

Department	iCLA		
Semester	Spring 2026	Year Offered (Odd/Even/Every Year)	Every Year
Course Number	FNDN080		
Course Title	English for Liberal Arts		
Prerequisites	EFAE020 English for Academic Excellence (EFAE) : B or equivalent, OR 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	English

(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	As part of the Foundation Courses, English for Liberal Arts (FNDN080) is designed for first-year students to acquire academic English proficiency by reading, discussing, and debating topics closely related to our Liberal Arts program. Taken together with Reading for Academic Dialogue (FNDN060) and Introduction to Academic Writing (FNDN070), this course introduces students to (1) various academic topics they may encounter in the Liberal Arts program, and to (2) attain and improve vocabulary and language skills for reading, debating, and presenting ideas. Students are required to read extensively on topics covered, ranging from cultural, social, economic, to political issues. This is designed to foster a sense of responsibility for and adaptability to today's diverse, rapidly changing world.
Class plan based on course evaluation from previous academic year	This is a new course.
Course related to the instructor's practical experience (Summary of experience)	Does not Apply
Learning Goals	By the end of the course, students will be able to: 1. Acquire the level of English proficiency and fluency that allows them to function effectively in class. 2. Learn how to operate under iCLA's diverse, international environment. 3. Look at issues from an interdisciplinary and global perspective. 4. Argue critically, logically, and creatively on subjects related to liberal arts education.

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	Flipped Classroom/Discussion, Debate/Group Work/Presentation/Workshop, Fieldwork/Others (Specify in the section below)				
More details/supplemental information on Active Learning Methods	Content-based Learning (CBL) to improve students' ability to apply their knowledge in practical writing.				
Use of ICT	UNIPA				
Contents of class preparation and review	<ul style="list-style-type: none"> <li>- Prepare for the contents and vocabulary to be covered in class.</li> <li>- Review what was covered in class and work on the assignments given in class.</li> <li>- Expect to spend at least 60 minutes preparing for and 90 minutes reviewing for every 75-minute class. This translates into five hours of preparation and review each week.</li> </ul>	Hours expected to be spent preparing for class (hours per week)	2 hours	Hours expected to be spent on class review (hours per week)	3 hours
Feedback Methods	The instructor will provide feedback on homework and tasks, either written or verbal. The instructor is also available for individual meetings in relation to class matters and/or content. To achieve successful outcomes during the course, students are more than welcome to make a reservation with the instructor. For appointments, please e-mail to kawakami.sumie@c2c.ac.jp or simply knock on her door (F211).				

Grading Criteria		
Grading Methods	Grading Weights	Grading Content
Assignments, Quizzes, and Essays	70%	
Active Participation	20%	
Cultural/global awareness	10%	

Required Textbook(s)	Harari, Yuval Noah (2024). Nexus: A Brief History of Information Networks from the Stone Age to AI. Random House. Prologue and Chapter 7. Epstein, David (2021). Range: Why Generalists Triumph in a Specialized World. Penguin Publishing Group Zakaria, Fareed (2015). In Defense of Liberal Education. W W Norton & Co Inc.
Other Reading Materials/URL	The World's Real-Time Billionaires (2026) Forbes. <a href="https://www.forbes.com/real-time-billionaires/Milestones-Of-the-Civil-Rights-Movement">https://www.forbes.com/real-time-billionaires/Milestones-Of-the-Civil-Rights-Movement</a> (Aired April 4, 2021). Part of the program Eyes on the Prize. Public Broadcasting System. <a href="https://www.pbs.org/wgbh/americanexperience/features/eyesontheprize-milestones-civil-rights-movement/">https://www.pbs.org/wgbh/americanexperience/features/eyesontheprize-milestones-civil-rights-movement/</a> Younge, Gary (9 Aug 2013) "Martin Luther King: the story behind his 'I have a dream' speech." The Guardian <a href="https://www.theguardian.com/world/2013/aug/09/martin-luther-king-dream-speech-history">https://www.theguardian.com/world/2013/aug/09/martin-luther-king-dream-speech-history</a> The Gilder Lehrman Institute of American History (n.d.) "I Have a Dream" Speech by the Rev. Martin Luther King Jr. at the "March on Washington." 1963 (excerpts) <a href="https://www.gilderlehrman.org/sites/default/files/inline-pdfs/king_dreamspeech_excerpts.pdf">https://www.gilderlehrman.org/sites/default/files/inline-pdfs/king_dreamspeech_excerpts.pdf</a> Other materials will be provided through UNIPA as needed.

