

Department	International College of Liberal Arts		
Semester	Fall 2025	Year Offered (Odd/Even/Every Year)	Every Year
Course Number	FNDN030		
Course Title	Liberal Arts Preparation (Japanese)		
Prerequisites	Japanese Native OR N2 proficiency, AND Placement test		
Course Instructor	KAWAKAMI Sumie	Year Available (Grade Level)	1
Subject Area	Foundation Courses	Number of Credits	3
Class Style	Lecture	Language of instruction	Japanese

(NOTE 1) Depending on the class size and the capacity of the facility, we may not be able to accommodate all students who wish to register for the course

Course Description	<p>リベラルアーツとは何を意味するでしょう？Liberal はラテン語のLiber（自由）を語源とし、Artsは 考えやイメージを表現する「方法」や武道や書道などで使われる「道」＝「わざ」を示すことから、「知識の枠から自らを解放放つ術（すべ）」、「自由な社会を創造する智慧」と考えられます。しかし、この言葉の定義については何世紀にも渡り議論が交わされてきました。我々が「知識の枠」にとらわれているとすれば、それは誰がどのように作ったものか？「より自由な社会」とは？特に多様性の高い現代社会では、万人にとって「より自由な社会」は存在するか？こうした問いを検証していくのがリベラルアーツの真髄です。本コースは物事を複眼的な視点から分析し、クリティカルシンキング（論理的思考）能力を高めることを目標とします。授業では時事問題に関する資料を読み、リサーチをすることで考察を深め、それぞれの視点を討議します。授業は日本語で行われ、今後学生のみなさんが今後海外の大学でリベラルアーツを学習するために欠かせない読解力（語学に限らない）、リサーチ力、ディベート力など、基盤となる高レベルのコミュニケーションスキルを学びます。授業で扱うテーマは、社会正義、ダイバーシティとインクルージョン、ビジネス、世界情勢など多岐に渡ります。</p> <p>What does Liberal Arts mean? As the term 'liberal' originates from the Latin word 'liber' or free, liberal arts can be defined as the art of 'freeing oneself' from intellectual boundaries or of creating a 'free' and just society. However, the very definition of the term has been a target of academic debates for centuries. Any scholarly attempt to define the term must take into consideration a broad range of issues. If we are the subject of an intellectual framework, who sets it and how? How can we break free of such boundaries? Who should define what a just society is, especially in a contemporary culture that is so diverse? This course will focus on looking at things from multiple perspectives and developing critical thinking skills. Students are required to read materials on current affairs, understand the topics in greater depth, do additional research, form opinions "based on facts," and discuss them in an academic setting. This introductory course, conducted in Japanese, provides the foundation for reading, researching, and debating skills essential for Japanese-speaking students who are set to study in English-speaking institutions overseas. It will cover a variety of issues, including social justice, diversity and inclusion, business news, and world affairs.</p>
Class plan based on course evaluation from previous academic year	<p>よりタイムリーなフィードバックが欲しいという学生からの要望に応え、セメスターに一度、フィードバックセッションを設けます。</p> <p>Based on students' requests for more timely feedback about their performance, the instructor gives one feedback session to each of the students.</p>
Course related to the instructor's practical experience (Summary of experience)	<p>Sumie Jasmine Kawakami is a teacher, writer, and translator. Having begun her career as a journalist at the Mainichi Shimbun, she has worked for major wire services, magazines, and a TV station. She has lived in Canada, where she gained her master's degree in political science, and traveled to a dozen countries and feels her experience can help many ESL students overcome their fear of "not being good enough" at English. As an ESL teacher, she enjoys listening to students' achievements and adventures. As a writer, she spends long hours on research and interviews and turns the lives of "ordinary people" - as well as business leaders and entrepreneurs - into moving, heartfelt stories. Over the years, she has published several non-fiction books in both Japanese and English. In her most recent book, she explored her estranged relationship with her mother, who was facing the end of her life due to a severe illness. In writing this book, she found ways to cope with the end-of-life reality of her Mom's cancer. She loves music and yoga and is an avid endurance athlete. Her love of the mountains led her to move with her husband from Tokyo to Yamanashi.</p> <p>2003 - 2019 Freelance news translator/writer at NHK/ NHK World Japan</p> <p>2016 Published "Dear Mom, I Hate You: Things I Learn By Fighting With My Dying Mom," (non-fiction in Japanese, from Makino Shuppan)</p> <p>2014 - 2019 English lecturer at Japan Times Academy (TOEIC) and a university in western Tokyo</p> <p>2001 - 2003 Senior Editor at J@pan Inc (English - language business monthly magazine)</p> <p>1995 - 2001 Freelance writer/editor for Market News (US newswire), JAL inflight magazine 'Winds,' and other publications</p> <p>Before 2000 Mainichi Shimbun Newspaper Reporter (Japanese e), Knight-Ridder Financial Tokyo Senior Correspondent (English), and Freelance Writer for other publications</p> <p>1995 MA in Political Science University of British Columbia, BC, Canada</p> <p>http://www.yguppr.net/200205labo_main.html</p> <p>http://www.yguppr.net/200205lab/albm.html</p> <p>https://etsjapan.jp/toefl/webmagazine/educators-class/2101/</p>

