporary issues – such as aging societies, inequality, digitisation, locational clustering – through the prism of the varied 'adaptive efficiency' of firms and societies, so is of general career relevance too.

Objectives: Intended learning outcomes:

+ familiarity with key concepts in contemporary corporate governance.

+ an understanding of the historical and contemporary relationships between the worlds of business, politics, and their societal contexts

+ familiarity with relevant examples from a number of countries and regions.

+ engagemnent with theories of the origins of national and regional particularity in business and economic systems.

+ some awareness of the relative effectiveness of particular business systems.

+ understanding of common criticisms and defences of private and state enterprise and regulation.

+ engagement with contemporary discussions about key issues facing market economies, including aging populations, Ai & automation, spatial clustering of economic activities, agility, creativity and innovation systems.

+ some analytical capacity to navigate the complexity of particular industry and firm case studies, from corporate and public governance perspectives.

before/after course of study: Active engagement with the text and a wide range of other materials – some reading and much video material – provided through the Moodle learning platform.

This is an advanced course, equivalent to slightly more a quarter of a full-time student load (4 credits, and a SILS degree requires 124 credits, or an average of 15.5 per semester). The expected level of engagement mirrors this. A good rule of thumb is that at SILS students undertaking a standard load of courses should be investing about 500 hours a semester in learning, in-class and outside. This equates to to about a 36 hour week under the shortened 14 week system, and involving an average of about 6 hours of learning and group project endeavours a week on average outside class in this and other 4 credit courses.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
1. introduction
2. varied economic outcomes
3. modern market systems
4. limits to markets (class activity)
5. exit, voice & loyalty (class activity)
6. early enterprise
7. the firm in law
8. the firm in culture
9. the firm and finance
10. the firm and liability
11. the firm and agency
12. corporate control events

13. rise of the American corporation
14. British enterprise
15. Continental European varieties of capitalism
16. interrogating examples: who profits, who pays? (class activity)
17. settler and rentier capitalisms
18. Japanese capitalisms
19. Nordic capitalisms
20. 'Disruption': enterprise, technology & governance
21– 23. Disruption presentations & discussion
24. old and new ecologies of enterprise
25. the firm beyond national boundaries enterprising places
26. convergence?: politics & varieties of capitalism
27. Contending capitalisms?: USA, BRICs, Europe + beyond
28. final quiz and reflective essay

Language: English

Textbooks: John Micklethwait & Adrian Wooldridge (2005 / 2003) The Company: A short history of a revolutionary idea, New York The Modern Library, Random House.

References: Additional readings and viewings, some required and others optional, will be made available through links from Moodle.

Grading Free-text Entry Flag: 1：フリーフォーマット（教員による切替可）

Evaluation Free-: midterm quiz: 30% (multiple choice questions, offline & in-class)
Group presentation project on 'disruption': 25%
Final quiz & reflective short essay: 30% (15% each, in-class exam)
Engagement: 15%

Note/URL: All class material will be made available via the Moodle platform.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB43800|01|210EB43800[/SYLLABUS_ID]

Course Title	Industrial Organization 01		
Instructor	SUZUKI, Ayako		
Term	spring semester	**Credits**	4
Day/Period	01:Mon.3@02:Sat.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Industrial Organization

Course Outline: This course applies economic theory to the study of firms in markets. The study focuses on firm behavior in imperfectly competitive markets, which appear to be far more common than the perfectly competitive markets that were the focus of basic microeconomics courses. It draws on game theory, transaction cost analysis, information theory, and the economic analysis of the law to provide detailed consideration of firm behavior and the goals and effects of government intervention.

Objectives: 1. To understand the theory of industrial organization
2. To learn how the basic theories can be extended
3. To learn how the theories have been used in anti-trust cases

before/after course of study: This course offers advanced contents. Decent amount of self-study outside the classroom will be necessary to pass the exams.
Furthermore, preparation work for (group) presentations and the final report will be required.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: The Course Map (Very tentative)::
[Class 1] Introduction
[Class 2] Costs
[Class 3] Problem set 1
[Class 4] Perfect competition and monopoly
[Class 5] Problem set 2
[Class 6] Oligopoly
[Class 7] Problem set 3
[Class 8] Cartels and collusion
[Class 9] Problem set 4
[Class 10] Product differentiation
[Class 11] Problem set 5
[Class 12] Review for midterm
[Class 13] Midterm exam
[Class 14] Entry
[Class 15] Problem set 6
[Class 16] Price discrimination
[Class 17] Problem set 7
[Class 18] Vertical restraint
[Class 19] Problem set 8
[Class 20] Information
[Class 21] Problem set 9
[Class 22] Review for final
[Class 23] Final exam
[Class 24] Case presentation
[Class 25] Case presentation
[Class 26] Case presentation
[Class 27] Case presentation
[Class 28] Case presentation

Language: English

Textbooks: Modern Industrial Organization, Carlton and Perlo, Harper/Collins.

References: Industrial Organization: A Strategic Approach, J. Church and R. Ware, Mc-Graw Hill.
Industrial Organization: Contemporary Theory and Practice, Pepall, Richards, and Norman, Southwestern.
Economics of Strategy, Besanko, Dranove, and Shanley, John Wiley.

Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Exams:	50	Midterm 25% Final 25%
Others:	50	Problems sets submission 20% Case presentation 20% Final report 10%
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB44300|01|210EB44300[/SYLLABUS_ID]

Course Title	Economic Development 01		
Instructor	DAIMON, Leo		
Term	spring semester	**Credits**	4
Day/Period	01:Sat.3@02:Sat.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course provides an analytical overview of key dimensions of development--growth, poverty, vulnerability, inequality, basic needs, sustainability, and quality of life--and how they structure contemporary development debates. We will apply core micro and macro development theories to diagnose why development succeeds or fails in specific country or sectoral contexts. In particular, we will use quantitative tools for measuring poverty, vulnerability, inequality and basic needs outcomes, and interpret these indicators for policy analysis.

Objectives: No prior exposure to economics is assumed, but students without prior exposure to introductory level economics shall be prepared to work harder towards the completion of the course. Students should be able to formulate evidence-based policy recommendations for governments, donors, and NGOs that align with the analytical tools and case-study evidence presented in the textbook and handouts.

before/after course of study: Students are required to purchase a textbook and read assigned pages before and after each session. Spend 60 min for preparation and 120 min for review including assignments.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule Week 1 – Introduction & perspectives
Development definitions, seven dimensions (growth, poverty, vulnerability, inequality, basic needs, sustainability, quality of life), evolution of development thought and diagnostics.Week 2 – Growth & structural change
Growth theories in a development context and structural transformation across sectors, with empirical growth exercises.Week 3 – Poverty measurement
Poverty indices, poverty profiles, and decomposition, with quantitative poverty exercises using spreadsheet / Stata-style work aligned with the book's supplements.Week 4 – Vulnerability & risk
Vulnerability concepts, shocks, informal insurance, and household risk-coping, with a small applied data exercise.Week 5 – Inequality & inclusive growth
Inequality measurement and links between growth, inequality, and poverty, plus policy debate on redistribution.Week 6 – Basic needs: health & education
Human capital, health and education as basic needs; health as domestic and international public good.Week 7 – Social protection & cash transfers
Design and evaluation of cash transfers and other social protection tools, drawing on case studies and impact evaluations.Week 8 – Impact evaluation tools
RCTs and quasi-experimental methods; students design an evaluation plan for a development program, reflecting the book's emphasis on diagnostics, design, and impact evaluation.Week 9 – Agriculture & rural development
Role of agriculture, smallholders, land, and technology adoption in development.Week 10 – Labor, migration, urbanization
Informal labor markets, rural-urban migration, and urbanization challenges.Week 11 – Finance & microfinance
Credit constraints, financial inclusion, and microfinance, with case-study discussion.Week 12 – Environment & sustainability
Sustainability, environmental externalities, and carbon trading as a development and climate instrument.Week 13 – Institutions & SDGs
Institutions, governance, and conflict; integration of Sustainable Development Goals and current debates on rising inequality.Week 14 – Final exam & course synthesis
In-class final examination covering theory, empirical tools, and applications across the seven dimensions.Very brief post-exam wrap-up: link results back to diagnostics-design-evaluation framework and discuss implications for development practice.

Language: English

Textbooks: de Janvry and Sadoulet, Development Economics (available from the COOP bookstore), required to purchase

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	70	Closed book exam for all chapters covered in class (one page "cheat sheet" allowed)
Papers:	20	In class exercises and assignments (to be submitted through Moodle)

Class contribution:	10	Participation and contribution to class

Note/URL: Updated from the previous year to reflect students needs for analytical skills.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB44400|51|210EB44400[/SYLLABUS_ID]

Course Title	Topics: Financial Economics 51		
Instructor	TAKEZAWA, Nobuya		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.5	**Class Modality Categories**	;ampus] Hybrid (over 50% of classes on-cai
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introduction to the Economics of Sports

Course Outline: This is an introduction to the economics of (professional) sports. The course will review key concepts in microeconomics with applications specific to the sports industry. The course covers a wide range of topics including demand (and supply) in sport, discriminatory pricing, implications of profit maximization as well as topics unique to the sports industry such as competitive balance and athlete valuation. We will refer to finance and accounting concepts as it relates to the economics of sport.
Keep in mind this is an advanced level course at SILS. As such the course will focus on reading and understanding academic empirical research papers. Thus, knowledge of statistics at the level of the SILS required "introductory statistics" course is assumed. Strongly recommend students enroll in an introductory (principles) microeconomics course prior to this class. Background in intermediate microeconomics, business, and mathematics/statistics is also highly recommended (for a better learning experience). You do not need to be an avid sports fan to enroll in this course.
Note: A few sessions will be held online zoom (date determined in class). Students are asked to have an appropriate device (notebook PC, pad) with access to a stable internet connection in appropriate learning environment.

Objectives: After taking this course students should:
1) develop a solid understanding of core (micro) economic concepts.
2) be able to apply economic thinking in a business and/or sports industry context.
3) acquire working knowledge (familiarity with) of EXCEL for statistical analysis.
4) acquire the basic skills and knowledge to read empirical academic papers in sports economics and undertake more advanced course work in the area of applied (micro) economics and sports economics/sports finance.

before/after course of study: Review notes and assigned reading prior to class (and after class). Work on assigned problems after class. Reviewing concepts and numerical exercises on a regular basis is important in building block oriented courses such as economics. The instructor reserves the right to make changes to the schedule. All changes will be announced in class and posted on Moodle. Students are asked to check their Waseda email account and Moodle on a regular basis.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
Week 1) Course Overview and Review of Key Concepts from Principles of Microeconomics
Week 2) Review of Regressions (Statistics)
Week 3) Business Model for Professional Team Sports
Week 4) Demand, Revenue, and Cost Functions
Week 5) Profit Maximization and Sports Teams
Week 6) Moneyball: An Introduction
Week 7) Profit Maximization and Athlete Valuation
Week 8) Price Discrimination and Ticket Sales
Week 9) Issues in Competitive Balance (and Uncertainty of Outcome)
Week 10) Topics Related to OTT (online service)
Week 11) Topics Related to Happiness, Economics, Sport
Week 12) Topics (Select topics of interest to the class from a list provided by instructor)
Week 13) Wrap-up and Review
Week 14) In-class Final Test

Language: English

Textbooks: Notes and readings posted on Moodle Course Site

References:
1) Hal Varian. Intermediate Microeconomics. W. W. Norton
2) Michael Leeds, Peter von Allmen, Victor Matheson. The Economics of Sports.Routledge
3) Rodney Fort. Sports Economics. Prentice Hall.

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free- Assignments (30%), Final Test (70%).

Note/URL: Detailed course outline distributed on the first day of class and uploaded on Moodle. Students are expected to check Moodle for updates and other information prior to class. As a general rule (and courtesy to the instructor) students should 1) not record lectures & discussion and 2) not take photos of the slides & board (without the permission of the instructor).

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB44700|01|210EB44700[/SYLLABUS_ID]

Course Title	Modern Korean Economic Development 01		
Instructor	KIM, Sei Wan		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: North and South Korea's Economic Development History and Their Current Problems

Course Outline: ※Online(Live Stream)/ Online(On-Demand recorded video with schedule restriction)

(This course will be taught in English)

This course is fun!We study a unique modern Korean economic developments and current situation.
Without much using economic theory, we study North and South Korean economies' past and now.
We also study possible economic integration between Japan, South Korea, and China in the future.
Every week, recorded lecture video is provided through MOODLE and then we meet at class real time through ZOOM.

Objectives: This course is fun because we investigate various economic issues of South and North Korean economies without serious economic theory!
Examples of economic issues are economic development differences between North and South Korean economies, history of both economies after WWII, trade between North and South Korean economy, each country's export and import, each economy's labor market, and each economy's current situation. For better understanding of Korean economic issues, sometimes we need to employ economic concepts like GDP, inflation, unemployment, interest rate, and etc. When we meet new economic concepts like above, I will review back grounds of these concepts at introductory level. So you don't have to be scared of economics yet! Also during the semester, I hope you become more familiar with Korean economic issues along with global economic issues in various media sources, newspapers, news magazines, news programming, etc.

The course requirements will consist of midterm exam and final exam (detailed exam dates will be announced later).

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule

Vol. 1
Current Issues in Korean Economy
History of South Korean Economic Growth I

Vol. 2
Current Issues in Korean Economy
History of South Korean Economic Growth II

Vol. 3
Current Issues in Korean Economy
History of North Korean Economic Growth I

Vol. 4
Current Issues in Korean Economy
History of North Korean Economic Growth II

Vol. 5
Current Issues in Korean Economy
Current Status and Issues of South Korean Economy I

Vol. 6
Current Issues in Korean Economy
Current Status and Issues of South Korean Economy II

Vol. 7
Current Issues in Korean Economy
Current Status and Issues of North Korean Economy I

Vol. 8
Current Issues in Korean Economy
Current Status and Issues of North Korean Economy II

Vol. 9
Current Issues in Korean Economy
South Korea's Industry Structure I

Vol.10
Current Issues in Korean Economy
South Korea's Industry Structure II

Vol.11
Current Issues in Korean Economy
Korean Wave

Vol.12
Current Issues in Korean Economy
South Korea's Industry Structure I

Vol.13
Current Issues in Korean Economy
South Korea's Industry Structure II

Vol.14
Current Issues in Korean Economy
Economic Impact of Unification of North and South Korea I
Economic Impact of Unification of North and South Korea II ″

The above class schedule is subject to change depending on class progress.

Language: English

Textbooks: There is NO official textbook for this class because all lecture materials will be provided through class web site at waseda MOODLE.

References: The following two books will be used as supplementary text books.

1. About Korean economy and its history
Korea's Place in the Sun: A Modern History by Bruce Cummings
W. W. Norton; Updated edition (September 17, 2005)

2. About basic economic theory
Principles of Macroeconomics by Gregory Mankiw
Thomson South-Western Publishier; 8th edition
(You may take a look at previous editions of this book which is available at university library.)

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	80	Midterm and Final Exams
Papers:	0	No paper
Class contribution:	20	Questions and class participation
Others:	0	No others

Note/URL: We have face to face office hour over ZOOM 1 hour before class every week or appointment.
My ZOOM link will be provided before office hours.
All lecture notes, readings, information on the class will be posted on Waseda MOODLE class web site.
So please check out class web site at MOODEL before coming to class.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB45200|51|210EB45200[/SYLLABUS_ID]

Course Title	Mechanism Design in Practice 51		
Instructor	ISHIKAWA, Ryuichiro		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: How to motivate people to be honest

Course Outline: In this lecture, students explore "Mechanism Design" which is an active research field in economic theory. Mechanism design is an emerging economic theory focused on designing institutions to effectively influence people's behavior.It serves as the foundation for social implementation by addressing social issues through design of social rules (Note that it is different from "Design thinking").
This lecture focuses on the challenges and innovations in social implementation based on this theory. Moreover, by applying mechanism design theory, students will gain insights into generating collective Intelligence through the aggregation of people's decentralized evaluations.
Such social implementation is facilitated by a rigorously examined theoretical methodology. Hence, students should recognize that some math (like calculus) in this course is required while the necessary math is explained during the lectures. Consequently, it is crucial to attentively follow these rigorous discussions.

Objectives: The goal of this lecture is to help students identify people's incentive behavior toward institutions and rules, enabling them to modify or conceive of appropriate institutions and develop such viewpoints.
After this lecture, students will realize that many institutions in our society ignore people's incentive structures. To address such problems,
1. Cultivate the ability to think about how they should be modified.
2. Develop a viewpoint to reduce inconsistency among peoples' incentives.
A classic example is the King Solomon dilemma. The problem is that King Solomon (who is believed to be the king of Israel around the 10th century B.C.) discerns the correct mother from two women who claim to be the mother of one baby. The anecdote claims that he found the real mother by threatening to cut the baby in half and give it to both, but this is incorrect from a mechanism design perspective. How on earth should this be resolved? After the class, students are expected to resolve this kind of problem.

before/after course of study: Since the lectures are self-contained, students are encouraged to focus on reviewing. However, it is recommended that students have an introductory knowledge of game theory.
Students should spend 1-2 hours per week working on reviewing and the homework assignments given in the lectures, as they are important for understanding this course. Mathematical proofs will also be shown in the lectures, so reproduce them at home.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1: What is "Mechanis Design" ?

King Solomon dilemma: Basic Ideas of Mechanism Design & howto elicit peoples' preferences.

Vol. 2: Mechanism to implement in society: I

School Chocie: Deferred acceptance (Gale-Shapley) algorithm

Vol. 3: Mechanism to implement in society: II

Gift/Parking Exchange: Top Trading Cycle (TTC) algorithm

Vol. 4: Basic Auction Theory

Equivalence among acution mechanism

Vol. 5: Game Theory for Mechanism Design

Incomplete information game & Dominant strategy implementation

Vol. 6: Genaral Auction Mechanism

Vickrey-Clarke-Groves mechanism

Vol. 7: Toward Mechanism Design for Collective Intelligence

Bayesian Truth Serum to obtain serious answers in questionnaire

Vol. 8 : Some Math for Scoring Rules in Mechanism Design for Collective Intelligence

Logarithm Functions, Quadratic Scoring Rules, & their Properties

Vol. 9: Bayesian Nash Equilibrium
Calculation of Bayesian Nash Equilibrium
Vol.10: Peer Predicition Mechanism
Review mechanism for evaluation of no grand truth
Vol.11: Bayesian Prediction Market
Aggregation of people's forecasts by token
Vol.12: Honest via Choice Matching Mechanism
General & Implementable Mechanism to elicit serious answersin questionnaire
Vol.13: Some advanced topics
Communication, Consensus & DAOs
Vol.14: Final Exam and Discussion
Discuccion of how to design rules in our society

Language: English

Textbooks: Instructor's lecture notes

References: Mechanism design Theory for Undergrad.: G. Haeringer, Market Design: Auctions and Matching, MIT Press, 2018.
Social Implementations of Mechanism Design:
·A. Roth, Who Gets What—And Why: The New Economics of Matchmaking and Market Design, Mariner Books, 2016.
·P. Milgrom, Discovering Prices: Auction Design in Markets with Complex Constraints, Columbia Univ. Press, 2017.
Design of Collective Intelligence: B. Faltings & G. Radanovic, Game Theory for Data Science: Eliciting Truthful Information, Springer, 2017.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams: 80 Performance in the final exam.

Others: 20 Performance in mini tests in the class.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB45300|51|210EB45300[/SYLLABUS_ID]

Course Title	Econometrics 51		
Instructor	BAAK, Saang Joon		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: The purpose of the course is to learn econometrics techniques so that students can answer various economic and financial questions by analyzing data.

Objectives: The purpose of the course is to learn econometrics techniques so that students can answer various economic and financial questions by analyzing data.

before/after course of study: 1. Python will be used as the primary tool for analysis. All necessary Python code will be provided by the instructor; that said, the course is best suited to students with a basic understanding of Python.
2. A working knowledge of statistics is required. This course is not recommended for students who struggled with introductory statistics.
3. Students who have taken Intermediate Statistics or Quantitative Methods for Economics will find this course easier to follow..

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
1. The Nature of Econometrics and Economic Data.
2. The Simple Regression Model.
3. Multiple Regression Analysis: Estimation.
4. Multiple Regression Analysis: Inference.
5. Multiple Regression Analysis: OLS Asymptotics.
6. Multiple Regression Analysis: Further Issues.
7. Midterm Exam.
8~9. Pooling Cross Sections Across Time: Simple Panel Data Methods.
10~11. Advanced Panel Data Method
12~13. Instrumental variables Estimation
14. Final Exam

Language: English

Textbooks: Introductory Econometrics: A Modern Approach, Jeffrey M. Wooldridge, 8th Edition, 2025, Cengage

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 90 Midterm 40%
Fianl 50%

Class contribution: 10 Class participation

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB50100|01|210EB50100[/SYLLABUS_ID]

Course Title	Seminar on Economy and Business 01		
Instructor	BAAK, Saang Joon		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: The Japanese and East Asian Economies

Course Outline: The purpose of this seminar is to study the economies in East Asia including the Japanese economy. Specifically, students will study the current situation of these economies, their competition and cooperation, corporations in this area. For this purpose, students will read various papers and reports and will have a group presentation. Students are expected to have at least one presentation in the class.

Objectives: The purpose of this seminar is to study the economies in East Asia including the Japanese economy.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Class 1]Presentation of Outline by those graduating in Sep 2013
[Class 2]Chapter 1, Instructor
[Class 3]Student Presentation
[Class 4]Student Presentation
[Class 5]Student Presentation
[Class 6]Student Presentation
[Class 7]Student Presentation
[Class 8]Student Presentation
[Class 9]Student Presentation
[Class10]Student Presentation
[Class11]Student Presentation
[Class12]Student Presentation
[Class13]Student Presentation
[Class14]Thesis Presentation

Language: English

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	30	paper
Class contribution:	70	presentation and discussions

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB50100|02|210EB50100[/SYLLABUS_ID]

Course Title	Seminar on Economy and Business 02		
Instructor	DAIMON, Leo		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Re-examining the "meaning of wealth" – Economic Development Advanced Seminar (Daimon Seminar)

Course Outline: This advanced seminar reads and discusses the theory and policy of economic development. The key concepts to be reviewed include poverty and inequality, growth, human security and institutions. Our approach is interdisciplinary, and students learn to evaluate development policies both quantitatively and qualitatively. Students will conduct a primary data survey (in compliance with university policies regarding the field trips) to complete a graduation thesis, using statistics / econometrics software (STATA) and strong inter-cultural communication skills are required (the second foreign language other than English is a plus). Students learn to set up and prove working hypothesis and draw feasible policy recommendations for real issues. In the past, students participated field trips to the Philippines, India, Indonesia, East Timor, China and Cambodia. Students are expected to take or have taken Economic Development offered by the same instructor in Fall semester. The advanced seminar at SILS consists of the three-semester series, as follows:

<1st Semester> Introduction to Quantitative Methods for Economic Development and Academic Paper Writing Methods
1) Introduction to Quantitative Method for Economic Development (consistent with Economic Development Course)
2) Getting Started with STATA/EVIEWS/Python for Academic Paper in Economic Development
3) How to Structure Academic Paper in Economic Development with
(a) Research Question
(b) Literature Survey
(c) Hypothesis and Model
(d) Quantitative Analysis (Data, Descriptive Statistics, Regression, Interpretation with Hypothesis Testing)
(e) Policy Implications
4) Project Paper (presentation and paper writing) based on the common dataset from developing countries (or developed countries, if relevant) / 15 pages

<2nd Semester> Development of Ideas for Graduation Thesis
1) Small Group (Max 4-5 students) Bi-Weekly Meeting for Thesis
(a) How to find an original / relevance Research Question
(b) What is the current academic achievement in the existing study and its limitations
(c) What is the best estimation model?
(e) What is the best secondary data and what survey should be conducted for primary data collection?
(f) Descriptive Statistics, Regression, Hypothesis Testing
(g) Policy Implications
2) Individual Meeting (for additional feedback)
3) First Draft of Graduation Thesis (presentation and paper writing) /20 pages

Collection of Primary Data and Informal Seminar Meetings

<3rd Semester> Finalizing Graduation Thesis
1) Collection and Analysis of Primary Data
2) Second Draft of Graduation Thesis (presentation, small or large group)
3) Final Draft of Graduation Thesis (presentation in a large group and paper writing) / formatted as required by SILS regulations
(due before the winter break)
4) Oral Defense of Graduation Thesis (in January) / edited, proof-read, and finalized

See the following website for further information about Daimon Seminar

https://www.youtube.com/watch?v=8_YDx1W_Pb0&t=146s (introduction by a current student) (in Japanese)
https://www.youtube.com/watch?v=h43TNTBarcQ&t=4s (self-introduction of the instructor) (in English/Japanese)
https://www.youtube.com/watch?v=ThQQN_0skjE&t=303s (output for the first semester) (in English)

Student size is kept rather small, with maximum number of registered students of about 15 for each year, in order to maximize good academic interactions within a seminar.

Objectives:	Qualitative and quantitative assessment of economic development theory and policies
before/after course of study:	Spend 60 min before class and 60 min after class to review reading assignments. Small group and/or individual meetings as well as informal seminars beyond regular time framework are held (upon request by students(s) or instructor).
Course Schedule Free-Text Entry:	1 : フリーフォーマット(教員による切替可)
Course Schedule	========== The following contains seminar plan for the first semester. (Exceptions may apply.) ========== [Week 1] Orientation and overview PART I: Quantitative Methods for Economic Development / STATA Session (in Computer Lab or ZOOM) We will use common database from developing countries. Last year (2019), we used labor market survey (of about 15,000 sample individuals) in Tunisia conducted in 2016. [Week 2] Introduction to STATA 1 – Basic Features and Overview of Data Processing [Week 3] Introduction to STATA 2 – How to Manage and Process Data [Week 4] Statistical Analysis, Regression Analysis, Hypothesis Testing Using STATA 1 [Week 5] Statistical Analysis, Regression Analysis, Hypothesis Testing Using STATA 1 [Week 6] Processing Data 1 [Week 7] Processing Data 2 [Week 8] Describing Data [Week 9] Analyzing Data PART II How to Write Academic Paper in Economic Development Issues [Week 10] Academic Paper Writing 1 [Week 11] Academic Paper Writing 2 [Week 12] Student Presentation 1 [Week 13] Student Presentation 2 [Week 14] Student Presentation 3 [Week 15] Wrap Up and Term Paper Due

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There are guest speakers (most of whom are recent graduates of this seminar or SILS) who will talk about their professional experience in economic development. Last year (2019), we had guest speakers from the following organizations or fields:

JICA (Japan International Cooperation Agency)
JBIC (Japan Bank for International Cooperation)
UNDP (United Nations Development Program)
IGES (Institute for Global Environmental Studies)
Trading Companies (Marubeni, Itochu, Mitsubishi), Financial Institutions (foreign investment bank), Consulting Firm
Oxford University (former development consultant)

This year we are expecting to invite some more guests, including Asian Development Bank, World Bank, and so on, who will give their special talks through ZOOM session.

Field Study: In 2019, we visited an underground infrastructure in Saitama prefecture.
https://www.gaikaku.jp/
We were expected to go to Tunisia and Italy (or Turkey) as part of field trip abroad in summer 2020, but has been postposed due to the outbreak of COVID-19.

In the past, we have visited India, Indonesia, East Timor (Timor Leste), and Okinawa as field trip. We would like to conduct the field study as soon as the pandemic alert is lifted, in compliance with University policy regarding field trips.

Language: English

Textbooks: A detailed reading list will be given in the first class. Selected journal articles and reports by Amartya Sen, Paul Collier, Jeffrey Sachs, William Easterly, Joseph Stigitz as well as research papers by the World Bank will be assigned.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Papers:	80	Presentation and paper proposal for the final paper
Class contribution:	20	Assignments

Note/URL: Students enrolled in this seminar are strongly encouraged to take or have taken my cost-benefit analysis and economic development courses.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB50100|03|210EB50100[/SYLLABUS_ID]

Course Title	Seminar on Economy and Business 03		
Instructor	ISHIKAWA, Ryuichiro		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Game Theory & Mechanism Design

Course Outline: This seminar aims to provide students with the knowledge and background necessary to understand cutting-edge research in theoretical economics, particularly in game theory and mechanism design. In recent years, game theory and mechanism design have been increasingly applied in various societal contexts, including recommendation systems, auction design, school choice mechanisms, and so on.

For successful social implementation, it is essential to have a solid theoretical foundation that enables a precise understanding of these mechanisms. In particular, without a rigorous mathematical approach, such theories cannot adequately address the risks and complexities that arise in real-world applications. Consequently, all papers read in the seminar will be mathematically formulated literature only. Students are expected to approach the seminar with sufficient motivation to engage with such an approach.

This seminar focuses on developing students' ability to understand the mathematical models underlying these social implementations, as well as their capacity to apply these models to create new theoretical frameworks, through systematic study of the mathematical foundations of game theory and mechanism design.

Objectives: The seminar aims to equip students with the fundamental knowledge required to read cutting-edge research papers in game theory and mechanism design, as well as with the ability to understand how to approach academic papers and develop their own ideas based on them. In particular, students who write their graduation theses within this seminar are required to conduct surveys of specialized academic literature. Accordingly, the seminar places strong emphasis on cultivating the ability to independently carry out rigorous literature surveys and synthesize existing research.

Recent seminar topics include reading and discussing foundational literature on mechanism design for trust formation using repeated games, the theory of recommendation systems through problems of information design, and organizational design based on blockchain technologies. Accordingly, the seminar aims to provide students with the foundational knowledge necessary to read and understand specialized academic literature in these fields.

before/after course of study: To achieve the objectives described above, this seminar will devote little time to textbook-level explanations. While extensive prior knowledge is not strictly required, students are expected to independently review and supplement any foundational material they lack through self-study. The level of the seminar substantially extends the content of the instructor's courses, Behavioral & Experimental Game Theory and Mechanism Design in Practice; therefore, a solid understanding of these courses is considered essential.

In addition, the seminar frequently holds joint research seminars with the School of Engineering at the University of Tokyo. Students are expected to actively participate in these collaborative research activities and to demonstrate a strong motivation to acquire deep and specialized expertise.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
1: Introduction
2: Review of Game Theory & Mechanism Design
3: Recent technology of Blockchains4-14: Presentations by students

Language: English

Textbooks: Some research papers are assigned in the course. Part of the papers used in the course is found in the following:
・Kandori, M. (1992). Social norms and community enforcement. The Review of Economic Studies, 59(1), 63-80.
・Lorecchio, C., & Monte, D. (2023). Dynamic information design under constrained communication rules. American Economic Journal: Microeconomics, 15(1), 359-398.
・Benhaim, A., Falk, B. H., & Tsoukalas, G. (2023). Scaling blockchains: Can committee-based consensus help?. Management Science, 69(11), 6525-6539.
In addition, if students are interested in other parts of economic theory and game theory, the related papers can be assigned.

References:	If you are not familiar with game theory and Mechanism Design, the following book is recommended as an introduction: ・Tadelis, S. (2013). Game theory: an introduction. Princeton University Press. ・Haeringer, G. (2018). Market design: auctions and matching. MIT Press.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Class contribution:	35	Attendance and active discussions
Others:	65	Homework & Presentations

Note/URL: Students are strongly recommended to take the course “Behavioral and Experimental Game Theory” & ″Mechanism Design in Practice.″
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB50100|05|210EB50100[/SYLLABUS_ID]

Course Title	Seminar on Economy and Business 05		
Instructor	POKARIER, Christopher J		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Selling Sensibility': Semester Ⅱ in a Creative Industries seminar series

Course Outline: In the second semester of our Creative Industries zemi series we will explore the increasing importance of 'sensibility' in modern economies: how the 'enterprise of taste' has come to shape our cities, our public culture, identities and our economic prospects. We will explore the ecologies of sensibility in various national and sub-national contexts through weekly exploration of industry case-studies. We will examine cuisine, including 'coffee culture' and beverages such wine and cocktails, hairdressing, fashion, 'select' lifestyle retail and media, product design, architecture, event design, photography, and the academy. A key organizational premise is that the boundaries of these industries are not merely fluid, but are routinely and deliberately spanned in profoundly important ways by creative entrepreneurs and arbiters of taste, in processes of sensibility-shaping for commercial gain. Spatial co-location has become a new norm as urban sites compete to attract consumers in an era when mobility, virtual connectivity and online-retailing of goods and services has become the norm. In all of these industries there is a shared regard for creativity, and the discourse of design has increased influence, but there is also a regard for 'authenticity' that is in part a regard for contemporary 'authentic' sincere, authorial-like, acts of creativity. It also often more or less explicitly entails a custodial component: carrying forth of traditions of good practice in a field, a respect for origins, forebears in the field, and a 'mindful' regard for process and inputs. In an increasingly digitally-enabled world there is a renewed regard for materiality, for the artisanal; at least in spirit.

Objectives: Through exploration of contemporary and historical case studies students will gain a deeper insight into the analytics of the creative industries, encompassing business, design and aesthetic perspectives. In addition, the seminar will cultivate further core SILS learning objectives, such as:
+ insight into the plurality of ways of thinking and seeing.
+ appreciation of the multi-disciplinary nature of creative problems and their resolution.
+ the powerful creative resource that diversity can be.

before/after course of study: Active engagement with the materials provided the seminar website and Moodle.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
1 serious about sensibility
2 what sells? Instinctive and acquired tastes
3 cultural evolution
4 mass markets and cultural trade?
5 a signature sensibility?
6 photography
7 fragrance
8 architecture
9 product design
10 cuisine
11 fashion
12 hairdressing
13 thresis and thesis process
14 word, image and the senses

Language: English

Textbooks: There is no set text. Links to various digital materials will be provided via Moodle and the Zemi website.

References: Additional reading and viewing material will be shared through the seminar website at pokazemi.wordpress.com, with links from Moodle.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Learning Log (2)30 %
Class contribution20%

Case: tool-makers20 %
Imaging: 15 %
Mini Folio: 5 things that move me15 %

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB50100|06|210EB50100[/SYLLABUS_ID]

Course Title	Seminar on Economy and Business 06		
Instructor	SHADRINA, Elena		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Selected Topics in Energy Studies and Sustainable Economic Development Research

Course Outline: The seminar aims at orienting students on the topics in the following realms:
1) energy research; and/ or
2) sustainable economic development.
The first realm covers topics such as energy transition, renewable energy, resource curse, stranded energy resources, hydrocarbon resources and economic growth, the political economy of energy and energy-producing states, energy MNCs and the state, etc.
The second domain embraces contemporary research on principles and practice of sustainable economic development; resource management for sustainable development; foundations of development policy analysis; institutions, governance, and political economy, among others.

Objectives: The Objective of this course is to acquaint students with contemporary English language scholarly work on the topics in energy research and sustainable economic development.
The Expected Learning Outcomes include students' enhanced ability to:
- comprehend the historical and political-economic context of socio-economic transformations in diverse economies and sectors;
- analyse academic accounts and interpret media discourse on contemporary energy research and global socio-economic and technological transitions;
- effectively communicate the results of individual research at public speaking engagements; and
- write short critical analyses, essays, course papers, and theses on a theme of sustainability-driven transitions.

before/after course of study: A genuine aspiration to advance your understanding of topics in energy research and/ or economic development/ transition is essential.
This is an interactive course. Students' active engagement in class preparation and conduct are highly anticipated. Mostly, the sessions will be convened with the instructor playing the role of discussant and moderator. The students are expected to read the assigned materials before the session and prepare their commentaries and questions for a respective in-class discussion.
Reading materials, including academic publications, will be collaboratively selected by the instructor and students depending on the academic interests of the enrollees. Reading materials will be recommended regularly at least one week ahead of a respective session. Students are encouraged to suggest resources they deem important for their course paper/ thesis work.
Enrolled students will have two individual presentations: introduction of the theme of their interest (at the beginning of the course) and presentation of the revised version of their research (at the end of the semester). To assist students with organising their presentations, the template with core elements of research project to be explained is distributed via Moodle.
Besides, students shall be prepared to reflect on the assigned reading during the regular sessions (discussion on assigned reading). To enable fruitful collaboration during the course, the enrolled students are expected to forward to the instructor their prepared notes/ commentaries/ questions on assigned reading or other materials studied for the specified sessions (Summary of Weekly Reading).
The ultimate goal of this course is to produce a course paper with the prospect to develop it further into a dissertation (thesis). Work on your course paper is organised in three components: 1) individual (presentations, reflections on reading, writing up, etc.); 2) in-pair (a peer reads the draft of your course paper, provides feedback and acts as a discussant in a second round presentation towards the end of the semester; you act in return to assist your peer's work); and 3) in-group (broader discussions in the class).

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
Week 1
interactive introductory session "What are my academic interests and expectations in relation to this seminar?"
Week 2
preparatory work for presentation
Week 3
students' presentation "Outline of my Theme of Interest"
Week 4
students' presentation "Outline of my Theme of Interest"
Week 5
review and feedback on students' presentation; formulation of a list of assigned reading for respective areas and subjects; introduction to areas and subjects
every enrolled student suggests one reading assignment to the class fellows which is vital for this student's

own research (Note: student A does topic A and thinks that reading book A is critical for understanding theme A. So,student A asks the rest of the class to read this book/ article A by a certain date (specify the date). We discuss this book/ article A in the class.)
Week 6
students' reflections on assigned reading and discussion moderated by the instructor
Week 7
students' reflections on assigned reading and discussion moderated by the instructor
Week 8
students' reflections on assigned reading and discussion moderated by the instructor
Week 9
students' reflections on assigned reading and discussion moderated by the instructor
Week 10
students' reflections on assigned reading and discussion moderated by the instructor
Week 11
students' reflections on assigned reading and discussion moderated by the instructor
Week 12
students' reflections on assigned reading and discussion moderated by the instructor
Week 13
students' presentation "My Research Project" (revised version of initial research proposal) supplemented by a feed-back from a peer acting as discussant
Week 14
students' presentation "My Research Project" (revised version of initial research proposal) supplemented by a feed-back from a peer acting as discussant

Language:	English
Textbooks:	Some key reading sources may be proposed to the entire class after the introductory session. However, the instructor will assign the readings based on the students' academic focus. Students are also encouraged to choose relevant for their research academic papers.
References:	Assigned readings will be arranged in individual folders at Moodle. For some sessions, relevant study materials for the entire group will also be distributed via Moodle.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Papers:	30	prepared in line with the Template and submitted via Moodle
Class contribution:	30	two individual presentations, 15 points each
Others:	40	14% - notes/ commentaries/ questions on assigned reading or other materials studied, to be shared at Moodle's forum platform by Monday 9:00 Japan time, 7 sessions, 2 points each 22% - in-pair collaboration on research project - acting as reviewer (12 points) and discussant (10 points) on a peer's course paper draft 4% - constructive collaboration on improving the course content

Note/URL: About the instructor of the course:
https://scholar.google.com/citations?user=f6tX7QgAAAAJ&hl=en
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB50100|07|210EB50100[/SYLLABUS_ID]

Course Title	Seminar on Economy and Business 07		
Instructor	MORIMOTO, Mariko		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Consumer Psychology and Persuasion

Course Outline: Communication is a crucial element in marketing. Effective communication with consumers is a must for successful marketing campaigns. Facilitating communication with consumers requires an understanding of consumer psychology. This seminar is designed to enhance students' understanding of consumer psychology and persuasive communication. Students learn about theories, concepts, and research related to consumer psychology and persuasion. The seminar explores a wide range of issues concerning persuasion and influence in our society.

For successful development of marketing communication strategies, research is essential. This course also introduces students to common research methods of social research that are applied to advertising and marketing, such as a) formulation of questions, b) development of methods that can provide data relevant to the questions, and c) interpretation of the data as answers to the question.

Objectives: Course Objectives

Upon completion of this course, students should be able to:

- evaluate and critically assess strengths, limitations, and applications of consumer psychology/behavior and persuasion
- analyze current trends in consumer psychology and persuasion, and apply them actual marketing practice
- develop communication skills necessary for effective performance as a producer and consumer of persuasive communication
- develop the ability to specify management information needs, use of primary vs. secondary data
- understand ethics in marketing research and appreciation of the role demographic diversity plays in segmentation studies.

before/after course of study: Successful completion of Introduction of Marketing and Principles of Advertising, or an equivalent introduction to advertising/communication course is strongly recommended. Students may take the above courses concurrently.
Students must read papers related to their thesis before each class and prepare presentations. Consistent exploration and examination of the library and online sources is essential. Thus, studying before and after each class takes more than 120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

1. Introduction to Course/Group Assignment Instructions
   Importance of Consumer Behavior

2. Science, Research, and Marketing
   Research Process & Research Types

3. Preparation for Interactive Sessions 1& 2

4. Interactive Session 1

5. Interactive Session 2

6. Elements of Research

7. Preparation for Interactive Sessions 3 & 4

8. Interactive Session 3

9. Interactive Session 4

10. Literature Review & Research Question Development

11. Thesis Consultation

12. Thesis Proposal Presentations

13. Thesis Presentations

14. Thesis Presentations

Language:	English
Textbooks:	To be announced in the first class.
References:	To be announced
Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	Class participation: 20 % Interactive Sessions: 30 % Thesis Proposals & Presentations: 50 %
Note/URL:	In principle, the seminar meets in-person. Occasionally, zoom seminars may be scheduled. The detailed syllabus will be available to enrolled students on Moodle. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB50100|08|210EB50100[/SYLLABUS_ID]

Course Title	Seminar on Economy and Business 08		
Instructor	SUZUKI, Ayako		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: The objective of this advanced seminar series is to study topics for your senior theses. We will study empirical methods for economic analyses in Srping. In Fall semester, we will use text book that covers various anti-trust cases where economic analyses are used for judge.
The finel purpose of this series of seminar study is to write up a senior thesis. For that, student are requested to make presentations on their progress periodically.

Objectives: As described above, the final purpose of the whole seminar-series is to write up a senior thesis. This semester, students are expected to conduct a same empirical analyses of a exisiting academic paper to learn how to set up a empirical model from theory, to run estimations, and to raise discussions from the reslults.

before/after course of study: Active participation is required as the course will take seminar-style (not lecture style). Preparation for multiple presentations will be expected.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
Tentative course map
[Week 1] Introduction
[Week 2] Existing students' prrogress reports
[Week 3] Existing students' prrogress reportsMeeting
[Week 4] Empirical methods
[Week 5] Empirical methods
[Week 6] Empirical methods
[Week 7] Empirical methods
[Week 8] Empirical methods
[Week 9] Progress report / thesis presentation
[Week 10] Progress report / thesis presentation
[Week 11] Progress report / thesis presentation
[Week 12] Progress report / thesis presentation
[Week 13] Progress report / thesis presentation
[Week 14] Meeting

Language: English

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Class contribution: 100 Including presentation, active participation, and reports submission

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB50100|09|210EB50100[/SYLLABUS_ID]

Course Title	Seminar on Economy and Business 09		
Instructor	SHINO, Junnosuke		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: ・Financial Markets, Asset Pricing and Corporate Finance: From Economic Theory to Empirical Evidence

Course Outline: ・This seminar provides intensive and rigorous training in Asset Pricing, Financial Markets, and Corporate Finance. It is designed for highly motivated students who are willing to engage deeply with theoretical models, empirical methods, and academic research in finance.

・Students are expected to independently study relevant foundations in microeconomics, macroeconomics, and financial economics, as these form the core analytical framework of the seminar. The seminar assumes a strong commitment to self-directed learning and continuous preparation.

・The seminar is divided into two stages. In the first stage, students will conduct a guided reading of advanced undergraduate- or graduate-level textbooks in corporate finance and/or empirical analysis. In the second stage, students are required to independently formulate a research topic for their senior thesis and to present regular progress reports.

・The senior thesis must address a topic in asset pricing, financial markets, or corporate finance and is required to (1) clearly formulate testable hypotheses grounded in economic theory and/or empirical evidence, and (2) empirically evaluate these hypotheses using appropriate quantitative methods (i.e., econometrics and/or data science). The use of econometric techniques and empirical methods from asset pricing or corporate finance is mandatory.

・IMPORTANTLY, this seminar is NOT intended to provide a descriptive overview of the current state of Japanese financial markets or Japanese firms. Rather, it is designed for students who aim to complete rigorous analysis and are prepared to engage in theory-based and data-driven research.

※This class will be taught by a faculty member who possess working experience and will be taught based on the working experience.

Objectives: ・To produce a senior thesis that consists of (i) the formulation of well-defined hypotheses grounded in economic theory and actual data, and (ii) rigorous quantitative analysis to empirically test these hypotheses.

・To master advanced undergraduate- to graduate-level finance and closely related fields, including the theoretical and empirical foundations necessary for academic research in finance.

・To substantially enhance presentation and communication skills through intensive textbook-based discussions and regular presentations of senior thesis progress.

before/after course of study: ・See the above description and the below zemi plan.
・Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule (Tentative course schedule)

・Students are expected to enroll in this seminar for three or four consecutive semesters.

・The final two semesters are devoted to the preparation of the senior thesis (the previously described "second stage"), while the first one or two semesters are allocated to intensive textbook-based study (the "first stage").

・During the first stage, problem sets in the textbook are assigned in advance for each zemi. In class, students are randomly selected to present their solutions to the assigned problems. Accordingly, all students are required to read the textbook thoroughly and complete all assigned problems prior to each zemi.

・During the second stage, students give regular progress presentations on their senior thesis. For each presentation, a discussant is assigned from the zemi students in advance. The discussant is responsible for moderating the session and must ask the presenter at least three substantive questions.

・A seminar camp (zemi-gasshuku) may be organized if deemed necessary, depending on the progress of the

seminar.

Language:	Japanese/English
Textbooks:	The candidate of the textbook is as follows: ・Jonathan Berk and Peter DeMarzo, "Corporate Finance." ・Richard Brealey, Stewart Myers, Franklin Allen, and Alex Edmans "Principles of Corporate Finance." ・Zvi Bodie, Alex Kane, Alan J. Marcus, and Pitabas Mohanty "Investments." ・Jeffrey M. Wooldridge, "Introductory Econometrics: A Modern Approach." ・Frederic S. Mishkin, "The Economics of Money, Banking and Financial Markets." ・Daron Acemoglu, David Laibson, John List, "Macroeconomics."
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）
Class contribution:	50 Attendance and active discussions Absences will be subject to substantial grade penalties or even failure. Especially, participation in internships will NOT be considered a valid excuse for absence.
Others:	50 Presentation
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB50100|51|210EB50100[/SYLLABUS_ID]

Course Title	Seminar on Economy and Business 51		
Instructor	BAAK, Saang Joon		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: The Japanese and East Asian Economies

Course Outline: The purpose of this seminar is to study the economies in East Asia including the Japanese economy. Specifically, students will study the current situation of these economies, their competition and cooperation, corporations in this area. For this purpose, students will read various papers and reports and will have a group presentation. Students are expected to have at least one presentation in the class.

Objectives: The purpose of this seminar is to study the economies in East Asia including the Japanese economy.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Class 1]Introduction
[Class 2]Japan
[Class 3]Japan
[Class 4]China
[Class 5]China
[Class 6]South Korea
[Class 7]South Korea
[Class 8]ASEAN
[Class 9]ASEAN
[Class10]ASEAN
[Class11]exchange rate issues
[Class12]exchange rate issues
[Class13]production network
[Class14]production network
[Class15]conclusion

Language: English

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	20	short reports
Class contribution:	80	presentation and discussions

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB50100|52|210EB50100[/SYLLABUS_ID]

Course Title	Seminar on Economy and Business 52		
Instructor	DAIMON, Leo		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Re-examining the "meaning of wealth" – Economic Development Advanced Seminar (Daimon Seminar)

Course Outline:

This advanced seminar reads and discusses the theory and policy of economic development. The key concepts to be reviewed include poverty and inequality, growth, human security and institutions. Our approach is interdisciplinary and students learn to evaluate development policies both quantitatively and qualitatively. Students will conduct a primary data survey (in compliance with University policies regarding the field trips) to complete a graduation thesis, using statistics / econometrics software (STATA) and a strong inter-cultural communication skills are required (the second foreign language other than English is a plus). Students learn to set up and prove working hypothesis and draw feasible policy recommendations for real issues. In the past, students participated field trips to the Philippines, India, Indonesia, East Timor, China and Cambodia. Students are expected to take or have taken Economic Development offered by the same instructor in Fall semester. The advanced seminar at SILS consists of the three semester series, as follows:

<1st Semester> Introduction to Quantitative Methods for Economic Development and Academic Paper Writing Methods
1) Introduction to Quantitative Method for Economic Development (consistent with Economic Development Course)
2) Getting Started with STATA for Academic Paper in Economic Development
3) How to Structure Academic Paper in Economic Development with
(a) Research Question
(b) Literature Survey
(c) Hypothesis and Model
(d) Quantitative Analysis (Data, Descriptive Statistics, Regression, Interpretation with Hypothesis Testing)
(e) Policy Implications
4) Project Paper (presentation and paper writing) based on the common dataset from developing countries (or developed countries, if relevant) / 15 pages

<2nd Semester> Development of Ideas for Graduation Thesis
1) Small Group (Max 4-5 students) Bi-Weekly Meeting for Thesis
(a) How to find an original / relevance Research Question
(b) What is the current academic achievement in the existing study and its limitations
(c) What is the best estimation model?
(e) What is the best secondary data and what survey should be conducted for primary data collection?
(f) Descriptive Statistics, Regression, Hypothesis Testing
(g) Policy Implications
2) Individual Meeting (for additional feedback)
3) First Draft of Graduation Thesis (presentation and paper writing) /20 pages

Collection of Primary Data and Informal Seminar Meetings

<3rd Semester> Finalizing Graduation Thesis
1) Collection and Analysis of Primary Data
2) Second Draft of Graduation Thesis (presentation, small or large group)
3) Final Draft of Graduation Thesis (presentation in a large group and paper writing) / formatted as required by SILS regulations
(due before the winter break)
4) Oral Defense of Graduation Thesis (in January) / edited, proof-read, and finalized

See the following web-site for further information about Daimon Seminar

https://www.youtube.com/watch?v=8_YDx1W_Pb0&t=146s (introduction by a current student) (in Japanese)
https://www.youtube.com/watch?v=h43TNTBarcQ&t=4s (self introduction of the instructor) (in English/Japanese)
https://www.youtube.com/watch?v=ThQQN_0skjE&t=303s (output for the first semester) (in English)

Student size is kept rather small, with maximum number of registered students of about 15 for each year, in order to maximize good academic interactions within a seminar.

Objectives:	Qualitative and quantitative assessment of economic development theory and policies
before/after course of study:	Spend 60 min before class and 60 min after class to review reading assignments. Small group and/or individual meetings as well as informal seminars beyond regular time framework are held (upon request by students(s) or instructor).
Course Schedule Free-Text Entry:	1 : フリーフォーマット(教員による切替可)
Course Schedule	========== The following contains seminar plan for the first semester. (Exceptions may apply.) ========== [Week 1] Orientation and overview PART I: Quantitative Methods for Economic Development / STATA Session (in Computer Lab or ZOOM) We will use common database from developing countries. Last year (2019), we used labor market survey (of about 15,000 sample individuals) in Tunisia conducted in 2016. [Week 2] Introduction to STATA 1 – Basic Features and Overview of Data Processing [Week 3] Introduction to STATA 2 – How to Manage and Process Data [Week 4] Statistical Analysis, Regression Analysis, Hypothesis Testing Using STATA 1 [Week 5] Statistical Analysis, Regression Analysis, Hypothesis Testing Using STATA 1 [Week 6] Processing Data 1 [Week 7] Processing Data 2 [Week 8] Describing Data [Week 9] Analyzing Data PART II How to Write Academic Paper in Economic Development Issues [Week 10] Academic Paper Writing 1 [Week 11] Academic Paper Writing 2 [Week 12] Student Presentation 1 [Week 13] Student Presentation 2 [Week 14] Student Presentation 3

[Week 15] Wrap Up and Term Paper Due

==========

There are guest speakers (most of whom are recent graduates of this seminar or SILS) who will talk about their professional experience in economic development. In the past, we had guest speakers from the following organizations or fields:

JICA (Japan International Cooperation Agency)
JBIC (Japan Bank for International Cooperation)
UNDP (United Nations Development Program)
IGES (Institute for Global Environmental Studies)
Trading Companies (Marubeni, Itochu, Mitsubishi), Financial Institutions (foreign investment bank), Consulting Firm
Oxford University (former development consultant)

This year we are expecting to invite some more guests, including Asian Development Bank, World Bank, and so on, who will give their special talks through ZOOM session.

Field Study: IN 2019, we visited an underground infrastructure in Saitama prefecture.
https://www.gaikaku.jp/
We were expected to go to Tunisia and Italy (or Turkey) as part of field trip abroad in summer 2020, but has been postposed due to the outbreak of COVID-19.

In the past, we have visited India, Indonesia, East Timor (Timor Leste), and Okinawa as field trip. We would like to conduct the field study as soon as the pandemic alert is lifted, in compliance with University policy regarding field trips.

Language: English

Textbooks: A detailed reading list will be given in the first class. Selected journal articles and reports by Amartya Sen, Paul Collier, Jeffrey Sachs, William Easterly, Joseph Stigitz as well as research papers by the World Bank will be assigned.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Papers:	80	Presentation and paper proposal for the final paper
Class contribution:	20	Assignments

Note/URL: Students enrolled in this seminar are strongly encouraged to take or have taken my cost-benefit analysis and economic development courses.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB50100|53|210EB50100[/SYLLABUS_ID]

Course Title	Seminar on Economy and Business 53		
Instructor	ISHIKAWA, Ryuichiro		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Game Theory & Mechanism Design

Course Outline: This seminar aims to provide students with the knowledge and background necessary to understand cutting-edge research in theoretical economics, particularly in game theory and mechanism design. In recent years, game theory and mechanism design have been increasingly applied in various societal contexts, including recommendation systems, auction design, school choice mechanisms, and so on.

For successful social implementation, it is essential to have a solid theoretical foundation that enables a precise understanding of these mechanisms. In particular, without a rigorous mathematical approach, such theories cannot adequately address the risks and complexities that arise in real-world applications. Consequently, all papers read in the seminar will be mathematically formulated literature only. Students are expected to approach the seminar with sufficient motivation to engage with such an approach.

This seminar focuses on developing students' ability to understand the mathematical models underlying these social implementations, as well as their capacity to apply these models to create new theoretical frameworks, through systematic study of the mathematical foundations of game theory and mechanism design.

Objectives: The seminar aims to equip students with the fundamental knowledge required to read cutting-edge research papers in game theory and mechanism design, as well as with the ability to understand how to approach academic papers and develop their own ideas based on them. In particular, students who write their graduation theses within this seminar are required to conduct surveys of specialized academic literature. Accordingly, the seminar places strong emphasis on cultivating the ability to independently carry out rigorous literature surveys and synthesize existing research.

Recent seminar topics include reading and discussing foundational literature on mechanism design for trust formation using repeated games, the theory of recommendation systems through problems of information design, and organizational design based on blockchain technologies. Accordingly, the seminar aims to provide students with the foundational knowledge necessary to read and understand specialized academic literature in these fields.

before/after course of study: To achieve the objectives described above, this seminar will devote little time to textbook-level explanations. While extensive prior knowledge is not strictly required, students are expected to independently review and supplement any foundational material they lack through self-study. The level of the seminar substantially extends the content of the instructor's courses, Behavioral & Experimental Game Theory and Mechanism Design in Practice; therefore, a solid understanding of these courses is considered essential.

In addition, the seminar frequently holds joint research seminars with the School of Engineering at the University of Tokyo. Students are expected to actively participate in these collaborative research activities and to demonstrate a strong motivation to acquire deep and specialized expertise.

Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
1: Introduction
2: Review of Game Theory & Mechanism Design
3: Recent technology of Blockchains
4-14: Presentations by students

Language: English

Textbooks: Some research papers are assigned in the course. Part of the papers used in the course is found in the following:
・Kandori, M. (1992). Social norms and community enforcement. The Review of Economic Studies, 59(1), 63-80.
・Lorecchio, C., & Monte, D. (2023). Dynamic information design under constrained communication rules. American Economic Journal: Microeconomics, 15(1), 359-398.
・Benhaim, A., Falk, B. H., & Tsoukalas, G. (2023). Scaling blockchains: Can committee-based consensus help?. Management Science, 69(11), 6525-6539.
In addition, if students are interested in other parts of economic theory and game theory, the related papers

	can be assigned.
References:	If you are not familiar with game theory and Mechanism Design, the following book is recommended as an introduction: ・Tadelis, S. (2013). Game theory: an introduction. Princeton University Press. ・Haeringer, G. (2018). Market design: auctions and matching. MIT Press.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Class contribution:	35	Attendance and active discussions
Others:	65	Homework & Presentations

Note/URL: Students are strongly recommended to take the course “Behavioral and Experimental Game Theory” & ″Mechanism Design in Practice.″

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB50100|55|210EB50100[/SYLLABUS_ID]

Course Title	Seminar on Economy and Business 55		
Instructor	POKARIER, Christopher J		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Creative Industries I: Creative by Design (Fall)

Course Outline: The goal of this advanced seminar series is to foster students' creative confidence, design and visual literacy, and understanding of the distinct business challenges in industries in which creativity, sensibility, the consumer experience and cultural resonance are key. The transformation of enterprises and work is accelerating with digitisation and Ai, disrupting industries and once-stable career paths. This seminar's premise is that we can learn valuable lessons from the creative and cultural industries; notable for managing uncertainty, producing original and meaningful experiences, aesthetic regard, and problem discovery and resolution through design.

Under the general rubric of 'Creative Industries', it has the following three semester sub-themes, in this order: Creative by Design (Fall I), Selling Sensibility (Spring I), and The Design Enterprise (Fall III).

The seminar is complemented by my new intermediate course in the Fall, Design and Enterprise.
Students therefore are expected to take that course or 'audit' it informally through periodic lecture attendance and through active engagement with the course materials made available on Moodle (access will be arranged if not enrolled.) Students accepted to the seminar are urged to use the priority registration option to secure a place in the Design and Enterprise class. Please note that for students who have previously taken my Designing Corporate Communications course you will be unable to enrol in the new course because it shares the same course code with the old course. About one-third of the course content will overlap and I will arrange for auditing the new content.

Objectives:
+ enhanced creative confidence and visual literacy.
+ further aptitude for reflective learning and practice.
+ insight into design as a distinctive way of seeing and thinking.
+ becoming comfortable with the critique process of one's own works in a class context.
+ understanding of creativity and debates around its importance and scope for fostering it.
+ increased ease of active participation in conversations around enterprise, creativity, design and sensibilities.
+ familiarity with business aspects of the uncertainty-prone creative industries, such as managing costs, incentive design and assigning decision rights, rights to rents, the role of gatekeepers and the impacts of digital transformation.

before/after course of study: Active engagement with materials provided through the seminar website and Moodle is expected. Each semester in the seminar series students prepare two learning logs, providing reflections on the particular material they engaged with providing a foundation for class discussions.

In the first semester students are asked to undertake a number of off campus cultural and creative experiences, of their own choosing, and can be done with classmates; then summarise the experiences in a short reflective folio. There may be a class excursion to a cultural institution in Tokyo during the semester.

Each semester will also have an ongoing creative activity, usually photographic, that will encourage students to hone their visual sensibilities and become comfortable with the critique ('crit') practice of design schools.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
1. Introduction: cultural & creative industries
2. Economic properties of creative industries
3. Art, design & ways of seeing
4. Artists in the making: Lucian Freud, Mike Oldfield
5. Photographic ways of seeing
6. Creative Confidence (CC) I
7. CC II
8. CC III
9. CC IV
10. CC V
11. Creativity contested
12. Logics of Hollywood
13. Design as profession and/or new liberal art?
14. Place & cultural industries

Language:	English
Textbooks:	Tom & David Kelley Creative Confidence
References:	Seminar learning resources are usually made available digitally through Moodle and the seminar website. There are some core materials – including a required but very accessible text in the first semester – and a wide range of related examples that students can sample. The website (www.pokazemi.wordpress.com) provides links to key supplementary resources and will be a regular part of students' preparation for class. Moodle will also be used for announcements and for distributing weekly class plans and other materials, as well as for student submissions. There will be links in Moodle to each week's material on the zemi site.
Grading Free-text Entry Flag:	1 : フリーフォーマット(教員による切替可)
Evaluation Free-	Folio of cultural activities ('Plunge') 30% Learning Log x 2 30% Imaging & Critique 20% Engagement 20%
Note/URL:	If messaging me please use an email to pokarier@waseda.jp and not the Moodle messaging function. Seminar website: www.pokazemi.wordpress.com (links from Moodle for weekly materials will established). Related general teaching URL: www.pokachan.com The seminar atmosphere is very friendly, with a diverse student cohort bringing profoundly valuable individual perspectives to the weekly topics and supporting each other as they consider career and further study options. The 'engagement' component of the assessment considers both students' engagement with the seminar material and their collegial contribution. As students are at various stages in their SILS program when taking this seminar series (even in the third semester as Fall entry students etc have an additional semester after the seminar is complete), there is a full three semesters of varied content. Thesis preparation is separate but supported though the seminar and regular consultation as needed. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB50100|56|210EB50100[/SYLLABUS_ID]

Course Title	Seminar on Economy and Business 56		
Instructor	SHADRINA, Elena		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Selected Topics in Decarbonisation Studies and Sustainable Development Research

Course Outline: This seminar brings together students interested in exploring critical issues at the intersection of global decarbonisation efforts and sustainable development research. Adopting a "selected topics" approach, the course invites students to engage with contemporary challenges, innovative solutions, policy frameworks, and the socio-economic dimensions of the transition to a low-carbon and sustainable future. Emphasis is placed on critical analysis, interdisciplinary perspectives, and the integration of theoretical and empirical scholarship.
Schematically, the keyareas for individual research in this Seminar can be introduced as follows:
1. Decarbonisation inSpecific Sectors
1.1 Energy
・Renewable energyintegration: Examines the incorporation of solar, wind, and geothermaltechnologies into existing power grids, alongside energy storage solutions andsmart grid systems.
・Decarbonising heat andelectricity: Explores the electrification of heating systems, the developmentof efficient heating technologies, and optimisation of energy consumption inbuildings.
・Fossil fuel transition:Investigates pathways for phasing out fossil fuels, including carbon captureand storage (CCS) technologies and the development of alternative fuels.
・Smart energy systems:Focuses on optimising energy production, distribution, and consumption throughintelligent technologies and data analytics.
1.2 Transportation
・Electrification ofvehicles: Studies the development of electric vehicles, charginginfrastructure, and integration into the power grid.
・Alternative fuels:Explores the use of biofuels, hydrogen, and other sustainable fuel sources fortransportation.
・Sustainable urbanmobility: Investigates strategies for promoting public transport, cycling, andwalking, as well as optimising logistics and freight systems.
1.3 Buildings andConstruction
・Energy efficiency inbuildings: Focuses on improving insulation, optimising heating and coolingsystems, and promoting energy-efficient appliances.
・Sustainable buildingmaterials: Examines the use of recycled and renewable materials in constructionand strategies to reduce the carbon footprint of building materials.
・Retrofitting andrenovation: Investigates approaches to improving the energy efficiency ofexisting buildings through retrofitting and renovation.
1.4 Industry
・Industrialelectrification: Explores the use of electricity to power industrial processes,replacing fossil fuel-based technologies.
・Carbon capture,storage, and utilisation (CCSU): Focuses on capturing carbon dioxide emissionsfrom industrial processes and utilising them in products such as chemicals orfuels.
・Process optimisation:Examines methods for reducing energy consumption and emissions through improvedindustrial processes.

2. Sustainable EconomicDevelopment
・Circular economy:Explores principles of waste reduction, resource efficiency, and materialsrecovery across sectors.
・Sustainable consumptionand production: Promotes sustainable consumption patterns, reduced waste, andoptimised resource use.
・Ecosystem restoration:Focuses on restoring degraded ecosystems, protecting biodiversity, andenhancing ecosystem services.
・Environmental policyand governance: Examines policies and regulations supporting decarbonisationand sustainable development, including carbon pricing, emissions tradingsystems (ETS), and green finance.
・Social equity andjustice: Considers climate litigation and activism, the social implications ofdecarbonisation, and strategies to ensure a just and equitable transition to alow-carbon economy.

3. Policy and Governance
・Climate changemitigation and adaptation: Studies international climate agreements (e.g. ParisAgreement mechanisms), climate impacts, and strategies for reducing greenhousegas emissions and adapting to climate change.
・Place-baseddecarbonisation: Explores the role of sub-national and local governance, withstrategies tailored to specific geographic locations and industrial clusters.
・Geopolitics ofdecarbonisation: Analyses the geopolitical consequences of transitioning to alow-carbon economy.

Objectives: Course Objectives

By the end of the course, students will:
・Gain familiarity with contemporary English-language scholarship on key themes in decarbonisation studies and sustainable development research.
・Develop the ability to critically engage with diverse academic and policy debates.
・Explore in depth a selected theme of personal interest within the broader field.
・Strengthen skills in interdisciplinary analysis, argumentation, and scholarly communication.

Expected Learning Outcomes
Upon successful completion of the course, students will be able to:
・Contextual Understanding: Demonstrate knowledge of the historical, socio-economic, and geopolitical dimensions of decarbonisation.
・Critical Analysis: Interpret and evaluate academic accounts, and discuss scholarly and media discourse on pathways to decarbonisation across sectors such as energy, transportation, and industry.
・Policy and Technology Evaluation: Assess the role of policy frameworks, technological innovation, and societal factors in shaping sustainable development trajectories.
・Argumentation: Develop and present well-structured, evidence-based arguments for sustainable solutions.
・Research Skills: Apply relevant research methods to investigate specific challenges in decarbonisation and sustainable development.
・Academic Writing: Produce critical essays, course papers, and ultimately a graduation thesis on a chosen theme within decarbonisation or sustainable development.

before/after course of study：

Prerequisites and Course Organisation
An acquaintance with macroeconomics, the elements of economic analysis, and statistics is advantageous for this course. Prior completion of courses in economic development, the political economy of development, or related disciplines may also be helpful. Above all, a genuine aspiration to deepen understanding of the topics outlined is essential.

This is an interactive seminar. Enrolment requires regular preparation for sessions and active engagement in class activities. Sessions are typically convened with the instructor acting as a discussant and moderator. Students are expected to read both assigned and self-selected materials in advance and to prepare commentaries and questions for in-class discussion.

Reading materials, including academic publications, will be selected collaboratively by the instructor and students, depending on the academic interests of the participants. Materials will be recommended at least one week prior to each session. Students are encouraged to suggest resources relevant to their course paper or thesis work.

Each student will deliver two individual presentations: an introduction of their chosen theme at the beginning of the course, and a presentation of the revised version of their research at the end of the semester. To assist with preparation, a template outlining the core elements of a research project will be distributed via Moodle.

Students should also be prepared to reflect on assigned readings during regular sessions. To enable fruitful collaboration, participants are expected to forward to the instructor their prepared notes, commentaries, or questions on the assigned readings or other materials studied for the specified sessions. (The number of such sessions may vary depending on enrolment.)

The ultimate goal of the course is the production of a course paper, with the prospect of elaborating it into a senior thesis in the final semester. Work on the course paper is organised in three components:
・Individual: presentations, reflections on readings, and writing.
・Pair: peer-reviewing of course paper drafts and commenting on second-round presentations towards the end of the semester.
・Group: broader discussions in class.

Students in their final semester will prepare and present their senior theses.

Course Schedule Free-Text Entry：

1：フリーフォーマット（教員による切替可）

Course Schedule

Week 1
interactive introductorysession “What are my academic interests and expectations in relation to thisseminar?”
Week 2
preparatory work for presentation
Week 3
student’s presentation“Outline of my Theme of Interest”
Week 4
student’s presentation“Outline of my Theme of Interest”
Week 5
review and feedback onstudents’ presentation; formulation of a list of assigned reading forrespective areas and subjects; introduction to areas and subjects
every enrolled student suggests to the class fellows one reading assignment which is vital for thisstudent’s own research (Note: student A does topic A and thinks that readingbook A is critical for the understanding of theme A. Thus, student A asks therest of the class to read this book/ article A by a certain date (specify thedate). We discuss this book/ article A in class.)
Week 6
students’ reflections onassigned reading and discussion moderated by the instructor
Week 7
students’ reflections onassigned reading and discussion moderated by the instructor
Week 8

students’ reflections onassigned reading and discussion moderated by the instructor
Week 9
students’ reflections onassigned reading and discussion moderated by the instructor
Week 10
students’ reflections onassigned reading and discussion moderated by the instructor
Week 11
students’ reflections onassigned reading and discussion moderated by the instructor
draft paper submission to a discussant
discussion of the draft paper with a reviewer (in class)
Week 12
Course Paper submissionvia Moodle
students’ presentations“My Research Project” (revised version of initial research proposal)supplemented by feedback from a peer acting as a discussant
Week 13
students’ presentations“My Research Project” (revised version of initial research proposal)supplemented by feedback from a peer acting as a discussant
Week 14
students’ presentations“My Research Project” (revised version of initial research proposal)supplemented by feedback from a peer acting as a discussant
wrap-up session with thecourse overview, summary of achievements and feedback collection

Language: English

Textbooks: Open-access handbooks and textbooks, policy papers, and reports will be uploaded to Moodle, with the folder updated regularly. Several key reading sources will be proposed to the entire class following the introductory session.

References: Individual reading recommendations will be made in accordance with each student’s academic focus. Students are also encouraged to identify and consult academic papers relevant to their research. Assigned readings will be organised into individual folders on Moodle, while for certain sessions, study materials intended for the entire group will likewise be shared via Moodle.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Papers:	30	course paper prepared in line with the Template and submitted via Moodle
Class contribution:	30	two individual presentations, 15 points each
Others:	40	14% – notes/ commentaries/ questions on assigned reading or other materials studied (7 sessions, 2 points each) 22% – in-pair collaboration on research project – acting as reviewer (12 points) and discussant (10 points) on a peer’s course paper 4% – constructive collaboration on improving the course content

Note/URL: About instructor:
https://sites.google.com/view/elena-nikolaevna-shadrina
https://scholar.google.com/citations?user=f6tX7QgAAAAJ&hl=en

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB50100|57|210EB50100[/SYLLABUS_ID]

Course Title	Seminar on Economy and Business 57		
Instructor	MORIMOTO, Mariko		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Consumer Psychology and Persuasion

Course Outline: Communication is a crucial element in marketing. Effective communication with consumers is a must for successful marketing campaigns. Facilitating communication with consumers requires an understanding of consumer psychology. This seminar is designed to enhance students' understanding of consumer psychology and persuasive communication. Students learn about theories, concepts, and research related to consumer psychology and persuasion. The seminar explores a wide range of issues concerning persuasion and influence in our society.

For successful development of marketing communication strategies, research is essential. This course also introduces students to common research methods of social research that are applied to advertising and marketing, such as a) formulation of questions, b) development of methods that can provide data relevant to the questions, and c) interpretation of the data as answers to the question.

Objectives: Course Objectives

Upon completion of this course, students should be able to:

·evaluate and critically assess strengths, limitations, and applications of consumer psychology/behavior and persuasion
·analyze current trends in consumer psychology and persuasion, and apply them actual marketing practice
·develop communication skills necessary for effective performance as a producer and consumer of persuasive communication
·develop the ability to specify management information needs, use of primary vs. secondary data
·understand ethics in marketing research and appreciation of the role demographic diversity plays in segmentation studies.

before/after course of study: Successful completion of Introduction of Marketing and Principles of Advertising, or an equivalent introduction to advertising/communication course is strongly recommended. Students may take the above courses concurrently.
Students must read papers related to their thesis before each class and prepare presentations. Consistent exploration and examination of the library and online sources is essential. So, studying before and after each class takes more than 120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

1. Introduction to Course/Group Assignment Instructions
   Importance of Consumer Behavior

2. Science, Research, and Marketing
   Research Process & Research Types

3. Preparation for Interactive Sessions

4. Interactive Session 1

5. Interactive Session 2

6. Elements of Research

7. Preparation for Interactive Sessions

8. Interactive Session 3

9. Interactive Session 4

10. Literature Review & Research Question Development

11. Thesis Consultation

12. Thesis Proposal Presentations

13. Thesis Presentations

14. Thesis Presentations

Language:	English
Textbooks:	Required textbook information will be announced on Moodle to enrolled students.
References:	TBA
Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	Class participation: 20 % Roundtable Projects: 30 % Thesis Proposals & Presentations: 50 %
Note/URL:	In principle, the seminar meets in-person. Occasionally, zoom seminars may be scheduled. The detailed syllabus will be available to enrolled students on Moodle.

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB50100|58|210EB50100[/SYLLABUS_ID]

Course Title	Seminar on Economy and Business 58		
Instructor	SUZUKI, Ayako		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: The objective of this advanced seminar series is to study topics for your senior theses. We will study empirical methods for economic analyses in Srping. In Fall semester, we will use text books that cover various anti-trust cases where economic analyses are used for decisions.
The finel purpose of this series of seminar study is to write up a senior thesis. For that, student are requested to make presentations on their progress periodically.

Objectives: As described above, the final purpose of the whole seminar-series is to write up a senior thesis. This semester, we will learn how they adapt ecomic analyses into anti-trust cases.

before/after course of study: Active participation is required as the course will take seminar-style (not lecture style). Preparation for multiple presentations will be expected.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: Tentative course map
[Week 1] Introduction
[Week 2] Meeting
[Week 3] Text book reading
[Week 4] Text book reading
[Week 5] Text book reading
[Week 6] Text book reading
[Week 7] Text book reading
[Week 8] Text book reading
[Week 9] Progress report presentation
[Week 10] Progress report presentation
[Week 11] Progress report presentation
[Week 12] Progress report presentation
[Week 13] Progress report presentation
[Week 14] Meeting

Language: English

References: Kwoka, John E. & White, Lawrence J., 2008. "The Antitrust Revolution: Economics, Competition, and Policy," OUP Catalogue, Oxford University Press, edition 5, number 9780195322972.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Class contribution: 100 Including presentation, active participation, and reports submission

Note/URL: For analyses of anti-trust cases, we need theories of microeconomics. More specifically, knowledge of Industrial Organization is quite necessary. Therefore, it would be better if students have taken the advanced course of Industrial Orgaization to fully participate discussions. Studetns are expected to have at least knowledge of microeconomics. Those students who are willing to take these courses after entering the seminar are also welcome.

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The School of International Liberal Studies defines its Learning Outcomes in the link below.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EB50100|59|210EB50100[/SYLLABUS_ID]

Course Title	Seminar on Economy and Business 59		
Instructor	SHINO, Junnosuke		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: ・Financial Markets, Asset Pricing and Corporate Finance: From Economic Theory to Empirical Evidence

Course Outline: ・This seminar provides structured training in Asset Pricing, Financial Markets, and Corporate Finance. It is designed for students who are interested in developing a deeper understanding of theoretical models, empirical methods, and academic research in finance.

・Students are encouraged to review and strengthen their knowledge of relevant topics in microeconomics, macroeconomics, and financial economics, as these provide important foundations for the seminar. Regular preparation and a willingness to learn independently will help students make the most of the course.

・The seminar is divided into two stages. In the first stage, students will read selected advanced level textbooks in corporate finance and/or empirical analysis with guidance from the instructor. In the second stage, students will develop a research topic for their senior thesis and present regular updates on their progress.

・The senior thesis should address a topic in asset pricing, financial markets, or corporate finance. Students are expected to (1) formulate clear and testable hypotheses based on economic theory and/or empirical evidence, and (2) examine these hypotheses using appropriate quantitative methods, such as econometrics and/or data science. Students will be expected to apply econometric techniques or empirical methods commonly used in asset pricing or corporate finance.

・This seminar is not primarily intended to provide a descriptive overview of current developments in Japanese financial markets or Japanese firms. Instead, it is intended for students who are interested in conducting theory-based and data-driven research and developing their analytical skills through the completion of an independent research project.

※This class will be taught by a faculty member with relevant professional experience, and the course content will draw on that experience.

Objectives: ・To produce a senior thesis that consists of (i) the formulation of well-defined hypotheses grounded in economic theory and actual data, and/or (ii) rigorous quantitative analysis to empirically test these hypotheses.

・To master advanced level finance and closely related fields, including the theoretical and empirical foundations necessary for academic research in finance.

・To substantially enhance presentation and communication skills through intensive textbook-based discussions and regular presentations of senior thesis progress.

before/after course of study: ・See the above description and the below zemi plan.
・Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1：フリーフォーマット（教員による切替可）

Course Schedule (Tentative course schedule)

・Students are expected to enroll in this seminar for three or four consecutive semesters.

・The final two semesters are devoted to the preparation of the senior thesis (the previously described "second stage"), while the first one or two semesters are allocated to intensive textbook-based study (the "first stage").

・During the first stage, problem sets in the textbook are assigned in advance for each zemi. In class, students are selected to present their solutions to the assigned problems. Accordingly, all students are required to read the textbook and complete assigned problems prior to each zemi.

・During the second stage, students give regular progress presentations on their senior thesis. For each presentation, a discussant is assigned from the zemi students in advance. The discussant is responsible for moderating the session and must ask the presenter at least three substantive questions.

・A seminar camp (zemi-gasshuku) may be organized if deemed necessary, depending on the progress of the seminar.

Language: Japanese/English

Textbooks: The candidate of the textbook is as follows:

・Jonathan Berk and Peter DeMarzo, "Corporate Finance."
・Richard Brealey, Stewart Myers, Franklin Allen, and Alex Edmans "Principles of Corporate Finance."
・Zvi Bodie, Alex Kane, Alan J. Marcus, and Pitabas Mohanty "Investments."
・Jeffrey M. Wooldridge, "Introductory Econometrics: A Modern Approach."
・Frederic S. Mishkin, "The Economics of Money, Banking and Financial Markets."
・Daron Acemoglu, David Laibson, John List, "Macroeconomics."

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Class contribution: 50 Attendance and active discussions

Absences will be subject to grade penalties.

Others: 50 Presentation

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX20100|51|210EX20100[/SYLLABUS_ID]

Course Title	Introduction to Expression		
Instructor	FUJIKURA, Takeo		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.5	**Class Modality Categories**	[On-campus]
Course Category	Expression	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introduction to stage acting and directing.

Course Outline: a. Face-to-Face (F2F)This class is designed to provide students with a broad-based survey and foundational knowledge of acting and directing, aimed at enhancing their appreciation and understanding of practical theatrical experience. Various aspects of acting and directing will be covered, including—but not limited to—classical, modern, and avant-garde performance theories and methodologies. Classes will be conducted in an in-person format but may be switched to an online (remote) format in the event of COVID-19 restrictions or other unavoidable circumstances.

Objectives: By the end of this class, students will be able to:

1.Develop a deeper appreciation for the theatrical experience.

2.Recognize the types and genres of drama and performance, along with their conventions.

3.Understand diverse approaches to acting and directing in relation to the audience, the script, and the stage environment.

4.Develop and enhance skills in self-expression, creativity, critical thinking, and imagination.

before/after course of study: Students are expected to review their handouts and deepen their understanding of the subject at home. Preparation for the class and the review will each take around 90-120 min.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
1. Introduction
2. What is acting? Mimesis ～ Paradoxof Acting and Delsarte System
3. Stanislavski System I
4. Stanislavski System II
5. Stanislavski System in the US: Method Acting
6. Japanese acting style I Acting in Noh./ Japanese acting style II Acting in Kabuki
7. Midtermexam.
8. Non-realistic Acting I: Gordon Craigand Etienne Decroux
9. Non-realistic Acting II Modern mime andpantomime
10. Non-realistic Acting III.: Brecht
11. Non-realistic Acting IV: Artaud andGrotowski
12. Modified or Selective Realism
13. Non-realistic Acting V : EducationalTheatre: Boal/ Review session
14. FinalExam.

Language: English

Textbooks: Handout will be provided as needed in class.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 80 Midterm Exam 35%/ Final rxa45%

Class contribution: 20 Attendance 10% / plus class participation 10%

Note/URL: ★The instructor reserves the right to change or alter the syllabus to meet the individual and unique needs of the course.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX20200|51|210EX20200[/SYLLABUS_ID]

Course Title	Introduction to Literature		
Instructor	OWADA, Eiko		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.1	**Class Modality Categories**	[On-campus]
Course Category	Expression	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: In this course basic notions in studying literature and literary works are introduced. The course will draw on a wide variety of literary references specifically devoted to this subject, with particular attention paid to structures and techniques of literary works in the world. We will also look at how so-called 'classics' can be defined according to traditional western criteria. In addition, we will discuss the extent to which these inner values have been lost or left intact by the fundamental changes in the socio-historical contexts.【Special Notice】The description above is for non-COVID years; as far as the pandemic alerts are active, the class will be held by On-Demand style and class organization will be given in the first class of the semester. In On-Demand classes, real-time communication will not be provided and it is difficult to have discussion sessions; therefore, please check the first class carefully.

Objectives: The goal of this course is to reconsider the distinctive features of literary works in a wide range of cultural contexts as well as in terms of political, social, and post-colonial approaches. Literature is also about personal perception and understanding, about communication, about imagination; therefore, unlike many other academic subjects, literature studies still demand a personal response from its audience...

before/after course of study: Watch video materials before the class and read each class's reading material; by doing these preparatory activities, prepare for quizzes. Reread the materials based on the discussion we have in the class hours. Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: Schedule is tentative; revised version of the syllabus will be distributed at the beginning of the semester. Electronic devices (phones, iPads, PCs, etc) except for dictionary only devices are not allowed to use in the class; students should print out the reading materials through Moodle and bring the copy to the class each time.
[Week 1] Introduction to the Subject of the Course: What is literature?
[Week 2] Plot: Saki "The Open Window"
[Week 3] Character: Doris Lessing "Through the Tunnel"
[Week 4] Setting: Joseph Conrad "Secret Sharer"
[Week 5] Point of View: Kate Chopin "The Story of an Hour"
[Week 6] Theme: Nadine Gordimer "The Train from Rhodesia"
[Week 7] The Total Effect: Eudora Welty "A Worn Path"
[Week 8] Mid-term exam
[Week 9] Mori Ogai
[Week10] Miyazawa Kenji
[Week11] Murakami Haruki
[Week12] Shiga Naoya
[Week13] Mishima Yukio
[Week14] Final Exam

Language: English

Textbooks: Readings are distributed through Moodle; in some cases, students need to find the texts on the internet sites. Instructions will be given in the first class. In each class, students should print out reading materials and bring it (them) to the classroom.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	40	mid term 15% final 25%
Papers:	0	No report.
Class contribution:	30	classroom performance (when you miss 3 classes it will be extremely difficult to get a passing grade since attendance is a basic factor for grading; see the notice); each class response questions; preparation of each class

Others :	30	class participation, cooperation, courtesy (this includes: eg, not leaving the room for bathrooms or to make a phone call; you are supposed to finish personal matters before the class hours), preparation of reading materials, etc.

Note/URL : ★Use Moodle's Message function for communication; however, do not expect immediate response, especially at night, week-ends and holidays.★Electronic devices are NOT ALLOWED to use in the classroom; you need to finish watching videos BEFORE each class and prepare each text by printing it out (University prepares printing machines on 6th floor of Building 11 and IT Center); note-taking by hand-writing on paper is recommended. You need to bring blank paper when you use printing rooms.
★The class schedule is tentative; changes will be announced in advance through Moodle announcements or session leading sections. It is students' responsibility to catch up with these changes and the information.
★An inquiry concerning grades will NOT be answered by e-mail or Moodle Message communication. If you have serious problems, please plan a meeting at the SILS office.
★No special consideration is given for those who register in the second and third registration periods unless otherwise instructed on Moodle; it is each student's responsibility to find out each week's progress. When a student misses 3 sessions, s/he cannot get a passing grade: No make-ups provided in terms of fairness with other students.
★Courtesy is also an important factor to decide grades at the end of the semester; in order to avoid low evaluation, try to finish your personal matters before the class.To facilitate understanding of the lecture and to be able to actively take part in discussions, students are to do extensive reading of the works of writers mentioned above.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX20600|51|210EX20600[/SYLLABUS_ID]

Course Title	Introduction to Architecture		
Instructor	GOLANI SOLOMON, Erez		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.5	**Class Modality Categories**	[On-campus]
Course Category	Expression	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: The Japanese House Studio

Course Outline: Throughout the twentieth century, the architecture of the house has been a locus for experimentation with ideas about ways of living, individual expression, and social relation and class. It served as a platform of design trialing for materials and forms and was the site where architects have sought to offer new domestic lifestyles. From Kenzo Tange and Kazuo Shinohara to Sou Fujimoto and Atelier Bow-Wow, nearly all architects of the past hundred years have catalyzed their most elaborated ideas through the design of houses. The house is not simply one type within the architectural vast constructed inventory, but arguably the most important medium for the investigation of architectural ideas.

Our window into the field of architecture will be a small, carefully selected group of seminal houses, which were constructed in Japan from the beginning of the 20th Century until the last decade. These works of architecture have an accumulated value. Each of them had the ability to mirror a crystallized image of its social-cultural-political surroundings at the time of construction and carries extraordinary relevance to the study of the field even today. As a group they form a balanced account of architectural traditions in the modern period and an opportunity for acquaintance with the architectural knowledge of that time, drawing from a range of fields that influence how a building is designed, described, constructed, with how it is imagined and with how it is used once build.

The course will be conducted in a form of a studio. Each of the participating students will be assigned to one project/house. The work during the semester will occur along two paths. In the first, students will conduct a study in relation to 'their' particular house, gather material for a 'box of references', and gain an understanding of its architectural style, its use and structure, its motivation, and contextual power. At the second path of the course, we will study through practice. In this section each student will construct a series of physical, analytical models of his/her assigned house, getting familiar with design ideas, understanding spatial concerns, considering methods and materials, and offering individual interpretations.

The course has no prerequisites. Besides an interest in the course subjects, students are not required to have any prior knowledge of architecture. There will be no writing assignment. The course will conclude in a presentation and in an exhibition of the models.

Objectives: Acquiring knowledge of central concepts in the field of architecture, and establishing complex connections between those concepts through acts of analysis and representation.

before/after course of study: During the semester the course participants are expected to conduct a detailed 'house study' and construct three architectural scale models.
Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
Class 1. [October 7]: Introduction: Architecture as a field of study, and, a built history of private dwellings
Class 2. [October 14]: Egg model due. And, The built history of Modern houses in Japan: a critical review of dwelling
Class 3. [October 21]: 'Box of references': Initiate individual research, and, conduct houses lottery
Class 4. [October 28]: Present 'Box of reference' and review research findings. Part 1
November 4 [Monday.]: No class. Substitute holiday
Class 5. [November 11]: Present 'Box of reference' and review research findings. Part 2
Class 6. [November 18]: Model Theory
Class 7. [November 25]: Desk tutorials and discussion, and overview of materials and techniques
Class 8. [December 2]: Lecture: 'Houses in media, houses for sale, revolutionary houses, imagined houses, and exhibitionist houses' [or, another topic, depending on the development of projects]
Class 9. [December 9]: Massing model due. Discussions and analysis
Class 10. [December 16]: Review of models and discussion
- December 23 [Monday.]: No class. Due to the final presentation on Week 14 [January 27]
- Winter break: December 24 [Tue.] - January 5 [Sun.]
Class 11. [January 6]: Desk tutorials and discussion
Class 12. [January 20]: Desk tutorials and concluding discussion
Classes 13-14. [Jan. 27]: Final model due: projects presentations [5-6 periods. Mandatory attendance in both periods]

Note: The above schedule may be changed along with the development of the course.

Language: English

References:

Houses in Japan:
- Contemporary Japanese Houses 1985-2005, Toto, Japan, 2010 [ギャラリー・間20周年記念展, 日本の現代住宅 1985-2005]
- JA, The Japan Architect no. 22, Modern Houses, Summer 1996-2 [モダン住宅]
- JA, The Japan Architect no. 29, Modern Houses, Spring 1998 [モダン住宅]
- Japon, l'archipel de la maison, Exhibition catalogue, Panasonic Shiodome Museum, 2017 [日本、家の列島]
- GA Houses 14, Yukio Futagawa, Special Issue: Residential Architecture, Japan, Part II, 1983 [二川幸夫, 世界の住宅]
- GA Houses 100, Special Issue: Japan, Part VI, 2007 [世界の住宅, 日本特集, 100号記念]
- The Japanese House: Architecture and Life After 1945, Exhibition catalogue, The National Museum of Modern Art, Tokyo; 2017 [日本の家 1945年以降の建築と暮らし]

Seminal houses outside Japan:
- Dominic Bradbury and Richard Powers [2009]. The iconic house : architectural masterworks since 1900. Thames & Hudson; London. On reserve at SILS library
- Davies, C. [2006]. Key houses of the twentieth century : plans, sections and elevations. New York, W.W. Norton. On reserve at SILS library

Investigations of architectural models / Model theory:
- Allen, Stan. 2020. "Thinking in Models." in Log (50, Model Behavior): pp.16-27.
- Beausire, Jocelyn. 2022. "Observation on Model Guns." in cataLog, The Model Behavior Exhibition (56): p.26.
- Gerrewey, Christophe Van. 2022. "Seven Aims and Claims of the Architecture Model." cataLog, The Model Behavior Exhibition (56): pp.21-25.
- Kelley, Mike. 2011. "Educational Complex." In OASE #84. Models Maquettes : The Idea, the Representation and the Visionary, edited by Job Floris etal., pp.99-105. NAi Publishers.
- Lee, Mark, and Sharon Johnston. 2020. "Models and Models of Models." in Log (50, Model Behavior): pp.55-61.
- LOG 50 [2020] Model Behavior. Anyone corporation
- Mindrup, Matthew [2019]. The Architectural Model : Histories of the Miniature and the Prototype, the Exemplar and the Muse. The MIT Press
- OASE 84 [2011]. Models : The Idea, the Representation and the Visionary. NAi Publishers
- Smith, Albert C. [2004]. Architectural Model as Machine : A New View of Models from Antiquity to the Present Day. Elsevier
- Topalovic, Milica. 2011. "Models and Other Spaces." In OASE #84. Models Maquettes : The Idea, the Representation and the Visionary, edited by Job Floris, Anne Holtrop, Hans Teerds, Krijn de Koning (guest editor) and Bas Princen (guest editor), pp.37-52. NAi Publishers.
- Wharton, Annabel Jane. 2022. "Models as Ethical Agents." in cataLog, The Model Behavior Exhibition (56): pp.13-20.

Architecture model making:
- Mills. Criss B. [2005]. Designing With Models: A Studio Guide to Making and Using Architectural Design Models. Hoboken, New Jersey: John Wiley & Sons.

Online references:
- Great Buildings Online: http://www.greatbuildings.com/gbc.html
- Japanese Architects and Architecture in Japan: http://japan-architect.jimdo.com/

Additional readings in photocopied and digital formats will be provided along the course.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-
- Participation, contribution to the course: 15%
- Assignments, other than the final model [work process, research initiatives, ideas, creativity and craftsmanship in the assignments 'Egg', 'Box', 'Massing' / 'Analytical']: 45%
- Final assignment/model [work process, research initiatives, ideas, creativity, and craftsmanship in the 'Final Model']: 40%

Note/URL:
- A Note on Class Recording: I do not give my consent for the electronic recording of any aspect of the class - lectures, discussion, presentations, visual material and so on. By registering for and participating in this class, you are agreeing to this condition.
- Forms of academic misconduct or contribution to academic misconduct will be met with disciplinary sanctions including a warning, reduction of grade and dismissal from the course. Academic misconduct includes any action that negatively affects the integrity of the learning environment.
- Ideally, the lessons in this course will be 'In person'. However, if conditions will not allow for the course to be conducted on campus, lessons will take place 'online'.
- If the course is, after all, conducted 'online' students should be prepared to turn on their audio and video function any time during classes.
- This syllabus is subject to change, in the event of unforeseen circumstances, or in the case that changes will significantly enhance the quality of the course.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX20700|01|210EX20700[/SYLLABUS_ID]

Course Title	Introduction to Theatre and Drama		
Instructor	FUJIKURA, Takeo		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.5	**Class Modality Categories**	[On-campus]
Course Category	Expression	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: History of the Theatre

Course Outline: a. Face-to-Face (F2F)This course introduces and explores the variety and richness of the performing arts of the world, to illustrate the diversity of human expression. Areas covered include the ritualistic roots of performance, Japanese and Western theatre, dance, and opera, as well as contemporary performing arts. The general goals in this course are (1) to develop an awareness of, and interest in, various aspects of theatre and (2) to encourage an appreciation of theatrical performance and dramatic literature within diverse social and cultural contexts.Classes will be conducted based on "in-person format". It might be changed to "on line (remote) format" depending upon the COVID19.status.

Objectives: In this course, the students will (1) develop an awareness of, and interest in, various aspects of theatre and (2) acquire knowledge for deeper appreciation of theatrical performance and dramatic literature within diverse social and cultural contexts.

before/after course of study: Students are expected to review their handout at home.
Preparation for the class and the review will each take around 90-120 min.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
1. Introduction
2. Greek Tragedy: Sophocles: Oedipus the King
3. Greek & Roman Comedy: The Haunted House
4. Medieval Theatre: The Harrowing of Hell
5. Japanese Theatre 1
6. Japanese Theatre 2
7. Japanese Theatre 3
8. Mid-term Exam
9. Renaissance Theatre, Italy / Commedia dell'Arte
10. Elizabethan Theatre and Shakespeare: Twelfth Night
11. French Neoclassicism and English Restoration Theatre
12. Realistic Theatre: Ibsen and Chekhov: A Doll's House/ The Cherry Orchard
13 Theatre of the Absurd & Contemporary Drama: Waiting for Godot
14. Final Exam

Language: English

Textbooks: Required Readings: (Available on line)
Sophocles: Oedipus the King (The online Books Page). http://www.bartleby.com/8/5
Plautus: The Haunted House (A printed version will be handed out in the class.)
The Harrowing of Hell (A printed version will be handed out in the class.)
Shakespeare: Twelfth Night http://www.bartleby.com/70/index23.html
Moliere: Tartuffe http://www.gutenberg.org/dirs/etext00/trtff10.txt
Ibsen: http: A Doll's House //www.gutenberg.org/dirs/etext01/dlshs11h.htm
Chekhov: The Cherry Orchard http://www.eldritchpress.org/ac/chorch.htm
Samuel Beckett: Waiting for Godot
Act Ⅰ: http://samuel-beckett.net/Waiting_for_Godot_Part1.html
Act Ⅱ: http://samuel-beckett.net/Waiting_for_Godot_Partw2.html

References: Hartnoll, Phyllis. The Theatre: A Concise History. Thames & Hudson Inc.
Brockett, Oscar G. Plays For the Theatre: A Drama Anthology. Harcourt Brace & Co. Pub.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	70	Midterm 30%, Final 40%
Class contribution:	30	Attendance plus paper assignment 30%

Note/URL:

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX20800|01|210EX20800[/SYLLABUS_ID]

Course Title	Introduction to Film Studies		
Instructor	KAMINISHI, Yuta		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Expression	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Film Analysis

Course Outline: This class offers an introduction to film studieswith particular emphasis on film analysis. It covers major aspects of cinematicform such as mise-en-scène, cinematography,editing, and sound. By examining films ranging from Classical Hollywood torecent anime smash hits with key concepts in film studies, we consider howfilms organize cinematic form both in classical narrative films and alternativestyles.

Objectives: Students will acquire basic knowledge of key concepts in film studies, become able to analyze films by using terms in film studies, and learn how to engage with the current discussion in film studies.

before/after course of study: Finish readings before class and take notes about the articles' main points, new concepts, and your own comments.

As part of your preparation, you will be asked to read the handouts for each session that will be posted on Waseda Moodle in advance. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class and should be turned in before the next class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1
Introduction
Vol. 2
What is Film Analysis?
Vol. 3
Narrative Form
Vol. 4
Mise-en-scène
Vol. 5
Cinematography
Vol. 6
Editing
Vol. 7
Sound
Vol. 8
Documentary and Avant-Garde Films
Vol. 9
Film and Ideology
Vol.10
Stardom
Vol.11
Genre
Vol.12
Auteur
Vol.13
Screen Media

Vol.14
Wrap-up

Language:	English
Textbooks:	Assigned readings will be distributed in PDF format.
References:	Maria Pramaggiore, and Tom Wallis. Film: A Critical Introduction. Boston: Pearson/Allyn and Bacon, 2006. David Bordwell, Kristin Thompson, and Jeff Smith. Film Art: An Introduction. Thirteenth edition. New York, NY: McGraw Hill, 2024.
Grading Free-text Entry Flag:	2 : 評価方法毎フォーマット（教員による切替不可）

Papers:	30	Final Paper
Class contribution:	30	Class Contribution (participating in discussion, sharing comments, and asking questions)
Others:	40	Response Papers

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX21500|01|210EX21500[/SYLLABUS_ID]

Course Title	Introduction to English Literature 01		
Instructor	TSUKADA, Yuichi		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Expression	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Exploring Love and Marriage in English Novels

Course Outline: In this introductory course, we will examine classic English novels. We will focus on novels by Jane Austen, Charlotte Brontë, Emily Brontë, Anne Brontë, Charles Dickens, Elizabeth Gaskell and Thomas Hardy, examining how these novels explore complex themes of love and marriage. Alongside textual analysis, we will watch clips from various film and TV adaptations of these novels in order to further understand the richness and complexity of these literary masterpieces and to explore how and why they continue to resonate with and fascinate us today.

Objectives: By the end of this course, students are expected to be able to:
・Understand the richness and complexity of English novels.
・Situate English novels in their social and cultural contexts.
・Explore how English novels reflect and critique the societal norms of their time.
・Analyse how film and TV adaptations interpret and reimagine English novels for contemporary audiences.

before/after course of study: As part of your preparation, you are required to read the assigned text before the lecture. After the lecture, you are expected to review the content of the lecture and work on the response paper. Both preparation and review are expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1
Introduction
Vol. 2
Jane Austen, Pride and Prejudice
Vol. 3
Jane Austen, Emma
Vol. 4
Jane Austen, Persuasion
Vol. 5
Charlotte Brontë, Jane Eyre
Vol. 6
Charlotte Brontë, Villette
Vol. 7
Emily Brontë, Wuthering Heights
Vol. 8
Anne Brontë, The Tenant of Wildfell Hall
Vol. 9
Charles Dickens, David Copperfield
Vol. 10
Charles Dickens, Great Expectations
Vol. 11
Elizabeth Gaskell, North and South
Vol. 12
Elizabeth Gaskell, Wives and Daughters

Vol. 13
Thomas Hardy, Far from the Madding Crowd
Vol. 14
Final Review

Language: English

Textbooks: There are no set textbooks for this course. However, students are encouraged to acquire and read the literary works discussed in the lectures.

References: Lists of references will be provided during the course.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Papers: 30 Essay

Others: 70 In-class Writing

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX30900|51|210EX30900[/SYLLABUS_ID]

Course Title	Film Studies		
Instructor	KAMINISHI, Yuta		
Term	fall semester	**Credits**	4
Day/Period	01:Tues.3@02:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: The History of Japanese Cinema

Course Outline: This course offers an introduction to the history of Japanese film. We examine diverse media ecologies and topics ranging from masterpieces by great directors such as Ozu Yasujiro, Mizoguchi Kenji, and Kurosawa Akira, to the history of industrial genres and industrial structures. Acquiring knowledge of the history of Japanese cinema, students are expected to develop a historical and critical perspective on today's media environment.

Objectives: Students will acquire basic knowledge of Japanese cinema, become able to analyze films with the knowledge of Japanese visual culture, and improve critical reading skills for visual texts.

before/after course of study: Finish readings before class and take notes about the articles' main points, new concepts, and your own comments.
As part of your preparation, you will be asked to read the handouts for each session that will be posted on Waseda Moodle in advance. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class and should be turned in before the next class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1
Intro
Vol. 2
Early Cinema in Japan
Vol. 3
Early Cinema in Japan (cont'd)
Vol. 4
Modernity and Cinema
Vol. 5
Modernity and Cinema (cont'd)
Vol. 6
Benshi and Sound
Vol. 7
Benshi and Sound (cont'd)
Vol. 8
The War and Trauma
Vol. 9
The War and Trauma (cont'd)
Vol.10
The Golden Age and International FilmFestivals
Vol.11
The Golden Age and International FilmFestivals (cont'd)
Vol.12
New Wave and New Stardom
Vol.13
New Wave and New Stardom (cont'd)

Vol.14
The Rise of TV
Vol.15
The Rise of TV (cont' d)
Vol.16
Cinema of Actuality
Vol.17
Cinema of Actuality (cont' d)
Vol.18
Social Documentary
Vol.19
Social Documentary (cont' d)
Vol. 20
Kadokawa Blockbusters
Vol. 21
Kadokawa Blockbusters (cont' d)
Vol. 22
Globalizing Anime
Vol. 23
Globalizing Anime (cont' d)
Vol. 24
New Modes of Production
Vol. 25
New Modes of Production (cont' d)
Vol. 26
Japanese Cinema in the Digital Age
Vol. 27
Japanese Cinema in the Digital Age(cont' d)
Vol. 28
Wrap-up

Language: English

Textbooks: Assigned readings will be distributed as PDFs.

References: Alexander Zahlten. The End of Japanese Cinema: Industrial Genres, National Times, and Media Ecologies. Durham: Duke University Press, 2017.
Joseph L Anderson and Donald Richie. The Japanese Film: Art and Industry. Expanded ed., Princeton, NJ: Princeton University Press, 2018.
Yomota Inuhiko. What Is Japanese Cinema?: A History. Translated by Phil Kaffen. New York: Columbia University Press, 2019.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	20	Final Paper
Class contribution:	30	Class Contribution (participating in discussion, sharing comments, and asking questions)
Others:	50	Response Papers

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX31400|51|210EX31400[/SYLLABUS_ID]

Course Title	Translation Studies: Practices 51		
Instructor	OWADA, Eiko		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Practices

Course Outline: In translation practices, students have to show advanced Japanese language skills; just being a native Japanese speaker is not enough to do translation. When you register, you need to know your Japanese language proficiency; if language skill is not enough, you should realize you will not be able to get grades you expect. This course will focus on practices in translating short English texts (up to two pages) from various genres into Japanese. Translation consists in reproducing the reception language to the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style. Though style is secondary to contents, it is nevertheless important. We should not translate poetry as though it were prose, nor essay as though it were expository material. A translation should preserve somewhat the beauty of style and the flowing cadences of the original. Therefore, the important thing is to be able to build a Japanese translation so that those who have not read the English original(poems, proses, and essays)might enjoy. To do so, many skills and considerable background knowledge should be accumulated. In this course, the following points will be dealt with: skills such as how to consult dictionaries, to write persuasive Japanese, to interpret literary texts, and to acquire a great deal of knowledge of British and American culture, society and literature. Through classroom discussions, we will find ways to improve translated versions that students might create. For this purpose, regular attendance, participation and adequate reading/writing (understanding) proficiencies in Japanese are required.

Objectives: The aim of this course is for the student to be able to create an accurate and reliable Japanese version on the basis of the translation rules they might learn each week; Students will learn various ‘styles’.
Translating literary texts should be more about the creative imagination than it is about the rule-governed text analysis. The translator should be more like a poet or a novelist than like a machine translation system.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule The classes will be conducted in Japanese and regular attendance will be required. The class schedule is tentative; revised version will be distributed at the beginning of the course.

[Week 1] An Introduction to this course
[Week 2] Practice 1
[Week 3] Practice 2
[Week 4] Practice 3
[Week 5] Practice 4
[Week 6] Practice 5
[Week 7] Practice 6
[Week 8] Practice 7 Midterm Exam
[Week 9] Practice 8
[Week10] Practice 9
[Week11] Practice 10
[Week12] Practice 11
[Week13] Practice 12 Final Exam
[Week14] Final Review

Language: Japanese/English

Textbooks: Required readings will be provided in the classroom. It is students’ responsibility to catch up with when he/she misses a class. Electronic devices such as iPad, iPhones, PCs are not allowed to use in the classroom except for electronic dictionary only devices.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	30	13 Practices will be graded.
Papers:	0	class report
Class contribution:	40	Attendance is essential for grading; students will be assessed on their practice performance record and active participation in classroom discussions of assigned translations. No special consideration is given for those who register in the second and third registration periods.
Others:	30	class cooperation, discussion, courtesy, etc.

Note/URL:

★In terms of the course contents, this class will be more like a seminar, not like a lecture; therefore, students will be expected to participate in the activities in the class.
★The class schedule is tentative; changes will be announced in the classroom in advance. It is students' responsibility to catch up with these changes and the information.
★An inquiry concerning grades will NOT be answered by e-mail communication.
★ No special consideration is given for those who register in the second and third registration periods; it is each student's responsibility to find out each week's progress.
★Courtesy is also an important factor to decide grades at the end of the semester; in order to avoid low evaluation, finish your personal matters such as going to the washroom before the class. Those who leave the room in the middle of the class activity violates universal manner code.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX32100|01|210EX32100[/SYLLABUS_ID]

Course Title	The Art of Mime and Pantomime		
Instructor	FUJIKURA, Takeo		
Term	spring semester	**Credits**	4
Day/Period	01:Mon.3@02:Mon.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: History, philosophy, and practice of non-verbal, physical theatre

Course Outline: a. Face-to-Face (F2F)Mime/Pantomime is one of the oldest forms of human communication and, at the same time, one of the most essential tools for stage expression. The goal of this class is to explore the history, theories and practice of mimes, pantomimes and other physically-oriented/ non-verbal performances of each era, with the consideration of their cultural, societal background context. Our study will include comments of people, impressions of critics, or the sometimes vehement attacks of Christian authority on these activities. By doing so, we will explore not only the art of physical expression but the social context in which a certain art form was created, modified, developed and prospered.
Classes will be conducted based on "in-person format". It might be changed to "online (remote) format" depending upon the COVID19.status.

Objectives: At the end of class, the students will be provided not only with broad knowledge of the art of physical expression but the social context in which a certain art form was created, modified, developed and practiced. The students will also learn to handle some of the actual modern mime techniques with solid theoretical backups.

before/after course of study: Students are expected to review their handouts at home.
They are supposed to work in groups for their group projects.
Preparation for the class and the review will each take around 90-120 min.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Class 1] Introduction: The Art of Mime and Pantomime. / Genealogy of Pierrot and Clowns
[Class 2] (cont.)
[Class 3] The origins of mime/ Mime in Greece and Rome.
[Class 4] (cont.)
[Class 5] Mime through the 17th Century. Elizabethan dumb show and Commedia dell'arte
[Class 6] (cont.)
[Class 7] Mime in the 18th Century: John Rich and the Ballet Pantomime
[Class 8] (cont.)
[Class 9] Mime in the 19th Century I: Jean-Gaspard Deburau and the Funamble Theatre.
[Class10] (cont.)
[Class11] Mime in the 19th Century II: Joseph Grimaldi and English Pantomime.
[Class12] (cont.)
[Class13] Mime in the 20th Century (up to 1950s) I: The School of Jacques Copeau
[Class14] (cont)
[Class15] Mime in the 20th Century (up to 1950s) II: Etienne Decroux
[Class16] (cont.)
[Class17] Mime in the 20th Century (up to 1950s) III: Jean-Louis Barrault.
[Class18] (cont.)
[Class19] Mime in the 20th Century (up to 1950s) IV: Mime of Charles Chaplin
[Class20] (cont.)
[Class21] Mime in the 20th Century (up to 1950s) V: Grock and Red Skelton.
[Class22] (cont.)
[Class23] Contemporary Mime I: Marcel Marceau and his followers.
[Class24] (cont.)
[Class25] Contemporary Mime II: Jacques Lecoq and his followers.
[Class26] (cont.)
[Class27] Contemporary Mime III: Mummenschanz on Broadway
[Class28] (cont.)

Language: English

Textbooks: Handouts will be provided as needed in class.

Mime Book by Claude Kipnis Meriwether Pub.
『パントマイムのすべて』晩成書房 カンジヤママイム訳

References:	Montanaro Tony, Mime Spoken Here Thomas Leabhart, Modern and Post-Modern Mime Jacques Lecoq, The Moving Body: Teaching Creative Theatre	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Exams:	40	Final exam
Class contribution:	30	Attendance and class participation
Others:	30	Group presentation project
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX32200|01|210EX32200[/SYLLABUS_ID]

Course Title	Photography 01		
Instructor	MOONEY, Suzanne		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Developing a deeper understanding of photography

Course Outline: Photography has become a part of our everyday lives. In fact, few of us leave home without a camera, but how much do we really understand about the history, processes, and power of the photographic image?
This course is designed to give students a firm foundational understanding of the development and history of photography, themes and genres in modern and contemporary photography, and some first-hand experience of the challenges involved in producing a deliberate and considered photograph.
Although this is not a practical class, there will be some introduction to the fundamentals of shooting photography. There will also be some opportunities to share your own photographs through assignments for this class.

Objectives: To develop a deeper understanding of the photographic medium—its relationship to technological development, and aesthetic, cultural and political relevance.

before/after course of study: Preview of class lecture notes
Additional reading materials
Weekly responses to lectures and/or quizzes online
Weekly review of class contents and additional study are required
Above preparation for the class and the review will each take around 60-120 min.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Photography Vol. 1

Overall course explanation and introduction to photography:
Invention, technological developments, precursors, and early examples of photographic processes (camera obscura, cyanotype, Daguerreotype,...)

Photography Vol. 2

Early examples of photographic imagery:
The impact of photography on painting and vice-versa

Photography Vol. 3

Early portraiture and the popularisation of photography:
From early family portraiture and post-mortem photography, to the Selfie

Photography Vol. 4

Explorers and travellers:
The role of photography for early global explorers and for the modern-day tourist

Photography Vol. 5

The introduction of photography to Japan:
Modernization, commercial photographic studios and documentary photography

Photography Vol. 6

20th Century photographers 01:
Landscape in black and white
(Ansel Adams, and also a comparison with Bret Weston/Edward Weston)

Photography Vol. 7

20th/21st Century photographers 02: Otherness
(Dianne Arbus, Nan Goldin)

Photography Vol. 8

Project Presentation: "In the Style of..."
Presentation of a photographic image produced in a specific style: Group discussions

Photography Vol. 9

20th/21st Century photographers 03:
Bernd and Hilla Becher and typologies in photography

Photography Vol.10

20th/21st Century photographers 04:
Re-visiting Portraiture in contemporary photographic practices
(Sally Mann, Cindy Sherman, Thomas Ruff, Michael Wolf)

Photography Vol.11

Truth and lies in photography:
The photograph as document

Photography Vol.12

Photography in the Feminist Art Movement:
Considering gender, identity and political expression through the works of Francesca Woodman, Hannah Wilke, Mary Beth Edelson, Barbara Kruger, Yurie Nagashima, Sawada Tomoko, and more.

Photography Vol.13

The purpose and function of a photograph:
Good and bad, success and failure—discussion on the value of a photograph

Photography Vol.14

20th/21st Century photographers 05: Contemporary photography in Japan
(Hiroshi Sugimoto, Naoya Hatakeyama, Tokihiro Sato, Mika Ninagawa, and more)

Language: English

Textbooks: n/a

References:
Newhall, Beaumont (1982), The history of photography: from 1839 to the present, Secker & Warburg, London
Sontag, Susan (1977), On Photography, Penguin Books, London
Tucker, Anne Wilkes, et al. (2003), The History of Japanese Photography, Yale University Press
Barthes, Roland (1981), Camera Lucida, Hill and Wang, New York
Berger, John (1972), Ways of Seeing, Penguin Books, London

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	0	n/a
Papers:	15	Exhibition visit critical review (exhibition visit to be carried out independently)
Class contribution:	50	Active participation, including a requirement to submit weekly short written responses or complete quizzes
Others:	35	Photography project (photographic image + supporting text) to a specific brief

Note/URL: Note: There may be some minor adjustments to the syllabus and assignments depending on the pace of classes.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX32400|01|210EX32400[/SYLLABUS_ID]

Course Title	American Literary Studies		
Instructor	OWADA, Eiko		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.1	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: History and Culture in American Literature

Course Outline: In this course, we will focus on understanding and analyzing the main changes and important aspects of American culture, society, politics, and history, through reading important texts of American literature; in terms of U. S. influence on Japanese society, some parts of the focus will be on how Japanese academic have analyzed American cultural and literary topic and the assigned readings will include Japanese academic writings. Throughout the course, we will try to review the history of American literature in particular by reading a text, mainly a short story in one section, sometimes an excerpt from a longer text. In the first half of the semester, we will read texts written before 1900 and in the latter half, we will target on stories published after 1900. The analysis of each text, along with history and social context, will help understanding several aspects of American society and culture. The course will be conducted in the combination of the lecture parts given in advance through Moodle, group-works and discussions and writing essays. Group-works and discussions, and essay writing will be assigned in the classroom; there is a possibility of doing research works at the library; the class readings might include not only prose writings but also letters, diaries and several official documents written by American influential writers from the 17th century to the 20th century, making use of DVDs, music CDs and films. In the classes, students are expected to prepare for the class readings in English each time; therefore, the participants should be interested in reading literary works and criticisms both in Japanese and English. Besides, we will make use of DVDs in order to help/deepen students' understanding of literary texts and American social issues. As an important part of preparation for classroom tasks, students are supposed to download and print out each section's main text by themselves, to bring each own material for discussions. Considering impacts on brains by the usage of electronic devices such as phones, pads, PCs, no electronic devices are allowed to use during the discussions and task works in the classroom. Note-taking by traditional paper notebooks and pens/pencils is recommended for preparation.

Objectives: The goal of this course is to enhance students knowledge on American literature along with historical and cultural backgrounds of the U.S. Students are expected to enrich their critical analysis methods through literary interpretation. Close reading skills also help such analytical methods so as to deepen each one's interpretation.

before/after course of study: Watch lecture videos prepared in Moodle along with reading the given materials BEFORE each class. Research work before the class will be assigned from time to time; instructions will be given in one of the lectures. Since two or three quizzes and writing section(s) will be assigned during each class time, students should read each material carefully. Rereading the material once again after the tasks is strongly recommended.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule [Week 1] Introduction: Facts about the U. S. and literary studies: The following schedule and contents will be changed and will be indicated in the first week. The following plan is still tentative; the final version will be indicated on Moodle along with reading material titles. Please check them before registration when it is released at the beginning of spring semester.
[Week 2] Washington Irving: "The Legend of Sleepy Hollow"
[Week 3] Ambrose Bierce: "An Occurrence at Owl Creek Bridge"
[Week 4] Nathaniel Hawthorne: "The Wives of the Dead"
[Week 5] E. A. Poe: "The Fall of the House of Usher"
[Week 6] Charles Waddell Chesnutt "The Goophered Grapevine"
[Week 7]Mid-Term
[Week 8] James Baldwin: "Sonny's Blues"
[Week 9] Alice Walker: "Everyday Use"
[Week10] Louise Erdrich "The World's Greatest Fishermen"
[Week11] J. D. Salinger "Just Before the War with the Eskimos"
[Week12] Flannery O'Connor: "A Good Man Is Hard to Find"
[Week13] Tim O'Brien: "How to Tell a True War Story"
[Week14] Final Exam

Language: English

Textbooks: As the reading schedule is tentative, detailed directions will be given in the first class. Each reading material will

be distributed on Moodle. Print out each material and bring your own copy to the class for discussion. Students need to purchase longer novels when indicated.

References: The Norton Anthology of American Literature (W. W. Norton & Co., 1999).
The Heath Anthology of American Literature (Houghton Mifflin Co., 1998).
Edward W. Said, Orientalism (Penguin Books, 1978).
Edward W. Said, Culture And Imperialism (Alfred A. Knopf, 1993).
Houston A. Baker, Blues, Ideology, and Afro-American Literature (The University of Chicago Press, 1984).
Houston A. Baker, Jr., Modernism and the Harlem Renaissance (The University of Chicago Press, 1987).
Henry Louis Gates, Jr., ed., "Race," Writing, and Difference (The University of Chicago Press, 1985).
Henry Louis Gates, Jr., The Signifying Monkey (Oxford University Press, 1988).
Paul Gilroy, The Black Atlantic (Harvard University Press, 1993).
Paul Gilroy, Against Race (Harvard University Press, 2000).
Homi K. Bhabha, ed., Nation and narration (Routledge, 1990).
Homi K. Bhabha, The Location of Culture (Routledge, 1994).
Angela Y. Davis, Blues Legacies and Black Feminism (Vintage Books, 1998).
Peter Guralnick and others, eds., Martin Scorsese Presents The Bluse (HarperCollins Publishers, 2003).

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	50	Mid-term exam (20 %) and Final exam (30 %)
Class contribution:	30	IActive participation in discussion and class activities; quizzes, writings, proper communication, courtesy, etc.
Others:	20	Cooperation to the class activities; courtesy and so on.

Note/URL: ★Use Moodle's Message function for communication; however, do not expect immediate response, especially at night, week-ends and holidays.★Electronic devices are NOT ALLOWED to use in the classroom; you need to finish watching videos BEFORE each class and prepare each text by printing it out (University prepares printing machines on 6th floor of Building 11 and IT Center); note-taking by hand-writing on paper is recommended.
★The class schedule is tentative; changes will be announced in advance through Moodle announcements or session leading sections. It is students' responsibility to catch up with these changes and the information.
★An inquiry concerning grades will NOT be answered by e-mail or Moodle Message communication. If you have serious problems (eg. health problems and so on), please plan a meeting at the SILS office.
★No special consideration is given for those who register in the second and third registration periods unless otherwise instructed on Moodle; it is each student's responsibility to find out each week's progress. When a student misses 3 sessions, s/he cannot get a passing grade: No make-ups provided in terms of fairness with other students.
★Courtesy is also an important factor to decide grades at the end of the semester; in order to avoid low evaluation, try to finish your personal matters before the class.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX32500|01|210EX32500[/SYLLABUS_ID]

Course Title	Opera: History and Its Development 01		
Instructor	HADAME, Hiroo		
Term	spring semester	**Credits**	4
Day/Period	01:Wed.4@02:Wed.5	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Music history focused on Opera and collective arts including real performance by piano and singing and so on (Live music class with philosophical thinking

Course Outline: Opera derived from latin word Opus which has been developed in Italy in these 400years
Opera consists of a lots of elements , Orchestra ,Conductor , Stage set , Lighting , ,,,so that knowing a lots of elements will be available for Liberal arts and studies
First halh maily watch Opera video then explanation and discussion including performance by teacher
at least 50% face to face in classroom // All time ondemand material to be uploaded every week to whom cant come into classroom
Of course, there will be real-time broadcasting while in-person lesson is condcuted.

Objectives: To know what is music and what is Opera and collective arts including Musical , Recent world music
To know extremely different culture between western opera based on Belcanto method and its oriental traditional arts

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule

第1回
1.What is music ? What is opera ? What is singing and western music?
2.Structure of scales and chord progression
Reference to:Pachelbel Cannon has changed into Japanese popular music

第2回
1.Origin of opera: Renaissance and gregorian chant
Reference to:European Music,which Nobunaga listened to
2.Virtuoso of Baroque opera
Reference to: Monteverdi『Orfeo』 Handel『Julius Caesar』【Castrato】
第3回
1, Classical comic opera Italian language and improvised skits in recitativo
2, Mozart's Opera :Cosmopolitan composer
Reference to: Rossini『Il Barbiere di Siviglia』// Discussion of talking part of【Amadeus】movie 1

第4回
1. Antithesis agaist Italian opera
2. Discussion of talking part of【Amadeus】movie 2
Reference to:『Marriage of Figaro』『Magic flute』

第5回
1. Golden age of belcanto Bellini and Donizetti
2. .Belcanto: Methods of singing; How to produce singing voice with demonstration
The life of Mria Callas and her voice // Belcanto tecnique by teacher

第6回
1.Chopin composed beautiful melody under the influence of Bellini
2.Verdi: Father of Opera
Reference to: Chopin 『nocturne 』『Suffering life of Verdi』

第7回
1. Demi-mondaine=fallen woman and three role of Traviata
2. Philosophy of simple rhythm ♪♪♪ and short rest
Repertory of emotion Reference to:【Rigoletto】【La Traviata】

第8回 Midterm examination

第9回
1.Wagner and Verdi : melodious music or harmonious music

2.Leitmotiv and beauty of chromatic scales
3.German opera versus Italian opera
Reference to: selection from【Toristan and Isolde, Aida, Falstaff】

第10回
1.Puccini and verismo Realism and exotic flavor
2. Brilliant orchestration
Reference to:『Madame butterfly』『Turandotto』『La Boheme』

第11回
1.Verismo (Realism)
2.Prima donna and heroic tenor in dramatic story
3. Mascagni and Leoncavallo

Vol.11
Reference to : 『Tosca』『Cavalleria rusticana』

第12回
1. Operetta was born in Wien
2. Singing famous part in English
Refernce to :『Fredermaus』『Merrywidow waltz』
第13回
1.How to produce opera: job of management as business
2.French grand opera
Reference to: 【Carmen】// Many professional jobs

第14回 Final exam

Language: English

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	70	TBD
Papers:	10	TBD
Class contribution:	20	TBD

Note/URL: Those who is curious many languages preferable
This class is Live Music Lecture even if history class , join to sing and play to feel music and operatic voice

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX32600|51|210EX32600[/SYLLABUS_ID]

Course Title	Opera: Practical Course 51		
Instructor	HADAME, Hiroo		
Term	fall semester	**Credits**	4
Day/Period	01:Wed.4@02:Wed.5	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is designed to give practical lessons to various aspects of opera:
breathing methods, voice production, direction, singing, acting, costumes.
So the course will consist of continuous workshops, which naturally involves some short lectures on these aspects.
All students are expected to be active in practical lessons of opera.
This class will be conducted mainly in English, but other languages such as Italian, German and French will be also used.

Objectives: To put singing method “Belcanto” into practice

The necessity of music for liberal arts

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle.
Preparation is expected to take 90-120 minutes.
For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials.
The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule Making self performance (singing and playing) is mainly important with a lots of notices below
If you could carefully imitate text video with cool judgement , on demand singing lesson is very available
1. Introduction: Is opera based on singing or acting? Emotion and expression in operatic expression including its musical
2. Supreme art of singing :Its secret is unexpectedly simple Prayers and screams
3. Anyone can produce operatic voice, accompanying practical voice training Own voice and breathing: Faults of Japanese chorus lessons at school
4. Diaphragm and abdomen : passage of breath for singing
5. Face is to be used to produce resonance: Sing with facial expressions
6. Beautiful voice and loud voice and artistic singing. If somebody is good at playing instruments , showing its skill will be acceptable
7. Legendary opera singer :surprising singers of belcanto
8. Maxim of legendary singers: back stage talk and their last words
9. Can opera singer sing in karaoke ? Comparison between pop song and classic
10. Is an opera singer an artist or a singer: or, is opera an art or an entertainment?
11. Music and language: harmonious relationship, Workshop: antique Italian air and German Lied
12. French chanson and English comparing with Japanese songs
13. Music Engineering of heart(心で音楽を工学する)14. Music Engineering of heart(心で音楽を工学する) Continued
15. Practical lessons of opera singing from some familia opera
    Reference to: following operas
    『Antique italian songs』『marriage of Figaro』『The magic flute 』『La traviata』『Merry widow』
    includes italian, french, german languages and a few musicals ,,,,
    watching international video and photo materials that are performed by my friends it’s URL all allowed to use
16. Explanation of conducting, piano chorus, and other staff works
17. Sight reading and singing (score reading)
18. Correct pronunciation and importance of diction(practical lesson)
19. Going to listen Operatic concert ″Magic Flute″ by professional singers at Nishi-Shinjuku Garba hall salon:
    Ticket 4000yen (2000yen will be supported)
    December 12th Thursday evening time not Wednesday
    https://garba-hall.com/concert.html
20. How to use various kind of emotions and gestures on the stage
21. Performance and interpretation: the importance of remaining orthodox
22. Rehearsals with acting: improvised conversation and natural flow of emotion
23. Recitative and lesson
24. Recitative and lesson
25. What is acting (Recitare)
26. Examination (performance) Singing performance in front of colleagues

27. Examination (performance) Singing performance in front of colleagues (Continued)
28. Examination (small paper test)

Language: English

Textbooks: No text books
Sheet music to be provided

References: Music papers and scores to be announced in class

Video materials : Such as European classic musicians original video for class
Using photo of engineering to analyze body and face and bones
Various native singers singing in 6-7 languages
Surrounding landscape and situation of international music society
Optional video of museum and various stages

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	60	Performance (singing, breathing, pronunciation interpretation and Musicality is the most important Musicality is equal to Humanity In case of Ondemand , Sending singing video and small test (2020,2021) 2022 Hope to meet All the students in person No report sometimes funny music quiz
Class contribution:	20	How many questions you did and positive expression you showed
Others:	20	10% to Artistic point : Aesthetic thinking and 3 dimentional study when you sing which means logical thinking and performance both 10% for strength in your "presence"

Note/URL: http://www.centrolirica.web.fc2.com

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX33400|01|210EX33400[/SYLLABUS_ID]

Course Title	Art and Lifestyle of Japan: as seen through Two Centuries of Japanese Arts and Crafts		
Instructor	MIMURA, Kyoko		
Term	spring semester	**Credits**	4
Day/Period	01:Thur.3@02:Thur.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Japanese aesthetic in Lifestyle from prehistoric times to today -- with emphasis on the Theory of Mingei

Course Outline: Culture is very much a combination of lifestyle and art. This course will explore the development and transition of Japanese aesthetic in lifestyle from prehistoric Jomon Period all the way to today, with special emphasis on the crafts and arts of Edo, Meiji, Taisho and Showa eras. In Japan, there are fine arts, fine crafts, Mingei (the people's arts and crafts) and design. We will examine the trends in art and lifestyle from ancient times, how traditional crafts and arts appeared in art history, and how Japanese arts and lifestyle transformed with the industrial revolution during the Meiji Era with a newly applied idea of "fine arts", followed by the emergence of the philosophy of Mingei.We will finish by discussing how art and crafts influence our everyday lifestyle, what it means to us today, and what you think will happen in the future.Classes are all face-to-face. Attendance and participation is invaluable. You will get an experience that will last a lifetime.
In an extreme case there is need to hold classes remotely, you will be notified at least one week in advance and it will only be conducted within a maximum of five times.

Objectives: This course aims to gain an understanding of the transition of Japanese aesthetics and lifestyle throughout history -- from prehistoric times, all the way to today - especially as seen in the Japanese arts and crafts. We will learn about the theory of "Mingei", and see if the theory of Mingei still thrives today. In order to discuss "beauty", besides class lectures, students are given a rare opportunity to also see and appreciate real works in museums and galleries. No previous knowledge is required, however commitment and consistent class attendance are imperative. Art is a very physical expression, thus physical attendance in class and at designated venues are invaluable in understanding the course. Come prepared to class. Active participation and class contribution required. You must be on time, no late paper accepted, all conditions equal for every student, individual exceptions not accepted. This is a class where each student is expected to find his or her own universal meaning of art and lifestyle through the study of the past, present and future of art and culture in Japan.

before/after course of study: Preparation: Reading assignments will be provided before class and must be read in advance of lectures and/or excursions. Readings are uploaded for one week only. Class preparation takes approximately 60 minutes.
Questions are encouraged, and welcomed anytime during class.
Quiz and a final report are required for your grade.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Orientation

Lifestyle, art and beauty

Orientation

Lifestyle and art -- the beginning. Lifestyle and art in Japan from ancient Jomon and Kofun periods. The utensil and belief.

Development of the Japanese aesthetic: the first 1000 years

Japanese Buddhist aesthetic to court culture: starting from around the start of history, year 0.

Visit a traditional Katazome Studio

Make your own bag using katazome technique.

Development of the Japanese aesthetic: the first 1000 years

Japanese Buddhist aesthetic to counrt-culture from Asuka, Nara to Heian Periods.

The Emergence of the Samurai

A new lineage in the beauty of Japanese Art and aesthetic, and lifestyle during the Kamakura Period.

Japanese screen painting

Nezu Museum: The Irises Screens (National Treasure) by Ogata Korin, 18th century.Nezu Museum
Japanese Garden: experience the special calculations of space in a historical Japanese garden.

Ukiyo-e

Ota Memorial Museum of Art: Edo period ukiyo-e, its beauty and significance

Zen and Tea

The "Way of Life" in samurai culture, Kamakura Period.

Zen and Tea

Reminiscing court culture -- a new lineage in the beauty of Japanese art and aesthetic, and the peoples' lifestyle of Muromachi and Azuchi/Momoyama periods.

Tokyo National Museum: prehistoric Jomon to Edo Period art and lifestyle

The blooming of the peoples' culture in Edo period. Versatile Edo period art, crafts and lifestyles.Tokyo National Museum: Jomon to Edo period art and national treasures

Tokyo National Museum: national treasures, Japanese garden, historical teahouses

From Edo period Japan to the transformation of art and lifestyle based on acquired occidental values, aesthetic, religion and lifestyles in the Meiji period.Tokyo National Museum: Horyuji treasures, Japanese gardens and historical teahouses

Quiz

Quiz: Jomon to Azuchi-Momoyama Periods

Versatile Edo Period Art, Crafts and Lifestyles

The blooming of the people's culture in Edo Period.

The influx of Occidntal Culture and Values

From Late Edo Period Japan. to the transformation of art and lifestyle based on acquired Occidental values, aesthetic, religion and lifestyles in Meiji and Taisho Periods.

Mingei: the people's art and Crafts in everyday life

On the Theory of Mingei

Experience Edo Culture

Edo-Tokyo Museum: visiting the city of Edo

Experience Edo Culture

The Japanese Sword Museum, Former Yasuda Family Japanese Garden, Sumo Museum

Mingei: history and theory

Soetsu Yanagi: his life, friends, the birth of Mingei and the great Mingei Movement

Mingei:the philosophy, standard of beauty, and lifestyle

Yanagi and the traditional arts and crafts of China, Korea, Southeast Asia, etc.

The Japan Folk Crafts Museum - Mingeikan

Special exhibition and private viewing of the founder, Soetsu Yanagi's former residence

Japan Traditional Crafts Aoyama Square

Japan Traditional Crafts Aoyama Square. Arts and crafts "officially designated" as traditional Japanese crafts by The Association for the Promotion of Traditional Crafts Industries.

Truth and Beauty: Mingei and Lifestyle

Private Minka in Kamakura: the history of Minka and a proposal to lifestyle today.

Truth and Beauty: Mingei and Lifestyle

Private Minka in Kamakura: the history of Minka and a proposal to lifestyle today.

Revisiting Mingei

Handwork, art and beauty in our lifestyle today.

Lifestyle of today: what is gained and unknowingly lost

The uncontrollable transition to western values, aesthetic, religions and new lifestyles from Meiji, Taisho, Showa, Heisei and Reiwa periods.The transforming aesthetic: craftsman versus artisan versus artist -- and you, the consumer.

Quiz

Quiz

Essay (Final Report)

Essay (final report in class. Come prepared)

Language : English

Textbooks : Required readings will be uploaded before each class.
Each week a selection will be available to download for one week only.

References : Yanagi Soetsu, The Unknown Craftsman: A Japanese Insight into Beauty

and Lifestyle of Japan: as seen through Two Centuries of Japanese Arts and Crafts 01

Bernard Leach, Beyond East and West
Donald Richie, Inland Sea
Kakuzo Okakura, The Book of Tea
Kiyoko Morita: The Book of Incense
Sori Yanagi, The Philosophy of Design

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams:	80	2 Quizes
Papers:	20	Essay (final report) in class.

The percentage of quizzes, final essay and group activities will be presented on the first day of class, during orientation.
Special consideration will be granted for exceptional essays.

Note/URL: This course covers a very physical expression of art and crafts, thus it is important for students to see actual works of art at specific venues during class hours. Class lectures will be held on campus unless notified in advance. Excursions outside campus and/or class lectures are subject to change. Museums and exhibitions are carefully selected, made-to-order every year to compliment class lectures. It is compulsory to finish readings in advance, actively participate in class and/or study the works on display. ＊ There is a cost for visiting venues (such as entrance fees), transportation, and the katazome experience.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX33500|01|210EX33500[/SYLLABUS_ID]

Course Title	Video Game Studies 01		
Instructor	BARLEV, Nave		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: From Systems to Society: Understanding Video Games

Course Outline: Video games have become one of the most influential and economically powerful forms of media in the 21st century, surpassing film and television in global revenue while rivaling their cultural reach and social impact. This course introduces students to the academic study of video games by examining them through a structured progression from systems of play to broader sociocultural contexts.

Beginning with foundational concepts, the course examines how games function as rule-based systems shaped by mechanics, design structures, narrative, and player interaction. Students will explore how these systems generate different forms of gameplay—including both emergent and curated experiences—and how they support or constrain player agency and meaning-making. The course then considers how design translates into player experience, focusing on emotional engagement and the ways players interpret and respond to games.

Building on this foundation, the course expands outward to examine games within broader contexts. Topics include player communities, identity, and the diversification of gaming audiences, as well as the structure of the game industry and the role of technology in shaping design and play. The course also addresses key debates surrounding video games, including their social impact and their potential as expressive and persuasive media.

Through lectures, gameplay analysis, and selected readings, students will develop the conceptual tools to critically evaluate video games as cultural artifacts and to articulate informed perspectives on their societal roles and future trajectories.
Course Delivery Method: On-campus (lecture-based)

Objectives: By the end of this course, students will be able to:

- Understand video games as rule-based systems shaped by mechanics, design, and player interaction
- Analyze how video game systems generate meaning and construct arguments through gameplay
- Explain how design choices shape player experience and emotional engagement
- Examine video games within broader cultural, social, and industrial contexts
- Apply key concepts from game studies to the critical analysis of video games
- Construct and support analytical arguments about video games in written and video form, using evidence from games and course readings

before/after course of study: Weekly readings are assigned based on each week's topic.
In addition, students are encouraged to play, watch, or read about games outside of class.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

Level 1: Introduction to Video Game Studies: Intro Meeting and Lecture
Course Introduction: The goal, outline and expectations of this course.
Why should video games be studied as serious cultural and academic objects?

Level 2: Play and Game Theory
What distinguishes a "game" from other forms of play or media?

Level 3: Video Game History and Development
How have technological and cultural shifts shaped the evolution of video games?

Level 4: Game Systems and Aesthetics
How do rules, systems and representations generate meaningful player experiences?

Level 5: Narrative and Player Agency
How do games balance player agency with structured storytelling?

Level 6: Player Experience and Emotional Engagement
How do game systems and design choices shape player experience and emotional engagement?

Level 7: Short Assignment 1
Close game analysis

Level 8: Game Cultures, Communities and Players' Identity
How do player communities shape the meaning of games beyond gameplay, and how do games construct or challenge player identity?

Level 9: The Game Industry, Technology and Game Design
How do industrial structures influence the games we play, and how does technology shape both game design and player experience?

Level 10: The Game Industry in Practice
Raising Kratos Screening

Level 11: Social Issues and Public Debates + Short Assignment 2
Do video games produce harmful effects, or are these concerns socially constructed?
[Short assignment 2: Video game review]
Level 12: Persuasive and Serious Games
Can games influence beliefs or real-world systems?

Level 13: Transmedia and Game Franchises
How do franchises extend games into broader media ecosystems?
[Final exam review]

Level 14: Final Exam – What are video games, and what roles do they play in contemporary society?
Comprehensive of all lectures and readings.
[Final exam]

Language: English

Textbooks: Egenfeldt-Nielsen, S., Smith, J.H. and Tosca, S.P. (2024) Understanding Video Games: The Essential Introduction [fifth edition]. New York: Routledge.

References:
Bogost, I. (2007) Persuasive Games: The Expressive Power of Videogames. Cambridge: MIT Press.
Calleja, G. (2011) In-Game: From Immersion to Incorporation. Cambridge: MIT Press.
Fullerton, T. and Farber, M. (2025) The Well-Read Game: On Playing Thoughtfully. Cambridge: MIT Press.
Hiwiller, Z. (2016) Players Making Decisions: Game Design Essentials and the Art of Understanding Your Players. New Riders.
Isbister, K. (2016) How Games Move Us: Emotion by Design. Cambridge: MIT Press.
Juul, J. (2005) Half-Real: Video Games between Real Rules and Fictional Worlds. Cambridge: MIT Press.
Koster, R. (2013) A Theory of Fun for Game Design. Sebastopol: O'Reilly Media, Inc.
McGonigal, J. (2011) Reality is Broken: Why Games Make Us Better and How They Can Change the World. London: Vintage Books.
Salen, K. and Zimmerman, E. (2004) Rules of Play – Game Design Fundamentals. Cambridge: MIT Press.
Shaw, A. (2014) Gaming at the Edge: Sexuality and Gender at the Margins of Gamer Culture. Minneapolis: University of Minnesota Press.
Sicart, M. (2013) Beyond Choices: The Design of Ethical Gameplay. Cambridge: MIT Press.
Taylor, T.L. (2018) Watch Me Play: Twitch and the Rise of Game Live Streaming. Princeton: Princeton University Press.
Yee, N. (2014) The Proteus Paradox: How Online Games and Virtual Worlds Change Us—And How They Don't. London: Yale University Press.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-

2 Short Analytical Assignments: 40% (20% each)

Final Exam: 60%

Note/URL:
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履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX34400|01|210EX34400[/SYLLABUS_ID]

Course Title	Japanese Art History 01		
Instructor	HIRASAWA, Caroline		
Term	spring semester	**Credits**	4
Day/Period	01:Tues.3@02:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Narrative Painting: Emaki (Picture Scrolls) and Other Paintings that Tell Stories

Course Outline: This course introduces selected Japanese masterpieces in the hand-scroll (emaki 絵巻) format from the late-classical and medieval periods, while referencing other types of narrative imagery. The course considers how scholars approach these images from a variety of perspectives, how historical developments shape images and are reshaped by them, and visual storytelling techniques.

Classes will be conducted in person only.

Objectives: Students will be introduced to masterpieces of Japanese painting and their historical contexts. They will also examine and experiment with strategies for telling stories with images.

before/after course of study: Students should expect to spend between 4 to 6 hours per week reading and otherwise preparing for class, with more or less time required depending on the assignment for a given week.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1
Introduction to course (schedule subject to change, depending on enrollment, museum exhibition schedules, etc.)
Vol. 2
Introduction to emaki, Part 1
Vol. 3
Introduction to emaki, Part 2
Vol. 4
Chōjū jinbutsu giga, Part 1
Vol. 5
Chōjū jinbutsu giga, Part 2
Vol. 6
Reading #1, quiz and discussion
Vol. 7
Shigisan engi emaki
Vol. 8
Yūzū nenbutsu engi emaki
Vol. 9
Taima mandara engi emaki
Vol.10
Museum Visit (TBD), part 1
Vol.11
Reading #2, quiz and discussion
Vol.12
Kasuga gongen genki-e
Vol.13
Ban dainagon ekotoba, part 1

Vol.14
Ban dainagon ekotoba, part 2
Vol.15
Workshop on Final Projects
Vol.16
Images of Illness and Healing
Vol.17
Images of Travel; Images that Travel
Vol.18
Military Manners
Vol.19
Reading #3, quiz and discussion
Vol.20
Tengu zōshi
Vol.21
Museum Visit (TBD), part 2
Vol.22
Scary Paintings
Vol.23
Animal Metaphors
Vol.24
Emaki and Social Class
Vol.25
New Formats
Vol.26
The Enduring Legacy of Classical emaki
Vol.27
Emaki Reenvisioning Project Presentations, Part 1
Vol.28
Emaki Reenvisioning Project Presentations, Part 2

Language:	English
Textbooks:	Readings will be announced at the first class meeting.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Papers:	30	Emaki Reenvisioning Project and Documentation
Class contribution:	20	Active Participation: alert listening, asking pertinent questions, encouraging others to speak, sketching & note-taking in class, etc.
Others:	50	Quizzes on Lectures and Readings

Note/URL: Details about the schedule of assignments will be discussed at the first class meeting and posted on Moodle.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX34600|01|210EX34600[/SYLLABUS_ID]

Course Title	Literary Theory 01		
Instructor	TSUKADA, Yuichi		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Approaches to Understanding Texts and Culture

Course Outline: In this course, we will learn the basics of major literary theories. Each lecture will focus on a specific theoretical approach to texts and cultural phenomena, such as psychoanalytic criticism, feminist criticism, gender and queer criticism, new historicism and postcolonial criticism. By engaging with diverse critical frameworks, we will aim to deepen our appreciation for the richness and complexity of literature and other cultural forms.

Objectives: By the end of this course, students are expected to be able to:
・Explain the basics of major literary theories.
・Apply critical frameworks to the analysis of literary texts and cultural phenomena.
・Examine how literature and other cultural forms reflect and shape social and ideological issues.

before/after course of study: As part of your preparation, you are encouraged to begin engaging with the general concepts of each theory before the lecture. After the lecture, you are expected to review the content of the lecture and work on the response paper. Both preparation and review are expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1
Introduction
Vol. 2
New Criticism
Vol. 3
Structuralism
Vol. 4
Poststructuralism and Deconstruction
Vol. 5
Marxist Criticism
Vol. 6
Psychoanalytic Criticism
Vol. 7
Feminist Criticism
Vol. 8
Gender and Queer Criticism
Vol. 9
New Historicism
Vol. 10
Postcolonial Criticism
Vol. 11
Reader-Response Theory
Vol. 12
Reception and Adaptation Studies
Vol. 13
Cultural Studies and Popular Culture

Vol. 14
Final Review

Language:	English
Textbooks:	All materials will be provided by the instructor.
References:	Lists of references will be provided during the course.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Papers:	30	Essay
Others:	70	In-class Writing

Note/URL: Note: The instructor might adjust the course plan in consideration of the comprehension and engagement levels of students.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX41600|51|210EX41600[/SYLLABUS_ID]

Course Title	Politics of Translation		
Instructor	CABELL, Charles Richard		
Term	fall semester	**Credits**	4
Day/Period	01:Mon.3@02:Mon.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Rereading the literature of Japanese Empire in the Anthropocene

Course Outline: Human civiilation develped within the 10,000-year period known as the Holocene during which the processes that regulate the stability and resilience of the Earth system were remarkably stable. Now, however, human behavior has begun to push such processes beyond their ability to recover, threatening to destabalize them with catastrophic consequences. Although like many institutions around the world, Japanese universites refuse to acknowldge this crisis, as students educate themselves, they increasingly realize that they are facing an unprecedented climate and ecological emergency that will not be solved by better technology. One goal of this course is to create space for young people to share their concerns for the future.

Japanese Translation for the purposes of this course does not presuppose only linguistic translation, but includes as well the social and cultural appropriation of Western-centered modernity, which involved radically new ways of organizing knowledge. The creation of the modern nation-state requires the "invention of tradition," made possible through the reformulation of older cultural productions. From the Meiji period onward, literature may thus be read as a double translation of Western modernity and pre-Meiji cultural forms. Literary translation plays a central role in the construction of modern Japanese language (kokugo) and modern national literature. We will deconstruct the idea of national culture as we embark on close readings of Japanese modern literature.
This is a student-centered course in which students consider relations among language, culture, gender, race/ethnicity, power, nation and empire. Students interested in participating enthusiastically in a classroom

Objectives: This course should give students a greater understanding of Japanese history, Japanese literature, and postcolonial and gender theory. The class is designed to help students rethink institutions and systems of knowledge created within modernity. Engaged students are also given guided opportunities to develop skills in critical reading, writing, self-expression, analytical reasoning, social engagement, communication and community building.

Students should:
・achieve a greater understanding of Japanese cultural and social history
・begin to comprehend the post-colonial critique of modernity, including the history of European violence, the violence underlying the creation and maintenance of every modern nation and the use of 'discourse' as a mechanism of control
・understand basic post-colonial theory and become familiar with some basic terms
・gain experience in close, critical readings of complex and ambiguous Japanese literary texts
・gain experience in articulating ideas succinctly and coherently
・began to understand the historical construction of modern knowledge and be able to critically deconstruct it
・connect academic and social knowledge with personal experience in a manner that leads to introspection and social engagement
・learn how to engage in active listening in order to imaginatively understand the viewpoints of others with contrasting backgrounds, social positions and opinions
・engage dynamically with others to create knowledge and classroom community
・recognize the ethical component of knowledge, communication and action and consider the personal responsibility that accompanies it
・learn how to accurately summarize theoretical, academic texts
・write with conviction and clarity of purpose
・understand the value of editing and rewriting

before/after course of study: Students are expected to read the assigned materials for each week and come to class prepared for active discussion
Students should write a one-page response in the student forum each week, and respond to other students' comments.
Students will be asked to design and facilitate a group workshop and participate in a one-day, student- and activist-centered conference.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Free-Text Entry:

Course Schedule
[Classes 1, 2] Introduction, Syllabi, Class Discussion
[Classes 3, 4] Postcolonial Theory: Definitions
[Classes 5, 6] RACE AND THE YELLOW PERIL "Dancing Girl" by Mori OGAI
[Classes 7, 8] SEX TRADE IN EDO AND MEIJI "Troubled Water" Higuchi ICHIYŌ Student-led Workshops on the sex trade and subaltern women's history in Japan
[Classes 9, 10] QUESTIONING MODERNITY And Then by Natsume Sōseki
[Classes 11, 12] QUESTIONING CIVILIZATION And Then by Natsume Sōseki
[Classes 13, 14] ABSENCE OF MORALITY And Then by Natsume Sōseki
[Classes 15, 16] LANGUAGE OF RESISTANCE "The Holy Man of Mount Koya" by Izumi KYŌKA Student-led workshops on the construction of the Japanese empire
[Classes 17, 18] MEIJI AND TAISHO WOMEN'S HISTORY, A Woman Writer" "Glory" by TAMURA Toshiko
[Classes 19, 20] SEXUAL VIOLENCE BY THE JAPANESE MILITARY Comfort Women" Testimonies Visit Women's Active Museum
[Classes 21, 22] CONQUEST AND SEXUALITY "Tree of Butterflies" by MEDORUMA Shun, Student-led workshops on Okinawan Violence THE SEDUCTION OF VIOLENCE
[Classes 23, 24] Sakaguchi ANGO "Beneath the Cherry Blossoms in Full Bloom" First Draft of Paper Due
[Classes 25, 26] ESCAPE FROM IDENTITY "Persona" TAWADA Yōko.
[Classes 27, 28] Class Summation, Final Exam, Final Papers Due

Language: English

Textbooks: Natsume Soseki, And Then. Trans. by Norma Fields. New York: Tuttle Publishing 2011.
夏目漱石「それから」岩波書店
Course materials distributed in class

References: Each week suggested readings will be provided in class and through CourseNavi.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-
Final Paper Draft (1,250 to 1,750 words) 10%
Final Paper (1,250 to 1,750 words) 15%
Workshop 15%
Class Attendance and Active Participation 20%
Critical Response Papers (approximately 150 words each) 20%
Final Examination 20%

Note/URL: Those who can are encouraged to read Japanese texts in the original, though no knowledge of the Japanese language is required. This course is premised on the notion that (1) unlearning much of what we have been taught in high school and through corporate media, (2) acquiring familiarity with concepts such as positionality, intersectionality and the subaltern (introduced in class), and (3) redoubling our efforts to listen to those who appear as "other" to us are instrumental in gaining the ability to act ethically and democratically, work to extend social justice and speak to power. For us to achieve this, the classroom itself must be transformed from a place of autocratic instruction and passive student resistance to a more challenging, honest and democratic space of student empowerment. Students must commit to teach as well as learn, to take one another seriously and to share intellectual ownership of the class. Students eager to participate in a classroom community that emphasizes ethical and social engagement are especially welcome. Class discussion is primarily in English, and students interested in gaining greater confidence in conversational skills are encouraged to attend. Students are expected to write 4-to-5 paragraph responses (150 to 200 words) each week to be posted on our CourseNavi page no later than 12:00 noon on the day of class, and to bring a copy to class. Students should also read responses of other students and write TWO responses. Please come to class having completed the assignments and fully prepared to discuss your ideas.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX42200|01|210EX42200[/SYLLABUS_ID]

Course Title	Cultural Interaction between East and West in Art		
Instructor	KOBAYASHI, Kazue		
Term	spring semester	**Credits**	4
Day/Period	01:Wed.3@02:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Cross-cultural Art History

Course Outline:

The lectures on this course are basically face-to-face lectures,except for the first and final days. *Course orientation on the first day and the introductory lecture will be conducted via video on demand (VOD) to accommodate late arrivals of third-round registrants.
In addition to regular classroomlectures, there will be two museum tours. And one workshop will be held in the classroom to allow students to see, touch, and experience painting materialssuch as ink, pigments, and special papers (parchment, vellum, and Japanesepaper). If there are many registrants, instead of a workshop for all registrants, it will be replaced with a lecture on traditional art materials and a petite exhibition of actual art materials. Only those whowish to participate will be able to experience calligraphy using traditional tools and ink.

This course is designed to introduce students to the mutually influential art of the East and the West. This semester will again consist of two parts, the first half of which will focus on Shosoin Treasures and Buddhist Art of Todaiji Temple. The second objective of this part is to interest each student in the origins of traditional designs and symbols in Japanese art.
The second half of the course will cover a different topic each time. For example, we will focus on the visualization of the "Arabian Nights" and consider Orientalism andJaponisme in art. We will also examine manuscript illustrations from the Islamic world and Japanese picture scrolls. This semester, we will hold one discussion session focused on mountain landscape paintings.

** The schedule of classroom lectures and museum visits will be explained in detail in the first section.

Objectives: In the first half of this course, students will understand the basic framework of traditional Japanese designs and craft techniques seen in the Shosoin treasures and acquire basic knowledge of Japanese Buddhist art associated with Todaiji Temple, thereby examining the exchange of ancient art via the Silk Road.
The latter half focuses on manuscript illustrations. However, the objective extends beyond book illustrations to utilize familiar iconographic expressions, such as ceramic decorations, to understand the mutual influence between Western, Eastern, and Middle Eastern painting.
Throughout the course, the objective is to cultivate the habit of carefully observing works of art from a global perspective and to develop an interest in the techniques used in works of art and the historical background of their design.

before/after course of study: Students will be required to read the materials uploaded on Waseda Moodle as preparation/review for each lecture.

A quiz will be conducted in the last 10 minutes of each lecture to assess your comprehension of the lecture content. The quiz will be posted on Moodle and will mainly consist of simple fill-in-the-blank or multiple-choice questions related to the main points of the lecture (including the contents of the assigned readings). Quizzes are open-book format, allowing you to refer to the "worksheets" used during the lecture while answering.

In addition, links (URLs) to the websites of shrines, museums, and libraries that hold the works discussed in each lecture will be displayed on Moodle, so that students can check the details on their own after the lecture.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

Part 1
4/15 1
[Class 1] Course Orientation:: Shosoin Treasures & the Silk Road, The Arabian Nights Illustrations and Orientalism in Art (VOD)
[Class 2] (Introductory Lecture) Auspicious Motifs /Traditional Asian & Japanese Designs (VOD)

4/22 2
[Class 3] History of Todaiji and Shosoin Treasures.
[Class 4] Five-String Biwa Lute:Hosoge/Raden (Mother of Pearl Inlay)

4/29 3
[Class 5 & 6] Kin Zither decorated with Gold and Silver Hyomon: Designs of directional deities, constellation charts, and fantastic animals

5/13　4
[Class 7 & 8] Screen Panel picturing a Ladyunder a Tree
Screen Panel picturing a Mouflon deer and atree in Rokechi Dyeing
Angels in Christianity, Celestials in Buddhism and Immortals in Tao

5/20　5
[Class 9] Buddhist Art in Todaiji; Standing Buddha at birth with ablution basin
Life of Buddha and the Buddhist Narrative Art
[Class 10] Development and Spread of Buddhist Narrative Art along the Silk Road

5/27　6
[Class 11-12] Japanese Buddhism and Art: TheGreat Buddha in Todaiji and Appearance of a World in Buddhist Art
Preparation for the first Museum Visit

6/3　7
[Class 13-14] The First Museum Tour in Tokyo National Museum

Part 2
6/10　8
[Class 15 -16] Orientalism and Japonisme
World of the Arabian Nights; its History ofLiterature and Art (1)
World of the Arabian Nights; Its History ofLiterature and Art (2)

6/17　9
[Class 17] Ukiyo-e and Crane's "Aladdin and the Wonderful Lamp"
Ukiyo-e (Japanese woodcut prints) and Impressionism
[Class 18] History and Technique of JapaneseUkiyo-e

6/24　10
[Class 19] The history of Mount Fuji Paintings and mountain landscape paintings from the East and the West
[Class 20] History of Papermaking :Materials of the Traditional Japanese & Islamic Paintings.
Mini-exhibition and workshop on traditional painting materials

7/1　11
[Class 21 & 22] Manuscript Illustrationsin the Islamic World: Influence of Chinese Painting
The Saray Album in the Topkapi Palace Museum Collection: Cultural Exchange between the East and the West

7/8　12
[Class 23 & 24] The Second Museum Tourin the Sumida Hokusai Museum (Ukiyo-e Museum)

7/15　13
[Class 25 & 26] History of Japanese Emaki (Illustrated scrolls)
Techniques, Compositions, and the Perspectiveon Yamato-e, Monogatari Emaki in the Heian period – From Illustrated Scroll to Modern Manga
Some problems on "Choju-giga, Scrolls of Frolicking Animals and Humans"

7/22　14
[Class 27 & 28] (VOD)
"Sinbad of the Sea" story and the exchange of art between East and West through the Silk Road of the Sea – Art Historyof Monsters
Current Topic in the field of Cross-cultural Art History

The Schedule will be changed occasionally. However, there will be no major changes to the lecture content.

Language：　English

Textbooks：　A specific textbook is not used.
The reference books, articles and websites will be shown in class or on Waseda Moodle

References：　Reserve books:
Annual Exhibition of Shōsō-in treasures, Nara National Museum, 2000-2025
H. Byron Earhart, Mount Fuji : icon of Japan, Studies in Comparative Religion, Columbia, South Carolina : University of South Carolina Press, 2015.
Marzolph, Ulrich, The Arabian Nights Encyclopedia, ABC-Clio Inc, California, 2004.
Yuka Kadoi, Islamic Chinoiserie: The Art of Mongol Iran (Edinburgh Studies in Islamic Art), Edinburgh University Print; Reprint, 2018.
Aladdin's picture book: containing Aladdin, the yellow dwarf, Princess Belle-Etoile, The hind in the wood : with twenty-four pages of illustrations / by Walter Crane ; printed in colours by Edmund Evans, London; G. Routledge, [1876?]

Reference Books:

Florence Müller, Louis Vuitton--Japan: visionary journeys, Rizzoli Electa, Catalogue of the exhibition held at the Nakanoshima Museum of Art, Osaka, Japan, 2025.
Shosoin: Essencial Treasures of Ancient Japan Paassed Down by the Imperial Family, Tokyo National Museum, 2019.
Penelope E. Mason, History of Japanese Art, Prentice Hall; 2nd edition, 2004.
Sara Kuehn, The Dragon in Medieval East Christian and Islamic, Brill Academic Pub., 2011.
Ed. by Yuriko Yamanaka, Tetsuo Nishio, Robert Irwin, The Arabian Nights And Orientalism: Perspectives from East & West, I B Tauris & Co Ltd., 2006.
Asa Simon Mittman & Peter J. Dendle (Editor), The Ashgate Research Companion to Monsters and the Monstrous, Ashgate Pub Co; New edition, 2013.

＊Reference books and useful websites for each theme will be suggested in the lecture video each time.

Grading Free-text Entry Flag:

1：フリーフォーマット（教員による切替可）

Evaluation Free-

Grading Policy
Quiz or reaction paper after each lecture
Reading assignments
Active Classroom Participation 40%

Participation in the museum tours & a workshop
One museum tour report 20%

Final Paper 40%

＊Attendance of two-thirds or more is the minimum requirement to receive credit for university lectures (according to the regulations of the Ministry of Education, Culture, Sports, Science and Technology).

Note/URL:

Quiz after each lecture
A quiz will be conducted in the last 10 minutes of each lecture to assess your comprehension of the lecture content. Quiz questions can be easily answered by filling in a few blanks on the worksheet, which is an abridged version of the PowerPoint file shown in the lecture. Quizzes are open-book format, allowing you to refer to the "worksheet" used during the lecture while answering.
The worksheet and all supporting documents related to the lecture will be uploaded toWaseda Moodle by the day beforethe lecture.
Printed copies will not be distributed in the classroom, so students should prepare for class by downloading or printing the files themselves.

Group Discussion
We will hold one group discussion session during this semester.

Cost of Museum Visits and Workshop
Museum visit and workshop costs: The first museum visit (Tokyo National Museum) is free, but the second museum visit requires an admission fee (probably 1,000 yen).
The calligraphy workshop also requires the actual cost of the special paper and ink (approximately 500 yen).

Final Paper
Analysis of the works featured in the lecture or related works, and consideration of the art history and cultural exchange related to those works.
＊Details for the final report will be announced in late June.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX42800|51|210EX42800[/SYLLABUS_ID]

Course Title	Shakespeare and Film 51		
Instructor	TSUKADA, Yuichi		
Term	fall semester	**Credits**	4
Day/Period	01:Wed.3@02:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: In this advanced course, we will explore Shakespeare's plays alongside their film adaptations, examining not only the rich and complex worlds of Shakespeare's texts but also the dynamic and exciting interaction between literature and its visual adaptations. Through analysis of Shakespeare's plays and film screenings, we will discuss how Shakespeare's plays were shaped by the cultural and social contexts of his time and how Shakespearean adaptations have also been shaped by the cultural and social contexts of the time of their production and reception. By focusing, for example, on critical debates surrounding feminism, gender and race, we will explore how film adaptations of Shakespeare's plays have been deeply influenced by our shifting perspectives on these themes and by the emerging cultural and social movements of the twentieth and twenty-first centuries. Each week, we will focus on one Shakespearean play and its significant film adaptations and discuss the nuanced and often innovative ways in which Shakespeare's timeless texts have been read by scholars, readers, theatre practitioners and filmmakers and reimagined through adaptation.

Objectives: By the end of this course, students are expected to be able to:
・Conduct a critical analysis of English literary texts from multiple perspectives
・Understand the richness and complexity of Shakespeare's drama
・Examine the intricate and exciting interaction between English literary texts and film adaptations

before/after course of study: As part of your preparation, you are encouraged to begin engaging with the play to be examined before the lecture. After the lecture, you are expected to review the content of the lecture. Both preparation and review are expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
Week 1 Introduction (The first week's lecture will outline the style, content and goals of the course, the course policies and the assessment requirements.)
Week 2 Julius Caesar
Week 3 Romeo and Juliet
Week 4 A Midsummer Night's Dream
Week 5 Hamlet
Week 6 Macbeth
Week 7 Othello
Week 8 King Lear
Week 9 The Taming of the Shrew
Week 10 Richard III
Week 11 Henry V
Week 12 Coriolanus
Week 13 Antony and Cleopatra
Week 14 Final Review

Language: English

Textbooks: All materials will be provided by the instructor.

References: Lists of references will be provided during the course.

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free- Interim In-Class Writings 50%
Final In-Class Writing 50%

Note/URL: Note: The instructor might adjust the course plan in consideration of the comprehension and engagement levels

of students.
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国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX43100|01|210EX43100[/SYLLABUS_ID]

Course Title	Special Topics in Cinema and Media Studies		
Instructor	KAMINISHI, Yuta		
Term	spring semester	**Credits**	4
Day/Period	01:Tues.3@02:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Japanese Documentary and Avant-Garde

Course Outline: Thiscourse introduces students to the historical and theoretical study of post-1945Japanese documentary and avant-garde film. Course materials include documentaryfilms by well-known filmmakers like Ogawa Shinsuke, Tsuchimoto Noriaki, andHara Kazuo, and avant-garde directors. We will consider formal,socio-political, and historical questions, particularly focusing on therelationship between visual texts and social issues, from the atomic bomb tonuclear power.

Objectives: Students will acquire deep knowledge of post-1945 Japanese documentary film history and social history in Japan, and develop the ability to analyze documentary films, their structures, their voices, their ethics, and their effects.

before/after course of study: Finish readings before class and take notes about the articles' main points, new concepts, and your own comments.

As part of your preparation, you will be asked to read the handouts for each session that will be posted on Waseda Moodle in advance. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class and should be turned in before the next class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1
Intro
Vol. 2
Documentary Modes of Representation
Vol. 3
The War and Documentary
Vol. 4
The War and Documentary (cont' d)
Vol. 5
The Creativity of the Camera
Vol. 6
The Creativity of the Camera (cont' d)
Vol. 7
The Changing Cityscape
Vol. 8
The Changing Cityscape (cont' d)
Vol. 9
The Rise of TV Documentary
Vol.10
The Rise of TV Documentary (cont' d)
Vol.11
Cinema of Actuality
Vol.12
Cinema of Actuality (cont' d)

Vol.13
Avant-Garde Documentary
Vol.14
Avant-Garde Documentary (cont' d)
Vol. 15
Political Mimesis
Vol. 16
Political Mimesis (cont' d)
Vol. 17
Slow Violence in Minamata
Vol. 18
Slow Violence in Minamata (cont' d)
Vol. 19
Production of Reality
Vol. 20
Production of Reality (cont' d)
Vol. 21
Video Confessions
Vol. 22
Video Confessions (cont' d)
Vol. 23
3.11 and Nuclear Issues
Vol.24
3.11 and Nuclear Issues (cont' d)
Vol.25
East Asian Ecocinema
Vol.26
East Asian Ecocinema (cont' d)
Vol.27
Digital Platform and JapaneseDocumentary
Vol.28
Wrap-up

Language:	English
Textbooks:	Assigned readings will be distributed as PDFs.
References:	Bill Nichols. Representing Reality: Issues and Concepts in Documentary. Bloomington: Indiana University Press, 1991. Markus Nornes. Japanese Documentary Film: The Meiji Era through Hiroshima. Minneapolis: University of Minnesota Press, 2003. Markus Nornes. Forest of Pressure: Ogawa Shinsuke and Postwar Japanese Documentary. Minneapolis: University of Minnesota Press, 2007.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Papers:	30	Final Paper
Class contribution:	30	Class Contribution (participating in discussion, sharing comments, and asking questions)
Others:	40	Response Papers

Note/URL:
国際教養学部では以下リンクの通り、学修成果を定めています。
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The School of International Liberal Studies defines its Learning Outcomes in the link below.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX44200|51|210EX44200[/SYLLABUS_ID]

Course Title	Special Topics on Design and Architecture		
Instructor	GOLANI SOLOMON, Erez		
Term	fall semester	**Credits**	4
Day/Period	01:Mon.3@02:Mon.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: TOKYO — Out of the Ordinary

Course Outline: The course aims to introduce what is arguably the most complex product of society and Japanese society in particular — the city, and to concentrate on the city of Tokyo.

Our study will encompass a range of issues concerning the city, and the complex consequences of urban developments under modern and contemporary conditions. We will observe how the city has defined, and was in itself defined by, a particular reality at a particular time, beginning in Edo period and concluding in the present. Such an approach emphasizes a need to examine the external relations of the city with context, and particularly relate to its social, cultural and political circumstances. Thus, we will look at the creation and recreation of the city's physical texture, at architecture, urban landscape, infrastructure and technology, and at the same time observe the city as a social product determined by everyday life and habitual practices, organization of the immediate surrounding, personal rites and the micro-politics of life in the city. In the same manner, we will look at buildings and neighborhoods per se, as a material construct guided by geometry and legal code, but at the same time recognize how the pragmatics of this built environment interrelate with cultural systems such as literature and film, and thus examine the mechanisms that relate the city to culture. Also, we will see how the city is not merely a reflection or expression of politics, but rather an intricate political apparatus in and of itself, influencing relationships and encouraging change.

There are two consecutive class sessions every week. Usually, there will be a lecture at the first session, and the second lecture period will be used for class discussions, screening of films and videos, visiting lectures, or field trips. In taking the classroom outside the campus, we will use the benefit of the Tokyo locality to be in and see the subjects of our study. These activities are equally important to the class lectures and should be used to further practice critical thinking and develop skills for analyzing the built city.

The course has no prerequisites. Besides an interest in the course's subjects, students are not required to have any prior knowledge of Tokyo, architecture, art and/or other disciplines of urban studies.

Objectives: As a whole, the course aims to discuss central themes emerging from the city of Tokyo. It aims to acquaint students with detailed knowledge about the modern and contemporary histories of the city, and an ability to position this knowledge in a range of discursive and theoretical frameworks.

before/after course of study: Weekly reading
Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

First unit: Introduction
- Lectures, week 1. [October 7]: Introductions to the course: Overview, first definition and main themes [3rd period]; Opening focus: Two towers [4th period].

Second unit: The Pre-Modern and Modern Cities
- Lectures, week 2. [October 14]: The foundations of Edo: architecture and the built city [3rd]; Edo legacy and urban thought [4th].
- Lectures, week 3. [October 21]: Places, places of play and famous places in Edo [3rd, 4th].
- Lectures, week 4. [October 28]: The foundation of Meiji Tokyo: assimilation, development and search [3rd]; Meiji architecture [4th].
- Lectures, week 5. [November 11]: War rhetoric: Relations between the killing and building of Tokyo after March 1945 [3rd]; Tokyo Avant-Garde: Visionary Schemes and the Japanese Metabolists [4th].

Third unit: The Contemporary City
- Lectures, week 6. [November 18]: Seconds and centimeters: characteristics of contemporary space [3rd]; Post-Growth Guidelines [4th].
- Lectures, week 7. [November 25]: Space of disaster [3rd]; Ideas after March 2011 [4th].
- Lectures, week 8. [December 2]: The Architecture of contemporary Tokyo, part 1: Soft borders: The works of a younger generation [3rd, 4th].
- Lectures, week 9. [December 9]: The Architecture of contemporary Tokyo, part 2: Theatrum Mundi [3rd]. Publish essay instructions [4th].
- Lectures, week 10. [December 16]: Difficulties identifying the future - Tokyo Olympiads 2020 etc. [3rd]. Discussion: Essay topics [4th].

– Lectures, week 11. [NOTE: Date of activity: sometime during the Winter break. The tour date will be determined individually by each student.]: Individual Urban Tour
– Lectures, week 12. [January 6]: Conversation about Individual Urban Tour [3rd]; Refined generics: design by law [4th].
– Lectures, week 13. [January 20]: Mediated and mediatised space [3rd]; On shopping: Development through consumption and lifestyle [4th].
– Lectures, week 14. [January 27]: Project / essay presentations [3rd]; Epilogue [4th].

Note: The above schedule may be changed along with the development of the course.

Language: English

Textbooks: There is no core textbook. All related reading materials, handouts, and Keynote presentations will be distributed in class or made available at the Cours-Navi system. Additionally, a detailed list of related references will be handed in a printed format at the first meeting of the course.

References: COURSE READINGS
By weeks/classes

Week 1 [October 7]: Introductions to the course / Two towers
– EDOGAWA Rampo, 'The Traveler with the Pasted Rag Picture'
– Recommended: Animation video of Edogawa Rampo's The Traveler with the Pasted Rag Picture [平井 太郎, 押絵と旅する男 Oshie to Tabi-suru Otoko], Watch animation at Vimeo

Week 2 [October 14]: The foundations of Edo: architecture and the built city / Edo legacy and urban thought
– SMITH Henry, 'Tokyo as an Idea: An Exploration of Japanese Urban Thought Until 1945'
– Recommended: HEIN Carola, 'Shaping Tokyo: Land Development and Planning Practice in the Early Modern Japanese Metropolis'

Week 3 [October 21]: Places, places of play and famous places in Edo
– JINNAI Hidenobu, 'The Spatial Structure of Edo'
– Recommended: JINNAI Hidenobu, 'The Cosmology of a City of Water', in 'Tokyo a spatial anthropology'

Week 4 [October 28]: The foundation of Meiji Tokyo: assimilation, development and search / Meiji architecture
– REYNOLDS Jonathan, 'Japan's Imperial Diet Building: Debate over construction of National identity'
– Recommended: Hein, Carola. 2010. "Shaping Tokyo: Land Development and Planning Practice in the Early Modern Japanese Metropolis." Journal of Urban History 36 (4): pp.447–484. Read until page 470, omitting 'Second Case Study'.
– Recommended: Mori Art Museum. 2018. "Hybrid Architecture". Chapter 6 in Japan in Architecture : Genealogies of Its Transformation. Shohan ed. still image. Exhibition Catalogue; Roppongi Hills and Mori Art Museum 15th Anniversary Exhibition. Tokyo: pp.165–183. Note: examine two Meiji-period project descriptions in this chapter.

Week 5 [November 11]: War rhetoric: Relations between the killing and building of Tokyo after March 1945 / Tokyo Avant-Garde: Visionary Schemes and the Japanese Metabolists
– ICHIKAWA Hiroo, 'Reconstructing Tokyo: The Attempt to Transform a Metropolis', chapter 3 in Carola Hein, 'Rebuilding Urban Japan After 1945'
– Recommended: LIN Zhongjie, 'Urban Structure for the Expending Metropolis: Kenzo Tange's 1960 Plan for Tokyo'
– Recommended: Vranosky, Jan. 2022. "A Nakagin Postmortem." LOG (55): pp.48–56.
– Recommended: [25 min.] Yamazaki, Rima. 2010. Nakagin Capsule Tower: Japanese Metabolist Landmark on the Edge of Destruction. Japan. Note: See film, Here
– Recommended: STEWART David B, 'Ins and Outs of Postwar Urban Rhetoric', chapter 6 in 'The Making of a modern Japanese architecture: 1868 to the present'

Week 6 [November 18]: Seconds and centimeters / Post-Growth Guidelines
– GOLANI SOLOMON Erez and FISCH Michael, 'Resituating the place of living and non-living in contemporary urban Japan'

Week 7 [November 25]: Space of disaster / Ideas after March 2011
– DE SAILLE Stevienna and MATANLE Peter, 'Fukushima: The Triple Disaster and Its Triple Lessons'
– Recommended: FISCH Michael, 'Japan's Extreme Infrastructure: Fortress-ification, Resilience, and Extreme Nature'
– Recommended: GOLANI SOLOMON Erez, 'Massive Change'

Week 8 [December 2]: The Architecture of contemporary Tokyo, part 1: Soft borders: The works of a younger generation
– SORKIN Michael, 'An Architectural Tourist on Omotesando'
– Recommended: DANIELL Thomas, 'The limits of Materiality: On Junya Ishigami and Philippe Rahm'

Week 9 [December 9]: The Architecture of contemporary Tokyo, part 2: Theatrum Mundi / Publish essay instructions
– Selection of architectural representations, mainly photographs, drawings and descriptions of Tokyo based projects. Note: download material. We will use these representations as a base for class discussion.

Week 10 [December 16]: Difficulties identifying the future — Tokyo Olympiads 2020 etc. / Discussion: Essay

topics
- KATO Hideki, ‘The olympic stadium and the anatomy of incompetence’
- Recommended: GOLANI SOLOMON Erez and DIMMER Christian, ‘Tokyo’s Modern Legacy and the 2020 Olympic Games’
- Recommended: GOLANI SOLOMON Erez and DIMMER Christian, ‘Bubble Protocol’

Week 11 [Date: Sometime during the Winter break. The date for this activity will be determined individually by each student]: Individual Urban Tour
- Maps and a list of destinations will be given beforehand.
- Tour route: Nihonbashi, Yaesu, Marunouchi, Yurakucho, Ginza, Shiodome. Start place: Bridge of Japan [Exit B6, Mitsukoshimae Station]. Tour ends: Dentsu Building [Shiodome Station].

Week 12 [January 6]. Conversation about Individual Urban Tour / Refined generics: design by law
- TSUKAMOTO Yoshiharu, ‘Typo-Morphology of Tokyo’
- Recommended: KOOLHAAS Rem and MAU Bruce, ‘Generic City’, in ‘S,M,L,XL’

Week 13 [January 20]: Mediated and mediatised / On shopping: Development through consumption and lifestyle
- MORRIS Brian, ‘Un/Wrapping Shibuya: Place, Media, and Punctualization’
- Recommended: CYBRIWSKY Roman, ‘Shibuya Center Tokyo’
- Recommended: MORSE Margaret, ‘Body and Screen’

Week 14 [January 27]: Essays presentations / Epilogue

Grading Free-text Entry Flag: 1 : フリーフォーマット（教員による切替可）

Evaluation Free-: Term, final paper - 100% - A final paper will allow students to research an individually chosen topic related to the course.

Note/URL:
- A Note on Class Recording: I do not give my consent for the electronic recording of any aspect of the class - lectures, discussion, presentations, visual material and so on. By registering for and participating in this class, you are agreeing to this condition.
- Forms of academic misconduct or contribution to academic misconduct will be met with disciplinary sanctions including warning, reduction of grade and dismissal from the course. Academic misconduct includes any action that negatively affects the integrity of the learning environment.
- Ideally, the lessons in this course will be 'In person'. However, if conditions will not allow that the course is conducted on campus, lessons will take place 'online'.
- If the course is, after all, conducted 'online' students should be prepared to turn on their audio and video functions any time during classes.
- In a separate document title ‘Useful Internet sites about Tokyo,’ you can find listed a number of valuable web-based resources: municipal, academic or art related, which link to different aspects of life in Tokyo.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX44400|51|210EX44400[/SYLLABUS_ID]

Course Title	Educational Drama		
Instructor	FUJIKURA, Takeo		
Term	fall semester	**Credits**	4
Day/Period	01:Mon.3@02:Mon.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: a. Face-to-Face (F2F)It is said that all humans have an innate desire to imitate and copy their environment—a concept known as the "dramatic instinct." When this instinct is fully engaged, drama becomes a highly effective and natural means of learning. Through processes such as imitation, interpretation, imagination, and role-playing, much of a child's learning in language, logical thinking, movement, and social behavior takes place.
"Drama in Education" is also a dynamic learning experience that caters to a broad range of students with diverse intelligences and prepares them for effective and responsible participation in society. It is now recognized as a crucial subject that supplements the limitations of conventional IQ-based learning.
Course Organization
During the first four weeks, you will be exposed to a wide range of readings as well as various drama techniques and methodologies to prepare you for the design, implementation, and evaluation of drama activities. After these initial four weeks, each group will report on an assigned drama practitioner and conduct a drama activity based on a lesson plan your group has created. The entire class will then reflect on the activity at the end of the session. (For detailed information on projects, please refer to "Project Procedures.") Additionally, each group will report on Dr. Shoyo Tsubouchi's work on child drama activities, based on the assigned paper.

Objectives: The goal of this class is to acquaint students with the basic history, philosophy, methodologies, and practices of Drama in Education. Through the study of the history, philosophy, and work of various practitioners, we will explore the potential of drama as a tool for diverse learning. Alongside theoretical study, students will engage in hands-on exercises and techniques related to "Educational Drama."

By the end of the class,
1) Students will learn to structure creative learning experiences based on dramatics.
2)Students will become familiar with the variety and richness of dramatic literature for youth.
3)Students will acquire a broad knowledge of the history and philosophy of educational drama.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule 1). Introduction to course, syllabus, assignments, calendar.: What is "Drama in Education?" Theatre vs Drama. Linear, transitional and holistic drama. Ice breakers, ensemble, concentration, trust, etc.
2). Linear, transitional and holistic drama. Ice breakers, ensemble, concentration, trust, etc. (continued) / Definition of terminologies: TIE (Theatre in Education), TFY (Theatre for Young Audience), DIE (Drama in Education), ED (Educational Drama), CD (Creative Dramatics) etc, etc. / Story Drama exercise(F's Drama I)/ / How to create a lesson plan. Reading Due: Tennyson & van de Water articles. plus "Dramatizing a story"
3). Issues surrounding Child Drama: Pros and Cons/ Some Drama Techniques.
Different Approaches I (F's Drama II) Video-viewing: Dorothy Heathcote's approach
4). Historical Overview I: American Settlement Houses at the turn of the 20th c. (F's DramaIII Video-viewing (A Touch of Greatness).
5 Historical Overview II: Educational Drama in the 1920s through present. (From this week, the second half of the class will be mainly used for the presentation of the group project!) (presentation 1)
6). Historical Overview III: Japanese Educational Drama: Shoyo Tsubouchi and his "Child Drama for Domestic Presentation"/ plus Other Japanese Endeavor. (presentaion 2)
7). Historical Overview IV: Tsubouchi's endeavor in Child Drama (continued) (presentaion 3)
8) .Historical Overview V: Tsubouchi's endeavor in Child Drama (continued) (presentatioon 4)
9)Historical Overview VI: Tsubouchi's endeavor in Child Drama (continued) .Different Approaches II/ (presentation 5,6)
10.Different Approaches III:(presentation 7,8)
11).Different Approaches IV: (presentation 9)
12).Different Approaches V:(presentation 10)
13).Different Approaches VI: (presentation 11)
14).Final Exam.

Language: English

Textbooks:	The textbook will be available in class	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Exams:	40	Final exam.
Papers:	20	Presentation of Individual Practitioner and its reflection paper.
Class contribution:	10	Attendance and class participation.
Others:	30	Group project and its reflection paper.
Note/URL:	Instructor: Takeo Fujikura (e-mail: tfujikura@aoni.waseda.j.p or mime@kanjiyama.com Office Hours: by appointment) 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX44600|01|210EX44600[/SYLLABUS_ID]

Course Title	Reading American Literature 01		
Instructor	OWADA, Eiko		
Term	spring semester	**Credits**	4
Day/Period	01:Mon.3@02:Mon.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Literary American Studies and Library Survey

Course Outline: This is a topic-based survey class of American Literature; in this course, we will focus on understanding and analyzing the main changes and important aspects of American culture, society, politics, and history by exposing students to the works of various kinds of American literature authors; our readings will include not only prose writings but also letters, diaries and several official documents written by American influential writers from the 15th century to the 19th century, from time to time making use of rare photographs, musical CDs, and films. Students are expected to be interested in basics of modern literary theory which are widely associated in American literary studies. As we challenge the process of creating the notions such as "America," "American History/Literature," "race," "class," and "borders," our readings will sometimes go beyond narrowly-defined "American" texts. Through these readings and analyses, students will learn various cultural aspects to approach social issues seen in American society, past and present. This course will be conducted in a mixed style of lecture/seminar, and research works at out main library; therefore, participants will be assigned to make presentations, discussion, research and other activities. In the library survey sessions, students are expected to write and submit 2-3 page long paper each time during the class hours.

Objectives: The goal of this course is to enhance students' abilities in reading and interpreting American literary texts and improve their research skills in the library; by so doing, students will be exposed to the invisible, less-known aspects of the American society. Each student will gain basic knowledge of American literary works and well-known, canonical authors through video lectures and each one's research projects.

before/after course of study: Read the given and listed materials before each topic week; during the class time students should work on several quizzes and writing tasks to prepare research topic development.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule The class schedule is still tentative: revised syllabus will be distributed at the beginning of the class. The following list might be changed and indicated through Video and Moodle.
[Week 1] Introduction; literary survey method
[Week 2] Modernist Portrait
[Week 3] Library Survey in Modernist Portrait (Paper 1 due)
[Week 4] Migrant Struggle
[Week 5] Library Survey in Migrant Struggle (Paper 2 due)
[Week 6] Southern Renaissance
[Week 7] Library Survey in Southern Renaissance (Paper 3 due)
[Week 8] Becoming Visible: Ethnic Writers and the Literary Mainstream
[Week 9] Library Survey in Ethnic Writers and the Literary Mainstream, 1945-1969 (Paper 4 due)
[Week10] Poetry of Liberation: Protest Movement and American Counterculture
[Week11] Library Survey in Poetry of Liberation (Paper 5 due)
[Week12] The Search for Identity: American Prose Writers, 1970-Present
[Week13] Library Survey in American Prose Writers (Paper 6 due)
[Week14] What is American Literature?

Language: English

Textbooks: Students library holds: The Norton Anthology of American Literature (Volume A to E)

References: The Norton Anthology of American Literature (W.W. Norton & Co., 1999).
The Heath Anthology of American Literature (Houghton Mifflin Co., 1998).
Edward W. Said, Orientalism (Penguin Books, 1978).
Edward W. Said, Culture And Imperialism (Alfred A. Knopf, 1993).
Houston A. Baker, Blues, Ideology, and Afro-American Literature (The University of Chicago Press, 1984).
Houston A. Baker, Jr., Modernism and the Harlem Renaissance (The University of Chicago Press, 1987).
Henry Louis Gates, Jr., ed., "Race," Writing, and Difference (The University of Chicago Press, 1985).
Henry Louis Gates, Jr., The Signifying Monkey (Oxford University Press, 1988).
Paul Gilroy, The Black Atlantic (Harvard University Press, 1993).
Paul Gilroy, Against Race (Harvard University Press, 2000).
Homi K. Bhabha, ed., Nation and narration (Routledge, 1990).

Homi K. Bhabha, The Location of Culture (Routledge, 1994).
Angela Y. Davis, Blues Legacies and Black Feminism (Vintage Books, 1998).
Peter Guralnick and others, eds., Martin Scorsese Presents The Bluse (HarperCollins Publishers, 2003).

Grading Free-text Entry Flag:

1 : フリーフォーマット（教員による切替可）

Evaluation Free-

Students will be graded based on their 6 papers assigned in the survey class sessions; however, attendance and participation are essential; when participants cannot complete tasks of each week, it will be considered to be "absence." In order to write each research paper, it is students' responsibility to get information, to take notes on research topics. Videos are available only for 2 weeks and will not be open afterwards to avoid improper access to the materials. Late submission of paper(s) will be accepted as overdue paper(s) with reduced marks. To get a passing grade, 6 paper submissions are necessary. Courtesy and class cooperation will be highly appreciated and will be given extra marks.

Note/URL:

★Use Moodle's Message function for communication; however, do not expect immediate response, especially at night, week-ends and holidays.★Electronic devices are NOT ALLOWED to use in the classroom; you need to finish watching videos BEFORE each class and prepare each text by printing it out (University prepares printing machines on 6th floor of Building 11 and IT Center); note-taking by hand-writing on paper is recommended. You need to bring your own blank paper when you use printing rooms.
★The class schedule is tentative; changes will be announced in advance through Moodle announcements or session leading sections. It is students' responsibility to catch up with these changes and the information.
★An inquiry concerning grades will NOT be answered by e-mail or Moodle Message communication. If you have serious problems (eg. health problems and so on), please plan a meeting at the SILS office.
★No special consideration is given for those who register in the second and third registration periods unless otherwise instructed on Moodle; it is each student's responsibility to find out each week's progress. When a student misses 3 sessions, s/he cannot get a passing grade: No make-ups provided in terms of fairness with other students.
★Courtesy is also an important factor to decide grades at the end of the semester; in order to avoid low evaluation, try to finish your personal matters before the class.

国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX45800|51|210EX45800[/SYLLABUS_ID]

Course Title	Creative Writing 51		
Instructor	KARL, Steven		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: WRITING, READING, & EDITING CREATIVE NONFICTION

Course Outline: Creative nonfiction is one of the most prevalent modes of discourse in the 21st century. It is everywhere from literary magazines to newspapers, books, blogs and websites. In this course, students will read, write, and investigate an array of creative nonfiction writing such as personal narrative/memoir, profile, essays on popular culture, and the lyric essay. Students will read a diverse range of works from various national traditions for their craft and technique. This course will expose students to read and write in forms ranging from popular, literary, and experimental. Some of the authors we will read are: Zadie Smith, Maggie Nelson, Rebecca Brown, Eula Biss, Hanif Abdurraqib, Jenny Zhang, Virginia Woolf and others. Students will learn the core elements of prose writing: voice, scene, description, and structure. The final portfolio will consist of three original revised essays or a video essay.

This is an advanced course where students will be required to engage in combination of writing exercises (including collaborative exercises),
class discussions (of assigned readings) and workshops. The writing workshop--where you will be asked to provide detailed and constructive feedback on peer work--will be a central component of the course.

By the end of the course you will have produced a significant body of writing in the form of:
1) three revised essays of around 2,500 words
2) various drafts of the following essays: personal narrative, pop culture, and lyric essay
3) written responses to weekly assignments. Approx. 500 words
4) written responses to peer work: Approx. 800 words
5) other writing generated through exercises assigned in-class

The average length of weekly reading assignments (essays) will be between 10,000 to 20,000 words and there will be an additional 3,000 to 6,000 words of peer work to read on workshop weeks. This means that on a busy week you may have more than 25,000 words of reading and 3,000 words of writing (essays, peer feed-back,reading responses, etc.).

While there is no prerequisite for this course, given the workload and strict emphasis on attendance/participation, this advanced course is recommended for students who:
1) have previously taken creative writing and/or literature courses at the university level
2) are capable of handling reading assignments of significant length in English
3) enjoy actively participating in and leading group work and class discussions
4) are able to work in an organized manner (including submitting weekly assignments beforehand via Moodle)
5) enjoy thinking/writing both creatively and analytically) and already have ideas about writing that they would like to pursue as part of the course
6) students will be required to work collaboratively and critically with classmates on a weekly basis

The expectation is that students will attend every class and submit all assignments.
Course Delivery Method:
Face-to-Face (F2F)

Please also note that:

1) Students will be asked to submit assignments via Moodle.
2) Late registration of attendance/submission of assignments will not be accepted.
3) This class will be taught in-person on campus.

