

# English as Medium of Instruction (EMI)

## Academic Course Overviews

2016-2017



College of Intercultural Communication





## EMI Academic Courses

### English as Medium of Instruction (EMI) Academic Courses at CIC

The College of Intercultural Communication (CIC) at Rikkyo University welcomes our partner university students—and only those incoming international students—to enroll in our EMI Academic Courses in addition to Japanese language and Japanese cultural studies courses. CIC is proud to offer an array of courses within the field of Intercultural Communication studies at the undergraduate level, which are a part of our Dual Language Pathway curriculum for our degree-seeking students allowing you to study along side Japanese students. In addition, graduate students are eligible to enroll in courses in our Graduate TESOL-J Program<sup>1</sup>. The courses below reflect the 2016-2017 academic calendar. In addition to CIC, some EMI undergraduate courses (yet to be announced) are offered through the Rikkyo University General Curriculum and by other Faculties (e.g., Business). Generally, students from CIC partner universities are allowed to apply to any course on campus for which they meet the language ability requirements.

#### Spring Semester (April 11 ~ July 19)

- Cultural Exchange
- Environmental Communication
- Communication and Citizenship
- Contemporary Culture in Japan
- Ethnicity and Globalization in Japan
- General Area and Culture Studies A
- International Conflict Studies
- Japan in Asia
- Transcultural Cinema
- Japan Study Program E
- Japan Study Program F (summer session)
- Language Policy and Multilingualism
- Teaching English to Speakers of Other Languages: Basic Principles
- Bilingualism<sup>2</sup>
- Psycholinguistics
- Cognitive Linguistics<sup>2</sup>
- Introduction to Translation and Interpreting Studies
- Introduction to Interpreting
- Introduction to Translation
- Translation and Interpreting in Multicultural Society
- Seminar in English A (Topic TBA)
- Seminar in English C (Topic TBA)
- Special Topics in ICC A (summer session)
- Special Topics in ICC B
- Topics in Intercultural Communication A

#### CIC Graduate TESOL-J Program<sup>1</sup>

- Teaching English Vocabulary to Japanese Students
- Teaching English Reading/Writing to Japanese Students
- Teaching EFL to Japanese School Children
- Japanese Communication Style
- Japanese in Educational Settings (Japanese language course)
- Classroom Observation

#### Fall Semester (September 20 ~ January 23)

- Gender Issues in Communication: Critical & Cultural Perspectives
- International Development and Sustainability
- Media in Japan
- Multiculturalism in Japan
- Orientalism in Media
- Religions in Japan
- Japan Study Program B
- Measurement and Evaluation in Language Education<sup>2</sup>
- Sociolinguistics<sup>2</sup>
- Theories of Second Language Acquisition<sup>2</sup>
- Pragmatics<sup>2</sup>
- Consecutive Interpreting
- Intermediate Translation 1
- Translation and Interpreting: Theories and Research
- Special Topics in ICC C
- Seminar in English B (Topic TBA)
- Seminar in English D (Topic TBA)
- Seminar in English F (Topic TBA)

#### CIC Graduate TESOL-J Program<sup>1</sup>

- Japanese Culture: From Observation to Assimilation
- Japanese Education System and English Language Education in Japan
- Teaching English Speaking/Listening to Japanese Students
- Pedagogical English Grammar to Japanese Students
- Japanese Learners and Learning English in Japan
- Practicum

### Language Requirements for EMI Academic Courses for Exchange Partner University Students

<p><b>Rikkyo University Undergraduate</b> For Japanese Studies courses offered under the Rikkyo University General Curriculum, a TOEFL iBT61 or PBT 500 is required. Course list TBA.</p>	<p><b>CIC Undergraduate</b> Academic courses offered to our partner university students who have a score of TOEFL iBT70 or IELTS 5.5. However, a recommendation expressing the equivalent from the home university is also acceptable.</p>	<p><b>CIC Graduate TESOL-J Program</b> For enrollment in CIC graduate TESOL-J program courses, a score of TOEFL iBT90 or IELTS 6.5 is required.</p>
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<sup>1</sup>TESOL-J Program courses open to graduate school students

<sup>2</sup>Rotated EMI course taught in Japanese for the 2016-2017 academic year

**Rikkyo University**  
**College of Intercultural Communication**

**CULTURAL EXCHANGE**  
**Spring 2016**

Instructor:	Ichiro Takayama		
Course Number:	ICC2511	Course Code:	TBA
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

**COURSE DESCRIPTION**

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

**COURSE OBJECTIVES**

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

**PREREQUISITES**

None.