Learning Goals	<p>学生が今後グローバルなアカデミック環境で学んでいく準備段階として、以下の4つを目的とします。</p> <p>(1) ディベートやディスカッションを通じてクリティカルシンキング（論理的思考）を高める</p> <p>(2) 物事を複眼的、グローバルな視点から分析する姿勢を学ぶ</p> <p>(3) 基礎的なリサーチスキル、読解力を身につける</p> <p>(4) 時事問題に関する基礎的な教養、語彙力を学習する</p> <p>To prepare students for an international academic environment, this course is designed to help students:</p> <p>(1) learn basic debating skills to present ideas, argue, counter-argue, rebut/defend your arguments, or modify them when necessary. This process is designed to help students develop critical thinking skills.</p> <p>(2) learn how to take an interdisciplinary, global approach</p> <p>(3) build basic research and reading skills</p> <p>(4) gain basic knowledge of / vocabulary on current affairs</p>
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iCLA Diploma Policy	DP1/DP2/DP3/DP4
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iCLA Diploma Policy

(DP1) To Value Knowledge – Having high oral and written communication skills to be able to both comprehend and transfer knowledge

(DP2) To Be Able to Adapt to a Changing World – Having critical, creative, problem-solving, intercultural skills, global and independent mindset to adopt to a changing world

(DP3) To Believe in Collaboration – Having a disposition to work effectively and inclusively in teams

(DP4) To Act from a Sense of Personal and Social Responsibility – Having good ethical and moral values to make positive impacts in the world

Active Learning Methods	Problem-Based Learning/ Discussion, Debate/ Group Work			
More details/supplemental information on Active Learning Methods	(1) ディベート大会2回 2 debate sessions (2) PBL(Project-Based Learning) 基本的にはすべての授業が、テーマごとに目的のスキルを高めていく形で行われます。All classes are conducted through project-based learning. (3) Group Work Group Work 詳細は授業計画をご覧ください。			
Use of ICT	UNIPAによる情報共有、資料配布、フィードバック			
Contents of class preparation and review	事前学習：次回の授業内容の確認 事後学習：当該週の既習事項の復習	Hours expected to be spent preparing for class (hours per week)	3 hours	Hours expected to be spent on class review (hours per week) 2 hours
Feedback Methods	UNIPA and e-mail kawakami.sumie@c2c.ac.jp			

Grading Criteria		
Grading Methods	Grading Weights	Grading Content
ディベート/ 課題提出/ 論文計画発表	40%	
Active Participation	30%	
論文	30%	

Required Textbook(s)	毎回、もしくは2回に1度、UNIPAにアップロードします。読む量はテーマによって変わります。 To be provided every week or every two weeks on UNIPA depending on the length and depth of the issue.
Other Reading Materials/URL	テーマごとにUNIPAにアップします。To be uploaded to UNIPA.
Plagiarism Policy	盗用・剽窃については授業内でも扱いますが、詳細についてはiCLAの学生便覧をご覧ください。We will cover the issue of plagiarism in class. For details, please refer to the iCLA student handbook.
Other Additional Notes (Outline crucial policies and info not mentioned above)	特になし。 None

