

Course Title	World History < Women and Transnational Activities >
Instructor	NAKAGOMI, S.
Credit	4 Credits
Course Number	GLA2011

■Course Objectives

Reflecting the recent global and international changes, the term 'transnational' is gaining more and more attention in the historiography of Western World. Sandell (2015) notes that 'Transnational tends to emphasise and refer to the roles of non-state actors in these processes, while the term international deals with the interaction between nation-states and those representing these'. Women's history and gender history have especially focused on this perspective to clarify 'the cross-border interactions of female activists of various nationalities representing their non-state networks'.

This course focus on women's transnational activities from the 19th century to the early 20th century by mainly focusing on the transnational experiences of British and Japanese women.

■Course Contents

This course uses English in lectures and classroom activities.

Students taking this course are required:

- 1) to read the given English homework assignments before the class to gain academic knowledge of the field;
- 2) to participate in classroom discussions and small group discussions to improve English speaking skills;
- 3) to do a short English presentation & Q&A related to course contents and improve research focus skills and critical thinking skills and
- 4) to write an English essay based on the presentation.

The course contents may be subjected to change reflecting the class size.

■Course Schedule

1. 1. Guidance: course contents, evaluation criteria, essay contents, etc.
2. 2. History of women's activities: women's history, gender history and feminism 1.
3. 3. History of women's activities: women's history, gender history and feminism 2.
4. 4. Nation state and transnational activities.
5. 5. Social class and gender 1.
6. 6. Social class and gender 2.
7. 7. Traveling women 1.
8. 8. Traveling women 2.
9. 9. Women teachers oversea 1.
10. 10. Women teachers oversea 2.
11. 11. Women and literature 1.
12. 12. Women and literature 2.
13. 13. Women and empire 1.
14. 14. Women and empire 2.
15. 15. Checking the presentation contents 1.
16. 16. Checking the presentation contents 2.
17. 17. Women at war 1.
18. 18. Women at war 2.
19. 19. Women's international peace movements 1.
20. 20. Women's international peace movements 2.
21. 21. Short presentation on essay topics 1.
22. 22. Short presentation on essay topics 2.
23. 23. Japanese women and transnational activities 1.
24. 24. Japanese women and transnational activities 2.
25. 25. Japanese women and transnational activities 3.
26. 26. Japanese women and transnational activities 4.
27. 27. Japanese women and transnational activities 5.
28. 28. Summary.

■Study Required Outside of Class

Students are required to follow the instruction given in each class and do some homework assignments.

■Evaluation

Classroom participation (40%); Presentation (30%); Essay (30%)

■Textbooks

None

■Readings

Reading materials and handouts will be provided during the Course.

Course Title	Culture and Fine Arts < Art and Society>
Instructor	OHASHI, S.
Credit	4 Credits
Course Number	GLA2011

■ Course Objectives

Art is sometimes understood as timeless, and perhaps there is no place on the earth where art or works of art cannot be seen. Despite these common features of art and works of art in a global world, the reasons and the contexts of their presence sometimes vary. In this class, we will focus on some tendencies and movements appeared in British art world in the eighteenth and early nineteenth centuries, and will try to understand how the art world took part in the process of the formation of national consciousness in British society, and *vice versa*.

■ Course Contents

The course will be scheduled twice a week. Each class is delivered mainly in lecture style. However, students are expected to show positive reactions to the contents delivered, and will be required to give a short presentation in the class during the term (about 4 times in total 28 classes. The number of classes given to the presentations depends on the number of students registered). Students registering the course are also required to visit 2 exhibitions during the course and hand in 2 term essays (the presentation during the course can be based on the exhibition visited).

■ Course Schedule

1. Introduction: guidance and the prospectus for the course.
2. Fine arts and its history in general and British art in the history of art.
3. Painters in Britain in the 16th and 17th century (1) (2)
4. The birth of the 'British school': late 17th to the 18th century (1) (2)
5. The birth of the 'British school': late 17th to the 18th century (3)
6. Presentations by students (1) (2)
7. The national products: the increase of portrait paintings (1) (2)
Collection of essay (1)
8. Charity and Art world: that's for the 'British/English'(1) (2)
9. Establishment of 'public' institutions (1) (2)
10. Presentations by students (3) (4)
11. The rise of landscape painting (1) (2)
12. Emergence of critiques (1) (2)
13. Museums and Galleries: Creation of the national assets
14. Conclusions Collection of essay (2)

■ Study Required Outside of Class

Students are required to read books and references suggested in the first class, as well as the handouts before and after each class in order to understand the contents of the course. Also, students are strongly expected to understand general history of Britain by reading suggested reference books. Useful websites and databases will be introduced to the students for the help of further understanding and the preparation for the presentations.