Objectives: By the end of the course you will have:

- been exposed to (and hopefully inspired by) works of various contemporary writers
- learned to read a text closely and analyze a piece of writing critically
- learned how to read and revise your own work (not only for language but also for ideas)
- become better equipped to provide constructive feedback to peer work

before/after course of study: Weekly readings will likely take 1- 2 hours
Weekly writing assignments will likely take 1.5-2.5 hours

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule	Week 1: Introduction/Overview Week 2: Personal Narrative: Description,Setting, Pathos Week 3: Personal Narrative/Memoir:Facts, Details, Narrative Arc & Structure Week 4: Personal Narrative:Tradition, Family, Culture Week 5: Workshop Personal Narrative Essay Week 6: Pop Culture: Writing a Profile Week 7: Pop Culture: Writing About Music and Film Week 8: Workshop on Pop Culture Essay Week 9: Experimental Prose: Lyric Essay Week 10: Experimental Prose:Non-linear narrative Week 11: Experimental Prose: Braiding research and other voices with the "I" Week 12: Workshop on Lyric Essays Week 13: Literary Essay:Symbolism and Characterization Week 14: Literary Essay: Voice,Tone, Audience Week 15: Workshop on Literary Essays
Language :	English
Textbooks :	REQUIRED: Tell It Slant: Creating, Refining, and Publishing Creative Nonfiction, editors: Brenda Miller and Suzanne Paola, 3rd Edition, McGraw Hill Books ISBN: 978-1-260-45459-8 You will need to purchase the print edition (not the e-book) directly from the Waseda bookstore.
References :	Please also note that in this course: - You will be responsible for submitting your essays via Moodle & having hard-copies for in-class workshops - Students who miss class are responsible for taking the initiative of contacting the instructor regarding make-up work, assignments, deadlines, etc. - Given the high priority placed on peer-feedback, failure to provide feedback on a consistent level will make it difficult to receive a grade higher than satisfactory. - Please note schedule, assignments, etc., are subject to change depending on the size of the class, needs of students, and availability of guest speakers.
Grading Free-text Entry Flag :	1 : フリーフォーマット(教員による切替可)
Evaluation Free-	20% Essays (drafts and final version) 15% Writing Assignments (response papers and writing exercises) 15% Class discussions and in-class writing prompts 20% Workshop Feedback/Peer Review 30% FINAL (Portfolio: 3 revised essays + Author's essay)
Note/URL :	This course is taught F2F (face-to-face only). Attendance and class participation is required for all enrolled students. Coursework, lectures and discussions will be in English. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX45800|52|210EX45800[/SYLLABUS_ID]

Course Title	Creative Writing 52		
Instructor	KARL, Steven		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: WRITING, READING, & EDITING CREATIVE NONFICTION

Course Outline: Creative nonfiction is one of the most prevalent modes of discourse in the 21st century.It is everywhere from literary magazines to newspapers, books, blogs and websites. In this course, students will read, write, and investigate an array of creative nonfiction writing such as personal narrative/memoir, profile, essays on popular culture, and the lyric essay. Students will read a diverse range of works from various national traditions for their craft and technique.This course will expose students to read and write in forms ranging from popular, literary, and experimental. Some of the authors we will read are: Zadie Smith, Maggie Nelson, Rebecca Brown, Eula Biss, Hanif Abdurraqib, Jenny Zhang, Ilya Kaminsky, Virginia Woolf and others. Students will learn the core elements of prose writing: voice, scene, description, and structure. The final portfolio will consist of three original revised essays or a video essay.

This is an advanced course where students will be required to engage in combination of writing exercises (including collaborative exercises),
class discussions (of assigned readings) and workshops. The writing workshop--where you will be asked to provide detailed and constructive feedback on peer work--will be a central component of the course.

By the end of the course you will have produced a significant body of writing in the form of:
1) three revised essays of around 2,500 words
2) various drafts of the following essays: personal narrative, pop culture, and lyric essay
3) written responses to weekly assignments. Approx. 500 words
4) written responses to peer work: Approx. 800 words
5) other writing generated through exercises assigned in-class

The average length of weekly reading assignments (essays) will be between 10,000 to 20,000 words and there will be an additional 3,000 to 6,000 words of peer work to read on workshop weeks. This means that on a busy week you may have more than 25,000 words of reading and 3,000 words of writing (essays, peer feed-back,reading responses, etc.).

While there is no prerequisite for this course, given the workload and strict emphasis on attendance/participation, this advanced course is recommended for students who:
1) have previously taken creative writing and/or literature courses at the university level
2) are capable of handling reading assignments of significant length in English
3) enjoy actively participating in and leading group work and class discussions
4) are able to work in an organized manner (including submitting weekly assignments beforehand via Moodle)
5) enjoy thinking/writing both creatively and analytically) and already have ideas about writing that they would like to pursue as part of the course
6) students will be required to work collaboratively and critically with classmates on a weekly basis

The expectation is that students will attend every class and submit all assignments.
Course Delivery Method:
Face-to-Face (F2F)

Please also note that:

1) Students will be asked to submit assignments via Moodle.
2) Late registration of attendance/submission of assignments will not be accepted.
3) This class will be taught in-person on campus.

Objectives: By the end of the course you will have:

- been exposed to (and hopefully inspired by) works of various contemporary writers
- learned to read a text closely and analyze a piece of writing critically
- learned how to read and revise your own work (not only for language but also for ideas)
- become better equipped to provide constructive feedback to peer work

before/after course of study: Weekly readings will likely take 1- 2 hours
Weekly writing assignments will likely take 1.5-2 hours

Course Schedule Free-Text Entry:	1 : フリーフォーマット（教員による切替可）
Course Schedule	(*Deadlines, etc. are subject to change. Latest details will be announced in class/made available on Moodle) Week 1: Introduction/Overview Week 2: Personal Narrative: Description,Setting, Pathos Week 3: Personal Narrative/Memoir:Facts, Details, Narrative Arc & Structure Week 4: Personal Narrative:Tradition, Family, Culture Week 5: Workshop Personal Narrative Essay Week 6: Pop Culture: Writing a Profile Week 7: Pop Culture: Writing About Music and Film Week 8: Workshop on Pop Culture Essay Week 9: Experimental Prose: Lyric Essay Week 10: Experimental Prose:Non-linear narrative Week 11: Experimental Prose: Braiding research and other voices with the "I" Week 12: Workshop on Lyric Essays Week 13: Literary Essay:Symbolism and Characterization Week 14: Literary Essay: Voice,Tone, Audience Week 15: Workshop on Literary Essays
Language:	English
Textbooks:	REQUIRED: Tell It Slant: Creating, Refining, and Publishing Creative Nonfiction, editors: Brenda Miller and Suzanne Paola, 3rd Edition, McGraw Hill Books ISBN: 978-1-260-45459-8 You will need to purchase the print edition (not the e-book) directly from the Waseda bookstore.
Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	20% Essays (drafts and final version) 15% Writing Assignments (response papers and writing exercises) 15% Class discussions and in-class writing prompts 20% Workshop Feedback/Peer Review 30% FINAL (Portfolio: 3 revised essays + Author's essay) *Late submission of assignments will not be accepted. *Class attendance and participation is particularly important due to the design of the course (which includes writing workshops, class discussions and other group work). The expectation is that students will attend every class. Please note that (due to the strong emphasis placed on attendance/participation) absences and poor participation (coming to class unprepared, etc.) will have a significant effect on your final grade.
Note/URL:	Please also note that in this course: - You will be responsible for submitting your essays via Moodle & having hard-copies for in-class workshops - Students who miss class are responsible for taking the initiative of contacting the instructor regarding make-up work, assignments, deadlines, etc. - Given the high priority placed on peer-feedback, failure to provide feedback on a consistent level will make it difficult to receive a grade higher than satisfactory. - Please note schedule, assignments, etc., are subject to change depending on the size of the class, needs of students, and availability of guest speakers. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX45900|01|210EX45900[/SYLLABUS_ID]

Course Title	Translation as Creative Writing 01		
Instructor	KARASHIMA, David		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: THE PRACTICE OF READING, TRANSLATING & EDITING LITERATURE

Course Outline: This course will center around literary translation workshops in which students will be asked to provide constructive feedback to peer work as well as take turns facilitating the workshops. Students will also be asked to work with peers to create joint translations as part of their class work.

By the end of the course you will have produced:
1) a dozen or so translations of selected excerpts (approx. 400 words) from reading assignments (short stories, essays, etc.):
2) written responses to a number of reading assignments:

Given the workload, emphasis on attendance/participation, and class format, this advanced course is recommended for students who:
1) have previously taken writing and/or literature courses at the university level
2) are capable of handling reading assignments of significant length in English and Japanese
3) enjoy actively participating in and leading group work and class discussions
4) are able to work in an organized manner (including submitting weekly assignments beforehand online)

English will be the primary language of instruction/communication in the classroom. However, students will be expected to be able to handle literary texts in both English and Japanese.

Objectives: Objectives:
By the end of the course you will have:
- become familiar with some of the key elements/techniques of literary translation
- been exposed to various literary texts (with a focus on contemporary Japanese and Anglophone literature)
- learned how to read a text closely and analyze a piece of writing critically
- learned how to read and revise your own work
- become better readers of translations
- become better equipped to provide constructive feedback to peer work

before/after course of study: You will be assigned readings and assignments to prepare for each class (usually a work to read/translate and background reading). Estimated time for preparation and review is between 180 and 240 minutes a week.

Course Schedule Free-Text Entry: 1：フリーフォーマット（教員による切替可）

Course Schedule (*Deadlines, etc. are subject to change. Latest details announced in class/made available on course-navi)
Week 1: Introduction/Overview
Week 2: Writing Exercises/Reading Discussion
Week 3: Reading Discussion & Workshops
Week 4: Reading Discussion & Workshops
Week 5: Reading Discussion & Workshops
Week 6: Reading Discussion & Workshops
Week 7: Reading Discussion & Workshops
Week 8: Reading Discussion & Workshops
Week 9: Reading Discussion & Workshops
Week 10: Reading Discussion & Workshops
Week 11: Reading Discussion & Workshops
Week 12: Reading Discussion & Workshops
Week 13: Reading Discussion & Workshops
Week 14: Conclusion & Review

Language: English

Textbooks: There is no set textbook for this course. Most readings will be provided by the instructor, but students may be asked to purchase several books (including e-books) during the course of the semester. Selected readings will include textbooks, picture books, short stories, novels, graphic novels, etc.

Grading Free-text Entry Flag: 1 : フリーフォーマット（教員による切替可）

Evaluation Free-

40%: Weekly Assignments
20%: In-class writing/translation exercises and quizzes
40%: Class Attendance & Participation
*Late submission of assignments will not be accepted.
*Class attendance and participation is particularly important due to the design of the course (which includes translations workshops, class discussions and other group work). The expectation is that students will attend every class (within reason). Please note that (due to the strong emphasis placed on attendance/participation) absences and poor participation (coming to class unprepared, etc.) will have a significant impact on your final grade.

Note/URL:

PLEASE ALSO NOTE THAT IN THIS COURSE:

- You will be responsible for submitting assignments both via Moodle and in the form of printed copies when requested. Late submissions will not be accepted.

- Students who miss class are responsible for taking the initiative of contacting the instructor regarding make-up work, assignments, deadlines, etc.

- Since the class will involve in-class writing assignments, the recommendation is for students to bring appropriate digital devices to class. However, the use of smartphones, laptops, etc. are only allowed in class for doing group work.
- Course schedule, assignments, etc., are subject to change depending on the size of the class, needs of students, availability of guest speakers, and other factors such as public health concerns.

-This course requires you to produce work as part of a group. If this is something you are not comfortable with, please consult the office before signing up for the course.

- When engaging in class discussions and providing feedback to peer work please keep the following points in mind:
1) Practice professional criticism
Keep critical responses concrete and specific; explain clearly and thoughtfully what you think.
2) Practice good communication
Communicate your insights in a way that your peers can understand, accept, and use.
3) Keep in mind that workshops produce works in progress. Always let your respect for this difficult process be felt.
4) Peer work and other class material should be treated as confidential documents and should not be discussed outside of class.

* The plan as of January 2025 is for this course to be taught during the Spring 2025 semester primarily in-person on Waseda campus. Students need to be able/prepared to attend classes both on campus and online in order to register for the course. (Hi-flex option will not be available for this course). Please contact the SILS office with any questions you may have regarding the format of the course.

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Please refer to this when registering for courses and checking your achievements.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX45900|02|210EX45900[/SYLLABUS_ID]

Course Title	Translation as Creative Writing 02		
Instructor	KARASHIMA, David		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: THE PRACTICE OF READING, TRANSLATING & EDITING LITERARY TEXTS

Course Outline: This course will center around literary translation workshops in which students will be asked to provide constructive feedback to peer work as well as take turns facilitating the workshops. Students will also be asked to be produce joint translations with their classmates as part of their class work.

By the end of the course you will have produced:
1) a dozen or so translations of selected excerpts (approx. 400 words) from reading assignments (short stories, essays, etc.):
2) written responses to a number of reading assignments:

Given the workload, emphasis on attendance/participation, and class format, this advanced course is recommended for students who:
1) have previously taken writing and/or literature courses at the university level
2) are capable of handling reading assignments of significant length in English and Japanese
3) enjoy actively participating in and leading group work and class discussions
4) are able to work in an organized manner (including submitting weekly assignments beforehand online)

English will be the primary language of instruction/communication in the classroom. However, students will be expected to be able to handle literary texts in both English and Japanese.

Objectives: Objectives:
By the end of the course you will have:
- become familiar with some of the key elements/techniques of literary translation
- been exposed to various literary texts (with a focus on contemporary Japanese and Anglophone literature)
- learned how to read a text closely and analyze a piece of writing critically
- learned how to read and revise your own work
- become better readers of translations
- become better equipped to provide constructive feedback to peer work

before/after course of study: You will be assigned readings and assignments to prepare for each class (usually a work to read/translate and background reading). Estimated time for preparation and review is between 180 and 240 minutes a week.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule (*Deadlines, etc. are subject to change. Latest details announced in class/made available on course-navi)
Week 1: Introduction/Overview
Week 2: Writing Exercises/Reading Discussion
Week 3: Reading Discussion & Workshops
Week 4: Reading Discussion & Workshops
Week 5: Reading Discussion & Workshops
Week 6: Reading Discussion & Workshops
Week 7: Reading Discussion & Workshops
Week 8: Reading Discussion & Workshops
Week 9: Reading Discussion & Workshops
Week 10: Reading Discussion & Workshops
Week 11: Reading Discussion & Workshops
Week 12: Reading Discussion & Workshops
Week 13: Reading Discussion & Workshops
Week 14: Conclusion & Review

Language: English

Textbooks: There is no set textbook for this course. Most readings will be provided by the instructor, but students may be asked to purchase several books (including e-books) during the course of the semester. Selected readings will include textbooks, picture books, short stories, novels, graphic novels, etc.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-

40%: Weekly Assignments
20%: In-class writing/translation assignments and quizzes
40%: Class Attendance & Participation
*Late submission of assignments will not be accepted.
*Class attendance and participation is particularly important due to the design of the course (which includes translations workshops, class discussions and other group work). The expectation is that students will attend every class (within reason). Please note that (due to the strong emphasis placed on attendance/participation) absences and poor participation (coming to class unprepared, etc.) will have a significant effect on your final grade.

Note/URL:

LEASE ALSO NOTE THAT IN THIS COURSE:

- You will be responsible for submitting assignments both via Moodle and in the form of printed copies when requested. Late submissions will not be accepted.

- Students who miss class are responsible for taking the initiative of contacting the instructor regarding make-up work, assignments, deadlines, etc.

- Since the class will involve in-class writing assignments, the recommendation is for students to bring appropriate digital devices to class. However, the use of smartphones, laptops, etc. are only allowed in class for doing group work.
- Course schedule, assignments, etc., are subject to change depending on the size of the class, needs of students, availability of guest speakers, and other factors such as public health concerns.

-This course requires you to produce work as part of a group. If this is something you are not comfortable with, please consult the office before signing up for the course.

- When engaging in class discussions and providing feedback to peer work please keep the following points in mind:
1) Practice professional criticism
Keep critical responses concrete and specific; explain clearly and thoughtfully what you think.
2) Practice good communication
Communicate your insights in a way that your peers can understand, accept, and use.
3) Keep in mind that workshops produce works in progress. Always let your respect for this difficult process be felt.
4) Peer work and other class material should be treated as confidential documents and should not be discussed outside of class.

* The plan as of January 2025 is for this course to be taught during the Spring 2025 semester primarily in-person on Waseda campus. Students need to be able/prepared to attend classes both on campus and online in order to register for the course. Hi-flex option will not be available for this course). Please contact the SILS office with any questions you may have regarding the format of the course.

国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
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Please refer to this when registering for courses and checking your achievements.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX45900|51|210EX45900[/SYLLABUS_ID]

Course Title	Translation as Creative Writing 51		
Instructor	KARASHIMA, David		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: THE PRACTICE OF READING, TRANSLATING & EDITING LITERATURE

Course Outline: This course will center around literary translation workshops in which students will be asked to provide constructive feedback to peer work as well as take turns facilitating the workshops. Students will be asked to work with peers to create joint translations as part of their class work. The emphasis of the course is to provide a space for participants to explore literary translation in its many forms (and not to train professional literary translators).

By the end of the course you will have produced:
1) a dozen or so translations of selected excerpts (approx. 400 words) from reading assignments (short stories, essays, graphic novels, etc.):
2) written responses to class assignments:

Given the workload, emphasis on attendance/participation, and class format, this advanced course is recommended for students who:
1) have previously taken writing and/or literature courses at the university level
2) are capable of handling reading assignments of significant length in English and Japanese
3) enjoy actively participating in and leading group work and class discussions
4) are able to work in an organized manner (including submitting weekly assignments beforehand online)

English will be the primary language of instruction/communication in the classroom. However, students will be expected to be able to handle literary texts in both English and Japanese. Please note that this course requires you to work as part of a group to create a joint translation every week, and it is essential that participants are able/willing to provide/receive peer feedback in a professional, respectful and collegial manner as they work in groups.

Objectives: Objectives:
By the end of the course you will have:
- become familiar with some of the key elements/techniques of literary translation
- been exposed to various literary texts (with a focus on contemporary Japanese and Anglophone literature)
- learned how to read a text closely and analyze a piece of writing critically
- learned how to read and revise your own work
- become better readers of translations
- become better equipped to provide constructive feedback to peer work

before/after course of study: You will be assigned readings and assignments to prepare for each class (usually a work to read/translate and background reading). Estimated time for preparation and review is between 180 and 240 minutes a week.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule (*Deadlines, etc. are subject to change. Latest details announced in class/made available on course-navi)
Week 1: Introduction/Overview
Week 2: Writing Exercises/Reading Discussion
Week 3: Reading Discussion & Workshops
Week 4: Reading Discussion & Workshops
Week 5: Reading Discussion & Workshops
Week 6: Reading Discussion & Workshops
Week 7: Reading Discussion & Workshops
Week 8: Reading Discussion & Workshops
Week 9: Reading Discussion & Workshops
Week 10: Reading Discussion & Workshops
Week 11: Reading Discussion & Workshops
Week 12: Reading Discussion & Workshops
Week 13: Reading Discussion & Workshops
Week 14: Conclusion & Review

Language: English

Textbooks: There is no set textbook for this course. Most readings will be provided by the instructor, but students may be asked to purchase several books (including e-books) during the course of the semester. Selected readings will include textbooks, picture books, short stories, novels, graphic novels, etc.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-text: 40%: Weekly Assignments
20%: In-class writing/translation assignments and quizzes
40%: Class Attendance & Participation
*Late submission of assignments will not be accepted.
*Class attendance and participation is particularly important due to the design of the course (which includes translations workshops, class discussions and other group work). The expectation is that students will attend every class (within reason). Please note that (due to the strong emphasis placed on attendance/participation) absences and poor participation (coming to class unprepared, etc.) will have a significant impact on your final grade.

Note/URL:

PLEASE ALSO NOTE THAT IN THIS COURSE:

- You will be responsible for submitting assignments both via Moodle and in the form of printed copies when requested. Late submissions will not be accepted.

- Students who miss class are responsible for taking the initiative of contacting the instructor regarding make-up work, assignments, deadlines, etc.

- Since the class will involve in-class writing assignments, the recommendation is for students to bring appropriate digital devices to class. However, the use of smartphones, laptops, etc. are only allowed in class for doing group work.
- Course schedule, assignments, etc., are subject to change depending on the size of the class, needs of students, availability of guest speakers, and other factors such as public health concerns.

-This course requires you to produce work as part of a group. If this is something you are not comfortable with, please consult the office before signing up for the course.

- When engaging in class discussions and providing feedback to peer work please keep the following points in mind:
1) Practice professional criticism
Keep critical responses concrete and specific; explain clearly and thoughtfully what you think.
2) Practice good communication
Communicate your insights in a way that your peers can understand, accept, and use.
3) Keep in mind that workshops produce works in progress. Always let your respect for this difficult process be felt.
4) Peer work and other class material should be treated as confidential documents and should not be discussed outside of class.

* The plan as of August 2025 is for this course to be taught during the Spring 2025 semester primarily in-person on Waseda campus. Students need to be able/prepared to attend classes both on campus and online in order to register for the course. (Hi-flex option will not be available for this course). Please contact the SILS office with any questions you may have regarding the format of the course.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX46100|51|210EX46100[/SYLLABUS_ID]

Course Title	Selected Topics in Japanese Art History 51		
Instructor	HIRASAWA, Caroline		
Term	fall semester	**Credits**	4
Day/Period	01:Tues.3@02:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Survey of Japanese Art

Course Outline: This class surveys premodern Japanese art, looking at painting, sculpture, architecture, and material culture--especially that which pertains to Buddhism, kami worship, and Buddha-kami combinatory practices.

Classes will be conducted in person only.

Objectives: To study Japanese sacred art in its social and historical contexts.

before/after course of study: Students will read assigned articles, write short descriptive essays, and produce a final research paper. There will also be in-class pop quizzes.

Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1:
Introduction to class (the schedule below is approximate; updated details will be posted on Moodle)
Vol. 2:
The Buddha's Biography
Vol. 3:
The Buddha's Death and Immigration
Vol. 4:
Reading #1 and discussion
Vol. 5:
Pre-Buddhist Constructions
Vol. 6:
First Encounters
Vol. 7:
Kami Worship
Vol. 8:
Reading #2 and discussion
Vol. 9:
Early Buddhist Institutions
Vol.10:
Nara 1
Vol.11:
Nara 2
Vol.12:
The Heian Capital
Vol.13:
Reading #3 and discussion
Vol.14:
Saichō, Enryakuji, and the Lotus Sutra

Vol.15:
Kūkai and Shingon Buddhism
Vol.16:
Museum Visit #1
Vol.17:
Reading #4 and discussion
Vol.18:
Esoteric Buddhism
Vol.19:
Pure Land Art
Vol.20:
Buddhist Cosmology and Hell Imagery
Vol.21:
The Six Realms of Transmigration
Vol.22:
Reconstructing Tōdaiji & Kei-school Sculpture
Vol.23:
Reading #5 and discussion
Vol.24:
Consultations on Final Papers
Vol.25:
Syncretism, Mountains, and Pilgrimage
Vol.26:
Presentations on Final Papers--and Final Papers Due
Vol.27:
Presentations on Final Papers
Vol.28:
Presentations on Final Papers

Language:	English
Textbooks:	Readings will be announced in class and on Moodle.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Exams:	60	Quizzes on Readings and Lectures
Papers:	30	Final Paper and Presentation
Class contribution:	10	Active Participation (active listening, pertinent questioning, encouraging other students to speak, taking notes and sketching, etc.)

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX46400|01|210EX46400[/SYLLABUS_ID]

Course Title	Translation Studies: Topics in Translation Theory 01		
Instructor	RAESIDE, James Matthew		
Term	spring semester	**Credits**	4
Day/Period	01:Wed.2@02:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Topics in Translation

Course Outline: The following list is provisional only, but the general pattern will be that one class will be devoted to a text or texts on a particular theory or approach to translation This will then be followed by a class in which we will discuss a specific translated text. In this way, we will work our way through a selection of writings about translation, some very well-known and others less so, and in the following lesson, examine some specific examples of translation that seem to relate either directly or indirectly to the theoretical text. This ought to allow us to consider how the theories of translation that we have been reading might apply in practice. Since the language that everyone in class must have in common will be English, the theoretical texts will be read in that language, although naturally, some of these will themselves be translations. The sample texts of actual translation will also normally be those of works translated into or out of English, but where appropriate, Japanese translations will also be supplied since Japanese is likely to be the second most commonly understood language in the class. However, since it can be anticipated that a number of other language speakers will be enrolled, we may usefully extend the sample translation texts to take advantage of this breadth of knowledge
* THIS COURSE WILL BE CONDUCTED ENTIRELY FACE-TO-FACE

Objectives: To understand the crucial role of translation as a cultural and social practice and to become familiar with the major issues in translation theory and comparative literature.

before/after course of study: The first in each pair of classes will be largely teacher-led but students are of course encouraged to comment and ask questions. The second class in each pair will be a seminar-style discussion, with the members first working in small discussion groups. In this second class, active participation is a necessity.

Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Susan Bassnett and André Lefevere
"Proust's Grandmother and the Thousand and One Nights: The 'Cultural Turn' in Translation Studies"
Susan Bassnett and André Lefevere
Marcel Proust
discussion text: extracts from In Search of Lost Time by Marcel Proust
Matthew Arnold and Henry Newman
The Arnold/Newman debate on translating Homer
Homer
discussion text: extracts from The Iliad by Homer
Antoine Berman 1
Antoine Berman, The Experience of the Foreign (Introduction and Chapter 1)
The Bible
discussion text: extracts from The New Testament of the Bible
Antoine Berman 2
Antoine Berman, The Experience of the Foreign (Chapters 2 and 3)
Shakespeare
discussion text: extracts from the works of Shakespeare

Roman Jakobson

Roman Jakobson, "The Linguistic Aspects of Translation"

Lewis Carroll

discussion text: extracts from Alice in Wonderland by Lewis Carroll

Walter Benjamin

Walter Benjamin, "The Task of the Translator"

Sophocles

discussion text: extracts from Oedipus at Colonus by Sophocles

George Steiner

George Steiner After Babel and The Death of Tragedy.

Racine

discussion text: extracts Racine's Phaedra (Phèdre)

Translation in Translation

Roman Ivashkiv,"Transmesis: Dealing with Translation in Translation"

Borges

discussion text: "Pierre Menard, Author of the Quixote" by Jorge Luis Borges

Yves Bonnefoy

Yves Bonnefoy "Translating poetry"

W.B. Yeats and Short in-class report

discussion text: poems of W.B. Yeats + short in-class report

Fenollosa

Ernest Fenollosa "The Chinese Written Character as a Medium for Poetry"

Pound + Report

discussion text: poems of Ezra Pound

Yoko Tawada

Yoko Tawada, "Celan Reads Japanese"

Celan

discussion text: poems of Celan

Spivak/Hirano

Gayatri Spivak "Can the Subaltern Speak?" ; Katsuya Hirano "The Politics Of Colonial Translation: On The Narrative of The Ainu as a 'Vanishing Ethnicity'"

Chiri Yukie

discussion text: extracts from Folk tales The song the owl god sang : the collected Ainu legends of Chiri Yukie

Derrida

Jacques Derrida After Babel

After Babel

discussion text: extracts from After Babel by Jacques Derrida

Damrosch and Apter

David Damrosch "What is World Literature"; Emily Apter, "Against World Literature"

Flaubert + Final In-Class Report

discussion text: extracts from Madame Bovary by Gustave Flaubert + final in-class report

Language: English

Textbooks: No textbooks will be assigned for this course. Readings will be available on Moodle

References: Further bibliographical references will be assigned in class.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	50	In-class reports
Papers:	50	Participation in Class Discussions

Note/URL: FOR UP-TO-DATE SYLLABUS INFORMATION CHECK MOODLE

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX46600|01|210EX46600[/SYLLABUS_ID]

Course Title	The Translation, Production and Reception of Contemporary Japanese Literature for th		
Instructor	KARASHIMA, David		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course will comprise a combination of weekly lectures by the instructor and student discussions/presentations related to the translation, production and reception of Japanese Literature in the Anglosphere in the 21st century. Given that this course will be covering a specialized topic/time period, this course would probably be of most interest to students with some prior knowledge of Japanese/International literature and an interest in translation, cross-cultural exchange, the publishing industry and the historical/sociological aspects of literary production.
Due to the design of the course, students will need to be able to handle reading assignments of significant length in both English and Japanese (although the majority of the more theoretical texts will be made available in English). Those interested in a more interactive class focusing on the practice of literary translation may find that my course Translation as Creative Writing is a better fit. Other students may be interested in pairing the two classes so that they have both a content-focused class and a more interactive practice-focused class.
SILS also offers a range of compelling literature/translation courses by other instructors on topics ranging from Modern Japanese Literature, postcolonial literature and the theory of translation.

Objectives: By the end of the course you will have:
- become familiar with basic concepts related to translation/international literary production
- become familiar with the basic elements and structures of literary production in the Japanese and Anglophone Literary Spheres (including the role of various actors such as authors, editors, publishers, literary agents, translators, reviewers, critics, book designers, festival directors, government/non-profit agencies, etc.)
- learned how to approach various literary text from the perspective of various actors/agents in the international literary/publishing field
- be provided with an overview of English translations of Japanese Literature in the 21st century

before/after course of study: Though by no means a requirement, it would be useful to have read a range of contemporary Japanese literary works either in the original or English translation prior to taking the course.

Course Schedule Free-Text Entry: 1：フリーフォーマット（教員による切替可）

Course Schedule

(*Deadlines, etc. are subject to change. Latest details will be announced in class/made available via Moodle.)

Week 1 Introduction/Overview/Guidance
Week 2
a. Disaster and Distance 1: Contemporary Japanese Fiction in Post 9-11 America
Week 3
a. The Packaging of Contemporary Japanese Fiction as International Literary Crime 1
b. The Impact of International Prizes 1:
Week 4
a. Negotiating Shifting Spaces in Magazines and Anthologies 1
b. New Wave of Akutagawa Prize Winners/Nominees 1
Week 5
a. Disaster and Distance 2: Post 3-11 Reception of Japanese Literature
Week 6
a. The Packaging of Contemporary Japanese Fiction as International Literary Crime 2
b. The Impact of International Prizes 2: Prizes for Literary Translation and Translated Literature
Week 7 Midterm
Week 8
a. Negotiating Shifting Spaces in Magazines and Anthologies 2: the Rising Role of Independent Presses
Week 9
a. The Impact of International Prizes 3: The Rebranding of Literary Prizes in the Anglosphere and the Decline of the Nobel Prize for Literature
b. New Wave of Akutagawa Prize Winners/Nominees 2
Week 10
a. Disaster and Distance 3: Post-Covid First-person Narratives/Author Profiles
b. Shifting Workspaces in Translated Japanese Fiction
Week 11
a. The Packaging of Contemporary Japanese Fiction as International Literary Crime 3
b. Visual Adaptations of Japanese Literature
Week 12

a. Tokyo/Kyoto as Setting of Literary Works and Exchange
b. Healing Fiction (& the European Connection)
Week 13
a. Retranslating/Repackaging of Modern and Contemporary Classics
Week 14 Conclusion and Final Assignment

Language: English

Textbooks: Most readings will be made available by the instructor (most often via the Waseda Library) but students may be asked to purchase a number of books during the course of the semester.

Grading Free-text Entry Flag: 1 : フリーフォーマット（教員による切替可）

Evaluation Free- 50%: Written Assignments, Midterm and Final
50%: Class Attendance & Participation

Note/URL:

Please also note that in this course:
- Late submission of assignments will not be accepted and absences/poor participation may have a significant impact on your final grade.
- You will be responsible for submitting your work online and that late submissions will not be accepted.
- Students who miss class are responsible for taking the initiative of contacting the instructor regarding make-up work, assignments, deadlines, etc.
- Use of smartphones, laptops, etc. will only allowed in class when specified by the instructor. If you need to use electronic devices in class for learning support/emergency purposes, please inform/obtain permission from the instructor in advance.
- Course schedule, assignments, etc., are subject to change depending on the size of the class, needs of students, availability of guest speakers, and other factors.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX46600|51|210EX46600[/SYLLABUS_ID]

Course Title	The Translation, Production and Reception of Contemporary Japanese Literature for th		
Instructor	KARASHIMA, David		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course combines weekly lectures with student-led discussions and presentations exploring the translation, production, and reception of Japanese literature in the Anglosphere in the twenty-first century.

As the course focuses on a specialized topic, it is best suited to students with some prior knowledge of Japanese and/or international literature, as well as an interest in literary translation, cross-cultural exchange, publishing, and the historical and sociological dimensions of literary production.

The course will be conducted in both Japanese and English. Students should be able to (1) follow lectures in both languages and (2) complete substantial reading assignments in Japanese and English, although most theoretical readings will be provided in English. Students are welcome to participate in either Japanese or English, whichever they feel best enables them to express their ideas. They should also be comfortable engaging in discussions in which classmates may use either language.

Those interested in an interactive, workshop-based class focusing on the practice of literary translation may find that my course Translation as Creative Writing is a better fit. Other students may be interested in pairing the two classes so that they have both a content-focused class and a more interactive practice-focused class. SILS also offers a range of compelling literature/translation courses by other instructors on topics ranging from Modern Japanese Literature, postcolonial literature and the theory of translation.

Objectives: By the end of the course, you will have:

- become familiar with key concepts related to literary translation and the international production and circulation of literature;
- become familiar with the principal actors, structures, and processes involved in literary production in the Japanese and Anglophone literary spheres, including the roles of authors, editors,
- publishers, literary agents, translators, reviewers, critics, book designers, festival directors, and government and non-profit organizations; and
- developed a comprehensive understanding of the English translation, production, and reception of Japanese literature in the twenty-first century.

before/after course of study: Though by no means a requirement, it would be useful to have read a range of contemporary Japanese literary works either in the original or English translation prior to taking the course.

Course Schedule Free-Text Entry: 1：フリーフォーマット（教員による切替可）

Course Schedule

(*Deadlines, etc. are subject to change. Latest details will be announced in class/made available via Moodle.)

Week 1 Introduction/Overview/Guidance
Week 2
a. Disaster and Distance 1: Contemporary Japanese Fiction in Post 9-11 America
Week 3
a. The Packaging of Contemporary Japanese Fiction as International Literary Crime 1
b. The Impact of International Prizes 1:
Week 4
a. Negotiating Shifting Spaces in Magazines and Anthologies 1
b. New Wave of Akutagawa Prize Winners/Nominees 1
Week 5
a. Disaster and Distance 2: Post 3-11 Reception of Japanese Literature
Week 6
a. The Packaging of Contemporary Japanese Fiction as International Literary Crime 2
b. The Impact of International Prizes 2: Prizes for Literary Translation and Translated Literature
Week 7 Midterm
Week 8
a. Negotiating Shifting Spaces in Magazines and Anthologies 2: the Rising Role of Independent Presses
Week 9
a. The Impact of International Prizes 3: The Rebranding of Literary Prizes in the Anglosphere and the Decline of the Nobel Prize for Literature
b. New Wave of Akutagawa Prize Winners/Nominees 2

Week 10
a. Disaster and Distance 3: Post-Covid First-person Narratives/Author Profiles
b. Shifting Workspaces in Translated Japanese Fiction
Week 11
a. The Packaging of Contemporary Japanese Fiction as International Literary Crime 3
b. Visual Adaptations of Japanese Literature
Week 12
a. Tokyo/Kyoto as Setting of Literary Works and Exchange
b. Healing Fiction (& the European Connection)
Week 13
a. Retranslating/Repackaging of Modern and Contemporary Classics
Week 14 Conclusion and Final Assignment

Language: English

Textbooks: Most readings will be made available by the instructor (most often via the Waseda Library) but students may be asked to purchase a number of books during the course of the semester.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- 50%: Written Assignments, Midterm and Final
50%: Class Attendance & Participation

Note/URL:

Please also note that in this course:
- Late submission of assignments will not be accepted and absences/poor participation may have a significant impact on your final grade.
- You will be responsible for submitting your work online and that late submissions will not be accepted.
- Students who miss class are responsible for taking the initiative of contacting the instructor regarding make-up work, assignments, deadlines, etc.
- Use of smartphones, laptops, etc. will only allowed in class when specified by the instructor. If you need to use electronic devices in class for learning support/emergency purposes, please inform/obtain permission from the instructor in advance.
- Course schedule, assignments, etc., are subject to change depending on the size of the class, needs of students, availability of guest speakers, and other factors.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX50100|07|210EX50100[/SYLLABUS_ID]

Course Title	Seminar on Expression 07		
Instructor	HIRASAWA, Caroline		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Art, Art History, Visual / Material Culture, and Museum Studies

Course Outline: Students with an interest in fine art, art history, photography, visual/material culture (including design, advertising, crafts, fashion), or museum studies will get support to pursue their interests in this seminar. Students present on topics related to the arts (contemporary, modern, or premodern) or to their reception and exhibition. These presentations are investigations of potential themes for the senior thesis, synopses of final thesis drafts, and reports to the class on exhibitions, artists, etc.

Time is set aside to visit museums or galleries, to discuss thesis projects, and to workshop employment or graduate-school opportunities and strategies.

Classes will be conducted in person only.

Objectives: To view, think, talk, and write about art and visual culture.
To connect interests with career objectives.

before/after course of study: To be determined by students in consultation with the professor, based on academic, artistic, and/or career goals.

At the end of each of the first two semesters, students will submit substantial essays (at least 3000 words) toward their final theses (at least 8000 words). A penultimate draft of the thesis is due in the middle of the third semester (see tentative schedule below), with the final thesis due in the last class meeting. For more information on requirements for the thesis, see:
https://www.waseda.jp/fire/sils/assets/uploads/2016/04/Submission-of-Senior-Thesis.pdf

Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1:
Introduction to class, student introduction, and planning for the semester (the schedule below is tentative).
Vol. 2:
Discussion and presentations on art history and visual culture, part 1
Vol. 3:
Discussion and presentations on art history and visual culture, part 2
Vol. 4:
Discussion and presentations on art history and visual culture, part 3
Vol. 5:
Discussion and presentations on art history and visual culture, part 4
Vol. 6:
Discussion and presentations on art history and visual culture, part 5
Vol. 7:
Workshop on final assignment/thesis topics and methodologies.

Vol. 8:
Museum Field Trip 1
Vol. 9:

Student projects and presentations, part 1 (deadlinefor third-semester students to submit full thesis drafts)
Vol.10:
Student projects and presentations, part 2
Vol.11:
Student projects and presentations, part 3
Vol.12:

Museum Field Trip 2
Vol.13:
Final Presentation Workshop 1
Vol.14:
Final Presentation Workshop 2 (deadline for final theses and papers)

Language:	English
Textbooks:	Reading assignments TBD
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Papers:	50	Thesis / Seminar Paper (preparation, writing, and related presentations)
Class contribution:	50	Class Participation (including contributions to discussion, constructive, collegial engagement with classmates, and presentations)

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX50100|09|210EX50100[/SYLLABUS_ID]

Course Title	Seminar on Expression 09		
Instructor	KARASHIMA, David		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: ADVANCED SEMINAR IN CREATIVE WRITING, TRANSLATION AND CONTEMPORARY LITERATURE

Course Outline:

This advanced creative writing/translation/literature seminar will be organized around workshop discussions of student writing and assigned readings by a range of writers.

By the end of the course, students will have completed:
– a number of 1) short works of prose fiction or 2) translations of prose fiction or 3) essays on contemporary literature (each around 2,500–3,000 words) and brief written responses to weekly reading assignments and peer work

This course will also prepare students write their undergraduate theses comprising a portfolio of 1) short fiction or translation and 2) critical analysis. (Students are also welcome to write theses on topics related to translation studies and contemporary literature).

Given that 1. This course is an 'advanced' seminar in creative writing/translation/literature and 2. the course is designed around a series of workshops it is best suited for those:

a) who have taken a number of other creative writing and/or literature courses (whether at SILS or during their study abroad year).
b) are capable of handling reading assignments of significant length
c) enjoy actively participating in and leading group work and class discussions (including leading discussions as a moderator)
d) are able to work in an organized manner (including submitting weekly assignments beforehand online).
e) enjoy thinking/writing both creatively and analytically

Although not a prerequisite, it is recommended that you take one of the other creative writing or translation courses at SILS before registering for/committing to this advanced seminar.

Objectives: In this course students will:
–complete a short story of around 2,500–3,000 words (as well as several drafts), translation of around 2500–3000 words (as well as several drafts), or translation studies/contemporary literature paper of around 2500–3000 words.
–generate written responses to weekly reading assignments and peer work
–become better equipped with the key tools and techniques of creative writing and translation
–be exposed to (and hopefully inspired by) works of various contemporary writer
–learn to read a text closely and analyze a piece of writing critically
–learn how to read and revise their own work (not only for language but also for ideas)
–learn to provide constructive feedback to their peers
–make progress on their undergraduate thesis

before/after course of study: As mentioned above, there is no prerequisite for this course, but it is recommended that you take one of the other creative writing or translation courses at SILS before registering for/committing to this advanced seminar. You will be assigned readings and assignments to prepare for each class (usually a work to read/translate and background reading). Estimated time for preparation and review is between 180 and 240 minutes a week.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
Week 1: Introduction/Overview
Week 2: Discussion of reading assignment
Week 3: Class Discussion (Reading Assignment) & Writing workshop
Week 4: Class Discussion (Reading Assignment) & Writing workshop
Week 5: Class Discussion (Reading Assignment) & Writing workshop
Week 6: Class Discussion (Reading Assignment) & Writing workshop
Week 7: Class Discussion (Reading Assignment) & Writing workshop
Week 8: Guest Lecture
Week 9: Class Discussion (Reading Assignment) & Writing workshop

Week 10: Class Discussion (Reading Assignment) & Writing workshop
Week 11: Class Discussion (Reading Assignment) & Writing workshop
Week 12: Class Discussion (Reading Assignment) & Editing/Publication workshop
Week 13: Class Discussion (Reading Assignment) & Editing/Publication workshop
Week 14: Class Discussion (Reading Assignment) & Student readings
Week 15: Conclusion/Wrap-up

Language: English

Textbooks: There is no set textbook for this course. Students may, however, be asked to purchase a number of books during the course of the semester.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- 35% Short stories or translations (including drafts)

65% Class attendance, participation, peer feedback and other occasional writing assignments

*Class attendance and participation is particularly important due to the design of the course (which includes writing workshops, class discussions and other group work). The expectation is that students will attend every class. Please note that (due to the strong emphasis placed on attendance/participation) absences and poor participation (coming to class unprepared, etc.) will have a significant impact on your final grade.

Note/URL:

PLEASE ALSO NOTE THAT IN THIS COURSE:
- You will be responsible for submitting assignments both online and as printed copies (single-sided & double-spaced) to members of your workshop group at least one week in advance of each workshop session. Late submissions will not be accepted.
- Students who miss class are responsible for taking the initiative of contacting the instructor regarding make-up work, assignments, deadlines, etc.
- All students will be required to provide feedback both prior to and in class. Feedback prior to class will be done online. Feedback to individual stories is to be posted by noon the day before the story is being workshopped.
- Cellphones, smartphone, laptops and other devices will not be allowed in class (except when the instructor decides they are necessary for class purposes). specific sessions. If you need to use a cellphone or other electronic devices in class for learning support/emergency purposes, please kindly inform/obtain permission from the instructor.

- Course schedule and reading assignments are subject to change depending on the size of the class, needs of students, and availability of guest speakers.

REGARDING STORIES/TRANSLATIONS FOR SUBMISSION
1) FORMATTING
Please submit assignment in the following format:
* A4
* 1.5 or double-space
* Include your name at the top of the first page and page numbers at bottom of all pages.
* Leave 25 mm margins on top and bottom, and 20 mm margins on left and right (so that your classmates can make notes directly onto the printed copy).
2) CONTENT
In this workshop students are asked to produce works of short fiction or translation of around 2500~3000 words. While no set topic or theme will be assigned, please keep the following in mind when writing stories for workshops.
* All work that you turn in must be written specifically for this course.
* Work that alludes to other individuals in the class is not appropriate for this course.
* When preparing your stories please keep in mind that ours is a diverse/multicultural classroom and that your classmates are going to be asked to carefully read and respond to your work.
3) PROVIDING PEER FEEDBACK
When providing feedback please keep the following points in mind.
* Keep critical responses concrete and specific; explain clearly and thoughtfully what you think. Demonstrate that you've tried to understand the writer's work. Make use of workshop checklist if/when appropriate.
* Keep your tone appropriate. Communicate your insights in a way that the writers can understand, accept, and use. Try to identify precisely how the work affected you as you read it and try to communicate this in a way that won't alienate the writer or other students in the class.
*Treat peer work as confidential documents. Do not discuss them outside of class.

* The plan as of Feb 2025 is for this course to be taught during the Spring 2025 semester in-person (with a number of online sessions). Students need to be able to attend classes on campus to register for the course. (Students will not be able to attend classes conducted in-person remotely). Please contact the SILS office with any questions you may have regarding the format of the course.

国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX50100|10|210EX50100[/SYLLABUS_ID]

Course Title	Seminar on Expression 10		
Instructor	OWADA, Eiko		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Cultural Studies Approach to Literature, Expression and Arts

Course Outline: In this class we meet in the classroom regularly. In this seminar, we will learn various cultural expressions such as literature, film, fine arts and other forms of arts; one third of the classes will be used to deepen awareness of those who are going to write graduation thesis; one third of the classes are for lectures of cultural and literary theories to explore various expressions; by using these theories, students are encouraged to deepen their approaches to their own topics of graduation thesis. The last one third of the classes are open for various topics which will be explored based on students' necessities. Discussion will be introduced based on Socrates method; therefore, each one should finish indicated reading material(s) before each class. Besides lecture-style class contents, graduation thesis proceedings should be shown at the beginning and at the end of the semester by each student; student should prepare power-point material and explain the proceedings orally. When the proceedings are not ideal, it is each student's responsibility to make an appointment with professor to find out necessary materials at library.

Objectives: The final goal of this seminar is to understand the relations between specific forms of arts and our society; students are expected to understand multiple layers of society composed of various cultural elements through critical ways of thinking.

before/after course of study: Read the given materials in each class. Plan graduation thesis and proceed research on each one's responsibility. Each student's presentation should be prepared at least once in one semester, sometimes a couple of times according to each one's progress in the class.
Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction

Organization and schedule; each student's proceedings

Proceedings: Graduation Thesis Presentation

Each student should make a presentation on graduation thesis proceeding.

Library Research Method

Field work style; we will meet at our central library.

Paper Writing Tips

Along with actual examples, several references will be indicated; actual paper samples will be shown in the class.

Museums and the Development of Each Topic

General knowledge of museum policy and how to organize approaches to various topics will be shown.

Literary Survey and Theories

Psycho-analysis theory and linguistic theories will be explained.

Topics on contemporary issues

Topics on contemporary issues; latest news analysis and literary works.

Nakajima Atsushi and reader response theory

Based on Sangetsuki, we will analyze how to approach a literary text.

Akutagawa Ryunosuke and Speech Act theory

Basic terms of Speech Act theory will be provided.

Ito Sei and Modernist writings

Japanese modernism and modernist works will be introduced.

Miyazawa Kenji and theories of Narrative
Theories of narrative will be explained.

Kojiki and elements of story
Basic components of how to construct a story will be explained.

Literary works and socio-politico-approaches
Literary survey history and new historicist approaches to literary works will be provided.

Proceedings: Graduation Thesis Presentation
Each student should present proceedings.

Language:	Japanese/Englis h
Textbooks:	Copied materials provided in the class; readings will include several Japanese short stories.
References:	to be announced in the class.
Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	Graduation thesis preparation presentations and a final paper; class participation and cooperation.
Note/URL:	★この演習は日本語で開講しています。★It is each student's responsibility to catch up with the information when indicated on Moodle. ★Students should contact professor ASAP when unexpected hindrance of graduation thesis might happen. ★Attendance is essential; when anything inconvenient might happen, each students should contact professor either in advance or afterwards. ★Use Moodle's Message function for communication; however, do not expect immediate response, especially at night, week-ends and holidays 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb.

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX50100|13|210EX50100[/SYLLABUS_ID]

Course Title	Seminar on Expression 13		
Instructor	TSUKADA, Yuichi		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Reading and Discussing English Literature

Course Outline: In this advanced seminar, we will explore William Shakespeare's King Lear through close reading/dramatic reading, discussion and critical analysis. You will be divided into small groups to read and discuss, sharing your thoughts on the scene(s) and the characters. The instructor will also provide critical analysis of the play and encourage you to develop your own interpretations. When time permits, we will also watch TV and film adaptations of the play to enrich our understanding of the enduring relevance of Shakespeare's text.@font-face{font-family:"MS Mincho";panose-1:2 2 6 9 4 2 5 8 3 4;mso-font-alt:"ＭＳ 明朝";mso-font-charset:128;mso-generic-font-family:modern;mso-font-pitch:fixed;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}@font-face{font-family:Century;panose-1:2 4 6 4 5 5 5 2 3 4;mso-font-charset:0;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:647 0 0 0 159 0;}@font-face{font-family:"Cambria Math";panose-1:2 4 5 3 5 4 6 3 2 4;mso-font-charset:0;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-536870145 1107305727 0 0 415 0;}@font-face{font-family:"¥@MS Mincho";panose-1:2 2 6 9 4 2 5 8 3 4;mso-font-charset:128;mso-generic-font-family:modern;mso-font-pitch:fixed;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}p.MsoNormal, li.MsoNormal, div.MsoNormal{mso-style-unhide:no;mso-style-qformat:yes;mso-style-parent:"";margin:0mm;text-align:justify;text-justify:inter-ideograph;mso-pagination:none;font-size:10.0pt;mso-bidi-font-size:12.0pt;font-family:"MS Mincho";mso-hansi-font-family:Century;mso-bidi-font-family:"Times New Roman";mso-font-kerning:1.0pt;mso-ansi-language:EN-US;}.MsoChpDefault{mso-style-type:export-only;mso-default-props:yes;font-size:10.0pt;mso-ansi-font-size:10.0pt;mso-bidi-font-size:10.0pt;font-family:"Century",serif;mso-ascii-font-family:Century;mso-fareast-font-family:"MS Mincho";mso-hansi-font-family:Century;mso-font-kerning:0pt;mso-ligatures:none;}div.WordSection1{page:WordSection1;}

This seminar is built around active participation and designed to be collaborative and lively—a safe space where students can test out ideas, ask questions and experience Shakespeare's play from multiple angles.

Alongside the readings and discussions, you will start working on your graduation thesis project.

Please also read my section in the "Advanced Seminar Course List and Information, Spring 2026."

@font-face{font-family:"MS Mincho";panose-1:2 2 6 9 4 2 5 8 3 4;mso-font-alt:"ＭＳ 明朝";mso-font-charset:128;mso-generic-font-family:modern;mso-font-pitch:fixed;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}@font-face{font-family:Century;panose-1:2 4 6 4 5 5 5 2 3 4;mso-font-charset:0;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:647 0 0 0 159 0;}@font-face{font-family:"Cambria Math";panose-1:2 4 5 3 5 4 6 3 2 4;mso-font-charset:0;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-536870145 1107305727 0 0 415 0;}@font-face{font-family:"¥@MS Mincho";panose-1:2 2 6 9 4 2 5 8 3 4;mso-font-charset:128;mso-generic-font-family:modern;mso-font-pitch:fixed;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}p.MsoNormal, li.MsoNormal, div.MsoNormal{mso-style-unhide:no;mso-style-qformat:yes;mso-style-parent:"";margin:0mm;text-align:justify;text-justify:inter-ideograph;mso-pagination:none;font-size:10.0pt;mso-bidi-font-size:12.0pt;font-family:"MS Mincho";mso-hansi-font-family:Century;mso-bidi-font-family:"Times New Roman";mso-font-kerning:1.0pt;mso-ansi-language:EN-US;}.MsoChpDefault{mso-style-type:export-only;mso-default-props:yes;font-size:10.0pt;mso-ansi-font-size:10.0pt;mso-bidi-font-size:10.0pt;font-family:"Century",serif;mso-ascii-font-family:Century;mso-fareast-font-family:"MS Mincho";mso-hansi-font-family:Century;mso-font-kerning:0pt;mso-ligatures:none;}div.WordSection1{page:WordSection1;}

Objectives: By the end of this course, students are expected to be able to:
・Analyse texts from multiple perspectives.
・Recite and perform theatrical texts with confidence and an understanding of their dramatic and poetic elements.
・Lay out their own arguments effectively.
・Provide meaningful comments and questions on the arguments of others.

before/after course of study: As part of your preparation, you are required to read the assigned scenes from the text before each seminar. After the seminar, you are encouraged to review the issues raised during the session. Both preparation and review are expected to take 90 to 120 minutes.

Course Schedule Free-Text Entry: 1：フリーフォーマット（教員による切替可）

Course Schedule	1. Introduction 2. Workshop/Discussion/Analysis (Act 1) 3. Workshop/Discussion/Analysis (Act 1) 4. Workshop/Discussion/Analysis (Act 1) 5. Workshop/Discussion/Analysis (Act 2) 6. Workshop/Discussion/Analysis (Act 2) 7. Workshop/Discussion/Analysis (Act 3) 8. Workshop/Discussion/Analysis (Act 3) 9. Workshop/Discussion/Analysis (Act 3) 10. Workshop/Discussion/Analysis (Act 4) 11. Workshop/Discussion/Analysis (Act 4) 12. Workshop/Discussion/Analysis (Act 5) 13. Workshop/Discussion/Analysis (Act 5) 14. Workshop/Discussion/Analysis (Final Review)
Language :	English
Textbooks :	William Shakespeare, King Lear (Bloomsbury Arden Shakespeare, 1997) ISBN: 9781903436592 Please prepare this edition, as it will serve as the primary text for dramatic readings and discussions.
Grading Free-text Entry Flag :	1 : フリーフォーマット(教員による切替可)
Evaluation Free-	Active participation 70% (including discussions, presentations and contributions to the class) Assignments 30%
Note/URL :	Note: The instructor might adjust the course plan in consideration of the comprehension and engagement levels of students. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX50100|57|210EX50100[/SYLLABUS_ID]

Course Title	Seminar on Expression 57		
Instructor	HIRASAWA, Caroline		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Art, Art History, Visual / Material Culture, and Museum Studies

Course Outline: Students with an interest in fine art, art history, photography, visual/material culture (including design, advertising, crafts, fashion), or museum studies will get support to pursue their interests in this seminar. Students present on topics related to the arts (contemporary, modern, or premodern) or to their reception and exhibition. These presentations are investigations of potential themes for the senior thesis, synopses of final thesis drafts, and reports to the class on exhibitions, artists, etc.

Time is set aside to visit museums or galleries, to discuss thesis projects, and to workshop employment or graduate-school opportunities and strategies.

Classes will be conducted in person only.

Objectives: To view, think, talk, and write about art and visual culture.
To connect student interests with career objectives.

before/after course of study: To be determined by students in consultation with the professor, based on their academic, artistic, and/or career goals.

At the end of each of the first two semesters, students will submit substantial essays (at least 3000 words) toward their final theses (at least 8000 words). A penultimate draft of the thesis is due in the middle of the third semester (see schedule below), with the final thesis due in the last class meeting. For more information on requirements for the thesis, see:
https://www.waseda.jp/fire/sils/assets/uploads/2016/04/Submission-of-Senior-Thesis.pdf

Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1:
Introduction to class, student introduction, and planning for the semester (the schedule below is tentative).
Vol. 2:

Discussion and presentations on art historyand visual culture, part 1
Vol. 3:

Discussion and presentations on art historyand visual culture, part 2
Vol. 4:

Discussion and presentations on art historyand visual culture, part 3
Vol. 5:

Discussion and presentations on art historyand visual culture, part 4
Vol. 6:
Discussion and presentations on art historyand visual culture, part 5

Vol. 7:
Workshop on final assignment/thesis topics and methodologies.
Vol. 8:
Museum Field Trip 1
Vol. 9:
Student projects and presentations, part 1 (deadlinefor third-semester students to submit full thesis drafts)
Vol.10:
Student projects and presentations, part 2
Vol.11:
Student projects and presentations, part 3
Vol.12:

Museum Field Trip 2
Vol.13:
Final Presentation Workshop 1
Vol.14:
Final Presentation Workshop 2 (deadline for final theses and papers)

Language:	English	
Textbooks:	Reading assignments TBD	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Papers:	50	Thesis / Seminar Paper (preparation, writing, and related presentations)
Class contribution:	50	Class Participation (including contributions to discussion, constructive, collegial engagement with classmates, and presentations)

Note/URL:
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The School of International Liberal Studies defines its Learning Outcomes in the link below.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX50100|59|210EX50100[/SYLLABUS_ID]

Course Title	Seminar on Expression 59		
Instructor	KARASHIMA, David		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: ADVANCED SEMINAR IN CREATIVE WRITING, TRANSLATION AND CONTEMPORARY LITERATURE

Course Outline: * The plan as of January 2022 is for this course to be taught during the Spring 2022 semester through a combination of in-person and online classes. Students need to be able to attend classes both on campus and online in order to register for the course. (Hi-flex option will not be available for this course). Please contact the SILS office with any questions you may have regarding the format of the course.

This advanced creative writing/translation/literature seminar will be organized around workshop discussions of student writing and assigned readings by a range of writers.

By the end of the course, students will have completed:
- several 1) short works of prose fiction or 2) translations of prose fiction or 3) essays on contemporary literature (each around 2,500-3,000 words)
- written responses to weekly reading assignments and peer work

This course will also prepare students write their undergraduate theses comprising a portfolio of 1) short fiction or translation and 2) critical analysis. (Students are also welcome to write theses on topics related to translation studies and contemporary literature).

Given that 1. This course is an 'advanced' seminar in creative writing/translation/literature and 2. the course is designed around a series of workshops it is best suited for those:

a) who have taken a number of other creative writing and/or literature courses (whether at SILS or during their study abroad year).
b) are capable of handling reading assignments of significant length
c) enjoy actively participating in and leading group work and class discussions (including leading discussions as a moderator)
d) are able to work in an organized manner (including submitting weekly assignments beforehand online).
e) enjoy thinking/writing both creatively and analytically

Although not a prerequisite, it is recommended that you take one of the other creative writing or translation courses at SILS before registering for/committing to this advanced seminar.

Objectives: In this course students will:
-complete a short story of around 2,500-3,000 words (as well as several drafts), translation of around 2500-3000 words (as well as several drafts), or translation studies/contemporary literature paper of around 2500-3000 words.
-generate written responses to weekly reading assignments and peer work
-become better equipped with the key tools and techniques of creative writing and translation
-be exposed to (and hopefully inspired by) works of various contemporary writer
-learn to read a text closely and analyze a piece of writing critically
-learn how to read and revise their own work (not only for language but also for ideas)
-learn to provide constructive feedback to their peers
-make progress on their undergraduate thesis

before/after course of study: As mentioned above, there is no prerequisite for this course, but it is recommended that you take one of the other creative writing or translation courses at SILS before registering for/committing to this advanced seminar. Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
Week 1: Introduction/Overview
Week 2: Discussion of reading assignment
Week 3: Discussion of reading assignment
Week 4: Discussion of reading assignment
Week 5: Class Discussion (Reading Assignment) & Writing workshop
Week 6: Class Discussion (Reading Assignment) & Writing workshop
Week 7: Class Discussion (Reading Assignment) & Writing workshop
Week 8: Film/Guest Lecture

Week 9: Class Discussion (Reading Assignment) & Writing workshop
Week 10: Class Discussion (Reading Assignment) & Writing workshop
Week 11: Class Discussion (Reading Assignment) & Writing workshop
Week 12: Class Discussion (Reading Assignment) & Editing/Publication workshop
Week 13: Class Discussion (Reading Assignment) & Editing/Publication workshop
Week 14: Class Discussion (Reading Assignment) & Student readings
Week 15: Conclusion/Wrap-up

Language: English

Textbooks: There is no set textbook for this course. Students may, however, be asked to purchase a number of books during the course of the semester.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- 30% Short stories or translations (including drafts)

30% Peer feedback and other occasional writing assignments

*Please note that you will not be permitted to submit work after the deadline set for each assignment

40% Class attendance and participation

*Class attendance and participation is particularly important due to the design of the course (which includes writing workshops, class discussions and other group work). The expectation is that students will attend every class. Please note that (due to the strong emphasis placed on attendance/participation) absences and poor participation (coming to class unprepared, etc.) will have a significant effect on your final grade.

Note/URL: PLEASE ALSO NOTE THAT IN THIS COURSE:
- You will be responsible for submitting assignments both online and as printed copies (single-sided & double-spaced) to members of your workshop group at least one week in advance of each workshop session. Late submissions will not be accepted.
- Students who miss class are responsible for taking the initiative of contacting the instructor regarding make-up work, assignments, deadlines, etc.
- All students will be required to provide feedback both prior to and in class. Feedback prior to class will be done online. Feedback to individual stories is to be posted by noon the day before the story is being workshopped.
- Cellphones, smartphone, laptops and other devices will not be allowed in class (except when the instructor decides they are necessary for class purposes). specific sessions. If you need to use a cellphone or other electronic devices in class for learning support/emergency purposes, please kindly inform/obtain permission from the instructor.

- Course schedule and reading assignments are subject to change depending on the size of the class, needs of students, and availability of guest speakers.

REGARDING STORIES/TRANSLATIONS FOR SUBMISSION
1) FORMATTING
Please submit assignment in the following format:
* A4 (210 × 297mm)
* Font 11 or 12 (in Times New Roman, Arial or another reader-friendly font)
* 1.5 or double-space
* Include your name at the top of the first page and page numbers at bottom of all pages.
* Leave 25 mm margins on top and bottom, and 20 mm margins on left and right (so that your classmates can make notes directly onto the printed copy).
* You can choose to print-out copies either single-sided.
* Staple pages together at the top left-hand corner.
2) CONTENT
In this workshop students are asked to produce works of short fiction or translation of around 2500~3000 words. While no set topic or theme will be assigned, please keep the following in mind when writing stories for workshops.
* All work that you turn in must be written specifically for this course.
* Work that alludes to other individuals in the class is not appropriate for this course.
* When preparing your stories please keep in mind that ours is a diverse/multicultural classroom and that your classmates are going to be asked to carefully read and respond to your work.
3) PROVIDING PEER FEEDBACK
In this class students are asked to provide feedback
* on-line (via a method specified by the instructor) by noon the day before the workshop
* by hand in the margins of the printed copies of stories
* in person in class
When providing feedback please keep the following points in mind.
* Keep critical responses concrete and specific; explain clearly and thoughtfully what you think. Demonstrate that you've tried to understand the writer's work. Make use of workshop checklist if/when appropriate.
* Keep your tone appropriate. Communicate your insights in a way that the writers can understand, accept, and

use. Try to identify precisely how the work affected you as you read it and try to communicate this in a way that won't alienate the writer or other students in the class.
*Treat peer work as confidential documents. Do not discuss them outside of class.

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX50100|60|210EX50100[/SYLLABUS_ID]

Course Title	Seminar on Expression 60		
Instructor	OWADA, Eiko		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Stories beyond the border

Course Outline: The major theme of the seminar is to explore various kinds of cultural expressions; in order to feel authentic elements of each expression style or method, we will read various short stories along with visiting nearby museums to broaden our experiences in cultural expressions; since museums are cultural icons in any society, students are assigned to visit at least one museum in Kanto area and make a presentation on each visit. The purpose of this seminar is to enhance students' knowledge on culture through active learning method of doing fieldworks. Students are expected to do at least one field work project and do presentations based on their research work. Class instruction will be given mainly in Japanese, and students can use either English or Japanese, in presentations and final paper, according to their language abilities and challenges; therefore, participants are requested to be cooperative when other students use the language of your preference. (言語は発表・レポートともに日英使用可。) Discussions and reports can be done either in English or Japanese according to each student's preference, abilities, challenges. From time to time, to understand several sociological and historical phenomena according to the directions of the discussions in the course, students may broaden the borders of the themes treated in the seminar and extend the research areas to other parts of the world. Particularly in this semester, students are required to explore their own research interests for graduation thesis. Further instructions are given in the classes. Class schedule is tentative and will be adjusted according to the number of seminar students and their research preferences.

Objectives: The final goal of this seminar is to understand multiple layers of expressions and society composed of cultural elements through critical ways of thinking. Junior students are supposed to decide their graduation thesis topic during this fall semester. To finalize their topic, students should submit summary paper of the topic and each one should be approved by the end of January.

before/after course of study: Attendance is important since most activities are tuned to each one's preferences and study skills. As for each class, read the given materials and plan a presentation of your own.
Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction to Expression and this Advanced Seminar

Detailed class organization and scheduling throughout 3 semesters will be given.

Proceedings: Graduation Thesis Presentation

Senior students will do oral presentations on their thesis proceedings.

Library Research Method

How to research in the humanities will be instructed.

Paper Writing Tips

MLA is the basic manual in this seminar; how to use MLA will be instructed along with how to organize papers.

Museums and the Development of Each Topic

Students will prepare for the research topics for this semester.

Presentations (1)

First group members will do their presentations.

Presentations (2)

Second group members will do their presentations.

Presentations (3)

Third group members will do their presentations.

Presentations (4)

Fourth group members will do their presentations.

Presentations (5)
Fifth group members will do their presentations.
Presentations (6)
Sixth group members will do their presentations.
Presentations (7)
Seventh group members will do their presentations.
Presentations (8)
Eighth group members will do their presentations.
Final Presentation of graduation thesis (1)
Senior students will make presentations on their completed graduation thesis as oral exam.

Language:	Japanese/Englis h
Textbooks:	to be announced in the class
References:	to be announced in the class
Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	Grades will be considered based on class presentation performance, cooperation and participation in discussion, several writings and a final paper.
Note/URL:	★Use Moodle's Message function for communication; however, do not expect immediate response, especially at night, week-ends and holidays. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX50100|63|210EX50100[/SYLLABUS_ID]

Course Title	Seminar on Expression 63		
Instructor	TSUKADA, Yuichi		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Reading and Discussing English Literature

Course Outline: In this advanced seminar, we will explore William Shakespeare's Romeo and Juliet through close reading/dramatic reading, discussion and critical analysis. You will be divided into small groups to read and discuss, sharing your thoughts on the scene(s) and the characters. The instructor will also provide critical analysis of the play and encourage you to develop your own interpretations. When time permits, we will also watch TV and film adaptations of the play to enrich our understanding of the enduring relevance of Shakespeare's text.@font-face{font-family:"MS Mincho";panose-1:2 2 6 9 4 2 5 8 3 4;mso-font-alt:"MS 明朝";mso-font-charset:128;mso-generic-font-family:modern;mso-font-pitch:fixed;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}@font-face{font-family:Century;panose-1:2 4 6 4 5 5 5 2 3 4;mso-font-charset:0;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:647 0 0 0 159 0;}@font-face{font-family:"Cambria Math";panose-1:2 4 5 3 5 4 6 3 2 4;mso-font-charset:0;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-536870145 1107305727 0 0 415 0;}@font-face{font-family:"¥@MS Mincho";panose-1:2 2 6 9 4 2 5 8 3 4;mso-font-charset:128;mso-generic-font-family:modern;mso-font-pitch:fixed;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}p.MsoNormal, li.MsoNormal, div.MsoNormal{mso-style-unhide:no;mso-style-qformat:yes;mso-style-parent:"";margin:0mm;text-align:justify;text-justify:inter-ideograph;mso-pagination:none;font-size:10.0pt;mso-bidi-font-size:12.0pt;font-family:"MS Mincho";mso-hansi-font-family:Century;mso-bidi-font-family:"Times New Roman";mso-font-kerning:1.0pt;mso-ansi-language:EN-US;}.MsoChpDefault{mso-style-type:export-only;mso-default-props:yes;font-size:10.0pt;mso-ansi-font-size:10.0pt;mso-bidi-font-size:10.0pt;font-family:"Century",serif;mso-ascii-font-family:Century;mso-fareast-font-family:"MS Mincho";mso-hansi-font-family:Century;mso-font-kerning:0pt;mso-ligatures:none;}div.WordSection1{page:WordSection1;}

This seminar is built around active participation and designed to be collaborative and lively—a safe space where students can test out ideas, ask questions and experience Shakespeare's play from multiple angles.

Alongside the readings and discussions, you will also learn how to write an academic essay to effectively communicate your interpretation of the text. In the latter half of the course, you are encouraged to think about your forthcoming graduation thesis project by coming up with possible topics you would like to work on.

Please also read my section in the "Advanced Seminar Course List and Information, Fall 2026."

@font-face{font-family:"MS Mincho";panose-1:2 2 6 9 4 2 5 8 3 4;mso-font-alt:"MS 明朝";mso-font-charset:128;mso-generic-font-family:modern;mso-font-pitch:fixed;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}@font-face{font-family:Century;panose-1:2 4 6 4 5 5 5 2 3 4;mso-font-charset:0;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:647 0 0 0 159 0;}@font-face{font-family:"Cambria Math";panose-1:2 4 5 3 5 4 6 3 2 4;mso-font-charset:0;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-536870145 1107305727 0 0 415 0;}@font-face{font-family:"¥@MS Mincho";panose-1:2 2 6 9 4 2 5 8 3 4;mso-font-charset:128;mso-generic-font-family:modern;mso-font-pitch:fixed;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}p.MsoNormal, li.MsoNormal, div.MsoNormal{mso-style-unhide:no;mso-style-qformat:yes;mso-style-parent:"";margin:0mm;text-align:justify;text-justify:inter-ideograph;mso-pagination:none;font-size:10.0pt;mso-bidi-font-size:12.0pt;font-family:"MS Mincho";mso-hansi-font-family:Century;mso-bidi-font-family:"Times New Roman";mso-font-kerning:1.0pt;mso-ansi-language:EN-US;}.MsoChpDefault{mso-style-type:export-only;mso-default-props:yes;font-size:10.0pt;mso-ansi-font-size:10.0pt;mso-bidi-font-size:10.0pt;font-family:"Century",serif;mso-ascii-font-family:Century;mso-fareast-font-family:"MS Mincho";mso-hansi-font-family:Century;mso-font-kerning:0pt;mso-ligatures:none;}div.WordSection1{page:WordSection1;}

Objectives: By the end of this course, students are expected to be able to:
・Analyse texts from multiple perspectives.
・Recite and perform theatrical texts with confidence and an understanding of their dramatic and poetic elements.
・Lay out their own arguments effectively.
・Provide meaningful comments and questions on the arguments of others.

before/after course of study: As part of your preparation, you are required to read and rehearse (practice reading aloud) the assigned scenes from the text before each seminar. After the seminar, you are encouraged to review the issues raised during the session. Both preparation and review are expected to take 90 to 120 minutes.

Course Schedule Free-Text Entry:	1 : フリーフォーマット（教員による切替可）
Course Schedule	1. Introduction 2. Workshop/Discussion/Analysis (Act 1) 3. Workshop/Discussion/Analysis (Act 1) 4. Workshop/Discussion/Analysis (Act 1) 5. Workshop/Discussion/Analysis (Act 2) 6. Workshop/Discussion/Analysis (Act 2) 7. Workshop/Discussion/Analysis (Act 3) 8. Workshop/Discussion/Analysis (Act 3) 9. Workshop/Discussion/Analysis (Act 3) 10. Workshop/Discussion/Analysis (Act 4) 11. Workshop/Discussion/Analysis (Act 4) 12. Workshop/Discussion/Analysis (Act 5) 13. Workshop/Discussion/Analysis (Act 5) 14. Workshop/Discussion/Analysis (Final Review)
Language:	English
Textbooks:	William Shakespeare, Romeo and Juliet, edited by René Weis (Bloomsbury Arden Shakespeare, 2012) ISBN: 978-1903436912 Please prepare this edition, as it will serve as the primary text for readings and discussions.
Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	Active participation 70% (including discussions, presentations and contributions to the class) Assignments 30%
Note/URL:	Note: The instructor might adjust the course plan in consideration of the comprehension and engagement levels of students. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210EX50100|64|210EX50100[/SYLLABUS_ID]

Course Title	Seminar on Expression 64		
Instructor	KAMINISHI, Yuta		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This seminar is designed to support students in conducting their own research and writing their graduation thesis relating to cinema and media studies. Research topics can be varied according to students' interests including but not limited to East Asian cinema, Hollywood cinema, global art cinema, documentary films, anime, and so on. Since the goal is to complete a graduation thesis, our focus is students' output. Throughout three semesters, students are expected to present their progress to receive feedback from members of the seminar.

As for the first semester, students will study the basics of cinema and media studies using some introductory texts. Through discussing the texts together, students will find their research topics and explore possible research frameworks.

Objectives: Students will find and deepen understanding of their topics (1st semester), conduct research (2nd semester), and write a graduation thesis (3rd semester).

before/after course of study: Each week, students are required to report their progress in their research and writing.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
Week 1 Intro
Week 2-13 Presentation/Discussion
Week 14 Wrap-up

Language: English

Textbooks: Class materials will be provided in class.

References: Eric Hayot. The Elements of Academic Style: Writing for the Humanities. New York: Columbia University Press, 2014.
Wendy Laura Belcher. Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success. Second edition. Chicago, IL: The University of Chicago Press, 2019.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	30	Final Paper
Class contribution:	40	Class Contribution
Others:	30	Presentation

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE12200|01|210GE12200[/SYLLABUS_ID]

Course Title	Introductory Statistics A 01		
Instructor	SHIOMITSU, Eiji		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.5	**Class Modality Categories**	[On-campus]
Course Category	Introductory Statistics	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introductory Statistics A (Japanese)

Course Outline: (IMPORTANT) Course Mode: Face-To-Face

The course is designed to provide students with the ability to understand and use basic statistical concepts and methods. The beginning of the course explores statistical data summaries, data organization, and how to draw conclusions from data. Additional topics covered include random variables, least-squares regression line, probability rules, point estimation and confidence intervals.

Objectives: By the end of the semester students should be able to meet the following objectives:

* to interpret data by means of pictorial, graphical and tabular representations,
* to demonstrate a knowledge of probability and identify distributions, and
* to select appropriate techniques covered in the course to solve given statistical problems.

before/after course of study:
* Prior learning: Read the sections of the textbook allocated for each week before the lecture.
* Post-lecture study: Deepen your understanding of the material presented in the lecture by reviewing the relevant sections of the textbook. Work on assignments/quizzes/exercises.
* Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule (Tentative)
(w1) (1.1) Variables and data, (1.2) Graphs for categorical data, (1.3) Graphs for quantitative data.
(w2) (1.4) Relative frequency histograms, (2) Introduction, (2.1) Measures of center, (2.2) Measures of variability.
(w3) (2.3) Understanding and interpreting the standard deviation, (2.4) Measures of relative standing.
(w4) (3) Introduction, (3.2) Describing bivariate quantitative data.
(w5) (4) Introduction, (4.1) Events and the sample space, (4.2) Calculating probabilities using simple events.
(w6) (4.2) Calculating probabilities using simple events (finish), (4.4) Rules for calculating probabilities.
(w7) (5.1) Discrete random variables and their probability distributions, (5.2) The binomial probability distribution.
(w8) (5.2) The binomial probability distribution (finish), (6.1) Probability distributions for continuous random variables.
(w9) (6.1) Probability distributions for continuous random variables (finish), (6.2) The normal probability distribution.
(w10) (7) Introduction, (7.2) Statistics and sampling distributions, (7.3) The central limit theorem and the sample mean (including: The central limit theorem).
(w11) (7.3) The central limit theorem and the sample mean (finish), (7.5) The sampling distributions of the sample proportion.
(w12) (8.1) Where we've been and where we're going, (8.2) Point estimation.
(w13) (8.3) Interval estimation, (8.7) Choosing the sample size.

(w 14 or 15) Final exam (Date TBA)

Language: Japanese

Textbooks: *Textbook: Introduction to Probability and Statistics (Metric Version, 15th Edition), by W. Mendenhall, R. J. Beaver, and B. M. Beaver (Cengage, 2020).

*Important: This course uses WebAssign provided by Cengage. Please purchase an access code for WebAssign (not the printed textbook) at the Waseda Co-op. You can access the e-textbook through WebAssign.

*Further information on how to order the access code and how to access WebAssign will be available on Waseda Moodle. Please make sure to read this information carefully before purchasing the access code.

Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	*The final course grade will be based on your performance as measured by the higher of the following two calculations: * Calculation (1): Final examination 100% * Calculation (2): Final examination 80% and Quizzes/Assignments 20%
Note/URL:	COURSE MODE (IMPORTANT) * Course mode: Face-To-Face. COURSE LANGUAGE (IMPORTANT) * This course is available in Japanese. CONSIDERATIONS REGARDING GE122 (IMPORTANT) Background * GE122 Introductory Statistics A assumes no calculus background. Students with calculus background are encouraged to enrol in ‘GE123 Introductory Statistics B’ in lieu of GE122 Introductory Statistics A. Restrictions * Students who have already received the credits of ‘GE123 Introductory Statistics B’ and/or ‘GE121 Introduction to Mathematical Statistics’ may not enrol in this course. TUTORING SERVICE * Information about Tutoring Service is going be made available to students via Waseda Moodle. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE12200|03|210GE12200[/SYLLABUS_ID]

Course Title	Introductory Statistics A 03		
Instructor	NONAKA, Makoto		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Introductory Statistics	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introductory Statistics A (Japanese)

Course Outline: (IMPORTANT) Course Mode: Face-To-Face

The course is designed to provide students with the ability to understand and use basic statistical concepts and methods. The beginning of the course explores statistical data summaries, data organization, and how to draw conclusions from data. Additional topics covered include random variables, least-squares regression line, probability rules, point estimation and confidence intervals.

Objectives: By the end of the semester students should be able to meet the following objectives:

* to interpret data by means of pictorial, graphical and tabular representations,
* to demonstrate a knowledge of probability and identify distributions, and
* to select appropriate techniques covered in the course to solve given statistical problems.

before/after course of study:
* Prior learning: Read the sections of the textbook allocated for each week before the lecture.
* Post-lecture study: Deepen your understanding of the material presented in the lecture by reviewing the relevant sections of the textbook. Work on assignments/quizzes/exercises.
* Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule (Tentative)
(w1) (1.1) Variables and data, (1.2) Graphs for categorical data, (1.3) Graphs for quantitative data.
(w2) (1.4) Relative frequency histograms, (2) Introduction, (2.1) Measures of center, (2.2) Measures of variability.
(w3) (2.3) Understanding and interpreting the standard deviation, (2.4) Measures of relative standing.
(w4) (3) Introduction, (3.2) Describing bivariate quantitative data.
(w5) (4) Introduction, (4.1) Events and the sample space, (4.2) Calculating probabilities using simple events.
(w6) (4.2) Calculating probabilities using simple events (finish), (4.4) Rules for calculating probabilities.
(w7) (5.1) Discrete random variables and their probability distributions, (5.2) The binomial probability distribution.
(w8) (5.2) The binomial probability distribution (finish), (6.1) Probability distributions for continuous random variables.
(w9) (6.1) Probability distributions for continuous random variables (finish), (6.2) The normal probability distribution.
(w10) (7) Introduction, (7.2) Statistics and sampling distributions, (7.3) The central limit theorem and the sample mean (including: The central limit theorem).
(w11) (7.3) The central limit theorem and the sample mean (finish), (7.5) The sampling distributions of the sample proportion.
(w12) (8.1) Where we've been and where we're going, (8.2) Point estimation.
(w13) (8.3) Interval estimation, (8.7) Choosing the sample size.

(w 14 or 15) Final exam (Date TBA)

Language: Japanese

Textbooks: *Textbook: Introduction to Probability and Statistics (Metric Version, 15th Edition), by W. Mendenhall, R. J. Beaver, and B. M. Beaver (Cengage, 2020).

*Important: This course uses WebAssign provided by Cengage. Please purchase an access code for WebAssign (not the printed textbook) at the Waseda Co-op. You can access the e-textbook through WebAssign.

*Further information on how to order the access code and how to access WebAssign will be available on Waseda Moodle. Please make sure to read this information carefully before purchasing the access code.

Grading Free-text Entry Flag: 1 : フリーフォーマット（教員による切替可）

Evaluation Free-

*The final course grade will be based on your performance as measured by the higher of the following two calculations:

* Calculation (1): Final examination 100%
* Calculation (2): Final examination 80% and Quizzes/Assignments 20%

Note/URL:

COURSE MODE (IMPORTANT)
* Course mode: Face-To-Face.

COURSE LANGUAGE (IMPORTANT)
* This course is available in Japanese.

CONSIDERATIONS REGARDING GE122 (IMPORTANT)

Background
* GE122 Introductory Statistics A assumes no calculus background. Students with calculus background are encouraged to enrol in ‘GE123 Introductory Statistics B’ in lieu of GE122 Introductory Statistics A.

Restrictions
* Students who have already received the credits of ‘GE123 Introductory Statistics B’ and/or ‘GE121 Introduction to Mathematical Statistics’ may not enrol in this course.

TUTORING SERVICE
* Information about Tutoring Service is going be made available to students via Waseda Moodle.

国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE12200|04|210GE12200[/SYLLABUS_ID]

Course Title	Introductory Statistics A 04		
Instructor	RIKIMARU, Yuki		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	Introductory Statistics	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introductory Statistics A (Japanese)

Course Outline: (IMPORTANT) Course Mode: [Online] Realtime Streaming
The course is designed to provide students with the ability to understand and use basic statistical concepts and methods. The beginning of the course explores statistical data summaries, data organization, and how to draw conclusions from data. Additional topics covered include random variables, least-squares regression line, probability rules, point estimation and confidence intervals.

Objectives: By the end of the semester students should be able to meet the following objectives:

* to interpret data by means of pictorial, graphical and tabular representations,
* to demonstrate a knowledge of probability and identify distributions, and
* to select appropriate techniques covered in the course to solve given statistical problems.

before/after course of study:
* Prior learning: Read the sections of the textbook allocated for each week before the lecture.
* Post-lecture study: Deepen your understanding of the material presented in the lecture by reviewing the relevant sections of the textbook. Work on assignments/quizzes/exercises.
* Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule (Tentative)
(w1) (1.1) Variables and data, (1.2) Graphs for categorical data, (1.3) Graphs for quantitative data.
(w2) (1.4) Relative frequency histograms, (2) Introduction, (2.1) Measures of center, (2.2) Measures of variability.
(w3) (2.3) Understanding and interpreting the standard deviation, (2.4) Measures of relative standing.
(w4) (3) Introduction, (3.2) Describing bivariate quantitative data.
(w5) (4) Introduction, (4.1) Events and the sample space, (4.2) Calculating probabilities using simple events.
(w6) (4.2) Calculating probabilities using simple events (finish), (4.4) Rules for calculating probabilities.
(w7) (5.1) Discrete random variables and their probability distributions, (5.2) The binomial probability distribution.
(w8) (5.2) The binomial probability distribution (finish), (6.1) Probability distributions for continuous random variables.
(w9) (6.1) Probability distributions for continuous random variables (finish), (6.2) The normal probability distribution.
(w10) (7) Introduction, (7.2) Statistics and sampling distributions, (7.3) The central limit theorem and the sample mean (including: The central limit theorem).
(w11) (7.3) The central limit theorem and the sample mean (finish), (7.5) The sampling distributions of the sample proportion.
(w12) (8.1) Where we've been and where we're going, (8.2) Point estimation.
(w13) (8.3) Interval estimation, (8.7) Choosing the sample size.

(w 14 or 15) Final exam (Date TBA)

Language: Japanese

Textbooks: *Textbook: Introduction to Probability and Statistics (Metric Version, 15th Edition), by W. Mendenhall, R. J. Beaver, and B. M. Beaver (Cengage, 2020).

*Important: This course uses WebAssign provided by Cengage. Please purchase an access code for WebAssign (not the printed textbook) at the Waseda Co-op. You can access the e-textbook through WebAssign.

*Further information on how to order the access code and how to access WebAssign will be available on Waseda Moodle. Please make sure to read this information carefully before purchasing the access code.

Grading Free-text Entry Flag: 1 : フリーフォーマット（教員による切替可）

Evaluation Free-

*The final course grade will be based on your performance as measured by the higher of the following two calculations:

* Calculation (1): Final examination 100%
* Calculation (2): Final examination 80% and Quizzes/Assignments 20%

Note/URL:

COURSE MODE (IMPORTANT)
* Course mode: [Online] Realtime Streaming.

COURSE LANGUAGE (IMPORTANT)
* This course is available in Japanese.

CONSIDERATIONS REGARDING GE122 (IMPORTANT)

Background
* GE122 Introductory Statistics A assumes no calculus background. Students with calculus background are encouraged to enrol in ‘GE123 Introductory Statistics B’ in lieu of GE122 Introductory Statistics A.

Restrictions
* Students who have already received the credits of ‘GE123 Introductory Statistics B’ and/or ‘GE121 Introduction to Mathematical Statistics’ may not enrol in this course.

TUTORING SERVICE
* Information about Tutoring Service is going be made available to students via Waseda Moodle.

国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE12200|07|210GE12200[/SYLLABUS_ID]

Course Title	Introductory Statistics A 07		
Instructor	TANAKA, Takumi		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.4	**Class Modality Categories**	[On-campus]
Course Category	Introductory Statistics	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introductory Statistics A (Japanese)

Course Outline: (IMPORTANT) Course Mode: Face-To-Face

The course is designed to provide students with the ability to understand and use basic statistical concepts and methods. The beginning of the course explores statistical data summaries, data organization, and how to draw conclusions from data. Additional topics covered include random variables, least-squares regression line, probability rules, point estimation and confidence intervals.

Objectives: By the end of the semester students should be able to meet the following objectives:

* to interpret data by means of pictorial, graphical and tabular representations,
* to demonstrate a knowledge of probability and identify distributions, and
* to select appropriate techniques covered in the course to solve given statistical problems.

before/after course of study:
* Prior learning: Read the sections of the textbook allocated for each week before the lecture.
* Post-lecture study: Deepen your understanding of the material presented in the lecture by reviewing the relevant sections of the textbook. Work on assignments/quizzes/exercises.
* Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule (Tentative)
(w1) (1.1) Variables and data, (1.2) Graphs for categorical data, (1.3) Graphs for quantitative data.
(w2) (1.4) Relative frequency histograms, (2) Introduction, (2.1) Measures of center, (2.2) Measures of variability.
(w3) (2.3) Understanding and interpreting the standard deviation, (2.4) Measures of relative standing.
(w4) (3) Introduction, (3.2) Describing bivariate quantitative data.
(w5) (4) Introduction, (4.1) Events and the sample space, (4.2) Calculating probabilities using simple events.
(w6) (4.2) Calculating probabilities using simple events (finish), (4.4) Rules for calculating probabilities.
(w7) (5.1) Discrete random variables and their probability distributions, (5.2) The binomial probability distribution.
(w8) (5.2) The binomial probability distribution (finish), (6.1) Probability distributions for continuous random variables.
(w9) (6.1) Probability distributions for continuous random variables (finish), (6.2) The normal probability distribution.
(w10) (7) Introduction, (7.2) Statistics and sampling distributions, (7.3) The central limit theorem and the sample mean (including: The central limit theorem).
(w11) (7.3) The central limit theorem and the sample mean (finish), (7.5) The sampling distributions of the sample proportion.
(w12) (8.1) Where we've been and where we're going, (8.2) Point estimation.
(w13) (8.3) Interval estimation, (8.7) Choosing the sample size.

(w 14 or 15) Final exam (Date TBA)

Language: Japanese

Textbooks: *Textbook: Introduction to Probability and Statistics (Metric Version, 15th Edition), by W. Mendenhall, R. J. Beaver, and B. M. Beaver (Cengage, 2020).

*Important: This course uses WebAssign provided by Cengage. Please purchase an access code for WebAssign (not the printed textbook) at the Waseda Co-op. You can access the e-textbook through WebAssign.

*Further information on how to order the access code and how to access WebAssign will be available on Waseda Moodle. Please make sure to read this information carefully before purchasing the access code.

Grading Free-text Entry Flag: 1 : フリーフォーマット（教員による切替可）

Evaluation Free-

*The final course grade will be based on your performance as measured by the higher of the following two calculations:

* Calculation (1): Final examination 100%
* Calculation (2): Final examination 80% and Quizzes/Assignments 20%

Note/URL:

COURSE MODE (IMPORTANT)

* Course mode: Face-To-Face.

COURSE LANGUAGE (IMPORTANT)

* This course is available in Japanese.

CONSIDERATIONS REGARDING GE122 (IMPORTANT)

Background
* GE122 Introductory Statistics A assumes no calculus background. Students with calculus background are encouraged to enrol in ‘GE123 Introductory Statistics B’ in lieu of GE122 Introductory Statistics A.

Restrictions
* Students who have already received the credits of ‘GE123 Introductory Statistics B’ and/or ‘GE121 Introduction to Mathematical Statistics’ may not enrol in this course.

TUTORING SERVICE

* Information about Tutoring Service is going be made available to students via Waseda Moodle.
国際教養学部では以下リンクの通り、学修成果を定めています。
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The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE12200|11|210GE12200[/SYLLABUS_ID]

Course Title	Introductory Statistics A 11		
Instructor	XUE, Yujie		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Introductory Statistics	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introductory Statistics A (English)

Course Outline: (IMPORTANT) Course Mode: Face-To-Face

The course is designed to provide students with the ability to understand and use basic statistical concepts and methods. The beginning of the course explores statistical data summaries, data organization, and how to draw conclusions from data. Additional topics covered include random variables, least-squares regression line, probability rules, point estimation and confidence intervals.

Objectives: By the end of the semester students should be able to meet the following objectives:

* to interpret data by means of pictorial, graphical and tabular representations,
* to demonstrate a knowledge of probability and identify distributions, and
* to select appropriate techniques covered in the course to solve given statistical problems.

before/after course of study:
* Prior learning: Read the sections of the textbook allocated for each week before the lecture.
* Post-lecture study: Deepen your understanding of the material presented in the lecture by reviewing the relevant sections of the textbook. Work on assignments/quizzes/exercises.
* Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule (Tentative)
(w1) (1.1) Variables and data, (1.2) Graphs for categorical data, (1.3) Graphs for quantitative data.
(w2) (1.4) Relative frequency histograms, (2) Introduction, (2.1) Measures of center, (2.2) Measures of variability.
(w3) (2.3) Understanding and interpreting the standard deviation, (2.4) Measures of relative standing.
(w4) (3) Introduction, (3.2) Describing bivariate quantitative data.
(w5) (4) Introduction, (4.1) Events and the sample space, (4.2) Calculating probabilities using simple events.
(w6) (4.2) Calculating probabilities using simple events (finish), (4.4) Rules for calculating probabilities.
(w7) (5.1) Discrete random variables and their probability distributions, (5.2) The binomial probability distribution.
(w8) (5.2) The binomial probability distribution (finish), (6.1) Probability distributions for continuous random variables.
(w9) (6.1) Probability distributions for continuous random variables (finish), (6.2) The normal probability distribution.
(w10) (7) Introduction, (7.2) Statistics and sampling distributions, (7.3) The central limit theorem and the sample mean (including: The central limit theorem).
(w11) (7.3) The central limit theorem and the sample mean (finish), (7.5) The sampling distributions of the sample proportion.
(w12) (8.1) Where we've been and where we're going, (8.2) Point estimation.
(w13) (8.3) Interval estimation, (8.7) Choosing the sample size.

(w 14 or 15) Final exam (Date TBA)

Language: English

Textbooks: *Textbook: Introduction to Probability and Statistics (Metric Version, 15th Edition), by W. Mendenhall, R. J. Beaver, and B. M. Beaver (Cengage, 2020).

*Important: This course uses WebAssign provided by Cengage. Please purchase an access code for WebAssign (not the printed textbook) at the Waseda Co-op. You can access the e-textbook through WebAssign.

*Further information on how to order the access code and how to access WebAssign will be available on Waseda Moodle. Please make sure to read this information carefully before purchasing the access code.

Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	*The final course grade will be based on your performance as measured by the higher of the following two calculations: * Calculation (1): Final examination 100% * Calculation (2): Final examination 80% and Quizzes/Assignments 20%
Note/URL:	COURSE MODE (IMPORTANT) * Course mode: Face-To-Face. COURSE LANGUAGE (IMPORTANT) * This course is available in English. CONSIDERATIONS REGARDING GE122 (IMPORTANT) Background * GE122 Introductory Statistics A assumes no calculus background. Students with calculus background are encouraged to enrol in ‘GE123 Introductory Statistics B’ in lieu of GE122 Introductory Statistics A. Restrictions * Students who have already received the credits of ‘GE123 Introductory Statistics B’ and/or ‘GE121 Introduction to Mathematical Statistics’ may not enrol in this course. TUTORING SERVICE * Information about Tutoring Service is going be made available to students via Waseda Moodle. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE12200|12|210GE12200[/SYLLABUS_ID]

Course Title	Introductory Statistics A 12		
Instructor	OTA, Shuhei		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.4	**Class Modality Categories**	[On-campus]
Course Category	Introductory Statistics	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introductory Statistics A (English)

Course Outline: (IMPORTANT) Course Mode: Face-To-Face

The course is designed to provide students with the ability to understand and use basic statistical concepts and methods. The beginning of the course explores statistical data summaries, data organization, and how to draw conclusions from data. Additional topics covered include random variables, least-squares regression line, probability rules, point estimation and confidence intervals.

Objectives: By the end of the semester students should be able to meet the following objectives:

* to interpret data by means of pictorial, graphical and tabular representations,
* to demonstrate a knowledge of probability and identify distributions, and
* to select appropriate techniques covered in the course to solve given statistical problems.

before/after course of study:
* Prior learning: Read the sections of the textbook allocated for each week before the lecture.
* Post-lecture study: Deepen your understanding of the material presented in the lecture by reviewing the relevant sections of the textbook. Work on assignments/quizzes/exercises.
* Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule (Tentative)
(w1) (1.1) Variables and data, (1.2) Graphs for categorical data, (1.3) Graphs for quantitative data.
(w2) (1.4) Relative frequency histograms, (2) Introduction, (2.1) Measures of center, (2.2) Measures of variability.
(w3) (2.3) Understanding and interpreting the standard deviation, (2.4) Measures of relative standing.
(w4) (3) Introduction, (3.2) Describing bivariate quantitative data.
(w5) (4) Introduction, (4.1) Events and the sample space, (4.2) Calculating probabilities using simple events.
(w6) (4.2) Calculating probabilities using simple events (finish), (4.4) Rules for calculating probabilities.
(w7) (5.1) Discrete random variables and their probability distributions, (5.2) The binomial probability distribution.
(w8) (5.2) The binomial probability distribution (finish), (6.1) Probability distributions for continuous random variables.
(w9) (6.1) Probability distributions for continuous random variables (finish), (6.2) The normal probability distribution.
(w10) (7) Introduction, (7.2) Statistics and sampling distributions, (7.3) The central limit theorem and the sample mean (including: The central limit theorem).
(w11) (7.3) The central limit theorem and the sample mean (finish), (7.5) The sampling distributions of the sample proportion.
(w12) (8.1) Where we've been and where we're going, (8.2) Point estimation.
(w13) (8.3) Interval estimation, (8.7) Choosing the sample size.

(w 14 or 15) Final exam (Date TBA)

Language: English

Textbooks: *Textbook: Introduction to Probability and Statistics (Metric Version, 15th Edition), by W. Mendenhall, R. J. Beaver, and B. M. Beaver (Cengage, 2020).

*Important: This course uses WebAssign provided by Cengage. Please purchase an access code for WebAssign (not the printed textbook) at the Waseda Co-op. You can access the e-textbook through WebAssign.

*Further information on how to order the access code and how to access WebAssign will be available on Waseda Moodle. Please make sure to read this information carefully before purchasing the access code.

Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	*The final course grade will be based on your performance as measured by the higher of the following two calculations: * Calculation (1): Final examination 100% * Calculation (2): Final examination 80% and Quizzes/Assignments 20%
Note/URL:	COURSE MODE (IMPORTANT) * Course mode: Face-To-Face. COURSE LANGUAGE (IMPORTANT) * This course is available in English. CONSIDERATIONS REGARDING GE122 (IMPORTANT) Background * GE122 Introductory Statistics A assumes no calculus background. Students with calculus background are encouraged to enrol in ‘GE123 Introductory Statistics B’ in lieu of GE122 Introductory Statistics A. Restrictions * Students who have already received the credits of ‘GE123 Introductory Statistics B’ and/or ‘GE121 Introduction to Mathematical Statistics’ may not enrol in this course. TUTORING SERVICE * Information about Tutoring Service is going be made available to students via Waseda Moodle. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE12200|14|210GE12200[/SYLLABUS_ID]

Course Title	Introductory Statistics A 14		
Instructor	SUZUKI, Ayako		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	Introductory Statistics	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introductory Statistics A (English)

Course Outline: (IMPORTANT) Course Mode: Face-To-Face

The course is designed to provide students with the ability to understand and use basic statistical concepts and methods. The beginning of the course explores statistical data summaries, data organization, and how to draw conclusions from data. Additional topics covered include random variables, least-squares regression line, probability rules, point estimation and confidence intervals.

Objectives: By the end of the semester students should be able to meet the following objectives:

* to interpret data by means of pictorial, graphical and tabular representations,
* to demonstrate a knowledge of probability and identify distributions, and
* to select appropriate techniques covered in the course to solve given statistical problems.

before/after course of study:
* Prior learning: Read the sections of the textbook allocated for each week before the lecture.
* Post-lecture study: Deepen your understanding of the material presented in the lecture by reviewing the relevant sections of the textbook. Work on assignments/quizzes/exercises.
* Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule (Tentative)
(w1) (1.1) Variables and data, (1.2) Graphs for categorical data, (1.3) Graphs for quantitative data.
(w2) (1.4) Relative frequency histograms, (2) Introduction, (2.1) Measures of center, (2.2) Measures of variability.
(w3) (2.3) Understanding and interpreting the standard deviation, (2.4) Measures of relative standing.
(w4) (3) Introduction, (3.2) Describing bivariate quantitative data.
(w5) (4) Introduction, (4.1) Events and the sample space, (4.2) Calculating probabilities using simple events.
(w6) (4.2) Calculating probabilities using simple events (finish), (4.4) Rules for calculating probabilities.
(w7) (5.1) Discrete random variables and their probability distributions, (5.2) The binomial probability distribution.
(w8) (5.2) The binomial probability distribution (finish), (6.1) Probability distributions for continuous random variables.
(w9) (6.1) Probability distributions for continuous random variables (finish), (6.2) The normal probability distribution.
(w10) (7) Introduction, (7.2) Statistics and sampling distributions, (7.3) The central limit theorem and the sample mean (including: The central limit theorem).
(w11) (7.3) The central limit theorem and the sample mean (finish), (7.5) The sampling distributions of the sample proportion.
(w12) (8.1) Where we've been and where we're going, (8.2) Point estimation.
(w13) (8.3) Interval estimation, (8.7) Choosing the sample size.

(w 14 or 15) Final exam (Date TBA)

Language: English

Textbooks: *Textbook: Introduction to Probability and Statistics (Metric Version, 15th Edition), by W. Mendenhall, R. J. Beaver, and B. M. Beaver (Cengage, 2020).

*Important: This course uses WebAssign provided by Cengage. Please purchase an access code for WebAssign (not the printed textbook) at the Waseda Co-op. You can access the e-textbook through WebAssign.

*Further information on how to order the access code and how to access WebAssign will be available on Waseda Moodle. Please make sure to read this information carefully before purchasing the access code.

Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	*The final course grade will be based on your performance as measured by the higher of the following two calculations: * Calculation (1): Final examination 100% * Calculation (2): Final examination 80% and Quizzes/Assignments 20%
Note/URL:	COURSE MODE (IMPORTANT) * Course mode: Face-To-Face. COURSE LANGUAGE (IMPORTANT) * This course is available in English. CONSIDERATIONS REGARDING GE122 (IMPORTANT) Background * GE122 Introductory Statistics A assumes no calculus background. Students with calculus background are encouraged to enrol in ‘GE123 Introductory Statistics B’ in lieu of GE122 Introductory Statistics A. Restrictions * Students who have already received the credits of ‘GE123 Introductory Statistics B’ and/or ‘GE121 Introduction to Mathematical Statistics’ may not enrol in this course. TUTORING SERVICE * Information about Tutoring Service is going be made available to students via Waseda Moodle. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE12200|51|210GE12200[/SYLLABUS_ID]

Course Title	Introductory Statistics A 51		
Instructor	SHIOMITSU, Eiji		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.5	**Class Modality Categories**	[On-campus]
Course Category	Introductory Statistics	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introductory Statistics A (Japanese)

Course Outline: (IMPORTANT) Course Mode: Face-To-Face.

The course is designed to provide students with the ability to understand and use basic statistical concepts and methods. The beginning of the course explores statistical data summaries, data organization, and how to draw conclusions from data. Additional topics covered include random variables, least-squares regression line, probability rules, point estimation and confidence intervals.

Objectives: By the end of the semester students should be able to meet the following objectives:

* to interpret data by means of pictorial, graphical and tabular representations,
* to demonstrate a knowledge of probability and identify distributions, and
* to select appropriate techniques covered in the course to solve given statistical problems.

before/after course of study:
* Prior learning: Read the sections of the textbook allocated for each week before the lecture.
* Post-lecture study: Deepen your understanding of the material presented in the lecture by reviewing the relevant sections of the textbook. Work on assignments/quizzes/exercises.
* Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule (Tentative)
(w1) (1.1) Variables and data, (1.2) Graphs for categorical data, (1.3) Graphs for quantitative data.
(w2) (1.4) Relative frequency histograms, (2) Introduction, (2.1) Measures of center, (2.2) Measures of variability.
(w3) (2.3) Understanding and interpreting the standard deviation, (2.4) Measures of relative standing.
(w4) (3) Introduction, (3.2) Describing bivariate quantitative data.
(w5) (4) Introduction, (4.1) Events and the sample space, (4.2) Calculating probabilities using simple events.
(w6) (4.2) Calculating probabilities using simple events (finish), (4.4) Rules for calculating probabilities.
(w7) (5.1) Discrete random variables and their probability distributions, (5.2) The binomial probability distribution.
(w8) (5.2) The binomial probability distribution (finish), (6.1) Probability distributions for continuous random variables.
(w9) (6.1) Probability distributions for continuous random variables (finish), (6.2) The normal probability distribution.
(w10) (7) Introduction, (7.2) Statistics and sampling distributions, (7.3) The central limit theorem and the sample mean (including: The central limit theorem).
(w11) (7.3) The central limit theorem and the sample mean (finish), (7.5) The sampling distributions of the sample proportion.
(w12) (8.1) Where we've been and where we're going, (8.2) Point estimation.
(w13) (8.3) Interval estimation, (8.7) Choosing the sample size.
(w14) ---(w15) Final exam.

Language: Japanese

Textbooks: *Textbook: Introduction to Probability and Statistics (Metric Version, 15th Edition), by W. Mendenhall, R. J. Beaver, and B. M. Beaver (Cengage, 2020).

*Important: This course uses WebAssign provided by Cengage. Please purchase an access code for WebAssign (not the printed textbook) at the Waseda Co-op. You can access the e-textbook through WebAssign.

*Further information on how to order the access code and how to access WebAssign will be available on Waseda Moodle. Please make sure to read this information carefully before purchasing the access code.

Grading Free-text Entry Flag: 1 : フリーフォーマット（教員による切替可）

Evaluation Free-

*The final course grade will be based on your performance as measured by the higher of the following two calculations:

* Calculation (1): Final examination 100%
* Calculation (2): Final examination 80% and Quizzes/Assignments 20%

Note/URL:

COURSE MODE (IMPORTANT)
* Course mode: Face-To-Face.

COURSE LANGUAGE (IMPORTANT)
* This course is available in Japanese.

CONSIDERATIONS REGARDING GE122 (IMPORTANT)

Background
* GE122 Introductory Statistics A assumes no calculus background. Students with calculus background are encouraged to enrol in ‘GE123 Introductory Statistics B’ in lieu of GE122 Introductory Statistics A.

Restrictions
* Students who have already received the credits of ‘GE123 Introductory Statistics B’ and/or ‘GE121 Introduction to Mathematical Statistics’ may not enrol in this course.

TUTORING SERVICE
* Information about Tutoring Service is going be made available to students via Waseda Moodle.

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE12200|53|210GE12200[/SYLLABUS_ID]

Course Title	Introductory Statistics A 53		
Instructor	RIKIMARU, Yuki		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Introductory Statistics	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introductory Statistics A (Japanese)

Course Outline: (IMPORTANT) Course Mode: Face-To-Face.

The course is designed to provide students with the ability to understand and use basic statistical concepts and methods. The beginning of the course explores statistical data summaries, data organization, and how to draw conclusions from data. Additional topics covered include random variables, least-squares regression line, probability rules, point estimation and confidence intervals.

Objectives: By the end of the semester students should be able to meet the following objectives:

* to interpret data by means of pictorial, graphical and tabular representations,
* to demonstrate a knowledge of probability and identify distributions, and
* to select appropriate techniques covered in the course to solve given statistical problems.

before/after course of study:
* Prior learning: Read the sections of the textbook allocated for each week before the lecture.
* Post-lecture study: Deepen your understanding of the material presented in the lecture by reviewing the relevant sections of the textbook. Work on assignments/quizzes/exercises.
* Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule (Tentative)
(w1) (1.1) Variables and data, (1.2) Graphs for categorical data, (1.3) Graphs for quantitative data.
(w2) (1.4) Relative frequency histograms, (2) Introduction, (2.1) Measures of center, (2.2) Measures of variability.
(w3) (2.3) Understanding and interpreting the standard deviation, (2.4) Measures of relative standing.
(w4) (3) Introduction, (3.2) Describing bivariate quantitative data.
(w5) (4) Introduction, (4.1) Events and the sample space, (4.2) Calculating probabilities using simple events.
(w6) (4.2) Calculating probabilities using simple events (finish), (4.4) Rules for calculating probabilities.
(w7) (5.1) Discrete random variables and their probability distributions, (5.2) The binomial probability distribution.
(w8) (5.2) The binomial probability distribution (finish), (6.1) Probability distributions for continuous random variables.
(w9) (6.1) Probability distributions for continuous random variables (finish), (6.2) The normal probability distribution.
(w10) (7) Introduction, (7.2) Statistics and sampling distributions, (7.3) The central limit theorem and the sample mean (including: The central limit theorem).
(w11) (7.3) The central limit theorem and the sample mean (finish), (7.5) The sampling distributions of the sample proportion.
(w12) (8.1) Where we've been and where we're going, (8.2) Point estimation.
(w13) (8.3) Interval estimation, (8.7) Choosing the sample size.
(w14) ---(w15) Final exam.

Language: Japanese

Textbooks: *Textbook: Introduction to Probability and Statistics (Metric Version, 15th Edition), by W. Mendenhall, R. J. Beaver, and B. M. Beaver (Cengage, 2020).

*Important: This course uses WebAssign provided by Cengage. Please purchase an access code for WebAssign (not the printed textbook) at the Waseda Co-op. You can access the e-textbook through WebAssign.

*Further information on how to order the access code and how to access WebAssign will be available on Waseda Moodle. Please make sure to read this information carefully before purchasing the access code.

Grading Free-text Entry Flag: 1 : フリーフォーマット（教員による切替可）

Evaluation Free-

*The final course grade will be based on your performance as measured by the higher of the following two calculations:

* Calculation (1): Final examination 100%
* Calculation (2): Final examination 80% and Quizzes/Assignments 20%

Note/URL:

COURSE MODE (IMPORTANT)
* Course mode: Face-To-Face.

COURSE LANGUAGE (IMPORTANT)
* This course is available in Japanese.

CONSIDERATIONS REGARDING GE122 (IMPORTANT)

Background
* GE122 Introductory Statistics A assumes no calculus background. Students with calculus background are encouraged to enrol in ‘GE123 Introductory Statistics B’ in lieu of GE122 Introductory Statistics A.

Restrictions
* Students who have already received the credits of ‘GE123 Introductory Statistics B’ and/or ‘GE121 Introduction to Mathematical Statistics’ may not enrol in this course.

TUTORING SERVICE
* Information about Tutoring Service is going be made available to students via Waseda Moodle.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE12200|54|210GE12200[/SYLLABUS_ID]

Course Title	Introductory Statistics A 54		
Instructor	NONAKA, Makoto		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Introductory Statistics	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introductory Statistics A (Japanese)

Course Outline: (IMPORTANT) Course Mode: Face-To-Face.

The course is designed to provide students with the ability to understand and use basic statistical concepts and methods. The beginning of the course explores statistical data summaries, data organization, and how to draw conclusions from data. Additional topics covered include random variables, least-squares regression line, probability rules, point estimation and confidence intervals.

Objectives: By the end of the semester students should be able to meet the following objectives:

* to interpret data by means of pictorial, graphical and tabular representations,
* to demonstrate a knowledge of probability and identify distributions, and
* to select appropriate techniques covered in the course to solve given statistical problems.

before/after course of study:
* Prior learning: Read the sections of the textbook allocated for each week before the lecture.
* Post-lecture study: Deepen your understanding of the material presented in the lecture by reviewing the relevant sections of the textbook. Work on assignments/quizzes/exercises.
* Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule (Tentative)
(w1) (1.1) Variables and data, (1.2) Graphs for categorical data, (1.3) Graphs for quantitative data.
(w2) (1.4) Relative frequency histograms, (2) Introduction, (2.1) Measures of center, (2.2) Measures of variability.
(w3) (2.3) Understanding and interpreting the standard deviation, (2.4) Measures of relative standing.
(w4) (3) Introduction, (3.2) Describing bivariate quantitative data.
(w5) (4) Introduction, (4.1) Events and the sample space, (4.2) Calculating probabilities using simple events.
(w6) (4.2) Calculating probabilities using simple events (finish), (4.4) Rules for calculating probabilities.
(w7) (5.1) Discrete random variables and their probability distributions, (5.2) The binomial probability distribution.
(w8) (5.2) The binomial probability distribution (finish), (6.1) Probability distributions for continuous random variables.
(w9) (6.1) Probability distributions for continuous random variables (finish), (6.2) The normal probability distribution.
(w10) (7) Introduction, (7.2) Statistics and sampling distributions, (7.3) The central limit theorem and the sample mean (including: The central limit theorem).
(w11) (7.3) The central limit theorem and the sample mean (finish), (7.5) The sampling distributions of the sample proportion.
(w12) (8.1) Where we've been and where we're going, (8.2) Point estimation.
(w13) (8.3) Interval estimation, (8.7) Choosing the sample size.
(w14) ---(w15) Final exam.

Language: Japanese

Textbooks: *Textbook: Introduction to Probability and Statistics (Metric Version, 15th Edition), by W. Mendenhall, R. J. Beaver, and B. M. Beaver (Cengage, 2020).

*Important: This course uses WebAssign provided by Cengage. Please purchase an access code for WebAssign (not the printed textbook) at the Waseda Co-op. You can access the e-textbook through WebAssign.

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Grading Free-text Entry Flag: 1 : フリーフォーマット（教員による切替可）

Evaluation Free-

*The final course grade will be based on your performance as measured by the higher of the following two calculations:

* Calculation (1): Final examination 100%
* Calculation (2): Final examination 80% and Quizzes/Assignments 20%

Note/URL:

COURSE MODE (IMPORTANT)
* Course mode: Face-To-Face.

COURSE LANGUAGE (IMPORTANT)
* This course is available in Japanese.

CONSIDERATIONS REGARDING GE122 (IMPORTANT)

Background
* GE122 Introductory Statistics A assumes no calculus background. Students with calculus background are encouraged to enrol in ‘GE123 Introductory Statistics B’ in lieu of GE122 Introductory Statistics A.

Restrictions
* Students who have already received the credits of ‘GE123 Introductory Statistics B’ and/or ‘GE121 Introduction to Mathematical Statistics’ may not enrol in this course.

TUTORING SERVICE
* Information about Tutoring Service is going be made available to students via Waseda Moodle.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE12200|56|210GE12200[/SYLLABUS_ID]

Course Title	Introductory Statistics A 56		
Instructor	SHIMIZU, Hidetaka		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.4	**Class Modality Categories**	[On-campus]
Course Category	Introductory Statistics	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introductory Statistics A (Japanese)

Course Outline: (IMPORTANT) Course Mode: Face-To-Face

The course is designed to provide students with the ability to understand and use basic statistical concepts and methods. The beginning of the course explores statistical data summaries, data organization, and how to draw conclusions from data. Additional topics covered include random variables, least-squares regression line, probability rules, point estimation and confidence intervals.

Objectives: By the end of the semester students should be able to meet the following objectives:

* to interpret data by means of pictorial, graphical and tabular representations,
* to demonstrate a knowledge of probability and identify distributions, and
* to select appropriate techniques covered in the course to solve given statistical problems.

before/after course of study:
* Prior learning: Read the sections of the textbook allocated for each week before the lecture.
* Post-lecture study: Deepen your understanding of the material presented in the lecture by reviewing the relevant sections of the textbook. Work on assignments/quizzes/exercises.
* Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule (Tentative)
(w1) (1.1) Variables and data, (1.2) Graphs for categorical data, (1.3) Graphs for quantitative data.
(w2) (1.4) Relative frequency histograms, (2) Introduction, (2.1) Measures of center, (2.2) Measures of variability.
(w3) (2.3) Understanding and interpreting the standard deviation, (2.4) Measures of relative standing.
(w4) (3) Introduction, (3.2) Describing bivariate quantitative data.
(w5) (4) Introduction, (4.1) Events and the sample space, (4.2) Calculating probabilities using simple events.
(w6) (4.2) Calculating probabilities using simple events (finish), (4.4) Rules for calculating probabilities.
(w7) (5.1) Discrete random variables and their probability distributions, (5.2) The binomial probability distribution.
(w8) (5.2) The binomial probability distribution (finish), (6.1) Probability distributions for continuous random variables.
(w9) (6.1) Probability distributions for continuous random variables (finish), (6.2) The normal probability distribution.
(w10) (7) Introduction, (7.2) Statistics and sampling distributions, (7.3) The central limit theorem and the sample mean (including: The central limit theorem).
(w11) (7.3) The central limit theorem and the sample mean (finish), (7.5) The sampling distributions of the sample proportion.
(w12) (8.1) Where we've been and where we're going, (8.2) Point estimation.
(w13) (8.3) Interval estimation, (8.7) Choosing the sample size.
(w14) ---(w15) Final exam.

Language: Japanese

Textbooks: *Textbook: Introduction to Probability and Statistics (Metric Version, 15th Edition), by W. Mendenhall, R. J. Beaver, and B. M. Beaver (Cengage, 2020).

*Important: This course uses WebAssign provided by Cengage. Please purchase an access code for WebAssign (not the printed textbook) at the Waseda Co-op. You can access the e-textbook through WebAssign.

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Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-

*The final course grade will be based on your performance as measured by the higher of the following two calculations:

* Calculation (1): Final examination 100%
* Calculation (2): Final examination 80% and Quizzes/Assignments 20%

Note/URL:

COURSE MODE (IMPORTANT)
* Course mode: Face-To-Face.

COURSE LANGUAGE (IMPORTANT)
* This course is available in Japanese.

CONSIDERATIONS REGARDING GE122 (IMPORTANT)

Background
* GE122 Introductory Statistics A assumes no calculus background. Students with calculus background are encouraged to enrol in 'GE123 Introductory Statistics B' in lieu of GE122 Introductory Statistics A.

Restrictions
* Students who have already received the credits of 'GE123 Introductory Statistics B' and/or 'GE121 Introduction to Mathematical Statistics' may not enrol in this course.

TUTORING SERVICE
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE12200|61|210GE12200[/SYLLABUS_ID]

Course Title	Introductory Statistics A 61		
Instructor	OTA, Shuhei		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Introductory Statistics	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introductory Statistics A (English)

Course Outline: (IMPORTANT) Course Mode: Face-To-Face

The course is designed to provide students with the ability to understand and use basic statistical concepts and methods. The beginning of the course explores statistical data summaries, data organization, and how to draw conclusions from data. Additional topics covered include random variables, least-squares regression line, probability rules, point estimation and confidence intervals.

Objectives: By the end of the semester students should be able to meet the following objectives:

* to interpret data by means of pictorial, graphical and tabular representations,
* to demonstrate a knowledge of probability and identify distributions, and
* to select appropriate techniques covered in the course to solve given statistical problems.

before/after course of study:
* Prior learning: Read the sections of the textbook allocated for each week before the lecture.
* Post-lecture study: Deepen your understanding of the material presented in the lecture by reviewing the relevant sections of the textbook. Work on assignments/quizzes/exercises.
* Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule (Tentative)
(w1) (1.1) Variables and data, (1.2) Graphs for categorical data, (1.3) Graphs for quantitative data.
(w2) (1.4) Relative frequency histograms, (2) Introduction, (2.1) Measures of center, (2.2) Measures of variability.
(w3) (2.3) Understanding and interpreting the standard deviation, (2.4) Measures of relative standing.
(w4) (3) Introduction, (3.2) Describing bivariate quantitative data.
(w5) (4) Introduction, (4.1) Events and the sample space, (4.2) Calculating probabilities using simple events.
(w6) (4.2) Calculating probabilities using simple events (finish), (4.4) Rules for calculating probabilities.
(w7) (5.1) Discrete random variables and their probability distributions, (5.2) The binomial probability distribution.
(w8) (5.2) The binomial probability distribution (finish), (6.1) Probability distributions for continuous random variables.
(w9) (6.1) Probability distributions for continuous random variables (finish), (6.2) The normal probability distribution.
(w10) (7) Introduction, (7.2) Statistics and sampling distributions, (7.3) The central limit theorem and the sample mean (including: The central limit theorem).
(w11) (7.3) The central limit theorem and the sample mean (finish), (7.5) The sampling distributions of the sample proportion.
(w12) (8.1) Where we've been and where we're going, (8.2) Point estimation.
(w13) (8.3) Interval estimation, (8.7) Choosing the sample size.
(w14) ---(w15) Final exam.

Language: English

Textbooks: *Textbook: Introduction to Probability and Statistics (Metric Version, 15th Edition), by W. Mendenhall, R. J. Beaver, and B. M. Beaver (Cengage, 2020).

*Important: This course uses WebAssign provided by Cengage. Please purchase an access code for WebAssign (not the printed textbook) at the Waseda Co-op. You can access the e-textbook through WebAssign.

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Grading Free-text Entry Flag: 1 : フリーフォーマット（教員による切替可）

Evaluation Free-

*The final course grade will be based on your performance as measured by the higher of the following two calculations:

* Calculation (1): Final examination 100%
* Calculation (2): Final examination 80% and Quizzes/Assignments 20%

Note/URL:

COURSE MODE (IMPORTANT)
* Course mode: Face-To-Face.

COURSE LANGUAGE (IMPORTANT)
* This course is available in English.

CONSIDERATIONS REGARDING GE122 (IMPORTANT)

Background
* GE122 Introductory Statistics A assumes no calculus background. Students with calculus background are encouraged to enrol in ‘GE123 Introductory Statistics B’ in lieu of GE122 Introductory Statistics A.

Restrictions
* Students who have already received the credits of ‘GE123 Introductory Statistics B’ and/or ‘GE121 Introduction to Mathematical Statistics’ may not enrol in this course.

TUTORING SERVICE
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE12200|63|210GE12200[/SYLLABUS_ID]

Course Title	Introductory Statistics A 63		
Instructor	XUE, Yujie		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Introductory Statistics	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introductory Statistics A (English)

Course Outline: (IMPORTANT) Course Mode: Face-To-Face

The course is designed to provide students with the ability to understand and use basic statistical concepts and methods. The beginning of the course explores statistical data summaries, data organization, and how to draw conclusions from data. Additional topics covered include random variables, least-squares regression line, probability rules, point estimation and confidence intervals.

Objectives: By the end of the semester students should be able to meet the following objectives:

* to interpret data by means of pictorial, graphical and tabular representations,
* to demonstrate a knowledge of probability and identify distributions, and
* to select appropriate techniques covered in the course to solve given statistical problems.

before/after course of study:
* Prior learning: Read the sections of the textbook allocated for each week before the lecture.
* Post-lecture study: Deepen your understanding of the material presented in the lecture by reviewing the relevant sections of the textbook. Work on assignments/quizzes/exercises.
* Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule (Tentative)
(w1) (1.1) Variables and data, (1.2) Graphs for categorical data, (1.3) Graphs for quantitative data.
(w2) (1.4) Relative frequency histograms, (2) Introduction, (2.1) Measures of center, (2.2) Measures of variability.
(w3) (2.3) Understanding and interpreting the standard deviation, (2.4) Measures of relative standing.
(w4) (3) Introduction, (3.2) Describing bivariate quantitative data.
(w5) (4) Introduction, (4.1) Events and the sample space, (4.2) Calculating probabilities using simple events.
(w6) (4.2) Calculating probabilities using simple events (finish), (4.4) Rules for calculating probabilities.
(w7) (5.1) Discrete random variables and their probability distributions, (5.2) The binomial probability distribution.
(w8) (5.2) The binomial probability distribution (finish), (6.1) Probability distributions for continuous random variables.
(w9) (6.1) Probability distributions for continuous random variables (finish), (6.2) The normal probability distribution.
(w10) (7) Introduction, (7.2) Statistics and sampling distributions, (7.3) The central limit theorem and the sample mean (including: The central limit theorem).
(w11) (7.3) The central limit theorem and the sample mean (finish), (7.5) The sampling distributions of the sample proportion.
(w12) (8.1) Where we've been and where we're going, (8.2) Point estimation.
(w13) (8.3) Interval estimation, (8.7) Choosing the sample size.
(w14) ---
(w15) Final exam.

Language: English

Textbooks: *Textbook: Introduction to Probability and Statistics (Metric Version, 15th Edition), by W. Mendenhall, R. J. Beaver, and B. M. Beaver (Cengage, 2020).

*Important: This course uses WebAssign provided by Cengage. Please purchase an access code for WebAssign (not the printed textbook) at the Waseda Co-op. You can access the e-textbook through WebAssign.

*Further information on how to order the access code and how to access WebAssign will be available on Waseda Moodle. Please make sure to read this information carefully before purchasing the access code.

References: *The final course grade will be based on your performance as measured by the higher of the following two calculations:
* Calculation (1): Final examination 100%
* Calculation (2): Final examination 80% and Quizzes/Assignments 20%

Grading Free-text Entry Flag: 1 : フリーフォーマット（教員による切替可）

Evaluation Free- *The final course grade will be based on your performance as measured by the higher of the following two calculations:
* Calculation (1): Final examination 100%
* Calculation (2): Final examination 80% and Quizzes/Assignments 20%

Note/URL: COURSE MODE (IMPORTANT)
* Course mode: Face-To-Face.

COURSE LANGUAGE (IMPORTANT)
* This course is available in English.

CONSIDERATIONS REGARDING GE122 (IMPORTANT)

Background
* GE122 Introductory Statistics A assumes no calculus background. Students with calculus background are encouraged to enrol in ‘GE123 Introductory Statistics B’ in lieu of GE122 Introductory Statistics A.

Restrictions
* Students who have already received the credits of ‘GE123 Introductory Statistics B’ and/or ‘GE121 Introduction to Mathematical Statistics’ may not enrol in this course.

TUTORING SERVICE
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE12200|64|210GE12200[/SYLLABUS_ID]

Course Title	Introductory Statistics A 64		
Instructor	BAAK, Saang Joon		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.5	**Class Modality Categories**	[On-campus]
Course Category	Introductory Statistics	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introductory Statistics A (English)

Course Outline: (IMPORTANT) Course Mode: Face-To-Face

The course is designed to provide students with the ability to understand and use basic statistical concepts and explores statistical data summaries, data organization, and how to draw conclusions from data. Additional topics covered include random variables, least-squares regression line, probability rules, point estimation and confidence intervals.

Objectives: By the end of the semester students should be able to meet the following objectives:

* to interpret data by means of pictorial, graphical and tabular representations,
* to demonstrate a knowledge of probability and identify distributions, and
* to select appropriate techniques covered in the course to solve given statistical problems.

before/after course of study: * Prior learning: Read the sections of the textbook allocated for each week before the lecture.
* Post-lecture study: Deepen your understanding of the material presented in the lecture by reviewing the relevant sections of the textbook. Work on assignments/quizzes/exercises.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule (Tentative)
(w1) (1.1) Variables and data, (1.2) Graphs for categorical data, (1.3) Graphs for quantitative data.
(w2) (1.4) Relative frequency histograms, (2) Introduction, (2.1) Measures of center, (2.2) Measures of variability.
(w3) (2.3) Understanding and interpreting the standard deviation, (2.4) Measures of relative standing.
(w4) (3) Introduction, (3.2) Describing bivariate quantitative data.
(w5) (4) Introduction, (4.1) Events and the sample space, (4.2) Calculating probabilities using simple events.
(w6) (4.2) Calculating probabilities using simple events (finish), (4.4) Rules for calculating probabilities.
(w7) (5.1) Discrete random variables and their probability distributions, (5.2) The binomial probability distribution.
(w8) (5.2) The binomial probability distribution (finish), (6.1) Probability distributions for continuous random variables.
(w9) (6.1) Probability distributions for continuous random variables (finish), (6.2) The normal probability distribution.
(w10) (7) Introduction, (7.2) Statistics and sampling distributions, (7.3) The central limit theorem and the sample mean (including: The central limit theorem).
(w11) (7.3) The central limit theorem and the sample mean (finish), (7.5) The sampling distributions of the sample proportion.
(w12) (8.1) Where we've been and where we're going, (8.2) Point estimation.
(w13) (8.3) Interval estimation, (8.7) Choosing the sample size.
(w14) ---(w15) Final exam.

Language: English

Textbooks: *Textbook: Introduction to Probability and Statistics (Metric Version, 15th Edition), by W. Mendenhall, R. J. Beaver, and B. M. Beaver (Cengage, 2020).

*Important: This course uses WebAssign provided by Cengage. Please purchase an access code for WebAssign (not the printed textbook) at the Waseda Co-op. You can access the e-textbook through WebAssign.

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Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-

*The final course grade will be based on your performance as measured by the higher of the following two calculations:

* Calculation (1): Final examination 100%
* Calculation (2): Final examination 80% and Quizzes/Assignments 20%

Note/URL:

COURSE MODE (IMPORTANT)
* Course mode: Face-To-Face.

COURSE LANGUAGE (IMPORTANT)
* This course is available in English.

CONSIDERATIONS REGARDING GE122 (IMPORTANT)

Background
* GE122 Introductory Statistics A assumes no calculus background. Students with calculus background are encouraged to enrol in 'GE123 Introductory Statistics B' in lieu of GE122 Introductory Statistics A.

Restrictions
* Students who have already received the credits of 'GE123 Introductory Statistics B' and/or 'GE121 Introduction to Mathematical Statistics' may not enrol in this course.

TUTORING SERVICE
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE12300|01|210GE12300[/SYLLABUS_ID]

Course Title	Introductory Statistics B 01		
Instructor	OGATA, Hiroaki		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Introductory Statistics	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introductory Statistics B (Japanese)

Course Outline: (IMPORTANT) Course Mode: Face-to-Face.

(IMPORTANT) Please read the information about 'CONSIDERATIONS REGARDING COMPULSORY STATISTICSCOURSES'.
The course is designed to provide students with the ability to understand and use basic statistical concepts and methods. The beginning of the course explores statistical data summaries, data organization, and how to draw conclusions from data. Additional topics covered include random variables, probability rules, point estimation, confidence intervals and hypothesis testing.

Objectives: By the end of the semester students should be able to meet the following objectives:

* to interpret data by means of pictorial, graphical and tabular representations,
* to demonstrate a knowledge of probability and identify distributions, and
* to select appropriate techniques covered in the course to solve given statistical problems.

before/after course of study:
* Prior learning: Read the sections of the textbook allocated for each week before the lecture.
* Post-lecture study: Deepen your understanding of the material presented in the lecture by reviewing the relevant sections of the textbook. Work on assignments/exercises.
* Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule The following sections of the course textbook are to be covered (tentative).

[Week 1] (1.1) Populations and Samples, (1.2) Pictorial and Tabular Methods in Descriptive Statistics.
[Week 2] (1.3) Measures of Location, (1.4) Measures of Variability, (2.1) Sample Spaces and Events.
[Week 3] (2.2) Axioms, Interpretations, and Properties of Probability, (2.3) Counting Techniques, (2.4) Conditional Probability.
[Week 4] (2.5) Independence, (3.1) Random Variables, (3.2) Probability Distributions for Discrete Random Variables.
[Week 5] (3.3) Expected Values of Discrete Random Variables, (3.5) The Binomial Probability Distribution.
[Week 6] (4.1) Probability Density Functions and Cumulative Distribution Functions, (4.2) Expected Values and Moment Generating Functions,
[Week 7] (4.3) The Normal Distribution.
[Week 8] (5.1) Jointly Distributed Random Variables, (5.2) Expected Values, Covariance, and Correlation.
[Week 9] (6.1) Statistics and Their Distributions, (6.2) The Distribution of the Sample Mean, (6.3) The Mean, Variance, and MGF for Several Variables.
[Week10] (7.1) Gereral Concepts and Criteria, (7.2) Methods of Point Estimation.
[Week11] (8.1) Basic Properties of Confidence Intervals, (8.2) Large-Sample Confidence Intervals for a Population Mean and Proportion.
[Week12] (9.1) Hypotheses and Test Procedures, (9.2) Tests about a Population Mean, (9.4) P-values.
[Week13] Revision for final exam
[Week14] Final Examination

Language: Japanese

Textbooks: "Modern Mathematical Statistics with Applications" (2nd edition)
Devore, J.L. and Berk, K.N.
Springer (2012)

NOTE: The electronic version of this book (full text) is available through Waseda University Library.
Information on how to access the course textbook is available on Moodle. Please access the document 'GE123 How to access the course textbook' for the details.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-

The final course grade will be based on your performance as measured by the higher of the following two calculations:

Calculation (1): Final examination 100%
Calculation (2): Final examination 90%; Assignments 10%

Note/URL:

COURSE MODE (IMPORTANT)
* Course mode: Face-to-Face.

COURSE LANGUAGE (IMPORTANT)
* This course is available in Japanese.

CONSIDERATIONS REGARDING COMPULSORY STATISTICS COURSES (IMPORTANT)

Background
* There are two options for the compulsory statistics course:
- GE122 Introductory Statistics A
- GE123 Introductory Statistics B
* GE123 Introductory Statistics B assumes basic calculus background. Students without calculus background are suggested to enrol in 'GE122 Introductory Statistics A' in lieu of GE123 Introductory Statistics B.

Restrictions
* Students who have already received the credits of MI313 `Intermediate Statistics B' and/or GE121 `Introduction to Mathematical Statistics' may not enrol in GE123 Introductory Statistics B.

TUTORING SERVICE
* Information about Tutoring Service is going to be made available to students via Waseda Moodle.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE12300|11|210GE12300[/SYLLABUS_ID]

Course Title	Introductory Statistics B 11		
Instructor	OGATA, Hiroaki		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Introductory Statistics	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introductory Statistics B (English)

Course Outline: (IMPORTANT) Course Mode: Face-to-Face.

(IMPORTANT) Please read the information about 'CONSIDERATIONS REGARDING COMPULSORY STATISTICSCOURSES'.
The course is designed to provide students with the ability to understand and use basic statistical concepts and methods. The beginning of the course explores statistical data summaries, data organization, and how to draw conclusions from data. Additional topics covered include random variables, probability rules, point estimation, confidence intervals and hypothesis testing.

Objectives: By the end of the semester students should be able to meet the following objectives:

* to interpret data by means of pictorial, graphical and tabular representations,
* to demonstrate a knowledge of probability and identify distributions, and
* to select appropriate techniques covered in the course to solve given statistical problems.

before/after course of study:
* Prior learning: Read the sections of the textbook allocated for each week before the lecture.
* Post-lecture study: Deepen your understanding of the material presented in the lecture by reviewing the relevant sections of the textbook. Work on assignments/exercises.
* Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule The following sections of the course textbook are to be covered (tentative).

[Week 1] (1.1) Populations and Samples, (1.2) Pictorial and Tabular Methods in Descriptive Statistics.
[Week 2] (1.3) Measures of Location, (1.4) Measures of Variability, (2.1) Sample Spaces and Events.
[Week 3] (2.2) Axioms, Interpretations, and Properties of Probability, (2.3) Counting Techniques, (2.4) Conditional Probability.
[Week 4] (2.5) Independence, (3.1) Random Variables, (3.2) Probability Distributions for Discrete Random Variables.
[Week 5] (3.3) Expected Values of Discrete Random Variables, (3.5) The Binomial Probability Distribution.
[Week 6] (4.1) Probability Density Functions and Cumulative Distribution Functions, (4.2) Expected Values and Moment Generating Functions,
[Week 7] (4.3) The Normal Distribution.
[Week 8] (5.1) Jointly Distributed Random Variables, (5.2) Expected Values, Covariance, and Correlation.
[Week 9] (6.1) Statistics and Their Distributions, (6.2) The Distribution of the Sample Mean, (6.3) The Mean, Variance, and MGF for Several Variables.
[Week10] (7.1) Gereral Concepts and Criteria, (7.2) Methods of Point Estimation.
[Week11] (8.1) Basic Properties of Confidence Intervals, (8.2) Large-Sample Confidence Intervals for a Population Mean and Proportion.
[Week12] (9.1) Hypotheses and Test Procedures, (9.2) Tests about a Population Mean, (9.4) P-values.
[Week13] Revision for final exam
[Week14] Final Examination

Language: English

Textbooks: "Modern Mathematical Statistics with Applications" (2nd edition)
Devore, J.L. and Berk, K.N.
Springer (2012)

NOTE: The electronic version of this book (full text) is available through Waseda University Library.
Information on how to access the course textbook is available on Moodle. Please access the document 'GE123 How to access the course textbook' for the details.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-

The final course grade will be based on your performance as measured by the higher of the following two calculations:

Calculation (1): Final examination 100%
Calculation (2): Final examination 90%; Assignments 10%

Note/URL:

COURSE MODE (IMPORTANT)
* Course mode: Face-to-Face.

COURSE LANGUAGE (IMPORTANT)
* This course is available in English.

CONSIDERATIONS REGARDING COMPULSORY STATISTICS COURSES (IMPORTANT)
Background
* There are three options for the compulsory statistics course:
- GE122 Introductory Statistics A
- GE123 Introductory Statistics B

* GE123 Introductory Statistics B assumes basic calculus background. Students without calculus background are suggested to enrol in 'GE122 Introductory Statistics A' in lieu of GE123 Introductory Statistics B.

Restrictions
* Students who have already received the credits of MI313 `Intermediate Statistics B' and/or GE121 `Introduction to Mathematical Statistics' may not enrol in GE123 Introductory Statistics B.

TUTORING SERVICE
* Information about Tutoring Service is going to be made available to students via Waseda Moodle.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE12300|51|210GE12300[/SYLLABUS_ID]

Course Title	Introductory Statistics B 51		
Instructor	OGATA, Hiroaki		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Introductory Statistics	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introductory Statistics B (Japanese)

Course Outline: (IMPORTANT) Course Mode: Face-to-Face.

(IMPORTANT) Please read the information about 'CONSIDERATIONS REGARDING COMPULSORY STATISTICSCOURSES'.

The course is designed to provide students with the ability to understand and use basic statistical concepts and methods. The beginning of the course explores statistical data summaries, data organization, and how to draw conclusions from data. Additional topics covered include random variables, probability rules, point estimation, confidence intervals and hypothesis testing.

Objectives: By the end of the semester students should be able to meet the following objectives:

* to interpret data by means of pictorial, graphical and tabular representations,
* to demonstrate a knowledge of probability and identify distributions, and
* to select appropriate techniques covered in the course to solve given statistical problems.

before/after course of study:
* Prior learning: Read the sections of the textbook allocated for each week before the lecture.
* Post-lecture study: Deepen your understanding of the material presented in the lecture by reviewing the relevant sections of the textbook. Work on assignments/exercises.
* Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule The following sections of the course textbook are to be covered (tentative).

[Week 1] (1.1) Populations and Samples, (1.2) Pictorial and Tabular Methods in Descriptive Statistics.
[Week 2] (1.3) Measures of Location, (1.4) Measures of Variability, (2.1) Sample Spaces and Events.
[Week 3] (2.2) Axioms, Interpretations, and Properties of Probability, (2.3) Counting Techniques, (2.4) Conditional Probability.
[Week 4] (2.5) Independence, (3.1) Random Variables, (3.2) Probability Distributions for Discrete Random Variables.
[Week 5] (3.3) Expected Values of Discrete Random Variables, (3.5) The Binomial Probability Distribution.
[Week 6] (4.1) Probability Density Functions and Cumulative Distribution Functions, (4.2) Expected Values and Moment Generating Functions,
[Week 7] (4.3) The Normal Distribution.
[Week 8] (5.1) Jointly Distributed Random Variables, (5.2) Expected Values, Covariance, and Correlation.
[Week 9] (6.1) Statistics and Their Distributions, (6.2) The Distribution of the Sample Mean, (6.3) The Mean, Variance, and MGF for Several Variables.
[Week10] (7.1) Gereral Concepts and Criteria, (7.2) Methods of Point Estimation.
[Week11] (8.1) Basic Properties of Confidence Intervals, (8.2) Large-Sample Confidence Intervals for a Population Mean and Proportion.
[Week12] (9.1) Hypotheses and Test Procedures, (9.2) Tests about a Population Mean, (9.4) P-values.
[Week13] Revision for final exam
[Week14] Final Examination

Language: Japanese

Textbooks: "Modern Mathematical Statistics with Applications" (2nd edition)
Devore, J.L. and Berk, K.N.
Springer (2012)

NOTE: The electronic version of this book (full text) is available through Waseda University Library.
Information on how to access the course textbook is available on Moodle. Please access the document 'GE123 How to access the course textbook' for the details.

Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	The final course grade will be based on your performance as measured by the higher of the following two calculations: Calculation (1): Final examination 100% Calculation (2): Final examination 90%; Assignments 10%
Note/URL:	COURSE MODE (IMPORTANT) * Course mode: Face-to-Face. COURSE LANGUAGE (IMPORTANT) * This course is available in Japanese. CONSIDERATIONS REGARDING COMPULSORY STATISTICS COURSES (IMPORTANT) Background * There are two options for the compulsory statistics course: - GE122 Introductory Statistics A - GE123 Introductory Statistics B * GE123 Introductory Statistics B assumes basic calculus background. Students without calculus background are suggested to enrol in ‘GE122 Introductory Statistics A’ in lieu of GE123 Introductory Statistics B. Restrictions * Students who have already received the credits of MI313 `Intermediate Statistics B' and/or GE121 `Introduction to Mathematical Statistics' may not enrol in GE123 Introductory Statistics B. TUTORING SERVICE * Information about Tutoring Service is going to be made available to students via Waseda Moodle. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE12300|61|210GE12300[/SYLLABUS_ID]

Course Title	Introductory Statistics B 61		
Instructor	HAYAKAWA, Yu		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Introductory Statistics	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introductory Statistics B (English)

Course Outline: (IMPORTANT) Course Mode: Face-to-Face.

(IMPORTANT) Please read the information about 'CONSIDERATIONS REGARDING COMPULSORY STATISTICSCOURSES'.
The course is designed to provide students with the ability to understand and use basic statistical concepts and methods. The beginning of the course explores statistical data summaries, data organization, and how to draw conclusions from data. Additional topics covered include random variables, probability rules, point estimation, confidence intervals and hypothesis testing.

Objectives: By the end of the semester students should be able to meet the following objectives:

* to interpret data by means of pictorial, graphical and tabular representations,
* to demonstrate a knowledge of probability and identify distributions, and
* to select appropriate techniques covered in the course to solve given statistical problems.

before/after course of study:
* Prior learning: Read the sections of the textbook allocated for each week before the lecture.
* Post-lecture study: Deepen your understanding of the material presented in the lecture by reviewing the relevant sections of the textbook. Work on assignments/exercises.
* Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule The following sections of the course textbook are to be covered (tentative).

[Week 1] (1.1) Populations and Samples, (1.2) Pictorial and Tabular Methods in Descriptive Statistics.
[Week 2] (1.3) Measures of Location, (1.4) Measures of Variability, (2.1) Sample Spaces and Events.
[Week 3] (2.2) Axioms, Interpretations, and Properties of Probability, (2.3) Counting Techniques, (2.4) Conditional Probability.
[Week 4] (2.5) Independence, (3.1) Random Variables, (3.2) Probability Distributions for Discrete Random Variables.
[Week 5] (3.3) Expected Values of Discrete Random Variables, (3.5) The Binomial Probability Distribution.
[Week 6] (4.1) Probability Density Functions and Cumulative Distribution Functions, (4.2) Expected Values and Moment Generating Functions,
[Week 7] (4.3) The Normal Distribution.
[Week 8] (5.1) Jointly Distributed Random Variables, (5.2) Expected Values, Covariance, and Correlation.
[Week 9] (6.1) Statistics and Their Distributions, (6.2) The Distribution of the Sample Mean, (6.3) The Mean, Variance, and MGF for Several Variables.
[Week10] (7.1) Gereral Concepts and Criteria, (7.2) Methods of Point Estimation.
[Week11] (8.1) Basic Properties of Confidence Intervals, (8.2) Large-Sample Confidence Intervals for a Population Mean and Proportion.
[Week12] (9.1) Hypotheses and Test Procedures, (9.2) Tests about a Population Mean, (9.4) P-values.
[Week13] Revision for final exam
[Week14] Final Examination

Language: English

Textbooks: "Modern Mathematical Statistics with Applications" (2nd edition)
Devore, J.L. and Berk, K.N.
Springer (2012)

NOTE: The electronic version of this book (full text) is available through Waseda University Library. Information on how to access the course textbook is available on Moodle. Please access the document 'GE123 How to access the course textbook' for the details.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-

The final course grade will be based on your performance as measured by the higher of the following two calculations:

Calculation (1): Final examination 100%
Calculation (2): Final examination 90%; Assignments 10%

Note/URL:

COURSE MODE (IMPORTANT)
* Course mode: Face-to-Face.

COURSE LANGUAGE (IMPORTANT)
* This course is available in English.

CONSIDERATIONS REGARDING COMPULSORY STATISTICS COURSES (IMPORTANT)
Background
* There are two options for the compulsory statistics course:
- GE122 Introductory Statistics A
- GE123 Introductory Statistics B

* GE123 Introductory Statistics B assumes basic calculus background. Students without calculus background are suggested to enrol in 'GE122 Introductory Statistics A' in lieu of GE123 Introductory Statistics B.

Restrictions
* Students who have already received the credits of MI313 `Intermediate Statistics B' and/or GE121 `Introduction to Mathematical Statistics' may not enrol in GE123 Introductory Statistics B.

TUTORING SERVICE
* Information about Tutoring Service is going to be made available to students via Waseda Moodle.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE13100|01|210GE13100[/SYLLABUS_ID]

Course Title	Introductory Data Science 01		
Instructor	Wang, Jinfang		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.5	**Class Modality Categories**	[On-campus]
Course Category	Introductory Data Science	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: IMPORTANT: This course will be taught Face-To-Face. This course offers an introductory, literacy-levelapproach to data science, designed with no prerequisites in programming orcalculus. However, students are expected to have completed either "GE122Introductory Statistics A" or "GE123 Introductory Statistics B."Students will develop a foundational understanding of data science, focusing onkey concepts, tools, and practical applications. Students will learn essential conceptsand techniques for data collection, cleaning, and visualization to drawinsights from diverse datasets. Key machine learning methods, includingregression, classification, clustering, and dimensionality reduction, will beintroduced, with Python integrated for hands-on practice. Students will alsoexplore advanced topics such as natural language processing, image and audioprocessing, and an introduction to reinforcement learning and deep learning.Additionally, students will examine the ethical considerations in data science,including algorithmic biases, data privacy, and related issues.

Objectives: In this course, students will:
* Learn foundational concepts of data science, including its scope, applications, and basic tools.
* Learn techniques for data collection, cleaning, and preparation to ensure data quality and reliability.
* Learn methods for effective data visualization to communicate insights from various datasets.
* Learn key machine learning techniques, such as regression, classification, clustering, and dimensionality reduction.
* Gain hands-on experience with Python for implementing data science methods and models.
* Explore advanced topics, including natural language processing, image and audio processing.
* Examine ethical considerations in data science, such as algorithmic biases, data privacy.

before/after course of study: * Pre-lecture preparation: Review the assigned textbook sections for each week to familiarize yourself with the upcoming topics and key concepts.
* Post-lecture reinforcement: Solidify your understanding of lecture content by revisiting the relevant textbook sections. Complete assignments to apply and deepen your grasp of the material.

As part of your preparation, you will be asked to read the handouts for each session that will be posted on Waseda Moodle in advance. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class and should be turned in before the next class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Introduction to Data Science

Overviewof data science, course structure, data science in real world, and briefoverview of prior knowledge from high school 'Information Studies'.

Vol. 2 Categorizing and Collecting Data

ExploringDiverse Data Types: Introduction to text, image, and audio processing, dataobtained through web, experiment, survey, etc.

Vol. 3 Summarizing and Visualizing Data

VisualizingData for Insight: Learn techniques for creating tables, charts, and exploringmean, deviation, percentile, standardization, etc.

Vol. 4 Interpreting and Analyzing Data Using Introductory Methods

Basicsfor Analysis using Data: Exploring correlation versus causation, level versusrate of change, and learning how to interpret decomposition, regression, PCA,etc.

Vol. 5 Persuasive Data Analysis

PresentingAnalysis Effectively: Understand the process of defining research questions,forming testable hypotheses, and using presentation tools (Word, PowerPoint,Tex) to clearly communicate your findings.

Vol. 6 Introduction to Data Science Tools: Part 1

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 7 Introduction to Data Science Tools: Part 2

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 8 Machine Learning & AI: Part 1

CoreML Techniques: Introduction to machine learning and AI, regression,classification, clustering, and dimensionality reduction.

Vol. 9 Machine Learning & AI : Part 2

CoreML Techniques: Introduction to decision trees, ensemble learning, reinforcementlearning, deep learning, and interpretability techniques (e.g., SHAP, LIME).

Vol.10 Text Analysis Techniques: Part 1

Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

Vol.11 Text Analysis Techniques : Part 2

Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

Vol.12 Image and Audio Processing

Introductionto image and audio processing methods for data science applications.

Vol.13 Ethical and Future Implications of Data Science

DataEthics and Limitations: Discuss ethics, biases, accountability, datagovernance, and the limitations of data science.

Vol.14 Final Exam

Finalexamination, and feedback via Waseda Moodle

Language: English

Textbooks: The following book-style lecture notes will be used for this course: Introductory Data Science (in preparation)

References: The following books and online resources provide valuable, beginner-friendly insights into data science. All of these resources are freely available.
* Python for Data Analysis (3rd Edition) by Wes McKinney
https://wesmckinney.com/book/
* Python Data Science Handbook by Jake VanderPlas
https://jakevdp.github.io/PythonDataScienceHandbook/
* Data Science for Beginner by Microsoft
https://github.com/microsoft/Data-Science-For-Beginners
* Ethics and Data Science (Kindle Edition) by Mike Loukides, Hilary Mason, DJ Patil
* The Data Science Ethos by the Academic Data Science Alliance (ADSA)
https://ethos.academicdatascience.org/

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	70	Final Examination
Papers:	30	Quizzes (6 quizzes)

Note/URL: Thestudents are assumed to have already completed the compulsory course of either "GE122Introductory Statistics A" or "GE123 Introductory Statistics B".

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE13100|02|210GE13100[/SYLLABUS_ID]

Course Title	Introductory Data Science 02		
Instructor	SHINO, Junnosuke		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Introductory Data Science	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: IMPORTANT: This course will be taught Face-To-Face. This course offers an introductory, literacy-levelapproach to data science, designed with no prerequisites in programming orcalculus. However, students are expected to have completed either "GE122Introductory Statistics A" or "GE123 Introductory Statistics B."Students will develop a foundational understanding of data science, focusing onkey concepts, tools, and practical applications. Students will learn essential conceptsand techniques for data collection, cleaning, and visualization to drawinsights from diverse datasets. Key machine learning methods, includingregression, classification, clustering, and dimensionality reduction, will beintroduced, with Python integrated for hands-on practice. Students will alsoexplore advanced topics such as natural language processing, image and audioprocessing, and an introduction to reinforcement learning and deep learning.Additionally, students will examine the ethical considerations in data science,including algorithmic biases, data privacy, and related issues.

Objectives: In this course, students will:
* Learn foundational concepts of data science, including its scope, applications, and basic tools.
* Learn techniques for data collection, cleaning, and preparation to ensure data quality and reliability.
* Learn methods for effective data visualization to communicate insights from various datasets.
* Learn key machine learning techniques, such as regression, classification, clustering, and dimensionality reduction.
* Gain hands-on experience with Python for implementing data science methods and models.
* Explore advanced topics, including natural language processing, image and audio processing.
* Examine ethical considerations in data science, such as algorithmic biases, data privacy.

before/after course of study: * Pre-lecture preparation: Review the assigned textbook sections for each week to familiarize yourself with the upcoming topics and key concepts.
* Post-lecture reinforcement: Solidify your understanding of lecture content by revisiting the relevant textbook sections. Complete assignments to apply and deepen your grasp of the material.

As part of your preparation, you will be asked to read the handouts for each session that will be posted on Waseda Moodle in advance. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class and should be turned in before the next class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Introduction to Data Science

Overviewof data science, course structure, data science in real world, and briefoverview of prior knowledge from high school 'Information Studies'.

Vol. 2 Categorizing and Collecting Data

ExploringDiverse Data Types: Introduction to text, image, and audio processing, dataobtained through web, experiment, survey, etc.

Vol. 3 Summarizing and Visualizing Data

VisualizingData for Insight: Learn techniques for creating tables, charts, and exploringmean, deviation, percentile, standardization, etc.

Vol. 4 Interpreting and Analyzing Data Using Introductory Methods

Basicsfor Analysis using Data: Exploring correlation versus causation, level versusrate of change, and learning how to interpret decomposition, regression, PCA,etc.

Vol. 5 Persuasive Data Analysis

PresentingAnalysis Effectively: Understand the process of defining research questions,forming testable hypotheses, and using presentation tools (Word, PowerPoint,Tex) to clearly communicate your findings.

Vol. 6 Introduction to Data Science Tools: Part 1

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 7 Introduction to Data Science Tools: Part 2

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 8 Machine Learning & AI: Part 1

CoreML Techniques: Introduction to machine learning and AI, regression,classification, clustering, and dimensionality reduction.

Vol. 9 Machine Learning & AI : Part 2

CoreML Techniques: Introduction to decision trees, ensemble learning, reinforcementlearning, deep learning, and interpretability techniques (e.g., SHAP, LIME).

Vol.10 Text Analysis Techniques: Part 1

Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

Vol.11 Text Analysis Techniques : Part 2

Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

Vol.12 Image and Audio Processing

Introductionto image and audio processing methods for data science applications.

Vol.13 Ethical and Future Implications of Data Science

DataEthics and Limitations: Discuss ethics, biases, accountability, datagovernance, and the limitations of data science.

Vol.14 Final Exam

Finalexamination, and feedback via Waseda Moodle

Language: English

Textbooks: The following book-style lecture notes will be used for this course: Introductory Data Science (in preparation)

References: The following books and online resources provide valuable, beginner-friendly insights into data science. All of these resources are freely available.
* Python for Data Analysis (3rd Edition) by Wes McKinney
https://wesmckinney.com/book/
* Python Data Science Handbook by Jake VanderPlas
https://jakevdp.github.io/PythonDataScienceHandbook/
* Data Science for Beginner by Microsoft
https://github.com/microsoft/Data-Science-For-Beginners
* Ethics and Data Science (Kindle Edition) by Mike Loukides, Hilary Mason, DJ Patil
* The Data Science Ethos by the Academic Data Science Alliance (ADSA)
https://ethos.academicdatascience.org/

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	70	Final Examination
Papers:	30	Quizzes (about 6 quizzes)

Note/URL: Thestudents are assumed to have already completed the compulsory course of either "GE122Introductory Statistics A" or "GE123 Introductory Statistics B".

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE13100|03|210GE13100[/SYLLABUS_ID]

Course Title	Introductory Data Science 03		
Instructor	OHMAN, Emily		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	Introductory Data Science	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: IMPORTANT: This course will be taught Face-To-Face. This course offers an introductory, literacy-levelapproach to data science, designed with no prerequisites in programming orcalculus. However, students are expected to have completed either "GE122Introductory Statistics A" or "GE123 Introductory Statistics B."Students will develop a foundational understanding of data science, focusing onkey concepts, tools, and practical applications. Students will learn essential conceptsand techniques for data collection, cleaning, and visualization to drawinsights from diverse datasets. Key machine learning methods, includingregression, classification, clustering, and dimensionality reduction, will beintroduced, with Python integrated for hands-on practice. Students will alsoexplore advanced topics such as natural language processing, image and audioprocessing, and an introduction to reinforcement learning and deep learning.Additionally, students will examine the ethical considerations in data science,including algorithmic biases, data privacy, and related issues.

Objectives: In this course, students will:
* Learn foundational concepts of data science, including its scope, applications, and basic tools.
* Learn techniques for data collection, cleaning, and preparation to ensure data quality and reliability.
* Learn methods for effective data visualization to communicate insights from various datasets.
* Learn key machine learning techniques, such as regression, classification, clustering, and dimensionality reduction.
* Gain hands-on experience with Python for implementing data science methods and models.
* Explore advanced topics, including natural language processing, image and audio processing.
* Examine ethical considerations in data science, such as algorithmic biases, data privacy.

before/after course of study: * Pre-lecture preparation: Review the assigned textbook sections for each week to familiarize yourself with the upcoming topics and key concepts.
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Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Introduction to Data Science

Overviewof data science, course structure, data science in real world, and briefoverview of prior knowledge from high school 'Information Studies'.

Vol. 2 Categorizing and Collecting Data

ExploringDiverse Data Types: Introduction to text, image, and audio processing, dataobtained through web, experiment, survey, etc.

Vol. 3 Summarizing and Visualizing Data

VisualizingData for Insight: Learn techniques for creating tables, charts, and exploringmean, deviation, percentile, standardization, etc.

Vol. 4 Interpreting and Analyzing Data Using Introductory Methods

Basicsfor Analysis using Data: Exploring correlation versus causation, level versusrate of change, and learning how to interpret decomposition, regression, PCA,etc.

Vol. 5 Persuasive Data Analysis

PresentingAnalysis Effectively: Understand the process of defining research questions,forming testable hypotheses, and using presentation tools (Word, PowerPoint,Tex) to clearly communicate your findings.

Vol. 6 Introduction to Data Science Tools: Part 1

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 7 Introduction to Data Science Tools: Part 2

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 8 Machine Learning & AI: Part 1

CoreML Techniques: Introduction to machine learning and AI, regression,classification, clustering, and dimensionality reduction.

Vol. 9 Machine Learning & AI : Part 2

CoreML Techniques: Introduction to decision trees, ensemble learning, reinforcementlearning, deep learning, and interpretability techniques (e.g., SHAP, LIME).

Vol.10 Text Analysis Techniques: Part 1

Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

Vol.11 Text Analysis Techniques : Part 2

Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

Vol.12 Image and Audio Processing

Introductionto image and audio processing methods for data science applications.

Vol.13 Ethical and Future Implications of Data Science

DataEthics and Limitations: Discuss ethics, biases, accountability, datagovernance, and the limitations of data science.

Vol.14 Final Exam

Finalexamination, and feedback via Waseda Moodle

Language: English

Textbooks: The following book-style lecture notes will be used for this course: Introductory Data Science (in preparation)

References: The following books and online resources provide valuable, beginner-friendly insights into data science. All of these resources are freely available.
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https://wesmckinney.com/book/
* Python Data Science Handbook by Jake VanderPlas
https://jakevdp.github.io/PythonDataScienceHandbook/
* Data Science for Beginner by Microsoft
https://github.com/microsoft/Data-Science-For-Beginners
* Ethics and Data Science (Kindle Edition) by Mike Loukides, Hilary Mason, DJ Patil
* The Data Science Ethos by the Academic Data Science Alliance (ADSA)
https://ethos.academicdatascience.org/

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	70	Final Examination
Papers:	30	Quizzes (about 6 quizzes)

Note/URL: Thestudents are assumed to have already completed the compulsory course of either "GE122Introductory Statistics A" or "GE123 Introductory Statistics B".

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE13100|04|210GE13100[/SYLLABUS_ID]

Course Title	Introductory Data Science 04		
Instructor	QI, Xin		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Introductory Data Science	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: IMPORTANT: This course will be taught Face-To-Face. This course offers an introductory, literacy-levelapproach to data science, designed with no prerequisites in programming orcalculus. However, students are expected to have completed either "GE122Introductory Statistics A" or "GE123 Introductory Statistics B."Students will develop a foundational understanding of data science, focusing onkey concepts, tools, and practical applications. Students will learn essential conceptsand techniques for data collection, cleaning, and visualization to drawinsights from diverse datasets. Key machine learning methods, includingregression, classification, clustering, and dimensionality reduction, will beintroduced, with Python integrated for hands-on practice. Students will alsoexplore advanced topics such as natural language processing, image and audioprocessing, and an introduction to reinforcement learning and deep learning.Additionally, students will examine the ethical considerations in data science,including algorithmic biases, data privacy, and related issues.

Objectives: In this course, students will:
* Learn foundational concepts of data science, including its scope, applications, and basic tools.
* Learn techniques for data collection, cleaning, and preparation to ensure data quality and reliability.
* Learn methods for effective data visualization to communicate insights from various datasets.
* Learn key machine learning techniques, such as regression, classification, clustering, and dimensionality reduction.
* Gain hands-on experience with Python for implementing data science methods and models.
* Explore advanced topics, including natural language processing, image and audio processing.
* Examine ethical considerations in data science, such as algorithmic biases, data privacy.

before/after course of study: * Pre-lecture preparation: Review the assigned textbook sections for each week to familiarize yourself with the upcoming topics and key concepts.
* Post-lecture reinforcement: Solidify your understanding of lecture content by revisiting the relevant textbook sections. Complete assignments to apply and deepen your grasp of the material.

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Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Introduction to Data Science

Overviewof data science, course structure, data science in real world, and briefoverview of prior knowledge from high school 'Information Studies'.

Vol. 2 Categorizing and Collecting Data

ExploringDiverse Data Types: Introduction to text, image, and audio processing, dataobtained through web, experiment, survey, etc.

Vol. 3 Summarizing and Visualizing Data

VisualizingData for Insight: Learn techniques for creating tables, charts, and exploringmean, deviation, percentile, standardization, etc.

Vol. 4 Interpreting and Analyzing Data Using Introductory Methods

Basicsfor Analysis using Data: Exploring correlation versus causation, level versusrate of change, and learning how to interpret decomposition, regression, PCA,etc.

Vol. 5 Persuasive Data Analysis

PresentingAnalysis Effectively: Understand the process of defining research questions,forming testable hypotheses, and using presentation tools (Word, PowerPoint,Tex) to clearly communicate your findings.

Vol. 6 Introduction to Data Science Tools: Part 1

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 7 Introduction to Data Science Tools: Part 2

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 8 Machine Learning & AI: Part 1

CoreML Techniques: Introduction to machine learning and AI, regression,classification, clustering, and dimensionality reduction.

Vol. 9 Machine Learning & AI : Part 2

CoreML Techniques: Introduction to decision trees, ensemble learning, reinforcementlearning, deep learning, and interpretability techniques (e.g., SHAP, LIME).

Vol.10 Text Analysis Techniques: Part 1

Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

Vol.11 Text Analysis Techniques : Part 2

Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

Vol.12 Image and Audio Processing

Introductionto image and audio processing methods for data science applications.

Vol.13 Ethical and Future Implications of Data Science

DataEthics and Limitations: Discuss ethics, biases, accountability, datagovernance, and the limitations of data science.

Vol.14 Final Exam

Finalexamination, and feedback via Waseda Moodle

Language: English

Textbooks: The following book-style lecture notes will be used for this course: Introductory Data Science (in preparation)

References: The following books and online resources provide valuable, beginner-friendly insights into data science. All of these resources are freely available.
* Python for Data Analysis (3rd Edition) by Wes McKinney
https://wesmckinney.com/book/
* Python Data Science Handbook by Jake VanderPlas
https://jakevdp.github.io/PythonDataScienceHandbook/
* Data Science for Beginner by Microsoft
https://github.com/microsoft/Data-Science-For-Beginners
* Ethics and Data Science (Kindle Edition) by Mike Loukides, Hilary Mason, DJ Patil
* The Data Science Ethos by the Academic Data Science Alliance (ADSA)
https://ethos.academicdatascience.org/

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	70	Final Examination
Papers:	30	Quizzes (about 6 quizzes)

Note/URL: Thestudents are assumed to have already completed the compulsory course of either "GE122Introductory Statistics A" or "GE123 Introductory Statistics B".

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE13100|05|210GE13100[/SYLLABUS_ID]

Course Title	Introductory Data Science 05		
Instructor	QI, Xin		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Introductory Data Science	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: IMPORTANT: This course will be taught Face-To-Face. This course offers an introductory, literacy-levelapproach to data science, designed with no prerequisites in programming orcalculus. However, students are expected to have completed either "GE122Introductory Statistics A" or "GE123 Introductory Statistics B."Students will develop a foundational understanding of data science, focusing onkey concepts, tools, and practical applications. Students will learn essential conceptsand techniques for data collection, cleaning, and visualization to drawinsights from diverse datasets. Key machine learning methods, includingregression, classification, clustering, and dimensionality reduction, will beintroduced, with Python integrated for hands-on practice. Students will alsoexplore advanced topics such as natural language processing, image and audioprocessing, and an introduction to reinforcement learning and deep learning.Additionally, students will examine the ethical considerations in data science,including algorithmic biases, data privacy, and related issues.

Objectives: In this course, students will:
* Learn foundational concepts of data science, including its scope, applications, and basic tools.
* Learn techniques for data collection, cleaning, and preparation to ensure data quality and reliability.
* Learn methods for effective data visualization to communicate insights from various datasets.
* Learn key machine learning techniques, such as regression, classification, clustering, and dimensionality reduction.
* Gain hands-on experience with Python for implementing data science methods and models.
* Explore advanced topics, including natural language processing, image and audio processing.
* Examine ethical considerations in data science, such as algorithmic biases, data privacy.

before/after course of study: * Pre-lecture preparation: Review the assigned textbook sections for each week to familiarize yourself with the upcoming topics and key concepts.
* Post-lecture reinforcement: Solidify your understanding of lecture content by revisiting the relevant textbook sections. Complete assignments to apply and deepen your grasp of the material.

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Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Introduction to Data Science

Overviewof data science, course structure, data science in real world, and briefoverview of prior knowledge from high school 'Information Studies'.

Vol. 2 Categorizing and Collecting Data

ExploringDiverse Data Types: Introduction to text, image, and audio processing, dataobtained through web, experiment, survey, etc.

Vol. 3 Summarizing and Visualizing Data

VisualizingData for Insight: Learn techniques for creating tables, charts, and exploringmean, deviation, percentile, standardization, etc.

Vol. 4 Interpreting and Analyzing Data Using Introductory Methods

Basicsfor Analysis using Data: Exploring correlation versus causation, level versusrate of change, and learning how to interpret decomposition, regression, PCA,etc.

Vol. 5 Persuasive Data Analysis

PresentingAnalysis Effectively: Understand the process of defining research questions,forming testable hypotheses, and using presentation tools (Word, PowerPoint,Tex) to clearly communicate your findings.

Vol. 6 Introduction to Data Science Tools: Part 1

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 7 Introduction to Data Science Tools: Part 2

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 8 Machine Learning & AI: Part 1

CoreML Techniques: Introduction to machine learning and AI, regression,classification, clustering, and dimensionality reduction.

Vol. 9 Machine Learning & AI : Part 2

CoreML Techniques: Introduction to decision trees, ensemble learning, reinforcementlearning, deep learning, and interpretability techniques (e.g., SHAP, LIME).

Vol.10 Text Analysis Techniques: Part 1

Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

Vol.11 Text Analysis Techniques : Part 2

Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

Vol.12 Image and Audio Processing

Introductionto image and audio processing methods for data science applications.

Vol.13 Ethical and Future Implications of Data Science

DataEthics and Limitations: Discuss ethics, biases, accountability, datagovernance, and the limitations of data science.

Vol.14 Final Exam

Finalexamination, and feedback via Waseda Moodle

Language: English

Textbooks: The following book-style lecture notes will be used for this course: Introductory Data Science (in preparation)

References: The following books and online resources provide valuable, beginner-friendly insights into data science. All of these resources are freely available.
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https://jakevdp.github.io/PythonDataScienceHandbook/
* Data Science for Beginner by Microsoft
https://github.com/microsoft/Data-Science-For-Beginners
* Ethics and Data Science (Kindle Edition) by Mike Loukides, Hilary Mason, DJ Patil
* The Data Science Ethos by the Academic Data Science Alliance (ADSA)
https://ethos.academicdatascience.org/

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	70	Final Examination
Papers:	30	Quizzes (about 6 quizzes)

Note/URL: Thestudents are assumed to have already completed the compulsory course of either "GE122Introductory Statistics A" or "GE123 Introductory Statistics B".

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE13100|06|210GE13100[/SYLLABUS_ID]

Course Title	Introductory Data Science 06		
Instructor	CHEN, Po Lin		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	Introductory Data Science	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: IMPORTANT: This course will be taught Face-To-Face. This course offers an introductory, literacy-levelapproach to data science, designed with no prerequisites in programming orcalculus. However, students are expected to have completed either "GE122Introductory Statistics A" or "GE123 Introductory Statistics B."Students will develop a foundational understanding of data science, focusing onkey concepts, tools, and practical applications. Students will learn essential conceptsand techniques for data collection, cleaning, and visualization to drawinsights from diverse datasets. Key machine learning methods, includingregression, classification, clustering, and dimensionality reduction, will beintroduced, with Python integrated for hands-on practice. Students will alsoexplore advanced topics such as natural language processing, image and audioprocessing, and an introduction to reinforcement learning and deep learning.Additionally, students will examine the ethical considerations in data science,including algorithmic biases, data privacy, and related issues.

Objectives: In this course, students will:
* Learn foundational concepts of data science, including its scope, applications, and basic tools.
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* Learn methods for effective data visualization to communicate insights from various datasets.
* Learn key machine learning techniques, such as regression, classification, clustering, and dimensionality reduction.
* Gain hands-on experience with Python for implementing data science methods and models.
* Explore advanced topics, including natural language processing, image and audio processing.
* Examine ethical considerations in data science, such as algorithmic biases, data privacy.

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Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Introduction to Data Science

Overviewof data science, course structure, data science in real world, and briefoverview of prior knowledge from high school 'Information Studies'.

Vol. 2 Categorizing and Collecting Data

ExploringDiverse Data Types: Introduction to text, image, and audio processing, dataobtained through web, experiment, survey, etc.

Vol. 3 Summarizing and Visualizing Data

VisualizingData for Insight: Learn techniques for creating tables, charts, and exploringmean, deviation, percentile, standardization, etc.

Vol. 4 Interpreting and Analyzing Data Using Introductory Methods

Basicsfor Analysis using Data: Exploring correlation versus causation, level versusrate of change, and learning how to interpret decomposition, regression, PCA,etc.

Vol. 5 Persuasive Data Analysis

PresentingAnalysis Effectively: Understand the process of defining research questions,forming testable hypotheses, and using presentation tools (Word, PowerPoint,Tex) to clearly communicate your findings.

Vol. 6 Introduction to Data Science Tools: Part 1

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 7 Introduction to Data Science Tools: Part 2

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 8 Machine Learning & AI: Part 1

CoreML Techniques: Introduction to machine learning and AI, regression,classification, clustering, and dimensionality reduction.

Vol. 9 Machine Learning & AI : Part 2

CoreML Techniques: Introduction to decision trees, ensemble learning, reinforcementlearning, deep learning, and interpretability techniques (e.g., SHAP, LIME).

Vol.10 Text Analysis Techniques: Part 1

Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

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Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

Vol.12 Image and Audio Processing

Introductionto image and audio processing methods for data science applications.

Vol.13 Ethical and Future Implications of Data Science

DataEthics and Limitations: Discuss ethics, biases, accountability, datagovernance, and the limitations of data science.

Vol.14 Final Exam

Finalexamination, and feedback via Waseda Moodle

Language: English

Textbooks: The following book-style lecture notes will be used for this course: Introductory Data Science (in preparation)

References: The following books and online resources provide valuable, beginner-friendly insights into data science. All of these resources are freely available.
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https://github.com/microsoft/Data-Science-For-Beginners
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* The Data Science Ethos by the Academic Data Science Alliance (ADSA)
https://ethos.academicdatascience.org/

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	60	Final Examination
Papers:	30	Quizzes (about 6 quizzes)

Note/URL: Thestudents are assumed to have already completed the compulsory course of either "GE122Introductory Statistics A" or "GE123 Introductory Statistics B".

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE13100|07|210GE13100[/SYLLABUS_ID]

Course Title	Introductory Data Science 07		
Instructor	CHUNG, Wookyung		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.5	**Class Modality Categories**	[On-campus]
Course Category	Introductory Data Science	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: IMPORTANT: This course will be taught Face-To-Face. This course offers an introductory, literacy-levelapproach to data science, designed with no prerequisites in programming orcalculus. However, students are expected to have completed either "GE122Introductory Statistics A" or "GE123 Introductory Statistics B."Students will develop a foundational understanding of data science, focusing onkey concepts, tools, and practical applications. Students will learn essential conceptsand techniques for data collection, cleaning, and visualization to drawinsights from diverse datasets. Key machine learning methods, includingregression, classification, clustering, and dimensionality reduction, will beintroduced, with Python integrated for hands-on practice. Students will alsoexplore advanced topics such as natural language processing, image and audioprocessing, and an introduction to reinforcement learning and deep learning.Additionally, students will examine the ethical considerations in data science,including algorithmic biases, data privacy, and related issues.

Objectives: In this course, students will:
* Learn foundational concepts of data science, including its scope, applications, and basic tools.
* Learn techniques for data collection, cleaning, and preparation to ensure data quality and reliability.
* Learn methods for effective data visualization to communicate insights from various datasets.
* Learn key machine learning techniques, such as regression, classification, clustering, and dimensionality reduction.
* Gain hands-on experience with Python for implementing data science methods and models.
* Explore advanced topics, including natural language processing, image and audio processing.
* Examine ethical considerations in data science, such as algorithmic biases, data privacy.

before/after course of study: * Pre-lecture preparation: Review the assigned textbook sections for each week to familiarize yourself with the upcoming topics and key concepts.
* Post-lecture reinforcement: Solidify your understanding of lecture content by revisiting the relevant textbook sections. Complete assignments to apply and deepen your grasp of the material.

As part of your preparation, you will be asked to read the handouts for each session that will be posted on Waseda Moodle in advance. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class and should be turned in before the next class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Introduction to Data Science

Overviewof data science, course structure, data science in real world, and briefoverview of prior knowledge from high school 'Information Studies'.

Vol. 2 Categorizing and Collecting Data

ExploringDiverse Data Types: Introduction to text, image, and audio processing, dataobtained through web, experiment, survey, etc.

Vol. 3 Summarizing and Visualizing Data

VisualizingData for Insight: Learn techniques for creating tables, charts, and exploringmean, deviation, percentile, standardization, etc.

Vol. 4 Interpreting and Analyzing Data Using Introductory Methods

Basicsfor Analysis using Data: Exploring correlation versus causation, level versusrate of change, and learning how to interpret decomposition, regression, PCA,etc.

Vol. 5 Persuasive Data Analysis

PresentingAnalysis Effectively: Understand the process of defining research questions,forming testable hypotheses, and using presentation tools (Word, PowerPoint,Tex) to clearly communicate your findings.

Vol. 6 Introduction to Data Science Tools: Part 1

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 7 Introduction to Data Science Tools: Part 2

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 8 Machine Learning & AI: Part 1

CoreML Techniques: Introduction to machine learning and AI, regression,classification, clustering, and dimensionality reduction.

Vol. 9 Machine Learning & AI : Part 2

CoreML Techniques: Introduction to decision trees, ensemble learning, reinforcementlearning, deep learning, and interpretability techniques (e.g., SHAP, LIME).

Vol.10 Text Analysis Techniques: Part 1

Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

Vol.11 Text Analysis Techniques : Part 2

Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

Vol.12 Image and Audio Processing

Introductionto image and audio processing methods for data science applications.

Vol.13 Ethical and Future Implications of Data Science

DataEthics and Limitations: Discuss ethics, biases, accountability, datagovernance, and the limitations of data science.

Vol.14 Final Exam

Finalexamination, and feedback via Waseda Moodle

Language: English

Textbooks: The following book-style lecture notes will be used for this course: Introductory Data Science (in preparation)

References: The following books and online resources provide valuable, beginner-friendly insights into data science. All of these resources are freely available.
* Python for Data Analysis (3rd Edition) by Wes McKinney
https://wesmckinney.com/book/
* Python Data Science Handbook by Jake VanderPlas
https://jakevdp.github.io/PythonDataScienceHandbook/
* Data Science for Beginner by Microsoft
https://github.com/microsoft/Data-Science-For-Beginners
* Ethics and Data Science (Kindle Edition) by Mike Loukides, Hilary Mason, DJ Patil
* The Data Science Ethos by the Academic Data Science Alliance (ADSA)
https://ethos.academicdatascience.org/

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	70	Final Examination
Papers:	30	Quizzes (about 6 quizzes)

Note/URL: Thestudents are assumed to have already completed the compulsory course of either "GE122Introductory Statistics A" or "GE123 Introductory Statistics B".

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE13100|51|210GE13100[/SYLLABUS_ID]

Course Title	Introductory Data Science 51		
Instructor	Wang, Jinfang		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.5	**Class Modality Categories**	[On-campus]
Course Category	Introductory Data Science	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: IMPORTANT: This course will be taught Face-To-Face. This course offers an introductory, literacy-levelapproach to data science, designed with no prerequisites in programming orcalculus. However, students are expected to have completed either "GE122Introductory Statistics A" or "GE123 Introductory Statistics B."Students will develop a foundational understanding of data science, focusing onkey concepts, tools, and practical applications. Students will learn essential conceptsand techniques for data collection, cleaning, and visualization to drawinsights from diverse datasets. Key machine learning methods, includingregression, classification, clustering, and dimensionality reduction, will beintroduced, with Python integrated for hands-on practice. Students will alsoexplore advanced topics such as natural language processing, image and audioprocessing, and an introduction to reinforcement learning and deep learning.Additionally, students will examine the ethical considerations in data science,including algorithmic biases, data privacy, and related issues.

Objectives: In this course, students will:
* Learn foundational concepts of data science, including its scope, applications, and basic tools.
* Learn techniques for data collection, cleaning, and preparation to ensure data quality and reliability.
* Learn methods for effective data visualization to communicate insights from various datasets.
* Learn key machine learning techniques, such as regression, classification, clustering, and dimensionality reduction.
* Gain hands-on experience with Python for implementing data science methods and models.
* Explore advanced topics, including natural language processing, image and audio processing.
* Examine ethical considerations in data science, such as algorithmic biases, data privacy.

before/after course of study: * Pre-lecture preparation: Review the assigned textbook sections for each week to familiarize yourself with the upcoming topics and key concepts.
* Post-lecture reinforcement: Solidify your understanding of lecture content by revisiting the relevant textbook sections. Complete assignments to apply and deepen your grasp of the material.

As part of your preparation, you will be asked to read the handouts for each session that will be posted on Waseda Moodle in advance. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class and should be turned in before the next class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Introduction to Data Science

Overviewof data science, course structure, data science in real world, and briefoverview of prior knowledge from high school 'Information Studies'.

Vol. 2 Categorizing and Collecting Data

ExploringDiverse Data Types: Introduction to text, image, and audio processing, dataobtained through web, experiment, survey, etc.

Vol. 3 Summarizing and Visualizing Data

VisualizingData for Insight: Learn techniques for creating tables, charts, and exploringmean, deviation, percentile, standardization, etc.

Vol. 4 Interpreting and Analyzing Data Using Introductory Methods

Basicsfor Analysis using Data: Exploring correlation versus causation, level versusrate of change, and learning how to interpret decomposition, regression, PCA,etc.

Vol. 5 Persuasive Data Analysis

PresentingAnalysis Effectively: Understand the process of defining research questions,forming testable hypotheses, and using presentation tools (Word, PowerPoint,Tex) to clearly communicate your findings.

Vol. 6 Introduction to Data Science Tools: Part 1

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 7 Introduction to Data Science Tools: Part 2

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 8 Machine Learning & AI: Part 1

CoreML Techniques: Introduction to machine learning and AI, regression,classification, clustering, and dimensionality reduction.

Vol. 9 Machine Learning & AI : Part 2

CoreML Techniques: Introduction to decision trees, ensemble learning, reinforcementlearning, deep learning, and interpretability techniques (e.g., SHAP, LIME).

Vol.10 Text Analysis Techniques: Part 1

Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

Vol.11 Text Analysis Techniques : Part 2

Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

Vol.12 Image and Audio Processing

Introductionto image and audio processing methods for data science applications.

Vol.13 Ethical and Future Implications of Data Science

DataEthics and Limitations: Discuss ethics, biases, accountability, datagovernance, and the limitations of data science.

Vol.14 Final Exam

Finalexamination, and feedback via Waseda Moodle

Language: English

Textbooks: The following book-style lecture notes will be used for this course: Introductory Data Science (in preparation)

References: The following books and online resources provide valuable, beginner-friendly insights into data science. All of these resources are freely available.
* Python for Data Analysis (3rd Edition) by Wes McKinney
https://wesmckinney.com/book/
* Python Data Science Handbook by Jake VanderPlas
https://jakevdp.github.io/PythonDataScienceHandbook/
* Data Science for Beginner by Microsoft
https://github.com/microsoft/Data-Science-For-Beginners
* Ethics and Data Science (Kindle Edition) by Mike Loukides, Hilary Mason, DJ Patil
* The Data Science Ethos by the Academic Data Science Alliance (ADSA)
https://ethos.academicdatascience.org/

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	60	Final Examination
Papers:	30	Quizzes (6 quizzes)
Class contribution:	10	Active Participation

Note/URL: Thestudents are assumed to have already completed the compulsory course of either "GE122Introductory Statistics A" or "GE123 Introductory Statistics B".

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE13100|52|210GE13100[/SYLLABUS_ID]

Course Title	Introductory Data Science 52		
Instructor	CHEN, Po Lin		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	Introductory Data Science	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: IMPORTANT: This course will be taught Face-To-Face. This course offers an introductory, literacy-levelapproach to data science, designed with no prerequisites in programming orcalculus. However, students are expected to have completed either "GE122Introductory Statistics A" or "GE123 Introductory Statistics B."Students will develop a foundational understanding of data science, focusing onkey concepts, tools, and practical applications. Students will learn essential conceptsand techniques for data collection, cleaning, and visualization to drawinsights from diverse datasets. Key machine learning methods, includingregression, classification, clustering, and dimensionality reduction, will beintroduced, with Python integrated for hands-on practice. Students will alsoexplore advanced topics such as natural language processing, image and audioprocessing, and an introduction to reinforcement learning and deep learning.Additionally, students will examine the ethical considerations in data science,including algorithmic biases, data privacy, and related issues.

Objectives: In this course, students will:
* Learn foundational concepts of data science, including its scope, applications, and basic tools.
* Learn techniques for data collection, cleaning, and preparation to ensure data quality and reliability.
* Learn methods for effective data visualization to communicate insights from various datasets.
* Learn key machine learning techniques, such as regression, classification, clustering, and dimensionality reduction.
* Gain hands-on experience with Python for implementing data science methods and models.
* Explore advanced topics, including natural language processing, image and audio processing.
* Examine ethical considerations in data science, such as algorithmic biases, data privacy.

before/after course of study: * Pre-lecture preparation: Review the assigned textbook sections for each week to familiarize yourself with the upcoming topics and key concepts.
* Post-lecture reinforcement: Solidify your understanding of lecture content by revisiting the relevant textbook sections. Complete assignments to apply and deepen your grasp of the material.

As part of your preparation, you will be asked to read the handouts for each session that will be posted on Waseda Moodle in advance. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class and should be turned in before the next class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Introduction to Data Science

Overviewof data science, course structure, data science in real world, and briefoverview of prior knowledge from high school 'Information Studies'.

Vol. 2 Categorizing and Collecting Data

ExploringDiverse Data Types: Introduction to text, image, and audio processing, dataobtained through web, experiment, survey, etc.

Vol. 3 Summarizing and Visualizing Data

VisualizingData for Insight: Learn techniques for creating tables, charts, and exploringmean, deviation, percentile, standardization, etc.

Vol. 4 Interpreting and Analyzing Data Using Introductory Methods

Basicsfor Analysis using Data: Exploring correlation versus causation, level versusrate of change, and learning how to interpret decomposition, regression, PCA,etc.

Vol. 5 Persuasive Data Analysis

PresentingAnalysis Effectively: Understand the process of defining research questions,forming testable hypotheses, and using presentation tools (Word, PowerPoint,Tex) to clearly communicate your findings.

Vol. 6 Introduction to Data Science Tools: Part 1

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 7 Introduction to Data Science Tools: Part 2

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 8 Machine Learning & AI: Part 1

CoreML Techniques: Introduction to machine learning and AI, regression,classification, clustering, and dimensionality reduction.

Vol. 9 Machine Learning & AI : Part 2

CoreML Techniques: Introduction to decision trees, ensemble learning, reinforcementlearning, deep learning, and interpretability techniques (e.g., SHAP, LIME).

Vol.10 Text Analysis Techniques: Part 1

Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

Vol.11 Text Analysis Techniques : Part 2

Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

Vol.12 Image and Audio Processing

Introductionto image and audio processing methods for data science applications.

Vol.13 Ethical and Future Implications of Data Science

DataEthics and Limitations: Discuss ethics, biases, accountability, datagovernance, and the limitations of data science.

Vol.14 Final Exam

Finalexamination, and feedback via Waseda Moodle

Language: English

Textbooks: The following book-style lecture notes will be used for this course: Introductory Data Science (in preparation)

References: The following books and online resources provide valuable, beginner-friendly insights into data science. All of these resources are freely available.
* Python for Data Analysis (3rd Edition) by Wes McKinney
https://wesmckinney.com/book/
* Python Data Science Handbook by Jake VanderPlas
https://jakevdp.github.io/PythonDataScienceHandbook/
* Data Science for Beginner by Microsoft
https://github.com/microsoft/Data-Science-For-Beginners
* Ethics and Data Science (Kindle Edition) by Mike Loukides, Hilary Mason, DJ Patil
* The Data Science Ethos by the Academic Data Science Alliance (ADSA)
https://ethos.academicdatascience.org/

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	60	Final Examination
Papers:	30	Quizzes (about 6 quizzes)
Class contribution:	10	Active Class Participation (Attendance)

Note/URL: Thestudents are assumed to have already completed the compulsory course of either "GE122Introductory Statistics A" or "GE123 Introductory Statistics B".

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE13100|53|210GE13100[/SYLLABUS_ID]

Course Title	Introductory Data Science 53		
Instructor	QI, Xin		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Introductory Data Science	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: IMPORTANT: This course will be taught Face-To-Face. This course offers an introductory, literacy-levelapproach to data science, designed with no prerequisites in programming orcalculus. However, students are expected to have completed either "GE122Introductory Statistics A" or "GE123 Introductory Statistics B."Students will develop a foundational understanding of data science, focusing onkey concepts, tools, and practical applications. Students will learn essential conceptsand techniques for data collection, cleaning, and visualization to drawinsights from diverse datasets. Key machine learning methods, includingregression, classification, clustering, and dimensionality reduction, will beintroduced, with Python integrated for hands-on practice. Students will alsoexplore advanced topics such as natural language processing, image and audioprocessing, and an introduction to reinforcement learning and deep learning.Additionally, students will examine the ethical considerations in data science,including algorithmic biases, data privacy, and related issues.

Objectives: In this course, students will:
* Learn foundational concepts of data science, including its scope, applications, and basic tools.
* Learn techniques for data collection, cleaning, and preparation to ensure data quality and reliability.
* Learn methods for effective data visualization to communicate insights from various datasets.
* Learn key machine learning techniques, such as regression, classification, clustering, and dimensionality reduction.
* Gain hands-on experience with Python for implementing data science methods and models.
* Explore advanced topics, including natural language processing, image and audio processing.
* Examine ethical considerations in data science, such as algorithmic biases, data privacy.

before/after course of study: * Pre-lecture preparation: Review the assigned textbook sections for each week to familiarize yourself with the upcoming topics and key concepts.
* Post-lecture reinforcement: Solidify your understanding of lecture content by revisiting the relevant textbook sections. Complete assignments to apply and deepen your grasp of the material.

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Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Introduction to Data Science

Overviewof data science, course structure, data science in real world, and briefoverview of prior knowledge from high school 'Information Studies'.

Vol. 2 Categorizing and Collecting Data

ExploringDiverse Data Types: Introduction to text, image, and audio processing, dataobtained through web, experiment, survey, etc.

Vol. 3 Summarizing and Visualizing Data

VisualizingData for Insight: Learn techniques for creating tables, charts, and exploringmean, deviation, percentile, standardization, etc.

Vol. 4 Interpreting and Analyzing Data Using Introductory Methods

Basicsfor Analysis using Data: Exploring correlation versus causation, level versusrate of change, and learning how to interpret decomposition, regression, PCA,etc.

Vol. 5 Persuasive Data Analysis

PresentingAnalysis Effectively: Understand the process of defining research questions,forming testable hypotheses, and using presentation tools (Word, PowerPoint,Tex) to clearly communicate your findings.

Vol. 6 Introduction to Data Science Tools: Part 1

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 7 Introduction to Data Science Tools: Part 2

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 8 Machine Learning & AI: Part 1

CoreML Techniques: Introduction to machine learning and AI, regression,classification, clustering, and dimensionality reduction.

Vol. 9 Machine Learning & AI : Part 2

CoreML Techniques: Introduction to decision trees, ensemble learning, reinforcementlearning, deep learning, and interpretability techniques (e.g., SHAP, LIME).

Vol.10 Text Analysis Techniques: Part 1

Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

Vol.11 Text Analysis Techniques : Part 2

Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

Vol.12 Image and Audio Processing

Introductionto image and audio processing methods for data science applications.

Vol.13 Ethical and Future Implications of Data Science

DataEthics and Limitations: Discuss ethics, biases, accountability, datagovernance, and the limitations of data science.

Vol.14 Final Exam

Finalexamination, and feedback via Waseda Moodle

Language: English

Textbooks: The following book-style lecture notes will be used for this course: Introductory Data Science (in preparation)

References: The following books and online resources provide valuable, beginner-friendly insights into data science. All of these resources are freely available.
* Python for Data Analysis (3rd Edition) by Wes McKinney
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https://github.com/microsoft/Data-Science-For-Beginners
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* The Data Science Ethos by the Academic Data Science Alliance (ADSA)
https://ethos.academicdatascience.org/

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	60	Final Examination
Papers:	30	Quizzes
Class contribution:	10	Active Class Participation (Attendance)

Note/URL: Thestudents are assumed to have already completed the compulsory course of either "GE122Introductory Statistics A" or "GE123 Introductory Statistics B".