(NOTE 2) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	シラバスの説明、システム (UNIPA) 動作確認 Syllabus & System (UNIPA) Check リベラルアーツとは？ What is a Liberal Arts education? 1、定義 definitions 2、歴史 history
Class 2	Week1-2 What is a Liberal Arts education? 3、リベラルアーツの主な要素となぜ現代社会に必要なかを検証する Major elements of liberal arts/ Why are they important for modern society?
Class 3	Week 2-1 What's liberal arts education? Why do you study liberal arts? 課題 1. What's a liberal arts education? Write your opinion using the materials we studied in class. 授業で学んだことを使って、リベラルアーツとは何か書いてください。 2. Why do you study liberal arts? Write your opinion using the materials we studied in class. 授業で学んだことを使って、リベラルアーツを学ぶ理由を書いてください。
Class 4	Week 2-2 誰にとっての真実か？マスコミ各紙を比べて、「事実」の解釈の違いを知る Truth According to Whom? Let's compare newspaper articles and see how different their claims are. 目標： 真実とは何かを検証することでクリティカルシンキングを深める マスメディア（伝統的メディア）と世論や権力との相互作用の基本を理解する Objectives: Develop critical thinking skills by examining the concept of truth Gain a basic understanding of how traditional media interact with public opinion or authorities. In this segment, we will compare and contrast media reports/press releases, and speeches on the same topic from various countries/ companies, and study how different their tones are. Example 1: the end of WWII (Japan, South Korea, and China) Example 2: Japan's defense spending (Japanese newspaper, the New York Times, Xinhua, and Yonhap)
Class 5	Week 3-1 誰にとっての真実か？マスコミ各紙を比べて、「事実」の解釈の違いを知る Truth According to Whom? Let's compare newspaper articles and see how different their claims are. 目標： 真実とは何かを検証することでクリティカルシンキングを深める マスメディア（伝統的メディア）と世論や権力との相互作用の基本を理解する Objectives: Develop critical thinking skills by examining the concept of truth Gain a basic understanding of how traditional media interact with public opinion or authorities. In this segment, we will compare and contrast media reports/press releases, and speeches on the same topic from various countries/ companies, and study how different their tones are. Example 1: the end of WWII (Japan, South Korea, and China) Example 2: Japan's defense spending (Japanese newspaper, the New York Times, Xinhua, and Yonhap)