Plagiarism Policy	Plagiarism is the dishonest/malicious presentation of the work of others as if it were one's own original work without reference to the source. The instructor will not grade plagiarized text. Please study plagiarism policies in iCLA students' handbook.
Other Additional Notes (Outline crucial policies and info not mentioned above)	<p>1. Students must attend at least two-thirds of the course (20 sessions out of 30). For excused absence, please see the iCLA students' handbook. Three late arrivals, early departures, or leaving midway through a session for more than five minutes are counted as one absence.</p> <p>2. It is the student's responsibility to complete all required assignments before their due dates. Late submissions up to 7 days may result in a 20 percent penalty. Late submissions beyond 7 days may not be accepted. If you cannot complete an assignment due to sickness or other personal reasons in time, you must consult with the instructor. It's your responsibility to initiate the discussion.</p> <p>3. AI Policy: Allowed with Disclosure - Students may use AI tools with disclosure, in accordance with guidelines provided for each assessment.</p> <p>Please note that this course is designed to enhance your English proficiency. The instructor may allow you to use dictionary software or conduct online research from time to time. However, unless specifically instructed, you are not allowed to use any form of digital assistance. It is your responsibility to consult with the instructor if you need to use any of the above for a specific reason.</p> <p>4. The instructor will use spell checks and grammar checks to ensure the quality of her lessons. The instructor will also use AI for her research on the topics to be taught in class. She will not use AI for grading.</p>

(NOTE 2) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	<p>Explanations on the syllabus &amp; systems (UNIPA/email)</p> <p>Lesson 1: What is a Liberal Arts education? (definitions, features, and history)</p> <p>Major elements of liberal arts/ Why is it important for modern society?</p> <p>Reading assignment:</p> <p>One chapter from either one of the two (to be decided by March 8)</p> <p>Epstein, David (2021). Range: Why Generalists Triumph in a Specialized World. Penguin Publishing Group</p> <p>Or</p> <p>Zakaria, Fareed (2015), In Defense of Liberal Education. W W Norton &amp; Co Inc.</p> <p>Week 1- 2</p>
Class 2	<p>Lesson 1: What's liberal arts education? Why do you study liberal arts?</p> <p>1. What's a liberal arts education?</p> <p>Write your opinion using the materials we studied in class.</p> <p>2. Why do you study liberal arts?</p> <p>Writing assignment: Write your opinion based on the materials we studied in class.</p> <p>Week 2-1</p>
Class 3	<p>Lesson 2: Is AI a tool or agent?</p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. Look at issues related to AI from an interdisciplinary perspective (history/sociology/economy).</li> <li>2. Read and argue critically, logically, and creatively</li> </ol> <p>Lecture:</p> <p>Is information power?</p> <p>Previous human inventions vs AI</p> <p>Reading assignment: Harari, Yuval Noah (2024). Nexus: A Brief History of Information Networks from the Stone Age to AI. Random House. Prologue. pp.xi-xxxii.</p>
Class 4	<p>Lesson 2-2: Is AI a tool or agent?</p> <p>Group Activity:</p> <p>The "Naïve View" of Information - the link between information, truth, and power.</p> <ol style="list-style-type: none"> <li>1. Summarize the Naïve view</li> <li>2. Does more information always lead to more truth?</li> <li>3. In what ways is AI a tool? In what way is AI an "agent"?</li> </ol> <p>Reading assignment: Harari, Yuval Noah (2024). Nexus: A Brief History of Information Networks from the Stone Age to AI. Random House. Chapter7.</p> <p>—Write down digital interactions where data is collected (e.g., smartphones, transit cards, social media (List at least 5)</p>
Class 5	<p>Reading: Harari, Yuval Noah (2024). Nexus: A Brief History of Information Networks from the Stone Age to AI. Random House. Chapter7.</p> <ol style="list-style-type: none"> <li>1. Harari's concept of "Always On" digital surveillance.</li> <li>2. Compare historical human led surveillance with modern algorithm led systems.</li> <li>3. Analyze how AI transforms the scale, speed, and purpose of data monitoring –example of surveillance on women to enforce hijab law.</li> <li>4. Evaluate ethical concerns regarding privacy, autonomy, and governance.</li> <li>5. Propose strategies for managing surveillance in democratic societies.</li> </ol>
Class 6	<p>Reading: Harari, Yuval Noah (2024). Nexus: A Brief History of Information Networks from the Stone Age to AI. Random House. Chapter7.</p> <ol style="list-style-type: none"> <li>1. Evaluate ethical concerns regarding privacy, autonomy, and governance.</li> <li>2. Propose strategies for managing surveillance in democratic societies.</li> <li>3. Explanation for Debate 1</li> </ol>