■ Evaluation

Final Report (30%); term essays (2x15%) (30%); presentation (20%); questions (20%)

■ Textbooks

None

■ Reading

The main references and books required to study will be introduced in the first class. Others will be suggested during the course.

Course Title	Nature of the Earth < This course is a scientific presentation of Earth's Nature in terms of the interaction and exchange between the atmosphere, land, living things, and physical laws.>
Instructor	HORN, E.
Credit	4 Credits
Course Number	GLA2011

■ Course Objectives

The course aims to develop the students' appreciation of Earth's nature and the interactive global influences.

■ Course Contents

Several properties and feature of and on Earth are selected to illustrate their nature as a result of key physical laws, interactions and evolution.

■ Course Schedule

1. General Introduction on Earth - features, interactions
2. Physical Laws and Forces - gravity, magnetic field, atomic forces
3. The Atmosphere and Oceans - properties, movement, cycles
4. The Land - surface and interior, movement
5. Earth's Movements - axial rotation, solar orbits, effects
6. Earth's Conditions - temperature, seasons, night and day
7. Living Things - types, needs, conditions, dependency
8. Interactions and Cycles 1 - water, oxygen/carbon dioxide, carbon
9. Interactions and Cycles 2 - nitrogen/nitrates, energy, temperature
10. Interaction with Life 1 - evolutions with elements, temperature
11. Interaction with Life 2 - seasonal changes, relationships
12. Interaction with Life 3 - energy needs, life cycles
13. Special Topics 1 - tectonics, earthquakes
14. Special Topics 2 - commodities, limits

■ Study Required Outside of Class

Homework projects and exercises will be given weekly.

■ Evaluation

Final Test (20%); Class tests (20%); homework projects (30%); exercise (30%)

■ Textbooks

None

Course Title	Literature and Society < <i>The Republic</i> of Plato and Liberal Arts Education>
Instructor	DORSEY J.T.
Credit	4 Credits
Course Number	GLA2011

■Course Objectives

An introduction to liberal arts education through reading, discussing, and writing about *The Republic* of Plato.

■Course Contents

In this class, we will study *The Republic* of Plato not only for its contents--justice and the ideal society--but also for its model of learning, the Socratic method, as an introduction to the theory and practice of a liberal arts education. In other words, we will be learning about the process of learning as we learn about the various matters discussed and debated in this wise and thought-provoking text.

■Course Schedule

1. Introduction: Socrates, Plato, *The Republic*, and Liberal Arts Education
2. Book 1
3. Book 2
4. Book 3
5. Book 4
6. Book 5
7. Midterm papers are due. Oral reports in class.
8. Book 6
9. Book 7
10. Book 8
11. Book 9
12. Book 10
13. Review and preparation for the final paper.
14. Final papers are due. Oral reports in class

■Study Required Outside of Class

About 3-4 hours of study per week, including readings and preparation for oral and written reports.

■Evaluation

Class attendance, participation, and oral reports (60%);
Midterm Report (15%); Final Report (25%)

■Textbooks

Plato/Allan Bloom.2016.
The Republic of Plato 3rd. ed
(Basic Books, New York ISBN: 0465094082)

Course Title	Economic Thought < How are Japan's major economic partners now?>
Instructor	IWATA, T.
Credit	4 Credits
Course Number	GLA2011

■ Course Objectives

Japan's prosperity depends on its relations with economic partners and the international situation in general. This course provides students with basic knowledge of Japan's major partners, such as politico-economic situation, economic policy trends and international relations. Students will also be trained to explain these countries' situation in their own words.

■ Course Contents

Basically in each lesson one country is taken up and the following contents are analyzed:

- (1) Basic economic data of the country concerned and of its bilateral relations with Japan,
 - (2) Its "overview" such as history, economy, political situation and culture,
 - (3) Its "outlook" of politico-economic situation and economic policy trends as well as international relations
- (Note: To what extent the "outlook" is dealt with depends on how fast students will be familiarized with politico-economy.)