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE13100|54|210GE13100[/SYLLABUS_ID]

Course Title	Introductory Data Science 54		
Instructor	QI, Xin		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Introductory Data Science	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: IMPORTANT: This course will be taught Face-To-Face. This course offers an introductory, literacy-levelapproach to data science, designed with no prerequisites in programming orcalculus. However, students are expected to have completed either "GE122Introductory Statistics A" or "GE123 Introductory Statistics B."Students will develop a foundational understanding of data science, focusing onkey concepts, tools, and practical applications. Students will learn essential conceptsand techniques for data collection, cleaning, and visualization to drawinsights from diverse datasets. Key machine learning methods, includingregression, classification, clustering, and dimensionality reduction, will beintroduced, with Python integrated for hands-on practice. Students will alsoexplore advanced topics such as natural language processing, image and audioprocessing, and an introduction to reinforcement learning and deep learning.Additionally, students will examine the ethical considerations in data science,including algorithmic biases, data privacy, and related issues.

Objectives: In this course, students will:
* Learn foundational concepts of data science, including its scope, applications, and basic tools.
* Learn techniques for data collection, cleaning, and preparation to ensure data quality and reliability.
* Learn methods for effective data visualization to communicate insights from various datasets.
* Learn key machine learning techniques, such as regression, classification, clustering, and dimensionality reduction.
* Gain hands-on experience with Python for implementing data science methods and models.
* Explore advanced topics, including natural language processing, image and audio processing.
* Examine ethical considerations in data science, such as algorithmic biases, data privacy.

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Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Introduction to Data Science

Overviewof data science, course structure, data science in real world, and briefoverview of prior knowledge from high school 'Information Studies'.

Vol. 2 Categorizing and Collecting Data

ExploringDiverse Data Types: Introduction to text, image, and audio processing, dataobtained through web, experiment, survey, etc.

Vol. 3 Summarizing and Visualizing Data

VisualizingData for Insight: Learn techniques for creating tables, charts, and exploringmean, deviation, percentile, standardization, etc.

Vol. 4 Interpreting and Analyzing Data Using Introductory Methods

Basicsfor Analysis using Data: Exploring correlation versus causation, level versusrate of change, and learning how to interpret decomposition, regression, PCA,etc.

Vol. 5 Persuasive Data Analysis

PresentingAnalysis Effectively: Understand the process of defining research questions,forming testable hypotheses, and using presentation tools (Word, PowerPoint,Tex) to clearly communicate your findings.

Vol. 6 Introduction to Data Science Tools: Part 1

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 7 Introduction to Data Science Tools: Part 2

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 8 Machine Learning & AI: Part 1

CoreML Techniques: Introduction to machine learning and AI, regression,classification, clustering, and dimensionality reduction.

Vol. 9 Machine Learning & AI : Part 2

CoreML Techniques: Introduction to decision trees, ensemble learning, reinforcementlearning, deep learning, and interpretability techniques (e.g., SHAP, LIME).

Vol.10 Text Analysis Techniques: Part 1

Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

Vol.11 Text Analysis Techniques : Part 2

Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

Vol.12 Image and Audio Processing

Introductionto image and audio processing methods for data science applications.

Vol.13 Ethical and Future Implications of Data Science

DataEthics and Limitations: Discuss ethics, biases, accountability, datagovernance, and the limitations of data science.

Vol.14 Final Exam

Finalexamination, and feedback via Waseda Moodle

Language: English

Textbooks: The following book-style lecture notes will be used for this course: Introductory Data Science (in preparation)

References: The following books and online resources provide valuable, beginner-friendly insights into data science. All of these resources are freely available.
* Python for Data Analysis (3rd Edition) by Wes McKinney
https://wesmckinney.com/book/
* Python Data Science Handbook by Jake VanderPlas
https://jakevdp.github.io/PythonDataScienceHandbook/
* Data Science for Beginner by Microsoft
https://github.com/microsoft/Data-Science-For-Beginners
* Ethics and Data Science (Kindle Edition) by Mike Loukides, Hilary Mason, DJ Patil
* The Data Science Ethos by the Academic Data Science Alliance (ADSA)
https://ethos.academicdatascience.org/

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	60	Final Examination
Papers:	30	Quizzes
Class contribution:	10	Active Class Participation (Attendance)

Note/URL: Thestudents are assumed to have already completed the compulsory course of either "GE122Introductory Statistics A" or "GE123 Introductory Statistics B".

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE13100|55|210GE13100[/SYLLABUS_ID]

Course Title	Introductory Data Science 55		
Instructor	ISHIKAWA, Ryuichiro		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Introductory Data Science	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

IMPORTANT: This course will be conducted face-to-face. In addition, this instructor (Ishikawa) will extend slightly beyond a purely introductory level. While it remains a required course, the content will go beyond what is typically expected at the basic level. The goal is to provide a rigorous foundation for students genuinely interested in data science and who intend to develop deeper expertise in this field during their university studies.

This course offers an introductory, literacy-level approach to data science and is designed for students with no prior background in programming or calculus. However, students are expected to have completed either GE122 Introductory Statistics A or GE123 Introductory Statistics B.

Students will develop a foundational understanding of data science, focusing on key concepts, tools, and practical applications. The course covers essential techniques for data collection, data cleaning, and visualization, enabling students to extract insights from diverse datasets.

Core machine learning methods—including regression, classification, clustering, and dimensionality reduction—will be introduced, with Python incorporated for hands-on practice. Students will also explore more advanced topics such as natural language processing, image and audio processing, and introductory concepts in reinforcement learning and deep learning.

In addition, the course addresses ethical issues in data science, including algorithmic bias, data privacy, and related social and institutional concerns.

Objectives:

In this course, students will:
·Develop a foundational understanding of data science, including its scope, applications, and core tools.
·Acquire techniques for data collection, cleaning, and preparation to ensure data quality and reliability.
·Learn methods for effective data visualization to communicate insights from diverse datasets.
·Study key machine learning techniques, such as regression, classification, clustering, and dimensionality reduction.
·Gain hands-on experience using Python to implement data science methods and models.
·Explore advanced topics, including natural language processing, image and audio processing.
·Examine ethical considerations in data science, such as algorithmic bias, data privacy, and related social issues.

before/after course of study:

Students are expected to prepare for each class by reviewing the assigned textbook sections in advance in order to familiarize themselves with the upcoming topics and key concepts. In addition, handouts for each session will be posted on Waseda Moodle beforehand and should be read as part of the required preparation. Pre-lecture preparation is expected to take approximately 90–120 minutes per session.

After each class, students should reinforce their understanding by revisiting the relevant textbook sections and completing the assigned homework. These assignments are designed to help students apply and deepen their understanding of the material. Homework must be submitted before the following class. Post-lecture review is also expected to take approximately 90–120 minutes per session.

As noted above, this course will go somewhat beyond a purely introductory level. Therefore, students are expected to master textbook-level material through independent study. Active and consistent self-study will be essential for keeping pace with the course.

Course Schedule Free-Text Entry:

0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Introduction to Data Science

Overviewof data science, course structure, data science in real world, and briefoverview of prior knowledge from high school 'Information Studies'.

Vol. 2 Categorizing and Collecting Data

ExploringDiverse Data Types: Introduction to text, image, and audio processing, dataobtained through web, experiment, survey, etc.

Vol. 3 Summarizing and Visualizing Data

VisualizingData for Insight: Learn techniques for creating tables, charts, and exploringmean, deviation, percentile, standardization, etc.

Vol. 4 Interpreting and Analyzing Data Using Introductory Methods

Basicsfor Analysis using Data: Exploring correlation versus causation, level versusrate of change, and learning how to interpret decomposition, regression, PCA,etc.

Vol. 5 Persuasive Data Analysis

PresentingAnalysis Effectively: Understand the process of defining research questions,forming testable hypotheses, and using presentation tools (Word, PowerPoint,Tex) to clearly communicate your findings.

Vol. 6 Introduction to Data Science Tools: Part 1

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 7 Introduction to Data Science Tools: Part 2

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 8 Machine Learning & AI: Part 1

CoreML Techniques: Introduction to machine learning and AI, regression,classification, clustering, and dimensionality reduction.

Vol. 9 Machine Learning & AI : Part 2

CoreML Techniques: Introduction to decision trees, ensemble learning, reinforcementlearning, deep learning, and interpretability techniques (e.g., SHAP, LIME).

Vol.10 Text Analysis Techniques: Part 1

Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

Vol.11 Text Analysis Techniques : Part 2

Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

Vol.12 Image and Audio Processing

Introductionto image and audio processing methods for data science applications.

Vol.13 Ethical and Future Implications of Data Science

DataEthics and Limitations: Discuss ethics, biases, accountability, datagovernance, and the limitations of data science.

Vol.14 Final Exam

Finalexamination, and feedback via Waseda Moodle

Language: English

Textbooks: The following book-style lecture notes will be used for this course: Introductory Data Science (in preparation)

References: The following books and online resources provide valuable, beginner-friendly insights into data science. All of these resources are freely available.
* Python for Data Analysis (3rd Edition) by Wes McKinney
https://wesmckinney.com/book/
* Python Data Science Handbook by Jake VanderPlas
https://jakevdp.github.io/PythonDataScienceHandbook/
* Data Science for Beginner by Microsoft
https://github.com/microsoft/Data-Science-For-Beginners
* Ethics and Data Science (Kindle Edition) by Mike Loukides, Hilary Mason, DJ Patil
* The Data Science Ethos by the Academic Data Science Alliance (ADSA)
https://ethos.academicdatascience.org/

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	70	Final Examination
Papers:	30	Quizzes (about 6 quizzes)

Note/URL: The students are assumed to have already completed the compulsory course of either "GE122Introductory Statistics A" or "GE123 Introductory Statistics B".

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE13100|56|210GE13100[/SYLLABUS_ID]

Course Title	Introductory Data Science 56		
Instructor	CHUNG, Wookyung		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.5	**Class Modality Categories**	[On-campus]
Course Category	Introductory Data Science	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: IMPORTANT: This course will be taught Face-To-Face. This course offers an introductory, literacy-levelapproach to data science, designed with no prerequisites in programming orcalculus. However, students are expected to have completed either "GE122Introductory Statistics A" or "GE123 Introductory Statistics B."Students will develop a foundational understanding of data science, focusing onkey concepts, tools, and practical applications. Students will learn essential conceptsand techniques for data collection, cleaning, and visualization to drawinsights from diverse datasets. Key machine learning methods, includingregression, classification, clustering, and dimensionality reduction, will beintroduced, with Python integrated for hands-on practice. Students will alsoexplore advanced topics such as natural language processing, image and audioprocessing, and an introduction to reinforcement learning and deep learning.Additionally, students will examine the ethical considerations in data science,including algorithmic biases, data privacy, and related issues.

Objectives: In this course, students will:
* Learn foundational concepts of data science, including its scope, applications, and basic tools.
* Learn techniques for data collection, cleaning, and preparation to ensure data quality and reliability.
* Learn methods for effective data visualization to communicate insights from various datasets.
* Learn key machine learning techniques, such as regression, classification, clustering, and dimensionality reduction.
* Gain hands-on experience with Python for implementing data science methods and models.
* Explore advanced topics, including natural language processing, image and audio processing.
* Examine ethical considerations in data science, such as algorithmic biases, data privacy.

before/after course of study: * Pre-lecture preparation: Review the assigned textbook sections for each week to familiarize yourself with the upcoming topics and key concepts.
* Post-lecture reinforcement: Solidify your understanding of lecture content by revisiting the relevant textbook sections. Complete assignments to apply and deepen your grasp of the material.

As part of your preparation, you will be asked to read the handouts for each session that will be posted on Waseda Moodle in advance. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class and should be turned in before the next class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Introduction to Data Science

Overviewof data science, course structure, data science in real world, and briefoverview of prior knowledge from high school 'Information Studies'.

Vol. 2 Categorizing and Collecting Data

ExploringDiverse Data Types: Introduction to text, image, and audio processing, dataobtained through web, experiment, survey, etc.

Vol. 3 Summarizing and Visualizing Data

VisualizingData for Insight: Learn techniques for creating tables, charts, and exploringmean, deviation, percentile, standardization, etc.

Vol. 4 Interpreting and Analyzing Data Using Introductory Methods

Basicsfor Analysis using Data: Exploring correlation versus causation, level versusrate of change, and learning how to interpret decomposition, regression, PCA,etc.

Vol. 5 Persuasive Data Analysis

PresentingAnalysis Effectively: Understand the process of defining research questions,forming testable hypotheses, and using presentation tools (Word, PowerPoint,Tex) to clearly communicate your findings.

Vol. 6 Introduction to Data Science Tools: Part 1

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 7 Introduction to Data Science Tools: Part 2

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 8 Machine Learning & AI: Part 1

CoreML Techniques: Introduction to machine learning and AI, regression,classification, clustering, and dimensionality reduction.

Vol. 9 Machine Learning & AI : Part 2

CoreML Techniques: Introduction to decision trees, ensemble learning, reinforcementlearning, deep learning, and interpretability techniques (e.g., SHAP, LIME).

Vol.10 Text Analysis Techniques: Part 1

Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

Vol.11 Text Analysis Techniques : Part 2

Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

Vol.12 Image and Audio Processing

Introductionto image and audio processing methods for data science applications.

Vol.13 Ethical and Future Implications of Data Science

DataEthics and Limitations: Discuss ethics, biases, accountability, datagovernance, and the limitations of data science.

Vol.14 Final Exam

Finalexamination, and feedback via Waseda Moodle

Language: English

Textbooks: The following book-style lecture notes will be used for this course: Introductory Data Science (in preparation)

References: The following books and online resources provide valuable, beginner-friendly insights into data science. All of these resources are freely available.
* Python for Data Analysis (3rd Edition) by Wes McKinney
https://wesmckinney.com/book/
* Python Data Science Handbook by Jake VanderPlas
https://jakevdp.github.io/PythonDataScienceHandbook/
* Data Science for Beginner by Microsoft
https://github.com/microsoft/Data-Science-For-Beginners
* Ethics and Data Science (Kindle Edition) by Mike Loukides, Hilary Mason, DJ Patil
* The Data Science Ethos by the Academic Data Science Alliance (ADSA)
https://ethos.academicdatascience.org/

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	60	Final Examination
Papers:	30	Quizzes (about 6 quizzes)
Class contribution:	10	Active Class Participation (Attendance)

Note/URL: Thestudents are assumed to have already completed the compulsory course of either "GE122Introductory Statistics A" or "GE123 Introductory Statistics B".

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE13100|57|210GE13100[/SYLLABUS_ID]

Course Title	Introductory Data Science 57		
Instructor	KHATIWALA, Samar Prakash		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Introductory Data Science	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: IMPORTANT: This course will be taught Face-To-Face. This course offers an introductory, literacy-levelapproach to data science, designed with no prerequisites in programming orcalculus. However, students are expected to have completed either "GE122Introductory Statistics A" or "GE123 Introductory Statistics B."Students will develop a foundational understanding of data science, focusing onkey concepts, tools, and practical applications. Students will learn essential conceptsand techniques for data collection, cleaning, and visualization to drawinsights from diverse datasets. Key machine learning methods, includingregression, classification, clustering, and dimensionality reduction, will beintroduced, with Python integrated for hands-on practice. Students will alsoexplore advanced topics such as natural language processing, image and audioprocessing, and an introduction to reinforcement learning and deep learning.Additionally, students will examine the ethical considerations in data science,including algorithmic biases, data privacy, and related issues.

Objectives: In this course, students will:
* Learn foundational concepts of data science, including its scope, applications, and basic tools.
* Learn techniques for data collection, cleaning, and preparation to ensure data quality and reliability.
* Learn methods for effective data visualization to communicate insights from various datasets.
* Learn key machine learning techniques, such as regression, classification, clustering, and dimensionality reduction.
* Gain hands-on experience with Python for implementing data science methods and models.
* Explore advanced topics, including natural language processing, image and audio processing.
* Examine ethical considerations in data science, such as algorithmic biases, data privacy.

before/after course of study: * Pre-lecture preparation: Review the assigned textbook sections for each week to familiarize yourself with the upcoming topics and key concepts.
* Post-lecture reinforcement: Solidify your understanding of lecture content by revisiting the relevant textbook sections. Complete assignments to apply and deepen your grasp of the material.

As part of your preparation, you will be asked to read the handouts for each session that will be posted on Waseda Moodle in advance. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class and should be turned in before the next class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Introduction to Data Science

Overviewof data science, course structure, data science in real world, and briefoverview of prior knowledge from high school 'Information Studies'.

Vol. 2 Categorizing and Collecting Data

ExploringDiverse Data Types: Introduction to text, image, and audio processing, dataobtained through web, experiment, survey, etc.

Vol. 3 Summarizing and Visualizing Data

VisualizingData for Insight: Learn techniques for creating tables, charts, and exploringmean, deviation, percentile, standardization, etc.

Vol. 4 Interpreting and Analyzing Data Using Introductory Methods

Basicsfor Analysis using Data: Exploring correlation versus causation, level versusrate of change, and learning how to interpret decomposition, regression, PCA,etc.

Vol. 5 Persuasive Data Analysis

PresentingAnalysis Effectively: Understand the process of defining research questions,forming testable hypotheses, and using presentation tools (Word, PowerPoint,Tex) to clearly communicate your findings.

Vol. 6 Introduction to Data Science Tools: Part 1

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 7 Introduction to Data Science Tools: Part 2

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 8 Machine Learning & AI: Part 1

CoreML Techniques: Introduction to machine learning and AI, regression,classification, clustering, and dimensionality reduction.

Vol. 9 Machine Learning & AI : Part 2

CoreML Techniques: Introduction to decision trees, ensemble learning, reinforcementlearning, deep learning, and interpretability techniques (e.g., SHAP, LIME).

Vol.10 Text Analysis Techniques: Part 1

Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

Vol.11 Text Analysis Techniques : Part 2

Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

Vol.12 Image and Audio Processing

Introductionto image and audio processing methods for data science applications.

Vol.13 Ethical and Future Implications of Data Science

DataEthics and Limitations: Discuss ethics, biases, accountability, datagovernance, and the limitations of data science.

Vol.14 Final Exam

Finalexamination, and feedback via Waseda Moodle

Language: English

Textbooks: The following book-style lecture notes will be used for this course: Introductory Data Science (in preparation)

References: The following books and online resources provide valuable, beginner-friendly insights into data science. All of these resources are freely available.
* Python for Data Analysis (3rd Edition) by Wes McKinney
https://wesmckinney.com/book/
* Python Data Science Handbook by Jake VanderPlas
https://jakevdp.github.io/PythonDataScienceHandbook/
* Data Science for Beginner by Microsoft
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https://ethos.academicdatascience.org/

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	70	Final Examination
Papers:	30	Quizzes (about 6 quizzes)

Note/URL: Thestudents are assumed to have already completed the compulsory course of either "GE122Introductory Statistics A" or "GE123 Introductory Statistics B".

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE13100|59|210GE13100[/SYLLABUS_ID]

Course Title	Introductory Data Science 59		
Instructor	ORIHARA, Shunichiro		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	Introductory Data Science	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: IMPORTANT: This course will be taught Face-To-Face. This course offers an introductory, literacy-levelapproach to data science, designed with no prerequisites in programming orcalculus. However, students are expected to have completed either "GE122Introductory Statistics A" or "GE123 Introductory Statistics B."Students will develop a foundational understanding of data science, focusing onkey concepts, tools, and practical applications. Students will learn essential conceptsand techniques for data collection, cleaning, and visualization to drawinsights from diverse datasets. Key machine learning methods, includingregression, classification, clustering, and dimensionality reduction, will beintroduced, with Python integrated for hands-on practice. Students will alsoexplore advanced topics such as natural language processing, image and audioprocessing, and an introduction to reinforcement learning and deep learning.Additionally, students will examine the ethical considerations in data science,including algorithmic biases, data privacy, and related issues.

Objectives: In this course, students will:
* Learn foundational concepts of data science, including its scope, applications, and basic tools.
* Learn techniques for data collection, cleaning, and preparation to ensure data quality and reliability.
* Learn methods for effective data visualization to communicate insights from various datasets.
* Learn key machine learning techniques, such as regression, classification, clustering, and dimensionality reduction.
* Gain hands-on experience with Python for implementing data science methods and models.
* Explore advanced topics, including natural language processing, image and audio processing.
* Examine ethical considerations in data science, such as algorithmic biases, data privacy.

before/after course of study: * Pre-lecture preparation: Review the assigned textbook sections for each week to familiarize yourself with the upcoming topics and key concepts.
* Post-lecture reinforcement: Solidify your understanding of lecture content by revisiting the relevant textbook sections. Complete assignments to apply and deepen your grasp of the material.

As part of your preparation, you will be asked to read the handouts for each session that will be posted on Waseda Moodle in advance. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class and should be turned in before the next class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Introduction to Data Science

Overviewof data science, course structure, data science in real world, and briefoverview of prior knowledge from high school 'Information Studies'.

Vol. 2 Categorizing and Collecting Data

ExploringDiverse Data Types: Introduction to text, image, and audio processing, dataobtained through web, experiment, survey, etc.

Vol. 3 Summarizing and Visualizing Data

VisualizingData for Insight: Learn techniques for creating tables, charts, and exploringmean, deviation, percentile, standardization, etc.

Vol. 4 Interpreting and Analyzing Data Using Introductory Methods

Basicsfor Analysis using Data: Exploring correlation versus causation, level versusrate of change, and learning how to interpret decomposition, regression, PCA,etc.

Vol. 5 Persuasive Data Analysis

PresentingAnalysis Effectively: Understand the process of defining research questions,forming testable hypotheses, and using presentation tools (Word, PowerPoint,Tex) to clearly communicate your findings.

Vol. 6 Introduction to Data Science Tools: Part 1

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 7 Introduction to Data Science Tools: Part 2

PythonBasics: Introduction to Python programming for data handling and analysis.

Vol. 8 Machine Learning & AI: Part 1

CoreML Techniques: Introduction to machine learning and AI, regression,classification, clustering, and dimensionality reduction.

Vol. 9 Machine Learning & AI : Part 2

CoreML Techniques: Introduction to decision trees, ensemble learning, reinforcementlearning, deep learning, and interpretability techniques (e.g., SHAP, LIME).

Vol.10 Text Analysis Techniques: Part 1

Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

Vol.11 Text Analysis Techniques : Part 2

Introductionto NLP: Learn basic methods and applications of natural language processing(NLP).

Vol.12 Image and Audio Processing

Introductionto image and audio processing methods for data science applications.

Vol.13 Ethical and Future Implications of Data Science

DataEthics and Limitations: Discuss ethics, biases, accountability, datagovernance, and the limitations of data science.

Vol.14 Final Exam

Finalexamination, and feedback via Waseda Moodle

Language: English

Textbooks: The following book-style lecture notes will be used for this course: Introductory Data Science (in preparation)

References: The following books and online resources provide valuable, beginner-friendly insights into data science. All of these resources are freely available.
* Python for Data Analysis (3rd Edition) by Wes McKinney
https://wesmckinney.com/book/
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* Data Science for Beginner by Microsoft
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* Ethics and Data Science (Kindle Edition) by Mike Loukides, Hilary Mason, DJ Patil
* The Data Science Ethos by the Academic Data Science Alliance (ADSA)
https://ethos.academicdatascience.org/

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	60	Final Examination
Papers:	30	Quizzes
Class contribution:	10	Active Class Participation (Attendance)

Note/URL: Thestudents are assumed to have already completed the compulsory course of either "GE122Introductory Statistics A" or "GE123 Introductory Statistics B".

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE16200|01|210GE16200[/SYLLABUS_ID]

Course Title	English Plus (Writing to inform and persuade) 01		
Instructor	SNYDER, William Emmett		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.5	**Class Modality Categories**	[On-campus]
Course Category	Elective Subjects	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Connecting Experience and Research to Readers

Course Outline: Thiscourse is designed to improve students' ability to write in English in ways that can help them communicate theirknowledge, gained through experience or research, to non-academic audiences inorder to inform or persuade them. In order to do this, students will work onidentifying their audience, their purpose in communicating with that audience,and what linguistic means will most effectively reach that audience. We willexamine successful examples of various genres (process, descriptive, andpersuasive) with the goal of understanding how these texts work and howstudents can make use of what they have learned to produce their own texts. Thiscourse uses a workshop model in which students share work and provide eachother with guided constructive feedback to help with revising their essays. Theinstructor will also provide individual consultations before final revisions ofan essay. At the end of the course, students will choose one of their essays tomake a presentation about.

Objectives: After taking this course, students will be able to:
1.Recognize the features of various written genres and identify the audience that texts are aimed at;
2.Critique essays in terms of the effectiveness of their writing for achieving their purpose;
3.Write effective process, descriptive, and persuasive essays, using English to connect their purpose to their audience;
4.Provide constructive feedback on essays to other writers to help them improve their works.

before/after course of study: For each essay type, students will be expected to prepare as necessary reading materials, evaluations, and feedback as a basis for discussion in class. There will be regular writing assignments in which students will be expected to produce their own work. The course employs a workshop model in which students will share work with each other and provide constructive feedback based on the prior readings and previous discussion of the essay type. In the individual consultations, students will bring their work and point to areas where they feel a need for support in producing a final version of the essay.
Preview and review will take about 90-120 min. each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction and Orientation

What this course is and how it works.The workshop model for writing.

Genre: What it is, why it is useful

Read supplied materials about genreand prepare to discuss in class

The Process Essay

Review sample essays and othermaterials and prepare to discuss in class

Writing Workshop: How to read and give feedback

Students should read essays sharedwith them by others and prepare to discuss and give feedback.

Individual Consultations

Students meet individually with theinstructor for feedback on their essay

The Descriptive Essay

Review sample essays and othermaterials and prepare to discuss in class

Writing Workshop

Students should read work shared withthem by others and prepare to discuss and give feedback.

Individual Consultations

Students meet indivudally with theinstructor for feedback on their essay

The Persuasive Essay

Review sample essays and other materialsand prepare to discuss in class

Writing Workshop
Students should read work shared withthem by others and prepare to discuss and give feedback.
Individual Consulatations
Students meet individually with theinstructor for feedback on their essay
Student Presentations
Select and prepare one essay forpresentation
Students Presentations
Select and prepare one essay forpresentation
Course Review
Summarize your learning experienceand prepare to share it.

Language: English

Textbooks: There is no textbook for this course. The instructor will provide course materials in the form of sample essays, evaluative rubrics, and other commentary each week. For some weeks, students own writing will serve as material for feedback workshops in class.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Papers:	60	3 essays x 20% each; individual rubrics will be provided for each essay
Class contribution:	15	Being prepared for and actively participating in class each week
Others:	25	15%: Providing timely feedback to other students 10% final presentations

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE16300|01|210GE16300[/SYLLABUS_ID]

Course Title	English Plus (Speech and Public Speaking) 01		
Instructor	AOTANI, Yuko		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.4	**Class Modality Categories**	[On-campus]
Course Category	Elective Subjects	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Speech and Public Speaking

Course Outline: This class will help students acquire techniques to create and present effective speeches. Speeches come in many kinds. Nevertheless, all good speeches have some common traits. By analyzing well-regarded examples, students will learn skills and strategies for creating and delivering talks that persuade audiences to feel and think. The lecturer will draw upon her experience as a TV anchor and storyteller to guide students toward advanced delivery and presentation skills. Classes will be conducted face-to-face.

Objectives: This course is intended to help students become proficient in creating and delivering speeches that have lasting impact. By examining actual well-known speeches, they will learn both content and delivery aspects of the craft. During the semester, students will be required to create and deliver two presentations. They also will engage in question-and-answer sessions to prepare for professional careers. Participation in this class will lead to improvement in comprehension and presentation skills in English.

before/after course of study: As part of your preparation, you will be asked to read/watch the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
Week 1: Introduction/ Introducing yourself
Week 2: Read and understand speech 1
Week 3: Techniques used in speech 1/Construction
Week 4: Read and understand speech 2
Week 5: Techniques used in speech 2/Persuasion
Week 6: Comparing voices: News reading/Speechmaking/Storytelling
Week 7: Short speech / Q & A session
Week 8: Short speech / Q & A session
Week 9: Self-evaluation & Feedback/ Rhetoric
Week 10: Delivery /Controlling time and anxiety
Week 11: Preparing your final presentation
Week 12: Final Presentation:
Week 13: Final Presentation:
Week 14: Wrap-up & feedback

Language: English

Textbooks: Reading materials will be provided in class.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Class contribution (30%), Short speech (30%), Final Presentation (40%)
Attendance is extremely important. If you miss 5 or more classes out of 14, you will not receive a grade for the course

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE16300|51|210GE16300[/SYLLABUS_ID]

Course Title	English Plus (Speech and Public Speaking) 51		
Instructor	AOTANI, Yuko		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.4	**Class Modality Categories**	[On-campus]
Course Category	Elective Subjects	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Speech and Public Speaking

Course Outline: This class will help students acquire techniques to create and present effective speeches. Speeches come in many kinds. Nevertheless, all good speeches have some common traits. By analyzing well-regarded examples, students will learn skills and strategies for creating and delivering talks that persuade audiences to feel and think. The lecturer will draw upon her experience as a TV anchor and storyteller to guide students toward advanced delivery and presentation skills. Classes will be conducted face-to-face.

Objectives: This course is intended to help students become proficient in creating and delivering speeches that have lasting impact. By examining actual well-known speeches, they will learn both content and delivery aspects of the craft. During the semester, students will be required to create and deliver two presentations. They also will engage in question-and-answer sessions to prepare for professional careers. Participation in this class will lead to improvement in comprehension and presentation skills in English.

before/after course of study: As part of your preparation, you will be asked to read/watch the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
Week 1: Introduction/ Introducing yourself
Week 2: Read and understand speech 1
Week 3: Techniques used in speech 1/Construction
Week 4: Read and understand speech 2
Week 5: Techniques used in speech 2/Persuasion
Week 6: Comparing voices: News reading/Speechmaking/Storytelling
Week 7: Short speech/ Q & A session
Week 8: Short speech / Q & A session
Week 9: Self-evaluation & Feedback/ Discussion
Week 10: Delivery 2/Controlling time and anxiety
Week 11: Preparing your final presentation
Week 12: Final Presentation:
Week 13: Final Presentation:
Week 14: Wrap-up & feedback

Language: English

Textbooks: Reading materials will be provided in class.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Class contribution (30%), Short speech (30%), Final Presentation (40%)
Attendance is extremely important. If you miss 5 or more classes out of 14, you will not receive a grade for the course

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE16400|01|210GE16400[/SYLLABUS_ID]

Course Title	English Plus (Leading Discussion (and presentation)) 01		
Instructor	FIELD, Malcolm		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Elective Subjects	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Leading an Interactive Presentation and Discussion

Course Outline: This course is for students who have a score of TOEFL ITP 550 or higher. This course is for those students who wish to use and develop their English speaking and leadership skills through formal discussion and presentation. In this course, you should expect to: “talk” to/with and at an audience without memorizing speeches; field and answer questions about a position on a given topic; understand the complexity of some contemporary issues; present information using sound educational pedagogy: and lead a 30-minute class using technologies and through Socratic dialogue. This is NOT a course to practice speech competitions or debate. Students should be expected to involve their peers in discussion through their topics.This course is about students developing their skills through practice.

Objectives: Throughout my association with SILS, I have found that many students already have the verbal competencies to give a presentation. Often confidence, knowledge of topics, and opportunities are lacking. This course is also linked to educational practice. By the end of this course you should feel more confident to lead group discussions and make formal presentations, with and without the use of technology. You should expect to do the talking.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
1. Introduction & Considering Effective Messages
2. Practicing Strategies & Narratives
3. Online or In-person 5W+H
4. Knowing a topic, Identifying Opinion, Facts and Interpreting Data, Asking Good Questions
5. Developing a topic in more depth
6. Practice 1
7. Practice 1
8. Presentation Software – Pros and Cons & practicing with and without technology
9. Leading Discussions – Preparation Topic Discussions
10. Practice 2 – Leading an interactive presentation and discussion preparation
11. Final Presentation
12. Final Presentation
13. Final Presentation
14. Evaluation and Conclusion++
The topics and order will change depending upon student level and need and time available.

Language: English

Textbooks: Readings if required will be given in class.

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free- The grading will be based on the results of the following items.
Presentation: 40%
Presentation and Leading a class: 60%

Note/URL: English Plus is planned to be offered as an in-person class. Due to academic commitments in 2023, several classes will be online.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE16400|51|210GE16400[/SYLLABUS_ID]

Course Title	English Plus (Leading Discussion (and presentation)) 51		
Instructor	FIELD, Malcolm		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Elective Subjects	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Leading Discussion (and Presentation)

Course Outline: ※in-person ONLY
This course is for students who have a score of TOEFL ITP 550 or higher. This course is for those students who wish to use and develop their English speaking and leadership skills through formal discussion and presentation. In this course, you should expect to:
"talk" to/with and at an audience without memorizing speeches
field and answer questions about a position on a given topic
understand the complexity of some contemporary issues
present information using sound educational pedagogy
understand how to be the "devil's advocate" through Socratic dialogue

Objectives: Throughout my association with SILS, I have found that many students already have the verbal competencies to give a presentation. Often "confidence" and "knowledge of topics" are the two weak areas. This gives the impression that students have some language deficiency. By the end of this course you should feel more confident to lead group discussions and make formal presentations, with and without the use of technology. You should expect to practice and do most of the talking.
This course is about students developing their skills through practice.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
1. Introduction & You
2. Practicing Strategies & Narratives3. Presentation Topic 1 (5 min)
4. Presentation Topic 1 continued
5. Let's talk about contexts, strengths and what bores us.
6. Knowing a topic, Identifying Opinion, Facts and Interpreting Data, Asking Good Questions. Socratic Dialogue.
7. Presentation Software - Pros and Cons & practicing with and without technology
8. Developing Good Questions and a topic in more depth
9. Presentation Discussion 2 (30 minutes)
10. Presentation Discussion 2 (continued)
11. Presentation Discussion 2 (continued)
12. Presentation Discussion 2 (continued)
13. Presentation Discussion 2 (continued)
14. Evaluation and Conclusion++

Language: English

Textbooks: Readings if required will be given in class.

References: No set reference material but experience and practice.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-: The grading will be based on the results of the following items. But, your grade should not be your motivation to take this class: your desire to practice and improve your skills should be.
Practice Presentations 30%
Final Presentation and Leading a Panel Discussion: 50%
Rest is on professionalism 20%

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE16500|51|210GE16500[/SYLLABUS_ID]

Course Title	English Plus (Writing to entertain) 51		
Instructor	SNYDER, William Emmett		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.5	**Class Modality Categories**	[On-campus]
Course Category	Elective Subjects	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Our lives are made up of the stories we tell aboutthem. Being able to communicate our experiences effectively helps us to connectwith other people, form wider communities, and gain greater understanding ofourselves and others. This course will explore the nature of storytellingthrough the development and polishing of an autobiographical story. The processof the course will focus on the development and structuring of a narrative,along with work on finding the language to make the story reach an audience andmove them.

Objectives: The general purpose of this course is to develop your writing skills in the form of autobiographical narrative. I hope that you will learn how to take incidents from your life and through your writing, share your experiences with others and entertain and move them by making them more aware of your world and their own lives. I would like students in this course to gain a greater understanding of themselves and their lives through crafting a story that can be shared with others.

before/after course of study: As part of your preparation, there will be weekly readings assigned from the textbook, as well as some additional stories to be read / listened to (in video form). Preparation should take about 2 hours per week. Preparing to discuss the assigned reading in class is essential to effective participation in the course. In addition, there will be weekly writing assignments and exercises, which you will be required to review and revise based on feedback. This review and revision should take 1.5 to 2 hours per week.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Week1
Introduction and Course Overview
Week2
Writing Stories and Telling StoriesBowles et al., Chs. 1 & 12
Week3
Telling Your Own StoryBowles et al., Chs. 2 & 3
Week4
From Anecdote to Story: Finding a Theme; Creating an ArcBowles et al., Ch, 4
Week5
Workshop on Story Ideas
Week6
Developing the Materials of Your StoryBowles et al,, Ch. 5
Week7
Humor and Emotion in StoriesBowles et al., Ch. 6
Week8
Structuring the StoryBowles et al., Ch. 7
Week9
Workshop on Developed Stories
Week10
Beginning a Story RightBowles et al., Ch.8
Week11
Ending a Story RightBowles et al., Ch. 9
Week12
Workshop on Polishing Your Story

Week13
Readings and Discussion
Week14
Readings and Discussion

Language:	English
Textbooks:	Bowles, M. et al. (2022). How to tell a story. Crown. Paperback ISBN: 978-0593139028 (Also available in Kindle format) Additional materials to be supplied by the instructor.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Papers:	50	Final, completed story (40%) with reflection on the process writing of the story (10%)
Class contribution:	30	Active participation in class activities with homework prepared in advance.
Others:	20	Draft Materials and Exercises completed and submitted in timely fashion.

Note/URL: Specificinstructions for the formatting and submission of assignments will be suppliedby the instructor.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE18100|51|210GE18100[/SYLLABUS_ID]

Course Title	Basic Science Laboratory 51		
Instructor	ESTEBAN, Miguel@KASHINO, Daichi@KATSUFUJI, Takuro@ZHENG, Xiaoyang@JIA, Siyi		
Term	fall semester	**Credits**	3
Day/Period	01:Fri.2-5	**Class Modality Categories**	
Course Category	Elective Subjects	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: **This course is exclusively offered to the students with the impeccable grades in "Introduction to Physical Science", "Principles of Chemistry" and "Life and Environment". Those students who are eligible for the registration will be contacted by the office. **
This Basic Science Laboratory course is the first opportunity for the students to perform laboratory work according to the university standards.
Students will acquire the experimental skills and knowledge and learn how to do the laboratory work correctly, how to record, analyze, discuss, and present the obtained results. The skills and knowledge obtained and developed in this course will be indispensable for the students as they progress to more advanced projects and independent work.
In this course, laboratory work is conducted in three categories: physics, chemistry, and bio.

Objectives: 1) Bridge the gap between lectures and real-world practical work.
2) Learn experimental methodologies.
3) Develop logical thinking and critical thinking skills and the ability to solve problems independently.
4) Acquire basic presentation skills.
5) Conduct basic training with consideration for safety and environment.

before/after course of study: To successfully complete this course, the students must come to each lab prepared. That is, the students must do the following before each lab:
－Learn and understand the theoretical concepts.
－Learn the overview of the experimental procedure and what setups and devices will be used.
－In some of the labs, the students must complete the pre-lab assignment (e.g., draw a flowchart for chemistry labs). The details are provided on Waseda Moodle and in the lab textbook.

After some of the labs, the students must write a report or other assignments and submit them by the deadline. The details are also provided on Waseda Moodle and in the lab textbook.

Preview and Review may take around 90-120 min. each at least.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule: Below is the tentative schedule of the labs. The actual topics and order of the experiments will be announced during the orientation.
Week 0. Orientation (See https://waseda.box.com/v/BSL-BPL-SEL-orientation for details.)
Week 1. Estimation of Measurement Uncertainty (Physics).
Week 2. Extraction and PCR Amplification of DNA (Bio).
Week 3. Capacitors and Radio Reception (Physics).
Week 4. Atomic Emission Spectra (Chemistry).
Week 5. Work with Measuring Devices (Physics).
Week 6. Electronic Circuits Workshop (Physics).
Week 7. Inclusion of a Molecule into Cyclodextrin (Chemistry).
Week 8. The Physics of Air Hockey (Physics).
Week 9. Heat and the Motion of Gas Molecules (Physics).
Week 10. Synthesis of Pharmaceuticals (Chemistry).
Week 11. Light and Waves (Physics).
Week 12. Presentations and Discussions (Physics).
Week 13. Review and evaluation of the completed topics.
Week 14. Review and evaluation of the completed topics.

Language: English

Textbooks: The textbook used in this lab course is published by Waseda University. The students will receive it during the orientation.
It will also be available for download in the electronic format from Waseda Moodle.

References: To get a deeper understanding of the studied material, the students are encouraged to use other sources of the information, such as general textbooks in physics, chemistry, and biology (e.g., the "University Physics" by Young and Freedman).

Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	The students will be evaluated and graded by considering such parameters as the attendance, active work in the labs, and the quality of their reports and presentations. To obtain the credits for this course, the students must: (1) attend and complete the required assignments in all labs and (2) submit and receive the non-failing grade for all reports. Note that tardiness and overdue reports will result in point deductions; if too many points are deducted, the student may fail this course even if the requirements (1) and (2) are fulfilled.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|02|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 02		
Instructor	BACON, Paul Martyn		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Brexit, the UK and the European Union

Course Outline: The method of course delivery will be Face-to-Face (F2F) (*Please note that if a sufficient number of students are unable to attend in-person because of travel restrictions, it may be necessary to move to Live Stream via Zoom).
In this class we will cover developments with regard to 'Brexit' (the process whereby the UK left the European Union, and negotiated a future relationship). The UK vote to leave the EU was a landmark, deeply controversial and divisive issue which is predicted by many to have significant implications for the UK, the EU, and perhaps even the liberal international order itself. Although the UK has left the EU, and a Trade and Cooperation Agreement has been signed, there are still many important problems in the new relationship that have not been resolved, such as issues with regard to Northern Ireland, and trade problems. It is strongly expected that there will be significant developments in the future relations between the EU and UK between April and July, when this class will run. This class will have a strong current affairs orientation, and we will follow political developments and media reflection on Brexit developments on a weekly basis, and in some detail.

The first half of each class will be given over to a more conventional academic analysis of why Brexit happened, using an influential text on populism written by Matthew Goodwin. In the second half of each class, we will discuss latest developments, and students will be given media materials from the previous week to analyse, present and discuss. We will look at the formal television media that have historically framed UK political debate, including Prime Minister's Question Time, and BBC political programming such as Question Time, Newsnight, and the Andrew Marr Show. We will draw on well-known UK political satire, such as Have I Got News For You, Yes Minister, The Thick of It, and House of Cards (the original, British version). We will look at a range of UK newspapers and news publications with very different political views, target audiences, and means of influencing debate. This will include broadsheets such as The Guardian, The Times, The Telegraph, and The Financial Times, political magazines such as The Economist and the Spectator, and tabloids such as The Sun, The Daily Mail, and The Daily Express. Students will also be expected to follow several important political influencers on Twitter, and deconstruct their output on a weekly basis.

Objectives: Students will receive a detailed and nuanced exposure to the political media landscape of the UK.

Most obviously, students will gain a detailed and highly contemporary insight into the answers to three questions: why did voters support Brexit, were they wise to do so, and what is the most likely form that future EU-UK relations will take?.

before/after course of study: Students will be expected to do preparatory reading for about 3 hours prior to each class.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule N.B. This schedule is tentative and subject to change
N.B. This course will be taught online. Each week, the class will be held over Zoom, and student attendance is expected.

1. Course overview
2. Eatwell and Goodwin, Introduction and Chapter 1, 'Myths'/weekly discussion of UK media
3. Eatwell and Goodwin, Chapter 2 'Promises'/weekly discussion of UK media
4. Eatwell and Goodwin, Chapter 3 'Distrust'/weekly discussion of UK media
5. Eatwell and Goodwin, Chapter 4 'Destruction'/weekly discussion of UK media
6. Eatwell and Goodwin, Chapter 5 'Deprivation'/weekly discussion of UK media
7. Eatwell and Goodwin, Chapter 6 'De-alignment'/weekly discussion of UK media
8. Eatwell and Goodwin, Conclusion, 'Towards post-populism'/weekly discussion of UK media
9. The EU: How did we get here?/weekly discussion of UK media
10. EU Institutions/weekly discussion of UK media
11. How EU policies are made/weekly discussion of UK media
12. Democracy in the EU/weekly discussion of UK media
13. EU enlargement/weekly discussion of UK media
14. Brexit and the future of two unions/weekly discussion of UK media

Language:	English	
Textbooks:	There are two core books for this class. Students should consult with the professor before buying these texts. - Eatwell and Goodwin, National Populism: The Revolt Against Liberal Democracy (Pelican Books, 2018) - Peterson and Corbett, The EU: How Does it Work? (Fifth edition, 2018)	
References:	A supplementary list of recommended texts and media will be distributed in the first class.	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Papers:	30	3,000 endterm paper
Class contribution:	70	30% Substantial group presentation (30-40 minutes, 18-36 slides) 40%: Class participation and engagement: discussion of weekly events, articles, and new political media.
Note/URL:	Students are expected to be highly engaged, and ready to monitor the UK political media on a weekly basis, and be prepared to actively contribute to class discussion. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|03|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 03		
Instructor	DAIMON, Leo		
Term	spring semester	**Credits**	2
Day/Period	01:Sat.2	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This seminar is intended to critically review Amartya Sen's capability approach to development. Sen argues that development should be regarded as an effort to advance individual freedom, rather than focusing on income-based measure such a s gross domsetic product. Sen has influenced a lot in developing human development indicator (HDI) or sustainable development goals (SDGs). What are the strenghs and weaknesses of this approach? Does this aprocah remain relevant in the post-COVID19 paradigm?

Objectives: Students are expected to have a good understanding on international relations, political economy and development perspectives.

before/after course of study: Students are expected spend about 120 min before class for reading assignment and about 60 min after class for review.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: Sessions consists of presentations (by all students), following chapters.Presentarions contrast (a) supporting view,s and (b) opposing views, followed by class debates.

Weeks 1-10: Reading of selected chapters, discussions of relevant topics

Weeks 11-13: Special Topics

Week 14: Fina Exam (Essay)

Language: English

Textbooks: Amartya Sen (1999), Development as Freedom, Anchor / ISBN-13 : 978-0385720274

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 80 Final Exam (essay), open-book

Class contribution: 10 Contribution to the discussion (written and oral)

Others: 10 Presentation of assigned chapter(s)

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|04|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 04		
Instructor	ITO, Takeshi		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: LEARNING DESIGN

Course Outline: This curriculum is an advanced course for “SELF LITERACY” (First Year Seminar A29). Those who have taken that course, as well as those who have not, can take it.

The objective of this class is to create your original learning content about social issues such as ″diversity″ ″sustainability″ ″war and peace″ and other topics that are important for living in this era.

In class, students research and discuss social issues. Also, learn how to edit that information into content.

For your final group assignment, you will be challenged to make a plan for your original content based on these themes. This means you will edit ″information″ into “intelligence.″

The lecturer of this class is conducted by an expert in content creator and communication designer. Therefore, group discussions and group work are often required instead of regular academic papers and reports.

Welceom for people who likes to discuss together and think creativity.

*This class is ″face-to-face.″
*Classes are basically conducted in Japanese.
*You could submitt an assignment in English if you want.

Objectives: ・Learn how to edit information.
・Discover your question.
・How to create learning contents with your idea.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Orientation

Introduce the outline of this curriculum.

Learning Contents

Share your favorite learning content.

Communication Design

Learn about the difference between what you wanted to communicate is and what has been communicated to them.

Information Editing 1

Learn about editing information.

Information Editing 2

Learn about editing information.

Information Editing 3

Learn about editing information.

Information Editing 4

Learn about editing information.

Midterm Presentation

Select a theme and edit information based on what you have learned through previous lectures (group exercise).

Case studies 1

Lecture by a guest expert

Case studies 2

Lecture by a guest expert

Case studies 3

Lecture by a guest expert

Learning Design

Think about how people learn and understand things.

Presentation preparation

Preparation period for final presentation.

Final Presentation

Preparation and discussion for final presentation.

Language: Japanese/Englis
h

References: ・伊藤剛『なぜ戦争は伝わりやすく平和は伝わりにくいのか～ピース・コミュニケーションという試み～ 』(光文社新書)
・安藤 昭子『才能をひらく編集工学 世界の見方を変える10の思考法』(ディスカヴァー・トゥエンティワン)
・古賀史健『取材・執筆・推敲 書く人の教科書』(ダイヤモンド社)
・アーリック・ボーザー『Learn Better――頭の使い方が変わり、学びが深まる6つのステップ』(英治出版)

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	30	In the final presentation, consider closely with the viewpoint of the lecture as a whole and evaluate whether there is an original perspective.
Class contribution:	60	・Evaluate the contribution in group work. ・Evaluate the contents of the presentation assigned to each individual. ・Evaluate the positive attitude toward the lesson.
Others:	10	Evaluate "creativity" in all.

Note/URL: These links are related to the company and project the lecturer manages.
https://asobot.co.jp
https://learningdesignlab.jp

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|05|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 05		
Instructor	HIGAKI, Julie		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Self-discovery, life improvement and human happiness

Course Outline: **[face-to-face]
Classes will be held in person during the first and last periods and once or two online (real-time streaming) in May and June (in total, 12 in person, 1 online, and 1 replaced by an assignment. However, it may change according to the health condition of the teacher, and the format can also change depending on students' needs and sanitary situations, e.g., hyflex style. But even in this case, students are highly encouraged to participate in person**

This seminar proposes that students know themselves for a better mutual understanding and self-fulfillment through workshops and discussions. We will search together for what concretely makes us happier and healthier to realize the ultimate goal of each one, learning from Psychology, Philosophy, and some religious traditions. As a textbook, we will use "Happier" by Tal Ben-Shahar, one of the most highly attended courses at Harvard University (Positive Psychology: the scientific study of optimal human functioning). However, other references from different fields will complete it. This seminar will be conducted in Japanese.

Objectives: Each student will be able to have their own vision of life and apply the learned knowledge to everyday life.

before/after course of study: You will be asked to read the materials posted on Moodle as part of your preparation, which is expected to take 90-120 minutes. You will be asked to submit an assignment, watch the on-demand content, or read the referential materials for the review, which is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

[[Class 1] Orientation (4/17)(in person)

(+ preparation by video and homework for [Class 2] by 4/23)

[Class 2] (4/24) (in person) Let us begin by getting to know each other

[Class 3] (5/8) (in person) What do you want most now? -Self-discovery and sharing

+ Book report 1 on "Happier" (A4 one page) to be submitted before May 14th on Moodle.

[Class 4] (5/15) (in person) What is happiness for you? -Four basic archetypes of happiness (mini report 1 before 5/14

[Class 5] (5/22) (in person) What do you really want to do in your life? - Meaning, pleasure, and strength (mini report 2 before 5/28)

[Class 6] (5/28) (in person) Conditional love and unconditional love, core self, gratitude (mini report 3 before

5/28)

[Class 7] (6/5) (in person) Lasting fulfillment (mini report 4 before 6/11)

[Class 8] (6/12) (in person) Self-Interest and Benevolence (mini report 5 before 6/18)

[Class 9] (6/19) (online) Meditation on death and life (mini report 6 before 6/25)

[Class10] (6/26) (in person) Body and mind (Presentation I)

[Class11] (7/3) (in person) Neuroscience and meditation (Presentation II)

Book report 2 before 7/9

[Class 12] (7/10) (in person) Presentations III.

[Class13] (Homework Preparations "My vision" for [Class14] by 7/16:

Your ultimate goal, and here and now

[Class14] (7/17) (in person) General Presentations and Synthesis

Final Report (by 7/24)

Language:	English	
Textbooks:	Tal Ben-Shahar, Ph.D., Happier: Learn the Secrets to Daily Joy and Lasting Fulfillment, 2007 （日本語訳 タル・ベン・シャハー『Happier 幸福も成功も手にするシークレット・メソッド』坂本貢一訳、2007）	
References:	Tal Ben-Shahar, Even happier, 2010. （日本語訳 タル・ベン・シャハー『ハーバードの人生を変える授業』、成瀬まゆみ訳、2010） Marci Shimoff, Happy for no reason, 2008. （その他発表などに使う文献リストは授業中に配布する）。	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Exams:	30	Final report (3-5 pages) comprehension and personal opinions
Papers:	25	Book reports and class presentation
Class contribution:	45	Attendance and active participation in discussions, Comprehension and personal opinions after each class: reaction papers and mini-reports.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|06|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 06		
Instructor	OWADA, Eiko		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Understanding American Society through Mark Twain's Works

Course Outline: We will meet in the classroom regularly. In this seminar, we will work on a major work of Mark Twain in Japanese translation and try to acquire basic knowledge on American society. Topics are covering major issues on race and ethnicity in the U.S. Since social issues such as race described in Twain's works cannot be discussed separated from world-wide viewpoints, we will broaden the themes treated in the class as much as possible. Students are supposed to prepare readings, presentations, discussions and basic research works for each class.

Objectives: The final goal of this seminar is to develop students basic knowledge concerning the US and its culture. Through the readings and discussions, participants are supposed to enhance cultural awareness towards the USA, and by so doing the course offers a preparatory step for those who will study abroad mainly in the US. (Of course, students who intend to study other than in the US are welcome.)

before/after course of study: Each student should read the assigned book chapters and prepare for presentation; it is necessary to seek for mid-term and final paper topics.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Class 1] Introduction
[Class 2] The Adventures of Huckleberry Finn
[Class 3] The Performances of Huckleberry Finn
[Class 4] Huck Finn, I -- Defining an American Voice
[Class 5] Huck Finn, 2 -- The Quest for Freedom
[Class 6] Huck Finn, 3 -- The Great American Novel?
[Class 7] Huck Finn, 4 -- Classrooms and Controversy
[Class 8] Presentation 1 Mid-term paper Due
[Class 9] Presentation 2
[Class10] Presentation 3
[Class11] Presentation 4
[Class12] Presentation 5
[Class13] Presentation 6
[Class14] Conclusion: Final Paper Due

Language: Japanese/English

Textbooks: 『トム・ソーヤーの冒険』and/or『ハックルベリ・フィンの冒険』教室で指示します。1回目の授業以降購入してください。
二次登録以降の場合、必ず問い合わせてください。

References: Mark Twain, The Adventures of Tom Sawyer, W. W. Norton

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Students will be graded based on their assignment completion, presentation performances, class cooperation, discussion and 2 papers, a mid-term paper and a final paper.
Attendance is essential; 3 absences will lead to dropping the units, including the first and the second weeks.

Note/URL: ★Use Moodle's Message function for communication; however, do not expect immediate response, especially at night, week-ends and holidays.
★Electronic devices are NOT ALLOWED to use in the classroom; note-taking by hand-writing on paper is recommended.
★The class schedule is tentative; changes will be announced in advance through Moodle announcements or session leading sections. It is students' responsibility to catch up with these changes and the information.
★An inquiry concerning grades will NOT be answered by e-mail or Moodle Message communication. If you have

serious problems (eg. health problems and so on), please plan a meeting at the SILS office.
★No special consideration is given for those who register in the second and third registration periods unless otherwise instructed on Moodle; it is each student's responsibility to find out each week's progress. When a student misses 3 sessions, s/he cannot get a passing grade: No make-ups provided in terms of fairness with other students.
★Courtesy is also an important factor to decide grades at the end of the semester; in order to avoid low evaluation, try to finish your personal matters before the class.
★この中級演習は日本語でのクラスとなります。

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|07|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 07		
Instructor	KATAOKA, Sadaharu		
Term	spring semester	Credits	2
Day/Period	01:Tues.4	Class Modality Categories	[On-campus]
Course Category	Intermediate Seminar	Eligible Year	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: The teaching methodology of this class is F2F style. The principal aim of this course is to provide for the students an overview of the role of the Japan in the political sphere for International Cooperation.
This course will be divided by two parts. The first part of the course analyses the history, theory, practice and evaluation of what the United Nations (UN) is calling "peace operations." These encompass post-conflict peacekeeping, peace enforcement, and those elements of peace building integral to organized international support for the implementation of cease-fires and settlements of interstate and intrastate wars.
The second part of the course brings these functional issues together and analyzes security problems on the Japan's specific area. We will try to discuss on the Japan's role for the International cooperation, especially PKO area.
What is the role of Japan in the International society in the security field?
What has the UN done for the resolving of the conflicts?
What are the characteristics of the Japan's security cooperation policy? What is a principal contradiction between the Japan's PKO law and the international reality?
How to overcome the Japanese judicial problem on the individual and collective right of self-defence?
What is the Japanese security policy?
Other topics include the notion of the collective security, problem of use of force in the modern world.
The explanation on the Japan's security policy and some specific issues on Japan will be conducted in Japanese.

Objectives: Enrich the knowledge of students about the security issues.

before/after course of study: Read UN Charter.
Follow Japan's foreign and security policy.
Preparation for the class and the review will each take around 90-120 min.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introduction
[Week 2] Introduction II
[Week 3] UN system
[Week 4] International Security
[Week 5] Collective Security I
[Week 6] Collective Security II
[Week 7] Collective Security III
[Week 8] Collective Self-Defense I
[Week 9] Collective Self-Defense II
[Week10] Collective Self-Defense III
[Week11] PKO
[Week12] PKO II
[Week13] Gulf War and Japan
[Week14] 9.11, Iraq war and Japan
[Week15] Wrap Up

Language: Japanese

References: UN Charter
http://www.un.org/

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- 総合的に評価する。

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|08|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 08		
Instructor	OKAMOTO, Koichi		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Reading Modern Japan

Course Outline: Contemporary historical scholarship offers a perspective distinct from traditional views. While the field of history is diverse and utilizes a wide range of materials, written documents remain the cornerstone of historical research; without a critical examination of these primary sources, we cannot fully reconstruct the past. By contextualizing specific texts, historians construct narratives that offer varied interpretations of history.

This seminar aims to equip students with practical research skills and introduce them to historical interpretation. Throughout the semester, we will analyze foundational documents from modern Japan, with a specific focus on the Allied Occupation.

The seminar is organized thematically. in each session, one or two participants will be expected to give a presentation on the historical significance of the assigned readings by analyzing their background and context.

Objectives: Each student works toward the following goals.

a. To understand the contents of documents in various historical contexts.

b. To promote analytical skill to examine texts.

c. To acquire ability to conduct basic historical research.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: Course Schedule (tentative) Depending the number of students in the seminar, the seminar structure will be changed.
The final class schedule and list of reading assignments for each class will be distributed after the registration is closed.

1. Introduction
2. Historical overview: War and Peace in the 1940s.
3. Common war aims or problems among the Allies I
4. Common war aims or problems among the Allies II
5. Toward the unconditional surrender I
6. Toward the unconditional surrender II
7. The Conditions of the "unconditional surrender" I
8. The Conditions of the "unconditional surrender" II
9. The Initial Occupation Plan I
10. The Initial Occupation Plan II
11. The Japanese Constitution I
12. The Japanese Constitution II
13. The Cold War I
14. The Cold War II

Language: English

Textbooks: The documents will be provided as PDF files through Waseda's Moodle.

References: The further reference will be given at the seminar session.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	80	Short quiz on the assigned readings and documents for each session to the designated Waseda's Moodle site. (60%)

		Paper (either in Japanese or English) (20%). *A research paper on the assigned document. Approximately 3-4 pages. It is necessary to complete your analysis/argument. As far as the paper is completed, your paper can be less or more than 3-4 pages.
Class contribution:	20	Presentation and Attendance.

Note/URL: "Attendance" does not simply mean "coming to class." When present in class, students are expected to be respectful toward their fellow students and the professor. This means you should be attentive and fully engaged in the class. Any disruptive or disrespectful behavior (such as talking, sleeping, using your phone, surfing the internet, repeatedly arriving late, doing coursework for another class, etc.) will result in a reduction of your course grade. Bottom line: when you come to class, come ready to learn. If you have more important things to do with your time, please do not come. Everyone will be much happier as a result.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|11|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 11		
Instructor	DIMMER, Christian		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: {New?} Urban Commons: Imagining Alternative Futures beyond State and Market

Course Outline: ※Face-to-Face delivery
For many critical thinkers such as Silke Helfrich, David Bollier, David Harvey, to name but a few, the contemporary world is caught between an old socio-economic and political order that no longer works and a new one struggling to be born. Surrounded by out-dated systems of centralised, inflexible bureaucratic hierarchies on the one hand and and what many characterise as predatory, globalised markets on the other, presided over by states and super-national corporations committed to planet-destroying economic growth, people around the world are intensively searching for alternative political and economic models and more sustainable modes of Being in the world.

In response to the recurring and accelerating environmental, economic and political crises, the long-forgotten concept of the commons has gained popularity over the last decade, with its promises of more democratic participatory self-governance, concern for shared natural and man-made resources as well as more equity in addressing fundamental human needs. Originally the concept of the commons emerged in rural contexts in the form of shared natural resources such as pastures, fishing grounds, irrigation or woods but has now come to be applied also to commoning processes in cities.

Beyond these classical conceptions, "new commons" as Charlotte Hess calls them, have been identified such as scientific knowledge, climate, wikipedias, etc. With the subsequent expansion of the commons concept over ever new domains, and along with the rapid urbanisation of the world in an age of "planetary urbanisation" (Neil Brenner & Christian Schmid) urban commons like community gardens, co-housing, or area management arrangements have come into focus.

The purpose of this course is to introduce students to the social innovation of new urban commons and more importantly their normative implications. Key to the course then, is an understanding of how these shape a landscape of inclusion and exclusion. Concurrent with the global shift from a Keynesian welfare state to a more radically marked-centred neoliberal order and against the background of approaching planetary boundaries, community groups, NPOs and a range of institutions are exploring different mechanisms for collective and collaborative management of shared resources.

This course applies a dynamic, emergent understanding of commons that focuses on the practice of "commoning" as historian Peter Linebaugh calls it, or perpetually reproducing the commons. Once thought to be restricted to forms of common land such as community land trusts, the new urban commons cover everything from public infrastructures such as libraries and water, tool and toy sharing, open source formats of information technologies to community gardens.

Objectives: In this seminar students will …

(1) … develop an own self-selected research project of one specific urban commons and its commoning mechanisms,
(2) … explore the philosophies and practices around the emergence of new urban commons and learn to distinguish them from other forms of collective distribution of goods such as "public goods," "collective consumption" and "collaborative consumption",
(3) … explore the limits and possibilities of a commons for social transformation or cooptation, the challenges of scaling a "commons" at the local level,
(4) … familiarise themselves with competing concepts and technologies of commoning,
(5) … investigate the limits and possibilities of commoning and some cautionary tales – how commoning can at times rehearse colonial practices, act as a limiting fix to crises of capitalism, or alternately form the basis of a new cooperativism.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Unit 01: Introduction I
Commons, what? Why to go beyond state and market?
Unit 02: Introduction II
A Short History of Capitalism and Enclosure of the Commons
Unit 03: Contemporary Background
Neoliberalism and Austerity Urbanism
Unit 04: Theoretical Perspectives I
Theoretical Perspectives I Dissident Practices in Emancipatory Spaces
Unit 05: Theoretical Perspectives II
Conceptualising UC from Critical Urban Studies Perspective
Unit 06: Theoretical Perspectives III
Urban Commoning from a Psychological Perspective
Unit 07: Theoretical Perspectives III
Urban Commoning from a Psychological Perspective
Unit 08: Community of Commoners I
Defending Space in a Changing Urban Landscape
Unit 09: Community of Commoners II
Thought Images and Representations of the City as Commons
Unit 10: Governing the Commons I
From Urban Commons to Urban Planning and vice versa?
Unit 11: Governing the Commons II
Reassessing Old and New Institutions for Collective Action
Unit 12: Common Resources I
Metropolitan Streets and contested Spaces
Unit 13: Common Resources II
Housing as a Common Resource? Decommodification and Self-organisation in Housing
Unit 14: A Cautionary Tale
Clearing a misunderstanding: Sharing vs. the 'Sharing Economy'

Language: English

Textbooks: Helfrich, Silke; Bollier, David (Eds.). 2012. The Wealth of the Commons: A World Beyond Market & State. Free Online Version: http://wealthofthecommons.org/contents

References:
STAVRIDES, Stavros. 2016. Housing and Commoning
STAVRIDES, Stavros. 2016. Metropolitan Streets and contested Spaces
STAVRIDES, Stavros. 2016. Thought-Images and the Representation of the City as Commons
FLYNN, Alexandra. 2022. Business Improvement Districts and the Commons
DeMATTEE, Anthony + SWINEY, Chrystie. 2022. Ostromian Logic Applied to Civil Society Organizations and the Rules That Shape Them
MÜLLER, AGNES K. 2015. From Urban Commons to Urban Planning – or Vice Versa? "Planning" the Contested Gleisdreieck Territory
ARNSTEIN, Sherry Phyllis. 1968. A Ladder of Citizen Participation
KUTTLER, Tobias; JAIN, Angela. 2015. Defending Space in a Changing Urban Landscape – A Study on Urban Commons in Hyderabad, India
BIENIOK, Majken. 2015. The Complexity of Urban Commoning from a Psychological Perspective
KIP, Markus. 2015. Moving Beyond the City: Conceptualizing Urban Commons from a Critical Urban Studies Perspective
KRATZWALD, Brigitte. 2015. Urban Commons: Dissident Practices in Emancipatory Spaces
HARVEY, David. 2012. The Creation of the Urban Commons
EIZENBERG, Efrat – {2011} – Actually Existing Commons– Three Moments of Space of Community Gardens in New York City
BARNES, Peter – {2006} – Capitalism 3.0: Chapter 2 – A Short History of Capitalism
HARDIN, Garrett. 2001. The Tragedy of the Commons (revisited)
DELLENBAUGH, M; KIP, M.; NIENIOK, M.; Müller, A.K.; SCHWEGMEN, M. 2015. Seizing the (Every)Day: Welcome to the Urban Commons!

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Class contribution:	15	Active participation
Others:	85	25% Research proposal: Identify 3 possible contemporary or historical commons in Japan. If you have

difficulties to identify Japanese examples, you may also select non-Japanese projects. Briefly characterise those commons. Who are the commoners? What is the shared resource? How is the project reproduced and renewed (communing)?

20% Focus your work on one of the three selected commons. Provide a visual representation of the project, or a map: Who are the different actors? What is the shared resource? What are the rules and governance arrangements to preserve the shared resource? How do commoners and common resource relate to one another? What are the communing mechanisms?

40% Final Case Report: Provide an in-depth analysis of your selected commons project. How did the project come into being? What were challenges during the emergence and how were they dealt with? How is the project developing further?

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|12|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 12		
Instructor	SAKURAI, Keiko		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Diversity in the Middle East

Course Outline: The countries in the Middle East share a strong historical and cultural connection through their predominant religion, Islam. However, it is important to acknowledge that the Middle East is not a homogenous entity. In reality, the region is characterized by a diverse range of ethnic and religious groups. This diversity brings richness to the culture, but it also presents challenges to the process of nation-building.
This course takes a historical and comparative approach to delve into the political and cultural complexities of the Middle East. It addresses topics such as national integration and ethnic/religious minorities, the fragmentation of ethnic groups due to the demarcation of national borders, and cultural strategies employed by various countries to integrate the diverse historical experiences of various ethnic groups into a single national history.
By engaging with insightful readings, participating in discussions, and analyzing case studies, students will develop a comprehensive understanding of the historical, political, and socio-cultural factors that have influenced state formation and shaped the experiences of minority groups in the Middle East. Through this exploration, students will gain valuable insights into the complexities and challenges associated with managing ethnic diversity and ensuring minority rights in the Middle East.
As this course will be conducted in person, students are required to attend every class without exception.
Students are assigned the roles of the speaker, moderator, commentator, and timekeeper in turn.
.

Objectives: The main goals of this class are:
1.Enhance students' comprehension of the intricate nature of the issues.
2.Cultivate the ability to consider the issues from various angles.
3.Improve writing skills for effective and clear communication.
4.Develop the skills required to deliver impactful presentations.

before/after course of study: Students are expected to read the assigned text before each class to actively engage in class discussions.
Preliminary study also includes preparing for research presentations to be conducted for each assignment
As part of post-study, students are assigned homework and are obligated to submit it by the designated due date.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction 1

Ethnic and Religious Minorities in the Middle East
Paul S. Rowe ed., Routledge Handbook of Minorites in the Middle East, pp.1-15.

Who are Palestinians?

Who are Palestinians?
Dan Cohn-Sherbok, The Palestine-Israeli Conflict, Chapters 8 and 9

The Zionist movement

Dan Cohn-Sherbok, The Palestine-Israeli Conflict, Chapters 1 and 2

The establishment of Jewish state

Dan Cohn-Sherbok, The Palestine-Israeli Conflict, Chapters 3 and 10

Conflicts between Arabs and Jews

Dan Cohn-Sherbok, The Palestine-Israeli Conflict, Chapters 4 and 11

Arab-Israeli Negotiations

Dan Cohn-Sherbok, The Palestine-Israeli Conflict, Chapters 5 and 12

Continious aggression

Dan Cohn-Sherbok, The Palestine-Israeli Conflict, Chapters 6,7,13 and14

Palestinian minority in the State of Israel
Paul S. Rowe ed., Routledge Handbook of Minorites in the Middle East, pp.287-300.

Debate
Dan Cohn-Sherbok, The Palestine-Israeli Conflict, pp.266-296.

Who are Kurds?
Paul S. Rowe ed., Routledge Handbook of Minorites in the Middle East, pp.255-271.
Beverley Milton-Edwards, Contemporary Politics in the Middle East, 4th Edition, pp.260-263

Case study: Kurds and Kurdistan 1
Kurds in Turkey
Presentation by students

Case study: Kurds and Kurdistan 2
Kurds in Iraq and Syria.

Presentation by students

Case study: Kurds and Kurdistan 3
Kurds in Iran
Presentation by students

Conclusion
Summary of the findings related to State Formation and Religious and Ethnic Minorities

Language: English

References: Paul S. Rowe ed., Routledge Handbook of Minorites in the Middle East, Routledge, 2019.
Beverley Milton-Edwards, Contemporary Politics in the Middle East, Policy, 4th Edition, 2018.
Beverley Milton-Edwards, Contemporary Politics in the Middle East, Policy, 3rd Edition, 2011.
Philip G. Kreyenbroek, The Kurds: A Contemporary Overview, (SOAS/Routledge Studies on the Middle East), 2015
Dan Cohn-Sherbok, The Palestine-Israeli Conflict (Beginner's Guides), Oneworld Publications, 2022

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	50	Final examination (In-class essay writing. The topic of the essay will be announced a week before the final examination)
Class contribution:	50	In-class presentations(20%) Absent without notice on the day of the presentation will be penalized by 20% off. Late homework will be penalized by 10% off. Contribute to classroom discussions

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|13|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 13		
Instructor	MASUKO, Mayumi		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Individuals and Society: "How to Survive the Amoral Age"

Course Outline: * F2F + remote [some sessions are likely to be conducted on Moodle because that would be more efficient]

In this class, we will discuss issues that need to be addressed in order to survive in a modern society that seems to lack firm moral standards and hopefully maintain the current standard of living. In particular, we will be concerned with the issues that the Japanese society faces: they include aging society, cultural identities, cyber security, economic growth, social disparity and social security,

In order to complete the tasks assigned, students must have a good command of Japanese as well as that of English.

Objectives: Students are expected to think critically and present their own ideas in such a way that others can easily comprehend and appreciate.
They should be able to find a problem that concerns the society as a whole.
They should be capable of finding recent data that could support their own arguments.
They should be able to present convincing arguments in oral and text forms.
They should be able to evaluate fellow students' presentations critically as well as objectively.

before/after course of study: Read the materials specified by the instructor.
Find a problem that interests you and concerns the Japanese society at large.
Find relevant literature and data that helps you present and support your own arguments.
Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1：フリーフォーマット（教員による切替可）

Course Schedule *The following is a tentative schedule and subject to change.

Week 1 introduction
Week 2 preparation 1: argumentation
Week 3 preparation 2: using databases; the submission of the first version
Week 4 evaluation of the first version of the presentations
Week 5 evaluation continues
Week 6 a supplement: issues in higher education [tentative]Week 7 a supplement: problems with aging [tentative]
Week 8 discussion of the topics; the submission of the second version
Week 9 evaluation of the first version of the presentations
Week 10 evaluation continues
Week 11 supporting materials
Week 12 discussing issues: social security [tentative]
Week 13 discussing issues; the submission of the final version
Week 14 the submission of the term paper

Language: Japanese/English

Textbooks: No set textbook but see below.

References: Students are required to download and read the following short file:
経済産業省 (2017)「不安な個人，立ちすくむ国家」
PDF version downloadable from http://www.meti.go.jp/committee/summary/eic0009/pdf/020_02_00.pdf

Students are expected to read at least one of the following:
橋本健二 (2018)『新・日本の階級社会』講談社現代新書
日本財団 子どもの貧困対策チーム (2016)『徹底調査 子供の貧困が日本を滅ぼす』文春新書

Richard Wilkinson and Kate Pickett (2011) The Spirit Level: Why Equality Makes Society Stronger. Bloomsbury Publishing他

	More articles/books will be introduced in class.	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Exams:	0	no mid-term or final exams as such
Class contribution:	20	Attendance alone is not sufficient to earn scores in this section; students need to actively participate in discussion and other class activities
Others:	80	a term paper plus shorter written assignments, and three versions of an oral presentation on the topic of your choice recorded and submitted in the PowerPoint slideshow format. Students are also required to evaluate their classmates' presentations; these evaluations will be 'evaluated' and count towards the final grade
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|14|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 14		
Instructor	YOSHIDA, Satoshi		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Cell Biology

Course Outline: We study the central concepts of cell biology. Molecular detail will be kept to a minimum in order to provide the students with a cohesive conceptual framework for the basic science that underlies our current understanding of all of biology, including the biomedical sciences.

Objectives: Students will be more familiar with scientific thinking and approaches and will be able to explain the basic concepts about life.

before/after course of study: Preview and review require 90-120 min. each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Cells: The Fundamental Units of Life
Lecture followed by in class discussion
Vol. 2 Chemical Components of Cells
Lecture followed by in class discussion
Vol. 3 Protein Structure and Function
Lecture followed by in class discussion
Vol. 4 DNA and Chromosomes
Lecture followed by in class discussion
Vol. 5 From DNA to Protein: How Cells Read the Genome
Lecture followed by in class discussion
Vol. 6 Control of Gene Expression
Lecture followed by in class discussion
Vol. 7 Modern Recombinant DNA Technology
Lecture followed by in class discussion
Vol. 8 Membrane Structure
Lecture followed by in class discussion
Vol. 9 Intracellular Compartments and Protein Transport
Lecture followed by in class discussion
Vol.10 Cell Signaling
Lecture followed by in class discussion
Vol.11 Cytoskeleton
Lecture followed by in class discussion
Vol.12 The Cell Division Cycle
Lecture followed by in class discussion
Vol.13 Sexual Reproduction and the Power of Genetics
Lecture followed by in class discussion
Vol.14 Cellular Communities: Tissues, Stem Cells, and Cancer
Lecture followed by in class discussion

Language: English

Textbooks:	Essential Cell Biology 4th edition Alberts et al., Garland Science	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Exams:	70	Final exam 70 %
Class contribution:	30	In class participation and discussion

Note/URL:

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|15|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 15		
Instructor	POKARIER, Christopher J		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Negotiation

Course Outline: Effective negotiation skills are essential to the achievement of our personal and professional goals. A liberal society gives us great freedom to pursue our own private conception of 'a good life' but its realization will depend upon one's ability to reach effective agreements with others. Individuals negotiate on a daily basis in the home, in markets, the workplace, and, on behalf of others, in private and public forums. Negotiation occurs both face-to-face and across distance through communications technologies. We therefore need to cultivate an understanding, and indeed 'feel for' the bases of personal persuasiveness and common social dynamics of negotiation. Through a long-popular text, a range of video and additional short reading material, and a number of short and full class negotiation exercises, students will gain insights into negotiation dynamics. Enhancing one's own persuasiveness, and suggestions for dealing with difficult people and conflict situations, will also feature.

Objectives: In addition to gaining insights into the dynamics and practice of negotiation and inter-personal persuasion, this intermediate seminar will contribute to realising the following SILS intended learning outcomes:
+ a participatory mindset, actively engaged and collegial.
+ deepened awareness of varied perspectives arising from the diversity of cultures and life experiences.
+ enhanced open-mindedness and solution orientation.

before/after course of study: Engage with the text, as per the schedule, and some short additional viewing and reading in most weeks. Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
1. Introduction
2. Persuasive people.
3. Avoiding positional bargaining
4. Distinguishing problem from people
5. Interests: Integrative and distributive bargaining
6. Creating options
7. Objective criteria
8. Know your BATNA
9. Engaging the Other Party & breaking impasses
10. Ruthless people and psychological traps
11. In class short test
12. Major negotiation: UN Congress
13. Major negotiation: 'Hell Island' flights
14. Final negotiation: A study abroad program

Language: English

Textbooks: Roger Fisher, William Ury & Bruce Patton (2012 or 2011) Getting to Yes: Negotiating agreement without giving in, New York: Penguin
[ISBN: 0 14 01.5735 2] The text is available on kindle via Amazon, somewhat more cheaply. There are also translations into Japanese and other languages available but we will reference the original English text in class discussion.

References: A range of supporting video materials and links to other reading will be provided through this website: www.pokachan.com and through Moodle.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	40	in-class short test
Class contribution:	30	For this seminar to be effective all students must be well prepared for each class. The assigned readings and negotiation simulation case materials will be concise but must be well-understood.

Others: 30 Negotiation simulation exercises

Note/URL: Moodle and also www.pokachan.com

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|16|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 16		
Instructor	FUKUYAMA, Yuko		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Monuments and Collective Memory from a Historical Perspective

Course Outline: This seminar is primarily designed for students who are willing to study history and/or plan to study abroad in Italy or other European countries. Historical monuments and documents are omnipresent in Italy. Besides written texts, monuments eloquently convey historical events as contemporary eyewitnesses. Maurice Halbwachs proposed the concept of Collective Memory in the early twentieth century as a representation of the past shared by members of a group. With the development of memory studies, monuments, places, and rituals began to be regarded as clues to understanding their surrounding society and the past.
To acquire basic skills for the historical study, students will be asked to read an assigned part of the academic articles and papers and examine the political and social role of monuments, statues, festivals, and representation in modern Italy with short presentations and discussions.
Using this method, in the latter half of this seminar, students will choose one familiar monument and analyze its social and historical significance. Throughout this process, students will conduct a bibliographic survey, read relevant academic papers, and write a short research essay to foster critical reading and writing skills.

Objectives: By the end of this course, students are expected to:
- acquire study skills for Historical studies
- acquire study skills for Italian studies
- develop an awareness of Italian History and Culture
- gain the ability of critical and logical thinking

before/after course of study: As part of the class preparation, students will be asked to read the assigned text before each class. Further preparation will be needed for the presentation and the essay. Preparation is expected to take 90-120 minutes on average.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introduction
[Week 2] Napoleon's sack of Italy and the return of artworks in Venice
[Week 3] Venice during the Revolutions of 1848
[Week 4] The Image of Venetian Hero during the Austrian domination.
[Week 5] Making Italians in Venice
[Week 6] The Collective Memory in Modern Italy
[Week 7] Preparation for individual presentation
[Week 8-13] Individual presentations and discussion
[Week 14] Concluding remarks

Language: Japanese/Englis
h

Textbooks: Parker, L. (2011). Public Commemorations and Collective Memory in Venice, 1815-1915. [Doctoral Thesis, The University of Manchester].
https://research.manchester.ac.uk/en/publications/ff4ae45f-9451-44a6-a361-c23fe181ff6f
Bosworth, R. J. B. (2014). Italian Venice : A History. Yale University Press.
https://waseda.primo.exlibrisgroup.com/permalink/81SOKEI_WUNI/7jeksk/alma991027083048004032

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free- Group presentations and discussions based on the textbook 30%
Individual Presentation: 30%
Active Participation in class: 10%
Final Essay: 30%

Note/URL: The course schedule is tentative
Students must attend at least two-thirds of the classes.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|17|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 17		
Instructor	HIGAKI, Julie		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Self-discovery, life improvement and human happiness

Course Outline: **[face-to-face]
Classes will be held in person during the first and last periods and once or two online (real-time streaming) in May and June (in total, 12 in person, 1 online, and 1 replaced by an assignment. However, it may change according to the health condition of the teacher, and the format can also change depending on students' needs and sanitary situations, e.g., hyflex style. But even in this case, students are highly encouraged to participate in person**

This seminar proposes that students know themselves for a better mutual understanding and self-fulfillment through workshops and discussions. We will search together for what concretely makes us happier and healthier to realize the ultimate goal of each one, learning from Psychology, Philosophy, and some religious traditions. As a textbook, we will use "Happier" by Tal Ben-Shahar, one of the most highly attended courses at Harvard University(Positive Psychology: the scientific study of optimal human functioning). However, other references from different fields will complete it. This seminar will be conducted in Japanese.@font-face{font-family:"Cambria Math";panose-1:2 4 5 3 5 4 6 3 2 4;mso-font-charset:0;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-536870145 1107305727 0 0 415 0;}@font-face{font-family:游明朝;panose-1:2 2 4 0 0 0 0 0 0 0;mso-font-charset:128;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-2147482905 717749503 18 0 131231 0;}@font-face{font-family:"MS Pゴシック";panose-1:2 11 6 0 7 2 5 8 2 4;mso-font-alt:MS;mso-font-charset:128;mso-generic-font-family:swiss;mso-font-pitch:variable;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}@font-face{font-family:"¥@MS Pゴシック";mso-font-charset:128;mso-generic-font-family:swiss;mso-font-pitch:variable;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}@font-face{font-family:"¥@游明朝";mso-font-charset:128;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-2147482905 717749503 18 0 131231 0;}p.MsoNormal, li.MsoNormal, div.MsoNormal{mso-style-unhide:no;mso-style-qformat:yes;mso-style-parent:"";margin-top:0mm;margin-right:0mm;margin-bottom:8.0pt;margin-left:0mm;line-height:107%;mso-pagination:none;font-size:11.0pt;mso-bidi-font-size:12.0pt;font-family:"游明朝",serif;mso-ascii-font-family:游明朝;mso-ascii-theme-font:minor-latin;mso-fareast-font-family:游明朝;mso-fareast-theme-font:minor-fareast;mso-hansi-font-family:游明朝;mso-hansi-theme-font:minor-latin;mso-bidi-font-family:"Times New Roman";mso-bidi-theme-font:minor-bidi;mso-font-kerning:1.0pt;mso-ligatures:standardcontextual;}.MsoChpDefault{mso-style-type:export-only;mso-default-props:yes;font-family:"游明朝",serif;mso-bidi-font-family:"Times New Roman";mso-bidi-theme-font:minor-bidi;}.MsoPapDefault{mso-style-type:export-only;margin-bottom:8.0pt;line-height:107%;}div.WordSection1{page:WordSection1;}

Objectives: Each student will be able to have their own vision of life and apply the learned knowledge to everyday life.

before/after course of study: You will be asked to read the materials posted on Moodle as part of your preparation, which is expected to take 90-120 minutes. You will be asked to submit an assignment, watch the on-demand content, or read the referential materials for the review, which is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

[Class1] Orientation (4/17)(in person)
(+ preparation by video and homework for [Class 2] by 4/23)

[Class 2] (4/24) (in person) Let us begin by getting to know each other

[Class 3] (5/8) (in person) What do you want most now ? -Self-discovery and sharing
+ Book report 1 on "Happier" (A4 one page) to be submitted before May 14h on Moodle.

[Class 4] (5/15) (in person) What is happiness for you ? -Four basic archetypes of happiness (mini report 1 before 5/21

[Class 5] (5/22) (in person) What do you really want to do in your life ? - Meaning, pleasure and strength (mini report2 before 5/28)

[Class 6] (5/29) (in person) Conditional love and unconditional love,core self, gratitude (mini report 3 before 6/4)

[Class 7] (6/5) (in person) Lasting fulfillment (mini report 4 before 6/11)

[Class 8] (6/12) (in person) Self-Interest and Benevolence (mini report5 before 6/18)

[Class 9] (6/19) (online) Meditation on death and life (mini report 6 before6/25)
[Class10](6/26)(in person) Body and mind (Presentation I)
[Class11](7/3)(in person) Neuroscience and meditation (Presentation II)
Book report 2 before 7/9
[Class12] (7/10) (in person) Presentations III.
[Class13] (Homework Preparations "My vision" for [Class14] by 7/16:
Your ultimate goal, and here and now
[Class14] (7/17) (in person) General Presentations and Synthesis

Final Report (by 7/24)@font-face{font-family:"MS 明朝";panose-1:2 2 6 9 4 2 5 8 3 4;mso-font-alt:"MS Mincho";mso-font-charset:128;mso-generic-font-family:modern;mso-font-pitch:fixed;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}@font-face{font-family:"Cambria Math";panose-1:2 4 5 3 5 4 6 3 2 4;mso-font-charset:0;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-536870145 1107305727 0 0 415 0;}@font-face{font-family:游明朝;panose-1:2 2 4 0 0 0 0 0 0 0;mso-font-charset:128;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-2147482905 717749503 18 0 131231 0;}@font-face{font-family:"MS Pゴシック";panose-1:2 11 6 0 7 2 5 8 2 4;mso-font-alt:MS;mso-font-charset:128;mso-generic-font-family:swiss;mso-font-pitch:variable;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}@font-face{font-family:"¥@MS Pゴシック";mso-font-charset:128;mso-generic-font-family:swiss;mso-font-pitch:variable;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}@font-face{font-family:"¥@游明朝";mso-font-charset:128;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-2147482905 717749503 18 0 131231 0;}@font-face{font-family:"¥@MS 明朝";panose-1:2 2 6 9 4 2 5 8 3 4;mso-font-charset:128;mso-generic-font-family:modern;mso-font-pitch:fixed;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}p.MsoNormal, li.MsoNormal, div.MsoNormal{mso-style-unhide:no;mso-style-qformat:yes;mso-style-parent:"";margin-top:0mm;margin-right:0mm;margin-bottom:8.0pt;margin-left:0mm;line-height:107%;mso-pagination:none;font-size:11.0pt;mso-bidi-font-size:12.0pt;font-family:"游明朝",serif;mso-ascii-font-family:游明朝;mso-ascii-theme-font:minor-latin;mso-fareast-font-family:游明朝;mso-fareast-theme-font:minor-fareast;mso-hansi-font-family:游明朝;mso-hansi-theme-font:minor-latin;mso-bidi-font-family:"Times New Roman";mso-bidi-theme-font:minor-bidi;mso-font-kerning:1.0pt;mso-ligatures:standardcontextual;}.MsoChpDefault{mso-style-type:export-only;mso-default-props:yes;font-family:"游明朝",serif;mso-bidi-font-family:"Times New Roman";mso-bidi-theme-font:minor-bidi;}.MsoPapDefault{mso-style-type:export-only;margin-bottom:8.0pt;line-height:107%;}div.WordSection1{page:WordSection1;}

Language:	English
Textbooks:	Tal Ben-Shahar, Ph.D., Happier: Learn the Secrets to Daily Joy and Lasting Fulfillment, 2007 （日本語訳 タル・ベン・シャハー『Happier 幸福も成功も手にするシークレット・メソッド』坂本貢一訳、2007）
References:	Tal Ben-Shahar, Even happier, 2010. （日本語訳 タル・ベン・シャハー『ハーバードの人生を変える授業』、成瀬まゆみ訳、2010） Marci Shimoff, Happy for no reason, 2008. （その他発表などに使う文献リストは授業中に配布する）。
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Exams:	30	Final report (3-5 pages) comprehension and personal opinions
Papers:	25	Book reports and class presentation
Class contribution:	45	Attendance and active participation in discussions Comprehension and personal opinions after each class : reaction papers and mini reports

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|18|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 18		
Instructor	IKESHIMA, Taisaku		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.1	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Japan and the US under International Law and Global Governance

Course Outline: In this seminar, we consider a way of looking at the Japan-US relations through geography, governance, law, and cultural diversity in the framework of International relations (IR). The possible objectives of the consideration include, but not limited to, finding problems of the bilateral relations under the current international legal order, and proposing solutions, suggesting new applications, for some particular international political issues.

We will look at the unusual and precarious relationships between these two states and the urgent questions that this aspect raises for our time. There are many issues surrounding geopolitical and geo-economic features of global affairs, including statehood, territorial disputes, conference diplomacy, global environment, security issues, philosophical and sociological principles, and technical measures (including AI and cyber-space).
This seminar discusses historical development of the ideas concerned and the future perspectives with respect to the theme.
By the end of the class, each student is supposed to prepare a final report summarizing his/her ideas on geopolitical topics with additional research.

All the participants are required to have fundamental understanding about international relations (IR) and other related subjects such as world history and war/peace study with special reference to basic relations between Japan and the US. They have to write and submit a short essay of 500 words for a class discussion in every week.
Please do not forget to refer to the textbooks below before the registration.

Objectives: To understand basic ideas concerning geopolitics, international law and politics, cultural diversity that have been applicable to the relations between Japan and the US in the context of international relations (IR).

before/after course of study: Students will need to prepare for a weekly short-essay (of writing 200 words of summary and comments, respectively, on the relevant chapters of the textbook), spending an hour or two.
They will also need to review and rewrite their own paper after the lesson and class-discussion.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introduction
[Week 2] What is geopolitics? What is international law?
[Week 3] Fundamental Factors in the Japan-US relationship
[Week 4] History (1): the Birth of the Idea and Nazism
[Week 5] History (2): the Revival of the Idea and the US
[Week 6] Territory, Resources, and Flows (1): State Sovereignty
[Week 7] Territory, Resources, and Flows (2): Globalisation
[Week 8] General discussion on Geopolitics and International Law
[Week 9] Geopolitics and Identity (1): National Identity
[Week10] Geopolitics and Identity (2): Regional Identity
[Week11] Maps and Mapping (1): Cartography and Disputes
[Week12] Maps and Mapping (2): the Cold War and Thereafter
[Week13] Future Outlook of the Bilateral Relations
[Week14] Conclusions

Language: English

Textbooks: - Noam Chomsky & Nathan J. Robinson, The Myth of American Idealism: How US Foreign Policy Endangers the World, Hamish Hamilton/Penguin Books, 2024. ISBN: 978-0-241-70088-4.

References: - Noam Chomsky, Hegemony or Survival: America's Quest for Global Dominance, Penguin Books, 2003. ISBN: 978-0-14-101505-7.

- Klaus Dodds, Geopolitics: A Very Short Introduction, 3rd Edition, Oxford University Press, 2019, ISBN: 978-0198830764
- Vaughan Lowe, International Law: A Very Short Introduction, Oxford University Press, 2016, ISBN: 978-0199239337

- John Dower, The Violent American Century, War and Terrow Since world War II, Haymarket Books, 2017.
- Gavan McCormack, Client State, Japan in the American Embrace, Vrso, 2007.

Other readings will be suggested for individual topics in the classroom.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Papers:	60	(1) An essay of about 500 words (summary and comments on the relevant chapter) in total for every session, and (2) Research paper of about 2,000 words by the end of the semester
Class contribution:	20	Class Discussion
Others:	20	Presentations for almost every week

Note/URL: Class participation means participants' active involvement in discussions, but not just sitting back quietly in the class.

Handouts will be delivered. This course will use AV apparatus such as videos, PPT and OHP.

Related URL:
www.monthlyreview.org
www.un.org

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|19|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 19		
Instructor	NAKAMURA, Chie		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This seminar builds upon foundational knowledge in psycholinguistics, delving deeper into advanced topics and recent research developments. Students will engage in critical discussions, literature reviews, and independent projects to deepen their understanding of psycholinguistic theories and methodologies.The course is designed to provide students with an in-depth exploration of advanced psycholinguistic topics and the opportunity to conduct independent research in the field.

Objectives: Students will be familiar with:
- Experimental Design and Critique:
Proficiently design and critique advanced experimental designs, considering data collection, measurement, and ethical considerations.
- Critical Evaluation and Independent Research:
Develop critical thinking skills through the evaluation of psycholinguistic theories and methodologies. Conduct independent research projects.
- Effective Communication Skills:
Hone oral and written communication skills through seminar discussions, presentations, and research projects.

before/after course of study: Students are required to complete individual/group work assignments, mid-term project and final project. Preparation for the class and the review will each take around 90-120 min.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Orientation

Introduction of the seminar

Advanced Topics in Language Processing

Models of language comprehension and production, eye-tracking and neuroimaging studies

Experimental Design and Methodologies 1

Experimental designs in psycholinguistics, issues in data collection and measurement, ethical considerations in psycholinguistic research

Experimental Design and Methodologies 2

Experimental designs in psycholinguistics, issues in data collection and measurement, ethical considerations in psycholinguistic research

Psycholinguistics of Bilingualism

Bilingual language processing, code-switching and its cognitive implications, effects of bilingualism on cognition and brain structure

Preparation for Midterm presentation

Students will prepare for midterm presentation

Midterm presentation

Individual / group presentation

Discourse and Pragmatics

Psycholinguistic aspects of discourse analysis, processing of pragmatics in communication, discourse coherence and its neural basis

Language and Memory

Memory mechanisms in language processing, verbal working memory and its role in comprehension, psycholinguistic perspectives on forgetting and retrieval

Developmental Psycholinguistics

Language development across the lifespan, cognitive and neural changes in language abilities, psycholinguistic studies of language disorders in children and adults

Computational Psycholinguistics

Introduction to computational models in psycholinguistics, simulation of language processing using computational tools, applications of artificial intelligence in linguistic research

Independent Research Projects

Students will work on individual/group research projects

Final presentation preparation

Students will prepare for final presentation

Final presentation

Individual / group presentation

Language: English

Textbooks: Materials will be provided by instructor

Grading Free-text Entry Flag: 1 : フリーフォーマット（教員による切替可）

Evaluation Free-: Seminar Participation and Discussions (20%)
Midterm presentation (40%)
Final Presentation (40%)

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|20|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 20		
Instructor	BAAK, Saang Joon		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.5	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Changes in Businesses and Markets Driven by Advanced Technologies

Course Outline: The purpose of this seminar is to explore how advanced technologies in industries such as 6G, SMR, AI, autonomous driving, and space development are transforming the landscape of businesses and markets in Japan and around the world. Students will engage in discussions on how these changes will impact our lives in the future and what preparations are necessary. Each student is expected to deliver an individual presentation.

Objectives: The purpose of this seminar is to explore how advanced technologies in industries such as 6G, SMR, AI, autonomous driving, and space development are transforming the landscape of businesses and markets in Japan and around the world.

before/after course of study: Students should consult with the instructor regarding the topic of their presentation
Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

第1回
Course Introduction (The goal and outline of this course) / I'll explain the goal and outline of this course.
第2回
Student Presentation
第3回
Student Presentation
第4回
Student Presentation
第5回
Student Presentation
第6回
Student Presentation
第7回
Student Presentation
第8回
Student Presentation
第9回
Student Presentation
第10回
Student Presentation
第11回
Student Presentation
第12回
Student Presentation
第13回
Student Presentation
第14回
Student Presentation

Language:	English
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）
Class contribution:	100 Presentation 60% Class Participation 40%
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|21|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 21		
Instructor	AKIBA, Takeshi		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Status of minority groups in Japanese society

Course Outline: This seminar will examine the status of minorities in Japanese society, including indigenous people, immigrant oldcomers and newcomers, and "mixed-blood" Japanese.We will seek to understand the interaction between government laws and policies, and social understandings of Japanese and non-Japanese identity. The class incorporates a full range of academic skills, including reading academic material, writing response papers, oral presentation, group discussion, class discussion, independent and collaborative research.

Objectives: Students will:
1) Be able to discuss the historical, political and social circumstances under which minority groups in a given society (in this case, Japan) acquire their status.
2) Be able to analyze the interactions between formal government law and policy and casual practices and interactions over the status of minority groups in a society (in this case, Japan).
3) Be able to think about the future of minority groups in the context of Japanese law and society.
4) Be able to articulate their thoughts on issues surrounding minority groups, with background knowledge and the understanding of different perspectives and views on such issues.

before/after course of study: 1) As part of class preparation, students will be required to read assigned chapters of the book and other materials posted on Waseda Moodle. In doing so, you are to identify key ideas and perspectives in the chapter and prepare to articulate your thoughts on them during group and class discussion. Standard preparation is expected to take 2 hours.
2) Every other week (dates will be assigned), students are to submit written responses to Moodle on the issues identified above and their thoughts.
3) Each student will be making a 15 min. oral presentation of one of the chapters, once during the semester, based on items 1 and 2 above.
4) At some point during each session, students will be prompted to submit an in-class input reviewing the discussions that took place during the lecture.
5) Weeks 11-14 will be group projects where students are to undertake their own research and to present their findings.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Introduction and discussion

Introduction to the theme and goals, introductory discussion, assignment scheduling

Vol. 2 The Ainu

Reading, presentation and discussion of Chapter 2
(A typical session will be 15 min. presentations of the chapter by 2 students individually, followed by group discussion on discussion items proposed by the presenter and/or the instructor, class discussion, and follow-up by the instructor. Same for the weeks that follow.)

Vol. 3 "Mixed-blood" Japanese

Reading, presentation and discussion of Chapter 3

Vol. 4 Burakumin

Reading, presentation and discussion of Chapter 4

Vol.5 Black

Reading, presentation and discussion of Chapter 5

Vol. 6 Chinese newcomers

Reading, presentation and discussion of Chapter 6

Vol. 7 Zainichi Koreans

Reading, presentation and discussion of Chapter 8

Vol. 8 Guest speaker

Guest presentation and discussion related to minority groups in Japan.

Vol. 9 Okinawa

Reading, presentation and discussion of Chapter 9

Vol.10 Japanese Brazilians

Reading, presentation and discussion of Chapter 10

Vol.11 Reflection session / Final project assignment

Reflections on major themes and concepts from the book
Assignment of final projects (for Weeks 12-14). A typical final project will be to identify a minority group within Japan that has not been covered in the book, and to apply the ideas and perspectives learned in this course to analyze their conditions and issues. In principle, this will be a group project with around 3 students assigned to each group. Students are to conduct research on their own, and present their findings on Weeks 13 and 14.

Vol.12 Final project meetings

Discussion and preparation for the final project
Group meetings with the instructor

Vol.13 Student presentations (1)

Presentation and discussion of final projects

Vol.14 Student presentations (2)

Presentation and discussion of final projects

Language: English

Textbooks: Michael Weiner eds., Japan's Minorities: The Illusion of Homogeneity (2nd ed., 2009)
-- Students must have individual access to this book.

References: Additional materials will be posted from time to time on Moodle.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	50	Bi-weekly response papers (to be submitted on Moodle prior to class, usually every other week from Weeks 2-11) of about 500-600 words.
Class contribution:	50	Active contribution to class (participation in class and group discussion, extra efforts put into assignments, questions and comments throughout, before or after class, etc.) (10) Chapter presentation (20) Final project preparation and presentation (See Weeks 11-14) (20)

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|22|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 22		
Instructor	UCHIDA, Akiko		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: The biological roots of human nature

Course Outline: Why do we compete? Why do we cooperate? Are we smarter than other animals? This seminar examines human nature from evolutionary and comparative perspectives. Topics covered include evolution of aggression, cooperation, intelligence, emotions and communication. Emphasis is placed on interactions between biological basis and environment/culture.
"The difference in mind between man and the higher animals, great as it is, certainly is one of degree and not of kind." (Charles Darwin, 1871)

Objectives: Major goals of this seminar:
1) to appreciate/evaluate scientific studies of human nature & culture
2) to learn approaches of animal behavior/cognition
3) to design & conduct a research project using comparative/evolutionary approaches

before/after course of study: No science background required. Students will be asked to read the assigned materials before the class.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule [Class 1] Introduction
[Class 2] Evolution (Darwin, his ideas and Modern Evolutionary Theories)
[Class 3] Basics of Behavioral/Cognitive Sciences
[Class 4-8] Animals vs Humans
[Class 9-12] Trouble with studying ourselves
[Class 13] (Tama/Ueno Zoological Park Visit)
[Class 14] Research paper presentation and Discussion

Language: English

Textbooks: 'Are we smart enough to know how smart animals are?' Frans de Wall (e-book available)

Other reading materials will be provided.

References: The Social Instinct: Why we cooperate - from DNA to Democracy, N. Raihani (e-book available)
Mama's Last Hug- Animal Emotions and what they tell us about ourselves. Frans de Wall (e-book available)
The Goodness Paradox: How Evolution Made Us Both More and Less Violent Richard Wrangham
The Best American Science and Nature Writing 2020, M. Kaku ed.
Darwin: A very short introduction, J. Howard, Oxford Univ. Pr.
Evolution: A very short introduction, B. Charlesworth, Oxford Univ. Pr.
The most dangerous animal: Human Nature and the origins of War, D. L. Smith, St. Martin's Griffin

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free- Active class participation/reading assignments & presentation: 40%
Short writing assignments (in-class): 20%
Zoo visit report: 10%
Research project & paper/presentation: 30%

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|25|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 25		
Instructor	NAGASAKA, Masumi		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Philosophical Inquiry Under the Method of Transcendental Philosophy and Phenomenology

Course Outline: [Course Delivery Method]
Face to Face
In this seminar, students are invited to accomplish a philosophical analysis on the subject of their choice. In the first class, each student should choose one philosophical subject to focus on (see examples of the subjects below). Throughout the semester, students are required to work on the subject they have chosen. Students can also form small groups according the chosen subjects.
Examples of subjects:

1. Can I determine the meaning of my life on my own?
2. Should we place priority on the common interest rather than individual interest?
3. In what sense is philosophy an action?
4. In what sense is phenomenology required in today's sciences?
5. What is time? How can I recognise that time has passed?
6. How do we make an aesthetic judgement?

This list of examples is not exhaustive, and students are free to choose any subject they prefer after consultation with the instructor.

Objectives: Students are expected to develop philosophical thinking skills and the capacity to argue their thoughts and discuss ideas with others. At the end of the semester, they are required to write one philosophical paper concerning the chosen subjects.

before/after course of study: Students are expected to prepare for the seminar by reading the text(s) recommended by the instructor according to the subjects they have chosen. It will take 60 minutes or more, depending on the depth that students seek on the chosen subjects. They are also invited to develop their discussion skills by presenting critical reviews of other students' presentations. Students also have the option to post their work-in-progress research on the designated class website so that the instructor can provide advice. For details, follow the instructor's advice.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Class 1: Introduction
Explication of the seminar and determination of the subject which each student will work on

Class 2: Analytical reading I
Analytical reading of the text recommended by the instructor based on the chosen subject

Class 3: Analytical reading II
Further analytical reading of the text recommended by the instructor based on the chosen subject

Class 4: Presentation I
Presentation of students' analyses of the texts

Class 5: Discussion I
Developing critical reviews of the analyses conducted by other students

Class 6: Writing an abstract
Composition of an abstract based on the chosen subject

Class 7: Presentation II
Student presentation of the abstracts

Class 8: Discussion II
Discussion of the presented abstracts

Class 9: Writing a final paper draft
Composition of a final paper draft discussing the chosen subject
Class 10: Presentation III
Student presentation of their final paper drafts
Class 11: Presentation IV
Student presentation of their final paper drafts
Class 12: Discussion III
Developing critical reviews of the presentations made by other students
Class 13: Discussion IV
Developing further critical reviews of the presentations made by other students
Class 14: Discussion V
Final discussion

Language:	English
Textbooks:	Handouts will be distributed.
References:	Students can choose the texts to which they refer but are required to read philosophical texts (e.g. a couple of chapters of the book) recommended by the instructor on the subject they choose. Although the seminar is conducted in English, students can refer to the texts written in French or German according to their language ability and preferences. For details, follow the advice of the instructor.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Exams:	0	-
Papers:	50	Quality of papers
Class contribution:	50	Active participation
Others:	0	-

Note/URL: Occasionally, the instructor may provide a short lecture in order to develop the students' background knowledge necessary for comprehension.
https://researchmap.jp/masumi_nagasaka/Courses/
国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|27|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 27		
Instructor	ISHIKAWA, Terukichi		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Reading Nietzsche, Husserl and Heidegger

Course Outline: Mode of Delivery: Face-to-Face(F2F)
In this seminar, we read several texts (English translations) from works of Nietzsche, Husserl and Heidegger. The texts are focused on philosophers' key-words such as 'Ressentiment' (Nietzsche), 'Phenomenology' (Husserl) and 'Being-in-the World' (Heidegger). Each student will make several presentations on the parts of the texts. Based on the presentations, we will have discussions. Vital challenges towards philosophy will cultivate our way of thinking, and contribute to the development of philosophical principles. Considering the subject, texts and lectures are offered in English with Japanese.

Objectives: 1. To gain good knowledge of greatest philosophers; Nietzsche, Husserl and Heidegger.
2. To be able to read and interpret philosophical texts by yourself.
3. To grasp the essence of philosophical thinking.

before/after course of study: As a part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[1] Class Orientation
[2] Introduction to Nietzsche
[3] Reading Nietzsche
Presentation and Discussion
[4] Mid-term Exam
[5] Introduction to Husserl and Heidegger
[6] Reading Husserl and Heidegger
Presentation and Discussion
[7] Final Exam

Language: English

Textbooks: The texts for reading → distribution

References: INTRODUCTION TO NIETZSHE by ISHIKAWA Terukichi
石川輝吉『ニーチェはこう考えた』(ちくまプリマー新書) 842円
References are introduced or distributed in each case

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- The Grading will be based on the results of the following items.
Reading assignments (Attendance, Contribution) 30%
Presentation 30%
Mid-term exams and Final exam. 40%

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|29|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 29		
Instructor	FIELD, Malcolm		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Culture in Context Explored & Deconstructed

Course Outline: In thisseminar we will consider some of the theories, beliefs, and practices infurther depth from the perspective of Culture in Context. Particular focus will be placed severalthemes, such as. (1) Identity: the myths, fluidity and power relations withinthe construct. (2) Cultural Legitimacy: how our contexts influence what webelieve to right, wrong, good, bad, legitimate, artificial, natural or manifestdestiny. (3) Pasts, present and futures. (4) heuristics, or the way our brainsprocess and make sense of the information in the worlds we create. Notehowever, these themes are neither fixed nor definitive as the study may deviateas real-time factors emerge and dictate the need (such as A.I. and truth,etc.).

Objectives: The objective of this seminar is to further consider some of the theories and ideas presented in the CiC course through readings and workshop tasks. The goal is to further deconstruct the theories (akin to creating kintsugi mono), consider their truth value, explanatory and predictive power, and practically demonstrate or otherwise the theories. Although some of the themes presented may have been touched upon in the CiC course, the seminar allows us time to take the ideas to a deeper practical (and hopefully, application) understanding.

before/after course of study: The critical preparation needed and required for the seminar is the ability to challenge your own thinking, beliefs, and practices. Coming to the seminar with a certainty that your world-view is correct, will limit your learning potentials. As part of your preparation, you will be asked to either read handouts or watch a video before each session, some of which can be posted on Waseda Moodle in advance. Preparation is expected to take 60-120 minutes depending upon your level and the task assigned. Homework, or application, will be assigned as review for each class and members of the seminar should be available to discuss their thoughts or insights in the next class. The post-seminar homework will require vigilant observation and consideration of inputs in your context.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction to seminar, your story, your intersectionality

Focus will be on understanding theseminar, pedagogy, exploring backgrounds and positionality

Critiquing CiC and some theories (e.g. Hofstede) - Updating to contemporary contexts

A quick review of the CiC course,focusing on some theorists (e.g. Hofstede, et al) critique the ideas and whetherthey might still be valid in the contemporary societies

Heuristics, the brain and reality, biases, fallacies and examples from neuroscience

Examining how the brain processesinformation

Heuristics, the brain and reality, biases, fallacies and examples from Behavioral science

Examining our behavior based onprevious class discussions

Discourses (deep and surface): the search for meaning and understanding; the drive to control

Critiquing discourse (media, SMS,academia, political, etc.) and its influence on our beliefs of reality andtruth

A.I. and the collapse of humankind: the good, the bad and the ugly

The influence of AI on societies, ourwork, and how we might understand the world

Histories: repeats? only ryhmmes? a bridge too far?

A discussion of history, particularin relation to cliodynamoics and how our cultures are shaped by theseunderstandings

Fear and myths (might inlcude ideas like Terror Mgt Theory, consiousness, and understanding, religious ch

Following on from the previous class,we will focus on strategies and ideas that cultures adapt or adopt to reinforcebeliefs and values

Binaries in the other - gender, nationality, race, identity, age. Legitimacy - feminism, machoism, natural ord

Understanding the world in terms ofus-them, and naming and framing binaries, or zero-sum

Workshop Task, Review and Application*

Students will lead on their applied workshop tasks andactivities(* Note theassessment below. Even though these are toward the end of semester,a finalacademic paper is also required at the end of semester.)

Workshop Task, Review and Application

Students will lead on their appliedworkshop tasks and activities

Workshop Task, Review and Application

Students will lead on their appliedworkshop tasks and activities

Workshop Task, Review and Application

Students will lead on their appliedworkshop tasks and activities

Kids in the Candy Shop: it is the system, stupid. seminar review

Pulling all the discussions togetherto consider pathways forward

第15回

Language:	English
Textbooks:	Access to the Culture in Context aka Cultural Cognition text useful.
References:	Reference material for reading or review will be provided in week 1.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Papers:	60	2 papers: one paper after the workshop presentation to explain the theory, objectives, outcomes and evaluation of the application (20%); one final paper on one of the topics mentioned in the seminar (themes and topics will be listed near the end of the semester based on the course outline and discussions from which you can choose) (40%).
Class contribution:	10	Engagement with the topics; professionalism and respect for the members of the seminar; willingness to interact with other members and their workshop task in the seminar.
Others:	30	Presentation and leading of a workshop task/activity that needs to be practical, challenging and engaging for the other members of the seminar.

Note/URL: Be reminded that there is NO pre-requisite set forthis seminar. Those students who have not taken the Culture in Context are welcome.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|31|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 31		
Instructor	KUROKAWA, Chiemi		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Muslim Migrants and Refugees

Course Outline: In this course, we willexplore the educational, social, and cultural experiences of Muslim migrantsand refugees from both theoretical and practical perspectives. The courseemphasizes the significance of engaging with both academic literature andreal-world phenomena based on first-hand data. Each class consists of lecturesincorporating empirical cases and class discussions.

All 14 sessions will beconducted in person.

In addition, the courseplans to invite Sudanese refugee university student(s) to share theirexperiences and engage in dialogue with the class.

Objectives: Students are expected to be able to:
1.Understand key concepts related to migration, refuge, and Islam in global contexts.
2.Develop the ability to critically analyze information and narratives by examining various perspectives.
3.Share own ideas and engage in discussion with others who hold different views.

before/after course of study: Students are expected to:
1. Read the assigned materials before each session, and write weekly reading responses (approximately 200 words of comments). Preparation is expected to take 90-120 minutes.
2. Reflect on lecture content, classmates' and instructor's comments, and insights from guest speaker(s) after each session. This reflection is expected to take about 60 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1: Course introduction and icebreaker

Students will be introduced to thecourse objectives and structure. An icebreaker activity will be conducted tohelp students and the instructor get to know each other and create acomfortable classroom environment. The class will also provide basicintroductory knowledge about Islam and explain how each class session will beconducted.

Vol. 2: Migration, forced displacement, and Islam

An overview of global migrationpatterns and definitions of migrants and refugees.

Vol. 3: Islamophobia

A discussion of anti-Muslim sentimentand its impact on policy and everyday life in host societies.

Vol. 4: Religion, identity, and education in migration

An examination of how Muslim migrantsreinterpret religious learning and identity across transnational contexts.

Vol. 5: School lunch and Muslim migrants

Case studies on food, culturalaccommodation, and the challenges of inclusion in the Japanese school system.

Vol. 6: Refugees' everyday lives in the city

A look into the daily urban lives ofrefugees, including housing, work, education, and social networks in Cairo,Egypt.

Vol. 7: Youth aspirations and educational pathways in migration

An exploration of how migrant andrefugee youth navigate education, uncertainty, and future planning acrossborders.

Vol. 8: Diaspora and the desire to give back

An exploration of how Muslim migrantsmaintain ties with their home countries and seek to give back through variousforms of contribution.

Vol. 9: Conflict and forced displacement

Case studies on how armed conflict—specificallythe 2023 war in Sudan—affected citizens' lives and led to forceddisplacement.

Vol.10: Research methods in studying migration and refugees

A discussion of how researchers studymigrants' lives:interviews, narratives, and ethical considerations.

Vol.11: Dialogue with refugee student(s)[Guest speaker session]

An interactive session with Sudaneserefugee university student(s), offering firsthand experiences.

Vol.12: Analyzing narratives and drawing insights

A guided analytical session in whichstudents examine notes and responses from the guest dialogue in relation totheir research questions.

Vol.13: Imagining futures: return, belonging, and diaspora

A critical reflection on concepts ofmulticulturalism, belonging, and return through a Muslim migrant's lens.

Vol.14: Final reflection and discussion

A concluding session to bringtogether key insights and reflect on personal and academic growth over thecourse.

Language: English

Textbooks: No textbook purchase is required. All necessary readings will be provided by the instructor throughout the course.

References: Relevant readings will be introduced throughout the course. The following books and research articles will be used as representative examples.

Hurd, I. (2024). Chapter 9: Refugees and International Migration: UNHCR, the International Organization for Migration, and the 1951 Convention. In International Organizations: Politics, Law, Practice (5th edition). Cambridge University Press, 196–219.
Miranda, P. (2018). Getting by on the Margins: Sudanese and Somali Refugees: A Case Report of Refugees in Towns Cairo, Egypt. Feinstein International Center, Friedman School of Nutrition Science and Policy, Tufts University.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Papers:	50	Final, full research paper
Class contribution:	30	Submit a reaction paper as a class participation.
Others:	20	Submit reading responses as an assignment

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|32|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 32		
Instructor	HIRASAWA, Caroline		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Designing a Museum Exhibition

Course Outline: This course examines practices of collection and display, historical and contemporary. We will consider how encountering art in museums differs from historical contexts of viewing, analyze narrative strategies and agendas of particular exhibitions, and discuss controversies in the art and museum worlds. Final projects will consist of original (theoretical) exhibition proposals and promotional materials.

Classes will be conducted in person only.

Objectives: To introduce students to museum exhibition histories and strategies while developing or improving analytical, presentation, and writing skills.

before/after course of study: Students will need to spend time on written responses to reading assignments, written analyses of museums and exhibitions, and preparing for presentations. They are also expected to spend considerable time conceiving and organizing their final exhibition proposals.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
Vol. 1: Introduction to class (schedule below is tentative).
Vol. 2: Exhibition Strategies and Problems, Part 1
Vol. 3: Exhibition Strategies and Problems, Part 2; Final deadline for submitting choices of essay/presentation topics
Vol. 4: Review of Museum or Museum Website
Vol. 5: Deadline for Summaries and Essays on Readings and Materials
Vol. 6: Presentations and Discussion
Vol. 7: Presentations and Discussion
Vol. 8: Presentations and Discussion
Vol. 9: Presentations and Discussion
Vol.10: Presentations and Discussion
Vol.11: Reports on Museum or Gallery Exhibitions
Vol.12: Presentations of Original Exhibition Proposals, Part 1 (Proposal materials due on Moodle)
Vol.13: Presentations of Original Exhibition Proposals, Part 2
Vol.14: Presentations of Original Exhibition Proposals, Part 3

Language: English

Textbooks: Readings will be discussed at the first class meeting and posted on Moodle.

References: Details about the schedule of assignments will be posted and updated on Moodle.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	50	Written Analyses and Presentations on Readings and Materials
Class contribution:	30	Final Exhibition Proposals, Promotional Materials, and Presentations
Others:	20	Active participation (in discussions, evident preparation for classes, and constructive, collegial engagement with classmates)

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|33|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 33		
Instructor	MORIYAMA, Hiizu		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Improving students' reading knowledge of English language and linguistics

Course Outline: This seminar course is for those students who wish to improve their ability to discuss a wide range of topics in language and communication in a very broad sense. It is also a brief and convenient introduction to language studies or, technically, to 'linguistics'. We will read widely both in class and at home to understand the extensive nature of linguistics, which is often inter- or multi-disciplinary. Regular attendance is essential; every week students will be asked to present their findings after reading an assigned portion of the textbook. In addition to the textbook some supplementary readings will be distributed in class. They will provide students with further information on the issues raised in the textbook.
On the first day I will give you a brief introduction to my seminar. Here you can find how you can improve your proficiency in English; what kind of English you are going to learn in this class; what sorts of activities we are going to do during the semester; what you can do now for your study abroad next year and so on. Normally we read a lot every week, but I understand how difficult it could be for some of you to survive the busy and energy- consuming first-semester at SILS. So, I will try to give you an appropriate amount (and of course 'quality') of reading assignment every week. In the middle of the semester, I will give you a writing assignment. It is to be assessed, that is, it can count towards your final grade. I will give one more assessed work towards the end of the semester.

Objectives: This class will provide an opportunity to develop the basic academic skills that you will need in your studies at Waseda and in you study abroad programme. These include:

a) how to develop and improve critical thinking and discussion skills;
b) how to find and use the appropriate study materials, whether in the library or on the web;
c) how to present your findings and ideas effectively, whether orally or in writing.

before/after course of study: Every week reading of one chapter of the textbook will be assigned. Please prepare well before coming to the class. You man need to use a good English dictionary for that purpose. I recommend COBUILD and any dictionaries published by OUP or CUP.
30-60 minutes preparation
30-60 minutes review

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
[Class 1] Introduction 1: How to improve your reading knowledge of English
[Class 2] Introduction 2: How to prepare your presentation PPT and/or handout
[Class 3] Presentation and discussion (Textbook Chapter 1)
[Class 4] Presentation and discussion (Textbook Chapter 2)
[Class 5] Presentation and discussion (Textbook Chapter 3)
[Class 6] Presentation and discussion (Textbook Chapter 4)
[Class 7] Presentation and discussion (Textbook Chapter 5)
[Class 8] Presentation and discussion (Textbook Chapter 6)
[Class 9] Presentation and discussion (Textbook Chapter 7)
[Class10] Presentation and discussion (Textbook Chapter 8)
[Class11] Presentation and discussion (Textbook Chapter 9)
[Class12] Presentation and discussion (Textbook Chapter 10)
[Class13] Presentation and discussion (Textbook Chapter 11)
[Class14] Review and feedback (Essay due)

Language: English

Textbooks: You need to buy your own copy of the following book as we shall use it every week:

Jean Aitchison, Language Change: Progress or Decay, fourth edition, Cambridge: Cambridge University Press (paperback), 2013.
ISBN: 978-1-107-67892-7 (available at Seikyo Bookshop) 早稲田大学生協ブックセンター

References:	David Crystal, The Cambridge Encyclopedia of the English Language, third edition, Cambridge: CUP, 2019. O'Grady, J. Archibald and F. Katamba, Contemporary Linguistics: An Introduction, second edition, Pearson Eduction, 2011.	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Papers:	30	Essay (maximum of 1,000 words) will be assigned. Topics will be announced later.
Class contribution:	40	Active participation in class activities and discussions.
Others:	30	Oral presentation in English.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|34|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 34		
Instructor	UESUGI, Yuji		
Term	spring semester	Credits	2
Day/Period	01:Sat.3	Class Modality Categories	[On-campus]
Course Category	Intermediate Seminar	Eligible Year	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: 戦争と平和の国際関係論
International Relations of War and Peace

Course Outline: アクティブラーニング手法を用いた少人数向けの演習形式の授業。現実に起きている紛争を問いに答える形で学ぶことで、学生が紛争を自分のこととしてとらえ、学びを深めることをめざす。授業では次のような項目を含む予定である。21 世紀の戦争と平和、グローバル化する内戦、国際協力と平和構築、戦争と記憶（歴史認識論争）、沖縄の米軍基地問題）、多極化時代の国際秩序とアジア

各授業での学生の主体的な参加度（発言等）が求められます！

Active Learning-Based Seminar on Contemporary Conflicts
This course adopts an active learning approach in a small-group seminar format. By having students explore real-world conflicts and provide responses, the aim is for them to engage with the subject matter more deeply and consider conflicts as relevant to their own lives.

The course will cover the following topics:
Globalized Civil Wars, International Cooperation and Peacebuilding, War and Historical Memory (Debates on Historical Perceptions), the US Military Presence in Okinawa, and the Multipolar International Order and Asia

Through this active learning approach focused on contemporary conflicts, the course seeks to deepen students' understanding of international relations and the changing dynamics of war and peace in the 21st century. The seminar format encourages active participation and critical engagement with the subject matter.

Active Participation in Class is Mandatory!
Importance of Participation: Participation is a crucial component of the learning process, as it allows students to actively apply, question, and contribute to the discussions. Engaged participation demonstrates the student's understanding of the course material and their ability to think critically and communicate effectively.

Objectives: この授業の到達目標は以下のように設定できる。Learning Objectives of the Course

1）現代の戦争と平和をめぐる問題の理解　Understanding Contemporary Issues of War and Peace
　一民族紛争、内戦、テロリズムなど、現代の主要な武力紛争の背景と特徴を理解する。Grasp the background and characteristics of major contemporary armed conflicts, such as ethnic conflicts, civil wars, and terrorism.
2）アクティブな学習を通じた問題解決能力の育成 Development of Problem-Solving Skills through Active Learning
　一具体的な事例に基づいて議論し、情報を収集・分析する能力を養う。Develop the ability to discuss, gather information, and analyze based on specific case studies.
　一自分の意見を論理的に述べ、他者と建設的に議論できるようになる。Acquire the skills to present one's opinions logically and engage in constructive discussions with others.
　一複雑な問題に対して創造的な解決策を提案できるようになる。Be able to propose creative solutions to complex problems.
3）グローバルな視野と課題解決志向の醸成 Fostering a Global Perspective and a Commitment to Problem-Solving
　一国際社会の動向と課題に関心を持ち、グローバルな視野を持つようになる。Cultivate an interest in the trends and challenges of the international community, and develop a global perspective.
　一平和の実現に向けて、自らができることを考え行動する態度を身につける。Adopt an attitude of considering and taking actions to realize peace.

before/after course of study: 【事前学習】Pre-Learning

各週で取り上げる事例の予習　Preparing for the Weekly Case Studies
　一授業で取り上げる具体的な事例(紛争、政策、交渉など)について、背景情報をインターネット等で収集する　Collect background information from the internet on the specific cases (conflicts, policies, negotiations, etc.) that will be discussed in the class

【事後学習】Post-Learning

1）授業内容の振り返り（毎週レビューを提出する）Reviewing the Lesson Content (Submit a review weekly)
　一授業で学んだ内容を整理し、不明な点を確認する　Organize the content learned in the class and clarify any

unclear points.
　一授業中の自分の意見や議論の内容を振り返る　Reflect on your own opinions and the discussions during the class.
2）知識の定着と関心の拡大　Consolidating Knowledge and Expanding Interests
　一授業の内容を復習し、関連する理論や概念の理解を深める　Review the class content to deepen your understanding of the related theories and concepts.
　一授業で取り上げた事例以外にも自分の関心のある事例について調べる　Investigate other cases that interest you, in addition to the ones covered in the class.

Course Schedule Free-Text Entry:

0：講義回毎フォーマット（教員による切替可）

Course Schedule:

第1回：Guidance – Overview of the Course, Explanation of Evaluation Methods, Self-Introductions <4/11>

ガイダンス – 授業の概要説明、評価方法の説明、自己紹介【授業の方針】Course Policies1）学生の関心の芽を育む（国際問題だけでなく、身近な話題も取り上げ、学生に自分ごととして捉えてもらう）Nurturing Students' Interests (Not only cover major international issues, but also address more relatable topics so that students can engage with the subject matter on a personal level.)
2）学生の主体的な参加を促す（学生同士のディスカッションの時間、グループワークやプレゼンテーションの機会を多く設ける）Promoting Active Student Participation (Allocate ample time for student-led discussions, group work, and presentations to encourage active involvement.)
3）学生が授業の中心（学生の発言を重視し、互いに建設的なフィードバックをしていく）Students at the Center of the Class (Prioritize and value student input, and provide constructive feedback to foster a collaborative learning environment.)

第2回：Globalized Civil Wars I <4/18>

グローバル化する内戦グローバル化する内戦とは何か　What are Globalized Civil Wars?ー内戦の理論 Theory of Civil War
ーグローバル化するメカニズム The Mechanisms of Globalization of Civil Wars
Factors contributing to the ″globalization″ of civil wars:
- Cross-border flows of people, resources, information
- Involvement of external actors (states, international organizations, private entities)
- Transnational dimensions of conflicts (ideological, ethnic, religious, economic)
- Blurring of boundaries between domestic and international spheres
ーなぜ内戦はグローバル化するのか　Why civil war can become internationalized?

第3回：Globalized Civil Wars II <4/25>

ーいかなる意図で大国は他国の内戦に介入するのか Why do superpowers and regional powers intervene in other countries' civil wars?
- Geopolitical interests (e.g. influence, access, resources)
- Ideological/identity-based motivations
- Concerns over spill-over effects and regional instability
- Humanitarian/moral imperatives
- Perceived national security threats
This line of inquiry examines the driving forces behind external interventions in civil wars, and how such interventions can further globalize and complicate these conflicts.

第4回：Refugees and Migrants I <5/9>

人はなぜ国境を越えるのか？ Why do people cross borders?
ー難民と移民についての現状と課題 The current situation and challenges concerning refugees and migrants
ー1951年の「難民の地位に関する条約」は，現代の難民問題に十分対応できているか？Does the 1951 Convention relating to the Status of Refugees adequately address contemporary refugee issues?

第5回：Refugees and Migrants II <5/16>

ー移民受入に反発する人々の主張の根拠は何か？その正当性をどう評価するか？ What are the grounds for the claims made by those who oppose the acceptance of immigrants, and how should the legitimacy of these claims be evaluated?

第6回：International Cooperation and Peacebuilding I <5/23>

国際協力と平和構築
ー国際平和協力とは何か　What is International Peace Cooperation?
ー国連平和活動　UN Peacekeeping Operations (Role of the United Nations in deploying military and civilian missions to foster peace)
ー平和構築の理論　Theories of Peacebuilding (Examination of the conceptual linkages between peace operations and efforts to build sustainable peace)
ーどうすればPKOが紛争再発を防ぐことができるのか？ How can peacekeeping operations prevent the recurrence of conflict?

第7回：International Cooperation and Peacebuilding II <5/30>

ー21世紀の平和構築が目指すべき指針は？What guiding principles should peacebuilding aim for in the 21st century?

第8回：The U.S. Military Base Issue in Okinawa I <6/6>

沖縄の米軍基地問題
沖縄の米軍基地問題の概要　Overview of the U.S. Military Base Issue in Okinawa
一基地負担の現状　The Current Burden of the Bases （Okinawa, which accounts for only 0.6% of Japan's total land area, hosts about 70% of U.S. military facilities in Japan. This disproportionate concentration of U.S. bases has long been a source of strain and resentment among the local Okinawan population.）
一負担軽減に向けた取り組み　Efforts Towards Alleviating the Burden （Successive Japanese governments have attempted to reduce Okinawa's base burden through measures such as base relocations and land returns. However, progress has been slow and uneven, often facing resistance from the U.S. government and local Okinawan opposition.）
一辺野古移設　The Relocation to Henoko （A central part of the base reduction plans has been the proposal to relocate the U.S. Marine Corps Air Station Futenma to a new facility in the Henoko coastal area of Okinawa. This plan has been highly controversial, with many Okinawans opposing the new base construction and calling for the complete removal of U.S. bases from the prefecture.）

The U.S. military presence and base-related issues have long been a point of contention in Okinawa, reflecting the complex history, geopolitics, and uneven burden-sharing between the mainland Japanese government and the Okinawan people. Efforts to address this longstanding issue continue to be a major political and social challenge.
本土と沖縄のギャップは埋められるのか？ Can the Gap Between Mainland Japan and Okinawa Be Bridged?
①なぜ米海兵隊の普天間飛行場の返還が今もなお実現されていないのか。Why has the return of the U.S. Marine Corps Air Station Futenma, which was agreed upon by the Japanese and U.S. governments in the SACO Final Report, not been realized even though about 30 years have passed since the agreement?

第9回：The U.S. Military Base Issue in Okinawa II <6/13>

②米国と中国の緊張が高まるなかで、日本の安全を損なうことなく、これまで沖縄県が担ってきた基地負担を軽減するために日本政府は何をすればよいのか。As tensions between the U.S. and China are heightening, what should the Japanese government do to reduce the burden of the bases that Okinawa Prefecture has been carrying, without compromising Japan's security?
The Futenma base relocation was agreed upon in the 1996 SACO Final Report between the U.S. and Japanese governments. However, the actual implementation of the base return has faced strong opposition from local Okinawan residents and governments, who have demanded a complete removal of U.S. bases from the prefecture. This has led to protracted negotiations and delays in reaching a final resolution, despite the original agreement.

As U.S.-China tensions rise, Japan's security concerns have become more pressing, making it difficult to significantly reduce the U.S. military presence. At the same time, Okinawa's disproportionate hosting of U.S. bases remains a major source of local resentment and burden. The Japanese government is tasked with finding ways to alleviate Okinawa's base burden, while also maintaining Japan's security framework in coordination with the U.S. This requires carefully navigating the competing priorities and interests of national security, local concerns, and U.S. military requirements.

第10回：Career Connections （Career Planning） <6/20>

キャリアとの連結（キャリア・プランニング）ーキャリアパスのイメージ化（将来の仕事や役割、そこで直面するかもしれない戦争・平和の諸課題を想定する）Visualizing Career Paths （Envisioning future jobs or roles, and the potential war and peace-related issues that may be encountered in those positions.）
ーパネルディスカッション（現代社会が直面する戦争・平和の諸課題への対策について、国家、市民社会、企業、メディアなど多様な視点で検討する）Panel Discussion （Examining strategies to address the various war and peace-related challenges facing modern society, from the perspectives of diverse stakeholders such as governments, civil society, corporations, and the media.）

By connecting the course content to students' career aspirations and engaging them in discussions on real-world problems, this activity aims to enhance the relevance and applicability of the learning experience.

第１１回：War and Memory (Debates on Historical Justice) I <6/27>
戦争と記憶（歴史認識論争）
歴史認識論争とは何か　What are Debates on Historical Understanding?
ー歴史認識 Historical Understanding (Socio-psychological and political ways in which individuals, groups, and societies interpret, understand, and remember historical events)
ー日本が関わる歴史認識論争 Historical Understanding Debates Involving Japan (Contentious issues around Japan's understanding and portrayal of its wartime history, particularly in relation to World War II)
ー和解と移行期の正義の理論 Theories of Reconciliation and Transitional Justice (Concepts and frameworks for promoting reconciliation and healing in the aftermath of historical conflicts and atrocities)
The central theme examines the contested nature of historical memory and the debates that arise around differing interpretations of the past, especially as they pertain to Japan's involvement in major wars and conflicts. This includes an exploration of the dynamics of historical consciousness, the specific controversies surrounding Japan's historical narrative, and the theoretical perspectives on how societies can work towards reconciliation when faced with divisive historical legacies. The aim is to shed light on the complex interplay between collective memory, historical representation, and the challenges of promoting mutual understanding and healing in the aftermath of war and oppression.①どのように戦争の記憶が次世代に語り継がれているのか。How are the Memories of War Transmitted to the Next Generation? (Intergenerational transmission of trauma, grievances, and narratives; Role of family, education, cultural institutions in shaping collective memory; and Impact of commemoration, memorialization, and representation of past conflicts)

第１２回：War and Memory (Debates on Historical Justice) II <7/4>
②憎しみや敵意を生みかねない負の連鎖は断ち切れるのか。Can the Cycle of Hatred and Enmity Be Broken? (Challenges in overcoming deeply entrenched animosities and cycles of retaliation; Conditions and processes for reconciliation, forgiveness, and breaking the "chain of hatred"; and Theories and practices of transitional justice, restorative justice, and conflict transformation)
The central question examines why the negative legacies and emotional resonance of past wars often persist and get passed down through generations, even long after the original conflicts have ended. This involves looking at the mechanisms through which war memories and resentments are transmitted, as well as the complex dynamics and obstacles involved in attempts to disrupt the ongoing cycles of hatred, mistrust, and retribution. The aim is to shed light on the profound psychological, social, and political dimensions of how the wounds of war can linger and continue to shape intergroup relations over time, as well as explore potential pathways for promoting genuine reconciliation and healing.
【アクティブ・ラーニング】Active Learning
平和博物館（記憶をデザインする）Memorialization Design
ー特定の歴史的な紛争や虐殺を追悼するメモリアルやミュージアムの展示を設計する (Students are tasked with designing a memorial or museum exhibit to commemorate a specific historical conflict or atrocity.)
ーどのような様々な視点や物語を表現すべきか、そして反省、共感、和解を育むためのどのような戦略を立てるべきかを検討する（Students consider the various perspectives and narratives that should be represented, as well as the strategies for fostering reflection, empathy, and reconciliation.
ー学生たちはそれぞれのメモリアル・デザインを発表し、互いにフィードバックを寄せる (Students present their memorial designs and engage in peer feedback and critique sessions.)

第１３回：International Order in a Multipolar Era (Role-play Preparation) <7/11>
多極化時代の国際秩序とアジア（ロールプレイ準備）ー新興国の台頭と多極化する国際秩序の行方を占う
　Examine the rise of emerging powers and the future of a multipolar international order (This part of the lesson focuses on the shifting global dynamics as new powers like China, India, and others rise to challenge the traditional US-led international order. Students will explore the implications of this multipolar world and how it is transforming the geopolitical landscape.)ー米中の覇権争いがアジア地域や国際秩序に及ぼす影響をロールプレイを通じて学ぶ　Learn about the impact of the US-China rivalry on the Asian region and the international order through role-play
【アクティブ・ラーニング】Active Learning <US-China Rivalry in Asia>
A key aspect of the multipolar shift is the intensifying rivalry between the US and China, the world's two superpowers. Through role-play, students will simulate how this US-China competition is affecting the Asian region and the broader international system. This allows them to better understand the complex strategic considerations and interests at play.

第１４回：International Order in a Multipolar Era (Scenario Development) <7/18>
多極化時代の国際秩序とアジア（シナリオ作成）ー未来予想ワークショップ: 2050年の国際関係を描き、インド、中国、ブラジル、東南アジア諸国など新興国の台頭が国際秩序に与える影響を検討 (Future Foresight Workshop: Envision international relations in the year 2050, and examine the impact of the rise of emerging powers such as India, China, Brazil, and Southeast Asian countries on the international order.)
Emergence of New Powers: The focus is on exploring the implications of the rise of "emerging powers" like India, China, Brazil, and Southeast Asian nations. Students will consider how the growing influence and assertiveness of these countries could reshape the global balance of power and transform the international order.
Examining the Impact: Through the scenario development process, students will analyze the potential ramifications of a more multipolar world. This includes evaluating how the shifting dynamics may affect geopolitical alliances, economic relationships, regional stability, and the overall structures of global governance.

The ultimate goal is for students to engage in forward-thinking and scenario planning, developing their capacity to anticipate and navigate the evolving international landscape. By envisioning the future, they can better understand the current challenges and opportunities facing the global community.

No Final Exam

No Class

Language:	Japanese/English
Textbooks:	授業中に配布します English materials will be distributed in the class.
References:	・上杉勇司・長谷川晋・高木綾『アクティブ・ラーニングで学ぶ国際関係』(有斐閣、2026年)978-4-641-14962-5 ・酒井啓子『9.11後の現代史』(講談社現代新書、2018) 今日のグローバル化した内戦という状況を生み出した9.11米国同時多発テロとイラク紛争を起点に、対テロ戦争、シリア内戦、難民、ISISなど本章を読み解くキーワードを結ぶ。 ・山本忠通、内藤正典『アフガニスタンの教訓—挑戦される国際秩序』(集英社新書、2022)米国が政権樹立を支援したアフガニスタンでの失敗を振り返り、日本も復興支援として関わった事例から教訓を導く。 ・高良倉吉『沖縄問題—リアリズムの視点から』(中公新書、2017年)琉球史の専門家で仲井真弘多・沖縄県知事のもとで副知事を務めた著者が、沖縄が置かれた歴史的背景を紐解きながら「クール」な視点で沖縄問題の解決策を探る。 ・野添文彬『沖縄米軍基地全史』(吉川弘文館、2020年)歴史家の視点から沖縄県内に米軍基地が集中していく過程を解き明かす。なぜ沖縄に米軍基地が集中しているのかが分かる。 ・上杉勇司『紛争地の歩き方—現場で考える和解への道』(ちくま新書、2022)世界各地の内戦後の和解の具体例を見ていくことで、和解と考えるヒントが提示される。実に多様な決着の付け方があることが本書を通じて明らかにされる。 ・上杉勇司「「想像の共同体」の和解をめぐる忘却と諦観—歴史の他者化と争点の伏流化」梅森直之編『アポリアとしての和解と正義—歴史・理論・構想』(明石書店、2023)日韓の和解、それも直接の加害者と被害者の関係にはなく、国家という想像の共同体の構成員間の歴史認識をめぐる和解について、忘れることと諦めることが果たす役割について解説する。
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Exams:	0	該当なし
Papers:	10	Career Planning Report 10%
Class contribution:	40	Contribution to the Role Play, Scenario Development (Week 13, 14) 10%x2=20% Contribution to the in class discussion 20%
Others:	50	Assignments for each week (Week 2, 3, 4, 5, 6, 7, 8, 9, 11, 12) 5%x10 times=50%

Note/URL: https://www.yuji-uesugi.com/

Japan's Peacekeeping at a Crossroads
https://link.springer.com/book/10.1007/978-3-030-88509-0

Operationalisation of Hybrid Peacebuilding in Asia: From Theory to Practice
https://link.springer.com/book/10.1007/978-3-030-67758-9

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The School of International Liberal Studies defines its Learning Outcomes in the link below.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|35|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 35		
Instructor	DVORAK, Greg		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Culture in the Middle of Now | Here: Environment, Gender, Identity and Resistance in the Pacific and Asia

Course Outline: This is an intermediate seminar designed to generate conversations around how themes of environment, gender, identity, and resistance intersect in the Pacific and Asia. Structured around the idea of how places and people often presumed to be "marginal" and "living in the middle of nowhere" are in fact at the center of NOW and HERE--contemporary issues that matter to all of us, this seminar is an interdisciplinary approach based on anthropology, human geography, history, political science, literature, art, and gender studies. Broken into three broad themes, the course will facilitate conversation and active learning on three different "scapes" (1) nuclearscapes: cultures of militarism and colonialism, especially as related to nuclear testing in Oceania and the impact this has had on local communities (2) climatescapes; the interplay of bodies, massive human-induced climate changes, and environments in relation to culture (3) genderscapes: gender and identity in relation to colonialism/militarization/globalization—how different gender and sexual minorities respond to pressure from beyond their borders. With each of these themes, our focus will be especially on local creativity and resistance to these problems.
Although these may seem like "heavy" themes, the course will engage with playful and ironic critical approaches by contemporary artists, activists, and writers, to provide a rich and inspiring conversation about issues that are of the greatest concern to seminar participants. We will look at films, pieces of art, short stories, poems, interactive new media, and particularly work done by indigenous, queer, or other marginal community members. At the end of the semester, all students will be required to create a creative portfolio project, not only writing but also using images, art, video, and other media to communicate a reflective response to the themes in the course that were of the most interest to them.

Objectives: Throughout this semester, students will be expected to develop a nuanced understanding of the core themes discussed in the seminar and how these relate to the Pacific and Asian region. You will be expected to acquire a grasp of cultural studies and gender studies-inspired approaches to ethnicity and colonialism, through reading assigned course texts and additional research related to the subjects that interest you most. Students will develop skills in analyzing popular culture and history, active discussion and presentation, and formulating research ideas. At the end of the semester, you will produce a creative portfolio project, which will be based on course readings and lectures plus your own independent research and critically-informed reflections.

before/after course of study: It is very important that students do their best to complete the reading assignments. Since this is an intermediate seminar, some students have more difficulty than others in doing the readings, and for this reason we look at various materials--some more challenging or easy than others.

In principle, you should expect to read at least 1-2 hours in preparation for this course each week, to complete 3 short reflective essays (1 for each "scape" we discuss) throughout the semester, with one larger creative/art project at the end.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: A detailed schedule will be provided to students in the first weeks of the semester, but week-by-week topics will revolve around the larger themes of nuclearscapes, climatescapes, and genderscapes, as noted in the introductory passage above. In principle, each session will be driven by student-led participation and students will be expected to lead the readings and interpretations as much as possible (to be decided at the beginning of the semester).

Language: English

Textbooks: This course does not have a physical textbook. In principle, readings will be provided in PDF form (or via link to online resources), so you should familiarize yourself with how to use this system. More information will be provided in the first weeks of class.

References: This course is part of a new suite of courses at SILS in the area of gender and cultural studies in Asia and Oceania, which connects to the courses this instructor teaches about colonialism and globalization in the Pacific Islands. Please refer to the courses "Pacific Perspectives on Empire, War, and Globalization," "The Pacific in the 21st Century World," and "Contemporary Intersections of Gender, Identity, and Culture" for examples of the approach we will use.

Students are encouraged to familiarize themselves with gender studies approaches, postcolonial approaches,

and Pacific Studies approaches as much as possible before this course, if they have not yet taken courses with this instructor. Edward Said's Orientalism is one foundational work in this regard that may be helpful. Epeli Hau 'ofa's volume We Are the Ocean is a useful compendium of essays relating to Pacific Islands Studies. Hokari Minoru's book Gurindji Journey (which is also available in Japanese) may also be helpful.

Students who have previously studied with this professor in either first year seminars or lecture courses such as Pacific Perspectives on Empire, War, and Globalization, the Pacific in the 21st Century World, or Gender Studies are especially encouraged to take the course.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-
Engagement (Attendance and Active Participation, including leading class sessions): 40%
Three Short Reaction Essays: 30%
Final Creative Project: 30%

Note/URL:
This course is a companion seminar to the Pacific-related intermediate lectures taught by Greg Dvorak each year alternatively. In Fall 2021, Greg Dvorak taught "Pacific Perspectives on Empire, War, and Globalization," and in Fall 2022 he taught "The Pacific in the 21st Century World"-- and in Spring 2023 he will teach "Contemporary Intersections of Gender, Identity, and Culture." It should be noted that ALL of these courses form a solid basis for outstanding and motivated students who wish to take an advanced seminar with the instructor later in their time at Waseda.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|37|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 37		
Instructor	CABELL, Charles Richard		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Rethinking Coloniality-Modernity in Relation to the Japanese and US Empires
Literary Explorations of Gender, Race and Nation within the Context of the Climate and Ecological Emergency

Course Outline: The term "coloniality"suggests how the violence and domination of colonialism continues even after the formal structures of colonialism have ended. We witness this today in the extreme inequality separating the global north from global south, and within nations. Juxtaposing coloniality with modernity to create"coloniality-modernity" is a way of reminding us of how the sometimes thrilling benefits of modernity depend on the violent domination of 'others,' however much their suffering is hidden from us. Abiding with the complexity and paradoxes of modernity-in the world at large and in our individual ways ofthinking, knowing and being-- without retreating into denial is no simple task for anyone.

Do you still have faith in the promises of modernity to deliver wellbeing to you in the future?. Many of us have begun to realize that large areas in the world already are in collapse as coloniality-modernity pushes us further into lives of competition, domination, extraction, consumption, isolation and obedience to corporate and state authority. We lack opportunities to feel that we belong to caring, egalitarian communities where the voice of each member is heard and valued. We are frustrated by the refusal of universities to declare that students are now facing an unprecedented climate and ecological emergency, or to create spaces where young people can come together and speak honestly about their concerns for their future.

As the American government continues to rely on bombing, military raids and drone strikes as tools in never-ending wars, andJapanese consider reinterpreting the constitution for"collectivedefense," questions about the legacies of WW Ⅱ and our complicity with violence seem ever more important. While citizenry often appear allergic to discussion of"empire" with its connotations of invasion, oppression and exploitation, this very aversion renders it attractive as a concept forexploration in the multicultural classroom that SILS makes possible. Why is the anger of Japanese nationalists focused on Chinese, Koreans (or Zainichi Chineseand Koreans) and Okinawan protesters rather than on US military bases and American domination? What ethical issues arise when American scholars censure Japan for the denial of wartime atrocities committed against Asians while overlooking the indiscriminate bombing of civilians by the US from WW II to the present? To what extent has violence against women remained invisible within patriarchal nations? Finally, how should we understand our own relationships with violence, domination and suffering?

This course relies on literary texts to unleash our capacities for imagination and empathy, important tools in the creation of what is often called "epistemic justice, a means of resisting the use ofstatistics or abstraction to sterilize violence and make the suffering of others invisible. We will also make use of historical, indigenous, anthropological, feminist, sociological and theoretical readings to complicate our analyses, and meet with activists in Japan to see first-hand how examplesof how new knowledge and ways of understanding can lead to empowerment of self and others.

Objectives: This course is premised on the notion that (1) unlearning much of what we have been taught in high school and through corporate media, (2) acquiring familiarity with concepts such as positionality, intersectionality and the subaltern (introduced in class) and (3) redoubling our efforts to listen to those who appear as "other" to us are instrumental steps in gaining the ability to act ethically and democratically, to work to extend social justice and to gain the confidence necessary for speaking to power. For us to achieve personal transformations, the classroom itself must be transformed from a place of autocratic instruction and passive student resistance to a more challenging, honest and democratic space of student empowerment.

Learning Outcomes

Students should:
・achieve a greater understanding of Japanese cultural and social history
・gain better understanding of violence enacted by America and Japan
・understand better the structure of empires
・gain awareness of movements in Okinawa dedicated to resisting violence and oppression
・gain critical awareness of the modern nation-state
・become aware of mechanisms of denial and justifications for violence
・understand basic post-colonial theory and become familiar with some basic terms
・understand better the power, pleasure and challenges of literary texts
・gain experience in organizing, preparing and carrying out workshops
・recognize the ethical component of knowledge, communication and action and consider the personal responsibility that accompanies it

・learn how to accurately summarize theoretical, academic texts, personalize the information and communicate effectively to others
・write with conviction and clarity of purpose
・understand the value of editing and rewriting

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90–120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90–120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Introduction, go over syllabus, explain next week's assignment

Introduction, Syllabus, Discussion of Education, go over syllabus

SEDUCTION AND DENIAL OF VIOLENCE

Discuss "The Act of Killing," dealing with Indonesian Killings in 1965, 1966. Dir. By Joshua Openheimer (must be watched BEFORE coming to class).

REMEMBERING THE JAPANESE EMPIRE

Discuss "Lost Names" by Richard KIM

EXPLORATIONS OF JAPANESE COLONIAL VIOLENCE IN KOREA AND TAIWAN

Student-led workshops

UNDER THE MUSHROOM CLOUDS: LITERATURE OF THE ATOMIC BOMB

"Two Graves" by Hayashi Kyoko

RETHINKING US ATROCITIES: HIROSHIMA, NAGASAKI AND THE AERIAL BOMBINGS OF JAPANESE CI

Various understandings of US bombing will be introduced and discussed in class

EXPLORING US AERIAL BOMBINGS FROM WWII TO THE PRESENT

Student-led workshops

RE THINKING OKINAWA

Short story by Medoruma Shun (TBD)

MILITARY VIOLENCE AGAINST WOMEN IN OKINAWA, PAST AND PRESENT

Discussing Comfort Women Testimonies

MILITARY VIOLENCE AGAINST WOMEN IN OKINAWA, PAST AND PRESENT II

Field trip to Visit WAM, Women's Active Museum near Waseda University

THE HIDDEN HISTORY OF SUBALTERN WOMEN IN JAPAN

Short Story by Higuchi Ichiyo (TBD)

RE-EXPLORING OKINAWAN VIOLENCE AND JAPANESE WOMEN'S HISTORY

Student-led workshops

HOMOSOCIALITY, MASCULINE COMPETITION AND CRISIS

"American Hijiki" by NOSAKA Akiyuki

FEMINIST IMAGINATION AND INTERVENTION

"Candle Fish" "Smile of the Mountain Witch" by ŌBA Minako

Language: English

Textbooks: Materials will be distributed online.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams:	20	The class ends with an opportunity to reflect creatively on what they have learned
Papers:	20	Students write weekly responses of approximately 250 words Students also write a draft and revised version of a final paper.
Class contribution:	30	Students should come to each class prepared to actively participate
Others:	30	Students are asked to design and facilitate a group workshop

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.

Please refer to this when registering for courses and checking your achievements.

https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|38|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 38		
Instructor	SATO, Azusa		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Factor Skills of Consecutive Interpreting

Course Outline: The class will introduce students to the basic elements of interpreting which consists of listening accurately and understanding correctly what the speaker is saying in various contexts, and then reproducing the spoken text in the listener's language and cultural context. We will adapt these basic elements of the interpreting profession into classroom tasks so that students will be able to develop their listening comprehension and presentation skills as well as clarifying the logic of the spoken messages in various contexts and settings. The exercises will take place mainly in an oral form so that the students can develop their public speaking skills. In every class, students will be called randomly to present their views orally and respond to the tasks given in front of their classmates. They will be subject to reviews by their peers.

Students wishing to enroll in the class need to have full command of both English and Japanese languages, as this course will explore interpreting skills between English and Japanese.

Objectives: Students will read extensively and understand the main logic, and then explain the main points orally in their own words. Students will be able to listen accurately to the spoken messages understanding the logic of the message so as to be able to reproduce the message in their own words. Then after clearly understanding the position of the speaker they will present their own views coherently in both oral and written form.

before/after course of study: Students will be given a topic or a speaker to research before every class, in preparation for the interpreting practice that will take place in class. The approximate time required for this prior research will be 60-90 minutes. The approximate time required for review of classroom contents after class will be 60-90 minutes per class.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: 1:Vol. 1 Introduction to the CoursePresentation on the course outline2:Vol. 2 Developing Listening Comprehension SkillsWe will listen to speeches and try to accurately reproduce the whole speech two sentences at a time.Classmates will comment on the degree of accuracy.3:Vol. 3 Developing Listening Comprehension SkillsWe will listen to speeches and try to accurately reproduce the whole speech two sentences at a time.Classmates will comment on the degree of accuracy.4:Vol. 4 Developing Listening Comprehension SkillsWe will listen to speeches and try to accurately reproduce the whole speech two sentences at a time.Classmates will comment on the degree of accuracy.5:Vol. 5 QuizQuiz6:Vol. 6 Developing Information Processing SkillsWe will listen to various types of speeches and students will be asked to rephrase the core message in their own words.7:Vol. 7 Developing Information Processing SkillsWe will listen to various types of speeches and students will be asked to rephrase the core message in their own words.8:Vol. 8 Developing Information Processing SkillsWe will listen to various types of speeches and students will be asked to rephrase the core message in their own words.9:Vol. 9 QuizQuiz10:Vol.10 Developing Information Analyzing SkillsSpeeches will be summarized and interpreted, followed by classmates' review and discussion.11:Vol.11 Developing Information Analyzing SkillsSpeeches will be summarized and interpreted, followed by classmates' review and discussion.12:Vol.12 Developing Information Analyzing SkillsSpeeches will be summarized and interpreted, followed by classmates' review and discussion.13:Vol.13 QuizQuiz14:Vol.14 Student PresentationsStudents will present their points of views in response to the speech of their choice, followed by a Q&A session in the classroom.

Language: English

Textbooks: Reading materials will be advised in class.
Audio materials will be provided by the instructor for classroom use.

References: Introducing Interpreting Studies, Franz Pochhacker, Routledge (ISBN 978-0-415-26887-5)
Conference Interpreting Explained, Roderick Jones, St. Jerome Publishing (ISBN 978-1-900-65057-1)

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 60 20% for each performance quiz

Class contribution:	40	regular, in-class practice performance assessments

Note/URL: Regular attendance and active participation is required and essential.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|39|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 39		
Instructor	CABELL, Charles Richard		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Rethinking Coloniality-Modernity in Relation to the Japanese and US Empires
Literary Explorations of Gender, Race and Nation within the Context of the Climate and Ecological Emergency

Course Outline: The term "coloniality"suggests how the violence and domination of colonialism continues even after the formal structures of colonialism have ended. We witness this today in the extreme inequality separating the global north from global south, and within nations. Juxtaposing coloniality with modernity to create"coloniality-modernity" is a way of reminding us of how the sometimes thrilling benefits of modernity depend on the violent domination of 'others,' however much their suffering is hidden from us. Abiding with the complexity and paradoxes of modernity-in the world at large and in our individual ways ofthinking, knowing and being-- without retreating into denial is no simple task for anyone.

Do you still have faith in the promises of modernity to deliver wellbeing to you in the future?. Many of us have begun to realize that large areas in the world already are in collapse as coloniality-modernity pushes us further into lives of competition, domination, extraction, consumption, isolation and obedience to corporate and state authority. We lack opportunities to feel that we belong to caring, egalitarian communities where the voice of each member is heard and valued. We are frustrated by the refusal of universities to declare that students are now facing an unprecedented climate and ecological emergency, or to create spaces where young people can come together and speak honestly about their concerns for their future.

As the American government continues to rely on bombing, military raids and drone strikes as tools in never-ending wars, andJapanese consider reinterpreting the constitution for"collectivedefense," questions about the legacies of WW Ⅱ and our complicity with violence seem ever more important. While citizenry often appear allergic to discussion of"empire" with its connotations of invasion, oppression and exploitation, this very aversion renders it attractive as a concept forexploration in the multicultural classroom that SILS makes possible. Why is the anger of Japanese nationalists focused on Chinese, Koreans (or Zainichi Chineseand Koreans) and Okinawan protesters rather than on US military bases and American domination? What ethical issues arise when American scholars censure Japan for the denial of wartime atrocities committed against Asians while overlooking the indiscriminate bombing of civilians by the US from WW II to the present? To what extent has violence against women remained invisible within patriarchal nations? Finally, how should we understand our own relationships with violence, domination and suffering?

This course relies on literary texts to unleash our capacities for imagination and empathy, important tools in the creation of what is often called "epistemic justice, a means of resisting the use ofstatistics or abstraction to sterilize violence and make the suffering of others invisible. We will also make use of historical, indigenous, anthropological, feminist, sociological and theoretical readings to complicate our analyses, and meet with activists in Japan to see first-hand how examplesof how new knowledge and ways of understanding can lead to empowerment of self and others.

Objectives: This course is premised on the notion that (1) unlearning much of what we have been taught in high school and through corporate media, (2) acquiring familiarity with concepts such as positionality, intersectionality and the subaltern (introduced in class) and (3) redoubling our efforts to listen to those who appear as "other" to us are instrumental steps in gaining the ability to act ethically and democratically, to work to extend social justice and to gain the confidence necessary for speaking to power. For us to achieve personal transformations, the classroom itself must be transformed from a place of autocratic instruction and passive student resistance to a more challenging, honest and democratic space of student empowerment.

Learning Outcomes

Students should:
・achieve a greater understanding of Japanese cultural and social history
・gain better understanding of violence enacted by America and Japan
・understand better the structure of empires
・gain awareness of movements in Okinawa dedicated to resisting violence and oppression
・gain critical awareness of the modern nation-state
・become aware of mechanisms of denial and justifications for violence
・understand basic post-colonial theory and become familiar with some basic terms
・understand better the power, pleasure and challenges of literary texts
・gain experience in organizing, preparing and carrying out workshops
・recognize the ethical component of knowledge, communication and action and consider the personal responsibility that accompanies it

・learn how to accurately summarize theoretical, academic texts, personalize the information and communicate effectively to others
・write with conviction and clarity of purpose
・understand the value of editing and rewriting

before/after course of study: Students are expected to do required readings before each class.
They will further be asked to respond to questions by contributing to a forum discussion through Moodle before each class.
Students will also be asked to facilitate one group workshop.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction, go over syllabus, explain next week's assignment

Introduction, Syllabus, Discussion of Education, go over syllabus

SEDUCTION AND DENIAL OF VIOLENCE

Discuss "The Act of Killing," dealing with Indonesian Killings in 1965, 1966. Dir. By Joshua Openheimer (must be watched BEFORE coming to class).

REMEMBERING THE JAPANESE EMPIRE

Discuss "Lost Names" by Richard KIM

EXPLORATIONS OF JAPANESE COLONIAL VIOLENCE IN KOREA AND TAIWAN

Student-led workshops

UNDER THE MUSHROOM CLOUDS: LITERATURE OF THE ATOMIC BOMB

"Two Graves" by Hayashi Kyoko

RETHINKING US ATROCITIES: HIROSHIMA, NAGASAKI AND THE AERIAL BOMBINGS OF JAPANESE CI

Various understandings of US bombing will be introduced and discussed in class

EXPLORING US AERIAL BOMBINGS FROM WWII TO THE PRESENT

Student-led workshops

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Short story by Medoruma Shun (TBD)

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MILITARY VIOLENCE AGAINST WOMEN IN OKINAWA, PAST AND PRESENT II

Field trip to Visit WAM, Women's Active Museum near Waseda University

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Short Story by Higuchi Ichiyo (TBD)

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FEMINIST IMAGINATION AND INTERVENTION

"Candle Fish" "Smile of the Mountain Witch" by ŌBA Minako

Language: English

Textbooks: Materials will be distributed in class

References: Materials will be distributed in class

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Final Paper Draft (1,250 to 1,750 words) 5%
Final Paper (1,250 to 1,750 words) 15%
Workshop and Critical Reflection Paper 20%
Class Attendance and Active Participation 20%
Critical Response Papers (approximately 150 words each) 20%
Final Project 20%

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|40|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 40		
Instructor	MUEHLEISEN, Victoria L.		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Investigating Systems of Writing

Course Outline:

In this class, we will think about the technological revolution of writing and the impact that it has had and continues to have on the development of human civilization. We'll read about the history of various writing systems (hieroglyphics, alphabets, syllabaries, etc.) learning about how they were developed and how they work, using as our textbook "The Writing Revolution: Cuneiform to the Internet." Students will also work on an extended research project on a related topic, such as one of the following:

(1) Linguistic landscape of Tokyo: which languages are used in official and unofficial written messages (street signs, government offices, trains station, etc.) in Tokyo?

(2) A comparison of the information density of different types of scripts: for example, how many characters are needed to convey the same message in Chinese, Japanese, and English?

(3) Writing in text messages and SNS: how are scripts being modified as they are used in online environments?

(4) Universal symbols: What systems are being developed to convey messages for thousands of years into the future (for example, to mark nuclear waste storage sites as dangerous)?

(5) Writing for the visually-impaired: How are braille and read-aloud text technologies being used to make writing accessible to people who cannot see text?

(6) Invented scripts: These include new scripts for languages which already have established scripts, as well as some which are intended to be universal. How do these work, and why haven't they been successful?

Objectives: In this class, students will strengthen their ability to read critically, and to apply theoretical knowledge to their daily lives. They will also further develop their abilities to do research and to present their findings both in writing and orally in front of a group.

before/after course of study: Before most classes, students will have to read one or two chapters from the textbook to prepare for class. They may sometimes be asked to watch a short video or do a short additional reading before class.

Several times in the semester, students will be required to do a short writing assignment, either to prepare for class discussion or to plan their reseach project.

It is difficult to predict how much time will be required each week, but it is hoped that students will spend at least one hour outside of class time each week preparing for class with reading and/or writing assignments. At the research project stage, students will need to spend time to do background reading, and to collect and analyze data. Finally, students will also need time to write a report on their research and to make a presentation to the class.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule Tentative Course Schedule
Week 1: Introduction to the class
Week 2: Chapter 1, The First IT Revolution
Week 3: Chapter 2, Cuneiform: Forgotten Legacy of a Forgotten People and Chapter 3, Egyptian Hieroglyphs and the Quest for Eternity
Week 4: Chapter 4, Chinese: A Love of Paperwork and Chapter 5, Maya Glyphs: Calendars and Kings
Week 5: Chapter 6, Linear B: The Clerks of Agamemnon and Chapter 7, Japanese: Three Scripts Are Better than One
Week 6: Chapter 8, Cherokee: Sequoyah Reverse-- Engineers + planning for the research project
Week 7: Chapter 9, The Semitic ʾĀlep-- Bēt: Egypt to Manchuria in 3,500 Years, and Chapter10, The Empire of Sanskrit
Week 8: Chapter 11, King Sejong's One-- Man Renaissance + more planning for the research project
Week 9: Chapter 12, Greek Serendipity and Chapter 13, The Age of Latin
Week 10: Chapter 14, The Alphabet Meets the Machine, and Chapter 15, Writing Goes to Bits 299
Week 11: Research week
Week 12: Research results 1

Week 13: Research results 2
Week 14: Research results 3

Language:	English	
Textbooks:	Gnanadesika, Amalia E. (2025) The Writing Revolution: Cuneiform to the Internet (2nd edition). John Wiley and Sons, Incorporated. This book is available online through the Waseda library. You can read the assigned chapters online or download them as pdfs to read on your own device.	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Papers:	50	Students will do several short written assignments in response to class discussions and to plan for the research project (for 25%). They will also do a final report on their research project (25%),
Class contribution:	30	Students will be expected attend class regularly, to engage actively in class discussion, and to prepare for discussion by doing the reading assignments.
Others:	20	Students will give a presentation on their research results.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|42|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 42		
Instructor	SUZUKI, Yuichi		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Bilingual First and Second Language Acquisition

Course Outline:

Are you fascinated by how people learn and use multiple languages? Have you ever wondered what makes someone "bilingual" or how children can grow up speaking two or more languages? This course explores the fascinating world of bilingual first and second language acquisition.

This course introduces students to key questions, debates, and research findings in bilingual/multilingual acquisition across the lifespan, from birth through adulthood. Based on research in bilingualism and language acquisition, we explore topics including:

- Is the earlier the better in acquiring languages?
- How do children acquire multiple languages, and how does their learning process differ from monolingual children?
- What can parents do to support their children's bilingual development?
- Who are bilingual/multilingual users?
- How can we promote multilingualism in educational settings?

While the primary language of instruction is English, some readings will be in Japanese, so students need to be comfortable reading Japanese to get the most out of the course.

Objectives: By the end of this course, students will be expected to be able to:

1. Define and describe different types of bilingualism/multilingualism
2. Analyze the process of simultaneous acquisition of two or more languages in early childhood
3. Evaluate common myths and misconceptions about bilingualism
4. Design evidence-based recommendations for supporting multilingual development

before/after course of study: Preparation (90-120 minutes): Read assigned chapters and prepare for class discussions
Discussion Leadership: Each student will have opportunities to lead class discussions with guidance from the instructor
Review (90-120 minutes): Complete reflection assignments that connect readings to practical applications

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

1	Introduction
2	Reading and Discussion (1)
3	Reading and Discussion (2)
4	Reading and Discussion (3)
5	Reading and Discussion (4)
6	Reading and Discussion (5)
7	Reading and Discussion (6)
8	Mid-term Project [Preparation]
9	Mid-term Project [Presentation]
10	Preparation for final group project (1): Identifying atheme & Collecting evidence
11	Preparation for final group project (2): Presentation& Feedback
12	Preparation for final group project (3): Revision
13	Final group presentation (1)
14	Conclusion

Language: English

Textbooks: De Houwer, A. (2009). An introduction to bilingual development. Multilingual Matters.
De Houwer, A. (2021). Bilingual development in childhood. Cambridge University Press.

References: Singleton, D., & Aronin, L. (2018). Twelve lectures on multilingualism. Multilingual Matters.

Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Papers:	30	Final project/report
Class contribution:	50	Weekly presentation assignment and journal article report (40%) Class contribution (10%) (Students must attend at least 10 classes to earn a passing grade. Please note that meeting this minimum requirement alone does not guarantee a passing grade—it is a necessary but not sufficient condition for passing.)
Others:	20	Mid-term project
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|51|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 51		
Instructor	NAKAI, Maki		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: The Story of Kimono: Fashion and Tradition

Course Outline: This seminar explores the history of kimono with a particular focus on its development in the Edo period. Through reading scholarly texts and analyzing visual and textual sources, students will study the history of kimono and examine how clothing and fashion illustrate societal, economic, and cultural characteristics of the time.

Class sessions will mainly consist of discussions and presentations based on assigned readings. Students will be required to give short presentations about the reading, a particular item (kimono or image of kimono), or a particular topic related to the history of kimono (technology, event, person, etc.). The number and format of the presentations will depend on the class size. If possible, we may also have one or two field trips to observe the textile traditions. Towards the end of the semester, students will work on an essay project.

Objectives: 1) Students have improved knowledge of the history and culture of Japan.
2) Students develop research skills through finding sources, reading them, and making sense out of them.
3) Students can give presentations and write an essay based on reliable sources.

before/after course of study: 1) Students are expected to read the assigned readings thoroughly before class and to be prepared to discuss them. There will be assignments to guide their preparation and students are required to complete them before each class. These assignments will be used as discussion materials and shared with other students. This will take 60-120 minutes.
2) Students will make presentations, which will require 5-10 hours each. The number of presentations will depend on the size of the class.
3) Students will write a final essay, which should require more than 20 hours to complete.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Week 1
Introduction: What do we know about kimono?
Week 2
The origin of kimono
Week 3
Fibers: hemp, silk, and cotton
Week 4
Textile traditions: spinning, dyeing, weaving, and more
Week 5
Flourishing kimono culture in the Edo period
Week 6
What supported the development of kimono fashion
Week 7
The cotton revolution and imported designs
Week 8
Exploring Edo kimono designs
Week 9
Buying and sewing kimono
Week 10
Recycling and patch-working: Boro

Week 11
Transformation of kimono in the late 19th century
Week 12
Modern kimono, national identity, and gender
Week 13
Kimono in fashion and tradition
Week 14
Summary of the course

Language: English

Textbooks: Readings will be provided via Moodle.

Grading Free-text Entry Flag: 1 : フリーフォーマット（教員による切替可）

Evaluation Free-
1. Contribution to class discussion: 20%
2. Conscientious completion of homework assignments: 20%
3. Presentations or discussion leading: 30%
4. Essay project, which may include one presentation: 30%

Note/URL: The course schedule is subject to change. The number and format of presentations depend on the number of participants.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|52|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 52		
Instructor	KUROKAWA, Chiemi		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Muslim Migrants and Refugees

Course Outline: In this course, we willexplore the educational, social, and cultural experiences of Muslim migrantsand refugees from both theoretical and practical perspectives. The courseemphasizes the significance of engaging with both academic literature andreal-world phenomena based on first-hand data. Each class consists of lecturesincorporating empirical cases and class discussions.

All 14 sessions will beconducted in person.

In addition, the courseplans to invite Sudanese refugee university student(s) to share theirexperiences and engage in dialogue with the class.

Objectives: Students are expected to be able to:
1.Understand key concepts related to migration, refuge, and Islam in global contexts.
2.Develop the ability to critically analyze information and narratives by examining various perspectives.
3.Share own ideas and engage in discussion with others who hold different views.

before/after course of study: Students are expected to:
1. Read the assigned materials before each session, and write weekly reading responses (approximately 200 words of comments). Preparation is expected to take 90-120 minutes.
2. Reflect on lecture content, classmates' and instructor's comments, and insights from guest speaker(s) after each session. This reflection is expected to take about 60 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1: Course introduction and icebreaker

Students will be introduced to thecourse objectives and structure. An icebreaker activity will be conducted tohelp students and the instructor get to know each other and create acomfortable classroom environment. The class will also provide basicintroductory knowledge about Islam and explain how each class session will beconducted.

Vol. 2: Migration, forced displacement, and Islam

An overview of global migrationpatterns and definitions of migrants and refugees.

Vol. 3: Islamophobia

A discussion of anti-Muslim sentimentand its impact on policy and everyday life in host societies.

Vol. 4: Religion, identity, and education in migration

An examination of how Muslim migrantsreinterpret religious learning and identity across transnational contexts.

Vol. 5: School lunch and Muslim migrants

Case studies on food, culturalaccommodation, and the challenges of inclusion in the Japanese school system.

Vol. 6: Refugees' everyday lives in the city

A look into the daily urban lives ofrefugees, including housing, work, education, and social networks in Cairo,Egypt.

Vol. 7: Youth aspirations and educational pathways in migration

An exploration of how migrant andrefugee youth navigate education, uncertainty, and future planning acrossborders.

Vol. 8: Diaspora and the desire to give back

An exploration of how Muslim migrantsmaintain ties with their home countries and seek to give back through variousforms of contribution.

Vol. 9: Conflict and forced displacement

Case studies on how armed conflict—specificallythe 2023 war in Sudan—affected citizens' lives and led to forceddisplacement.

Vol.10: Research methods in studying migration and refugees

A discussion of how researchers studymigrants' lives:interviews, narratives, and ethical considerations.

Vol.11: Dialogue with refugee student(s)[Guest speaker session]

An interactive session with Sudaneserefugee university student(s), offering firsthand experiences.

Vol.12: Analyzing narratives and drawing insights

A guided analytical session in whichstudents examine notes and responses from the guest dialogue in relation totheir research questions.

Vol.13: Imagining futures: return, belonging, and diaspora

A critical reflection on concepts ofmulticulturalism, belonging, and return through a Muslim migrant's lens.

Vol.14: Final reflection and discussion

A concluding session to bringtogether key insights and reflect on personal and academic growth over thecourse.

Language: English

Textbooks: No textbook purchase is required. All necessary readings will be provided by the instructor throughout the course.

References: Relevant readings will be introduced throughout the course. The following books and research articles will be used as representative examples.

Hurd, I. (2024). Chapter 9: Refugees and International Migration: UNHCR, the International Organization for Migration, and the 1951 Convention. In International Organizations: Politics, Law, Practice (5th edition). Cambridge University Press, 196–219.
Miranda, P. (2018). Getting by on the Margins: Sudanese and Somali Refugees: A Case Report of Refugees in Towns Cairo, Egypt. Feinstein International Center, Friedman School of Nutrition Science and Policy, Tufts University.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Papers:	50	Final, full research paper
Class contribution:	30	Submit a reaction paper as a class participation.
Others:	20	Submit reading responses as an assignment

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|53|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 53		
Instructor	SIDOLI, Nathan Camillo		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Geometry: Non-Euclidean Geometry

Course Outline: This class will focus on topics in synthetic geometry not much covered in high school, such as projective geometry, spherical geometry, and non-euclidean geometry of the hyperbolic plane. We will focus on doing in-class group work, and drawing geometrical constructions. We will also study and write some proofs.

This is a seminar class. Although, I will give some presentations, it will not be based on lectures, but rather on readings and in-class presentations and group discussions.

[This course will be conducted face-to-face (フル対面). Students are not allowed to use mobile phones, smart phones, or laptops in class.]

Objectives: Students who complete this class can expect the following results:

- An appreciation of the constructive aspects of geometry
- Practice with geometric drawing, both hands on, and by computer
- Practice with working with others on mathematics problems
- Practice with mathematics presentations in front of others
- An understanding of mathematical proof in geometry

before/after course of study: There will be readings and assignments each week that will take 1-2 hours to prepare. You should also be committed to bringing drawing materials to class each week, such as ruler and compass, pens/pencils and paper. There will be in-class group work that will require that you have your own drawing materials.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[1] Introduction: Review of basic geometry
[2] Projective geometry: Cross-ratios
[3] Projective geometry: Circular inversion
[4] Spherical geometry, I (3-space)
[5] Spherical geometry, II (axiomatic I)
[6] Spherical geometry, III (axiomatic II)[7] Projecting the sphere
[8] The ancient analemma
[9] Neutral geometry
[10] Hyperbolic geometry
[11] Axiomatic plane geometry
[12] The Poincare disk, I
[13] The Poincare disk, II
[14] Review

Language: English

Textbooks: There will be two main textbooks from which we will take selections:

Hartshorne, R., Geometry: Euclid and Beyond, 1997.
Whittlesey, M.A., Spherical Geometry and its Applications, 2020.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	35	Notebook. Students are required to keep a notebook of their progress through the material, from which they can make their presentations.
Class	30	Active participation, based on in-class presentations, discussions, and group-work

contribution:

Others: 35 Weekly assignments (1-2 pages)

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|54|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 54		
Instructor	POKARIER, Christopher J		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Negotiation

Course Outline: Effective negotiation skills are essential to the achievement of our personal and professional goals. A liberal society gives us great freedom to pursue our own private conception of ‘a good life’ but its realisation will depend upon one’s ability to reach effective agreements with others. Individuals negotiate on a daily basis in the home, in markets, the workplace, and, on behalf of others, in private and public forums. Negotiation occurs both face-to-face and across distance through communications technologies. We therefore need to cultivate an understanding, and indeed 'feel for' the bases of personal persuasiveness and common social dynamics of negotiation. Through a long-popular text, a range of video and additional short reading material, and a number of short and full class negotiation exercises, students will gain insights into negotiation dynamics. Enhancing one's own persuasiveness, and suggestions for dealing with difficult people and conflict situations, will also feature.

Objectives: In addition to gaining insights into the dynamics and practice of negotiation and inter-personal persuasion, this intermediate seminar will contribute to realising the following SILS intended learning outcomes:
+ a participatory mindset, actively engaged and collegial.
+ deepened awareness of varied perspectives arising from the diversity of cultures and life experiences.
+ enhanced open-mindedness and solution orientation.

before/after course of study: Assigned readings from the text, some light preparation in advance for role plays in negotiation scenarios done in class, and viewing some video material and periodic short additional reading. Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
1. Introduction
2. Persuasive people
3. Avoiding positional bargaining (Chapter 1)
4. Distinguishing problem from people (2 + questions 4-6)
5. Interests: Integrative and distributive bargaining (3 + hand-out)
6. Creating options (4)
7. Objective criteria (5)
8. Know your BATNA (6)
9. Engaging the Other Party & breaking impasses (7)
10. Ruthless people & psychological traps (8)
11. In class short test
12. Major negotiation: UN Congress
13. Major negotiation: 'Hell Island' flights
14. Final negotiation: A study abroad program

Language: English

Textbooks: Roger Fisher, William Ury & Bruce Patton (2012 or 2011) Getting to Yes: Negotiating agreement without giving in, New York: Penguin
[ISBN: 0 14 01.5735 2] The text is available on kindle via the Amazon cheaply but apparently does not display page numbers (not a big inconvenience). There are also translations into Japanese and other languages available but we will work to the original English text.

References: A range of supporting video materials and links to other reading will be provided through Moodle.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	40	in-class test
Class contribution:	30	Preparation and participation in seminar discussions.

Others: 30 Active participation in negotiation simulation exercises

Note/URL: www.pokachan.com
Note: The primary language of instruction is English, with Japanese also used when helpful to students' understanding and active participation.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|56|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 56		
Instructor	MASUKO, Mayumi		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Individuals and Society: "How to Survive the Amoral Age"

Course Outline: * F2F + Remote [some sessions are likely to be remote because that would be more efficient]
In this class, we will discuss issues that need to be addressed in order to survive in a modern society that seems to lack firm moral standards and hopefully maintain the current standard of living. In particular, we will be concerned with the issues that the Japanese society faces: they include aging society, cultural identities, cyber security, economic growth, social disparity and social security,

In order to complete the tasks assigned, students must have a good command of Japanese as well as that of English.

Objectives: Students are expected to think critically and present their own ideas in such a way that others can easily comprehend and appreciate.
They should be able to find a problem that concerns the society as a whole.
They should be capable of finding recent data that could support their own arguments.
They should be able to present convincing arguments in oral and text forms.
They should be able to evaluate fellow students' presentations critically as well as objectively.

before/after course of study: Read the materials specified by the instructor.
Find a problem that interests you and concerns the Japanese society at large.
Find relevant literature and data that helps you present and support your own arguments
Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule *The following is a tentative schedule and subject to change.

Week 1 introduction
Week 2 preparation 1: argumentation
Week 3 preparation 2: using databases; the submission of the first version
Week 4 evaluation of the first version of the presentations
Week 5 evaluation continues
Week 6 a supplement: issues in higher education [tentative]
Week 7 a supplement: problems with aging [tentative]
Week 8 discussion of the topics; the submission of the second version
Week 9 evaluation of the first version of the presentations
Week 10 evaluation continues
Week 11 supporting materials
Week 12 discussing issues: social security [tentative]
Week 13 discussing issues; the submission of the final version
Week 14 the submission of the term paper

Language: Japanese/Englis
h

Textbooks: No set textbook but see below.

References: Students are required to download and read the following short file:
経済産業省 (2017)「不安な個人, 立ちすくむ国家」
PDF version downloadable from http://www.meti.go.jp/committee/summary/eic0009/pdf/020_02_00.pdf

Students are expected to read at least one of the following:
橋本健二 (2018)『新・日本の階級社会』講談社現代新書
日本財団 子どもの貧困対策チーム (2016)『徹底調査 子供の貧困が日本を滅ぼす』文春新書

Richard Wilkinson and Kate Pickett (2011) The Spirit Level: Why Equality Makes Society Stronger. Bloomsbury Publishing他

	More articles/books will be introduced in class.	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Exams:	0	no mid-term or final exams; a term paper at the end of the semester
Class contribution:	20	Attendance alone is not sufficient to earn scores in this section; students have to actively participate in discussion and other class activities.
Others:	80	a term paper plus shorter written assignments, and three versions of an oral presentation on the topic of your choice recorded and submitted in the PowerPoint slideshow format. Students are also required to evaluate their classmates' presentations; these evaluations will be 'evaluated' and count towards the final grade
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|57|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 57		
Instructor	TSUKADA, Yuichi		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Reading and Discussing Shakespeare's Drama

Course Outline: In this intermediate seminar, we will read and discuss William Shakespeare's Henry V. The seminar is structured as follows:

・Student presentations and questions: Students present questions about the assigned scene(s).
・Group discussion: Students are divided into small groups, and they share their thoughts on the scene(s) and the characters, discussing key lines and moments together.
・Critical analysis: The instructor provides his own critical interpretation and encourages students to develop their own.
・Watching visual adaptations: When time allows, we watch scenes from film and TV adaptations. (Seeing how different directors and actors interpret the play can open up new ways of thinking about the play.)

This seminar is built around active participation and designed to be collaborative and lively—a safe space where students can test out ideas, ask questions and experience Shakespeare's play from multiple angles.

Since discussion is central to this seminar, a willingness to actively engage in class discussions (English only) is essential for anyone who is thinking of registering for this seminar.

Objectives: By the end of this course, students are expected to be able to:
・Analyse texts from multiple perspectives.
・Recite theatrical texts with confidence and an understanding of their dramatic and poetic elements.
・Lay out their own arguments effectively.
・Provide meaningful comments and questions on the arguments of others.

before/after course of study: As part of your preparation, you are required to read and rehearse (practice reading aloud) the assigned scenes from the text before each seminar. After the seminar, you are encouraged to review the issues raised during the session. Both preparation and review are expected to take 90 to 120 minutes.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
1. Introduction
2. Workshop/Discussion/Analysis (Act 1)
3. Workshop/Discussion/Analysis (Act 1)
4. Workshop/Discussion/Analysis (Act 2)
5. Workshop/Discussion/Analysis (Act 2)
6. Workshop/Discussion/Analysis (Act 3)
7. Workshop/Discussion/Analysis (Act 3)
8. Workshop/Discussion/Analysis (Act 3)
9. Workshop/Discussion/Analysis (Act 4)
10. Workshop/Discussion/Analysis (Act 4)
11. Workshop/Discussion/Analysis (Act 5)
12. Workshop/Discussion/Analysis (Act 5)
13. Workshop/Discussion/Analysis (Act 5)
14. Workshop/Discussion/Analysis (Final Review)

Language: English

Textbooks: William Shakespeare, Henry V (Cambridge University Press, 2005) ISBN: 978-0521612647

Please prepare this edition (The New Cambridge Shakespeare; 2nd edition), as it will serve as the primary text for dramatic readings and discussions.

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free-

Active participation 80% (including discussions, presentations and oral responses to the instructor's questions in class)
Essay 20%

Note/URL:

Note: The instructor might adjust the course plan in consideration of the comprehension and engagement levels of students.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|58|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 58		
Instructor	DALISSIER, Michel Pierre Edouard		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Philosophy and Logic: Language and Propositions

Course Outline: This course deepens the introduction to formal logic through an exploration of philosophy of language, propositions, and modal logic. I will rely on Aristotle's logical masterpiece, the treatise De Interpretation. The beginning of the course will be devoted to the restitution of Aristotle's progressive articulation of the seminal elements of language: sounds, utterances, written signs, names, verbs, speech, and propositions. Working from that, we will examine the logical treatment of the opposition of propositions, and especially of modal propositions (possibility, contingency, impossibility, necessity). Incidentally, we will appreciate the relevance of Aristotle's theories not only for the history of logic, but for metaphysics and hermeneutics as well.

Objectives: The present course aims at strengthening student's ability in philosophical conceptualization, endowing them with a basic understanding of modal logic, and nurturing their logical thinking skills.

before/after course of study: Please read painstakingly in advance the chapters of the De Interpretatione as indicated in the course schedule, including all of the corresponding endnotes (for example, for the first class, read Advices
1. Please train yourselves to the final exam in taking handwritten notes.
2. Don't stay alone with Aristotle! Work in group of 2 to 4! Play the game, behave such as a philosopher! 3. Resume each session, formulate questions to ask during the class and anticipate those of the final exam.chapter 1 of De Interpretatione).
4. Learn by heart the list and examples of categories in Categories, chapter 4.
Before the class, they should also doublecheck their understanding of major philosophical concepts happening within the text (for example, in chapter 1 of De Interpretatione, "symbol", "truth"), and make a successful use of secondary literature (see the "References" section below).

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Guidance, Introduction, and Study of the Concepts: Sounds, Utterances, Written Signs, Names.

Presentation of Aristotle's logic and study of the section 1 of De Interpretatione

The Concept: Name

Study of De Interpretatione, section 2.

Verb, Speech

Study of De Interpretatione, sections 3 and. 4

Simple, Composed, Affirmative, Negative Propositions

Study of De Interpretatione, sections 5 and 6.

Opposition of Universal&Singular propositions; Unity, Plurality, and Equivocity

Study of De Interpretatione, sections 7 and 8.

The Opposition of Contingent Futures

Study of De Interpretatione, section 9.

The Opposition of Various Propositions

Study of De Interpretatione, section 10.

The Composition of Propositions

Study of De Interpretatione, section 11.

Modal Logic of the Opposition of Propositions

Study of De Interpretatione, section 12.

Modal Logic of the Implication of Propositions (1)

Study of De Interpretatione, section 13.

Modal Logic of the Implication of Propositions (2)
Study of De Interpretatione, section 13.
Contrariety and Contradiction of Propositions (1)
Study of De Interpretatione, section 14 (1).
Contrariety and Contradiction of Propositions (2)
Study of De Interpretatione, section 14 (2).
Conclusion
Summary, general discussion and Final Exam.

Language: English

Textbooks: Aristotle, De Interpretatione in Categories and De Interpretatione, translated by J. L. Ackrill (Oxford: Clarendon Press, 2002), pp.43-68. Please buy the book or print the section pp. 43-69 from the following address: https://dn720004.ca.archive.org/0/items/aristotle-categories-and-de-interpretatione/Aristotle%20-%20Categories%20and%20De%20Interpretatione.pdf.
Note: please read the whole commentary in the endnotes, pp. 113-155.
System of references: On Interpretation, chapter 8: "Inter. 8", sometimes more precisely (with comma): "Inter., + Bekker pagination (16a-24b13)", example "Inter., 17a25"; Topics, Book II, chapter 1: "Top. II, 1", sometimes: "Top., + Bekker pagination", example "Top., 54b8". Other abbreviations: Categories (Cat.), Prior Analytics (Pr. An.), Posterior Analytics (Po. An.), Metaphysics (Meta.).
For works other than On interpretation and Categories, I will frequently use the W. D. Ross edition: https://www.holybooks.com/wp-content/uploads/The-Complete-Aristotle.pdf

References: Presupposed reading (mandatory for the class)
Aristotle, Categories in Categories and De Interpretatione, translated by J. L. Ackrill (Oxford: Clarendon Press, 2002), pp. 3-43. David Ross (Sir), Aristotle (Routledge, 1995).
Lexicons
Aristotle, Metaphysics, Book V (Delta) (any edition).
The Oxford Dictionary of Philosophy.
The Cambridge Dictionary of Philosophy.
The Standford Encyclopedia of Philosophy (https://plato.stanford.edu).
Further readings (in bold characters the most important chapters)
Aristotle, De Interpretatione in Categories and De Interpretatione, translated by J. L. Ackrill (Oxford: Clarendon Press, 2002), pp.43-68.
Aristotle, Posterior Analytics (any edition), I, 1-4, 7-8, 13, 18, 20, 22, 27, 33-34; II, 1, 5, 7,13, 19.
Aristotle, Topics (any edition), I, 1, 4-5, 10-11, 15; II, 4, 10-11; III, 5-6; IV 1-2; 5-6; V, 1, 5, 8; VI, 1, 4, 6; VII, 5, VIII, 1, 5, 9, 11-12.
David Ross (Sir), Aristotle (Routledge, 1995).

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	50	Final exam(understanding of the class, logical and critical skills).
Class contribution:	50	Active class participation.

Note/URL: The form and content of the class might be influenced by the current research orientations of the instructor, by the number of students, by their languages skills, their special interests and level of understanding about philosophy and logic, as well as other relevant factors. Accordingly, the form of the class as well as the content of the present syllabus might be subject to changes.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|59|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 59		
Instructor	BAAK, Saang Joon		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: The future businesses of the Japanese Economy

Course Outline: The purpose of this seminar is to explore how advanced technologies in industries such as 6G, SMR, AI, autonomous driving, and space development are transforming the landscape of businesses and markets in Japan and around the world. Students will engage in discussions on how these changes will impact our lives in the future and what preparations are necessary. Each student is expected to deliver an individual presentation.