Class 6	<p>Week 3-2 ディベート大会 /Debate (1) 大学は論文やエッセイの執筆にChatGPTをはじめとする生成AIの使用を許可するべきか否か？ Should universities allow students to use ChatGPT for their essays and papers?</p> <p>講義 Lecture on basic facts</p>
Class 7	<p>Week 4-1 ディベート大会 /Debate (1) 大学は論文やエッセイの執筆にChatGPTをはじめとする生成AIの使用を許可するべきか否か？ Should universities allow students to use ChatGPT for their essays and papers?</p> <p>グループ準備 Group Preparation</p>
Class 8	<p>Week 4-2 ディベート大会 / Debate (1) 大学は論文やエッセイの執筆にChatGPTをはじめとする生成AIの使用を許可するべきか否か？ Should universities allow students to use ChatGPT for their essays and papers?</p> <p>Debate 50分 50 minutes</p>
Class 9	<p>Week 5-1 ディベート大会 / Debate (1) 大学は論文やエッセイの執筆にChatGPTの使用を許可するべきか否か？ Should universities allow students to use ChatGPT for their essays and papers?</p> <p>Reflection (1) ディベートを通して学んだこと：今回のディベートを通してこの授業の目的のどの部分が果たせたと思いますか？ Which part of the course objectives do you think you have achieved by the debate? How do you assess your achievement? *この授業の目的：Course Objectives ・(1) learn basic debating skills to present ideas, argue, counter-argue, defend their ideas or modify them when necessary = Critical Thinking Skills ・(2) learn how to take an interdisciplinary, Global Approach =Critical Thinking Skills ・(3) build basic research, reading, and writing skills =Academic Writing Skills ・(4) gain basic knowledge of / vocabulary on current affairs = General Knowledge</p> <p>(2) ディベートを通してこの問題についての意見が変わりましたか？変わっていない、と答えた場合、その理由。変わったと答えた場合にはどう変わったかを述べてください。 How did the debate change your views on the issue? If your answer is no, please list the reasons why you think so. If your answer is yes, please write how your views have changed.</p>
Class 10	<p>Week 5-2 文学は歴史もジャンルも文化も超える シェークスピアの原文と演劇のアダプテーション Literature can go beyond historical, national, and cultural borders. Three adaptations of Shakespeare's Hamlet.</p> <p>-Lecture - 講義</p> <p>Watch three performances of Hamlet, Act 3, Scene 1. Kenneth Branagh HD (performed in 2013)• https://www.youtube.com/watch?v=SjuZq-8PUw0&t=52s•</p> <p>Andrew Scott performed in 2019/01/01• https://www.youtube.com/watch?v=q6CLdCI9TB0&t=115s•</p> <p>Paapa Essiedu Performed in 2018/01/17• パーパ エシエド (エッシードウ) https://www.youtube.com/watch?v=7dZMJM-LGzQ&t=145s Paapa Essiedu on Hamlet Hamlet 2016 Royal Shakespeare Company 2020/11/04 https://www.youtube.com/watch?v=s5gFSbGjanM</p>
Class 11	<p>Week 6-1 文学は歴史もジャンルも文化も超える シェークスピアの原文と演劇のアダプテーション Literature can go beyond historical, national, and cultural borders. Three adaptations of Shakespeare's Hamlet.</p> <p>課題： (1) 好きなパートを演じる Recital (2) エッセイを書く Essay Writing</p> <p>Write a 5-paragraph essay on the performance you like the most. The essay must contain 1) A thesis statement 2) at least two reasons why you like it 3) Support these reasons with examples, details, and facts. 4) A concluding statement 5) Include a rebuttal if you can (You will get extra points on this category of critical thinking)</p>
Class 12	<p>Week 6-2 論文の書き方 How to write a paper (APA Style) 引用の仕方 How to quote 剽窃とは What is plagiarism?</p>
Class 13	<p>Week 7-1 論文トピック選び。リサーチの仕方 (図書館の使い方) How to research, How to use the library</p>