Class 7	<p>Debate (1)          "Digital surveillance powered by AI is a necessary trade-off for safety and progress."          Affirmative / Negative Teams          Group Preparation</p>
Class 8	<p>Debate (1)          "Digital surveillance powered by AI is a necessary trade-off for safety and progress."          Affirmative / Negative Teams          50 minutes</p>
Class 9	<p>Debate_ Reflection          (1) Which part of the course objectives do you think you have achieved by the debate? How do you assess your achievement?          Course Objectives          1. Acquire the level of English proficiency and fluency that allows them to function effectively in class.          2. Learn how to operate under iCLA' s diverse, international environment.          3. Look at issues from an interdisciplinary and global perspective.          4. Argue critically, logically, and creatively on the subjects related to liberal arts education.          (2) 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>Reading/Writing Quiz</p>
Class 11	<p>Lesson 3 Who is the richest of all?          Objectives -          1. Learn basic terms in economics and finance          2. Learn the basics of how the world' s economy and big companies work          3. Pick one person and analyze why this person became rich. Analyze the impact he/she has on the world' s economy.          4. Presentation          Lecture:          Reading: The World' s Real-Time Billionaires (2026) Forbes. <a href="https://www.forbes.com/real-time-billionaires/">https://www.forbes.com/real-time-billionaires/</a></p>
Class 12	<p>Lesson 3: Who is the richest of all?          Preparation: Pick one person and analyze why this person became rich. Analyze the impact he/she has on the world' s economy.          Reading: The World' s Real-Time Billionaires (2026) Forbes. <a href="https://www.forbes.com/real-time-billionaires/">https://www.forbes.com/real-time-billionaires/</a></p>
Class 13	<p>Lesson 3: Who is the richest of all?          Preparation: Pick one person and analyze why this person became rich. Analyze the impact he/she has on the world' s economy.          Reading: The World' s Real-Time Billionaires (2026) Forbes. <a href="https://www.forbes.com/real-time-billionaires/">https://www.forbes.com/real-time-billionaires/</a></p>
Class 14	<p>Lesson 3: Who is the richest of all?          Presentation: Pick one person and analyze why this person became rich. Analyze the impact he/she has on the world' s economy.</p>
Class 15	<p>Lesson 4: The art of speech          Objectives:          -Understand the historical/social/political context of Martin Luther King' s "I Have a Dream" speech (1963)          -Evaluate the implications of his speech on today' s world.          -Deliver a portion of the speech          - Discuss how a speech can be a powerful tool for persuasion.          Supplementary Reading:          Milestones Of the Civil Rights Movement (Aired April 4, 2021). Part of the program Eyes on the Prize. Public Broadcasting System. <a href="https://www.pbs.org/wgbh/americanexperience/features/eyesontheprize-milestones-civil-rights-movement/">https://www.pbs.org/wgbh/americanexperience/features/eyesontheprize-milestones-civil-rights-movement/</a>          Younge, Gary (9 Aug 2013) "Martin Luther King: the story behind his 'I have a dream' speech." The Guardian <a href="https://www.theguardian.com/world/2013/aug/09/martin-luther-king-dream-speech-history">https://www.theguardian.com/world/2013/aug/09/martin-luther-king-dream-speech-history</a>          The Gilder Lehrman Institute of American History (n.d.) "I Have a Dream" Speech by the Rev. Martin Luther King Jr. at the "March on Washington." 1963 (excerpts) <a href="https://www.gilderlehrman.org/sites/default/files/inline-pdfs/king_dreamspeech_excerpts.pdf">https://www.gilderlehrman.org/sites/default/files/inline-pdfs/king_dreamspeech_excerpts.pdf</a></p>