Objectives: The purpose of this seminar is to explore how advanced technologies in industries such as 6G, SMR, AI, autonomous driving, and space development are transforming the landscape of businesses and markets in Japan and around the world.

before/after course of study: Students should consult with the instructor regarding the topic of their presentation.
Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Class1]Intoduction by the instructor
[Class2]Lecture by the instructor
[Class3]student presentation
[Class4]student presentation
[Class5]student presentation
[Class6]student presentation
[Class7]student presentation
[Class8]student presentation
[Class9]student presentation
[Class10]student presentation
[Class11]student presentation
[Class12]student presentation
[Class13]student presentation
[Class14]student presentation
[Class15]Conclusion

Language: English

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Class contribution: 100 presentation 60%
class participation 40%

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|61|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 61		
Instructor	HIRAYAMA, Ren		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course will introduce students how to understand and present good explanations on the newest dynamic topics of natural sciences. The subject for reading will especially include the field of the natural history, such as an astronomy (e.g., exploration on the Mars), paleontology (e.g., dinosaurs), and zoology (e.g., discovery of a new species), or anthropology (e.g., human origin). I will show students a series of the scientific journals such as "Nature", "Science", and "Scientific American" for finding subjective papers to read. Each student will be required to select a paper recently published on those journals in the library for reading and introduction. Then, each student will give their own explanation and impression in this class for a selected paper after reading it as if she or he was a scientist. The remaining students and the instructor should ask that student about this presentation as if they were reporters or journalists of newspaper or TV station. Final report may be required to students for completing their credits. This seminar will be normal classes in person together with online system, if student wanted.

Objectives: Students will hopefully understand about scientific topics very well after their presentations.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Class 1] Introduction for this seminar
[Class 2] Explanations by students and discussion
[Class 3] Explanations by students and discussion
[Class 4] Explanations by students and discussion
[Class 5] Explanations by students and discussion
[Class 6] Explanations by students and discussion
[Class 7] Explanations by students and discussion
[Class 8] Explanations by students and discussion
[Class 9] Explanations by students and discussion
[Class10] Explanations by students and discussion
[Class11] Explanations by students and discussion
[Class12] Explanations by students and discussion
[Class13] Explanations by students and discussion
[Class14] Concluding rematks and final reports

Language: Japanese

Textbooks: Copied materials will be provided by the instructor and students in conjunction with their presentations.

References: Copied materials will be provided by the instructor and students in conjunction with their presentations.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Class contribution: 100 attendance and quality of presentations

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|62|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 62		
Instructor	SUZUKI, Ayako		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Thinking Strategically

Course Outline: The objective of this course is to introduce you to game-theoretic reasoning and to show its usefulness in understanding social phenomena. The course will strongly stress applications and you will learn game-theoretic reasoning with various applications of real-life/fictional situations.

We read the textbook in turns.
Each student is required to present several chapters of the textbook, while all students are expected to read chapters prior to classes in order to participate discussions. Active participation is required.

For the project, you use game theory to model and make predictive statements about the behavior of people for either a real-world, historical, or fictional situation. The project is meant to be original work and will be graded on: ⅰ) how creative, sophisticated, and accurate is your model; ⅱ) how compelling, insightful, and correct is your analysis.

Objectives: At the end of the course, you should be able to model and analyze your everyday life using the formal structure of game theory.

before/after course of study: Students are required to work outside the classroom for their case presentations and final projects.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: Tentative course map:

[Week 1] Introduction (What is game theory? Modeling a game.)
[Week 2] Lecture: Modeling a game
[Week 3] Student presentation Chapter 2
[Week 4] Lecture: Solution concepts
[Week 5] Student presentation Chapter 3&4
[Week 6] In-class quiz
[Week 7] Lecture: Sequential games
[Week 8] Student presentation Chapter 8&9
[Week 9] In-class quiz
[Week10] Lecture: advanced topic
[Week11] Student prsentation (Advanced topics)
[Week12] Student prsentation (Advanced topics)
[Week13] Project consultation
[Week14] Project presentation

Language: English

Textbooks: Joseph E. Harrington, Jr. (2009) "Games, Strategies, and Decision Making" Worth Publishers
ISBN-13: 978-0-7167-6630-8
ISBN-10: 0-7167-6630-2

References: Additional readings/materials will be provided in class.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Class contribution:	20	Participation 20%
Others:	80	Presentation 30% Quizzes 20%

Project 30%

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|64|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 64		
Instructor	YOSHIDA, Satoshi		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Cell Biology

Course Outline: class will be in persion.
We study the central concepts of cell biology. Molecular detail will be kept to a minimum in order to provide the students with a cohesive conceptual framework for the basic science that underlies our current understanding of all of biology, including the biomedical sciences.

Objectives: Students will be more familiar with scientific thinking and approaches and will be able to explain the basic concepts about life.

before/after course of study: Preview and review require 90-120 min. each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Cells: The Fundamental Units of Life
Lecture followed by in class discussion
Vol. 2 Chemical Components of Cells
Lecture followed by in class discussion
Vol. 3 Protein Structure and Function
Lecture followed by in class discussion
Vol. 4 DNA and Chromosomes
Lecture followed by in class discussion
Vol. 5 From DNA to Protein: How Cells Read the Genome
Lecture followed by in class discussion
Vol. 6 Modern Recombinant DNA Technology
Lecture followed by in class discussion
Midterm exam
Exam
Vol. 8 Membrane Structure
Lecture followed by in class discussion
Vol. 9 Cell Signaling
Lecture followed by in class discussion
Vol.10 Cytoskeleton
Lecture followed by in class discussion
Vol.11 The Cell Division Cycle
Lecture followed by in class discussion
Vol.12 Sexual Reproduction and the Power of Genetics
Lecture followed by in class discussion
Vol.13 Cellular Communities: Tissues, Stem Cells, and Cancer
Lecture followed by in class discussion
Vol.14 Final exam
exam

Language: English

Textbooks:	Essential Cell Biology 4th edition Alberts et al., Garland Science	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Exams:	70	Midterm 35 % Final 35 %
Class contribution:	30	Active participation in the class
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|65|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 65		
Instructor	STERENBERG, Matthew Kane		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Utopia and Dystopia in History

Course Outline: This seminar will trace the themes of utopia (an imagined ideal world) and dystopia (an imagined nightmare world) in history from ancient times to the present. We will read several of the most famous utopian and dystopian works of literature, from the first chapters of the book of Genesis to more recent examples like Aldous Huxley's Brave New World. A key theme of the course will be how visions of utopia and dystopia reveal both recurring, universal themes and particular, local themes that reflect the historical context in which they were produced. Our discussions will be guided by a set of Five Key Questions that can help us analyze utopian writing and by awareness of two overarching problems that all utopian thinkers must confront and attempt to overcome. We will also consider the question of whether it is possible and useful to categorize utopian thinking into different types. Whether your interests in utopian writing/thinking are historical, literary, philosophical, or all of the above, this seminar should help broaden your knowledge of this fascinating genre.

Objectives: By the end of this course students will have a grasp of the general historical development of utopian thinking, and they will be prepared to further explore utopian thinking with the aid of a five-question rubric that provides a backbone for the course.

before/after course of study: This is a reading- and discussion-based seminar that will usually require a substantial amount of reading before each class meeting. The amount of reading will vary from week to week, but you can expect to do about 90-120 minutes of reading for each class meeting. Students are also asked to contribute before class to a Moodle-based discussion forum, which will take a few minutes each week. These Moodle postings will serve as the basis of our in-class discussions each week.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: [Course Delivery Method]:
Face-to-Face (F2F)

Note: This course schedule is provisional. Some details may change due to class size, student interest, etc.
[Class 1] Orientation and Introduction to the Course; The Three Faces of Utopianism
[Class 2] The Garden of Eden and the Heavenly City: Genesis and Revelation
[Class 3] The Utopia of Virtue: Plato's Republic
[Class 4] The Origin of a Genre: Thomas More's Utopia
[Class 5] The Promise of Natural Philosophy and Rationalism: Bacon, Condorcet, Sarah Scott
[Class 6] The Promise of Socialism: Edward Bellamy's Looking Backward and William Morris's Response
[Class 7] Utopias of the Early Twentieth Century: Herland and "The Machine Stops"
[Class 8] The Totalitarian Dystopia: George Orwell's 1984
[Class 9] The "Negative Utopia": Aldous Huxley's Brave New World
[Class10] The Ambiguous Utopias of Ursula K. Le Guin: The Dispossessed and "The Ones Who Walk Away from Omelas"
[Class11] Atarashiki Mura: A Twentieth-Century Utopian Experiment in the Mountains of Japan
[Class12] Oral Presentations
[Class13] Oral Presentations
[Class14] Oral Presentations
Note: The schedule above may be adjusted based on enrollment and/or student interest.

Language: English

Textbooks: 1. Aldous Huxley, Brave New World (Harper Perennial Modern Classics, 2006)
2. Ursula K. Le Guin, The Dispossessed (Gollancz SF Masterworks, 2019)
These books will be available from the Waseda Co-op Bookstore. You can also purchase them from online booksellers such as Amazon.co.jp.
Note: You may purchase translations of these textbooks if you wish, but our discussions of these books will be conducted in English.
Note: Additional readings will be distributed in class by the instructor.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	20	in-class short essays
Class contribution:	50	participation in discussion, contribution to Moodle forums, and quizzes
Others:	30	final oral presentation

Note/URL:

1. As a seminar, this course depends on your participation in discussions. Students are expected to come to every class on time and prepared to actively engage in discussion. Accordingly, prior to each class students must submit one question about the readings on Moodle each week before class. These will be used during our discussions.
2. [Course Delivery Method]:
Face-to-Face (F2F)

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|66|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 66		
Instructor	SHU, Min		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: International Relations in Historical East Asia

Course Outline: This intermediate seminar introduces students to a sub-field of political science (PS) and international relations (IR).

In the academic year of 2026, the seminar examines the regional dynamics of international relations in historical East Asia. Based on a recently published book on this topic, we will conduct in-depth case studies of eleven consequential events in East Asian history, More specifically, the course will look into the two major regional wars in the 7th and 16th centuries, the founding of the Choson and Qing dynasties in the 14th and 17th centuries, China and Japan's encounter with the West in the 19th century, as well as the hijacked independent movement in the Philippines at the turn of the 20th century.

Focusing on these unique historical experiences, the course sheds light on the regional construction of hierarchical legitimacy, the strategic maneuver of less powerful states, the long-lasting impact of non-state actors, and the divergent paths of modernization in historical East Asia.

Objectives: This seminar aims to provide an overview of international relations in historical East Asia. Students are expected to develop a sophisticated understanding of the regional context of premodern East Asia beyond the oft-conflicting narratives of national histories.

before/after course of study: Students are required to (i) complete the preassigned readings for each class and (ii) take an active role in class discussion and presentation (90-120 minutes).

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Class 1] Introduction and Guidance
[Class 2] Analytical and Theoretical Perspectives
[Class 3] East Asia's First World War, 643-668
[Class 4] Founding of the Choson Dynasty, 1392
[Class 5] The Ming Invasion of Vietnam, 1407-1427
[Class 6] East Asian Maritime World in the 16th Century
[Class 7] The Great East Asian War, 1592-1598
[Class 8] The Ming-Qing Transition, 1618-1683
[Class 9] The Zheng-Dutch Relations, 1642-1662
[Class 10] The Opium Wars of 1839-1860
[Class 11] Perry Arrived in Japan, 1852-1854
[Class 12] The First Sion-Japanese War, 1894-1895
[Class 13] Philippine Independence Revolution, 1898-1904
[Class 14] In-Class Test

Language: English

Textbooks: Haggard, Stephan and David C. Kang (2020) East Asia in the World: Twelve Events that Shaped the Modern International Order, Cambridge: Cambridge University Press.

References: Brook, Timothy; Michael van Walt van Praag and Miek Boltjes (2018) Sacred Mandates: Asian International Relations since Chinggis Khan, Chicago: University of Chicago Press.

Hui, Victoria Tin-bor (2005) War and State Formation in Ancient China and Early Modern Europe, Cambridge: Cambridge University Press.

Kang, David C. (2010) East Asia Before the West: Five Centuries of Trade and Tribute, New York: Columbia University Press.

Lee, Ji-Young (2017) China's Hegemony: Four Hundred Years of East Asian Domination, New York: Columbia University Press.

Wang, Yuan-Kang (2011) Harmony and War: Confucian Culture and Chinese Power Politics, New York: Columbia University Press.

Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Exams:	40	Final Test
Papers:	20	Class Presentation
Class contribution:	20	Class Discussion
Others:	20	Attendance
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|67|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 67		
Instructor	KAMINISHI, Yuta		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Key Topics in Film Studies

Course Outline: Thisseminar explores key topics in Japanese cinema and media studies throughdiscussing chapters from recently published anthologies such as The JapaneseCinema Book (2020), Routledge Handbook of Japanese Cinema (2021),and A Companion to Japanese Cinema (2022). We will analyze how scholars examinecentral issues in film studies such as film history, aesthetics, and media theoryto develop our own critical approaches. Ultimately, the course aims to help youfind your unique voice within the current landscape of film studies. Given itscollaborative nature, the seminar requires active participation from allstudents. Through this engagement, we will deepen our understanding of bothJapanese cinema and diverse research methodologies, culminating in an originalresearch paper.

Objectives: Students will understand the current discussion of Japanese cinema, become able to connect their own research interests with key topics in film studies, and write a research paper.

before/after course of study: Finish reading chapters of the week and make presentations on assigned chapters.
As part of your preparation, you will be asked to read the handouts for each session that will be posted on Waseda Moodle in advance. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class and should be turned in before the next class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
1 Intro
2-13 Presentation/Discussion
14 Wrap-up

Language: English

Textbooks: The readings for this course will be available as course reserves and online through the library.

References: Hideaki Fujiki and Alastair Phillips eds. The Japanese Cinema Book. London: The British Film Institute, Bloomsbury Publishing, 2020.
Joanne Bernardi and Shota T. Ogawa eds. Routledge Handbook of Japanese Cinema. Abingdon: Routledge, 2021.
David Desser ed. A Companion to Japanese Cinema. Hoboken: Wiley Blackwell, 2022.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	30	Final Paper
Class contribution:	40	Class Contribution (participating in discussion, sharing comments, and asking questions)
Others:	30	Presentation

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|68|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 68		
Instructor	KHATIWALA, Samar Prakash		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.2	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: The Marine Carbon Cycle

Course Outline: The ocean carbon cycle plays a fundamental role inregulating Earth's climate. On time scales of millions of years itcontrols the concentration of carbon dioxide in the atmosphere, while onshorter, human, time scales it absorbs a third of anthropogenic carbonemissions. In this course we will discuss the different processes that make upthe marine carbon cycle and its broader consequences for our planet. There willbe a particular emphasis on the chemistry of the ocean as it is fundamental tounderstanding why the ocean plays such a major role. Biology is also criticalto understanding how the deep ocean sequesters vast quantities of carbon. It isof course not possible to understand the carbon cycle without an appreciationof the physical mechanisms that drive the ocean so we will also cover relevantmaterial on the large scale circulation of the ocean.

Objectives: In this course students will:
1) Learn about the importance of the marine carbon cycle in regulating the habitability of Earth
2) Learn about the main physical, chemical and biological processes involved
3) Get a deeper understanding of marine and environmental chemistry
4) Learn about the human perturbation on the carbon cycle and how the ocean helps mitigate climate change

before/after course of study: Students should go over the lecture slides and any assigned readings beforehand and come prepared to ask questions and actively participate in classroom discussions.
Preparation for the class and the review will each take at least 90-120 min.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Orientation and Introduction
Overview of course and generalintroduction to oceanography
Vol. 2 Seawater composition
Chemical constituents of seawater andhow the ocean came to be salty
Vol. 3 Physical oceanography-I
Fundamental physical laws governingthe behavior of fluids
Vol. 4 Physical oceanography-II
Effects of rotation and the CoriolisforceLarge scale global ocean circulation
Vol. 5 Physical oceanography-III
Large scale global ocean circulation
Vol. 6 Chemical oceanography-I
Review of basic chemical principlesand acid-base reactions
Vol. 7 Chemical oceanography-II
Carbonate chemistry and why CO2is so unusually soluble in seawater
Vol. 8 Chemical oceanography-III
The long term carbon cycle and theweathering "thermostat"
Vol. 9 The Carbon Pumps-I
The solubility pump of CO2
Vol.10 The Carbon Pumps-II
The biological pump of CO2
Vol.11 The Carbon Pumps-III
The biological pump continued
Vol.12 The human perturbation-I
How humans are changing theenvironment through emission of greenhouse gases

Vol.13 The human perturbation-II
The ocean's rolein mitigating climate change
Vol.14 Discussion
Final class discussion of course contents

Language: English

Textbooks: There is no required textbook. There is excellent material available online, such as https://open.umn.edu/opentextbooks/textbooks/20

Grading Free-text Entry Flag: 1 : フリーフォーマット（教員による切替可）

Evaluation Free- Individual presentation 45%
Active class participation 35%
Writing 20%

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GE20100|69|210GE20100[/SYLLABUS_ID]

Course Title	Intermediate Seminar 69		
Instructor	NISHIMURA, Keiko		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Seminar	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Communication and Media Theories

Course Outline: This intermediate seminar will serve as an introduction to the theories taken up in critical communication and media studies. Seminar participants will be introduced to some of the basic terms and concepts in the intersection of critical theory, communication and media studies, and technology studies. It will address key themes in the discipline by examining the social, political, economic, cultural, and technological contexts in which communication and media/mediation are understood and how media objects, devices, and platforms are produced and consumed. This is a demanding course in reading, discussion, and writing. In essence, it is designed to help students understand the process of (1) reading theoretical texts, (2) critically evaluating and connecting them to real-life cases, and (3) writing a final paper that wrestles with these theories. Each class is spent with active discussion among students. Students are expected to ask questions not only to the professor but to each other with open-ended ones. At all times, we will refer to the specific pages and passages of the reading.

Objectives: - Engage in active, close reading practice with peers through a collective annotation platform.
- Explain the basic terms and concepts in communication and media studies.
- Explain the social, economic, and cultural implications of communication, media, and mediation, as well as their related practices and texts.
- Explain how media environments and objects produce a relation to the world one inhabits.
- Apply the various perspectives on media and communication discussed in class to your own daily practices in communication and engagement with media.
- Write a succinct essay that brings together ideas from the readings, lectures, and discussions.

before/after course of study: Students are expected to read the assigned chapters closely before class, annotating the text on Perusall. Take notes of unfamiliar concepts, terms, or sections, formulate questions, and bring them to class. Students are expected to make and review the annotation for the given text at least twice: upon reading the first time and right before class. Preparation is expected to take 90-120 minutes. For the week the student signed up for Discussion Leadership, the preparation is expected to take an additional 60-90 minutes; for Respondent, 60 minutes. Students are expected to review the course material for their Final Paper. Reviewing the material in preparation for the Final Paper, Workshop, and Presentation is expected to take 90-150 minutes. Workshop Feedback to peers is expected to take 30-60 minutes after class.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule ScheduleNote: The names of the authors are written as First Last, except Japanese names (e.g. Sakai Naoki; Sakai is the last name)1. 10/7 IntroductionCourse orientation.Perusall sign-up. When registering, please follow:First Name: Full Moodle Registered NameLast Name: Student ID (may put nickname or name you go by in parenthesis)Please only use English alphabets (no kanji/Japanese/other languages) for technical reasons2. 10/14 Representation & MediaIn-class screening: Hall & Jhally (1997) "Representation & the Media" (excerpt)Discussion Leadership (DL) and Respondents sign-up3. 10/21 CultureAssigned Reading: Stuart Hall (1973) "Encoding/decoding" pp.128-138DL:Respondents:4. 10/28 CommunicationAssigned Reading: "Introduction" (pp.1-31) from John Durham Peters. (1999) Speaking Into the Air: A History of the Idea of Communication. Chicago: University of Chicago Press.DL:Respondents:5. 11/4 LanguageAssigned Reading: "Introduction"(pp. 1-17) from Sakai, Naoki. (1997). Translation and Subjectivity: on "Japan" and Cultural Nationalism Minneapolis, MN: University of Minnesota Press.DL:Respondents:6. 11/11 IdeologyAssigned Reading: Louis Althusser, "Ideology and Ideological State Apparatuses." Originally published as Althusser L. (1971), Lenin and Philosophy, New York: Monthly Review Press, pp. 142-6, 162-77. Reprinted in John Story (ed). (2009). Cultural Theory and Popular Culture: A Reader. 4th ed. pp.302-312.Assigned Reading: Roland Barthes, "Myth Today." Originally published as Barthes, R. (1973). Mythologies, London: Jonathan Caple (pp. 117-42, 154-7). Reprinted in John Story (ed). (2009). Cultural Theory and Popular Culture: A Reader. 4th ed. pp.261-269.DL:Respondents:7. 11/18 Critical TheoriesAssigned Reading: "Introduction" (pp.1-41) from Debra Benita Shaw. (2008). Technoculture: The Key Concepts. Oxford; New York: Berg.DL:Respondents:8. 11/25 Materialities 1Assigned Reading: Benjamin, W. (2010). The work of art in the age of mechanical reproduction. Prism Key Press (originally published 1936).DL:Respondents:Critical Reading Notes check-in9. 12/2 Materialities 2Assigned Reading: "Introduction: A Feminist Medium Is the Message" (pp.1-19) from Sarah Sharma, and Rianka Singh, Re-Understanding Media: Feminist Extensions of Marshall McLuhan (Durham, NC: Duke University Press, 2022).DL:Respondents:10. 12/9 Algorithmic Media 1Assigned Reading: Gillespie, T. (2024). Generative AI and the politics of visibility. Big Data & Society, 11(2). doi:10.1177/20539517241252131DL:Respondents:11. 12/16 Algorithmic Media 2Assigned Reading: Bogost, I. (2007). The Rhetoric of Video Games. In K. S. Tekinbas (Ed.), The Ecology of Games (pp. 117-140). Cambridge,

MA: The MIT Press.DL:Respondents:12. 1/13 Group Workshop & Peer Feedback 1Submit Workshop Feedback 1 due 1/13 23:5913. 1/20 Group Workshop & Peer Feedback 2Submit Workshop Feedback 2 due 1/20 23:5914. 1/27 PresentationAll late Perusall Annotations due 1/27 23:59.Critical Reading Notes due 2/2 23:59Final Paper due 2/2 23:59

Language: English

Textbooks: There is no required textbook for this course. Assigned readings will become available as PDF documents and by other means to be specified by the professor.

Grading Free-text Entry Flag: 1 : フリーフォーマット（教員による切替可）

Evaluation Free-
- Active Participation & Attendance 10%
- Perusall Annotation 10%
- Critical Reading Notes 30%
- Discussion Leadership 10%
- Respondent 20%
- Workshop Feedback 10%
- Final Paper Presentation 5%
- Final Paper 10%

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|01|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 01		
Instructor	MASUKO, Mayumi		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: ＊ F2F unless there is a big surge in the number of the COVID patients
This seminar provides an opportunity for students to think about current issues in the society they live in and also to practice basic academic skills.

Students are expected and required to have read and understood the assigned reading before class, and, if necessary, obtain information from other sources (e.g. books, magazine, newspaper articles and websites). They are required to participate in discussion and are expected to give oral presentations in class, demonstrating their understanding of written texts, finding supporting data and developing ideas through further reading, and produce a short essay at the end of the semester.

Class will be conducted in Japanese, though students may be required to read texts in English.

Objectives: The main purpose of First Year Seminar A is to improve students' reading comprehension and oral communication skills. Through close readings of the text, their abilities to express their opinions convincingly in writing and speech should be improved.

Students are expected to be capable of presenting their own opinions clearly in both writing and speech and support them convincingly with statistical and other kinds of objective evidence. In particular, they should be able to create a PowerPoint file that includes their own argument and objective supporting materials. They should also be capable of evaluating their fellow students' presentations.

before/after course of study: Read the textbook and check if you understand all the technical terms; if not, try to find out what they are.
Reread the textbook and other reading materials, and see if you could summarize their main points.
Do the assignments by the deadline.
Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule [Week 1] introduction
[Week 2] review of the written assignment 1
[Week 3] review of the written assignment 2
[Week 4] 橘木 Ch. 1
[Week 5] Using data bases [tba]
[Week 6] 橘木 Ch. 2: presentation
[Week 7] 橘木 Ch. 2: discussion
[Week 8] 橘木 Ch. 3: presentation
[Week 9] 橘木 Ch. 3: discussion
[Week 10] 橘木 Ch. 4: presentation
[Week 11] 橘木 Ch. 4: discussion
[Week 12] 橘木 Ch. 5: discussion[Week 12] 橘木 Ch. 5: discussion of related issues
[Week 14] related issues and problems

*This schedule is tentative and subject to change.

Language: Japanese

Textbooks: 橘木俊詔(2006)『格差社会:何が問題なのか』岩波新書

＊ Students may be required to read additional reading materials in English as well as Japanese.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	0	no mid-term or final exams as such
Class	20	Attendance alone is not sufficient in order to earn scores in this section ; students have to actively

contribution:		participate in discussion and other class activities.
Others:	80	written assignments, 3 oral presentations recorded and submitted as a Power Point slideshow file, and a term paper Students are also required to evaluate their classmates' presentations and this counts towards the final grade.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|03|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 03		
Instructor	KAWAGUCHI, Yuji		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introduction to French Linguistics
"Theoretical and historical background of Standard French"

Course Outline: In today's global world, Englishhas become the main Lingua Franca. Yet, English is not the only "international" language: Spanish and French, for example, are spoken across several continentsand are used as official languages in many international organizations. In SILS,students are given the opportunity to become plurilingual speakers beyond Englishand Japanese, to get a better grasp not only of linguistic but also ofsociocultural diversity in different countries. In this Seminar, students will learnhow to study French: it is essential to understand specific key linguisticconcepts which differ from the ones found in Japanese (e.g. grammatical gender,articles, moods, etc.) envisaged in their historical evolution. Students whoattend this seminar will build their academic foundations to study not only theFrench language, but also the method used to describe, analyze and comparelanguages in general, both from a linguistic and historical viewpoints.Ultimately, students will learn how to read and discuss academic issues onrelated topics.

Objectives: The objective of the Seminar is for students to be able to understand the core structure of French from a linguistic viewpoint (i.e., theoretical and contrastive methods for the analysis of French), and also some important aspects of the formation of French. By the end of the term, students should be able to understand the essential systems of French : (i) vowel and consonant systems, (ii) number and gender, (iii) adjectives, adverbs, prepositions (iv) verbal conjugation, (v) aspect and mood of French verbs, (vi) sentence structures, i.e. passive, conditional, subjunctive, (vii) evolution of French especially from 16th to 20th centuries. Students should be able to find and use academic references on the topic, and write academic comments on related issues.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Introduction
Studying the definition of French Linguistics
Vol. 2 Phonetic system of French
Studying the French vowels and consonants
Vol. 3 Prosodic phenomenon in French
Studying the liaison, accent and intonation
Vol. 4 Phonetic analysis using Praat
Studying the phonetic features of vowels and consonants and the accent analysis.
Vol. 5 Grammatical categories around noun
Studying the gender, number, articles and demonstratives
Vol. 6 Other grammatical categories
Studying the adjectives, adverbs and prepositions
Vol. 7 Grammatical categories around verb I
Studying the different types of verbal conjugation
Vol. 8 Grammatical categories around verb II
Studying the tense, aspect and mood
Vol. 9 Sentence structures
Studying the interrogatives, passive, infinitive, etc.

Vol.10 Historical evolution towards Standard French I
Studying the French grammar of the 16thh century
Vol.11 Historical evolution towards Standard French II
Studying the French grammar of the 17th century
Vol.12 Codification and standardization of French
Studying the evolutions of French from the Revolution to the present day
Vol.13 Presentations of French Linguistics I
Individual presentations of some topics in French Linguistics
Vol.14 Presentations of French Linguistics II
Individual presentations of some topics in French Linguistics

Language: Japanese

Textbooks: Power Point will be used. Handouts will be provided.

References: 『初級フランス語のすべて』, 川口裕司, IBCパブリッシング, 2016.
『フランス語史を学ぶ人のために』, P. リカード, 世界思想社, 2015.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Papers:	50	-Individual presentation of French Linguistics (25%) -Final research report: one written assignment (25%)
Class contribution:	30	The evaluation will be based on whether the student understands the course materials and can use the materials for further discussion.
Others:	20	Comment sheet of each course

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|04|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 04		
Instructor	IZUMI, Anna		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Language Racism

Course Outline: In this course we will examine how race and racism are frequently erased in contemporary discourses.

Students will learn wide range of topics, from “What is a language?” “Does Bilingual education harms the children?”,
“Accent discrimination”, “Are there ‘pure’ languages?”, “Language and Identity”, to “How Not to Be a Language
Racist”.

The students will be required to read texts in English and participate actively in class discussions.
They will also be required to conduct a short research project.

This seminar will be conducted face-to-face.
Active participation will be highly evaluated.

Objectives: The purpose of this class is to become aware of language use in society.

After learning the key terms, concepts, and theories of sociolinguistics, students will understand the language situation in various ethnic groups around the world and consider the political, social, historical, and ethnic factors behind the language situation.

In addition, students will also gain a deeper insight into their own linguistic situation through their own research and class-wide discussions.

before/after course of study: Students are required to read the texts beforehand so that they can actively participate in discussions.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Orientation

Orientation

Introduction

1. Who was Wilhelm Reich?
2. How can racist beliefs become part of common sense?

The Language Racist

1. Sitting in a walled house
2. My language, my nation – i’m lovin’ it
3. My language – keep it pure
4. Why can’t they all learn the standard language?
5. Why do they speak in unintelligible accents?

My mother tongue is my identity

1. Our language and their integration
2. Help! My language and my culture are dying
3. Bilingual education harms the children
4. No Babel, please

What Is a Language?

1. Linguistic varieties
2. Confusing the standard variety with the whole language
3. Linguistic continua
4. What is multilingualism?

Are there ‘pure’ languages?

1. Which languages are endangered, and which are not?
2. The Ebonics controversy revisited: saving languages or saving people?
3. The alleged superiority of the standard
4. Accent discrimination
5. They are learning the language!

Language and Identity

1. Identity as an onion
2. Ethnic and national identity
3. Linguistic and religious identity
4. Categorizing other people
5. Translanguaging identities

Language and Integration

1. Manufacturing a crisis
2. Blaming the victim
3. What is an ‘integrated’ society?
4. Sexual politics and political hypocrisy
5. The imperative of integration in the United States

Language and Culture

1. What is culture?
2. Language, culture and thought
3. A ‘language racist’ culture
4. We are both tolerant and racist

Language and Education

1. Mass bilingualism vs. elite bilingualism
2. Why schools are failing migrant students
3. One size doesn’t fit all
4. Misrecognizing children’s multilingualism
5. Mother tongue education or flexible multilingual education?
6. Like a bridge over troubled water: teaching in superdiverse classrooms

Language and Racism

1. What is race and racism?
2. The language of racism
3. Racist metaphors
4. Racism and the superiority complex

The four steps of racist behaviour

1. Colour-blindness and institutional racism
2. The new racism, or: a world of Bantustans
3. Why a new racism at this particular time? A historical excurse
4. It’s in our interest

How Not to Be a Language Racist

1. Who’s afraid of multilingualism?
2. Seeing her identity as a process
3. Linking integration to social justice
4. Supporting flexible multilingual education for all
5. Breaking down the walls of prejudice and racism

Final-presentations

Final-presentations

Language:	Japanese
Textbooks:	Weber, Jean-Jacques (2015). Language Racism. PALGRAVE MACMILLAN.
References:	Handouts will be provided in the classroom
Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	Active Participation: 40%, Presentation: 30%, Report: 30%
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|07|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 07		
Instructor	OKAMOTO, Koichi		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Promoting Independent Critical Thinking.

Course Outline: Determining ethical standards poses significant challenges. For instance, while lying is generally considered immoral, it may be viewed as necessary when saving others. This raises a fundamental question: Is morality objective, or does it rely on subjective value judgments? Furthermore, is individual moral determination compatible with living in a community?

Each seminar session is organized around a specific agenda or question, such as the Trolley Problem ('Is it right to kill one to save ten?') or intergenerational ethics ('Are we responsible for the future?'). These topics correspond to assigned textbook chapters.(approx. 10–15 pages).

Students are required to prepare a one-page position paper for each class. The sessions will be facilitated by student moderators. Please note: A Japanese syllabus will be distributed during the first session.

Objectives: In this seminar, through the discussion on various controversial issues, students will acquire the skill to explain her/his idea logically and seek a consensus. This is extremely important to live in the international community together with people from diverse background.

before/after course of study: As part of your preparation, you will be asked to read the assignment and write your own position paper. For a review you will be asked to read other students' position paper on the Moodle discussion site.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule Each discussion session has a specific question/agenda, provided in advance. (The question/agenda is mainly corresponding with a chapter of the textbook, approximately 10–15 pages.) Students have to prepare a one-page position note for each session. Under the discussion moderator(s), the session is organized.
[Week 1]イントロダクション
[Week 2]授業準備セッション
[Week 3]授業準備セッション 2
[Week 4]Ch. 11 他人に迷惑をかけなければ何をしても良いか
[Week 5]Ch. 1 人を助けるために嘘をつくことは許されるか
[Week 6]Ch. 2 10人の命を救うために1人の人を殺すことは許されるか
[Week 7]Ch. 3 10人の不治の病の患者に対して特効薬が一人分しかない時、誰に渡すか
[Week 8]Ch. 4 エゴイズムに基づく行為はすべて道徳に反するか
[Week 9]Ch. 6 判断能力の判断は誰がするか
[Week 10]Ch. 10 正直者が損をすることはどうしたら防げるか
[Week 11]Ch. 12 貧しい人を助けるのは豊かな人の義務であるか
[Week 12]Ch. 13 現在の人間には未来の人間に対する義務があるか
[Week 13]Ch. 15 科学の発展に限界を定めることができるか
[Week 14]総括

Language: Japanese

Textbooks: 加藤尚武『現代倫理学入門』講談社学術文庫 1997 (電子書籍版あり)

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	20	Take-home exam.
Papers:	60	Weekly position papers. Position papers must be submitted to the designated Waseda Moodle site by the Sunday preceding each session.
Class contribution:	20	Attendance and active participation in discussion.

Note/URL:

Special note on class attendance: “Attendance” does not simply mean “coming to class.” When present in class, students are expected to be respectful toward their fellow students and the professor. This means you should be attentive and fully engaged in the class. Any disruptive or disrespectful behavior (such as talking, sleeping, using your phone, surfing the internet, repeatedly arriving late, doing coursework for another class, etc.) will result in a reduction of your course grade. Bottom line: when you come to class, come ready to learn. If you have more important things to do with your time, please do not come. Everyone will be much happier as a result.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|11|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 11		
Instructor	TSUBOUCHI, Jun		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introduction to Global Studies

Course Outline: Mode of Delivery: Face-to-FaceThis seminar is designed to introduce students to the fast changing world – the future of the international order, globalization and Japan in the global context. Also this class aims to improve students' reading comprehension and communication skills.

Objectives: This seminar class has two main objectives. The first is to learn an analytical framework to think critically about global affairs. The second is to gain basic academic skills that students will need in their further study.

before/after course of study: Preparation for group/individual presentation: 90-120min

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
Week 1 Course Guidance
Week 2-13 Round Reading & Discussion
Week 14 Course Summary

Language: Japanese

References: チャールズ・カプチャン『ポスト西洋世界はどこに向かうのか:「多様な近代」への大転換』勁草書房
Other references will be introduced in the class

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	30	Basic writing skills
Class contribution:	70	Active participation to the class

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|14|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 14		
Instructor	AZUMA, Rayna		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: バイオエシックスなど身近な問題を用いた論理の練習

Course Outline: 本演習は、大学生としての以下のような基本的なアカデミックスキルを身につけることを目的とする。
1） 様々な媒体による情報が溢れた世界で、信頼できる情報とそうでないものを見分け、それらを論理的に整理する。
2） 自身のバイアスを認識し、多角的な視点から考察する。
3） より説得力のある主張のために必要な論拠がどのようなものか学ぶ。
4） 相手の主張の論拠の利点や弱点を素早く見極める力を身につける。
5） 説得力のあるレポートとプレゼンテーションの作り方を学ぶ。

授業では小グループに分かれた論理の練習や、クラスディベート、ペア発表など、学生の積極的な参加が要求される。

Objectives: 論理的な裏付けがあり、説得力のある主張を、文章でもスライドを使った口頭発表でも、行えるようになること。また、他者の発表の利点を理解し、弱点は指摘できるようになること。

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] 自己紹介、導入、時事トピックスを用いたディベート練習
[Week 2]「動物の権利」に関するディスカッション
[Week 3]『論文の教室』を用いた主張と論証の練習(1)
[Week 4]『論文の教室』を用いた主張と論証の練習(2)
[Week 5] 中間レポートの相互評価とフィードバック
[Week 6] ディベート1
[Week 7] ディベート2
[Week 8] ディベート3
[Week 9] ペアによるディベート発表
[Week 10] ペアによるディベート発表
[Week 11] ペアによるディベート発表
[Week 12] ペアによるディベート発表
[Week 13] ペアによるディベート発表
[Week 14] ペアによるディベート発表

Language: Japanese

Textbooks: - 戸田山和久(2022)『最新版 論文の教室:レポートから卒論まで』NHK Books (ISBN: 978-4-14-091272-0)

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	0	試験は行わない
Papers:	30	中間レポート (2,000字程度)
Class contribution:	30	ディベートなどのクラス活動への積極的な貢献
Others:	40	プレゼンテーションと相互評価

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|15|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 15		
Instructor	HIGAKI, Julie		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Self-understanding, mutual understanding.

Course Outline: **[face-to-face]
Classes will be held in person during the first and last periods and two times online (real-time streaming) in May and June (in total, 11 in person, 2 online, and 1 replaced by an assignment. However, it may change according to the health condition of the teacher, and the format can also change depending on students' needs and sanitary situations, e.g., hyflex style. But even in this case, students are highly encouraged to participate in person**

In this seminar, we propose that students know themselves and others through workshops and discuss different topics concerning human understanding to search for a vision of life. We will use as a tool for self-understanding the "enneagram," a system of nine personality types, which has drawn the interest of academics, psychoanalysts, spiritual counselors, and business leaders in many countries since the 1970s and has been taught among many others, at the Stanford School of Business. ("The Enneagram is one of the most efficient and human systems for reaching the compassion and leadership needed in business today" Michael Ray, Professor, Stanford Business School).

Objectives: Students will be able to comprehend their personal possibilities and express their own vision of life.

before/after course of study: You will be asked to read the materials posted on Moodle as part of your preparation, which is expected to take 90-120 minutes. You will be asked to submit an assignment, watch the on-demand content, or read the referential materials for the review. The review is expected to take 90-120 minutes

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

[Class 1] (4/16) (in person)Orientation (video and homework for [class 2])

[Class 2 +] (4/23) (in person) Let us begin by getting to know each other I (video and home work), movie "MOMO" in the 5th or 6th period.

***Attention: This session begins at lunchtime at 12:30 ***

+ Book report on human dialogs before 5/6

[Class 3] (5/7) (in person) Let us learn to listen to each other for a dialog
+ Mini report 1: "My history and my way", before 5/13

[Class 4] (5/14) (in person) Memory of the childhood, Memory of the adolescence,
+ Mini report 2: homework preparation on "Enneagram", before 5/13

[Class 5] (5/21) (in person) Enneagram workshop 1: the nine strengths; "What I would like to do if all was possible."

[Class 6](5/28) (in person) Enneagram workshop 2: "What if….": two different aspects of the same strength

+ Mini report 3: "My Enneagram type, possibilities and reasons" before 6/3

[Class 7] (6/4) (in person) Enneagram workshop 3 "When I like myself when I dislike myself" : the three sensors

[Class 8] (6/11) (online) Enneagram workshop 4 "My happiness and what obstructs it": the related type

+ Mini report 4: "Relationships to others," before 6/17

[Class 9] (6/18) (in person) Enneagram workshop 5 "Drawing together without word": the three attitudes

[Class 10] (6/25) (in person)　Enneagram workshop 6 “My dream”: Affirmation

+ Mini report 4 : ″The messages for the nine characters,″ before 7/1

[Class 11] (7/2) (in person)　Presentation I

[Class 12] (7/9) (in person)　Presentation II　preparation for the last session

[Class13]　(homework preparation: Your vision of life)

[Class14] (7/16) (in person)　General Presentations and Sharing: Your Vision of life

Final term paper, before 7/23

Language:	Japanese
Textbooks:	鈴木秀子『9つの性格　エニアグラムで見つかる「本当の自分」と最良の人間関係』(PHP文庫) (Kindle Editionあり)
References:	ミヒャエル・エンデ『モモ』(岩波少年文庫) 鈴木秀子 『心の対話者』文春新書 鈴木秀子 『愛と癒しのコミュニオン』文春新書 鈴木秀子『イラスト版「9つの性格」入門 エニアグラムで、個性や能力を最大限に生かす！』(Kindle Editionあり) ティム・マクリーン, 高岡よし子 『エニアグラムで分かる 9つの性格』 (Kindle Editionあり) 片岡由佳、植松栄子『対人コミュニケーションの人間学: エニアグラムによる自己分析と他者理解』丸善出版 2020
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Papers:	30	Final term paper (3-5 pages)
Class contribution:	50	Attendance and active participations in discussions, reaction paper after every class 1 book report and 4 mini reports
Others:	20	1 presentation

Note/URL:

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The School of International Liberal Studies defines its Learning Outcomes in the link below.
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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|20|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 20		
Instructor	FUKUYAMA, Yuko		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Art and Society in European History

Course Outline: This seminar aims to develop students' basic academic skills, including bibliographic survey, logical thinking, convincing presentation, and writing. The main theme of this seminar is the relationship between art and society in Europe from antiquity to the present day. Each art and monument has its own background and history, closely tied to contemporary events, revealing intricate details of past societies.
To acquire the skills of critical and logical analysis of past objects, we will carefully read the assigned text book on the Romanesque Art, which is chronologically located between Classical and Renaissance arts, to understand the difficulty of interpretation and meaning of academic study.
In the second part of this seminar, each student will choose their topic of interest freely and present a final paper on it. Throughout this process, students will conduct a bibliographic survey, read relevant academic papers, and write a short research essay, to foster the skills of critical reading and writing.

Objectives: By the end of this course, students are expected to:

- Develop an awareness of the connection between history and art.
- Acquire basic history study skills.
- Develop critical and logical thinking skills.

before/after course of study: As part of your preparation, you will be asked to read the assigned materials before the class. Further activities are needed for the preparation of a group presentation, an individual presentation, and an essay. Preparation is expected to take 90-120 minutes on average.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introduction
[Week 2] Basic academic skills 1
[Week 3] Basic academic skills 2
[Week 4] Presentation and discussion on Ch. 2 and 3.
[Week 5] Presentation and discussion on Ch. 4 and 5
[Week 6] Presentation and discussion on Ch. 6 and 7
[Week 7] Presentation and discussion on Ch. 8 and Conclusion
[Week 8] Preparation for individual presentation
[Week 9] Individual presentation and discussion 1
[Week 10] Individual presentation and discussion 2
[Week 11] Individual presentation and discussion 3
[Week 12] Individual presentation and discussion 4
[Week 13] Individual presentation and discussion 5
[Week 14] Concluding discussion

Language: Japanese

Textbooks: 金沢百枝『ロマネスク美術革命』新潮社、2015年 (単行本版もしくはkindle版)

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Group presentations and discussions based on the textbook: 30%
Individual presentation: 30%
Active participation in class: 10%
Research paper: 30%

Note/URL: The course schedule is tentative.The minimum attendance ratio is 2/3 of the total class hours.

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|21|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 21		
Instructor	KUROKAWA, Chiemi		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Muslims and Education

Course Outline: In this course, we explore themeanings and practices of education among Muslim people focusing oncontemporary contexts. The course emphasizes the significance of engaging withacademic literature and real-world phenomena based on first-hand data. Eachclass consists of lectures incorporating empirical cases and class discussions.

All 14 sessions will beconducted in person.

As a student-led project,students will design and present a podcast program on a topic related to Muslimsand education of their choice. The podcast is not intended for public release;rather, it is designed as an educational contribution for future students (後輩). Moredetails will be provided in the course.

Objectives: Students are expected to be able to:
1. Understand key concepts related to how Muslims engage with education in religious and global contexts.
2. Develop the ability to critically analyze information and narratives by examining various perspectives.
3. Share own ideas and engage in discussion with others who hold different views.
4. Communicate academic and social issues related to Muslims and education to a general audience by designing and producing a podcast, with attention to effective strategies for public communication.

before/after course of study: Students are expected to:
1. Read the assigned materials before each session. Preparation is expected to take 60-90 minutes.
2. Reflect on lecture content, classmates' and instructor's comments after each session. This reflection is expected to take about 60 minutes.
3. Work collaboratively on a group podcast project and present it during Week 10 or 11. This preparation is expected to take 240-360 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1: Course introduction and icebreaker

Students will be introduced to thecourse objectives and structure. An icebreaker activity will be conducted tohelp students and the instructor get to know each other and create acomfortable classroom environment. The class will also provide basicintroductory knowledge about Islam and explain how each class session will beconducted.

Vol. 2: Learning the theory - Comparative education

An introduction to basic ideas fromcomparative education to help students understand how education can be analyzedacross different societies and contexts.

Vol. 3: History of Islamic education and learning norms

An overview of traditional Islamiceducation before the global expansion of Western modern education and keylearning norms and principles.

Vol. 4: Nation, Religious, and Education

An exploration of how Muslimsnavigate children's education between religious and secular perspectives incontemporary societies, focusing on the experiences of Muslim migrant familiesin the United States.

Vol. 5: Learning in society - Family and Community

An overview of the roles of familyand community in education among Muslims, including examples of community-basedlearning spaces, such as Kominkan (公民館) in Egypt.

Vol. 6: Muslim children in Japan

An introduction to the everydayeducational experiences of Muslim children in Japan, including school life andcultural accommodation.

Vol. 7: Higher education in Muslim majority societies

An overview of higher educationexperiences and aspirations among university students in Muslim-majoritycontexts through case studies of Sudanese university students.

Vol. 8: Muslim migrants and education

An overview of the educationalexperiences of Muslim migrants and the influence of social attitudes andpolicies in host societies.

Vol. 9: War and education

An exploration of how armed conflictaffects education, access to schooling, and students' lifetrajectories, with a focus on Sudan.

Vol.10: Podcast presentations

Group presentations and peerfeedback.

Vol.11: Podcast presentations

Continuation of Week 10.

Vol.12: Multicultural coexistence and education

An introduction to multiculturalcoexistence and the role of education in responding to cultural and religiousdiversity.

Vol.13: Education for my community

An exploration of how highly educatedindividuals, often shaped by religious values, think about contributing totheir communities exploring the relationship between religious values and thedesire to give back.

Vol.14: Final reflection and discussion

This concluding session bringstogether key insights from the course. Students will reflect on what they havelearned academically and personally, and how their understanding of Muslims andeducation has developed over the semester.

Language: Japanese

Textbooks: No textbook purchase is required. All necessary readings will be provided by the instructor throughout the course.

References: Relevant readings will be introduced throughout the course. The following books and research articles will be used as representative examples.
・Halstead, M. (2004). An Islamic concept of education. Comparative Education, 40(4), 517-529.
・黒川智恵美 (2022).「東広島市におけるムスリム移民と学校給食の在り方に関する考察:移民の統合という視点から」『国際教育協力論集』25(1), 53-66.
・ブレイ, M., アダムソン, B., & メイソン, M.(編)(2011). 『比較教育研究――何をどう比較するか』(杉村美紀・大和洋子・前田美子・阿古智子 訳). 上智大学出版.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	40	Final Essay
Class contribution:	30	Submit a reaction paper as a class participation.
Others:	30	Podcast Presentation

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|22|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 22		
Instructor	KUROKAWA, Chiemi		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.4	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Muslims and Education

Course Outline: In this course, we explore themeanings and practices of education among Muslim people focusing oncontemporary contexts. The course emphasizes the significance of engaging withacademic literature and real-world phenomena based on first-hand data. Eachclass consists of lectures incorporating empirical cases and class discussions.

All 14 sessions will beconducted in person.

As a student-led project,students will design and present a podcast program on a topic related to Muslimsand education of their choice. The podcast is not intended for public release;rather, it is designed as an educational contribution for future students (後輩). Moredetails will be provided in the course.

Objectives: Students are expected to be able to:
1. Understand key concepts related to how Muslims engage with education in religious and global contexts.
2. Develop the ability to critically analyze information and narratives by examining various perspectives.
3. Share own ideas and engage in discussion with others who hold different views.
4. Communicate academic and social issues related to Muslims and education to a general audience by designing and producing a podcast, with attention to effective strategies for public communication.

before/after course of study: Students are expected to:
1. Read the assigned materials before each session. Preparation is expected to take 60-90 minutes.
2. Reflect on lecture content, classmates' and instructor's comments after each session. This reflection is expected to take about 60 minutes.
3. Work collaboratively on a group podcast project and present it during Week 10 or 11. This preparation is expected to take 240-360 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1: Course introduction and icebreaker

Students will be introduced to thecourse objectives and structure. An icebreaker activity will be conducted tohelp students and the instructor get to know each other and create acomfortable classroom environment. The class will also provide basicintroductory knowledge about Islam and explain how each class session will beconducted.

Vol. 2: Learning the theory - Comparative education

An introduction to basic ideas fromcomparative education to help students understand how education can be analyzedacross different societies and contexts.

Vol. 3: History of Islamic education and learning norms

An overview of traditional Islamiceducation before the global expansion of Western modern education and keylearning norms and principles.

Vol. 4: Nation, Religious, and Education

An exploration of how Muslimsnavigate children's education between religious and secular perspectives incontemporary societies, focusing on the experiences of Muslim migrant familiesin the United States.

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An introduction to the everydayeducational experiences of Muslim children in Japan, including school life andcultural accommodation.

Vol. 7: Higher education in Muslim majority societies

An overview of higher educationexperiences and aspirations among university students in Muslim-majoritycontexts through case studies of Sudanese university students.

Vol. 8: Muslim migrants and education

An overview of the educationalexperiences of Muslim migrants and the influence of social attitudes andpolicies in host societies.

Vol. 9: War and education

An exploration of how armed conflictaffects education, access to schooling, and students' lifetrajectories, with a focus on Sudan.

Vol.10: Podcast presentations

Group presentations and peerfeedback.

Vol.11: Podcast presentations

Continuation of Week 10.

Vol.12: Multicultural coexistence and education

An introduction to multiculturalcoexistence and the role of education in responding to cultural and religiousdiversity.

Vol.13: Education for my community

An exploration of how highly educatedindividuals, often shaped by religious values, think about contributing totheir communities exploring the relationship between religious values and thedesire to give back.

Vol.14: Final reflection and discussion

This concluding session bringstogether key insights from the course. Students will reflect on what they havelearned academically and personally, and how their understanding of Muslims andeducation has developed over the semester.

Language:	Japanese
Textbooks:	No textbook purchase is required. All necessary readings will be provided by the instructor throughout the course.
References:	Relevant readings will be introduced throughout the course. The following books and research articles will be used as representative examples. ・Halstead, M. (2004). An Islamic concept of education. Comparative Education, 40(4), 517-529. ・黒川智恵美 (2022).「東広島市におけるムスリム移民と学校給食の在り方に関する考察:移民の統合という視点から」『国際教育協力論集』25(1), 53-66. ・ブレイ, M., アダムソン, B., & メイソン, M.(編)(2011).『比較教育研究――何をどう比較するか』(杉村美紀・大和洋子・前田美子・阿古智子 訳). 上智大学出版.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Papers:	40	Final Essay
Class contribution:	30	Submit a reaction paper as a class participation.
Others:	30	Podcast Presentation

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|23|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 23		
Instructor	NAKAI, Maki		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Tangible Exploration of Waseda
触れて知る早稲田大学

Course Outline: This seminar is designed to enhance students academic skills through exploring objects on and around the Waseda campus. The course puts particular emphasis on tangible experience, and students will be required to visit places, observe objects with their own eyes, and use their hands and feet to investigate information about them.
This course will be taught in person and in Japanese.

本演習では、早稲田キャンパスおよびその周辺にあるモノや物語の探求を通して、学術的スキルの向上を図ります。実際に見ること、触れることを重視するため、受講生にはさまざまな場所を訪れ、自分の手と足を使って調査することが求められます。

Objectives: 1. Students know how to use Waseda libraries.
2. Students can find research topics from objects and texts.
3. Students know the value of human research and the significance of being the master rather than the slave of AI.
4. Students can speak with confidence in front of others.
5. Students can make clear and persuasive presentations in Japanese.
6. Students can write a coherent Japanese academic essay that is not simply stating personal views, without plagiarizing.
7. Students can collaborate with other members.

before/after course of study: Students will do research and find materials for their presentations and essay. They will read the materials and put information together in the form of presentation and essay. Additional activities will be necessary for group collaboration. These altogether are expected to take 120-240 minutes every week.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Class 1
Introduction and getting to know each other
Class 2
Libraries 1: Preliminary research and exploration
Class 3
Libraries 2: Presenting the most attractive book from the library (individual presentations)
Class 4
Buildings 1: Exploration and investigation (group work)
Class 5
Buildings 2: Further investigation using libraries and databases (group work)
Class 6
Buildings 3: Group presentations
Class 7
Buildings 4: Review / Statues 1: Brainstorming and establishing context
Class 8
Statues 2: Exploration and investigation
Class 9
Statues 3: Further investigation and essay writing

Class 10
Statues 4: Peer-reviewing essay drafts
Class 11
Statues 5: Essay presentation and reviews / Food 1: Brainstorming (group work)
Class 12
Food 2: Exploration and research (group work)
Class 13
Food 3: Putting materials together (group work)
Class 14
Food 4: Final presentation (group presentation)

Language: Japanese

Textbooks: None. Materials will be provided via Moodle and as handouts.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- First individual presentation 10% (Weeks 1-3)
2 group presentations 40% (20% each, Weeks 4-6 and Weeks 11-14)
1 Essay project 30% (Weeks 7-11)
Active Class Contribution 20%

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|24|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 24		
Instructor	HANZAWA, Keiko		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.4	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Second/Foreign Language Learning and Education

Course Outline: ※Full Face to Face
※This course requires students to take part in a group project. If you are not willing to work collaboratively with your classmates, please do NOT take this course.
The aim of this course is to develop academic Japanese skills in consideration of language related problems and issues in learning English and current English education in Japan. The characteristic of this seminar is to adopting a specific learning process, called 4 round system, in which students will address the same topics four times from different perspective. The system simplifies and deforms a research process which many SLA researchers go through when they conduct research. This is designed to deepen students' understanding of the selected topics. Through the system, students are expected to go through a "research process" from expanding their interest in this field to presenting their research project.This course is conducted on site (face-to-face format).

Topics the seminar are going to focus on are issues related to learning English and current English education in Japan. As English becomes an international language used as a tool for communication among native and non-native English speakers, many assumptions have been spreading all over the world such as "English can work as a bridge between people", "English can be financially conducive to success" and "As for second language acquisition, earlier is definitely better". However, are they really true? In this seminar, by selecting some assumptions, students will develop their understanding of English and current English education. Some examples we will consider are as follows;
・What is a standard English?
・Who is native speakers of English?
・Can we communicate globally if we can speak English?
・When is the best time to start learning second language?

Objectives: The primary objectives of this course are that students engage in research processes such as analyzing data, evaluating texts, and applying knowledge to practice (which is often called academic skills in university). This course is designed for students to become a more informed and thoughtful thinker of academic research. Since this course choose learning English and English education in Japan as topics, students can also build a knowledge base about those topics. By the end of the semester, you should be able to show the following skills:
1.To understand general topics in the field of English learning and English education in Japan.
2.To relate a topic in the text to own experience and knowledge.
3.To grasp and explain the given topic in the textbook (e.g., topic, claim, and evidence).
4.To read the textbook critically
5.To construct own argument (claim and evidence) based on the selected topic in the text.
6.To collect data and arrange own argument logically with the data.
7.To raise questions about others' claims and comments.

before/after course of study: As part of your preparation, you will be asked to read the required text before class. For the review, you will be asked to make three presentations to show your understanding the content.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction to the course

General introduction to academic skills

Round 1: Understand the selected topic, and relate it to your experience and knowledge (1)

Lecture and discussion

Round 1: Understand the selected topic, and relate it to your experience and knowledge (2)

Lecture and discussion

Round 1: Understand the selected topic, and relate it to your experience and knowledge (3)

Lecture and discussion

Lecture on academic presentation (1)
Lecture about how to read a text and show understanding of the selected topic.
Round 2: Grasp “Question”, “Claim”, and “Evidence” in the given topics, and build up own “Claim” (1)
Student’s presentation and discussion
Round 2: Grasp “Question”, “Claim”, and “Evidence” in the given topics, and build up own “Claim” (2)
Student’s presentation and discussion
Round 2: Grasp “Question”, “Claim”, and “Evidence” in the given topics, and build up own “Claim” (2)
Students’ presentation and discussion
Lecture on academic presentation (2)
Lecture on how to evaluate a text critically and construct own claim
Round 3: Read the given topics critically, and construct own “Question”, “Claim”, and “Evidence”(1)
Student’s presentation and discussion
Round 3: Read the given topics critically, and construct own “Question”, “Claim”, and “Evidence”(2)
Student’s presentation and discussion
Round 3: Read the given topics critically, and construct own “Question”, “Claim”, and “Evidence”(3)
Student’s presentation and discussion
Round 4: Construct convincing argument (1)
Final presentation
Round 4: Construct convincing argument (2)
Final presentation

Language: Japanese

Textbooks: 久保田竜子(2018)「英語教育幻想」ちくま新書

References:
白井恭弘(2008)「外国語学習の科学:第二言語習得理論とは何か」岩波新書
白井恭弘(2008)「ことばの力学:応用言語学への招待」岩波新書
寺沢拓敬(2015)「日本人と英語の社会学」研究社
鳥飼玖美子(2011)「国際共通語としての英語」講談社現代新書
バトラー後藤(2015)「英語は早いほど良いのか」岩波新書
Brown, S. & Larson-Hall, J. (2012), Second Language Acquisition Muths, The university of Michigan Press: US.
Lightbown, P. M., & Spada, N (2013), How Languages are Learned (4th ed), Oxford: Oxford University Press.
戸田山和久(2020)「思考の教室」NHK出版
野矢秀樹(2017)「大人のための国語ゼミ」山川出版社
福澤一吉(2017)「論理的思考　最高の教科書:論証を知り、誤謬に敏感になるための教科書」サイエンス・アイ新書

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	40	Final assignment Students are required to show a clear understanding of this course and research by submitting a final assignment.
Class contribution:	10	Participation Students are required to participate in this class actively and to write a reflection sheet each week.
Others:	50	Regular presentations and final presentation Students are required to have two presentations in the semester to summarize the selected topic. Also they are required to demonstrate their final understanding of this course in final presentation. These tasks are designed to improve students’ ability to read and organize texts carefully.

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Please refer to this when registering for courses and checking your achievements.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|25|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 25		
Instructor	ISHIKAWA, Ryuichiro		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.2	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: A Guide to Learning at University / The Economics of Democracy

Course Outline: This seminar is an introductory course designed to help students understand what it means to study at a university and how university learning differs from secondary education. While providing guidance on how to make the most of four years of academic life at Waseda University, the course encourages students to reflect on the nature of academic inquiry itself.

Rather than passively memorizing knowledge, students will experience the fundamental practices of academic learning at the university level: formulating questions, reading academic texts, organizing ideas in their own words, and deepening understanding through discussion.

In this semester, the course uses The Economics of Democracy as its primary textbook. Through this text, students will examine the scope of issues addressed by economics in democratic societies and explore how institutional arrangements and public policies can be analyzed using introductory economic models. The course also introduces basic mathematical models employed in economics, enabling students to gain a concrete understanding of what it means to "model" society.

Objectives: By the end of this course, students will be able to:
・ Understand the basic structure and interpretation of introductory economic models and use simple models to explain social phenomena
・ Comprehend the scope of issues addressed by economics and analyze the relationships among institutions and policies in democratic societies from an economic perspective
・ Read academic texts, summarize key arguments in their own words, and present reasoned opinions based on evidence
・ Acquire fundamental academic learning skills—such as autonomous study, question formulation, and active participation in discussion—that will serve as a foundation for future specialized study

before/after course of study: The students are asked to give a presentation. To keep the motivation, the presenter is randomly determined for each class. So all of them must prepare the presentation every week.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: 1st: Introduction to this seminar
2nd: What and how to study in university3rd: Bibliobattle
4th-13th: Presentation by students: The instructor will give other material related to the topic.
14th: Wrap-up of the seminar.

Language: Japanese

Textbooks: ・北村周平 (2022)「民主主義の経済学」日経BP

References: ・坂井豊貴(2025)「[新版] 社会選択理論」日本評論社
・阿部幸大(2024)「まったく新しいアカデミックライティングの教科書」光文社

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	40	Final report
Class contribution:	20	Attendance and active discussions
Others:	40	Presentations

Note/URL:

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The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|27|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 27		
Instructor	SHINO, Junnosuke		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: ・An introduction of mathematical and logical thinking for social sciences

Course Outline: ・In the social sciences, logical thinking is essential for constructing coherent arguments, identifying causal relationships, and evaluating the consistency of theoretical and empirical claims. Mathematical thinking complements this by providing a precise language to formalize models, quantify relationships, and rigorously test hypotheses using data. This course is designed as a first step to learn logical and mathematical thinking for social sciences. We particularly focus on reading introductory textbooks for mathematics for social sciences and/or empirical analysis.
※This class will be taught by a faculty member who possess working experience and will be taught based on the working experience.

Objectives: ・Students are required to make presentations during the course and contribute to active discussion for other students' presentations.

・As for presentation, students are not allowed to use PC or slides. Instead, students are requested to (1) read the textbook aloud line by line and (2) explain basic concepts and solve problems in the textbook on the white-board as a "lecturer" for the assigned part.

before/after course of study: ・Students are requested to do reading assignments before each class.

・Absences will be subject to substantial grade penalties or even failure.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule (Tentative course map)

<1> Introduction (by the lecturer): outline of this course / choose a textbook.

<2-7> Presentation and discussion (1st session)
・In each class, an assigned student chooses a chapter or a section in the textbook and make a presentation on it. Other students are encouraged to contribute to a discussion about the topic.

<8> Wrap-up of the 1st session / select a textbook for the 2nd session

<9-13> Presentation and discussion (2nd session)
・Similarly to the 1st session, each class consists of presentation and discussion part. We would put more weights on how to make a presentation effectively.

<14> Review and summary of the course/ a suggestion for further reading and research

Language: Japanese

Textbooks: ・The followings is the list of possible textbooks in the course:

[1] 尾山大輔、安田洋祐 (2013)「経済学で出る数学:高校数学からきちんと攻める」日本評論社

[2] Thomas Nield (著), 江川崇 (訳) (2025)「データサイエンスのための数学入門 —Pythonで学ぶ線形代数、確率、統計の基礎」オライリージャパン

[3] 涌井貞美 (2013)「図解・ベイズ統計「超」入門」SBクリエイティブ

[4] 赤攝也 (2014)「集合論入門」ちくま学芸文庫

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	10	Short quiz
Class contribution:	40	Active discussions / Q&A
Others:	50	Presentation

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|28|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 28		
Instructor	YOSHIDA, Satoshi		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Critical thinking: Why are we tricked?

Course Outline: This course aims to cultivate students' abilities to critically think, concisely write and orally present an analytical and logical argument. We will read masterpieces of science and discuss the logic of authors' claims in the class.

Objectives: The general goal of this course is to develop scientific minds and analytical skills needed to solve a problem. We also aim to develop skills to clearly write and orally communicate based on the analytical knowledge.

before/after course of study: Preview and review require 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
Vol.1 Course Guidance
Vol.2-11 Round Reading & Discussion
Vol.12-13 Students' presentation and Discussion
Vol.14 Course Summary

Language: Japanese

Textbooks: サピエンス全史(上下)文明の構造
ユヴァル・ノア・ハラリ (著), 柴田裕之 (翻訳)

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	50	Critical thinking, logical reasoning and clear writing
Class contribution:	50	Active participation in the class discussion

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|29|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 29		
Instructor	ITO, Takeshi		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: SELF LITERACY

Course Outline: What would you say if you were asked what is the most critical ability to learn in this uncertain era?

Recently in education, "21st-century skills" have attention to survive in the future. One of the most essential skills is "Metacognition". In short, the ability to recognize yourself objectively.

-How do you recognize this world?
-How do you and other people see things differently?
-Why do we often miscommunicate?

This class is designed to help you improve your ability to recognize yourself and find your learning style.In addition, you will learn how to relate to others in this era of diversity based on it.

The lecturer is not an academic but a professional creator in the communication design field. So there are no academic papers or reports in class or assignments. You are expected to have creative ideas and perspectives.
https://asobot.co.jp
(*Classes are conducted in Japanese based on "face-to-face.")

Objectives: ・Learn how to learn,
・Analyze your bias and thinking tendencies.
・Discover your question.
・Understand what communication is.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Orientation

Explain the outline of this curriculum and introduce the lecturer's career.

Think your Future

Think about your future based on some keywords you are interested in. And realize what you have to learn the most for the future.

Your Learning Tips

Go back to the reason why you could pass the examination. Analyze your method and share your learning tips.

Cognitive Characteristics

People have different characteristics of cognition. Research what kind of cognitive characteristics you have.

Cognition ~How to recognize~

Have you ever imagined that what I see and what you see might be different, even if we look at the same thing? Learn about how human cognition works.

Cognitive Bias

Cognitive bias is the tendency to make irrational judgments based on previous experiences. What cognitive biases do you have?

Artificial Intelligence(A.I)

Understanding our human intelligence by knowing what Artificial Intelligence is.

Word & Image

You think by words, but do you really understand what they mean? Think about what images are associated with your words.

Self-Dialogue

You ask questions of yourselves many times a day. What questions are you asking?

Mindfulness

Learn about different ways to observe your mind, such as meditation, mindfulness, journaling, etc.

Metacognition

Think about metacognition through what you have learned in class so far.

Communication

Consider how to communicate with different others based on a deep understanding of yourself.

Diversity&Inclusion

How to communicate each other based on Diversity&Inclusion era.

Final presentation

Summarize the findings from this class and present your ideas.

Language: Japanese

References:

・三宮 真智子『メタ認知で〈学ぶ力〉を高める: 認知心理学が解き明かす効果的学習法』(北大路書房)
・山本秀樹「世界のエリートが今一番入りたい大学ミネルバ」(ダイヤモンド社)
・チャディー・メン・タン『サーチ・インサイド・ユアセルフ — 仕事と人生を飛躍させるグーグルのマインドフルネス実践法』(英治出版)
・マシュー・サイド『多様性の科学 画一的で凋落する組織、複数の視点で問題を解決する組織』(ディスカヴァー・トゥエンティワン)
・ウォーレン・バーガー「Q思考――シンプルな問いで本質をつかむ思考法」(ダイヤモンド社)

・伊藤剛『なぜ戦争は伝わりやすく平和は伝わりにくいのか～ピース・コミュニケーションという試み～ 』(光文社新書)

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	30	In the final presentation, consider closely with the viewpoint of the lecture as a whole and evaluate whether there is an original perspective.
Class contribution:	60	・Evaluate the contribution in group work. ・Evaluate the contents of the presentation assigned to each individual. ・Evaluate the positive attitude toward the lesson.
Others:	10	Evaluate "creativity" in all.

Note/URL: These links are related to the company and project the lecturer manages.
https://asobot.co.jp
https://learningdesignlab.jp

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|30|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 30		
Instructor	AKIBA, Takeshi		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.4	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course will train students for studies in U.S. politics, law and history. The textbook provides a concise but sophisticated view of U.S. history as seen from the perspective of constitutional politics. The same forces and institutions reappear in its historical evolution up to today. As such, close reading and discussion of this text will deepen students' analytical skills—their ability to recognize dynamics and patterns behind a given phenomenon.Also, since this will be the first seminar students will be taking at SILS, the instructor will from time-to-time set aside time to provide general advising to prepare students for their academic enrichment at the program, including towards their study abroad year.

Objectives: Students will:
1) Be able to analyze U.S. society through the perspective of constitutional politics.
2) Be able to identify key ideas, perspectives and patterns from a sophisticated academic text.
3) Be able to articulate their own views; deepen their discussion and ask relevant questions over key issues in U.S. constitutional politics, with the knowledge and understanding of the social, political, and historical context of such issues.
4) Acquire key skills, as discussed above, that will prepare them for their academic enrichment at SILS, including the study abroad program.

before/after course of study: Standard preparation is expected to take 120 minutes. Course materials are in Japanese, though the syllabus is written in English.
1) As part of preparation prior to class, students will be required to read the assigned chapters of the book and/or other materials posted on Waseda Moodle each week.
2) Every other week (dates will be assigned by the instructor), students will submit written responses on Moodle, identifying key issues and perspectives discussed in the chapter and articulating their thoughts on the identified items.
3) Students are to prepare for an oral presentation of one of the chapters during the semester (on assigned dates), based on items 1 and 2 above.
4) During each class, students will be prompted to submit their input on Moodle, based on the issues discussed during the class.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Week 1: Introduction

Introduction to the seminar

Basic background on the U.S. Constitution and constitutional history

Week 2: Chapters 1, 2

Founding of the U.S. Constitution(During a typical session, 2 students will be individually presenting the chapters based on their preparation. This will be followed by group discussion, class discussion, and/or follow-up by the instructor. Details of the presentations will be announced in the first class).

Week 3: Chapters 3, 4

Constitutional interpretation, Federalism and the role of the Court

Week 4: Chapters 5, 6

Native Americans

Week 5: Chapters 7, 8

Slavery and North-South conflict

Week 6: Chapters 9, 10

Deepening divides

Week 7: Chapters 12, 13

Civil War

Week 8: Chapters 14, 15
Reconstruction
Week 9: Chapters 15, 17
The End of Reconstruction and Constitutional Amendments
Week 10: Chapters 19, 20
Laissez-faire economy and the Due Process Clause
Week 11: Chapters 22, 23
New Deal
Week 12: Chapters 24, 25
War and Presidential powers
Week 13: Chapters 26, 27
Cold war politics and rights / Warren Court
Week 14: Chapter 28
Contemporary constitutional issues
Final reflection and concluding discussion

Language: Japanese

Textbooks: 阿川尚之『憲法で読むアメリカ史（全）』、ちくま学芸文庫（2013）
（ほぼ通しで読むため、全員入手のこと）

References: 齋藤眞『アメリカ政治外交史』
松井茂記『アメリカ憲法入門』

Grading Free-text Entry Flag: 0：評価方法毎フォーマット（教員による切替可）

Papers:	70	Bi-weekly response papers (50) Final reflection paper based on the book and seminar discussion (20)
Class contribution:	10	Active contribution to class (participation in class and group discussion, overall quality of the assignments, contributing questions and comments throughout, before, or after class)
Others:	20	Chapter presentation (content and presentation skills)

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|31|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 31		
Instructor	NAGASAKA, Masumi		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Philosophical Questioning in Everyday Life

Course Outline: [Course Delivery Method] Face to Face

In this seminar, students are invited to discuss various philosophical questions. In the first class, each student should choose one philosophical subject to focus on (see examples of the subjects below). Throughout the semester, students will work on the subject they have chosen.

Examples of subjects:
1. What is a lie? Is a lie justifiable?
2. How should human beings treat the pigs they eat?
3. Is a medical experiment on human beings justifiable under certain conditions?
4. Is the death penalty justifiable?
5. What is beauty? What does it mean to find something beautiful?
6. What is scepticism? How can a sceptic avoid self-contradiction?

This list of examples is not exhaustive, and students are free to choose any subject they prefer after consultation with the instructor.

Objectives: Students should develop philosophical thinking skills and the capacity to argue their thoughts and discuss with others in Japanese. At the end of the semester, students are expected to write one philosophical essay in Japanese concerning the subject they chose.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Class 1: Introduction
Explication of the seminar and determination of the subject which each student will work on

Class 2: Analytical reading I
Analytical reading of the text recommended by the instructor based on the chosen subject

Class 3: Analytical reading II
Further analytical reading of the text recommended by the instructor based on the chosen subject

Class 4: Presentation I
Student presentation of the analyses of the texts

Class 5: Discussion I
Developing critical reviews on the presentations made by other students

Class 6: Writing an abstract
Composition of an abstract based on the chosen subject

Class 7: Presentation II
Student presentation of the abstract composed on the chosen subject

Class 8: Discussion II
Developing critical reviews of the abstracts written by other students

Class 9: Writing a final paper draft
Composition of a final paper draft discussing the chosen subject

Class 10: Presentation III
Student presentation of the final paper draft discussing the chosen subject
Class 11: Presentation IV
Student presentation of the final paper draft discussing the chosen subject
Class 12: Discussion III
Developing critical reviews of the final paper drafts written by other students
Class 13: Discussion IV
Developing critical reviews of the final paper drafts written by other students
Class 14: Discussion V
Final discussion

Language:	Japanese
Textbooks:	Handouts will be distributed.
References:	Students can choose the texts to which they refer but are required to read at least one philosophical text (e.g. one chapter of the book) recommended by the instructor on the subject they choose. Although the seminar is conducted in Japanese, the texts that will be referred to may be in English. Students can also refer to the texts written in Japanese, French or German according to their language ability and preferences. For details, follow the advice of the instructor.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Exams:	0	–
Papers:	50	Quality of papers
Class contribution:	50	Active participation
Others:	0	–

Note/URL: Occasionally, the instructor may provide a short lecture in order to develop the students' background knowledge necessary for comprehension.
https://researchmap.jp/masumi_nagasaka/Courses/
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|32|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 32		
Instructor	SAKURAI, Keiko		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Understanding Challenges Faced by Muslims Living in Japan

Course Outline: This seminar will delve into one of the challenges facing Japan today — the economic and cultural coexistence with people from diverse cultural backgrounds. Among them are foreign Muslims, whose numbers have been increasing in recent years. They arrive from various countries in Southeast Asia, South Asia, the Middle East, and North Africa. While they have their own distinct culture and language, they share common challenges as 'Muslims living in Japan.' Many Muslims come to Japan alone and establish families after securing an economic base. Foreign-born Muslims and their families confront numerous challenges in Japan's non-Islamic society, including the difficulty of gaining an understanding of Islamic religious practices in workplaces and schools, transmitting the Islamic faith to their children, and obtaining a cemetery for burial—a necessity for their journey as Muslims into the next life.
In this seminar, students will gain basic knowledge about the current situation and issues faced by immigrants in contemporary Japan. We will explore the historical background of immigration, the characteristics of their countries of origin, and the problems encountered by Muslim immigrants and their families living in Japan. Students are encouraged to search for literature and newspaper articles, collect information, organize issues, prepare reports, and present and discuss their findings in the classroom.
All classes will be conducted face-to-face, providing a platform for students to actively engage in discussions, share findings, and collaborate on understanding the multifaceted issues.

Objectives: The main goals of this class are:
1. Acquire the skills to search for relevant books and articles to collect necessary information.
2. Cultivate the ability to consider issues from various angles.
3. Develop the ability to organize and present issues clearly and effectively.
4. Acquire the skills to actively participate in class discussions.

before/after course of study: Students are expected to read the assigned books or articles as per the schedule and deliver oral presentations in class, supported by a class handout or PowerPoint slides. Additionally, students are required to submit a paper summarizing their findings by a specified deadline.
Preparation for the class and the review will each take around 90-120 min.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Islam and Islam in Japan
小村明子『日本のイスラーム』 第2章

Eeary History of Muslim Immigration in Japan
小村明子『日本のイスラーム』 第4章

Mosques in Pre-War Japan
福田義昭「神戸モスク建立」『アジア文化研究所研究年報』45巻、2010年
吉田達矢「戦前期の名古屋におけるタタール人の諸相」『名古屋学院大学論集 言語・文化篇』 第24巻 第2号

Foreign Muslims in Japan
『在留外国人統計』
https://www.moj.go.jp/isa/policies/statistics/toukei_ichiran_touroku.html
桜井啓子『日本のムスリム社会』第3章

Japanese converts
小村明子『日本のイスラーム』 第3章
小村明子『日本とイスラームが出会うとき』第5章、第6章
桂悠介「日本におけるイスラームへの改宗プロセスの分類」『宗教と社会』 2021.06, Vol.27: 65-79

Mosques in Japan
桜井啓子『日本のムスリム社会』4章

店田廣文『日本のモスク』

Muslim communities in Japan
岡井宏文「イスラーム・ネットワークの誕生」樋口直人他『国境を越える』青弓社、第6章
岡井宏文「ムスリム・コミュニティと地域社会」高橋典史他『現代日本の宗教と多文化共生』明石書店、第8章

Marriage and conversion
工藤 正子『越境の人類学』

Foreign Muslims and the Used Car Business
福田友子『トランスナショナルなパキスタン人移民の社会的世界』

Japanese Public Education and Islam
服部美奈他「日本におけるムスリム教育研究の動向とムスリム教育の現状」『名古屋大学大学院教育発達科学研究科紀要』第70巻1号　2023年

file:///C:/Users/salam/Downloads/nueduca7001_09.pdf
クレシ好美「日本に暮らすムスリム第二世代」KEIO SFC JOURNAL Vol.21 No.1 2021
大形里美他「日本の教育現場でどのようにムスリムの子どもたちを受け入れるべきか：シンポジウムから学ぶ」現代ビジネス学会「九州国際大学国際・経済論集」第12 号（2023年９月）

Challenges for Coexistence
嶺崎寛子編『日本に暮らすムスリム』

Muslim Dietary Prohibition
ハラールビジネス
樋口直人他『国境を越える』第4章「越境する食文化」
小村明子『日本のイスラーム』 第6章
竹下修子「ハラール認証ビジネス拡大の現状と課題」愛知学院大学文学部　紀　要　第44号

Cemetery Problem
「ムスリムの土葬墓地受入れ問題について」『地方自治ふくおか』77号
岡井宏文「人生を引き受ける」黒木英充編『移民難民のコネクティビティ』第三章

NHK　取材ノート、ひろげます。
https://www.nhk.or.jp/d-navi/note/article/20220221.html

Challenges for Japan
学生討論

Language: Japanese

References:
嶺崎寛子『日本に暮らすムスリム』明石書店2024年
小村明子『日本のイスラーム 歴史・宗教・文化を読み解く』（朝日選書）2019年
店田廣文『日本のモスク』山川出版社2015年
福田友子『トランスナショナルなパキスタン人移民の社会的世界』福村出版2012年
工藤 正子『越境の人類学―在日パキスタン人ムスリム移民の妻たち』 東京大学出版会 2008年
桜井啓子『イスラーム圏で働く』岩波新書2015
樋口直人他『国境を越える―滞日ムスリム移民の社会学』青弓社　2007年
桜井啓子『日本のムスリム社会』ちくま新書2004年

Grading Free-text Entry Flag: 0：評価方法毎フォーマット（教員による切替可）

Exams:	50	Final examination (In-class essay writing.)
Papers:	40	Oral presentations and homework
Class contribution:	10	Active participation in classroom discussions

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
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The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|36|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 36		
Instructor	KATAYAMA, Mikio		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Transforming the World Through the "Gaze" — Exploring Modern Tourism through a Sociological Classic

Course Outline: Instagram-worthy destinations, overtourism, from backpackers to influencers — how does our act of "seeing" and "visiting" transform places and cultures?
Through a close reading of the seminal work in tourism sociology, "The Tourist Gaze" (Urry/Larsen), we will explore the multilayered meanings of tourism in contemporary society. From new tourist experiences created by social media to sustainable tourism development, we will delve into both the potential and challenges inherent in tourism from a theoretical perspective. By reinterpreting this classic theory in a modern context, we will probe the essential nature of tourism as a social phenomenon.

Objectives: 1. Understand the fundamental theoretical framework of tourism sociology and acquire analytical perspectives for examining contemporary tourism phenomena
2. Develop the ability to comprehend and engage in academic discourse through close reading of theoretical texts
3. Cultivate critical thinking skills regarding the role and impact of tourism in modern society
4. Be able to discuss the possibilities and challenges of tourism in the era of globalization with reference to specific examples
5. Develop the ability to propose constructive solutions to tourism-related issues by utilizing theoretical insights

before/after course of study: Each student must prepare a resume for his/her assigned chapter and give a 20-minute presentation.
Students are also required to submit a comment sheet on the course content.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Class 1] Presentation of the seminar.
[Class 2] Introduction
[Class 3] Chapiter 1 : Theories of tourisme
[Class 4] Chapiter 2 : Mass tourisme
[Class 5] Chapiter 3 : Economies
[Class 6] Chapiter 4 : Working under the Gaze
[Class 7] Chapter5 : Changing Tourist Cultures
[Class 8] Chapter 6 : Places, Buildings and Design
[Class 9] Chapter 7 : Vision and Photography
[Class10] Chapter 8 : Performances
[Class11] Chapitre 9 : Risks and Futures
[Class12] Presentation and Discussion
[Class13]Presentation and Discussion
[Class14] Presentation and Discussion

Language: Japanese

Textbooks: Copies of the texts will be distributed to students as pdf.(ジョン・アーリ／ヨーナス・ラースン『観光のまなざし 増補改訂版』加太宏邦訳、法政大学出版局、2014年)。

References: John Urry and Jonas Larsen, The tourist Gaze 3.0, London, Sage, 2011.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Class contribution:	20	Comment sheets to be submitted for each class
Others:	80	Oral presentation summarizing your part of the assignment

Note/URL: Language of instruction: Japanese
国際教養学部では以下リンクの通り、学修成果を定めています。
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Please refer to this when registering for courses and checking your achievements.

https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|39|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 39		
Instructor	UESUGI, Yuji		
Term	spring semester	**Credits**	2
Day/Period	01:Sat.2	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: 国際教養としての紛争解決と平和構築

Course Outline: 対面式

授業は、原則として対面式で実施する。授業では、受講生が指導教員とともに教科書A)上杉勇司『どうすれば争いを止められるのか』(WAVE出版、2023年)、B)上杉勇司『紛争地の歩き方』(ちくま新書、2023年)、C) 上杉勇司・長谷川晋・高木綾『アクティブ・ラーニングで学ぶ国際関係』(有斐閣、2026年)が提示する知識を深めていくことを目的とする。毎週、今日の知(Think)、今日の技(Work)、今日の心(Review)、今日の身体(Action)、今日の目標 (Personal Goal)、今日の学び(Take Away) という6ステップで学びを深めていく。授業では、受講生たちが、ともに考え、気づき、共有することで「創発」が生み出される環境を整えることで、受講生の平和についての思考をほぐし、その視野を広げていく。

Objectives: 紛争解決と平和構築に関する知(Think)、技(Work)、心(Review)、体(Action)、目 (Personal Goal)、学(Take Away) を総合的に身につける。学ぶ過程で、考え、気づき、共有することをの重要性と楽しさを味わう。本演習を受講後には、現代社会が抱える紛争と平和の諸問題について、想像的に考えて、主体的に行動できる人材になりたいと切望し、そのために大学生活を具体的にどのように送ればよいのかを計画する術を習得していることが、授業の達成目標である。

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

第1回:自己紹介・アイスブレーキング (4/11)
教員、学生が自己紹介をする。共同で学びの場を作るための関係性の構築
(1)紛争解決学のトビラを開く(A:第1章);私たちが争いを避けるために(A:第6章)

第2回:争いは暴力で解決できるのか (4/18)
(2)暴力とは何か?(A:第2章)

第3回:争いの「正義」とは何か (4/25)
(3)正義とは何か?(A:第3章)

第4回:課題(エッセイ) (5/9)
(4)教科書Aの(第4章:国際平和の理論)or (第5章:紛争解決の理論)を読み、「どうすれば世界の平和は守られるのか」or「どうすれば争いは止められるのか」という問いに対する自分の意見を言語化する。2000字

第5回:カンボジア内戦 (5/16)
(5)和解の旅の起点(B:第1章)

第6回:インドネシア開発独裁・東ティモール独立紛争 (5/23)
(6)民主化という名の和解(B:第3章)、和解の2局面(B:第5章)

第7回:課題(書評)(5/30)
(7)教科書Bの書評を書く。南アフリカ・アパルトヘイト 6)和解を考える旅(B:第2章)

第8回:アチェ独立紛争・スリランカ内戦(6/6)
(8)和解に優先する復興(B:第4章)、多数派勝利後の和解(B:第6章)

第9回:ボスニア・ヘルツェゴビナ内戦・キプロス分断(6/13)
(9)民族という火種は消せるか(B:第7章)、分断から和解は生まれるか(B:第8章)

第10回:ミャンマー内戦(6/20)
(10)軍事政権との和解(B:第9章)

第１１回：課題（エッセイ）(6/27)

（11）教科書Cの第一部を読み、これからの国際秩序を考えるうえで、リベラリズム、リアリズム、安全保障、国際政治経済、地政学の知見は、どのような視座を私たちに与えてくれると思うか、自分の意見を言語化する。2000字

第１２回：国際関係の理論（7/4）

（12）リアリズムとリベラリズム（C：第１章、第2章）

第１３回：国際関係の重要領域（7/11）

（13）安全保障と国際政治経済（C：第３章、第４章）

第１４回：平和宣言（7/18）

（14）学生による平和宣言の発表

Language：	Japanese
Textbooks：	A）上杉勇司『どうすれば争いを止められるのか　17歳からの紛争解決学』（WAVE出版、2023年） B）上杉勇司『紛争地の歩き方　現場で考える和解への道』（ちくま新書、2023年） C）上杉勇司・長谷川晋・高木綾『アクティブ・ラーニングで学ぶ国際関係』（有斐閣、2026年）
References：	上杉勇司・長谷川晋『紛争解決学入門：理論と実践をつなぐ分析視角と思考法』（大学教育出版、2016年） 上杉勇司・小林綾子・仲本千津『ワークショップで学ぶ紛争解決と平和構築』（明石書店、2010年） 上杉勇司『クーデター：政権転覆のメカニズム』（中公新書、2025年）
Grading Free-text Entry Flag：	0：評価方法毎フォーマット（教員による切替可）

Exams：	0	試験は実施しない
Papers：	50	教科書Aのエッセイ 15（第4回） 教科書Bの書評 20（第7回） 教科書Cのエッセイ 15（第11回）
Class contribution：	40	「今日の学び」（レビューシート）5点x8回 （1, 2, 3, 5, 6, 8, 9, 10）
Others：	10	学期末に提出する「宣言文」（平和の種の一粒になるために、覚えておくべき重要なポイント）10

Note/URL：

https://www.yuji-uesugi.com/
国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|40|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 40		
Instructor	KATAOKA, Sadaharu		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: The teaching methodology of this class is F2F style.The principal aim of this course is to introduce freshmen general topics which would prepare them for the coming years of study/research at Waseda. By taking this course, students can get a feel for the rigors of college academics in a way that it emphasizes small-class instruction, debate, and academic writing.
The course will basically covers the nature and distinguishing features of the scientific knowledge and survey the basic processes of research methodology as practiced in the social sciences. The general goal of this course is to introduce and develop skills needed to conceptualize a problem, make use of available literature, design a research strategy, evaluate, organize and derive useful solutions based on knowledge. In principle, the instructor would like to give the lecture with the face-to-face method. But it will depend on the health situation in Tokyo. If the health situation becomes very negative for the face-to-face lecture, the instructor will make it through online(maybe live).

Objectives: In addition, as a result of having completed the requirements of this course, the students are expected to:

(1) Understand the scientific process, its application in the studies;
(2) Appreciate the value of critical thinking;
(3) Think and argue critically and logically about issues;
(4) Have an ability to express each point of view in public;
(5) Acquire the research skills necessary to the assessment and interpretation of existing research.

before/after course of study: Learn the appropriate manner of writings.
Preparation for the class and the review will each take around 90-120 min.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule [Week 1] General Introducion
[Week 2-13] Presentation and Discussions
[Week14] Wrap Up and Conclusion

Language: Japanese

Textbooks: 長谷川三千子『民主主義とは何なのか』文春新書
ウエーバー『職業としての政治』岩波文庫

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free- 総合的に評価する。

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|51|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 51		
Instructor	LIU, Di		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introduction to Modern China political analysis

Course Outline: F2F＋online

We will have overviews of the history, structure and process of modern China politics, and discuss their contradictions with dynamics encompassed by Chinese politics. We have round readings of the textbook and discuss discussions about their topics.

Objectives: This seminar aims to acquire a way or method to analyze contemporary Chinese political phenomena.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1：フリーフォーマット（教員による切替可）

Course Schedule
1 Introduction and Guidance
2 Modern Chinese history
3 Post-COVID Chinese Economy4 Government structure of the Chinese Communist Party
5 Mechanism of control of the Chinese Communist Party
6 People's Congress
7 Administrative Organization of China
8 Political consultative conference
9 Formation of public opinion and mass media
10 Chinese Foreign Policy 1
11 Chinese Foreign Policy 2
12 Chinese Foreign Policy 3
13 Modernization process in China
14 The future of China

Language: Japanese

Textbooks: 熊達雲他『現代中国政治概論ーそのダイナミズムと内包する課題』明石書店、2015年

References:
天児慧『中華人民共和国史 新版』岩波新書
毛里和子『現代中国政治を読む』山川出版社
溝口雄三『中国の衝撃』東京大学出版社
デイビッド・ジャンボー『中国グローバル化の深層』朝日新聞出版
ジー・チェン『中国の中間層と民主主義ー経済成長と民主化の行方』NTT出版

Grading Free-text Entry Flag: 1：フリーフォーマット（教員による切替可）

Evaluation Free-
Essays： 60%
Participation and contribution to class discussions： 40%

Note/URL: http://www.genchugakkai.com/back-number.html

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|54|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 54		
Instructor	KAWAGUCHI, Yuji		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introduction to Romance Linguistics
"From Latin to Romance Languages and the Formation of the French Language"

Course Outline: In liberal arts and international communication education, understanding languages and their diversity is essential, not only for students who are interested in linguistics or literature, but also for students who are interested in history, sociology, law and marketing, for example. Now, in our multilingual world, understanding the connections between different languages can help to learn these different languages (e.g., Italian and French, or Spanish and Portuguese, or even English and Latin!). In fact, Latin is a key language to understand the roots and branches of many European languages, which belong to what is called "Romance languages". Therefore, in the Seminar, students will receive an introduction to Romance Linguistics, which will help them in many ways in their liberal studies, especially if they are interested in developing their linguistic skills not only in English but also in other European languages. They will learn how to read about and discuss issues concerning the evolution from Spoken Latin to Romance Languages, their characteristics and formation with a specific case study around the French Language as a rich illustration.

Objectives: The objective of the Seminar is for students to be able to understand how all romance languages are connected and how this knowledge can help them learn different languages, starting with English. By the end of the term, students should be able to (i) understand the core of the formation of Romance Languages, starting from spoken Latin to the contemporary situation of Romanian, Italian, French, Occitan, Spanish and Portuguese, etc., and (ii) have some knowledge about their typical features in terms of phonological systems, tense or aspect systems, and syntactic structures. Students should be able to find and use academic references on the topic, and write academic comments on related issues.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Introduction
Studying the definition of Romance Languages
Vol. 2 History and Variation of Latin
Studying the diffrence between Written Latin versus Spoken Latin
Vol. 3 Late Latin and Fall of the Western Roman Empire
Studying the Emergence of regional variations of Romance Languages
Vol. 4 Roumanian
Studying the Vowel system, diphthongs, synatctic features
Vol. 5 Dalmatian as language death
Studying the Sardinian, its complex historical change and its language status
Vol. 6 Italian
Studying the problems of standard Italian and dialectalization
Vol. 7 Rheto-Romance
Studying its status: autonomous language or group of dialects?
Vol. 8 Formation of French Language
Studying the Romanization of Gaul and death of Gaulish, Importance of Carolingian Empire
Vol. 9 French Dialects and Franco-Provençal
Studying the Bifurcation of French and Franco-Provençal, and the Survival of Franco-Provençal dialects

Vol.10 Occitan and Catalan
Studying their historical relationship
Vol.11 Spanish, Portuguese
Studying the Reconquista of Iberian Peninsula and expansion of two languages
Vol.12 French-based Creole Languages
Sutyding the case of Maurtius, Martinique and Haïti
Vol.13 Presentations of Romance Languages I
Indivisual presentations of Romance Language
Vol.14 Presentations of Romance Languages II
Indivisual presentations of Romance Language

Language: Japanese

Textbooks: Power Point will be used. Handouts will be provided.

References: The Oxford Guide to the Romance Languages, Ledgeway, Adam, Martin Maiden, Oxford University Press, 2016.
『ロマン諸語』, Ch. カンプルー, 島岡・鳥居訳, 文庫クセジュ, 白水社, 1975.
『ロマンス語学概論』, 菅田茂昭, 早稲田大学出版部, 2019.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Papers:	50	-Individaual presentation of Romance Language (25%) -Final research report : one written assignment (25%)
Class contribution:	30	The evaluation will be based on whether the student understands the course materials and can use the materials for further discussion.
Others:	20	Comment sheet of each course

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|55|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 55		
Instructor	OWADA, Eiko		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Reading Murakami Haruki

Course Outline: Living in modern world, we are confronted with various kinds of cultural, social and political problems and we need to know how to interpret such issues; in this seminar, we will focus on recent issues of our society and try to cultivate our knowledge by reading and interpreting Murakami Haruki's novels. Since the main purpose of first seminars is to learn a method of critical thinking through understanding theoretical aspects of liberal studies, we will try to deepen our awareness on problems of our society by reading and examining Murakami's works. Students are expected to participate in the discussions and to do necessary research preparations. All readings, presentations and discussions will be conducted in Japanese.【Special Notice】The description above is for non-COVID years; as far as the pandemic alerts are active, the class will be held by On-Demand style and class organization will be given in the first class of the semester. In On-Demand classes, real-time communication will not be provided and it is difficult to have discussion sessions; therefore, please check the first class carefully.

Objectives: The goal of this seminar is to acquire basic academic skills such as preparation of hand-outs, method of presentation, creating a process of discussion for the class. Students will learn a college-level research method at the same time.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule In each class, students will analyze Murakami's works through various activities in seminar-style.

Language: Japanese

Textbooks: 教室で指示するので、テキストは第一回の授業後に購入してください。

to be announced in the class

References: その他 教室で指示します
to be announced in the class

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Students will be graded based on their presentation performances, class cooperation, discussion and a final paper; however, absentees of more than three times will not get passing grades.

Note/URL: ★Use Moodle's Message function for communication; however, do not expect immediate response, especially at night, week-ends and holidays.
★Electronic devices are NOT ALLOWED to use in the classroom; note-taking by hand-writing on paper is recommended.
★The class schedule is tentative; changes will be announced in advance through Moodle announcements or session leading sections. It is students' responsibility to catch up with these changes and the information.
★An inquiry concerning grades will NOT be answered by e-mail or Moodle Message communication. If you have serious problems (eg. health problems and so on), please plan a meeting at the SILS office.
★No special consideration is given for those who register in the second and third registration periods unless otherwise instructed on Moodle; it is each student's responsibility to find out each week's progress. When a student misses 3 sessions, s/he cannot get a passing grade: No make-ups provided in terms of fairness with other students.
★Courtesy is also an important factor to decide grades at the end of the semester; in order to avoid low evaluation, try to finish your personal matters before the class.

国際教養学部では以下リンクの通り、学修成果を定めています。

履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|56|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 56		
Instructor	HIRAYAMA, Ren		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.4	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is a part of first year seminar. The main purpose of this class is to learn a method of critical thinking through understanding the scientific idea and its historical background. The scientific topics include a meaning of evolutionary theory (or 'Darwinism') proposed by Charles Darwin in a book published in 1859, Origin of Species, its influence to the society, and origin of humanities. Visual instruments and real specimens should be often used during lecture for the aid of comprehension. Copies of some related books or articles will be delivered in lecture for better understanding. This seminar will be normal classes in person together with online system, if student wanted.

Objectives: Comprehension about evolutionary theory proposed by Charles Darwin and its historical background in 19th century in Western Europe.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introduction on the textbook
[Week 2] Chapter 1
[Week 3] Chapter 2
[Week 4] Chapter 3
[Week 5] Chapter 4
[Week 6] Chapter 5
[Week 7] Chapter 6
[Week 8] Chapter 7
[Week 9] Chapter 8
[Week10] Chapter 9
[Week11] Chapter 10
[Week12] Cgapter 11
[Week13] Chapter 12
[Week14] concluding remarks

Language: Japanese

Textbooks: チャールズ・ダーウィン「種の起源」上・下、岩波文庫

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	20	final report
Class contribution:	80	attendance and presentations in class

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|57|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 57		
Instructor	DAIMON, Leo		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: 担当講師は国際協力の現場でアジア、アフリカ等80か国で勤務した経験を有する元国際機関職員（世界銀行エコノミスト、アジア開発銀行専門家）である。本セミナーは国際開発協力分野に進路を希望する学生を主なターゲットとしており、キャリア実現の方法を実践的に学ぶ。アジア、アフリカの事例をレビューしつつ、貧困・格差・国際協力などの問題に関心のある学生へ向け、国際ビジネスや起業に関心のある学生を含め、学際的に開発学を論ずる。第一部が開発研究の学問領域とアプローチ、第二部は主な開発課題と事例、第三部を開発実践におけるアクターと評価、という構成で、経済開発・社会的包摂・環境・感染症対策・ガバナンスなどの多彩なトピックに、ジェンダーの視点も項目として取り入れている。また、ポスト・コロナ、ポスト・SDGs時代の独創的な視点を養うため、途上国のみでなく日本や欧米などを含めた問題も取り扱う。

Objectives: 国際開発に関する既存の理論・政策を批判的に分析する視点を養う

before/after course of study: 事前・事後に60分程度の予復習を行う。発表予定者は事前準備を入念に行うことが期待される。

Course Schedule Free-Text Entry: 1：フリーフォーマット（教員による切替可）

Course Schedule 事前にアサインされたトピックについて担当者がプレゼンを行い、それに対する賛否両側面を提供する。教科書に沿ってトピックを選んで読み進める。

第1部　開発学の学問領域とアプローチ

Ⅰ　開発協力へのアプローチの理論の変遷と展開
1 ビッグプッシュ戦略からベーシック・ヒューマン・ニーズへ
2 工業化へのアプローチ：輸入代替工業化と輸出志向工業化
3 新自由主義的経済アプローチと開発
4 新自由主義的経済アプローチの社会への影響
5 貧困削減アプローチ
6 ケイパビリティ・アプローチ
7 人間の安全保障
8 参加型開発
9「 ジェンダーと開発」の理論
10 持続可能な開発目標（SDGs）

Ⅱ 貧困をめぐる定義
1 貧困とは何か：絶対的貧困・相対的貧困と途上国の分類
2 貧困をどう測るか（1）：所得貧困指標
3 不平等の指標
4 グローバル化と不平等の拡大
5 貧困をどう測るか（2）：多元的貧困の測定方法
6 教育と開発指標
7 ジェンダー平等と開発指標

Ⅲ　貧困をめぐる課題
1 都市部の貧困と農村部の貧困
2 貧困の民族紛争・平和への影響
3 貧困と教育
4 貧困と保健
5 デジタル格差と教育
6 ジェンダーと途上国における貧困の課題
7 ジェンダーと先進国における貧困の課題

第2部　開発課題と事例

Ⅳ　経済発展と開発
1 経済成長の要因
2 経済成長と所得不平等
3 資源の呪い
4 金融包摂
5 ジェンダー平等と経済開発

Ⅴ ガバナンスの課題
1 途上国の政治体制の特徴
2 政治体制と開発：民主化か開発独裁か
3 制度能力と開発（1）：制度能力の向上
4 制度能力と開発（2）：政府の腐敗
5 オストロムの共有資源管理：制度と共有資源管理
6 ガバナンスにおけるジェンダー平等の課題

Ⅵ 社会的包摂の促進
1 社会的包摂と教育
2 社会的包摂と教育の事例
3 開発教育
4 少数民族と平和構築の課題
5 女性戦闘員の社会復帰とその課題：LTTEの事例を中心に
6 移住労働者と受入れの課題：JFCの事例
7 難民問題と解決の課題

Ⅶ 環境・災害と開発
1 地球環境ガバナンスと開発
2 気候変動と途上国への影響
3 ジェンダーと気候変動の課題
4 都市化と環境問題
5 災害と開発の課題
6 食の課題と持続可能な開発

Ⅷ 健康・感染症と開発
1 感染症対策の国際協力ガバナンス
2 感染症とワクチン供給
3 感染症対策と国際援助協力
4 保健医療とコミュニティ
5 保健医療とジェンダー
6 健康と社会的包摂

第3部 開発実践におけるアクターと評価

Ⅸ 国際機関と開発
1 国連大学と開発
2 国際開発金融機関と開発：IMFと世界銀行
3 地域開発銀行と開発
4 OECD―DACと開発
5 国際緊急支援と開発
6 ユネスコと開発
7 国際機関への主要国の影響

Ⅹ 日本の国際開発協力と比較
1 日本のODAの種類と特徴
2 他のDAC加盟国のODAの特徴
3 新興国ドナーの開発協力の特徴
4 援助効果に影響を与えるドナー側と受入国側の要因
5 ODAの事例：みんなの学校プロジェクト
6 ODAに関わる専門家の視座：コンサルタント
7 ODAとボランティア
8 ODAにおけるジェンダー主流化の課題
9 ODAにおけるジェンダー主流化の事例：カナダとスウェーデンのODA

Ⅺ コミュニティ開発
1 社会関係資本と開発
2 NGOとコミュニティ開発
3 NGOとコミュニティ開発の事例：スリランカのサルボダヤ運動
4 ジェンダー平等とコミュニティ開発
5 ジェンダー平等とコミュニティ開発の事例：ナイジェリア・カノ州におけるJICA技術協力プロジェクト
6 マイクロ・ファイナンス
7 マイクロ・ファイナンスの事例：グラミン銀行
8 先進国における貧困とコミュニティ開発の課題

ⅩⅡ ビジネスと開発
1 官民パートナーシップ（PPP）と開発
2 BOPビジネスの事例
3 ESG投資と環境
4 ESG投資の事例：グリーンボンド
5 多国籍企業と開発の課題：バナナ・ビジネスの事例
6「ビジネスと人権に関する指導原則」と多国籍企業と開発
7 ソーシャルビジネスと開発の課題解決
8 ソーシャルビジネスの事例

ⅩⅢ 開発効果の検証

1 SDGs達成状況の進捗評価
2 量的調査による開発効果検証：種類と方法
3 量的調査による開発効果検証：事例
4 二国間国際開発協力と統計分析の事例
5 質的調査による開発効果検証：種類と方法
6 質的調査による開発効果検証：事例
7 女性のエンパワーメントと開発へのインパクト

終 未来を拓く開発学
1 ポストSDGsに向けて
2 地球市民の問いとしての開発学

Language：	Japanese
Textbooks：	大森、西村編（2022）、『よくわかる開発学』、ミネルヴァ書房、ISBN 978-4623094554
Grading Free-text Entry Flag：	0：評価方法毎フォーマット（教員による切替可）

Papers：	70	ターム・ペーパー（事例研究）
Class contribution：	30	授業への参加度、課題提出

Note/URL：
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Please refer to this when registering for courses and checking your achievements.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|58|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 58		
Instructor	IKESHIMA, Taisaku		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.1	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Being Japanese in a world in the 21st century

Course Outline: This seminar aims to provide students with some basic knowledge about Japanese ways of thinking, Japanese culture and tradition, etc. in relation with politics and internataional relations (IR). They will acquire a historic view-point of the current situation of Japan and its people through the classics carefully chosen by the teacher of this course.
The course will discuss the relationship between war and peace in Japanese history, the Japanese way of thinking with respect to the Japanese Constitution, war and peace, and what the current younger generation should think in their university life, among others.
The participants are assigned to write and submit an essay of A4 paper (about 800 words in Japanese) every week.
They are also strongly encouraged to have read through all the textbooks indicated below before they attend the first session of this class.This course will be held in a classroom (face2face), if the COVID-19 situation allows. Please wait for further notices.

Objectives: The course will hopefully give some important points that the students should learn before they study abroad in their second year at SILS.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1：フリーフォーマット（教員による切替可）

Course Schedule
[Week 1]Introduction
[Week 2]About Japanese people
[Week 3]Japan's culture and arts
[Week 4]Japanese Emperor
[Week 5]Wars and Japanese Intellectuals
[Week 6]Japan and Asia
[Week 7]Japan and China
[Week 8]Japanese Military
[Week 9]The Second World War and the Pacific War
[Week 10]Japan and the United States
[Week 11]Japan and its Statehood
[Week 12]Japan and its Foreign Policy
[Week 13]War Criminals, Bushido
[Week 14]Conclusions: the Japanese Constitution Today

Language: Japanese

Textbooks: ＊履修登録を希望する者は、初回から以下の著作を読んで持参のうえ、参加すること。
All the participants need to bring BOTH of the books mentioned below at the first session, after they read them through.

- 山崎雅弘『戦争を甘く見る空気―1930年代と似た道を進む現代日本―』（朝日新書、2026年）
- 保坂正康『なぜ日本人は間違えたのか―真説・昭和100年と戦後80年』（新潮新書、2025年）

References:
- 保坂正康・白井聡『「戦後」の終焉―80年目の国家論』（朝日親書、2025年）
- 山崎雅弘『ウソが勝者となる時代』（祥伝社新書、2025年）
- 山崎雅弘『底が抜けた国　自浄能力を失った日本は再生できるのか？』（朝日新聞出版、2024年）
- 布施祐仁『従属の代償　日米軍事一体化の真実』（講談社、2024年）

- NITOBE Inazo 新渡戸稲造『BUSHIDO 武士道』（講談社バイリンガル・ブックス）講談社インターナショナル
- OKAKURA Tenshin 岡倉天心『THE BOOK OF TEA 茶の本』（講談社バイリンガル・ブックス）講談社インターナショナル
- 矢部宏治『知ってはいけない　隠された日本支配の構造』、講談社現代新書、2017年、ISBN978-4-06-288439-6

- 矢部宏治『知ってはいけない2　日本の主権はこうして失われた』、講談社現代新書、2018年、ISBN978-4-06-513949-3
- 穂積陳重『法窓夜話』(岩波文庫)(岩波書店、1980年)
- 穂積陳重『続法窓夜話』(岩波文庫)(岩波書店、1980年)
- 加藤周一『日本人とは何か』(講談社学術文庫)(講談社、1976年(初版))、ISBN4-06-158051-5
- 阿部善雄『最後の「日本人」ー朝河貫一の生涯』(岩波現代文庫)(岩波書店、2004年)
- 松本健一『日本の失敗ー「第二の開国」と「大東亜戦争」』(岩波現代文庫)(岩波書店、2006年)、ISBN4-00-603134-3

- 内村鑑三『代表的日本人』(岩波文庫)(岩波書店、2009年)
- 早稲田大学(編)『大隈重信演説談話集』(岩波文庫)ISBN4-00-381181-8
- 吉野源三郎『君たちはどう生きるか』(岩波文庫)(岩波書店、1982年)、ISBN4-00-331581-2
- 松尾尊允(編)『石橋湛山評論集』(岩波文庫)ISBN4-00-331681-9
- 水野和夫『閉じてゆく帝国と逆説の21世紀経済』(集英社新書、2015年)ISBN4-087208834
- M.J. アドラー/C.V. ドーレン(外山滋比古・槇未知子　訳)『本を読む本』(講談社学術文庫、1997年) ISBN 4-06-159299-8
- 鹿野政直『近代日本思想案内』(岩波文庫別冊14、1999年) ISBN 4-00-350018-0
・早稲田大学(編)『大隈重信自叙伝』(岩波文庫版)(岩波書店、2018年)
・富田正文校訂『新訂　福翁自伝』(岩波文庫版)(岩波書店、1978年)
More to be announced in the class.

Grading Free-text Entry Flag:
0 : 評価方法毎フォーマット(教員による切替可)

Papers:	50	The participants are assigned to write and submit an essay of about 500 letters in Japanese every week.
Class contribution:	50	Presentation, discussion, preparation, etc.

Note/URL:
This course will use Audio-Visual devices such as videos and OHP. Students will be strongly encouraged to join lively discussions in the class and to give effective presentations based on their interests.There may be some face-to-face sessions in a classroom on the campus under strict conditions on safety and fairness, depending on the circumstances of the pandemic surrounding the university in the Fall Semester. Please pay attention to further notices.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|59|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 59		
Instructor	ISHIKAWA, Terukichi		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Reading Plato, Descartes and Hobbes

Course Outline: Mode of Delivery: Face-to-Face(F2F)
In this seminar, we read texts(Japnanese translations) from Plato's 'Apology' and' Symposium', Descartes' 'Discourse on the Method' and Hobbes' 'Leviathan'. Students are expected to make several presentations on the parts of the texts. Based on the presentations, we will have discussions. The aim of this seminar is to get accustom to philosophical thinking, and to acquire advanced skills of constructive argument. The basic language is Japanese.

Objectives: 1. To gain basic knowledge of greatest philosophers; Plato, Descartes, Hobbes
2. To be able to read and interpret philosophical texts by yourself.
3. To grasp the essence of philosophical thinking.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit assignments or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule [1] Class Orientation
[2] Introduction to Philosophy
[3] Reading Plato
Presentation and Discussion
[4] Mid-term Exam
[5] Introduction to Modern Philosophy
[6] Reading Descartes and Hobbes
Presentation and Discussion
[7] Final Exam

Language: Japanese

Textbooks: Plato 'Apology' →distribution
Plato 'Symposium'→distribution
プラトン『ソクラテスの弁明』、『饗宴』はコピーを配布
Descartes 'Discourse on the Method' →distribution
デカルト『方法序説』はコピーを配布
Hobbes 'Leviathan' →distribution
ホッブズ『リヴァイアサン』は重要部分のコピーを配布

References: INTRODUCTION TO PHILOSOPHY by TAKEDA Seiji
『自分を知るための哲学入門』竹田青嗣(ちくま学芸文庫) 777円

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- The Grading will be based on the results of the following items.
Reading assignment (Attendance, Contribution) 30%
Presentation 30%
Mid-term exams and Final exam. 40%

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
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The School of International Liberal Studies defines its Learning Outcomes in the link below.
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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|60|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 60		
Instructor	HIGAKI, Julie		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Self-understanding, mutual understanding.

Course Outline: **[face-to-face]
Classes will be held in person during the first and last periods, and once online (real-time streaming) in December (in total, 12 in person, 1 online, and 1 replaced by an assignment. However, it may change according to the health condition of the teacher, and the format can also change depending on students' needs and sanitary situations, e.g., hyflex style. **

In this seminar, we propose that students know themselves and others through workshops and discuss different topics concerning human understanding to search for a vision of life. We will use as a tool for self-understanding the "enneagram," a system of nine personality types, which has drawn the interest of academics, psychoanalysts, spiritual counselors, and business leaders in many countries since the 1970s and has been taught among many others, at the Stanford School of Business. ("The Enneagram is one of the most efficient and human systems for reaching the compassion and leadership needed in business today" Michael Ray, Professor, Stanford Business School).

Objectives: Students will be able to comprehend their personal possibilities and express their own vision of life.

before/after course of study: You will be asked to read the materials posted on Moodle as part of your preparation, which is expected to take 90-120 minutes. You will be asked to submit an assignment, watch the on-demand content, or read the referential materials for the review. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule [Class 1] (10/7) (in person) Orientation (video and homework for [class 2])

[Class 2 +] (10/14) (in person) Let us begin by getting to know each other I (video and home work), movie "MOMO".
***Attention: This session begins at lunchtime at 12:30 ***

+ Mini report 1: "My history and my way", before 10/20

[Class 3] (10/21) (in person) Memory of the childhood, Memory of the adolescence,

+ Book report on human dialogs before 11/3

[Class 4] (10/28) (in person) Let us learn to listen to each other for a dialog

+ Mini report 2: homework preparation on "Enneagram", before 11/12

[Class 5] (11/11) (in person) Enneagram workshop 1: the nine strengths; "What I would like to do if all was possible."

[Class 6](11/18) (in person) Enneagram workshop 2: "What if….": two different aspects of the same strength

+ Mini report 3: "My Enneagram type, possibilities and reasons" before 11/25

[Class 7] (11/25) (in person) Enneagram workshop 3 "When I like myself when I dislike myself" : the three sensors

[Class 8] (12/2) (on line) Enneagram workshop 4 "My happiness and what obstructs it": the related type
+ Mini report 4: "Relationships to others," before 12/8

[Class 9] (12/9) (in person) Enneagram workshop 5 "Drawing together without word": the three attitudes

[Class 10] (12/16) (in person) Enneagram workshop 6 "My dream": Affirmation

+ Mini report 4 : "The messages for the nine characters," before 1/5

[Class 11] (1/6) (in person)　Presentation I

[Class 12] (1/13) (in person)　Presentation II　preparation for the last session

[Class13]　(homework preparation: Your vision of life)

[Class14] (1/20) (in person)　General Presentations and Sharing: Your Vision of life

Final term paper, before 1/27

Language:	Japanese
Textbooks:	鈴木秀子『9つの性格　エニアグラムで見つかる「本当の自分」と最良の人間関係』(PHP文庫) (Kindle Editionあり)
References:	ミヒャエル・エンデ『モモ』(岩波少年文庫) 鈴木秀子 『心の対話者』文春新書 鈴木秀子 『愛と癒しのコミュニオン』文春新書 鈴木秀子『イラスト版「9つの性格」入門 エニアグラムで、個性や能力を最大限に生かす！』(Kindle Editionあり) ティム・マクリーン, 高岡よし子 『エニアグラムで分かる 9つの性格』 (Kindle Editionあり) 片岡由佳、植松栄子『対人コミュニケーションの人間学: エニアグラムによる自己分析と他者理解』丸善出版 2020
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Papers:	30	Final term paper (3-5 pages)
Class contribution:	50	Attendance and active participations in discussions、reaction paper after every class 2 book reports and 4 mini reports
Others:	20	1 presentation

Note/URL:

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Please refer to this when registering for courses and checking your achievements.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|61|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 61		
Instructor	WATABE, Mahito		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: 科学理論リテラシー:恐竜の進化と絶滅

Course Outline: 自然科学における仮説(理論)を批判的に考察し理解することは現在社会において重要なスキルです。
とくに、進化生物学の理論は、今日の地球環境問題や人類社会を理解するうえでの基礎的な知識です。
この授業の目的は、生物進化に関係した研究成果(従来の仮説とそれを批判する新しい仮説)を自らが検討することによって、その理解力・批判力を修得することです。
具体的なテーマは、古生物学:恐竜などの現在は生存しない絶滅生物の進化の研究、です。
これらの生態や形態を科学的にどのように復元するか?は、まさに、過去を探る自然科学の特徴的な例と言えるでしょう。
これらの研究成果についての普及的な文献を受講者全員での講読、それについてのプレゼンテーション、そして受講者による議論で授業は進められます。
静止画および動画を含むスライドを使っての講義や議論もおこなわれます。
さらに、科学理論が一般に提示されて理解される場としての博物館展示(恐竜を始めとする自然史についての展示)の見学を行い、その方法論について受講者全員で分析・検討します(これまでの通常の授業の場合:この方法は、社会状況によって変化します)。
授業に必要な文献は必要に応じて提供します。
この授業は、対面で行われます。必要な場合には、オンラインで一部実施されることもあります。

Objectives: - 科学仮説を批判的に理解する能力を習得する。

- 普及を目的とした自然科学分野の文献を読解できる能力を習得する。

- 科学仮説を理解し、それについての自分自身の意見を他に対して論理的にプレゼンテーションする能力を習得する。

- 科学理論の提示手段とその効果について、博物館展示などを例として多角的に学ぶ。

- 科学研究についての方法論を理解し、その応用の可能性を自分自身の経験のなかで探る力を身につける。

before/after course of study: - 事前学習:あらかじめ与えられた文献の担当パートを授業前に読んでおく。ネット上で、あらかじめ提供される授業資料で、それについての説明と理解すべき要点が説明される。そのパートについての説明を、講読の担当者(受講生)が行い、そこに述べられている仮説の妥当性について全員が議論する。その後、必要に応じてレポート課題が示されることもある。

- 事後学習:課題レポート(毎回の授業において);学期末に「エンディングレポート」が課される。

- 博物館における恐竜についての展示(国立科学博物館や他の施設を訪問して)を実際に見て、化石、恐竜についての知識を深める経験を予定している。見学後に、その経験についてのレポートが課されることがある。

予習と復習には最低でも約90分から120分程度を要する。

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

第1回

オリエンテーション(本講義の目的と概要) / 本講義の目的と概要について説明します。評価方法についても説明します。恐竜研究の実例としての、モンゴル、ゴビ砂漠での恐竜発掘調査を紹介します。これは、担当教員の経験にもとづいた内容です。
第2回から15回の授業の内容は、授業の進行状況に応じて、柔軟に変更されることがあります。

第2回

博物館の展示を訪れることによる恐竜化石についての実際の学習 /博物館での展示で、実際の恐竜骨格化石を見て説明を受け、それについて議論することによって、恐竜の体の構造・分類についての知識を得ます。これは、今後の授業に役立ちます。

第3回

博物館の展示を訪れることによる化石一般についての実際の学習 ／博物館で展示を見て説明を受け、議論することによって、化石一般についての知識を得ます。見学する博物館の順番は、前後することがあります。魚類について。

第4回

博物館体験の理解と展示における自然科学理論リテラシー：恐竜展示と来館者との相互作用について理解のための説明を行います。博物館への訪問の経験を、どのように整理・記述するか？の技法を学びます。研究成果の公開と、一般との相互作用：一般の人々(研究者以外の人々)の理解(広い意味での)をどう知るか？展示する側のミッションの評価／博物館の機能や目的について学習します。また、科学研究の成果をどう普及するか、その方法を学びます。

第5回

博物館の展示を訪れることによる恐竜以外の陸上脊椎動物についての実際の学習1／博物館で展示を見て議論することによって、恐竜の祖先や、それに近縁な動物についての知識を得ます。翼竜、哺乳類型爬虫類、哺乳類、モササウルス、カメなどについて。

第6回

自然科学における研究論文のフォーマット：専門家どうしの情報交換のための「学術論文」のフォーマットとはどのようなものか？を説明します。また、生物学の基礎的な概念・方法論である、分類学や学名について説明します。

第7回

博物館の展示を訪れることによる恐竜以外の陸上脊椎動物についての実際の学習2／博物館で展示を見て議論することによって、恐竜以外動物についての知識を得ます。首長竜やアンモナイトなどについて。

第8回

受講生によるプレゼンテーションと議論 (恐竜の進化について: 以下同様)大陸移動(プレートテクトニクス)と地質年代測定技術

第9回

受講生によるプレゼンテーションと議論恐竜の生息した時代と環境、大陸移動

第10回

受講生によるプレゼンテーションと議論恐竜の巨大化：体の構造

第11回

受講生によるプレゼンテーションと議論恐竜の巨大化と生理学

第12回

受講生によるプレゼンテーションと議論恐竜の繁殖と成長

第13回

受講生によるプレゼンテーションと議論恐竜の子孫は鳥か？

第14回

受講生によるプレゼンテーションと議論恐竜の絶滅

Language: Japanese

Textbooks: 最新恐竜学（平凡社新書）

平山廉（著）

ISBN 9784582850116

＊ この書籍が教科書です。この本を輪読し、各自が担当部分の内容についてプレゼンして、その内容について議論します。
＊ この書籍は、現在絶版ですが、古本で容易に入手可能です。授業で使用される他の資料は、必要に応じて提供されます。
＊ もし、この書籍が入手ができなければ、授業時に必要な部分が提供されます。

References: 授業中に指定する。

Grading Free-text Entry Flag: 1：フリーフォーマット（教員による切替可）

Evaluation Free- - 授業にたいする積極性(授業における議論の態度)：50%

- 課題(毎回の課題と、複数回のレポート)の提出と、その内容：50%

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|62|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 62		
Instructor	MITANI, Junko		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.5	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Examining the labels: Refugees, Labour Migrants, Stateless people, multiple nationality and Nationals

Course Outline: Face to Face. In the so-called era of globalization, information, money and things cross the borders easier and faster than before. However, people's cross border movements, especially from the global south to the global north, are often controlled heavily except highly skilled and/or wealthy persons. Under the current nation-state system, people are treated differently according to their labels, for example, the refugee, the labour migrant, the stateless person, and a person with a certain nationality or nationalities. Further, some ambiguities often exist between such labels and actual persons. In this class, you will first learn why the existing labels were made, what they are and how they have been applied. Through readings and discussions, you would examine to what extent those labels differ from the realities, and how those who are labelled, think about his/her label a how they behave and why. It's important for you as a young adult, who can vote,, to understand the issues concerning refugees, labour migrants and stateless persons. You are required to conduct your own research, read a lot, raise questions and participate in the discussions. The instructor will share her experiences gained at UNICEF, UNHCR and UNTAC in a total of eight countries, and during her research in India and Japan when appropriate.

Objectives: 1. You would gain the basic knowledge on (1) refugees, labour migrants, stateless people and nationals, (2) The roles of the UN/international/regional organizations including UNHCR, UNICEF, IOM, EU, OAU, OECD, WB, etc and (3) impacts of new technologies on such labels.
2. You would improve your critical thinking through your group works, presentations, the class discussions, and you will demonstrate your progress in your final report.
3 You would gain basic academic skills including research, presentation including citation, asking questions and make constructive criticisms.

before/after course of study: 1. Before your presentation, you are required to read materials, make a presentation material in cooperation with your group members and practice your oral presentation to finish within the time requirement. You will need several hours to prepare for your presentation. You will need to start your preparation two weeks in advance so that it will be easier to find convenient time to work with your group members.
2. After your presentation, you are required to conduct further research to answer to the questions from your classmates. It might take a couple of hours depending on the number and the kind of questions. You may revise your presentation material according to the feedback.
3 Before the class, all the students must read the key materials. It would take about one hour.
4. After the class, you need to submit your questions and comments (good points, things to be improved and how) to each presenter on the moodle. It would take 30 minutes or so.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Introduction

Explanation of the objectives and the ,methods used in this class including instruction for the presentations . Q and As. .Getting to know each other. Making groups.

Vol. 2 Refugees:(1) The definition of a refugee and its regional expansion

Lecture
1951 Convention and its protocol, refugee definition, exclusion, end of the refugee status,, Regional expansions of the definition.(Africa, & South America) and The Global Compact for Refugees.

Vol. 3 Refugees (2) The recent sutuations of refugees and the solutions by the international society

Group Presentations and Q&A Global situations of refugees, three durable solutions (voluntary repatriation, local integration, third country resettlement), and alternative pathways.under the global compact

Vol. 4 Refugees (3) roles of the UNHCR and its partners & emerging issues

Group Pressentations and Q&A
UNHCR,'s structure, budget, roles of the governments and others.
survival migration and mixed migration, protracted refugees, environmental issues, protection of LGBTQ+ ,etc.

Vol. 5 Refugees (4) Refugees and Japan

Group Presentations and Q&A
History, Current issues: Japan's refugee status determination and its problems including interpretations of the definition, arbitrary detention, temporary release, children of refugees, Roles of civil society including young people

Vol. 6 Refugees (5) Refugees as providers of protectin and assistance

Group Presentations and Q and A

Vol. 7 Vol. 10 Class discussion & group work

Class discussion about refugees. Group work for the second presentation

Migrants (1) Absence of the legal definition and the international framework

Presentations and Q and A. Different concepts of migrants. Definitions for statistical purposes including the one by IOM. . Related international conventions. (UN and ILO)
Global Compact for safe, orderly and regular migration. Major causes of migration and its impacts. the curent situation.

Vol. 8 Migrants: (2) Selected issues

Presentations and Q&A
Remittances and invenstment ,brain circulationI. Security. Social integration of migrants and their children. (language, school education, labour opprtunity, secuity & discrmination etc.)

Vol.9 Class Discussion and term paper

Class discussion and explanation about the term paper.

Vol.11 Stateless: (1) The definition of a stateless person, current situation & #I belong, and some critics

Presentations and Q&A
Two international conventions relating to the statelessness including the definition and their rights. Stateless ness and refugees or migrants, The roles of the UNHCR, the Gov and others.. Statistics and its problems. Major causes of statelessness, # I Belong campaign and plan of actions.
Cases of ending statelessness & those who want(ed) to remain stateless/undetermined for the time being or ever.

Vol.12 Stateless (2) Birth registration, ID for Development, rapid developments of digital/AI technologies

Presentations and Q &A The history of birth registration as a part of civil registration. SDG and birth registration. Opportunities and risks by the new technologies, esp. biometrics.. UN Legal Identity Agenda.

Vol.13 Multiple nationality

Presentation and Q & A The changing international norm and the current situations. risks and benefits of multiple nationality..Denizen and E-resident, Nationality for sale.Presentation and Q & A.

Vol.14 Discussion and conclusion & preparation for your term paper

Different perspectives about labelling, being labelled and utilizing labels as ″strategy″ or ″ tacics″Your plan for your term paper.

Language: Japanese

Textbooks: We use materials boh in English and Japanese (Some materials are translated into Japanese.)
I will share the links on the moodle and introduce some other materials in the class.
＊Please familiarize your self with HPs of UN, UNHCR, IOM, ILO, UNICEF, OECD, EU, the world Bank, Japan's ministry of Foreign Affairs and the Ministry of Justice, Institute of Statalessness and Inclusion and Institite of Migration Policies.

References:
Loescher, Gill. Refugees very short introduction. Oxford University 2021
Betts, Alexander. and Paul Collier.『難民：行き詰まる国際難民制度を越えて』 明石書店 2023
Betts, Alexander. ″Refugees as providers of protection and assistance. 2020 Cambridge Press.
Bloom, Tendai and others (ed) Understanding Statelessness. Routledge 2017
Betts, Alexander. UNHCR Routledge 2013
Hathaway, C.James. The law of Refugee Status.『難民の地位に関する法』現代人文社 2008
UNHCR『世界難民白書2000 人道行動の50年史』時事通信社 2001
滝澤三郎・山田満編著『難民をしるための基礎知識』明石書店 2017
小俣 アフリカの難民キャンプで暮らす 2019 こぶな書店
ロビン・コーエン『移民の世界史』東京書籍2020
宮島喬他 『開かれた移民社会へ』藤原書店2019
近藤敦『多文化共生と人権 諸外国の「移民」と日本の「外国人」』 明石書店 2019
永吉希久子 『移民と日本社会：データで読み解く実態と将来像』 中公新書 2020
永吉希久子『日本の移民統合』明石書店 2021
荒巻重人他『外国人の子ども白書 第2版 』 明石書店 2022
江間有沙 『AI と社会』 技術評論社 2021
遠藤正敬『戸籍と無戸籍：:日本人の輪郭』 人文書院 2017
岡野翔太他 『二重国籍と日本』 筑摩書房 2019
佐々木てる他『複数国籍』 明石書店 2022
移民政策研究、法律時報, Oxford refugee journals,等

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Papers:	40	You will select one of the topics discussed in the class and conduct further research, and write a term paper including an analysis from different prespectives. You need to follow instructions as explained in the class.
Class contribution:	30	The quality of your presentations and your answer sheets to the questions raised by your classmates. The answer sheet needs to be submitted within a week. The extent of you participation in the group works and the class discussions.
Others:	30	The quality and extent of your questions, comments, constructive criticisms to all the presenters, and any other assignments. The extent of Cooperation with other group member

Note/URL: Your active participation during the class is required.
Depending on the number of students, who take the course and their interests, the order or the content above might be revised. Please read the announcements made by the lecturer.
Any absence from the class must be informed to the lecturer in advance.
I will introduce relevent materials in the class and share some basic materials on the moddle.
This seminar is for those who are willing to study hard and work as a group member before the presentation.
I abolished news reporting so that students should be able to read more materials on the moodle.

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|64|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 64		
Instructor	KATAOKA, Sadaharu		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: The teaching methodology of this class is F2F style.The principal aim of this course is to familiarize students with the methodology of social sciences. The course will basically cover the nature and distinguishing features of the scientific knowledge and survey the basic processes of research methodology as practices in the social sciences. The general goal of this course is to introduce and develop skills needed to conceptualize a problem, make use of available literature, design a research strategy, evaluate, organize and derive useful solutions based on knowledge. This course asks students to read closely great texts with a focus on Occidental and Japanese traditions developed from classical sources. The course also asks students to construct arguments of their own, both in speech and in writing, about some of the explicit and implicit issues these texts are raising.

Objectives: In addition, as a result of having completed the requirements of this course, the students are expected to:
(1) Understand the scientific process, its application in the studies;
(2) Appreciate the value of critical thinking;
(3) Think and argue critically and logically about issues;
(4) Have an ability to express each point of view in public;
(5) Acquire the research skills necessary to the assessment and interpretation of existing research.

before/after course of study: Learn the appropriate manner of writings.
Preparation for the class and the review will each take around 90-120 min.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule [Week 1] Introduction
[Week 2-13] Presentation and Discussions
[Week14] Wrap Up

Language: Japanese

Textbooks: トマス・ホッブズ『リヴァイアサン』(1)岩波文庫
新渡戸稲造『武士道』岩波文庫

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Class contribution: 50 Participation and attendance

Others: 50 Presentation skills

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|65|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 65		
Instructor	UESUGI, Yuji		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: 国際教養としての紛争解決と平和構築

Course Outline: 対面式

授業は、原則として対面式で実施する。授業では、受講生が指導教員とともに教科書A)上杉勇司『どうすれば争いを止められるのか』(WAVE出版、2023年)、B)上杉勇司『紛争地の歩き方』(ちくま新書、2023年)、C) 上杉勇司・長谷川晋・高木綾『アクティブ・ラーニングで学ぶ国際関係』(有斐閣、2026年)が提示する知識を深めていくことを目的とする。毎週、今日の知(Think)、今日の技(Work)、今日の心(Review)、今日の身体(Action)、今日の目標 (Personal Goal)、今日の学び(Take Away) という6ステップで学びを深めていく。授業では、受講生たちが、ともに考え、気づき、共有することで「創発」が生み出される環境を整えることで、受講生の平和についての思考をほぐし、その視野を広げていく。

Objectives: 紛争解決と平和構築に関する知(Think)、技(Work)、心(Review)、体(Action)、目 (Personal Goal)、学(Take Away) を総合的に身につける。学ぶ過程で、考え、気づき、共有することをの重要性と楽しさを味わう。本演習を受講後には、現代社会が抱える紛争と平和の諸問題について、想像的に考えて、主体的に行動できる人材になりたいと切望し、そのために大学生活を具体的にどのように送ればよいのかを計画する術を習得していることが、授業の達成目標である。

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

第1回:自己紹介・アイスブレーキング (10/2)
教員、学生が自己紹介をする。共同で学びの場を作るための関係性の構築
(1)紛争解決学のトビラを開く(A:第1章);私たちが争いを避けるために(A:第6章)

第2回:争いは暴力で解決できるのか (10/9)
(2)暴力とは何か?(A:第2章)

第3回:争いの「正義」とは何か (10/16)
(3)正義とは何か?(A:第3章)

第4回:課題(エッセイ) (10/23)
(4)教科書Aの(第4章:国際平和の理論)or (第5章:紛争解決の理論)を読み、「どうすれば世界の平和は守られるのか」or「どうすれば争いは止められるのか」という問いに対する自分の意見を言語化する。2000字

第5回:カンボジア内戦 (11/6)
(5)和解の旅の起点(B:第1章)

第6回:インドネシア開発独裁・東ティモール独立紛争 (11/13)
(6)民主化という名の和解(B:第3章)、和解の2局面(B:第5章)

第7回:課題(書評)(11/20)
(7)教科書Bの書評を書く。南アフリカ・アパルトヘイト 6)和解を考える旅(B:第2章)

第8回:アチェ独立紛争・スリランカ内戦(11/27)
(8)和解に優先する復興(B:第4章)、多数派勝利後の和解(B:第6章)

第9回:ボスニア・ヘルツェゴビナ内戦・キプロス分断(12/4)
(9)民族という火種は消せるか(B:第7章)、分断から和解は生まれるか(B:第8章)

第10回:ミャンマー内戦(12/11)
(10)軍事政権との和解(B:第9章)

第１１回：課題（エッセイ）（12/18）
（11）教科書Cの第一部を読み、これからの国際秩序を考えるうえで、リベラリズム、リアリズム、安全保障、国際政治経済、地政学の知見は、どのような視座を私たちに与えてくれると思うか、自分の意見を言語化する。2000字
第１２回：国際関係の理論（1/8）
（12）リアリズムとリベラリズム（C：第１章、第2章）
第１３回：国際関係の重要領域（1/15）
（13）安全保障と国際政治経済（C：第３章、第４章）
第１４回：平和宣言（1/22）
（14）学生による平和宣言の発表

Language: Japanese

Textbooks: A）上杉勇司『どうすれば争いを止められるのか　17歳からの紛争解決学』（WAVE出版、2023年）
B）上杉勇司『紛争地の歩き方　現場で考える和解への道』（ちくま新書、2023年）
C）上杉勇司・長谷川晋・高木綾『アクティブ・ラーニングで学ぶ国際関係』（有斐閣、2026年）

References: 上杉勇司・長谷川晋『紛争解決学入門：理論と実践をつなぐ分析視角と思考法』（大学教育出版、2016年）
上杉勇司・小林綾子・仲本千津『ワークショップで学ぶ紛争解決と平和構築』（明石書店、2010年）
上杉勇司『クーデター：政権転覆のメカニズム』（中公新書、2025年）

Grading Free-text Entry Flag: 0：評価方法毎フォーマット（教員による切替可）

Exams:	0	試験は実施しない
Papers:	50	教科書Aのエッセイ 15（第4回） 教科書Bの書評 20（第7回） 教科書Cのエッセイ 15（第11回）
Class contribution:	40	「今日の学び」（レビューシート）5点x8回 （1, 2, 3, 5, 6, 8, 9, 10）
Others:	10	学期末に提出する「宣言文」（平和の種の一粒になるために、覚えておくべき重要なポイント）10

Note/URL: https://www.yuji-uesugi.com/
国際教養学部では以下リンクの通り、学修成果を定めています。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|66|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 66		
Instructor	UCHIDA, Akiko		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Science, human nature, and human societies

Course Outline: The general purpose of this first year seminar is to provide students with opportunities 1) to appreciate the value of liberal arts studies, 2) to enhance academic skills (writing, verbal, and analytical) that contribute to successful/active learning, and 3) to increase self and social awareness. Specific discussion topics covered are a) science and society and b) human nature and Anthropocene.

Objectives: Major objectives:
1) to appreciate the value of liberal arts studies
2) to enhance the academic skills (writing, verbal, and analytical) that contribute to successful/active learning
3) to increase self and social awareness
4) to consider "human nature" from a multidisciplinary perspective

before/after course of study: No science background is required. As part of your preparation, you will be asked to read the textbook. For the review, you will be asked to read the referential materials and submit assignments.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule [Class 1] Introduction: Science, anti-science and pseudo science; Human Nature
[Class 2-5] 禍の科学
[Class 6-11] 知っているつもり一無知の科学
[Class12] "Post fact/truth" era?
[Class13] Research week
[Class14] Research paper presentation & discussion

Language: Japanese

Textbooks: 1. 禍の科学 正義が愚行に変わる時 M・A・オフィット 日経ナショナルジェオグラフィック社(電子書籍版あり)
2. 知っているつもり一無知の科学 S・スローマン & F・ファーンバック 早川書房 (電子書籍版あり)
(1を第一週までに準備)

References: 人類とイノベーション:世界は「自由」と「失敗」で進化する マット・リドレー News Picks Pub.(電子書籍版あり)
悪霊にさいなまれる世界(上下)ー「知の闇を照らす灯」としての科学 カール・セーガン ハヤカワ・ノンフィクション文庫
感染症と文明一共生への道 山本太郎 岩波新書 (電子書籍版あり)
モラルの起源 亀田竜也 岩波新書
人間の本性について E・O ウィルソン ちくま学芸文庫

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Active class participation and Writing assignments (80%)
Research paper and Presentation (20%)

Details will be announced in the first class.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|70|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 70		
Instructor	ASO, Takashi		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: The History of the United States of America

Course Outline: In this course, we will examine the history of American popular music in order to understand how music shaped the American mindset in the twentieth century, particularly in its second half.
The course will begin with an examination of the origins of so-called root music—such as Native American music, minstrel music, and the songs of Stephen Foster—in early American history. We will then explore how blues and jazz emerged and developed into popular musical styles in the early twentieth century. The primary focus of the course, however, will be on the expansion of popular music genres such as rock and roll and rhythm and blues in the latter half of the twentieth century, especially from the 1960s to the 1980s, when American popular music became increasingly industrialized and commercialized.
James M. Vardaman's Hajimete no Amerika Ongakushi (『はじめてのアメリカ音楽史』) will be used as the main textbook, while additional materials—including musical recordings—will also be introduced. The course will be conducted in Japanese.

Objectives: To understand the history of American music; to learn how American society has been constructed culturally.

before/after course of study: You will be asked to read the assigned materials before class. For the review, you will be asked to go over the class materials.
Preparation and review will take approximately 120 minutes each.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
#1. Introduction
#2. The Birth of Blues
#3. Rhythm & Blues
#4. Early Rock' n Roll
#5. Social & Protest Songs
#6. Psychedelics and Vietnam War
#7. Midterm Reviews
#8. British Invastion

#9. After Vietnam

#10. Black Liberation
#11. Industrialization of American Music#12. Popular Music and Gender
#12. The Rise of Materialism
#14. Final Reviews

Language: Japanese

Textbooks: ジェームス・M・バーダマン、里中哲彦『はじめてのアメリカ音楽史』(筑摩書房)2018.

References: 麻生享志『「ミスサイゴン」の世界』(小鳥遊書房)2020.
大和田俊之『アメリカ音楽史』(講談社) 2011.
ジェームス・M・バーダマン、村田薫『ロックを生んだアメリカ南部』(NHKブックス)2006.
長澤唯史『70年代ロックとアメリカの風景』(小鳥遊書房)2021.
武藤浩史『ビートルズは音楽を超える』(平凡社新書)2013.

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free- Class attendance 10%; class participation 20%; in-class presentation 40%; Mid-term & Finals 30%.

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|71|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 71		
Instructor	SUZUKI, Yuichi		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.5	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle:
外国語教育・学習における諸問題を通して、アカデミックスキルを身につける
Japanese Academic skills through foreign language teaching and learning issues in Japan

Course Outline:

本演習の目的は、大学で必要なアカデミックスキルを身につけることです。日本における外国語教育・外国語学習をテーマに、新書などの文献講読を通して、アカデミックスキルの向上を目指します。具体的には、以下のようなテーマを扱います。

大学外国語教育：日本の大学で英語のみの講義を必修化することの問題点は何か。英語以外の外国語を学ぶ意義は何か。
早期英語教育：英語教育は早くから始めた方が良いのか。
バイリンガリズム：幼少期に2つの言語を同時に学ぶことのメリットとデメリットは何か。母語習得と第二言語習得は何が違うのか。

こうした大きな問いを出発点に、オリジナルの問いを立て、主張を構築し、適切な根拠を提示する力を養います。本演習では、教員と受講生の学び合いを重視します。授業は小グループに分かれ、ディスカッションやプレゼンテーションを中心に進めます。学生の積極的な参加が求められます。

SILSの学生には、英語と日本語の両方でアカデミックスキルを高めてほしいと考えています。両言語での文献の探し方、読み方、まとめ方を扱い、日英両言語を駆使できるようになることを目指します。

Objectives:
本演習の目標は、次の4点です。

(1) クラスメイトと建設的な議論を行い、協力して課題に取り組むことができる。
(2) 答えることのできる問いを立て、意義のある主張を構築できる。
(3) 主張を裏付けるために必要な根拠を自ら見つけ、整理し、発表できる。
(4) 大学学部レベルで求められるプレゼンテーションとレポート執筆ができる。

before/after course of study:
<予習: 90−120分>
毎週の予習が必須です。教科書などの基礎資料を読み込み、課題に取り組んでもらいます。その課題をもとに、授業を行うため、しっかりと課題を行ってください。

<復習: 90−120分>
授業で扱った内容を振り返るための課題を行ってもらいます。

Course Schedule Free-Text Entry:
1 : フリーフォーマット（教員による切替可）

Course Schedule
Week 1Introduction
Week 2Round 1 問い、主張、根拠を整理する(1)
Week 3Round 1 問い、主張、根拠を整理する(2)
Week 4Round 1 問い、主張、根拠を整理する(3)
Week 5Round 1 問い、主張、根拠を整理する(4)
Week 6Round 1 問い、主張、根拠を整理する(5)
Week 7Round 2 問い、主張、根拠を作る(1)
Week 8Round 2 問い、主張、根拠を作る(2)
Week 9Round 2 問い、主張、根拠を作る(3)
Week 10Round 3 レポート作成(1) 1st Draft
Week 11Round 3 レポート作成(2) 2nd Draft /プレゼン準備
Week 12Round 4 プレゼンテーション(1)
Week 13Round 4 プレゼンテーション(2)
Week 14まとめと振り返り

Language:
Japanese

Textbooks:
各学生の興味に応じて、教育問題に関する書籍を1冊選んでもらい、購入してもらいます。
詳細は、授業初回に説明します。

教育問題に関する書籍の例(初回の受講者の興味・関心に合わせて選んでもらいます)
【英語教育】
久保田竜子 (2018).『英語教育幻想』[ちくま新書]. 筑摩書房.
佐々木テレサ・福島青史 (2024).『英語ヒエラルキー—グローバル人材教育を受けた学生はなぜ不安なのか』[光文社新書]. 光文社.

【教育経済学・社会学】
中室牧子 (2015).『「学力」の経済学』ディスカヴァー・トゥエンティワン. [新書版が2024年に出版されているため、ディスカヴァー携書版を購入].
中室牧子 (2024).『科学的根拠(エビデンス)で子育て 教育経済学の最前線』. ディスカヴァー・トゥエンティワン.
髙田一宏 (2024).『新自由主義と教育改革—大阪から問う』[岩波新書]. 岩波書店.
濱中淳子 (2016).『「超」進学校 開成・灘の卒業生—その教育は仕事に活きるか』[ちくま新書 1174]. 筑摩書房.
橘木俊詔 (2020).『教育格差の経済学—何が子どもの将来を決めるのか』[NHK出版新書 631]. NHK出版.

【認知科学】
今井むつみ (2016).『学びとは何か—〈探究人〉になるために』[岩波新書]. 岩波書店.

References: 各学生の興味に応じて、書籍を1冊選んでもらい、購入してもらいます。
詳細は、授業初回に説明します。

久保田竜子 (2018).『英語教育幻想』[ちくま新書]. 筑摩書房.
佐々木テレサ・福島青史 (2024).『英語ヒエラルキー—グローバル人材教育を受けた学生はなぜ不安なのか』[光文社新書]. 光文社.
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Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	30	最終レポート (Final report)
Class contribution:	20	授業貢献度 (Class contribution)
Others:	50	授業課題提出物・プレゼンテーション (Assignments, Presentation)

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
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Please refer to this when registering for courses and checking your achievements.

https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|72|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 72		
Instructor	KUROKAWA, Chiemi		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Muslims and Education

Course Outline: In this course, we explore themeanings and practices of education among Muslim people focusing oncontemporary contexts. The course emphasizes the significance of engaging withacademic literature and real-world phenomena based on first-hand data. Eachclass consists of lectures incorporating empirical cases and class discussions.

All 14 sessions will beconducted in person.

As a student-led project,students will design and present a podcast program on a topic related to Muslimsand education of their choice. The podcast is not intended for public release;rather, it is designed as an educational contribution for future students (後輩). Moredetails will be provided in the course.

Objectives: Students are expected to be able to:
1. Understand key concepts related to how Muslims engage with education in religious and global contexts.
2. Develop the ability to critically analyze information and narratives by examining various perspectives.
3. Share own ideas and engage in discussion with others who hold different views.
4. Communicate academic and social issues related to Muslims and education to a general audience by designing and producing a podcast, with attention to effective strategies for public communication.

before/after course of study: Students are expected to:
1. Read the assigned materials before each session. Preparation is expected to take 60-90 minutes.
2. Reflect on lecture content, classmates' and instructor's comments after each session. This reflection is expected to take about 60 minutes.
3. Work collaboratively on a group podcast project and present it during Week 10 or 11. This preparation is expected to take 240-360 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1: Course introduction and icebreaker

Students will be introduced to thecourse objectives and structure. An icebreaker activity will be conducted tohelp students and the instructor get to know each other and create acomfortable classroom environment. The class will also provide basicintroductory knowledge about Islam and explain how each class session will beconducted.

Vol. 2: Learning the theory - Comparative education

An introduction to basic ideas fromcomparative education to help students understand how education can be analyzedacross different societies and contexts.

Vol. 3: History of Islamic education and learning norms

An overview of traditional Islamiceducation before the global expansion of Western modern education and keylearning norms and principles.

Vol. 4: Nation, Religious, and Education

An exploration of how Muslimsnavigate children's education between religious and secular perspectives incontemporary societies, focusing on the experiences of Muslim migrant familiesin the United States.

Vol. 5: Learning in society - Family and Community

An overview of the roles of familyand community in education among Muslims, including examples of community-basedlearning spaces, such as Kominkan (公民館) in Egypt.

Vol. 6: Muslim children in Japan

An introduction to the everydayeducational experiences of Muslim children in Japan, including school life andcultural accommodation.

Vol. 7: Higher education in Muslim majority societies

An overview of higher educationexperiences and aspirations among university students in Muslim-majoritycontexts through case studies of Sudanese university students.

Vol. 8: Muslim migrants and education

An overview of the educationalexperiences of Muslim migrants and the influence of social attitudes andpolicies in host societies.

Vol. 9: War and education

An exploration of how armed conflictaffects education, access to schooling, and students' lifetrajectories, with a focus on Sudan.

Vol.10: Podcast presentations

Group presentations and peerfeedback.

Vol.11: Podcast presentations

Continuation of Week 10.

Vol.12: Multicultural coexistence and education

An introduction to multiculturalcoexistence and the role of education in responding to cultural and religiousdiversity.

Vol.13: Education for my community

An exploration of how highly educatedindividuals, often shaped by religious values, think about contributing totheir communities exploring the relationship between religious values and thedesire to give back.

Vol.14: Final reflection and discussion

This concluding session bringstogether key insights from the course. Students will reflect on what they havelearned academically and personally, and how their understanding of Muslims andeducation has developed over the semester.

Language:	Japanese
Textbooks:	No textbook purchase is required. All necessary readings will be provided by the instructor throughout the course.
References:	Relevant readings will be introduced throughout the course. The following books and research articles will be used as representative examples. ・Halstead, M. (2004). An Islamic concept of education. Comparative Education, 40(4), 517-529. ・黒川智恵美 (2022).「東広島市におけるムスリム移民と学校給食の在り方に関する考察:移民の統合という視点から」『国際教育協力論集』25(1), 53-66. ・ブレイ, M., アダムソン, B., & メイソン, M.(編)(2011).『比較教育研究——何をどう比較するか』(杉村美紀・大和洋子・前田美子・阿古智子 訳). 上智大学出版.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Papers:	40	Final Essay
Class contribution:	30	Submit a reaction paper as a class participation.
Others:	30	Podcast Presentation

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA1000|73|210GEA1000[/SYLLABUS_ID]

Course Title	First Year Seminar A 73		
Instructor	KUROKAWA, Chiemi		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.4	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Muslims and Education

Course Outline: In this course, we explore themeanings and practices of education among Muslim people focusing oncontemporary contexts. The course emphasizes the significance of engaging withacademic literature and real-world phenomena based on first-hand data. Eachclass consists of lectures incorporating empirical cases and class discussions.

All 14 sessions will beconducted in person.

As a student-led project,students will design and present a podcast program on a topic related to Muslimsand education of their choice. The podcast is not intended for public release;rather, it is designed as an educational contribution for future students (後輩). Moredetails will be provided in the course.

Objectives: Students are expected to be able to:
1. Understand key concepts related to how Muslims engage with education in religious and global contexts.
2. Develop the ability to critically analyze information and narratives by examining various perspectives.
3. Share own ideas and engage in discussion with others who hold different views.
4. Communicate academic and social issues related to Muslims and education to a general audience by designing and producing a podcast, with attention to effective strategies for public communication.

before/after course of study: Students are expected to:
1. Read the assigned materials before each session. Preparation is expected to take 60-90 minutes.
2. Reflect on lecture content, classmates' and instructor's comments after each session. This reflection is expected to take about 60 minutes.
3. Work collaboratively on a group podcast project and present it during Week 10 or 11. This preparation is expected to take 240-360 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1: Course introduction and icebreaker

Students will be introduced to thecourse objectives and structure. An icebreaker activity will be conducted tohelp students and the instructor get to know each other and create acomfortable classroom environment. The class will also provide basicintroductory knowledge about Islam and explain how each class session will beconducted.

Vol. 2: Learning the theory - Comparative education

An introduction to basic ideas fromcomparative education to help students understand how education can be analyzedacross different societies and contexts.

Vol. 3: History of Islamic education and learning norms

An overview of traditional Islamiceducation before the global expansion of Western modern education and keylearning norms and principles.

Vol. 4: Nation, Religious, and Education

An exploration of how Muslimsnavigate children's education between religious and secular perspectives incontemporary societies, focusing on the experiences of Muslim migrant familiesin the United States.

Vol. 5: Learning in society - Family and Community

An overview of the roles of familyand community in education among Muslims, including examples of community-basedlearning spaces, such as Kominkan (公民館) in Egypt.

Vol. 6: Muslim children in Japan

An introduction to the everydayeducational experiences of Muslim children in Japan, including school life andcultural accommodation.

Vol. 7: Higher education in Muslim majority societies

An overview of higher educationexperiences and aspirations among university students in Muslim-majoritycontexts through case studies of Sudanese university students.

Vol. 8: Muslim migrants and education

An overview of the educationalexperiences of Muslim migrants and the influence of social attitudes andpolicies in host societies.

Vol. 9: War and education

An exploration of how armed conflictaffects education, access to schooling, and students' lifetrajectories, with a focus on Sudan.

Vol.10: Podcast presentations

Group presentations and peerfeedback.

Vol.11: Podcast presentations

Continuation of Week 10.

Vol.12: Multicultural coexistence and education

An introduction to multiculturalcoexistence and the role of education in responding to cultural and religiousdiversity.

Vol.13: Education for my community

An exploration of how highly educatedindividuals, often shaped by religious values, think about contributing totheir communities exploring the relationship between religious values and thedesire to give back.

Vol.14: Final reflection and discussion

This concluding session bringstogether key insights from the course. Students will reflect on what they havelearned academically and personally, and how their understanding of Muslims andeducation has developed over the semester.

Language:	Japanese
Textbooks:	No textbook purchase is required. All necessary readings will be provided by the instructor throughout the course.
References:	Relevant readings will be introduced throughout the course. The following books and research articles will be used as representative examples. ・Halstead, M. (2004). An Islamic concept of education. Comparative Education, 40(4), 517-529. ・黒川智恵美 (2022).「東広島市におけるムスリム移民と学校給食の在り方に関する考察:移民の統合という視点から」『国際教育協力論集』25(1), 53-66. ・ブレイ, M., アダムソン, B., & メイソン, M.(編)(2011). 『比較教育研究——何をどう比較するか』(杉村美紀・大和洋子・前田美子・阿古智子 訳). 上智大学出版.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Papers:	40	Final Essay
Class contribution:	30	Submit a reaction paper as a class participation.
Others:	30	Podcast Presentation

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA2000|44|210GEA2000[/SYLLABUS_ID]

Course Title	First Year Seminar A 44		
Instructor	MASUKO, Mayumi		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline:

＊ F2F unless there is a big surge in the number of the COVID patients
This seminar provides an opportunity for students to think about current issues in the society they live in. The focus will be on issues related to education in Japan, especially disparity caused by different types and levels of education people go through, including social mobility.

Students are expected to have read and understood the assigned reading before class, and, if necessary, obtain information from other sources (e.g. books, magazine, newspaper articles and websites). They are required to participate in discussion and are expected to give oral presentations in class, demonstrating their understanding of written texts, finding supporting data and developing ideas through further reading.

Class will be conducted in Japanese, though students may be required to read texts in English.

Objectives:

The main purpose of First Year Seminar A is to improve students' reading comprehension and oral communication skills. Through close readings of the text, their abilities to express their opinions convincingly in writing and speech should be improved.

Students are expected to be capable of presenting their own opinions clearly in both writing and speech and support them convincingly with statistical and other kinds of objective evidence. In particular, they should be able to create a PowerPoint file that includes their own argument and objective supporting materials. They should also be capable of evaluating their fellow students' presentations.

before/after course of study:

Read the textbook and check if you understand all the technical terms; if not, try to find out what they are.
Reread the textbook and other reading materials, and see if you could summarize their main points.
Do the assignments by the deadline.
Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry:

1：フリーフォーマット（教員による切替可）

Course Schedule

The following is a tentative schedule:

[Week 1] Introduction
[Week 2] Written tasks and review 1
[Week 3] Written tasks and review 2
[Week 4] Topics from Ch 2: presentations 1
[Week 5] Topics from Ch 2: presentations 2
[Week 6] Using data bases [tba]
[Week 7] Topics from Ch 3: presentations 1
[Week 8] Topics from Ch 3: presentations 2
[Week 9] Related issues
[Week 10] Topics from Ch 4: discussion 1
[Week 11] Topics from Ch 4: discussion 2
[Week 12] Topics from Ch 5: discussion 1
[Week 13] Topics from Ch 5: discussion 2
[Week 14] Related issues and problems 1

*This schedule is tentative and subject to change.

Language:

Japanese

Textbooks:

橘木俊詔（2010）『日本の教育格差』岩波新書

＊ Students are encouraged to read other books on related topics and may be required to read additional materials in English and Japanese.

References:

斉藤貴男（2000／2004）『機会不平等』文春文庫
佐藤俊樹（2000）『不平等社会日本』中公新書

Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Exams:	0	no mid-term or final exams as such
Class contribution:	20	Attendance alone is not sufficient to earn scores in this section; students have to actively participate in discussion and other class activities.
Others:	80	Written assignments, 3 oral presentations recorded and submitted in the Power Point slideshow format, and a term paper Students are expected to submit their presentations as PowerPoint slideshow files prior to the presentation sessions.
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA2000|47|210GEA2000[/SYLLABUS_ID]

Course Title	First Year Seminar A 47		
Instructor	YAZAWA, Kakeru		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: A Generous Introduction to Linguistics

Course Outline: In this seminar, students will explore a wide range of questions about language, such as “Do animals use language?”, “Will there ever be perfect machine translation?”, and “Why are Japanese people not good at English?”, as a broad and accessible introduction to the study of language, or linguistics. The textbook is a collection of essays in which the author, Professor Emeritus Ken Machida, addresses common and intriguing questions about language, with each chapter focusing on a single topic.In each class, we will read and discuss a few chapters, with students taking turns reading passages aloud and participating in small-group discussions related to the themes of the readings. No prior knowledge of linguistics is required. The seminar will be conducted in Japanese.
For the final assessment, students will complete two assignments—a presentation and an essay—in which they will formulate and explore their own question about language.

Objectives: By the end of this course, students will be able to:
・Demonstrate familiarity with basic concepts in linguistics.
・Develop oral communication and presentation skills in Japanese.
・Develop logical and critical writing skills in Japanese.

before/after course of study: Students are expected to read chapters of the textbook assigned for each week before class. They are also encouraged to review the assigned chapters after class. Preparation and review should take approximately 2-3 hours per week.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Introduction

Course introduction

Chapter 1 (1)

Q1. Who is the greatest linguist in the world?
Q2. Can we uncover the history of languages that were never written down?

Chapter 1 (2)

Q3. Are the languages of less technologically developed societies simpler?
Q4. What does it mean to say that someone “has an accent,” from a linguistic perspective?

Chapter 2 (1)

Q5. Will perfectly accurate machine translation ever be possible?
Q6. Do chimpanzees and dolphins use language?

Chapter 2 (2)

Q7. How do babies learn to use language?
Q8. When and how did language originate?
Q9. Why do languages change over time?

Chapter 3 (1)

Q10. Is Japanese a difficult language to learn?
Q11. Where does the Japanese language come from?

Chapter 3 (2)

Q12. What is the difference between wa and ga in Japanese?
Q13. Why does Japanese have so many loanwords written in katakana?

Chapter 3 (3)

Q14. Do we really need kanji?
Q15. Is ra-nuki speech “bad” Japanese?

Chapter 4 (1)

Q16. Why are Japanese people often said to be poor at English?
Q17. Do people who speak twenty languages fluently really exist?

Chapter 4 (2)

Q18. Are there rules for how English articles are used?
Q19. Do other languages have honorifics like those in Japanese?

Chapter 5 (1)

Q20. How many languages are there in the world?
Q21. Are Japanese and Korean similar languages?
Q22. Does Chinese have grammar?
Q23. Is it true that French is a “beautiful” language?

Chapter 5 (2)

Q24. Which is more suitable as an international language, English or Esperanto?Final project consultation

Final presentation (1)

Students' final presentations

Final presentation (2)

Students' final presentations

Language:	Japanese
Textbooks:	町田健「言語学が好きになる本」(研究社)
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Papers:	40	Final essay
Class contribution:	35	Active participation
Others:	25	Final Presentation

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Please refer to this when registering for courses and checking your achievements.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA2000|63|210GEA2000[/SYLLABUS_ID]

Course Title	First Year Seminar A 63		
Instructor	KATAYAMA, Mikio		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Bringing Classical Theatre to Life: A Performance Reading Workshop

Course Outline: Discover how classical plays come alive through voice — revealing new narratives through performance
Experience masterpieces from Shakespeare to Beckett and Mishima Yukio, not through silent reading alone, but through vocal performance and dramatic reading. By embodying the emotions, struggles, and joys of characters through voice, participants will discover new dimensions of dramatic works that remain hidden in text alone.

Experience masterpieces from Shakespeare to Beckett and Mishima Yukio, not through silent reading alone, but through vocal performance and dramatic reading. By embodying the emotions, struggles, and joys of characters through voice, participants will discover new dimensions of dramatic works that remain hidden in text alone.

For each work, we'll begin with historical context and theatrical significance, followed by group readings where participants take turns playing different roles. Our post-reading discussions will explore the deeper layers of each work that become apparent only through performance, and we'll examine the unique expressive possibilities that theatre offers. No prior theatrical experience is necessary. Join us in exploring new ways of reading and enjoying classical theatre.

Objectives: 1. Understand theatre not only as literature but as a performing art through vocal reading of classical plays
2. Comprehend the universality and diversity of theatre through exposure to plays from various periods and cultures
3. Develop new perspectives on textual interpretation through reading aloud and discussion
4. Cultivate analytical and critical thinking skills for dramatic works

before/after course of study: Reflection paper for each work (approximately 400 words) and new insights into dramatic works discovered through the reading performance experience.
Language of instruction: Japanese
No theatrical experience required
Active participation encouraged
Works covered may be adjusted based on student interests
Through this workshop, we'll move from simply "reading" classical plays to "performing" them, experiencing the rich possibilities that theatre offers.
Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule: Works dealt with in the seminar may change according to the interests of the students.[Class 1] Presentation of the seminar. Survey of works dealt with in this seminar.
[Class 2] Shakespeare, Tempest : analysis of play, staging of peace
[Class 3] Shakespeare, Tempest : reading and performing aloud in Japanese translation
[Class 4] Shakespeare, Tempest : reading and performing aloud in Japanese translation, discussion
[Class 5] Molière, Don Juan : analysis of play, staging of peace
[Class 6] Molière, Don Juan : eading and performing aloud in Japanese translation
[Class 7] Molière, Don Juan : eading and performing aloud in Japanese translation, discussion
[Class 8] Chekov, Oncle Vania : analysis of play, staging of peace
[Class 9] Chekov, Oncle Vania : reading and performing aloud in Japanese translation
[Class10] Chekov, Oncle Vania : reading and performing aloud in Japanese translation, discussion
[Class11] Beckett, Wainting for Godot : analysis of play, staging of peace
[Class12] Beckett, Wainting for Godot : reading and performing aloud in Japanese translation
[Class13] Beckett, Wainting for Godot : reading and performing aloud in Japanese translation, discussion
[Class14] Mishima Yukio, Kantan : analysis of play, staging of peace, reading and performing aloud, discussion

Language: Japanese

Textbooks: Copies of the texts will be distributed to students.

References: Materials will be shown in class.

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free-　30% for Class participation (Evaluation will be based on active involvement in class)
70% for oral presentation on each play

Note/URL:　国際教養学部では以下リンクの通り、学修成果を定めています。
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The School of International Liberal Studies defines its Learning Outcomes in the link below.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA2000|76|210GEA2000[/SYLLABUS_ID]

Course Title	First Year Seminar A 76		
Instructor	MORIYAMA, Hiizu		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.5	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Reading the classics of European and American linguistics in translation

Course Outline: This seminar course is for those students who wish to improve their ability to discuss a wide range of topics in language and communication in a very broad sense. It is also a brief and convenient introduction to language studies or, technically, to 'linguistics'. We will read widely both in class and at home to understand the extensive nature of linguistics, which is often inter- or multi-disciplinary. Regular attendance is essential; every week students will be asked to present their findings after reading an assigned portion of the textbook. In addition to the textbook some supplementary readings will be distributed in class. They will provide students with further information on the issues raised in class discussions. We will read each chapter of the textbook very carefully, nornally up to Chapter 10 (see below).

Objectives: Students will acquire a practical knowledge of some of the classics of European and American linguistics in translation. They will also improve their reading skills in studying scholary books.

before/after course of study: Every week reading of one chapter of the textbook will be assigned. Please prepare well before coming to the class. Although the textbook is very well annotated, you may need to use good reference books to acquire the knowledge of technical terms that are frequently used in books and journals in linguistics.

*at least 60-90 minutes preparation
*at lease 30-60 minutes review

Please note that some students who are not particularly familiar with the style of Japnese translation with a lot of kanji expressions may take much longer time than those familiar with them through their regular reading of scholarly academic books and magazines. Such students often need to look up difficult words and phrases in reliable Kokugo/Koten/Kanji dictionaries published by Iwanami, Kadokawa, or Sanseido publishers. These dictionaries are all available in the library so that you do not need to buy them.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule Details of class schedule will be distributed in the first session. After two classes of general introduction and preliminaries to be given by the instructor there will be 12 sessions of oral presentation. Every week a pair of students will be asked to present a brief summary of their assigned chapter of the textbook and their findings after careful reading of it. The final meeting will be a review and feedback session.
Classes 1 and 2: General Introduction: Please bring a copy of your textbook; make sure to read through all chapters in order to get used to the translater's style of Japanese rendering from the Dutch original.

Classes 3-6: First round of presentation. Depending on the size of the class (normally full with 20 students), you and your partner(s) will be asked to prepare your presentation with a PPT set of slides. You will also asked to prepare two discussion topics related to your presentation, normally closely related to the important themes of your assigned chapter or section.

Class 7 is a review session where you will discuss important issues raised by your fellow students during the first round of presentation; also prepare your second round of presentation with your new partner(s).

Classes 8-14: Second round of presentation. Once again, you and your partner(s) will be asked to give a presentation on your research findings. Class 14 will include a review and feedback session.

Language: Japanese

Textbooks: ホイジンガ『ホモ・ルーデンス』 高橋英夫訳(中公文庫)
(改版 978－4－12－206685－4) (2019・1)

早稲田大学生協ブックセンター取り扱い

References:	There are so many other good books that will introduce you to language and culture studies. A reading list that includes some good encyclopedias and reference works will be given in the first class.	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Exams:	0	n/a
Papers:	30	Essay written in Japanese, maximum of 2000 characters, will be assigned. Topics will be announced later.
Class contribution:	30	Active participation in class discussions and activities.
Others:	40	Oral presentations (twice during the semester, 20% each).
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA2000|79|210GEA2000[/SYLLABUS_ID]

Course Title	First Year Seminar A 79		
Instructor	IZUMI, Anna		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introducing Multilingualism – A social approach

Course Outline: This course provides students with a basic knowledge of multilingualism and provides an introduction to the key social issues in the study of multilingualism.

The students will learn to think critically about important social issues such as the following:
"What is a language?", "Language variation and the spread of global languages", "Revitalization of endangered languages", "Societal multilingualism", "Language and identities".

The students will be required to read texts in English and participate actively in class discussions.
They will also be required to conduct a short research project.

This seminar will be conducted face-to-face.
Active participation will be highly evaluated.

Objectives: The purpose of this class is to become aware of language use in society.

After learning the key terms, concepts, and theories of sociolinguistics, students will understand the language situation in various ethnic groups around the world and consider the political, social, historical, and ethnic factors behind the language situation.

In addition, students will also gain a deeper insight into their own linguistic situation through their own research and class-wide discussions.

before/after course of study: Students are required to read the texts beforehand so that they can actively participate in discussions.

Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Orientation

Orientation

What is a language?

1. Discourse models of language
2. What is standard English?
3. 'English' is a mere label
4. The fuzzy boundaries of named languages
5. Consequences for teaching
6. Consequences for research

Language variation and the spread of global languages

1. African-American English
2. Caribbean 'nation language'
3. Singlish
4. The global spread of English
5. Two French youth languages

Revitalization of endangered languages

1. Australian Aboriginal languages: a history of oppression
2. Māori in New Zealand: a revitalization success story
3. Sámi and Kven in Norway: differential positionings on the success-failure continuum
4. Hebrew in Israel: the costs of revitalization
5. Breton in France: how (not) to standardize
6. Corsican and the polynomic paradigm

Societal multilingualism

1. Ukraine
2. Switzerland
3. Singapore
4. Hong Kong and China
5. South Africa
6. Nigeria

Language and identities

1. Categorization
2. Gee's four ways to view identity
3. Identity: a peach or an onion?
4. Ethnic and national identity
5. Code-switching and identity
6. Translanguaging identities

Flexible vs. fixed multilingualism

1. US vs. EU language-in-education policy
2. Case Study 1: Luxembourg
3. Case Study 2: Catalonia and the Basque Country

Heritage language education

1. From mother tongue education to heritage language education
2. Language and heritage in the United States
3. Language and heritage in England
4. The dominance of the standard language and purist ideologies

Multilingualism in other institutional sites

1. Multilingualism in the workplace
2. Multilingualism in legal settings and asylum procedures
3. Language use in multilingual families

Institutional discourses on language and migration

1. The discourse of integration
2. Language testing and citizenship

Media representations of multilingualism

1. Past vs. present perceptions of multilingualism in the media
2. Firwat ass alles schief gaangen?: responses to Luxembourg's PISA results
3. Constructing the UK as an English-only space
4. The English Only movement in the US

Multilingualism in the new media

1. New media sociolinguistics
2. Digital ethnography
3. Language contact phenomena in digital language
4. The limited multilingualism of the Internet
5. Language policing in the social media

Linguistic landscape

1. Limitations of (some) linguistic landscape analyses
2. Language contact phenomena on multilingual signs
3. Some basic distinctions
4. Contextualizing and historicizing linguistic landscapes
5. Exploring the context of reception

Final-Presentation

Final-Presentation

Language:	Japanese
Textbooks:	Weber, Jean-Jacques, Kristine, Horner. (2018). Introducing Multilingualism – A Social Approach, Routledge
References:	Handouts will be provided in the classroom.
Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	Active Participation: 40%, Presentation : 30%, Report: 30%
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEA2000|82|210GEA2000[/SYLLABUS_ID]

Course Title	First Year Seminar A 82		
Instructor	DALISSIER, Michel Pierre Edouard		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar A	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: First Steps into the Logic of Propositions

Course Outline: This course will be given in Japanese and introduce students to contemporary logic of proposition, from a philosophical point of view. I will compare propositional logic with other representative trends in the field, such as formal, transcendental, dialectical, and phenomenological logic.
The students will learn to solve basic problems such as: What is a proposition? Where is the difference between logic and language? Is it possible to define truth? Why must we avoid contradictions?

Objectives: The objectives of this course are as follows:
1) to develop a simple logical picture of the world;
2) to learn the role and aim of logic;
3) to understand logic from a philosophical point of view;
4) to improve student's critical and logical skills.

before/after course of study: The students are required to prepare questions.They are asked to search in advance for the meaning of unfamiliar terms (for example, "predicate", "disjunction", and so forth). They also have to train themselves in identifying concepts that they potentially cannot define by themselves (for example, "proposition", "logic"), and to search for their meaning in advance. Advices: 1. Please train yourselves in taking handwritten notes (you will have to write in English for the final test), learn by thinking with your hand and body.2. Don't stay alone with logic! Work in group of 2 to 4! Play the game, behave such as a logician!

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Guidance
Topic, Method, Bibliography

Introduction
Logic, Science of Logic, Truth, Propositions, Sentence, Declaration

Language and Logic
Falsity, Methodology, Distinction, Statement

From Language to Logic
Phrase, Necessity, Truth, Adequatio

The Essentials of Propositional Logic
Propositions, Operators, Truth-tables

Formal and Propositional Logic
Consistencies, Logical Properties, Contradiction, Syllogism

Logical Elements
Extentional, Intentional, Predicate, Subject

Logical Functions
Calculus, Quantification, Predication, Critiques

Logical Challenges
Complexification, Mereology, Criteriology, Normative Theory

What Kind of Logical Language?
Ordinary Language, Symbols, Consequence, Metalanguage

Logical Perplexities
Confusion, Reference, Danger, Regressum

Logical Variations
Truth-functionnal, Modality, Conjunction, Disjunction, Alternative

Philosophical Perspectives

Intruition, Formalization, Incarnation

Conclusion

Summary, General discussion, and Final Exam.

第15回

aaa

Language: Japanese

Textbooks: The textbook will be projected during the class using Power Point.

References:
Aristotle, Organon (CreateSpace Independent Publishing Platform, 2015).
『オルガノン』『アリストテレス全集1-2』岩波書店、1976年
Blanché, Robert, Introduction à la logique contemporaine [現代論理入門] (Paris: Armand Colin, 1957)
Dalissier, Michel, "Unification and Emptiness in Predication. The Stoics, Frege, Quine, Strawson, Nishida Kitarô; History of Logic under a Topological Enlightenment", Philosophia Osaka (Osaka: Philosophia Osaka, March 2007), no. 2, pp. 19-42
R. デカルト『方法序説』山田弘明訳、ちくま学芸文庫、2010年
G.W.F.ヘーゲル『大論理学』寺沢恒信訳、以文社、1977-1999年
M.ハイデッガー『論理学 : 真性への問い』 佐々木亮、伊藤聡、セヴェリン・ミュラー訳、創文社、1989年
Husserl, Edmund, Logical Investigations (London: Routledge, 1973)
E.フッサール『論理学研究』立松弘孝訳、みすず書房、 1968-1976年
Klement, Kevin C., "Propositional Logic", Internet Encyclopedia of Philosophy, online (http://www.iep.utm.edu/prop-log/), today's date
M.メルロ＝ポンティ『見えるものと見えざるもの』クロード・ルフォール編、中島盛夫・伊藤泰雄・岩見徳夫・重野豊隆訳、法政大学出版局、1994年。
西田幾多郎「述語的論理主義」『一般者の自覚的体系』『西田幾多郎全集4』岩波書店、2003、49-80頁
Russell, Bertrand, The Philosophy of Logical Atomism (London: Routledge, 2010).
B.ラッセル『論理的原子論の哲学』 高村夏輝訳、筑摩書房、2007年
Strawson, Peter Frederick, Individuals. An Essay in Descriptive Metaphysics, New York, Routledge, 2005,
Whitehead, Alfred North, and Russell, Bertrand, Principia Mathematica (Cambridge University Press: 1997)
A・ホワイトヘッド, B・ラッセル『プリンキピア・マテマティカ序論』 岡本賢吾 [ほか] 訳、哲学書房、1988年
Wittgenstein, Ludwig, Tractatus Logico-Philosophicus (London: Routledge and Kegan Paul, 2002)
L.ウィトゲンシュタイン『論理哲学論考』野矢茂樹訳、岩波文庫、2003年
野矢茂樹著『論理学 Logic: an introduction』東京大学出版会、1994年

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams:	50	Final exam (understanding of the class, logical and critical skills).
Class contribution:	50	Active class participation.

Note/URL: The form and content of the class might be influenced by the current research orientations of the instructor, by the number of students, by their languages skills, their special interests and level of understanding about philosophy and logic, as well as other relevant factors. Accordingly, the form of the class as well as the content of the present syllabus might be subject to changes.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB1000|03|210GEB1000[/SYLLABUS_ID]

Course Title	First Year Seminar B 03		
Instructor	NAKAMURA, Chie		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: In this course, students will develop skillsrequired to do group-based scientific research work in English. Emphasis willbe placed on negotiation, discussion and problem-solving in a group setting,and the language skills needed to gather information from a variety of sources,summarize that information, and present results and conclusions to an audience.After completing the course, students should be able to express ideas inacademic settings, carry out discussion with other members, conduct simpleexperiments in a group, and present findings with proper source acknowledgmentto an audience in well-formed sentences with pronunciation and intonationcomprehensible to an international audience.

Objectives:
・Work in a group and solve simple research-related problems.
・Present simple findings to an audience in well-formed sentences.
・Prepare and deliver a convincing speech with comprehensible pronunciation and intonation.
・Write a simple Introduction, Methods, Results, and Discussion (IMRaD) style paper and present the results of experiment.
・Use appropriate academic vocabulary.
・Understand the concepts related to plagiarism and include proper source acknowledgment in work produced.
・Learn to give and receive constructive peer feedback.

before/after course of study: Students are expected to complete an average of 60 minutes of homework per class to achieve a passing grade in this class. The homework will include written assignments, undertaking Internet-based research, and preparing presentations.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

第1回
Course Introduction, Internet Research, and Plagiarism
第2回
Abstracts and Introductions
第3回
Methods 1
第4回
Methods 2
第5回
Results 1
第6回
Results 2
第7回
Discussion and Conclusions 1
第8回
Discussion and Conclusions 2
第9回
Group Experiment Part 1: Negotiating Roles
第10回
Group Experiment Part 2: Designing Experiment
第11回
Group Experiment Part 3: Conducting Experiment

第12回
Group Experiment 4 Interpretation of Results
第13回
Presentation Preparation
第14回
Final Presentation

Language: English

Textbooks: ・Supplementary materials on-line
・Supplementary materials supplied by the teacher

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Papers:	33	In-class quizzes, written assignments, and in-class presentations
Class contribution:	33	Active participation in class activities including peer feedback sessions and Q&A sessions. If you are absent from more than 3 classes, you will receive an 'F' for your final grade. Please come to class on time. If you are more than 15 minutes late, you will be marked absent.
Others:	34	Final presentation

Note/URL: The pace of the course may change based on thelevel of the students in the class. The schedule above is suggested for anaverage level class.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB1000|04|210GEB1000[/SYLLABUS_ID]

Course Title	First Year Seminar B 04		
Instructor	HIRASAWA, Caroline		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introduction to Art and Art History

Course Outline: This course introduces contemporary art and art history/criticism. In addition to taking an academic approach to themes in contemporary and modern art, there will be drawing exercises and visits to museums or galleries.

Students should be prepared to pay some museum admission fees, as necessary.

Bring a notebook to every class (preferably unlined or graph-ruled), as well as soft-lead pencil(s), and a good eraser. Also, if necessary, bring a pencil sharpener and a neat way to collect and dispose of pencil shavings.

Classes will be conducted in person only.

Objectives: To study contemporary art and art history while improving reading, writing, and presentation skills.

before/after course of study: Students should expect to spend an average of 4 to 6 hours in preparation for each week's class, with some weeks requiring more or less time. Visits to museums are conducted outside of class-meeting times.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1

Introduction to class (the schedule below is tentative).

Vol. 2

Lecture Survey of Art History, Part 1

Vol. 3

Lecture Survey of Art History, Part 2

Vol. 4

Drawing Exercise and Discussion, Part 1
Deadline for choosing readings for presentations (to be discussed in the first class and posted on Moodle); Choice of Museum or Gallery for next week's class

Vol. 5

Gallery or Museum Reports, Part 1

Vol. 6

Student Presentations: Historical Influences, Homages, and Post-Colonial Challenges (schedule of presentations/topics TBD)

Vol. 7

Student Presentations: Figurative and Abstract Art (schedule of presentations/topics TBD)

Vol. 8

Student Presentations: Is it Art? Are they Artists? (schedule of presentations/topics TBD)

Vol. 9

Student Presentations: Reconsiderations of Materials, Technologies, and Process (schedule of presentations/topics TBD)

Vol.10

Student Presentations: Politics, Activism, and Money (schedule of presentations/topics TBD)

Vol.11

Student Presentations: Conceptual, Performance, and Interactive Art (schedule of presentations/topics TBD)

Vol.12
Drawing Exercise and Discussion, Part 2
Vol.13
Gallery or Museum Reports, Part 2
Vol.14
Presentations on Final Projects

Language: English

Textbooks: Readings will be announced at the first class meeting and posted on Moodle.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	50	Written assignments and notebooks.
Class contribution:	20	Active listening, asking pertinent questions, encouraging others to speak, concentrated sketching and taking notes in class, etc.
Others:	30	Presentations and preparation.

Note/URL: Details about the schedule of assignments will be discussed at the first class meeting and posted on Moodle.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB1000|06|210GEB1000[/SYLLABUS_ID]

Course Title	First Year Seminar B 06		
Instructor	MANNING, Julian		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Postwar Britain and Japan in Comparative Perspective.

Course Outline: This course is designed to be part I of a two-part course in conjunction with my second semester IIB seminar. Students may choose to take just one or both of the courses. We will consider the major events and trends in British and Japanese postwar political and social history and examine their influences on present day Britain and Japan.

Objectives: By gaining an historical perspective, we will put current events and social issues into context. One of the themes of the seminar will be that the histories of individual nations cannot be properly understood if they are studied in isolation. The events and trends that have shaped both Japan and Britain since the end of World War II illustrate the truth of this and also suggest that currently popular concepts such as 'globalization' are not quite as novel as we sometimes believe.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule The course will begin with a brief analysis of the current state of both Britain and Japan from political, economic and social points of view. This will include a discussion of ideas such as 'the nation-state' and 'national identity'. Having developed an image of the current situation we will go on to examine the political, economic and social trends of the postwar era. In Japan, this will include an analysis of the postwar reconstruction, the adoption of the so-called 'Yoshida line' in the political economy, the period of high-speed economic growth that came to be known in the UK as the Japanese miracle, and the development of the so-called 'bubble economy' and its aftermath.

In the case of Britain we will examine the decline and recovery of the British economy and the development of the centrist political-economic strategy known as the Third Way. We will try and understand the ramifications of the financial crisis of 2008 and its aftermath for the political economy of Britain and the wider world. We will also examine post-colonial Britain from the point of view of immigration and the struggle to define a new identity for British people and a world role for Britain following the end of the British Empire. The development of the E.U. will also be examined in some detail. Students will need to prepare for class by making sure that they are up-to-date with current social issues by following the news and that they have some familiarity with the topics raised in this syllabus.

Language: English

Textbooks: Handouts will be given as necessary. Suggested readings will be supplied.

References: In order to fully participate in class discussions, students must be prepared to do background reading. Suggested readings will be provided.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- There will be one term paper that can be on any topic raised in the course. Term papers must show adequate evidence of research and be properly annotated and contain a bibliography. Term papers will be marked out of 100. In order to qualify for credits, students must attend at least 2/3 of all classes, but their attendance record, as a percentage, will account for 50% of their overall grade.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB1000|08|210GEB1000[/SYLLABUS_ID]

Course Title	First Year Seminar B 08		
Instructor	FIELD, Malcolm		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Understanding Contemporary International Relations

Course Outline: This seminar is an introductory seminar on International Relations. We will examine some of the essential ideas and theories that are fundamental to an understanding of contemporary international relations. We will also identify how these issues affect global governance and global business practices. Based on readings on Moodle or from the textbook on Modular Press we will engage in practical discussion-based seminar that seeks to develop an understanding about the complexities of IR by using contemporary examples. A previous exposure to IR theories might be an advantage although not necessary.

Objectives: By the end of this course students should be able to discuss contemporary international relations issues objectively. You should be able to recognize the fallacies, debate and defend positions, and consider possible outcomes of contemporary IR events. Students should clearly understand that IR is a wicked problem and tame solutions are naïve. Students will be expected to demonstrate theoretical knowledge by application to scenarios or situations throughout the course. My goal is to apply the theoretical understanding you develop in your studies. Be prepared to discuss and defend your positions.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: Topics to be discussed in this class include+
1 Introduction & Welcome [international relations, globalization, state, actor, politics]
2 State, sovereignty and international actors and order (continued)
3 Basic Building Blocks: Realism and Liberalism (Radicalism & Constructivism)
4 Basic Building Blocks: Theories continued
5 IPE (Assessment 1 will follow Theories and IPE)
6 Human Security (Human Rights, IHL, R2P, Security)7 Human Security (Human Rights, IHL, R2P, Security)
8 Terrorism: Is the fear real?
9 Geneva & Hague Treaties, WMD, CBW: Rational or cognitive dissonance?
10 WMD continued (threats)
11 The environmental debate
12 Environment and IPE
13 Technology
14 Mind mapping & Conclusions
This detailed class and topics schedule may change as need interest require. Any preparation before class will be clearly outlined; however, review after each seminar will be a huge advantage to understanding the issues.

Language: English

Textbooks: pdf summaries and notes will be uploaded to Moodle after each section.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-: 2 papers (Theories and IPE 40%; one final academic paper 60%)

Note/URL: This course is planned to be delivered in-person. However, due to academic commitments in 2024, several classes may switch online.Requirements:
You will need to access a computer every week throughout this course. Please also be expected to complete the set readings before class and read the news on a weekly basis.
Although readings will be given on Waseda Net, it is recommended that you read further about the topics from the list to be provided in class. The more you "put in" to this class the more "fun" we can "get out".
URL: to be advised
Constraints on the use of ChatGPT will be outlined in class and on assessment items.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB1000|10|210GEB1000[/SYLLABUS_ID]

Course Title	First Year Seminar B 10		
Instructor	TRAN THI NGOC, Phuong		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.5	**Class Modality Categories**	[Online] Realtime Streaming
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: International Communications & Culture
Computer Assisted Language Learning

Course Outline: Technology has had an enormous influence on our lives in the ways in which we work and communicate. It is not surprising, then, that it has also had an effect on language education. The field of language education has always quickly embraced new technologies, and the introduction of standalone computers in the 1980s the Internet in the 1990s saw the beginnings of the field of Computer Assisted Language Learning (CALL). While it was at first seen as being limited in its potential as a teaching tool, these days the majority of educational institutions have computer laboratories for students to use. This raises the question of, however, whether the computer being used to its maximum potential for language learning. In this subject, students will learn how the computer can be used in teaching foreign languages, investigating what should be kept in mind when using new technologies.
※This class will be taught online: Live Stream (Full Realtime Streaming: ZOOM)

Objectives: Classes will include mini lectures and discussions as a class and in small groups. By the end of the subject, students will:
- be aware of the history of using computers in language education
- evaluate CALL programs
- understand how technology affects human communication
- be able to conduct simple CALL research

before/after course of study: Students need to read the assigned chapters before class for discussions.
Students need to revise the in-class notes for their own improvement.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Orientation

Overview of the course.
Introduction and requirements

Vol. 2 Fundamental considerations with teaching with mobile technologies

Language-learning tasks
Course and syllabus design
Methodological frameworks and design intergration

Vol. 3 Fundamental considerations with teaching with technology

Using the Terms CALL and MALL Emerging Affordances of Mobile Devices
Complexity of Research, Theory and Practice

Vol. 4 Shifting Paradigms in Language Learning and Technology

Shifting roles for learners and teachersResistance to technology use in education
Mobile learning in formal and informal learning contexts

Vol. 5 Research considerations in MALL

The focus of research in MALLData Collection Methods in MALL research

Vol. 6 Theory in MALL

Informal and Formal Theories Fundamentals of Theory
Theories relevant to MALL

Vol. 7 Physical, Psychosocial and Pedagogical Issues

IntroductionPhysical issues
Psychosocial issues
Pedagogical Issues

Vol. 8 The Learner in MALL

Survey research
Compararive research
Discussion
–Theory, research, and pedagogy
–The online environment

Vol. 9 Practice in CALL

Identifying the LearnerRationale for Training
Training, Sustained Task engagement, and Autonomy
A Model of training

Vol.10 Designing MALL Environments

Designing: – Learning Environments
– Artefacts
– Tasks
– Assessment in MALL
Principles for MALL Design

Vol.11 Concepts, Contexts and Challenges in MALL

Concepts in MALLContexts in MALL
Challenges in MALL

Vol.12 Project Review

Writing final projects

Vol.13 Presentations

Present students' small-scale MALL research projects applying the theories

Vol.14 Presentations

Present students' small-scale MALL research projects applying the theories

Language:	English
Textbooks:	Stockwell, G. (2022). Mobile Assisted Language Learning: Concepts, Contexts, and Challenges. New York: Cambridge University Press.
References:	Stockwell, G. (2012). (Ed.). Computer-assisted language learning: Diversity in research and practice. Cambridge: Cambridge University Press.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Papers:	40	Moodle Assignments and Presentations
Class contribution:	30	Active participation in class. Students will not be assessed on their accuracy of language used, but rather on their effort to participate in preparations and the discussions in each class.
Others:	30	Group Final Project

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB1000|11|210GEB1000[/SYLLABUS_ID]

Course Title	First Year Seminar B 11		
Instructor	BACON, Paul Martyn		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: The European Union as an international actor: what is it, and how does it work?

Course Outline: The method of course delivery will be Face-to-Face (F2F) (*Please note that if a sufficient number of students are unable to attend in-person because of travel restrictions, it may be necessary to move to Live Stream via Zoom).
This course offers an introduction to the European Union(EU), including its history, institutions and decision-making processes. We also consider some of the key aspects of the EU's international relations. An honest appraisal of the strengths and weaknesses of the EU is offered. The EU has been referred to as the most successful peace experiment in history, and the most successful international organization in history. The bases for both of these claims are examined.

However the EU is also experiencing several interlocking and enduring crises which some claim are a threat to the very future of the organization. These crisis include; the Ukraine crisis, accusations that the EU has a 'democratic deficit', and Brexit. Each of these crises will be considered in some detail.

We will also look in some detail at the relationship between the EU and Japan, who recently signed a path-breaking Economic Partnership Agreement (EPA) and a Strategic Partnership Agreement (SPA). The EPA is one of the largest trade deal ever signed, and was a direct and deliberate attempt to counter the effects of Brexit and the Presidency of Donald Trump.