Class 14	<p>Week 7-2 フェイクニュース、SNS、言論の自由：レクチャー Fake News, Social Media, and Freedom of Speech: Lecture https://ygufaculties-my.sharepoint.com/:p:/g/personal/kawakami_sumie_c2c_ac_jp/EUmq1tdd3atBh1DggHbxc4B62-yLmgzAwX6bdeVi4nHA?e=Skzvfi 目的： クリティカル・シンキングスキルを高める（両方の視点を精査する） ソース（情報源）を見極める基礎的な知識をつける ウェブやAIソフトの基礎知識を学ぶ Objectives - Develop critical thinking skills by examining the concept of freedom -Look at both sides of an argument Gain a basic understanding of evaluating sources Gain a basic understanding of working with web content and AI software</p>
Class 15	<p>Week 8-1 フェイクニュース、SNS、言論の自由：実際にニュースを評価してみる（基準：（１）出典、（２）日付、（３）著者、（４）サイト自体の信憑性、（５）他のサイトに出ている情報との比較、（６）これまでの常識とどう違うか、（７）これらを総合的に判断） Fake News, Social Media, and Freedom of Speech: News Evaluation 目的： クリティカル・シンキングスキルを高める（両方の視点を精査する） ソース（情報源）を見極める基礎的な知識をつける ウェブやAIソフトの基礎知識を学ぶ Objectives - Develop critical thinking skills by examining the concept of freedom -Look at both sides of an argument Gain a basic understanding of evaluating sources Gain a basic understanding of working with web content and AI software</p>
Class 16	<p>Week 8-2 Debate (2) ディベート大会② 企業は求職者のSNSの情報を採用の評価に入れるべきかどうか？ Should potential employers consider an applicant's social media during a job application? 講義 Lecture on basic facts</p>
Class 17	<p>Week 9-1 Debate (2) ディベート大会② 企業は求職者のSNSの情報を採用の評価に入れるべきかどうか？ Should potential employers consider an applicant's social media during a job application? グループ準備 Group Preparation</p>
Class 18	<p>Week 9-2 Debate (2) ディベート大会② 企業は求職者のSNSの情報を採用の評価に入れるべきかどうか？ Should potential employers consider an applicant's social media during a job application? Debate 50分</p>
Class 19	<p>Week 10-1 Debate (2) ディベート大会② 企業は求職者のSNSの情報を採用の評価に入れるべきかどうか？ Should potential employers consider an applicant's social media during a job application? 課題：Reflection (1) ディベートを通して学んだこと：今回のディベートを通してこの授業の目的のどの部分が果たせたと思いますか？ Which part of the course objectives do you think you have achieved by the debate? How do you assess your achievement? * この授業の目的：Course Objectives ・(1) learn basic debating skills to present ideas, argue, counter-argue, defend their ideas or modify them when necessary = Critical Thinking Skills ・(2) learn how to take an interdisciplinary, Global Approach =Critical Thinking Skills ・(3) build basic research, reading, and writing skills =Academic Writing Skills ・(4) gain basic knowledge of / vocabulary on current affairs = General Knowledge (2) ディベートを通してこの問題についての意見が変わりましたか？変わっていない、と答えた場合、その理由。変わったと答えた場合にはどう変わったかを述べてください。 How did the debate change your views on the issue? If your answer is no, please list the reasons why you think so. If your answer is yes, please write how your views have changed.</p>
Class 20	<p>Week 10-2 論文計画の作成 Presentations on students' plans for research papers.</p>
Class 21	<p>Week 11-1 論文計画の発表 Presentations on students' plans for research papers.</p>

Class 22	<p>Week 11-2 平等と公正 Equality and Equity Lecture Global Gender Gap Report 2024 https://www.weforum.org/publications/global-gender-gap-report-2024/ 令和6年版男女共同参画白書 https://www.cao.go.jp/press/new_wave/20240624.html</p>
Class 23	<p>Week 13-1 平等と公正 Equality and Equity Lecture Global Gender Gap Report 2024 https://www.weforum.org/publications/global-gender-gap-report-2024/ 令和6年版男女共同参画白書 https://www.cao.go.jp/press/new_wave/20240624.html</p>
Class 24	<p>Week 13-2 どうすれば男女の賃金格差が縮小するか？ How can we narrow the wage gap by gender?</p> <p><グループディスカッション> Group discussion そもそも方策を講じるべきか、講じるとすればどんな方策が効果的かを討議 e.g. 女性の割合が少ない役職では女性を優先して昇進させる など</p>
Class 25	<p>Week 13-2 どうすれば男女の賃金格差が縮小するか？ How can we narrow the wage gap by gender? グループディスカッション まとめ Group discussion</p>
Class 26	<p>世界の大企業トップ10と長者番付 The World' s Biggest Companies & Richest People</p> <p>目的： 経済や経営の基礎的な用語を学ぶ 世界経済や大企業の経営/規模などの基礎を学ぶ Objectives - Learn basic terms on economics and finance Learn how the world' s economy and big companies work (and, how big they are.)</p>
Class 27	<p>世界の大企業トップ10と長者番付 The World' s Biggest Companies & Richest People</p> <p>目的： 経済や経営の基礎的な用語を学ぶ 世界経済や大企業の経営/規模などの基礎を学ぶ Objectives - Learn basic terms on economics and finance Learn how the world' s economy and big companies work (and how big they are)</p>
Class 28	<p>世界の大企業トップ10と長者番付 The World' s Biggest Companies & Richest People</p> <p>目的： 経済や経営の基礎的な用語を学ぶ 世界経済や大企業の経営/規模などの基礎を学ぶ Objectives - Learn basic terms on economics and finance Learn how the world' s economy and big companies work (and how big they are)</p>
Class 29	論文執筆 Writing research papers
Class 30	論文提出 振り返り Submission of research papers/ Wrapping up...