**REQUIRED TEXTS**

To be announced in class.

**COURSE REQUIREMENTS**

Active participation and preparation are required of all students.

Final test	30 %
In-class work	40 %
Attendance and participation	<u>30 %</u>
	100 %

**COURSE NOTES**

- This course fulfills the credit requirements for the Dual Language Pathway. This course is open to visiting students coming to CIC from partner universities via an Academic Exchange Agreement.
- Students coming to CIC from partner universities are expected to have an English language proficiency score of at least TOEFL iBT76 or IELTS 6.0, or a recommendation expressing the equivalent from the home university.

**GRADING SCALE**

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

### **FOR STUDENTS WITH DISABILITIES**

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

### **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

Cheating and plagiarism will not be tolerated. All required written assignments may be subject to submission to the online services, such as SafeAssign or Turnitin.com for the detection of plagiarism.

## **COURSE TENTATIVE SCHEDULE**

<b>Week</b>	<b>Class Topic</b>
1.	Course introduction
2.	Exploring culture 1
3.	Exploring culture 2
4.	Exploring culture 3
5.	Cultural awareness 1
6.	Cultural awareness 2
7.	Cultural awareness 3
8.	Cultural awareness 4
9.	Presentations
10.	Practical cultural adjustment 1
11.	Practical cultural adjustment 2
12.	Practical cultural adjustment 3
13.	Presentations
14.	Final Review

**Rikkyo University**  
**College of Intercultural Communication**

**ENVIRONMENTAL COMMUNICATION**  
**Spring 2016**

Instructor:	Paul Cunningham		
Course Number:	ICC3443	Course Code:	DM537
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

**COURSE DESCRIPTION**

The contexts of this course will be largely based on Environmental Communication and the Public Sphere (Cox and Pezzullo, 2016), which examines communication and the creation of meanings within the public space.

**COURSE OBJECTIVES**

The goal of this course is to examine the role of communication in the context of the environment—how we construct it, interpret it and communicate about it.

**PREREQUISITES**

None.

**REQUIRED TEXTS**

Cox, J. R. & Pezzullo, P. C. (2016). Environmental Communication and the Public Sphere Edition 4. Sage Publications, Inc. ISBN: 978-1-4833-4433-1

**COURSE REQUIREMENTS**

Active participation and preparation are required of all students.

Attendance and participation	30 %
Assignments (incl. presentations/reports)	40 %
Final report or presentation	<u>30 %</u>
	100 %

**COURSE NOTES**

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**GRADING SCALE**

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## **COURSE TENTATIVE SCHEDULE**

<b>Week</b>	<b>Class Topic</b>
1.	What is environmental communication?
2.	Contested meanings of the environment
3.	Symbolic constructions of the environment
4.	The environment vis-a-vis imagery and popular culture
5.	Media and environmental journalism
6.	Scientific and technological environmental controversies
7.	Environmental risk
8.	Message construction and advocacy campaigns
9.	Digital media and environmental activism
10.	Environmental and climate justice movements
11.	Sustainability and the greening of the environment
12.	Public participation in environmental debate
13.	Managing environmental conflict
14.	Environmental protection and the law

**Rikkyo University**  
**College of Intercultural Communication**

**COMMUNICATION AND CITIZENSHIP**  
**Spring 2016**

Instructor:	Paul Cunningham		
Course Number:	ICC3371	Course Code:	DM423
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

### **COURSE DESCRIPTION**

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

### **COURSE OBJECTIVES**

By the end of the course, students will:

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

### **PREREQUISITES**

None.

### **REQUIRED TEXTS**

Delgado, R. & Stefancic, J. (2001). Critical race theory: An introduction. New York University Press: New York. ISBN: 978-08147193-12

### **COURSE REQUIREMENTS**

Active participation and preparation are required of all students.