Objectives: This seminar class has two main aims. The first is to foster independent study skills; it is important for students to become familiar with the academic culture of seminar study. Students will develop their ability to conceptualize a problem, and utilize academic resources (books, teachers, the Internet) to learn more about it. Students will be encouraged to think critically, and to organize their thoughts clearly in writing. It is also important that students develop the ability to express their ideas clearly and confidently in public, through presentations and discussion.

The second objective of the seminar is to learn about the European Union as an example of global governance.

Students will gain an understanding of:
- the history of the EU
- the political institutions of the EU
- the decision-making processes of the EU
- whether it is fair to claim that the EU suffers from a 'democratic deficit'
- the extent and nature of the EU migration 'crisis'
- the strengths and limitations of the EU as an international actor
- the EU's self-image as a unique type of international actor, 'normative' or 'transformative'
- the successes and failures of EU enlargement
- the EU's attempts to promote abolition of the death penalty in Japan
- the significance of the EPA and SPA that have just been signed by the EU and Japan

before/after course of study: The class will require 3 hours of assigned reading, and anticipation of class tasks.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule N.B. This course will be taught online. Each week, the class will be held over Zoom, and student attendance is expected.
N.B. The schedule is tentative, and subject to change.
Week 1 -Introduction
Week 2 -Historical evolution of the EU.
Week 3 - Institutions of the EU.
Week 4 -Member-states of the EU.
Week 5 - Key policies of the EU
Week 6 - How policies are made in the EU
Week 7 - Democracy in the European Union
Week 8 - What type of actor is the EU?: normative, post-modern, civilian
Week 9 - EU Enlargement and Wider Europe

Week 10 –The EU as a Global Actor
Week 11 – Brexit and the EU
Week 12 – The Ukraine crisis
Week 13 – The EU, Japan and the death penalty
Week 14 –The EU and human rights promotion in Thailand

Language:	English
Textbooks:	The textbook for this class will be: Kenealy, Peterson and Corbett, 'The EU: How Does it Work?' (Fifth edition, 2018) Please consult with the professor in the first class before buying this book.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Papers:	30	One end term paper (1,700–2,000 words), worth 30% of the final grade.
Class contribution:	40	One joint presentation, worth 20% of the final grade. Class attendance and participation, worth 20% of the grade.
Others:	30	3 short (500–word) coursework comprehension exercises, each worth 10% of the final grade.

Note/URL: Students who take this course and do well will have an opportunity to participate in a Model EU exercise along with more senior students, if they wish to do so.
The professor is a Jean Monnet Chair of European Studies, who organizes several activities in cooperation with the Delegation of the European Union to Japan. Students who are interested can participate in a range of events related to the EU.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB1000|12|210GEB1000[/SYLLABUS_ID]

Course Title	First Year Seminar B 12		
Instructor	TRAN THI NGOC, Phuong		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.5	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: -International Communications & Culture
Science of Well-being

Course Outline: Explore the intricacies of health and wellness through this seminar, which covers topics such as health issues, building wellness skills, mental and emotional health, and personality and subjective well-being. Engage in language exercises tailored to health and wellness communication, allowing you to express thoughts on personal control and well-being, the process of emotion, cause and correlates of happiness and lifestyle choices.
※This class will be taught face-to-face

Objectives: - Assess your current level of well-being and produce a baseline measurement of well-being
- Provide students with essential personal health information they can use to develop a lifetime of wellness skills
- Help you develop the knowledge and motivation you need to maintain wellness throughout adulthood
- Design your environment and practice goal setting strategies to build better habits
- Understand and utilize the power of making a social commitment to change your behavior
- Understand and utilize the power of your environment to change your behavior
- Develop a personal health and wellness plan.

before/after course of study: Students need to read the assigned chapters before class for discussions.
Students need to revise the in-class notes for their own improvement.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Orientation

Overview of the course.
Introduction and requirements- Assess your current level of well-being and produce a baseline measurement of well-being
In-class learning activities:
-Reading: Measure Your Happiness and Discover Your Strengths
-Measure Your Baseline Happiness Using the PERMA Profiler
-Measure Your Baseline Happiness Using the Authentic Happiness Inventory
Out-of-class learning:
-Reading: Rewirement Tracking
-Listen to one Podcast and reflect

Vol. 2 Misconceptions About Happiness

In-class learning activities:
-Discussion: What do we think will make us happy?
-Reading: Savoring & Gratitude
Out-of-class learning:
Daily Gratitude Journal
-W2 : Rewirement Tracking
-Listen to one Podcast and reflect

Vol. 3 Why Our Expectations are so Bad?

In-class learning activities:
-Discussion: Why do we mispredict what makes us happy?
-Reading: Kindness & Social Connection
Out-of-class learning:
-Daily Gratitude Journal
-W3 : Rewirement Tracking
-Listen to one Podcast and reflect

Vol. 4 How Can We Overcome Our Biases?

In-class learning activities:
-Discussion: How we counteract our annoying features of the mind?
-Reading: Exercise & Sleep
Out-of-class learning:
-Daily Gratitude Journal
-W4: Rewirement Tracking
-Listen to one Podcast and reflect
-Exercise and good sleep

Vol. 5 Stuff that Really Makes Us Happy

In-class learning activities:
-Discussion: What can we do to improve our happiness?
-Reading: Meditation & Gratitude Visit
Out-of-class learning:
-Daily Gratitude Journal
-W5: Rewirement Tracking
-Listen to one Podcast and reflect
-Meditate

Vol. 6 Putting Strategies into Practice

In-class learning activities:
-Discussion: How can we intentionally put these strategies into practice and build healthier habits?
-Reading: Mystery Rewirement
Out-of-class learning:
-Daily Gratitude Journal
-W6: Rewirement Tracking
-Listen to one Podcast and reflect
-Exercise/ Meditate

Vol. 7 Personality and Subjective Well-being

Discussion Prompt: Define Well-Being
In-class learning activities:
Reading: Personality and Subjective Well-being (Ed Diener and Richard E. Lucas)
Out-of-class learning:
-Read the article in advance
-Daily Gratitude Journal
-W7: Rewirement Tracking
-Listen to one Podcast and reflect
-Exercise/ Meditate

Vol. 8 How can you rely on others to help you change your behaviors?

In-class learning activities:
Reading: Personality and Subjective Well-being (Ed Diener and Richard E. Lucas)
Out-of-class learning:
-Read the article in advance
-Daily Gratitude Journal
-W8: Rewirement Tracking
-Listen to one Podcast and reflect
-Exercise/ Meditate

Vol. 9 The Social Context and Happiness

In-class learning activities:
Reading: Causes and Correlates of Happiness (Michael Argyle)
Out-of-class learning:
-Read the article in advance
-Daily Gratitude Journal
-W9: Rewirement Tracking
-Listen to one Podcast and reflect
-Exercise/ Meditate

Vol.10 How can you design your environment to help you change your behaviors?

In-class learning activities:
Reading: Causes and Correlates of Happiness (Michael Argyle)
Out-of-class learning:
-Read the article in advance
-Daily Gratitude Journal
-W10: Rewirement Tracking
-Listen to one Podcast and reflect
-Exercise/ Meditate

Vol.11 Personality and Individual Differences

In-class learning activities:
Reading: Gender Differences in Well-Being (Susan Nolen-Hoeksema and Cheryl L. Rusting)
Out-of-class learning:
-Read the article in advance
-Daily Gratitude Journal
-W11: Rewirement Tracking
-Listen to one Podcast and reflect
-Exercise/ Meditate

Vol.12 Gender Differences in Well-Being

In-class learning activities:
Reading: Gender Differences in Well-Being (Susan Nolen-Hoeksema and Cheryl L. Rusting)
Out-of-class learning:
-Read the article in advance
-Daily Gratitude Journal
-W12: Rewirement Tracking
-Listen to one Podcast and reflect
-Exercise/ Meditate

Vol.13 Personal Health and Wellness Plan

In-class learning activities:
Assess your current level of well-being and design your plan
-Measure Your Baseline Happiness Using the PERMA Profiler
-Measure Your Baseline Happiness Using the Authentic Happiness Inventory
Out-of-class learning:
-Final Rewirement and Reflection
- 28 days of Gratitude

Vol.14 Personal Health and Wellness Plan

In-class learning activities:
Assess your current level of well-being and design your plan
-Measure Your Baseline Happiness Using the PERMA Profiler
-Measure Your Baseline Happiness Using the Authentic Happiness Inventory
Out-of-class learning:
- Final Rewirement and Reflection
- 28 days of Gratitude

Language: English

Textbooks: None

References: 1. Daniel Kahneman Ed Diener & Norbert Schwarz、Well-being: The Foundations of Hedonic Psycholofy、Russell Sage Foundation、1999（0871544245）
2. James Robinson & Deborah J. McCormick、 eBook: Concepts In Health and Wellness、Cengage、2010（9780357228807）
3. Link to the Podcast: https://podcasts.apple.com/us/podcast/the-happiness-lab-with-dr-laurie-santos/id1474245040
Be calm and explore ourselves!

Grading Free-text Entry Flag: 0：評価方法毎フォーマット（教員による切替可）

Exams:	0	None
Papers:	30	Reading, Listening to Podcasts, Journaling & Reflection
Class contribution:	50	Active participation in class. Students will not be assessed on their accuracy of language used, but rather on their effort to participate in preparations and the discussions in each class.
Others:	20	28 Days of Gratitude Journal

Note/URL: Study outside of class hours: 1.5 hours
- Reading material
- Self-Reflection
- Listen to Podcast "The Happiness Lab with Dr. Laurie Santos" one podcast per week and reflect.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB1000|14|210GEB1000[/SYLLABUS_ID]

Course Title	First Year Seminar B 14		
Instructor	YAMASHITA, Hikaru		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Order and change in international politics

Course Outline: International order is one of the most important-- and the most contested-- concepts in the field of international politics. The concept has also attracted renewed attention among scholars and policy makers as the nature of the predominant order is seen to be undergoing change in recent periods. What is order in international politics? How is it changing, and what does it mean for us? In this seminar we will discuss these issues through reading policy reports and academic articles on the subject. The seminar is scheduled to take place mainly in the classroom (face-to-face) unless announced otherwise. The course details including the class format for each week will be explained in the first week (which will be held in the classroom).

Objectives: This seminar is intended to serve as an introduction to international relations and foreign policy studies. Students are expected to develop an academic essay through discussions and readings. They will be able to learn how to plan, present and discuss academic papers.

before/after course of study: The participants will be required to read the text and prepare talking points for the discussions and the final essay. The pre/ after class work is projected to take 30-60 minutes per day.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Orientation
[Week 2] Overview and introduction
[Week 3] Report (1) Reading and discussion
[Week 4] Reading (1) Reading and discussion
[Week 5] Reading (1) Reading and discussion
[Week 6] Reading (1) Review discussion
[Week 7] Essay discussion (1)
[Week 8] Reading (2) Reading and discussion
[Week 9] Reading (2) Reading and discussion
[Week10] Reading (3) Reading and discussion
[Week11] Reading (4) Reading and discussion
[Week12] Reading (5) Reading and discussion
[Week13] Readings 2-5 review and discussion
[Week14] Essay discussion (2)
The schedule may be subject to change due to the number of students and the availability of new materials etc.

Language: English

Textbooks: Reading (1) Michael J. Mazarr et al., Understanding the Current International Order (RAND, 2016)
Reading (2) John J. Mearsheimer, "Bound to Fail: The Rise and Fall of the Liberal International Order," International Security 43-4 (2019), pp. 7-50.
Reading (3) G. John Ikenberry, "Why the Liberal Order Will Survive," Ethics and International Relations 32-1 (2018), pp. 17-29.
Reading (4) Dominic Tierney, "Why Global Order Needs Disorder," Survival 63-2 (2021), pp. 115-138.
Reading (5) G. John Ikenberry, "Three Worlds: the West, East and South and the Competition to Shape Global Order," International Affairs 100-1 (2024), pp. 121-138.
All documents will be shared through Moodle.

References: Other useful sources will be suggested during the class.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- 60% Essays
40% Contribution to the discussion.

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfbared resources, submissions, etc. are made using the Moodle.

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB1000|16|210GEB1000[/SYLLABUS_ID]

Course Title	First Year Seminar B 16		
Instructor	SIDOLI, Nathan Camillo		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Geometry: Euclid and Others

Course Outline: In this course, we will explore some of the historical contexts of Greek mathematics, read some of Euclid's Elements, as well as passages from Lobachevski's Theory of Parallels and Hilbert's Geometry. We will be focusing on the techniques of proving propositions and will go through the arguments in detail.

[This course will be conducted face-to-face (フル対面). Students are not allowed to use mobile phones, smart phones, or laptops in class.]

Objectives: Students taking this class will develop an understanding of some basic geometry, and appreciation of logically structured arguments, be exposed to some of the ideas of non-Euclidean geometry as well as formalized axiomatic geometrys. Students will develop experience presenting mathematics in front of others by writing on the whiteboard and guiding us through the argument.

before/after course of study: The class will be a seminar format and each week some students will present mathematics on the board to everyone else. We will work very slowly through the arguments so that everyone understands. The goal of the presentations will be comprehension, not polish.

Students should spend 1-2 hours before class reading the material and working through the arguments. It is best if you do this in groups. (After the first class, I will use Moodle to assign groups for group work.) You should spend a bit of time after class reviewing the content to be sure that you understand what we have covered.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[1] Introduction
[2] Greek mathematics and mathematics education
[3] Euclid's Elements, I
[4] Euclid's Elements, II
[5] Euclid's Elements, III
[6] Euclid's Elements, IV
[7] Euclid's Elements, V
[8] Euclid's Elements, VI
[9] Euclid's Elements, VII
[10] Euclid's Elements, VIII
[11] Non-Euclidean geometry, I
[12] Non-Euclidean geometry, II
[13] Hilbert's Geometry, I
[14] Hilbert's Geometry, II

Language: English

Textbooks: Selections from Euclid's Elements, Lobachevski's Theory of Parallels and Hilbert's Geometry. Readings will be distributed in class.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	30	Notebook. Students will be required to keep a written notebook of their progress through the readings and presentations.
Class contribution:	40	In-class presentations. Presentations can be made with notes, but students cannot bring the readings up to the board for their presentations.
Others:	30	Active participation

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB1000|18|210GEB1000[/SYLLABUS_ID]

Course Title	First Year Seminar B 18		
Instructor	KATO, Junko		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: American Slavery: The Irony of American Freedom

Course Outline: [IN-PERSON COURSE]
In his executive order 14253 titled "Restoring Truth and Sanity to American History" issued in March 2025, President Donald Trump argues that teaching of American slavery is "driven by ideology rather than the truth" and it "fosters a sense of national shame" in such a great nation as the United States. It is true that nothing better illustrates American irony than the existence of slavery in a land of freedom. Since the founding of the nation, freedom for white people in the United States depended upon the enslavement of black people, and the nation's growth owed much to global economy based on the Atlantic slavery. The fact that the United States alone required a civil war to abolish the institution testifies to the strength of its slaveholding class and the weakness of American democracy. The official end of slavery in 1865, however, failed to solve the problem of race in the United States, as seen in the recent Black Lives Matter throughout the world. it is, therefore, essential to understand slavery if one wishes to understand both US history and American society of today. Contrary to what President Trump wishes, we have to face this "negative" (in his word) side of history because there is so much to learn from it. It is rather inspiring to learn how people continue to struggle for their rights. This course will first give us an overview of American slavery by reading Peter Kolchin's American Slavery, 1619-1877 and then enhance our understanding of the day-to-day practice of slavery through the eyes of a fugitive slave, Frederick Douglass (My Bondage and My Freedom). Together, they will help us understand the workings of human bondage as well as the impact of slavery upon people, both black and white.

Objectives: 1) Since the subject of slavery and racism is a requisite for understanding American society, those who intend to study in the United States will benefit from a number of important historical writings and theories that are familiar to American intellectuals.

2) Students' responsibilities explained below will help develop skills to critically view and logically evaluate the assigned material as well as to lead the discussion where no one should feel inhibited in expressing views contrary to other students. Those responsibilities are: each student will have at least one opportunity to make an oral presentation and serve as discussion leader; oral presentations should provide an analytical summary of the week's reading and set forth questions for further discussion by the class. The student leader will chair the ensuing discussion.

3) While there is no midterm examination, students are required to submit an essay at the end of the seminar drawing from the books and what transpires in the class.

before/after course of study: It will make a 100-minute seminar productive if you spend the same amount of time for both before and after class each time. It is also a good idea to keep a weekly journal of intellectual reflections on the readings.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
WK1: Introduction
WK2: Kolchin, American Slavery, ch.1
WK3: Kolchin, American Slavery, ch.2
WK4: Kolchin, American Slavery, ch.3
WK5: Kolchin, American Slavery, ch.4
WK6: Kolchin, American Slavery, ch.5
WK7: Kolchin, American Slavery, ch.6
WK8: Kolchin, American Slavery, ch.7
WK9: Douglass, My Bondage, chs. 1-5
WK10: Douglass, My Bondage, chs. 6-10
WK11: Douglass, My Bondage, chs. 11-15
WK12: Douglass, My Bondage, chs. 16-20
WK13: Douglass, My Bondage, chs. 21-25
WK14: Douglass, My Bondage, Appendix & conclusion

Language: English

Textbooks: Peter Kolchin, American Slavery, 1619-1877 (New York: Hill and Wang, 2003), ISBN: 9780809016303
Frederick Douglass, My Bondage and My Freedom. Available online (Waseda Library)

References:	Sven Beckert, Empire of Cotton: A Global History (NY: Alfred A. Knopf, 2014) Eugene Genovese, Roll, Jordan, Roll: The World the Slaves Made (NY: Random House, 1976) David Brion Davis, Inhuman Bondage: The Rise and Fall of Slavery in the New World (NY: Oxford University Press, 2006)
Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	1) Active participation in class 20% 2) Discussion leader 40% 3) Term paper 40%
Note/URL:	Of the two books mentioned in the syllabus, we will use the online version of My Bondage and My Freedom. Therefore, please purchase only Peter Kolchin's book at COOP Book Center. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB1000|23|210GEB1000[/SYLLABUS_ID]

Course Title	First Year Seminar B 23		
Instructor	TSUKADA, Yuichi		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Reading and Discussing Short Stories

Course Outline: In this first-year seminar, we will read and discuss short stories written in English, learning how to analyse literary texts. In particular, we will examine short stories by twentieth-century authors such as James Joyce, Katherine Mansfield, Ernest Hemingway, John Steinbeck and Doris Lessing. The seminar is structured as follows:

・Student presentations and questions: Students initiate discussion by raising key issues from the text.
・Discussion and feedback: Students engage in discussions and the instructor provides feedback.
・In-depth analysis: The instructor presents an in-depth analysis and encourages students to develop their own interpretations of the text.

The selected stories are complex and open to analysis from multiple perspectives. The instructor will introduce these texts one by one over the course of the seminar in order to adjust the complexity of the material in response to student feedback.

Objectives: By the end of this course, students are expected to be able to:
・Analyse texts from multiple perspectives.
・Lay out their own arguments effectively.
・Provide meaningful comments and questions on the arguments of others.

before/after course of study: As part of your preparation, you are required to read the text before each seminar, as you will be asked to share your interpretation with your classmates. After the seminar, you are encouraged to review the issues raised during the discussion. Both preparation and review are expected to take 90-120 minutes

Course Schedule Free-Text Entry: 1：フリーフォーマット（教員による切替可）

Course Schedule As indicated in the course description, the instructor will introduce these texts one by one over the course of the seminar in order to adjust the complexity of the material in response to student feedback. For example, students will engage with Text A in Week 2, and after reviewing students' feedback and their ability to analyse Text A, the instructor will provide Text B to be featured in Weeks 3 and 4.

1. Introduction
2. Discussion/Analysis (Text A; its title is with held for educational purposes)
3. Presentation/Discussion/Analysis (Text B)
4. Discussion/Analysis (Text B)
5. Presentation/Discussion/Analysis (Text C)
6. Discussion/Analysis (Text C)
7. Presentation/Discussion/Analysis (Text D)
8. Discussion/Analysis (Text D)
9. Presentation/Discussion/Analysis (Text E)
10. Discussion/Analysis (Text E)
11. Presentation/Discussion/Analysis (Text F)
12. Discussion/Analysis (Text F)
13. Presentation/Discussion/Analysis (Text G)
14. Discussion/Analysis (Text G)

Language: English

Textbooks: All the texts will be provided by the instructor.

Grading Free-text Entry Flag: 1：フリーフォーマット（教員による切替可）

Evaluation Free- Active participation 70% (including discussions, presentations and contributions to the class)
Essay 30%

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。

履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB1000|25|210GEB1000[/SYLLABUS_ID]

Course Title	First Year Seminar B 25		
Instructor	KHATIWALA, Samar Prakash		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Climate and Society

Course Outline: Climate change is arguably the most challengingproblem the world faces. Caused by the emission of greenhouse gases by humanactivity, it is going to have a profound and often negative effect on humanity.This is an introductory interdisciplinary seminar that covers the basic scienceunderpinning our understanding of the climate system and its response toanthropogenic forcing. Lectures will be supplemented by readings from theprimary scientific literature and the UN IPCC reports. However, the course isnot "just" about the science. Theresponse to the so-called "climate emergency" will require massivechanges in how we live, from diet to transportation, and world governance tomanufacturing. We will cover many of these aspects through additional readings,classroom presentations and discussions.

Objectives: In this course students will:
1) Develop an understanding of how the climate system works
2) Learn about natural climate variability
3) Learn about and critically evaluate the different lines of evidence in support of climate change
4) Learn about how humans are affecting climate and vice versa
5) Learn about the societal and technological challenges of addressing climate change

before/after course of study: Students should go over the lecture slides and any assigned readings beforehand and come prepared to ask questions and actively participate in classroom discussions.
Preparation for the class and the review will each take at least 90-120 min.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Orientation and Introduction
Overview of course and the climatesystem
Vol. 2 Energy balance
Earth'senergy balance and its emission temperature
Vol. 3 The Greenhouse Effect-I
Basic principles of blackbodyradiation
Vol. 4 The Greenhouse Effect-II
Quantum mechanics and absorption ofradiation
Vol. 5 The Greenhouse Effect-III
Scattering of radiation and why the sky is blue
Vol. 6 Natural Climate Variability-I
El Nino and other modes of naturalclimate variability
Vol. 7 Natural Climate Variability-II
Climate variability on geologicaltime scales
Vol. 8 Anthropogenic Climate Change-I
The evidence for a changing climate
Vol. 9 Anthropogenic Climate Change-II
Causes of anthropogenic climatechange (sources and sinks of greenhouse gas emissions)
Vol.10 Anthropogenic Climate Change-III
The ozone hole and the MontrealProtocol
Vol.11 Climate Modeling
Computer models of the climate systemand the UN IPCC process

Vol.12 Human consequences of climate change-I
Impact of climate change on society(migration, trade, disease, national and international politics, …)
Vol.13 Human consequences of climate change-II
Impact of climate change on society(migration, trade, disease, national and international politics, …)
Vol.14 Mitigating and adapting to climate change
Technological and social challengesof living with climate change

Language:	English
Textbooks:	Global Warming: Understanding the Forecast by David Archer, Wiley-Blackwell Publishing, ISBN 1405140399. (The 1st edition of this book is adequate.)
References:	Other recommended books: Introduction to Modern Climate Change by Andrew Dessler, 3rd edition, Cambridge University Press, ISBN 1108793878. The Global Carbon Cycle by David Archer, Princeton University Press, ISBN 0691144133.
Grading Free-text Entry Flag:	1 : フリーフォーマット(教員による切替可)
Evaluation Free-	Individual presentation 45% Active class participation 35% Writing 20%

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB1000|27|210GEB1000[/SYLLABUS_ID]

Course Title	First Year Seminar B 27		
Instructor	MITANI, Junko		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introduction to the Rights of the Child（1）

Course Outline: Face to Facre
All children have the same rights. In reality, however, there is no country where all children fully enjoy all the rights. It's important for you, as a young adult, to learn and think how best we can protect and promote the child rights because children hold our future. During the spring semester, we learn some basic concepts, approaches and the international frameworks concerning the child rights, and gain basic knowledge especially on the right to life and the right to participation by examining some examples. The students will form groups, and each group is required to make presentations on selected issues, including the situation, the actions taken, some progresses made, the lessons learned and the remaining challenges. Even when the goal is the same, different interests and priorities often exist among a number of stake holders. Thus the first step to deal with any issue is to analyze the situation from different perspectives. You are expected to read a lot, raise questions and participate in the discussions during the classes. The instructor will share her experiences gained while working for UNICEF, UNHCR, UNTAC and JICA in different countries when appropriate.

Objectives: 1. By the end of this course, you should be able to explain the characteristics of the Convention on the Rights of the Child, the international frameworks and the rights based approach to promote and protect the child rights.
2. You would improve your critical thinking by examining different interests and priorities among a variety of stake holders in different situations concerning a particular right. Your final report should demonstrate your ability to analyze an issue from different view points based on the facts. You also need to master how to write references properly.
3. You are required to make two presentation within the semester. You should be able to improve your presentation skills respondimg to constructive criticisms given by your classmates. You should also learn dos and don'ts by observing and making comments to other presenters.. You would also learn how to make fact-based arguments.

before/after course of study: 1.You are required to prepare for your presentations if it is your turn. It will take at least several hours including group work on zoom or by line group. You should start your preparation two weeks in advance to read, build a structure and make your presentation material in cooperation with your group members and practice your speech to meet the time requirement. You need to work as a team.

2. After your presentation, you are required to conduct further research to answer to the questions raised during the class/given by your classmates on the feedback sheets. You need to post your answers on the moodle. It will take at least a couple of hours to answer to the questions. You may revise your original materials according to the feedback from the class/instructor.

3. .You are required to read key materias and/or watch videos as instructed before the class even if it is not your turn to make a presentation, so that you can come up with good questions and participate in the class discussions effectively. You need to read answers by the presenters posted on the moodle. It will take at least 1 hour every week.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Ice breaking

The students would understand the objectives and the methods used in this class. Getting to know each other.
Mini lecture: Different concepts about child & the legal definition of a child.by the international law Home work: 1Read the Convention of the Rights of the Child and categorize the rights into some groups in a logical manner.
Home work 2: Make your SMARTobjectives

Vol. 2 Getting familiar with the Child rights & logical categorization

Making groups for the presentations. Group discusson about your categorization of the child rights in a logical manner.
Homework:1 Revision of your categoraization and your smart objectives if necessary.
Homework: 2 Watch UNICEF videos and read materials as instructed. (you will be asked to answer to the questions by the instructor in the class 3)

Vol. 3 Characteristics of the CRC and UNICEF

Q and A session: : Characterisrics of the child rights. Needs-based approach. vs Rights-based appoach. Positioning of a child. From a temporary organization for emergency assistance to a permanent organization. Formulation of some characaterics of UNICEF: Data-based approach, Country programming approachHome work: Read the CRC's final observation to Japan and find out if and how your main concern about children in Japan is addressed .(post info)

Vol. 4 The roles of CRC committee: outlines of the Comitteee and a case study of the final observations t

Group presentation 1 The outlines of CRC committee and its country review process. Group discussions about the final observations to JapanHomework for non-presenters: find out different ways to participate in promoting child rights with UNICEF or other org. and share info.

Vol. 5 UNICEF: Curent structure, income and expenditures, priorities

Group presentation 2 and Class discussions
Homework for non-presenters: find a piece of news about children affected by armed conflicts and share info.

Vol. 6 Optional protocol on the involvement of children by the armed conflict (OPAC)

Group presentation 3 and discussions
Homework for non-presenters: find out current information about paedophillia and child pornography and share info.

Vol. 7 Optional protocol on the the sale of children, child prostitution and child pornography (OPSC).

Group presentation 4 and discussionsHomework for non-presenters: find out an example of child/youth contributions to the SDGs and share info.

Vol. 8 SDG and Children & checking the group for the second presentation.

Group presentation 5 and discussions/ changes of the groups or a theme if necessary for the second round of presentation.Homework for all 1 Read the instruction for the term paper and a sample paper given by the teacher.
Homework for all 2::Do the mid-term review of your own objectives.

Vol. 9 Optional protocol on a communication procesures(OPIC), SDGs & About the term paper

Lecture on OPIC and other emerging issues, and SDGs Q and A, the instruction on the term paper & group discussions about the sample paper

Vol.10 Early Childhood development: Breast feeding and the baby friendly hospital initiative

Group presentation and discussions
The situation, Major Issue of concern, International framework,, strategies, plans, actions, Impacts, challenges and the lessons learnt, Funding communication for development (advocacy, behavioral change), the roles of the gov., UNICEF, commercial sector, religious leaders, community, parents, children, mass media/social media, etc.

Vol.11 Infectious disease and immunization. Polio eradication in Pakistan or India OR Ebola in West Africa

Group presentation and discussions
The situation, Major Issue of concern, International framework,, strategies, plans, actions, Impacts, challenges and the lessons learnt, Funding communication for development (advocacy, behavioral change), the roles of the gov., UNICEF, commercial sector, religious leaders, community, parents, children, mass media/social media, etc.

Vol.12 Water, Sanitation and Hygiene at school especially about toilet at school and menstrual health in a

Group presentation and discussions
The situation, Major Issue of concern, International framework,, strategies, plans, actions, Impacts, challenges and the lessons learnt, Funding communication for development (advocacy, behavioral change), the roles of the gov., UNICEF, commercial sector, religious leaders, community, parents, children, mass media/social media, etc.

Vol.13 Female Genital multilation and early marriage

Group presentation and discussions
The situation, Major Issue of concern, International framework,, strategies, plans, actions, Impacts, challenges and the lessons learnt, Funding communication for development (advocacy, behavioral change), the roles of the gov., UNICEF, commercial sector, religious leaders, community, parents, children, mass media/social media, etc.

Vol.14 : Mental well-being of children and conclusion

Group presentation and Discussions

The situation, Major Issue of concern, International framework,, strategies, plans, actions, Impacts, challenges and the lessons learnt, Funding communication for development (advocacy, behavioral change), the roles of the gov., UNICEF, commercial sector, religious leaders, community, parents, children, mass media/social media, etc.
Home work for all: Please evaluate your progress against your own objectives.

Language:	English
Textbooks:	UNICEF annual report 2022,23 UNICEF compendium 2022,23 UNICEF, The State of the World's Children, 2019, 2022, 2023 The CRC and three additional protocols. The above materials are all available on the UNICEF HQ's website (www.unicef.org) Some reports are translated into Japanese and available at Japan Committee for UNICEF. Sphere Handbook http://www.sphereproject.org/handbook/ Some other reports and audio-visual materials by UNICEF, WHO, CDC, UNDP, UN, WHO, Governments, MSF, Save the Children etc and some academic papers will be used as explained in the class.
References:	・Richard Jolly, UNICEF: Global Governance that works, Routledge, 2014 ・Maggie Black. Children First: The story of UNICEF First and Present Oxford University Press 1996 available at UN digital library at https://digitallibrary.un.org/record/659186 Some other materials will be introduced in the class. and on the moodle.
Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	40% Presentation, answers in writing, contributions during the class 30% Term Paper 30% Feedback sheet with your comments, questions and constructive criticism to the presenters at the end of every class
Note/URL:	The content and the order might be revised depending on the interests and the number of the students as well as their levels of English. The students are expected to participate in the class actively, and work closely with other members of one's group. This seminar will be conducted face to face.. Before this seminar starts, please visit UNICEF HP.(www.unicef.iorg).and get yourself familialized with the structure of the homepage. This seminar is for those who are willing to study hard and work together as a group before the presentation. I abolished news reporting to give more time for the students to read materials on the moodle even if one is not a presenter. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB1000|28|210GEB1000[/SYLLABUS_ID]

Course Title	First Year Seminar B 28		
Instructor	MITANI, Junko		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introduction to the Rights of the Child（1）

Course Outline: Face to Facre
All children have the same rights. In reality, however, there is no country where all children fully enjoy all the rights. It's important for you, as a young adult, to learn and think how best we can protect and promote the child rights because children hold our future. During the spring semester, we learn some basic concepts, approaches and the international frameworks concerning the child rights, and gain basic knowledge especially on the right to life and the right to participation by examining some examples. The students will form groups, and each group is required to make presentations on selected issues, including the situation, the actions taken, some progresses made, the lessons learned and the remaining challenges. Even when the goal is the same, different interests and priorities often exist among a number of stake holders. Thus the first step to deal with any issue is to analyze the situation from different perspectives. You are expected to read a lot, raise questions and participate in the discussions during the classes and groupworks. The instructor will share her experiences gained while working for UNICEF, UNHCR, UNTAC and JICA in different countries when appropriate.

Objectives: 1. By the end of this course, you should be able to explain the characteristics of the Convention on the Rights of the Child, the international frameworks and the rights based approach to promote and protect the child rights.
2. You would improve your critical thinking by examining different interests and priorities among a variety of stake holders in different situations concerning a particular right. Your final report should demonstrate your ability to analyze an issue from different view points based on the facts. You also need to master how to write references properly.
3. You are required to make two presentations within the semester. You should be able to improve your presentation skills respondimg to constructive criticisms given by your classmates. You should also learn dos and don'ts by observing and making comments to other presenters.. You would also learn how to make fact-based arguments.

before/after course of study: 1. You are required to do two persenations within a semester. It will take several hours to read, discuss with your group members, prepare material and reharse your speech to meet the time requirement. I sugget that you start your preparation two weeks in advance, You neeed to work as a team.

2.After your presentation, you are required to conduct further research to answer to the questions given by your classmates during the class or on the moodle. It will take at least two hours to prepare your answer sheet. You may revise your presentation materials according to the feedback from your classmate/instructor.

3.You are required to read key materials or watch video even when it is not your turn to do the presentation, so that you can come up with good questions and contribute to the discussions effectively. You need to read answer sheets by each presnter posted on the moodle. It will take at least one hour to read the material, watch video and feedback sheets every week.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Ice breaking

The students would understand the objectives and the methods used in this class.
mini lecture: Different concepts about child & the legal definition of a child.by the international law.
UNICEF Programming cycle and indictors.,Home work: 1Read the Convention of the Rights of the Child and categorize the rights into some groups in a logical manner.
Home work 2: Make your SMARTobjectives

Vol. 2 Getting familiar with the Child Rights

Making groups for two presentations.Group discussion about your categorization of the child rights in a logical manner.
Homework 1: Revision of your categoraization and your smart objectives if necessary.
Home Wor k2: Watch UNICEF videos and read ky materials as instructed. (you will have to answer to the question by the instructor in the next class)

Vol. 3 Characteristics of the CRC and UNICEF.

Q and A session: characterisrics of the child rights. Needs-based approach. vs Rights-based appoach. Positioning of a child. UNICEF: from emergecy assitance to development cooperation,mini lecture: Current structure of UNICEFHome work: find out if and how your main concern about children in Japan is addeessed in the most recent Child rights Committee's observations to Japan,

Vol. 4 The roles of CRC committee: outlines of the Comitteee and a case study of the final observations t

Group presentation 1 about the outlines of CRC committee and country reviw process, and group discussions about the final observations to JapanHomework for non-presenters: read key materials about UNICEF.

Vol. 5 UNICEF Overview: history, priorities, income and expenditures, key approaches

Group presentation 2 and discussions Key approches includes data based apprich, cooperation with the private sector,
Homework for non-presenters: read key materials.

Vol. 6 Optional protocol on the involvemrnt of children in armed conflicts (OPAC)

Group presentation 3 and discussions
Homework for non-presenters: read key materials about OPAC.

Vol. 7 Optional protocol on the the sale of children, child prostitution and child pornography (OPSC).

Group presentation 4 and discussionsHomework for non-presenters: read key materials about OPSC.

Vol. 8 SDG and Children & checking the group for the second presentation.

Group presentation 5 and discussions/ changes of the groups or a theme if necessary for the second round of presentaion.Homework for all 1 Read the instruction for the term paper and a sample paper given by the teacher.Homework for all 2: Do your own mid term review of your own progress against your SMART objectives.

Vol. 9 Optional protocol on a communication procesures(OPIC), SDGs & About the term paper

mini lecture on OPIC and other emerging issues, and SDGs, Q and A, Instruction about the term paper & Class discussion.

Vol.10 Early Childhopod development: Breast feeding and the baby friendly hospital initiative

Group presentation and discussions
The situation, Major Issue of concern, International framework,, strategies, plans, actions, Impacts, challenges and the lessons learnt, Funding communication for development (advocacy, behavioral change), the roles of the gov., UNICEF, commercial sector, religious leaders, community, parents, children, mass media/social media, etc.

Vol.11 Infectious disease and immunization. Polio eradication in Pakistan or India

Group presentation and discussions
The situation, Major Issue of concern, International framework,, strategies, plans, actions, Impacts, challenges and the lessons learnt, Funding communication for development (advocacy, behavioral change), the roles of the gov., UNICEF, commercial sector, religious leaders, community, parents, children, mass media/social media, etc.

Vol.12 Water, Sanitation and Hygiene at school especially about toilet at school and menstrual health in a

Group presentation and discussions
The situation, Major Issue of concern, International framework,, strategies, plans, actions, Impacts, challenges and the lessons learnt, Funding communication for development (advocacy, behavioral change), the roles of the gov., UNICEF, commercial sector, religious leaders, community, parents, children, mass media/social media, etc.

Vol.13 Female Genital multilation and early marriage

Group presentation and discussions
The situation, Major Issue of concern, International framework,, strategies, plans, actions, Impacts, challenges and the lessons learnt, Funding communication for development (advocacy, behavioral change), the roles of the gov., UNICEF, commercial sector, religious leaders, community, parents, children, mass media/social media, etc.

Vol.14 : Mental well-being of children and conclusion

Group presentation and Discussions

The situation, Major Issue of concern, International framework,bstrategies, plans, actions, Impacts, challenges and the lessons learnt, Funding communication for development (advocacy, behavioral change), the roles of the gov., UNICEF, commercial sector, religious leaders, community, parents, children, mass media/social media, etc.
Home work for all: Evaluate your progress against your own objectives.

Language : English

Textbooks : UNICEF annual report 2022, 23
UNICEF compendium 2022
UNICEF, The State of the World's Children, 2019, 2022, 23
The CRC and three additional protocols.
The above materials are all available on the UNICEF HQ's website (www.unicef.org) Some reports are translated into Japanese and available at Japan Committee for UNICEF.
Sphere Handbook http://www.sphereproject.org/handbook/

Some other reports and audio-visual materials by UNICEF, WHO, CDC, UNDP, UN, WHO, Governments, MSF, Save the Children etc and some academic papers will be used as explained in the class.

References:

・Richard Jolly, UNICEF: Global Governance that works, Routledge, 2014
・Maggie Black. Children First: The story of UNICEF First and Present Oxford University Press 1996
available at UN digital library at https://digitallibrary.un.org/record/659186
Some other materials will be introduced in the class. and on the moodle.

Grading Free-text Entry Flag:

1 : フリーフォーマット（教員による切替可）

Evaluation Free-

50% Presentation, answers in writing, contributions to your groups and class discussions.
30% Term Paper
20% Quality of your feedback to the presenters including questions and constructive criticisms and other assignments.

Note/URL:

The content might be revised depending on the interests and the number of the students as well as their levels of English.
The students are expected to participate in the class actively, and work closely with your group members.
This seminar will be conducted face to face.

Before this seminar starts, please visit UNICEF HP.(www.unicef.iorg).and get yourself familialized with the structure of the homepage.

This seminar is for those who are willing to study hard and work together as a team before your presentation.
I abolished news reporting to give more time for students to read more materials on the moodle.

国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB1000|32|210GEB1000[/SYLLABUS_ID]

Course Title	First Year Seminar B 32		
Instructor	SAKAMOTO, Azumi		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.5	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Representation in American Cinema

Course Outline: In American culture, films play an important rolein shaping how we understand diverse groups of people, including those definedby race, gender, sexuality, class, and (dis)ability. In this seminar, we willexamine these representations through analysis of both film content (narrative,character, theme) and form (mise-en-scène, cinematography,editing). The course is organized around one theme every two weeks: the firstweek focuses on film viewing and analysis, and the second week on discussion. Theschedule may change depending on class progress. All classes will be conductedface to face, and students are expected to actively participate in the analysisand discussion of films.

Objectives: By the end of the course, students will be able to:
·Critically analyze film form and content
·Examine and evaluate representations of race, gender, sexuality, class, and (dis)ability in films
·Recognize how cinematic representations influence perceptions of diversity within American culture

before/after course of study: Students are expected to spend approximately 90–120 minutes per week on assigned reading. Film viewing will be conducted in class, and students are expected to attend all screenings. Independent viewing of assigned films will not be permitted.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

第1回
Orientation
第2回
Introduction to film analysis and representation
第3回
Race – filmscreening
第4回
Race –discussion
第5回
Gender – filmscreening
第6回
Gender –discussion
第7回
Sexuality – filmscreening
第8回
Sexuality – film screening
第9回
Class – film screening
第10回
Class –discussion
第11回
Disability – filmscreening
第12回
Disability –discussion

第13回
Student presentations
第14回
Student presentations

Language:	English
Textbooks:	All reading materials will be distributed in class.
References:	Reference materials will be announced in class.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Papers:	50	Final presentation and final essay
Class contribution:	50	Weekly reflection reports and class participation

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB1000|35|210GEB1000[/SYLLABUS_ID]

Course Title	First Year Seminar B 35		
Instructor	BERNARD, Rosemarie		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	;ampus] Hybrid (over 50% of classes on-cai
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Shinto: Anthropological and Historical Approaches

Course Outline: Shinto 神道 refers to symbolic, aesthetic, religious and ritual practices and performances in Japan that are associated with local, regional and/or national identities, as well as with the imperial institution. This course will examine various aspects of 'Shinto' from the lenses of Anthropology, History, and Legal Studies. We begin with historiographical debates and sociopolitical contextualization of Shinto. In this course we will examine on both micro- and macro-levels the language, concepts and ritual practices found in Shinto shrines and associated ceremonies and performances. Attention will be drawn to the diversity of practices (despite modern streamlining since Meiji); the place of imperial ritual (Daijosai etc.) in the imagination of Shinto before and since 1945; the legal background of Shinto in ancient and modern times; as well as recent changes in the popular imagination of 'Shinto' religious practice within Japan and beyond. Some comparative examples will be drawn, especially with East Asian, Southeast Asian, Indian and European contexts.

Objectives: This Freshman seminar aims to introduce students to the fields of Anthropology, History, and Legal Studies as tools to observe, analyze and interpret phenomena and practices that are referred as 'Shinto' in contemporary Japan.

Students will take turns making short 10-15 minute presentations of readings. Although these will not be graded as such for course evaluation, they will form the basis for discussion by the group as a whole, and will be essential to the acquisition of substantive knowledge as well as analytical method by individual students.

Although this is not a language course, acquisition of a limited vocabulary (30 words/compounds or so) of Shinto terms will be expected of all students in Japanese and in their usual English translation.

The seminar will take place as an active seminar with meetings in-class. In addition, there may be two or three sessions planned as observation of Shinto ritual activity. Among these is an optional field trip to Nagoya to observe a ritual on May 5th, during Golden Week holidays. Additionally, there will be a film showing on religious art on the evening of April 29th on campus, in period 6.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
Week 1: Course General Orientation; Introduction of basic concepts and issues. Discussion of basic approaches of Anthropology, History and Law to subject matter related to society, culture, religion and performance.
Week 2: Historical Debates: What is Shinto? What is Shinto as compared to other religions in Japan (Buddhism, Christianity, Islam, New Religions, etc.) or as compared to religious beliefs and ritual practices found elsewhere in Asia (Taoism, Siberian and Korean Shamanism, Hinduism)? How is it that Shinto has been created as a category, and how it has come to be associated with 'Emperorship' and with 'Japaneseness' [Reading Hardacre book Chapters 1-2-3).
Week 3: Ancient Japan, emperorship, ritual and mythologies thereof (Hardacre book Chapters 1--3-4) and further reading to be announced.
Week 4: Daijosai (Imperial Accession Rites) through the ages: ancient roots, historical interruption and changes, modern and most recent versions (documents to be distributed.
Week 5: Examination short answers #1
Week X : University Holiday, No Class
Week 6: Medieval Shinto/ Buddhism and Shinto (Hardacre book Chapters 5-6-7).
Week 7: Tokugawa period religions and pilgrimage/ Pilgrimage across religious traditions in the Japanese context (Hardacre book Chapters 8-9 etc as well as further readings to be distributed).
Week 8: Meiji and the Creation of Modern Shinto (Hardacre Chapters 11-12-13 and other reading selections)
Week 9: State Shinto
Week 10: Examination short answers #2
Week 11: Shinto after WWII (Hardacre Chap 13-14)
Week 12: The Regeneration of Shinto as Japanese Culture in Postwar Japan (Hardacre Chap 15-16).
Week 13: Language, Symbols and History: Interpretative Approaches from Anthropology, History and Law
Week 14: Yasukuni Jinja
Week 15 (Jan 23): Examination answers #3

Language:	English
Textbooks:	One book for sale at the COOP: Helen HARDACRE, Shinto: A History.Oxford University Press, 2016. ISBN-13: 978-0190621711
Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	Exam #1 25%　Exam #2 25%, Final 50%= TOTAL 100% Class Participation and active participation may support or subtract from the final grade calculation. Each student will be assigned readings to present to the class. This will form the basis, in part, for active participation.
Note/URL:	This course will take place as a combination of in-class meetings, observation of ritual, and an evening film showing session in late April, 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB1000|37|210GEB1000[/SYLLABUS_ID]

Course Title	First Year Seminar B 37		
Instructor	KAMINISHI, Yuta		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: How to Write about Visual Texts

Course Outline: Thisseminar explores how to analyze visual texts and write about them. By readingand discussing the study of moving images together, students will develop thecritical reading and academic writing skills necessary to examine visual texts.The first half of the seminar focuses on foundational analytical frameworks. Thesecond half guides students through the formal writing process fromconstructing an argument to drafting and outlining. Requirements includeregular presentations on course readings and several short papers.

Objectives: Students will learn how to read academic level texts, and how to write a short academic paper.

before/after course of study: Finish reading chapters of the week, prepare your comments, and make presentations.
As part of your preparation, you will be asked to read the handouts for each session that will be posted on Waseda Moodle in advance. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class and should be turned in before the next class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule 1 Intro
2-13 Presentation/Discussion
14 Wrap-up

Language: English

Textbooks: Assigned readings will be distributed as PDFs and will be available as Reserved Books at the SILS Student Library.

References: Karen M Gocsik, Richard Meran Barsam, and Dave Monahan. Writing about Movies. New York: W.W. Norton & Company, 2016.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	30	Final Paper
Class contribution:	40	Class Contribution (participating in discussion, sharing comments, and asking questions)
Others:	30	Presentation

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB1000|48|210GEB1000[/SYLLABUS_ID]

Course Title	First Year Seminar B 48		
Instructor	NAMAI, Kenichi		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: English Training

Course Outline: Face-to-Face
This course's main aim is to develop fundamental academic English skills that are necessary for studying abroad. Specifically, students will be trained to develop the following skills: discussion, presentation, vocabulary, grammar, reading, and pronunciation.

Class activities: weekly quizzes, dialog practice, shadowing check, interview
Students are expected to prepare for class every week.

Objectives: Acquisition of fundamental English skills

before/after course of study: Weekly reading: 60 minutes
Presentation preparation: 120 minutes

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction

Course introduction

Practice

Reading: L1, L2
Grammar: Part 1, 1-40Dialog practice
Shadowing check
Interview

Practice

Reading: L3, L4
Grammar: Part 1, 41-80Dialog practice
Shadowing check
Interview

Practice

Reading: L5, L6
Grammar: Part 1, 81-120Dialog practice
Shadowing check
Interview

Practice

Reading: L7, L8
Grammar: Part 1, 121-160Dialog practice
Shadowing check
Interview

Practice

Reading: L9, L10
Grammar: Part 1, 161-200Dialog practice
Shadowing check
Interview

Practice

Reading: L11, L12
Grammar: Part 3, PT1Dialog practice
Shadowing check
Interview

Practice

Reading: L13, L14
Grammar: Part 3, PT2Dialog practice
Shadowing check
Interview

Practice

Reading: L15, L16
Grammar: Part 3, PT3Dialog practice
Shadowing check
Interview

Practice

Reading: L17, L18
Grammar: Part 3, PT4Dialog practice
Shadowing check
Interview

Practice

Reading: L19, L20
Grammar: Part 3, PT5Dialog practice
Shadowing check
Interview

Symposium

Panel discussion

Presentation

Student presentations with QA

Presentation

Student presentations with QA

Language: English

Textbooks: 音読でたたきこむTOEFLテスト英文法 978-4523264026
TOEFL Test iBT リーディング実践編 978-4523264941

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	25	Weekly quiz
Papers:	10	Symposium report (when there is one)
Class contribution:	50	Dialog Shadowing + Interview
Others:	15	Presentation

Note/URL: *Selected students will be automatically registered for this course. Schedule subject to change. If you need to contact the instructor, make sure to email him directly at his email address, which will be provided in the first class.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB1000|49|210GEB1000[/SYLLABUS_ID]

Course Title	First Year Seminar B 49		
Instructor	MORIYAMA, Hiizu		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Good use of English in communication in SILS classes and seminars

Course Outline: This seminar course is for those students who wish to improve their ability to discuss a wide range of topics in language and communication in a very broad sense. It is also a brief and convenient introduction to language studies or, technically, to 'linguistics'. We will read widely both in class and at home to understand the extensive nature of linguistics, which is often inter- or multi-disciplinary. Regular attendance is essential; every week students will be asked to present their findings after reading an assigned portion of the textbook. In addition to the textbook some supplementary readings will be distributed in class. These are normally taken from news media. They will provide students with further information on the issues raised in class discussions.

Objectives: * This class is designed specifically for students of lower English ability, to help them broaden their vocabulary, increase their reading speed, and gain confidence in speaking
* The course will also offer help and support to all participants in selecting study abroad options and making appropriate preparations.

The course will provide an opportunity to develop the basic academic skills that you will need in your studies at Waseda. These include:
a) how to develop and improve critical thinking and discussion skills;
b) how to find and use the appropriate study materials, whether in the library or on the web;
c) how to present your findings and ideas effectively, whether orally or in writing.

before/after course of study: Reading and discussion preparation assignments every week. Students need to spend at least 60-90 minutes to do these:

Two presentation assignments with one or two classmates.
Two sets of writing assignments each with a summary task and a position paper task.

After a weekly meeting, students need to spend at least 60 minutes for reviewing the materials they studied in the class, together with a homework assignment to be done before the next week's class.

Please make sure that depending on your proficiency of English you need much longer time to finish up all the tasks mentioned above.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule On the first day I will give you a brief introduction to my B seminar. Here you can find how you can improve your proficiency in English; what kind of English you are going to learn in this class; what sorts of activities we are going to do during the semester; what you can do now for your study abroad next year and so on. Normally we read a lot every week, but I understand how difficult it could be for some of you to survive the busy and energy- consuming first-semester at SILS. So, I will try to give you an appropriate amount (and of course 'quality') of reading assignment every week. In the middle of the semester, I will give you a writing assignment. It is to be assessed, that is, it can count towards your final grade. I will give one more assessed work towards the end of the semester.

Language: English

Textbooks: You need to buy your own copy of the following:

David Crystal, A Little Book of Language, Yale University Press, 2011.
ISBN:978-0-300-17082-5
Available at Waseda Seikyo Bookshop. (早稲田大学生協ブックセンター)

References:	David Crystal, The Cambridge Encyclopedia of the English Language, third edition, Cambridge University Press, 2019.	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Exams:	0	None
Papers:	50	Five short essay assgnments (10% each). Topics are all related to the reading materials to be used in class.
Class contribution:	20	Active participation in class discussion, including responses to classmates' presentations
Others:	30	Two research and presentation assignments (15% each)
Note/URL:	* This course will be automatically registered for students whose WeTEC score on the English Placement Test is around 600 or lower. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB1000|55|210GEB1000[/SYLLABUS_ID]

Course Title	First Year Seminar B 55		
Instructor	DVORAK, Greg		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Inequalities and Intersections: Transnational Gender and Culture in the Margins

Course Outline: We often use the words "mainstream," "normal," or "everyday," without considering the inherent violence behind the idea of privileging some people as normal and considering some as "different," "other," or otherwise marginal. What are the dynamics of this process of othering, who benefits, and who suffers? Whole populations of people have been marginalized by war, colonialism, and militarism. Whole groups of people have been marginalized by ideas about what is considered an "abnormal" identity. How can one better appreciate the diversity and complexity of humanity by taking historical account of this violence and inequality?

This first-year seminar is part of a series of seminars that applies cultural studies and gender studies approaches to the postcolonial history and present-day of the Asia and Pacific region, challenging students to think about colonized, displaced, and marginalized communities and subjects in different societies. Considering ideas about citizenship/borders, immigration, indigenous communities (like Ainu or Okinawan), Disney movies and popular cultural ideas about gender, sexual orientation and human rights, race, and other keywords, we think about how all these different themes intersect. We also give some consideration to how those keywords relate to marginalized, colonized regions like Hawai'i, Okinawa, and the colonized Pacific Islands, with a particular emphasis of the place where we are doing this study-- the place we call "Japan."

Objectives: By taking an assertive, participant, self-reflexive approach, students in this seminar shall develop a basic understanding of problems of nationalism, ethnicity, gender, and popular culture, with a particular emphasis on how these issues relate to the Asia and Pacific region between Japan and the United States. Students will conduct group presentations and each write a short analytic piece related to how these themes intersect a subject of their choosing. They will also be encouraged to cultivate a nuanced awareness of this region, the societies in which they live, and the complexity of their own lives.

By the end of the semester, students will increase their awareness of contemporary problems of inequality in the world, especially in relation to Japanese and American histories in the Pacific, and you will also gain some basic skills in feminist inquiry. Additionally, you will be expected to push beyond your "comfort zone" to think more about how we all marginalize others in some way, and how we are all in some ways marginal as well.

before/after course of study: You will be required to read the assigned readings posted to Moodle or watch certain videos, etc. prior to each class and be prepared for active discussion every single time. Preview and Review may take around 90-120 min. each at least.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: This is a two-credit seminar course which will meet once a week both in person (and, if necessary, online) for one period, in principle. Since in-person engagement is so important, unless there is a university guideline to completely study online, we will give preference to classroom time only, meaning that if you're feeling sick, it's best that you stay home and get excused from class entirely and do a catch-up assignment later rather than asking for a special hybrid setup, which can be quite distracting to the class.
Topics will cover themes of gender, ethnicity, race, colonialism, power, and other issues of interest to students (based on a survey at the beginning of class). We will construct the course schedule together around student presentations, readings, and activities. There is no test for this course, but you will be required to do readings every week and to prepare substantially for every session. All students will have to make group presentations at the end of the semester and write a short reflection paper at the end as well. More details will be provided in the first week of class.

Language: English

Textbooks: This course does not have an assigned textbook. Readings will be provided in PDF form (or via link to online resources) on Moodle so you should familiarize yourself with how to use this system. More information will be provided in the first weeks of class.

References: This course is part of a new suite of courses at SILS in the area of gender and cultural studies in Asia and Oceania, which connects to the courses I have taught about colonialism and globalization in the Pacific Islands. It is also a basic cultural studies and gender studies seminar. For reference, I will provide a list of some

additional reading materials that may be helpful for you in the beginning of the semester. However, two books which may be helpful to you, and from which we will draw some of our approaches are:

Bennett, Tony, Lawrence Grossberg, and Meaghan Morris, eds. New Keywords: A Revised Vocabulary of Culture and Society, Blackwell Publishing, 2005.

and

Martin, Fran. Interpreting Everyday Culture. Arnold Publications, 2003.

Grading Free-text Entry Flag: 1：フリーフォーマット（教員による切替可）

Evaluation Free-: Attendance and Active Participation: 30%
Group Presentations: 40%
Final Essay: 30%

Note/URL: This class is taught in English, but depending on students, there are, in fact, Japanese versions of some of the readings we will use. Additional guidance in Japanese will also be available for students who desire it, to explain challenging concepts. The purpose of this is to encourage more participation and engagement from students who are not yet confident with their English.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB1000|56|210GEB1000[/SYLLABUS_ID]

Course Title	First Year Seminar B 56		
Instructor	DIMMER, Christian		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Revisiting Jane Jacobs' 'The Death and Life of Great American Cities', or how Cities 'work' and why they 'fail'

Course Outline: ※Face-to-Face delivery

Few books have been more influential on how we think today about liveable, lively cities, than Jane Jacobs' seminal text 'The Death and Life of Great American Cities' (1961). Despite it's age, the book is significant in many ways. In a lucid language, Jacobs (1916-2006) systematically dissects the inner workings and failings of cities and urban communities, and thus she inspired generations of urbanists and citizen activists alike. Although she didn't hold a formal college degree in architecture or urban planning, the self-taught urban thinker, influential community organiser and social activist relied on her precise observations and common sense to show why and how certain places flourish, and what can be done to improve those that do not.

Even though Jacobs wrote 'Death and Life' over six decades ago, many of her ideas and conceptions of how to make cities liveable, safe and economically viable are as relevant today as they were in the 1960s. Just like in Jacobs's days, in many contemporary cities around the world large-scale urban redevelopment and infrastructure projects are still replacing integrated, tight-knit, vernacular urban communities with function micro-economies and a diverse social life. Now as then, often the results of such scrap-and-build development have been devastating. Jane Jacobs' ideas offer many timely insights into what are the ingredients of resilient, adaptable, and sustainable cities and neighbourhoods.

Despite the unbroken relevance of 'Death and Life of Great American Cities', the text is also profoundly a product of 1960s America. In this course students engage therefore in a critical re-reading of the 'text as a historical artefact' and interrogate it from a perspective of their own (often non-Western) urban culture and in a 21st century context. What is the impact of new technologies such as social media and other technological inventions that emerged since the book was published and that have a profound impact on urban life today? Through the work with one of the most central and widely-read treatises in urban studies, student will also understand how the urban planning of the past has led to much-debated issues such as structural racism and socio-economic segregation in American cities.

Objectives: In this seminar students will ...

(1) ... engage in a critical re-reading of one of the most seminal texts on urban life and city making,
(2) ... develop a first understanding about the different 'ingredients' that make a vibrant public life, lively neighbourhoods and liveable cities,
(3) ... explore the different forces that shape our cities, and how they can be controlled,
(4) ... learn to summarise longer text sections in series of short writing assignments and practice academic writing,
(5) ... hone your presentation skills and present your chapter summaries along with own ideas in class.

before/after course of study: Students are required to prepare the respective readings ahead of every class. The weekly reading amounts to 2 hours in average.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Unit 01: Introduction I: Why Jane Jacobs? Why now, 63 years after the book came out?

'Citizen Urbanist' Jane Jacobs and her significance for contemporary thinking about cities

Unit 02: Introduction II What was the problem with how cities were made?

Understanding the historical, cultural context of Jane Jacobs and her work: Discussion of the documentary 'New York - The City and the World', New York in the 1950s and 60s

Unit 03: Introduction III What did inhumane planning mean for 'real people'?

Understanding the concrete human consequences associated with modernist public housing projects: Screening and discussion of the documentary 'The Pruitt Igoe Myth'

Unit 04: Part 1: 'The Peculiar Nature of Cities' I
Chapters 'The Uses of Sidewalks: Safety' + 'Social Contact'
Unit 05: Part 1: 'The Peculiar Nature of Cities' II
Chapters 'The Uses of Sidewalks: Assimilating Children' + 'Neighbourhood Parks'
Unit 06: Part 1: 'The Peculiar Nature of Cities' III
Chapter 'The Uses of City Neighbourhoods'
Unit 07: Part 2: 'The Conditions for City Diversity' I
Chapters 'The Generators of Diversity' + 'The Need for Mixed Primary Uses'
Unit 08: Part 2: 'The Conditions for City Diversity' II
Chapter 'The Need for Small Blocks' + 'The Need for Aged Buildings'
Unit 09: Part 2: 'The Conditions for City Diversity' III
Chapters 'The Need for Concentration' + 'Some Myths about Diversity'
Unit 10: Part 3: 'Forces of Decline and Regeneration' I
Chapters 'The Self-Destruction of Diversity' + 'The Curse of Border Vacuums'
Unit 11: Part 3: 'Forces of Decline and Regeneration' II
Chapters 'Unslumming and Slumming' + 'Gradual Money and Cataclysmic Money'
Unit 12: Part 4: 'Different Tactics' I
Chapters 'Subsidizing Dwelling' + 'Erosion of Cities or Attrition of Automobiles'
Unit 13: Part 4: 'Different Tactics' II
Chapters 'Visual Order: Its Limitations and Possibilities' + 'Salvaging Public Projects'
Unit 14: Part 4: 'Different Tactics' III
Chapters 'Governing and Planning Districts' + 'The Kind of Problem a City is'

Language: English

Textbooks: Jacobs, Jane. The Death and Life of Great American Cities. Vintage, 1992 (1961)

References: No further reading required aside from course book.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	55	11 short writing assignments, each around 500 words. Students provide a short summary of the coming weeks book chapter and connect aspects of the reading to their experience in cities that they have experienced. (5% each)
Class contribution:	15	Active participation is encouraged, regular attendance is required
Others:	30	2-3 Short presentations of chapter summaries

Note/URL: The grades A+ and A are only awared to students, if the weekly chapter summaries meets four out of the six following criteria:

・Representation and interpretation of the content is completely accurate.
・Identifies and describes precise and explicit supporting evidence (facts).
・Strongly connects new content to previous learning (elaboration).
・Strongly integrates new material to a personal life experience.
・Draws an accurate conclusion based upon interpretations, connection, and integration.
・Provides a strong reason(s) for the conclusion.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB1000|57|210GEB1000[/SYLLABUS_ID]

Course Title	First Year Seminar B 57		
Instructor	NAKAMURA, Chie		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: In this course, students will develop skillsrequired to do group-based scientific research work in English. Emphasis willbe placed on negotiation, discussion and problem-solving in a group setting,and the language skills needed to gather information from a variety of sources,summarize that information, and present results and conclusions to an audience.After completing the course, students should be able to express ideas inacademic settings, carry out discussion with other members, conduct simpleexperiments in a group, and present findings with proper source acknowledgmentto an audience in well-formed sentences with pronunciation and intonationcomprehensible to an international audience.

Objectives:
・Work in a group and solve simple research-related problems in English.
・Present simple findings to an audience in well-formed sentences.
・Prepare and deliver a convincing speech with comprehensible pronunciation and intonation.
・Write a simple Introduction, Methods, Results, and Discussion (IMRaD) style paper and present the results of experiment.
・Use appropriate academic vocabulary.
・Understand the concepts related to plagiarism and include proper source acknowledgment in work produced.
・Learn to give and receive constructive peer feedback.

before/after course of study: Students are expected to complete an average of 60 minutes of homework per class to achieve a passing grade in this class. The homework will include written assignments, undertaking Internet-based research, and preparing presentations.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

第1回
Vol. 1 Course Introduction, Internet Research, and Plagiarism
第2回
Vol. 2 Abstracts and Introductions
第3回
Vol. 3 Methods 1
第4回
Vol. 4 Methods 2
第5回
Vol. 5 Results 1
第6回
Vol. 6 Results 2
第7回
Vol. 7 Discussion and Conclusions 1
第8回
Vol. 8 Discussion and Conclusions 2
第9回
Vol. 9 Group Experiment Part 1: Negotiating Roles
第10回
Vol.10 Group Experiment Part 2: Designing Experiment
第11回
Vol.11 Group Experiment Part 3: Conducting Experiment

第12回
Vol.12 Group Experiment 4 Interpretation of Results
第13回
Vol.13 Presentation Preparation
第14回
Vol.14 Group Presentation

Language: English

Textbooks: ・Supplementary materials on-line
・Supplementary materials supplied by the teacher

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	33	In-class quizzes, written assignments, and in-class presentations
Class contribution:	33	Active participation in class activities including peer feedback sessions and Q&A sessions. If you are absent from more than 3 classes, you will receive an 'F' for your final grade. Please come to class on time. If you are more than 15 minutes late, you will be marked absent.
Others:	34	Final presentation

Note/URL: The pace of the course may change based on thelevel of the students in the class. The schedule above is suggested for anaverage level class.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB1000|58|210GEB1000[/SYLLABUS_ID]

Course Title	First Year Seminar B 58		
Instructor	HANZAWA, Keiko		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.4	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Second Language Acquisition

Course Outline: ※Full Face to Face※This course requires students to take part in a group project. If you are not willing to work collaboratively with your classmates, please do NOT take this course.

The aim of this course is to develop academic English skills in consideration of language related issues in Second Language Acquisition (SLA). The characteristic of this seminar is to adopting a specific learning process, called 4 round system, in which students will address the same topics four times from different perspective. The system simplifies and deforms a research process which many SLA researchers go through when they conduct research. This is designed to deepen students' understanding of the selected topics. Through the system, students are expected to go through a "research process" from expanding their interest in this field to presenting their research project.

Topics the seminar are going to focus on are issues related to issues in Second Language Acquisition (SLA). As you can see in SILS, almost all students and faculties are bilingual speakers, who use their first language and concurrently learn their second (third, fourth and more) language to communicate each other. How can we learn the language other than the first language? Are there any effective way(s) to do so? The field of SLA seeks to understand and explain the development of proficiency in additional languages as a cognitive and social process. However, as second language learning becomes more common, there has been emerging many "myths"– the ideas that many people consider to be true but they don't know where they came from. In this seminar, students will learn some common ideas about second language learning and compare what people tend to think about and what researchers say about.

Objectives: The primary objectives of this seminar are for students to engage in research processes such as analyzing data, evaluating texts, and applying knowledge to practice (which is called academic skills in university). By doing so, students are expected to become a more informed and thoughtful thinker of academic research. Since this course choose SLA as a topic, students can also build a knowledge base about those topics. By the end of the semester, students should be able to show the ability of the following skills:
1. To understand general topics in the field of SLA.
2. To relate the topics in the textbook to own experience and knowledge.
3. To grasp and explain a selected topic in the textbook (e.g., question, claim, and evidence).
4. To read the textbook critically
5. To construct own argument (claim and evidence) based on the selected topic in the textbook.
6. To collect data and arrange own argument logically with the data.
7. To raise questions about others' claims and comments.

before/after course of study: As part of your preparation, you will be asked to read the required text. Preparation is expected to take 90–120 minutes. For the review, you will be asked to make three presentation to show your understanding of the texts. The review is expected to take 90–120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction to the course

General introduction to academic skills

Round 1: Understand the selected topic, and relate it to your experience and knowledge (1)

Lecture and discussion

Round 1: Understand the selected topic, and relate it to your experience and knowledge (2)

Lecture and discussion

Round 1: Understand the selected topic, and relate it to your experience and knowledge (3)

Lecture and discussion

Lecture on academic presentation (1)
Lecture on how to read texts accurately and how to show own understanding in presentation
Round 2: Grasp “Question”, “Claim”, and “Evidence” in the given topics, and build up own “Claim” (1)
Student’s presentation and discussion
Round 2: Grasp “Question”, “Claim”, and “Evidence” in the given topics, and build up own “Claim” (2)
Student’s presentation and discussion
Round 2: Grasp “Question”, “Claim”, and “Evidence” in the given topics, and build up own “Claim” (3)
Student’s presentation and discussion
Lecture on academic presentation (2)
Lecture on how to read texts critically and construct own argument
Round 3: Read the given topics critically, and construct own “Question”, “Claim”, and “Evidence”(1)
Student’s presentation and discussion
Round 3: Read the given topics critically, and construct own “Question”, “Claim”, and “Evidence”(2)
Student’s presentation and discussion
Round 3: Read the given topics critically, and construct own “Question”, “Claim”, and “Evidence”(3)
Student’s presentation and discussion
Round 4: Construct convincing argument (1)
Final presentation
Round 4: Construct convincing argument (2)
Final presentation

Language: English

Textbooks: Brown, S. & Larson-Hall, J. (2012), Second Language Acquisition Myths, The university of Michigan Press: US.

References: Lightbown, P. M., & Spada, N (2013), How Languages are Learned (4th ed), Oxford: Oxford University Press.
久保田竜子(2018)「英語教育幻想」ちくま書店
バトラー後藤(2015)「英語は早いほど良いのか」岩波新書
Garff, G. & Birkenstein, C. (2014), They say / I say: The moves that matter in academic writing, W W Norton & Co Inc.
戸田山和久(2020)「思考の教室」NHK出版
野矢秀樹(2017)「大人のための国語ゼミ」山川出版社
福澤一吉(2017)「論理的思考　最高の教科書：論証を知り、誤謬に敏感になるための教科書」サイエンス・アイ新書

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	40	Final assignment Students are required to show their understanding of this course at the end of the course by submitting a final assignment.
Class contribution:	10	Participation Students are required to participate in this class actively and also write a reflection sheet every week.
Others:	50	Regular presentation and final presentation Students are required to have two regular presentations in the semester to summarize the given topic. Also they are required to demonstrate their final understanding of this course in final presentation. The task is designed to improve students' ability to read and organize the text carefully.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB1000|61|210GEB1000[/SYLLABUS_ID]

Course Title	First Year Seminar B 61		
Instructor	NAGASAKA, Masumi		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Philosophical Inquiry in Everyday Life

Course Outline: [Course Delivery Method] Face to Face

In this seminar, students are invited to discuss traditional philosophical questions. In the first class, each student should choose one philosophical subject to work on (see examples of the subjects below). Throughout the semester, students will work on the subject they have chosen.

Examples of subjects:
1. How can we share one and the same world?
2. How can we distinguish between memory and imagination?
3. What is knowledge? How can we distinguish thought and knowledge?
4. How can we recognise the identity of a person?5. What is forgiveness? Can we forgive a murder?
6. What is a number? What does an arithmetic proposition represent?

This list of examples is not exhaustive, and students are free to choose any subject they prefer after consultation with the instructor.

Objectives: Students should develop philosophical thinking skills and the capacity to argue their thoughts and discuss with others in English. At the end of the semester, they are expected to write one philosophical essay in English concerning the subject they chose.

before/after course of study: Students are expected to prepare for the seminar by reading the texts and reviewing the learned content in order to participate in the discussion in the next class. It will take 60 minutes or more, depending on the depth students seek on the chosen subjects. Students have the option of posting their work-in-progress research on the class website so that the instructor can provide advice. For details, follow the advice of the instructor.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Class 1: Introduction
Explication of the seminar and determination of the subject which each student will work on

Class 2: Analytical reading I
Analytical reading of the text recommended by the instructor based on the chosen subject

Class 3: Analytical reading II
Further analytical reading of the text recommended by the instructor based on the chosen subject

Class 4: Presentation I
Presentation of students' analyses of the texts

Class 5: Discussion I
Developing critical reviews of the analyses conducted by other students

Class 6: Writing an abstract
Composition of an abstract based on the chosen subject

Class 7: Presentation II
Student presentation of their abstracts

Class 8: Discussion II
Developing critical reviews of the presentations made by other students

Class 9: Writing a final paper draft
Composition of a final paper draft discussing the chosen subject

Class 10: Presentation III
Student presentation of their final paper draft discussing the chosen subject
Class 11: Presentation IV
Student presentation of their final paper draft discussing the chosen subject
Class 12: Discussion III
Developing critical reviews of the presentations made by other students
Class 13: Discussion IV
Developing further critical reviews of the presentations made by other students
Class 14: Discussion V
Final discussion

Language:	English
Textbooks:	Handouts will be distributed.
References:	Students can choose the texts to which they refer but are required to read at least one philosophical text (e.g. one chapter of chapters of the book) recommended by the instructor on the subject they choose. Although the seminar is conducted in English, students can refer to the texts written in French or German according to their language ability and preferences. For details, follow the advice of the instructor.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Exams:	0	-
Papers:	50	Quality of papers
Class contribution:	50	Active participation
Others:	0	-

Note/URL: Occasionally, the instructor may provide a short lecture in order to develop the students' background knowledge necessary for comprehension.https://researchmap.jp/masumi_nagasaka/Courses/

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB1000|81|210GEB1000[/SYLLABUS_ID]

Course Title	First Year Seminar B 81		
Instructor	KATO, Junko		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: The Civil War: The War That Changed the United States and Its People as No Other War did

Course Outline: [IN-PERSON COURSE]

The Civil War (1861-65) was one of the most decisive turning points of American history, for it not only freed four million slaves, which amounted two-thirds of the world's entire slave population at that time, but also transformed the union of separate states into a more consolidated nation-state. It is not too much to say that but for the Civil War, the United States might not have become the world's superpower. As the failure of a Republican candidate for the 2024 election to answer the question about the cause of the Civil War became widely reported, the knowledge about the Civil War is regarded as essential for the understanding of US history. Moreover, recent controversies over the Confederate statues and monuments revived the public interest in slavery and the Civil War in the United States, while the Black Lives Matter has regularly brought up the subject of inequality in American life to the center of the public discourse. This course attempts to understand why what happened more than 160 years ago matters to Americans of today, by examining why the United States became disintegrated after eighty-five years of existence, how the war was fought, and what replaced the slaveholding nation. It might be also meaningful to look back the history of the United States because this year commemorates the 250th anniversary of its independence.

We will be reading the masterpiece of political history: Eric Foner, The Fiery Trial: Abraham Lincoln and American Slavery. This Pulitzer-winning history makes us understand that the abolition of slavery was not the primary purpose of the Northern army, but a war strategy to defeat the South. It also sheds new light on Lincoln, whose greatness lies in his capacity to grow from a racist politician to the great emancipator. By reading his work along with other primary sources, the course ultimately aims to help us better understand current issues of the United States, such as the threat to democracy by Trump supporters in Jan. 6, 2021 and the glaring inequalities between races, both of which continue to divide American society today.

Objectives: 1) Since the era under study is the key moment in American history, the issues discussed in this course will enhance both the knowledge about and understanding of American society as it is now.

2) Students' responsibilities explained below will help develop skills to critically view and logically evaluate the assigned material s well as to lead the discussion where no one should feel inhibited in expressing views contrary to other students. Those responsibilities are: each student will have at least one opportunity to make an oral presentation and serve as discussion leader; oral presentations should provide an analytical summary of the week's reading and set forth questions for further discussion by the class. The student leader will chair the ensuing discussion.

3) While there is no midterm examination, students are required to write an essay at the end of the seminar drawing from the books and what transpires in the class.

before/after course of study: It will make a 100-minute seminar fruitful if one spends the same amount of time for both before and after class. It is also a good idea to keep a weekly journal of intellectual reflections on the readings.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
WK1: Introduction
WK2: Slavery (additional reading)WK3: The Civil War (additional reading)
WK4: Foner, ch.1
WK5: Foner, ch.2
WK6: Foner, ch.3
WK7: Foner, ch.4
WK8: Foner, ch.5
WK9: Foner, ch.6
WK10: Foner, ch.7
WK11: Foner, ch.8
WK12: Foner, ch.9
WK13: Foner, Epilogue
WK14: Conclusion

Language: English

Textbooks:	Eric Foner, The Fiery Trial: Abraham Lincoln and American Slavery (New York: W. W. Norton & Company, 2010) ISBN:978-0-393-34066-2
References:	Joseph P. Reidy, Illusions of Emancipation: The Pursuit of Freedom & Equality in the Twilight of Slavery (Chapel Hill: The University of North Carolina Press, 2019) Laura F. Edwards, A Legal History of the Civil War and Reconstruction (Cambridge: Cambridge University Press, 2015) Thavolia Glymph, The Women's Fight: The Civil War's Battles for Home, Freedom, and Nation (Chapel Hill: The University of North Carolina Press, 2020)
Grading Free-text Entry Flag:	1 : フリーフォーマット(教員による切替可)
Evaluation Free-	Active participation in class 30% Discussion leader 30% Term paper 40%
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB1000|88|210GEB1000[/SYLLABUS_ID]

Course Title	First Year Seminar B 88		
Instructor	MORIYAMA, Hiizu		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Use of English in Communication

Course Outline: This seminar course is for those students who wish to improve their ability to discuss a wide range of topics in language and communication in a very broad sense. It is also a brief and convenient introduction to language studies or, technically, to 'linguistics'. We will read widely both in class and at home to understand the extensive nature of linguistics, which is often inter- or multi-disciplinary. Regular attendance is essential; every week students will be asked to present their findings after reading an assigned portion of the textbook. In addition to the textbook some supplementary readings will be distributed in class. They will provide students with further information on the issues raised in class discussions.

Objectives: This class will provide an opportunity to develop the basic academic skills that you will need in your studies at Waseda and in you study abroad programme. These include:

a) how to develop and improve critical thinking and discussion skills;
b) how to find and use the appropriate study materials, whether in the library or on the web;
c) how to present your findings and ideas effectively, whether orally or in writing.

before/after course of study: Every week reading of two (up to four) chapters of the textbook will be assigned. There will be a short written test at the beginning of each class to check this assignment.
Normally you need to spend 30-60 minutes for preparation and the same amount of time for 30-60 review and assgnment; these may vary, depending on your own interests in assigned tasks at home.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: On the first day I will give you a brief introduction to my B seminar. Here you can find how you can improve your proficiency in English; what kind of English you are going to learn in this class; what sorts of activities we are going to do during the semester; what you can do now for your study abroad next year and so on. Normally we read a lot every week, but I understand how difficult it could be for some of you to survive the busy and energy- consuming fall semester at SILS. So, I will try to give you an appropriate amount (and of course 'quality') of reading assignment every week (see below). In the middle of the semester, I will give you a writing assignment. It is to be assessed, that is, it can count towards your final grade. I will give one more assessed work towards the end of the semester.

Language: English

Textbooks: You need to buy your own copy of the following (available at Waseda Seikyo Bookshop):
David Crystal, A Little Book of Language, New Haven: Yale University Press, 2011 (paperback)
ISBN-10: 0300170823
ISBN-13: 978-0300170825

References: David Crystal, The Cambridge Encyclopedia of the English Language, third edition, Cambridge: CUP, 2019.
David Crystal, A Dictionary of Linguistics and Phonetics, sixth edition, Oxford: Blackwell, 2008.
George Yule, The Study of Language, seventh edition, Cambridge: CUP, 2020.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	0	n/a
Papers:	30	I would like to ask you to show me two very good essays that are well-prepared and written carefully with good skills of using a standard English grammar. A mid-term essay and a final essay, maximum of 600 words each, will be assigned. Topics will be announced in due course.
Class contribution:	30	We will do a lot of different types of activities in class, such as reading aloud exercises, oral presentation, group discussion, and so forth. Therefore, your regular attendance and active participation in discussion with your classmates will be very important.

Others: 40 Oral presentation (normanlly twice throughout the semester with or without your partners).

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB2000|39|210GEB2000[/SYLLABUS_ID]

Course Title	First Year Seminar B 39		
Instructor	MANNING, Julian		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.4	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Social Identity: From Individual to Community

Course Outline: This course is designed to be part I of a two-part course in conjunction with my second semester IB seminar. Students may choose to take just one or both of the courses. The aim of the course is to examine concepts of group identity and related concepts associated with the term 'community', such as culture, ethnicity and nationalism, and understand how these various aspects of identity are all rooted in the individual.

Objectives: We will attempt to construct a model capable of linking various ideas of individual identity with group-centered ideas of identity. We will attempt to analyze whether such concepts are universal or whether they are uniquely defined in different cultural contexts.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: We will begin by examining some of the psychological theories of individual identity development beginning with Sigmund Freud and Erik Erikson. From the psychological, with its emphasis on the individual, we will expand the enquiry to include ideas of social identity developed by G.H. Mead, Erving Goffman and more recently by Richard Jenkins and Anthony Cohen. We will examine how the exercise of power in society influences individuals in various unpredictable ways and that this, in turn, produces the sets of practices, ideas and symbols we call 'culture' by examining the work of Michel Foucault and, in particular, Norbert Elias's work on stigmatization of outsiders. Ethnicity will be examined in the work of Fredrik Barth and T.H. Eriksen and the development of nation-states and nationalism from the work of E.J. Hobsbawm, Ernest Gellner, Benedict Anderson and A.D. Smith.

Language: English

Textbooks: No specific text is assigned, but extensive reading will be required.

References: A list of works, including those by the writers mentioned above, will be provided. Some copies will be distributed. A large amount of individual reading will be expected.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-: A term paper on any topic raised in the course to be handed in by the final class. The term paper should show evidence of adequate research, be properly annotated and contain a bibliography. The term paper will be marked out of 100. In order to qualify for credits, students must attend at least 2/3 of all classes, but their attendance record will be a component in determining their overall grade.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB2000|40|210GEB2000[/SYLLABUS_ID]

Course Title	First Year Seminar B 40		
Instructor	TRAN THI NGOC, Phuong		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[Online] Realtime Streaming
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: International Communications & Culture
Computer Assisted Language Learning

Course Outline: Technology has had an enormous influence on our lives in the ways in which we work and communicate. It is not surprising, then, that it has also had an effect on language education. The field of language education has always quickly embraced new technologies, and the introduction of standalone computers in the 1980s the Internet in the 1990s saw the beginnings of the field of Computer Assisted Language Learning (CALL). While it was at first seen as being limited in its potential as a teaching tool, these days the majority of educational institutions have computer laboratories for students to use. This raises the question of, however, whether the computer being used to its maximum potential for language learning. In this subject, students will learn how the computer can be used in teaching foreign languages, investigating what should be kept in mind when using new technologies.
※This class will be taught online: Live Stream (Full Realtime Streaming: ZOOM)

Objectives: Classes will include mini lectures and discussions as a class and in small groups. By the end of the subject, students will:
- be aware of the history of using computers in language education
- evaluate CALL programs
- understand how technology affects human communication
- be able to conduct simple CALL research

before/after course of study: Students need to read the assigned chapters before class for discussions.
Students need to revise the in-class notes for their own improvement.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Orientation

Overview of the course.
Introduction and requirements

Vol. 2 Fundamental considerations with teaching with mobile technologies

Language-learning tasks
Course and syllabus design
Methodological frameworks and design intergration

Vol. 3 Fundamental considerations with teaching with technology

Using the Terms CALL and MALL Emerging Affordances of Mobile Devices
Complexity of Research, Theory and Practice

Vol. 4 Shifting Paradigms in Language Learning and Technology

Shifting roles for learners and teachersResistance to technology use in education
Mobile learning in formal and informal learning contexts

Vol. 5 Research considerations in MALL

The focus of research in MALLData Collection Methods in MALL research

Vol. 6 Theory in MALL

Informal and Formal TheoriesFundamentals of Theory
Theories relevant to MALL

Vol. 7 Physical, Psychosocial and Pedagogical Issues

IntroductionPhysical issues
Psychosocial issues
Pedagogical Issues

Vol. 8 The Learner in MALL

Survey research
Compararive research
Discussion
–Theory, research, and pedagogy
–The online environment

Vol. 9 Practice in CALL

Identifying the LearnerRationale for Training
Training, Sustained Task engagement, and Autonomy
A Model of training

Vol.10 Designing MALL Environments

Designing: – Learning Environments
– Artefacts
– Tasks
– Assessment in MALL
Principles for MALL Design

Vol.11 Concepts, Contexts and Challenges in MALL

Concepts in MALLContexts in MALL
Challenges in MALL

Vol.12 Project Review

Writing final projects

Vol.13 Presentations

Present students' small-scale MALL research projects applying the theories

Vol.14 Presentations

Present students' small-scale MALL research projects applying the theories

Language:	English
Textbooks:	Stockwell, G. (2022). Mobile Assisted Language Learning: Concepts, Contexts, and Challenges. New York: Cambridge University Press.
References:	Stockwell, G. (2012). (Ed.). Computer-assisted language learning: Diversity in research and practice. Cambridge: Cambridge University Press.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Papers:	40	Moodle Assignments and Presentations
Class contribution:	30	Active participation in class. Students will not be assessed on their accuracy of language used, but rather on their effort to participate in preparations and the discussions in each class.
Others:	30	Group Final Project

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB2000|43|210GEB2000[/SYLLABUS_ID]

Course Title	First Year Seminar B 43		
Instructor	TRAN THI NGOC, Phuong		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.5	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: -International Communications & Culture
Science of Well-being

Course Outline: Explore the intricacies of health and wellness through this seminar, which covers topics such as health issues, building wellness skills, mental and emotional health, and personality and subjective well-being. Engage in language exercises tailored to health and wellness communication, allowing you to express thoughts on personal control and well-being, the process of emotion, cause and correlates of happiness and lifestyle choices.
※This class will be taught face-to-face

Objectives: - Assess your current level of well-being and produce a baseline measurement of well-being
- Provide students with essential personal health information they can use to develop a lifetime of wellness skills
- Help you develop the knowledge and motivation you need to maintain wellness throughout adulthood
- Design your environment and practice goal setting strategies to build better habits
- Understand and utilize the power of making a social commitment to change your behavior
- Understand and utilize the power of your environment to change your behavior
- Develop a personal health and wellness plan.

before/after course of study: Students need to read the assigned chapters before class for discussions.
Students need to revise the in-class notes for their own improvement.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Orientation

Overview of the course.
Introduction and requirements- Assess your current level of well-being and produce a baseline measurement of well-being
In-class learning activities:
-Reading: Measure Your Happiness and Discover Your Strengths
-Measure Your Baseline Happiness Using the PERMA Profiler
-Measure Your Baseline Happiness Using the Authentic Happiness Inventory
Out-of-class learning:
-Reading: Rewirement Tracking
-Listen to one Podcast and reflect

Vol. 2 Misconceptions About Happiness

In-class learning activities:
-Discussion: What do we think will make us happy?
-Reading: Savoring & Gratitude
Out-of-class learning:
Daily Gratitude Journal
-W2 : Rewirement Tracking
-Listen to one Podcast and reflect

Vol. 3 Why Our Expectations are so Bad?

In-class learning activities:
-Discussion: Why do we mispredict what makes us happy?
-Reading: Kindness & Social Connection
Out-of-class learning:
-Daily Gratitude Journal
-W3 : Rewirement Tracking
-Listen to one Podcast and reflect

Vol. 4 How Can We Overcome Our Biases?

In-class learning activities:
-Discussion: How we counteract our annoying features of the mind?
-Reading: Exercise & Sleep
Out-of-class learning:
-Daily Gratitude Journal
-W4: Rewirement Tracking
-Listen to one Podcast and reflect
-Exercise and good sleep

Vol. 5 Stuff that Really Makes Us Happy

In-class learning activities:
-Discussion: What can we do to improve our happiness?
-Reading: Meditation & Gratitude Visit
Out-of-class learning:
-Daily Gratitude Journal
-W5: Rewirement Tracking
-Listen to one Podcast and reflect
-Meditate

Vol. 6 Putting Strategies into Practice

In-class learning activities:
-Discussion: How can we intentionally put these strategies into practice and build healthier habits?
-Reading: Mystery Rewirement
Out-of-class learning:
-Daily Gratitude Journal
-W6: Rewirement Tracking
-Listen to one Podcast and reflect
-Exercise/ Meditate

Vol. 7 Personality and Subjective Well-being

Discussion Prompt: Define Well-Being
In-class learning activities:
Reading: Personality and Subjective Well-being (Ed Diener and Richard E. Lucas)
Out-of-class learning:
-Read the article in advance
-Daily Gratitude Journal
-W7: Rewirement Tracking
-Listen to one Podcast and reflect
-Exercise/ Meditate

Vol. 8 How can you rely on others to help you change your behaviors?

In-class learning activities:
Reading: Personality and Subjective Well-being (Ed Diener and Richard E. Lucas)
Out-of-class learning:
-Read the article in advance
-Daily Gratitude Journal
-W8: Rewirement Tracking
-Listen to one Podcast and reflect
-Exercise/ Meditate

Vol. 9 The Social Context and Happiness

In-class learning activities:
Reading: Causes and Correlates of Happiness (Michael Argyle)
Out-of-class learning:
-Read the article in advance
-Daily Gratitude Journal
-W9: Rewirement Tracking
-Listen to one Podcast and reflect
-Exercise/ Meditate

Vol.10 How can you design your environment to help you change your behaviors?

In-class learning activities:
Reading: Causes and Correlates of Happiness (Michael Argyle)
Out-of-class learning:
-Read the article in advance
-Daily Gratitude Journal
-W10: Rewirement Tracking
-Listen to one Podcast and reflect
-Exercise/ Meditate

Vol.11 Personality and Individual Differences

In-class learning activities:
Reading: Gender Differences in Well-Being (Susan Nolen-Hoeksema and Cheryl L. Rusting)
Out-of-class learning:
-Read the article in advance
-Daily Gratitude Journal
-W11: Rewirement Tracking
-Listen to one Podcast and reflect
-Exercise/ Meditate

Vol.12 Gender Differences in Well-Being

In-class learning activities:
Reading: Gender Differences in Well-Being (Susan Nolen-Hoeksema and Cheryl L. Rusting)
Out-of-class learning:
-Read the article in advance
-Daily Gratitude Journal
-W12: Rewirement Tracking
-Listen to one Podcast and reflect
-Exercise/ Meditate

Vol.13 Personal Health and Wellness Plan

In-class learning activities:
Assess your current level of well-being and design your plan
-Measure Your Baseline Happiness Using the PERMA Profiler
-Measure Your Baseline Happiness Using the Authentic Happiness Inventory
Out-of-class learning:
-Final Rewirement and Reflection
- 28 days of Gratitude

Vol.14 Personal Health and Wellness Plan

In-class learning activities:
Assess your current level of well-being and design your plan
-Measure Your Baseline Happiness Using the PERMA Profiler
-Measure Your Baseline Happiness Using the Authentic Happiness Inventory
Out-of-class learning:
- Final Rewirement and Reflection
- 28 days of Gratitude

Language: English

Textbooks: None

References: 1. Daniel Kahneman Ed Diener & Norbert Schwarz、Well-being: The Foundations of Hedonic Psycholofy、Russell Sage Foundation、1999（0871544245）
2. James Robinson & Deborah J. McCormick、 eBook: Concepts In Health and Wellness、Cengage、2010（9780357228807）
3. Link to the Podcast: https://podcasts.apple.com/us/podcast/the-happiness-lab-with-dr-laurie-santos/id1474245040
Be calm and explore ourselves!

Grading Free-text Entry Flag: 0：評価方法毎フォーマット（教員による切替可）

Exams:	0	None
Papers:	30	Reading, Listening to Podcasts, Journaling & Reflection
Class contribution:	50	Active participation in class. Students will not be assessed on their accuracy of language used, but rather on their effort to participate in preparations and the discussions in each class.
Others:	20	28 Days of Gratitude Journal

Note/URL: Study outside of class hours: 1.5 hours
- Reading material
- Self-Reflection
- Listen to Podcast "The Happiness Lab with Dr. Laurie Santos" one podcast per week and reflect.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB2000|44|210GEB2000[/SYLLABUS_ID]

Course Title	First Year Seminar B 44		
Instructor	DIMMER, Christian		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Emergent Urban Japan – Why the Japanese City looks the way it looks and what we can learn from it

Course Outline: ※Face-to-Face delivery
Did you ever wonder why urban Japanese looks so different from Western cities in Europe or the Americas, or its Asian counterparts? What makes Tokyo look and feel so special? Do you think this is merely an aesthetic difference, or that we can learn more from it? Are there useful lessons we can draw from the Japanese city, for example, to pressing issues of today like climate change, social polarisation, or post-disaster planning? And if yes, what are they?

Japanese urbanism has been seen as an important test case for our thinking about the planning, making, and governing of cities. Although also Western cities grew immensely during the 19th and early 20th century, the rapid and sudden transformation of Japan from a primarily agrarian country into one of the world's most highly urbanised ones was unparalleled until recently. The frantic socio-economic change and urban growth that Japanese cities witnessed during the 1950s and 60s anticipated much of the contemporary urban expansion in rapidly developing countries like China, India, or Brazil. In this context Japan's experience offers valuable lessons. While Japanese governments and planners borrowed carefully from planning ideas and methods of other advanced countries to respond to swift social and urban change, urban planning, urban governance and cities developed distinctly different in Japan from those of other developed countries.

Based on a critical reading of André Sorensen's book 'The Making of Urban Japan' (2001), this beginners seminar explores how Japan's distinctive patterns of urbanisation emerged over time, how pre-modern urban forms, traditional urban practices, and a blend of established institutions and newly imported foreign ideas contributed to this. The course will critically challenge established assumptions about urban Japan and students from other late developing countries will have the chance to reflect about important lessons from the Japanese case.

What looks unorganised & chaotic on the surface and has been often unjustly criticised on purely aesthetic grounds is in reality dense in population and experience, walkable, bike friendly, economically diverse, socially mixed, and highly adaptable to future challenges. We will also examine the critical role of civil society and its relationship to government and the market economy. One of André Sorensen's central arguments is that in the case of Japan, central government dominated urban affairs, while at the same time the weakly developed civil society, and comparatively powerless local governments could do little to advance alternative visions and models for land development and planning.

This seminar is not only useful for aficionados of cities and urban life. The course book also offers a broad and rich survey of Japan's modern history from the late Edo Period to the year 2000 and provides an important historical, political, social, cultural and environmental context for the development of Japan's cities and civil society. Although already 20 years have passed since 'The Making of Urban Japan' have passed, this is to date the most comprehensive, most-cited text about Japanese urbanism.

Objectives: In this course, you will ...

(1)... engage in a critical reading of the most central English language text on the history and development of urban Japan from the pre-modern Edo Period to the present,
(2)... develop a first understanding of how urban form, social practice, civil society, governance and planning are related, and how this led to the particular heterogeneous appearance of cities in Japan as we know them,
(3)... explore and discuss why and how urban life in a non-western context has changed over time, and how the city and the knowledge about cities emerged between vernacular and foreign, 'travelling' ideas,
(4)... learn to summarise longer text sections in series of short writing assignments and practice academic writing,
(5)... hone your presentation skills, present your chapter summaries along with own ideas in class.

before/after course of study: Students are required to prepare the respective readings ahead of every class. The weekly reading amounts to 2 hours in average.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Unit 01: Introduction I
Framing Issues + Course Outline + Assignment + Self-Introduction
Unit 02: Introduction II
Introduction to Urban Japan + some Notes on Academic Writing and student presentations
Unit 03: Introduction III
Current Urban Challenges and post-growth Futures
Unit 04: Introduction IV
Path-dependant Planning Past: Post disaster Reconstruction after 3.11
Unit 05: Introduction V
Breaking with the Past: Place-making before and after 3.11
Unit 06: The Making of Urban Japan: 1.
The Legacy of the Tokugawa Period
Unit 07: The Making of Urban Japan: 2.
The Meiji Period: Establishing Modern Traditions
Unit 08: The Making of Urban Japan: 3.
Taisho Period Urbanisation & Development of 1919 Planning System
Unit 09: The Making of Urban Japan: 4.
Japan's First Urban Planning System
Unit 10: The Making of Urban Japan: 5.
Post-war Reconstruction and Rapid Economic Growth
Unit 11: The Making of Urban Japan: 6.
Environmental Crisis and New City Planning System of 1968
Unit 12: The Making of Urban Japan: 7.
Implementing the New City Planning System
Unit 13: The Making of Urban Japan: 8.
From Planning Deregulation to the Bubble Economy
Unit 14: The Making of Urban Japan: 9.
The Era of Local Rights: Master Plans, Machizukuri & Historical Preservation

Language: English

Textbooks: Sorensen, André. The Making of Urban Japan: Cities and Planning from Edo to the Twenty First Century. 1st ed. Routledge, 2002.

References: Additional Reading:

Dimmer, C. 2016. 'Place-making Before and After 3.11: Emergence of Social Design in Post-Disaster, Post-Growth Japan', Review of Japanese Culture and Society (Josai University), Special Issue 'Design and Society in Japan,' Vol. XXVIII, pp. 198-226.

Dimmer, C. 2018. 'Japan After March 11th 2011: Between Swift Reconstruction and Sustainable Restructuring,' in W. Yan and W. Galloway (Eds.) Rethinking Resilience: Adaptation and Transformation in a Time of Change, Springer, pp. 23-40.

Echanove, Matias, and Rahul Srivastava. 2013. "When Tokyo Was a Slum – The Informal City Dialogues." January 8. https://nextcity.org/informalcity/entry/when-tokyo-was-a-slum.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	50	10 short summaries, each no more than 350 – 550 words (5% each)
Class contribution:	24	Active participation in class discussions
Others:	26	Short in-class presentations (frequency depending on number of students)

Note/URL: The grades A+ and A are only awared to students, if the weekly chapter summaries meets four out of the six following criteria:

・Representation and interpretation of the content is completely accurate.
・Identifies and describes precise and explicit supporting evidence (facts).
・Strongly connects new content to previous learning (elaboration).
・Strongly integrates new material to a personal life experience.
・Draws an accurate conclusion based upon interpretations, connection, and integration.

・Provides a strong reason(s) for the conclusion.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB2000|45|210GEB2000[/SYLLABUS_ID]

Course Title	First Year Seminar B 45		
Instructor	AOTANI, Yuko		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Narration: Vocalizing your comprehension

Course Outline: This class will help students read and understand written material in order to accurately and expressively convey the content through speech. Whether the material is news, speeches or stories, one needs to comprehend and interpret it to convince the audience. By learning verbal and non-verbal communication techniques that match the content, students will acquire skills to effectively convey their message. They will discover that comprehension and emotion have a lasting impact. The lecturer, who has experience as a TV anchor and storyteller, will guide students towards advanced delivery and presentation skills. Classes will be conducted face-to-face.

Objectives: This course is intended to help students become effective oral communicators. They will learn the art of expression and storytelling by vocalizing their comprehension each week. Through discussion and performance in class, they will learn to be good readers and listeners. During the semester, students will be required to perform two reading presentations. Participation in this class will lead to improvement in comprehension and presentation skills in English.

before/after course of study: Reading materials will be provided in class or via Moodle. Students are expected to read the material before class and prepare for discussion every week.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
Week 1: Introduction
Week 2: Vocalization: Comparing Voices
Week 3: Reading News& Current Affairs1: How to explain facts to audience
Week 4: Reading News & Current Affairs2: How to analyze and connect with your audience
Week 5: Reading Literature: Visualizing content and storytelling
Week 6: Reading Literature: Adding comprehension to your voice
Week 7: Short presentation
Week 8: Short presentation
Week 9: Review and Feedback
Week 10: Performing your interpretation: Keeping audience engaged
Week 11: Preparing your final presentation
Week 12: Final Presentation
Week 13: Final Presentation
Week 14: Wrap-up & Feedback

Language: English

Textbooks: Reading materials will be provided in class or via Moodle.

References: 青谷優子著「英語は朗読でうまくなる！」アルク出版, 2017
This is a reference material. You do NOT need to purchase it. A copy is available in the SILS library.

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free- Class contribution (30%), Short presentation (30%), Final Presentation (40%)
Attendance is extremely important. Missing more than 5 classes will result in no grade for this course.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB2000|66|210GEB2000[/SYLLABUS_ID]

Course Title	First Year Seminar B 66		
Instructor	MUEHLEISEN, Victoria L.		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.4	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Informing ourselves through news reports

Course Outline: In order to make decisions about our present actions and to plan for the future, it's important to have knowledge of what is happening in the world around us. Yet the teacher of this class has found that many students do not keep up with the news. In this class, we will read about, analyze and discuss current affairs as presented through English-language news sources. We'll discuss both the issues themselves as well as how they are portrayed in the media, and we'll consider how to rate the reliability of the various news sources available to us. The specific topics have not be chosen in advance, but instead will be current events chosen in the course of the semester, based in part on students' interests.
Finally, since this is a first year seminar, some class time will also be devoted to getting familiar with the resources available at Waseda University.

Objectives: In this class, students will build skills in reading, critical thinking, and discussion skills through a close reading or viewing of news articles and videos on a variety of topics. Writing skills will be strengthened through assignments in which students respond to the ideas raised in the readings and class discussions. Finally, students will develop creativity and planning skills in choosing topics and leading the class discussion for one class session.

before/after course of study: Students should expect to spend two or more hours most weeks preparing for class. Before most classes, assigned to read three to four news articles on the topic for the week and sometimes to watch a short video. After some classes, they will be asked to write short reflection papers in response to the readings and class discussion.

For one week in the semester, students will work with a partner or small group to plan a class session: they will choose the readings, prepare discussion questions and a short presentation, and then lead the class discussion. Preparation for this will be done mainly outside of class time.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: Provisional schedule: Note that the number of student-led sessions may be changed depending on the number of students enrolled in the class.
Weeks 1 to 9 will be led by the teacher, while later weeks will be led by groups of students.

Week 1: Introduction – Thinking about news sources and current issues of interest
Week 2: Focus on international issues, session 1
Week 3: Evaluating news sources
Week 4: Focus on international issues, session 2
Week 5: Focus on domestic (Japan) issues, session 1
Week 6: Focus on domestic (Japan) issues, session 2
Week 7: Focus on local (Tokyo) issues
Week 8: Mid-semester reflection, and planning for the second part of the semester
Week 9: Reading and discussion of a topic chosen by the teacher, to be announced
Week 10: Reading and discussion of a topic chosen by Group 1
Week 11: Reading and discussion of a topic chosen by Group 2
Week 12: Reading and discussion of a topic chosen by Group 3
Week 13: Reading and discussion of a topic chosen by Group 4
Week 14: Reading and discussion of a topic chosen by Group 5

Language: English

Textbooks: There is no textbook for this class. Instead, materials will be read online or distributed in class.

References: The Media Bias Chart by Ad Fontes Media: https://adfontesmedia.com

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	0	There are no exams in this class.
Papers:	40	Students will do several short written assignments in which they reflect on issues raised in class discussion, as well as one summary assignment.
Class contribution:	35	Students will be expected to engage actively in class discussion, and to prepare for discussion by doing the reading assignments. Of course, in order to participate, it is necessary to attend class.
Others:	25	Leading a class session: Students will work with as part of a pair or group to select the reading from the textbook and then prepare a short presentation and discussion questions. They will then lead the class discussion.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB2000|71|210GEB2000[/SYLLABUS_ID]

Course Title	First Year Seminar B 71		
Instructor	KAMINISHI, Yuta		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: How to Write about Visual Texts

Course Outline: Thisseminar explores how to analyze visual texts and write about them. By readingand discussing the study of moving images together, students will develop thecritical reading and academic writing skills necessary to examine visual texts.The first half of the seminar focuses on foundational analytical frameworks. Thesecond half guides students through the formal writing process fromconstructing an argument to drafting and outlining. Requirements includeregular presentations on course readings and several short papers.

Objectives: Students will learn how to read academic level texts, and how to write a short academic paper.

before/after course of study: Finish reading chapters of the week, prepare your comments, and make presentations.
As part of your preparation, you will be asked to read the handouts for each session that will be posted on Waseda Moodle in advance. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class and should be turned in before the next class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule 1 Intro
2-13 Presentation/Discussion
14 Wrap-up

Language: English

Textbooks: Assigned readings will be distributed as PDFs and will be available as Reserved Books at the SILS Student Library.

References: Karen M Gocsik, Richard Meran Barsam, and Dave Monahan. Writing about Movies. New York: W.W. Norton & Company, 2016.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	30	Final Paper
Class contribution:	40	Class Contribution (participating in discussion, sharing comments, and asking questions)
Others:	30	Presentation

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB2000|72|210GEB2000[/SYLLABUS_ID]

Course Title	First Year Seminar B 72		
Instructor	YAMASHITA, Hikaru		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Power in international politics

Course Outline: International politics is often described as “power” politics (“kenryoku” seiji). Major influential states are frequently called “great powers”. But what is “power”? What does it mean to be “powerful”? And what are the sources of such power? In this seminar we will discuss these issues by reading Nye’s seminal work on power. The seminar is scheduled to take place mainly in the classroom (face-to-face) unless announced otherwise. The course details including the class format for each week will be explained in the first week (which will be held in the classroom).

Objectives: This seminar is intended to serve as an introduction to international relations. Students will have an opportunity to understand different conceptions and dimensions of power in international politics, and to discuss contemporary issues of international relations.
Students are expected to develop an academic essay through discussions and readings. They will be able to learn how to plan, present and discuss academic papers.

before/after course of study: The participants will be required to read the text(s) and prepare talking points for the discussions and the final essay. The pre/ after class work is projected to take 30-60 minutes per day.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Orientation
[Week 2] Introduction
[Week 3] Ch.1
[Week 4] Ch.2
[Week 5] Ch.3
[Week 6] Ch.4
[Week 7] Part I review and discussion
[Week 8] Ch.5
[Week 9] Ch.6
[Week10] Ch.7
[Week11] Additional reading (1)
[Week12] Review and discussion
[Week13] Additional reading (2)
[Week14] Wrap up and conclusion
The schedule may be subject to change due to the number of students etc.

Language: English

Textbooks: Book (to be purchased): Joseph S. Nye Jr., The Future of Power (New York: Public Affairs, 2011).
Additional readings (to be downloaded): Emma Ashford and Evan Cooper, "Assumption Testing: Multipolarity is More Dangerous than Bipolarity for the United States"(Stimson Center, 2023) and Robert O. Keohane and Joseph S. Nye Jr., "The End of the Long American Century," Foreign Affairs 104(4), 68-79.
The additional readings will be made available on the PDF format through the Moodle's seminar portal page.

References: Other major books by same author include Soft Power: The Means to Success in World Politics (Public Affairs, 2004) and Is the American Century Over? (Polity, 2015).

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free- 60% Essay and other assignments
40% Contribution to the discussion.
The seminar essay is due in the final week; no delayed submission will be accepted.

Note/URL: All the announcements, shared resources, essay submissions, etc. will be made using the Moodle software.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB2000|76|210GEB2000[/SYLLABUS_ID]

Course Title	First Year Seminar B 76		
Instructor	SAKAMOTO, Azumi		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.5	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Representation of Nature in Cinema

Course Outline: Visual media plays an important role in shaping how we view and understand nature, nonhuman animals, and environmental issues. In this seminar, we will examine these representations in films through key ecocritical perspectives. The course is organized around one theme every two weeks: the first week focuses on film viewing and analysis, and the second week on discussion. The schedule may change depending on class progress. All classes will be conducted face to face, and students are expected to actively participate in the analysis and discussion of films.

Objectives: By the end of the course, students will be able to:
- Understand the issues involved in cinematic representations of nature and nonhuman life
- Critically analyze and evaluate these representations from ecocritical perspectives
- Recognize how they shape perceptions of nature, ecological issues, and environmental activism

before/after course of study: Students are expected to spend approximately 90–120 minutes per week on assigned reading. Film viewing will be conducted in class, and students are expected to attend all screenings. Independent viewing of assigned films will not be permitted.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
1. Orientation
2. Introduction to ecocriticism and the study of nature through culture
3. The Romantic tradition / wildlife documentaries – screening
4. The Romantic tradition / wildlife documentaries – discussion
5. Anthropomorphism / animated animal characters – screening
6. Anthropomorphism / animated animal characters – discussion
7. Limits of liberalism / mainstream Hollywood cinema – screening
8. Limits of liberalism / mainstream Hollywood cinema – discussion
9. Environmental justice / science fiction – screening
10. Environmental justice / science fiction – discussion
11. Environmental ethics / activist documentaries – screening
12. Environmental ethics / activist documentaries – discussion
13. Student presentations
14. Student presentations

Language: English

Textbooks: All reading materials will be distributed in class.

References: Reference materials will be announced in class.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	40	Final presentation and final paper
Class contribution:	20	Class participation
Others:	40	Quizzes and response papers

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB2000|78|210GEB2000[/SYLLABUS_ID]

Course Title	First Year Seminar B 78		
Instructor	MITANI, Junko		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introduction to the Rights of the Child (2)

Course Outline: Face to Face. . Every child has the same rights. In reality, however, there is no country where all children enjoy all the child rights fully. It is important for you as a young adult to gain basic knowledge and think how best we can protect and promote the child rights because children hold our future. During the fall semester, we will focus on the child rights to development(education), protection and participation. These rights are interrelated. and could be in conflict. The inetrantional community started to address the low learning achievements among other issues but many progress have been hindered due to the covid-19. The students will make groups for their presentations. Each group is required to work together to explain the situation, actions taken, some progress , the lessons learned and the remaining challenges. Even when the goal is the same, different interests and priorities often exist among a number of stakeholders. Thus the first step to deal with any issue is to analyze the situation from different perspectives. When you are not a presenter, you are still expected to read a slected parts of the key materuals so that you can participate actively during the discussions. The instructor will share her experiences gained while working for UNICEF, UNHCR, UNTAC and JICA in different countries when appropriate. (The issues listed below can be changed if the students want to learn about other issues, which are directly related to child protection, child development or child participation. We will discuss in the class.) .

Objectives: 1. By the end of the course, you should be able to explain basically about the right to develop, the right to protection and the right to participation in the context of the CRC, MDGs/SDGs、using some concrete examples. You would also gain some basic knowledge on the participational approach.

2. You would improve your research skills and presentation skills through your presentations and also by responding to the questios and some constructive criticisms given by your classmates.

3. You would improve your critical thinking by examining different interests and priorities among a variety of stake holders covering a particular child right, and also by your active participations in the discussions. Your term paper should demonstrate (1) you can analyze an issue from different perspectives, (2) you can make your logical argument based on the facts from reliable sources and (3) you know how to cite.

before/after course of study: 1.You are required todo two presentations within a semester. It will take at least several hour toprepare for your presentation . As it is a group presentation, you will need to discuss howto divide work with your team mebers amd ensure the logical flow among the mebers's presentaions. You should start your preparation two weeks before the presentation.

2. You are required to conduct further research to answer to the questions raised during the class, and post the answer sheet on the moodle within a week. It will take at least 2 hours depending on the numbers and nature of the questions. You may revise your presentation materials according t the feedback from your classmates and the instructor.

3. .You are required to read the material or watch a video as instructed before the class even if it is not your turn to make a presentation so that you can participate in the class discussion effectively. It will take at least 1 hour depending on your reading speed.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Ice breaking

The students understand the objectives and the methods used in this class. They share their "hopes and fears", make a set of class rules together. Lectire: Different concepts of a child. and the legal definition of a child by the CRC and CRC's monitoring system: the roles of CRC committeee, UNICEF, the Gov and a variety of pattners. Making groups. for the first round of presentation. Homework for the 2nd class: 1.Please read Dos and Don't for your presentation, and 2 Please make your own SMART objectives.

Vol. 2 Preparation for your presentation, researcg methods & brief explanation about data about children

The students discuss what a good academic presentation means, Q and A about ″ Dos and Don'ts before, during and after the presentations.″ Adjustment of the groups if necessary. Explanations about research tips.

Vol. 3: GROUP A:: Early childhood Education

Group presentation and Q and A

Vol. 4 : Group B: :Primary Education:: access and learning achilevements

Group presentation and Q and A

Vol. 5 : Group C :Adolescent Education and Skills

Group Presentation, and Q and A

Vol. 6 : Group D: Education for minority children

Group presentation and Q.and ALanguage and cultural minoriies, refugee and migrant children, children with diisabilities and LGBTQ+children

Vol. 7 : Group E: Strengthening the Education systems

Group presentation and Q.and A

Vol. 8 Your mid term review and about your term paper

Please evaluate your progress against your smart objectives. EXplanation about a term paper and discusssion about a sample paper.

Vol. 9 : GROUP 1 Child poverty

Group presentation and Q&A

Vol.10 : GROUP 2 Child labour

Group presentation and Q&A

Vol.11 : Group 3 Children and Sports

Group presentation and Q & A

Vol.12 : Group 4 Children and digital media

Group presentation and Q & A

Vol.13 : Group 5 Participation of Children and young people to promote child rights

Group presentation and Q & A

Vol.14 : Conlusion and your plan of your term paper.

Group and class discussion.

Language : English

Textbooks : We use the latest report by UNICEF, UNESCO, World Bank, ILO, OECD and some other major NGOs. and gov. They are available on the home pages of those organizations.
I will explain about the materials in the class and upload some key materails on the Moodle. I also introduce materails for alternative views when necessary.

References : ＜About UNICEF＞
Jolly, Richard. UNICEF: Global Governance that Works. Routledge 2014

＜About child participation＞
Heart, Roger. Children's Participation. UNICEF. .1992 (JPN translation『子どもの参画』萌文社2000)』

Banerjee, Adhijit and EstherDuflo. Chapter 4 Top of the Class. In Poor Economics: Radical Thinking of the Way to fight Global Poverty 2011

Grading Free-text Entry Flag : 0 : 評価方法毎フォーマット(教員による切替可)

Papers :	40	You will choose an issue, which your found the most interesting, and conduct further research to write a report. You must analyze the issue critically from several perspectives based on the facts. The details will be announced in the class.
Class contribution :	40	The quality of your presentation. Your answer sheet to the questions raised by your classmates The extent of your contribution during the class/group discussions.
Others :	20	The quality of your comments to each presenter in writing, your news posting and other assignments.

Note/URL:

This course follows the Introduction to the Rights of the Child (1) in the spring semester, but it is possible for new students to join. If you didn't take the spring course, please get basic knowledge on the rights of the child and the sustainable development goals by reading the CRC pages on the UNICEF home page (www.unicef.org) and MDGs・SDG (www./sustainabledevelopment.un.org/?menu=1300)

The content might be revised depending on the interests and the number of students, who take the course.
You are required to read the key documents at least for each session and to participate actively in the class.
Some UNICEF reports have been translated into Japanese. Please check 日本ユニセフ協会's website for the Japanese version if necessary.Considering some comments made by some students,
I'll secure the time for discussion by limiting the time for each presenter more strictly.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB2000|83|210GEB2000[/SYLLABUS_ID]

Course Title	First Year Seminar B 83		
Instructor	YAZAWA, Kakeru		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Reading Bite-Sized Essays on Language and Languages

Course Outline: In this seminar, students will explore key ideas and questions about language as an accessible introduction to linguistics. The required textbook, The 5-Minute Linguist: Bite-Sized Essays on Language and Languages, contains more than sixty short essays written by linguists, each addressing a specific topic related to how language works, how it varies, and how it is used in society. The essays cover topics such as differences between languages and dialects, the nature of grammar, the causes of accents, and the role of language in digital communication.
The course is organized around a jigsaw-style group work format. Each week, we will focus on one section of the textbook, consisting of four to seven short essays. Students will work in small expert groups to understand their assigned readings and then share and explain the main ideas to their peers in mixed groups. Through this process, all students will gain an overview of the entire section through collaborative learning.
For the final assessment, students will complete two assignments—a presentation and an essay—in which they will formulate and explore their own question about language.

Objectives: By the end of this course, students wil be able to:
・Demonstrate familiarity with basic concepts in linguistics.
・Develop oral communication and presentation skills in English.
・Develop logical and critical writing skills in English.

before/after course of study: No advance preparation is required for this course. After each class, students are expected to review the chapters discussed in class, especially those they were not responsible for during the in-class activities. Review is expected to take approximately 2-3 hours per week.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Introduction

Course Introduction

What is linguistics?

Why learn about language?
You're a linguist? How many languages do you speak?
What is the difference between dialects and languages?
Do all languages have the same grammar?
How many languages are there in the world?
Why is Chomsky such a big deal in linguistics?

Language structure

How are the sounds of a language made?
What is the right way to put words together?
What makes a word 'real'?
What is grammatical gender?
What is an artificial language?
Do animals use language?

Language and communication

What happens if you are raised without language?
Can animals understand us?
What is 'speaking in tongues'?
How many kinds of writing system are there?
Whatever happened to Esperanto?

Language and thought

Why do linguists study brains?
Does our language influence the way we think?
How does the brain handle multiple languages?
Can you lose language?

History of language

What was the original language?
Do all languages come from the same source?
What language did Adam and Eve speak?
Where does grammar come from?
Where did writing come from?
Where did English come from?
Is Latin really dead?

Language variation and change

Do languages have to change?
Aren't pidgins and creoles just bad English?
Do Deaf people everywhere use the same sign language?
Do men and women talk differently?
Can someone 'sound gay'?
Why do languages die?

Language learning

How do babies learn their mother tongue?
How many languages can a person learn?
What causes foreign accents?
What does it mean to be bilingual?
What makes some languages harder to learn than others?
Can monolingualism be cured?
How have our ideas about language learning changed through the years?

Language and society

What is the connection between language and society?
What are lingua francas?
How can a country function with more than one official language?
Why do people fight over language?
What is gendered language?

Language and technology

How is language used on social media?
Can computers teach languages faster and better?
How good is machine translation?
Is text messaging changing how I write and speak?

Language and education

Why should educators care about linguistics?
Should schools teach grammar?
Is elementary school too early to teach foreign languages?
Why study languages abroad?
What is bilingual education?

Language application

How are dictionaries made?
Why do we need translators if we have dictionaries?
How are endangered and sleeping languages being revitalized?
Can you use language to solve crimes?
How can you keep languages in a museum?

Final presentation (1)

Students' final presentations

Final presentation (2)

Students' final presentations

Language: English

Textbooks: Myrick, C., & Wolfram, W. (Eds.). (2019). The 5-minute linguist: Bite-sized essays on language and languages (3rd ed.). University of Toronto Press.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	40	Final essay
Class contribution:	35	Active participation
Others:	25	Final presentation

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB3000|85|210GEB3000[/SYLLABUS_ID]

Course Title	First Year Seminar B 85		
Instructor	MANNING, Julian		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.4	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Social Identity: From Individual to Community

Course Outline: After examining various competing theories of ethnic identity, national identity and nationalism, the last 6 weeks of the semester are set aside for discussion, preparation and delivery of student presentations. These presentations of approximately 15-minutes duration may be done in teams of two or three students, or as an individual project. Students will be required to make a presentation on the contemporary symbols and meaning of national identity in a location of their own choosing, and to analyze the evolution of that identity in terms of the ideas we discuss during the course.

Objectives: This course is designed to be part II of a two-part course in conjunction with my first semester IIB seminar. Students may choose to take just one or both of the courses. The second semester will focus on issues associated with group identities, such as ethnicity and national identity.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: Weeks 1-2: We will begin with a review of concepts of identity and how they are rooted in the individual.
Weeks 3-5: Concepts of ethnicity will be examined in the work of Fredrik Barth and T.H. Eriksen.
Weeks 6-9: Two opposing models of the relationship between the development of the nation-state, nationalism and national identity will be examined in detail from the work of Eric J. Hobsbawm, Ernest Gellner, Benedict Anderson and Anthony D. Smith. A case study of national identity in contemporary Japan will sever as an example for students before they select their own cases for presentation.
Weeks 10-14: Discussion, preparation and delivery of student presentations.

The weekly schedule above is meant as a guide to the topics I hope to discuss in the semester. The order in which topics are presented may not follow this schedule precisely.

Language: English

Textbooks: No specific text is assigned, but extensive reading will be required.

References: A list of works, including those by the writers mentioned above, will be provided. Some copies will be distributed. A large amount of individual reading will be expected.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-: Students will be required to make a presentation on the contemporary nature of national identity in a location of their own choosing, and to analyze the evolution of that identity in terms of the ideas we discuss during the course. The presentation should be approximately 15 minutes in length and show evidence of adequate research. A typed version should be handed to me in the final class, be properly annotated and contain a bibliography. The presentation will be marked out of 100. Any suspicion of plagiarism will result in the students concerned failing the course. In order to qualify for credits, students must attend at least 2/3 of all classes.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB3000|86|210GEB3000[/SYLLABUS_ID]

Course Title	First Year Seminar B 86		
Instructor	FIELD, Malcolm		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Understanding Contemporary International Relations

Course Outline: ※in-person ONLY
This seminar is an introductory seminar on International Relations. We will further examine some of the essential ideas and issues that are fundamental to an understanding of contemporary international relations. We will also seek to identify how these issues affect global governance and global business practices. Based on readings given on Waseda Net throughout this course, it will be a practical discussion-based seminar that seeks to develop an understanding about the complexities of IR by using contemporary examples. Previous exposure to IR theories might be an advantage.
By the end of the course you should be able to discuss and critique IR issues. You should expect to work individually and in groups with people of other cultural identities.

Objectives: By the end of this course you should be able to discuss contemporary international relations issues objectively. You should be able to recognize the fallacies, debate and defend positions and consider possible outcomes of contemporary IR events. You will be expected to demonstrate theoretical knowledge by application to scenarios or situations throughout the course. My goal is to apply the theoretical understanding you develop in your studies.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes. Be prepared to explain and defend your positions.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule Topics to be discussed in this class include+
1 Introduction & Welcome [international relations, globalization, state, actor, politics]
2 Review State, sovereignty and international actors and order
3 Theories begin
4 Theories continue5 IPE
6 Human Security (Assessment 1 due around week 6-7)
7 Human Security continued
8 Genocide (will use ChatGPT and a documentary)
9 WMD
10 Terrorism
11 The environmental debate - What does it all mean for me?
12 Technology - revisiting
13 Mock Challenge (Assessment 2 due week 13-14)
14 Futures & Conclusions
+This detailed class and topics schedule may change as need interest require.

Language: English

Textbooks: Readings will be made available in or before class. It is strongly suggested that you can access and read a list of readings that will be provided. There is no set textbook.
Constraints on the use of ChatGPT will be outlined in class and on assessment items.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- The grading will be based on the results of the following items.
Midterm Assessment: 40% (short answer question with group presentation)
Position Paper: 60% (an academic paper based on an IR issue)
Be aware that although attendance is not an assessment item, non-participation may adversely affect your grades.

Note/URL: Requirements:

You will need to access a computer every week throughout this course. Please also be expected to complete the set readings before class and read the news on a weekly basis.
Although readings will be given on Waseda Net, it is recommended that you read further about the topics from the list to be provided in class. The more you “put in” to this class the more “fun” we can “get out”.
URL: to be advisedConstraints on the use of ChatGPT will be outlined in class and on assessment items.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB3000|89|210GEB3000[/SYLLABUS_ID]

Course Title	First Year Seminar B 89		
Instructor	TSUKADA, Yuichi		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Reading and Discussing Short Stories

Course Outline: In this first-year seminar, we will read and discuss short stories written in English, learning how to analyse literary texts. In particular, we will examine short stories by twentieth-century authors such as D. H. Lawrence, Katherine Mansfield, George Orwell, Graham Greene and Bernard Malamud. The seminar is structured as follows:

・Student presentations and questions: Students initiate discussion by raising key issues from the text.
・Discussion and feedback: Students engage in discussions and the instructor provides feedback.
・In-depth analysis: The instructor presents an in-depth analysis and encourages students to develop their own interpretations of the text.

The selected stories are complex and open to analysis from multiple perspectives. The instructor will introduce these texts one by one over the course of the seminar in order to adjust the complexity of the material in response to student feedback.

Since discussion is central to this seminar, a willingness to actively engage in class discussions and group discussions (both of which are to be conducted solely in English) is essential for anyone who is thinking of registering for this seminar.

Objectives: By the end of this course, students are expected to be able to:
・Analyse texts from multiple perspectives.
・Lay out their own arguments effectively.
・Provide meaningful comments and questions on the arguments of others.

before/after course of study: As part of your preparation, you are required to read the text before each seminar, as you will be asked to share your interpretation with your classmates. After the seminar, you are encouraged to review the issues raised during the discussion. Both preparation and review are expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule: As indicated in the course description, the instructor will introduce these texts one by one over the course of the seminar in order to adjust the complexity of the material in response to student feedback. For example, students will engage with Text A in Week 2, and after reviewing students' feedback and their ability to analyse Text A, the instructor will provide Text B to be featured in Weeks 3 and 4.

1. Introduction
2. Discussion/Analysis (Text A; its title is with held for educational purposes)
3. Presentation/Discussion/Analysis (Text B)
4. Discussion/Analysis (Text B)
5. Presentation/Discussion/Analysis (Text C)
6. Discussion/Analysis (Text C)
7. Presentation/Discussion/Analysis (Text D)
8. Discussion/Analysis (Text D)
9. Presentation/Discussion/Analysis (Text E)
10. Discussion/Analysis (Text E)
11. Presentation/Discussion/Analysis (Text F)
12. Discussion/Analysis (Text F)
13. Presentation/Discussion/Analysis (Text G)
14. Discussion/Analysis (Text G)

Language: English

Textbooks: All the texts will be provided by the instructor.

Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	Active participation 80% (including discussions, presentations and oral responses to the instructor's questions in class) Essay 20%
Note/URL:	Note: The instructor might adjust the course plan in consideration of the comprehension and engagement levels of students. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB3000|90|210GEB3000[/SYLLABUS_ID]

Course Title	First Year Seminar B 90		
Instructor	BERNARD, Rosemarie		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.4	**Class Modality Categories**	:ampus] Hybrid (over 50% of classes on-ca
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Frantz Fanon: Subjugation and Liberation in Social Theory and Practice

Course Outline: Frantz Fanon (1925 Martinique-1961 Algeria) was trained as a medical doctor in France. He served in the French military medical services as psychiatrist to both oppressors and victims of torture in French prisons in Algeria at the time of its occupation. Fanon would eventually join the ranks of Algerian nationalists fighting against French oppression. Fanon wrote extensively and his seminal critique of colonialism laid the foundations for much that would follow on the subject. In this course we will examine his two major works: "The Wretched of the Earth" and "Black Skin White Masks". The first book argues for colonial struggle, while the latter criticizes the psychological dimensions of colonial subjugation, characterized by oppression and self-hate. In our seminar we will unpack and contextualize Fanon's ideas and will also examine the impact they have had on political and liberation movements (for example on Nelson Mandela) as well as on social theory.

Objectives: The goal of our seminar is to have students learn to read critically so as to discern theoretical issues of interest, and to learn to communicate ideas in open and free discussion.

before/after course of study: Students will present weekly readings to the whole of the class, taking turns on a weekly basis. This class meets in person in-class. We may have one guest lecturer.
Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1
Introduction: Frantz Fanon and Jean-Paul Sartre
Vol. 2
Frantz Fanon: The Wretched of the Earth
Vol. 3
Frantz Fanon: The Wretched of the Earth
Vol.4
Frantz Fanon: The Wretched of the Earth
Vol. 5
Frantz Fanon: The Wretched of the Earth
Vol. 6
Frantz Fanon: The Wretched of the Earth
Vol. 7 Midterm exam
Midterm exam (take-home)
Vol. 8
FILM; Isaac Julien, Frantz Fanon
Vol. 9
Frantz Fanon: Black Skin, White Masks
Vol.10
Frantz Fanon: Black Skin, White Masks
Vol.11
Frantz Fanon: Black Skin, White Masks
Vol.12
Frantz Fanon: Black Skin, White Masks

Vol.13
Frantz Fanon: Black Skin, White Masks
Vol.14 Final Exam (take-home)
Final Exam (take-home examination). Online submission, due on February 1, 2025.

Language: English

Textbooks: Two textbooks to order at the Waseda COOP
(1) Frantz Fanon, The Wretched of the Earth. Grove Press (2021) ISBN-13 : 978-0802158635
(2) Frantz Fanon, Black Skin, White Masks. Grove Press (2008) ISBN-13 : 978-0802143006

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams:	75	25% Midterm; 50% Final
Class contribution:	25	Active participation, class contribution and quality of presentations to the class.

Note/URL: ***THIS COURSE WILL TAKE PLACE AS IN-CLASS TEACHING, but there may be one or two Zoom classes if necessary.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB3000|91|210GEB3000[/SYLLABUS_ID]

Course Title	First Year Seminar B 91		
Instructor	TRAN THI NGOC, Phuong		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.5	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: International Communications & Culture
Second Language Teaching & Learning

Course Outline:

This course continues to examine on the range of phenomena that occur in the course of second language acquisition, considering them alike from social, psychological, and cultural perspectives, and exploring how the insights gained can be applied to the factors that make it possible to learn a second language and their role in education. While studying the theory of second language acquisition, students will reflect on their own language learning. We will also consider the effectiveness of different language learning methods from the perspective of both the learner and the educator. In the course of the semester, practical research activities will be introduced. Participants will be expected to cooperate actively with each other in collecting and analyzing data, and producing reports and lesson plans based on the results.

Objectives: Classes will include mini lectures and discussions as a class and in small groups. By the end of the subject, students will:
1. Understand the basic theories used in second language acquisition
2. Be able to apply their knowledge of these theories to teaching and learning situations
3. Analyse research using second language learning theories

before/after course of study: Students need to read the assigned chapters before class for discussions.
Students need to revise the in-class notes for their own improvement.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Orientation

Overview of the course.
Introduction and requirements

Vol. 2 Research and language teaching

Common assumptions of language teaching
What is SLA research?
What a Teacher can expect from SLA research?
Some background ideas of SLA research

Vol. 3 Learning and teaching different types of grammar

What is grammar?
Structure words, morphemes and sequences of acquisition
The processability model
Principles and parameters grammar
L2 learning of grammar and L2 teaching
The role of explicit grammar in language teaching

Vol. 4 Learning and teaching vocabulary

How do words mean?
Word frequency
Knowledge of words
Types of meaning
Strategies for understanding and learning vocabulary
Vocabulary and teaching

Vol. 5 Acquiring and teaching pronunciation

Phonemes and second language acquisition
Learning syllable structure
General ideas about pronunciation learning
Choosing a Model for pronunciation teaching
Learning and teaching pronunciation
Learning and teaching intonation

Vol. 6 Acquiring and teaching a new writing system

Writing system
Spelling
Punctuation
The writing system and language teaching

Vol. 7 Strategies for communicating and learning

Communication strategies
Learning strategies

Vol. 8 Individual differences in L2 users and L2 learners

Motivation for L2 learning
Attitudes
Aptitude
Age
Are other personality traits important to L2 learning?

Vol. 9 The L2 user and the native speaker

What is special about L2 users?
The L2 user versus the native speaker in language teaching
Codeswitching by second language users
Using the first language in the classrom
Do native speakers make better language teachers?
International languages

Vol.10 The goals of language teaching

The different roles of second languages in people's lives
Languages and groups of speakersThe goals of language teaching

Vol.11 General models of L2 learning

Universal grammar
Processing models
The comprehension hypothesis
The interaction approach
The L2 user perspective
Comparing L1 and L2 learning

Vol.12 Second language learning and language teaching styles

The academic style of teaching
The audiolingual style of teaching
The communicative style
The task-based learning style of teaching

Vol.13 Presentations

Present students' small-scale research projects applying the theories

Vol.14 Presentations

Present students' small-scale research projects applying the theories

Language:	English
Textbooks:	Cook, V. (2016). Second Language Learning and Language Teaching (5th Ed). London: Hodder Arnold.
References:	Larsen-Freeman, D. (2011). Techniques and Principles in Language Teaching. Oxford: Oxford University Press.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Exams:	0	0
Papers:	40	Small assignments related to each week's lecture through Moodle Each week's Presentation (one student presents once or twice per semester depending on the size of the class)
Class contribution:	30	Active participation in class. Students will not be assessed on their accuracy of language used, but rather on their effort to participate in preparations and the discussions in each class.
Others:	30	Group Work's Final Projects

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB4000|59|210GEB4000[/SYLLABUS_ID]

Course Title	First Year Seminar B 59		
Instructor	HIRASAWA, Caroline		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introduction to Photography: History and Practice

Course Outline: This class examines the work of selected photographers and considers critical approaches to the medium of photography. Students will review readings, images, and videos on the history of photography, individual photographers, and related themes, write essays about the readings, and give presentations to the class. They will also analyze photographs, conduct original photography experiments (using a cell phone camera is fine), and write additional short essays.

Classes will be conducted in person only.

Objectives: To introduce students to the art of photography while developing or improving their reading, analytical, writing, and presentation skills.

before/after course of study: Details about assignments will be discussed at the first class meeting and posted on Moodle.
Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule (The schedule below is tentative)
Vol. 1: Introduction to class
Vol. 2: Photography and "Reality" (Susan Sontag)
Vol. 3: Photography and Memory (Roland Barthes)
Vol. 4: Portraiture
Vol. 5: Social Justice and Activism
Vol. 6: Chance and Timing, Rediscoveries and Authorship
Vol. 7: Fashion, Dance, and Advertising, Altering Photos, Ghosts and UFOs
Vol. 8: Editing, Staging, Performance, and Identity
Vol. 9: Privacy and Environments
Vol.10: Art, Science, or Documentation
Vol.11: At the Boundaries of Photography
Vol.12: Discussion of Original Photographs
Vol.13: Visit to the Tokyo Photographic Art Museum
Vol.14: Final Presentations

Language: English

Textbooks: Readings assignments will be discussed in the first class and posted on Moodle.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	60	Essay and Presentation on a Collection of Readings/Materials; and Three Short Writing Assignments
Class contribution:	20	Active Participation, including taking notes, alert listening, and constructive, collegial engagement with classmates
Others:	20	Final Original Photography Series and Artist Statement

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB4000|92|210GEB4000[/SYLLABUS_ID]

Course Title	First Year Seminar B 92		
Instructor	DALISSIER, Michel Pierre Edouard		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.1	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Philosophy and Logic: An Introduction

Course Outline: This course challenges an introduction to philosophy and logic through a comprehensive reading of Aristotle's inaugural treatise, the Categories. I will use Power Point to lead this course.
We will study in what sense philosophy assists us in objectifying the fundamental concepts that we unconsciously uses when we experience our world, such as "place", "position", "action" and so forth. In addition, we will learn how Aristotle's logic unprecedently implements a radical formalization of these concepts, insofar as it describes, classifies and defines them as "propositions", "categories", and "predicaments". As a result, we will contemplate the way philosophical logic represents an inestimable tool to strengthen and refine our thinking and speaking abilities.

Objectives: The objectives of this course are as follows: 1) to develop student's proficiency in philosophical conceptualization; 2) to provide them with a basic knowledge of formal logic; 3)to improve their critical thinking skills.

before/after course of study: Please read painstakingly in advance the chapters of the Categories as indicated in the course schedule, including some of the endnotes (for example, for the first class, read chapter 1 of the Categories).
Students are asked to search for the meaning of unfamiliar English terms (for example, in chapter 1 of Categories, "homonymous", "synonymous"). They also have to train themselves in identifying concepts that they potentially cannot define by themselves (for example, in Categories, 1, the concept of definition: how would you define a "definition" by yourself?), and to search for their meaning in authoritative dictionaries and encyclopedia of philosophy (see the "References" section below).
Advices
1. Please train yourselves in taking handwritten notes, learn by thinking with your hand and body.
2. Don't stay alone with Aristotle! Work in group of 2 to 4! Play the game, behave such as a philosopher! 3. Resume each session, formulate questions to ask during the class and anticipate those of the final exam.
4. Learn by heart the list and examples of categories in Categories, chapter 4.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Guidance, Introduction, and Study of the Concepts: Homonymous, Synonymous, and Paronymous

Presentation of Aristotle's logic and study of the section 1 of the treatise of Categories

The Concepts: Predicate, Accidents, and Difference

Study of Categories, sections 2 and 3.

The Concepts: Categories, Substance (1)

Study of Categories, sections 4, 5 and 9.

Substance (2)

Study of Categories, section 5.

Quantity (1)

Study of Categories, section 6.

Quantity (2)

Study of Categories, section 6.

Relation (1)

Study of Categories, section 7.

Relation (2)

Study of Categories, section 7.

Quality (1)

Study of Categories, section 8.

Quality (2)

Study of Categories, section 8.

Opposites and Contraries

Study of Categories, sections 10 and 11.

Anteriority and Simultaneity

Study of Categories, sections 12 and 13.

Movement and Having

Study of Categories, sections 14 and 15.

Conclusion

Summary, General Discussion, and Final Exam.

Language: English

Textbooks: Aristotle, Categories in Categories and De Interpretatione, translated by J. L. Ackrill (Oxford: Clarendon Press, 2002), pp. 3–43. Please buy the book or print the section pp. 3–43 from the following address: https://dn720004.ca.archive.org/0/items/aristotle-categories-and-de-interpretatione/Aristotle%20-%20Categories%20and%20De%20Interpretatione.pdf.
Note: to deepen your reading, please see the commentary in the endnotes,pp. 69–112.
System of references: Categories, chapter 8: "Cat. 8", sometimes more precisely (with comma): "Cat., + Bekker pagination (1a1–15b30)", example "Cat., 12a5"; Topics, Book II, chapter 1: "Top. II, 1", sometimes: "Top., + Bekker pagination", example "Top., 54b8". Other abbreviations: Topics (Top.), On Interpretation (Inter.), Prior Analytics (Pr. An.), Posterior Analytics (Po. An.), Metaphysics (Meta.).
For works other than the Categories and On interpretation I will frequently use the W. D. Ross edition: https://www.holybooks.com/wp-content/uploads/The-Complete-Aristotle.pdf

References: Lexicons
The Oxford Dictionary of Philosophy.
The Cambridge Dictionary of Philosophy.
The Standford Encyclopedia of Philosophy (https://plato.stanford.edu).
Aristotle, Metaphysics, Book V (Delta) (any edition).
Further readings (in bold characters the most important chapters)
Aristotle, De Interpretatione in Categories and De Interpretatione, translated by J. L. Ackrill (Oxford: Clarendon Press, 2002), pp.43–68.
Aristotle, Posterior Analytics (any edition), I, 1–4, 7–8, 13, 18, 20, 22, 27, 33–34; II, 1, 5, 7,13, 19.
Aristotle, Topics (any edition), I, 1, 4–5, 10–11, 15; II, 4, 10–11; III, 5–6; IV 1–2; 5–6; V, 1, 5, 8; VI, 1, 4, 6; VII, 5, VIII, 1, 5, 9, 11–12.
David Ross (Sir), Aristotle (Routledge, 1995).

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams:	50	Final exam（understanding of the class, logical and critical skills）.
Class contribution:	50	Active class participation.

Note/URL: Please train yourselves for the final exam in taking handwritten notes.
The form and content of the class might be influenced by the current research orientations of the instructor, by the number of students, by their languages skills, their special interests and level of understanding about philosophy and logic, as well as other relevant factors. Accordingly, the form of the class as well as the content of the present syllabus might be subject to changes.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB4000|93|210GEB4000[/SYLLABUS_ID]

Course Title	First Year Seminar B 93		
Instructor	MANNING, Julian		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Postwar Britain and Japan in Comparative Perspective.

Course Outline: By gaining an historical perspective, we will put current events and social issues into context. One of the themes of the seminar will be that the histories of individual nations cannot be properly understood if they are studied in isolation. The events and trends that have shaped both Japan and Britain since the end of World War II illustrate the truth of this and also suggest that currently popular terms such as 'globalization' are not quite as new as we sometimes believe.

Objectives: This course is designed to be part II of a two-part course in conjunction with my first semester IB seminar. Students may choose to take just one or both of the courses. We will consider the major events and trends in British and Japanese postwar social and cultural history and examine their influences on present day Britain and Japan.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

Weeks 1-4: The course will begin with a brief review of the current state of both Britain and Japan from political, cultural and social points of view. This will include a discussion of ideas such as 'the nation-state' and 'national identity' and the influence of national education systems.

Weeks 5-8: Having developed an image of the current situation we will go on to examine the cultural impact of political and economic changes, including immigration, multiculturalism and the rise of mass middle class societies and sub-cultures, particularly the importance of youth culture.

Weeks 9-11: We will examine the social roles of mass media organizations and the philosophies that inform the presentation of news, with a focus on structural features of ownership and methods of self-editorializing/censorship. In this regard, it will be of interest to compare and contrast the national broadcasting corporations of each country.

Weeks 12-14: Sports, as a social phenomenon, play an important but often overlooked role in contemporary society. We will examine the rise of sports in both societies as both a result of and influence on the political/economic drive for modernization.

General Observations: Students will need to prepare for class by making sure that they are up-to-date with current social issues by following the news and that they have some familiarity with the topics raised in this syllabus. The weekly schedule above is meant as a guide to the topics I hope to discuss in the semester. The order in which topics are presented may not follow this schedule precisely.

Language: English

Textbooks: Handouts will be given as necessary

References: In order to fully participate in class discussions, students must be prepared to do background reading. Suggested readings will be provided.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- There will be one term paper that can be on any topic raised in the course. Term papers must be typed on A4 paper, be between 1,500 and 2,000 words long, show adequate evidence of research and be properly annotated and contain a bibliography. Any suspicion of plagiarism will result in the student concerned failing the course. Term papers will be marked out of 100. Students must attend at least 2/3 of all classes in order to qualify for credit.

Note/URL:

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB4000|95|210GEB4000[/SYLLABUS_ID]

Course Title	First Year Seminar B 95		
Instructor	TRAN THI NGOC, Phuong		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.5	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: International Communications & Culture
Second Language Learning Theories

Course Outline: Second language acquisition (SLA) is a complex process affected by a number of related factors. This course will focus on the range of phenomena that occur in the course of second language acquisition, considering them alike from social, psychological, and cultural perspectives, and exploring how the insights gained can be applied to the factors that make it possible to learn a second language and their role in education. While studying the theory of second language acquisition, students will reflect on their own language learning.

Objectives: Classes will include mini lectures and discussions as a class and in small groups. By the end of the subject, students will:
1. Understand the basic theories used in second language acquisition
2. Be able to apply their knowledge of these theories to teaching and learning situations
3. Analyse simple research using second language learning theories

before/after course of study: Students need to read the assigned chapters before class for discussions.
Students need to revise the in-class notes for their own improvement.

Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Orientation

Overview of the course.
Introduction and requirements

Vol. 2 Second language learning: Key concepts & issues

Explaining first language acquisition
Interactionist/ developmental perspectives

Vol. 3 Recent history of second language learning research

Contexts for language learning
-Learner characteroistics
-Learning condition

Vol. 4 Universal Grammar approach

Grammatical morphemes
-Negation
-Questions
Second language applications: Krashen's 'monitor model'

Vol. 5 Approaches to second language learning

Current psychological theories: The cognitivist/ developmenttal perspective
-Information processing
-Connectionism
-The completition model
-Second langugage applications: interacting, noticing, and processing

Vol. 6 Approaches to second language learning

The sociocultural perspective
-Second language applications: Learning by talking
Theory into practice

Vol. 7 Individual differences in second langugage learning

Research on learner characteristics:
-Intelligence
-Aptitude
-Learning styles
-Personality
-Motivation and attitudes

Vol. 8 Individual differences in second language learning

Research on learner characteristics:
-Identity and ethinic group affiliation
-Learner beliefs
-Age of acquisition and the critical period hypothesis

Vol. 9 Learner language

Studying the language of second langugage learners
-Contrastive analysis, error analysis, ans interlangugage
-Developmental sequences

Vol.10 Learner language

More about first langugae influence
Vocabulary
Pragmatics
Phonology

Vol.11 Observing learning and teaching in the second language classroom

Natural and instructional settings
Observation schemes:
-Classroom comparisons: teacher-student interactions
-Classroom comparisons: students-student interactions
-Corrective feedback in the classroom
-Questions in the classroom

Vol.12 Theory and research

Analyse research papers and practice

Vol.13 Theory and research

Present students' small-scale research projects applying the theories

Vol.14 Presentations

Present students' small-scale research projects applying the theories

Language:	English
Textbooks:	Lightbown, P., & Spada, N. (2013). How Languages are Learned (4th Ed.). Oxford: Oxford University Press.
References:	Mitchell, R., Myles, F., & Marsden, E. (2013). Second Language Learning Theories (3rd Ed). Oxon: Routledge. Ellis, R. (1986). Understanding Second Language Acquisition. Oxford: Oxford University Press.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Exams:	0	0
Papers:	40	Small assignments related to each week's lecture through Moodle Each week's Presentation (one student presents once or twice per semester depending on the size of the class)
Class contribution:	30	Active participation in class. Students will not be assessed on their accuracy of language used, but rather on their effort to participate in preparations and the discussions in each class.
Others:	30	Group Work's Final Project

Note/URL:
国際教養学部では以下リンクの通り、学修成果を定めています。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB5000|96|210GEB5000[/SYLLABUS_ID]

Course Title	First Year Seminar B 96		
Instructor	NAKAI, Maki		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Finding Traces of the Past Around the Campus

Course Outline: This seminar is designed to enhance students' academic skills through studying the history of the city and the area around the university through finding traces of the past on and around the Waseda campus. Students will first read various types of texts together to get background knowledge while improving their skills in critical reading. Then they will explore the campus and its surroundings to check what they have learned from the readings and find research questions. Finally, they will work on a research project, in which they will write an essay and make a presentation based on the essay.

Objectives: 1. Students can approach assignments in future courses and the senior thesis with confidence, integrity, and steady effort.
2. Students can exercise intellectual curiosity and formulate appropriate research topics for these assignments.
3. When working on these assignments, students can use the university library and academic resources effectively.
4. When working on these assignments, students can use AI appropriately.
5. Students can write coherent academic papers that present an argument rather than merely personal impressions, while avoiding plagiarism.
6. Students can give clear and persuasive presentations with confidence in front of others.
7. Students can collaborate effectively and contribute in a balanced way to group activities.

before/after course of study: In the first sessions, students will read the assigned readings. There will be assignments to guide their reading. Later, students will find materials for their presentations and essay. They will read the materials and put information together in the form of presentation and essay.
Additional activities will be necessary for group collaboration.
These altogether are expected to take 120-240 minutes every week.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Week 1
Introduction and getting to know each other
Week 2
Edo and its history (reading & discussion)
Week 3
Famous spots of Edo (reading & discussion)
Week 4
Waseda area in literary memories 1: Natsume Sōseki's Inside My Glass Doors
Week 5
Field exploration 1: Traces of Edo, Meiji, and Taishō in the Waseda Area
Week 6
Group work: Reviewing the exploration
Week 7
Group presentation: Traces of Tokyo before 1945 in Waseda
Week 8
Waseda area in literary memories 2: Murakami Haruki's Norwegian Wood and the year 1968
Week 9
Field exploration 2: Traces of the (near) past in Waseda

Week 10

Waseda: the university, the students, and the town—Reviewing the exploration and finding research topics for the essay project

Week 11

Research proposal—Planning your essay

Week 12

Developing the draft

Week 13

Peer-reviewing the draft

Week 14

Field exploration 3: Presenting the findings

Language: English

Textbooks: Booth, Wayne C., et.al. 2024. The Craft of Research. Fifth ed. University of Chicago Press.

The following readings will be provided via Moodle.
1. Jinnai, Hidenobu. 1990. "The Spatial Structure of Edo." In Tokugawa Japan: The Social and Economic Antecedents of Modern Japan, edited by Chie Nakane, Shinzaburō Ōishi, and Conrad D. Totman. Translated by J. Victor Koschmann. University of Tokyo Press.
2. Smith, Henry D. II, "Introduction" in Hiroshige. One Hundred Famous Views of Edo. George Braziller, 1986.
3. Natsume, Sōseki. 2002. Inside My Glass Doors. Translated by Ikuo Tsunematsu. With Marvin Marcus. Tuttle Pub. (Excerpted)
4. Murakami, Haruki. 2000. Norwegian Wood. Translated by Jay Rubin. Vintage International. (Excerpted)

References: カーロリ ローザ『土地の記憶から読み解く早稲田: 江戸・東京のなかの小宇宙(ミクロコスモ)』大内紀彦・フィリッポ・ドルネッティ訳、勉誠出版、2021年

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-: Class Participation: 20%
Reading assignments and reflections: 30%
Contribution to the group work and group presentations: 20%
Essay and presentation based on the essay: 30%

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210GEB5000|97|210GEB5000[/SYLLABUS_ID]

Course Title	First Year Seminar B 97		
Instructor	AOTANI, Yuko		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	First Year Seminar B	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Narration: Vocalizing your comprehension

Course Outline: This class will help students read and understand written material in order to accurately and expressively convey the content through speech. Whether the material is news, speeches or stories, one needs to comprehend and interpret it to convince the audience. By learning verbal and non-verbal communication techniques that match the content, students will acquire skills to effectively convey their message. They will discover that comprehension and emotion have a lasting impact. The lecturer, who has experience as a TV anchor and storyteller, will guide students towards advanced delivery and presentation skills. Classes will be conducted face-to-face.

Objectives: This course is intended to help students become effective oral communicators. They will learn the art of expression and storytelling by vocalizing their comprehension each week. Through discussion and performance in class, they will learn to be good readers and listeners. During the semester, students will be required to perform two reading presentations. Participation in this class will lead to improvement in comprehension and presentation skills in English.

before/after course of study: Reading materials will be provided in class or via Moodle. Students are expected to read the material before class and prepare for discussion every week.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
Week 1: Introduction
Week 2: Vocalization: Comparing voices
Week 3: Reading News Current Affairs: How to explain facts to audience
Week 4: Reading News& Current Affairs: How to analyze and connect with your audience.
Week 5: Reading Literature: Visualizing content and storytelling
Week 6: Reading Literature: Adding comprehension to your voice
Week 7: Short presentation
Week 8: Short presentation
Week 9: Review and Feedback
Week 10: Performing your interpretation: Keeping audience engaged
Week 11: Preparing your final presentation
Week 12: Final Presentation
Week 13: Final Presentation
Week 14: Wrap-up & Feedback

Language: English

Textbooks: Reading materials will be provided in class or via Moodle.

References: 青谷優子著「英語は朗読でうまくなる！」アルク出版, 2017
This is a reference material. You do NOT need to purchase it. A copy is available in the SILS library.

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free- Class contribution (30%), Short presentation (30%), Final Presentation (40%)
Attendance is extremely important. Missing more than 5 classes will result in no grade for this course.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G020400|51|210G020400[/SYLLABUS_ID]

Course Title	An Introduction to Direct Democracy 51		
Instructor	SHU, Min		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	ce, Peace, Human Rights and International	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: History, Theory and Practice

Course Outline: This course deals with the history, theory and practice of direct democracy. Our historical journey starts from the ancient Greece and the Roman Republic－a time when direct democracy was originated, to the birth of contemporary direct democracy during the French revolution and in early modern Switzerland and New England, and further to the modern practice of direct democracy in the European Union.

In the light of the theories of direct democracy, we will then discuss the naive faith in, the hasty criticism against, and the widespread abuse of direct democracy. The course will be concluded in an open-ended debate on the role of direct democracy in the cosmopolitan world.

The course is organized mainly in the form of student-oriented introductory lecture. We will discuss introductory texts on direct democracy, and actually practice direct democracy in class!
As each course attendant will realize at the end of the course, active participation is not only the key to the success of direct democracy, but also the way to improve his/her own performance in this course. In addition to in-class discussion, each student will be required to write a short essay on direct democracy towards the end of the term.

Objectives: This course aims to decode the myth surrounding direct democracy. It helps students to better understand direct democracy as a contemporary form of political participation.

before/after course of study: Basic knowledge of world history and politics is recommended.

Preparation for the class and the review will take around 90-120 min per week.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
[Class 1] Introduction and Guidance
[Class 2] Direct Democracy in Ancient Athens and Rome
[Class 3] Direct Voting and the French Revolution
[Class 4] The Birth of Modern Direct Democracy: Switzerland and New England
[Class 5] The Institutional Settings of Direct Democracy I
[Class 6] The Institutional Settings of Direct Democracy II
[Class 7] Consolidating Leadership: Referendums in Nazi Germany and Postwar France
[Class 8] Advocating Self-Determination: Referendums and the Birth of New States
[Class 9] Legitimating Public Policy-Making: Referendums and European Integration
[Class 10] Direct Democracy in ACTION !
[Class 11] Direct Voting in Normative Democratic Theories
[Class 12] Understanding Voting Behavior in Direct Democracy
[Class 13] Political Representation and Direct Democracy
[Class 14] Conclusion & Term Essay

Language: English

Textbooks: Butler, David and Ranney, Austin (1994) Referendums Around the World: The Growing Use of Direct Democracy, Washington D.C.: AEI Press。

Morel, Laurence and Matt Qvortrup (eds.) (2017) The Routledge Handbook to Referendums and Direct Democracy, London: Routledge.

References: Bowler, Shaun and Donovan, Todd (1998) Demanding Choices: Opinion, Voting and Direct Democracy, Ann Arbor: University of Michigan Press.

Budge, Ian (1996) The New Challenge of Direct Democracy, Cambridge: Polity Press.

Matsusaka, John G. (2020) Let the People Rule: How Direct Democracy Can Meet the Populist Challenge, Princeton: Princeton University Press.

Mendelsohn, Matthew and Parkin, Andrew (eds.) (2001) Referendum Democracy: Citizens, Elites, and

Deliberation in Referendum Campaigns, New York; Palgrave.

Setala, Maija (1999) Referendums and Democratic Government: Normative Theory and Analysis of Institutions, London: Macmillan.

Zimmerman, Joseph (2001) The Referendum: The People Decide Public Policy, Westport, CT: Praege

Grading Free-text Entry Flag:	1 : フリーフォーマット(教員による切替可)
Evaluation Free-	60% Term Essay 20% In-class participation 20% Attendance
Note/URL:	A course homepage will be available during the term time. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G020700|01|210G020700[/SYLLABUS_ID]

Course Title	Introduction to Peace and Conflict Studies 01		
Instructor	UESUGI, Yuji		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	ce, Peace, Human Rights and International	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Principles, Methods, and Approaches

Course Outline: Face-to-Face (F2F)Please do NOT register this course if your goal is merely to get a good grade. This course will be highly competitive and demanding, asking students to pour their energy and time into the preparation and execution of the assigned activities.

Active Participation in Class is Mandatory!
Importance of Participation: Participation, not equal to attendance, is a crucial component of the learning process, as it allows students to actively apply, question, and contribute to the discussions. Engaged participation demonstrates the student's understanding of the course material and their ability to think critically and communicate effectively.
This course aims to provide students (primarily for 1st year students) with an overview and basic concepts of the field of peace and conflict studies, and to familiarize them with various approaches to peace and security, so that it can serve as an introduction to more advanced courses. This course is designed to be highly interactive and participatory. Students are expected to take part actively in discussion, the group work, and presentation.
Active Learning-Based Class on Peace and Conflict Studies
This course adopts an active learning approach with an aim to engage with the subject matters more deeply and consider conflicts as relevant to their own lives.

Objectives: This course not only seeks to prepare students to grasp key theoretical perspectives of the field such as conflict resolution, human security and peacebuilding, but also it offers them an opportunity to search for a nexus between the work of academia and the real world. Hence, the most important objective of the course is to motivate students to be proactive in engaging themselves with issues related to peace and conflict in the contemporary world.

before/after course of study: One of the most important achievements in this course is to empower yourself to find and enact a nexus between academic works and the real world. Though you do not have to read any books or articles before the class, I want you to check global or local news pertinent to peace and conflict studies and reflect on how what we examine and discuss in the class can be applied to real events occurring around the globe.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction and Syllabus Review

This session provides an overview of the course. Self-introduction of the instructor (and students if time allows).

Ice Breaking and Team-building Exercise

This session aims to provide students an opportunity to build relationship with their classmates. Several team-building exercises will be introduced also to develop certain skills related to conflict resolution.

Causes of Conflict (1) (Ex. Arm Game)

Nature of Intractability
Characteristics Of Intractable Conflicts
Causes of Conflicts

Causes of Conflict (2) (Ex. Alligator Story)

Moral or Value Conflicts, Justice Conflict, Religion and Conflict

Conflict Analysis Workshop (Ex Conflict Mapping)

Positions, Interests, Needs (PIN), Conflict Mapping, ABC Triangle

Negotiation (Ex. Ugli Orange)

Best Alternative to a Negotiated Agreement (BATNA); Zone of Possible Agreement (ZOPA)

Conflict Dynamism (Ex. Balloon)

Conflict Stages
Ripeness

Group "Peace" Project Preparation

Forming groups so that the students will be able tol engage in a group project. Assignments and instructions will be provided to students.

Group "Peace" Project Preparation

Students will prepare collaboratively their group project .

Group "Peace" Project Presentation (1)

Students will present their group project.

Group "Peace" Project Presentation (2)

Students will present their group project.

Emotions and Conflict (Ex. Photo Language)

Emotions
Fear
DistrustDehumanization

Victimhood Nationalism (Story Telling: Japan's memory of WWII)

VictimhoodCultural and Worldview Frames
Identity Frames
Reframing

Synthesis and Evaluation

Students will be given an opportunity to ask questions and give feedback to the instructor.

Language: English

Textbooks: No specific textbook is assigned for this course.
Online text will be used: https://www.beyondintractability.org/essay

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	0	NA
Papers:	80	Slack Reviews (Individual)= 10 points X 8 times = 80%
Class contribution:	10	Base on students' contribution to the class discussion (10%)
Others:	10	Group Peace Project's Product = 10%

Note/URL: This course is designed to be highly interactive and participatory. Students are expected to take part actively in discussion, the group work, and presentation.

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G021000|01|210G021000[/SYLLABUS_ID]

Course Title	APM- History of Political Ideas: A French Perspective 01		
Instructor	SALA, Adrienne Yumiko		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	ce, Peace, Human Rights and International	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This introductory course provides a comprehensive overviewof the history of political ideas, offering students a solid foundation in thesubject to be able to critically analyze political ideas implications in varioussocietal contexts. We will explore the evolution of knowledge surrounding theorganization of societies and the governance of populations. By delving intothe thoughts and theories of prominent political thinkers from ancient times tothe present, with a particular emphasis on French political thinkers, we willuncover the diverse interpretations of fundamental concepts such as justice,equality, nature, freedom, law, and the individual within various historical,social, and economic contexts.

Objectives: This course provides an introductory exploration of the history of political ideas and political thought, aimed at familiarizing students with key concepts and theories within the field of political science. It aims at cultivating an appreciation for the relevance and impact of political ideas on contemporary society, emphasizing their significance in shaping political systems, institutions, and societal norms. By examining the contributions of French political thinkers, drawing upon the work of influential theorists, this course aims at facilitating a deeper understanding of the dynamics and transformations within French society during significant historical periods.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Introduction to Political Ideas

Anoverview of the course and its objectives.

Vol. 2 Ancient Roots

Exploring political ideas in classical antiquity,including the works of Socrates, Plato, Aristotle, and Cicero.

Vol. 3 Medieval Political Thought

Examining the contributions of thinkers such asSaint Augustine and Thomas Aquinas.

Vol. 4 The Construction of the State and the Rise of Monarchy

Analyzing the political ideas of influentialfigures like Machiavelli and Bodin.

Vol. 5 The Birth of Political Liberalism

Examining the contributions of Locke, Spinoza, andMontesquieu.

Vol. 6 The Renaissance and Early Modern Thinkers

Introduction to the political ideas of Montaigne,La Boétie, and Descartes.

Vol. 7 Midterm Examination

Comments and feedback

Vol. 8 The Enlightenment and French Universalism

Exploring the political thought of Voltaire,Rousseau, and Diderot.

Vol. 9 The French Revolution

Focusing on popular sovereignty and human rights,and exploring the political ideas of Robespierre, Baboeuf, Condorcet, andPaine.

Vol.10 Liberalism, Democracy, and Counter-Revolutionary Thought

Introducing the political ideas of Constant,Tocqueville, Burke, Renan, and Barrès.

Vol.11 Industrial Society, the Labor Movement, and Socialism

Exploringthe political ideas of Saint-Simon, Comte, Proudhon, Marx, and Engels.

Vol.12 Totalitarianism and the Praise of Liberal Society

Introducing the contributions of Arendt, Aron,Lefort, and Furet.

Vol.13 Law and Social Justice

Introduction to the theories of Habermas,Schnapper, and Chomsky.

Vol.14 Final Examination

Comments and feedback

Language:	English
Textbooks:	Habermas, Jürgen. Between Facts and Norms: Contributions to a Discourse Theory of Law and Democracy (Trans. William Rehg). Cambridge, MA: The MIT Press, 1996 Arendt, Hannah. The Origins of Totalitarianism. New York: Harcourt Brace Jovanovich, 1973. Rawls, John. A Theory of Justice. Cambridge, Massachusetts: The Belknap Press of Harvard University Press, 1971 Young, Iris Marion. Responsibility for Justice., US: Oxford University Press USA., 2011. Gerstle, Gary. The Rise and Fall of the Neoliberal Order: America and the World in the Free Market Era. New York, NY, Oxford University Press, 2022.
References:	Reading material will be handed out when necessary.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Exams:	20	･Mid-term Examination (20%)
Papers:	30	･Final Written Essay Based on Oral Presentation Topic (30%)
Class contribution:	50	Active participation in class (In-class Participation (10%) Class Preparation (40% - including a group oral presentation)

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G021100|51|210G021100[/SYLLABUS_ID]

Course Title	APM- Political Systems and Political Cultures in the German Speaking Countries 51		
Instructor	STEINHAUER, Hagen Fritjof		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	ce, Peace, Human Rights and International	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: In this class students will learn about the political system and political cultures of Germany, Switzerland and Austria (as well as the former GDR as a contrasting example). We will get to know political parties, civil society actors, and learn about protest dynamics and different participation forms within these liberal democratic systems as well as the role of labor unions and the other "social partners". The class will assess the challenges of populism and growing authoritarianism on democratic discourse, and the role of the media systems in political deliberation. Different approaches to direct democracy will be thematized from a comparative point of view. The political system of the former GDR will serve as a historical example of a one-party-state without separation of powers.

Objectives: The objective of this class is to give students and overview of the core political institutions and electoral systems and political cultures of the German speaking countries (Germany, Austria, Switzerland) as well as a historical note on the former GDR.

before/after course of study: As part of your preparation, you will be asked to read excerpts of academic texts that will be posted on Waseda Moodle in advance. Preparation is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction: Overview of the Topics and requirements of the class
Overview of topics and requirements

Lessons from the Nazi Past: The Dual State and the legalist dismantling of the First German Democracy
Knowledge of history of German democracy and its dismantling by the NSDAP

The History of the German Basic Law: Lessons from the Weimar Constitution and the NS-Dictatorship
The German Basic Law and its history

The Political System of the German Democratic Republic (GDR): One Party State without Separation of P
Contrasting example: The political system of the GDR

The Political Institutions of the Federal Republic of Germany: Between Federalism and relative Autonony o
The institutional framework of the German political system

The Party System in Germany and the Changing Role of Parties in the Political System
The legal role and protection of the political parties and challenges they face

Associative Democracy" and Civil Society
The role of "Vereine", "Verbände", NGOs and Civil Society actors in German Politics

Labor Unions and their Political Influence in the "Social Partnership"
The role of Labor unions and social partnership in the FRG

Direct vs Representative Democracy: Referenda in Germany and the Swiss Model(Popular Vote)
Chances and limitations of direct democratic tools in German and Switzerland

Political Communication and the Media Systems in Germany and Austria
The media systems in Germany and Austria

Protest Movements and Social Movements since 1968
The important role of social movements for democracy in Germany

V Right-Wing Populism: A Challenge to the Political System?
Populism as challenge or corrective tool for democratic systems

The Future of Democracy in the German speaking Countries: De- or Re-democratization?
Where is Germany's political system headed?

	Conclusion and Reflection of the Contents of the Class Wrap up and reflection of the past semester
Language:	English
Textbooks:	Required reading material will be posted on Waseda moodle in advance.
References:	Fraenkel, Ernst (2010): The Dual State: A Contribution to the Theory of Dictatorship. Clark: The Law Book Exchange. Marschall, Stefan (2007): Das Politische System Deutschlands. Konstanz: UVK.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Class contribution:	50	Active contribution in class
Others:	50	One oral presentation in class or two written homework assignments during the semester

Note/URL:

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G030300|01|210G030300[/SYLLABUS_ID]

Course Title	Public Management, Public Service and Local Government		
Instructor	KUDO, Hiroko		
Term	spring semester	**Credits**	4
Day/Period	01:Mon.4@02:Mon.5	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: How government works? The course focuses on public policy and management, especially on their recent development and on changes in public service delivery under NPM (New Public Management) and NPG (New Public Governance). Through cases of various nation states and local governments, main issues about public management will be discussed, especially about its historical and theoretical background. Special attention will be paid at centre-periphery relationship and possibility of devolved government. Privatization, deregulation, decentralization, devolution and agencification will be discussed as recent topics.

Objectives: First understand decision-making process and values in public sector. Then improve understanding of policy-making process, role of government, public interest, public sector management, and public services delivery, with an eye on local governments, since most of the public services are provided at local level.

before/after course of study: This class uses flipped classroom. Read the reading materials prior to the class and prepare questions/comments. There are several exercises, for which the participants are asked to work after the class.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule The course has five parts: lecture of the instructor, reading materials, discussion among participants, lecture of guest speakers, and presentation of the participants. Course participants are asked to read selected materials prior to the lecture and participate in the discussion. Active contribution to the discussion is highly appreciated. Several guest speakers are invited during the course to provide case analysis, personal experiences, and professional insights. These lectures from public servants, law makers, and project managers will be discussed in the class. Presentations from the course participants are planned twice during the course in order to stimulate discussions and relationship among the participants. The evaluation will be based on these activities and middle-term and final examinations.

1. Course introduction, explanation about requirements, presentation, and evaluation
2. Video view, brainstorming with key world
3. What is Public? What is Private?
4. Ethical decision making in public domain
5. Exercises on decision making (1)
6. Exercises on decision making (2)
7. Presentation of exercises, discussion
8. Changing role of the State/Government
9. Regulation and Deregulation
10. Public Administration Reform
11. Public Management (1)
12. Public Management (2)
13. Case studies (1)
14. Case studies (2)
15. Middle term examination
16. Wrap-up and/or guest speaker
17. Public Service and Public-Private Partnership (1)
18. Public Service and Public-Private Partnership (2)
19. Local Government (1)
20. Local Government (2)
21. Decentralization policy
22. Explanation about the group exercises and decision of the group topics
23. Centre-periphery relationship
24. City management and smart cities
25. Final examination
26. Presentation of the group exercises (1)
27. Presentation of the group exercises (2)
28. Presentation of the group research (3) and wrap-up

Language: English

Textbooks: Owen E. Hughes (2017), Public Management and Administration: An Introduction, 5th Edition, Palgrave Macmillan

References:	Articles and papers will be provided by the instructor.	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Exams:	45	Middle term 20 % Final exam 25 % Each exam is with two essay-type questions, total of 100 points. Evaluated according to the accuracy of the answers.
Papers:	40	Interpretation of the topic, use of references, structure and writing style, creativity, conclusion
Class contribution:	5	Presence, participation and contribution to the discussion
Others:	10	Exercise 5 % Presentation 5 % Leadership, teamwork, creativity, presentation skill
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G030800|51|210G030800[/SYLLABUS_ID]

Course Title	The Constitution of Japan 51		
Instructor	AKIBA, Takeshi		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Issues and conflicts surrounding democracy and human rights in Japan

Course Outline: This course will examine fundamental issues of constitutional law in postwar Japan.
The Constitution of Japan establishes important principles regarding human rights, pacifism, separation of powers, democracy, and judicial review.
However, the meaning of each item has evolved over time, and has often been a subject of political and social conflicts inside and outside of Japan.
We will examine these important issues with both the domestic and international context in mind.

*The instructor for this course, along with the content, has been changed from the previous year.

Objectives: The goal of this course is to understand the basic constitutional framework in Japan, including its basic principles, structure of government, and guarantee of fundamental rights.
Students are expected to be able to:
1) discuss the basic ideas and conflicts behind the provisions;
2) discuss the significance of major Supreme Court cases in each field; and
3) state their views on major constitutional issues with the understanding of this background.

before/after course of study: Students are expected to read the assigned materials, participate in classroom discussion, and take in-class exams. The preparation and review are expected to take at least 120 minutes each week.
Assignments for each week will be announced on Moodle.
Students will submit written responses on assigned dates, for the discussion questions that are assigned along with the reading materials.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Week 1: Introduction

What is a Constitution?
Historical background: Meiji Constitution and the Constitution of Japan
Constitutionalism and its principles

Week 2: Pacifism and Article 9

Historical background: Developments since WWII.

Evolution of constitutional interpretation from SDF to PKO, collective self-defense.

Week 3: Cabinet and Diet

Parliamentary government compared with the Presidential system
Unicameralism and bicameralism
Electoral systems
Cabinet-Diet relations and dissolution of the Diet

Week 4: Voting rights (voting power disparity)

"One-person, one-vote" cases
Relection on bicameralism and electoral representation

Week 5: Voting rights (suffrage)

Evolution of voting rights (property, gender, age)
Right of foreign residents (national and local elections)
Right of citizens abroad

Week 6: The Court and judicial review

The role of the Court and judicial review; relationship with the political branches
Appointment and retention of Supreme Court justices

Week 7: Mid-term

Mid-term covering Weeks 1-6.

Week 8: Freedom of speech

Freedom of speech, privacy and defamation cases

Hate speech regulation

Week 9: Freedom of religion

Historical background: state shintoism
Separation of church and state, Yasukuni cases

Week 10: Criminal procedure

Rights of criminal suspects and defendants
Criminal procedure, especially the lay judge system

Week 11: Economic liberty and Social welfare

Property rights (economic liberty) and its regulation
Social welfare, labor rights and the Court

Week 12: Equality– gender

Equality and gender/family related cases
(Japanese Filipino Children and nationality; divorce regulations; spousal surnames)

Week 13: Equality– sexual orientation & gender identity

Same-sex marriage litigation
Transgender rights (surgery requirements; gender-segregated facilities)

Week 14：Final exam

Final exam covering Weeks 7-13.

Language： English

Textbooks： Readings for each week will be announced on Moodle.

References： Colin P. A. Jones (ed.), The Annotated Constitution of Japan: A Handbook (Japan Documents, 2023)
Shigenori Matsui, The Constitution of Japan: A Contextual Analysis (Hart Publishing, 2010)

Grading Free-text Entry Flag： 0：評価方法毎フォーマット（教員による切替可）

Exams：	60	Midterm exam (30%) and final exam (30%) Typically the exams will be two essay questions to be written during class time.
Papers：	30	Written responses on assigned dates, to be submitted on Moodle (details will be annouced on Week 1).
Class contribution：	10	Participation and contributions to class (This may include comments and questions during or after class; constructive suggestions regarding course material; and any other positive contributions to the class. Students will have a chance to record their contributions on Moodle).

Note/URL： All students must come to class ready to discuss the assigned readings.
(For each session, discussion questions to prepare for will be announced on Moodle. As you conduct the readings, prepare to discuss those questions in class, through group discussion and class discussion.)

Points will be deducted for absences (except in cases of officially approved absences). Standard attendance requirements apply for course credit.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G033000|01|210G033000[/SYLLABUS_ID]

Course Title	Minorities and the Law in the United States 01		
Instructor	AKIBA, Takeshi		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Laws have deeply affected the lives of minority groups in the U.S., and have been a source of both empowerment and deprivation. This course will look at some of the laws and legal issues surrounding minorities, with attention to historical, political and social contexts. The groups that will be covered are 1) African Americans, 2) Asian Americans, 3) Hispanics, 4) women, and 5) LGBTs. (Weeks 2 – 5 focuses on African Americans, Weeks 7 – 11 on immigrant minorities, and Weeks 13 – 14 on gender and sexual orientation)
From time to time, the situation in Japan will be taken up for a comparative discussion. Student input on the situation in other countries are also welcome.

Objectives: Students will:
1) Be able to assess the role of law in defining the status and influencing the lives of minority groups in U.S. society,
2) Be able to analyze the factors behind changes in the law, and the mutual effects between law and society,
3) Be able to compare the case of the U.S. with the legal status of minorities in other countries.

before/after course of study: Students will required to 1) fulfill the reading assignments for each session and 2) prepare to participate in class discussion on questions that will be given for each reading. They should set aside at least 2 hours each week for this purpose.

To better promote understanding of course material and meaningful class discussion, students will submit response papers based on the readings several times during the semester (dates will be assigned by the instructor; details will be announced at the first session).

From time to time, students may be asked to submit comments during class on Moodle where they are to articulate their thoughts on discussion that took place during class.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Minorities and the law: Key ideas and institutions

Introduction to the key ideas and institutions that will be explored in this course.

Vol. 2 Racial subordination

Slavery and the law, and deprivation of rights post-slavery.
Suppression of indigenous minorities.

Vol. 3 Racial segregation

Legal, social, and political battles over racial segregation and integration.
From the Jim Crow era to the Civil Rights Movement and backlash.

Vol. 4 Disparity, Discrimination, and Affirmative action

The legal and social divide over racial disparity and affirmative action.

Vol. 5 Political participation and disenfranchisement

Political participation (including voting rights), political power, and citizenship across different groups.

Vol. 6 Exam #1

Covering Weeks 1 – 5.

Vol. 7 Immigrant exclusion/ Early Asian immigrants

Early Asian (Chinese and Japanese) immigrants, discrimination and exclusion

Vol. 8 Japanese American internment

Prejudice and vulnerability during WWII and its aftermath.
Korematsu v. U.S., reparations and contemporary significance.

Vol.9 Asians as model minority?

Socioeconomic status and ambiguous position in race relations
Tension in minority-minority relations
Race riots, Asian Americans and the affirmative action debate

Vol.10 Hispanic migration, legality and identity today

Foreign labor: Immigration system as a source for vulnerability
Culture, identity and the law

Vol.11 Undocumented migrants and Citizenship

The ambivalent status of "long-term undocumented residents"
DREAM Act, DACA, and birthright citizenship

Discrepancy between formal citizenship and citizenship as practiced.

Vol.12 Exam #2

Covering Weeks 7 -11

Vol.13 Gender role stereotypes and the law

Nature or social construction? Gender role stereotyping and the Court.

Vol.14 Women, LGBTQ+ amd morality legislation

Moralistic values and the role of law, from abortion rights to sodomy laws.

Language: English

Textbooks: Each week, a combination of readings that include: 1) general overviews from books such as those listed below, and 2) discussion of laws and cases relevant to the issue will be assigned.

References: (In general)
Martin N. Merger, Race and Ethnic Relations: American and Global Perspectives
Issues in Race and Ethnicity: Selections from CQ Researcher
John Hope Franklin & Alfred A. Moss, Jr., From Slavery to Freedom: A History of African Americans
Sucheng Chan, Asian Americans: An Interpretive History

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	60	Exams #1 and #2 (30% each) Each exam typically consists of two essay questions (but may vary-- details will be announced in class).
Papers:	30	Written responses based on readings and discussion questions to be submitted on Moodle prior to class on assigned weeks.
Class contribution:	10	In-class comments Active contribution to the class (participation in group and class discussions, contributing relevant questions and comments, extra efforts on written responses, etc.).

Note/URL: For students interested in Japan, my Intermediate Seminar (Spring semester) deals with various minority groups in Japan.
These courses lead to my capstone seminar (Advanced Seminar) which focuses on diversity issues.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G033100|01|210G033100[/SYLLABUS_ID]

Course Title	Comparative Politics: Political Regimes 01		
Instructor	TOYONAGA, Ikuko		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	line] Hybrid (under 50% of classes on-camp
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: 【Course Delivery Method】VOD (Video On-Demand)

In this course, we will study how students of politics have discussed political regimes and how their ideas have shaped our understanding of and actions in politics.

We will proceed by exploring representative classifications of political regimes, from the classical one developed by ancient Greeks, which defined democracy, oligarchy, aristocracy, tyranny, etc., to the modern one, which distinguished totalitarianism and authoritarianism, reflecting our contemporary experiences.

It is significant to know how these classifications divide regimes and what nature is attributed to each type of regime thus identified. For example, discussions on democracy have accumulated over many generations since antiquity. The nature and problems of democracy and the path a democracy tends to follow have already been studied well. This course will provide an introduction to this accumulated knowledge. Or modern times saw significant development in the typology of dictatorship. Totalitarianism and authoritarianism were newly recognized, followed by many sub-types of authoritarianism. This course will provide an overview of various contemporary political regimes, including these.

It is essential to study political regimes because the political regime we live under affects our lives inevitably. Furthermore, as antagonism between different political regimes has become a pivotal issue in world politics today, studying political regimes is even more significant.

＊This course is designed to be on-demand (except for the few classes), enabling students to listen to lectures at the time that suits them. This flexibility allows them to balance their studies with other courses and activities. Additionally, because students can progress at their own pace, they can gain a deeper understanding of the subject and engage thoroughly with the assignments.

Objectives: This course starts with the basics of political science, not requiring students to finish any political science course in advance.

This course aims to enable students to form their views on actual political phenomena by referring to concepts and theories on political regimes they have studied in class.

before/after course of study: Students must read the designated materials after the class.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
Class 1 Introduction: A rise of regime awareness
Class 2 Classical regimes I: How Plato discussed regimes
Class 3 Classical regimes II: How Aristotle discussed regimes
Class 4 Ancient democracy: Ideas and practice
Class 5 The Republic, the Empire, the Universal Church: The Roman legacies
Class 6 State before regime I: Machiavelli's "Prince"
Class 7 State before regime II: Hobbes''s "Leviathan"
Class 8 People before state: Locke and Rousseau
Class 9 Designing a regime: Montesquieu and the Founding Fathers
Class 10 The social condition of democracy: Tocqueville on America
Class 11 Two dimensions of democracy: A theory by Robert A. Dahl
Class 12 Three waves of democratization: A thesis by Samuel P. Huntington
Class 13 Totalitarianism and authoritarianism
Class 14 The clash of civilizations or the clash of regimes?

This is a tentative plan. There can be changes during the semester.

Language:	English	
Textbooks:	Not used. Regarding the contents of the last several classes, David J. Samuels, Comparative Politics (2013) will be a helpful guide. A copy of the title is kept on the reserve shelf in the SILS library.	
References:	Suggested readings will be mentioned in class accordingly. For the texts of the classic works mentioned in the course, see the sites of The Internet Classics Archives and Online Library of Liberty. They provide the texts in a very readable format. The Standard Encyclopedia on Philosophy and the Wikipedia articles may help you get the necessary information. (Some of the Wikipedia articles are not trustworthy, though. In general, it is better to consult English Wikipedia articles than Japanese ones.) There are also many other helpful websites.	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Exams:	25	Students must answer the quizzes asked in class occasionally.
Papers:	70	Students must submit two essays during the semester. They will be (1) a mid-term essay (A4 1 to 2 pages, with font size and layout chosen freely) and (2) a final essay (A4 5 pages, with font size and layout chosen freely).
Class contribution:	5	Consistent class participation and contribution to class are demanded. Duly answering Questionnaires and Quizzes is essential.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G033100|51|210G033100[/SYLLABUS_ID]

Course Title	Comparative Politics: Political Regimes 51		
Instructor	TOYONAGA, Ikuko		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	line] Hybrid (under 50% of classes on-camp
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: ※Online(On-Demand Recorded Video with Schedule Restriction)

In this course, we will study how students of politics have discussed political regimes and how their ideas have shaped our understanding of and actions in politics.

We will proceed by exploring representative classifications of political regimes, from the classical one developed by ancient Greeks, which defined democracy, oligarchy, aristocracy, tyranny, etc., to the modern one, which distinguished totalitarianism and authoritarianism, reflecting our contemporary experiences.

It is significant to know how these classifications divide regimes and what nature is attributed to each type of regime thus identified. For example, discussions on democracy have accumulated over many generations since antiquity. The nature and problems of democracy and the path a democracy tends to follow have already been studied well. This course will provide an introduction to this accumulated knowledge. Or modern times saw significant development in the typology of dictatorship. Totalitarianism and authoritarianism were newly recognized, followed by many sub-types of authoritarianism. This course will provide an overview of various contemporary political regimes, including these.

It is essential to study political regimes because the political regime we live under affects our lives inevitably. Furthermore, as antagonism between different political regimes has become a pivotal issue in world politics today, studying political regimes is even more significant.

＊This course is designed to be on-demand (except for the few classes), enabling students to listen to lectures at the time that suits them. This flexibility allows them to balance their studies with other courses and activities. Additionally, because students can progress at their own pace, they can gain a deeper understanding of the subject and engage thoroughly with the assignments.

Objectives: This course starts with the basics of political science, not requiring students to finish any political science course in advance.

This course aims to enable students to form their views on actual political phenomena by referring to concepts and theories on political regimes they have studied in class.

before/after course of study: Students must read the designated materials after the class.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
Class 1 Introduction: A rise of regime awareness
Class 2 Classical regimes I: How Plato discussed regimes
Class 3 Classical regimes II: How Aristotle discussed regimes
Class 4 Ancient democracy: Ideas and practice
Class 5 The Republic, the Empire, the Universal Church: The Roman legacies
Class 6 State before regime I: Machiavelli's "Prince"
Class 7 State before regime II: Hobbes''s "Leviathan"
Class 8 People before state: Locke and Rousseau
Class 9 Designing a regime: Montesquieu and the Founding Fathers
Class 10 The social condition of democracy: Tocqueville on America
Class 11 Two dimensions of democracy: A theory by Robert A. Dahl
Class 12 Three waves of democratization: A thesis by Samuel P. Huntington
Class 13 Totalitarianism and authoritarianism
Class 14 The clash of civilizations or the clash of regimes?

This is a tentative plan. There can be changes during the semester.

Language:	English	
Textbooks:	Not used. Regarding the contents of the last several classes, David J. Samuels, Comparative Politics (2013) will be a helpful guide. A copy of the title is kept on the reserve shelf in the SILS library.	
References:	Suggested readings will be mentioned in class accordingly. For the texts of the classic works mentioned in the course, see the sites of The Internet Classics Archives and Online Library of Liberty. They provide the texts in a very readable format. The Standard Encyclopedia on Philosophy and the Wikipedia articles may help you get the necessary information. (Some of the Wikipedia articles are not trustworthy, though. In general, it is better to consult English Wikipedia articles than Japanese ones.) There are also many other helpful websites.	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Exams:	25	Students must answer the quizzes asked in class occasionally.
Papers:	70	Students must submit two essays during the semester. They will be (1) a mid-term essay (A4 1 to 2 pages, with font size and layout chosen freely) and (2) a final essay (A4 5 pages, with font size and layout chosen freely).
Class contribution:	5	Consistent class participation and contribution to class are demanded. Duly answering Questionnaires and Quizzes is essential.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G033300|01|210G033300[/SYLLABUS_ID]

Course Title	Elections and Electoral Systems 01		
Instructor	TOYONAGA, Ikuko		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	line] Hybrid (under 50% of classes on-camp
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: [Course Delivery Method] VOD (Video On-Demand)

In this course, we will study and think about "election", the procedure by which we choose our representatives in the government. Elections are, in fact, the most significant element of the modern democratic political system. They are also the most visible and familiar part of the political process for ordinary citizens. Studying elections, therefore, serves as an excellent introduction to contemporary democracy as well as the political process at large.
During the semester, we will deal with the following topics:The meaning and functions of elections.The relationships between elections and democracies.Elections under non-democratic regimes.Several distinct types of electoral politics, such as clientelism and populism.The variety of electoral systems and how to classify electoral systems.The impact of electoral systems on the shape of politics.Electoral strategies of political parties and candidates.Various practices in electoral campaigning.Politics of electoral reform, and so on.
Towards the end of the course, we will have sessions for case studies of the latest national elections in selected democracies. We will have Zoom meetings where students present their case studies on the assigned countries in groups. The meetings will take place on Thursday, 3rd Period in Weeks 11~13. All students will be required to attend the meetings.

＊This course is designed to be on-demand (except for the last few classes), enabling students to listen to lectures at the time that suits them. This flexibility allows them to balance their studies with other courses and activities. Additionally, because students can progress at their own pace, they can gain a deeper understanding of the subject and engage thoroughly with the assignments.

Objectives: The course has three aims. The first is to encourage students to reflect on the roles and functions of elections in modern political systems. The second is to offer students an overview of various electoral systems in the present world. The third is to make students acquainted with several theories and concepts in political science essential for understanding political phenomena revolving around elections. By the end of the semester, it is hoped that students will be able to analyze actual elections and phenomena surrounding them.

before/after course of study: Students will be asked to read the designated materials outside of class. They will also have to work in small groups outside of class to prepare their group presentations on the assigned countries.

Course Schedule Free-Text Entry: 3 : フリーフォーマット(教員による切替不可)

Course Schedule This course will have two parts.

Part I will consist of instructor's lectures. Students will be asked to answer questionnaires and small quizzes occasionally. Part II will consist of students' presentations on actual election cases. The students will be divided into several groups. Each group will be assigned one country and give a presentation on the country's latest national election(s).

Schedule:
Part I
Chap.1 Introduction: Elections and democracies
Chap.2 The Meanings of Election
Chap.3 Elections under Communism
Chap.4 Elections and Clientelism
Chap.5 Clientelism in Japan
Chap.6 What are Free and Fair Elections?
Chap.7 Meanings of Representation
Chap.8 Electoral System I
Chap.9 Electoral System II
Chap.10 The Effect of Electoral Systems

Part II
Chap.11~13 Case studies (Group presentations by students)
Chap.14 Conclusion/ Submission of the Final Essay

This is a tentative plan. There can be some change during the semester.

Language:	English
Textbooks:	Reading materials will be provided in class accordingly. Suggested (not mandatory) textbook is David Farrell, Electoral Systems: A Comparative Introduction, 2nd edition, Palgrave, 2011. The SILS Library keeps a copy on the reserve shelf. This book serves as an excellent guide to electoral systems.
References:	Suggested in class.
Grading Free-text Entry Flag:	1 : フリーフォーマット(教員による切替可)
Evaluation Free-	Small Quizzes (scheduled near the end of the semester) 10% Essays 60% (① Mid-term essay; A4 1-2 pages; ② Final essay: A4 5 pages. In both, the students can freely choose font size and layout.) Presentation 25% Constant attendance and class contribution 5% (Duly completing Questionnaires and Quizzes is essential.)
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G033300|51|210G033300[/SYLLABUS_ID]

Course Title	Elections and Electoral Systems 51		
Instructor	TOYONAGA, Ikuko		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	line] Hybrid (under 50% of classes on-camp
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: [Course Delivery Method] VOD (Video On-Demand)

In this course, we will study and think about "election", the procedure by which we choose our representatives in the government. Elections are, in fact, the most significant element of the modern democratic political system. They are also the most visible and familiar part of the political process for ordinary citizens. Studying elections, therefore, serves as an excellent introduction to contemporary democracy as well as the political process at large.
During the semester, we will deal with the following topics:The meaning and functions of elections.The relationships between elections and democracies.Elections under non-democratic regimes.Several distinct types of electoral politics, such as clientelism and populism.The variety of electoral systems and how to classify electoral systems.The impact of electoral systems on the shape of politics.Electoral strategies of political parties and candidates.Various practices in electoral campaigning.Politics of electoral reform, and so on.
Towards the end of the course, we will have sessions for case studies of the latest national elections in selected democracies. We will have Zoom meetings where students present their case studies on the assigned countries in groups. The meetings will take place on Thursday, 3rd Period in Weeks 11~13. All students will be required to attend the meetings.