Class 16	<p>Lesson 4: The art of speech</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>-Understand the historical/social/political context of Martin Luther King' s "I Have a Dream" speech (1963)</li> <li>-Evaluate the implications of his speech on today' s world.</li> <li>-Deliver a portion of the speech</li> <li>- Discuss how a speech can be a powerful tool for persuasion. Discuss which part of the speech was persuasive (the main idea, words, delivery, progression/organization, location/situation)</li> </ul>
Class 17	<p>Quiz Reading/Writing (MLK)</p>
Class 18	<p>Lesson 5 Takeda Shingen</p> <p>Objectives</p> <ul style="list-style-type: none"> <li>-Understand why the Japanese legendary warlord Takeda Shingen is special to people in Yamanashi, even to this day.</li> <li>-Learn the political, military, and cultural context of Japan' s Sengoku (warring states) period.</li> <li>-Understand how legends are constructed and why Shingen remains iconic in modern global culture (e.g., the influence of Kurosawa' s movie Kagemusha)</li> </ul>
Class 19	<p>Lesson 5 Takeda Shingen</p> <p>Field Trip to Takeda Museum (Date may be changed )</p>
Class 20	<p>Lesson 5 Takeda Shingen</p> <p>Discussion</p> <p>Takeda Shingen is often portrayed as a 'good warlord. Do you agree or disagree? (What criteria define a "good" leader in a violent era? /How do legends shape our view of historical figures? Compare Shingen to a leader from another culture or time period. What similarities or differences stand out?)</p>
Class 21	<p>Lesson 6 Job market</p> <p>1. How is AI changing the job market?</p> <p>Reading:</p> <p>Nexford University (2026). " How will Artificial Intelligence Affect Jobs 2026-2030. " <a href="https://www.nexford.edu/insights/how-will-ai-affect-jobs">https://www.nexford.edu/insights/how-will-ai-affect-jobs</a></p> <p>Sandiego University (2026) Ways AI Impacts the Job Market and Employment Trends <a href="https://onlinedegrees.sandiego.edu/ai-impact-on-job-market/">https://onlinedegrees.sandiego.edu/ai-impact-on-job-market/</a></p>
Class 22	<p>Week 6 Job market</p> <p>2. How do we adapt to the rapidly changing world?</p> <p>Reading:</p> <p>Krumboltz, John. Levin, AI (2013) Luck is no Accident. 2nd edition. Third Publishing. Chapters 1 and 6.</p>
Class 23	<p>Debate (2) "Corporations should monitor employees' social media posts." Affirmative and negative teams Team preparation</p>
Class 24	<p>Debate (2) "Corporations should monitor employees' social media posts." Affirmative and negative teams Debate (50 minutes)</p>
Class 25	<p>Debate_ Reflection</p> <p>(1) Which part of the course objectives do you think you have achieved by the debate? How do you assess your achievement?</p> <p>Course Objectives</p> <ol style="list-style-type: none"> <li>1. Acquire the level of English proficiency and fluency that allows them to function effectively in class.</li> <li>2. Learn how to operate under iCLA' s diverse, international environment.</li> <li>3. Look at issues from an interdisciplinary and global perspective.</li> <li>4. Argue critically, logically, and creatively on the subjects related to liberal arts education.</li> </ol> <p>(2) 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 26	Presentation Preparation
Class 27	Presentation Preparation
Class 28	Presentation
Class 29	Week 15-1 Quiz
Class 30	Wrapping up...