■ Course Schedule

1. (1) Introduction (Note: Some of the following countries may be skipped due to time constraints.)
(2) France (Will structural reform be completed?)
2. (3) UK (Will foreign companies relocate their investment after Brexit?)
(4) Germany (Can it continue leading EU?)
3. (5) EU (Is it heading for collapse?)
(6) Russia (Is economic reform abandoned?)
4. (7) Turkey (To what extent will the war in Syria hurt Turkey's prosperity?)
(8) Israel (Will it lean towards more right and another clash with Palestinians occur?)
5. (9) Saudi Arabia (Will it succeed in economic diversification or fall into economic catastrophe?)
(10) Iran (To what extent will economic rationalism be compatible with rigorous religious ideology?)
6. (11) South Africa (Will the leading role in Africa be restored?)
(12) US (1) (Will the leadership in the free world be given up?)
7. (13) US (2) (How will be the new economic world order?)
(14) Mexico (To what extent will its economic prosperity be affected by the new US administration?)
8. (15) Brazil (Can it step forward in a less corrupted society and restore its economic growth?)
(16) China (1) (Will non-performing loan be handled properly and hard-landing be avoided?)
9. (17) China (2) (Will it clash with neighboring states in a more assertive foreign policy?)
(18) Hong Kong (Will democracy be scrapped and economic dynamism be lost?)
10. (19) Taiwan (Will one-China policy be maintained?)
(20) South Korea (To what extent can it keep economic self-reliance from China?)
11. (21) North Korea (Can economic growth occur under the strict political regime?)
(22) Indonesia (Will the present administration succeed in less nationalistic economic policy?)
12. (23) Vietnam (Will economic growth continue under the one-party rule?)
(24) Thailand (Will economic growth continue under a de facto army rule?)
13. (25) Myanmar (Will the last frontier in the Southeast Asia continue attracting foreign investments?)
(26) India (Will the sleeping elephant awake?)
14. (27) Australia (Can it escape from too much influence of China?)
(28) Conclusion

■ Study Required Outside of Class

- All students are required to read the textbook prior to the class, so that they can ask questions in the class.
- Students assigned to make presentation are required to prepare intensively so that other students can appreciate it.
- Students assigned to ask questions on the presentation are also required to read the textbook carefully.

■ Evaluation

Final Essay (30%); Reaction Paper (30%); Presentation, Questions and Answers (40%)

(Note) 1. Criteria of evaluation are as follows: (1) Final essay ① How good are the contents? Is it backed by proper knowledge, logical, well balanced and intellectually stimulating? ② How good is English? Is it intelligible and well structured? Grammar and spelling? (2) Reaction papers • Similar to final essay. (3) Presentation ① Does it reflect the textbook precisely? ② Is it intelligible, so that other students can ask questions? (4) Questions and Answers ① Are the questions to the point? ② Are the answers clear? 2. Grade distribution would be S (10%), A (20%), B (40%), C (20%) and D (10%). However, absolute evaluation is adopted and actual grade distribution can be different.

■ Textbooks

Prepared by the lecturer and distributed at the beginning of the course

■ Readings

1. BBC Country Profile
2. EIU Country Report

■ Others

Please take a look on Blackboard regularly.

Course Title	Health and Wellness <How to achieve a lifetime of health, fitness and wellness>
Instructor	LEITNER, K.J.
Credit	4 Credits
Course Number	GLA2011

■Course Objectives

This course tries to examine a variety of topics related to health and wellness comparing lifestyle and health management concepts applied in different countries. Students will deepen the understanding of how to contribute to their quality of life and achieve a state of well-being by leading an active life and taking greater responsibility for their health.

■Course Contents

Through lectures, discussions, presentations and paper reports students will learn about various elements and opportunities that give people greater control of their health, and think about ways of how to integrate them into daily life. Further, this course will also offer practice sessions with exercise programs and physical activities, which support the health management and enrich daily life. All topics will be examined from a global viewpoint by comparing different ways of thinking about lifestyle management and life planning.

■Course Schedule

1. Guidance & Introduction: Health and Wellness
2. Health, wellness, fitness & QOL
3. "Being out of balance" and lifestyle-related illnesses
4. Balance of daily life habits: nutrition - exercise - rest
5. Nutrition and eating habits
6. Weight control, diet and body image
7. Physical strength and fitness - Fitness evaluation
8. Body posture and core training
9. Physical-mental-practices, stretching and relaxation
10. Health sport and recreational physical activity
11. Rest and sleeping
12. Stress management
13. Work-life-balance and occupational wellness
14. Lifestyle management and life planning

■Study Required Outside of Class

To be announced in class.

■Evaluation

Attendance and classroom activities (40%);
Paper reports (30%); Presentations (30%)

■Textbooks

Referred to in class, if needed.

■Readings

Given or referred to in class.