＊This course is designed to be on-demand (except for the last few classes), enabling students to listen to lectures at the time that suits them. This flexibility allows them to balance their studies with other courses and activities. Additionally, because students can progress at their own pace, they can gain a deeper understanding of the subject and engage thoroughly with the assignments.

Objectives: The course has three aims. The first is to encourage students to reflect on the roles and functions of elections in modern political systems. The second is to offer students an overview of various electoral systems in the present world. The third is to make students acquainted with several theories and concepts in political science essential for understanding political phenomena revolving around elections. By the end of the semester, it is hoped that students will be able to analyze actual elections and phenomena surrounding them.

before/after course of study: Students will be asked to read the designated materials outside of class. They will also have to work in small groups outside of class to prepare their group presentations on the assigned countries.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 3 : フリーフォーマット(教員による切替不可)

Course Schedule This course will have two parts.

Part I will consist of instructor's lectures. Students will be asked to answer questionnaires and small quizzes occasionally. Part II will consist of students' presentations on actual election cases. The students will be divided into several groups. Each group will be assigned one country and give a presentation on the country's latest national election(s).

Schedule:
Part I
Chap.1 Introduction: Elections and democracies
Chap.2 The Meanings of Election
Chap.3 Elections under Communism
Chap.4 Elections and Clientelism
Chap.5 Clientelism in Japan
Chap.6 What are Free and Fair Elections?
Chap.7 Meanings of Representation
Chap.8 Electoral System I
Chap.9 Electoral System II
Chap.10 The Effect of Electoral Systems

Part II
Chap.11~13 Case studies (Group presentations by students)
Chap.14 Conclusion/ Submission of the Final Essay

This is a tentative plan. There can be some change during the semester.

Language:	English
Textbooks:	Reading materials will be provided in class accordingly. Suggested (not mandatory) textbook is David Farrell, Electoral Systems: A Comparative Introduction, 2nd edition, Palgrave, 2011. The SILS Library keeps a copy on the reserve shelf. This book serves as an excellent guide to electoral systems.
References:	Suggested in class.
Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	Small Quizzes (scheduled near the end of the semester) 10% Essays 60% (① Mid-term essay; A4 1-2 pages; ② Final essay: A4 5 pages. In both, the students can freely choose font size and layout.) Presentation 25% Constant attendance and class contribution 5% (Duly completing Questionnaires and Quizzes is essential.)
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G033400|01|210G033400[/SYLLABUS_ID]

Course Title	APM- Environmental and Climate Change Policies in France and Japan 01		
Instructor	SALA, Adrienne Yumiko		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course will be taught primarily in English, with some materials in French depending on the students' proficiency in the language. It examines the approaches of France, the European Union, and Japan to environmental and climate change challenges from the post-war period to the present. While France displayed limited proactivity in environmental matters until the 2000s, Japan began implementing anti-pollution laws in the late 1960s, achieving an early convergence of energy and environmental policies by the 1970s. However, this convergence has weakened in recent years. Japan made significant reductions in greenhouse gas (GHG) emissions following the oil shocks of the 1970s, but progress plateaued after the 2000s and declined further after the Fukushima disaster in 2011. In contrast, France has become a leading advocate for ecological issues in Europe, particularly following the Grenelle Environment Forum in 2007, which harmonized ecological constraints with innovation. France's role in climate leadership was further solidified with the adoption of the Paris Agreement in 2015.
This course critically analyzes the environmental and climate change policies of France and Japan, with a specific focus on energy transitions across various sectors, including civil society, businesses and organizations, and local, national, and supranational governments.

Objectives: This course examines the long-term perspectives of environmental and climate change policies in France and Japan, focusing on historical developments, current challenges, and future prospects. Drawing on sources in French, English, and Japanese, students will gain a comprehensive understanding of the policies, strategies, and frameworks implemented to address environmental and climate change issues. The course also develops students' analytical skills by comparing the approaches and effectiveness of environmental and climate change policies in France and Japan. Additionally, it enhances communication skills through active participation, discussions, and the exchange of ideas on contemporary environmental and climate change challenges.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Introduction to Environmental and Climate Change Policies in France and Japan

This session will provide an introduction to the course objectives, evaluation criteria, and regular assignments. I will also give an overview of the study of environmental and climate change policies.

Vol. 2 Evolution of Environmental Movements in France

This session explores the history of environmental movements in France, introducing analytical and theoretical frameworks for examining grassroots movements and environmental mobilization.

Vol. 3 Evolution of Environmental Movements in Japan

This session explores the history of environmental movements in Japan, examining grassroots activism and legal mobilization as distinct strategies.

Vol. 4 The Genesis of Anti-Pollution Legislation and Environmental Bias in France

This session examines the evolution of environmental policies in France, from early anti-pollution legislation to the concept of sustainable development, addressing the changing relationship between liberal economic growth and environmental regulation over time.

Vol. 5 The Genesis of Anti-Pollution Legislation and Environmental Bias in Japan

This session explores early anti-pollution laws in Japan, the challenges of implementing an integrated environmental policy, and the interaction between the international level and national politics since the 1990s to advance policies addressing sustainability trends.

Vol. 6 Transitioning to Global Governance: Tackling Environmental and Climate Challenges in France and J

This session examines global environmental policies in both countries and introduces a theoretical framework to assess the different stages of their development. It also facilitates discussion and critical analysis of these policies.

Vol. 7 Mid-Term Examination

The mid-term examination will be held in class and will cover material from Lectures 1 to 6.

Vol. 8 Environmental and Energy Policy Challenges

This session explores the energy transition process through a historical analysis of energy policy, addressing its challenges and the conflicts of interest involved. We will adopt a Science and Technology Studies (STS) approach to examine these issues.

Vol. 9 The Interplay of Science, Society and Politics

Following Lecture 8, this session uses the Science and Technology Studies (STS) framework to explore the interplay between science, society, and politics, with a focus on the role and limitations of the Intergovernmental Panel on Climate Change (IPCC).

Vol.10 Balancing Health, Life, Risks, and Legal Frameworks

This session discusses the consequences of climate change on human health, examines the measures—or lack thereof—taken by both countries to address these impacts, and highlights the challenges inherent in this process.

Vol.11 Tackling Climate Change: A focus on France

This session explores the actions and policies implemented to address climate change across various levels of governance in France.

Vol.12 Tackling Climate Change : A focus on Japan

This session explores the actions and policies implemented to address climate change across various levels of governance in Japan.

Vol.13 Biodiversity Policy Challenges in France and Japan

This session explores the challenges, actions, and limitations of efforts to address biodiversity issues in France and Japan, particularly in relation to climate change.

Vol.14 Final Lecture

The final lecture is dedicated to students' oral presentations, comments and feedback.

Language: English/French

Textbooks: Yasuko Kameyama, 2016. Climate Change Policy in Japan: From the 1980s to 2015, Routledge Studies in Asia and the Environment
Ken Sugimura, 2021, Wildlife, Landscape Use and Society: Regional Case Studies in Japan, Routledge Contemporary Japan Series
Midori Kagawa-Fox, 2012. The Ethics of Japan's Global Environmental Policy : The Conflict between Principles and Practices. Routledge Contemporary Japan Series.
Noami Oreskes and Erik Conway, 2012. Merchants of Doubt. Bloomsbury, London.
Bruno Villalba, 2022. L'écologie politique en France. La Découverte.
Joel Wainwright and Geoff Mann. 2018. Climate Leviathan. Verso. N.Y.

References: The reading material will be made available on Moodle.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams:	30	Mid-Term Examination Conducted in class, covering materials from Lectures 1 to 6 (inclusive).
Papers:	30	Final Essay Based on the oral presentation, evaluated on the structure of the paper, selection of academic references, analytical approach, critical analysis, incorporation of feedback provided in class, etc.
Class contribution:	40	Active Participation: Assessed through participation in group and class discussions, student oral presentations, and contributing relevant questions and comments. Attendance: Regular presence in class is required.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G033500|01|210G033500[/SYLLABUS_ID]

Course Title	APM- Anthropology of Labor: Key Issues and Cases 01		
Instructor	SHAN, Qi		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Labor is not only a classic theme in social science, but also a vital lens for understanding social development over the past century. This course introduces an anthropological way of understanding labor by focusing on how different forms of labor are made possible, organized, and evaluated under specific material and technological conditions. Rather than treating labor as an abstract or universal activity, the course examines labor as situated practice: shaped by tools, infrastructures, spatial arrangements, temporal regimes, and institutional frameworks.Through theoretical readings and ethnographic case studies, students will learn to analyze how concrete conditions give rise to particular forms of social relations, power asymmetries, moral expectations, and modes of subjectivity.

This course will tell the stories of different laborers,aiming not only to lead students to master multiple situations of labor (especially in the Chinese context), but also encourage a reflexive exploration of students finding their own positions in society and life.

Objectives: To strengthen the understanding of the ‘labor’ concept and living conditions of laborers in the Chinese context and the transition of Chinese society;

To learn how to regard ‘labor’ from the perspective of anthropological holistic approaches;

To lead students to reassess their career planning and cultivate a better understanding of others.

before/after course of study: 1.Everyone should spend some time reading relevant books or papers. The book list will be announced in the first class.

2.This course welcomes students from different cultures, teachers will assign corresponding reading tasks for students with diverse linguistic backgrounds. Unless under exceptional circumstances, Students are expected to conduct their classroom presentations and homework in English primarily. The teacher's lecture will use language consistent with reading literature and partly use Chinese to elucidate cultural phenomena within specific contexts.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule The course is organized around the following 8 thematic units.
The specific pace and sequencing of the course may be adjusted according to classroom dynamics and learning progress.

1. Agricultural Labor: The Cultivator of the World
This unit examines agricultural labor as a foundational form of work shaped by land, tools, ecological conditions, and seasonal rhythms, and explores how these material conditions structure social cooperation and moral understandings of labor.

2. Skilled Labor
This unit focuses on skilled labor and craftsmanship, analyzing how expertise is produced, embodied, transmitted, and socially recognized through training, apprenticeship, and everyday practice.

3. Factory Labor
This unit explores factory labor in industrial and post-industrial settings, with attention to how machines, spatial organization, and temporal discipline reorganize labor processes and workers’ experiences.

4. Bureaucratic Labor
This unit examines labor within bureaucratic systems, focusing on how documents, procedures, and organizational hierarchies shape responsibility, authority, and everyday decision-making.

5. Labor: Globalization and Localization
This unit investigates labor under globalized conditions, analyzing how transnational standards, supply chains,

and regulations interact with local practices and produce uneven outcomes.

6. Labor: Artificial Intelligence and the Platform Economy
This unit examines emerging forms of labor mediated by digital platforms and artificial intelligence, focusing on algorithmic management, data infrastructures, and new forms of labor control.

7. Labor: Service and Affective Work
This unit focuses on service and affective labor, analyzing how emotions, interpersonal interactions, and attitudes are organized, evaluated, and commodified within labor processes.

8. Labor: Gender and Family
This unit examines labor from the perspectives of gender and family, with particular attention to domestic work, care labor, and the organization of social reproduction.

Language:	中・英併用
Textbooks:	materials will be provided when necessary
References:	The complete reading list will be released in the first class.
Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	Participation in class discussions (30%) Midterm Assessment（35%） One anthropological case analysis of labor, conducted in the form of a oral presentation. Final Assessment（35%） One anthropological case analysis of labor, conducted through independent research and writing.
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G033500|51|210G033500[/SYLLABUS_ID]

Course Title	APM- Anthropology of Labor: Key Issues and Cases 51		
Instructor	SHAN, Qi		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Labor is not only a classic theme in social science, but also a vital lens for understanding social development over the past century. This course introduces an anthropological way of understanding labor by focusing on how different forms of labor are made possible, organized, and evaluated under specific material and technological conditions. Rather than treating labor as an abstract or universal activity, the course examines labor as situated practice: shaped by tools, infrastructures, spatial arrangements, temporal regimes, and institutional frameworks.Through theoretical readings and ethnographic case studies, students will learn to analyze how concrete conditions give rise to particular forms of social relations, power asymmetries, moral expectations, and modes of subjectivity.

This course will tell the stories of different laborers,aiming not only to lead students to master multiple situations of labor (especially in the Chinese context), but also encourage a reflexive exploration of students finding their own positions in society and life.

Objectives: To strengthen the understanding of the 'labor' concept and living conditions of laborers in the Chinese context and the transition of Chinese society;

To learn how to regard 'labor' from the perspective of anthropological holistic approaches;

To lead students to reassess their career planning and cultivate a better understanding of others.

before/after course of study: 1.Everyone should spend some time reading relevant books or papers.The book list will be announced in the first class.

2.This course welcomes students from different cultures, teachers will assign corresponding reading tasks for students with diverse linguistic backgrounds. Unless under exceptional circumstances,

students are expected to conduct their classroom presentations and homework in English primarily. The teacher's lecture will use language consistent with reading literature and partly use Chinese to

elucidate cultural phenomena within specific contexts.

Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule The course is organized around the following 8 thematic units.
The specific pace and sequencing of the course may be adjusted according to classroom dynamics and learning progress.

1. Agricultural Labor: The Cultivator of the World
This unit examines agricultural labor as a foundational form of work shaped by land, tools, ecological conditions, and seasonal rhythms, and explores how these material conditions structure social cooperation and moral understandings of labor.

2. Skilled Labor
This unit focuses on skilled labor and craftsmanship, analyzing how expertise is produced, embodied, transmitted, and socially recognized through training, apprenticeship, and everyday practice.

3. Factory Labor
This unit explores factory labor in industrial and post-industrial settings, with attention to how machines, spatial organization, and temporal discipline reorganize labor processes and workers' experiences.

4. Bureaucratic Labor
This unit examines labor within bureaucratic systems, focusing on how documents, procedures, and organizational hierarchies shape responsibility, authority, and everyday decision-making.

5. Labor: Globalization and Localization
This unit investigates labor under globalized conditions, analyzing how transnational standards, supply chains, and regulations interact with local practices and produce uneven outcomes.

6. Labor: Artificial Intelligence and the Platform Economy
This unit examines emerging forms of labor mediated by digital platforms and artificial intelligence, focusing on algorithmic management, data infrastructures, and new forms of labor control.

7. Labor: Service and Affective Work
This unit focuses on service and affective labor, analyzing how emotions, interpersonal interactions, and attitudes are organized, evaluated, and commodified within labor processes.

8. Labor: Gender and Family
This unit examines labor from the perspectives of gender and family, with particular attention to domestic work, care labor, and the organization of social reproduction.

Language: 中・英併用

Textbooks: materials will be provided when necessary

References: The complete reading list will be released in the first class.

Grading Free-text Entry Flag: 1 : フリーフォーマット（教員による切替可）

Evaluation Free-: Participation in class discussions (30%)

Midterm Assessment（35%）
One anthropological case analysis of labor, conducted in the form of a oral presentation.

Final Assessment（35%）
One anthropological case analysis of labor, conducted through independent research and writing.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G033600|51|210G033600[/SYLLABUS_ID]

Course Title	APM- Introduction to Political Institutions in France 51		
Instructor	GILLOT-ASSAYAG, Laure		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: History, Ideas, and Practices

Course Outline: This course offers an introduction to key questions related to the political system of contemporary France. It examines French political ideas and history from the Enlightenment to the present day, the transformation of political parties from the Fourth to the Fifth Republic, and France's distinctive place within the European Union. The class will also examine how participation, alongside the evolving roles of the state and citizens, is redefining contemporary democratic norms and reshaping political institutions.

Objectives: Upon completion of this course, students will be able to:
・Understand the meaning and evolution of key political concepts: liberty, equality, fraternity, secularism, liberalism/socialism,
・Be knowledgeable about French political history from the 19th century to nowadays: the Consulate, the Empire, the Bourbon Restoration/ July Monarchy, and the Fourth and Fifth Republic,
・Know France's key political institutions and contemporary democratic innovations, including the role of the National Assembly, the President and Ministers, the Constitutional Council, as well as the CESE and recent citizens' conventions,
・Become familiar with contemporary debates in political science, e.g. decentralization versus centralization, the role of countries in shaping EU's policies, the dynamics of the partisanship and electorate,
・Develop oral and written expression, and reading comprehension in French, through authentic materials,
・Practice French in real-life situations, through debates, simulations, quiz, role-plays.

before/after course of study: Requirement: Students are thus expected to have an A2-B1 level in French to be able to follow the class and engage with the course content. This CLIL class will use French materials with some explanations in English. Each session requires approximately 60-90 minutes of preparation based on reviewing prior class material, including events, historical background, institutions, and vocabulary.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

The Legacy of the Revolution and the Enlightenment

Key figures and dates from the Revolution and the Enlightenment
Collective readings, creating Padlet, followed by class discussion.

The Republican Principles: "Liberty, Equality, Fraternity"

The origin and meaning of the motto – the French Revolution and the Declaration of the Rights of Man and Citizen (1789)
Analysis of the painting of Delacroix's Liberty Leading the People, class debates.

"Laïcité": a Unique Model of Secularism?

History of the "laïcité" and the 1905 separation law; principle of neutrality, freedom of conscience and religion; contemporary debates (Charlie Hebdo).
Class debates on assigned topics.

Liberalism and Socialism Thought

Historical overview of the French liberal and socialist thought; the game changers: "Macronism", far-left and far-right, ecological movements.
Discussion on the French Presidential Debates.

From the Consulate to the Second Empire (1799-1870)

Key historical periods and figures of the Consulate, Empire, Restoration, July Monarchy;
Analysis of paintings and drawings from the period, class debates.

Key historical periods and figures of the Consulate, Empire, Restoration, July Monarchy; Analysis of painti

Third Republic & Post-war reconstruction, key institutions and events of the Fourth Republic, major political figures and limitsClass discussions

The Fifth Republic (1958-)

The role of the Constitution, important political figures (President De Gaulle, Pompidou, Mitterrand, Sarkozy, Hollande ect.)
Analysis of a movie excerpt and class discussion.

May 1968 and the Social Transformation of France

Causes, events, political consequences, cultural aspects of May 68
Analysis of material culture (poster or movie)

Centralization and Decentralization of the Republic

Organization of French territory; historical, political, and economic reasons for centralization; decentralization reforms and challenges
Mapping game and class debates.

France within the European Union

France's historical role in shaping the EU, Erasmus Program, current political debates in France on the EU (military service)
Analysis of a movie excerpt and mini-debates.

Citizen Participation: CESE and Citizen Conventions

Function and role of the CESE; recent citizens' conventions (climate and assisted dying)
Class discussion and class citizens' convention.

The Constitutional Council and Constitutional Reforms

Role, missions, recent reforms and case examples of decisions
Discussion and summaries of newspapers articles'; quiz in class.

A Composite National Assembly: Towards the Weakening of the Majority Principle?

Contemporary crisis of representative institutions, political composition of the Assembly, key political parties, current debates (pensions, budget, 49.3)
Understanding a brief TV interview excerpt; role-play

Are You the Future President? Presidential Simulation and Final Debate

Election campaign; election process and debates
Interactive classroom simulation of a presidential election; presenting political platforms and responding to questions from journalists (i.e. fellow students)

Language: English/French

Textbooks: Materials will be posted on Waseda Moodle.

References: References will be excerpts of documents studied in class.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	20	References will be excerpts of documents studied in class.
Papers:	30	In-class paper. 500-word (1 page) summary and commentary of an article or image.
Class contribution:	20	Active and consistent participation in class exercises.
Others:	30	Presidential debate. Students will prepare a ten-minute political platform to advocate in a first-round of the presidential debate and be ready to answer orally questions from journalists (=fellow students). A one-page handout must be sent to me no later than three days before the debate.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G033700|51|210G033700[/SYLLABUS_ID]

Course Title	APM- Language and Politics 51		
Instructor	GILLOT-ASSAYAG, Laure		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: An Introductory Course on Key Political Concepts

Course Outline: This course examines the various ways political ideas are expressed within the French and francophone tradition. It explores how the French language shapes political discourse, communicates information and concepts, and as a tool for persuasion and the expression of conflict.
Each class is centered on the close analysis of a short excerpt, selected from a diverse range of materials, such as speeches, reports, podcasts, videos, songs, social science texts, and newspaper articles.
The course includes practical exercises to help students think critically, improve academic writing, and learn methods of analysis that are useful in academic contexts.

Objectives: By the end of the course, students will be able to:
・Improve written and spoken French
・Learn new vocabulary and expressions
・Practice academic writing and text analysis
・Develop critical thinking skills
・Understand key political concepts
・Be familiar with French politics, history, and culture.

before/after course of study: Requirement: minimum A2/B1 level in French.
For each class, students will be expected to 1) read in advance a short text, or watch a video, posted on Moodle for a given session, ideally reading aloud or viewing the clip several times beforehand, 2) prepare a short homework, 3) review the vocabulary and expressions learned in class. All homework must be handwritten. Preparation for each session is expected to take 60-90 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Who speaks and how? Language and power in France

"Bretagne" by Jean Le Bihan, La vie des idées
Discussion and analysis
Homework for next session: choose one human right (freedom of expression, right to education ect) and write what this right is, and why it matters (10 lines) & learn vocabulary, grammar and expressions & read the text.

The Language of Rights

"La déclaration des droits de l'homme et du citoyen" (1789), Article 1 à 6.
Discussion and analysis
Homework for next session: summary of the class (10 lines) & learn vocabulary, grammar, and expression & read the texts.

Citizenship

"Quels rôles un citoyen peut-il jouer dans la société ?" https://www.vie-publique.fr/fiches/23855-quels-roles-un-citoyen-peut-il-jouer-dans-la-societe & "quel est le statut juridique d'un citoyen?" https://www.vie-publique.fr/fiches/23856-quel-est-le-statut-juridique-dun-citoyen
Homework for next session: write a short 5-minute presentation on a French-speaking country & learn vocabulary, grammar and expressions & read the texts.

The Francophone world

Oral presentations on French-speaking countries
Homework for next session: write a discussion paper (10 lines): are emotions in politics necessary, useful, or dangerous? & learn vocabulary, grammar and expressions & learn vocabulary, grammar and expressions & read the text.

Politics : The Language of Emotions?

Short text on emotions and politics.
Homework for next session: write an opinion essay (10 lines): is voting important? & learn vocabulary, grammar and expressions & read the text.

Voting

LCP-Assemblée nationale,"Municipales: qui sont les abstentionnistes?" https://lcp.fr/actualites/municipales-jeunes-precaires-loin-des-partis-qui-sont-les-abstentionnistes-433072
Homework for next session: write a 10-line summary of a female French politician (biography and main policies) & learn vocabulary, grammar and expressions & read the text.

Women's Voices in Politics

Short text on Gisèle Halimi.
Homework for next session: write a formal letter to your city's mayor on an issue that needs attention, such as transportation or culture, and explain how it should be addressed (10 lines) & learn vocabulary, grammar and expressions & read the text.

Administrative Language

Chosen excerpts of a report from Conseil d'Etat.
Homework for next session: write a policy document on AI for the common good (10 lines) & learn vocabulary, grammar and expressions & read the text.

AI and Ethics

Short video on AI.
Homeworkfor next session: short essay on consequences of AI in parliamentary work (10 lines) & learn vocabulary, grammar and expressions & read the text.

AI and Political Language

Short text on AI and Parliaments.
Homework for next session:Prepare for Quiz

Political Speeches

QUIZ in class
Study of a speech by Robert Badinter in class (1981), excerpts.
Homework for next session: write a political speech (10 lines) & learn vocabulary, grammar and expressions & read the text.

Political Communication

Short text on political communication
Homework for next session: analysis of a small text on social media and newspapers (10 lines) & read the text.

The Role of Medias

Short newspaper extract.
Homework: review the class material to prepare for the paper.

The Language of Europe

Short text on the EU.
IN-CLASS PAPER.

Language: French

Textbooks: Materials will be posted on Waseda Moodle.

References: "Bretagne, une extinction linguistique" by Jean Le Bihan, La vie des idées (Collège de France, October 9, 2025) : https://laviedesidees.fr/Rozenn-Milin-La-Honte-et-le-Chatiment (available on internet)
"La déclaration des droits de l'homme et du citoyen" (1789), Article 1 à 6. https://www.conseil-constitutionnel.fr/le-bloc-de-constitutionnalite/declaration-des-droits-de-l-homme-et-du-citoyen-de-1789 (available on internet)
"Quels rôles un citoyen peut-il jouer dans la société ?" (March 15, 2021, Vie publique) https://www.vie-publique.fr/fiches/23855-quels-roles-un-citoyen-peut-il-jouer-dans-la-societe (available on internet) & "quel est le statut juridique d'un citoyen?" (January 5, 2026, Vie publique) https://www.vie-publique.fr/fiches/23856-quel-est-le-statut-juridique-dun-citoyen (available on internet)
LCP-Assemblée nationale,"Municipales: qui sont les abstentionnistes?" https://lcp.fr/actualites/municipales-jeunes-precaires-loin-des-partis-qui-sont-les-abstentionnistes-433072 (March 15, 2026,LCP) (available on internet)
Robert Badinter, September 17, 1981: https://ww2.ac-poitiers.fr/lettres/sites/lettres/IMG/pdf/discours_de_m.badinter_contre_la_peine_de_mort.pdf (available on internet)

Grading Free-text Entry Flag: 0：評価方法毎フォーマット(教員による切替可)

Exams:	30	Quiz on vocabulary and structures covered in class.
Papers:	30	In-class paper. Short analysis of a text (essay or article) applying the methods, vocabulary and expressions learned in class.
Class contribution:	20	Active participation in class discussions.
Others:	20	Homework.

Note/URL:

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G040400|51|210G040400[/SYLLABUS_ID]

Course Title	Public Policy and Finance		
Instructor	KUDO, Hiroko		
Term	fall semester	**Credits**	4
Day/Period	01:Mon.4@02:Mon.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: How government works? The course focuses on public policy and public finance, especially on their basic system and historical and theoretical backgrounds. Through cases of various nation states and international organizations, main issues about public policy and public finance will be discussed, especially about their actors, leadership, resources and strategies. Special attention will be paid at the relationship between nation states and international organizations in terms of public policy coordination and fiscal adjustments. Performance measurement, policy evaluation and performance based project budgeting will be discussed as recent topics.

Objectives: Through understanding decision-making process, policy-making process, role of government, public policy and public finance, the course aims to prepare responsible and active citizen, as well as conscious customer of public services.

before/after course of study: ・Preparation and Review

Preparation: Participants of this course have to carefully read the reading materials before the due class and prepare questions and discussion topics, which would be discussed during the class. Participants have to check recent news on public policies and find suitable cases and issues for the discussion.
Review: Participants are asked to study the cases discussed in the class in relation to the theories and explore cases of their own. Participants are expected to review the exercises and group discussions and prepare presentations in groups and individual paper.

Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule The course has five parts: lecture of the instructor, reading materials, discussion among participants, lecture of guest speakers, and presentation of the participants. Course participants are asked to read selected materials prior to the lecture and participate in the discussion. Active contribution to the discussion is highly appreciated. Several guest speakers are invited during the course to provide case analysis, personal experiences, and professional insights. These lectures from public servants, law makers, and project managers will be discussed in the class. Presentations from the course participants are planned twice during the course in order to stimulate discussions and relationship among the participants. The evaluation will be based on these activities and middle-term and final examinations.

1. Introduction of the course, explanation of the structure, schedule, requirements, exercises, exams, and evaluation
2. Public policy example (1)
3. Introduction to public policy
4. What is public? What is policy? How to analyse public policy?
5. Policy making process and decision making process (1)
6. Policy making process and decision making process (2)
7. Exercise on decision making (1)
8. Exercise on decision making (2)
9. Rational Choice Theory
10.Limited Rationality and Incrementalism
11.Presentation and discussion of the group presentation (1)
12.Presentation and discussion of the group presentation (2)
13.Middle-term examination
14.Wrap up on the issues and topics
15.Public policy example (2)
16.Group discussion on public policy case (1): formulation of groups and topic discussion
17.Group discussion on public policy case (2): preliminary research on topic and task assignment
18.Policy Transfer, Policy Change, and Policy Convergence
19.Policy Implementation
20.Public policy example (4)
21.Public policy example (5)
22.Policy Evaluation
23.Public Policy and Strategic Management24.Group discussion on public policy case (3): preparation for the presentation
25.Group presentation and discussion (1)

26.Group presentation and discussion (2) and wrap up
27.Final examination
28.Wrap up and discussion

Language:	English	
Textbooks:	No textbook required. Articles and papers will be provided by the instructor during the course; however, the course will be based on the following book. Paul Cairney, "Understanding Public Policy: Theories and Issues" (Ist edition), 2011, Macmillan	
References:	Articles and papers will be provided by the instructor during the course.	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Exams:	45	Middle term 20 % Final exam 25 % Each exam is with two essay-type questions, total of 100 points. Evaluated according to the accuracy of the answers.
Papers:	40	Interpretation of the topic, use of references, structure and writing style, creativity, conclusion
Class contribution:	5	Participation and contribution to the discussion
Others:	10	Exercise 5 % Presentation 5 % Leadership, teamwork, creativity, presentation skill
Note/URL:	Participants are asked to read materials selected for the lecture topics. Participation to the discussion is an important component of the course and participants are invited to activate the discussion. Collaboration and preparation in groups for the presentation is also an important aspect for the participants. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G041300|01|210G041300[/SYLLABUS_ID]

Course Title	Ancient Political Thought 01		
Instructor	SEUL, Timothy		
Term	spring semester	**Credits**	4
Day/Period	01:Wed.3@02:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is an exploration of the political/philosophical thoughts of some of the seminal thinkers throughout ancient western civilization. We will take a traditional walk through their writings in order to gain insight into the connections between each thinker and to more fully understand how they influenced each other and the nature of political and philosophical discourses. The use of irony, however, will also allow us to get beyond a rigid structuralism that instills in us obedience to the texts; in other words, we will also consider each thinker independently of his/her environment. Finally, our journey will always work towards relevancy to our daily lives and to current events. Because of this, eastern philosophical/religious traditions will serve as a background upon which we will consider various ideas.

Objectives: To develop in students the ability to think critically about political philosophy.

before/after course of study: Keeping up with the readings and submitting any assignments.
Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: The following topics, among others, will be covered in this course.

1. The Role of Government
2. Citizens/Individuals and Society
3. Justice and the Law
4. Human Nature
5. The Good Life
6. The Human Condition
7. Power

Some of the thinkers we will examine include:

Socrates, Plato, Aristotle, Augustine, Aqiunas

The following outline is tentative, and will most likely change based on how student interest shapes the direction of the course.

[Weeks 1-4] Introductory Comments: Political Theory Examined; Pre-Socratics
[Weeks 5-8] Socrates/Plato
[Weeks 9-12] Aristotle
[Weeks 13-14] Augustine to Aquinas

Language: English

Textbooks: Plato's Republic

Aristotle's Politics

To be decided

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	40	Critical Paper
Papers:	45	Critical Paper
Class contribution:	15	Attendance and Participation

Note/URL:

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G041400|51|210G041400[/SYLLABUS_ID]

Course Title	Modern Political Thought 51		
Instructor	SEUL, Timothy		
Term	fall semester	**Credits**	4
Day/Period	01:Wed.3@02:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is an exploration of the political/philosophical thoughts of some of the seminal thinkers throughout modern western civilization. We will take a traditional walk through their writings in order to gain insight into the connections between each thinker and to more fully understand how they influenced each other and the nature of political and philosophical discourses. The use of irony, however, will also allow us to get beyond a rigid structuralism that instills in us obedience to the texts; in other words, we will also consider each thinker independently of his/her environment. Finally, our journey will always work towards relevancy to our daily lives and to current events. Because of this, eastern philosophical/religious traditions will serve as a background upon which we will consider various ideas.

Objectives: To develop in students the ability to think critically about political philosophy.

before/after course of study: Keeping up with the readings and completing any assignments.
General preview and review will take around 90 to 120 minutes each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: The following topics, among others, will be covered in this course.

1. The Role of Government
2. Citizens/Individuals and Society
3. Justice and the Law
4. Human Nature
5. The Good Life
6. The Human Condition
7. Power

Some of the thinkers we will examine include:

Machiavelli, Marx, Freud, Nietzsche, Foucault, Baudrillard, etc.

The following outline is tentative, and will most likely change based on how student interest shapes the direction of the course.

[Weeks 1-3] Introductory Comments: Modern Political Theory Examined
[Weeks 4-5] Machiavelli
[Weeks 6-7] Marx
[Weeks 8-9] Freud
[Weeks 10-11] Nietzsche
[Weeks 12-13] Foucault
[Week 14] Baudrillard

Language: English

Textbooks: To be decided

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	40	Midterm Paper - No Make-up Given
Papers:	40	Final
Class contribution:	20	Participation and Attendance

Note/URL: Students are expected to be active participants in class. Participation is not limited to class discussions, but

this will be a crucial part of our course. Perhaps the most crucial part of participation will come from careful consideration of the assigned readings. I have kept the readings to a minimum so that you will have time to read assignments carefully and to develop your own connections to course themes. Because careful reading is a practice developed over time, we will focus on developing your abilities as engaged readers throughout the semester. Exams will focus on material covered in class discussions, so attendance is highly recommended. Course readings alone will not be enough to do well on exams. Also, attendance is a part of your participation grade. Therefore, poor attendance will not only be reflected in lower test scores, but also in a poor participation grade. Finally, come to class on time; tardiness will lower your grade.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G042300|51|210G042300[/SYLLABUS_ID]

Course Title	The Court and the Constitution in the United States 51		
Instructor	AKIBA, Takeshi		
Term	fall semester	**Credits**	4
Day/Period	01:Mon.3@02:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Navigating the social and political divides

Course Outline: A significant phenomenon in U.S. law, society and politics is the active role of courts over many issues that divide the country, and the attention paid to judges, especially U.S. Supreme Court justices, who differ in their orientations and can sway the outcome of issues that come to the Court.

This course will look into such important roles that the judicial branch in the U.S. and its judges have played in the evolution of the U.S. Constitution.

We will first look into theoretical considerations behind the role of the judiciary. Then we will look at how the U.S courts have performed this role, organized around three major themes: 1) the extent to which the ideology of the judges affect their decision-making; 2) the effectiveness of courts in bringing about social change; and 3) the tensions between the judiciary and the political branches.

We will examine the above items through cases that have divided U.S. society and politics-- such as abortion rights, same-sex marriage, gun regulation, racial and gender equality, and the President's power over immigration.

Objectives: Students will:
1) Understand key ideas surrounding the role of the judiciary (especially in the U.S.), and to apply it to contemporary debate and discussion.
2) Acquire an advanced knowledge of how the U.S. Constitution is applied in practice, being able to understand the nuances of Supreme Court opinions and the historical/ social/ political context behind those opinions.
3) Be able to analyze the tendency of the Court and its justices from era to era, and apply this to the current Court.
4) Be able to assess and articulate the role of the Court within society and in the governance of a nation.
5) Be able to articulate their thoughts and engage in discussion with their peers on the above items.

before/after course of study: Students will be required to 1) fulfill reading assignments for each session and 2) prepare to participate in group/ class discussion on questions that will be given for each reading. You are expected to spend at least 2 hours for preparation prior to class.

You will be submitting written responses based on the readings periodically (dates will be assigned by the instructor). This establishes a common ground for interactive discussion during the session, and helps deepen your understanding of course material.

You will also be submitting brief comments on Moodle during class about ongoing discussion.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction: Why Courts and the Constitution?

Introduction to the course and its themes; objectives and assessment.
Discussion of a recent controversy to serve as an opening discussion.

Theory (1) Judicial review and judicial independence

U.S. Constitution and the role of the judiciary; Marbury v. Madison; degree of judicial independence.

Theory (2) Judicial activism and judicial restraint

Theoretical battles over judicial activism and judicial restraint; justification for judicial intervention; Carolene Products Footnote 4; Warren Court.

Theory (3) Originalism v. "Living Constitution"

Conflicting approaches to constitutional interpretation; sources and assessment of sources; examples.

Theory (4) Judicial behavior

Legal model v. attitudinal model; strategic and institutional considerations.

Theory (5) Constitutional text, amendment and interpretation

Why not a formal amendment? Balance of inflexibility and flexibility.

Theory (6) Legal mobilization

Forces behind constitutional and social change—cause lawyers and test case litigation.

Theory (7) Judicial nominations and qualifications

Choosing Supreme Court justices—process and politics; qualifications; controversies.
Connection to the expected role of the judiciary and inter-branch relations.

Follow-up and review

Follow-up, review and discussion of first segment.

QUIZ 1 – Theory and system

Quiz covering Sessions 1-9.

Judicial ideology (1) Abortion

Roe v. Wade, the right to privacy and the abortion debate

Judicial ideology (2) Abortion (continued)

Overturning of Roe in 2022
Reassessing judicial appointments and constitutional interpretation

Judicial ideology (3) Sexual orientation

Battle over sodomy laws, Bowers (1986) and Lawrence (2003) decisions.

Judicial ideology (4) Same-sex marriage and civil rights

State-level struggles, leading to Perry v. Brown and Windsor (DOMA) decisions (2013)

Obergefell v. Hodges (2015), judicial politics and the nationwide right to marry
Bostock (2020): a new twist in judicial interpretation

Judicial ideology (5) Gun control and Second Amendment

U.S. v. Miller (1939), D.C. v. Heller (2008) and the ideological battles surrounding gun control; controversy over originalism.

Simulation / debate

Follow-up on materials so far

Simulating the current divide within the Court

Courts and Society (1) Racial segregation

Plessy v. Ferguson, Brown v. Board of Education and the role of Chief Justice Warren

Courts and Society (2) Racial segregation (continued)

Brown I and Brown II, Post-Brown achievements, backlash and retreat

Courts and Society (3) Affirmative Action

UC v. Bakke (1978), Univ. of Michigan cases (2003), and the overturning of affirmative action in 2023.

Courts and Society (4) Gender stereotypes and the law

Gender-based classifications and intermediate scrutiny
Pioneering role of female justices such as Justice Ginsburg and Justice O'Connor.

Courts and Society (5) Gender segregation

Gender segregation, U.S. v. Virginia

Follow-up and review

Follow-up, review and discussion of second and third segments.

Quiz 2 – Courts, ideology, and social divides

Quiz covering Sessions 11-22.

Court and the Political System (1) New Deal and expansion of government

The role of the government over the economy and the U.S. Constitution
The President and the Court

Court and the Political System (2) Policing the electoral system

Electoral representation: "One-person, one-vote," racial gerrymandering, partisan gerrymandering

Court and the President (1) War powers and civil liberties

Japanese internment, Korematsu v. U.S. and subsequent developments

Court and the President (2) Immigrant exclusion and immigrant rights

Immigrant exclusion and the "plenary power" of the President. Chinese Exclusion Case, Japanese Exclusion Case.
Controversy over undocumented immigrants and inter-branch relations (Dream Act, DACA, etc.)

Reflection session / Quiz #3
Reflection session with a check up on Session 24-27.

Language: English

Textbooks: Readings will be assigned for each session and made available on Moodle or via an internet link.

References: These are all for reference (no purchase required.)

(Textbooks)
C.Suzanne Bailey & Chana Barron, Constitutional Law
Kenneth Dautrich & David A.Yalof, American Government
Thomas R. Hensley, Christopher E. Smith & Joyce A. Baugh, The Changing Supreme Court: Constitutional Rights and Liberties
Lee Epstein & Thomas G. Walker, Constitutional Law for a Changing America: Rights, Liberties, and Justice

(Readings)
Robert G. McCloskey, The American Supreme Court
Peter Irons, A People's History of the Supreme Court

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	60	Quizzes at Sessions 10 (25%), 23 (25%) and 28 (10%). Quizzes are typically comprehensive essay questions to be written and submitted on Moodle (this may vary-- details will be provided during class).
Papers:	30	Written responses to be submitted periodically on Moodle (details and assigned dates will be announced during Week 1). *Frequency of resposes will be determined based on class size/ composition, but typically it will be once per 4 sessions (excluding review sessions/ quizzes).
Class contribution:	10	In-class input on Moodle Active participation in group and class discussions, other contributions to class Points will be deducted for absences. Standard attendance requirements apply for course credit. Please consult me if you foresee any issue.

Note/URL: A background in the U.S. Constitution and/or political system will be helpful, but not a prerequisite.

Assignments and grading weights may change depending on class composition (size and level). Changes will be announced at the first meeting and posted on course Moodle.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G042400|51|210G042400[/SYLLABUS_ID]

Course Title	The Politics and International Relations of the European Union 51		
Instructor	BACON, Paul Martyn		
Term	fall semester	**Credits**	4
Day/Period	01:Tues.3@02:Tues.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Norm diffusion and norm contestation in the Asia-Pacific

Course Outline: The method of course delivery will be Face-to-Face (F2F) (*Please note that if a sufficient number of students are unable to attend in-person because of travel restrictions, it may be necessary to move to Live Stream via Zoom).
This course is an advanced class, aimed at senior students, and offers what might be called an 'advanced introduction' to the European Union (EU), including its history, institutions, decision-making processes and policies.
An honest appraisal of the strengths and weaknesses of the EU is offered. The EU has been referred to as the most successful peace experiment in history, and the most successful international organization in history. The bases for both of these claims are examined. However the EU is also experiencing several interlocking and enduring crises, which some claim are a threat to the very future of the organization. These crisis include; the migration crisis, the Ukraine crisis, a 'democratic deficit', and Brexit. Each of these crises will be considered in some detail.
We also consider some of the key aspects of the EU's international relations, with a focus on the role of the EU in the Asia-Pacific. We will study the EU's relations with key state actors such as Japan, China, Russia, South Korea, Thailand and Vietnam, and also analyse how the EU has tried to promote several human rights norms in the region, using a variety of norm diffusion methods. We will also look at the EU's attempts to engage with other governance projects in the region, including ASEAN, the Chinese Belt and Road Initiative, and the Free and Open Indo-Pacific promoted by the US, India and Australia, as well as Japan.

Objectives: Students will acquire a comprehensive understanding of the 'domestic' political dimensions of the European integration project. This includes:
- the historical context in which the European integration project emerged
- the major institutions of the EU
- the major treaties of the EU
- the main decision-making processes of the EU
- EU enlargement policy
- the challenges and crises that the EU is currently experiencing

Students will also receive a comprehensive and nuanced explanation of what type of international power the European Union is, and the ways in which it tries to engage with other international actors. There will be a particular emphasis on the EU as an actor in the Asia-Pacific, including analyses of:
-EU-Japan relations
-EU-China relations
-EU-ASEAN relations
-EU-Thailand relations
-EU-Vietnam relations

Finally, we will analyze human rights case studies involving issues such as:
-the death penalty
-criminal justice
-forced labour
-human trafficking

before/after course of study: There will be required reading each week which will take 2-3 hours.
Students will ultimately be tested on their knowledge of the readings in the end year examinations.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule (N.B. This schedule is tentative and subjectto change)
1. Introduction and overview
2. EU history: Germany's second bid for European dominance(1939-1945).
3. EU history: the formation of the bipolar world in theTruman-Stalin era (1945-1953)
4. EU history: Cold War coexistence and confrontation(1953-1962)
5. EU history: overview of EU's historical evolution (1952-2019)
6. EU institutions: The European Commission
7. EU institutions: The European Council and the Council ofMinisters
8. EU institutions: The European Parliament
9. Key EU 'Domestic' Policies: CAP; cohesion; EMU; environment;competition

10. How is EU policy made, and is there a democratic deficit?
11. EU Migration Policy: has the 'crisis' passed?
12. Brexit – past, present and future.
13. The External Relations of the EU: trade, foreign, defence and development policy
14. The EU: A normative, civilian or ethical power?
15. EU enlargement policy: the EU's most successful foreign policy, or the source of many of its problems?
16. The Ukraine Crisis: what was it, and whose fault was it? EU and Russian perspectives
17. EU-Japan economic relations: the largest EPA in the World
18. The Brussels Effect: EU as global enforcer of social and environmental regulatory standards?
19. The spiral model: theorizing EU human rights norm diffusion in the Asia-Pacific
20. The EU's 'death penalty diplomacy' and criminal justice in Japan.
21. EU-Japan political and hard security relations: organized hypocrisy
22. The EU's 'concealed conditionality' and 'fisheries yellow card diplomacy' in Thailand
23. End year examination
24. EU-ASEAN relations: emulation, rhetoric and reality.
25. EU-China relations: balancing trade and human rights imperatives.
26. The EU's Asia Connectivity Strategy: a rival or a complement to the Belt and Road Initiative and Free and Open Indo-Pacific?
27. EU-Vietnam relations
28. Comparative analysis of EU Strategic Partnership agreements: South Korea, Canada, Japan and Singapore.

Language: English

Textbooks: *Important note: students should consult with the professor in the first class before purchasing texts

Nugent, N. (2017, eighth edition). The government and politics of the European Union. Palgrave.
Kenealy, Daniel, John Peterson, and Richard Corbett. The European Union: how Does it Work? (Fifth Edition), Oxford University Press, 2018.

References: *Important note: students should consult with the professor in the first class before purchasing texts
Hill, Christopher, Michael Smith, and Sophie Vanhoonacker, eds. International relations and the European Union. Oxford University Press, 2017.
Keukeleire, Stephan, and Tom Delreux. The foreign policy of the European Union. Macmillan International Higher Education, 2014.
Christiansen, Thomas, Emil Kirchner, and Uwe Wissenbach. The European Union and China. Macmillan International Higher Education, 2019.
Bacon, Paul, Mayer, Hartmut, and Hidetoshi Nakamura eds. The European Union and Japan: a new chapter in civilian power cooperation?. Routledge, 2015.
Berkofsky, Axel, Christopher W. Hughes, Paul Midford, and Marie Söderberg, eds. The EU-Japan Partnership in the Shadow of China: The Crisis of Liberalism. Routledge, 2018.
Brennan, Louis, and Philomena Murray, eds. Drivers of integration and regionalism in Europe and Asia: Comparative perspectives. Routledge, 2015.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	30	End year exam. Multiple choice and short answer format.
Papers:	25	One paper, 2,500-3,000 words. A long list of titles will be offered. Students can also propose topics, subject to approval from me.
Class contribution:	45	(35%) Substantial group presentation, 35-40 minutes, roughly 18-36 slides (10%) Engagement – Attendance/ punctuality/ attitude/ contribution to constructive discussion.

Note/URL: Important note: This is a significantly expanded and more advanced version of an older class European Union and International Relations. Students who have already taken that class ARE also eligible for this class. Students who took the previous class would have to choose a new essay topic for the end term paper.in this new class

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The School of International Liberal Studies defines its Learning Outcomes in the link below.
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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G042500|01|210G042500[/SYLLABUS_ID]

Course Title	Comparative Politics: Democracies 01		
Instructor	TOYONAGA, Ikuko		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	line] Hybrid (under 50% of classes on-camp
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: 【Course Delivery Method】VOD (Video On-Demand)

In this course, we will explore the world of contemporary democracies.

We will start by questioning whether democracy is defendable or not as the best form of government that we can hope to attain. Then, we will examine the pro and con arguments on democracy to discern the grounds for safely defending democracy.

Democracy is, however, a difficult-to-define concept. People often have different ideas of what democracy is. We will compare representative interpretations and definitions of democracy and see how different understandings lead to different political views and actions, even to different political systems, including non-democratic ones.

Furthermore, those regimes we practically regard as democracies today take various forms. We will overview the variety of contemporary democracies and explore several significant aspects in which they are differentiated.

Towards the end of the course, we will have classes for case studies of selected democracies. We will have Zoom meetings where students present their case studies on the assigned democracies in groups. The meetings will take place on Wednesday, 3rd Period in Weeks 11~13. All students will be required to attend the meetings.

＊This course is designed to be on-demand (except for the last few classes), enabling students to listen to lectures at the time that suits them. This flexibility allows them to balance their studies with other courses and activities. Additionally, because students can progress at their own pace, they can gain a deeper understanding of the subject and engage thoroughly with the assignments.

Objectives: This course aims to bring students to the knowledge of various forms of contemporary democracies, a deeper understanding of democracy, and the ability to analyze political systems from a comparative perspective.

before/after course of study: Students must read all the quoted passages in the lecture slides and all the required readings posted on Moodle. Students must work in groups outside of class to prepare group presentations on their assigned countries.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
Class 1 Introduction: Definitions of Democracy
Class 2 Origins and Transformation of Democracy I
Class 3 Origins and Transformation of Democracy II
Class 4 Two Theories of Representative Democracy
Class 5 Majoritarian and Consensus Models of Democracy I
Class 6 Majoritarian and Consensus Models of Democracy II
Class 7 Presidentialism and Parliamentarism
Class 8 Unitary System and Federal System
Class 9 Capitalism and Welfare State
Class 10 Ideologies, Economic Development and the Waves of Democratization
Class 11 Case studies I
Class 12 Case studies II
Class 13 Case studies III
Class 14 Conclusion / Submission of the Final Paper

This plan is a tentative one. There can be some change during the semester.

Language:	English	
Textbooks:	No particular textbook will be used in this course. As the textbook for general reference, David J. Samuels, Comparative Politics (2013) is recommended. The same author's Case Studies in Comparative Politics (2013) may be helpful for the preparation of the group presentation. Copies of both titles are kept on the reserve shelf in the SILS library.	
References:	Suggested readings will be announced in class accordingly.	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Exams:	10	Students must answer Quizzes asked in class occasionally.
Papers:	60	Students must submit a mid-term essay (A4 1-2 pages, with font size and layout chosen freely) and a final essay (A4 5 pages, with font size and layout chosen freely).
Class contribution:	5	Consistent attendance and contribution to class are demanded. Duly completing Quizzes and Questionnaires is essential.
Others:	25	Group presentations will be evaluated.
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G042500|51|210G042500[/SYLLABUS_ID]

Course Title	Comparative Politics: Democracies 51		
Instructor	TOYONAGA, Ikuko		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	line] Hybrid (under 50% of classes on-camp
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: 【Course Delivery Method】VOD (Video On-Demand)

In this course, we will explore the world of contemporary democracies.

We will start by questioning whether democracy is defendable or not as the best form of government that we can hope to attain. Then, we will examine the pro and con arguments on democracy to discern the grounds for safely defending democracy.

Democracy is, however, a difficult-to-define concept. People often have different ideas of what democracy is. We will compare representative interpretations and definitions of democracy and see how different understandings lead to different political views and actions, even to different political systems, including non-democratic ones.

Furthermore, those regimes we practically regard as democracies today take various forms. We will overview the variety of contemporary democracies and explore several significant aspects in which they are differentiated.

Towards the end of the course, we will have classes for case studies of selected democracies. We will have Zoom meetings where students present their case studies on the assigned democracies in groups. The meetings will take place on Wednesday, 3rd Period in Weeks 11~13. All students will be required to attend the meetings.

＊This course is designed to be on-demand (except for the last few classes), enabling students to listen to lectures at the time that suits them. This flexibility allows them to balance their studies with other courses and activities. Additionally, because students can progress at their own pace, they can gain a deeper understanding of the subject and engage thoroughly with the assignments.

Objectives: This course aims to bring students to the knowledge of various forms of contemporary democracies, a deeper understanding of democracy, and the ability to analyze political systems from a comparative perspective.

before/after course of study: Students must read all the quoted passages in the lecture slides and all the required readings posted on Moodle. Students must work in groups outside of class to prepare group presentations on their assigned countries. Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
Class 1 Introduction: Definitions of Democracy
Class 2 Origins and Transformation of Democracy I
Class 3 Origins and Transformation of Democracy II
Class 4 Two Theories of Representative Democracy
Class 5 Majoritarian and Consensus Models of Democracy I
Class 6 Majoritarian and Consensus Models of Democracy II
Class 7 Presidentialism and Parliamentarism
Class 8 Unitary System and Federal System
Class 9 Capitalism and Welfare State
Class 10 Ideologies, Economic Development and the Waves of Democratization
Class 11 Case studies I
Class 12 Case studies II
Class 13 Case studies III
Class 14 Conclusion / Submission of the Final Paper

This plan is a tentative one. There can be some change during the semester.

Language:	English	
Textbooks:	No particular textbook will be used in this course. As the textbook for general reference, David J. Samuels, Comparative Politics (2013) is recommended. The same author's Case Studies in Comparative Politics (2013) may be helpful for the preparation of the group presentation. Copies of both titles are kept on the reserve shelf in the SILS library.	
References:	Suggested readings will be announced in class accordingly.	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Exams:	10	Students must answer Quizzes asked in class occasionally.
Papers:	60	Students must submit a mid-term essay (A4 1-2 pages, with font size and layout chosen freely) and a final essay (A4 5 pages, with font size and layout chosen freely).
Class contribution:	5	Consistent attendance and contribution to class are demanded. Duly answering Quizzes and Questionnaires is essential.
Others:	25	Group presentations will be evaluated.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G042600|01|210G042600[/SYLLABUS_ID]

Course Title	Political Parties and Party Systems 01		
Instructor	TOYONAGA, Ikuko		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	line] Hybrid (under 50% of classes on-camp
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: [Course Delivery Mehod] VOD (Video On-Demand)

In this course, we will study political parties and party systems.

Political parties are a fundamental element of modern political systems. We will examine their role in different political regimes and highlight their indispensability to modern democracies. We will also look back in history to understand how political parties, by nature mere voluntary associations, became essential instruments of contemporary politics. We will see how different types of political parties have emerged one after another in response to societal changes. Eventually, we will take up a classification scheme meant to encompass all existing political parties and obtain the basis for discussing any political party.

A party system arises from and shapes the competition among political parties for elected office. Thus, the form of a party system depends on the rules of electoral competition but also interacts with the electoral strategies and performance of political parties. It also reflects the nature of the broader political system. For example, a one-party system indicates a particular type of dictatorship, while a competitive party system is a hallmark of democracy. In addition, two-party and multi-party systems represent different models of democracy. Moreover, a party system reflects the state of political society, mirroring social divisions while reinforcing, mitigating, or even creating them. We will explore these multiple aspects of a party system.

Political parties and party systems are not products of legislation: parties are inherently voluntary associations and party systems are largely spontaneous orders, even though both often look like formal state institutions. As such, they are difficult to pin down. However, there is a wealth of studies – observations, typologies, and theories – that can help us approach these phenomena. In this course, we will draw on the works of prominent scholars in the field to grasp the essentials of political parties and party systems.

＊This course is designed to be on-demand, enabling students to listen to lectures at the time that suits them. This flexibility allows them to balance their studies with other courses and activities. Additionally, because students can progress at their own pace, they can gain a deeper understanding of the subject and engage thoroughly with the assignments.

Objectives: This course aims to give students a clearer understanding of political parties and party systems. Furthermore, it will allow students to practice observing actual parties and party systems and applying types and theories to the cases. Each student will be able to analyze actual parties and party systems by the end of the semester.

before/after course of study: Students will have to read required readings designated in class. They will also have to answer questionnaires and small tests asked occasionally throughout the semester.
Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1：フリーフォーマット（教員による切替可）

Course Schedule
Class 1 Introduction: The origin and functions of political parties
Class 2 From the age of the parties of notables to the age of mass parties
Class 3 The parties of integration in the age of totalitarianism
Class 4 Catch-all parties and cartel parties
Class 5 The advent of new extremist parties and personalistic parties
Class 6 Families of political parties by ideology
Class 7 Mid-term essay submission
Class 8 Descriptive approach to party systems: Numerical theory
Class 9 Socio-historical approach to party systems: Cleavage theory and realignment theory

Class 10 Psychological approach to party systems: Party identification theory
Class 11The economic model of party competitions: Spatial theory
Class 12 Participation and mobilization
Class 13 Reserved class
Class 14 Final essay submission

The above is a tentative plan. There can be changes during the semester.

Language:	English	
Textbooks:	Reading materials will be provided in class. A suggested (not mandatory) textbook is Peter Mair ed., The West European Party System, Oxford University Press, 1990. The SILS Library keeps a copy of the title on the reserve shelf.	
References:	Mentioned in class.	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Exams:	20	Small quizzes
Papers:	70	Mid-term essay (A4 1-2 pages): 20% Final essay (A4 5 pages) : 50%。 * In both, students can freely choose font size and layout.
Class contribution:	10	Consistent class participation and contribution to class are demanded. Duly answering Questionnaires and Quizzes is essential.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G042600|51|210G042600[/SYLLABUS_ID]

Course Title	Political Parties and Party Systems 51		
Instructor	TOYONAGA, Ikuko		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	line] Hybrid (under 50% of classes on-camp
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: [Course Delivery Mehod] VOD (Video On-Demand)

In this course, we will study political parties and party systems.

Political parties are a fundamental element of modern political systems. We will examine their role in different political regimes and highlight their indispensability to modern democracies. We will also look back in history to understand how political parties, by nature mere voluntary associations, became essential instruments of contemporary politics. We will see how different types of political parties have emerged one after another in response to societal changes. Eventually, we will take up a classification scheme meant to encompass all existing political parties and obtain the basis for discussing any political party.

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Political parties and party systems are not products of legislation: parties are inherently voluntary associations and party systems are largely spontaneous orders, even though both often look like formal state institutions. As such, they are difficult to pin down. However, there is a wealth of studies – observations, typologies, and theories – that can help us approach these phenomena. In this course, we will draw on the works of prominent scholars in the field to grasp the essentials of political parties and party systems.

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Objectives: This course aims to give students a clearer understanding of political parties and party systems. Furthermore, it will allow students to practice observing actual parties and party systems and applying types and theories to the cases. Each student will be able to analyze actual parties and party systems by the end of the semester.

before/after course of study: Students will have to read required readings designated in class. They will also have to answer questionnaires and small tests asked occasionally throughout the semester.
Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1：フリーフォーマット（教員による切替可）

Course Schedule
Class 1 Introduction: The origin and functions of political parties
Class 2 From the age of the parties of notables to the age of mass parties
Class 3 The parties of integration in the age of totalitarianism
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Class 10 Psychological approach to party systems: Party identification theory
Class 11The economic model of party competitions: Spatial theory
Class 12 Participation and mobilization
Class 13 Reserved class
Class 14 Final essay submission

The above is a tentative plan. There can be changes during the semester.

Language:	English	
Textbooks:	Reading materials will be provided in class. A suggested (not mandatory) textbook is Peter Mair ed., The West European Party System, Oxford University Press, 1990. The SILS Library keeps a copy of the title on the reserve shelf.	
References:	Mentioned in class.	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Exams:	20	Small quizzes
Papers:	70	Mid-term essay (A4 1-2 pages): 20% Final essay (A4 5 pages) : 50%。 * In both, students can freely choose font size and layout.
Class contribution:	10	Consistent class participation and contribution to class are demanded. Duly answering Questionnaires and Quizzes is essential.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G042700|01|210G042700[/SYLLABUS_ID]

Course Title	Peacebuilding and Humanitarian Assistance 01		
Instructor	UESUGI, Yuji		
Term	spring semester	**Credits**	4
Day/Period	01:Fri.2@02:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Joint Course with the Médecins Sans Frontières (MSF) Japan

Course Outline: Face to Face: An Interactive Course on Peacebuilding and Humanitarian Assistance
This course is tailored for third- and fourth-year students seeking to deepen their understanding of peace initiatives, including humanitarian assistance. Students will engage with a diverse array of debates surrounding peacebuilding and humanitarian intervention, while analyzing various intermediary efforts by the United Nations, NGOs, and other relevant institutions.

Offered in collaboration with Médecins Sans Frontières (MSF) Japan—a leading humanitarian organization operating in conflict zones—this course features insights from humanitarian experts who will share their practical, on-the-ground experiences in peacebuilding and humanitarian aid. Professor Yuji Uesugi will complement these discussions with theoretical frameworks and will facilitate group work and simulation exercises designed to enhance students' comprehension of the topics presented by the MSF experts.

This course emphasizes interactivity and participation. Students are expected to actively engage in discussions, collaborate in group work, and deliver presentations, fostering a dynamic learning environment.

Objectives: Course Objectives
The primary goal of this course is to equip students with a comprehensive understanding of the challenges and dilemmas inherent in conflict situations, enabling them to explore potential solutions.
To achieve this objective, the course offers an overview of the academic discipline of conflict resolution, examining a diverse range of cases involving third-party intervention and analyzing various intermediary efforts by the UN, NGOs, and other relevant institutions in the realms of peacebuilding and humanitarian aid.
This course aims to:
Introduce Conflict Analysis and Resolution: Provide a foundational summary of key literature in the field.
Examine Intermediary Efforts: Present a spectrum of approaches, from coercive measures to nonviolent strategies.
Identify Challenges: Highlight the complexities and realities faced in actual conflict situations.
Present Conceptual Frameworks: Equip students with useful tools for analyzing different types of peace initiatives.
Students will engage critically with the material, fostering independent thought and discussion throughout the course.

before/after course of study: Before
Students are expected to visit Waseda Moodle and refer to relevant reference materials provided for this course.

After
Students are asked to reflect upon their learning points and submit a summary of their reflection every week.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction to the Course and the MSF

This session provides an overview of the course. In this session, the principles of the Médecins Sans Frontières (MSF) will be discussed as well as its emphasis on advocacy--aka speaking out--will be explained. The MSF has operated in many humanitarian crises including armed conflicts and natural disasters. In this session, the activities of the MSF will be showcased.

Syllabus Review & Ice-breaking Workshop

<Group Work> The ground rules for this course participation (particularly students' responsibility in the group work) will be discussed and set.
This session also offers opportunities for students to get to know each other better; to share their interests in the course; and to discuss their preference and expectation for this course.

MSF in Action: A Case Study of Gaza

This session will provide essential background information on the conflict in Gaza and explore the humanitarian challenges faced on the ground. Join us for an in-depth analysis of Médecins Sans Frontières' (MSF) efforts and the complexities of delivering aid in one of the world's most pressing crises.

Active Learning: Setting a goal and clarifying the purposes

<Group Work> In this session, students will be introduced to various intergroup communication methodologies. They will identify existing humanitarian crises around the world and engage in small group discussions to explore: (1) Why is it essential to understand these crises? (2) What actions can we take to alleviate the suffering of those affected by humanitarian emergencies?This interactive format encourages critical thinking and collaboration, empowering students to propose meaningful solutions.

Overview of Peacebuilding (Lecture & Discussion)

This session aims to provide students with a comprehensive overview of peacebuilding assistance, highlighting key actors such as UN peace operations, UN agencies, bilateral aid organizations and NGOs. Join us for an enlightening exploration of the peacebuilding landscape, designed to deepen your understanding of these vital roles in conflict and post-conflict situations.

Overview of Humanitarian Assistance (Lecture & Discussion)

This session aims to provide students with a comprehensive overview of humanitarian assistance, highlighting key actors such as UN OCHA and its agencies, the ICRC, and NGOs like Médecins Sans Frontières (MSF). We will introduce essential initiatives, including the cluster approach and the Sphere Project, while engaging in discussions on:What are the critical differences between political actors and humanitarian actors in armed conflict?How do humanitarian and developmental actors operate differently in the field?Join us for an enlightening exploration of the humanitarian landscape, designed to deepen your understanding of these vital roles in crisis situations.

International Humanitarian Law and Humanitarian Principles (Lecture & Discussion)

In this session, we will introduce International Humanitarian Law (IHL) and the core humanitarian principles of humanity, impartiality, neutrality, and independence. Students will engage in discussions on:Why are these principles essential for humanitarian agencies operating in armed conflict?What challenges, threats, or obstacles do humanitarian workers face in upholding these principles?Join us for a thought-provoking exploration of the legal and ethical frameworks that guide humanitarian efforts in crisis situations.

Exploring Humanitarian Space and Access in Armed Conflict (Lecture & Discussion)

This session delves into the crucial issues surrounding humanitarian space and access in armed conflict. Students will discuss:Why have humanitarian agencies been able to operate in war zones?What challenges, threats, and obstacles do humanitarian workers face in these environments?Join us for an insightful exploration of the dynamics at play in conflict zones and the critical role of humanitarian efforts in these settings.

MSF in Action: A Case Study of War in Yemen

This session will provide essential background information on the war in Yemen and explore the humanitarian challenges faced on the ground. Join us for an in-depth analysis of Médecins Sans Frontières' (MSF) efforts and the complexities of delivering aid in one of the world's most pressing crises.

Active Learning:

<Group Work> In this session, students will be divided into small groups to conduct a comprehensive conflict analysis of the crisis in Yemen. Engage collaboratively to explore the underlying factors, key players, and dynamics of this complex situation. Join us for an interactive experience that will deepen your understanding of conflict analysis and humanitarian response.

Mid-term Course Review

In this session, students will be given an opportunity to review key concepts from the first half of the course. Take this chance to consolidate your knowledge, clarify any questions, and prepare for the next stages of your learning journey. Join us for a productive session that will help you reflect on your progress and set goals for the remainder of the course.

A Panel Discussion on the Prospect of Peace in Myanmar

This session will provide essential background information on the Myanmar conflict while exploring the peacemaking challenges on the ground. Join us for an in-depth discussion that examines the complexities of the situation and the impact on affected communities. Enhance your understanding of this critical peacemaking issue and the efforts to end the conflict.

MSF in Action: A Case Study of the Rohingya Crisis

This session will provide essential background information on the Rohingya crisis in Myanmar and Bangladesh, while exploring the humanitarian challenges faced by aid workers on the ground. Join us for an in-depth discussion that examines the complexities of the situation and the impact on affected communities. Enhance your understanding of this critical humanitarian issue and the efforts to provide relief.

Active Learning

<Group Work> In this session, students will be divided into small groups to conduct a thorough conflict analysis of the Myanmar/Rohingya crisis. Collaborate with your peers to explore the underlying causes, key stakeholders, and dynamics at play. This engaging exercise will sharpen your analytical skills and deepen your understanding of a significant humanitarian issue. Join us to contribute your insights and foster meaningful discussions.

Career in the Humanitarian Field

In this session, speakers from Médecins Sans Frontières (MSF) will provide insights into professional career design and discuss the pathways to becoming humanitarian workers. Key topics will include:What qualities make someone well-suited for a career in humanitarian work?What competencies and skills are essential for success in this field?What should we focus on learning during our time at university to prepare for a career in humanitarian aid?Join us for an engaging discussion that will help you navigate your future in the humanitarian sector.

Humanitarian Negotiation (Lecture & Discussion)

In this session, we will introduce key negotiation theories that are essential for understanding complex humanitarian contexts. Students will engage with the "MSF and the Rohingya 1992-2014" case study, exploring the challenges and strategies employed by Médecins Sans Frontières in their advocacy efforts. This interactive discussion will deepen your insights into negotiation dynamics and the ethical dilemmas faced in humanitarian work. Join us for a thought-provoking exploration of these critical issues.(https://www.msf.org/speakingout/msf-and-rohingya-1992-2014)

Active Learning

<Group Work> In this session, students will be divided into small groups to participate in a dynamic role-play exercise focused on the Rohingya crisis. This interactive experience will allow you to step into the shoes of various stakeholders, fostering a deeper understanding of the complexities and challenges involved. Collaborate with your peers to explore different perspectives and develop your critical thinking skills. Join us for an engaging and educational opportunity to analyze this pressing humanitarian issue.

Active Learning

<Group Work> In this session, students will be divided into small groups to participate in a dynamic role-play exercise focused on the Rohingya crisis. This interactive experience will allow you to step into the shoes of various stakeholders, fostering a deeper understanding of the complexities and challenges involved. Collaborate with your peers to explore different perspectives and develop your critical thinking skills. Join us for an engaging and educational opportunity to analyze this pressing humanitarian issue.

MSF in Action: A Case Study of Crisis in Sudan

This session will provide essential background information on the crisis in Sudan while exploring the humanitarian challenges faced by aid workers in the region. Engage in a thoughtful discussion that highlights the complexities of delivering assistance in conflict-affected areas and the impact on local communities. Join us to deepen your understanding of this critical humanitarian situation.

Active Learning:

<Group Work> In this session, students will be divided into small groups to conduct a thorough stakeholder analysis of the crisis in Syria. Collaborate to identify key players, their interests, and the dynamics at play in this complex situation. Join us for an engaging and interactive experience that will enhance your understanding of conflict dynamics and humanitarian efforts.

Documentary Screening

Students will watch the powerful documentary film "Shooting Dogs," which explores the harrowing events of the 1994 genocide in Rwanda.

Discussion

Following the screening, we will engage in a critical discussion on the question:
What lessons can we learn from the 1994 genocide in Rwanda?
Join us for an impactful viewing and thoughtful dialogue that aims to deepen our understanding of humanitarian responses to crises.

MSF in Action: Back office functions such as fund raising

A SILS alumni who works at the MSF office in Japan will share his experience working for the MSF as a fundraising officer.

Peacebuilding Project Proposal 1

<Group Work> In this session, students will be divided into small groups to conduct a project planning. Collaborate to conduct conflict analysis, develop a problem tree and the logic tree, on Myanmar conflict. Join us for an engaging and interactive experience that will enhance your understanding of conflict dynamics and peace efforts.

Peacebuilding Project Proposal 2

<Group Work> In this session, students will be divided into small groups to conduct a project planning. Collaborate to conduct conflict analysis, develop a problem tree and the logic tree, on Myanmar conflict. Join us for an engaging and interactive experience that will enhance your understanding of conflict dynamics and peace efforts.

Presentation of the Peacebuildig Project Proposal

In this session, each group will present their project proposal.

Synthesis: Reviewing the Learning Experience

In this session, we will review all previous sessions in the course, linking various components to create a cohesive understanding of the subject matter. Additionally, we will revisit the humanitarian negotiation exercise, providing valuable feedback on student performances from the instructors. This is a crucial opportunity to consolidate your knowledge, reflect on your learning journey, and enhance your skills in humanitarian negotiation. Join us for an insightful and constructive session!

Portfolio Evaluation and Final Course Review

In this session, students will complete their portfolio, followed by a valuable opportunity to review key concepts from the course. This is your chance to consolidate your knowledge, clarify any lingering questions, and prepare for the next stages of your learning journey. Join us for a productive session that encourages reflection on your progress and assesses whether your course goals have been met. Additionally, students will have the opportunity to evaluate the course quality and provide feedback to the instructors. Don't miss this important chance to contribute to the learning experience!

Language:	English
Textbooks:	No Textbook
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Exams:	30	Mid-term Course Review 10 Portfolio Evaluation 20
Papers:	40	Weekly Reviews (5 points x 8 times) Week 1(self-introduction); 2 (Gaza); 5 (Yemen); 6 (Myanmar); 7 (Rohingya); 10 (Sudan); 11 (Shooting Dogs); 13 (Presentation)
Class contribution:	20	Base on students' contribution to the class discussion and the group work (including the simulation and role-play exercises).
Others:	10	Peacebuilding Project Proposal (Group task)

Note/URL: This course is designed to be highly interactive and participatory. Students are expected to take part actively in discussion, the group work, and the simulation exercise.
Related URL:
- Uppsala Conflict Data Program https://ucdp.uu.se
- ReliefWeb https://reliefweb.int

Useful URL:
- Introduction to MSF, SOCS & Speaking Out https://www.msf.org/speakingout/initial-module-introduction-msf-socs-and-speaking-outMSF and the Rohingya 1992-2014 https://www.msf.org/speakingout/msf-and-rohingya-1992-2014

Please visit my official website: https://www.yuji-uesugi.com/

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G042800|01|210G042800[/SYLLABUS_ID]

Course Title	APM- Advanced Perspectives on Women in Politics: A Comparative Study 01		
Instructor	SALA, Adrienne Yumiko		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This advanced course offers a comprehensive examination of women's engagement in politics worldwide, with a primary focus on the French context. Through a nuanced and comparative lens, we explore the complex dynamics surrounding women's participation in political spheres. We critically analyze the multifaceted challenges that women encounter in their pursuit of political power and decision-making roles but also in influencing political and intellectual debates. Drawing on extensive research and scholarly works, we investigate the historical, social, and political factors that have shaped women's involvement in politics from a global perspective.

Objectives: Students will develop a comprehensive understanding of the global landscape of women's political participation, delving into an examination of the barriers and challenges encountered by women in different regions. They will analyze the historical context and societal factors that have contributed to the persistent gender disparities in political leadership, with a first focus on France serving as a case study. Additionally, students will critically evaluate the impact of legal frameworks, electoral systems, and institutional mechanisms on women's political representation, while assessing the effectiveness of various strategies employed to promote gender parity. By examining the experiences and challenges of historical female political figures, and by exploring their contributions to shaping political landscapes, we will compare and contrast the role of appointed versus elected women in political positions, critically assessing the barriers and opportunities for women in both contexts. Moreover, students will investigate international case studies, such as Japan, Middle East, Latin American, and Southeast Asia to gain a broader understanding of diverse approaches to women's political empowerment, exploring the factors contributing to varying levels of women's political representation across different contexts. Students will engage in advanced analysis of theoretical frameworks and scholarly debates surrounding gender and politics and will be encouraged to develop critical thinking and independent research through assigned readings, active participation in class discussions, and the completion of research projects.

before/after course of study: Read related documents and carry out assigned work.
Preparation for the class and the review will each take around 90-120 min.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

第1回 Introduction and Course Overview

This session will provide an introduction to the course objectives, evaluation criteria, and regular assignments. I will also give an overview of the study of women in politics worldwide

第2回 History of Women in Politics

This session will examine the historical context, conflicts, and achievements of pioneering feminists in modern France and the U.S., highlighting their strategies and contributions to advancing women's political participation.

第3回 Women Fight for Voting Rights

This session explores the women's movement for voting rights in France and the United States, highlighting the lack of homogeneity within the movement and the conflicts of class and values that shaped its trajectory.

第4回 The Second Wave of Feminism - Abortion Rights

This session explores the feminist movement for contraception and abortion rights in France, focusing on the strategies employed under the leadership of women activists such as Gisèle Halimi, Simone de Beauvoir, and Simone Veil.

第5回 Gender Parity and Quotas Laws in France

Building on Lecture 4, this session examines how the feminist movement for abortion rights laid the groundwork for the fight for equality and, eventually, parity, culminating in the adoption of gender parity and quota laws in France.

第6回 Women Representation in the European Parliament

This session analyzes the European Parliament to assess whether it serves as a political resource for enhancing women's political participation. It critically analyzes and discusses how the European Parliament provides a 'revolutionary' space where women can partially overturn traditional political hierarchies and challenge established political culture.

第7回 Electoral System and Gender Quotas

This session takes a more theoretical approach to examine the influence of political institutions, such as electoral systems and the implementation of gender quotas, on women's representation.

第8回 The Role of Inter-Parliamentary Union and U.N. Women

This session takes a global and institutional approach to examine the roles and influence of the Inter-Parliamentary Union (IPU) and U.N. Women, as well as the evolution of female parliamentary representation worldwide.

第9回 Mid-Term Examination

The mid-term examination will be held in class and will cover material from Lectures 1 to 8.

第10回 Women in Politics in United Arab Emirates

Building on materials from Lectures 1 to 8, this session marks the beginning of the case study-focused classes. It will analyze the role of women in politics in the UAE from a historical perspective, question the concept of state feminism, and critically discuss female representation as a strategy for enhancing global reputation.

第11回 Women in Politics in Cuba

This session provides a comprehensive overview of the significant advancements in women's rights and status in Cuba, particularly since the 1959 Cuban Revolution. It focuses on institutions such as the electoral system and the National Candidacy Commission, while critically assessing feminism and the women's movement in Cuba.

第12回 Women and Politics in Japan

This session examines the representation and engagement of women in Japanese politics, focusing on institutional, historical, and social barriers related to political parties, the electoral system, resources, gender stereotypes, and legal challenges. It also explores more recent developments and evolutions, particularly in relation to demographic and socioeconomic changes.

第13回 Women and Politics in Southeast Asia

This session explores the challenges, contradictions, and conflicts women encounter in politics, critically examining the relationship between women's struggles in the political realm and the power structures predominantly shaped by men.

第14回 Final Lecture

This session is dedicated to student presentations, followed by comments and feedback to encourage constructive discussion and peer learning.

Language: English

Textbooks: Raylene L. Ramsay, 2003. French Women In Politics. Writing Power, Paternal Legitimization, and Maternal Legacies. Berghahn Books, N.Y.
Bell Hooks, 2015. Feminist Theory. From Margin to Center. Routlegde, N.Y.
Gisème Halimi, 2023. Plaidoirie pour l'avortement. Collection Folio.
Mikiko Eto, 2021. Women and Political Inequality in Japan. Gender-Imbalanced Democracy. Routledge, London.
Theresa W. Devasahayam, 2019. Women and Politics in Southeast Asia. Navigating a Man's World. Sussex Academic Press.

References: Reading materials will be made available on Moodle.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	30	Mid-term Examination: Conducted in class, covering materials from Lectures 1 to 8 (inclusive).
Papers:	30	Final Essay: Based on the oral presentation, evaluated on the structure of the paper, selection of academic references, analytical approach, critical analysis, incorporation of feedback provided in class, etc.
Class contribution:	40	Active Participation: Assessed through participation in group and class discussions, student oral presentations, and contributing relevant questions and comments. Attendance: Regular presence in class is required.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G042900|01|210G042900[/SYLLABUS_ID]

Course Title	APM- Germany as a Democracy at risk 01		
Instructor	STEINHAUER, Hagen Fritjof		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Confronting the Challenges of Populism and Authoritarianism

Course Outline: Democracyis under pressure the world over and Germany is no exception. The rise of thefar-right party Alternative for Germany (AfD) has been accompanied by a growingnormalization of anti-migration rhetoric, disregard of democratic norms andgrowing xenophobia. At the same time, conservative and center parties seem totake over politics and rhetoric from the far right. In this class, we willapproach the challenges of growing authoritarianism and populism in Germanyfrom different perspectives, focusing on communicative strategies and languageuse in far-right milieus. We will also discuss options and possibilities ofdemocratic counter speech and democratic action. The class will be taughtmostly in German with English as an auxiliary language.

Objectives: The objective is to give students an overview of the challenges of authoritarianism and populism for liberal democracies, especially Germany. The course also enables them to think about their own democratic agency.

before/after course of study: As a part of class preparation, you will be asked to read short excerpts of scientific papers both in English and in German, which will be posted on Waseda Moodle in advance. This preparation is expected to take 90 to 120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Introduction: How does Democracy work in Germany and how is Populism a ‘Challenge’?

Democracy in Germanyand contemporary challenges it faces

What is (Right-wing) Populism?

Working definition ofPopulism. Populism as communication style, ideology and democratic corrective.

What is Authoritarianism?

Different dimensionof the notion ‘Authoritarianism’.

Authoritarianism: Political Affects and (De)Mobilization

Affects, Emotions,Ideologies and Attitudes of Authoritarianism

Discourse, Normalization, Hegemony I

Overview of Discoursetheory and Normalization

Discourse, Normalization, Hegemony II

Deepening ofKnowledge on Discours Theory, Focus on Hegemony

Gender Relations and Calculated Ambivalence I

What role do genderrelations play in far-right discourse?

Gender Relations and Calculated Ambivalence II

Focus on linguisticstrategies of calculated ambivalence

Identity Construction: Who are ‘the People’? I

DiscursiveConstruction of Majorities and Minorities

Identity Construction: Who are ‘the People’? II

DiscursiveConstruction of enemies, scapegoats and threats

Conspiracy Narratives in Authoritarian Contexts I

What are ConspiracyNarratives and why do they matter?

Conspiracy Narratives in Authoritarian Contexts II

Antisemitism andRacism in Contemporary Conspiracy Ideologies

Democratic Counter-Speech I

What is DemocraticCounter-Speech?

Democratic Counter-Speech II
What can I do?Develop Ideas for Democratic Empowerment

Language:	German	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Papers:	50	Oral presentation in class or three short written homework assignments during the semester
Class contribution:	50	Active contribution in class

Note/URL:

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G043000|51|210G043000[/SYLLABUS_ID]

Course Title	APM- Democratic Theory 51		
Instructor	GILLOT-ASSAYAG, Laure		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Contemporary Francophone Perspectives

Course Outline: This course explores key contributions to democratic theory within the twentieth-century Francophone intellectual tradition. It examines how French-speaking thinkers have conceptualized democracy through key themes such as ideology, conflict, representation, recognition, and compromise and how they understood the social contract. The course engages with a wide range of contemporary political philosophers, and considers contemporary critiques and possible future directions of democracy. It encourages a critical examination of competing conceptions of democracy and their relevance for addressing new political challenges.

Requirement: minimum B2 level in French.

Objectives: By the end of the module, students should be able to:
- Identify and explain the key concepts developed by twentieth-century political French-speaking theorists and philosophers,
- Situate philosophical arguments within their historical and political contexts,
- Analyze complex philosophical texts and arguments in oral and written form,
- Compare competing models of democracy and their assumptions,
- Evaluate the distinct contributions of Francophone democratic thought to political philosophy and political theory,
- Understand a significant portion of the modern continental political philosophy landscape and democratic theory debates.

before/after course of study: Students are required to read the two texts posted on Waseda Moodle before each session (about 1-2 hours of preparation), and actively participate in discussions, regardless of whether they are presenting that day.
Students should revise the previous class content for 30 minutes before each class.
The final essay and text commentary are each expected to take each approximately 1-2 hours of preparation.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Framing the Stage: The French Theory

Excerpts from François Cusset (French Theory: How Foucault, Derrida & Co transformed the intellectual life of the United States) & Todd May ("On the very idea of continental philosophy")
General presentation of the class and class debate

Liberalisms

Excerpts from Pierre Manent (An Intellectual History of Liberalism) & Raymond Aron
Oral presentation and class discussion

Marxisms

Excerpts from Jean-Paul Sartre (In Search for a Method) & Louis Althusser ("Ideology and state apparatus")
Oral presentation and class discussion

Socialisms

Excerpts from Paul Ricoeur and Michel Rocard ("justice and the market") & Pierre Rosanvallon (The New Social Question: Rethinking the Welfare State)
Oral presentation and class discussion

Raymond Aron: Democracy and Totalitarianism

Excerpts from Raymond Aron: Democracy and Totalitarianism
Oral presentation and class discussion

Claude Lefort: Democratic Indeterminacy and Bureaucracy

Excerpts from Claude Lefort: "The question of democracy" & The Political forms of modern society)
Oral presentation and class discussion

Cornelius Castoriadis: Imaginary and Autonomy

Excerpts from Cornelius Castoriadis: Philosophy, Politics, Autonomy and World in Fragments
Oral presentation and class discussion

Paul Ricoeur: Ethics and Politics

Excerpts from Paul Ricoeur: "The Political Paradox" & Politics, Economy and Society)
Oral presentation and class discussion

Feminist Philosophies

Excerpts from Simone de Beauvoir (The Second Sex) & Luce Irigaray
Oral presentation and class discussion

A Genealogy of Government

Excerpts from Achille Mbembe (On the Postcolony) & Michel Foucault
Oral presentation and class discussion

Non-Humans and the Social Contract

Excerpts from Bruno Latour ("Outline of a Parliament of Things") & Gilbert Simondon (On the mode of existence of technical objects)
Oral presentation and class discussion
In-class text commentary

The Left Populist Critique: Radical Democracy

Excerpts from Jacques Rancière (Disagreement) & Chantal Mouffe (Left Populism)
Oral presentation and class discussion

The Social Critique: Recognition and Domination

Excerpts from Pierre Bourdieu & Charles Taylor (Multiculturalism)
Oral presentation and class discussion

Reinventions of Political Philosophy: Towards a Transnational Polity?

Excerpts from Pierre Manent (A World Beyond Politics? A defense of the Nation-State) & Etienne Balibar (We, the people of Europe?)
Oral presentation and class discussion
In-class essay

Language: French

Textbooks: Materials will be posted on Waseda Moodle.

References: The course focuses on selected excerpts from key texts, but students who want deeper engagement can read the following full original works for a more complete understanding of the ideas and arguments presented:
Raymond Aron, Democracy and totalitarianism (Weidenfeld & Nicolson, 1968; available through interlibrary loan)
Pierre Manent, An Intellectual History of Liberalism (Princeton University Press, 1994, the book can be borrowed from the library)
Claude Lefort, The politics forms of modern society: bureaucracy, democracy, totalitarianism (MIT Press, 1986; the book can be borrowed from the library)
Simone de Beauvoir, The Second Sex (Campbell, 1993, the book can be borrowed from the library)

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	30	In-class text commentary
Papers:	40	In-class essay addressing a question, based on the material covered throughout the course
Class contribution:	10	Active contribution to class discussions and debates
Others:	20	One group presentation on the two assigned texts for a given session. A handout summarizing the presentation must be shared with the class at least two days before the presentation date. Presenters will deliver a 20-minute presentation of the texts, and lead a following 15-minute class discussion

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G050100|01|210G050100[/SYLLABUS_ID]

Course Title	Seminar on Governance 01		
Instructor	SEUL, Timothy		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Political Thought

Course Outline: This seminar will explore ancient and modern political thought. Although the primary focus will be on western political thought, a comparative perspective will be encouraged.

Student presentations will occupy the majority of classroom time, but will be supplemented by instructor presentations now and then.

Objectives: To help each student identify a theme/thinker he/she can develop into a graduation thesis.

before/after course of study: Keeping up with the readings and completing any assignments.
Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Instructor Presentation
[Week 2] Instructor Presentation
[Week 3] Instructor Presentation
[Week 4] Student Work-in-progress Presentations
[Week 5] Student Work-in-progress Presentations
[Week 6] Student Work-in-progress Presentations
[Week 7] Student Work-in-progress Presentations
[Week 8] Student Work-in-progress Presentations
[Week 9] Student Work-in-progress Presentations
[Week 10] Student Work-in-progress Presentations
[Week 11] Student Work-in-progress Presentations
[Week 12] Student Work-in-progress Presentations
[Week 13] Conclusions/Overview/Writing Assignments
[Week 14] Conclusions/Overview/Writing Assignments

Language: English

Textbooks: No textbook will be assigned. Readings will initially be distributed by me, and then will be generated by students based on their research interests.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	50	Presentation Papers and Thesis Work
Class contribution:	50	Participation, Attendance, and Presentations

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G050100|03|210G050100[/SYLLABUS_ID]

Course Title	Seminar on Governance 03		
Instructor	AKIBA, Takeshi		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Diversity and rights in the age of globalization

Course Outline: This seminar will examine rights, politics, and society in a comparative perspective, especially focusing on diversity issues. Students are expected to build upon their study abroad experience in pursuing a research topic within this general theme. (Particular emphasis will be given to minority rights / diversity issues, but the research topic can focus on other rights issues based on consultation with the instructor.)

In addition to student presentations, the seminar will feature occasional events such as guest speakers, joint activities with other seminars, and/or a weekend excursion (if circumstances allow.)

Objectives: Students will:
1) Be able to assess the interaction between law, politics and society on contemporary issues surrounding minority rights and diversity.
2) Be able to apply key ideas and concepts in the field to their own research.
3) Be able to articulate their analyses in a full-length academic thesis as well as present them as a structured academic presentation.

before/after course of study: 1) Students are to conduct research and writing towards their thesis throughout the semester, setting aside at least several hours each week for this purpose.
2) Students are also to prepare for two presentations of about 20 min. each on their progress during the semester. One of these presentations will be about their own research; another will be peer presentations where students will present someone else's paper. Prior to each presentation, students are to submit their written work (a draft of one of the chapters).
3) During or after each presentation session, students are to submit comments (including questions and/or suggestions) about presentations made by their peers.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule (Tentative schedule-- timing of guest presentation, etc. may vary; research plan presentations may be included if new students are admitted..)

Week 1: Introduction, planning for the semester, discussion of current topics
Week 2: Peer meetings (towards peer presentation)
Week 3-7: Peer presentations of individual research (about 3 presentations each week)
Week 8: Instructor and/or guest presentation Week 9-13: Second (or graduation) presentations
Week 14: Concluding discussion (maybe replaced by excursion)

Language: English

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	70	First (peer) presentation (15%) and draft (15%) --Draft research plan in the case of new students. Second (graduation) presentation (20%) and draft (20%) --Final research plan in the case of new students. Presentation will be graded both for content and presentation skills (effective oral and visual presentation).
Class contribution:	30	Written comments for each presentation session (10) Active participation in class discussion (contribution to the work of other students through asking good questions and making productive comments) (10)

General contributions to the seminar (administrative teams, extra commitments, etc.) (10)

Points will be deducted for absences (more if unexcused). You must meet the standard attendance requirement for credits. Please consult me beforehand if you foresee issues.

Note/URL: As part of learning (class), students are expected to take part in the various administrative teams that run the seminar.
A weekend excursion will take place once a year (in principle) as part of the class. Details will be announced during the seminar.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G050100|06|210G050100[/SYLLABUS_ID]

Course Title	Seminar on Governance 06		
Instructor	UESUGI, Yuji		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Conflict Resolution and Peacebuilding

Course Outline: Face-to-Face (F2F)
This seminar deals with governance issues related to peace and security in the global society. This seminar will conduct in face-to-face format so long as the COVID-19 situation permits.

Objectives: The goal is to guide the students to conduct independent research and help generate a high-quality research output as their senior thesis on their preferred topic related to the overall theme of this seminar, which is governance with emphasis on peace and security. This seminar also aims to prepare students who wish to enter a master's program in related subject. In case students are not interested in post-graduate studies, the seminar aims to develop their analytical skills, creative thinking and innovative approaches for social change.

before/after course of study: Students must read papers related to their thesis before each class and prepare presentations. Consistent exploration and examination of the library and online sources is essential. So, studying before and after each class takes more than 120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction and Course Review

Ice-breaking, self-introduction, brief presentation on the topic of their research, and career plan

Team building exercise

The seminar members will get to know each other. Task assignment.

Joint reading

-Brief summary of the assigned text -Critical reviews
-Discussion

Joint reading

-Brief summary of the assigned text -Critical reviews
-Discussion

Joint reading

-Brief summary of the assigned text -Critical reviews
-Discussion

Joint reading

-Brief summary of the assigned text -Critical reviews
-Discussion

Joint reading

-Brief summary of the assigned text -Critical reviews
-Discussion

Joint reading

-Brief summary of the assigned text -Critical reviews
-Discussion

Joint reading

-Brief summary of the assigned text -Critical reviews
-Discussion

Joint reading

-Brief summary of the assigned text -Critical reviews
-Discussion

	Joint reading -Brief summary of the assigned text -Critical reviews -Discussion Student Presentation -Final (or research update) presentations-Feedback and discussion Student Presentation -Final (or research update) presentations-Feedback and discussion Student Presentation -Final (or research update) presentations-Feedback and discussion
Language:	Japanese/Englis h
Textbooks:	NA
References:	Yuji Uesugi (ed.) Hybrid Peacebuilding in Asia (Palgrave Macmillan 2020) Yuji Uesugi, et al. (eds.) Operationalisation of Hybrid Peacebuilding in Asia (Palgrave Macmillan 2021) Brendan Howe, Sorpong Peou, and Yuji Uesugi, UN Governance: Peace and Human Security in Cambodia and Timor-Leste (Palgrave Macmillan 2021)
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Exams:	0	No exam in this seminar.
Papers:	50	Each week's review sheet 5 x 10
Class contribution:	25	Students' contribution to the discussion
Others:	25	Senior thesis presentation

Note/URL:
https://www.yuji-uesugi.com/
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G050100|51|210G050100[/SYLLABUS_ID]

Course Title	Seminar on Governance 51		
Instructor	SEUL, Timothy		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Political Thought

Course Outline: This seminar will primarily explore topics in modernism/postmodernism. Although our focus will be on western political thought, a comparative perspective will be encouraged.

Student presentations will occupy the majority of classroom time, but will be supplemented by instructor presentations now and then.

Objectives: To help each student identify a theme/thinker he/she can develop into a graduation thesis.

before/after course of study: Keeping up with the readings and completing any assignments
General preview and review will take around 90 to 120 minutes each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Instructor Presentation
[Week 2] Instructor Presentation
[Week 3] Instructor Presentation
[Week 4] Student Work-in-progress Presentations
[Week 5] Student Work-in-progress Presentations
[Week 6] Student Work-in-progress Presentations
[Week 7] Student Work-in-progress Presentations
[Week 8] Student Work-in-progress Presentations
[Week 9] Student Work-in-progress Presentations
[Week10] Student Work-in-progress Presentations
[Week11] Student Work-in-progress Presentations
[Week12] Student Work-in-progress Presentations
[Week13] Conclusions/Overview/Writing Assignments
[Week14] Conclusions/Overview/Writing Assignments

Language: English

Textbooks: Readings will initially be distributed by me, and then will be generated by students based on their research interests. You may be asked to purchase or download a textbook.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	50	Presentation Papers and Thesis Work
Class contribution:	50	Participation, Attendance, and Presentations

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G050100|53|210G050100[/SYLLABUS_ID]

Course Title	Seminar on Governance 53		
Instructor	AKIBA, Takeshi		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Diversity and rights in the age of globalization

Course Outline: This seminar will examine rights, politics, and society in a comparative perspective, especially focusing on diversity issues. Students are expected to build upon their study abroad experience in pursuing a research topic within this general theme. (Particular emphasis will be given to minority rights / diversity issues, but the research topic can focus on other rights issues based on consultation with the instructor.)

In addition to student presentations, the seminar will feature occasional events such as guest speakers, joint activities with other seminars, and/or a weekend excursion (if circumstances allow.)

Objectives: Students will:
1) Be able to assess the interaction between law, politics and society on contemporary issues surrounding minority rights and diversity.
2) Be able to apply key ideas and concepts in the field to their own research.
3) Be able to articulate their analyses in a full-length academic thesis as well as present them as a structured academic presentation.
4) Be able to provide constructive, informed comments on other person's papers and presentations and to collaborate towards a shared understanding of important social issues.

before/after course of study: 1) Students are to conduct research and writing towards their thesis throughout the semester, setting aside at least several hours each week for this purpose.
2) Graduating students are expected to make two presentations during the semester (one on progress, the other will be on findings and summary of entire thesis). Incoming students are expected to present their research plans in December.
3) During or after each presentation session, students are to submit comments (including questions and/or suggestions) about presentations made by their peers.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule (Tentative schedule-- timing of each segment may vary slightly depending on enrollment and scheduling of excursion, etc..)

Week 1: Introduction, planning for the semester, discussion of current topics

Weeks 2-4: Chapter presentations (progress report) of graduating students
Week 5: Research guidance for first semester students
Week 6: Peer advising on research plans (seniors-juniors)
Week 7: Instructor and/or guest presentation

Weeks 8-11: Research plan presentations by first semester students
Weeks 12-13: Graduating presentations by senior students
Week 14: Akiba-zemi Symposium (featuring speakers from among the graduating students, open to SILS affiliated persons)

*A weekend excursion for senior students will be conducted during this semester (if it is not conducted in the previous semester).

Language: English

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers: 70 Graduating students: First draft (15) and presentation (15), final draft (20) and presentation (20)

		Incoming students: Draft research plan (15) and presentation (15), final research plan (40)
Class contribution:	30	Written comments for each presentation session (10) Active participation in class discussion (contribution to the work of other students through asking good questions and making productive comments) (10) General contributions to the seminar (administrative teams, extra commitments, etc.) (10)

Note/URL: As part of learning (class), students are expected to take part in the various administrative teams that run the seminar.
A weekend excursion will take place once a year (in principle) as part of the class. Details will be announced during the seminar.
Please check the zemi Instagram for research topics and profiles of current students:
https://www.instagram.com/akibazemi/

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210G050100|56|210G050100[/SYLLABUS_ID]

Course Title	Seminar on Governance 56		
Instructor	UESUGI, Yuji		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Conflict Resolution and Peacebuilding

Course Outline: Face-to-Face (F2F)
This seminar deals with governance issues related to peace and security in the global society. This seminar will conduct in face-to-face format so long as the COVID-19 situation permits.

Objectives: The goal is to guide the students to conduct independent research and help generate a high-quality research output as their senior thesis on their preferred topic related to the overall theme of this seminar, which is governance with emphasis on peace and security. This seminar also aims to prepare students who wish to enter a master's program in related subject. In case students are not interested in post-graduate studies, the seminar aims to develop their analytical skills, creative thinking and innovative approaches for social change.

before/after course of study: Students must read papers related to their thesis before each class and prepare presentations. Consistent exploration and examination of the library and online sources is essential. So, studying before and after each class takes more than 120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Introduction and Course Review

Ice-breaking, self-introduction, brief presentation on the topic of their research, and career plan

Team building exercise

The seminar members will get to know each other. Task assignment.

Joint reading

-Brief summary of the assigned text -Critical reviews
-Discussion

Joint reading

-Brief summary of the assigned text -Critical reviews
-Discussion

Joint reading

-Brief summary of the assigned text -Critical reviews
-Discussion

Joint reading

-Brief summary of the assigned text -Critical reviews
-Discussion

Joint reading

-Brief summary of the assigned text -Critical reviews
-Discussion

Joint reading

-Brief summary of the assigned text -Critical reviews
-Discussion

Joint reading

-Brief summary of the assigned text -Critical reviews
-Discussion

Joint reading

-Brief summary of the assigned text -Critical reviews
-Discussion

Student Presentation

-Final (or research update) presentations-Feedback and discussion

Student Presentation

-Final (or research update) presentations-Feedback and discussion

Student Presentation

-Final (or research update) presentations-Feedback and discussion

Language:	Japanese/English
Textbooks:	NA
References:	Yuji Uesugi (ed.) Hybrid Peacebuilding in Asia (Palgrave Macmillan 2020) Yuji Uesugi, et al. (eds.) Operationalisation of Hybrid Peacebuilding in Asia (Palgrave Macmillan 2021) Brendan Howe, Sorpong Peou, and Yuji Uesugi, UN Governance: Peace and Human Security in Cambodia and Timor-Leste (Palgrave Macmillan 2021)
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Exams:	0	No exam in this seminar.
Papers:	50	Each week's review sheet 5 x 10
Class contribution:	25	Students' contribution to the discussion
Others:	25	Senior thesis presentation

Note/URL: https://www.yuji-uesugi.com/
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210HI20100|01|210HI20100[/SYLLABUS_ID]

Course Title	Introduction to History 01		
Instructor	STERENBERG, Matthew Kane		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Philosophy, Religion and History	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introduction to History

Course Outline: This course aims to introduce students to the discipline of history. To do this we will consider a number of basic but important questions such as: what is history? why should we care about it? what does good history look like? what is the role of the individual in history? is history just opinion, or does it offer reliable knowledge about the past? what does it mean to "think historically"? To answer these questions we will consider the nature historical evidence and look at how historians can evaluate and interpret it in different ways, sometimes in ways that provoke public controversy. Several of the lectures will present different types of history (history of science, intellectual history, social history, etc.) by drawing on examples from the history of the city of London (a topic also addressed in the course textbook). We will also examine the surprising ways in which history is constantly interpreted and debated in the world around us in places like newspapers, films, songs, and the physical environment. If you decide to pursue further study in history this class will serve as a useful introduction to the subject. But, even if you do not pursue further study in history, this class will develop your historical awareness and help make you aware of how history continues to shape the present.

Objectives: By the end of this course students should have a basic understanding of what the discipline of history is, how historians produce history, and some of the main varieties of history. Students will also understand what it means to think historically and will begin to develop their own historical awareness. Students should also be able to explain why the study of history is relevant to contemporary concerns.

before/after course of study: Throughout the semester you will be asked to read portions of the course textbook (see below). Each reading assignment should take about 90-120minutes. There will be quizzes based on the textbook. After class, students should review their lecture notes and lecture content posted on Moodle. This review is expected to take 60-90 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule [Course Delivery Method]:
Face-to-Face (F2F)

[Class 1] Orientation and Introduction to Course Themes; What is History?, Part I: History versus Memory
[Class 2] What is History?, Part II: The Uses of History
[Class 3] What is History?, Part III: How Historians Write History
[Class 4] What is History?, Part IV: The Limits of Historical Knowledge
[Class 5] What is History?, Part V: What Can History Do?
[Class 6] Types of History I: Social History
[Class 7] Types of History II: Political History
[Class 8] Types of History III: Urban History
[Class 9] Types of History IV: Intellectual History
[Class10] Types of History V: Cultural and/or Media History
[Class11] Types of History VI: Gender History
[Class12] Types of History VII: History of Science
[Class13] Conclusion: Academic, Popular, and Public History; Why Should We Care About History?
[Class14] Final Exam
Note: Course schedule and class topics may be adjusted due to circumstances and/or student interest.

Language: English

Textbooks: Steven Johnson, The Ghost Map: The Story of London's Most Terrifying Epidemic--and How It Changed Science, Cities, and the Modern World (Riverhead Trade, 2007)
The textbook is available from the University Co-op Bookstore or online booksellers. You may also use the copies that are available in the SILS Reading Room.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 70 final examination

Others: 30 quizzes and course participation

Note/URL: NOTE:
[Course Delivery Method]:
Face-to-Face (F2F)

Special note on computer use: Computers and similar digital devices are not allowed in this class unless you have a specific need as documented by the Waseda University Office for Students with Disabilities. This is to minimize distractions and improve the overall learning environment.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210HI20100|51|210HI20100[/SYLLABUS_ID]

Course Title	Introduction to History 51		
Instructor	OKAMOTO, Koichi		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Philosophy, Religion and History	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Recent scholarship offers a perspective that diverges significantly from traditional history textbooks. The field has expanded and diversified, increasingly adopting interdisciplinary methods. This course serves as an introduction to the current state of historical studies. While students may be accustomed to a passive learning environment, they will be expected to approach history as an active subject of critical inquiry.

The class is structured around three core components:

Historiography and Theory: We will examine how history is written and how our understanding of the past has evolved.

Methodology and Practice: By analyzing a wide range of materials—from government records to films and popular music—lectures will demonstrate the primary methods used to practice history.

Conceptual Frameworks: Key historical concepts, such as colonialism, memory, and nationalism, will be reinterpreted through the lens of other scholarly disciplines. Through these discussions, we will trace the shifting landscape of modern historical studies.

Objectives: The goals of this course are:
1) to understand what history is as a scholarly discipline.
2) to analyze past and current events in a historical context.
3) to have personal acquaintance with how to use basic historical materials.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: The detail class schedule and list of reading assignments for each class will be distributed in the first session of this course.

[Week 1]Introduction
[Week 2]THEORIES OF HISTORY I : Does History Repeat Itself?
[Week 3]THEORIES OF HISTORY II : What are historical facts? Is every fact written on the documents?
[Week 4]THEORIES OF HISTORY III : Who and What shape history?
[Week 5]THEORIES OF HISTORY IV : How to define the causes of an event?
[Week 6]THEORIES OF HISTORY V: The End of History or History progresses.
[Week 7]"DOING HISTORY"I: Analyzing the documents
[Week 8]"DOING HISTORY"II: Analyzing Visual Materials (Photographs, Paintings, Displays).
[Week9]"DOING HISTORY"III: Analyzing Movies
[Week10]"DOING HISTORY"IV: Analyzing Songs
[Week11]"DOING HISTORY"V: Analyzing Historical Speeches. (Conducting independent research.)
[Week12]FRAMING HISTORY I: Framing the history -- historical term
[Week13]FRAMING HISTORY II: "Big" Concepts and History
[Week14]Final Exam

Language: English

Textbooks: E.H. Carr, What is History? (Penguin Modern Classics, 2018)

The text of the book is available at https://livelihoods.net.in/wp-content/uploads/2020/04/What-is-History-EH-Carr.pdf (as of January 2026).

Other assigned readings and materials will be provided through Waseda's Moodle.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	40	Final exam.
Class contribution:	40	Students will be asked to take short quizzes on-line every other week. The short quizzes consist of "truth or false" questions, and one essay question.
Others:	20	Class attendance.

Note/URL:

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210HI20500|01|210HI20500[/SYLLABUS_ID]

Course Title	Introduction to Italian Studies 01		
Instructor	FUKUYAMA, Yuko		
Term	spring semester	**Credits**	2
Day/Period	01:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	Philosophy, Religion and History	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: In Italy, many monuments and works of art attract our attention. Besides their aesthetic significance, they contain much information about Italian history. Each monument and artifact was created under certain social circumstances, and sometimes, they hold the key to understanding each epoch. As an introduction to Italian studies, this course offers a general description and detailed analysis of some masterpieces to reveal the connection between history, art, and society. The objects of our analyses range from ancient Rome to contemporary Italy, illustrating the transformation and continuity of Italian society. Through the analysis of historical documents, students can develop critical thinking skills and an objective view toward both the past and contemporary society.

Objectives: By the end of this course, students are expected to:

- develop an awareness of the Italian culture
- learn fundamental skills for historical study
- acquire knowledge about the relationship between history, art, and society.
- gain the ability of critical and logical thinking

before/after course of study: * Basic knowledge of World history is recommended.

Students will be asked to read the assigned materials posted on Waseda Moodle before class.
After the class, students will be required to submit a reaction paper.
The total preparation and review time will be 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction: History, Art, Monument, and Society
Monuments and the Creation of Collective Memory
Ancient Rome: Roman Emperors and their monuments 1
The Ara Pacis and the Augustan Propaganda
Ancient Rome: Roman Emperors and their monuments 2
Trajan's Column
Ancient Rome: Roman Emperors and their monuments 3
The Colosseum
Ancient Rome: Roman Emperors and their monuments 4
The Arch of Constantine
Medieval Italy: Roman Church and Byzantine influence in Italy 1
Ravenna and the Basilica of San Vitale
Medieval Italy: Roman Church and Byzantine influence in Italy 2
Venice and St. Mark's Basilica
Modern Italy: Italian Renaissance 1
Florence and the Cathedral of Santa Maria del Fiore (Duomo)
Modern Italy: Italian Renaissance 2
The Teatro Olimpico (Vicenza) and Andrea Palladio
Modern Italy: Modern Rulers and their innovation 1
The Fountains of Rome: Popes and Their Urbanization Projects
Modern Italy: Modern Rulers and their innovation 2
The Royal Palace of Caserta and the Enlightenment

Contemporary Italy: Unification of Italy and its monuments

Il Vittoriano and the creation of Italian identity

Contemporary Italy: Fascist Italy and its monuments and Round-up

Fascist architecture and the inheritance of the past

Final Examination

Final Examination

Language: English

Textbooks: There is no required textbook. Some reading materials will be distributed via Waseda Moodle

References: A. Claridge (2010) Rome: Oxford Archeological Guides, Oxford University Press.
F. Coarelli (2014) Rome and Environs: An Archaeological Guide, University of California Press.
C. Hollerran and A. Claridge (eds.) (2018) A Companion to the City of Rome, Malden: Wiley Blackwell.
T. Kirk (2005) The Architecture of Modern Italy Vol. I: The Challenge of Tradition, 1750–1900, New York: Princeton Archit.Press.
T. Kirk (2005) The Architecture of Modern Italy Vol. II, Princeton Archit.Press.
D. Ghirardo (2013) Italy: Modern Architectures in History, Reaktion Books.
B. Painter (2016), Mussolini's Rome: Rebuilding the Eternal City, Palgrave Macmillan

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams:	70	Final Examination
Class contribution:	30	Reaction paper and active participation in class.

Note/URL: The course schedule is tentative.
The minimum attendance ratio is 2/3 of the total class hours.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210HI20600|51|210HI20600[/SYLLABUS_ID]

Course Title	APM- People and Society in Contemporary Korean History 51		
Instructor	LEE, Bong Kyu		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	Philosophy, Religion and History	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is designed to explore contemporary Koreanhistory at the introductory level. Since its liberation from Japan, Korea hasexperienced division, war, military dictatorship, and democratization. Korean society and the people within it haveendured, resisted, and united to overcome suffering and rapid change. To betterunderstand Korea today, this course will focus on the people and societies ofKorea's post-1945 history. Through lectures using video and historical teachingmaterials, students will have the opportunity to present on key topics.

Objectives: The course is designed to help students understand Korea's contemporary history through some key figures, groups, and their experiences. In doing so, it develops their ability to understand contemporary Korean history from a humanistic perspective and promotes sensitivity to the history and culture of other countries as well as multicultural communication skills.

before/after course of study: Preliminary knowledge of Korean history and society is not necessary for this course. However, students are expected to approach each class topic with an open mind and enthusiasm for foreign history, and a proactive attitude toward communication and debate is desirable.
Students are expected to read the assigned materials, participate in classroom discussion, and take in-class mini exams. The preparation and review are expected to take at least 90-120 minutes each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

第1回
Introduction
第2回
1945-48 (1) From Liberation toDivision: Rhee Syngman and Kim Ilsung
第3回
1945-48 (2) Pro-JapaneseCollaboration and Aftermath
第4回
Dreams of United Front: YeoWoon-Hyung, Kim Gu, and Cho Bong-am
第5回
North Korean Refugees and Diaspora
第6回
State Violence and its Victims
第7回
Sex among Allies: Prostitutes with USmilitary base
第8回
Repatriation, Exodus to North Korea
第9回
Student Movement toward DemocraticSociety
第10回
Korean Workers: "We are notMachines"
第11回
Urbanization and its victims: GwangjuComplex Incident
第12回
Political Rivalry: Park Chung-hee,Kim Dae-jung, and Kim Young-sam

第13回
Making Modern Self and DevelopmentalMind
第14回
Conclusion

Language: English

Textbooks: materials will be distributed in the class.

References: Michael E. Robinson, Korea's Twentieth-Century Odyssey: A Short History, Univ. of Hawaii Press, 2007
, Institute for Global Korean Studies, Yonsei University, 2023-2024
(https://igks.yonsei.ac.kr/igks_en/2_K_Ap/lecture01.do)

Grading Free-text Entry Flag: 1：フリーフォーマット（教員による切替可）

Evaluation Free-
1. Final Essay (50%): Students will evaluate one or more articles from their own perspective on the topic. 1.5-line spacing, 12-point font, 1,800-2,300 words (in English) in length (A bibliography is essential and not included in the word count). Primary evaluation criteria are summary / critical and creative commentary based on your own perspective / and punctuality.
2. Individual Presentation or Review Paper (30%): participant who presents during one of the class sessions is required to provide supplemental slides and/or visual materials, e.g., Prezi, Power Point, etc. Primary evaluation criteria are organization, content, delivery, and punctuality. Presentation about 20-30 minutes long.
For those who do not present in the class session, a review paper on the assigned article or video clip is required. 1.5-line spacing, 12-point font, 1,000-1,200 words (in English) in length (A bibliography is essential and not included in the word count). Primary evaluation criteria are summary, critical commentary, and punctuality.
3. Reading Response Papers (10%): All participants of the class must upload 80-100 words for each of the 1-2 reading questions in the specified week. How to submit the assignments will be announced in the first class. (If you submit the responses without reading the materials, your submission may not be counted.)
4. Participation (10%): Questions, comments, attendance, and other contributions to class discussion will be graded.

Note/URL: The final syllabus will be announced in thefirst class session and may be changed depending on the number of students,etc.

国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210HI30300|01|210HI30300[/SYLLABUS_ID]

Course Title	Historical Survey (Europe) 01		
Instructor	STERENBERG, Matthew Kane		
Term	spring semester	**Credits**	4
Day/Period	01:Tues.3@02:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Historical Survey of Modern Europe

Course Outline: This course will offer a whirlwind survey of European history from the French Revolution to the present. Moving at breakneck speed, we will consider the political, economic, social, and cultural transformation of the continent during this 250-year period of dramatic change. At the beginning of our period most Europeans were illiterate, impoverished farm laborers; by the end of our period most had become well-educated, prosperous democratic citizens. As we seek to understand this transformation—which was by no means inevitable—our overarching theme will be revolutions—political, economic, and intellectual—and their attendant ideologies. This means that much of our focus will be on the various "isms" that shaped Europe in this period, such as liberalism, nationalism, imperialism, communism, fascism, and feminism. The course will be built around three tensions that can help us make sense of the proliferation of revolutions and ideologies during this period. These tensions are: liberalism vs. illiberalism, universality vs. particularity, and modernity vs. tradition. These three tensions will provide the overall structure for the course and will act as the "engine" that drives it forward. We will conclude the course by reflecting on the challenges that face Europe today and on what its future may hold.

Objectives: By the end of this course, students should be able to grasp and articulate the main themes of European history from the Enlightenment to the present. They will be able to understand present conditions in Europe as the result of contingent historical developments that shaped not only Europe itself but the rest of the world as well.

before/after course of study: Throughout the semester you will be asked to read sections of the textbook and primary sources in preparation for class meetings. These reading assignments are expected to take 60-90 minutes. Students should also review their lecture notes and associated materials posted on Moodle following each class. Such review time will vary depending on the student, but may take 30-60 minutes.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule [Course Delivery Method]:
Face-to-Face (F2F)

Note: List of lecture topics is tentative. Instructor may change some topics depending on circumstances and/or student interest.
[Class 1] Orientation and Introduction to the Course; Europe Before the Revolution
[Class 2] The Enlightenment and the French Revolution
[Class 3] Napoleon and Napoleonic Europe
[Class 4] Three Faces of the Industrial Revolution: Entrepreneur, Inventor, Worker
[Class 5] New Political "Isms": Liberalism, Conservatism, Radicalism, and Nationalism
[Class 6] The Revolutions of 1848
[Class 7] Social Class in Nineteenth-Century Europe
[Class 8] Darwin and Darwinism
[Class 9] Imagined Communities: The Age of Nationalism and Nation-Building
[Class 10] The Dreyfus Affair, Anti-Semitism, and Zionism
[Class 11] Imperialism and its Discontents
[Class 12] Death and Disease in Nineteenth-Century Europe
[Class 13] Paris and the Making of the Modern European City
[Class 14] From Romanticism to Modernism: Art in Europe from 1870 to 1920
[Class 15] Midterm Exam
[Class 16] The Decline of Christianity in Europe
[Class 17] The Birth of Modernism or Prophets of Skepticism
[Class 18] Whirlwind of Disaster: Europe and the First World War
[Class 19] The Russian Revolution
[Class 20] Workers, Suffragettes, and "New Women": Revolutions in Gender 1870-1930
[Class 21] The Rise of Fascism
[Class 22] The Second World War and the "Final Solution"
[Class 23] The Division of Europe and the Cold War
[Class 24] Postwar Europe: From Austerity to Affluence?
[Class 25] Three Challenges to the Postwar Order: Decolonization, Feminism, Environmentalism
[Class 26] The Collapse of Communism in Europe
[Class 27] The European Union, Ethnic Cleansing, and the Future of Europe
[Class 28] Final Exam
Note: Course schedule and class topics may be adjusted due to circumstance and/or student interest.

Language:	English	
Textbooks:	The required texts for this course is: John P. McKay, et al, A History of Western Society, Volume C: From the Revolutionary Era to the Present, 12th or 13th edition (Bedford/St. Martins, 2010). Note: Although they differ slightly from the 12th/13th, the 10th and 11th editions of the textbook are also acceptable. Ways to access the textbook will be explained in class. You may either purchase a copy or use one of the multiple copies available in the SILS Reading Room.	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Exams:	70	midterm and final
Class contribution:	30	Participation, including short written assignments/quizzes
Note/URL:	Note 1: [Course Delivery Method]: Face-to-Face (F2F) Note 2: Some lecture topics may be changed. Special note on computer use: Computers and similar digital devices are not allowed in this class unless you have a specific need as documented by the Waseda University Office for Students with Disabilities. This is to minimize distractions and improve the overall learning environment. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210HI30400|01|210HI30400[/SYLLABUS_ID]

Course Title	Historical Survey (The Americas) 01		
Instructor	KATO, Junko		
Term	spring semester	**Credits**	4
Day/Period	01:Tues.2@02:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: America's Struggle for Liberty

Course Outline: [FULL FACE-TO-FACE COURSE]
This course is a survey of American history from the Age of Discovery to the current Trump Administration. Although a special emphasis will be placed upon the nineteenth century, when such historical landmarks as westward expansion, the Civil War, and Reconstruction occurred, the course offers a general narrative of the major themes and events of American history. Examining American history from its origins as a British colony to its emergence as the world's superpower enables us to acquire knowledge of other parts of the world as well. This investigation into the entire American history might make us understand whether or not what President Trump has been doing is an aberration or part of American conservatism.

Objectives: The purpose of this course is twofold: first, to make better sense of the world by learning the history of the country under whose influence most of us live; second, to benefit from the experiences of the people in the past in order for us to make sensible decisions for the future.

before/after course of study: Because we will study one chapter for each session (except for a few occasions), it is essential for you to read the pertinent chapter(s) of the textbook and summarize it in advance.
Preparation for the class and the review will each take around 90-120 min.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Class 1] Introduction: Age of Discovery (ch.1)
[Class 2] The Founding of the British Colonies (ch.2) & Anglo-America (ch.3)
[Class 3] Colonial Life and Labor (ch.4)
[Class 4] The American Revolution (ch.5)
[Class 5] The Founding of A New Nation: The Constitution and Politics (chs. 6 & 7)
[Class 6] Jeffersonian Democracy and the War of 1812 (ch.8)
[Class 7] The Market Revolution (ch.9)
[Class 8] Democracy in American (ch.10)
[Class 9] Slavery: The Peculiar Institution (ch.11)
[Class10] Age of Reform (ch.12)
[Class11] Prelude to the Civil War (ch.13)
[Class12] The Civil War (ch.14)
[Class13] Reconstruction (ch.15)
[Class14] Midterm Examination
[Class15] The Gilded Age (ch.16)
[Class16] Segregation and the New Immigration (ch.17)
[Class17] Progressive (ch.18)
[Class18] Toward the Imperialism: The Spanish-American War and World War I (ch.19)
[Class19] The Twenties: Jazz Age and the Great Depression (ch.20)
[Class20] The New Deal and the interwar Diplomacy (ch.21)
[Class21] The American Century: World War II (ch.22)
[Class22] The Cold War (ch.23)
[Class23] Affluent Society (ch.24)
[Class24] The Sixties: the Civil Rights Movement and Vietnam (ch.25)
[Class25] Conservatism: Nixon to Reagan (ch.26)
[Class26] The Post-Cold War World: Globalization and September 11th (ch.27)
[Class27] A Divided Nation (ch.28)
[Class28] Final Examination

Language: English

Textbooks: Eric Foner, Give Me Liberty! : An American History. 6th Seagull ed. (New York: W. W. Norton & Company, 2020).* one-volume version

References: A list of required reading (books, articles, book chapters, and documents) will be distributed in the first meeting.

Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Exams:	70	Midterm 35%, Final Exam 35%
Class contribution:	30	Active participation in class including the individual presentation of assigned chapters.
Note/URL:	Related URL: For documents pertinent to each chapter, please check the following: http://www.wwnorton.com/web/instructions/foner2 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210HI31400|01|210HI31400[/SYLLABUS_ID]

Course Title	Historical Survey (Ancient and Medieval Europe) 01		
Instructor	FUKUYAMA, Yuko		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course will offer a rapid survey of ancient and medieval Europe, from ancient Greece to the Reformation. The ancient and medieval world might seem like a remote and different society, but there are many connections with and influences on the contemporary world. Thinking about democracy, politics, religion, liberty, and sciences, the past society gives us clues to see our contemporary world from different perspectives. During the class, students will examine and analyze various primary sources, such as the texts of Herodotus and Thucydides, Res Gestae Divi Augusti (The Deeds of Deified Augustus), Suetonius' Life of Roman Emperors, Pliny the Younger's Letters, Eusebius' Life of Constantine, the forged document of the Donation of Constantine, and the Travels of Ibn Jubayr, to understand how history has been made and interpreted. This process will develop students' basic ability in historical study and source criticism.

Objectives: By the end of this course, students are expected to:
- develop an awareness of ancient and medieval European history
- understand the relationship between the past and the present
- acquire basic knowledge of historical study and the ability of source criticism

before/after course of study: Students will be asked to read the assigned materials posted on Waseda Moodle before class.
After the class, students will be required to submit a reaction paper.
The total preparation and review time will be 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introduction
Does Europe have its origin in Greece?
[Week 2] Ancient Greece 1
The Athenian democracy
[Week 3] Ancient Greece 2
The Parthenon and the Athenian Empire
[Week 4] Ancient Rome 1
Augustus: From Republic to the Empire
[Week 5] Ancient Rome 2
Roman Empire and its administration 1
[Week 6] Ancient Rome 3
Roman Empire and its administration 2
[Week 7] Ancient Rome 4
Roman Empire and its administration 3
[Week 8] Ancient Rome 5
Constantine and Christianity[Week 9] Medieval Europe 1
Medieval Image of Constantine[Week 10] Medieval Europe 2
Norman Kingdom of Sicily[Week 11] Early Modern Europe 1
Twelfth-Century Renaissance
[Week 12] Early Modern Europe 2
Italian Renaissance
[Week 13] Modern Europe
The Reformation and the Invention of Printing
[Week 14) Final Examination

Language: English

References: E. Berger et al., World History: Cultures, States, and Societies to 1500, University of North Georgia Press, 2016.
https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=375
https://ung.edu/university-press/books/world-history-cultures-states-societies-to-1500.php

Additional reading materials will be distributed as necessary in the class or via Waseda Moodle

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	70	Final Examination
Class contribution:	30	reaction papers and active participation in class. Each class has time to analyze the primary sources and group discussion.

Note/URL: The course schedule is tentative.
The minimum attendance ratio is 2/3 of the total class hours.
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履修登録やご自身の成果確認の際、ご参考ください。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210HI31600|01|210HI31600[/SYLLABUS_ID]

Course Title	A History of Christian-Muslim Relations, c. 600-1500 01		
Instructor	MALLETT, Alexander Philip John		
Term	spring semester	**Credits**	2
Day/Period	01:Sat.2	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: In the year 600, Christianity was the dominant religion of both the Middle East and Europe. By the year 750, this had all changed. Instead, Islam was the main religion in the Middle East, North Africa, and parts of southern Europe. So began relations and interactions between the two religions that would last throughout the medieval period, and on up to today, and see periods of both intense, fanatical violence and close scientific and political collaboration. This course will explore the history of relations between members of the two religions over the period of 900 years, from the rise of Islam in the early seventh century to the final defeat of the Muslims of Spain in 1492. In particular, it will examine perceptions between the two sides in writings produced in a variety of languages, cultures, times and places. In so doing, students will not only learn about relations in the medieval period but they will also uncover the roots of many of the tensions in the world today.This is face to face only.

Objectives: By the end of the course, students will be expected to:
- Know the outline history of Christian-Muslim relations in the medieval period.
- Have knowledge of the main areas of research into the subject.
- Understand how to use different types of primary evidence, who they were written for, and why.
- Understand the different interpretations of events and ideas put forward by modern scholars.
- Be able to research, create, and give class presentations.
- Understand how relations between Christians and Muslims in the medieval period are still relevant today.

before/after course of study: This course assumes no prior knowledge of any aspect of medieval history, or of Christian-Muslim relations or religious studies more widely. It is suggested that students read one of the introductory works listed under 'textbooks', below, which will be useful for many of the classes on the course. For each class, students are expected to read at least one item on the individual class reading lists, below under 'Course Schedule'.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction: Christianity and the Rise of Islam

The first class will introduce the course, and will detail what students are required to do both in class and outside it, as well as the course's assessment criteria. It will also explore the history of the ancient world before the rise of Islam in the seventh century, looking in particular at its political and religious contexts. Finally, there will be an of the initial years of the Arab Conquests and of the initial years the Islamic state, up to the year 750.

Reading:
As this is the introductory class, there is no required reading.

Christians in Islamic Religious Texts

This class will examine some of the earliest surviving written evidence for inter-religious perspectives: how Christians are presented in Islamic religious texts, focusing particularly on the Quran, hadith, and sira(biographies) of Muhammad.
Key Questions:
- How are Christians seen in these texts?
- How reliable are they for reconstructing the earliest history of Christian-Muslim relations?

Online Resources:
The Quran: https://quran.com
Hadith: https://sunnah.com
Documentary on the origins of Islam: https://vimeo.com/79051482
Reading:
D. Cook, 'Christians and Christianity in Hadith Works before 900', in D. Thomas and B. Roggema (eds), Christian-Muslim Relations, A Bibliographical History. Volume One: 600-900 (Leiden, 2009), 73-82
C. Gilliot, 'Christians and Christianity in Islamic Exegesis', in D. Thomas and B. Roggema (eds), Christian-Muslim Relations, A Bibliographical History. Volume One: 600-900 (Leiden, 2009), 31-56
J. Hameen-Anttila, 'Christians and Christianity in the Quran', in D. Thomas and B. Roggema (eds), Christian-Muslim Relations, A Bibliographical History. Volume One: 600-900 (Leiden, 2009), 21-30
M. Levy-Rubin, 'The Pact of Umar', in D. Thomas (ed.), The Routledge Handbook on Christian-Muslim Relations (London, 2018), 80-89
S. Mourad, 'Christians and Christianity in the Sira of Muhammad', in D. Thomas and B. Roggema (eds), Christian-Muslim Relations, A Bibliographical History. Volume One: 600-900 (Leiden, 2009), 57-71P. Valkenberg, 'Christianity in the Quran', in D. Thomas (ed.), The Routledge Handbook on Christian-Muslim Relations (London, 2018), 33-41

Christians and Muslims in Religious Law

This class will continue from the previous week to explore the position of Christians in the legal thought of Islam, focusing particularly on the formative period up to the year c. 1000. It will look at both the theoretical position of Christians in the legal thought (especially the Pact of Umar) and how that could be manifested in practice, as well as examining the influence these theories have had on later treatment of Christians. It will then look at the flipside and examine how Muslims were viewed by Latin Church law in the first centuries of Islam. It will look at the place of Muslims in Church legal theory, and how, and how far, they were manifested in day to day situations, as well as their legacy in the medieval period and beyond.
Key Questions:
- How did medieval Islamic law view and treat Christians?
- How did the medieval Church law view Islam?

Reading:
D. Freidenreich, Foreigners and Their Food: Constructing Otherness in Jewish, Christian, and Islamic Law (Berkeley, 2011)
D. Freidenreich, 'Christians in Early and Classical Sunni Law', in D. Thomas and B. Roggema (eds), Christian-Muslim Relations, A Bibliographical History. Volume One: 600-900 (Leiden, 2009), 99-114

D. Freidenreich, 'Muslims in Canon Law, 650-1000', in D. Thomas and B. Roggema (eds), Christian-Muslim Relations, A Bibliographical History. Volume One: 600-900 (Leiden, 2009), 83-98
Y. Friedmann, Tolerance and Coercion in Islam. Interfaith Relations in the Muslim Tradition (Cambridge, 2005)R. Spencer (ed.), The Myth of Islamic Tolerance. How Islamic Law Treats Non-Muslims (Amherst NY, 2005)

Jihad

This lesson will look at the important and somewhat controversial Islamic concept of Jihad. It will begin with an exploration of the origins of the concept in the Quran and hadith, and its application within Islamic law. In this, it will examine the main ideas and precepts within it, and how the ideal was adjusted based on external and internal circumstances. We will then look at one specific text on jihad from around the year 1100 to examine the types of ideas presented within it.
Reading:
M. Bonner, Jihad in Islamic History. Doctrines and Practice (Princeton, 2006)
R. Bonney, Jihad. From Quran to Bin Laden (London, 2004)
D. Cook, Understanding Jihad (Los Angeles, 2005)
C. Hillenbrand, The Crusades. Islamic Perspectives (Edinburgh, 1999), 89-100R. Peters, Jihad in Classical and Modern Islam (Princeton, 2004)

Christians living under Muslim Rule

This class examines the status of Christians under in Muslim rule in the medieval period, and will focus particularly on the situation in the Iberian peninsula. It will explore the legal bases for their position in society, the extent to which that reflected reality, and the various ways in which Christians responded to finding themselves in their subordinate position.
Key Questions:
· How were Christians treated under Muslim rule?
· What were the bases for their treatment?
Reading:
A. Christys, Christians in al-Andalus 711-1000 (London, 2002)
J. Coope, The Martyrs of Córdoba: Community and Family in an Age of Mass Conversion (Lincoln NE, 1995)
D. Fernández-Morera, The Myth of the Andalusian Paradise: Muslims, Christians, and Jews under Islamic Rule in Medieval Spain (Wilmington, 2016)
A. Harrison 'Behind the Curve: Bulliet and Conversion to Islam in al-Andalus Revisited', al-Masaq 24 (2012), 35-51K. Wolf, Christian Martyrs in Muslim Spain (Cambridge, 1988)

Diplomatic Relations, 600-1100

This class will examine how Christian and Muslim states interacted with each other in the first 400 years of Islam. During this time, the Islamic word expanded from a small area of Arabia into a vast empire, running from Morocco to Afghanistan, before fracturing into a number of smaller states. One result of this was that these Muslim states interacted with the numerous Christians states of Europe, including the Byzantine Empire and the nascent countries of Western Europe. This class will study relations between states of the two religions, examining in particular the extent to which diplomacy, rather than war, was the preferred mode of interaction.
Key Questions:
· How did Christian and Muslim states interact with each other?
· To what extent was religious ideology behind these interactions?
Reading:
N. Drocourt, 'Christian-Muslim Diplomatic Relations. An Overview of the Main Sources and Themes of Encounter (100-1000)', in D. Thomas and A. Mallett (ed.), Christian-Muslim Relations, A Bibliographical History. Volume 2: 900-1050 (Leiden, 2010), 29-72
A.A. El-Hajji, Andalusian Diplomatic Relations with Western Europe During the Umayyad Period (Beirut, 1970)
C. Holmes, 'Treaties Between Byzantium and the Islamic World', in P. de Souza and J. France (eds), War and Peace in Ancient and Medieval History (Cambridge, 2008), 141-157
H. Kennedy, 'Byzantine-Arab Diplomacy in the Near East from the Islamic Conquests to the Mid-Eleventh Century', in M. Bonner (ed.), Arab-Byzantine Relations in Early Islamic Times (Aldershot, 2004), 81-91
H. Kennedy, 'The Mediterranean Frontier. Christianity Face to Face with Islam, 600-1050', in F. Thomas, X. Noble, and J. Smith (eds), The Early Medieval Christianities, c. 600 to c. 1100 (Cambridge, 2008), 178-196
K. Thomson, 'Relations Between the Fatimid and Byzantine Empires During the Reign of the Caliph al-Mustansir bi'llah', Byzantine and Modern Greek Studies 32 (2008), 50-62D. Wasserstein, 'Byzantium and al-Andalus', Mediterranean Historical Review 2 (1987), 76-10

Muslim Perspectives on Western Europe

This class will explore how Muslim writers present the Christians of Western Europe in the first centuries of Islam. Although interactions were slow in beginning, by the middle of the medieval period they were one of the main Christian powers and so began to be mentioned regularly in the sources. This class will examine how these Latin Europeans are presented, why, and how far these presentations formed the basis for future relations.
Key Questions:
· How did Muslims view the people of Western Europe in the medieval period?
· What were the bases for these views, and why were these bases chosen?
Reading:
A. al-Azmeh, 'Barbarians in Arab Eyes', Past and Present 134 (1992), 3-18
A. Bennison, 'The Peoples of the North in the Eyes of the Muslims of Umayyad al-Andalus', Journal of Global History 2 (2007), 157-174
C. Hillenbrand, The Crusades. Islamic Perspectives (Edinburgh, 2009), 257-327
T. Khalidi, 'Islamic Views of the West in the Middle Ages', Studies in Interreligious Dialogue 5 (1995), 31-42
D. König, 'Arabic-Islamic Perceptions of Europe in the Middle Ages', in D. Thomas and A. Mallett (eds), Christian-Muslim Relations. A Bibliographical History. Volume 5: 1350-1500 (Leiden, 2013), 17-34
D. König, Arabic-Islamic Views of the Latin West (Oxford, 2015)A. Mallett (ed.), Medieval Muslim Historians and the Franks in the Levant (Leiden, 2014)

Medieval Western European Views of Islam

This class will look at how Islam and Muslims were viewed by the inhabitants of Western Europe during the Middle Ages. It will look at the origins of such images, how and why they were adapted by Europeans, and the ways in which they were altered over time. Finally, it will explore the extent to which these images continue to influence Western views of Islam and Muslims.
Key Questions:
· How were Islam and Muslims viewed by Latin Europeans in the Middle Ages?
· What were the bases for the images they developed?
Reading:
A. Christys, Christians in al-Andalus (London, 2002)
N. Daniel, 'Learned and Popular Attitudes to Arabs in the Middle Ages', Journal of the Royal Asiatic Society(1977), 41-52
J. Tolan, Saracens. Islam in the Medieval European Imagination (Columbia, 2002)
J. Tolan, Sons of Ishmael. Muslims through European Eyes in the Middle Ages (Gainesville, 2008)K. Wolf, 'Christian Views of Islam in Early Medieval Spain', in J. Tolan (ed.), Medieval Christian Perceptions of Islam (New York, 2008), 85-108

The Crusades, 1095-1291

The Crusades were a series of military ventures undertaken by Christians of Western Europe against the Muslims in the twelfth and thirteenth centuries, and for the first time brought Christians of those lands into close contact with the central Islamic lands. This class will examine the origins of the crusading movement, the Crusades themselves, and the kind of society that was created in the crusader states.
Key Questions:
What were the causes of the Crusades?
What were the main events of the Crusades?
Reading:
P. Cobb, The Race for Paradise (Oxford, 2014)
C. Hillenbrand, The Crusades. Islamic Perspectives (Edinburgh, 1999)
J. Phillips, Holy Warriors. A Modern History of the Crusades (London, 2009)
C. Tyerman, God's War (London, 2006)

The Later Crusades

Following the end of the crusader states in the eastern Mediterranean, crusading continued in a number of different areas and not always (or even mainly) against Muslims; Jews, other Christians, and pagans could all be the target of crusading. This class will look at the phenomenon in the later medieval period, and explore how the concept and cause of crusading changed over time.
Reading:
N. Housley, The Later Crusades (Oxford, 1992)
J. Philips, Holy Warriors (London, 1999)C. Tyerman, God's War (London, 2006), 825-915

Muslims in European Vernacular Literature

This class will return to Europe, and look at how Muslims are presented in works of European vernacular literature, particularly French, English, and Italian. In contrast to the texts examined in previous weeks, which were all in Latin and produced primarily for the clergy, these texts were written for a wider, lay audience and therefore reflect more closely the preoccupations of the ordinary people. As such, this class will examine how Muslims and Islam are presented in these texts and, in particular, how their images changed compared to those in the Latin texts, and why.
Key Questions:
· How far do images in vernacular literature reflect those in Latin texts?
· Do the vernacular or the Latin texts provide a more accurate vision of medieval European perspectives on Muslims?
Reading:
S.C. Akbari, Idols in the East. European Representations of Islam and the Orient, 1100-1450 (Ithaca NY, 2009)
S.B. Calkin, Saracens and the Making of English Identity. The Auchinleck Manuscript (New York, 2005)
C.F. Heffernan, The Orient in Chaucer and Medieval Romance (Cambridge, 2003)
G. Heng, Empire of Magic. Medieval Romance and the Politics of Cultural Fantasy (New York, 2003)
S. Kinoshita, Medieval Boundaries. Rethinking Difference in Old French Literature (Philadelphia PA, 2006)

The Early Ottoman Period

The Ottoman Empire grew out of a small polity in Anatolia (modern Turkey) and quickly grew to become the most powerful state in the Mediterreanean region, in the process putting an end to the Byzantine Empire. During this time, writers within the Ottoman state, producing works in Ottoman Turkish, Persian, and Arabic, authored many works that discussed Christians. This class will examine some of these texts, and will particularly look at whether the large number of converts to Islam from Christianity had any noticeable impact on the presentation of Christians within them.

Key Questions:
· How are Christians described in Ottoman-period writings?
· Do such descriptions differ considerably from those from other cultural contexts, and if so why?
Reading:
H. Inalcik, 'The Policy of Mehmed II toward the Greek Population of Istanbul and the Byzantine Buildings of the City', Dumbarton Oaks Papers 23-4 (1969/1970) 229-49
T. Krstic, 'Conversion and Converts to Islam in Ottoman Historiography of the Fifteenth and Sixteenth Centuries', in H.E. Çipa and E. Fetvaci (eds), Writing History at the Ottoman Court. Editing the Past, Fashioning the Future (Bloomington, 2013), 58-79
B. Lewis, The Muslim Discovery of Europe (New York, 1982)
A. Ocak, 'Social, Cultural and Intellectual life, 1071-1453', in K. Fleet (ed.), The Cambridge History of Turkey. Volume 1, Byzantium to Turkey 1071-1453 (Cambridge, 2009), 353-422
A. Nuri Yurdusev, Ottoman Diplomay: Conventional or Unconventional? (London, 2004)

Christian-Muslim Relations on the Iberian Peninsula

On the Iberian Peninsula, what is now Spain and Portugal, existed both Christian and Muslim states alongside each other for hundreds of years, and within each there were sizeable religious minorities. This class will look at the particular situation in that region, and examine whether and to what extent such lengthy, close proximity led to unique perspectives on each other's religion.
Key Questions:
· What is meant by convivencia, and did it really exist?
· Why did people comparatively often and easily cross the political frontier between the Christian north and Muslim south?
Reading:
B. Catlos, Muslims of Medieval Latin Christendom, c. 1050-1614 (Cambridge, 2014)
L.P. Harvey, 'The Mudejars', in S. Jayyusi (ed.), The Legacy of Muslim Spain (Leiden, 1992), 176-187
H. Kennedy, Muslim Spain and Portugal (London, 1996)
J.F. O'Callaghan, Reconquest and Crusade in Medieval Spain (Philadelphia, 2003)
B.F. Reilly, The Contest of Christian and Muslim Spain, 1031-1157 (Cambridge MA, 1992)

Christian Missions to Muslims

The final class will look at the Christian missionary activity to Muslim lands in the fourteenth and fifteenth centuries. In this period, members of various religious orders, such as the Franciscans, travelled to and within the Middle East in order to attempt to convert Muslims to Christianity. In this they mostly failed. However, they did leave detailed accounts of the places they went to—some of which had never been seen by Europeans before—and the people that they met, and in which they gave their impressions of both Islam and Muslims. This class will examine their writings, and particularly will attempt to understand how far such close encounters had an impact on them.

Key Questions:How did Christian missionaries to Muslim countries describe what and who they saw there?How does this differ from earlier Western descriptions of Muslims, and why?
Reading:
A. Camps, The Friars Minor in China (1294-1955), (Hong Kong, 2000)
B.Z. Kedar, Crusade and Mission (Princeton, 1986)
J. Moorman, History of the Franciscan Order. From its Origins to the Year 1517 (Oxford, 1968)
J. Tolan, Saracens. Islam in the Medieval European Imagination (Columbia NY, 2002), 214-255

Language: English

Textbooks: The following books provide useful introductory reading for much of the course, and all students should read at least one. These should be supplemented by items on the individual class reading lists for each week, above.
C. Hillenbrand, The Crusades. Islamic Perspectives (Edinburgh, 1999)
R. Hoyland, Seeing Islam as Others Saw It (Princeton, 1997)
D. König, Arabic-Islamic Views of the Latin West (Oxford, 2015)
M. Swanson, The Coptic Papacy in Islamic Egypt (Cairo, 2011)
J. Tolan, Saracens. Islam in the Medieval European Imagination (Columbia NY, 2002)
J. Tolan, Sons of Ishmael. Muslims through European Eyes in the Middle Ages (Gainesville, 2008)
D. Thomas and A. Mallett (eds), Christian-Muslim Relations. A Bibliographical History, 600-1500, 5 vols (Leiden, 2009-2013)

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers: 60 Everyone will do five pieces of source critical writing (500 words each).The best four of these will contribute to the final grade.

Class contribution:	20	Half of this is for participation in the class discussions through active and intelligent contributions. The other half is a mark given for the group presentation.
Others:	20	There will be a 10-minute multiple choice quiz at the beginning of the class of schedule 9, testing basic knowledge of the topics covered.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210HI31800|51|210HI31800[/SYLLABUS_ID]

Course Title	APM- Disasters, Accidents, and Crises in 20th century Korea 51		
Instructor	LEE, Bong Kyu		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is a Content and Language Integrated Learning (CLIL) course in English and Korean to explore Korean history in the 20th century with a focus on disasters, accidents, and crises. Disasters, accidents, and crises are not just singular, isolated events, but are deeply related to historical, structural issues, and are not just the problems of one country, but are deeply related to changes in world history. In the 20th century, the world, including Korea, experienced imperialism, colonization and war, and after many countries were liberated, they had to go through the Cold War and so on. In this regard, we will cover various disasters, accidents and crises in Korea before achieving rapid capitalist industrialization and democratization. Class lectures and communication will be mostly in Korean, with readings in both English and Korean to achieve the goal of the CLIL course.

Objectives: The purpose of this course is both to improve students' language skills to communicate academic ideas in Korean and to analyze the topic of disasters, accidents, and crises regarding Korean history. The instructor leads the students comprehending the topics, approaches, and contentions with a critical perspective. Finally, students can improve their ability to express their creative, detailed opinions on each topic of the class in Korean.

before/after course of study: Preliminary knowledge of Korean history and society is not essential to take this course. However, students should have the capability to approach each class topic with in-depth analysis. Intermediate (or lower) level of Korean language ability is required to attend a lecture and participate in a discussion.
Students are expected to read the assigned materials, participate in classroom discussion, and take in-class mini exams. The preparation and review are expected to take at least 90-120 minutes each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

第1回
Introduction
第2回
Annexation of Joseon (1905-1910)
第3回
March 1st Movement
第4回
Great Kanto Earthquake, and Korean inJapan
第5回
Comfort Women in Wartime East Asia
第6回
Korean War (1)
第7回
Korean War (2)
第8回
From 1960 April Movement to 1961Military Coup
第9回
1968 Military Provocation and thePueblo Incident
第10回
Death of a Korean Worker: Jun Taeil
第11回
International Oil Crises and KoreanEconomy

第12回
1979 December 12th Coup and May 18thGwangju Democratic Uprising
第13回
Torture Incidents and 1987 DemocraticMovement
第14回
Conclusion

Language: English/Korean

Textbooks: materials will be distributed in the class.

References: Michael E. Robinson, Korea's Twentieth-Century Odyssey: A Short History, Univ. of Hawaii Press, 2007
Trilateral China-Japan-Korea History Textbook Editorial Committee ed., A New Modern History of East Asia, V&R unipress, 2018
, Institute for Global Korean Studies, Yonsei University, 2023-2024
(https://igks.yonsei.ac.kr/igks_en/2_K_Ap/lecture01.do)

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-text: 1. Final Essay (40%): Students will evaluate one or more articles from their own perspective on the topic. 1.5-line spacing, 12-point font, 3,000-3,500 words (in English) or 6,500-7,000 characters (in Korean) in length (A bibliography is essential and not included in the word count). Primary evaluation criteria are well-organized writing with critical commentary, and punctuality
2. Individual Presentation (30%): participant who presents during one of the class sessions is required to provide supplemental slides and/or visual materials, e.g., Prezi, Power Point, etc. Primary evaluation criteria are organization, content, delivery, and punctuality. Presentation about 20-30 minutes long.
3. Reading Response Papers (20%): All participants of the class must upload 80-100 words for each of the 1-2 reading questions in the specified week. How to submit the assignments will be announced in the first class. (If you submit the responses without reading the materials, your submission may not be counted.)
4. Participation (10%): Questions, comments, attendance, and other contributions to class discussion will be graded.

Note/URL: The final syllabus will be announced in the first class session and may be changed depending on the number of students, etc.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210HI31900|51|210HI31900[/SYLLABUS_ID]

Course Title	History and Narrative in Premodern Japan 51		
Instructor	NAKAI, Maki		
Term	fall semester	**Credits**	4
Day/Period	01:Tues.1@02:Fri.1	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: From Nara and Heian to Kamakura

Course Outline: This course explores various aspects of classical and early medieval Japan (circa 8th to 13th centuries) by listening to different voices recorded in historical and literary sources. The sessions will alternate in focus: first they will take up the history of a particular time or topic and then they will explore a related literary works. The course aims to expand our perspective and reshape our understanding of Japanese history as a complex and nonlinear process.

In addition to the lectures, the class will emphasize discussions based on a critical analysis of reading materials, including diverse literary texts in English translation. Students will be required to read, think, and share their views regularly throughout the semester.

As the participants usually comprise both local and international students with diverse regional and educational backgrounds, the course will be a good platform for you to meet new ideas and explore not only events in the past but also contemporary issues relevant to yourself. Students who just started to learn Japanese culture, including SP3/SP4 students, are by all means welcome, and no prior knowledge of Japanese history or literature is required to enroll. Please just note that you may (at least in the beginning) struggle with unfamiliar names, terms, and concepts, and will need to spend some extra time looking up those names and terms. Students who have previously studied Japanese history and classical literature are certainly also welcome. Those of you will be required to revisit your knowledge, especially if you have only studied the subject at Japanese elementary and/or secondary schools, and devise how to present your ideas in an academic fashion that makes sense in an international context.

Objectives: 1) Students acquire college-level knowledge of Japanese premodern history and classical literature.
2) Students grasp history as a complex and nonlinear process.
3) Students build skills in analyzing materials critically and expressing their analysis appropriately.

before/after course of study: 1) Students are expected to read the assigned readings thoroughly before class and to be prepared to discuss them. There will be assignments to guide their preparation and students are required to complete them before each class (60-100 minutes).
2) Students are expected to review class notes and other materials suggested by the instructor (30 minutes).
3) Students will review class materials and prepare for the exams (120-300 minutes for each exam).

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Class 1

Introduction. Sharing interests in premodern Japan.

Class 2

700-750 CE: The establishment of the Japanese state and literature

Class 3

Kojiki and the Chronicles of Japan

Class 4

750-800: The age of emperors and aristocrats

Class 5

Manyōshū: the first waka-poem anthology

Class 6

800-850: From Heijō to Heian: different relationships with Buddhism

Class 7

Record of Miraculous Events in Japan: the stories of people collected by a Buddhist priest

Class 8
850–900: Ideals and the reality—conspiracies and political strifes
Class 9
Michizane's poems: Chinese-style poetry of an early Heian minister who lost a political battle
Class 10
900–950: New systems, new bureaucrats, and new voices
Class 11
The Tale of Ise and The Tosa Diary: the works in kana by political losers and provincial governors
Class 12
950–1000: Development of the regent politics and disillusionment
Class 13
Record of a Pond Pavilion and Kagerō Diary: Chinese-style prose of a relinquishing officer and Japanese-style prose of a dissatisfied lady
Class 14
Midterm exam
Class 15
Review of the midterm / The visualization of narratives
Class 16
1000–1050: Imperial consorts and their political power
Class 17
The Pillow Book and The Diary of Murasaki shikibu: the writings of intellectual ladies-in-waiting
Class 18
950–1050: Emerging provincial magnates and warriors
Class 19
The Tales of Times Now Past with a special focus on the legends of early warriors
Class 20
1050–1100: Fading glory of the court and changing norms
Class 21
Torikaebaya monogatari: the tale of gender-swapped siblings
Class 22
1100–1150: Intensifying patriarchy and the rule of retired emperors
Class 23
The Sanuki no Suke Diary: the account of an emperor's concubinary servant
Class 24
1150–1200: The opening of the Age of Warriors
Class 25
The Tales of the Heike: the rise and fall of the first warrior administration
Class 26
1200–1250: Transformation of the political structure
Class 27
Gukanshō: the history written by a medieval Buddhist abbot
Class 28
Final Exam

Language:	English	
Textbooks:	Reading materials will be provided via Moodle.	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Exams:	70	Midterm (30%) and Final (40%). The exam will consist of essay questions.
Class contribution:	20	Materials produced during class activities—such as quiz responses, exit slips, and group work worksheets—will serve as records of attendance and participation. In addition, students' contributions to class discussions and the quality of their comments on exit slips will be evaluated.
Others:	10	Reading assignments. Students will be required to submit short written responses to questions that

guide their reading via Moodle. Conscientious completion of these assignments will be evaluated. Submitted answers will be anonymously shared with other participants.

[Extra Credit Opportunity] Students will have the opportunity to read and present a part of assigned literary texts in class along with their critical analyses. Students who meet the requirements for regular participation and assignments may earn up to 15% extra credit through these presentations. Further details will be provided in class.

Note/URL: The class schedule is subject to change.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210HI40100|51|210HI40100[/SYLLABUS_ID]

Course Title	History of Modern Japan		
Instructor	OKAMOTO, Koichi		
Term	fall semester	**Credits**	4
Day/Period	01:Wed.3@02:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course serves as an introduction to the fundamental issues of modern Japanese history, emphasizing the interplay between international and domestic factors in Japan's development. The lectures cover the period from the 1840s to the present.

As the historical interpretation of certain events—most notably World War II—remains a subject of significant public and academic debate, this course will explore a variety of competing narratives. Students will be encouraged to critically engage with these diverse perspectives, examining how national memory and political contexts influence the way history is written and remembered.

Objectives: One primary goal of this course is to acquaint students with the broad historical framework of modern Japan. To this end, lectures will encompass social and cultural history alongside political and economic developments.

Furthermore, the course aims to empower students to understand contemporary events and issues by situating them within their specific historical context.

before/after course of study: The reading assignments consists of the overviews and specific issues of the lecture subjects. Students without solid knowledge in modern Japanese history, should read first the overview.

Weekly readings average out to roughly 150 pages. Students are expected to read the assignments in advance of the respective lectures. It does not require to memorize the details in the text, but to grasp the framework and arguments in each articles.

Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule Course Schedule (Tentative)

[Class 1] Introduction
[Class 2] The Feudal Crisis :The Fall of the Edo Bakufu
[Class 3] The Feudal Crisis : Restoration, Revolution or Reform.
[Class 4] The Meiji Ishin and building the "Nation-State":The Establishment of the Central Government
[Class 5] The Meiji Ishin and building the "Nation-State": People's rights and State's rights.
[Class 6] The Meiji Ishin and building the "Nation-State":The Meiji Constitution
[Class 7] Japanese Imperialism: Early Phase: Sino-Japanese and Russo-Japanese Wars I
[Class 8] Japanese Imperialism: Early Phase: Sino-Japanese and Russo-Japanese Wars II
[Class 9] Imperialism and Democracy: WWI and Japan
[Class10] Imperialism and Democracy@font-face{font-family:"MS Mincho";panose-1:2 2 6 9 4 2 5 8 3 4;mso-font-alt:"MS 明朝";mso-font-charset:128;mso-generic-font-family:modern;mso-font-pitch:fixed;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}@font-face{font-family:"Cambria Math";panose-1:2 4 5 3 5 4 6 3 2 4;mso-font-charset:0;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-536870145 1107305727 0 0 415 0;}@font-face{font-family:"¥@MS Mincho";panose-1:2 2 6 9 4 2 5 8 3 4;mso-font-charset:128;mso-generic-font-family:modern;mso-font-pitch:fixed;mso-font-signature:-536870145 1791491579 134217746 0 131231 0;}@font-face{font-family:Times;panose-1:2 11 6 4 2 2 2 2 2 4;mso-font-alt:"Times New Roman";mso-font-charset:0;mso-generic-font-family:auto;mso-font-pitch:variable;mso-font-signature:-536870145 1342185562 0 0 415 0;}@font-face{font-family:平成明朝;panose-1:2 11 6 4 2 2 2 2 2 4;mso-font-alt:"MS Mincho";mso-font-charset:128;mso-generic-font-family:auto;mso-font-pitch:variable;mso-font-signature:16777216 0 117702657 0 131072 0;}@font-face{font-family:"¥@平成明朝";mso-font-charset:128;mso-generic-font-family:auto;mso-font-pitch:variable;mso-font-signature:16777216 0 117702657 0 131072 0;}p.MsoNormal, li.MsoNormal, div.MsoNormal{mso-style-unhide:no;mso-style-qformat:yes;mso-style-parent:"";margin:0in;mso-pagination:widow-orphan;mso-layout-grid-align:none;punctuation-wrap:simple;text-autospace:none;font-size:12.0pt;mso-bidi-font-size:10.0pt;font-family:Times;mso-fareast-font-family:平成明朝;mso-bidi-font-family:"Times New Roman";mso-ansi-language:EN-US;}.MsoChpDefault{mso-style-type:export-only;mso-default-props:yes;font-size:10.5pt;mso-ansi-font-size:10.5pt;mso-bidi-font-size:10.5pt;mso-fareast-font-family:"MS Mincho";mso-font-kerning:0pt;mso-ligatures:none;mso-ansi-language:EN-US;mso-fareast-language:EN-US;}div.WordSection1{page:WordSection1;} : Taisho Democracy
[Class11] Imperialism and Democracy : Interwar Years I
[Class12] Imperialism and Democracy: Interwar Years II
[Class13] Midterm

[Class14] The 15 Years War: The Manchurian Incident
[Class15] The 15 Years War: Preparing for Total War
[Class16] The 15 Years War: Total War against China
[Class17] The 15 Years War: Total War against China II
[Class18] The 15 Years War: The Road to the Asia/Pacific War I
[Class19] The 15 Years War: The Road to the Asia/Pacific War II
[Class20] The 15 Years War: The Asia/Pacific War
[Class21] The 15 Years War: The Asia/Pacific War II
[Class22] The 15 Years War:The End of the 15 Years War
[Class23] The 15 Years War: The End of the 15 Years War II
[Class24] Postwar Japan as History: Japan under the Occupation I
[Class25] Postwar Japan as History: Japan under the Occupation II
[Class26] Postwar Japan as History: Postwar Years I
[Class27] Postwar Japan as History: Postwar Years II
[Class28] Final exam.

Language: English

Textbooks: Andrew Gordon, A Modern History of Japan: From Tokugawa Times to the Present (Oxford University Press, 2003) (Fourth edition, 2019 *some chapters added to the first edition.)
Available at the SILS Library. The first edition is available at http://ngc.digitallibrary.co.in/bitstream/123456789/235/1/A%20Modern%20History%20of%20Japan%20From%20Tokugawa%20Times%20to%20the%20Present.pdf (As of January 2026).

Other readings are available at Waseda's Moodle Please access at the History of Modern Japan site.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 70 Midterm 35%, Final Exam 35%

Others: 30 Attendance(10%)/Short Quizzes(20%)

Students should take weekly short quizzes at Waseda's Moodle site. (Truth or false questions)

Note/URL: The detail class schedule and list of reading assignments for each class will be distributed in the first session of this course.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210HI40200|01|210HI40200[/SYLLABUS_ID]

Course Title	International History of War and Peace		
Instructor	OKAMOTO, Koichi		
Term	spring semester	**Credits**	4
Day/Period	01:Wed.3@02:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: The last two centuries of Japanese history have been defined by alternating eras of war and peace. Because the modern world was shaped by global interactions, Japan's recent past cannot be understood through a national lens alone. Therefore, an analysis of international history is vital to understanding modern Japan.

This course offers an international history of war and peace, with a primary focus on modern Japan. Spanning from the Opium War and World War II to the 'War on Terror,' lectures and discussions will address the causes and consequences of major conflicts. Primary documents in English will be a core component of the weekly reading assignments.

Objectives: The goal of this course is to enable students to situate contemporary events and issues within their broader historical context by leveraging a deep understanding of Japan's recent past.

before/after course of study: The reading assignments consists of the overviews and specific issues of the lecture subjects. Students without solid knowledge in modern Japanese history, should read first the overview.

Weekly readings average out to roughly 150 pages. Students are expected to read the assignments in advance of the respective lectures. It does not require to memorize the details in the text, but to grasp the framework and arguments in each articles.

Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule The detail class schedule and list of reading assignments for each class will be distributed in the first session of this course.

[Class 1] Introduction
[Class 2] The Opium War I
[Class 3] The Opium War II
[Class 4] The Civil War in Japan I
[Class 5] The Civil War in Japan II
[Class 6] The Sino-Japanese War I
[Class 7] The Sino-Japanese War II
[Class 8] The Philippines-American War.
[Class 9] The Boxer Uprising(The North China War)/The Russo-Japanese War I
[Class10] The Boxer Uprising(The North China War)/The Russo-Japanese War II
[Class11] World War I I
[Class12] World War I II
[Class13] The "Washington System": New International Order
[Class14] Midterm
[Class15] The 15 Years War (1931-1945): Manchurian Incident. I
[Class16] The 15 Years War (1931-1945): Manchurian Incident II
[Class17] The 15 Years War (1931-1945): The All-out China-Japan War I
[Class18] The 15 Years War (1931-1945): The All-out China-Japan War II
[Class19] The 15 Years War (1931-1945): The Asia/Pacific War I
[Class20] Wartime Propaganda@font-face{font-family:Courier;panose-1:2 7 3 9 2 2 5 2 4 4;mso-font-alt:"Courier New";mso-font-charset:0;mso-generic-font-family:auto;mso-font-pitch:variable;mso-font-signature:3 0 0 0 3 0;}@font-face{font-family:"Cambria Math";panose-1:2 4 5 3 5 4 6 3 2 4;mso-font-charset:0;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-536870145 1107305727 0 0 415 0;}@font-face{font-family:Times;panose-1:2 11 6 4 2 2 2 2 2 4;mso-font-alt:"Times New Roman";mso-font-charset:0;mso-generic-font-family:auto;mso-font-pitch:variable;mso-font-signature:-536870145 1342185562 0 0 415 0;}@font-face{font-family:平成明朝;panose-1:2 11 6 4 2 2 2 2 2 4;mso-font-alt:"MS Mincho";mso-font-charset:128;mso-generic-font-family:auto;mso-font-pitch:variable;mso-font-signature:16777216 0 117702657 0 131072 0;}@font-face{font-family:"¥@平成明朝";mso-font-charset:128;mso-generic-font-family:auto;mso-font-pitch:variable;mso-font-signature:16777216 0 117702657 0 131072 0;}p.MsoNormal, li.MsoNormal, div.MsoNormal{mso-style-unhide:no;mso-style-qformat:yes;mso-style-parent:"";margin:0in;line-height:12.0pt;mso-line-height-rule:exactly;mso-pagination:none;font-size:12.0pt;mso-bidi-font-size:10.0pt;font-family:Courier;mso-fareast-font-family:平成明朝;mso-bidi-font-family:"Times New Roman";mso-font-kerning:1.0pt;mso-ansi-language:EN-US;}.MsoChpDefault{mso-style-type:export-only;mso-

default-props:yes;font-size:10.0pt;mso-ansi-font-size:10.0pt;mso-bidi-font-size:10.0pt;font-family:Times;mso-ascii-font-family:Times;mso-fareast-font-family:平成明朝;mso-hansi-font-family:Times;mso-font-kerning:0pt;mso-ligatures:none;mso-ansi-language:EN-US;}div.WordSection1{page:WordSection1;}
[Class21] The 15 Years War (1931-1945): The Asia/Pacific War II
[Class22] The 15 Years War (1931-1945): The Asia/Pacific War III@font-face{font-family:Courier;panose-1:2 7 3 9 2 2 5 2 4 4;mso-font-alt:"Courier New";mso-font-charset:0;mso-generic-font-family:auto;mso-font-pitch:variable;mso-font-signature:3 0 0 0 3 0;}@font-face{font-family:"Cambria Math";panose-1:2 4 5 3 5 4 6 3 2 4;mso-font-charset:0;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-536870145 1107305727 0 0 415 0;}@font-face{font-family:Times;panose-1:2 11 6 4 2 2 2 2 2 4;mso-font-alt:"Times New Roman";mso-font-charset:0;mso-generic-font-family:auto;mso-font-pitch:variable;mso-font-signature:-536870145 1342185562 0 0 415 0;}@font-face{font-family:平成明朝;panose-1:2 11 6 4 2 2 2 2 2 4;mso-font-alt:"MS Mincho";mso-font-charset:128;mso-generic-font-family:auto;mso-font-pitch:variable;mso-font-signature:16777216 0 117702657 0 131072 0;}@font-face{font-family:"¥@平成明朝";mso-font-charset:128;mso-generic-font-family:auto;mso-font-pitch:variable;mso-font-signature:16777216 0 117702657 0 131072 0;}p.MsoNormal, li.MsoNormal, div.MsoNormal{mso-style-unhide:no;mso-style-qformat:yes;mso-style-parent:"";margin:0in;line-height:12.0pt;mso-line-height-rule:exactly;mso-pagination:none;font-size:12.0pt;mso-bidi-font-size:10.0pt;font-family:Courier;mso-fareast-font-family:平成明朝;mso-bidi-font-family:"Times New Roman";mso-font-kerning:1.0pt;mso-ansi-language:EN-US;}.MsoChpDefault{mso-style-type:export-only;mso-default-props:yes;font-size:10.0pt;mso-ansi-font-size:10.0pt;mso-bidi-font-size:10.0pt;font-family:Times;mso-ascii-font-family:Times;mso-fareast-font-family:平成明朝;mso-hansi-font-family:Times;mso-font-kerning:0pt;mso-ligatures:none;mso-ansi-language:EN-US;}div.WordSection1{page:WordSection1;}
[Class23] The Allied Occupation of Japan I
[Class24] The Allied Occupation of Japan II
[Class25] The Cold War: The Korean War
[Class26] The Cold War: The Vietnam War
[Class27] Round up: Japan in War and Peace
[Class28] Final Exam.

Language:	English	
Textbooks:	Readings are available at Waseda's Moodle. Please access at the "International History of War and Peace" site.	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Exams:	70	Midterm (35%) and Final exams (35%).
Class contribution:	30	The Attendance (10%) and weekly short quizzes(20%).

Note/URL:

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210HI41100|51|210HI41100[/SYLLABUS_ID]

Course Title	Modern British History 51		
Instructor	STERENBERG, Matthew Kane		
Term	fall semester	**Credits**	4
Day/Period	01:Tues.3@02:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Modern British History, 1688-Present

Course Outline: Modern British History
This course will be a survey of the history of Great Britain from the Revolution of 1688 to Brexit. Its main purpose is to help you understand from a historical perspective how Britain and the British came to be the way they are at present, including economy, society, politics, and culture. Britain today is a multi-national state that once included, though it does not now, all of the peoples of the British Isles. Therefore, the course will deal with the Scots, Irish, and Welsh, as well as the English. The main theme of the course will be the rise and fall of British power and influence: the expansion of English power within the British Isles, the formation of the United Kingdom of Great Britain, the transformation of a traditional society, the rise and decline of British industrial power, the development of a class society, and the rise and fall of Britain as a great power. Britain was the world's first "modern" nation, and in the nineteenth century Britain was the greatest power on earth. But Britain now has receded from great power status, and the British (especially the English) are uncertain about their global role and even their national identity. In each development Britain has been (and is) an object lesson for other countries such as Japan and the United States.

Objectives: By the end of this course students will have an understanding of the development of British history from 1688 to the present and will be able to articulate this change over time in terms of the following themes:
1. The formation of the British state and British national identity
2. The rise and decline of Britain as a great power
3. The rise and decline of Britain as an economic power
4. The development of a class society
5. The political system and the evolution of liberalism
6. Britain as an example and object lesson

before/after course of study: Throughout the semester you will be asked to read sections of the textbook and primary sources in preparation for class meetings. These reading assignments are expected to take 60-90 minutes. Students should also review their lecture notes and associated materials posted on Moodle following each class. Such review time will vary depending on the student, but may take 30-60 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule [Course Delivery Method]:
Face-to-Face (F2F)

Note: List of lecture topics is provisional. Instructor may change some topics depending on circumstances and/or student interest.
[Class 1] Orientation and Introduction to the Course
[Class 2] The British Monarchy, Then and Now
[Class 3] The Mother of All Parliaments
[Class 4] Theater of Power: The English Country House
[Class 5] Rob Roy and All That: England, the Union, and the Highland Clans
[Class 6] Great Britain: The Making of a New Nation State
[Class 7] An Imperial Disaster: Why Britain Lost the North American Colonies
[Class 8] Evangelicalism, Wilberforce, and the Abolition of Slavery
[Class 9] Three Faces of the Industrial Revolution: Entrepreneur, Inventor, Worker
[Class10] Manchester, Social Class, and "the Manchester School" of Economics
[Class11 Bentham and Utilitarianism
[Class12] Three Faces of Irish Nationalism: O'Connell, Davis, and Parnell
[Class13] The Great Hunger: Ireland and the Famine
[Class14] Midterm Exam
[Class15] Discussion: The British Empire in India
[Class16] Victoria and Victorianism
[Class17] Gladstone and Liberalism
[Class18] Liberalism, Imperialism, and Social Reform: Joseph Chamberlain and Beatrice Webb
[Class19] Feminism and the Suffragettes
[Class20] Patrick Pearse, Irish Nationalism, and the Easter Rebellion
[Class21] Three Faces of the Great War: Brittain, Tolkien, Das
[Class22] The Growth of Appeasement, Churchill, and the Second World War
[Class23] Liberalism, Socialism, and the Welfare State

[Class24] Windrush, Postcolonial Migration, and the Making of Multicultural Britain
[Class25] The End of Consensus?: Troubles and Discontent in the Postwar U.K.
[Class26] The Iron Lady: Margaret Thatcher, Thatcherism, and After
[Class27] Britain, Europe, and the World: the Crisis of British Identity
[Class28] Final Exam

Language: English

Textbooks: The required text for this course is:
Stephanie Barczewski, et al, __Britain since 1688: A Nation in the World__ (Routledge 2015). Any edition is acceptable.
This book is available from the Waseda Co-op Bookstore and from online booksellers like Amazon.co.jp. There is also a lower cost Kindle edition available. You may also use the multiple copies of the textbook available in the SILS Reading Room.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams: 70 midterm and final

Class contribution: 30 class participation, including short essay assignments

Note/URL: NOTE: [Course Delivery Method]:
Face-to-Face (F2F)

Special note on computer use: Computers and similar digital devices are not allowed in this class unless you have a specific need as documented by the Waseda University Office for Students with Disabilities. This is to minimize distractions and improve the overall learning environment.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210HI41900|01|210HI41900[/SYLLABUS_ID]

Course Title	History of Modern Earth and Life Sciences 01		
Instructor	SIDOLI, Nathan Camillo		
Term	spring semester	**Credits**	4
Day/Period	01:Mon.5@02:Tues.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: The sciences have had a huge impact on all aspects of modern life. All of our modern technology – drugs and medicines – are due to the advances of science in the 19th and 20th centuries. The earth and life sciences, however, have shaped our modern world in more ways than this. Our lived experience has been dramatically altered by the rise and proliferation of scientific medicine and hygienics. Our views of who we are and our place in the world has been deeply shaped by the rise and development of the life sciences. Furthermore, these sciences have given rise to new technologies that are changing the distribution and organization of the natural world, and have to potential to change animal and human life.

This course focuses on the rise of the earth and life sciences as independent, professional disciplines during the modern period, along with ways in which these sciences were developed in industry to produce new technologies. During this period, practitioners in these fields managed to establish their sciences as indispensable to the industrialized nation state, invested with both economic and social capital and productive of significant results, both theoretical and practical. Moreover, the theories and technologies developed in these sciences had far-reaching consequences for the lifestyles and outlooks of the modern world. We will trace the development of the earth and life sciences from the Enlightenment period to the development of genetic biotechnologies. (This is a companion course with my History of Modern Physical Sciences.)

This class will be conducted in person (フル対面).

Objectives: Students who take this course will develop an understanding of the history of the earth and life sciences from 1700 to the present.

before/after course of study: There will be readings to be done each week before class meets. The readings will require 1-2 hours of study time, and one of the readings must be summarized each week. We will discuss the reading in the second meeting each week.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule: Each week we meet for a lecture, and a seminar.

[Week 1] Philosophical Introduction
[Week 2] 18th Century Natural History
[Week 3] 18th and 19th Century Geology
[Week 4] 19th Century Evolutionary Theories
[Week 5] 19th Century Laboratory Biology: Cell theory, experimental physiology
[Week 6] Microbiology
[Week 7] Statistical Thinking and Eugenics
[Week 8] Genetics
[Week 9] The Modern Evolutionary Synthesis
[Week 10] 20th Century Geology
[Week 11] Molecular Biology
[Week 12] Ecology and Systems Thinking
[Week 13] Biotechnology
[Week 14] Dynamic Psychology and Neuroscience
[Week 15] Conclusion: Movies and discussion

Language: English

Textbooks: Bowler, P.J., Morus, I.R., Making Modern Science

Endersby, J., A Guinea Pig's History of Biology

Gohau, G., A History of Geology

Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Exams:	60	Midterm and final, both take-home format (30% each)
Papers:	20	Reading summaries
Class contribution:	20	Participation in discussion

Note/URL:

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210HI42000|51|210HI42000[/SYLLABUS_ID]

Course Title	Selected Topics in Italian Studies 51		
Instructor	FUKUYAMA, Yuko		
Term	fall semester	**Credits**	4
Day/Period	01:Wed.3@02:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course focuses on how ancient Rome was used and revived in the history of Italy. The Colosseum (originally named the Flavian Amphitheater) was inaugurated in 80 CE, and from this time on, this huge monument stands in the city of Rome and has captured the attention of residents and travelers alike due to its scale. Various individuals have left impressions and opinions about the Colosseum through books, letters, and diaries, allowing us to trace the transformation of its image over time.
To analyze this issue, firstly, we will explore the role and function of the Colosseum in Ancient Rome. This analysis will enable us to deepen our understanding of ancient society. Subsequently, we will examine the diverse images the Colosseum assumed in later periods. In some instances, the Colosseum presents unexpected faces, closely linked to historical assumptions about ancient Rome in each era. Through this process, we will analyze the transformation of the memory of the Colosseum, seeking to understand how Italian society used ancient Rome to solve its problems. This examination prompts us to consider how our current image of the past has evolved.

Objectives: By the end of this course, students are expected to:
- develop an awareness of Italian history and culture
- demonstrate a critical awareness of the relationship between the past and contemporary society
- understand how the historical tradition was made and how it was used

before/after course of study: Students will be asked to read the assigned materials posted on Waseda Moodle before class.
After the class, students will be required to submit a reaction paper.
The total preparation and review time will be 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction
Course introduction.

Building the Colosseum: Nero and Vespasian
Historical, political, and social background of the construction of the Colosseum.

Ancient Rome and Roman Emperors 1
"Bread and Circuses" and the role of Roman Emperors.

Ancient Rome and Roman Emperors 2
The meanings of monuments and images for the Roman emperors. (Deification)

Ancient Rome and Roman Emperors 3
The meanings of monuments and images for the Roman emperors. (Damnatio Memoriae)

Using the Colosseum in Antiquity 1
Roman society through Gladiatorial combat and other entertainments 1

Using the Colosseum in Antiquity 2
Roman society through Gladiatorial combat and other entertainments 2

Using the Colosseum in Antiquity 3
Roman society through Gladiatorial combat and other entertainments 3

Ancient Rome and Christianity 1
Image of martyrdoms at the Colosseum

Ancient Rome and Christianity 2
Spread of Christianity in the Roman World

End of the western Roman Empire
Decline and Fall?

Midterm Examination

Midterm Examination

The Colosseum in the Middle Ages 1

Ancient Monuments and Medieval Guidebooks

The Colosseum in the Middle Ages 1

Spolia: The Value of Classical memory in medieval Rome

Ancient Monuments and Italian Renaissance 1

Renaissance and the admiration for ancient Rome 1

Ancient Monuments and Italian Renaissance 2

Renaissance and the admiration for ancient Rome 2

Ancient Monuments and Italian Renaissance 3

Case study: Michelangelo and the Baths of Diocletian in Renaissance Rome@font-face{font-family:"Cambria Math";panose-1:2 4 5 3 5 4 6 3 2 4;mso-font-charset:0;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-536870145 1107305727 0 0 415 0;}@font-face{font-family:游明朝;panose-1:2 2 4 0 0 0 0 0 0 0;mso-font-charset:128;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-2147482905 717749503 18 0 131231 0;}@font-face{font-family:"¥@游明朝";mso-font-charset:128;mso-generic-font-family:roman;mso-font-pitch:variable;mso-font-signature:-2147482905 717749503 18 0 131231 0;}p.MsoNormal, li.MsoNormal, div.MsoNormal{mso-style-unhide:no;mso-style-qformat:yes;mso-style-parent:"";margin:0mm;text-align:justify;text-justify:inter-ideograph;mso-pagination:none;font-size:10.5pt;mso-bidi-font-size:12.0pt;font-family:"游明朝",serif;mso-ascii-font-family:游明朝;mso-ascii-theme-font:minor-latin;mso-fareast-font-family:游明朝;mso-fareast-theme-font:minor-fareast;mso-hansi-font-family:游明朝;mso-hansi-theme-font:minor-latin;mso-bidi-font-family:"Times New Roman";mso-bidi-theme-font:minor-bidi;mso-font-kerning:1.0pt;}.MsoChpDefault{mso-style-type:export-only;mso-default-props:yes;font-size:10.5pt;mso-ansi-font-size:10.5pt;mso-bidi-font-family:"Times New Roman";mso-bidi-theme-font:minor-bidi;mso-ligatures:none;}div.WordSection1{page:WordSection1;}

The Roman Catholic Church and the Colosseum

Image of martyrdoms in modern Italy

The Grand Tour and the Colosseum

Grand Tour Travellers and their view on the Colosseum

Napoleon and Italy 1

Napoleon and the Image of the Roman Empire

Napoleon and Italy 2

Napoleonic Domination in Italy

Unification of Italy and Making of Italian Identity 1

Risorgimento and the Image of Ancient Rome

Unification of Italy and Making of Italian Identity 2

Archaeology and the Kingdom of Italy

Unification of Italy and Making of Italian Identity 3

Case Study: Pantheon

Mussolini and the Image of Roman Empire 1

Mussolini and the Image of Ancient Rome

Mussolini and the Image of Roman Empire 2

Case Study: Ara Pacis

Viewing the Colosseum. Invention of Tradition

The Colosseum as the mirror of contemporary society

Final Examination

Final Examination

Language: English

Textbooks: There is no required textbook. A list of selected readings will be provided in the classes.

References:

・R. Taylor, K. W. Rinne, and S. Kostof, Rome: An Urban History from Antiquity to the Present, New York: Cambridge University Press, 2016.
・K. Hopkins and M. Beard, The Colosseum, London: Harvard University Press, 2005

・B. A. Curran (2018) 'The Renaissance: The "Discovery" of Ancient Rome,' in C. Hollerran and A. Claridge (eds.), A Companion to the City of Rome, Malden: Wiley Blackwell, 643-671.
https://waseda.primo.exlibrisgroup.com/permalink/81SOKEI_WUNI/b5ftmg/alma991026559624204032
・P. L. Tucci (2018) ' Napoleonic Rome and "Roma Capitale",' in C. Hollerran and A. Claridge (eds.), A Companion to the City of Rome, Malden: Wiley Blackwell, 673-681.
https://waseda.primo.exlibrisgroup.com/permalink/81SOKEI_WUNI/b5ftmg/alma991026559624204032
・J. Agnew (1998) 'The Impossible Capital: Monumental Rome under Liberal and Fascist Regimes, 1870-1943,'

Geografiska Annaler. Series B, 80-4, 229-240.
https://www.jstor.org/stable/491051
・T. Kirk (2008) 'The Image of King Vittorio Emanuele II and the Remaking of Rome,' Court Historian 13-1, 35-49.
https://doi.org/10.1179/cou.2008.13.1.004
・D. Atkinson and D. Cosgrove (1998), 'Urban Rhetoric and Embodied Identities: City, Nation, and Empire at the Vittorio Emanuele II Monument in Rome, 1870-1945,' Annals of the Association of American Geographers 88-1, 28-49.
https://doi.org/10.1111/1467-8306.00083
・J. Arthurs (2013), Excavating Modernity: The Roman Past in Fascist Italy, Cornell University Press.
https://waseda.primo.exlibrisgroup.com/permalink/81SOKEI_WUNI/b5ftmg/alma991026509498104032
・B. W. Painter (2016), Mussolini's Rome: Rebuilding the Eternal City, Palgrave Macmillan.
https://waseda.primo.exlibrisgroup.com/permalink/81SOKEI_WUNI/b5ftmg/alma991026605925304032
・B. W. Painter (2018) 'Mussolini and Rome,' in C. Hollerran and A. Claridge (eds.), A Companion to the City of Rome, Malden: Wiley Blackwell, 683-697.
https://waseda.primo.exlibrisgroup.com/permalink/81SOKEI_WUNI/b5ftmg/alma991026559624204032
・A. Kallis (2012) 'The "Third Rome" of Fascism: Demolitions and the Search for a New Urban,' Journal of Modern History 84-1, 40-79.
http://www.jstor.org/stable/10.1086/663287

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 70 Midterm Examination 20%
Final Examination 50%

Class contribution: 30 Reaction paper and active participation in class. Each class has time to analyze the primary sources.

Note/URL: The minimum attendance ratio is 2/3 of the total class hours.

The course schedule is tentative.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210HI42100|51|210HI42100[/SYLLABUS_ID]

Course Title	The Crusades and the Muslim Responses, 1095–1291 51		
Instructor	MALLETT, Alexander Philip John		
Term	fall semester	**Credits**	2
Day/Period	01:Sat.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: The Crusades were a series of religiously-motivated medieval military campaigns launched by the Franks of Latin (Western) Europe against the Muslims of the Middle East for control of the Christian holy places in Palestine and Syria. This course will explore the history of the Crusades and the various ways in which Muslims responded to them, from the First Crusade (1095–1099) to the destruction of the last crusader state in the region in 1291. The first part (schedule one to eight) will explore the history of events in the Middle East over the course of this period of around 200 years, so as to provide basic knowledge of both the crusading period and current debates surrounding the events. The second part of the course (schedule nine to fifteen) will explore some of the main themes in modern scholarship on the subject, such as what a 'crusade' is, how the Muslim idea of jihad developed over the period in response to the Crusades, and the role of women in the crusading movement and the Muslim response. As well as seeking to understand the complex realities of crusading in the medieval period, this course will also help further understanding of modern tensions between the Islamic world and the West.
This is a face to face class.

Objectives: By the end of the course, students will be expected to:
- Have knowledge of the main aspects of the Crusades in the years 1095–1291.
- Understand how Muslims responded to the Crusades, and why.
- Understand the main types of primary evidence, how to use them, and what their problems are.
- Be able to critically engage with modern scholarship on the topics covered.
- Be able to research, create, and give class presentations.
- Show awareness of how the events of this period continue to impact the contemporary world.

before/after course of study: This course assumes no prior knowledge of the Crusades, or of medieval history more widely. It is suggested that students read one of the excellent introductory studies listed under 'textbooks', below, which will be useful for most of the classes on the course. For each class, students are expected to read the relevant section in one of those introductory studies or an item on the individual class reading lists, below under 'Course Schedule'.
Preview and Review may take around 90–120 min. each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction: The Middle East, 600–1095

The first class is an introduction to the course, and will detail what students are required to do both in class and outside it, as well as the course's assessment criteria. It will also explore the history of the Middle East from the rise of Islam in the seventh century to the eve of the Crusades, looking particularly at interactions between the various Christian and Muslim groups in the region during those years.

Key Questions:What were Christian–Muslim relations in the Middle East like before the First Crusade?What impact did the Seljuq Turks have on the Middle East?
Reading:
As this is the introductory class, there is no required reading.

The First Crusade

This class will examine the event that began centuries of crusading: the First Crusade. It will look at the causes of the First Crusade, its course, who went on crusade, and what their motivations for doing so were.

Key Questions:What were the main causes of the First Crusade?In his speech launching the First Crusade, how did Pope Urban II describe the situation in the Middle East, and why?
Reading:
T. Asbridge, The First Crusade (London, 2004)
M. Bull, 'Origins', in J. Riley-Smith (ed.), The Oxford History of the Crusades (Oxford, 1995), 15-34
P. Frankopan, The First Crusade. The Call from the East (London, 2012)
M. Köhler, Alliances and Treaties between Frankish and Muslim Rulers in the Middle East (Leiden, 2013), 20-58
J. Phillips (ed.) The First Crusade. Origins and Impact (Manchester, 1997)
J. Riley-Smith, 'The Motives of the Earliest Crusaders and the Settlement of Latin Palestine, 1095-1100, in The English Historical Review 98 (1983), 721-736

The Creation of the Latin States and Initial Muslim Responses, 1099-1128

This class has two main parts. The first part will examine the foundation and nature of the four crusader states in the first three decades of the crusading period and the extent to which they became integrated into the political landscape of the Middle East. The second part will explore the various ways in which Muslims responded to the arrival of the Franks and the establishment of those crusader states at the beginning of the twelfth century.

Key Questions:How would you explain the success of the First Crusade and the subsequent Frankish military activity?In what ways did Muslims respond to the Frankish presence in the years 1099-1128?
Reading:
T. Asbridge, 'The "Crusader" Community at Antioch: The Impact of Interaction with Byzantium and Islam', Transactions of the Royal Historical Society 13 (1999), 305-325
M. Brett, 'The Muslim Response to the First Crusade', in S. Edgington (ed.), Jerusalem the Golden: The Origins and Impact of the First Crusade (Turnhout, 2014), 219-234
M. Köhler, Alliances and Treaties between Frankish and Muslim Rulers in the Middle East (Leiden, 2013), 59-127
A. Mallett, Popular Muslim Reactions to the Franks in the Levant, 1097-1291 (Aldershot, 2014)

Zengi, the Fall of Edessa, and the Second Crusade

This class will first look at the career of the Muslim ruler Zengi, who scored the first key victory over the Franks when he captured the capital of the crusader county of Edessa in 1144. It will explore the background to his campaign, and whether he was motivated more by political or religious ideals. It will then study the Second Crusade, which was called in response to the loss of Edessa, looking in particular at its spectacular failure outside the walls of Damascus in 1148.

Key Questions:What were the motivations for Zengi's campaigns against the Franks?Why did the Second Crusade fail?
Reading:
C. Hillenbrand, '"Abominable Acts": The Career of Zengi', in J. Phillips and M. Hoch (eds), The Second Crusade. Scope and Consequences (Manchester, 2001), 111-132
P.M. Holt, The Age of the Crusades (London, 1986), 38-45
M. Köhler, Alliances and Treaties between Frankish and Muslim Rulers in the Middle East (Leiden, 2013), 127-160J. Phillips, The Second Crusade. Extending the Frontiers of Christendom (New Haven CT, 2007)

The Struggle for Egypt, Saladin, and the Third Crusade

This class looks at perhaps the key period in the whole history of the Crusades: c. 1154 to 1193. In these years, the Muslim resistance to the Franks was consolidated and strengthened, first under Nur al-Din and then under Saladin. This culminated in Saladin's victorious campaigns of 1187 and after, which included retaking Jerusalem from the Franks. In response, the Third Crusade was launched from Europe. In this class, students will explore the events of these years, looking at why Saladin was so successful, what his motivations were, and why he was unsuccessful in his ultimate aim of completely removing the Franks from Syria and Palestine.

Key Questions:Did the year 1174 mark a turning point in the history of the Crusades?Was Saladin a true jihad warrior or an opportunist who used jihad propaganda to achieve his political aims?
Reading:
M. Brett, The Fatimid Empire (Edinburgh, 2017), 280-295
P.M. Holt, The Age of the Crusades (London, 1986), 46-59
M. Köhler, Alliances and Treaties between Frankish and Muslim Rulers in the Middle East (Leiden, 2013), 175-275
J. Phillips, The Life and Legend of the Sultan Saladin (London, 2019)

Crusading in the Early Thirteenth Century, 1: From Victory at Constantinople to Failure in Egypt

This class will look at the first two crusades of the first half of the thirteenth century, the Fourth and Fifth Crusades. It will look at where they went, what motives lay behind their targets, and the reasons for their successes and failures. Then, there will be an exploration of how the targets of those Crusades – Byzantine and Muslim – responded to them, and how the events continued to impact those societies for centuries after.

Key Questions:Why did the Fourth Crusade attack the Christian city of Constantinople?What policy did the Ayyubids take towards Latin Europe, c. 1193–1250?
Reading:
M. Angold, The Fourth Crusade (London, 2003)
P.M. Cobb, The Race for Paradise (Oxford, 2015), 204–210
R.S. Humphreys, From Saladin to the Mongols (Albany, 1977)
D. Queller and T. Madden, The Fourth Crusade. The Conquest of Constantinople (Philadelphia, 1999)

Crusading in the Early Thirteenth Century, 2: From the Taking of Jerusalem to Further Failure in Egypt

This class will look at more events from the first half of the thirteenth century, the Sixth and Seventh Crusades. It will look at who led them, their aims, what motives lay behind their targets, and the reasons for their successes and failures. There will also be an examination how the Muslims responded to these attacks.

Key Questions:Did the settlement achieved by the Sixth Crusade mark a victory for either side?How was the Seventh Crusade different from anything that had gone before?
Reading:
P.M. Cobb, The Race for Paradise (Oxford, 2015), 210–218
R.S. Humphreys, From Saladin to the Mongols (Albany, 1977)
J. Phillips, Holy Warriors (London, 2009), 228–261
C. Tyerman, God's War (London, 2006), 739–802

The Mamluks and the End of the Crusader States in the Levant, 1250–1291

This class will look at the events of the final decades of the crusader states in the Middle East. It will explore the origins of the Mamluk state in Egypt, how the Franks attempted – with Armenian and Mongol help – to resist the Mamluks, and how the Mamluks were eventually able to both destroy the crusader states and face down the previously unstoppable Mongols.

Key Questions:Why did the Mamluks follow such an aggressive policy towards the crusader states?What impact did the Mongols have on the Middle East during this period?
Reading:
P.M. Cobb, The Race for Paradise (Oxford, 2015), 218–239
P.M. Holt, The Age of the Crusades (London, 1986), 82–106
P.M. Holt, Early Mamluk Diplomacy: Treaties of Baybars and Qalawun With Christian Rulers (Leiden, 1995)
R. Irwin, The Middle East in the Middle Ages. The Early Mamluk Sultanate (London, 1986), 1–84
C. Tyerman, God's War (London, 2006), 805–822

Defining a Crusade

This class, the first of the thematic section of the course, will explore precisely what the term 'crusade' means. It will examine the two main competing modern scholarly definitions of the term, look at medieval papal writings on the subject, and explore the extent to which the concept changed over the course of the twelfth, thirteenth, and fourteenth centuries.

Key Questions:Which of the two main modern definitions of 'crusade' is more convincing, and why?How did the concept of 'crusade' develop in the twelfth, thirteenth, and fourteenth centuries?
Reading:
N. Housley, Contesting the Crusades (London, 2006), 1–23
J. Riley-Smith, What Were the Crusades? 2nd edition (Basingstoke, 1992)
L. and J. Riley-Smith, The Crusades. Idea and Reality (London, 1981)
C. Tyerman, 'Were there any Crusades in the Twelfth Century?', in The English Historical Review 110 (1995), 553–577

The Development of the Concept of Jihad in the Crusading Period

This class will examine how the central Islamic concept of jihad was manifested over the course of the Crusades in response to them. It will first look at the origins of the idea of jihad and how it had developed in the centuries leading up to the First Crusade. Students will then study a number of jihad texts from the crusading period to explore their main themes and to see how far the arrival of the Franks led to new developments in jihad theory. Finally, there will be a brief exploration of how that has impacted the thinking of modern Islamist groups.

Key Questions:What impact did the conquest of parts of the central lands of Islam by the Franks have on the concept of jihad?Who do jihad texts written during the Crusades blame for Muslims losses to the Franks, and why?
Reading:
D. Cook, Understanding Jihad (Berkeley, 2005), 49–73
K. Goudie, Reinventing Jihād. Jihād Ideology from the Conquest of Jerusalem to the End of the Ayyūbids (c. 492/1099–647/1249)(Leiden, 2019)
P. Heck, 'Jihad Revisited', in Journal of Religious Ethics 32 (2004), 95–128
S. Leder, 'Sunni Resurgence, Jihad Discourse and the Impact of the Frankish Presence in the Near East', in S. Leder (ed.), Crossroads between Latin Europe and the Near East: Corollaries of the Frankish Presence in the Eastern Mediterranean (12th–14th centuries) (Würzburg, 2011), 81–102
A. Mallett, 'A Neglected Source for Early Muslim Reactions to the Frankish Crusader Presence in the Levant: The "Jihad Chapter" from Tuhfat al-muluk', in D. Pratt et al. (eds) The Character of Christian-Muslim Encounter (Leiden, 2015), 95–110

The Society of the Crusader States

This class will explore the society of the crusader states. It will examine the ethnic and religious backgrounds of the inhabitants, how and the extent to which the Franks interacted with the native populations of the Middle East, whether it is possible to discern differences between the urban areas and the countryside, and whether there emerged a new, distinct, 'Franco-Syrian' identity.

Key Questions:What sort of society existed within the crusader states?How did the Frankish rulers interact with the indigenous populations, both Muslim and Christian?
Reading:
A. Boas, Domestic Settings: Sources on Domestic Architecture and Day-to-Day Activities in the Crusader States (Leiden, 2010)
H. Dajani-Shakeel, 'Natives and Franks in Palestine: Perceptions and Interactions', in M. Gervers and R. Bikhazi (eds), Conversion and Continuity: Indigenous Christian Communities in Islamic Lands, Eighth to Eighteenth Centuries (Toronto, 1990), 161–184
D.E.P. Jackson, 'Some Considerations Relating to the History of the Muslims in the Crusader States', in K. Ciggaar and A. Davies (eds), East and West in the Crusader States: Context, Contacts, Confrontations (Leuven, 1996), 21–29
D. Jacoby, 'Aspects of Everyday Life in Frankish Acre', in Crusades 4 (2005), 73–105
R.C. Smail, 'Was There a Franco-Syrian Nation?', in R.C. Smail, The Crusaders in Syria and the Holy Land (London, 1973), 182–187

Images of the Franks in Muslim Writings from the Crusading Period

This class will explore how the Franks were viewed in texts written by Muslims during the crusading period. It will first look at how the Franks were viewed in the centuries before the First Crusade, before looking at images during the Crusades themselves. It will then explore why the Franks are presented in the way that they are, and the extent to which encounters during the Crusades altered Muslim perspectives on the Franks and Latin Europe.

Key Questions:How are the Franks presented in Muslim writings from the crusading period?What factors are behind the images?
Reading:
N.M. El-Cheikh, Byzantium Viewed by the Arabs (Harvard, 2004), 189–213
N. Hermes, The (European) Other in Medieval Arabic Literature and Culture: Ninth-Twelfth Century AD (Basingstoke, 2012)
D. König, Arabic-Islamic Views of the Medieval Latin West (Oxford, 2015), 189–230
B. Lewis, The Muslim Discovery of Europe (New York, 1982)
A. Mallett (ed.), Medieval Muslim Historians and the Franks in the Levant (Leiden, 2014)

Women in the Crusading Movement and the Muslim Responses

This class will look at the roles played by women in the crusading period. The first part will primarily focus on Frankish women in the crusader states, examining particularly the life and reign of Queen Melisende, who ruled the Kingdom of Jerusalem in the 1130s and 1140s, one of only two women monarchs at the time. It will examine how she became queen, why the Frankish nobles were so supportive of her, and what were the main aspects of her rule. The second part will explore how Muslim women responded to the arrival of the Franks in the Middle East, which ranged from joining in the fighting against them to converting to Christianity and marrying into them.

Key Questions:How would you assess the reign of Queen Melisende?What roles did women play in the Muslim resistance to the Crusades?
Reading:
N. Christie, 'Just a Bunch of Dirty Stories? Women in the "Memoirs" of Usama ibn Munqidh', in R. Allen (ed.), Eastward Bound: Travel and Travellers, 1050–1550 (Manchester, 2004), 71–87
S. Edgington and S. Lambert (eds), Gendering the Crusades (Columbia, 2002)
B. Hamilton, 'Women in the Crusader States: The Queens of Jerusalem (1100–1190)', in D. Baker and R. Hill (eds), Medieval Women (Oxford, 1978), 143–178
N. Hodgson, Women, Crusading, and the Holy Land in Historical Narrative (Woodbridge, 2007)
A. Mallett, Popular Muslim Reactions to the Franks in the Levant, 1097–1291 (Aldershot, 2014)

Trade and Scientific Exchange in the Period of the Crusades

The final class will explore how the presence of the Franks in the Middle East led to changes in trade in that region and the transfer of knowledge between there and Latin Europe. The first half of the class will examine how Italian city-states such as Venice, Genoa, and Pisa gained control of the Mediterranean trade-routes during the crusading period, what goods they traded, and how that impacted Middle Eastern trade more widely. The second half will explore how the crusader states, and in particular the city of Antioch, became arenas from where scientific knowledge was translated from Arabic into Latin and helped start a scientific revolution in medieval Europe.

Key Questions:What impact did the Crusades have on trade in the Middle East?How did the Crusades contribute to a scientific revolution in medieval Europe?
Reading:
D. Abulafia, 'Trade and Crusade, 1050–1250', in M. Goodich, S. Menache, and S. Schein (eds), Cross-Cultural Convergences in the Crusader Period (New York, 1995), 1–20
R. Amitai, 'Diplomacy and the Slave Trade in the Eastern Mediterranean: A Re-Examination of the Mamluk-Byzantine-Genoese Triangle in the Late Thirteenth Century in Light of the Existing Early Correspondence', in Oriente Moderno 87 (2008), 349–368
C. Burnett, 'Antioch as a Link between Arabic and Latin Culture in the Twelfth and Thirteenth Centuries', in B. van den Abeele, A. Tihon, and I. Draelants (eds), Occident et Proche-Orient: contacts scientifiques au temps des Croisades (Turnhout, 2000), 1–19
E.R. Hofman, 'Pathways of Portability: Islamic and Christian Interchange from the Tenth to the Twelfth Century', in Art History24 (2001), 17–50
J. Rubin, Learning in a Crusader City: Intellectual Activity and Intercultural Exchange in Acre, 1191–1291 (Cambridge, 2018)
E. Savage-Smith, 'New Evidence for the Frankish Study of Arabic Medical Texts in the Crusader Period', in Crusades 5 (2006), 99–112

Language: English

Textbooks: The following books provide useful introductory reading for the entire course, and all students should read at least one. These should be supplemented by items on the individual class reading lists for each week, above.
N. Christie, Muslims and Crusaders (London, 2014)
P. Cobb, The Race for Paradise (Oxford, 2014)
C. Hillenbrand, The Crusades. Islamic Perspectives (Edinburgh, 1999)
A. Jotischky, Crusading and the Crusader States (London, 2004)
J. Phillips, Holy Warriors. A Modern History of the Crusades (London, 2009)
J. Riley-Smith (ed.), The Oxford History of the Crusades (Oxford, 1995)

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	60	A 3,000-word essay based on one of the questions that will be supplied at the beginning of the course. The essay will be due by the end of week 12.
Class contribution:	20	Half of this is for participation in the class discussions through active and intelligent contributions. The other half is a mark given for the group presentation.
Others:	20	There will be a 10-minute multiple choice quiz at the beginning of the class of week 9, testing basic knowledge of the events of the Crusades.

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210HI42400|01|210HI42400[/SYLLABUS_ID]

Course Title	History of Premodern Japan 01		
Instructor	NAKAI, Maki		
Term	spring semester	**Credits**	4
Day/Period	01:Tues.1@02:Fri.1	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course provides a survey of human activities and events in the Japanese islands up to the mid 19th century. Pivoting around the evolution of political structures, it aims to explore social, economic, religious, and cultural developments, with a particular focus on the regional context of East Asia, the relationship between capital cities and provinces, and the transformation of class and gender relationships.

The course will consist of readings, lectures, and discussion-based analyses of primary sources in English translation. It is not a class where you will just listen to the lectures and learn a series of facts that form a single narrative of Japanese history. Rather, students will need to read, think, and update their understanding regularly throughout the semester.

As the participants usually comprise both local and international students with diverse regional and educational backgrounds, the course will be a good platform for you to meet new ideas and explore not only events in the past but also contemporary issues relevant to yourself. Students who just started to learn Japanese culture, including SP3/SP4 students, are by all means welcome, and no prior knowledge of Japanese history is required to enroll. Please just note that you may (at least in the beginning) struggle with unfamiliar names, terms, and concepts, and you will need to spend some extra time looking up those names and terms. Students who have previously studied Japanese history are certainly also welcome. Those of you will be required to revisit your knowledge, especially if you have only studied the subject at Japanese elementary and/or secondary schools, and devise how to present your ideas in an academic fashion that makes sense in an international context.

Objectives: 1. Students grasp history as a complex and nonlinear process.
2. Students build skills in analyzing materials critically and expressing their analysis appropriately as a global citizen.
3. Students acquire college-level knowledge of Japanese premodern history.

before/after course of study: 1) Students are expected to read the assigned readings thoroughly before class and to be prepared to discuss them. There will be assignments to guide their preparation and students are required to complete them before each class (60-100 minutes).
2) Students are expected to review class notes and other materials suggested by the instructor (30 minutes).
3) Students will review class materials and prepare for the exams (120-300 minutes for each exam).

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Class 1

Introduction: Defining “Japan” and “premodern”

Class 2

Prehistoric cultures: Multiple ancestries of Japanese civilization (-3C)

Class 3

Chinese civilization, Korean kingdoms, and their relations to the Japanese islands (-5C)

Class 4

The impact of the Tang dynasty and the consolidation by the Yamato power (4-7C)

Class 5

Introduction of writing system, technologies, and governing systems: The significance of Confucianism and Buddhism (5-8C)

Class 6

From kings to emperors and tribal leaders to courtiers: Building capitals and stabilizing the state (7-8C)

Class 7

Managing lands and territories: Tax system and provincial management (7-10C)

Class 8

Japan in the Medieval East Asia: Transnational networks of goods and knowledge with Tang, Song, and Liao as well as Silla, Balhae, and Goryeo (8–11C)

Class 9

Privatization of government and hereditary households: From imperial rule to regent politics and then to reign by retired emperors (8–12C)

Class 10

Shōen system and commercial networks (10–13C)

Class 11

Origins of the warrior class and the beginning of the shogunate (10–13C)

Class 12

The political system of the Kamakura Shogunate: Was it “feudal”? (12–14C)

Class 13

The Mongol Invasions and their consequences (12–14C)

Class 14

Reviewing the ″ancient″ and ″classical″ periods of Japanese history / Reading picture scrolls and discussing taboos, stigma, and magical powers

Class 15

Midterm Exam

Class 16

Review of the midterm / Overview of Medieval Japan

Class 17

Succession disputes of emperors and shoguns: The new regime and the new shogunate (13–15C)

Class 18

Rise of monetary economy and collapse of the shōen system (13–15C)

Class 19

Growth of local towns, expanding transnational trades, and changing cultures (14–16C)

Class 20

Changing relations and norms: Class, gender, and religion (13–16C)

Class 21

Western powers and the warring states: The climax of samurai violence (15–16C)

Class 22

Invasion of Joseon (16C)

Class 23

The peacemaking of the Tokugawa shogunate (16–17C)

Class 24

Control and freedom: The governing system of the Tokugawa shogunate (17–19C)

Class 25

The new capital, regional towns, and the rise of urban cultures (16–19C)

Class 26

Provincial management, agrarian developments, and household management in the Tokugawa system (16–19C)

Class 27

Religions and ideologies of the early modern Japan (16–19C)

Class 28

Final Exam

Language: English

Textbooks: Friday, Karl F., ed. Japan Emerging: Premodern History to 1850. Westview Press, 2012.

The textbook will be the main reading material throughout the semester. Students will be required to read on average 1 chapter in the first half of the semester and 2 chapters in the latter half of the semester. Students may purchase a copy of the textbook but can also access it as an ebook via the library.

A few other reading materials will be provided via Moodle.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	70	Midterm (30%) and Final (40%). The exams will consist of identification questions and essay questions.
Class contribution:	20	Materials produced during class activities—such as quiz responses, exit slips, and group work worksheets—will serve as records of attendance and participation. In addition, students' contributions to class discussions and the quality of their comments on exit slips will be evaluated.
Others:	10	Reading assignments. Students will be required to submit short written responses to questions that guide their reading via Moodle. Conscientious completion of these assignments will be evaluated. Submitted answers will be anonymously shared with other participants. [Extra Credit Opportunity] Students will have the opportunity to complete individual research projects and present their findings (e.g., visiting historical sites or exhibitions, reviewing a book, etc.). Students who meet the requirements for regular participation and assignments may earn up to 15% extra credit through these projects. Further details will be provided in class.
Note/URL:	The class schedule is subject to change. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210HI42500|51|210HI42500[/SYLLABUS_ID]

Course Title	Selected Topics in American History 51		
Instructor	KATO, Junko		
Term	fall semester	**Credits**	4
Day/Period	01:Tues.3@02:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Division and Diversity

Course Outline: Given the fact that nobody seems able to avoid the influence of the United States, whether you like it or not, it is beneficial to understand how and why the world's first democratic nation has become such a dominant powerhouse in a short period of time. This course examines some of the historical topics pertinent to the current United States, such as slavery (racism and wealth gap), the Civil War (political division, unified nation-statehood), Reconstruction (definition of American citizenship and equal protection of the law), and Jim Crow (inequality). The subject of slavery reminds us that the United States was established as a slaveholding nation, while it would not have become a consolidated capitalist nation without the abolition of slavery through the Civil War. Constitutional amendments enacted during Reconstruction, such as the 14th and 15th amendments laid the foundation for equality among people of color, women, and immigrants. And it was during the Jim Crow era when discrimination against non-white people, including Asians, gained legitimacy. As some scholars argue, Jim Crow, rather than slavery, has the lasting impact on American society of today.
By focusing on those topics, students will have a better grasp of other members of the country, such as Native Americans, and ideas of democracy, conservatism, and liberalism.

Objectives: The goal of this course is to dispel widely-held but false ideas about some of the current issues by situating the selected topics within the history of the United States and that of the world as a whole.

before/after course of study: Students are expected to carefully read materials (100 to 150 pages per week) in advance and ready for the quizzes in class. After each class, students are well advised to review key points of the lecture.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

第1回
Introduction
第2回
Slavery: Origins
第3回
Slavery: Regional Variations
第4回
Slavery: The American Revolution
第5回
Slavery: The U. S. Constitution
第6回
Slavery: Pro-Slavery and Abolitionists
第7回
The Civil War: Prelude to the War
第8回
The Civil War: Republican Party
第9回
The Civil War: The Secession Movement
第10回
The Civil War: How It Was Fought
第11回
The Civil War: Black Military Experience

第12回
The Civil War: Women and Immigrants
第13回
The Civil War: The West
第14回
Midterm Examination (Review of the previous lectures)
第15回
Reconstruction: Wartime Reconstruction
第16回
Reconstruction: Presidential Reconstruction
第17回
Reconstruction: Radial (Congressional) Reconstruction
第18回
Reconstruction: Ku Klux Klan and Violence
第19回
Reconstruction: Women
第20回
After Reconstruction: The Pacific
第21回
Racial Segregation in the South: Strange Career of Jim Crow
第22回
Racial Segregation in the South: Hitler's Model
第23回
Racial Segregation in the South: White Supremacy
第24回
Residential Segregation in the North
第25回
Inequality in American Society
第26回
Inequality in American Society
第27回
Conclusion
第28回
Final Examination

Language: English

Textbooks: Edmund S. Morgan, American Slavery American Freedom: The Ordeal of Colonial Virginia
Eugene D. Genovese, Roll, Jordan, Roll: The World the Slaves Made
C. Vann Woodward, The Strange Career of Jim Crow
Karen E. Fields and Barbara J. Fields, Racecraft: The Soul of Inequality in American Life

References: Don E, Fehrenbacher, The Slaveholding Republic: An Account of the United States Government's Relations to Slavery
Adolph L. Reed, The South: Jim Crow and Its Afterlives

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	70	Midterm 35%, Final 35%
Class contribution:	30	Discussion and active contribution to the class

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210HI50100|02|210HI50100[/SYLLABUS_ID]

Course Title	Seminar on History 02		
Instructor	OKAMOTO, Koichi		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Seminar on History and Historiography

Course Outline: This seminar is designed for students planning to specialize in historical studies during their senior year. Particularly for students in their first semester of the seminar, the fall term is designated as a foundational period for developing their senior theses. To facilitate this, the curriculum begins in a colloquium style—focusing on broad academic exchange—before transitioning into a research seminar format tailored to individual projects.

Whether you already have a specific thesis topic or only a general interest in history, this seminar will help you acquire the necessary research skills, theories, and methodologies. We will refine these skills by discussing various issues aligned with the participants' individual interests.

Although the instructor's primary expertise is in modern Japan and international history, this seminar is open to anyone interested in history, regardless of their specific geographic or chronological focus.

Objectives: To complete student's senior paper, students should work according to the "road map" distributed at the first session of the seminar. Through this process, they are expected to acquire the skill of profound analysis as well as independent research.

before/after course of study: Conduct your own research, and follow the road map to complete your senior thesis.
Students must read papers related to their thesis before each class and prepare presentations. Consistent exploration and examination of the library and online sources is essential. So, studying before and after each class takes more than 120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: Course Schedule (tentative) Depending the number of students in the seminar, the class structure will be changed.
The final class schedule and list of reading assignments for each class will be distributed after the registration is closed.

[Week 1]Introduction[Week 2]Research at Waseda
[Week 3]Library Tour
[Week 4]Private Tutoring / Presentation
[Week 5]Private Tutoring / Presentation
[Week 6]Private Tutoring / Presentation
[Week 7]Private Tutoring / Presentation
[Week 8]Private Tutoring / Presentation
[Week 9]Private Tutoring / Presentation
[Week10]Private Tutoring / Presentation
[Week11]Private Tutoring / Presentation
[Week12]Private Tutoring / Presentation
[Week13]Private Tutoring / Presentation
[Week14] Senior Paper Conference

Language: Japanese/English

References: The instructor will provide bibliographic references for each student's topic, when it is necessary.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	60	Interim report (or Senior Paper draft)
Class	20	Active participation in the seminar.

contribution：

Others：　20　Presentation on senior paper project

Note/URL：　Since many students work on Japanese materials, the seminar will be conducted in Japanese. If some prefer English as the primary language for the seminar, I will organize other seminar sessions.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210HI50100|03|210HI50100[/SYLLABUS_ID]

Course Title	Seminar on History 03		
Instructor	STERENBERG, Matthew Kane		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Theories and Methods in History

Course Outline: This advanced seminar is for students who have a keen interest in history, want to sharpen their ability to think historically, and intend to write a graduation thesis on an historical topic. The seminar has three main goals: 1) to equip students with a a deeper understanding of the theories and methods (also known as historiography) that underlie historical research, 2) to help students develop a deeper appreciation of what historical research can "do," that is, the kinds of questions it can answer and the sort of insights it can offer; and 3) to help students choose a viable thesis topic, conduct substantial research on it, and shape that research into a persuasive graduation thesis. How we accomplish these goals will vary from semester to semester depending on enrollment and student interests, but the essential format of the seminar is discussion of assigned readings. What will we read? Typically, we will begin the semester by reading essays and excerpts that relate to Goal #1 above. These readings address questions such as: what is history? how do historians evaluate evidence? what counts as a good historical explanation of an event? Is there such a thing as historical truth?
After a few weeks of this we will usually transition to considering Goal #2 above, and this means reading an exemplary historical monograph. Based on the instructor's suggestions, together we will choose a book that addresses an important and relevant topic, that is interesting and well-written, and that reveals what historical research can do in the hands of a master practitioner. (Usually these books are in the field of modern British, European, or transatlantic history. Recent choices have included Hyperactive: The Controversial History of ADHD by Matthew Smith, Return from the Natives: How Margaret Mead Won the Second World War and Lost the Cold War by Peter Mandler, and Family Secrets: Shame and Privacy in Modern Britain by Deborah Cohen.) Parallel to all of this we will be addressing Goal #3, which means that we will have regular consultations about how to choose and research a thesis topic, how your research is progressing, and how to transform that research into a finished thesis.
Believe it or not, while learning all of this we can and will have some fun along the way. We'll be reading fascinating documents and thinking about important questions. Consequently, this course will include an ample amount of debate and discussion. I want to hear what you think and how you think about the issues we cover.

Objectives: By the end of this seminar students will have substantial knowledge of the issues and debates that have shaped, and continue to shape, the historical profession. In addition they will have improved their ability to think historically and developed skills in historical research and writing that will allow them to pursue graduate study in history if they so choose.

before/after course of study: There will be assigned readings and other before/after class assignments throughout the semester. Students must read papers related to their thesis before each class and prepare presentations. Consistent exploration and examination of the library and online sources is essential. So, studying before and after each class takes more than 120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule [Course Delivery Method]:
Face-to-Face (F2F)
As suggested in the course description above, our weekly schedule will vary from semester to semester depending on what we decide to read. Therefore, week 1 to week 14 is currently TBD.
[Class 1] TBD
[Class 2] TBD
[Class 3] TBD
[Class 4] TBD
[Class 5] TBD
[Class 6] TBD
[Class 7] TBD
[Class 8] TBD
[Class 9] TBD
[Class10] TBD
[Class11] TBD
[Class12] TBD
[Class13] TBD
[Class14] TBD

Language: English

Textbooks:	TBD	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Papers:	50	research proposal or thesis draft, depending on how long you have been in the seminar
Class contribution:	50	participation in discussion, including a presentation

Note/URL:

NOTE: [Course Delivery Method]:
Face-to-Face (F2F)
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210HI50100|05|210HI50100[/SYLLABUS_ID]

Course Title	Seminar on History 05		
Instructor	FUKUYAMA, Yuko		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Italian Studies and European History

Course Outline: This seminar is designed for those students who have an interest in Italy and European history. Besides the historical study, we will discuss various topics in Italy (art, literature, city planning, language, and so on). This seminar is conducted in a form of a research seminar, the ultimate aim of which is to write a senior paper. Each student chooses their own topic, gives a presentation, and makes a discussion to improve their studies.

Objectives: By the end of this seminar, students are expected to:
- develop an awareness of historical or Italian study
- deepen their knowledge about each topic, based on academic research ability
- acquire essential skills for writing a senior paper

before/after course of study: Students are required to prepare and follow up on their presentations and essays. Preparation is expected to take 90-120 minutes on average.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introduction
[Week 2] Basic academic skills for Senior Paper 1
[Week 3] Basic academic skills for Senior Paper 2
[Week 4] Basic academic skills for Senior Paper 3
[Week 5] Short Presentation and Discussion 1
[Week 6] Short Presentation and Discussion 2
[Week 7-14] Presentation and discussion on each research topic

Language: Japanese/English

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free- Individual presentation based on research paper: 40%
Active participation in class: 20%
Research paper: 40%

Note/URL: Course schedule is tentative.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210HI50100|06|210HI50100[/SYLLABUS_ID]

Course Title	Seminar on History 06		
Instructor	NAKAI, Maki		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Exploring the Past: History, Memories, and Narratives

Course Outline: This advanced seminar is designed for students who are interested in history and/or historical fictions and have decided to write a senior thesis on topics related to history, cultural history, or historical fictions. The instructor specializes in premodern Japanese history, cultural history, and history of clothing, with an educational background in comparative literature and comparative culture. The seminar readings will be mainly taken from these areas but any students interested in history or the intricacy of the relationship between fact/fiction are welcome to join.

The seminar sessions will have two main components: 1) discussions based on assigned readings (and ideally field trips) and 2) a workshop for writing the thesis.

1) For the discussions, we will read academic works that will help us examine our understanding of history, roaming over various issues, including historical fiction and drama, collective memory, and public history. While acknowledging the significance that the modern discipline of history has attached to facts and the process of substantiating them, we will experience together the pains and problems of writing histories and sharing memories.

2) For the writing workshop, the participants will work together in developing their research and writing skills, and share their progress in their individual project.

Objectives: 1) Students acquire substantial knowledge about scholarly discussions on what is history and contemporary issues related to history and memory.
2) Students improve research and writing skills.
3) Students make progress in their thesis project.

before/after course of study: 1) Students are expected to read the assigned readings thoroughly before class and to be prepared to discuss them. There will be assignments to guide their preparation, and students may be required to share them before class. They will also take turns to prepare a presentation on a reading and lead the discussion.

2) Students will work on their thesis project. This will include making a research plan, exploring the libraries, making and updating an annotated bibliography, writing and revising drafts, and presenting the progress. In the third semester, they will complete their thesis and give a final presentation.

These will altogether require 120 minutes or more for preparation every week.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

The following schedule is subject to change.

Session 1: Introduction

Session 2

Reading a sample article (reading, model presentation by the instructor) / What a historical essay should look like (workshop)

Session 3

Reading and discussion 1 / What a senior thesis should look like (workshop)

Session 4

Reading and discussion 2 / How to choose a thesis topic (workshop)

Session 5

Reading and discussion 3 / Finding sources and creating a bibliography (workshop)

Session 6

Reading and discussion 4 / How to read sources and take notes (workshop)

Session 7
Reading and discussion 5 / Respecting the existing studies and creating a research map (workshop)
Session 8
Reading and discussion 6 / Significance of offline materials and materials in the physical world (workshop)
Session 9
Field trip
Session 10
Reviewing the field trip / How history and memory form our world
Session 11
Writing a research proposal – forming a tentative research question (junior students) / presenting a progress report (senior students)
Session 12
Significance of sources and how to use them in your writing
Session 13
Revising the research proposal (junior students) / presenting a progress report (senior students)
Session 14
Summary of the course

Language: English

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	40	Writings for the thesis project (proposals, bibliographies, and drafts, depending on the student's stage)
Class contribution:	30	Contribution to discussions, including submission of written comments
Others:	30	Presentations, either on the readings or the thesis project

Note/URL: The course schedule is subject to change as it will depend on the class size and be adjusted to meet the students' needs and interests.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210HI50100|52|210HI50100[/SYLLABUS_ID]

Course Title	Seminar on History 52		
Instructor	OKAMOTO, Koichi		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Seminar on History and Historiography

Course Outline: This seminar is designed for students planning to specialize in historical studies during their senior year. Particularly for students in their first semester of the seminar, the fall term is designated as a foundational period for developing their senior theses. To facilitate this, the curriculum begins in a colloquium style—focusing on broad academic exchange—before transitioning into a research seminar format tailored to individual projects.

Whether you already have a specific thesis topic or only a general interest in history, this seminar will help you acquire the necessary research skills, theories, and methodologies. We will refine these skills by discussing various issues aligned with the participants' individual interests.

Although the instructor's primary expertise is in modern Japan and international history, this seminar is open to anyone interested in history, regardless of their specific geographic or chronological focus.

Objectives: To complete student's senior paper, students should work according to the "road map" distributed at the first session of the seminar. Through this process, they are expected to acquire the skill of profound analysis as well as independent research.

before/after course of study: Conduct your own research, and follow the road map to complete your senior thesis.
Students must read papers related to their thesis before each class and prepare presentations. Consistent exploration and examination of the library and online sources is essential. So, studying before and after each class takes more than 120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: Depending of the number of students in the seminar, the class format and schedule will be changed.

[Week 1]Introduction
[Week 2]Research at Waseda
[Week 3]Library Tour
[Week 4]Private Tutoring / Presentation
[Week 5]Private Tutoring / Presentation
[Week 6]Private Tutoring / Presentation
[Week 7]Private Tutoring / Presentation
[Week 8]Private Tutoring / Presentation
[Week 9]Private Tutoring / Presentation
[Week10]Private Tutoring / Presentation
[Week11]Private Tutoring / Presentation
[Week12]Private Tutoring / Presentation
[Week13]Private Tutoring / Presentation
[Week14] Senior Paper Conference

Language: Japanese/English

References: The instructor will provide bibliographic references for each student's topic, when it is necessary.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	40	Interim report (or Senior Paper draft)
Class contribution:	20	Active participation in the seminar.
Others:	40	Presentation on senior paper project

Note/URL: Since many students work on Japanese materials, the seminar will be conducted in Japanese. If some prefer English as the primary language for the seminar, I will organize other seminar sessions or conduct the seminar in a bilingual form.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210HI50100|53|210HI50100[/SYLLABUS_ID]

Course Title	Seminar on History 53		
Instructor	STERENBERG, Matthew Kane		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Theories and Methods in History

Course Outline: This advanced seminar is for students who have a keen interest in history, want to sharpen their ability to think historically, and intend to write a graduation thesis on an historical topic. The seminar has three main goals: 1) to equip students with a a deeper understanding of the theories and methods (also known as historiography) that underlie historical research, 2) to help students develop a deeper appreciation of what historical research can "do," that is, the kinds of questions it can answer and the sort of insights it can offer; and 3) to help students choose a viable thesis topic, conduct substantial research on it, and shape that research into a persuasive graduation thesis. How we accomplish these goals will vary from semester to semester depending on enrollment and student interests, but the essential format of the seminar is discussion of assigned readings.
What will we read? Typically, we will begin the semester by reading essays and excerpts that relate to Goal #1 above. These readings address questions such as: what is history? how do historians evaluate evidence? what counts as a good historical explanation of an event? Is there such a thing as historical truth?
After a few weeks of this we will usually transition to considering Goal #2 above, and this means reading an exemplary historical monograph. Based on the instructor's suggestions, together we will choose a book that addresses an important and relevant topic, that is interesting and well-written, and that reveals what historical research can do in the hands of a master practitioner. (Usually these books are in the field of modern British, European, or transatlantic history. Recent choices have included Hyperactive: The Controversial History of ADHD by Matthew Smith, Return from the Natives: How Margaret Mead Won the Second World War and Lost the Cold War by Peter Mandler, and Family Secrets: Shame and Privacy in Modern Britain by Deborah Cohen.)
Parallel to all of this we will be addressing Goal #3, which means that we will have regular consultations about how to choose and research a thesis topic, how your research is progressing, and how to transform that research into a finished thesis.
Believe it or not, while learning all of this we can and will have some fun along the way. We'll be reading fascinating documents and thinking about important questions. Consequently, this course will include an ample amount of debate and discussion. I want to hear what you think and how you think about the issues we cover.

Objectives: By the end of this seminar students will have substantial knowledge of the issues and debates that have shaped, and continue to shape, the historical profession. In addition they will have improved their ability to think historically and developed skills in historical research and writing that will allow them to pursue graduate study in history if they so choose.

before/after course of study: There will be assigned readings and other before/after class assignments throughout the semester.
Students must read papers related to their thesis before each class and prepare presentations. Consistent exploration and examination of the library and online sources is essential. So, studying before and after each class takes more than 120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule NOTE:
[Course Delivery Method]:
Face-to-Face (F2F)

As suggested in the course description above, our weekly schedule will vary from semester to semester depending on what we decide to read. Therefore, week 1 to week 14 is currently TBD.
[Class 1] TBD
[Class 2] TBD
[Class 3] TBD
[Class 4] TBD
[Class 5] TBD
[Class 6] TBD
[Class 7] TBD
[Class 8] TBD
[Class 9] TBD
[Class10] TBD
[Class11] TBD
[Class12] TBD
[Class13] TBD
[Class14] TBD

Language:	English	
Textbooks:	TBD	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Papers:	50	research proposal or thesis draft, depending on how long you have been in the seminar
Class contribution:	50	attendance and participation in discussions

Note/URL:

NOTE:
[Course Delivery Method]:
Face-to-Face (F2F)

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210HI50100|55|210HI50100[/SYLLABUS_ID]

Course Title	Seminar on History 55		
Instructor	FUKUYAMA, Yuko		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Italian Studies and European History

Course Outline: This seminar is designed for those students who have an interest in Italy and European history. Besides the historical study, we will discuss various topics in Italy (art, literature, architecture, city planning, language, etc.). This seminar is conducted in the form of a research seminar, the ultimate aim of which is to write a senior thesis. Each student chooses their own topic, gives a presentation, and makes a discussion to improve their studies.

Objectives: By the end of this seminar, students are expected to:
- develop an awareness of historical or Italian study
- deepen their knowledge about each topic, based on academic research ability
- acquire essential skills for writing a senior paper

before/after course of study: Students are required to prepare and follow up on their presentations.

Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introduction
[Week 2] Basic academic skills for Senior Thesis
[Week 3] Short Presentation and discussion 1
[Week 4] Short Presentation and discussion 2
[Week 5-13] Presentation and discussion on each research topic
[Week 14] Round-up
* Course schedule is tentative.

Language: Japanese/Englis
h

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Individual presentation: 40%
Active participation in class: 20%
Research paper: 40%

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210HI50100|56|210HI50100[/SYLLABUS_ID]

Course Title	Seminar on History 56		
Instructor	NAKAI, Maki		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Exploring the Past: History, Memories, and Narratives

Course Outline: This advanced seminar is designed for students who are interested in history and/or historical fictions and have decided to write a senior thesis on topics related to history, cultural history, or historical fictions. The instructor specializes in premodern Japanese history, cultural history, and history of clothing, with an educational background in comparative literature and comparative culture. The seminar readings will be mainly taken from these areas but any students interested in history or the intricacy of the relationship between fact/fiction are welcome to join.

The seminar sessions will have two main components: 1) discussions based on assigned readings (and ideally field trips) and 2) a workshop for writing the thesis.

1) For the discussions, we will read academic works that will help us examine our understanding of history, roaming over various issues, including historical fiction and drama, collective memory, and public history. While acknowledging the significance that the modern discipline of history has attached to facts and the process of substantiating them, we will experience together the pains and problems of writing histories and sharing memories.

2) For the writing workshop, the participants will work together in developing their research and writing skills, and share their progress in their individual project.

Objectives: 1) Students acquire substantial knowledge about scholarly discussions on what is history and contemporary issues related to history and memory.
2) Students improve research and writing skills.
3) Students make progress in their thesis project.

before/after course of study: 1) Students are expected to read the assigned readings thoroughly before class and to be prepared to discuss them. There will be assignments to guide their preparation, and students may be required to share them before class. They will also take turns to prepare a presentation on a reading and lead the discussion.

2) Students will work on their thesis project. This will include making a research plan, exploring the libraries, making and updating an annotated bibliography, writing and revising drafts, and presenting the progress. In the third semester, they will complete their thesis and give a final presentation.

These will altogether require 120 minutes or more for preparation every week.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

The following schedule is subject to change.

Session 1: Introduction

Session 2

Reading a sample article (reading, model presentation by the instructor) / What a historical essay should look like (workshop)

Session 3

Reading and discussion 1 / What a senior thesis should look like (workshop)

Session 4

Reading and discussion 2 / How to choose a thesis topic (workshop)

Session 5

Reading and discussion 3 / Finding sources and creating a bibliography (workshop)

Session 6

Reading and discussion 4 / How to read sources and take notes (workshop)

Session 7
Reading and discussion 5 / Respecting the existing studies and creating a research map (workshop)
Session 8
Reading and discussion 6 / Significance of offline materials and materials in the physical world (workshop)
Session 9
Field trip
Session 10
Reviewing the field trip / How history and memory form our world
Session 11
Writing a research proposal – forming a tentative research question (junior students) / presenting a progress report (senior students)
Session 12
Significance of sources and how to use them in your writing
Session 13
Revising the research proposal (junior students) / presenting a progress report (senior students)
Session 14
Summary of the course

Language: English

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Papers:	40	Writings for the thesis project (proposals, bibliographies, and drafts, depending on the student's stage)
Class contribution:	30	Contribution to discussions, including submission of written comments
Others:	30	Presentations, either on the readings or the thesis project

Note/URL: The course schedule is subject to change as it will depend on the class size and be adjusted to meet the students' needs and interests.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210IR20100|01|210IR20100[/SYLLABUS_ID]

Course Title	Introduction to International Relations 01		
Instructor	BACON, Paul Martyn		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	ce, Peace, Human Rights and International	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: The method of course delivery will be Face-to-Face (F2F) (*Please note that if a sufficient number of students are unable to attend in-person because of travel restrictions, it may be necessary to move to Live Stream via Zoom).
This course offers a comprehensive and substantial introduction to international relations. There will be an overview of the international history of the last 100 years, taught from a geopolitical perspective. The main theories of international relations are introduced. The core textbook is Joseph Nye and David Welch's highly regarded Understanding Global Conflict and Cooperation: An Introduction to Theory and History (any version from the 9th edition onwards would be ok). This text will be supplemented with various other readings.

Objectives: Introduce students to the key historical events and trends of the last 100 years, and help them learn how to think theoretically and systematically about international relations.

before/after course of study: Two hours of assigned reading prior to each class.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: N.B. Please note that this schedule is tentative and subject to change. Each week, the class will be held in-person, and student attendance is expected.

1. Introduction
2. Realism
3. The Balance of Power and the Origins of WWI (Joseph Nye, Chapter3)
4. The Failure of Collective Security and the Origins of WWII (Nye,Chapter 4)
5. The Origins of the Cold War (Nye, Chapter 5)
6. The End of the Cold War/Nuclear Weapons (Nye, Chapter Five)
7. The UN Charter and the International Society Approach
8. Mid-term Examination
9. Liberalism and the End of History? (Francis Fukuyama)
10. Globalization and Interdependence (Nye, Chapter Seven)
11. Towards A Clash of Civilizations? (Samuel Huntington)
12. 9/11 and the War on Terror (John Ikenberry)
13. The Rise (and Threat?) of China (Robert Kaplan)
14. Final Examination

Language: English

Textbooks: Nye and Welch, Understanding Global Conflict and Cooperation: An Introduction to Theory and History
Please consult with the professor before buying this text.

References: Additional recommended readings will be announced in the first class. Copies of lecture notes and Power Point presentations will be available from a personal webpage that supports this class.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 80 There are two exams, a mid-term and a final, each of which are worth 40% of the final grade.

Class contribution: 20 Attendance and participation.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210IR20100|03|210IR20100[/SYLLABUS_ID]

Course Title	Introduction to International Relations 03		
Instructor	YAMASHITA, Hikaru		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	ce, Peace, Human Rights and International	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Issues, Concepts and Theories of International Politics and Security

Course Outline: This course introduces students to key issues, concepts and theories of international politics with a focus on its security aspects. The first half of the course discusses the fundamental "building blocks" of world politics and examines some of the recent trends. The latter half will be devoted to the introduction of five basic approaches to the study of international politics. The course is scheduled to take place mainly in the classroom (face-to-face) unless announced otherwise. The course details including the class format for each week will be explained in the first week (which will be held in the classroom).

Objectives: Students will be able to learn basic theoretical approaches to international relations and to understand the key concepts and issues of the discipline. The course will also offer an opportunity to discuss some of the ongoing international issues as they arise.

before/after course of study: The participants are expected to read the provided handouts and theme-related materials and write short essays. The pre/ after class work is projected to take 30-60 minutes per day.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

[Week 1] Introduction/ orientation

【2-7 International and global politics】
[Week 2] Statehood, sovereignty
[Week 3] Nation and nationalism
[Week 4] Globalization
[Week 5] Global governance
[Week 6] Post-Cold War humanitarianism
[Week 7] 9/11 and terrorism

【8-12 Theories of international relations】
[Week 8] Liberal internationalism
[Week 9] Classical realism
[Week 10] Neo-liberalism
[Week 11] Neo-realism
[Week 12] English School

【13-14 Review and wrap-up】
[Week 13] Review and discussion
[Week 14] Review and discussion

Language: English

Textbooks: No textbook is used in the course. A list of recommended and further readings will be provided in the first week.

References: Useful sources (books, articles, internet links, etc.) will be suggested during the class.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- 80% Essays (reaction papers)
20% Participation in the discussion.

Note/URL: All the announcements, shared resources, submissions, etc. are made using the Moodle.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210IR20100|52|210IR20100[/SYLLABUS_ID]

Course Title	Introduction to International Relations 52		
Instructor	SEUL, Timothy		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	ce, Peace, Human Rights and International	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: The basic goal of this course is to develop within students the capacity to think about international political phenomena beyond the level of the specific event; that is, to assist students in their ability to critically analyze international politics. This should provide students with an intellectual basis for evaluating current, historical, and future behavior within the international arena beyond the level of the daily newspaper. While this is not a course on current events, contemporary issues will be discussed to illustrate broader themes and concepts. Similarly, although this is not a history course, historical knowledge is essential when studying international politics.

Objectives: To introduce students to a variety of perspectives in International Relations, and develop an ability within them to analyze events in a more thoughtful manner.

before/after course of study: Keeping up with the readings and completing any assignments
General preview and review will take around 90 to 120 minutes each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introductory Remarks, Chapter 1
[Week 2] Chapter 1, continued
[Week 3] Chapter 2
[Week 4] Chapter 2, continued
[Week 5] Exam 1
[Week 6] Chapter 3
[Week 7] Chapter 4
[Week 8] Chapter 5
[Week 9] Exam 2
[Week10] Chapter 7
[Week11] Chapter 7, continued
[Week12] Chapter 8
[Week13] Chapter 10
[Week14] Chapter 12 / Exam 3

Language: English

Textbooks: International Relations: Perspectives, Controversies, Readings (by Keith L. Shimko).

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	85	Three Exams - No Make-up Exams Given
Class contribution:	15	Participation and Attendance

Note/URL: Students are expected to be active participants in class. Participation is not limited to class discussions, but this will be a crucial part of our course. Perhaps the most crucial part of participation will come from careful consideration of the assigned readings. I have kept the readings to a minimum so that you will have time to read assignments carefully and to develop your own connections to course themes. Because careful reading is a practice developed over time, we will focus on developing your abilities as engaged readers throughout the semester. Exams will focus on material covered in class discussions, so attendance is highly recommended. Course readings alone will not be enough to do well on exams. Also, attendance is a part of your participation grade. Therefore, poor attendance will not only be reflected in lower test scores, but also in a poor participation grade. Finally, come to class on time; tardiness will lower your grade.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210IR30300|01|210IR30300[/SYLLABUS_ID]

Course Title	International Law		
Instructor	IKESHIMA, Taisaku		
Term	spring semester	**Credits**	4
Day/Period	01:Tues.3@02:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Public International Law: What It Is and How It Works in the International Community

Course Outline: N.B.
Basic knowledge BOTH of law in general AND of international relations (IR) is necessary for participants to follow this class effectively.
BOTH 'Introduction to International Relations (IR)' AND 'Introduction to Legal Studies' (or some other equivalents) are strongly recommended as the prerequisite subjects of study for this course.

This course aims to explore some static and dynamic aspects of the legal system in a globalized world and to examine the function and application of international law in the settlement of disputes between actors (including states).
Students will learn the rules of law which are applied to current events in the world with a view to broadly understanding history, world politics, and other related fields of study.

Objectives: To understand basic ideas of public international law under the idea of the Rule of Law in the international community.

before/after course of study: Students will need to prepare for the class discussion of the relevant chapter(s)/part(s) of the textbook every week, reading and making summary of some relevant materials.
They also need to review the class discussion after the session every week.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Class 1] Introduction
[Class 2] How to Study International Law?
[Class 3] The Nature of International Law
[Class 4] The Structure of International Society
[Class 5] The Sources of International Law (1): Treaties
[Class 6] The Sources of International Law (2): Cusomary Law
[Class 7] The Sources of International Law (3): Other Sources
[Class 8] The Law of Treaties (1)
[Class 9] The Law of Treaties (2)
[Class10] International Law and National Law (1)
[Class11] International Law and National Law (2)
[Class12] Statehood
[Class13] Jurisdiction and Sovereignty
[Class14] Jurisdiction and Sovereignty (2) + Review exam (Intermediate exam)
[Class15] Immunities from National Jurisdiction (1)
[Class16] Immunities from National Jurisdiction (2)
[Class17] The Law of the Sea (1)
[Class18] The Law of the Sea (2)
[Class19] The Law of the Sea (3)
[Class20] State Responsibility (1)
[Class21] State Responsibility (2)
[Class22] The Peaceful Settlement of Disputes (1): History & Institutions
[Class23] The Peaceful Settlement of Disputes (2): ICJ
[Class24] The Use of Force (1)
[Class25] The Use of Force (2)
[Class26] Human Rights Law
[Class27] International Economic Law
[Class28] Conclusions + Final Exam + Review

Language: English

Textbooks: Jan Klabbers, International Law, Fourth Edition, Cambridge University Press, 2024. ISBN: 978-1-009-30432-0 (Paperback)

References: - M. Dixon, R. McCorquodale, S. Williams, Cases & Materials on International Law, 7th Edition, Oxford University Press, 2024.

- Tom Bingham, The Rule of Law, Penguin Books, 2010.
- Thomas Buergenthal & Sean D. Murphy, Public International Law, 5th Edition, West, 2013.
- James Crawford, Brownlie's Principles of Public International Law, 8th Edition, Oxford University Press, 2012.
- Martin Dixon, Textbook on International Law, 7th Edition, Oxford University Press, 2013, ISBN 978-0199574452 (Pbk)
- (Martin Dixon, Textbook on International Law, 8th Edition, Oxford University Press, 202?, ISBN 978-0198727637 (in press), if available)

- Malcolm D. Evans, (Ed.), International Law Documents, 13th Edition, Oxford University Press, 2017.
- Malcolm D. Evans, (Ed.), International Law, 4th Edition, Oxford University Press, 2014.
- Vaughan Lowe, International Law, Oxford University Press, 2007.
- Vaughan Lowe, A Very Short Introduction to International Law, Oxford University Press, 2016.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams:	70	Written exam (Intermediate (30%) + Final (40%))
Class contribution:	10	Class Discussion
Others:	20	Some quizzes for review for probably four or five times during the semester.

Note/URL: www.un.orgwww.icj-cij.org

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210IR30900|51|210IR30900[/SYLLABUS_ID]

Course Title	Political and Economic Situations in Southern African Countries		
Instructor	KATAOKA, Sadaharu		
Term	fall semester	Credits	2
Day/Period	01:Tues.4	Class Modality Categories	[On-campus]
Course Category	Intermediate Subjects	Eligible Year	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: SADC Ambassadors Lecture

Course Outline: The system of this lecture is F2F.
The principal aim of this course is to provide for the students an introduction of African studies, especially in Southern African Countries. While the African continent has significant legal, political and economic challenges, students are rarely introduced to the attempts of African states to set up structures to confront those challenges through regional integration. This course will introduce students to the various legal, political and economic regional integration initiatives in the Southern African region which has become an emerging region.
Under the powerful influence of South Africa's significantly accelerating growth, the economic fortunes of Southern Africa as a whole should experience a major boost from 2010. With the region's dominant economic power finally shaking off some of the heavy burdens of its inherited domestic problems and beginning to forge ahead much more convincingly, most countries in its closest orbit can expect to see positive gains in terms of improved trade and investment flows.
However, because Southern Africa is yet some way from being a truly cohesive economic bloc, a few contradictory and negative influences are still at work. These are seen most notably in Zimbabwe's long-running political and economic meltdown; in Angola's poor economic management in the midst of its latest oil revenue windfall; and in the persistence of drought and rural distress in Malawi. Most importantly, the overall trends are positive, and at least nine countries have been notching up growth rates in excess of 6% a year. These include the familiar strong performers, like Botswana and Mauritius, as well as the best practitioners of fundamental economic reform like Mozambique and Zambia. The highest growth rate, Mozambique's 7% in 2020, may seem to be in a league of its own but in reality, reflected no more than the buoyancy of the natural gas sector.
From the copper of Zambia to Angola's oil and Namibia's uranium, many counties in the region are dependent on the export of unprocessed commodities. Looking for lessons on what works? Botswana and South Africa have been successful in attracting value-added processing.
The Tripartite Free Trade Area(TFTA) is a new continental integration project between the SADC, COMESA, and the EAC, expected to be operational by 2021 or 2022.
Now the COVID-19 affects the region, especially South Africa. As of August 2021, South Africa has the highest number of COVID-19 cases in Africa, but with a relatively low death rate.

In that connection, students will learn a lot about the region. This unique lecture at Waseda University started in 2008. In this lecture, each Ambassadors and Embassy officials from the SADC (Southern African Development Community) (http://www.sadc.int/) group will make a presentation on the variety of SADC regions, in terms of the Economy and Politics and the relationship between Japan and the SADC region during this class. In Japan, there are actually 12 embassies of SADC (Angola, Botswana, Democratic Republic of Congo, Lesotho, Madagascar, Malawi, Mozambique, Namibia, South Africa, Tanzania, Zambia, and Zimbabwe) (For a moment Mauritius, Seychelles, Eswatini(Former Swaziland) and Comores do not have Embassy in Japan). This SADC group is the biggest diplomatic group among the African Diplomatic Corps in Tokyo. The course will focus on the geopolitical area of southern Africa, and the issues that such regions face as they plan to seek to integrate their local economies.

Objectives: Acquire knowledge about the political and economic situations of the SADC countries.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule [Week 1] General Introduction by Instructor
[Week 2] Mini-symposium with SADC Diplomatic Corps (Live or on demand)
[week 3-15] Presentations of Each Ambassadors of SADC (12 Embassies/12 weeks)(Alphabetical order)
Angola
Botswana
Democratic Republic of Congo
Lesotho
Madagascar
MalawiMozambique
Namibia

South Africa
Tanzania
Zambia
Zimbabwe
[Week 16] Wrap up and Final Paper

Language:	English
References:	Internet articles, for example, http://allafrica.com/ and http://www.irinnews.org/ will also be very useful. SADC web site: http://www.sadc.int/
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Exams:	70	Final exam or Final paper
Class contribution:	30	Participation, attendance and the quiz

Note/URL: Course Requirements:

Attendance in class is required, active participation is expected, and students should anticipate being called on to discuss topics. Attendance and participation are required and count for thirty percent (30%) of the course grade. There will be the Final Examination or the final paper. The general knowledge quiz will provide you an opportunity to demonstrate basic knowledge of Southern African region. There will be a final exam. You will be tested on the lectures on this exam. This final examination or the final paper counts for seventy percent (70%) of the final course grade.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210IR31200|01|210IR31200[/SYLLABUS_ID]

Course Title	International Political Economy 01		
Instructor	SHU, Min		
Term	spring semester	**Credits**	4
Day/Period	01:Tues.3@02:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Theory, Policy and Analysis

Course Outline: This four-credit lecture course introduces students to the debates on international political economy from both theoretical and empirical perspectives.

The course covers theories of international political economy, analytical approaches to international political economy, multinational production, international trade, international monetary and financial systems, international aid and development, regional cooperation, environmental protection, immigration, as well as globalization and its consequences.

Based on preassigned reading materials, each student is invited to work on a group presentation on one of the thematic topics covered in the second half of the course (from Week 6 to 13). Towards the end of term, students are required to write a term paper on the topics covered by the course. The evaluation is based on class attendance, group presentation and term paper.

Objectives: The course intends to help mid-level undergraduates to develop a comprehensive understanding of, and sophisticated analytical approaches to, the current debates on international political economy.

before/after course of study: Students are encouraged to take introductory courses on international relations theories and international economics. In addition, relevant chapter.

Preparation for the class and the review will each take around 90-120 min.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introduction and Guidance
[Week 2] The History of International Political Economy
[Week 3 Theories of International Political Economy I: Realism and Liberalism
Week 4] Theories of International Political Economy II: Marxism and Constructivism
[Week 5] Analytical Approaches: Global Governance and Domestic Politics
[Week 6] International Trade: Liberalization and Protection
[Week 7] Exchange Rate and International Finance
[Week 8] Multinational Production and Global Value Chains

[Week 9] Immigration: History, Process and Consequences

[Week 10] Regional Cooperation and Integration

[Week 11] International Development and Aid

[Week 12] Environmental Challenges
[Week 13] Globalization and Its Consequences
[Week 14] Summary and Essay Guidance

Language: English

Textbooks: Ravenhill, John (2020) Global Political Economy, 6th edition, Oxford University Press.

O'Brien, Robert and Marc Williams (2020) Global Political Economy: Evolution and Dynamic, 6th edition, Red Globe Press.

References: Frieden, Jeffry A; David A. Lake and J. Lawrence Broz (2010) International Political Economy: Perspectives on Global Power and Wealth, 5th edition, New York: W. W. Norton.

Gilpin, Robert (2001) Global Political Economy: Understanding the International Economic Order, Princeton: Princeton University Press.

Krugman, Paul R. and Maurice Obstfeld (2008) International Economics: Theory and Policy, 8th edition, Boston: Pearson Education.

飯田敬輔（著）『国際政治経済』、東京大学出版会、2007年。

吉沢晃・ほか(著, 編集)『はじめての国際政治経済学』、法律文化社, 2025年。

野林健・大芝亮・納家政嗣・山田敦・長尾悟（著）『国際政治経済学・入門』、有斐閣アルマ、2007年

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams:	50	term essay
Papers:	20	Presentation
Class contribution:	10	In-class discussion
Others:	20	Attendance

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210IR31300|51|210IR31300[/SYLLABUS_ID]

Course Title	Pacific Perspectives on Empire, War, and Globalization 51		
Instructor	DVORAK, Greg		
Term	fall semester	**Credits**	4
Day/Period	01:Wed.4@02:Wed.5	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Transoceanian Studies 1

Course Outline: Iakwe! Kaselehlie mai! Hafa Adai! Alii! Aloha! Aroha! Ia Ora Na! Kia Orana! Welcome to Oceania!

When people in Japan talk about the Pacific Ocean, usually they think about a big, vast sea, with America on the other side. They think of tropical islands and hula dancing, or mysterious military operations, tuna fish and other seafood. Usually we don't consider that, from a Japanese perspective, the Pacific is what connects us to the United States and the rest of the world. We forget about the Pacific War or about the other ways that the Pacific links Japan to the United States, and instead we just talk about ideas like "the American dream," "freedom," fast food, or economic power. Some people have referred to the Pacific Ocean as "an American Lake," when referring to American military and economic power. In this class, will take this into consideration and take a very different approach to "America," "Japan," and "gender relations" through "international relations," by thinking of how these things are seen from the vast communities of people who live on islands in the Pacific Ocean. ." The great Tongan scholar Epeli Hau'ofa called the Pacific Ocean a "Sea of Islands." By this, he meant that usually we think of the Pacific as a big, empty ocean, but in fact it is filled with thousands of islands that are all connected to each other and that all connect everyone in the world together. His message was that we should take Oceania seriously and realize our deep ties to this place and to each other. Especially during the times of this new coronavirus pandemic, and amidst the tides of massive climate change that deeply affects the Pacific Islands, this course takes on more urgency and relevance for all of us.

First and foremost, this is a course about appreciating and empathizing with historical narratives on many levels, exploring histories of empire, war, and globalization from the perspectives of indigenous Pacific Islanders. Although this history is not well known by neither Japanese nor Americans, the Pacific history of the islands between these two countries is very important for understanding the history of the 20th century. This will be a very unique opportunity to get a new awareness not only of America but of militarization, nuclear weapons, globalization, climate change, international politics, and historical popular culture--and especially Japan--through the eyes of the Pacific Islanders who have the closest connections to Japan and the United States. Moreover, we take a deeper reading on how gender plays a big part in colonialism, militarization, and power/ How have Pacific Islanders been influenced by Japan and America? How have we in continental nations been influenced by Pacific Islanders? How did World War Ⅱ connect and divide Japan and America? What remains of the war in the Pacific, and what is remembered or forgotten? How does this play into nationalism today? Using the metaphor of "coral" and the "reef," we will talk about how each and every one of us is somehow related to the Pacific Islands, and we will look closely at the Pacific to give us many serious examples about major issues that affect the whole world. Many people say that the Pacific is the most globalized--and also the most American place on earth. Let's explore why.

Objectives: This is a large lecture class, taught in person. By the end of this class, you will be expected to have a basic historical understanding of early settlement, navigation, European and Japanese colonialism, and war in Oceania from the perspectives of Pacific Islands, with a particular emphasis on how America and Japan are connected through Oceania. You will be challenged to rethink your assumptions about America and Japan, and to try to creatively think of new ways of approaching globalization and change so that Islander and other indigenous or marginalized perspectives are also taken into consideration. Hopefully you will also have a better understanding of our shared histories and have a better idea of how we can all cooperate to create a better world.

This course is taught from multiple, intersecting perspectives in Gender Studies, International Relations, Area Studies, cultural studies anthropology, and Pacific Islands postcolonial and historical studies. You will cultivate an awareness of all of those fields through your study as well.

before/after course of study: You will be expected to do all required readings before class, to watch some on-demand lectures from time to time (streamed in high definition), take a participation and comprehension quiz weekly, and to engage on online discussion boards or Zoom sessions to reflect on what has been discussed during class sessions after class. In addition, you are required to complete three short reaction essays throughout the semester, one book report/semester essay, one quiz, and a final exam.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule The following is an overview of what we will cover throughout the semester. You will receive a more detailed schedule at the beginning of the course with reading assignments available online, and this schedule is subject to change. This will be updated after the start of the semester, complete with readings and revised sequence. Some of the following sessions will extend over 1-2 classes, and I will also adjust to the preferences of

students based on the survey offered in the first week.

Unit 1: Oceania as our Mirror
(Sessions 1–2)
1) Introduction; 2) Unmapping Oceania

Unit 2: Deep Waters, Deep Times
(Sessions 3–4)
3) Islander Migrations and Knowledge; 4) Oceania, "Nesias," and "Japonesia"

Unit 3: Imperial Fantasies and Local Realities
(Sessions 5–7)
5) Missionaries, Maidens, and Men; 6–7) Nanyo Gunto and Southern Desires

Unit 4: War
(Sessions 8–9)
8) War, Violence, and Images; 9) Bereavement, Remembrance, and Amnesia

Unit 5: The American Lake
(Sessions 10–11)
10) Testing, Bikinis, and Godzilla; 11) The (T)Rust Territory and Local Resistance

Unit 6: The Contemporary Pacific
12) Decolonization and Independence 13) Global Oceania 14) New Challenges, New Solutions
Session 15 Wrap-up and Review (and Online Exam)

Language: English

Textbooks: The following textbook is REQUIRED to provide a deeper context for the course. It will be available in the co-op bookstore and on reserve in the SILS reading room. You must obtain your own copy, whether in e-book format (such as Kindle or Apple Books) or in hard copy (paperbacks are easily available from Amazon.co.jp). When ordering online, be sure to purchase the PAPERBACK version, which is much cheaper than the hardback copy and should be only about 3500 yen.:

Dvorak, Greg. 'Coral and Concrete: Remembering Kwajalein Atoll between Japan, America, and the Marshall Islands.' Honolulu: University of Hawai'i Press, 2020 (for the paperback version)-- hardcover published in 2018.

Below are three more OPTIONAL books that will be on reserve but which I encourage you to obtain your own copy for further knowledge and reflection:

Hau'ofa, Epeli. We Are the Ocean. Honolulu: University of Hawai'i Press, 2008. (Also available in Chinese!)
Poyer, Falgout, and Carucci. Memories of War. Honolulu: University of Hawai'i Press, 2007.
Matsuda, Matt. Pacific Worlds. Cambridge University Press, 2012.

Separate from these, you will be provided with a downloadable learning packet and a Course Guide filled with links to download other materials or stream films, some of which will be required and others, which will be optional.

References: The Contemporary Pacific Journal (University of Hawai'i Press) The Pacific Islands Report (www.eastwestcenter.org)
Local media from various Pacific Islands

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams:	50	You will be tested as described in class. There is a midterm online quiz and an in-person final exam.
Papers:	25	You will be required to write three free-format reaction papers online (roughly 500-800 words each) throughout the semester in reaction to the assigned readings.
Class contribution:	20	Showing that you have engaged fully with 90% of the lectures by watching the video lectures and answering quizzes, and participating actively in online interactive discussions is necessary for your grade, but this counts ultimately toward 20 percent of your grade, with extra points for frequent contributions to the course message board and in-class discussions.
Others:	5	Additional assignments as described during the semester.

Note/URL: This course is part of a special focus that I have designed in Transoceanian Studies. I offer, in Transoceanian Studies, courses that relate to important historical and contemporary themes about colonialism, war, gender, and globalization that apply especially to the Pacific region and Japan. Every two years I teach this class, and every other year in between I teach another class called "The Pacific in the 21st Century World." Together with my first-year, intermediate, and advanced seminars, these form a program based on the exciting and multidisciplinary field of Pacific Islands Studies, a postcolonial and cultural studies-oriented historical/political/sociological/anthropological/indigenous approach to studying contemporary studies in

Oceania that is taught widely at the University of Hawai'i, the University of the South Pacific, the Australian National University, UCLA, and various other universities throughout the world. It is cross-listed in SILS under both Gender Studies and Area Studies as well. **As this will all be taught online, there are increased opportunities to have special guests join us directly via video chat from Pacific Islands, and we may even attempt collaborative classroom exercises with students in Oceania as well.
Ideally, this class should be taken in conjunction with Transoceanian Studies Ⅱ (The Pacific Rim in the 21st Century World), which is taught in the fall semester every other year, as well as Gender Studies, taught in the spring semesters. You can take these classes in any order you like.

**This course typically has a high enrollment. I encourage students to register as soon as possible.

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210IR40100|51|210IR40100[/SYLLABUS_ID]

Course Title	Japan's Foreign Policy		
Instructor	IKESHIMA, Taisaku		
Term	fall semester	**Credits**	4
Day/Period	01:Tues.3@02:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: What is the significance of the Japan-US alliance in a global order?

Course Outline: *This is an advanced course.
Participants are expected to have already acquired enough basic knowledge that can be acquired in 'Introduction to Japanese Studies', 'Introduction to International Relations', 'International Law' and some other IR/Japanese Studies (including history) related courses at SILS or equivalents abroad.
****
This course aims to provide an overview of the foreign policy of Japan with special reference to the historical development of international legal norms since the Second World War.
And, among others, the topics will be carefully chosen in accordance with the particular interests of the teacher of this course, i.e., international law.
Therefore, the students with knowledge of international law are particularly welcome to this course.
The class will not only explore the diplomatic history of Japan but also consider and analyze the tactics and strategies of its foreign policy, if any.
Students will also need to study the way of thinking of the Japanese people, its cultural and racial tendencies, and so on.

Objectives: It is expected that the students will largely understand the reality and the myth of Japan's foreign policy as well as other countries' diplomacy.

before/after course of study: Students will need to prepare well for all the assignments (including quizzes, a research paper/oral presentation, inter-mediate and final exams) and the class discussion of the relevant chapter(s)/part(s) of the textbook every week, reading some relevant materials.
They also need to review the class discussion after the session every week.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
[Class 1]Introduction: Guidance and Orientation (1): Methods
[Class 2]Introduction: Guidance and Orientation (2): Diplomacy
[Class 3]Historical Overview (1): Meiji Restoration
[Class 4]Historical Overview (2)
[Class 5]Historical Overview (3):
[Class 6]Historical Overview (4): World War II
[Class 7]US Political and Security Diplomacy (1)
[Class 8]US Political and Security Diplomacy (2)
[Class 9]US Economic Diplomacy (1)
[Class10]US Economic Diplomacy (2)
[Class11]China and Taiwan (1)
[Class12]China and Taiwan (2)
[Class13]China and Taiwan (3)
[Class14]China in general + Review Exam
[Class15]Korean Peninsula; South and North (1)
[Class16]Korean Peninsula; South and North (2)
[Class17]Korean Peninsula; South and North (3)
[Class18]Russia (1)
[Class19]Russia (2)
[Class20]Official Development Assistance (ODA) (1)
[Class21]Official Development Assistance (ODA) (2)
[Class22]Multilateral Political Diplomacy: UN and PKO (1)
[Class23]Multilateral Political Diplomacy: UN and PKO (2)
[Class24]Multilateral Political Diplomacy: UN and PKO (3)
[Class25]Japan's Foreign Policy and the Constitution
[Class26]Geopolitical Perspective
[Class27]Triangulating Politics: US, China and Japan
[Class28]General Conclusion, Final Exam, Review

Language: English

Textbooks:	See the following sites for your readings. http://www.mofa.go.jp/policy/other/bluebook/index.html http://www.mofa.go.jp/mofaj/gaiko/bluebook/index.html
References:	- Glenn D. Hoook, et al., Japan's International Relations: Politics, Economics and Security, 3rd Edition, Routledge, 2011. - Kazuhiko Togo, Japan's Foreign Policy: 1945-2009, Third Extended Edition, Brill Academic Publishing, 2010, ISBN: 9789004185012. - Lam Peng Er & Purnendra Jain, (Eds.), Japan's Foreign Policy in the Twenty-First Century: Continuity and Change, Lexington Book, 2020. ********** - Michael J. Green & Zack Cooper, (Eds.), Strategic Japan, Rowman & Littlefield, 2015. - Christopher W. Hughes, Japan's Foreign and Security Policy under the 'Abe Doctrine': New Dynamism or New Dead End?, Palgrave, 2015. - Jeff Kingston, Japan in Transformation 1945-2010, Longman, 2011. - David Pilling, Bending Adversity: Japan and the Art of Survival, Penguin Books, 2014. ********** - Kevin Cooney, Japan's Foreign Policy Since 1945, ME Sharpe, 2007. - Michael Green, Japan's Reluctant Realism: Foreign Policy Challenges in an Era of Uncertain Power, Palgrave Macmillan, 2003. - Yutaka Kawashima, Japanese Foreign Policy at the Crossroads, Brookings Institution Press, 2003. - Gavan McCormack, Client State: Japan in the American Embrace, Verso, 2007.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Exams:	65	Intermediate exam for 30%. Final exam for 35%.
Papers:	15	1,500 words. With bibliography.
Class contribution:	15	Review quizzes for several times. Class discussion, preparation for the class, etc.
Others:	5	Oral presentation on a given topic for 10 to 15 minutes.

Note/URL: Handouts will be delivered through Waseda Moodle. This course will use AV devices such as videos and OHP.

国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
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Please refer to this when registering for courses and checking your achievements.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210IR40300|01|210IR40300[/SYLLABUS_ID]

Course Title	European Integration and Foreign Policy		
Instructor	KATAOKA, Sadaharu		
Term	spring semester	**Credits**	4
Day/Period	01:Wed.4@02:Wed.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: EU Politics

Course Outline: The European Union (EU) of today is the result of a process that began 73 years ago with the creation of the European Coal and Steel Community (ECSC) in 1952.
The principal aim of this course is to provide for the students an overview of the causes, the process and the current situation of European political and economic integration. The political and economic integration of each European nation-state into the European Union (EU) is one of the most complicated political enterprises unfolding in the world.

In fact, Europe is in the middle of a great transformation. The European Union is a dynamic ever-changing supranational institution composed of 28 European nation-states on July 2013. However, British people voted for the Brexit through a referendum held on 23 June 2016. That was a great earthquake for the EU as well as for the International Community. The UK intended to invoke Article50 of the Treaty of Lisbon, the formal procedure for withdrawing.

Brexit is officially done: More than four years after the British people voted in a referendum, the UK officially left the European Union on the 31st January 2020. After months of negotiations, the UK and the European Union finally agreed on a deal that will define their future relationship, which comes into effect at 23.00GMT on 31 December 2020. The year 2020 was the year of the COVID-19 also. The COVID-19 and its spread in Europe have had significant effects on some major EU members countries and on European Union institutions. Transmission of COVID-19 is still widespread in the EU/EEA even though most countries are experiencing stable or decreasing case rates. However, absolute numbers remain high, with increasing case rates among older age groups and increasing death rates in several countries. But the EU demonstrated its great solidarity face to this monumental crisis. EU should ride out this pandemic crisis with this European solidarity.

Macron took the power in 2017 and the Presidential election will be held in 2021 in France. Merkel left as a German Chancellor in December 2021. Social Democrat Olaf Scholz(SPD) became Germany's new chancellor on 8th December 2021.The Merkel era is over, but will this new government be very different?
What is the fate of the EU? The political and cultural diversity of the 27 Member States makes the EU a fascinating subject to study. But this diversity also adds to its complexity. Many important events will happen in Europe in 2025. This course aims to familiarize students with the history and institutions of the EU, issues and challenges of the EU, the significance of the EU for Europe, Ukrainian issue, and the Japan-EU relations.

In addition, the instructor will try to organize a meeting with the European Diplomatic Corps in Tokyo and another one with a representative of MOFA during this course so that we can learn what policymakers are thinking.

Objectives: Acquire the knowledge about the history of European Integration and the complexity of the institutional system of EU

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Class 1-3] General Introduction: What is the European Union?
[Class 4-6] Theoretical perspectives
[Class 7-12] Historical approach: History of the EU
[Class 13-16] Institutions of the EU: European Commission, Council of Ministers, European Parliament, European Court of Justice, European Council and other institutions
[Class 17-20] Policies and Issues of the EU: Economic Policy, Common Agricultural Policy, EMU
[Class 21-22] CFSP, ESDP and CSDP
[Class 23-27] EU enlargement, EU Constitution, Lisbon Treaty, EEAS
[Class 28-29] EURO crisis, Ukrainian issue Japan-EU Relations, the Fate of Europe, and Wrap-up and conclusion
[Class 30] Final Exam

Language:	English	
Textbooks:	Michelle Cini and Nieves-Solorzano Borragan, European Union Politics(6th edition), Oxford University Press Important Notice Actually it is very difficult to purchase this textbook even in Amazon because of the COVID-19 crisis. So it is not absolutely necessary to buy it for a moment.	
References:	John McCormick, The European Union: Politics and Policies, Westview Press. John McCormick, Understanding the European Union: A Concise Introduction, Second Edition, Palgrave Macmillan. Pascal Fontaine, Europe in twelve Points, General Publications of European Union (http://europa.eu.int/comm/publications/booklets/eu_glance/12/txt_en.htm).	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Exams:	70	Final examination or paper
Papers:	15	Short quiz
Class contribution:	15	Participation and attendance
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210IR40600|51|210IR40600[/SYLLABUS_ID]

Course Title	Politics in Developing Countries (African Politics)		
Instructor	KATAOKA, Sadaharu		
Term	fall semester	**Credits**	4
Day/Period	01:Wed.4@02:Wed.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Africa and the International Society

Course Outline: The system of this lecture is F2F.
Africa is often perceived by the average Japanese as a continent of conflict and contagion, as the "dark continent," chaotic and mysterious, or as a continent with wild animals and plants living throughout. In other words, Africa is a continent very far from Japan and Asia, both geographically and psychologically. Hopefully, through this course, students will find a different, more complex reality, a reality where people and countries, like the rest of the world, are struggling with war and peace, authoritarianism and democracy, colonial legacies and current dilemmas, and a reality that calls into question some of the most fundamental beliefs and theories about international relations.
In that connection, this course will try to provide an overview of the politics of sub-Saharan Africa and will examine the social, political, and economic systems in several countries in sub-Saharan Africa. We will also examine major problems facing African states and their citizens. The lectures and discussions will focus on the historical and social legacies that have shaped modern sub-Saharan Africa, and the current social, political, and economic circumstances in that region. We will explore early post-independence Africa, the liberation movements, the authoritarian regimes of the late 1960s to the early 1980s, and some important current social, political, and economic issues. We will examine how the governments and people in sub-Saharan Africa have responded to these issues and attempt to offer possible routes to a brighter political and economic future. We will try to understand the specificities of the current conflicts in Africa and we will consider how to bring these conflicts to an end and prevent their recurrence.
Now the COVID-19 affects the region, especially South Africa. As of August 2021, South Africa has the highest number of COVID-19 cases in Africa, but with a relatively low death rate. COVID-19 death rates have been low and the share of recoveries high in Africa despite earlier warnings from experts that the virus would overrun weak health systems in most countries and kill millions. However, Africa is still needing assistance to bear on the COVID-19 pandemic. Africa is still needing the COVID-19 vaccines also. The rate of vaccination in the whole of Africa is less than 1% as of August 2021. The principal aim of this course is to introduce students to the study of contemporary sub-Saharan African politics and issues. It will expose students to the great diversity of peoples, ideas, cultures, and economic and political systems in this region of the world. In addition, the course will familiarize students with the contemporary social, political, and economic issues being debated by analysts of sub-Saharan African politics. The course will help students develop a broader knowledge of how politics affect the millions of people living in the region. The Instructor will organize a special lecture with African Diplomatic Corps (ADC) in Tokyo within this lecture with the realm of possibility. Lastly, Japan is organizing its important policy forum on Africa, TICAD (Tokyo International Conference on African Development) since 1993. TICAD Ⅵ was held in Nairobi in 2016. TICAD 7 was held in Japan in 2019. TICAD 8 was held in Africa (Tunisia) in 2022. The instructor will explain the role of Japan in African development. TICAD 9 wiil be held in Yokohama in 2025.

Objectives: Acquire the general knowledges about the African Studies, especially African Politics.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
[Class 1-2] Introduction (general introduction)
[Class 3-4] Slave trade and the grievance of the black people
[Class 5-7] Colonisation process
[Class 8-10] Decolonisation proces
[Class 11-12] The plight of the State Building
[Class 13-16] Underdevelopment of the Africa(Economic Issues in Africa)
[Class 17-18] OAU/AU, NEPAD
[Class 19-22] Impact of the HIV/AIDS
[Class 23-25] "Big man" in Africa and Strong men, Neo-Patrimonial System in Africa
[Class26] China's role to Africa(Chinafrica) and FOCAC
[Class27-28]Japan's Call for African Development and TICAD
[Class29] New Scramble for Africa in the 21st century and Wrap Up
[Class30] Final Examination(Final paper)

Language:	English
Textbooks:	堀内伸介・片岡貞治『アフリカの姿』エコハ出版（アマゾンか生協で購入可） Shinsuke HORIUCHI and Sadaharu KATAOKA, The Figure of Africa, Ecoha Shupan.
References:	(1) For Japanese readers Hideo ODA, Africa, Jiyuu Kokuminsha. Makoto KATSUMATA, Introduction to African studies, Iwanami Shinsho. Junzo KAWADA, Africa, Asahi Shinbun, (2) For English readers Patrick CHABAL and Jean-Pascal DALOZ, Africa Works: Disorder as political instrument, Indiana University Press. Christopher CLAPHAM, Africa and International System: the politics of state survival, Cambridge University Press. John W. HARBESON and Donald ROTHCHILD, Africa in world politics: the African state system in flux, Westview Press. Crawford YOUNG, The African Colonial State in Comparative Perspective, Yale University Press. (3) For French readers Jean-Franois BAYART, L'Etat en Afrique, Flammarion. Jean-Franois BAYART, Stephen ELLIS, et Batrice HIBOU, La criminialisation de l'Etat en Afrique, Editions Complexe. These are available in the bookstore. But these books on African Politics are very expensive. Internet articles, for example, http://allafrica.com/, will also be very useful.
Grading Free-text Entry Flag:	0：評価方法毎フォーマット（教員による切替可）

Exams:	70	Final Exam or Final paper
Class contribution:	30	Participation, Attendance and Quiz

Note/URL:

Attendance in class is required, active participation is expected, and students should anticipate being called on to discuss topics. Attendance, participation and quiz are required and count for twenty percent (30%) of the course grade. There will be a general knowledge Quiz, a Map Quiz. The general knowledge Quiz and map quiz will provide you an opportunity to demonstrate basic knowledge of African region and African geography. You will be asked to identify the locations of a number of countries. More details on this quiz will be offered in class. You will be tested on the lectures on this exam. This final examination (paper) counts for fifty percent (70%) of the final course grade.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210IR50100|01|210IR50100[/SYLLABUS_ID]

Course Title	Seminar on International Relations 01		
Instructor	BACON, Paul Martyn		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Students who are accepted to this seminar will be offered the opportunity to develop an individualized, tailored study program.

Subjects I am happy to supervise and teach include; human rights, human security, the European Union, EU-Japan relations, the United Nations system, humanitarian intervention, democratization, democratic peace theory and the responsibility to protect.

Students start work on their graduation theses at a comparatively early stage in this seminar. Students are expected to present their own work on a regular basis, and to participate actively in the discussion of work presented by other members of the class.

The working culture of the seminar is similar to that found at graduate school level. A significant number of the graduates of this zemi go on to graduate studies on elite programs in the US, (for example Harvard, Yale, Columbia) the UK (for example Oxford, Cambridge, the LSE, Kings, SOAS, St.Andrews, etc), and Japan (for example Todai, Waseda) and to jobs with prestigious companies. Only highly dedicated students should consider applying.

Objectives: To help students identify, develop and refine their graduation thesis topics.

before/after course of study: Three hours of assigned reading prior to each class.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: To be confirmed in consultation with students who gain entry to the class.

Language: English

Textbooks: To be confirmed in consultation with students who gain entry to the class.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	40	2-3,000 words of writing towards student theses.
Class contribution:	60	Attendance, participation, presentation of thesis ideas

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210IR50100|02|210IR50100[/SYLLABUS_ID]

Course Title	Seminar on International Relations 02		
Instructor	IKESHIMA, Taisaku		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Cyberspace/AI under International Law

Course Outline: This seminar will, through discussion, provide students with necessary knowledge and view-points to understand the structure and function of international law in time of cyberspace and AI. The course will also take a critical look at the theoretical and practical aspects of territorial and maritime dispute settlement under international law (with special reference to cyberspace/AI) from the perspective of other disciplines such as geopolitical science, geography, economics, history, and philosophy.
In accordance with the selected topics, the class will be divided into several working groups, and students will prepare for brief research papers for class discussion. Students of this seminar should have basic knowledge of both international relations and international law, so that they will explore the subjects more deeply and fully.This course will be basically held in class, if the COVID-19 situation is much more ameliorated and/or over. Please wait for further notices.

Objectives: Students will learn to know and analyze important legal and geopolitical points concerning the signicficance of cyberspace and AI in international relations, so that they will get ready to write a graduation thesis in relation to these topics.

before/after course of study: Students will need to prepare for a weekly short-essay of about 500 words, spending an hour or two. They also need to review and rewrite their own paper after the lesson and class-discussion.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introduction: how to learn international law and geopolitics in time of cyberspace/AI
[Week 2] The Origins of International Law and Geopolitics
[Week 3] The Basis of obligation in International Law (1)
[Week 4] The Basis of obligation in International Law (2)
[Week 5] International Society and the UN
[Week 6] States and Geopolitics: Cyberspace/AI
[Week 7] The Territory of States and Geopolitical Thought on Cyberspace/AI
[Week 8] Maritime Disputes and Geopolitical Thought
[Week 9] Jurisdiction and Cyberspace/AI
[Week 10] Treaties on Cyberspace/AI
[Week 11] Peaceful Settlement of International Disputes (1) Some Cases on Territorial Disputes
[Week 12] Peaceful Settlement of International Disputes (2) Some Cases on Maritime Disputes
[Week 13] Use of Force and Geopolitical Issues related to Cyberspace/AI
[Week 14] Conclusions

Language: English

Textbooks: To be announced in the first session of this seminar.

References: - Klaus Dodds, Border Wars: The Conflicts That Will Define Our Future, Penguin, 2022, ISBN: 978-1-52910-261-1 (Paperback).- Alexander C. Diener & Joshua Hagen, Borders: A Very Short Introduction, Oxford University Press, 2012, ISBN: 978-0-19-973150-3.
- Klaus Dodds, Geopolitics: A Very Short Introduction, 3rd Edition, Oxford University Press, 2019, ISBN-13: 978-0198830764
- Vaughan Lowe, International Law, A Very Short Introduction, Oxford University Press, 2016, ISBN: 978-0199239337.

- Jerry Brotton, A History of the World in Twelve Maps, Allen Lane/Penguin Books, 2012.
- Robert Kaplan, The Revenge of Geography, Random House, 2012.
- James Stavridis, Sea Power: The History and Geopolitics of the World's Oceans, Penguin Press, 2017, ISBN 978-0-7352-2059-1.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	60	A term paper (an essay of about 4,000 words in A4 paper) is assigned.
Class contribution:	20	Class/group discussion.
Others:	20	Group and individual presentations.
Note/URL:	www.icj-cij.orgwww.un.org	

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履修登録やご自身の成果確認の際、ご参考ください。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210IR50100|03|210IR50100[/SYLLABUS_ID]

Course Title	Seminar on International Relations 03		
Instructor	KATAOKA, Sadaharu		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: International Security and Development issues in Africa

Course Outline: The teaching methodology of this class is F2F style.
The aim of this course consists of the fact to detail the actors in international relations, how foreign policy is made, and the role of power.
The course examines contemporary and future problems in the international system, including military conflict, economics, demography, and the environment.
Students will receive an advanced knowledge of the discipline of international relations through an overview of international security, foreign policy, international organizations, international law, and international political economy.
Students examine the basic structures, processes, and issues relating to international affairs.

Objectives: Upon completion of this course, students should have a strong basic understanding of international relations and will be able to:
a) Identify the roles and influence of state and non-state actors;
b) Define the levels of analysis in IR;
c) Understand how governments make foreign policy and decision-making processes;
d) Understand the causes of war, including conflicts of interest, conflicts of ideas;
e) Understand the means of waging war;
f) Define the nature of military force and describe the role military force plays in politics;
g) Describe the functions and organization of the UN;
h) Describe the evolution and sources of international law.
Enrich the knowledge about International Relations, including Development and Governance issues in Africa, European Studies, International Security and so forth.
Bring up a broad-minded person.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule [Week 1] General Introduction
[Week 2-13] Presentations and Discussions
[Week14] Wrap Up and Conclusion

Language: Japanese/Englis
h

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Participation, Attendance, Presentation and Thesis.

Note/URL: Seminar trips (retreats) and external activities will be held during the academic year, if possible.
It will depend on the sanitary situation related to the COVID-19.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210IR50100|06|210IR50100[/SYLLABUS_ID]

Course Title	Seminar on International Relations 06		
Instructor	SHU, Min		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Understanding International Political Economy

Course Outline: The first part of the seminar focuses on major academic works related to the history of international political economy, the evolution of multinational production, the political economy of monetary and finance, the political impact of international trade, the changing paradigm of international development, as well as the current issues of international political economy.

The second part encourages students to work on individual research projects. Participants will have the opportunity to present their own research (plan) in class. In conjunction with the presentation, supplementary reading materials will sometimes be provided. Based on the feedback from both the instructor and other classmates, each student should develop his/her presentation into a course paper to be submitted at the end of the term.

Objectives: This advanced seminar is intended to offer students an opportunity to access the classic texts of international political economy, and to develop their own independent research project in one of the sub-fields of international political economy.

before/after course of study: Students are encouraged to take introductory and intermediate courses on international relations theories, international political economy, microeconomics, and macroeconomics before taking this seminar.

Students are required to read assigned academic papers or book chapters before each class, and prepare presentations on their thesis projects.
Interest in current affairs and effective use of library and online resources are recommended. On average, studying before and after each class takes about 120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Class 1] Introduction and Guidance
[Class 2] International Political Economy: Theories and Analysis
[Class 3] Multinational Production
[Class 4] Political Economy of Money and Finance
[Class 5] The Politics of International Trade
[Class 6] Changing Paradigms of Development
[Class 7] Current Issues of International Political Economy
[Class 8] Student Presentation on IPE
[Class 9] Student Presentation on IPE
[Class 10] Student Presentation on IPE
[Class 11] Student Presentation on IPE
[Class 12] Student Presentation on IPE
[Class 13] Student Presentation on IPE
[Class 14] Summary and Essay Guidance

Language: English

Textbooks: Frieden, Jeffry A; David A. Lake and J. Lawrence Broz (2017) International Political Economy: Perspectives on Global Power and Wealth, 6th edition, New York: W W Norton & Co.

References: Gilpin, Robert (2001) Global Political Economy: Understanding the International Economic Order, Princeton: Princeton University Press.

Krugman, Paul R. and Maurice Obstfeld (2008) International Economics: Theory and Policy, 8th edition, Boston: Pearson Education.

Ravenhill, John (ed.) (2020) Global Political Economy, 6th edition, Oxford: Oxford University Press.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	40	term essay
Papers:	20	class presentation
Class contribution:	20	discussion
Others:	20	attendance

Note/URL: This course is part of the Campus Asia Program and consists of 2 credits out of the total requirement(12 credits from Campus Asia related courses AND study abroad at Korea University and/or Peking University) to receive a Campus Asia Program completion certificate. Students who are taking this Intensive Program are recommended to take other Campus Asia Program courses so that they can be eligible to receive the Campus Asia completion certificate.
For more information, please see: https://www.waseda.jp/campus-asia/
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210IR50100|51|210IR50100[/SYLLABUS_ID]

Course Title	Seminar on International Relations 51		
Instructor	BACON, Paul Martyn		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: The method of course delivery will be Face-to-Face (F2F) (*Please note that if a sufficient number of students are unable to attend in-person because of travel restrictions, it may be necessary to move to Live Stream via Zoom).
Students who are accepted to this seminar will be offered the opportunity to develop an individualized, tailored study program.

Subjects I am happy to supervise and teach include; human rights, human security, the European Union, EU-Japan relations, the United Nations system, humanitarian intervention, democratization, democratic peace theory and the responsibility to protect.

Students start work on their graduation theses at a comparatively early stage in this seminar. Students are expected to present their own work on a regular basis, and to participate actively in the discussion of work presented by other members of the class.

The working culture of the seminar is similar to that found at graduate school level. A significant number of the graduates of this zemi go on to graduate studies on elite programs in the US, (for example Harvard, Yale, Columbia) the UK (for example Oxford, Cambridge, the LSE, Kings, SOAS, St.Andrews, etc), and Japan (for example Todai, Waseda) and to jobs with prestigious companies. Only highly dedicated students should consider applying.

Objectives: To help students identify, develop and refine their graduation thesis topics.

before/after course of study: Three hours of assigned reading prior to each class.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: To be confirmed in consultation with students who gain entry to the class.

Language: English

Textbooks: To be confirmed in consultation with students who gain entry to the class.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	40	2-3,000 words of writing towards student theses.
Class contribution:	60	Attendance, participation, presentations.

Note/URL: Applicants should be available for interview during the advanced seminar recruitment period, either in person, or by Skype/Facetime.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210IR50100|52|210IR50100[/SYLLABUS_ID]

Course Title	Seminar on International Relations 52		
Instructor	IKESHIMA, Taisaku		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Cyberspace/AI under International Law and Global Governance

Course Outline: This seminar will provide students with necessary knowledge and view-points to understand the structure and function of international law and geopolitics in relation to cyberspace/AI in the international society. The course will also take a critical look at the theoretical and practical aspects of the dispute settlement under international law from the perspective of other disciplines such as environmental and geopolitical science, geography, economics, and history.
In accordance with the selected topics, the class will be divided into several working groups, and students will prepare for brief research papers for class discussion. Students of this seminar should have basic knowledge of both international relations and international law, so that they will explore the subjects more deeply and fully.
This course will be basically held in class (face2face), if the COVID-19 situation is much more ameliorated and/or over. Please wait for further notices.

Objectives: Students will learn to know and analyse important points concerning the concept of cyberspace/AI under international law and international relations, so that they will get ready to write a graduation thesis.

before/after course of study: Preparation for and review of the tasks indicated are necessary.
Students will need to prepare for a weekly short essay of about 500 words.
They will also need review and rewrite their paper after the class discussion.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introduction: Territory and Law in the World
[Week 2] The Origins of International Law and Geopolitics
[Week 3] Boundaries in International Relations
[Week 4] Boundaries and Geopolitics
[Week 5] International Society and Geopolitics
[Week 6] States and Geopolitics
[Week 7] The Territory of States and Geopolitical Thought
[Week 8] Territorial Disputes and Geopolitical Thought
[Week 9] Maritime Disputes and Geopolitical Considerations
[Week 10] Applicable Rules in Territorial and Maritime Disputes
[Week 11] Peaceful Settlement of International Disputes (1) Some Cases on Territorial Disputes
[Week 12] Peaceful Settlement of International Disputes (2) Some Cases on Maritime Disputes
[Week 13] International Disputes and Geopolitical Issues: Some Cases in Asia and Africa
[Week 14] Conclusions

Language: English

Textbooks:
- Henry Kissinger, World Order, Penguin, 2015.
- MOFA Diplomatic Bluebooks 2023, 2024 (e-book downloadable)

The seminar will discuss ALL the three books mentioned above.

References:
- Vaughan Lowe, International Law: A Very Short Introduction, Oxford University Press, 2015, ISBN: 978-0-19-923933-7.
- Klaus Dodds, Geopolitics: A Very Short Introduction, 3rd Edition, Oxford University Press, 2019, ISBN: 978-0-19-8830764.
- Alexander C. Diener & Joshua Hagen, Borders: A Very Short Introduction, Oxford University Press, 2012, ISBN: 978-0-19-973150-3.

- Jerry Brotton, A History of the World in Twelve Maps, Allen Lane/Penguin Books, 2012.
- Andrew Clapham, Brierly's Law of Nations, Seventh Edition, Oxford University Press, 2012, ISBN 978-0-19-965794-0.
- Martin Dixon, Textbook on International Law, 7th edition, Oxford University Press, 2013.
- Robert Kaplan, The Revenge of Geography, Random House, 2012.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	50	A research essay (2,000 words in A4 paper) is assigned.
Class contribution:	20	Class/group discussions.
Others:	30	Group and individual presentations.

Note/URL: There may be some face-to-face sessions in a classroom on the campus under strict conditions on safety and fairness, depending on the circumstances of the pandemic surrounding the university in the Fall Semester. Please pay attention to further notices.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210IR50100|53|210IR50100[/SYLLABUS_ID]

Course Title	Seminar on International Relations 53		
Instructor	KATAOKA, Sadaharu		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: International Security and Development issues in Africa

Course Outline: The teaching methodology of this class is F2F style.
The aim of this course consists of the fact to detail the actors in international relations, how foreign policy is made, and the role of power.
The course examines contemporary and future problems in the international system, including military conflict, economics, demography, and the environment.
Students will receive an advanced knowledge of the discipline of international relations through an overview of international security, foreign policy, international organizations, international law, and international political economy.
Students examine the basic structures, processes, and issues relating to international affairs.

Objectives: Upon completion of this course, students should have a strong basic understanding of international relations and will be able to:
a) Identify the roles and influence of state and non-state actors;
b) Define the levels of analysis in IR;
c) Understand how governments make foreign policy and decision-making processes;
d) Understand the causes of war, including conflicts of interest, conflicts of ideas;
e) Understand the means of waging war;
f) Define the nature of military force and describe the role military force plays in politics;
g) Describe the functions and organization of the UN;
h) Describe the evolution and sources of international law.
Enrich the knowledge about International Relations, including Development and Governance issues in Africa, European Studies, International Security and so forth.
Bring up a broad-minded person.

before/after course of study: Follow Japan's foreign and security policy.
Follow European and African issues.
Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule [Week 1] General Introduction
[Week 2-13] Presentation and Discussions
[Week14] Wrap Up

Language: Japanese/Englis
h

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Participation, Attendance, Presentation and Thesis.

Note/URL: Seminar trips (retreats) and external activities will be held during the academic year, if possible.
It will depend on the sanitary situation related to the COVID-19.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210IR50100|56|210IR50100[/SYLLABUS_ID]

Course Title	Seminar on International Relations 56		
Instructor	SHU, Min		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Understanding International Political Economy

Course Outline: The first part of the seminar focuses on major academic works related to the history of international political economy, the evolution of multinational production, the political economy of monetary and finance, the political impact of international trade, the changing paradigm of international development, as well as the current issues of international political economy.

The second part allows students to work on individual IPE projects. Participants will have the chance to present their own research (plan) in class. In conjunction with the presentation, supplementary reading materials will sometimes be provided. Based on the feedback from both the instructor and other classmates, each participant should develop his/her presentation into a course paper to be submitted at the end of the term.

Objectives: This advanced seminar is intended to offer students an opportunity to access the classic texts of international political economy, and to develop their own independent research project in one of the sub-fields of international political economy.

before/after course of study: Students are encouraged to take introductory and intermediate courses on international relations theories, international political economy, microeconomics, and macroeconomics before taking this seminar.
Students are required to read assigned academic papers or book chapters before each class, and prepare presentations on their thesis projects.
Interest in current affairs and effective use of library and online resources are recommended. On average, studying before and after each class takes about 120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Class 1] Introduction and Guidance
[Class 2] History of International Political Economy
[Class 3] Multinational Production and Global Value Chains
[Class 4] Political Economy of Money and Finance
[Class 5] The Politics of International Trade
[Class 6] Changing Paradigm of International Development
[Class 7] Current Issues of International Political Economy
[Class 8] Student Presentation on IPE
[Class 9] Student Presentation on IPE
[Class10] Student Presentation on IPE
[Class11] Student Presentation on IPE
[Class12] Student Presentation on IPE
[Class13] Student Presentation on IPE
[Class14] Summary and Essay Guidance

Language: English

Textbooks: Frieden, Jeffry A; David A. Lake and J. Lawrence Broz (2017) International Political Economy: Perspectives on Global Power and Wealth, 6th edition, New York: W W Norton & Co.

References: Gilpin, Robert (2001) Global Political Economy: Understanding the International Economic Order, Princeton: Princeton University Press.

Krugman, Paul R. and Maurice Obstfeld (2018) International Economics: Theory and Policy, 11th edition, Boston: Pearson Education.

Ravenhill, John (ed.) (2020) Global Political Economy, 6th edition, Oxford: Oxford University Press.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 40 term essay

Papers:	20	class presentation
Class contribution:	20	discussion
Others:	20	attendance

Note/URL: This course is part of the Campus Asia Program and consists of 2 credits out of the total requirement(12 credits from Campus Asia related courses AND study abroad at Korea University and/or Peking University) to receive a Campus Asia Program completion certificate. Students who are taking this Intensive Program are recommended to take other Campus Asia Program courses so that they can be eligible to receive the Campus Asia completion certificate.
For more information, please see: https://www.waseda.jp/campus-asia/

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210LE20100|51|210LE20100[/SYLLABUS_ID]

Course Title	History and Philosophy of Science		
Instructor	SIDOLI, Nathan Camillo		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.5	**Class Modality Categories**	[On-campus]
Course Category	Life, Environment, Matter and Information	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Science and technology have become defining features of modern life. In this course, we will explore aspects of the history of human thought about the natural world and philosophical ideas about the special status of scientific knowledge by focusing attention on three episodes in the history of science – the development of rational, mathematical accounts of the world in the ancient and medieval periods, the transformation of this in the early modern period that resulted in the Newtonian worldview and, finally, the development of the new physics of the early 20th century.

We will examine these topics in the history of science using themes in contemporary philosophy of science. While the topics of the lectures are structured around episodes and figures in the history of science, each class we will also reflect on how the history of science has been used by philosophers of science to provided examples for the key themes in the philosophy of science, such as the relationship between theory and evidence, the verifiability or falsifiability of theories and the historical contingency of scientific practice. Students who apply themselves in this class will learn the broad chronological development of the physical sciences, how to appreciate science as a social institution, and obtain insight into major shifts in overall worldview that have taken place in conjunction with the growth of the sciences.
[Note: This course will be conducted face-to-face (フル対面). Students are not allowed to use mobile phones, smart phones, or laptops in class.]

Objectives: Students who apply themselves in this class will learn the broad chronological development of the physical sciences, how to appreciate science as a social institution, and obtain insight into major shifts in overall worldview that have taken place in conjunction with the growth of the sciences.

before/after course of study: There will be a reading each week that should be prepared before each class. The slides for each weeks lecture can also be downloaded and reviewed before class. This will take 1-2 hours of preparation each week.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[1] Introduction to history of science
[2] Introduction to philosophy of science
[3] Aristotle's natural philosophy
[4] Ptolemy's mathematical cosmology
[5] Science in medieval Islam
[6] The European Renaissance
[7] The new astronomy
[8] Galileo, I
[9] Galileo, II
[10] Newton's rational mechanics
[11] Natural history
[12] Darwin's theory of evolution
[13] The theory of relativity
[14] Quantum theory

Language: English

Textbooks: Richard DeWitt, Worldviews: An Introduction to History and Philosophy of Science (Wiley-Blackwell: 2004).

David Lindberg, 1996, The Beginnings of Western Science (UCP: Chicago).

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	70	Midterm 35% (in-class); and final 35% (in-class).
Papers:	30	Active participation

Note/URL:

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210LE20200|01|210LE20200[/SYLLABUS_ID]

Course Title	Science, Technology and Society 01		
Instructor	SIDOLI, Nathan Camillo		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	Life, Environment, Matter and Information	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Science and technology are essential components of modern society. Understanding the social role of science and technology is very important for getting a job in contemporary society. In this course, we will explore various aspects of the relationship between science, technology and society. Science, Technology and Society Studies (STSS) addresses the question of the role of techno-science in our modern societies from an interdisciplinary matrix of historical, philosophical, sociological, and cultural viewpoints.

We will begin with some lectures on theoretical ideas and approaches that have been used to study scientific practice and the development of technology. We will then study the development of large independent technological systems that have been characteristic of 20th century technology. This will be followed by lectures on information technology and biotechnology, two very current fields that are having a pervasive influence on the way we live.

[This class will be completely face-to-face (フル対面). Students are not allowed to use mobile phones, smart phones, or laptops in class]

Objectives: Students taking this course will receive an introduction to Science and Technology Studies and develop some critical approaches to studying science and technology in the modern world. In particular we will examine a number of historical topics in science and technology and examine sociological and philosophical approaches to topics.

before/after course of study: Each week I will give a lecture on that weeks' topic, and you will have a short, question-based discussion with your fellow students on the contents.

Each week, before class, you should read the assigned reading. This should take 1-2 hours. After class, you should take a 10-30 minutes to review the material in the lecture and go over the questions for the discussion period. This will prepare you to study for the exams. You should spend some hours preparing for the exams.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[1] Introduction to Science, Technology and Society Studies (STSS)
[2] The social role of scientists
[3] What is technology?
[4] Social Construction of Scientific Knowledge and Actor-Network Theory (ANT)
[5] Large technological systems
[6] Energy in history
[7] History of electronic computers
[8] Information technology and society
[9] Computers and society
[10] History of modern biology
[11] Biotechnology
[12] Psychology and society
[13] Studying human sexuality: Biological or social?
[14] Science and ignorance

Language: English

Textbooks: There will be no textbook for this class. Required and suggested readings can be downloaded from the class website.

References: Sismondo, S., An Introduction to Science and Technology Studies (New York: Wiley-Blackwell, 2009.) (Available in the SILS reading library, 11-B1.)

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 70 Midterm 35%

		Final 35%
Papers :	30	Active participation

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210LE20300|01|210LE20300[/SYLLABUS_ID]

Course Title	Life and Environment		
Instructor	YOSHIDA, Satoshi		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	Life, Environment, Matter and Information	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: The environment impacts our life in many aspects. Adverse impacts to this environment affect our life and other living organisms. Thus, it is important to understand natural environmental systems, physical and social causes of environmental problems, and strategies to manage these issues.

Objectives: The goal of the course is to learn
–the scientific method is a deliberate way of asking and answering questions about natural world
–the basics of life science and evolution
–organisms interact with one another and with the environment, shaping ecological systems that sustain life.

before/after course of study: Preview and review require 90–120 min. each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Life: Chemical, Cellular and Evolutionary Foundations
Introduction to life and environmental sciences
Vol. 2 Cell: The Minimum Unit of Life
Lecture on the Cell
Vol. 3 Making Life Work: Central dogma of Molecular biology
Lecture on central dogma
Vol. 4 Genomes and mutations
Lecture on genes
Vol. 5 Mendelian Inheritance and Genetic Variation
Lecture on genome and genetic variation
Vol. 6 Cell proliferation and Cancer
Lecture on Cell Cycle
Vol. 7
Midterm Exam
Vol. 8 Evolution: How Genotypes and Phenotypes Change Over Time
Introduction to evolution
Vol. 9 Species and Speciation
Lecture on species
Vol.10 Population Ecology and Global Ecology
Lecture on ecology
Vol.11 Species Interactions Communities and Ecosystems
Lecture on ecosystems
Vol.12 Infectious diseases and Immunity
Lecture on Immunity
Vol.13 Biology of Ageing
Lecture on Longevity
Vol.14
Final Exam

Language: English

Textbooks:	Biology; How life works by Morris et al., Macmillan, 2nd edition (standalone book)
References:	みんなの生命科学　北口哲也　他　化学同人 Essential Cell Biology by Alberts et al., Garland
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）
Exams:	100　Midterm exam 50 %, Final Exam 50 %
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210LE20400|51|210LE20400[/SYLLABUS_ID]

Course Title	Basics of Life Science 51		
Instructor	YOSHIDA, Satoshi		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	Life, Environment, Matter and Information	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Mystery of our body

Course Outline: course will be conducted face-to-face
What are the fundamental features of living systems? This course introduces basic essence about life and covers a wide range of topics from DNA to our body and human life. Intended for non-science majors, and those who desire an understanding of fundamental life processes, or who intend to pursue higher biology courses.

Objectives: Students will be more familiar with scientific thinking and approaches and will be able to explain the basic concepts about life.

before/after course of study: Preview and review require 90-120 min. each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 What is life?
Introduction to Life science
Vol. 2 DNA, Genes and Genome
Lecture on DNA, Genes and Genome
Vol. 3 The birth and development of human
Lecture on human development
Vol. 4 The death and diseases of human
Lecture on human ageing and disease
Vol. 5 Biotechnology and future medicine
Lecture on biotechnology
Vol. 6 Neurons and Brain
Lecture on the brain
Vol. 7
Midterm exam
Vol. 8 You are what you eat; Nutrition and Metabolism
Lecture on metabolism
Vol. 9 Blood and circulating system
Lecture on cardiovascular systems
Vol.10 Sex and Sexual reproduction
Lecture on sexual reproduction
Vol.11 Life and Environment
Lecture on environmental impacts on life
Vol.12 Protecting your body; Infection, Immunity and Allergy
Lecture on immunology
Vol.13 Cognition and social behavior
Lecture on animal behavior
Vol.14
Final Exam

Language:	English
Textbooks:	Body: A Graphic Guide to Us by Steve Parker
References:	BODY 世にも美しい人体図鑑 スティーブ・パーカー
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）
Exams:	100　Midterm exam 50 %　Final exam 50 %
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210LE20600|01|210LE20600[/SYLLABUS_ID]

Course Title	Dinosaurs: Discovery and Research		
Instructor	HIRAYAMA, Ren		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Life, Environment, Matter and Information	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This is an introductory lesson on dinosaurs, which are very successful animals: they dominated for about 150 million years on the Earth. Special emphasis will be paid on the mystery of dinosaur extinction happened 65 million years ago and their presumed biology of the past. Careful research of dinosaurs will give us an overall understanding of the history of life before human evolution, a sense of scale in time, in size, and importance. Thus, main purpose of this course is to show you how a historical science such as paleontology works and gives you some perspectives on changing earth creatures and environments. Visual instruments and real specimens would be often used during the lectures for the aid of comprehension. You can also learn how to dig up large dinosaur bones in the Gobi desert, Mongolia, and to utilize them for research and museum exhibition for public (in relation to restoration techniques and process of dinosaur skeletons). This lecture will be face-to-face class.

Objectives: Comprehension about basics of paleontology as a historical science, in the context of evolution of dinosaurs and environmental change of the Earth, and their interactions through geologic time.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

[Class 1] Discovery of dinosaurs
Introduction to excavation of dinosaurs
[Class 2] What are dinosaurs? Success of their body plan
Brief introduction to anatomy of dinosaur body
[Class 3] Origin of dinosaurs
Evolutionary path of the first dinosaurs in the world
[Class 4] Evolution of dinosaurs; enigma of its size and shape
Explanation to importance of dinosaur size and shape diversification
[Class 5] Paleobiology of gigantic dinosaurs
Explanation of biological meaning of large body size of dinsosaurs
[Class 6] Restoration of dinosaur body
Explanation of how to reconstruct extinct animals' body
[Class 7] Paleobiology of carnivorous dinosaurs. Part 1
Explanation of predatory dinosaurs' body plan
[Class 8] Paleobiology of carnivorous dinosaurs. Part 2
Explanation of predatory dinosaurs' diversification
[Class 9] Feathered dinosaurs; a new window to the past
Explanation of evolution of "feather" structure in dinosaur boy
[Class10] Are birds descendants of dinosaurs?
Explanation of evolutionary path from dinosaur to modern bird
[Class11] Marine gigantic reptiles and flying dragons
Explanation of extinct marine reptiles lived in the same age of dinosaurs
[Class12] Survived reptiles from the age of dinosaurs
Explanation of non-dinosaur reptiles seen in modern world
[Class13] Origin of intelligence; a tale about tiny mammals of the age of dinosaurs
Explanation of origin of mammals and evolution of mammalian features

[Class14] Mass extinction and survival: end of an old era and beginning of new age
Explanation of dinosaur extinction, its cause and effects

Language: English

References: Fatvosky, D.E. & Weishampel, D.B. (2004) The Evolution and Extinction of the Dinosaurs' Cambridge Univ. Press. (available in SILS Library)
平山廉『最新恐竜学』平凡社新書(798)円

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	70	Student will submit their final report by the end of lectures.
Class contribution:	30	Attendance of students will be checked.

Note/URL: Lectures will be given in English.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210LE20700|51|210LE20700[/SYLLABUS_ID]

Course Title	Introduction to Earth and Planetary Sciences 51		
Instructor	YAMAGUCHI, Kosei		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	Life, Environment, Matter and Information	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Designed to teach introductory earth and planetary sciences for both science and nonscience majors, encompassing the major disciplines of Geology, Geochemistry, Geophysics, Geobiology, and Astronomy. "Face-to-Face" style.

Objectives: Students will learn how the universe began and evolved, how the earth was formed and evolved, how life was originated and evolved, and how the earth's environments evolved through geologic time and will evolve in the future.

before/after course of study: Before class: Handouts.
After class: Homework assignments.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: Lectures will cover the following topics that range broadly.
More detailed class schedule may be given in the first class.

1: Overview
2: Big Bang, Elements Synthesis, Large Structure of the Universe
3: Solar System, Formation of Planets
4: Surface Topography and Inner Structure of the Earth
5: Earthquakes
6: Volcanoes
7: Mid-term Exam
8: Plate Tectonics
9: Rocks and Minerals
10: Atmosphere
11: Oceans
12: Earth History and Mass Extinction
13: Meteorites, Mars & Venus, and Life beyond the Earth (Astrobiology)
14: Final Exam

Language: English

Textbooks: Not required. On-line handout will be provided nearly every week.

References: Will be given in the class when necessary.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	70	Mid-term exam (34%) and Final exam (36%)
Papers:	10	Submission of report assignments before deadlines are essential.
Class contribution:	20	Attendance is essential. Credit won't be given to students who missed the class more than 5 times.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210LE20800|51|210LE20800[/SYLLABUS_ID]

Course Title	Introduction to Human Evolution 51		
Instructor	UCHIDA, Akiko		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	Life, Environment, Matter and Information	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Where do we come from? What are we? Where are we going?

Course Outline: This course is a general introduction to the study of human evolution. First we learn major concepts/principles of biology. Next, we examine morphology, life history, behavior and social organization of humans and non-human primates. Then, we trace the human evolution by interpreting the fossil/archeological/environmental records. We will have a laboratory on fossils, bones and stone tools. Finally we consider biological and cultural variations among modern humans. Through this course we ask how evolutionary processes have shaped/affected what we are.

Objectives: Upon completion of this course, students should demonstrate basic knowledge in the followings:
1) a conceptual framework of evolutionary biology
2) public acceptance and misunderstanding of evolution
3) principles of genetics/behavioral biology
4) human anatomy and the evolution
5) human genetic/cultural diversity

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. For the review, you will be asked to submit an assignment or read the referential materials.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: [Class 1] Introduction: Are we monkeys? Evolution, Humans' place in Nature
[Class 2] History and recent advances in human sciences
[Class 3] Evolution≠progress, Evolution≠adaptation, Biological "is"≠ "should"
[Class 4] Basics of genetics; Human nature?
[Class 5] Evolution of sex differences and cooperation
[Class 6] Mid term exam. & Exam Review[Class 7] Great ape behavior
[Class 8] Human Evolution 1 (Early hominins-bipedalism, tools, brain evolution)
[Class 9] Human Evolution 2 (Homo erectus & Out of Africa, Homo neanderthalensis)
[Class10] Human Evolution 3 (Origin of Homo sapiens, Genetic and cultural diversity; "Race" concept and the problems)
[Class11] Fossils, Bones and Stones Lab.
[Class12] Review session
[Class13] Discussion & In-class essay writing
[Class14] Final Exam. & Exam. Review
A detailed schedule will be given in the first class.

Language: English

Textbooks: Lecture notes/hand-outs/reading materials will be provided.

References: Am I a monkey?-six big questions about evolution, F. Ayala, Johns Hopkins Univ. Press.(ebook available)
Sapiens: A Brief History of Humankind (English Edition) (e-book available), Y. N. Harari, Harper. (ebook available)
How Humans Evolved, R. Boyd and J. B. Silk, W.W.Norton & Company, Inc.
Human Biology: Concepts and Current Issues M.D. Johnson.
Introduction to Physical Anthropology R. Jurmain et al Eds., Wadsworth.
Evolution: a very short introduction, B. Charlesworth, Oxford Univ. Press.
Last ape standing: the seven-million-year story of how and why we survived, C. Walter, Bloomsbury.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-: 1. Midterm Exam. 35 %
2. Writing assignments (in-class): 10%
2. Lab. exercise : 10%
3. Final Exam. 45 %

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210LE20900|01|210LE20900[/SYLLABUS_ID]

Course Title	Invitation to Natural Sciences 01		
Instructor	INABA, Satoshi@KHATIWALA, Samar Prakash@SIDOLI, Nathan Camillo@HIRAYAMA, Re		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.5	**Class Modality Categories**	[On-campus]
Course Category	Life, Environment, Matter and Information	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introduction to topics in natural sciences and related fields

Course Outline: This course offers a broad introduction to topics in the natural sciences for liberal arts students. The content of the course will serve as a basic introduction to various topics in specific sciences (e.g. biology, biomedical science, physics, astronomy, geology, environmental science, data science and artificial intelligence), as well as an introduction to various standard scientific methods such as data collection and analysis, hypothesis construction and testing and mathematical modeling. The class will be conducted in an omnibus format, featuring lectures from various faculty members specializing in the sciences and related disciplines.
[Note: This course will be conducted in person.]

Objectives: The objective of this course is to offer a broad introduction to topics in the natural sciences for liberal arts students.

before/after course of study: Decided by the individual instructors but generally preparation for the class and the review will each take around 90-120 min.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
4/17 [Week 1] Yoshida: Orientation for the Course; What is Science and Pseudoscience?
4/24 [Week 2] Yoshida: Orientation for the Course; What is life?
5/1 [Week 3] Sidoli: What is a Scientific Fact?
5/8 [Week 4] Sidoli: What is a Scientific Model?
5/15 [Week 5] Hatakeyama: Basic Biological Principles of Life on Earth
5/22 [Week 6] Wang: The Power and Limitations of Inductive reasoning
5/29 [Week 7] Wang: Introduction to Data Science and Artificial Intelligence
6/5 [Week 8] Hirayama: What is Paleontology?
6/12 [Week 9] Hirayama: Evolution and Extinction of Dinosaurs
6/19 [Week 10] Inaba: Introduction to Astronomy
6/26 [Week 11] Khatiwala: Introduction to Ocean Science
7/3 [Week 12] Khatiwala: The Science and Socioeconomic Consequences of Global Warming
7/10 [Week 13] Final Examination
[Counted as Week 14] MUSEUM VISIT at Anytime before Week 14

MUSEUM VISIT: (IMPORTANT)
You should visit the National Museum of Nature and Science in Ueno, Tokyo (URL: http://www.kahaku.go.jp/english/).
Owing to the partnership established between the Museum and Waseda University, students of Waseda University are admitted to the Museum free of charge (for permanent exhibition) by presenting student ID card at the ticket office of the Museum.

Your ticket to the Museum with your sign should be submitted to the instructors by the end of the semester.

Language: English

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	60	Final examination
Papers:	10	Proof of your museum visit
Class contribution:	30	Active participation in classes

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210LE21000|51|210LE21000[/SYLLABUS_ID]

Course Title	Introduction to Climate Science 51		
Instructor	KHATIWALA, Samar Prakash		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	Life, Environment, Matter and Information	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Global warming is perhaps the greatest challenge of our era. To meet it requires both a multidisciplinary perspective as well as a solid understanding of fundamental principles. This course aims to introduce students to the basic scientific principles governing Earth's climate system. It will cover the fundamental physical, chemical and biological concepts relevant to understanding how the climate system works and how humans are perturbing it. Topics to be covered include: physics of blackbody radiation; radiative balance and radiative transfer; circulation of the ocean and atmosphere; the carbon cycle; physics of clouds and aerosols; basic thermodynamics and the water cycle; climate variability over geological history; sea level change; monsoons and El Niño; anthropogenic climate change.

Objectives: This course aims to introduce students to the fundamentals of Climate Science. By the end of the course, they will have a solid, quantitative understanding of the basic physical and chemical ideas involved, and be prepared to take more advanced courses on topics ranging from environmental modeling to sustainability.

before/after course of study: Students should go over any assigned readings beforehand and come prepared for discussion in class. As part of your preparation, you will be asked to read the handouts for each session that will be posted on Waseda Moodle in advance. Preparation is expected to take 90-120 minutes. Homework will be assigned as review for each class and should be turned in before the next class. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Orientation and Introduction
Overview of course and general introduction to climate science
Vol. 2 Energy balance
Earth's energy balance and its emission temperature
Vol. 3 The Greenhouse Effect-I
Blackbody radiation, quantum mechanics and absorption of radiation
Vol. 4 The Greenhouse Effect-II
Scattering of radiation and why the sky is blue
Vol. 5 Carbon Cycle
The global carbon cycle
Vol. 6 Thermodynamics-I
Basic laws of thermodynamics
Vol. 7 Thermodynamics-II
The Clausius-Clapeyron equation and the water cycle
Vol. 8 Clouds
Water vapor's role in the climate system
Vol. 9 Aerosols
Scattering of radiation by aerosols
Vol.10 Natural Climate Variability-I
Monsoons
Vol.11 Natural Climate Variability-II
El Niño Southern Oscillation
Vol.12 Anthropogenic Climate Change-I
Observational evidence for global warming

	Vol.13 Anthropogenic Climate Change-II Causes of global warming and modeling climate change Vol.14 Final Exam Final Exam
Language:	English
Textbooks:	Global Warming: Understanding the Forecast by David Archer, Wiley-Blackwell Publishing, ISBN 1405140399. (The 1st edition of this book is adequate.)
References:	Other recommended books: Introduction to Modern Climate Change by Andrew Dessler, 3rd edition, Cambridge University Press, ISBN 1108793878. Intergovernmental Panel on Climate Change reports (www.ipcc.ch)
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Exams:	30	Final Examination
Papers:	40	Assignments
Class contribution:	30	Active class participation

Note/URL: Some knowledge of high school-level chemistry is expected.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210LE30100|51|210LE30100[/SYLLABUS_ID]

Course Title	Human Biology 51		
Instructor	UCHIDA, Akiko		
Term	fall semester	**Credits**	4
Day/Period	01:Wed.3@02:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Human behavioral sciences

Course Outline: This course focuses on biology relevant to the behavioral sciences. Introduces basic principles of evolutionary biology, genetic/hormonal/neural systems and ecology that illuminate the behavior and social organization of humans and other animals. Topics include human variation/adaptations, sex differences, emotion/cognition, and life history traits. Discussions highlight nature versus nurture issues.

Objectives: Major goals:
1) to learn basic biological principles, approaches and theories
2) to appreciate/evaluate scientific studies of human behavior
3) to consider human prospects

before/after course of study: A basic knowledge of biology at introductory college level is required.
Check the course materials posted on Waseda Moodle each class. Before class: lecture notes & online Biology Dictionary; After class: provided references & articles.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
Week 1. Introduction: Tinbergen's four questions - biological approaches to behavior
Week 2. Evolutionary theories; Evolution ≠ Adaptation; NOT for the species survival
Week 3. Basic genetics, neural and endocrine systems
Week 4. Sex differences -Why and How?
Week 5. Sexual differentiation of the body and mind
Week 6. Cooperation and parenting -Why and How ?
Week 7. Mid-term Exam.& Exam review
Week 8. "Social intelligence" and emotion - Why and How?
Week 9. Subsistence, diet and diseases - Why and How?
Week 10. Life history traits and population dynamics -Why and How?
Week 11. Genetic & cultural diversity and conflict - Why and How?
Week 12. Review
Week 13. Final exam. & Exam. review
Week 14. Research paper due
(Schedule is subject to change)

Language: English

Textbooks: Lecture notes, online resources and reading materials will be provided.
(The core research reference: "Behave: the biology of humans at our best and worst", R.M. Sapolsky, Penguin Press, ebook available)

References:
Behave: the biology of humans at our best and worst, R.M. Sapolsky, Penguin Press
The Social Instinct: Why we cooperate - from DNA to Democracy, N. Raihani, Jonathan Cape Ltd
Middle Sex (novel): J. Eugenides, Forth Estate
As Nature Made Him: The boy who was raised as a girl, J. Colapinto, Harper Perennial
Monkeyluv: And other essays on our lives as animals, R.M. Sapolsky, Scribner
Animal Behavior: D. Rubenstein & J. Alcock, Sinauer Associates
Evolution: making sense of life, Zimmer & Ellen, W.H. Freeman
Tangled Wing-Biological Constraints on the human spirit, M.Konner, Owl Books
Human Biology: S. Mader & M. Windelspecht, McGraw Hill
An Introduction to Behavioral Endocrinology, R. Nelson, Sinauer

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Midterm exam.: 35%
Writing assignments (in-class): 20%
Final exam.: 45%

Note/URL: Passing score for the exams: 50% or above

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210LE30200|51|210LE30200[/SYLLABUS_ID]

Course Title	Molecular Biology 51		
Instructor	ASAHI, Toru@ONODERA, Wataru		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.1	**Class Modality Categories**	line] Hybrid (under 50% of classes on-camp
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Traditional biology is the study of the rules of morphology, classification, evolution, behavior, and genetics of living organisms. However, when the molecular structure of DNA (deoxyribonucleic acid) was proposed by Watson and Crick in 1953, biologists for the first time recognized the possibility of understanding living organisms at the molecular level, and here molecular biology was born. The fields of medicine, pharmacology, agriculture, and chemistry have included biochemistry, which studies the structure and function of molecules comprising living organisms from the perspective of chemistry. Biochemistry and molecular biology are closely associated with each other, and together they continue to provide important insights for the development of the biotechnologies. The achievements of this research form the basis for various applied technologies in the fields of medicine, pharmacology, and agriculture.

Objectives: This lecture covers the molecules that constitute living organisms and their control mechanisms, as well as biotechnologies and the principles of aging and disease. Students are expected to acquire the abilities to understand and explore biological system at the molecular and cellular level.

before/after course of study: Prior reading and understanding of the relevant sections in the textbook will help facilitate learning. Mini-tests will be given after each lecture. Preparation for the class and the review will each take at least 90-120 min.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule: This course consists of on-demand lectures. Assignments based on the content of the on-demand lectures will be given.
Midterm and final exams are hold on-site. The classroom will be announced before each exam.
There is a possibility that the contents will change.

1.Introduction [On-demand video] (ToruAsahi) - 10/2
2.Cells: The Fundamental Units of Life& Chemical Components of the Cells [On-demand video] (Wataru Onodera) - 10/9
3.Protein Structure and Function [On-demandvideo] (Wataru Onodera) - 10/16
4.DNA and Chromosomes [On-demand video](Wataru Onodera) - 10/23
5.DNA Replications and Repair [On-demandvideo] (Wataru Onodera) - 10/30
6.From DNA to Protein: How Cells Read theGenome [On-demand video] (Wataru Onodera) - 11/13
7.Midterm examination [On-site] (ToruAsahi, Wataru Onodera) - 11/20
8.Control of Gene Expression [On-demandvideo] (Wataru Onodera) - 11/27
9.Analyzing the Structure and Function ofGenes 1/2 [On-demand video] (Wataru Onodera) - 12/4
10.Analyzing the Structure and Function ofGenes 2/2 [On-demand video] (Wataru Onodera) - 12/11
11.How Cell Obtain Energy from Food[On-demand video] (Wataru Onodera) - 12/18
12.Energy Generation in Mitochondria andChloroplasts 1/2 [On-demand video] (Wataru Onodera) - 1/8
13.Energy Generation in Mitochondria andChloroplasts 2/2 [On-demand video] (Wataru Onodera) - 1/15
14.Final examination [On-site] (Toru Asahi,Wataru Onodera) - 1/22

Language: English

Textbooks: -Essential Cell Biology (Fifth Edition) by Bruce Alberts et al., published by W. W. Norton & Company (2019)

References: -Molecular Biology of the Cell (Sixth Edition) by Bruce Alberts et al., published by Garland Science (November 2014).
-Molecular Biology of the Gene (Sixth Edition) by James Dewey Watson et al., published by Pearson Education (January 2008).

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free-: -Examinations: 80%
-Attendance and contribution to class: 20%

Note/URL:

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210LE30700|01|210LE30700[/SYLLABUS_ID]

Course Title	Introduction to Environmental Science		
Instructor	KOHRI, Mari		
Term	spring semester	**Credits**	2
Day/Period	01:othersOn demand	**Class Modality Categories**	[Online] Full On-demand
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Environmental Science

Course Outline: This course is intended to explain and find out the clues to major environmental issues that we face today. First, we study the basic process and mechanism of the natural environment and how living organisms adapt to the environment. Secondly, we learn about the role of semi-natural disturbances on biodiversity conservation. Traditional agricultural practices in Japanese Satoyama and agro-forestry in Indonesia provide some good examples of where people receive natural resources and ecosystem services locally and how energy is flowing in cycle, as well as providing habitat for native species. Such balanced interaction in turn can function as a resilient ecosystem. This concept is called the Ecosystem-Based Disaster Risk Reduction (Eco-DRR). Thirdly, we study the impacts of recent human activities such as over-exploitation of natural resources, industrialization, intensive agriculture and globalization, on ecosystems, wildlife and as well as on our health and safety. Topics will include environmental carrying capacity, chemical pollution and bioaccumulation, soil erosion, global warming, climate change, endangered species, aging society and under-use of local resources problem, impacts of invasive species and genetically modified organisms (GMO), and learn how they are complexly interrelated. Lastly, we find the clue and issues on alternative power/renewable energy usage, such as biomass and geothermal power generation. This course consists of lectures, discussions and assignments.
※The class will be taught by On-Demand format, but each class's video is available until the next week.

Objectives: To understand natural environment that we live in, and be able to explain how human activities and policies could degrade our valuable environment and biodiversity. By using some key words related to the Sustainable Development Goals (SDGs), students will learn how the environment is interrelated to our daily life, economy and politics, and find out a clue to more sustainable way to utilize natural resources and help stop species extinction.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Introduction to the course

Course requirements, topics on basic natural environment from scientific point of view are explained, and human environment from resource use point of view will be discussed.

Vol. 2 Process and mechanism of ecosystem and its function

Explain about ecosystem through natural disturbances, food-web, carrying capacity and community structure

Vol. 3 Role of semi-natural disturbances

Effect of traditional agricultural and forestry practices such as prescribed fire, on disturbance-dependent, in-competitive species conservation. Examples of endangered species from Jack pine forest in Michigan will be discussed..

Vol. 4 Satoyama, a complete recycling system

Learn about the role of Japanese traditional paddy-field and coppice mosaic landscape. Management for mushroom cultivation and grass-cutting for energy, fertilizer, and material usage in turn provide many habitats for native species.

Vol. 5 What is Agroforestry? Example in Indonesia

What is environmentally friendly agriculture? Assignment on finding and explaining about environmentally friendly agriculture from around the world will be given. In the class, example in "Civet coffee" production and its biodiversity conservation effect in Indonesia will be discussed.

Vol. 6 Deforestation, soil erosion, water eutrophication in Indonesia

Learn about the effect of economic crisis on people's agricultural practice, and environmental degradation such as deforestation caused by cash-crop production in Java Island.

Vol. 7 Chemical pollution in terrestrial water, and bioaccumulation problem in lakes and oceans

Chemical substances produced by humans are affecting wildlife through bio-accumulation. Example from the Great Lakes in the U.S. and Minamata Bay in Japan will be discussed.

Vol. 8 Impacts of global climate change I

Explain mechanism of global warming through increased fossil-fuel usage, and learn about the international agreements and laws to control the problem

Vol. 9 Impacts of global climate change II

We discuss the increasing risks of extinction in endangered species and disease expansion in humans due to global warming.

Vol.10 Impacts of global climate change III

We will discuss how climate change affects the rainfall patterns and increases natural disasters. By implementing the Eco-DRR method, we could save not only our lives and houses from disasters, but also the local wildlife in reserved wetlands, from a disaster prevention point of view.

Vol.11 Prevention of extinction of endemic, indigenous species by fair-trade

Learn how the intensive agriculture practice in developing countries, lead by developed countries, is destructing natural environment and enhancing the risk of species extinction. "Remote responsibility" will be discussed.

Vol.12 Impacts of invasive species and Genetically Modified Organisms (GMOs)

Discuss and work on assignments on finding multiple risks of GMO-usage in intensive agriculture from food safety and ecosystem point of view.

Vol.13 Sustainable and disaster-resilient society is based on its biodiversity!

We learn the mechanism of Nature-based Solutions, with local biodiversity conservation acting as the key to achieve sustainable, healthy and safe environment for all living things.

Vol.14 The under-use problem of local resources and alternative energy issue (Final)

Through this final lecture, we learn about renewable energy options, such as local biomass power, wind power and geothermal energy usages. Also we discuss the new methods to reduce CO2 emissions in our aging society., and consider what kind of management is needed to achieve a good and healthy environment (final lecture).

Language: English

Textbooks: Handout notes will be provided for each class.
References for weekly reading materials will be provided at each class.

References: Tyler G. Miller & Scott Spoolman (Jan, 2017) Living in the Environment, 19th Edition. Brooks Cole, ISBN-10: 1337094153, ISBN-13: 978-1337094153.
Eric Chivian & Aaron Bernstein (2008) Sustaining Life - How Human Health Depends on Biodiversity. Oxford Univ. Press. ISBN-10: 0195175093, ISBN-13: 978-0195175097
Cunningham, WP & Cunningham, MA (2008) Principles of Environmental Science: Inquiry & Applications, 5th Edition, McGraw Hill, ISBN:0077270649
Wright RT (2007) Environmental Science: Toward a Sustainable Future, 10th Edition, (Pearson Prentice Hall) ISBN: 0131961594

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	30	General understanding of the course will be tested by final exam at the end of the semester. For the final exam (final report), select one topic from 5 given themes, and write a 5-page long report with reference citation on A4 paper, using your findings through the course.
Papers:	40	Written reports on assignments (given approximately every 3 weeks), about 2 pages long with reference citation on A4 paper, will be graded. There also will be a small quiz to test students' understanding during every class.
Class contribution:	30	Active participation in class, such as discussions using Waseda Moodle's chat system for comments and questions in the classes will be considered.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210LE30800|51|210LE30800[/SYLLABUS_ID]

Course Title	Vertebrate Paleontology		
Instructor	HIRAYAMA, Ren		
Term	fall semester	**Credits**	4
Day/Period	01:Tues.3@02:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Evolutionary Process of Backboned Animals

Course Outline: This course is designed to give student an outline of the evolutionary history and morphological diversity of vertebrates, or animals with backbones. Vertebrates are important animals, including ourselves. This class is especially focusing on the origin and extinction of major groups such as mammals, reptiles, birds, fishes, and dinosaurs during 540 million years, as they left so many fossils. Visual instruments and real specimens. including fossils, would be often used during the lectures for the aid of comprehension. Museum excursion or field trip should be organized as optional events on weekends. This lecture will be in face-to-face class.

Objectives: Better comprehension about evolutionary process of vertebrate animals in the past.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Class 1] Introduction of Vertebrate Paleontology
[Class 2] History of Vertebrate Paleontology
[Class 3] Method and Materials of Vertebrate Paleontology
[Class 4] Discovery of Fossil Vrtebrates
[Class 5] Origin of vertebrates; first fishes as a part of Cambrian explosion
[Class 6] Evolution of Early Fishes
[Class 7] Invasion on land from water development of limbs
[Class 8] Evolution of Early Reptiles
[Class 9] Introduction of mammal-like reptiles
[Class10] Rise and fall of mammal-like reptiles
[Class11] Origin of Dinosaurs
[Class12] Evolution of Dinosaurs
[Class13] Biology of gigantic Dinosaurs
[Class14] Biology of gigantic Dinosaurs (contunued)
[Class15] Biology of carnivorous dinosaurs
[Class16] parental cares of dinosaurs
[Class17] Extinction of Dinosaurs
[Class18] Extinction of Dinosaurs (continued)
[Class19] Feathered Dinosaurs and Bird Origin from Dinosaurs
[Class20] Evolution of Birds
[Class21] Mesosozic Marine Reptiles
[Class22] Mesosozic Marine Reptiles (continued)
[Class23] Evolution of Turtles
[Class24] Pterosaurs: Mesozoic Flying Reptiles
[Class25] History of Crocodiles, Lizards, and Snakes
[Class26] Mesozoic Mammals
[Class27] Ceozoic Mammals
[Class28] Human Evolution and Intelligence

Language: English

References: M. J. Benton (2004): Vertebrate Palaeontology. Blackwell Pub.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	70	final report
Class contribution:	30	attendance

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210LE40200|51|210LE40200[/SYLLABUS_ID]

Course Title	Global Environmental System		
Instructor	YAMAGUCHI, Kosei		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Science of the Earth System

Course Outline: Designed to teach introductory “Earth System Science” for both science and nonscience majors.

In the class, important issues involved in global environmental changes are covered and the system approach is introduced. It will resonate with many students, since the system thinking has been used in virtually every area of inquiry, including branches of both the natural and social sciences.

Active participation in the class as well as discussion, an essential part of this class, is expected. Homework assignments involving some mathematical calculations will be given to students almost every week.

Prerequisite: none, but experience of classes related to environmental sciences would help.

Objectives: The anticipated goals of this class include the following:
To become familiar with the essence of “system approach”
To be able to use “system approach” for quantitative analysis.
To obtain deeper and wider knowledge of Earth System Science.
To learn ways of critical thinking for various global environmental problems.

before/after course of study: Before class: Handouts.
After class: Homework assignments.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule Lectures will cover the following topics that range broadly.
More detailed class schedule may be given in the first class.

1: Global Change: Overview
2: System Diagram
3: Daisyworld
4: Global Energy Balance
5: The Atmospheric Circulation System
6: The Circulation of the Oceans
7: The Carbon Cycle
8: Long-Term Climate Regulation
9: Faint Young Sun Paradox, Early Earth
10: Short-Term Climate Variability
11: Global Warming and An Inconvenient Truth
12: Kepler and Milankovitch
13: Ozone Depletion
14: Final Exam

Language: English

Textbooks: Not required. Handout will be provided occasionally.

References: The following books, although not required, are related to this class and interesting to read.
(1) Climate Change 2007 - The Physical Science Basis (Intergovernmental Panel on Climate Change), Cambridge University Press, ISBN-10: 0521880092, ISBN-13: 978-0521880091
(2) An Inconvenient Truth: The Planetary Emergency of Global Warming and What We Can Do About It (Albert Gore), Rodale Press, ISBN 1-594-86567-1.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 60 Mid-tern exam (29%) and Final exam (31%)

Papers:	20	Timely submissions of homework assignments are important.
Class contribution:	20	Attendance is essential and strongly required. Credit won't be given to students who missed this class more than five times. In other words, more than 10 times attendance out of 15 lectures/exams is required.

Note/URL:

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210LE40600|01|210LE40600[/SYLLABUS_ID]

Course Title	Paleoherpetology 01		
Instructor	HIRAYAMA, Ren		
Term	spring semester	**Credits**	4
Day/Period	01:Mon.3@02:Mon.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Research of Fossil Reptiles

Course Outline: This course is designed to give student an outline of the evolutionary history and morphological diversity of fossil reptiles. This class is especially focusing on the origin, evolution and extinction of major groups such as turtles, crocodiles, marine reptiles, and dinosaurs. Fossil reptiles also include various extinct groups such as mammal-like reptiles and gigantic marine forms (e.g., ichthyosaurs) as well as flying giants (pterosaurs). Reptiles are also important for understanding origin of living birds and ma mammals. Visual instruments and real specimens would be often used during the lectures for the aid of comprehension. Preparation of fossil materials would be organized for students in this lecture. Museum excursion or field trip should be organized as optional events on weekends. This lecture will be in face-to-face class.

Objectives: Comprehension about evolutionary history of fossil and modern reptiles and amphibians, and their ecological and morphological diversifications

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

[Class 1] Introduction of Paleoherpetology
What is herpetology, what is reptiles?
[Class 2] Historical review of Paleoherpetology
Brief introduction to history of development of the science on extinct reptiles
[Class 3] Method and materials of Paleoherpetology
How to study and what will be used for the research on reptiles
[Class 4] Discovery of fossil Reptiles
Finding of fossil reptiles, examples in real world
[Class 5] Before Reptiles; age of Fishes and Amphibians
First vertebrate as a fish, and vertebrate acquired limbs, amphibians
[Class 6] Origin of Reptiles from Carboniferous Amphibians
Origin of reptiles, anatomical change of body plan
[Class 7] Amniote eggs: innovative adaptation on terrestrial environment
Hard-shelled egg as an innovation in reptile biology
[Class 8] Radiation of Paleozoic Reptiles
Evolution and diversification of pre-dinosaur reptiles
[Class 9] Mammal-like Reptiles
Another successful reptiles than dinosaurs, leading to mammals
[Class 10] Origin of Mammals
Mammalian features evolved from reptiles
[Class 11] Reptiles vs Mammals
Diversification of mammals and comparison between mammals and reptiles
[Class12] Rise and fall of Archosaurian Reptiles
Evolutionary diversification of ancestoral reptiles of dinosaurs, compatitive with mammal's ancestor
[Class13] Origin and evolution of Dinosaurs
Origin and diversification of dinosaurs

[Class14] Biology of Dinosaurs
Physiology, ecology, and behaviour of dinosaurs
[Class15] Extinction of Dinosaurs
Extraterrestrial event as a cause of dinosaur extinction
[Class16] Feathered Dinosaurs and Bird Origin
Evolutionary path from dinosaur to bird
[Class17] Feathered Dinosaurs and Bird Origin (continued)
Origin of flight and other feature of modern birds
[Class18] Turtle Life
Origin and diversification of turtles, and their morphology and ecology
[Class19] Introduction to Mesozoic Marine Reptiles
Reptiles adapted to aquatic life, change of body plan
[Class20] Ichthyosaurs; Fish-like Marine Reptiles
Functional morphology and ecology of ichthyosaurs
[Class21] Plesiosaurs; enigmatic Marine Reptiles
Morphology and paleo-ecology and behaviour of the plesiosaur, their enigmas
[Class22] Mosasaurs; gigantic Marine Lizards
Lizard adapted to auatic life
[Class23] Pterosaurs: Mesozoic Flying Reptiles
Evolution of flight in reptiles, contrast to bird morphology
[Class24] Pterosaurs: Mesozoic Flying Reptiles (continued)
Diversification of their morphology and ecology
[Class25] History of Crocodiles
Evolution of crocodiles and modern forms
[Class26] History of Crocodiles (continued)
Ecology and behaviour of crocodiles
[Class27] History of Lizards and Snakes
Origin and evolution of modern lizard and snakes
[Class28] Living reptiles
Ecology and morphology diversification of modern reptiles

Language :	English
References :	M. J. Benton (2015): Vertebrate Palaeontology. Blackwell Pub.
Grading Free-text Entry Flag :	0 : 評価方法毎フォーマット（教員による切替可）

Papers :	70	Student must submit a final report by the end of lectures.
Class contribution :	30	Attendance of students will be checked.

Note/URL :
Lectures will be given in English.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210LE40700|51|210LE40700[/SYLLABUS_ID]

Course Title	Environmental Pollution and Control 51		
Instructor	KOHRI, Mari		
Term	fall semester	**Credits**	2
Day/Period	01:othersOn demand	**Class Modality Categories**	[Online] Full On-demand
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Environmental Pollution

Course Outline: This course is designed to learn the cause and mechanisms of environmental pollution that human beings have experienced and are still going on today. First, we focus on environmental laws, regulations and international agreements to prevent further destruction of the Earth's environment. Secondly, we learn about chemical pollution and its effect on ecosystems and on human beings. Areas include greenhouse gas emission and acid rain from fossil fuel combustion, synthetic chemical usage in intensive agriculture causing bioaccumulation and eutrophication, cyanobacterial bloom and intoxication of drinking water, and DNA pollution examples in horticulture and in fisheries will also be discussed. Thirdly, we go through the pollution control measures, focusing on waste water treatment, groundwater protection, and bioremediation technologies, and look at some measurement and modelling examples developed under environmental regulations and the Environmental Impact Assessment Law. Lastly, we find the solution to prevent further pollution, by applying alternative energy sources/renewable energy usage, and notice the importance of watershed basin/ catchment-level point of view to manage and solve complex problems. This course consists of lectures, discussions and assignments. ※The class will be taught by On-Demand format, but each class's video is available until the next week.

Objectives: To understand the cause of environmental pollution, and be able to explain our present situation and how human activities degrade our environment. Become aware of the prevention measures and acquire watershed/basin point of view to solve such complex environmental problems.

before/after course of study: Study about the Muskie Law, Kyoto Protocol and Paris Agreement. It takes about 2 hours in total, but could be any time before attending each class.
Survey where your waste water goes. This assignment will be given anytime within the course.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Introduction to the course

Course description, requirements and the topics on law regulations, international agreements and protocols on environmental pollution control will be explained.

Vol. 2 Cause and effect of air pollution

Air pollutants from combustion of fossil fuels in our industrial society will be described. The mechanism and impact of acid rain and its control will be discussed.

Vol. 3 Water pollution from industries and agriculture

We will discuss not only on toxic chemicals from industries, but also on excess nutrient and soluble substance input from agricultural field, golf courses, and our daily water usages that cause eutrophication and degradation of freshwater quality.

Vol. 4 Mechanism of bioaccumulation

Learn about the accumulation of toxic chemicals, heavy metals and radioactive substances into organisms through food-web and biotic interactions. Lead, PCB, mercury, and cadmium poisoning examples will be discussed.

Vol. 5 Problem of cyanobacterial bloom and its control measures

The blue-green algal bloom in freshwater produces carcinogen that is harmful to human beings. Some monitoring results from the Great Lakes region and the Lake Kasumigaura will be discussed.

Vol. 6 Waste water treatment system

Learn about the technologies used in sewage water treatment, removal of heavy metals, and re-use of nutrient-rich water for pilot farms as bioremediation in Michigan.

Vol. 7 Groundwater pollution

We will learn about the cause of groundwater pollution from landfills of toxic waste, and discuss bewildering handling of nuclear wastes.

Vol. 8 Oceanic pollution

We will learn about the fate of microplastics (micro-beads) accumulated in ocean and marine fauna. Also we discuss acidification of ocean water and coral bleaching problems.

Vol. 9 Methods to detect and measure environmental pollutants

We learn about water testing methods and discuss on Microcystis (blue-green algae) bloom monitoring in the Great Lakes, and talk about the new environmental DNA method, which detects the presence of aquatic invasive species by sampling of water, in Japanese rivers.

Vol.10 Pollen pollution as a result of mono-cultural plantation

Under-use of monoculture tree resources is causing pollen allergy and soil erosion problems in Japan. Also, from a disease control point of view, we will learn about some examples of pest and disease outbreaks related to intensive agriculture and deforestation.

Vol.11 Genetic pollution risks from GMOs and introduced species.

Learn about the risk of genetically engineered or modified organism (GMO) usage in crop fields and DNA pollution in the surrounding environment. Also, the risk of using "Greening" plants and introduced pets from overseas will be discussed.

Vol.12 DNA pollution from fish release practices

We will learn about the risk of transporting and releasing of fish hatched in different watersheds. Contamination and genetic identity loss of local populations caused by genetic introgression of "domestically" introduced species will be discussed.

Vol.13 Sound, odor, vibration, electromagnetic wave and space debris pollutions

We now discuss on the new types of pollutants that we could control by providing adequate international laws, regulations,and Life-Cycle Assessment (LCA).

Vol.14 Necessity of catchment /watershed point of view for problem-solving (Final)

Learn about the importance of describing environmental processes and pollution regime from catchment-basin (watershed) point of view (final lecture).

Language: English

Textbooks: Handout notes will be provided for each class.
References for weekly reading materials will be provided at each class.

References: Tyler G. Miller & Scott Spoolman (Jan, 2017) Living in the Environment, 19th Edition. Brooks Cole, ISBN-10: 1337094153, ISBN-13: 978-1337094153.
Eric Chivian & Aaron Bernstein (2008) Sustaining Life - How Human Health Depends on Biodiversity. Oxford Univ. Press. ISBN-10: 0195175093, ISBN-13: 978-0195175097
Wright RT & Boorse D (2016) Environmental Science: Toward a Sustainable Future, 13th Edition, (Pearson) ISBN-10 : 9780134011271, ISBN-13 : 978-0134011271

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	30	General understanding of the course will be tested by final exam (a 4-page long report including reference citation list on A4-sized paper) at the end of the semester. Select one topic from 5 given themes, and write a report using your findings through the course.
Papers:	40	Written reports on assignments (approximately given every 3 weeks), about 2 pages long, including reference citation list on A4 paper, will be graded, and feedback will be given. There also will be a small quiz to test students' understanding during every class.
Class contribution:	30	Active participation to class discussions through Waseda Moodle, such as asking questions via chat system, is welcomed.

Note/URL: This course is for students with some knowledge of environmental science, e.g. students who have taken "Introduction to Environmental Science" or equivalent science courses.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210LE40800|51|210LE40800[/SYLLABUS_ID]

Course Title	Biomedical Sciences 51		
Instructor	YOSHIDA, Satoshi		
Term	fall semester	**Credits**	4
Day/Period	01:Wed.3@02:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Biology of Ageing

Course Outline:

We read and discuss the biological principles that have led to a new understanding of the causes of aging and how these basic principles help one to understand the human experience of biological aging, longevity, and age-related disease.
We study how the rate of biological aging is measured; explore the mechanisms underlying cellular aging; discuss the genetic pathways that affect longevity in various organisms; outline the normal age-related changes and the functional decline that occurs in physiological systems over the lifespan; and consider the implications of modulating the rate of aging and longevity.

Objectives: The goal of the course is to understand the biological and physiological nature of ageing. Class discussion and presentation will help students to develop skills for critical thinking and problem solving.

before/after course of study: Preview and review require 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
第1,2回 Introduction
第3,4回 Basic Concepts in the Biology of Aging
Lecture on the Basic Concepts of Ageing followed by class discussion
第5,6回 Measuring Biological Aging
Lecture on the methodology of ageing followed by discussion
第7,8回 Evolutionary Theories of Longevity and Aging
Lecture on the evolutionary theory of ageing followed by discussion
第9,10回 Cellular Aging
Lecture on the cellular ageing followed by discussion
第11,12回 Genetics of Longevity
Lecture on the genetics of ageing followed by discussion
第13,14回 Human Longevity
Lecture on the human longevity followed by discussion
第15,16回 The Physiology of Human Aging
Lecture on the physiology of human ageing followed by discussion
第17,18回 Age-Related Disease in Humans
Lecture on the age-related diseaes followed by discussion
第19,20回 Modulating Aging and Longevity
Lecture on the modulation of ageing followed by discussion
第21,22回 Can we obtain eternal life?
In class discussion about the possibility of immortality
第23,24回 Ageing and Society
Lecture on the ageing and society followed by discussion
第25,26回 Students' presentation followed by in class discussion
第27,28回 Students' presentation followed by in class discussion

Language: English

Textbooks: Biology of Aging 1st Edition, by Roger B. McDonald Garland Science

References: Additional reading will be assigned in the class

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Class contribution: 30 Active participation in the class discussion.

Others:	70	In class presentation about biological ageing.

Note/URL: Presentation is evaluated not only by the instructor, but also by peer students.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210LE40900|01|210LE40900[/SYLLABUS_ID]

Course Title	Evolutionary Biology 01		
Instructor	UCHIDA, Akiko		
Term	spring semester	**Credits**	4
Day/Period	01:Mon.3@02:Mon.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Evolution and the Diversity of Life

Course Outline: This course 1) introduces principles of evolution and the major events in the history of life, and 2) provides a basic understanding of how scientific methods are used in the field of evolutionary biology, and how evolutionary thinking is applied to issues in biological diversity, animal behavior and modern human biology. The main goal is to develop a scientific way of thinking about the facts of life, including human beings.

"There is grandeur in this view of life, with its several powers, having been originally breathed into a few forms or into one; and that, whilst this planet has gone cycling on according to the fixed law of gravity, from so simple a beginning endless forms most beautiful and most wonderful have been, and are being, evolved." (Charles Darwin, On the Origin of Species, 1859)

Objectives: Upon completion of this course, students should demonstrate basic knowledge in the followings:
1) evolution and its mechanisms
2) history of life on earth
3) evolution of sex and sex differences
4) evolution of social behavior/communication
5) modern human mind/body/society from evolutionary and comparative perspectives

before/after course of study: Preferred prerequisites: Introductory/intermediate biology courses.
Students are expected to check the lecture notes in advance.
Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Class 1] Introduction (Evolution ≠ Adaptation, Evolution ≠ Improvement)
[Class 2] What is Evolution?-1 Darwin and Modern Synthesis
[Class 3-4] What is Evolution?-2 Misconceptions & History of Evolutionary Thoughts
[Class 5-6] Evolution of Sex (asexual vs sexual reproduction) and Sex Differences
[Class 7-8] Evolution of Social Behavior-1 (interspecific cooperation & competition)
[Class 9-10] Evolution of Social Behavior-2 (intraspecific cooperation & competition)
[Class11-12] Mid-Term Exam. & Review/Discussion
[Class13-14] Phylogeny & Reconstruction of the Past (systematics & cladistics)
[Class15-16] History of Life -1 (Life: definition, origin and evolution)
[Class17-18] History of Life -2 (Diversity of life on earth)
[Class19-20] Mammal Evolution & Evolution of the Brain
[Class21-22] Primate & Hominin Evolution
[Class23-24] Review session
[Class25-26] Final Exam./Discussion (Anthropocene)
[Class27-28] Research presentation(The schedule may be subject to change.)

Language: English

Textbooks: Reference Book: Evolution: Making Sense of Life, C. Zimmer & D. J. Ellen, Roberts ---Reserved Book

Lecture notes/hand-outs/reading materials will be provided.

References: Evolution: The Story of Life on Earth, Hosler, J. et al., Hill & Wang Pub.
Evolution, Futuyma, D. J., Sinauer Associates
Chimpanzees and Human Evolution, Mull et al. eds., Belknap/Harvard Univ. Press
Evolution: a very short introduction, Oxford Univ. Press
Animal Behavior, J. Alcock, Sinauer Associates
Sexual Selection, J. L.Gould and C. G. Gould, Scientific American Library

Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	Mid-term exam: 35% Writing assignments (in-class) : 10% Research Paper/Presentation: 15% Final exam: 40%
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210LE41000|01|210LE41000[/SYLLABUS_ID]

Course Title	Virtual Earth: Simulating the Environment 01		
Instructor	KHATIWALA, Samar Prakash		
Term	spring semester	**Credits**	4
Day/Period	01:Mon.2@02:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Computer modeling is a key tool in science and engineering. This advanced-level course concerns the use of such modeling in understanding and simulating the Earth's environment. You will learn how to construct simple, yet insightful, mathematical models of various phenomena using basic physical and chemical principles. You will then learn how to formulate the problem in a manner that can be solved on a computer. i.e., as an algorithm. And, finally, you will translate the algorithm into computer code to simulate the phenomenon in question. We will use concrete examples to work through these different generic steps involved in computer modeling. We will also cover fundamental numerical methods such as interpolation, finite difference approximations, time stepping schemes for ordinary differential equations, and methods for solving linear and nonlinear equations. Lastly, we will also touch upon some of the latest developments in the field, for example the use of AI in weather forecasting. The course will be relatively agnostic when it comes to programming language. You can use python or even Excel in many cases.

Objectives: In this course students will:
1) Learn how to formulate a physical problem as a mathematical one ("mathematical modeling")
2) Learn how computers deal with numbers and arithmetic (concepts such as floating point, round off error, etc)
3) Learn fundamental numerical methods widely applicable in science, engineering, finance and other fields
4) Learn how to formulate a mathematical model as a computer algorithm
5) Work through a number of practical examples involving environmental phenomena

before/after course of study: Students should go over any assigned readings beforehand. They should also brush up on computer programming in a language of their choice.
Preparation for the class and the review will each take at least 90-120 min.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Orientation and Introduction
Overview of course and generalintroduction to modeling
Vol. 2 Computer arithmetic-I
Basic concepts such as floating point number, precision, IEEE arithmetic
Vol. 3 Computer arithmetic-II
Basic concepts continued
Vol. 4 Mathematical preliminaries-I
Review of basic mathematical concepts (vectors, matrices, Taylor expansion, etc)
Vol. 5 Mathematical preliminaries-II
Review of basic mathematical concepts continued
Vol. 6 Mathematical modeling-I
A simple model of Earth's climate: the steady state
Vol. 7 Mathematical modeling-II
A simple model of Earth's climate: transient climate change
Vol. 8 Numerical solution of ordinary differential equations-I
Finite difference approximation of derivatives and Euler's method
Vol. 9 Numerical solution of ordinary differential equations-II
Implicit methods and backward Euler
Vol.10 Review of programming languages
Review of python

Vol.11 Mathematical modeling–III
Incorporating the ice–albedo feedback in our simple climate model
Vol.12 Solution of nonlinear equations–I
Newton's method, Jacobians and iterative schemes
Vol.13 Solution of nonlinear equations–II
Newton's method continued
Vol.14 Linear stability analysis–I
Snowball Earth: Stability analysis of climate model with ice–albedo feedback
Vol.15 Linear stability analysis–II
Bifurcation analysis
Vol.16 Chaos–I
The Lorenz equation as a model of the atmosphere
Vol.17 Chaos–II
Solution of the Lorenz equation and using ODE solvers
Vol.18 Chaos–III
Stability and bifurcation analysis of the Lorenz equation
Vol.19 Mathematical modeling–IV
Random walks and the diffusion equation
Vol.20 Solving the diffusion equation–I
Finite difference approximation of diffusion equation
Vol.21 Solving the diffusion equation–II
Using ODE solvers to solve the diffusion equation
Vol.22 Mathematical modeling–V
Earthquakes, El Nino and the wave equation
Vol.23 Solving the wave equation–I
Finite difference methods for solving the wave equation
Vol.24 Solving the wave equation–II
Fourier transform and spectral methods for solving the wave equation
Vol.25 Recent advances in modeling and computing
Use of AI, GPUs and other software and hardware technologies in computer modeling
Vol.26 Project Presentation–I
Group presentations on assigned projects
Vol.27 Project Presentation–II
Comments and feedback on group presentations on assigned projects
Vol.28 Final Examination
Final examination, and feedback via Waseda Moodle

Language : English

Textbooks : There is no required textbook. I will be distributing notes and there is also excellent material available online for free from https://ocw.mit.edu/ and other sources.

Grading Free-text Entry Flag : 1 : フリーフォーマット（教員による切替可）

Evaluation Free- Final Examination 40%
Quizzes and assignments 20%
Group project 40%

Note/URL : The students are assumed to have sufficient background knowledge on mathematics and computing (e.g., if they have previously taken "Introductory Data Science" or its equivalent).

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210LE50100|01|210LE50100[/SYLLABUS_ID]

Course Title	Seminar on Life and Environment 01		
Instructor	HIRAYAMA, Ren		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Seminar on History of the Life/ Research of the fossil vertebrates in the past

Course Outline: This is an advanced seminar about history of the lifeon the Earth, especially vertebrates or backboned animals, based on geologicalevidences such as fossil remains. Itwill give an overview about the origin, evolution, and mass extinction ofvertebrates. Special emphasis will beput on the enigma of mass extinction of once dominated creatures in thepast, including dinosaurs, and the evolution of human brain andintelligence. One of the unique characteristics of the course isthat real objects, including fossil or its cast, will be provided to studentsfor research as possible. Excursions tofossil bearing sites, particularly of the age of dinosaurs, will be organized during weekends and holidays as well as laboratory preparation in the room. This seminar will be normal classes in person together with online system, if student wanted.

Objectives: Student should described about the fossil materials excavated by paleontological works.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

[Week 1]
Introduction on Vertebrate Paleontology
[Week 2]
Reading of Text & Preparation of Fossils
[Week 3]
Reading of Text & Preparation of Fossils
[Week 4]
Reading of Text & Preparation of Fossils
[Week 5]
Reading of Text & Preparation of Fossils
[Week 6]
Reading of Text & Preparation of Fossils
[Week 7]
Reading of Text & Preparation of Fossils
[Week 8]
Reading of Text & Preparation of Fossils
[Week 9]
Reading of Text & Preparation of Fossils
[Week10]
Reading of Text & Preparation of Fossils
[Week11]
Reading of Text & Preparation of Fossils
[Week12]
Reading of Text & Preparation of Fossils
[Week13]
Reading of Text & Preparation of Fossils

[Week14]
Reading of Text & Preparation of Fossils

Language: Japanese

Textbooks: Readings:
M. J. Benton (2014) Vertebrate Palaeontology. Blackwell Publishing., 480 pp.
ISBN-10: 9781118407554
ISBN-13: 978-1118407554

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Papers:	50	summary reports of the text
Class contribution:	50	attendance

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210LE50100|02|210LE50100[/SYLLABUS_ID]

Course Title	Seminar on Life and Environment 02		
Instructor	YOSHIDA, Satoshi		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Modern Life Science

Course Outline: This is an advanced seminar course in Life scienceand Biomedicine. We will read and discuss recent discovery and breakthrough inbiotechnology and medicine.

Objectives: Students will learn broad knowledge in recent progress in life science and develop critical thinking skill.

before/after course of study: Preview and review require 90-120 min. each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

第1回 Introduction
Introduction and orientation
第2回 New technology in bioengineering I
DNA sequencing
第3回 New technology in bioengineering II
Genome editting
第4回 New technology in bioengineering III
iPSC and embryonic stem cells
第5回 New technology in bioengineering IV
Regenerative medicine
第6回 Age associated diseases
Cancer, diabetes and dimentia
第7回 Development of drug I
How to treat with cancer
第8回 Development of drug II
Can we treat dimentia?
第9回 Development of drug III
Difficulty and limitation in drugdiscovery and development
第10回 Bioethics I
What's allowed and what's not?
第11回 Bioethics II
What's allowed and what's not?
第12回 Discussion I; The future of biotechnology
TBA
第13回 Discussion II; The future of Biomedicine
TBA
第14回 Discussion III; The future of Ageing society
TBA

Language: Japanese/Englis h

Textbooks: Essential Cell Biology 5th edition Alberts et al., (Norton)

References:	Articles from Science, Nature and Scientific American will be assigned.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）
Class contribution:	100 In class presentation and active participation in the class discussion
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210LE50100|03|210LE50100[/SYLLABUS_ID]

Course Title	Seminar on Life and Environment 03		
Instructor	UCHIDA, Akiko		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Human Evolution and Human Nature

Course Outline: This seminar considers "human nature" and behavioral diversity across human societies/cultures from evolutionary and comparative perspectives. Topics to be covered include cooperation, parenting & mating behavior, ethnicity, violence, religion, diseases, and environmental/population problems. Students will read and present primary academic/scientific articles, and conduct thesis projects. "Science must remain non-partisan, but it cannot- and should not- be disengaged from the society it serves." (from Editorial, Nature Human Behavior, 09 May 2017)

Objectives: Major goals:
1) to develop a conceptual framework of human evolutionary biology
2) to develop evaluation skills of scientific literature and research
3) to develop an increased awareness of bio-cultural issues
4) to design & conduct a thesis research project

before/after course of study: Students will be asked to read the assigned materials before the class.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule [Class 1] Introduction
[Class 2-6] Research design/literature survey
[Class 7] Presentation: Thesis prospectus-1
[Class 8-13] Research project
[Class 14] Presentation: Thesis prospectus-2
A detailed schedule will be provided in the first class.

Language: English

Textbooks: Reading materials will be provided.

References: Evolving Brains Emerging Gods-Early humans and the origins of religion, E. F. Torrey, Colombia Univ. Press
The Secret of our Success, J. Henrich, Princeton Press
The Evolution of Mind -fundamental questions and controversies, Gangestad and Simpson eds., MIT Press
The Evolution of Culture Dunbar, Knight and Power eds. Rutgers Univ. Pres
Adaptation and Human Behavior, Cronk, Chagnon and Irons eds., Aldine de Gruyter
Goodness Paradox: The strange relationship between virtue and violence in human evolution, Richard Wrangham
Omnivore's Dilemma, M. Pollan, Penguin Book
Trust in Social Dilemmas (Human Cooperation) (Paul et al.)
The Republican war on science (C.C. Mooney)

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- Active class participation and academic performance (writing/discussion/presentation) (60%)
Thesis project (40%)

Note/URL: Past thesis-topic examples: Aging and Business; Testosterone effects on human behavior; Human reproductive ecology and maternal health;Evolutionary Adaptedness of the Culture of Dance: Hip Hop Dance culture);The evolution of social cognition: A case study of the dog; A Cross-Country Analysis of Cooperation and Aggression; 科学ジャーナリズム一肥満と生殖医療;現代人の繁殖戦略一社会、個人の選択;戯曲「オセロー」と現実世界における配偶者暴力;スポーツの起源と競争の変遷;企業における協力関係の移り変わり;現代人の病気と健康一進化生物学の視点から;資本主義経済と生物多様性の保全

国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。

The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210LE50100|04|210LE50100[/SYLLABUS_ID]

Course Title	Seminar on Life and Environment 04		
Instructor	KHATIWALA, Samar Prakash		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Environment and Society

Course Outline: IMPORTANT: This course willbe taught Face-To-Face.The broad theme of this seminar is the interdependencybetween human society and the environment. Through readings and discussions, wewill cover the underlying science and explore many different aspects of thistheme. Topics include: natural climate phenomena such as El Niño; air and waterpollution; disease; economic development (why some countries are richer thanothers); global warming; sustainability; challenges and economic opportunitiesof the so-called "Energy Transition"; socioeconomic,political and geopolitical implications of climate change.

Objectives: By the end of this seminar students should get an appreciation for the many ways in which humans interact with the environment, as well as the many challenges (and economic opportunities) of tackling climate change.

before/after course of study: Students should do the assigned readings beforehand and come prepared to ask questions and actively participate in classroom discussions. They should also read material related to their thesis before each class and be ready to present it.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Introduction
Overview and course orientation
Vol. 2 Fundamental scientific concepts-I
Matter, force, energy, units andother key concepts
Vol. 3 Fundamental scientific concepts-II
Basic chemical principles andthinking about the environment quantitatively
Vol. 4 Earth's energy balance
Driving forces for Earth'senvironment
Vol. 5 Circulation of the atmosphere and ocean
Global scale circulation of theatmosphere and ocean and phenomena such as Monsoons
Vol. 6 The water cycle
Basic science, droughts and floods
Vol. 7 Natural climate variability-I
El Nino and other climate phenomena(scientific basis)
Vol. 8 Natural climate variablity-II
Societal impacts of natural climatefluctuations
Vol. 9 Pollution
Air and water pollution
Vol.10 Global warming and anthropogenic climate change-I
Scientific basis and observationalindicators
Vol.11 Global warming and anthropogenic climate change-II
Projections of future climate changeand socioeconomic challenges
Vol.12 Political and geopolitical implications
Impact of environmental change onsociety (migration, trade, disease, national and international politics, …)
Vol.13 Presentations
Student presentations

	Vol.14 Presentations Student presentations
Language:	English
Textbooks:	Global Warming: Understanding the Forecast by David Archer, Wiley-Blackwell Publishing, ISBN 1405140399. (The 1st edition of this book is adequate.) Supplementary readings from the primary scientific literature, the UN IPCC reports and newspapers such as The Economist, New York Times and Financial Times.
References:	Introduction to Modern Climate Change by Andrew Dessler, 3rd edition, Cambridge University Press, ISBN 1108793878.
Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	60%: Presentation 40%: Active Participation
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210LE50100|51|210LE50100[/SYLLABUS_ID]

Course Title	Seminar on Life and Environment 51		
Instructor	HIRAYAMA, Ren		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This is an advanced seminar about history of the life on the Earth, especially vertebrates or backboned animals, based on geological evidences such as fossil remains. It will give an overview about the origin, evolution, and mass extinction of vertebrates. Special emphasis will be put on the enigma of mass extinction of once dominated creatures in the past, including dinosaurs, and the evolution of human brain and intelligence. One of the unique characteristics of the course is that real objects, including fossil or its cast, will be provided to students for research as possible. Excursions to fossil bearing sites, particularly of the age of dinosaurs, will be organized during weekends and holidays as well as laboratory preparation in the room. This seminar will be normal classes in person together with online system, if student wanted.

Objectives: Student would be expected as understanding overall views of vertebrate evolution.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introduction on Vertebrate Paleontology
[Week 2] Reading of Text & Preparation of Fossils
[Week 3] Reading of Text & Preparation of Fossils
[Week 4] Reading of Text & Preparation of Fossils
[Week 5] Reading of Text & Preparation of Fossils
[Week 6] Reading of Text & Preparation of Fossils
[Week 7] Reading of Text & Preparation of Fossils
[Week 8] Reading of Text & Preparation of Fossils
[Week 9] Reading of Text & Preparation of Fossils
[Week10] Reading of Text & Preparation of Fossils
[Week11] Reading of Text & Preparation of Fossils
[Week12] Reading of Text & Preparation of Fossils
[Week13] Reading of Text & Preparation of Fossils
[Week14] concluding remarks

Language: Japanese

Textbooks: M. J. Benton (2014) Vertebrate Palaeontology. Blackwell Publishing., 480 pp.
ISBN-10: 9781118407554
ISBN-13: 978-1118407554

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Class contribution: 100 attendance and presentations in class

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210LE50100|52|210LE50100[/SYLLABUS_ID]

Course Title	Seminar on Life and Environment 52		
Instructor	YOSHIDA, Satoshi		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Disease and Medicine

Course Outline: course will be in person.
Human life is a fight against disease. In this course, we study important discoveries in Medicine and learn the basics of diseases which threatened human in the past and present.

Objectives: The goal of the course is to learn how modern Medicine has been developed and gain deeper insights into the cause and cure for major diseases.

before/after course of study: Preview and review require 90-120 min. each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 The Science and Art of Medicine
Introductory lecture on medical science
Vol. 2 Ancient Medicine in Egypt, China, India, Islam and in Greece
Lecture on the history of Medicine
Vol. 3 Anatomy
Lecture on Anatomy
Vol. 4 Diseases: Infectious Diseases 1 (Cholera, Tuberculosis, Typhoid fever etc...)
Lecture on diseases followed by discussion
Vol. 5 Diseases: Infectious Diseases 2
Lecture on diseases followed by discussion
Vol. 6 Diseases: Viral Diseases 1 (Measles, Polio, AIDS, Ebola, Influenza etc…)
Lecture on diseases followed by discussion
Vol. 7 Diseases: Viral Diseases 2
Lecture on diseases followed by discussion
Vol. 8 Diseases: Parasitic Diseases 1 (Malaria, Onchocerciasis etc...)
Lecture on diseases followed by discussion
Vol. 9 Diseases: Parasitic Diseases 2
Lecture on diseases followed by discussion
Vol. 10 Diseases: Lifestyle Diseases 1 (Cancer, Diabetes, Heart disease etc…)
Lecture on diseases followed by discussion
Vol. 11 Diseases: Lifestyle Diseases 2
Lecture on diseases followed by discussion
Vol. 12 Classical and New technology for treatment and surgery
Lecture on technology followed by discussion
Vol. 13 Discovery and development of the drugs and therapeutics
Lecture on technology followed by discussion
Vol. 14
Discussion/Students' presentation

Language: English

References:	Disease: The Extraordinary Stories Behind History's Deadliest Killers by Mary Dobson (Quercus Publishing) (邦訳Disease:人類を襲った30の病魔　Mary Dobson 医学書院) Great Discoveries in Medicine by William & Helen Bynum (Thames & Hudson) (邦訳Medicine:医学を変えた70の発見 William & Helen Bynum　医学書院)
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Class contribution:	50	Active participation
Others:	50	In class presentation

Note/URL: Students are required to have regular attendance and active participation in discussion.

Main language used in this course is Japanese.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210LE50100|53|210LE50100[/SYLLABUS_ID]

Course Title	Seminar on Life and Environment 53		
Instructor	UCHIDA, Akiko		
Term	fall semester	**Credits**	2
Day/Period	01:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Human Evolution and Human Nature

Course Outline: This seminar considers "human nature" and behavioral diversity across human societies/cultures from evolutionary and comparative perspectives. Topics to be covered include cooperation, parenting & mating behavior, aggression, ethnicity and environmental/population problems. Students will read & present journal articles/scientific papers, and conduct thesis projects.

"Science must remain non-partisan, but it cannot—and should not—be disengaged from the society it serves." (from Editorial, Nature Human Behavior, 09 May 2017)

Objectives: Major goals:
1) to develop a conceptual framework of human evolutionary biology
2) to develop evaluation skills of scientific literature and research
3) to develop an increased awareness of bio-cultural issues
4) to design & conduct a thesis research project

before/after course of study: Students are expected to read provided articles, prepare for discussion and conduct a literature survey. It will take about 2 hours every week.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule [Class 1] Introduction
[Class 2-5] Human nature in the Anthropocene; Research design/literature survey
[Class 6-9] Human nature and fake/fact
[Class 10] Presentation: Thesis research-1[Class 11-13] Research Project
[Class 14] Presentation: Thesis research-2
A detailed schedule will be provided in the first class.

Language: English

Textbooks: Reading materials will be provided.

References: The Evolution of Mind -fundamental questions and controversies, Gangestad and Simpson eds., MIT Press
The Evolution of Culture Dunbar, Knight and Power eds. Rutgers Univ. Pres
Adaptation and Human Behavior, Cronk, Chagnon and Irons eds., Aldine de Gruyter
Darwin and International Relations: on the evolutionary origins of War and Ethnic Conflict. Univ. Pr. of Kentucky
Omnivore's Dilemma, M. Pollan, Penguin Book
Evolutionary Anthropology-issues, news and reviews (Journal)

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free- Active class participation, academic performance and writing assignments (60%)
Thesis project (40%)

Note/URL: Past thesis-topic examples: Aging and Business; Testosterone effects on human behavior; Human reproductive ecology and maternal health；Evolutionary Adaptiveness of the Culture of Dance (Hip Hop Dance);The evolution of social cognition: A case study of the dogs; A Cross-Country Analysis of Cooperation and Aggression; 科学ジャーナリズム一肥満と生殖医療；現代人の繁殖戦略一社会、個人の選択；戯曲「オセロー」と現実世界における配偶者暴力；スポーツの起源と競争の変遷；企業における協力関係の移り変わり；現代人の病気と健康一進化生物学の視点から；資本主義経済と生物多様性の保全

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210LE50100|54|210LE50100[/SYLLABUS_ID]

Course Title	Seminar on Life and Environment 54		
Instructor	KHATIWALA, Samar Prakash		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Environment and Society

Course Outline: IMPORTANT: This course willbe taught Face-To-Face.The broad theme of this seminar is the interdependencybetween human society and the environment. Through readings and discussions, wewill cover the underlying science and explore many different aspects of thistheme. Topics include: natural climate phenomena such as El Niño; air and waterpollution; disease; economic development (why some countries are richer thanothers); global warming; sustainability; challenges and economic opportunitiesof the so-called "Energy Transition"; socioeconomic,political and geopolitical implications of climate change.

Objectives: By the end of this seminar students should get an appreciation for the many ways in which humans interact with the environment, as well as the many challenges (and economic opportunities) of tackling climate change.

before/after course of study: Students should do the assigned readings beforehand and come prepared to ask questions and actively participate in classroom discussions. They should also read material related to their thesis before each class and be ready to present it.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Introduction
Overview and course orientation
Vol. 2 Fundamental scientific concepts-I
Matter, force, energy, units andother key concepts
Vol. 3 Fundamental scientific concepts-II
Basic chemical principles andthinking about the environment quantitatively
Vol. 4 Earth's energy balance
Driving forces for Earth's environment
Vol. 5 Circulation of the atmosphere and ocean
Global scale circulation of theatmosphere and ocean and phenomena such as Monsoons
Vol. 6 The water cycle
Basic science, droughts and floods
Vol. 7 Natural climate variability-I
El Nino and other climate phenomena(scientific basis)
Vol. 8 Natural climate variablity-II
Societal impacts of natural climatefluctuations
Vol. 9 Pollution
Air and water pollution
Vol.10 Global warming and anthropogenic climate change-I
Scientific basis and observationalindicators
Vol.11 Global warming and anthropogenic climate change-II
Projections of future climate changeand socioeconomic challenges
Vol.12 Political and geopolitical implications
Impact of environmental change onsociety (migration, trade, disease, national and international politics, …)
Vol.13 Presentations
Student presentations

	Vol.14 Presentations Student presentations
Language:	English
Textbooks:	Global Warming: Understanding the Forecast by David Archer, Wiley-Blackwell Publishing, ISBN 1405140399. (The 1st edition of this book is adequate.) Supplementary readings from the primary scientific literature, the UN IPCC reports and newspapers such as The Economist, New York Times and Financial Times.
References:	Introduction to Modern Climate Change by Andrew Dessler, 3rd edition, Cambridge University Press, ISBN 1108793878.
Grading Free-text Entry Flag:	1 : フリーフォーマット(教員による切替可)
Evaluation Free-	60%: Presentation 40%: Active Participation
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MB20400|01|210MB20400[/SYLLABUS_ID]

Course Title	Introduction to Psychology: Quantitative Approach 01		
Instructor	AZUMA, Rayna		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	Culture, Mind and Body and Community	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Experimental and Biological Psychology

Course Outline:

Psychology is a scientific study of behaviour and mental processes, which is based on a large body of social science and behavioural science research. This course aims to introduce students to research areas which mainly use quantitative and biological data, such as, biological psychology, sensation and perception, learning, and memory. Each topic will include everyday examples and up-to-date theory and research methods will be covered.

Objectives: To understand topics, theories, and research methods used in experimental psychology.

before/after course of study:
- Read the textbook, and familiarise yourself with concepts and terminologies
- After the class, revise the contents and do the weekly quiz on Moodle.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule The overview of the course is as follows:

Class formats vary, but sample formats are as follows:

Sample Session 1 Contents Duration Description Overview and Lecture 60 min Introduction to each week's topic is given. Students are expected to have read the relevant chapter from the course textbook in advance (Week 2 and later).
Lecture to go through salient points from the chapter. Additional contents may be given from other sources on the relevant topic. Revision (in groups) 20 min Students check their understanding of the topic in groups, pairs, or individually. At the end you can submit feedback sheet to the instructor. Instructor can clarify the raised points in Session 2. Quiz 10 min A quiz to check the current level of your understanding. (For self-check only, not subject to evaluation.) Q&A 10 min Students can ask questions on the contents covered in the class Sample Session 2 Contents Duration Description Overview and Lecture 60 min Introduction to each week's topic is given. Students are expected to have read the relevant chapter from the course textbook in advance (Week 2 and later).
Lecture to go through salient points from the chapter. Additional contents may be given from other sources on the relevant topic. Q&A 10 min Students can ask questions on the contents covered in the class Practical Work 30 min Students do practical work individually, in pairs, or in groups. Type activities include doing experiments (as a participant and experimenter), data analysis, practice writing up the results, etc.

Language: English

Textbooks: Title: PSYCH, 7th edition
Author: Spencer A. Rathus
ISBN: 978-0357777565 (MindTap)
Publication: 2022

*** Textbooks must be purchased from University COOP Book Center or the Cengage special website prepared for you. (You cannot get it second hand, or from online bookstores.)

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 60 Midterm exam and Final exam

Others :	40	Participation in experimental tasks, class discussions, completion and submission of assignments. Online assignment requires an ″access code″ sold as a bundle with the textbook.

Note/URL : Reasonable accommodations will be given to those who need them, provided that they can substantiate their claims.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MB20500|51|210MB20500[/SYLLABUS_ID]

Course Title	Introduction to Psychology: Qualitative Approach 51		
Instructor	AZUMA, Rayna		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	Culture, Mind and Body and Community	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Development, Personality, and Mental Health

Course Outline: Psychology is a scientific study of behavior and mental processes, which is based on a large body of social science and behavioral science research. This course aims to introduce students to research areas which mainly use qualitative data, such as, development, personality, clinical psychology, and social psychology. Each topic will include everyday examples and up-to-date theory and research methods will be covered.

Objectives: To understand topics, theories, and research methods used in psychology fields which mainly deal with qualitative data.

before/after course of study: - Read the textbook, and familiarise yourself with concepts and terminologies
- After the class, revise the contents and do the weekly quiz on Moodle.

Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule Schedule for Fall Semester (subject to minorchanges)

Topics for each week are subject tochange.
Requirements:
1) Read the relevantchapter in advance (Week 2 ~).
2) Complete the ChapterQuiz on MindTap.
Attendance:
- Students must attendat least 2/3 of the classes.
Note:
- In cases of absencedue to infection diseases, major illnesses, weddings/funerals, considerationswill be given, but you may need to provide proof (e.g., official leave of absence).
- For other reasonableaccommodations (e.g., physical/mental/developmental difficulties*), feel freeto consult.
* For mental healthproblems, consult Counselling Room (https://www.waseda.jp/inst/hsc/en)
* For otherdifficulties, consult "The Office for Students with Disabilities (https://www.waseda.jp/inst/dsso/en/)

Classformats vary, but sample formats are as follows: Sample Session 1

Contents Duration Description Overview and Lecture 60 min Introduction to each week's topic is given. Students are expected to have read the relevant chapter from the course textbook in advance (Week 2 and later).
Lecture to go through salient points from the chapter. Additional contents may be given from other sources on the relevant topic. Revision (in groups) 20 min Students check their understanding of the topic in groups, pairs, or individually. At the end you can submit feedback sheet to the instructor. Instructor can clarify the raised points in Session 2. Quiz 10 min A quiz to check the current level of your understanding. (For self-check only, not subject to evaluation.) Q&A 10 min Students can ask questions on the contents covered in the class

Sample Session 2

Contents Duration Description Overview and Lecture 60 min Introduction to each week's topic is given. Students are expected to have read the relevant chapter from the course textbook in advance (Week 2 and later).
Lecture to go through salient points from the chapter. Additional contents may be given from other sources on the relevant topic. Q&A 10 min Students can ask questions on the contents covered in the class Practical Work 30 min Students do practical work individually, in pairs, or in groups. Type activities include doing experiments (as a participant and experimenter), data analysis, practice writing up the results, etc.

Language:	English	
Textbooks:	Title: PSYCH, 7th edition Author: Spencer A. Rathus ISBN: 978-0357777565 (MindTap) Publisher: Cengage Publication: 2022 *** You must purchase the textbook from University COOP Book Center. Online assignments will be set, for which you need an access code which will be sold as a bundle with the textbook. You cannot use textbooks obtained second hand, or purchased elsewhere.	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Exams:	30	Mid-Term exam (mark sheet)
Papers:	30	End of the term report
Class contribution:	40	Chapter quizzes (online), participation in discussion (comments on forum) etc. Bonus points are offered by providing evidence for participating in psychology studies posted on forums.
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MB30400|01|210MB30400[/SYLLABUS_ID]

Course Title	Cognitive Psychology		
Instructor	AZUMA, Rayna		
Term	spring semester	**Credits**	4
Day/Period	01:Thur.2@02:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Humans as Information Processing System

Course Outline: Cognitive psychology is a branch of psychology that regards humans as information processing systems and aims to study its mechanism by the scientific method of measurement and observation. In this course, we will learn how basic human cognitive activities (e.g. perception, memory, learning, language comprehension, attention, etc.) are examined, from classic research methods to the latest research technology, such as functional magnetic resonance brain imaging.

Objectives: This course aims to provide the basic understanding of cognitive psychology and its outline and theories.

In addition to theoretical work, students learn to use a free online kit for programming simple psychological experiments, and analyse the data using Excel and SPSS. (Only at a beginner's level, no prior knowledge is required.)

Students will also carry out research using a standard experimental paradigm in cognitive psychology in groups. Only minor modifications to the one of the original experiments of their choice (provided online), so this is not very difficult. Students can experience to how to design, program, carry out, analyse, and present the results of an experiment.

before/after course of study:
- Read and do the assignments on MindTap.
- Do the mini assignments after each session.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

Week Session Topic Note 1 1 & 2 Introduction and Research Methods 2 3 & 4 Cognitive Neuroscience 3 5 & 6 Perception 4 7 & 8 Attention 5 9 & 10 Short-Term and Working Memory 6 11 & 12 Long-Term Memory (1) 7 13 & 14 Long-Term Memory (2) Mid-Term Exam 8 15 & 16 Everyday Memory and Errors 9 17 & 18 Concepts and Imagery 10 19 & 20 Language 11 21 & 22 Problem Solving and Creativity 12 23 & 24 Decision Making and Reasoning 13 25 & 26 Presentations 14 27 & 28 Presentations Final Exam

Each session will be broken up as follows (subject to minor adjustments):
Session 1 (10:40 – 12:20) Duration Description Overview of the Topic 10 min Introduction to each week's topic is given. Students are expected to have read the relevant chapter from the course textbook in advance (Week 2 and later). Quiz 10 min A quiz to check the current level of your understanding. (For self-check only, not subject to evaluation.) Lecture 65 min Lecture to go through salient points from the chapter. Additional contents may be given from other sources on the relevant topic. Revision (in groups) 15 min Students check their understanding of the topic in groups, pairs, or individually. At the end you can submit feedback sheet to the instructor. Instructor can clarify the raised points in Session 2. Lunch Break (50 min) Session 2 (13:10 – 14:50) Duration Description Chapter Quiz 10 min Quiz is conducted to check if the salient points have been learned by the students. (may be subject to evaluation) Selected Topics 50 min We look at studies relevant to the week's topic, published in academic journals. (Lecture and/or seminar.) Practical Work 40 min Students engage in experiments (e.g., design, participate, analyse) individually and/or in groups.
Requirements:
1) Read the relevant chapter in advance (Week 2 ~).
2) Complete the Chapter Quiz on MindTap.
Exams:
- The exams will be conducted on Moodle during the class times.
Attendance:
- Students must attend at least 2/3 of the classes.
Note:
- In cases of absence due to infection diseases, major illnesses, weddings/funerals,considerations will be given, but you may need to provide proof (e.g., officialleave of absence).

- For other reasonable accommodations (e.g., physical/mental/developmentaldifficulties), feel free to

consult.

Language: English

Textbooks: Goldstein, E. B. (2019) Cognitive Psychology: Connecting Mind, Research, and Everyday Experience, 5th Edition
ISBN-10: 1337408271
ISBN-13: 9781337408271

Online course assignment will be set. In order to gain access to MindTap, purchase your copy from Coop Book Center.

References: Title: Designing and Reporting Experiments in Psychology
Authors: Harris, MJ, Easterbrook, J., & Horst, J.
ISBN: 978-0335245956
Publisher: Open University Press 4ed
Publication: 2021

Title: Research Methods and Statistics in Psychology
Author: Coolican, H.
ISBN: 978-1138708969
Publisher: Routledge
Publication: 2018

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	50	Mid-Term and Final exams.
		Attendance and participation: The evaluation will be based on students' attendance and participation.
Others:	50	In order to consolidate understanding, studets are given a variety of activities, such as discussions, individual/group experiments.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MB40500|51|210MB40500[/SYLLABUS_ID]

Course Title	Biological Psychology		
Instructor	AZUMA, Rayna		
Term	fall semester	**Credits**	4
Day/Period	01:Thur.2@02:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Biological Processes Associated with Behaviours

Course Outline: Biological psychology is a branch of psychology that aims to underpin the biological basis of human behave or. In this course, we will learn the basic anatomy of the human brain and nervous system, and how they are employed to achieve everyday human activities, from thoughts to action. We will also learn how the abnormalities within the brain can result in psychiatric problems.
Students get the chance to work in groups to select a topic of interest (e.g., how first and second languages are represented in the brain for early-bilinguals and late bilinguals), and examine it from multiple angles, including its biological underpinnings and share with the rest of the class.

Objectives: To understand the basics of biological psychology.

before/after course of study: - Read the textbook, and familiarise yourself with concepts and terminologies
- After the class, revise the contents and do the quiz on Moodle after each session.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

WeeklySchedule (plan) Week Date Session Topic 1 02 Oct 2025 1 & 2 Introduction; The Cellular Foundations of Behaviour 2 09 Oct 2025 3 & 4 Synapses 3 16 Oct 2025 5 & 6 Anatomy and Research Methods 4 23 Oct 2025 7 & 8 Genetics, Evolution, Development and Plasticity 5 06 Nov 2025 9 & 10 Vision 6 13 Nov 2025 11 & 12 Other Sensory Systems 7 20 Nov 2025 13 & 14 Movement 8 27 Nov 2025 15 & 16 Midterm Exam / Wakefulness and Sleep 9 04 Dec 2025 17 & 18 Wakefulness & Sleep / Internal Regulation 10 11 Dec 2025 19 & 20 Reproductive Behaviors / Emotional Behaviors 11 18 Dec 2025 21 & 22 Learning, Memory and Intelligence / Presentations (1) Winter Break 12 08 Jan 2026 23 & 24 Cognitive Functions / Presentations (2) 13 15 Jan 2026 25 & 26 Psychological Disorders / Presentations (3) 14 22 Jan 2026 27 & 28 Final Exam / Presentations (4)

Evaluation30 % Midterm Exam
30% Project Report (Group)
20 % Project Presentation (Group)
20% Mini assignments, quizzes
Requirements:
1) Read the relevant chapter in advance (Week 2 ~).
2) Complete the Chapter Quiz on MindTap.
Exams:
- The exams will be conducted on Moodle during the class times.
Attendance:
- Students must attend at least 2/3 of the classes.
Note:
- In cases of absence due to infection diseases, major illnesses, weddings/funerals,considerations will be given, but you may need to provide proof (e.g., officialleave of absence).

- For other reasonable accommodations (e.g., physical/mental/developmentaldifficulties), feel free to consult.

Language: English

Textbooks: * James W. Kalat (Ed.) (2024). "Biological Psychology, 14th Edition", (ISBN: 9798214039664)

*** You must purchase the textbook from University COOP Book Center. Online assignments will be set, for which you need an access code which will be sold as a bundle with the textbook. You cannot use textbooks obtained second hand, or purchased elsewhere.

Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Exams:	30	Midterm Exam
Papers:	30	Project report
Class contribution:	20	Mini assignments, quizzes
Others:	20	Students will conduct a research project in either groups or individually, and present the results.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MB50100|01|210MB50100[/SYLLABUS_ID]

Course Title	Seminar on Mind and Body 01		
Instructor	AZUMA, Rayna		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: General Psychology

Course Outline:

Philosophers, scientists and scholars from other fields have always been asking the immortal questions about the nature of the human mind and body. For example:

- What is the relationship between the mind and body
- Is the mind the same as the brain
- Are they separate entities or are they connected
- Can the mind survive the destruction of the physical body, which is the central belief in many of the religions
- Can machines think
- What is consciousness

In this course, questions regarding the "mind and body" are addressed from various perspectives, from classic philosophy to artificial intelligence.
This class is largely run by the member students, with the instructor taking more supporting role. Students can choose to do presentations, groups activities, experiments, and so on.

Students are required to find a topic of interest related to the "mind and body" issue, and give a presentation in English.

Objectives:
- Select the research topic of your interest, find and read the related papers
- Learn to present a paper clearly so that fellow students can also understand the topic of your choice

before/after course of study:
- Read the materials uploaded prior to the session
- Write up the brief summary, comments and questions on Moodle after each class.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introduction
[Week 2] Group Work
[Week 3] Group Work
[Week 4] Presentation
[Week 5] Group Work
[Week 6] Group Work
[Week 7] Presentation
[Week 8] Group Work
[Week 9] Group Work
[Week10] Presentation
[Week11] Group Work
[Week12] Group Work
[Week13] Presentation[Week14] Presentation

Language: English

Textbooks:
Title: Designing and Reporting Experiments in Psychology
Authors: Harris, MJ, Easterbrook, J., & Horst, J.
ISBN: 978-0335245956
Publisher: Open University Press 4ed
Publication: 2021

References:
- 戸田山和久(2022)最新版 論文の教室ーレポートから卒論まで」(NHKブックス)

- Research Methods and Statistics in Psychology
  By Coolican, H.
  ISBN: 978-1138708969
  Publisher: Routledge
  Publication: 2018

Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Papers:	40	Research plan and post-research reports.
Class contribution:	30	Mere presence is insufficient. You must actively take part in activities and discussion.
Others:	30	Presentations.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MB50100|51|210MB50100[/SYLLABUS_ID]

Course Title	Seminar on Mind and Body 51		
Instructor	AZUMA, Rayna		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: General Psychology

Course Outline:

Philosophers, scientists and scholars from other fields have always been asking the immortal questions about the nature of the human mind and body. For example:

- What is the relationship between the mind and body
- Is the mind the same as the brain
- Are they separate entities or are they connected
- Can the mind survive the destruction of the physical body, which is the central belief in many of the religions
- Can machines think
- What is consciousness

In this course, questions regarding the "mind and body" are addressed from various perspectives, from classic philosophy to artificial intelligence.
This class is largely run by the member students, with the instructor taking more supporting role. Students can choose to do presentations, groups activities, experiments, and so on.

Students are required to find a topic of interest related to the "mind and body" issue, and give a presentation in English.

Objectives:
- Select the research topic of your interest, find and read the related papers
- Learn to present a paper clearly so that fellow students can also understand the topic of your choice

before/after course of study:
- Read the materials uploaded prior to the session
- Write up the brief summary, comments and questions on Moodle after each class.
- Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[Week 1] Introduction
[Week 2] Group Work
[Week 3] Group Work
[Week 4] Presentation
[Week 5] Group Work
[Week 6] Group Work
[Week 7] Presentation
[Week 8] Group Work
[Week 9] Group Work
[Week10] Presentation
[Week11] Group Work
[Week12] Group Work
[Week13] Presentation
[Week14] Presentation

Language: English

Textbooks: Title: Designing and Reporting Experiments in Psychology
Authors: Harris, MJ, Easterbrook, J., & Horst, J.
ISBN: 978-0335245956
Publisher: Open University Press 4ed
Publication: 2021

References:
- 戸田山和久(2022)最新版 論文の教室ーレポートから卒論まで」(NHKブックス)

- Research Methods and Statistics in Psychology
  By Coolican, H.
  ISBN: 978-1138708969

Publisher: Routledge
Publication: 2018

Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Papers:	40	Research plan and post-research reports.
Class contribution:	30	Mere presence is insufficient. You must actively take part in activities and discussion.
Others:	30	Presentations.

Note/URL:

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI20300|01|210MI20300[/SYLLABUS_ID]

Course Title	Introduction to Physical Science 01		
Instructor	INABA, Satoshi		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Life, Environment, Matter and Information	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Mechanics

Course Outline: If you look around, you will realize many things are related to physics. This course is designed to provide the students with the basic knowledge of physics. Students need to learn some basic mathematics to understand physics. Students will study various topics in physics. Some physics related area (e.g., Astrophysics) will be covered as well.

Objectives: Students completing this course will:
be able to think about the world quantitatively,
learn the importance of experiments and theories, and
be able to describe physical processes mathematically.

before/after course of study: Prior learning:
Students are expected to watch lecture videos in advance. Lecture videos can be found in the following YouTube channel.
https://www.youtube.com/channel/UCgEt8O4SVdgOO82HKwOT4OA?

Post-lecture study:
Review lecture contents and work on quiz and exercise problems.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Introduction
Introduction of the course
Mathematics for Physics
Number and Unit
Functions
Vectors
(On-demand lecture)
Mathematics for Physics
Exercise Session
Mathematics for Physics
Derivative and Integral
Mathematics for Physics
Exercise Session
Mechanics (Point Mass)
Newton's Law
Mechanics (Point Mass)
Exercise Session
Mechanics (Point Mass)
Work, Kinetic Energy, Potential Energy
Momentum
Mechanics (Point Mass)
Exercise Session

Mechanics (Rigid Bodies)
Rigid Bodies
Equilibrium

Mechanics (Rigid Bodies)
Exercise Session
Mechanics (Rigid Bodies)
Dynamics
Mechanics (Rigid Bodies)
Exercise Session
Final Exam
Final Exam

Language:	English
Textbooks:	You can download lecture notes in Waseda Moodle.
References:	https://openstax.org/details/books/college-physics
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Exams:	40	Final Exam
Class contribution:	60	Quiz

Note/URL: https://www.youtube.com/channel/UCgEt8O4SVdgOO82HKwOT4OA?
https://openstax.org/details/books/college-physics

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI20500|51|210MI20500[/SYLLABUS_ID]

Course Title	Introduction to Astronomy 51		
Instructor	INABA, Satoshi		
Term	fall semester	**Credits**	2
Day/Period	01:othersOn demand	**Class Modality Categories**	[Online] Full On-demand
Course Category	Life, Environment, Matter and Information	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This is an introductory astronomy course to study general principles and fundamental facts of astronomy. The main topics covered in the course are the universe, galaxies, stars and planets.This is an on-demand class.

Objectives: At the end of the course, students remember fundamental facts of astronomy and will be able to understand astronomy topics in the news.

before/after course of study: Prior learning:
Students are expected to watch lecture videos by themselves. Lecture videos can be found in the following YouTube channel.
https://www.youtube.com/channel/UCgEt8O4SVdgOO82HKwOT4OA?

Post-lecture study:
Work on quizzes.

Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction
Introduction of Astronomy
The Solar System
The Solar System
The Solar System
The Sun
The Solar System
Planets, Satellites, and Rings
The Solar System
Formation of the Solar System
Observation
Observation Assignment will be given.
Stars, Galaxies, and the Universe
Stars
Stars, Galaxies, and the Universe
Stellar Lives
Stars, Galaxies, and the Universe
The Galaxy
Stars, Galaxies, and the Universe
Galaxies
Stars, Galaxies, and the Universe
The Universe
Life in the Universe
Extrasolar Planets
Life in the Universe
Solar System Exploration

	Life in the Universe Origin of Life
Language:	English
Textbooks:	You can download the lecture notes in Waseda Moodle.
References:	https://openstax.org/details/books/astronomy
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Exams:	90	Quizzes
Papers:	10	Observation Reports

Note/URL:	https://www.youtube.com/channel/UCgEt8O4SVdgOO82HKwOT4OA? https://openstax.org/details/books/astronomy

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI20600|01|210MI20600[/SYLLABUS_ID]

Course Title	Introductory Calculus 01		
Instructor	NAKAJIMA, Shohei		
Term	spring semester	**Credits**	2
Day/Period	01:Thur.1	**Class Modality Categories**	[On-campus]
Course Category	Life, Environment, Matter and Information	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: (IMPORTANT) Course Mode: Face to Face
This course is designed to provide basic skills in calculus, which are useful in fields such as biological, physical and social sciences. Firstly, it deals with derivatives, differentiation formulae and rules and application of differentiation. Secondly, the reverse process of differentiation, integrals, will be studied.

Objectives: By the end of the semester students should be able to meet the following objectives:
* to understand basic concepts in differential and integral calculus.
* to model a given problem and solve it by using the techniques covered in the course.

before/after course of study: As a rough guideline, you should expect to spend 2-4 hours per week, reviewing lecture materials, solving exercises, completing assignments, etc.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Introduction, Sequences
Introduction
Functions and Limits (1)
The Limit of a Function
Functions and Limits (2)
Calculating Limits Using the Limit Laws, Continuity
Derivatives (1)
Derivative and Rates of Change
Derivatives (2)
Basic Differentiation Formulas
Derivatives (3)
Chain rule
Application of Differentiation (1)
Maximum and Minimum Values
Applications of Differentiation (2)
Mean Value Theorem
Applications of Differentiation (3)
Curve Sketching
Integrals (1)
Area and Distance Problems
Integrals (2)
Definite Integral
Integrals (3)
Fundamental Theorem of Calculus
Integrals (4)
Substitution rule
Final Examination
Final Examination

Language: English

Textbooks: “Calculus” (Metric Version, 9th Edition)
James Steward, Daniel K. Clegg and Saleem Watson
CENGAGE (2021)

Grading Free-text Entry Flag: 1 : フリーフォーマット（教員による切替可）

Evaluation Free-: The final course grade will be determined by your performance as measured by the higher of the following two calculations:

Calculation (1): Final Examination 100%
Calculation (2): Final Examination 60%, Assignments 40%

Note/URL:

RESTRICTIONS
Students who have already received the credits of MI310 Calculus Ⅰ and/or MI311 Calculus Ⅱ may not enroll in MI206 Introductory Calculus.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI20800|01|210MI20800[/SYLLABUS_ID]

Course Title	Introduction to Artificial Intelligence 01		
Instructor	QI, Xin		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	Life, Environment, Matter and Information	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Artificialintelligence (AI) is currently one of the hottest buzzwords in tech and withgood reason.
This course provides a general introduction to the concepts, history, applicationsand issues of AI.
Thegoal of this course is to familiarize students with the fundamental motives and techniques of AI.
Some class contents of this course will be changed to fit the latest AI technology.
Students completing the course will understand the past,present and upcoming of the development of AI and its relationship with us.

Objectives: The objects of this course are:
(1) Understanding basic concepts and development of AI.
(2) Learning the fundamental motives and techniques of AI.

before/after course of study: After the class, review works are required.
A total of 2-3 reports are required in this semester.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
第1回
Vol. 1 Introduction of the class and overview.
Introduction of the class and overview.
第2回
Vol. 2 AI concepts, history and terminology.
Introduction on the concept, history and terminology of AI.
第3回
Vol. 3 AI application areas.
Introduce on AI applications in different areas.
第4回
Vol. 4 How does Artificial Intelligence Work?
General introduction on AI working principles.
第5回
Vol. 5 What are the types of Artificial Intelligence?
Introduce different types of AI.
第6回
Vol. 6 Where is AI Used? Role of machine learning.
Introduce a very important role in modern AI, machine learning.
第7回
Vol. 7 Everyday Applications of Artificial Intelligence.
AI in our everyday lives.
第8回
Vol. 8 Applications of Artificial Intelligence in business.
Business related AI applications.
第9回
Vol. 9 Strong AI vs. weak AI.
What is strong AI and what is weak AI? What areas are they needed in?
第10回
Vol.10 Robots with AI.
How AI makes robots smart?
第11回
Vol.11 NLP, Machine Learning and Deep Learning.
Natural Language Processing, Machine Learning and Deep Learning.
第12回
Vol.12 AI related issues and concerns.
What are the current issues and concerns about AI around our lives.
第13回
Vol.13 Career Trends in AI.
AI related career choices that may interest you.
第14回
Vol.14 Future of AI and conclusion.
The future of AI developments, review and conclusion of this class.

Language:	English
Textbooks:	Textbook is not specified. Lecture notes will be provided.
References:	Stuart Russell, Peter Norvig. Artificial Intelligence: A Modern Approach, 4th US ed. ISBN-13: 978-1292401133
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Papers:	80	There will be 3 reports requested after every 4 classes, or exams to earn the credit. TBD in class.
Class contribution:	20	Active participation in classes.

Note/URL:

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI21000|01|210MI21000[/SYLLABUS_ID]

Course Title	Principles of Chemistry 01		
Instructor	KHATIWALA, Samar Prakash		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Life, Environment, Matter and Information	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This is an introductorycourse in the basic principles of chemistry. Chemistry is one of thefundamental sciences and essential to understanding the world around us. It isalso necessary for a range of other disciplines, from biochemistry to materialscience. The course will focus on the basic building blocks, such as thestructure of atoms and molecules and interpretation of spectra; chemical bonds;kinetic theory of gases and the gas laws; the periodic table; chemicalreactions and equilibria; and acids and bases.

Objectives: This course aims to introduce students to the fundamental concepts of chemistry. By the end of the course, they will be in a position to solve problems and take more advanced lecture and laboratory courses in areas such as physics, chemistry and biology.

before/after course of study: As part of your preparation, you will be asked to read the handouts for each session that will be posted on Waseda Moodle in advance. Preparation is expected to take 90–120 minutes. Homework will be assigned as review for each class and should be turned in before the next class. The review is expected to take 90–120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Vol. 1 Orientation and Introduction

Overview of course and generalintroduction to chemistry

Vol. 2 Basic concepts

Introductionto matter and energy; physical properties; notation; SI units

Vol. 3 Atoms and molecules–I

Electrons,protons and neutrons; light and matter; Bohr's Model; quantum mechanics

Vol. 4 Atoms and molecules–II

Elements and the periodictable; quantum numbers and orbitals; electron configurations;spectroscopy

Vol. 5 Stoichiometry

Moles;Avogadro's Number and Molar Mass; stoichiometry and chemical equations;reaction rates

Vol. 6 Aqueous Solutions

Molarity;acids and bases; oxidation–reduction; titrations

Vol. 7 Gases

Gas Laws; gas stoichiometry;Kinetic Theory of Gases; nonideal gases

Vol. 8 Thermodynamics

Energyand reactions; enthalpy; Hess's Law

Vol. 9 The Periodic Table

Ionizationanergy and electron affinity; periodic trends

Vol.10 Chemical Bonds–I

Lewis Symbols;electronegativity; ionic bonds; covalent bonds; resonance; bond energy

Vol.11 Chemical Bonds–II

Moleculargeometry (VSEPR); Valence Bond Theory (hybridization)l Molecular Orbital (MO)Theory

Vol.12 Kinetics and Chemical Equilibria

Reactionrates; rate laws; Arrhenius and Activation Energy; catalysis mechanisms; equilibriumconstants; Le Châtelier's Principle

Vol.13 Acids and Bases

Brønsted–Lowryand Lewis acids and bases; strength of acids and bases; water dissociation constant;pH; Acid–Base Equilibria

Vol.14 Final Exam

FinalExam

Language:	English
Textbooks:	Must Know High School Chemistry, 2nd Edition (https://www.amazon.co.jp/-/en/Mary-Millhollon-ebook/dp/B09Q4TBTLJ/)
References:	Schaum's Outline of Beginning Chemistry (https://www.amazon.co.jp/-/en/David-Ph-D-Goldberg/dp/0071811346) Chemistry: Atoms First (https://open.umn.edu/opentextbooks/textbooks/334) Chemistry: Principles and Applications, Sienko and Plane, McGraw Hill
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Exams:	30	Final Examination
Papers:	40	Assignments
Class contribution:	30	Active class participation

Note/URL: Some knowledge of high school-level chemistry is expected.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI30700|51|210MI30700[/SYLLABUS_ID]

Course Title	Brain and Cognition		
Instructor	ONZO, Ayako@MOGI, Kenichiro		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: A modern primer.

Course Outline: a. Face-to-Face (F2F)
No simultaneous streaming of the face-to-face lectures will be available, although some records (visual or/and auditory) might be made available.
In this course, we introduce and discuss some key issues and problems in the cognitive neurosciences.

Objectives: After completing the course, the student will be able to pursue his or her own lines of interest in this field more or less independently.

before/after course of study: As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment, watch the on-demand content, or read the referential materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

Ayako Onzo would give 8 lectures, while Ken Mogi would give the remaining 6 lectures.
The lectures will be cross-referenced and interdependent, so the following list of themes are just a suggestion of what to be expected, although some key terms will be certainly covererd, often more than once.
The order in which these themes are presented are tentative, subject to change based on the lecture process and student reactions.

Lecture 1 Introduction to brain and cognition.
Lecture 2 Vision
Lecture 3 Memory
Lecture 4 Intelligence
Lecture 5 Brain and artificial intelligence.
Lecture 6 Emotion
Lecture 7 Communication (On-demand lecture)
Lecture 8 Personality.
Lecture 9 Individual differences.
Lecture 10 Language
Lecture 11 Disorders of the mind
Lecture 12 Embodiment
Lecture 13 Consciousness.
Lecture 14 Summary and reflections.

Lectures given by (subject to change)

Lecture 1 (Oct 1):Onzo, Lecture 2 (Oct 8): Mogi , Lecture 3 (Oct 15): Mogi, Lecture 4 (Oct 22): Onzo, Lecture 5 (Oct 29): Onzo, Lecture 6 (Nov 12): Mogi, Lecture 7 (Nov 19): Onzo, Lecture 8 (Nov 26): Onzo, Lecture 9 (Dec 3): Onzo, Lecture 10 (Dec 10): Mogi, Lecture 11 (Dec 17) Mogi, Lecture 12 (Jan 7): Mogi, Lecture 13 (Jan 14): Onzo, Lecture 14: (Jan 21) Onzo

Language: English

Textbooks: Some optional textbooks would be suggested during the lecture.

References: Some optional journal papers would be suggested during the lecture.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 100 Some basic terms to be explained, an essay, and paper reading.

Note/URL: Past exams will be given to the students so that they can expect what to study for.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI30900|51|210MI30900[/SYLLABUS_ID]

Course Title	Classical Physics 51		
Instructor	INABA, Satoshi		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Electromagnetism

Course Outline: This course is designed to study the basic principles of electricity and magnetism, leading to the formulation of Maxwell's equations. Students are required to be familiar with mathematics to describe Maxwell's equations. The topics covered in the course include charge and electric field, current and magnetic field, and circuit.

Objectives: Students completing this course will be able to state the laws of electromagnetism.

before/after course of study: Prior learning:
Students are expected to watch lecture videos in advance. Lecture videos can be found in the following YouTube channel.
https://www.youtube.com/channel/UCgEt8O4SVdgOO82HKwOT4OA?

Post-lecture study:
Review lecture contents and work on exercise problems.

Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction
Introduction of the course
Charge and Electric Field
Electric Field
Gauss's Law
Charge and Electric Field
Exercise Session
Charge and Electric Field
Electric Potential
Capacitor
Charge and Electric Field
Exercise Session
Current and Magnetic Field
Current and Magnetic Field
Ampere's Law
Current and Magnetic Field
Exercise Session
Current and Magnetic Field
Faraday's Law
Maxwell's Equations
Electromagnetic Waves
Current and Magnetic Field
Exercise Session
Circuit
Resistors and Inductors
Direct-Current Circuits
Circuit
Exercise Session

Circuit
Alternating-Current Circuits
Circuit
Exercise Session
Final Exam
Final Exam

Language:	English
Textbooks:	You can download the lecture notes in Waseda Moodle.
References:	https://openstax.org/details/books/college-physics
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Exams:	50	Final Exam
Class contribution:	50	Exercise Sessions

Note/URL: https://www.youtube.com/channel/UCgEt8O4SVdgOO82HKwOT4OA?
https://openstax.org/details/books/college-physics
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI31300|51|210MI31300[/SYLLABUS_ID]

Course Title	Intermediate Statistics B 51		
Instructor	HAYAKAWA, Yu		
Term	fall semester	**Credits**	4
Day/Period	01:Wed.1@02:Thur.1	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: (IMPORTANT) Course Mode: Face-to-Face.
This course is a sequel to GE123 Introductory Statistics B. It aims to deepen and expand GE123 (see its course description). Topics to be covered in this course include tests of hypotheses, the analysis of variance, simple linear regression, multiple linear regression, analysis of two way tables, nonparametric statistics and Bayesian statistics.

Objectives: By the end of the semester students should be able to select appropriate techniques covered in the course to solve given statistical problems.

before/after course of study: * Prior learning: Read the sections of the textbook allocated for each week before the lecture.
* Post-lecture study: Deepen your understanding of the material presented in the lecture by reviewing the relevant sections of the textbook. Work on assignments/quizzes/exercises.
* Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule The following sections of the course textbookare to be covered (tentative): Each week consists of two classes.

[Week 1] Introduction & Revision of GE123
[Week 2] (9.1) Hypotheses and Test Procedures, (9.2)Tests about a Population Mean.
[Week 3] (9.4) P-values, (10.1) z Tests and Confidence Intervals for a Difference Between Two Population Means.
[Week 4] (10.2) The Two-Sample t Test and Confidence Interval, (10.3) Analysis of Paired Data.
[Week 5] (11.1) Single-Factor ANOVA.
[Week 6] (11.2) Multiple Comparison in ANOVA, (11.3) More on Single-Factor ANOVA.
[Week 7] (12.1) The Simple Linear and Logistic Regression Models, (12.2) Estimating Model Parameters.
[Week 8] (12.3) Inferences About the Regression Coefficient beta1.
[Week 9] (12.4) Inferences Concerning mu_Y. x* andthe Prediction of Future Y Values, (12.5) Correlation.
[Week 10] (12.7) Multiple Regression Analysis.
[Week 11] (13.1) Goodness-of-Fit Tests When Category Probabilities Are Completely Specified, (13.2) Goodness-of-Fit Testsfor Composite Hypotheses.
[Week 12] (13.3) Two-Way Contingency Tables, (14.1) The Wilcoxon Singned-Rank Test.
[Week 13] (14.2) The Wilcoxon Rank-Sum Test, (14.4) Bayesian Methods.
[Week 14] Final Examination

Language: English

Textbooks: “Modern Mathematical Statistics with Applications” (2nd edition)
Devore, J.L. and Berk, K.N.
Springer (2012)

NOTE: The electronic version of this book (2nd Edition) is available through Waseda University Library (The full text is available online). Information on how to access the course textbook is available on Moodle (the Announcement Block). Please access the document ‘MI313 How to Access the Course Textbook’ for the details.

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- The final course grade will be determined by your performance as measured by the higher of the following two calculations (tentative):

Calculation (1): Final Examination 100%
Calculation (2): Final Examination 80%, Assignments/Quizzes 20%

Note/URL: COURSE MODE (IMPORTANT)

Face-to-Face.

RECOMMENDED COURSES
Students are recommended to have taken the following courses before you register for MI313.
*GE123 Introductory Statistics B
*MI206 Introductory Calculus

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI31400|51|210MI31400[/SYLLABUS_ID]

Course Title	History of Mathematics 51		
Instructor	SIDOLI, Nathan Camillo		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: History of Mathematics

Course Outline: For most of western history, an understanding of mathematical proof was considered essential to a well-rounded education. There is the common story that Abraham Lincoln always carried with him a copy of Euclid's Elements. Cicero tells us that he sought out the grave of Archimedes, in order to pay tribute to one of the great icons of the intellectual culture he wished to emulate. Neither of these men had any advanced training in mathematics; they were statesmen and orators. They read mathematics because it can compel with a force far beyond that of great speeches. Mathematics is capable of convincing us of things we can all agree upon, and it does this through rigorous proof.

This course explores the origins of various types of deductive argumentation by working through the arguments of proofs in a historical context. We will look at the sources of different approaches to mathematical demonstrations in a number of diverse cultures and periods. We focus on the continuous tradition that began in Greece, was adopted by Arabic and Hebrew scholars, and was further cultivated in the Latin west. Finally, we will confront contemporary challenges to the idea of proof such as the delicate relationship between rigor and intelligibility and the possibility of computer generated proofs.

Although this is not a mathematics course, you should have some familiarity in mathematics and mathematical ideas. The texts will demand careful attention to the reasoning but they will not require advanced mathematical training. Although it is important to understand the mathematical arguments, we will also pay attention to the text's historical and philosophical aspects. Each time we meet, we will work through a number of proofs on the board.
[Note: This course will be conducted face-to-face (フル対面). Students are not allowed to use mobile phones, smart phones, or laptops in class.]

Objectives: Students taking this course will gain an introduction to the history and philosophy of mathematics, with an emphasis on the role of deductive argument.

before/after course of study: There will readings each week which should be read before class. There are also class "handouts" that can be downloaded from the class website. The lecture slides can also be downloaded and reviewed before each class. This should take about 1-2 hours per week. The assignment and exams will take a number of hours to prepare.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
[1] Introduction to mathematical reasoning
[2] Mathematics before proof: Egypt and Mesopotamia
[3] The development of formal proof: Greece I
[4] The theory of geometry: Greece II
[5] The theory of numbers: Greece III
[6] Geometric problem solving: Greece IV
[7] Using symbols in proofs: Algebraic proofs
[8] Perfect induction and probability theory
[9] Newton, Leibniz and the calculus
[10] Non-Euclidean geometry, I
[11] Non-Euclidean geometry, II
[12] Cantor on non-denumerability and the transfinite realm
[13] Foundations and computing
[14] Discussions and questions

Language: English

Textbooks: William Dunham, 1991, Journey Through Genius: The Great Theorems of Mathematics (Penguin: New York).
W. ダンハム『数学の知性:天才と定理でたどる数学史』中村由子訳、現代数学社、1982年。

References: Fauvel, J. and J. Gray, 1990, The History of mathematics: A reader (Macmillan Press: Basinstoke).
Katz, V., 2009, A History of Mathematics, 3rd ed. (Pearson Addison-Wesley: Boston).

Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Exams:	50	Midterm exam (in-class); final exam (in-class). 25% each.
Papers:	20	Graphical assignment.
Class contribution:	30	Active participation (in-class discussion)
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI31500|01|210MI31500[/SYLLABUS_ID]

Course Title	Intermediate Statistics A 01		
Instructor	KOBAYASHI, Mitsuki		
Term	spring semester	**Credits**	4
Day/Period	01:Mon.5@02:Wed.5	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: [Class mode: Face-to-Face]This course is a sequel to Introductory Statistics A(GE122). The main objective is to deepen and expand GE122 (see its course descriptions). During the course, students will study advanced statistical methods useful for applications in natural and social sciences.

Objectives: The goal of this course is to teach students how to select appropriate techniques to solve given statistical problems. The following topics are to be covered in this course:
* small sample inferences
* the analysis of variance (ANOVA)
* simple and multiple linear regression
* analysis of categorical data by means of the chi-square statistic
* nonparametric analysis

before/after course of study: * Prior learning: Read the sections of the textbook allocated for each week before the lecture.
* Post-lecture study: Deepen your understanding of the material presented in the lecture by reviewing the relevant sections of the textbook. Work on assignments/quizzes/exercises.
The preparation and review are expected to take 90-120 minutes each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Introduction

Introduction to MI315

Vol. 2 Large-Sample Tests of Hypotheses

9.1-9.2 Large sample test for a mean

Vol. 3 Large-Sample Tests of Hypotheses

9.3-9.6 Large sample test for difference between twomeans, a binomial proportion, and the difference between two proportions

Vol. 4 Large-Sample Tests of Hypotheses

Revision of Large-Sample Tests ofHypotheses (Chapter 9)

Vol. 5 Inference from Small Samples

10.1-10.3 Student'sdistribution, small sample inference concerning a mean and the differencebetween two means

Vol. 6 Inference from Samll Samples

10.4-10.5 Paired-difference test, inference concerninga variance

Vol. 7 Inference from Small Samples

10.6-10.7 Inference concerning the difference betweentwo variances

Vol. 8 Inference from Small Samples

Revision of Inference from SmallSamples (Chapter 10)

Vol. 9 The Analysis of Variance

11.1-11.2 ANOVA for completely randomized design

Vol.10 The Analysis of Variance

11.3-11.4 ANOVA for randomized block design

Vol.11 The Analysis of Variance

11.5-11.7 Factorial experiment

Vol.12 Midterm Examination

Midterm Examination in Classroom, andfeedback via the Moodle.

Vol.13 Simple Linear Regression and Correlation
12.1 Linear regression, method of least square
Vol.14 Simple Liner Regression and Correlation
12.2 ANOVA for linear regression
Vol.15 Simple Linear Regression and Correlation
12.3–12.6 Checking model assumptions, estimation andprediction using the fitted line
Vol.16 Simple Linear Regression and Correlation
Revision of Simple Linear Regressionand Correlation (Chapter 12)
Vol.17 Multiple Linear Regression Analysis
13.1–13.3 Multiple regression model, polynomialregression model
Vol.18 Multiple Linear Regression Analysis
13.4–13.5 Testing, estimation, and prediction of aregression model
Vol.19 Multiple Linear Regression Analysis
13.6–13.7 Residual plots
Vol.20 Multiple Linear Regression Analysis
Revision of Multiple LinearRegression Analysis (Chapter 13)
Vol.21 Analysis of Categorical Data
14.1–14.2 Chi-square distribution, the goodness-of-fittest
Vol.22 Analysis of Categorical Data
14.3–14.4 Contingency tables, comparing severalmultinomial populations
Vol.23 Analysis of Categorical Data
14.5 Equivalence of statistical tests
Vol.24 Analysis of Categorical Data
Revision of Analysis of CategoricalData (Chapter 14)
Vol.25 Nonparametric Statistics
15.1 Wilcoxon rank sum test
Vol.26 Nonparametric Statistics
15.2–15.4 Sign test, Wilcoxon signed rank test
Vol.27 Nonparametric Statistics
15.5–15.8 Kruskal–Wallis H test, Friedman Fr test, rank correlation test
Vol.28 Final Examination
Final Examination in Classroom, andfeedback via the Moodle

Language: English

Textbooks: Introduction to Probability and Statistics (Metric Version, 15th Edition) Mendenhall, W., Beaver, R.J. and Beaver, B.M. (CENGAGE) 2020.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	60	Midterm Examination (30%), Final Examination (30%).
Papers:	30	Assignments will be imposed several times during the course.
Class contribution:	10	Active participation in classes.

Note/URL: *Students need to have passed one of the following courses before entering thiscourse: GE121 Introduction to Mathematical Statistics, GE122 IntroductoryStatistics A, or GE123 Introductory Statistics B.
*Students with a compatible background to GE121, GE122 or GE123, may be allowedto enroll in this course.*Students who already got credits for MI313 Intermediate Statistics B, are not allowed to enroll in the course.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI31900|01|210MI31900[/SYLLABUS_ID]

Course Title	Modern physics 01		
Instructor	INABA, Satoshi		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Special Relativity and Quantum Physics

Course Outline: This course is designed to study modern physics developed in the 20th century. The main topics covered in the course are special relativity and quantum physics. This is the third course of the introductory physics sequence (Introduction to Physical Science, Classical Physics).

Objectives: At the end of the course, students will be familiar with the basic concept of modern physics, special relativity and quantum physics.

before/after course of study: Prior learning:
Students are expected to watch lecture videos in advance. Lecture videos can be found in the following YouTube channel.
https://www.youtube.com/channel/UCgEt8O4SVdgOO82HKwOT4OA?

Post-lecture study:
Review lecture contents and work on exercise problems.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction
Introduction of the course
Waves
Mechanical Wave
Waves
Exercise Session
Waves
Light
Interference
Waves
Exercise Session
Special Relativity
Ether
Michelson-Morley Experiment
Special RelativityThe Lorentz Transformations
Relativistic Quantities
Special Relativity
Exercise Session
Quantum Physics I
Photons
Particle Waves
Quantum Physics I
Exercise Session
Quantum Physics I
Particle in a Box
Potential Wells
Potential Barriers and Tunneling
The Harmonic Oscillator

	Quantum Physics I Exercise Session Quantum Physics II Atomic Structure Molecules and Condensed Matter Quantum Physics II Exercise Session Final Exam Final Exam
Language:	English
Textbooks:	You can download the lecture notes in Waseda Moodle.
References:	https://openstax.org/details/books/college-physics
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）
Exams:	50 Final Exam
Class contribution:	50 Exercise Sessions
Note/URL:	https://www.youtube.com/channel/UCgEt8O4SVdgOO82HKwOT4OA? https://openstax.org/details/books/college-physics 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI32100|51|210MI32100[/SYLLABUS_ID]

Course Title	Intermediate Calculus 51		
Instructor	STOKES, Alexander Henry		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course will cover fundamental concepts and techniques in calculus, which are useful in broad fields of natural and social sciences. Following the textbook, students will learn inverse functions and techniques of integration for functions of one real variable. In the next part of the course, they will learn applications of integration as well as the fundamentals of sequences and series, and differential calculus for functions of several real variables.

Objectives: The main objective is for students to develop fundamental skills to perform operations in calculus, focusing on working with functions and computing integrals. Aside from calculations, another objective is for students to become comfortable with calculus as a mathematical theory with formal definitions, which will be the focus of the part of the course on sequences and series. There will also be an emphasis on applications, and students are expected to use techniques from calculus in the mathematical modelling and analysis of natural and social phenomena.

before/after course of study: As preparation, students will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, students will be asked to submit online homework assignments, solve practice exercises and read the reference materials. The review is expected to take 90-120 minutes per lecture.

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule
1: 6.1-6.2 Inverse functions; Exponential functions
2: 6.3-6.5 Logarithmic functions and their derivatives
3: 6.6-6.8 Inverse Trigonometric and Hyperbolic functions; Indeterminate forms of functions and l'Hospital's Rule
4: 7.1-7.3 Integration by Parts; Trigonometric Integrals; Trigonometric Substitution
5: 7.4-7.6 Integration of Rational Functions by Partial Fractions; Strategies for Integration
6: 7.7-7.8 Approximate Integration; Improper Integrals
7: Midterm exam
8: 8.1-8.3 Applications of Integration: Arc length, in Physics and Engineering
9: 8.4-8.6: Applications of Integration: in Economics and Biology, in Probability
10: 11.1-11.4: Sequences, Series, and Convergence
11: 11.5-11.7: Tests for convergence of Series
12: 11.8-11.10: Power Series; Taylor and Maclaurin Series
13: 14.1-14.5: Functions of Several Variables and Partial Derivatives
14: Final exam

Language: English

Textbooks: James Stewart, Daniel K. Clegg, Saleem Watson, Calculus, Metric Edition,9th Edition, Cengage (https://www.cengageasia.com/TitleDetails/isbn/9780357113462)

Note 1: We will use the 9th edition of the textbook this year. There are several editions of this textbook and each edition is slightly different from each other. Homework will be assigned based on this version, so please get the correct edition.

Note 2: Students are asked to purchase the textbook because the class is offered as textbook-based lectures.To avoid confusion, we strongly recommend purchasing at the University Co-op.

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free- Midterm exam 35%
Final exam 35%
Homework Assignments 30%

Note/URL: Students who have already received credit for MI311 Calculus II cannot enrol in Intermediate Calculus.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI32300|51|210MI32300[/SYLLABUS_ID]

Course Title	Introduction to Logic & set theory 51		
Instructor	ISHIKAWA, Ryuichiro		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Fundamental math to think logically

Course Outline: The purpose of this course is to provide basic set operations in set theory and how to prove propositions in formal manners. Set theory is the fundamental theory of any modern mathematics. The lecture focuses on set operations and links to the proofs. Proofs are regarded as construction to formal/systematic operations. Students study systematic operations in set theory and apply such operations to extended mathematical proofs.

Objectives: The lecture intends to teach how to prove statements logically or in formal ways. We start linear functions. However, instead of high-school math, we study the essential meaning of the components, and how to generalize them. The students will realize that '1 < 2' involves many concepts.
In that sense, there is few requirement of math knowledge. Rather, students will study how to get an insight into the true nature of mathematical components, and then will realize that what you have already studied is not trivial, but realizations of the abstract concepts.

before/after course of study: I prepare several assignments in each class. To understand set theory and logic, you need to solve several exercises. Math in university is a little bit different form the math you studied before. You do not need any preparation, but need to spend the time to review them.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Introduction of set theory
Recall linear functions: y = ax +b, and what are functions?
Vol. 2 Generalized concepts in linear functions
Components of lienar funcations: Domains, Ranges, and the Mapping.
Vol. 3 Classes of functions
Serjection, injection, and bijection.
Vol. 4 Intorduction to Naïve set theory 1
What are set?: Several symbols for sets; unions; intersections.
Vol. 5 Intorduction to Naïve set theory 2
Subsets, Families(Sets of sets), and some operations
Vol. 6 Propositions
Propositions, the converse, the invserse, and the contrapositions
Vol. 7 Proofs 1
How to prove propositions?: Inductions and reductio ad absurdum
Vol. 8 Mid-term exam
Relations and Operations for sets and propositions
Vol. 9 Senquences
How to construct real numbers.
Vol.10 Density
How many components do sets of numbers have?
Vol.11 Numbers
The Peano Axioms
Vol.12 Axiom of Choice
Zorn's lemma

Vol.13 Application for social sciences
Rational choice theory
Vol.14 Final remarks
How to develop your math knowledge.

Language: English

Textbooks: Smith, D., M Eggen, and R. St. Andre, A transition to advanced mathematics, 8ed. Cengage.

References: Halmos, P. R. Naïve set theory, Benediction Classics, 2015.
Velleman, Daniel J. How to proof it: 2nd ed., Cambridge University Press, 2006.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	70	35% for final exam, 35% for mid-term exam
Others:	30	weekly assignments of problem sets

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI32400|01|210MI32400[/SYLLABUS_ID]

Course Title	Graph Theory 01		
Instructor	KURIKI, Satoshi		
Term	spring semester	**Credits**	2
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introduction to Graph Theory

Course Outline: [Coursemode: Face-to-Face]
The graph theory provides a basis for computationalsciences, financial engineering, chemistry, and epidemiology, among manyothers. A main reason for the importance of the theory is that it is useful toremove non-essential information from huge information given in the form ofcomplex data so that the system is represented in a simple form. The courseprovides an introduction to the graph theory.

Objectives: By the end of the course, students should understand basic objects in the graph theory including graphs, paths, cycles, trees, connectivity, Eulerian and Hamiltonian graphs, and planar graphs, as wel as some important algorithms.

before/after course of study: Students are asked to read the lecture note for each session that will be posted on Waseda Moodle in advance. Preparation is expected to take 90-120 minutes. After each class, students must read the corresponding part of the textbook at home to revise their understanding of the materials. The revision will need 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Introduction (1)
Orientation of the Course; Graphs and Graph Models
Vol. 2 Introduction (2)
Connected Graphs (1)
Vol. 3 Introduction (3)
Connected Graphs (2)
Vol. 4 Introduction (4)
Common Classes of Graphs; Multiple and Digraphs
Vol. 5 Degrees (1)
The Degree of a Vertex
Vol. 6 Degrees (2)
Regular Graphs; Degree Sequence
Vol. 7 Isomorphic Graphs
The Definition of Isomorphism; Isomorphism as aRelation; Reconstruction and Solvability
Vol. 8 Trees
Bridges; Trees
Vol. 9 Connectivity (1)
Cut-Vertices; Blocks
Vol.10 Connectivity (2)
Connectivity
Vol.11 Traversability (1)
Eulerian Graphs
Vol.12 Traversability (2)
Hamiltonian Graphs
Vol.13 Planarity
Planar Graphs

Vol.14　Final Examination
Final examination and its feedback on the Moodle

Language:	English
Textbooks:	“A First Course in Graph Theory” by G. Chartrand and P. Zhang. Dover, 2012. ISBN-13: 978-0-486-48368-9 (It is necessary to obtain this textbook.)
References:	“The Fascinating World of Graph Theory” by A. Benjamin, G. Chartrand and P. Zhang. Princeton, 2015. ISBN-13: 978-0-691-16381-9 “Introduction to Graph Theory (5th ed)” by R.J. Wilson. Pearson, 2010. ISBN-13: 978-0-273-72889-460
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Exams:	60	Final examination.
Papers:	30	Assignments (homework) are imposed a few times during the course.
Class contribution:	10	Active participation in classes.

Note/URL: Students who completed the SILS course"Discrete Mathematics' between 2015 and 2020 do not have right to enrollin this course.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI32500|51|210MI32500[/SYLLABUS_ID]

Course Title	Linear Algebra and Its Applications 51		
Instructor	MANO, Shuhei		
Term	fall semester	**Credits**	4
Day/Period	01:Thur.3@02:Thur.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introduction to linear algebra towards diagonalization and prediction, and its applications

Course Outline: Linear algebra is a branch of mathematics. A majorconcern in the field is the study of vectors, matrices, and systems oflinearequations. For example, systems of linear equations arise quite naturallyin modeling various phenomena in science and engineering; this is why systemsof linear equations play an important and motivating role in linear algebra.Linear algebra providesa rich set of tools and techniques to formulate,manipulate, solve, and interpret such systems in a rigorous, effective, andefficient way. The goal of this course is to familiarize students with thefundamental techniques of linear algebra so that they can eventually master the"diagonalisation" of square matrices, which is one of the mostimportant subjects in linear algebra. Studentscompleting the course willunderstand the basic notions of linear algebra, such as matrices, determinants,eigenvalues, eigenvectors and diagonalisation, projections, and others, and beable to apply these techniques in various cases.

Objectives: By the end of the semester, students should be able to meet the following objectives:
・Students should understand fundamental motives, concepts, and techniques of linear algebra.
・Students should be able to apply these concepts and techniques to solve linear algebra problems.
・In particular, students should master the diagonalisation of square matrices and how to apply it to various cases.

before/after course of study: Students must read the corresponding parts of the textbook prior to each class. (60-90 minutes per week) Students must revise their understanding of the materials by reading the lecture notes posted on the Moodle, in addition to thetextbook. Moreover, they have to work on assignments which will be imposed regularly during the course. (90-120 minutes perweek).

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Introduction

Orientation of the course; Review ofthe theory of 2*2 matrices

Matrices and vectors (1)

What is a matrix?; Matrix additionand scalar multiplication; Matrix multiplication; Matrix algebra; Matrixinverses

Matrices and vectors (2)

Powers of a matrix; The transpose andsymmetric matrices; Vectors in R(n)

Matrices and vectors (3)

Developing geometric insight; Lines;Planes in R(3); Lines and hyperplanes in R(n)

Systems of linear equations (1)

System of linear equations; Rowoperations; Gaussian eliminations (1)

Systems of linear equations (2)

Gaussian eliminations (2);Homogeneous systems and null space

Matrix inversion and determinants (1)

Matrix inverse using row operations;Determinants

Matrix inversion and determinants (2)

Results on determinants

Matrix inversion and determinants (3)

Matrix inverse using cofactors;Leontief input-output analysis

Rank, range and linear equations

The rank of a matrix; Rank and systemof linear equations; Range

Vector spaces
Vector spaces; Subspaces; Linear span
Linear independence, bases and dimension (1)
Linear independence; Bases
Linear independence, bases and dimension (2)
Coordinates; Dimension; Bases anddimension in R(n)
Linear transformations and change of basis (1)
Linear transformations; Range andnull space
Linear transformations and change of basis (2)
Coordinate change; Change of basisand similarity
Midterm examination
Midterm examination and its feedbackon the Moodle
Diagonalisation (1)
Eigenvalues and eigenvectors;Diagonalisation of a square matrix (1)
Diagonalisation (2)
Diagonalisation of a square matrix(2); When is diagonalisation possible?
Applications of diagonalisation
Powers of matrices; Systems ofdifference equations
Inner products and orthogonality (1)
Inner products; Orthogonality
Inner products and orthogonality (2)
Orthogonal matrices; Gram-Schmitorthonormalisation process
Orthogonal diagonalisation and its applications (1)
Orthogonal diagonalisation ofsymmetric matrices
Orthogonal diagonalisation and its applications (2)
Quadratic forms
Direct sums and projections (1)
The direct sum of two subspaces;Orthogonal complements
Direct sums and projections (2)
Projections; Characterisingprojections and orthogonal projections; Orthogonal projection onto the range ofa matrix
Direct sums and projections (3)
Minimizing distance to a subspace;Fitting functions to data; Least square approximations
Applications of projections
Simple linear regression; Generalizedinverse; Multiple regression; Examples with the free software R
Final examination and its feedback on the Moodle
Final examination and its feedback onthe Moodle

Language: English

Textbooks: “Linear Algebra: Concepts and Methods” by M. Anthony and M. Harvey. Cambridge University Press, 2012. ISBN-13: 978-0521279482 (It is absolutely necessary to obtain this textbook.)

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	60	Midterm examination (30%); Final examination (30%).
Papers:	30	Assignments (homework) are regularly imposed during the course (30%).
Class contribution:	10	Active participation in classes (10%).

Note/URL: Students who completed the SILS course "LinearAlgebra" in the past years do not have right to enroll in this course.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI32800|01|210MI32800[/SYLLABUS_ID]

Course Title	Intermediate Data Science 01		
Instructor	Wang, Jinfang		
Term	spring semester	**Credits**	4
Day/Period	01:Tues.3@02:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introduction to Machine Learning

Course Outline: IMPORTANT: This course will be taught Face-To-Face.

This is an intermediate-level course on data science that will focus on machine learning methods and algorithms using Python. We begin by introducing the big picture of machine learning using various examples. We shall learn techniques of how to do data visualization for various types of data, a very important subfield of machine learning. Other major topics will include: decision tree learning, learning linear separators, logistic regression , generalization and overfitting, model selection and regularization, linear regression, ensemble learning, unsupervised learning, neural network models and principal component analysis. The students will learn how to do prediction and classification tasks using artificial neural networks and deep neural network models, a through treatment of deep learning will be given in an advanced course "Advanced Data Science". Finally, the students will learn how to interpret the results of accurate but black-box machine learning algorithms.

Objectives: In this course, students will:

* Understand the basics of machine learning and how to apply it to various problems in liberal arts and humanities.
* Learn principles and methods of data visualization for various types of data.
* Learn predictions using decision trees.
* Learn linear and logistic regression.
* Learn about the problem of generalization and how to overcome the problem of overfitting.
* Learn about the importance and methods of model selection and various ways of doing regularization, including LASSO and cross-validation.
* Learn about the basics of artificial neural networks and deep neural network models.
* Learn about the importance and methods of ensemble learning.
* Learn about methods of reducing dimensionality using principal component analysis.
* Learn how to interpret the results of accurate but black-box machine learning algorithms.

before/after course of study: * Pre-lecture learning suggestions: Read the sections of the textbook allocated for each week. Read and implement the relevant parts of the Jupyter notebook allocated for each week.
* Post-lecture learning suggestions: Deepen your understanding of the materials presented in the lecture by reviewing the relevant sections of the textbook and the Jupyter notebook. Work on assignments/quizzes/exercises.
* Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Overview

Course overview, machine learning by examples, what is machine learning?

Vol. 2 Introduction to Machine

Supervised learning (e.g., linear regression, polynomial regression), unsupervised learning (e.g., principal component analysis), reinforcement learning, fine tuning ML models

Vol. 3 Data Visualization: principles of data visualization in Python

Principles of data visualization

Vol. 4 Data Visualization: various types of plots

Scatter plots, line plots, error plots, contour plots, histograms

Vol. 5 Use of Seaborn Library (1)

Visualizing various types of data using Seaborn library

Vol. 6 Use of Seaborn Library (2)

Exploring financial time series data: a detailed example

Vol. 7 Linear Regression (1)

EDA, simple linear regression, least squares method, maximum likelihood method, goodness of fit

Vol. 8 Linear Regression (2)

Multiple linear regression, linear regression using Scikit-learn library, real data analysis

Vol. 9 Nonlinear Regression: polynomial regression (1)

Nonlinear regression, polynomial regression, least squares estimation, overfitting and regularization

Vol.10 Nonlinear Regression: polynomial regression (2)

Cross-validation, apply polynomial regression to synthetic data, LASSO regression, hands-on

Vol.11 Project-Based Learning (PBL): sample PBL (1)

Instructions for PBL (grouping of students, project schedule, project purpose, project guidelines, evaluation criteria, project platform, presentation length, dataset)

Vol.12 Project-Based Learning (PBL): sample PBL (2)

Sample PBL(Part 1: Purpose of the project, Part 2: Data Collection, Part 3: EDA (Exploratory Data Analysis), Part 4: Predicting the glucose level using other variables, Part 5: Summaries and Potential Limitations), group work

Vol.13 Logistic Regression (1)

Regression vs. classification, logistic regression, maximum likelihood estimation, evaluation metrics for classification

Vol.14 Logistic Regression (2)

Applications of logistic regression using synthetic data, logistic regression for iris data, multiple logistic regression, hands-on

Vol.15 Presentations of PBL for regression: Part 1

Group presentations of PBL for regression and feedbacks

Vol.16 Presentations of PBL for regression: Part 2

Group presentations of PBL for regression and feedbacks

Vol.17 Classification Trees

What are classification trees, how to build classification trees, various loss functions (classification errors, Gini impurity, entropy), evaluation metrics for classification (accuracy, precision, recall, specificity, F1 score, AUC, etc.), tree pruning

Vol.18 Building Classification Trees Using Python

Classification trees for Iris dataset, classification trees for synthetic dataset, visulizing classification tree boundaries, hands-on

Vol.19 Regression Trees and Ensemble Learning (1)

Regression trees (regression trees by examples, building regression trees in Python), ensemble learning

Vol.20 Regression Trees and Ensemble Learning (2)

Ensemble learning (Bagging, Random Forest, Gradient Boosting, AdaBoost, XGBoost), data analysis: predicting S&P 500 index using random forest, hands-on

Vol.21 Neural Network Models for Regression and Classification (1)

Neural network models for regression (multiple linear regression: review, neural network architectures, activation functions, training neural network models, Adam (adaptive moment estimation)), Regression example of predicting house price (linear regression and gradient boosting, linear regression using TensorFlow, monitoring the learning curve and early stopping, effect of batch size, effect of regularization)

Vol.22 Neural Network Models for Regression and Classification (2)

Neural network models for classification (tabular data, loading and preprocessing data, creating neural network models, neural network models for multiple classification tasks), Convolutional Neural Networks (CNN), Image analysis using the fashion MNIST dataset, hands-on (image analysis, natural language processing)

Vol.23 Presentations of PBL for classification: Part 1

Group presentations of PBL for regression and feedbacks

Vol.23 Presentations of PBL for classification: Part 2

Group presentations of PBL for regression and feedbacks

Vol.25 Principal Component Analysis and Interpreting Black-Box Machine Learning Models (1)

PCA as an eigenvalue problem, how to perform PCA, implementing PCA, PCA for dimensionality reduction, example of dimension reduction: hand-written digits

Vol.25 Principal Component Analysis and Interpreting Black-Box Machine Learning Models (2)

Locally interpretable model-agnostic explanations (LIME) (what is LIME, building LIME from scratch for regression), explaining a black-box machine learning model using Shapley values (introduction to Shapley values, use in machine learning, properties of Shapley values, Shapley values for interpreting predictive models: implementation with `shap` library)

Vol.27 Review

Course review

Vol.28 Final Examination

Final examination through Moodle, and feedback via Moodle

Language:	English
Textbooks:	This classic book on machine learning is now free to read. Tom Mitchell (1997). Machine Learning, McGraw-Hill. http://www.cs.cmu.edu/afs/cs.cmu.edu/user/mitchell/ftp/mlbook.html
References:	We will also use parts of the following book, which is available for free online or for purchase. Chris Bishop (2006). Pattern Recognition and Machine Learning, Springer. ISBN-10: 0387310738, ISBN-13: 978-0387310732. https://www.microsoft.com/en-us/research/uploads/prod/2006/01/Bishop-Pattern-Recognition-and-Machine-Learning-2006.pdf
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Exams:	30	Final Examination 30%
Papers:	60	Group project 60% (PBL 1 30%, PBL 2 30%)
Class contribution:	10	Active Class Participation 10%

Note/URL: The students are assumed to have the background knowledge on data science equivalent to that of the courses "Introductory Data Science".

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI40100|01|210MI40100[/SYLLABUS_ID]

Course Title	Computerized Society 01		
Instructor	QI, Xin		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: ※Face-to-Face

Thecourse will provide a brief introduction to ethics and to the history ofcomputing and the Internet. It will focus on a number of areas in whichcomputers and information technology are having an impact on society including work,the environment, privacy, freedom of speech and intellectual property.

Objectives: In this course, students learn about and discuss the development of computing technology and its social impacts. The students will also sharpen their ability to make convincing, compelling, and original evidence-based arguments in dialogue with the interpretations made by others.

before/after course of study: After each class, students should spend 1-2 hours to review the lecture and the note again.
Before each class, students should at least roughly read the reference material for preparation.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

Vol. 1 Introduction
The computerized society.

Vol. 2 Early adventures in programmability and digital trajectories
Digital trajectories: the computer and world war II.

Vol. 3 Gender, cold war, and the early computer
Cold war electronic battlefield.

Vol. 4 The cold war and democratic personality
Introduction to the cold war and democratic personality.

Vol. 5 Rise of silicon valley
Integrated circuits, operating systems, and beanbag capitalism.

Vol. 6 Rise of the “personal” computer
Rise of the concept of PC.

Vol. 7 Rise of the Internet
From inside the lab to the world wide web.

Vol. 8 Tubes and search engine
A material history of the internet, ethics and power in the algorithmic society.

Vol. 9 Environmental issues and lifecycle frameworks
Computerized sociaty and its environmental issues and lifecycle frameworks.

Vol.10 Crises of a computerized democracy
E-governance and e-voting.

Vol.11 Overwatched by machines
Computers and machines impact our society.

Vol.12 Presentations
Scheduled presentation class performed by students.

Vol.13 Presentations
Scheduled presentation class performed by students.

Vol.14 Presentations and wrap-up
Scheduled presentation class performed by students and wrap-up of the semester.

Language:	English
Textbooks:	There is no textbook but reference books in this class. Class notes will be provided in each class.
References:	Martin Campbell-Kelly, William Aspray, Computer: A History of the Information Machine, 3rd Edition. Routledge. ISBN-13: 978-0813345901 Michael J. Quinn. Ethics for the Information Age, 2nd Edition. Addison Wesley. ISBN-10: 0321375262
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Papers:	70	Class presentation in the final classes.
Class contribution:	30	Active participation in classes.

Note/URL:

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI40900|01|210MI40900[/SYLLABUS_ID]

Course Title	Differential Equations 01		
Instructor	INABA, Satoshi		
Term	spring semester	**Credits**	4
Day/Period	01:Wed.3@02:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course is designed to study differential equations, which are essential to understand the physical sciences, economics, and the social and biological sciences.

Objectives: 1) general theory of differential equations
2) basic techniques to solve differential equations

before/after course of study: Prior learning:
Students are expected to watch lecture videos in advance. Lecture videos can be found in the following YouTube channel.
https://www.youtube.com/channel/UCgEt8O4SVdgOO82HKwOT4OA?

Post-lecture study:
Review lecture contents and work on exercise problems.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction
Introduction of the course
Introduction to Differential Equations
Introduction to Differential Equations
First-Order Differential Equations
First-Order Differential Equations
First-Order Differential Equations
Exercise Session
Modeling with First-Order Differential Equations
Modeling with First-Order Differential Equations
Modeling with First-Order Differential Equations
Exercise Session
Higher-Order Differential Equations
Higher-Order Differential Equations
Higher-Order Differential Equations
Exercise Session
Modeling with Higher-Order Differential Equations
Modeling with Higher-Order Differential Equations
Modeling with Higher-Order Differential Equations
Exercise Session
Series Solutions of Linear Equations
Series Solutions of Linear Equations
Series Solutions of Linear Equations
Exercise Session
The Laplace Transform
The Laplace Transform
The Laplace Transform
Exercise Session

Systems of Linear First-Order Differential Equations
Systems of Linear First-Order Differential Equations
Systems of Linear First-Order Differential Equations
Exercise Session
Plane Autonomous Systems
Plane Autonomous Systems
Plane Autonomous Systems
Exercise Session
Orthogonal Functions and Fourier Series
Orthogonal Functions and Fourier Series
Orthogonal Functions and Fourier Series
Exercise Session
Boundary-Value Problems in Rectangular Coordinates
Boundary-Value Problems in Rectangular Coordinates
Boundary-Value Problems in Rectangular Coordinates
Exercise Session
Boundary-Value Problems in Other Coordinate Systems
Boundary-Value Problems in Other Coordinate Systems
Boundary-Value Problems in Other Coordinate Systems
Exercise Session
Integral Transform
Integral Transform
Integral Transform
Exercise Session
Final Exam
Final Exam
Final Exam
Final Exam

Language: English

Textbooks: Differential Equations with Boundary-Value Problems, International Edition
Zill and Wright
Brooks/Cole

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 80 Final Exam

Class contribution: 20 Exercise Sessions

Note/URL: https://www.youtube.com/channel/UCgEt8O4SVdgOO82HKwOT4OA?

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https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI41000|51|210MI41000[/SYLLABUS_ID]

Course Title	Advanced Statistics 51		
Instructor	TANIAI, Hiroyuki		
Term	fall semester	**Credits**	4
Day/Period	01:Mon.3@02:Mon.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Thiscourse assumes a foundational understanding of probability and statistics. Wewill begin by reviewing these concepts using Excel, Python, and R, and thenexamine extensions of multivariate regression analysis—a key analytical method—beforeexploring impact evaluation and causal inference within the context ofEvidence-Based Policy Making (EBPM). In the latter part of the course, we alsoplan to cover time-series analysis, which accounts for the time dimension.

Classeswill be held in person.

Objectives: This course aims to develop foundational skills in the following areas:
1. Efficiently and appropriately organizing and analyzing data using Excel, Python, and R.
2. Quantitatively expressing dependencies within cross-sectional data and providing logical explanations or making judgments based on those findings.
3. Quantitatively measuring the magnitude of effects resulting from interventions, such as specific treatments or policies, using data.
4. Identifying temporal dependency structures in time-series data and generating future forecasts based on data available up to the present.

before/after course of study: For pre-class study, consider the scenarios anticipated from the scheduled lecture content and identify familiar subjects to which these concepts might be applied. You will gain a deeper understanding of the models by attending the lecture while actively evaluating whether they are actually applicable to those subjects. Preparation is expected to take 90-120 minutes.

For post-class study, review your lecture notes and any assigned tasks. If you have the textbook or required reading materials available, work through the practice problems on your own. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Review of Statistics and Introduction to Python (Theory)

Review and confirm the fundamentalsof multivariate regression analysis while learning statistical analysis methodsusing Python.

Review of Statistics and Introduction to Python (Practice)

(Putting the theory explained in theprevious session into practice using Python and other tools.)

Extended Multivariate Regression Analysis (Theory)

Learn about models that incorporatequalitative explanatory variables by introducing what are called dummyvariables. Also, learn about methods for identifying unnecessary explanatoryvariables and testing for structural changes.

Extended Multivariate Regression Analysis (Practice)

(Putting the theory explainedpreviously into practice using Python, etc.)

Heterogeneous Variance

Learn how to handle cases where thevariance of the error term is not constant, which is a data set that does notsatisfy the assumptions of classical regression models.

Logistic Regression (Theory)

Explain a regression model used whenthe dependent variable is a categorical variable, as an example of what iscalled a generalized linear model.

Logistic Regression (Practice)

(Putting the theory explainedpreviously into practice using Python, etc.)

Fundamentals of Statistical Causal Inference

We will learn ideas for correctlyverifying effects by introducing concepts and methods such as selection biasand randomized controlled trials (RCTs).

Regression Analysis and Omitted Variable Bias (Theory)

We will learn about the existence andmeaning of omitted variable bias as a point to consider when verifying effectsusing regression models.

Regression Analysis and Omitted Variable Bias (Practice)

(Putting the theory explainedpreviously into practice using Python, etc.)

Propensity Score Matching (Theory)

We will learn a method to highlightthe presence or absence of effects by grouping comparison subjects based on theprobability that they would have been assigned a treatment.

Propensity Score Matching (Practice)

(Putting the theory explainedpreviously into practice using Python, etc.)

Difference of Differences (DID) (Theory)

We will perform effect verificationbased on regression analysis, applicable when data at different time points(before and after treatment) is available.

Difference of Differences (DID) (Practice)

(Putting the theory explained lasttime into practice using Python, etc.)

Discontinuous Regression Design (RDD)

We will learn a method to moreaccurately measure the magnitude of an effect when a treatment is assignedaccording to some deterministic rule.

Synthetic Control Method (SCM)

We will learn the Synthetic ControlMethod, which measures the magnitude of an effect by obtaining a hypotheticalresult of not receiving a treatment for subjects who actually received atreatment, by combining other variables.

Causal Impact method

We will learn about Causal Impactmethod, which generates hypothetical results using the time-series structure ofdata. However, the time-series data here is identified using machine learning,which is a different approach from statistical estimation.

Overview of Machine Learning-based Causal Inferences

We will provide an overview offurther methods using machine learning.

Review of the First Half:

(Review of Causal Inference methods)

Autocorrelation and the Basics of Time-Series Data

We will learn about concepts such asautocorrelation, stationarity, and white noise regarding the dependence of asingle variable on past values. Trends visible on graphs, etc., aredeterministic, and these are removed beforehand by the methods we will learn.From here on, we will detect invisible dependencies and use them forprediction.

Trend Removal and Seasonal Adjustment

Visible trends on graphs, etc., aredeterministic and will be removed beforehand using the methods we will learn.From here on, we will detect invisible dependencies and use them forprediction.

Autoregressive Models (AR Models)

In multiple regression models, pastvalues of the dependent variable are used asexplanatory variables. Here, we will see that a different inference method isrequired than that of multiple regression models.

Moving Average Models (MA Models) and ARMA Models

We will introduce MA models as asimpler way to represent higher-order AR models, and learn about ARMA models,which are a mixture of the two.

Multivariate Time Series Analysis

By progressing from single-variabletime series analysis to multivariate analysis, we will learn what can berevealed between variables. This includes certain causal tests.

Non-Stationary Models and ARIMA Models

We will see that even withnon-stationary data, insights can be gained from the analysis of stationarydata by re-examining the objects of analysis.

Conditional Heterogeneity of Variance and the GARCH Model

In financial data and otherapplications, temporary magnitudes of variance tend to persist. We will learnabout the ARCH model and its generalizations as stationary models thateffectively explain this phenomenon.

Various Extensions of the ARIMA Model

We will explain the SARIMA model,which reveals stochastic seasonal dependence; the FARIMA model, which explainslong-term dependence; and the TAR model, which allows for model changes at athreshold.

	Review of the Second Half (Review of Time Series Analysismethods)
Language:	English
Textbooks:	We will not use textbooks. Required materials will be posted on Moodle.
References:	Time Series Analysis with Applications in R, 2nd edition, Cryer and Chan (2008) Springer Texts in Statistics, Springer Causal Inference for The Brave and True, Matheus Facure (2023, online contents) https://matheusfacure.github.io/python-causality-handbook/landing-page.html and some, including Japanese textbooks.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Exams:	60	The exam features calculation-based problems. The exam date will be announced in class.
Papers:	20	Students explain key concepts and terms from the course.
Class contribution:	20	Active participation and engagement

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI41200|51|210MI41200[/SYLLABUS_ID]

Course Title	Software and Data Science 51		
Instructor	AKASHI, Fumiya		
Term	fall semester	**Credits**	4
Day/Period	01:Mon.4@02:Mon.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Mastering Skills in Statistics with R

Course Outline: Course mode: Face-to-Face

This course is designed for students who would like to learn what can be done with R. There are two goals for this course. The first goal is to master the basic use of R as a programming language. The second one is to learn statistical methods for analyzing data with R, including exploratory data analysis, estimation and hypothesis testing, regression methods, and nonparametric methods. Some elements and topics in data science will also be treated. The emphasis is on hands-on analysis, graphical display, and data interpretation. Some examples, sometimes from real-world research, are accompanied by commentary on what is done and why.

Objectives: By the end of the course, students should master how to use the software R and gain basic skills in statistics to perform data analysis.

before/after course of study: Students are expected to install the R system on their home computer to examine the materials treated in the course, not only at school but also at home. As part of your preparation, you will be asked to read the materials posted on Waseda Moodle. Preparation is expected to take 90-120 minutes. For the review, you will be asked to submit an assignment or read the reference materials. The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction
Orientation; Overview of R; Getting started with R and RStudio; Demonstration
Data structure in statistics and in R (1)
Overview of data structure; Vectors; Matricies (and Arrays)
Data structure in statistics and in R (2)
Data frames; Lists
Programming methods in R (1)
Vector operations; More on vector operations
Programming methods in R (2)
Graphics with base R; Important distbitutions in statistics
Programming methods in R (3)
Basic programming grammer; Practice of basic programming grammar
More on programming methods in R (1)
Monte Carlo methods; Numerical integration
More on programming methods in R (2)
Numerical optimization; Linear programming
Statistical skills with R (Fundamental) (1)
Introduction to estimation and testing hypothesis (for proportion data)
Statistical skills with R (Fundamental) (2)
Point and interval estimations (for population mean)
Statistical skills with R (Fundamental) (3)
Testing hypotheses (for population mean/variance)
Statistical skills with R (Fundamental) (4)
Two sample problems (for populations mean/variance, Gaussian case)

Statistical skills with R (Fundamental) (5)
Grasping the flow of estimation and testing hypothesis (for population mean/variance)
Midterm examination
Midterm examination
Feedback for midterm examination; Statistical skills with R (Intermediate) (1)
Feedback for midterm examination; Overview of linear regression methods; Simple linear regression; Polynomial regression
Statistical skills with R (Intermediate) (2)
Multiple linear regression and multicolinearity
Statistical skills with R (Intermediate) (3)
Kernel density estimation
Statistical skills with R (Intermediate) (4)
Factors in linear regression; Non-linear regression
Statistical skills with R (Intermediate) (5)
Bootstrap inference
Statistical skills with R (Advanced) (1)
Time series analysis (estimation of autocorrelation)
Statistical skills with R (Advanced) (2)
Time series analysis (regression analysis of dependent data)
Statistical skills with R (Advanced) (3)
Time series analysis (prediction methods)
Robust statistical method in R (1)
Least squares regression and least absolute deviations regression
Robust statistical method in R (2)
Multivariate least squares and median regression
Robust statistical method in R (3)
Rank-based statistical methods
Robust statistical method in R (4)
Log-density gradient estimation
Final examination
Final examination
Feedback for final examination
Feedback for final examination

Language: English

Textbooks: Some lecture notes will be distributed.

References:
[1] “The Art of R Programming” by N. Matroff. No Starch Press, 2011. ISBN 978-1-59327-384-2
[2] “A First Course in Statistical Programming with R (3rd ed.)” by W.J. Braun and D.J. Murdoch, Cambridge, 2021. ISBN 978-1-108-99514-6
[3] “R by Examples” by J. Albert and M. Rizzo. Springer, 2012. ISBN 978-1-4614-1364-6 (Available at Waseda University Library)
[4] “R in Action (2nd ed.)” by R.I. Kabacoff, Manning, 2015. ISBN 987-1-617-29138-8
[5] “Introduction to Data Science – Data Analysis and Prediction Algorithms with R” by R.A. Irizarry. CRC Press, 2020. ISBN 978-0-367-35798-6 (Available at a Website)
[6] “R for Data Science (2e)” by H. Wickham, M. Cetinkaya-Rundel, and G. Grolemund, O’REILLY, 2023. ISBN 978-1-492-09740-2 (Available at a Website)

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams:	60	Midterm examination (30%); Final examination (30%).
Papers:	30	Assignments (homework) are imposed a few times during the course (30%).
Class contribution:	10	Active participation in classes (10%).

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI41300|01|210MI41300[/SYLLABUS_ID]

Course Title	Advanced Calculus 01		
Instructor	SCHUSTER, Alfons Josef		
Term	spring semester	**Credits**	4
Day/Period	01:Tues.2@02:Fri.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: (IMPORTANT) Course Mode: The course mode for this course is Face-to-Face.
This course is designed to study advanced calculus methods which are essential to understand natural and social sciences or engineering. A main goal of this course is to continue the development of calculus as developed in Introductory Calculus (MI206) and Intermediate Calculus (MI321). Students are highly recommended to have taken the two courses above or to have a comparable mathematical background. Topics to be covered in the course include differential equations, parametric equations, vectors and vector functions, multiple integrals, and vector calculus. The course covers sections from Chapters 9, 10, 12, 13, 15, and 16 of the course textbook.

Objectives: By the end of the semester, students should be able to meet the following objectives:

* Student should understand multivariable and vector calculus.
* Students should be able to model a given problem and solve it by using the techniques introduced in the course.

before/after course of study: As a rough guideline, you should expect to spend 2-4 hours per week reading the course textbook, solving exercises, completing assignments, etc.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule The following chapters/sections of the textbook are to be covered (tentative).

(Week 1, Class 1) Introduction to the course. Chapter 9.
(Week 1, Class 2) Chapter 9.
(Week 2, Class 1) Chapter 9.
(Week 2, Class 2) Chapter 9.
(Week 3, Class 1) Chapter 10.
(Week 3, Class 2) Chapter 10.
(Week 4, Class 1) Chapter 10.
(Week 4, Class 2) Chapter 10.
(Week 5, Class 1) Chapter 12.
(Week 5, Class 2) Chapter 12.
(Week 6, Class 1) Chapter 12.
(Week 6, Class 2) Chapter 12.
(Week 7, Class 1) Review.
(Week 7, Class 2) Midterm Exam.
(Week 8, Class 1) Chapter 13.
(Week 8, Class 2) Chapter 13.
(Week 9, Class 1) Chapter 13.
(Week 9, Class 2) Chapter 13.
(Week 10, Class 1) Chapter 15.
(Week 10, Class 2) Chapter 15.
(Week 11, Class 1) Chapter 15.
(Week 11, Class 2) Chapter 15.
(Week 12, Class 1) Chapter 16.
(Week 12, Class 2) Chapter 16.
(Week 13, Class 1) Chapter 16.
(Week 13, Class 2) Chapter 16.
(Week 14, Class 1) Review.
(Week 14, Class 2) Final Exam.

Language: English

Textbooks: Calculus, Metric Edition (9th Edition), James Stewart, Daniel K. Clegg, Saleem Watson (Copyright 2021, Published 2020, Publisher Cengage), ISBN-13: 978-0-357-11346-2, ISBN-10: 0-357-11346-2. (Note that students are going to be informed about various buying options of the course textbook before the start of the semester.)

Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	The final course grade will be determined by your performance as measured by the higher of the following two calculations (tentative): Calculation (1): Midterm examination 50%, Final examination 50% Calculation (2): Midterm examination 40%, Final examination 40%, Assignments 20%
Note/URL:	Prerequisites: Introductory Calculus (MI206) and Intermediate Calculus (MI321). 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI41600|51|210MI41600[/SYLLABUS_ID]

Course Title	Data Structure and Algorithms 51		
Instructor	QI, Xin		
Term	fall semester	**Credits**	4
Day/Period	01:Tues.3@02:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Before there were computers, there were algorithms.
This course provides a comprehensive introduction to the modern study of computer algorithms.
The students will use Python language as a tool to learn many algorithms in depth.

The students are expected to have knowledge in mathematics, especially algebra.
The students are expected to have basic knowledge and experience in Python, which will be used to demonstrate class content.

Objectives: The students are able to understand and utilize the various search and sorting algorithms.

before/after course of study: After each class, students should spend 1-2 hours to review the lecture again and do exercises.
Before each class, students should at least roughly read the textbook for preparation.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule
第1回
Vol. 1 Introduction, overview
What is data structure and algorithms? Introducing their roles in computing.
第2回
Vol. 2 Data structure concepts
Starting to understand data structure and algorithms.
第3回
Vol. 3 Algorithm analysis (1)
Introduce what is algorithm analysis and why it's needed.
第4回
Vol. 4 Algorithm analysis (2)
Introduce what is algorithm analysis and why it's needed.
第5回
Vol. 5 Data structures (1)
Introduce data structures, stack, queue, deque.
第6回
Vol. 6 Data structures (2)
Introduce data structures, stack, queue, deque.
第7回
Vol. 7 Data structures (3)
Introduce data structures, ordered lists and unordered lists.
第8回
Vol. 8 Data structures (4)
Introduce data structures, ordered lists and unordered lists.
第9回
Vol. 9 Recursion (1)
Introduce recursion, the concept.
第10回
Vol.10 Recursion (2)
Implementing recursion.
第11回
Vol.11 Recursion (3)
Solving real world problems using recursion.
第12回
Vol.12 Recursion (4)
Dynamic programming.
第13回
Vol.13 Review and conclusion(1)
Review and conclusion of the previous classes.
第14回
Vol.14 Midterm exam
In-class midterm exam.
第15回

Vol.15 Sorting and searching (1)
Search algorithms, sequential search, binary seach and hashing.
第16回
Vol.16 Sorting and searching (2)
Search algorithms, sequential search, binary seach and hashing.
第17回
Vol.17 Sorting and searching (3)
Search algorithms, sequential search, binary seach and hashing.
第18回
Vol.18 Sorting and searching (4)
Sorting algorithms, bubble sort, selection sort and insertion sort.
第19回
Vol.19 Sorting and searching (5)
Sorting algorithms, shell sort, merge sort and quick sort.
第20回
Vol.20 Trees and tree algorithms (1)
Introduce trees, the concept.
第21回
Vol.21 Trees and tree algorithms (2)
Introduce trees, nodes, parse tree.
第22回
Vol.22 Trees and tree algorithms (3)
Introduce trees, tree traversals, priority queues, binary heaps.
第23回
Vol.23 Trees and tree algorithms (4)
Introduce binary search trees, operations, implementation and analysis.
第24回
Vol.24 Trees and tree algorithms (5)
Introduce balanced binary search trees, AVL tree.
第25回
Vol.25 Graphs and graph algorithms
Introduce graphs and graph algorithms.
第26回
Vol.26
Introduce graphs and graph algorithms.
第27回
Vol.27 Review and conclusion(2)
Review and conclusion of the previous classes.
第28回
Vol.28 Final exam
In-class final exam.

Language:	English
Textbooks:	Thomas H. Cormen, Charles E. Leiserson, Ronald L. Rivest, Clifford Stein. Introduction to Algorithms, 3rd Edition, The MIT Press. ISBN-13 : 978-0262033848
References:	Bradley N. Miller, David L. Ranum, Problem Solving with Algorithms and Data Structures Using Python, 2nd Edition, Franklin, Beedle & Associates. ISBN-13 : 978-1590282571 Kent D. D. Lee, Steve Hubbard. Data Structures and Algorithms with Python (Undergraduate Topics in Computer Science). Springer. ISBN-13 : 978-3319130712 Jay Wengrow. A Common-sense Guide to Data Structures and Algorithms: Level Up Your Core Programming Skills. Pragmatic Bookshelf. ISBN-13 : 978-1680507225
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Exams:	80	Midterm (40%) and final (40%) exam.
Class contribution:	20	Active participation in classes.

Note/URL:
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI41700|51|210MI41700[/SYLLABUS_ID]

Course Title	Advanced Data Science 51		
Instructor	Wang, Jinfang		
Term	fall semester	**Credits**	4
Day/Period	01:Tues.3@02:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Introduction to Deep Learning

Course Outline: IMPORTANT: This course will be taught Face-To-Face.

This is an advanced-level course on Data Science. The course will focus on deep learning, which has witnessed great success over the past decade. Image processing and natural language processing are two of the most successful fields of deep learning. Some of the most successful applications of deep learning in image processing include object detection, image segmentation, and image classification. In natural language processing, deep learning has been used to develop applications such as machine translation, text classification, automatic summarization and question answering.

The course will begin with an overview of the PyTorch library, a standard library used for deep learning. Students will then study linear algebra and calculus from numerical perspectives. After a gentle introduction of neural network models using the familiar linear and softmax regression, the concept of multilayer perceptrons and the essential technique of backward propagation will be introduced. Various ways to regularize deep neural networks will be studied, such as putting norm penalties or allowing dropout, and students will learn how to do optimization for training these regularized deep neural networks.

In the latter portion of this course, the students will learn convolutional neural networks (CNNs) for image analysis and learn neural network models for natural language processing (NLP). The students will learn the state-of-the-art transformer models for NLP. Students will learn how to use and fine-tune pretrained large language models including BERT, T5 and GPT models.

An integral component of this course is project-based learning, where students will engage in two major group projects. The first project will revolve around the application of multilayer perceptrons in tasks involving regression and classification. In the second project students will explore the use of modern deep neural network models in either image analysis or NLP challenges.

Objectives: In this course, students will:

* Learn the basics of (deep) neural network models.
* Learn how to do regularization for deep neural networks.
* Learn practical methods for implementing deep neural networks, such as selecting performance metrics and hyperparameters.
* Learn the basics of convolutional neural networks (CNN), and image classification using CNN.
* Learn how to use Modern advanced CNN
* Learn the basics of recurrent neural networks (RNN) and language models
* Learn the state-of-the-art transformer models for natural language processing
* Learn how to fine-tune pretrained large language models including BERT, T5 and GPT models, to perform sentiment analysis, text classification, automatic summarization and question answering, etc.
* Learn how to efficiently collect, preprocess, and analyze data. Develop the ability to effectively communicate results through collaborative group discussions and teamwork.

before/after course of study: * Pre-lecture learning suggestions: Read the sections of the textbook allocated for each week. Read and implement the relevant parts of the

Jupyter notebook allocated for each week.

* Post-lecture learning suggestions: Deepen your understanding of the materials presented in the lecture by reviewing the relevant sections

of the textbook and the Jupyter notebook. Work on assignments/quizzes/exercises.

* Preview and Review may take around 90-120 mins. Each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Course Introduction, Course Environment Setup, PyTorch

Course introduction, installation guide for course environment setup, PyTorch tutorial

Vol. 2 Computational Linear Algebra

Scalars, vectors, matrices, tensors, tensor operations

Vol. 3 Computational Calculus

Derivatives, partial derivatives and gradients, chain rule

Vol. 4 Automatic Differentiation with PyTorch

Backward for non-scalar variables, detaching computation, gradients and Python control flow

Vol. 5 Review of Linear Regression

Basics on linear models, loss function, analytic solution, minibatch stochastic gradient descent, predictions, vectorization for speed, the normal distribution and squared loss, linear regression as a neural network

Vol. 6 Object-Oriented Design for Implementation

The `setattr()` function, utilities, models, data, training, synthetic regression data, generating the dataset, reading the dataset, concise implementation of the data loader

Vol. 7 Linear Regression Implementation from Scratch

Defining the model, defining the loss function, defining the optimization algorithm, training, concise implementation of linear regression

Vol. 8 Nonlinear Regression

Training error and generalization error, model complexity, underfitting or overfitting? polynomial curve fitting, model selection, cross-validation, weight decay, high-dimensional linear regression

Vol. 9 Softmax Regression for Clasification

Classification, the softmax operation, bernoulli distribution, multinomial distribution, softmax and cross-entropy loss

Vol.10 The Image Classification Dataset

Loading the dataset, reading a minibatch, visualization

Vol.11 Softmax Regression Implementation

The base classification model, softmax regression implementation from scratch, concise implementation of softmax regression

Vol.12 Project Exercise, Selected Topics on Statistical Learning

Exercise: synthetic data classification with a softmax classifier, project description, step-by-step instructions, , partial solutions to project exercise; Statistical learning theory, environment and distribution shift, batch learning, online learning, reinforcement learning, accountability, and transparency in machine learning

Vol.13 Multilayer Perceptrons

Hidden layers, universal approximators, activation functions, implementation of multilayer perceptrons from scratch, concise implementation, forward propagation, backward propagation, and computational graphs, vanishing and exploding gradients, overfitting and regularization, dropout

Vol.14 Kaggle Competition: House Prices – Advanced Regression Techniques, Competition Exercise

Predicting house prices on kaggle; competition exercise: titanic: machine learning from disaster

Vol.15 Builder's Guide

Layers and modules, parameter management, parameter initialization, lazy initialization, custom layers, file i/o, use of GPU

Vol.16 Instructions for Group Project; Sample Project

Instructions for group project (grouping of students, evaluation criteria, etc.)); sample project: prediction of glucose levels using health checkup data

Vol.17 From Fully Connected Layers to Convolutions

Constraining the MLP, convolutions for images, padding and stride, multiple input and multiple output channels, pooling

Vol.18 Modern Deep Convolutional Neural Networks

Modern convolutional neural networks (LeNet, AlexNet, VGG, NiN, GoogLeNet, ResNet, DenseNet)

Vol.19 PBL Presentation: Regression and Classification with Multilayer Perceptrons, I

Project-Based Learning Presentation: Mastering Regression and Classification with Multilayer Perceptrons, and Feedback

Vol.20 PBL Presentation: Regression and Classification with Multilayer Perceptrons, II

Project-Based Learning Presentation: Mastering Regression and Classification with Multilayer Perceptrons, and Feedback

Vol.21 Recurrent Neural Networks and Language Models, 1

Introduction to recurrent neural networks, converting text into sequence data, language models

Vol.22 Recurrent Neural Networks and Language Models, 2

Recurrent neural network implementation from scratch, concise implementation of recurrent neural networks

Vol.23 Fine-Tuning BERT Models for Sentiment Analysis and Question-Answering Tasks

Pretrained BERT models, tine-tuning BERT Models for question-answering tasks, tine-tuning BERT Models for sentiment analysis

Vol.24 Fine-Tuning GPT Models for Text Generation and Various Other Applications

Pretrained GPT models, tine-tuning GPT Models for text generation, hands-on exercises

Vol.25 Transformer Models: An Overview

Token embeddings, sinusoidal positional encodings, scaled dot-product attention, multi-head attention, encoder layers (layer normalization, feed-forward neural networks, padding mask), decoder layers, residual connections, output linear layer and softmax activation function

Vol.26 Building Transformer Models from Scratch

Building a transformer model for machine translation, hands-on exercises

Vol.27 PBL Presentation: Image Analysis and Large Language Models, I

Project-based learning presentation: exploring image analysis and large language models, feedback

Vol.28 PBL Presentation: Image Analysis and Large Language Models, II

Project-based learning presentation: exploring image analysis and large language models, feedback

Language: English

Textbooks: We will make extensive use of the following interactive book, which is available for free.

Dive into Deep Learning (https://d2l.ai/)

References: We will loosely follow the book on deep learning below. You don't need to buy the book since I will distribute supplementary materials if

necessary.

Ian Goodfellow, Yoshua Bengio and Aaron Courville (2016), Deep Learning, The MIT Press, ISBN-10: 0262035618, ISBN-13:

978-0262035613.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	80	First Group Project 40%; Second Group Project 40%
Class contribution:	20	Active Class Participation 40%

Note/URL: The students are assumed to have the background knowledge on data science equivalent to that of the courses "Introductory Data Science" and "Intermediate Data Science".

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履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI50100|02|210MI50100[/SYLLABUS_ID]

Course Title	Seminar on Matter and Information 02		
Instructor	INABA, Satoshi		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: physics, astrophysics and data science

Course Outline: The purpose of this seminar is to gain the basic knowledge of physics, astrophysics, and data science. Students will read introductory books when they are not familiar with mathematics, physics, astrophysics, and data science. Students will also learn how to write computer programs to simulate processes in problems of physics, astrophysics, and data science. Students will be asked to choose topics by themselves. The topics covered so far include structure of stars, planetary formation, simulation of coagulation equation, deep learning, hydrodynamical simulation, quantum physics, molecular dynamics, and statistical physics. Each student is expected to perform computer simulations, make presentations, and write a thesis.

Objectives: Students completing this course will:
gain the basic knowledge of physics, astrophysics, data science and
learn how to write computer programs to solve problems in physics, astrophysics, and data science.

before/after course of study: Students are expected to read the chapters related to the lecture in advance.
Students must read papers related to their thesis before each class and prepare presentations. Consistent exploration and examination of the library and online sources is essential. So, studying before and after each class takes more than 120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction
Introduction
Presentation
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	Presentation Presentation Discussion Discussion
Language:	English
Textbooks:	Course material will be provided in class.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）
Class contribution:	100 Presentation
Note/URL:	https://www.youtube.com/channel/UCgEt8O4SVdgOO82HKwOT4OA? 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI50100|03|210MI50100[/SYLLABUS_ID]

Course Title	Seminar on Matter and Information 03		
Instructor	SIDOLI, Nathan Camillo		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Science, Technology, and Society

Course Outline: In this class, we will study various aspects of the way science and technology are effecting modern society. As well as scholarly approaches to philosophy of science and science and technology studies, we will also look at contemporary issues by reading news articles related to developments in science and technology.

For more information about the seminar, and past syllabi, see https://sidoli.w.waseda.jp/seminar.html.

[This class will be conducted in full face-to-face style (フル対面). Students are not allowed to use mobile phones, smart phones, or laptops in class.]

Objectives: Students will learn various things related to science, technology and society. Students will learn to read and analyze difficult texts, and to discuss these with their colleagues.

before/after course of study: We will do readings each week, and discuss the contents of the readings to make sure that everyone comprehends the subject matter. It will take students 1-2 hours each week to prepare the readings before each class.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: A detailed syllabus will be handed out in the first week of class.

Language: English

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	50	One 7-10 page research paper
Class contribution:	50	Based on discussion questions, and classroom discussions

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
Please refer to this when registering for courses and checking your achievements.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI50100|05|210MI50100[/SYLLABUS_ID]

Course Title	Seminar on Matter and Information 05		
Instructor	Wang, Jinfang		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Advanced Seminar on Data Science

Course Outline: IMPORTANT: This course will be taught Face-To-Face.
This seminar is designed for students who are interested in data science, a relatively new field of study that combines aspects of computer science and statistics to extract valuable insights from data. Data science is sometimes defined as the practice of collecting, cleaning, and analyzing data to draw conclusions and make decisions. Data science is important to all of us because it allows us to make better decisions by turning data into insights. Recent achievements of data science include the development of new ways to analyze social media data and predictive models that can be used for things like detecting credit card fraud or identifying cancerous tumors. Additionally, data science has been used to develop recommendation systems for book, movie and music streaming services.

In this seminar, we will take a practical approach to learning data science through extensive examples using the popular programming language Python. Students interested in both theory and applications in data science, with or without much previous exposure to Python, are welcomed to join this seminar. The first half of the seminar (Vol.1 to Vol. 6) focuses on learning Python. We will gently dive into data science by introducing Python and the convenient tool of Jupyter Notebook. Students with relatively lesser previous exposure to Python are expected to do more self-study on learning Python programming in order to catch up with others. Students will learn how to use the most important libraries, namely, NumPy and Pandas, the former being the basic for scientific computation and the latter for manipulation of data. Students will also learn basics of data visualization using the standard library Matplotlib. The second half of the seminar (Vol.7 to Vol. 14) focuses on learning of basic machine learning algorithms. Vol. 7 introduces the basic problems of machine learning and the basic library Scikit-Learn for implementing most of the machine learning algorithms to be learned later on. Students will learn basic concepts of a couple of core machine learning algorithms and how to implement them. These core algorithms include, but not limited to, naive Bayes for classification, linear regression for prediction, support vector machines for classification, decision trees for classification and prediction, principal component analysis for dimension reduction, k-means algorithm for clustering, and Gaussian mixture models for clustering and density estimation.
Students who possess a sufficient background in data science and proficiency in Python programming may directly commence their thesis research on topics within the field of data science.

Objectives: In this seminar, students will obtain basic knowledge in Python which will be sufficient for implementing most of the core machine learning algorithms. Students will also learn some selected machine learning algorithms that are important for a wide range of problems in industry and academia.
In particular, students will:
* Learn how to use Jupyter Notebook for data science.
* Learn how to use NumPy for basic scientific computation.
* Learn how to use Pandas for data manipulation.
* Learn how to use Matplotlib for plotting and data visualization.
* Learn what machine learning is and how to use Scikit-Learn for implementing machine learning algorithms.
* Learn naive Bayes for classification.
* Learn linear regression for prediction.
* Learn support vector machines for classification.
* Learn decision trees for classification and prediction.
* Learn principal component analysis for dimension reduction.
* Learn k-means algorithm for clustering.
* Learn Gaussian mixture models for clustering and density estimation.

before/after course of study: * Pre-class learning suggestions: Read the sections of the textbook allocated for each week.
* Post-class learning suggestions: Deepen your understanding of the materials presented in class by reviewing the relevant sections of the textbook and reading other recommended books.
* Preparation for the class and the review will each take around 90-120 min.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Introduction

Orientation, introduction to Python and Jupyter Notebook

Vol. 2 Introduction to NumPy

Data types in Python, Basics of NumPy arrays, computation and manipulation on NumPy arrays

Vol. 3 Data Manipulation with Pandas (1)

Pandas objects, data indexing and selection, operating on data in Pandas, handling missing data

Vol. 4 Data Manipulation with Pandas (2)

Combining and aggregation of data, vectorized string operations, working with time series

Vol. 5 Data Visualization with Matplotlib (1)

General Matplotlib tips, simple line plots, simple scatter plots, visualizing errors, density and contour plots, histograms

Vol. 6 Data Visualization with Matplotlib (2)

Customizing legends and colorbars, multiple subplots. three-dimensional plotting, geographic data with Basemap, Seaborn versus Matplotlib

Vol. 7 Introduction to Machine Learning and Scikit-Learn

What is machine learning? examples of machine learning, Scikit-Learn: a Python library for data science

Vol. 8 Naive Bayes Classification

Bayesian classification, Gaussian naive Bayes, multinomial naive Bayes

Vol. 9 Linear Regression

Simple linear regression, basis function regression, regularization to reduce generalization errors

Vol.10 Support Vector Machines

Support vector machines (classifiers), maximizing the margin, example: face recognition

Vol.11 Decision Trees and Random Forest

Decision trees, ensembles of estimators with random forests, random forest regression, example: random forest for classifying digits

Vol.12 Principal Component Analysis

Principal component analysis, PCA as noise filtering, example: eigenfaces

Vol.13 K-Means Clustering

K-means clustering, the expectation-maximization algorithm, examples

Vol.14 Gaussian Mixture Models (GMM)

Weaknesses of k-means, generalizing the expectation-maximization algorithm and GMM, density estimation

Language: English

Textbooks: We will take a practical approach to learning data science, roughly following the textbook below. We will make extensive use of the Jupyter notebooks from the book.

*PDF version is available online for free:
- Jake VanderPlas (2016). Python Data Science Handbook: Essential Tools for Working with Data. O'Reilly Media.
(https://bit.ly/3RTlyx9)

*Jupyter notebooks are available for download:
- Jake VanderPlas (2016). Python Data Science Handbook: Essential Tools for Working with Data.
(https://bit.ly/3SdR60a)

*Paper version for purchase:
- Jake VanderPlas (2016). Python Data Science Handbook: Essential Tools for Working with Data, O'Reilly Media, ISBN: 1491912057.

References: *The following book contains more Python codes on implementing the machine learning algorithms discussed in the textbook. This book is available online for free or for purchase.
- Andreas C. Müller and Sarah Guido (2016). Introduction to Machine Learning with Python: A Guide for Data Scientists, O' Reilly Media. ISBN-10: 1449369413, ISBN-13: 978-1449369415. (https://bit.ly/3UglJUU)

* When seeking a thorough understanding of the machine learning concepts and algorithms discussed in the textbook, students are strongly recommended to consult the following standard textbooks in machine learning. These books are available for purchase or for free online.
- Trevor Hastie, Robert Tibshirani and Jerome Friedman (2017). The Elements of Statistical Learning: Data Mining, Inference, and Prediction, Second Edition, Corrected 9th printing, Springer. ISBN-10: 0387848576, ISBN-13: 978-0387848570. (https://bit.ly/3ScNAU8)
- Tom Mitchell (1997). Machine Learning, McGraw-Hill. (https://bit.ly/3SdVrkj)

*The following book is also a standard reference on machine learning. This book is somewhat more advanced, which requires a firm background in linear algebra and calculus.
- Christopher M. Bishop (2006). Pattern Recognition and Machine Learning, Springer. ISBN-10: 0-387-31073-8, ISBN-13: 978-0387-31073-2.(https://bit.ly/2QAKNI1)

Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	Class Participation 60 Individual presentation 40 Active class participation
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI50100|51|210MI50100[/SYLLABUS_ID]

Course Title	Seminar on Matter and Information 51		
Instructor	HAYAKAWA, Yu		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Bayesian Inference

Course Outline: (IMPORTANT) Course Mode: Face-to-Face.
The purpose of this seminar is to provide students with basic knowledge and skills in Bayesian Statistics. Topics to be covered (tentative) include Bayes' theorem, prior and posterior distributions, Bayesian inferences, comparison between frequentist and Bayesian approaches. Students are recommended to have taken intermediate level statistics (MI313 Intermediate Statistics B) and introductory level calculus (MI206 Introductory Calculus).

Objectives: By the end of the semester students should be able to select appropriate techniques covered in the course to solve problems related to Bayesian Statistics.

before/after course of study: * Prior learning: Read the sections of the textbook allocated for each presentation.
* Post-lecture study: Deepen your understanding of the material presented in class by reviewing the relevant sections of the textbook. Work on assignments.
* Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule (Tentative)
[Week 1] Introduction
[Week 2] Reading Assignments
[Week 3] Logic, Probability and Uncertainty
[Week 4] Bayesian Inference for Discrete Random Variables
[Week 5] Tutorial
[Week 6] Bayesian Inference for Binomial Proportion
[Week 7] Comparing Bayesian and Frequentist Inferences for Proportion
[Week 8] Bayesian Inference for Poisson
[Week 9] Tutorial
[Week 10] Bayesian Inference for Normal Mean
[Week 11] Comparing Bayesian and Frequentist Inferences for Mean
[Week 12] Bayesian Inference for Difference Between Means
[Week 13] Bayesian Inference for Simple Linear Regression
[Week 14] Robust Bayesian Methods

Language: English

Textbooks: "Introduction to Bayesian Statistics" (3rd edition)
Bolstad, William M. and Curran, James M.
Wiley (2017)

NOTE: The electronic version of this book is available via WINE (the Waseda University Library's main search interface for Library collections and academic resources).

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free- The course grade will be determined by your performance as measure by the following calculations (tentative):

class presentations 60%
homework assignments 40%

Note/URL: COURSE MODE (IMPORTANT)
Face-to-Face.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI50100|52|210MI50100[/SYLLABUS_ID]

Course Title	Seminar on Matter and Information 52		
Instructor	INABA, Satoshi		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Physics, astrophysics, and data science

Course Outline: The purpose of this seminar is to gain the basic knowledge of physics, astrophysics, and data science. Students will read introductory books when they are not familiar with mathematics, physics, astrophysics, and data science. Students will also learn how to write computer programs to simulate processes in problems of physics, astrophysics, and data science. Students will be asked to choose topics by themselves. The topics covered so far include structure of stars, planetary formation, simulation of coagulation equation, deep learning, hydrodynamical simulation, quantum physics, molecular dynamics, and statistical physics. Each student is expected to perform computer simulations, make presentations, and write a thesis.

Objectives: Students completing this course will:
gain the basic knowledge of physics, astrophysics, data science, and
learn how to write computer programs to solve problems in physics, astrophysics, and data science.

before/after course of study: Students are expected to read the chapters related to the lecture in advance.
Students must read papers related to their thesis before each class and prepare presentations. Consistent exploration and examination of the library and online sources is essential. So, studying before and after each class takes more than 120 minutes.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction
Introduction
Presentation
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Presentation
Presentation
Discussion
Discussion

Language: English

Textbooks: Course material will be provided in class.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Class contribution: 100 Presentation

Note/URL: https://www.youtube.com/channel/UCgEt8O4SVdgOO82HKwOT4OA?

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履修登録やご自身の成果確認の際、ご参考ください。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI50100|53|210MI50100[/SYLLABUS_ID]

Course Title	Seminar on Matter and Information 53		
Instructor	SIDOLI, Nathan Camillo		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Science, Technology and Society

Course Outline: In this class, we will study various aspects of the way science and technology are effecting modern society. As well as scholarly approaches to philosophy of science and science and technology studies, we will also look at contemporary issues by reading news articles related to developments in science and technology.

For more information about the seminar, and past syllabi, see http://www.f.waseda.jp/sidoli/seminar.html.

[This course will be conducted face-to-face (フル対面). Students are not allowed to use mobile phones, smart phones, or laptops in class.]

Objectives: Students will learn various things related to science, technology and society.

before/after course of study: We will do readings each week, and discuss the contents of the readings to make sure that everyone comprehends the subject matter. It will take students 1-2 hours each week to prepare the readings before each class.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: A detailed syllabus will be handed out in the first week of class.

Language: English

Textbooks: A number of papers, to be distributed in class (copies, or .pdf files).

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	50	One 7-10 page research paper
Class contribution:	50	Based on class questions, discussion, and participation

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210MI50100|55|210MI50100[/SYLLABUS_ID]

Course Title	Seminar on Matter and Information 55		
Instructor	Wang, Jinfang		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Advanced Seminar on Data Science

Course Outline: IMPORTANT: This course will be taught Face-To-Face.
This seminar is designed for students who are interested in data science, a relatively new field of study that combines aspects of computer science and statistics to extract valuable insights from data. Data science is sometimes defined as the practice of collecting, cleaning, and analyzing data to draw conclusions and make decisions. Data science is important to all of us because it allows us to make better decisions by turning data into insights. Recent achievements of data science include the development of new ways to analyze social media data and predictive models that can be used for things like detecting credit card fraud or identifying cancerous tumors. Additionally, data science has been used to develop recommendation systems for book, movie and music streaming services.

In this seminar, we will take a practical approach to learning data science through extensive examples using the popular programming language Python. Students interested in both theory and applications in data science, with or without much previous exposure to Python, are welcomed to join this seminar. The first half of the seminar (Vol.1 to Vol. 6) focuses on learning Python. We will gently dive into data science by introducing Python and the convenient tool of Jupyter Notebook. Students with relatively lesser previous exposure to Python are expected to do more self-study on learning Python programming in order to catch up with others. Students will learn how to use the most important libraries, namely, NumPy and Pandas, the former being the basic for scientific computation and the latter for manipulation of data. Students will also learn basics of data visualization using the standard library Matplotlib. The second half of the seminar (Vol.7 to Vol. 14) focuses on learning of basic machine learning algorithms. Vol. 7 introduces the basic problems of machine learning and the basic library Scikit-Learn for implementing most of the machine learning algorithms to be learned later on. Students will learn basic concepts of a couple of core machine learning algorithms and how to implement them. These core algorithms include, but not limited to, naive Bayes for classification, linear regression for prediction, support vector machines for classification, decision trees for classification and prediction, principal component analysis for dimension reduction, k-means algorithm for clustering, and Gaussian mixture models for clustering and density estimation.
Students who possess a sufficient background in data science and proficiency in Python programming may directly commence their thesis research on topics within the field of data science.

Objectives: In this seminar, students will obtain basic knowledge in Python which will be sufficient for implementing most of the core machine learning algorithms. Students will also learn some selected machine learning algorithms that are important for a wide range of problems in industry and academia.
In particular, students will:
* Learn how to use Jupyter Notebook for data science.
* Learn how to use NumPy for basic scientific computation.
* Learn how to use Pandas for data manipulation.
* Learn how to use Matplotlib for plotting and data visualization.
* Learn what machine learning is and how to use Scikit-Learn for implementing machine learning algorithms.
* Learn naive Bayes for classification.
* Learn linear regression for prediction.
* Learn support vector machines for classification.
* Learn decision trees for classification and prediction.
* Learn principal component analysis for dimension reduction.
* Learn k-means algorithm for clustering.
* Learn Gaussian mixture models for clustering and density estimation.

before/after course of study: * Pre-class learning suggestions: Read the sections of the textbook allocated for each week.
* Post-class learning suggestions: Deepen your understanding of the materials presented in class by reviewing the relevant sections of the textbook and reading other recommended books.
* Preparation for the class and the review will each take around 90-120 min.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 Introduction

Orientation, introduction to Python and Jupyter Notebook

Vol. 2 Introduction to NumPy

Data types in Python, Basics of NumPy arrays, computation and manipulation on NumPy arrays

Vol. 3 Data Manipulation with Pandas (1)

Pandas objects, data indexing and selection, operating on data in Pandas, handling missing data

Vol. 4 Data Manipulation with Pandas (2)

Combining and aggregation of data, vectorized string operations, working with time series

Vol. 5 Data Visualization with Matplotlib (1)

General Matplotlib tips, simple line plots, simple scatter plots, visualizing errors, density and contour plots, histograms

Vol. 6 Data Visualization with Matplotlib (2)

Customizing legends and colorbars, multiple subplots. three-dimensional plotting, geographic data with Basemap, Seaborn versus Matplotlib

Vol. 7 Introduction to Machine Learning and Scikit-Learn

What is machine learning? examples of machine learning, Scikit-Learn: a Python library for data science

Vol. 8 Naive Bayes Classification

Bayesian classification, Gaussian naive Bayes, multinomial naive Bayes

Vol. 9 Linear Regression

Simple linear regression, basis function regression, regularization to reduce generalization errors

Vol.10 Support Vector Machines

Support vector machines (classifiers), maximizing the margin, example: face recognition

Vol.11 Decision Trees and Random Forest

Decision trees, ensembles of estimators with random forests, random forest regression, example: random forest for classifying digits

Vol.12 Principal Component Analysis

Principal component analysis, PCA as noise filtering, example: eigenfaces

Vol.13 K-Means Clustering

K-means clustering, the expectation-maximization algorithm, examples

Vol.14 Gaussian Mixture Models (GMM)

Weaknesses of k-means, generalizing the expectation-maximization algorithm and GMM, density estimation

Language: English

Textbooks: We will take a practical approach to learning data science, roughly following the textbook below. We will make extensive use of the Jupyter notebooks from the book.

*PDF version is available online for free:
- Jake VanderPlas (2016). Python Data Science Handbook: Essential Tools for Working with Data. O'Reilly Media.
(https://bit.ly/3RTlyx9)

*Jupyter notebooks are available for download:
- Jake VanderPlas (2016). Python Data Science Handbook: Essential Tools for Working with Data.
(https://bit.ly/3SdR60a)

*Paper version for purchase:
- Jake VanderPlas (2016). Python Data Science Handbook: Essential Tools for Working with Data, O'Reilly Media, ISBN: 1491912057.

References: *The following book contains more Python codes on implementing the machine learning algorithms discussed in the textbook. This book is available online for free or for purchase.
- Andreas C. Müller and Sarah Guido (2016). Introduction to Machine Learning with Python: A Guide for Data Scientists, O' Reilly Media. ISBN-10: 1449369413, ISBN-13: 978-1449369415. (https://bit.ly/3UglJUU)

* When seeking a thorough understanding of the machine learning concepts and algorithms discussed in the textbook, students are strongly recommended to consult the following standard textbooks in machine learning. These books are available for purchase or for free online.
- Trevor Hastie, Robert Tibshirani and Jerome Friedman (2017). The Elements of Statistical Learning: Data Mining, Inference, and Prediction, Second Edition, Corrected 9th printing, Springer. ISBN-10: 0387848576, ISBN-13: 978-0387848570. (https://bit.ly/3ScNAU8)
- Tom Mitchell (1997). Machine Learning, McGraw-Hill. (https://bit.ly/3SdVrkj)

*The following book is also a standard reference on machine learning. This book is somewhat more advanced, which requires a firm background in linear algebra and calculus.
- Christopher M. Bishop (2006). Pattern Recognition and Machine Learning, Springer. ISBN-10: 0-387-31073-8, ISBN-13: 978-0387-31073-2.(https://bit.ly/2QAKNI1)

Grading Free-text Entry Flag:	1 : フリーフォーマット（教員による切替可）
Evaluation Free-	Class Participation 60 Individual presentation 40 Active class participation
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210PH20100|01|210PH20100[/SYLLABUS_ID]

Course Title	Introduction to Peace and Human Rights		
Instructor	BACON, Paul Martyn		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	ce, Peace, Human Rights and International	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Democracy, rights, peace and security

Course Outline: The method of course delivery will be Face-to-Face (F2F) (*Please note that if a sufficient number of students are unable to attend in-person because of travel restrictions, it may be necessary to move to Live Stream via Zoom).
In this class students will learn how to define and interpret key humanitarian concepts such as human rights, human security and the responsibility to protect. Students will also learn how to define democracy, and study trends in democratization over the last 100 years. Students will learn about the content of the Universal Declaration of Human Rights, the UN Covenant on Civil and Political Rights and the United Nations Charter in some detail. We will also consider the strengths and weaknesses of the UN Security Council, and discuss the possibility of UN reform.

Which countries have the best records for respecting human rights, and which countries are the worst abusers of human rights? To address this question, we will look at two of the most respected measures of human rights, the Freedom House surveys of civil and political rights, and the reporting processes of the UN human rights treaty system, and look at how these processes are used to identify human rights abuses in countries such as Japan and Thailand.

We will consider the possibility, as many authors have suggested, that there is a positive and mutually re-enforcing relationship between peace, human rights, and democracy. Looking at previous patterns of democratization, we try to understand why something called the 'Third Wave' of democratization took place, and why the momentum behind global democratization has stalled. We evaluate the concept of human security, which some believe is a more helpful concept than that of human rights. Finally, we introduce the issue of humanitarian intervention and the responsibility to protect, through a case study of the Rwanda genocide.

Objectives: Students will become familiar with the following documents, case studies and concepts:

- The United Nations Charter
- The Universal Declaration of Human Rights
- The UN Covenant on Civil and Political Rights
- The annual Freedom in the World Surveys

- The death penalty and criminal justice in Japan
- Forced labour in Thailand
- The Rwanda Genocide

- Universal human rights
- Processes of democratization
- Democratic peace theory
- Human Security
- The Responsibility to Protect

before/after course of study: Two hours of assigned reading prior to each class.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule N.B. Please note that the schedule below is tentative and subject to change. Each week, the class will be held in-person, and student attendance is expected.

Week 1: Introduction
Week 2: The United Nations Charter and Human Rights I
Week 3: The United Nations Charter and Human Rights II
Week 4: The Universal Declaration of Human Rights/ Covenant on Civil and Political Rights
Week 5: Case Study: the Death Penalty and Japan
Week 6: Freedom House: Definition of democracy
Week 7: The 'Third Wave' of democratization
Week 8: Mid-term examination
Week 9: Case Study: Forced Labour in Thailand
Week 10: Democratic Peace Theory

Week 11: Human Security and Natural Disasters
Week 12: The Responsibility to Protect
Week 13: Case Study: the Responsibility to Protect and Rwanda
Week 14:End-term examination

Language:	English	
Textbooks:	There is no core textbook. My lecture notes, handouts and Powerpoint presentations are all available on a personal webpage which supports the class.	
References:	A detailed list of readings will be provided in the first class.	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Exams:	80	Mid-term and final exams, each worth 40% of the grade. *N.B. If this course is held online, then the evaluation will be carried out by coursework assignments. If that is the case, more information will be given in the first class.
Class contribution:	20	Attendance and participation.
Note/URL:	国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210PH30300|51|210PH30300[/SYLLABUS_ID]

Course Title	War and Peace		
Instructor	BACON, Paul Martyn		
Term	fall semester	**Credits**	4
Day/Period	01:Thur.2@02:Thur.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Humanitarian Intervention and the Responsibility to Protect

Course Outline: The method of course delivery will be Face-to-Face (F2F) (*Please note that if a sufficient number of students are unable to attend in-person because of travel restrictions, it may be necessary to move to Live Stream via Zoom).
In this class we study the theory and practice of humanitarian intervention. Is it ever justifiable to intervene in the domestic affairs of another sovereign state? If so, when, and for what reasons?

We consider the possibility that a norm of humanitarian intervention has emerged in international society since the end of the Cold War, by examining case studies of most of the major intervention cases that have arisen in the last twenty years. Case studies include Iraq 1991, Somalia, Rwanda, Bosnia, Kosovo, Afghanistan, Iraq 2003, Darfur, Libya, Syria.

Objectives: Students will acquire a comprehensive understanding of each of the specific cases listed above, and develop the capacity to evaluate the legality, legitimacy and effectiveness of humanitarian intervention. We will study the UN Charter in detail, and consider the extent to which the 'responsibility to protect', an influential concept that has been endorsed by the UN, can guide us in our future debates about when to intervene in other sovereign states for human protection purposes.

before/after course of study: Students will be assigned required reading for each class which will take between 2-3 hours.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: This schedule is tentative and subject to change:
1. Introductions and overview
2. The UN Charter
3. The UN Charter, human rights and humanitarian intervention
4. Saving Strangers: Introduction
5. Saving Strangers: Humanitarian Intervention and International Society
6. Case Study: Iraq 1991
7. Case Study: Somalia
8. Case Study: Rwanda
9. Documentary: Ghosts of Rwanda
10. Kuperman's 'suicidal rebellions theory': Rwanda case study
11. Case Study: Kosovo
12. Kuperman's 'suicidal rebellions theory': Bosnia and Kosovo case studies
13. The International Commission on Intervention and State Sovereignty
14. The 2005 World Summit
15. Responsibility to Prevent
16. Responsibility to React
17. Responsibility to Rebuild
18. Case Study: Iraq 2003
19. Case Study: Darfur
20. Case Study: Burma
21. Case Study: Libya
22: Case study: Syria
23. Comparative review of case studies
24. End-year examination
25. The Chinese view on R2P
26. The Russian view on R2P
27. Responsibility while protecting: the Brazilian view on R2P
28. Regional Developments and R2P

Language: English

Textbooks: There is no core textbook for this class. I will give you detailed advice and reading lists in the first class.

Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）	
Exams:	25	End-year exam. Multiple choice and essay answer format.
Papers:	30	Substantial end-term paper: 2,500-3,000 words
Class contribution:	45	Substantial group presentation, 35-45 minutes, 18-36 slides: 35% Engagement: 10%. - This includes: attendance/punctuality/attitude/contribution to constructive atmosphere.
Note/URL:	N.B. Although this class is designated as an intermediate class, it is taught at an advanced level. The class therefore offers students who will conduct study abroad an opportunity to experience the setting and level of work required to succeed overseas, in their second semester of study at SILS. The course requires intensive and sincere engagement, and only highly committed students should consider registering. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210PR20100|51|210PR20100[/SYLLABUS_ID]

Course Title	Introduction to Philosophy 51		
Instructor	NAGASAKA, Masumi		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.3	**Class Modality Categories**	[On-campus]
Course Category	Philosophy, Religion and History	**Eligible Year**	1st year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Genealogy of Critical Philosophy

Course Outline: [Course Delivery Method] Face to Face

This course provides a general overview of the history of critical philosophy in the modern period as a succession of practices of scepticism and of attempts to overcome scepticism..

Objectives: By understanding that Western philosophy has developed by the practices of casting doubt on so-called self-evident matters and by successive attempts to overcome these scepticisms, students are expected to develop a critical attitude towards matters which they have previously vaguely accepted.

before/after course of study: Students are expected to prepare for the course and review the learned content by reading extracts of the texts distributed by the instructor. It will take 30 minutes or more, depending on the comprehension level of the students. After each class, students are required to write a short comment concerning the lecture (including questions and requests).

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット（教員による切替可）

Course Schedule:

Class 1: Introduction

General introduction and explication of the subject

Class 2: Descartes' methodical doubt

Outline of Descartes' methodical doubt based on Meditations on First Philosophy (Meditationes de prima philosophia) (1641) and other texts

Class 3: Proof of the existence of things by Descartes

Outline of the process from doubt to proof of existence of the thing based on Meditations and other texts

Class 4: A shock toward the self-evident by Hume I

Outline of Hume's argument on the problem of causality based on Chapter 3, Volume 1 of A Treatise of Human Nature (1739-40)

Class 5: A shock toward the self-evident by Hume II

Outline of Hume's argument on the problem of causality based on Chapter 4, Volume 1 of A Treatise of Human Nature

Class 6: Coexistence of idealism and realism in Kantian transcendental philosophy I

Outline of the Kantian solution to the problem of causality based on Prolegomena to Any Future Metaphysics That Will Be Able to Present Itself as a Science (Prolegomena zu einer jeden künftigen Metaphysik, die als Wissenschaft wird auftreten können) (1783)

Class 7: Coexistence of idealism and realism in Kantian transcendental philosophy II

Outline of the Kantian solution to the problem of causality based on Critique of Pure Reason (Kritik der reinen Vernunft)(1781/1787)

Class 8: Husserl's transcendental idealism I

Outline of Husserlian phenomenology as critical heritage of Hume's problem based on Ideas I (Ideen I)(1913)

Class 9: Husserl's transcendental idealism II

Outline of Husserlian phenomenology as an attempt to resolve scepticism based on Ideas I

Class 10: Husserl's transcendental idealism III

Outline of Husserl's criticism of Kant based on The Crisis of European Sciences and Transcendental Phenomenology (Die Krisis der europäischen Wissenschaften und die transzendentale Phänomenologie)(1936)

Class 11: Shestov and scepticism

Outline of Shestov's criticism of Husserl based on 'Memento Mori' (1917/1926)

Class 12: Levinas and scepticism I

Outline of Levinas's reflection on Husserl's attempt to resolve scepticism based on Totality and Infinity (Totalité et infini)(1961)

Class 13: Levinas and scepticism II

Outline of Levinas's reflection on Husserl's attempt to resolve scepticism based on Otherwise than Being or Beyond Essence (Autrement qu'être ou au-delà de l'essence)(1974)

Class 14: Richir's reading of Cartesian hyperbolic doubt

Outline of Richir's reflection on Cartesian hyperbolic doubt based on Phenomenological Meditations (Méditations phénoménologiques)(1992)

Language:	English
Textbooks:	Handouts in PDF format will be uploaded on the course website.
References:	Short extracts of the referred texts in PDF format will be uploaded on the course website. The texts that will be referred to are indicated in the schedule above.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Exams:	0	-
Papers:	50	Quality of papers
Class contribution:	50	Active participation
Others:	0	-

Note/URL: https://researchmap.jp/masumi_nagasaka/Courses/

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The School of International Liberal Studies defines its Learning Outcomes in the link below.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210PR20200|51|210PR20200[/SYLLABUS_ID]

Course Title	Introduction to Islamic Culture		
Instructor	SAKURAI, Keiko		
Term	fall semester	**Credits**	2
Day/Period	01:Thur.2	**Class Modality Categories**	[On-campus]
Course Category	Philosophy, Religion and History	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: Islam is currently the world's second-largest religion, following Christianity, with Muslims (adherents of Islam) comprising nearly one-fourth of the global population. Due to its faster growth rate compared to Christianity, Islam is expected to become the world's largest religion in the near future.
Although Islam originated in the seventh-century Arabian Peninsula, the majority of Muslims today live outside the Arab region. The Asia-Pacific region is home to the largest Muslim-majority countries, including Indonesia, Pakistan, and Bangladesh. Even in Japan, where Muslims are a minority, there are around 230,000 adherents, underscoring the importance of understanding Islam in the contemporary world.

The course will cover a broad range of topics, including the geographic distribution of Muslims, the diversity within Islam, the Abrahamic religions, pre-Islamic Arabia, the life of Prophet Muhammad and the origins of Islam, fundamental beliefs and practices, the Quran and Hadith, Islamic celebrations and daily life, Islamic law, religious scholars (ulama) and theological seminaries (madrasas), sectarian differences (Sunni and Shia), and Sufism (Islamic mysticism). While recognizing the rich diversity of Islamic practices, the course will focus on the core beliefs and obligatory practices universally accepted by Muslims across different regions. By exploring these topics, students will gain insights into the common denominators that unite Muslims globally, fostering a deeper understanding of Islam's role in today's world.

As this course will be conducted in person, regular attendance is mandatory for all students. Please note that there will be no online distribution or simultaneous virtual sessions available.

Objectives: The course aims to achieve the following objectives:
1. Develop an understanding of Islam's core beliefs, practices, and historical foundations.
2. Gain familiarity with key terms commonly used in Islam.
3. Understand the defining features of Islamic culture.

before/after course of study: Materials for each class will be uploaded to Moodle.
Students are required to read the assigned text to prepare for and review lessons.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction

Geographic distribution and diversity in Islam

Abrahamic religions

Judaism, Christianity, and Islam
In preparation for class, students must read What Everyone Needs to Know about Islam, pp.69-76.

Pre-Islamic Arabia

Jahiliyyah
In preparation for class, students must read Islam: The Straight Path, pp.1-16
In-class review quiz 1

Birth of new religion

Life of the Prophet Muhammad
In preparation for class, students must read Islam: The Straight Path, pp.1-16
In-class review quiz 2

After the Prophet

Sunni and Shia
In preparation for class, students must read Islam: The Straight Path, pp.32-48.
In-class review quiz 3

The five pillars of Islam

Shahada, salah, zakat, sawm and hajj
In preparation for class, students must read Islam: The Straight Path, pp.88-93.
In-class review quiz 4

Six fundamental beliefs

Basic beliefs of Islam
In preparation for class, students must read Islam: The Straight Path, pp.17-31.
In-class review quiz 5

Sacred texts in Islam

Theology, Quran, and Hadith
In preparation for class, students must read Islam: The Straight Path, pp. 68-74.
In-class review quiz 6

Islamic law

Sharia and fiqh
In preparation for a lesson, students must read Islam: The Straight Path, pp.74-88.
In-class review quiz 7

Transmission of knowledge

Ulama and madrasa
In-class review quiz 8

Islamic family law

Marriage and Divorce in Islam
In preparation for class, students must read Islam: The Straight Path, pp.93-98.
In-class review quiz 9

Islamic lifestyle

Veil and dietary prohibitions in Islam
In preparation for class, students must read Islam: The Straight Path, pp.98-100.
In-class review quiz 10

Islamic mysticism

Sufism and Sufi orders
In preparation for class, students must read Islam: The Straight Path, pp.100-109.
In-class review quiz 11

Conclusion and final examination

Final examination
Please review Islam: The Straight Path to prepare for a final examination.

Language: English

Textbooks: Reading materials will be available through Moodle.

References: John L. Esposito, Islam: The Straight Path. (Oxford University Press, 2016)
John L. Esposito, What Everyone Needs to Know about Islam. (Oxford University Press, 2002)
John L. Esposito. The Oxford Dictionary of Islam. (Oxford University Press, 2003)
Moojan Momen, Shi'i Islam: A Beginner's Guide. (Oneworld Pubns Ltd, 2015)
Malise Ruthven, Islam A Very Short Introduction. (Oxford University Press、2012)

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	90	Midterm and final examinations
Class contribution:	10	Regular attendance and class participation

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210PR25000|51|210PR25000[/SYLLABUS_ID]

Course Title	Arabic Language and Culture I		
Instructor	SAKURAI, Keiko@EBEID, Ehab Ahmed Abdelwahab Farag		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.5	**Class Modality Categories**	[On-campus]
Course Category	Philosophy, Religion and History	**Eligible Year**	1st year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: In this course, guided by a native instructor, students will develop practical skills in basic Arabic grammar, conversation, reading, and writing, along with an understanding of cultural contexts.
Grammar study covers the Arabic script and spelling, demonstrative, personal, and relative pronouns, as well as noun gender and singular, dual, and plural forms.
Students will also learn essential vocabulary and expressions for daily communication—such as greetings and thanks—while exploring everyday life, literature, art, traditions, and religious culture in the Arab world.
Through these topics, they will gain a well-rounded understanding of the Arabic language and culture.
Although Arabic is the primary language of instruction, communication with the instructor in English is also possible.

Objectives: 1. Acquisition of the basic knowledge of Arabic (system of grammar, mode and pronunciation)
2. Acquisition of writing, conversation, listening and reading skills and acquaintance with the basic Arabic grammar.
3. Gain familiarity with various elements of Arab culture

before/after course of study: At the beginning of each class, students will be asked questions related to the previous lesson. Therefore, please review the material before coming to class.
Students will also be assigned homework to memorize basic phrases, which should be learned by the next class.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

第1回
1. Course introduction
2. Structure of the Arabic language: an overview
3. Alphabet and pronunciation 1
4. Arabic language and Islam

第2回
1. Alphabet and pronunciation 2
2. Arabic Language and the Holy Qur'an

第3回
1. Alphabet and pronunciation 3
2. Arab countries

第4回
1. Pronunciation rules
2. Arab tribes

第5回
1. Greetings and introducing yourself 1
2. Camels –"ships of the desert"

第6回
1. Greetings and introducing yourself 2
2. Arabic Calligraphy and Demonstration

第7回
1. Greetings and introducing yourself 3
2. Arabic customs and traditions

第8回
1. Introducing occupation 1
2. Date and its efficacies

第9回

1. Introducing occupation 2
2. Arabic foods culture

第10回

1. Shopping 1 (clothing)
2. Arabic folk tales

第11回

1. Shopping 2 (vegetable market)
2. Distinguished Arab and muslim scholars

第12回

1. Shopping 3 (fruit market)
2. Arab festivals

第13回

1. In a restaurant 1
2. Valuesand nature of Arabs
3. Exam

第14回

Review and exam feedback

Language:	English
Textbooks:	To be provided by the instructor
References:	大学のアラビア語 詳解文法 (八木 久美子,青山 弘之,イハーブ・アハマド・エベード/東京外国語大学出版会)
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Exams:	60	Quizzes and final examination
Class contribution:	40	Active Class participation

Note/URL: 国際教養学部では以下リンクの通り、学修成果を定めています。
履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210PR31100|51|210PR31100[/SYLLABUS_ID]

Course Title	Religious Thought and Culture -Religion and Violence 51		
Instructor	ALBERG, Jeremiah		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Religion and Violence

Course Outline: PLEASE NOTE THAT SOME CHANGES HAVE BEEN MADE IN ASSIGNMENTS IN RESPONSE TO THE INFLUENCE OF AI. It is a commonplace that religion causes violence. The evidence is obvious: Islamic terrorists, Christians bombing abortion clinics, Hindu violence in India. The list could be extended. At the same time, it is striking how adherents to the various religions claim that violence is foreign to it and those followers who practice violence in the name of religion are almost always immediately disavowed by others. This course goes more deeply into the problem of the relationship between violence and religion through a close reading of one of the foundational texts for the understanding of this relationship – R. Girard's Violence and the Sacred. We will work through this text, while examining criticisms or developments of Girard's thought.

Objectives: 1. Students will understand various ways of conceiving the relationship between violence and religion.
2. In particular students will have a good grasp of Girard's theory of the of religion as the human's way of containing violence in society
3. Students will be familiar with positions that criticize Girard's approach, especially from a feminist viewpoint

before/after course of study: The preparation for class will be doing the assigned reading. Each class will begin with an in-class written quiz over the reading (usually True/False questions). Each class ends with comment sheets. There will be three In-class Writing Assignments. The first will ask the students to apply concepts used in the class to a text presented by instructor. The second and third will be exams asking for short answers and an Essay.. Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Vol. 1 I Course Introduction

I will explain the syllabus as well as the goals and structures of the course. I will also introduce the life and writings of R. Girard, in particular the text we will be using in class, <Violence and the Sacred>.

Vol. 2 1st half of Chapter 1 of pp. 1-15.

Reading Quiz #1; discussion of the meaning of sacrifice.

Vol. 3 2nd half of Chapter 1 of pp. 16—38

Reading Quiz #2; Definitions of religion, the sacred. Dual nature of violence.

Vol. 4 Reading and discussion of Violence and the Sacred, ch.2.

Reading Quiz #3 We will explore the meaning of the concept of a "sacrificial crisis."

Vol. 5 Reading and discussion of Violence and the Sacred, ch.3.

Reading Quiz #4. We will talk about the meaning of the "surrogate victim" and the understanding of religion contained in Greek tragedy in general and Sophicles' <Oedipus Rex> in particular.

Vol. 6 Reading and discussion of Violence and the Sacred, 1st half of ch.4 pp. 89-103

Reading Quiz #5 In-class Writing #1 students will apply concepts learned in class to a text presented by the teacher.

Vol. 7 Reading and discussion of Violence and the Sacred, 2nd half of Chapter 4 pp. 103-118.

Reading Quiz #6 We will discuss the possibility of a theory of myth and ritual, of religion as a whole. The ritual practice of incest will be highlighted.

Vol. 8 Reading and discussion of Violence and the Sacred, Chapter 5

Reading Quiz #7 We will discuss the mythical figure of Dionysus and Euripides' The Bacchae.

Vol. 9 Reading and discussion of Violence and the Sacred, Chapter 6

Reading Quiz #8 We will discuss "mimetic desire."

Vol.10 Reading and discussion of Violence and the Sacred, Chapters 7

Reading Quizzes #9 Since both chapters are on Freud, we will read them together. We will discuss Freud's theory in their relationship to Girard.continuation of the discussion of Freud and Girard

Vol.11 Reading and discussion of Violence and the Sacred, Chapter 8

Reading Quiz #10 In-class Writing #2 an exam with short answers and an essay..

Vol.12 Reading and discussion of Violence and the Sacred, Chapter 10

Reading Quiz #11 We will discuss the role of sacrificial substitution in thought and in society. We will complete the theory of sacrifice which Girard has been constructing.

Vol.13 Reading and discussion of Violence and the Sacred, first half of Chapter 11 274-290.

Reading Quiz #12 We will discuss Girard's universalistic claims.

Vol.14 Reading and discussion of Violence and the Sacred, Second half of Chapter 11 pp. 290-308 and Co

Reading Quiz #13 In-class writing #3 An exam with short answers and an essay.

Language:	English	
Textbooks:	René Girard, Violence and the Sacred (Baltimore: The Johns Hopkins University Press, 1977)(Bloomsbury is also fine; pagination differs slightly.)	
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)	
Exams:	20	At the start of each class there will be a simple written quiz over the reading for that week. Quizzes will be 10 questions, either True or False or multiply choice. They will test whether you have read and understood the material.
Class contribution:	10	I will judge class participation (both questions and comments in class and the comments sheets.
Others:	70	That is In-class #1 is worth 25% In-class #2 is worth 25% In-class #3 is worth 20%
Note/URL:	Attendance policy: Two absences are allowed. With the third your grade will drop one step. Four or more absences mean no credit for the class. Exceptions are made for COVID or influenza with proof from the hospital. 国際教養学部では以下リンクの通り、学修成果を定めています。 履修登録やご自身の成果確認の際、ご参考ください。 The School of International Liberal Studies defines its Learning Outcomes in the link below. Please refer to this when registering for courses and checking your achievements. https://waseda.box.com/s/48aggk8r66mbfbf02xd1jln1ov6vyrfb	

AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210PR31300|51|210PR31300[/SYLLABUS_ID]

Course Title	Thought, Knowledge and Feeling 51		
Instructor	NAGASAKA, Masumi		
Term	fall semester	**Credits**	2
Day/Period	01:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: [Course Delivery Method] Face to Face

This course provides a general overview of how the relationship between thought, knowledge and feeling (judgement of the beautiful or the sublime) is considered in modern Western philosophy.

Objectives: By learning to distinguish not only between thought and knowledge but also between cognitive judgement and aesthetic judgement, students are expected to become capable of reflecting critically on their own presupposed knowledge and discovering the role of imagination.

before/after course of study: Students are expected to prepare for the course and review the learned content by reading extracts of the texts distributed by the instructor. It will take 30 minutes or more, depending on the comprehension level of the students. After each class, students are required to write a short comment concerning the lecture (including questions and requests).

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Class 1: Introduction

Outline of the significance of the distinction between thought and knowledge and consideration of the border of these two fields

Class 2: Thought and knowledge according to Kant I

Outline of the Kantian distinction between intuition and thought and their connection based on Critique of Pure Reason (Kritik der reinen Vernunft)(1781/1787)

Class 3: Thought and knowledge according to Kant II

Outline of the Kantian conception of imagination and of schema which imagination produces based on Critique of Pure Reason

Class 4: Thought and knowledge according to Kant III

Further outline of the Kantian conception of imagination and of schema which imagination produces based on Critique of Pure Reason

Class 5: Thought and knowledge in Husserlian philosophy on arithmetic

Outline of Husserlian critical heritage on the relationship between thought and intuition based on Philosophy of Arithmetic (Philosophie der Arithmetik)(1891)

Class 6: Thought and knowledge in Husserlian phenomenology I

Outline of Husserlian conception of imaginative variation and its relationship to intuition and thought based on Ideas I (Ideen I)(1913)

Class 7: Thought and knowledge in Husserlian phenomenology II

Outline of Husserlian conception of intuition of the idea based on Ideas I

Class 8: Thought and knowledge according to Heidegger I

Outline of Heideggerian interpretation of the relationship between sensibility and understanding based on Kant and the Problem of Metaphysics (Kant und das Problem der Metaphysik)(1929)

Class 9: Thought and knowledge according to Heidegger II

Outline of Heideggerian interpretation of imagination as a common root of sensibility and understanding based on Kant and the Problem of Metaphysics

Class 10: Thought and knowledge according to Heidegger III

Further outline of Heideggerian interpretation of imagination as a common root of sensibility and understanding based on Kant and the Problem of Metaphysics

Class 11: Judgement of taste I – analysis of quality and quantity

Outline of Kantian analysis of judgement of taste based on paragraphs 1 to 9 of Critique of Judgement (Kritik der Urteilskraft)(1790)

Class 12: Judgement of taste II – analysis of relation and mode

Outline of Kantian analysis of judgement of taste based on paragraphs 10 to 22 of Critique of Judgement

Class 13: Judgement of the sublime

Outline of Kantian theory of judgement of the sublime based on paragraphs 23 to 29 of Critique of Judgement

Class 14: Aesthetic judgement, schema and symbol

Outline of schematisation without concept and symbol based on paragraphs 35 and 59 of Critique of Judgement

Language:	English
Textbooks:	Handouts in PDF format will be distributed.
References:	Short extracts of the referred texts in PDF format will be distributed in class. The texts that will be referred to are indicated in the schedule above.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット（教員による切替可）

Exams:	0	–
Papers:	50	Quality of papers
Class contribution:	50	Active participation
Others:	0	–

Note/URL: https://researchmap.jp/masumi_nagasaka/Courses/

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210PR31600|51|210PR31600[/SYLLABUS_ID]

Course Title	State and Society in the Middle East 51		
Instructor	SAKURAI, Keiko		
Term	fall semester	**Credits**	4
Day/Period	01:Thur.3@02:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	Intermediate Subjects	**Eligible Year**	2nd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: State and Society in the Middle East

Course Outline: This course aims to deepen students' understanding of the Middle East by exploring key concepts and theories that illuminate the formation of states, the unique features of political systems, and the socio-economic challenges faced by the region's inhabitants, particularly the youth, in contemporary times.
The course will cover topics such as state formation, colonialism, authoritarianism, rentier states, clientelism, monarchies, and republics, as well as the Arab uprisings, with the goal of understanding the characteristics of Middle Eastern states. To analyze the complex challenges confronting Middle Eastern societies, we will examine issues like demographic transition, the youth bulge, the expansion of higher education, academic credentialism, graduate unemployment, brain drain, waithood, gender and Islam, marriage and divorce, and the growing discontent among youth. Through the assigned readings, students will develop the skills necessary to analyze these issues from multiple perspectives, leading to a more nuanced and comprehensive understanding of the Middle East.
As this course will be conducted in person, regular attendance is mandatory for all students. Please note that there will be no online distribution or simultaneous virtual sessions available.

Objectives: This course aims to achieve the following goals:

1. Develop an understanding of the historical origins and evolution of modern states in the Middle East.
2. Acquire useful conceptual frameworks for effectively assessing the characteristics of political regimes and comparing the governing systems of Middle Eastern countries.
3. Become familiar with concepts and theories relevant to analyzing the challenges and concerns faced by people in the region, particularly the younger generation, and apply these frameworks to the study of Middle Eastern societies.

before/after course of study: Please note that materials for each class will be uploaded to Moodle.
Students are strongly encouraged to read these materials to prepare for class discussions.
Additionally, a brief in-class review quiz on the content covered in the previous week will be administered on Moodle once a week.
Students are required to complete the quiz during class.
Performance on these review quizzes will contribute to your overall grade.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

第1回 Colonial Domination in the Middle East

Weakening of the Ottoman Empire and European colonization of the Middle East
Beverley Milton-Edwards, Contemporary Politics in the Middle East, 4th Edition, Chapter 1

第2回 Dissolution of the Ottoman Empire

Dissolution of the Ottoman Empire and the Rise of Nationalism in the Middle East
Selvik, K., & Stenslie, S. (2011). Stability and change in the modern Middle East, Chapter 2.

第3回 Ethnicity, Nation and Nationalism

Formation of modern states in the Middle East
Selvik, K., & Stenslie, S. (2011). Stability and change in the modern Middle East, Chapter 2.

第4回 Characteristics of Governance Systems (1)

Monarchies in the Middle East
Selvik, K., & Stenslie, S. (2011). Stability and change in the modern Middle East, Chapter 7

第5回 Characteristics of Governance Systems (2)

Dynastic Monarchies
Selvik, K., & Stenslie, S. (2011). Stability and change in the modern Middle East, Chapter 7

第6回 Characteristics of Governance Systems (3)

Republics in the Middle East
Selvik, K., & Stenslie, S. (2011). Stability and change in the modern Middle East, Chapter 8.

第7回 Characteristics of Governance Systems (4)

Authoritarian Regimes and Possibilities for Democratization

第8回 Arab Uprisings

Demand for freedom of expression and political participation

Beverley Milton-Edwards, Contemporary Politics in the Middle East, 4th Edition, Chapter 10.

第9回 Arab Uprisings

Political Repression and Political Protests
Beverley Milton-Edwards, Contemporary Politics in the Middle East, 4th Edition, Chapter 10.

第10回 The Aftermath of Arab Uprisings

Political Repression and Political Protests

第11回 Democratization Simulation

Group debates on monarchies and republics

第12回 Demographic Transitions in the Middle East

Population Pyramid, Youth Bulge, and Demographic Window of Opportunity

第13回 Youth and Education in the Middle East

What is Education for?

第14回 Massification of Higher Education

Development of Modern Higher Education in the Middle East

Jorg Gertel and Ralf Hexel, Coping with Uncertainty: Youth in the Middle East and North Africa.

第15回 Overeducation in Egypt and Iran

Overeducation and Graduate Unemployment
Nader Habibi, "The Overeducation Crisis in Iran," Arab Center for Research & Policy Studies, 2020

第16回 Western and Islamic Model of Higher Education

Between human resource development for a knowledge-based economy and the preservation of Islamic values
Dale Eickelmann and Rogaia M. Abusharaf, Higher Education Investment in the Arab States of the Gulf. 2017 Chapter 2.

第17回 International Migraion

Brain drain, brain gain, brain circulation, and brain waste
Hakan Kilic & Gudrun Biff, "Turkish Migration Policy from the 1960s Until Today" Journal of International Migration and Integration, 2022

第18回 International Labor Mobility

Egypt and Turkish Migration Policies
Workforce Nationalization in Qatar
H. Younis, et al., "Controversial debates about workforce nationalization," Human Resource Development International, 2023

第19回 Gendar Gap in the Middle East

Gender Gap Report and Female Political Participation in the Middle East
World Economic Forum, Gender Gap Report 2023.

https://jp.weforum.org/publications/global-gender-gap-report-2023/

第20回 Women and Labor Force Participation

Gender Gap in Labor Force Participation in the Middle East

第21回 Higher Education and Gender in the Gulf countries.

Reverse Gender Gap in the UAE and Qatar
Natacha Ridge, Education and the Reverse Gender Divide in Gulf Cooperation Council Countries.

第22回 Education and Ideology

Education and Ideology: Iranian case

第23回 Women and Social Participation

Being women in Iran: veil and gender separation
Nazanin Shahrokni, Women in Place: The Politics of Gender Segregation in Iran, Chapter 1.

第24回 Islamic View on Gender

Reading Mutahhari's Islamic Modest Dress and Women and Her Right in Islam

第25回 Marriage in Islam
Reading the Civil Code of the Islamic Republic of Iran

第26回 Divorce in Islam
Reading the Civil Code of the Islamic Republic of Iran

第27回 Waithood and Delayed Marriage
Temporary marriage, white marriage, and gray marriage
Magdalena Rodziewicz, "The Legal Debate on the Phenomenon of 'White Marriages' in Contemporary Iran," Anthropology of the Middle East, Vol. 15, No. 1, Summer 2020: 5

第28回 Conclusion
Review of main subjects and final examination

Language: English

Textbooks: All reading materials will be uploaded to Moodle.

References: Due to the wide variety of topics covered in class, no textbook covers everything, but the following books may be useful as references.
Selvik, K., & Stenslie, S. (2011). Stability and change in the modern Middle East. Bloomsbury Publishing. 2011.
Beverley Milton-Edwards, Contemporary Politics in the Middle East, 4th Edition, Policy,2018.
Dale Eickelmann and Rogaia M. Abusharaf, Higher Education Investment in the Arab States of the Gulf. Gerlach Press, 2017
Natacha Ridge, Education and the Reverse Gender Divide in Gulf Cooperation Council Countries, New York: Teachers College Press, 2016.
Jorg Gertel and Ralf Hexel, Coping with Uncertainty: Youth in the Middle East and North Africa.Saqi, 2018.
Nazanin Shahrokni, Women in Place: The Politics of Gender Segregation in Iran, University of California Press, 2020.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	50	Midterm and Final examination.
Class contribution:	50	In-class review quizzes and active participation in classroom discussions

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210PR40700|51|210PR40700[/SYLLABUS_ID]

Course Title	Buddhism across Asia 51		
Instructor	YAMABE, Nobuyoshi		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.5	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Buddhism across Asia

Course Outline: After surveying the basic tenets and history of Buddhism in India, we shall discuss various aspects of Buddhist transmission from India via Central Asia ("Silk Road") to East Asia. Emphasis will be on practical aspects of Buddhism, e.g., meditation, monastic life, and the production of Buddhist art. We shall pay attention to both doctrinal and devotional aspects of Buddhism. Our approach will be interdisciplinary, and our target will not only be texts but also art and archeological remains. Special attention will be paid to Buddhist caves as the place for practice.

Objectives: Understanding Buddhist practice in historical and cross-cultural contexts in South, Central and East Asia.

before/after course of study: Read the assigned material before each class and be prepared for discussion.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction to Buddhist tenets in India: Traditional Buddhism (1)

The Early Life of the Buddha
Read: An Introduction to Buddhism, pp. 14-19

Introduction to Buddhist tenets in India: Traditional Buddhism (2)

The Life of the Buddha: Awakening
Read: An Introduction to Buddhism, pp. 19-31

Introduction to Buddhist tenets in India: Traditional Buddhism (3)

The Four Noble Truths
Read: An Introduction to Buddhism, pp. 50-87

Introduction to Buddhit tenets in India: Traditional Buddhism (4)

Bodhisattva in Buddhist birth stories
Read: An Introduction to Buddhism, pp. 99-108

Introduction to Buddhsit tenets in India: Mahāyāna Buddhism (1)

Bodhisattvas in Mahāyāna Buddhism
Read: An Introduction to Buddhism, pp. 151-180

Introduction to Buddhist tenets in India: Mahāyāna Buddhism (2)

Selflessness and Emptiness
Read: An Introduction to Buddhism, pp. 114-127

Theravāda Meditation, Zen Meditation, and Zen Monastic Life

Comparison of Theravāda meditation of mindfulness and Zen and the relevance of Buddhist monastic life to the environment.
Read: Nobuyoshi Yamabe, Concentration and Visualization Techniques in Buddhist MeditationNobuyoshi Yamabe, Internal Desire and the External World

The Development of Visualization

Visualization of a corpse and visualization of a Buddha
Read: Nobuyoshi Yamabe, The Paths of Śrāvakas and Bodhisattvas in Meditative Practices

Amitāyus Visualization Sūtra

Overview of the content of "Amitāyus Visualization Sūtra"Read: Hisao Inagaki, The Three Pure Land Sutras, pp. 6-11

Origin of the Visualization Sūtras

Discussion of the geographical origin of Chinese visualization sūtras, focusing on "The Sūtra on the Ocean-Like Samādhi of the Visualization of the Buddha" ("Ocean Sūtra")Read: Fujita Kotatsu, The Textual Origins of the Kuan Wu-liang-shou ching.

Buddha Image Cave

Comparison of the story of the Buddha Image Cave in the "Ocean Sūtra" with records of Chinese pilgrims
Read: Alexander Soper, Aspects of Light Symbolism in Gandhāran Sculpture, part. 1

Paintings and Visualization

Comparison of the "Ocean Sūtra" with a Sanskrit meditation manual found in Central AsiaReconstruction of the practice of visualization through mural paintings in Buddhist caves.
Read: Nobuyoshi Yamabe, An Examination of the Mural Paintings of Toyok Cave 20 in Conjunction with the Origin of the Amitayus Visualization Sutra

Buddhist Paintings in Dunhuang

Artists' practice of depicting Buddhist visualization in art.
Read: Nobuyoshi Yamabe, The Significance of the "Yogalehrbuch" for the Investigation into the Origin of Chinese Meditation TextsNobuyoshi Yamabe, Transformation Tableaux "Based on" the Amitayus Visualization Sutra: Their Deviations from the Text

Confirmation of Comprehension

Confirmation of comprehension
Review the materials discussed in this course.

Language: English

Textbooks: Peter Harvey, An Introduction to Buddhism, Cambridge: Cambridge University Press, 1990.

References: Paul Williams, Mahāyāna Buddhism, London: Routledge
Nobuyoshi Yamabe, The Sūtra on the Ocean-Like Samādhi of the Visualization of the Buddha: The Interfusion of the Chinese and Indian Cultures in Central Asia as Reflected in a Fifth Century Apocryphal Sūtra. Ph.D. dissertation, Yale University, 1999.
Some more readings will be suggested in class.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams:	80	Written examination on the topics covered in this course.
Papers:	0	Not applicable.
Class contribution:	20	Active participation in class discussions. (If a class has to be canceled, I might ask you to write a short paper to make up for the canceled class. In that case, the paper will be regarded as part of the class participation.)
Others:	0	Not applicable.

Note/URL: Unless the student attends at least 1/2 of the lectures, no credit will be given.
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履修登録やご自身の成果確認の際、ご参考ください。
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210PR41400|01|210PR41400[/SYLLABUS_ID]

Course Title	History of Metaphysics and of its Critique 01		
Instructor	NAGASAKA, Masumi		
Term	spring semester	**Credits**	4
Day/Period	01:Tues.3@02:Tues.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes	Open Course		

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: [Course Delivery Method] Face to Face

This lecture introduces students to the history of Western philosophy from the early modern period to the present in an attempt to overcome ontotheology. Students will learn the history of metaphysics, as well as the history of the critique of metaphysics.

Objectives: By exploring the history of metaphysics and of its critique, students are expected to develop critical thinking skills and their own methods of thought. At the end of the semester, they are required to write a paper based on the lecture content.

before/after course of study: Students are expected to prepare for the course and review the learned content by reading extracts of the texts distributed by the instructor. It will take 30 minutes or more, depending on the comprehension level of the students. After each class, students are required to write a short comment concerning the lecture (including questions and requests).

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Session 1: Introduction

Introduction to the problems of metaphysics (2 classes)

Session 2: Ontological argument of Descartes on the existence of God

Outline of Descartes' ontological argument based on: Descartes, Discourse on the Method (Discours de la méthode) (1637), Meditations on First Philosophy (Meditationes de prima philosophia) (1641) (2 classes)

Session 3: Leibniz's cosmological proof of the existence of God

Outline of Leibniz's cosmological proof based on: Leibniz, Discourse on Metaphysics (Discours de métaphysique) (1686), The Monadology (La Monadologie) (1714), Principles of Nature and Grace Based on Reason (Principes de la nature et de la grâce fondés en raison) (1714) (2 classes)

Session 4: Leibniz's physico-theological proof of the existence of God

Outline of Leibniz's physico-theological proof based on: Leibniz, Discourse on Metaphysics, The Monadology, Principles of Nature and Grace Based on Reason (2 classes)

Session 5: Kant's refutation of ontological proof of the existence of God

Outline of Kant's refutation of ontological proof based on: Kant, Critique of Pure Reason (Kritik der reinen Vernunft) (1781/1787) (2 classes)

Session 6: Kant's refutation of cosmological proof of the existence of God

Outline of Kant's refutation of cosmological proof based on: Critique of Pure Reason (2 classes)

Session 7: Kant's refutation of physico-theological proof of the existence of God

Outline of Kant's refutation of physico-theological proof based on: Kant, Critique of Pure Reason (2 classes)

Session 8: Husserl's criticism of naturalism and objectivism I

Outline of Husserl's criticism based on: Husserl, The Crisis of European Sciences and Transcendental Phenomenology (Die Krisis der europäischen Wissenschaften und die transzendentale Phänomenologie) (1936) (2 classes)

Session 9: Husserl's criticism of naturalism and objectivism II

Further outline of Husserl's criticism based on: Husserl, The Crisis of European Sciences and Transcendental Phenomenology (2 classes)

Session 10: Heidegger's attempt to overcome ontotheology I

Outline of Heidegger's criticism of onto-theology based on: Heidegger, Being and Time (Sein und Zeit) (1927), Kant and the Problem of Metaphysics (Kant und das Problem der Metaphysik) (1929) (2 classes)

Session 11: Heidegger's attempt to overcome onto-theology II

Further outline of Heidegger's criticism of onto-theology based on: Heidegger, Being and Time, Kant and the Problem of Metaphysics (2 classes)

Session 12: Levinas's reconciliation of the Cartesian argument concerning the existence of God and its Ka

Outline of Levinas's reconciliation based on: Levinas, God, Death, and Time (Dieu, la mort et le temps) (1993) (2 classes)

Session 13: Derrida's deconstruction as a critical heritage of overcoming ontotheology

Outline of Derrida's heritage based on: Derrida, Margins of philosophy (Marges de la philosophie) (1972) (2 classes)

Session 14: Richir's criticism of Husserl's and Heidegger's phenomenology based on the Kantian argument

Outline of Richir's criticism based on: Richir, Phantasia, imagination, affectivity (Phantasia, imagination, affectivité) (2004) (2 classes)

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履修登録やご自身の成果確認の際、ご参考ください。
The School of International Liberal Studies defines its Learning Outcomes in the link below.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210PR41700|01|210PR41700[/SYLLABUS_ID]

Course Title	Political Movements in the Islamic World 01		
Instructor	SAKURAI, Keiko		
Term	spring semester	**Credits**	4
Day/Period	01:Thur.3@02:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Islamic Movements in the Middle East and South Asia

Course Outline: This course aims to assist students in comprehending the dynamics of contemporary Islamic movements in the Middle East and South Asia, with a focus on their diverse manifestations. The expansion of Islam across different geographical regions has led to a variety of interpretations among Muslims. However, Muslims in today's globalized world face common challenges, such as navigating modernity and dealing with the overwhelming political, economic, and cultural dominance of the West. As a response to these unprecedented challenges, various types of Islamic resurgence movements have emerged.
Notably, a significant event occurred in Iran, where the Western-oriented dictatorial monarchy was overthrown through the 1979 revolution, leading to the establishment of the "guardianship of the jurist." The success of the Islamic revolution in Iran not only inspired Shiite populations in Arab countries but also had an impact on South Asia. Additionally, both political and non-political Islamic revivalist activities have garnered considerable support within Sunni Islamic societies. The Muslim Brotherhood in Egypt, for instance, has gained widespread backing from intellectuals and the general populace.
Of particular concern in South Asia are the escalating sectarian conflicts, which have facilitated the establishment of various militant groups in the region. This course provides students with an opportunity to comprehend the complexities surrounding contemporary Islamic societies by exploring a wide range of resurgent movements.

Objectives: 1.Deepen understanding of the distinctive features and dynamics of contemporary Islamic movements.
2.Develop the ability to analyze issues from diverse perspectives.
3.Foster a comprehensive understanding of the intricate and multifaceted nature of the challenges in the Middle East and South Asia.

before/after course of study: Please note that materials for each class will be uploaded to Moodle. Students are strongly encouraged to review these materials in preparation for class discussions. Additionally, a brief in-class review quiz on the content covered in the previous week will be administered on Moodle once a week. Students are required to complete the quiz during class. Performance on these review quizzes will contribute to your overall grade.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

第1回 Introduction

The early history of Islam: the succession to prophet Muhammad
Mojan Momen, Shi'i Islam, Chapter 1

第2回 Origin of the Shi' ite Movement

Twelve Shi'ite and the occultation of the twelfth Imam
Mojan Momen, Shi'i Islam, Chapter 2

第3回 Development of Shi'ite Religious Hierarchy

Centers of Shi'ite scholarship: Najaf in Iraq and Qom in Iran

第4回 Shi'ite 'Ulama and Politics

Khomeini and Iran's Islamic Revolution

第5回 Emergence of a theocratic state

Velayat-e faqih, "guardianship of the Islamic jurist"
John L. Esposito & Emad El-Din Shahin eds., The Oxford Handbook of Islam and Politics, Chapters 12 and 26.

第6回 Iran-Iraq War and International Relations

Religious mobilization for national defense

第7回 Iran's Foreign Policy

Export of revolution

John L. Esposito, ed. The Iranian Revolution: Its Global Impact, Chapter 2

第8回 Shi'ite in Iraq

Baqir al-Sadr and the Islamic Dawa Party
Roxanne L. Euben and Muhammad Qasim Zaman eds., Princeton Readings in Islamist Thought, Chapter 7.

第9回 Shi'ite in Lebanon

Formation of Amar and Hizbullah in Lebanon
John L. Esposito & Emad El-Din Shahin eds., The Oxford Handbook of Islam and Politics, Chapter 31

第10回 Shi'ite in the Gulf Region

Shi'ite minority in Saudi Arabia and Shi'ite Majority in Bahrain
Mojan Momen, Shi'i Islam, Chapter 9

第11回 Shi'ite in South Asia

Shi'ite minorities in Pakistan and India
Mojan Momen, Shi'i Islam, Chapter 9

第12回 Shi'ite network

Unity and rivalry within Shi'ite

第13回 Conclusion (1)

Summary of Shi' ite political movements

第14回 Sunni Islam

Overview of the development of Sunni Islam and four schools of law

第15回Islamic Movements in Egypt 1

Hassan al-Banna and Formation of the Muslim Brotherhood
Khaled Hroub, Political Islam, Chapter 4
John L. Esposito & Emad El-Din Shahin eds., The Oxford Handbook of Islam and Politics, Chapter 8

第16回 Islamic Movements in Egypt 2

Development of the Muslim Brotherhood
John L. Esposito & Emad El-Din Shahin eds., The Oxford Handbook of Islam and Politics, Chapter 31

第17回 Islamic Movements in Egypt 3

Radicalization of the Islamic Movements
John L. Esposito & Emad El-Din Shahin eds., The Oxford Handbook of Islam and Politics, Chapter 10.

第18回 Islam in Saudi Arabia 1

Wahhabism and the formation of Saudi Arabia

John L. Esposito & Emad El-Din Shahin eds., The Oxford Handbook of Islam and Politics, Chapter 27

第19回 Islam in Saudi Arabia 2

The Oil boom and rise of the Islamic revivalist movements
Stephane Lacroix, Awakening Islam, Chapter 2

第20回 Soviet Invasion of Afghanistan

Arab Mujahideen

Roxanne L. Euben and Muhammad Qasim Zaman eds., Princeton Readings in Islamist Thought Chapters 3,

第21回 Islamic movements in South Asia

Sectarian and sub-sectarian movements
Rise of Taliban

Roxanne L. Euben and Muhammad Qasim Zaman eds., Princeton Readings in Islamist Thought Chapters 17,

第22回 Formation of radical groups

Al-Qaeda and Arab Mujahideen

Roxanne L. Euben and Muhammad Qasim Zaman eds., Princeton Readings in Islamist Thought Chapters 18

第23回 From the Gulf War to the 9.11

The US-led war on terror

第24回The Iraq War and the Fall of Saddam's Regime

Rise of Islamic radicals in Iraq and Syria

John L. Esposito & Emad El-Din Shahin eds., The Oxford Handbook of Islam and Politics, Chapter 40.

第25回 Global War on Terror

Civil wars in Arab countries and the rise of ISIS
John L. Esposito & Emad El-Din Shahin eds., The Oxford Handbook of Islam and Politics, Chapter 41.

第26回 The Rivalry between Saudi Arabia and Iran

Conflicts within the Middle East

第27回 Shiite-Sunni rivalries.

Summary of Islamic Political Movements

Mohammed Ayoob, The Many Faces of Political Islam: Religion and Politics in the Muslim World, Chapter 1

第28回 Shi'ite vs. Sunni political movements: Similarities and Differences

Conclusion and final examination

Language: English

Textbooks: All reading materials will be uploaded to Moodle.

References: Due to the wide variety of topics covered in class, no textbook covers everything, but the following books may be useful as references.
Moojan Momen, Shi'i Islam: A Beginner's Guide (Oneworld Pubns Ltd, 2015)
Roxanne L. Euben and Muhammad Qasim Zaman eds., Princeton Readings in Islamist Thought: Texts and Contexts from al-Banna to Bin Laden (Princeton University Press, 2009)
John L. Esposito & Emad El-Din Shahin eds., The Oxford Handbook of Islam and Politics (Oxford University Press, 2013)
Khaled Hroub, ed. Political Islam: Context versus Ideology, (Saqi, 2010)
Stephane Lacroix, Awakening Islam, The Politics of Religious Dissent in Contemporary Saudi Arabia (Harvard University Press, 2011)
Mohammed Ayoob, The Many Faces of Political Islam: Religion and Politics in the Muslim World (University of Michigan Press, 2007)

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	50	Midterm and Final examinations.
Class contribution:	50	Active participation in classroom discussions and in-class review quizzes

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210PR41800|51|210PR41800[/SYLLABUS_ID]

Course Title	Philosophy and Religion 51		
Instructor	HIGAKI, Julie		
Term	fall semester	**Credits**	4
Day/Period	01:Wed.2@02:othersOn demand	**Class Modality Categories**	line] Hybrid (under 50% of classes on-camp
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: The Vision of Man in the Pensées of Pascal

Course Outline: 【Course Delivery Method】 Hybrid VOD (Video On-Demand)

[8 weeks by Full VOD, 2 weeks Hybrid (in person +VOD), 4 weeks Hybrid (in real-time streaming +VOD)]

Course Overview: Blaise Pascal's Pensées

The Pensées of Blaise Pascal (1623-1662), celebrated as both a scientific genius and a profound religious thinker, is widely regarded as a classic work of the French seventeenth Century. This period marked the dawn of Modernity, a time when people began to question the Dignity of humanity at the crossroads of Science and Religion, Order and Revolution, Greatness and Misery.

In this Course, students will develop a nuanced understanding of this philosophical text while deepening their knowledge of French Thought and Religion through the reading and analysis of Pascal's Pensées. The Course will also cover its Reception History, explore various themes related to Life, Humanity, and Religion, and encourage students to express their own existential reflections. Classes will be conducted in person during the first week (orientation) and the last week (in-class essay writing) (each time one period of 100 minutes). For the 3rd and 4th weeks (group discussions) and the 13th-14th weeks (presentations), classes will be held via real-time streaming. For the remaining weeks of the semester, students will engage with the texts and write comments and essays based on assigned video.

**This Course is designed to be on-demand, except for a few scheduled classes.

Objectives: The students will have academic skills and knowledge to read philosophical works as well as to discuss and write essays on Life, Man, and Religion, in order to develop and express their own existential thoughts.

before/after course of study: Every week, students must prepare for the lecture, reading the assigned texts, revise the linguistic, cultural, and philosophical elements learned during class, and write a comment on the proposed topic, after careful thought. Preparation is expected to take 90-120 minutes; The review is expected to take 90-120 minutes.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule

W1. (10/7) Orientation
Presentations of Pascal, and Fundamental Questions on Man. Vol. 1 Introduction: Self-introductions, the Meaning of reading a Classic (in Person).
Vol. 2 What is the Pensées of Pascal? History and Characteristics of the posthumous Publications called Pensées (VOD) W2. (10/14) The Life of Blaise Pascal Vol. 3 The three Periods of his Life and their social, cultural, and religious Backgrounds. (VOD)
Vol. 4 Blaise Pascal, his Life and Works (VOD) W3. (10/21) Let us begin a dialogue with Pascal Vol. 5 Lecture preparing the Discussions (VOD)
What is "Ego"? and "Knowing yourself"? What is love?
Vol. 6 Group Discussions (only the 2nd Period, Real-time Streaming)
Group Discussions (possible in English, French, and Japanese). W4. (10/28) Distraction or Confinement?
"all the unhappiness of men arises from one single fact, that they cannot stay quietly in their own chamber." Vol. 7 Lectures on Pascal's "Divertissement". (VOD)
Vol. 8 Group Discussions: Where is the Happiness, outside or inside? (Discussions by Real-time streaming) W5. (11/4) Man in front of the Universe
"The eternal silence of these infinite spaces terrifies me" Vol. 9 Lecture on "the eternal Silence" of the "infinite Spaces." (VOD)
Vol. 10 Science and Religion in the Modernity,
from the seventeenth Century to our time's ecological problems (VOD) W6. (11/11) What is Man's Dignity?
"Man is only a reed, the weakest in nature, but he is a thinking reed." Vol. 11 Lecture on the "Thinking Reed." (VOD)
Vol. 12 Reflections on Human Dignity, Orders, Unity and Diversity (VOD)
Human Dignity in the seventeenth Century and in our time. W7. (11/18) The Knowledge of the Heart
"The heart has its reasons which reason knows nothing of..." Vol. 13 The "Reason" and the "Heart":

two different knowledges. (VOD)
Vol. 14 What is the Heart? Unity and Division of the Being (VOD) W8. (11/25) The Three Orders
"The infinite distance between Body and Mind symbolizes the infinitely more infinite distance between Mind and Charity, for Charity is supernatural. " Vol. 15 Body, Spirit, and Charity. What is the Finality of Man?
What are your most important Life Values? (VOD)
Vol. 16 The interpretation of Charles Péguy,
The Sea and the Islands, a Vision of Man. (VOD) W9. (12/2) To doubt and to believe
"One must know when it is right to doubt, to affirm, to submit." Vol. 17 The Role of the Reason. (VOD)
Vol. 18. The Relation between the Reason and the Faith. (VOD) W10. (12/9) The Three Ways of Believing: Binary and Ternary.
" three Sources of Belief: Reason, Custom, Inspiration." Vol.19 The Relationship between Body and Spirit in human Actions. (VOD)
"Man is neither Angel nor Beast and unhappily whoever wants to act the Angel, acts the Beast."
Body and Spirit are constitutive Elements of Man, but what is Spirit?
Vol. 20 The Ego and Supernatural Love for Pascal (VOD) W 11. (12/16) Vision of Man and Theology in the Pensées
"The sole Object of Scripture is Charity." Vol. 21 Man, Liberty, and Grace (VOD)
Vol. 22 Toward the Integrality of Man: an eschatological Vision (VOD) W 11-12 (for the Winter Break): The Misery and Greatness of Man
"The Greatness of Man is great in that he knows himself to be miserable." Vol. 23 Contradictions and Oppositions; Misery and Greatness; Strength in Weakness (VOD)
Vol. 24 Possibilities of Human Dialogues (VOD) W 12. (1/6) Dialogues with Pascal: Presentations and lecture
Vol. 25 Dialogues with Pascal through the Centuries (VOD) Vol. 26 Presentations by Students (Real-time Streaming in the 2nd Period) W13. (1/13) Dialogues with Pascal: Presentations
Vol. 27 Presentations by students (Real-time Streaming in the 2nd Period) W14: (1/20) Conclusion and Essay
Vol. 28 Essay (on 2 chosen themes, written in class). (In Person, the 2nd Period)

There may be changes during the semester, depending on the numbers and the needs of the registered students.

Language: English

Textbooks: A selection of Pascal's fragments in 3 languages will be distributed at the beginning of the Course.
Blaise Pascal, Pensées, (Lafuma Edition in French is available online, as well as the English Translation by Trotter.)

References:
Blaise Pascal, Pensées, Edition de Philippe Sellier, le livre de poche, 2000. (French)
パスカル 『パンセ』1,2 前田陽一、由木康訳,中公クラシックス,2001 (Japanese)
パスカル 『パンセ』上、中、下、 塩川徹也訳、岩波文庫、2015,2016 (Japanese)
Jean Mesnard, Blaise Pascal: Vie et Oeuvre de Blaise Pascal, Format Kindle (French)
Jean Mesnard, Pascal - Les Ecrivains Devant Dieu, DDB, 1965. (French)
Jean Mesnard, PASCAL: His Life and Works, translated by Ronald Knox, Philosophical Library, 1952 (English)
Jean Mesnard, Pascal, University of Alabana Press, 1969 (English)
ジャン メナール 『パスカル』 安田源治訳、みすず書房,1992. (Japanese)
ジャン メナール 『パスカル 福居純訳、作家と人間叢書 [1] ヨルダン社 1974 (Japanese)
パスカル『全集(メナール版)』白水社 第1巻 生涯の軌跡 I(1623-1655),1993. (Japanese)
前田陽一 『パスカル: 考える葦の意味するもの (中公新書 156) 新書 - 1968. (Japanese)
塩川徹也『パスカル『パンセ』を読む 』(岩波人文書セレクション) - 2014. (Japanese)

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	50	One Mid-term Report to submit on MOODLE and one Essay on 2 chosen themes, written in classroom.
Class contribution:	50	Comments (after every class and video) and one online Presentation

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210PR41900|51|210PR41900[/SYLLABUS_ID]

Course Title	Philosophy and Ethics 51		
Instructor	DALISSIER, Michel Pierre Edouard		
Term	fall semester	**Credits**	4
Day/Period	01:Wed.1@02:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Course Outline: This course implements an integral reading of core classical philosophical texts in Ethics. The lecture covers one author and theme by the two classes. This semester, we will read two studies compiled in Emmanuel Levinas, Of God Who Comes to Mind. The class will focus on "Dialogue: Self-Consciousness and Proximity of the Neighbor", and continue by reading"Notes On Meaning".

Objectives: The objectives of this course is to strengthen student's knowledge in sophisticated ethical theories. During the class, we will field questions such as: What is the difference between ethics and morality? In what sense ethical might be radical? What is the difference between ethics and philosophy?

before/after course of study: Please read painstakingly in advance the chapters of the essays selected in Of God Who Comes To Mind, as indicated in the course schedule, including the endnotes.
Students are asked to search for the meaning of unfamiliar English terms (for example, "interestedness" p. 138). They also have to train themselves in identifying concepts that they potentially cannot define by themselves (for example, "immanence", p. 137), and to search for their meaning in authoritative dictionaries and encyclopedia of philosophy (see the "References" section below).
Advices
1. Please train yourselves for the final exam in taking handwritten notes.
2. Don't stay alone with Levinas! Work in group of 2 to 4! Play the game, behave such as a philosopher! 3. Resume each session, formulate questions to ask during the class and anticipate the possible questions that will be asked to you during the final exam.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Orientation and Guidance
Presentation of the Course and Introduction to Levinas and Of God Who comes To Mind
Introduction to the First Essay
Presentation of "Dialogue: Self-Consciousness and Proximity of the Neighbor"
Reading of the Forword
Line-by-line Reading and Commentary
Spirit as Knowledge and Immanence (1)
Line-by-line Reading and Commentary
Spirit as Knowledge and Immanence (2)
Line-by-line Reading and Commentary
The Dialogue of Immanence (1)
Line-by-line Reading and Commentary
The Dialogue of Immanence (2)
Line-by-line Reading and Commentary
Intermediate Summary
Intermediate Summary
Dialogue and Transcedence (1)
Line-by-line Reading and Commentary
Dialogue and Transcedence (2)
Line-by-line Reading and Commentary
From Dialogue To Ethics (1)
Line-by-line Reading and Commentary

From Dialogue To Ethics (2)
Line-by-line Reading and Commentary
Summary
Summary and Preparation of the Intermediate Test
Intermediate Test
Intermediate Test
Introduction to the Second Essay
Presentation of “Notes On Meaning”
The Dominant Theme
Line-by-line Reading and Commentary
The Thought of Adequation
Line-by-line Reading and Commentary
Intermediate Summary
Discussion
Beyond Intentionality
Line-by-line Reading and Commentary
The Question
Line-by-line Reading and Commentary
Intermediate Summary
Discussion
À-Dieu
Line-by-line Reading and Commentary
The Meaning of the Human
Line-by-line Reading and Commentary
Intermediate Summary
Discussion
The Right to Be
Line-by-line Reading and Commentary
Subjection and Primogeniture
Line-by-line Reading and Commentary
Summary
Summary and Preparation of the Final Exam
Final Exam
Final Exam

Language: English

Textbooks: Emmanuel Levinas, Of God Who Comes to Mind, translated by Bettina Bergo (Stanford University Press : 1998).
First Study:“Dialogue: Self-Consciousness and Proximity of the Neighbor”, pp. 137-151.
Second Study :“Notes on Meaning”, pp. 152-171.

References: Lexicons
The Oxford Dictionary of Philosophy.
The Cambridge Dictionary of Philosophy.
The Standford Encyclopedia of Philosophy (https://plato.stanford.edu).
Further readings in the book :
“Ideology and Idealism”, Levinas, Of God Who Comes to Mind,loc. cit., pp. 3-14.
“From the Carefree Deficiency to the New Meaning”, Of God Who Comes to Mind,loc. cit., pp. 43-53.
“God and Philosophy” + “Questions and Answers”, Of God Who Comes to Mind,loc. cit., pp. 55-98.
“Transcendence and Evil”, Of God Who Comes to Mind,loc. cit., pp. 122-135.
Further readings by Levinas :
Emmanuel Levinas, Totality and Infinite: An Essay on Exteriority (The Hague: Nijhoff, 1979).
Commentaries :
Jeffrey Bloechl, Levinas on the primacy of the ethical : philosophy as prophecy (Northwestern University Press, 2022).
Diane Perpich, The ethics of Emmanuel Levinas (Standford University Press, 2008).
Elisabeth, L. Thomas, Emmanuel Levinas: Ethics, Justice, and the Human Beyond Being (Routledge, 2012).

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams: 50 Final exam(understanding of the class, ethical and critical skills).

Class contribution:	50	Active class participation.

Note/URL: The form and content of the class might be influenced by the current research orientations of the instructor, by the number of students, by their languages skills, their special interests and level of understanding about philosophy and ethics, as well as other relevant factors. Accordingly, the form of the class as well as the content of the present syllabus might be subject to changes.
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210PR42000|51|210PR42000[/SYLLABUS_ID]

Course Title	APM- Ethics and Public Office 51		
Instructor	GILLOT-ASSAYAG, Laure		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.3	**Class Modality Categories**	[On-campus]
Course Category	Advanced Subjects	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: A Comparison of French and American Political Ethics

Course Outline: This class explores the ethics of public office as a central political issue sitting at the intersection of political theory, the history of political thought, democratic practice, and institutional design. The course provides an overview of contemporary debates in political ethics through a comparative analysis of French and American political traditions in order to trace the historical roots of their distinct political-ethical cultures and highlight contrasting conceptions of public responsibility, political representation and democratic legitimacy.

Objectives: By the end of the course, students will:
- Understand major past and present theories of political ethics, as well as ongoing debates within democratic theory scholarship,
- Draw comparisons between American and French political thought on questions of political ethics,
- Be familiar with key legal and philosophical debates on integrity, accountability, and corruption in democratic institutions,
- Connect the history of political and intellectual thought in France and the United States, with current debates in political ethics and institutional reform,
- Critically analyze normative arguments concerning democracy and its contemporary challenges,
- Develop strong research, analytical and argumentative skills in both oral and written forms.

before/after course of study: Students are required to read the two texts posted on Waseda Moodle before each session (about 1-2 hours of preparation), and actively participate in discussions, regardless of whether they are presenting that day.
Students should revise the previous class content for 30 minutes before each class.
The final paper and quiz are each expected to take each approximately 1-2 hours of preparation.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Introduction: Public Office and Policy-making

Aristotle, Politics (excerpts) & David Bromell, "The Public Sevant as analyst, adviser, and advocate"
Introduction of the course and class discussion

What is the Ethics of Office?

Dennis Thompson, "Moral responsibility of public officials" & Political ethics and public office (excerpts)
Oral presentation and class discussion

Ethics, Morality and Politics

Paul Ricoeur, "the moral, the ethical and the political" & Charles Larmore (What is political philosophy, excerpts)
Oral presentation and class discussion

Political Parties : Understanding Party Representation

Simone Weil,On the Abolition of all political parties & Nancy Rosenblum (On the side of Angels, excerpts)
Oral presentation and class discussion

Corruption

Raymond Aron, Democracy and Totalitarianism (excerpts) & Mark Warren, "What Does Corruption Mean in a Democracy?"
Oral presentation and class discussion

Integrity

Pierre Rosanvallon, Good Government, Democracy beyond Elections (excerpts) & Ronald Dworkin, Law's Empire (excerpts)
Oral presentation and class discussion

General Interest and the Majority

Jean-Jacques Rousseau, The Social Contract (excerpts) & Tocqueville, Democracy in America (excerpts)
Oral presentation and class discussion

Extremism and Civility

Cass Sunstein, Going to Extremes, How Like minds unite and divide (excerpts) &
Etienne Balibar, From extreme violence to the Problem of Civility (excerpts)
Oral presentation and class discussion

Accountability and Publicity

Amy Gutmann, Dennis Thompson, Democracy and Disagreement (excerpts) & Richard Mulgan
"Accountability': An Ever-Expanding Concept?"
Oral presentation and class discussion

Democracy and Legitimacy

Pierre Rosanvallon, Democratic Legitimacy: Impartiality, Reflexivity, Proximity (excerpts) & Allen
Buchanan "Political Legitimacy and Democracy" (excerpts)
Oral presentation and class discussion

French Republicanism

Montesquieu, The Spirit of Laws (excerpts) & Pierre Rosanvallon, The Invention of the Modern Republic
(excerpts)
Oral presentation and class discussion

American Republicanism

Gordon Wood, The Creation of the American Republic 1776-1787 (excerpts) & James Madison Federalist
Papers (excerpts)
Oral presentation and class discussion

Ethics within Political Cultures

Gabriel A. Almond, Sidney Verba, The Civic Culture (excerpts) & Susana Coroado, Luis de Sousa
"Regulating Ethics in Parliaments: Measuring Regime Robustness"
Oral presentation and class discussion
In-class quiz

Towards a Democratic Education ?

Amy Gutmann, Democratic Education (excerpts) & Emile Durkheim, Moral Education (excerpts)
Final paper due and class discussion

Language: English

Textbooks: Materials will be posted on Waseda Moodle.

References: While the course will focus on selected excerpts from key texts, students who wish to explore the topics in greater depth may consult The Good Government by Pierre Rosanvallon (Harvard University Press, 2018; available through interlibrary loan) and Political Ethics and Public Office (Harvard University Press, 1987) by Dennis Thompson (the book can be borrowed from the library) for additional context and deeper engagement with the course themes.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Exams:	20	In-class quiz covering the course material and assigned readings.
Papers:	50	Each student will write a 3-page paper (interline 1; Times New Roman 12) on an issue selected from a list of proposed subjects and relate it closely to the course material. The paper is due for the final session.
Class contribution:	10	Active contribution in class discussions.
Others:	20	Oral presentation. One group presentation on the two assigned texts for a given session. A handout summarizing the presentation must be shared with the class at least two days before the presentation date. Presenters will deliver a 20-minute presentation of the texts and be prepared to lead a following 15-minute class discussion.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210PR50100|01|210PR50100[/SYLLABUS_ID]

Course Title	Seminar on Philosophy and Religion 01		
Instructor	NAGASAKA, Masumi		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Philosophical Investigation on the Basis of Transcendental Philosophy

Course Outline: [Course Delivery Method] Face to Face

In this seminar, students are invited to develop their philosophical investigation on a subject of their choice. In the first class, each student should propose one philosophical subject to focus on (see examples of the subjects below). Throughout the semester, students are required to work on the subject they have chosen.

Possible research subjects:
1. What is history? How can we distinguish history from imaginary story?
2. What is metaphor? How can we distinguish concept from metaphor?
3. How do we distinguish human and non-human?
4. How should we act when justice and ethics contradict each other?

This list of examples is not exhaustive, and students are free to choose any subject they prefer after consultation with the instructor.

Examples of student research subjects supervised by the instructor to date:

1. What occurs in the auto-affection in the judgement of the sublime?
2. Study in order to localise the vision of the sprit in Immanuel Kant's Dreams of a Spirit-Seer.

Objectives: By learning the methods of phenomenology and transcendental philosophy, students are expected to understand how to conceptualise their own thoughts and develop their phenomenological reflection on the chosen subjects. At the end of the semester, they are required to write one philosophical paper on their own subjects.

before/after course of study: Students are expected to prepare for the seminar by reading the text(s) recommended by the instructor according to the subjects they have chosen. It will take 60 minutes or more, depending on the depth that students seek on the chosen subjects. They are also invited to develop their discussion skills by presenting critical reviews of other students' presentations. Students also have the option to post their work-in-progress research on the designated class website so that the instructor can provide advice. For details, follow the instructor's advice.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Class 1: Introduction

Explication of the seminar and determination of the subject which each student will work on

Class 2: Analytical reading I

Analytical reading of the text recommended by the instructor based on the chosen subject

Class 3: Analytical reading II

Further analytical reading of the text recommended by the instructor based on the chosen subject

Class 4: Presentation I

Presentation of students' analyses of the texts

Class 5: Discussion I

Developing critical reviews of the analyses conducted by other students

Class 6: Writing an abstract

Composition of an abstract based on the chosen subject

Class 7: Presentation II

Student presentation of the abstracts written on the chosen subjects

Class 8: Discussion II
Developing critical reviews of the presentations made by other students
Class 9: Writing a final paper draft
Composition of a final paper draft discussing the chosen subject
Class 10: Presentation III
Student presentation of their final paper drafts
Class 11: Presentation IV
Student presentation of their final paper drafts
Class 12: Discussion III
Developing critical reviews of the presentations made by other students
Class 13: Discussion IV
Developing critical reviews of the presentations made by other students
Class 14: Discussion V
Final discussion

Language:	English
Textbooks:	Handouts will be distributed.
References:	Students can choose the texts to which they refer but are required to read philosophical texts (e.g. several chapters of the book) recommended by the instructor on the subject they choose. Although the seminar is conducted in English, students can refer to the texts written in French or German according to their language ability and preferences. For details, follow the advice of the instructor.
Grading Free-text Entry Flag:	0 : 評価方法毎フォーマット(教員による切替可)

Exams:	0	-
Papers:	50	Quality of papers
Class contribution:	50	Active participation
Others:	0	-

Note/URL: Occasionally, the instructor may provide a short lecture in order to develop the students' background knowledge necessary for comprehension.
https://researchmap.jp/masumi_nagasaka/Courses/
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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210PR50100|02|210PR50100[/SYLLABUS_ID]

Course Title	Seminar on Philosophy and Religion 02		
Instructor	SAKURAI, Keiko		
Term	spring semester	**Credits**	2
Day/Period	01:Fri.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Seminar on Islamic Area Studies

Course Outline: This seminar is specifically designed for students with a keen interest in contemporary political, social, religious, and cultural issues in the Middle East and South Asia. Its primary objective is to provide participants with a comprehensive understanding of these topics through engaging with relevant literature and various materials.
To ensure a solid foundation for active participation, students are required to have successfully completed at least one course on the Middle East or Islam at Waseda University or during their study abroad.
Throughout the seminar, we will explore a wide range of subjects, including the relationship between state and religion, Islamic movements, protest movements, radicalism, ethnoreligious minorities, social change and education, urbanization, secularization, youth and employment, youth culture, gender and Islam, international migration, brain drain, and more.
Students will learn how to conduct research on a topic of their choice and present their findings. They will be encouraged to deepen their understanding through class discussions. Ultimately, students will be required to culminate their research in a graduation thesis. Therefore, students enrolling in the seminar must demonstrate a strong commitment to completing a graduation thesis.
As this course will be conducted in person, students are required to attend every class without exception.

Objectives: The final goals of this course for third-year students are as follows:
1. Broaden knowledge of contemporary Middle Eastern and South Asian politics and society through extensive reading.
2. Enhance the ability to examine issues from various perspectives.
3. Deepen the students' understanding of the complexity of the issues.

For fourth-year students, the final goals are as follows:
1. Encourage students to develop the ability to think independently.
2. Learn how to select a research topic, identify a problem, and discuss it for their thesis.
3. Master the skills necessary for thesis writing, including conducting a literature review, creating footnotes, as well as employing proper citation and referencing

before/after course of study: Students are expected to read books and academic papers related to the research topic of their choice in advance and to be prepared to present their findings in the classroom. These preparations take approximately 90 to 120 minutes..

Course Schedule Free-Text Entry: 1：フリーフォーマット(教員による切替可)

Course Schedule Students will be divided into several groups to read the books and monographs on the topics chosen by themselves.
The content of books and monographs will be examined through students' presentations and classroom discussions.
Students will also be instructed in how to conduct research and write an academic paper.

Language: English

Grading Free-text Entry Flag: 1：フリーフォーマット(教員による切替可)

Evaluation Free- The final grade will be calculated as follows
Oral presentations and short essays 30%
Participation in classroom discussions 20%
Final paper 50%

*It is imperative that students do the readings as scheduled.

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210PR50100|04|210PR50100[/SYLLABUS_ID]

Course Title	Seminar on Philosophy and Religion 04		
Instructor	HIGAKI, Julie		
Term	spring semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Seminar on Christian Culture and Inter-religious dialogue

Course Outline: **[face-to-face]
Classes will be held in person during the first and last periods and two times online (real-time streaming) in May and June (in total, 11 in person, 2 online, and 1 replaced by an assignment. However, it may change according to the health condition of the teacher, and the format can also change depending on students' needs and sanitary situations, e.g., hyflex style. But even in this case, students are highly encouraged to participate in person**

How can people from different cultural and religious backgrounds have a dialogue for a better mutual understanding? We can no longer ignore the religious aspects of understanding present-day global conflicts and deepen dialogues for new cultural developments. Is Christianity capable of exchanging dialogues with different religions and cultures, either monotheistic or polytheistic, such as Japanese culture and religions?
In this seminar, we will mainly deal with the relationship between Christianity and cultural issues such as Literature, Arts, and Thoughts, but also some universal human problems such as Nature and Environment, Discrimination, Search for meaning, Love, and Happiness. A particular interest will be paid to the interactions and dialogues between Christianity and Japanese Religions.

As the subject of their dissertation, the students can choose either a topic concerning mutual understanding between different religious cultures or an author in confrontation with another religious background, as well as any existential human problems or holistic approach to Education.
In the first semester, we will begin by reflecting on religious cultures and environmental problems from the conceptions of nature in the East and the West before dealing with different aspects of Christian Culture and Thoughts in the second semester.

Students will be required to make presentations, participate actively in discussions, and write essays and final papers. We will use primarily Japanese in class.

The class may take more than one koma to ensure enough time for presentations and active discussions.
There may be some extracurricular activities upon the decision of the participants.

Objectives: The students will be able to express their own existential thoughts in discussions and writings and communicate them to third persons.
They will achieve their senior thesis and present it at the seminar.

before/after course of study: The students must prepare for the lecture every week, revise the reflections during class, and write a comment in the reaction paper.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: A plan will be given at the second seminar after having discussed with the participants.

Language: Japanese/English

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	40	Final term paper
Class contribution:	40	Attendance and active participation in discussions
Others:	20	Presentation

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210PR50100|51|210PR50100[/SYLLABUS_ID]

Course Title	Seminar on Philosophy and Religion 51		
Instructor	NAGASAKA, Masumi		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.2	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Philosophical Investigation on the Basis of Transcendental Philosophy

Course Outline: [Course Delivery Method] Face to Face

In this seminar, students are invited to develop their philosophical investigation on a subject of their choice. In the first class, each student should propose one philosophical subject to focus on (see examples of the subjects below). Throughout the semester, students are required to work on the subject they have chosen.

Possible research subjects:
1. What is history? How can we distinguish history from imaginary story?
2. What is metaphor? How can we distinguish concept from metaphor?
3. How do we distinguish human and non-human?
4. How should we act when justice and ethics contradict each other?

This list of examples is not exhaustive, and students are free to choose any subject they prefer after consultation with the instructor.

Objectives: By learning the methods of phenomenology and transcendental philosophy, students are expected to understand how to conceptualise their own thoughts and develop their phenomenological reflection on the chosen subjects. At the end of the semester, they are required to write one philosophical paper on their own subjects.

before/after course of study: Students are expected to prepare for the seminar by reading the text(s) recommended by the instructor according to the subjects they have chosen. It will take 60 minutes or more, depending on the depth that students seek on the chosen subjects. They are also invited to develop their discussion skills by presenting critical reviews of other students' presentations. Students also have the option to post their work-in-progress research on the designated class website so that the instructor can provide advice. For details, follow the instructor's advice.

Course Schedule Free-Text Entry: 0 : 講義回毎フォーマット(教員による切替可)

Course Schedule:

Class 1: Introduction
Explication of the seminar and determination of the subject which each student will work on

Class 2: Analytical reading I
Analytical reading of the text recommended by the instructor based on the chosen subject

Class 3: Analytical reading II
Further analytical reading of the text recommended by the instructor based on the chosen subject

Class 4: Presentation I
Presentation of students' analyses of the texts

Class 5: Discussion I
Developing critical reviews of the analyses conducted by other students

Class 6: Writing an abstract
Composition of an abstract based on the chosen subject

Class 7: Presentation II
Student presentation of their abstracts written on the chosen subjects

Class 8: Discussion II
Developing critical reviews of the presentations made by other students

Class 9: Writing a final paper draft
Composition of a final paper draft discussing the chosen subject

Class 10: Presentation III
Student presentation of their final paper drafts discussing the chosen subjects
Class 11: Presentation IV
Student presentation of their final paper drafts discussing the chosen subjects
Class 12: Discussion III
Developing critical reviews of the presentations made by other students
Class 13: Discussion IV
Developing further critical reviews of the presentations made by other students
Class 14 Discussion V
Final discussion

Language: English

Textbooks: Handouts in PDF format will be distributed.

References: Students can choose the texts to which they refer but are required to read philosophical texts (e.g. several chapters of the book) recommended by the instructor on the subject they choose. Although the seminar is conducted in English, students can refer to the texts written in French or German according to their language ability and preferences. For details, follow the advice of the instructor.

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット（教員による切替可）

Exams:	0	–
Papers:	50	Quality of papers
Class contribution:	50	Active participation
Others:	0	–

Note/URL: Occasionally, the instructor may provide a short lecture in order to develop the students' background knowledge necessary for comprehension.
https://researchmap.jp/masumi_nagasaka/Courses/

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210PR50100|52|210PR50100[/SYLLABUS_ID]

Course Title	Seminar on Philosophy and Religion 52		
Instructor	SAKURAI, Keiko		
Term	fall semester	**Credits**	2
Day/Period	01:Fri.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Seminar on Islamic Area Studies

Course Outline: This seminar is specifically designed for students with a keen interest in contemporary political, social, religious, and cultural issues in the Middle East and South Asia. Its primary objective is to provide participants with a comprehensive understanding of these topics through engaging with relevant literature and various materials.
To ensure a solid foundation for active participation, students are required to have successfully completed at least one course on the Middle East or Islam at Waseda University or during their study abroad.
Throughout the seminar, we will explore a wide range of subjects, including the relationship between state and religion, Islamic movements, protest movements, radicalism, ethnoreligious minorities, social change and education, urbanization, secularization, youth and employment, youth culture, gender and Islam, international migration, brain drain, and more.
Students will learn how to conduct research on a topic of their choice and present their findings. They will be encouraged to deepen their understanding through class discussions. Ultimately, students will be required to culminate their research in a graduation thesis. Therefore, students enrolling in the seminar must demonstrate a strong commitment to completing a graduation thesis.
As this course will be conducted in person, students are required to attend every class without exception.

Objectives: The final goals of this course for third-year students are as follows:
1. Broaden knowledge of contemporary Middle Eastern and South Asian politics and society through extensive reading.
2. Enhance the ability to examine issues from various perspectives.
3. Deepen the students' understanding of the complexity of the issues.

For fourth-year students, the final goals are as follows:
1. Encourage students to develop the ability to think independently.
2. Learn how to select a research topic, identify a problem, and discuss it for their thesis.
3. Master the skills necessary for thesis writing, including conducting a literature review, creating footnotes, as well as employing proper citation and referencing

before/after course of study: Students are expected to conduct extensive literature reviews to independently explore their chosen research topics in preparation for their graduation thesis.

As part of this process, students must submit a reading record in the form of a book review. Additionally, they are required to submit a detailed thesis proposal before beginning to write the graduation thesis.

Students are also expected to prepare thoroughly for both group and individual presentations as part of their thesis development process.

Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: Students will be divided into multiple groups to read books and monographs on their chosen topics. The content of these resources will be examined through students' presentations, classroom discussions, and the writing of reviews. Additionally, students will receive instructions on conducting research and writing academic papers.

Language: English

Grading Free-text Entry Flag: 1 : フリーフォーマット(教員による切替可)

Evaluation Free-: The final grade will be determined based on the following weightage:
- Oral presentations and short essays: 30%
- Participation in group research and classroom discussions: 20%
- Final paper: 50%

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AY2026 SILS Course Information

[SYLLABUS_ID]2026|21|210PR50100|54|210PR50100[/SYLLABUS_ID]

Course Title	Seminar on Philosophy and Religion 54		
Instructor	HIGAKI, Julie		
Term	fall semester	**Credits**	2
Day/Period	01:Wed.4	**Class Modality Categories**	[On-campus]
Course Category	Advanced Seminar	**Eligible Year**	3rd year and above
Notes			

※The course content described in the course outline and Web Syllabus may be adjusted after the course begins, depending on the number of enrolled students and their level of understanding.

Subtitle: Seminar on Christian Culture and Inter-religious dialogue

Course Outline: **[face-to-face]
Classes will be held in person during the first and last periods and two times online (real-time streaming) in November and December (in total, 11 in person, 2 online, and 1 replaced by an assignment. However, it may change according to the health condition of the teacher, and the format can also change depending on students' needs and sanitary situations, e.g., hyflex style. But even in this case, students are highly encouraged to participate in person**

How can people from different cultural and religious backgrounds have a dialogue for a better mutual understanding? We can no longer ignore the religious aspects to understand present-day global conflicts and deepen dialogues for new cultural developments. Is Christianity capable of exchanging dialogues with different religions and cultures, either monotheistic or polytheistic, such as Japanese culture and religions?
In this seminar, we will mainly deal with the relationship between Christianity and cultural issues such as Literature, Arts, and Thoughts, but also some universal human problems such as Nature and Environment, Discrimination, Search for meaning, Love, and Happiness. A particular interest will be paid to the interactions and dialogues between Christianity and Japanese Religions.

As the subject of their dissertation, the students can choose either a topic concerning mutual understanding between different religious cultures or an author in confrontation with another religious background, as well as any existential human problems or holistic approach to Education.

In the first semester, we will begin by reflecting on religious cultures and environmental problems from the conceptions of nature in the East and the West before dealing with different aspects of Christian Culture and Thoughts in the second semester.

Students will be required to make presentations, participate actively in discussions, and write essays and final papers. We will use primarily Japanese in class.

The class may take more than one koma to ensure enough time for presentations and active discussions. There may be some extracurricular activities upon the decision of the participants.

Objectives: The students will be able to express their own existential thoughts in discussions and writings and communicate them to third persons.
They will achieve their senior thesis and present it at the seminar.

before/after course of study: The students must prepare for the lecture every week, revise the reflections during class, and write a comment in the reaction paper.
Preview and Review may take around 90-120 min. each.

Course Schedule Free-Text Entry: 1 : フリーフォーマット(教員による切替可)

Course Schedule: A plan will be given at the second seminar after having discussed with the participants.

Language: Japanese/English

Grading Free-text Entry Flag: 0 : 評価方法毎フォーマット(教員による切替可)

Papers:	40	2 Book reports, 1Final term paper
Class contribution:	40	Attendance and active participation in discussions
Others:	20	Presentations

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