Leading discussion report	20 %
Quizzes	20 %
Final test	30 %
Participation / Discussion	<u>30 %</u>
	100 %

## **COURSE NOTES**

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## **GRADING SCALE**

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

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## **COURSE TENTATIVE SCHEDULE**

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

**Rikkyo University**  
**College of Intercultural Communication**

**CONTEMPORARY CULTURE IN JAPAN**  
**Spring 2016**

Instructor:	Steven D. Cousins		
Course Number:	ICC3471	Course Code:	DM427
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

**COURSE DESCRIPTION**

We will look at contemporary Japan by exploring the cultural and historical context of social issues such as immigration, gender relations, work patterns, stress, declining birthrate, nuclear power, and environmentalism, as well as cultural topics such as anime, literature, fashion, cinema, and food. Through these topics we will better understand Japan's place in the world and how Japanese culture will adapt to globalization.

**COURSE OBJECTIVES**

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

**PREREQUISITES**

None.

**REQUIRED TEXTS**

Reading materials will be provided in class.

**COURSE REQUIREMENTS**

Active participation and preparation are required of all students.

Attendance and participation	30 %
Reaction papers and group presentation	40 %
Final test	<u>30 %</u>
	100 %

**COURSE NOTES**

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## **COURSE TENTATIVE SCHEDULE**

<b>Week</b>	<b>Class Topic</b>
1.	Introduction and orientation
2.	What is the culture of "kawaii"?
3.	Who are "otaku" and what is their view of life?
4.	Why do so many people stay home and become "hikikomori"?
5.	How does popular culture define masculinity and femininity?
6.	Why is Japanese anime so popular in the West?
7.	Is company life in Japan too stressful?
8.	Why has dating decreased among young people in Japan?
9.	Do women have equal rights in Japan?
10.	What should Japan do about nuclear energy?
11.	Should Japan change its immigration policy to allow more foreign workers?
12.	Debate: Globalization versus Tradition in Japan
13.	Group presentations
14.	Final essay test

**Rikkyo University**  
**College of Intercultural Communication**

**ETHNICITY AND GLOBALIZATION IN JAPAN: FOOD CONSUMPTION AND  
MULTICULTURALISM ON SCREEN**  
**Spring 2016**

Instructor:	Hyangjin Lee		
Course Number:	ICC3471	Course Code:	DM430
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

**COURSE DESCRIPTION**

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

**COURSE OBJECTIVES**

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

**PREREQUISITES**

None.

**REQUIRED TEXTS**

Steger, M.B. (2009). *Globalization: A very short introduction*. Oxford University Press. ISBN: 978-0-19-955226-9

Rattans, A. (2011). *Multiculturalism: An Very Short Introduction*. Oxford University Press. ISBN: 978-19-954603-9

Bower, A. L. (2004). *Reel Food: Essays on Food and Film*. Routledge. ISBN: 0-415-97111-X

**Additional Readings**

Lei, J. (2001). *Multi-ethnic Japan*. Harvard University Press. ISBN: 0-674-00299-7

**COURSE REQUIREMENTS**

Active participation and preparation are required of all students.

Activities and homework	30 %
Presentation	30 %
Final report	<u>40 %</u>
	100 %

## **COURSE NOTES**

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## **GRADING SCALE**

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

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## **COURSE TENTATIVE SCHEDULE**

### **Week    Class Topic**

1.        Introduction: Course Guidance, Key Issues and Themes
2.        What is Ethnicity and Ethnic Identity
3.        Becoming British: Fish and Chips in East is East (Daniel, O'Donnell, 1999)
4.        Becoming Japanese:    Ethnic Constructivism and Nihonjinron  
The Last Super in Lorelei: The Witch of the Pacific Ocean (Shinji Higashi, 2005) and  
Other Stories of Nationalist War
5.        The Myth of Obento and Washoku: Exporting National Identity
6.        Globalization and National Identity: Ramen and Spaghetti in Tampopo (Itami Juzo,  
1885)
7.        The Imaginary Orient and Cosmetic Multiculturalism in Swallowtail Butterfly (Iwai  
Shunji, 1996)
8.        Expiring Date of National Identity in Chungking Express (Wong Kar Wai, 1997)
9.        Consumer Nationalism and MacDonalization: Super Size Me (Morgan Spurlock, 2004)
10.        Cooking Mexicanness in Like Water For Chocolate (Alfonso Arau, 1992)
11.        Diaspora and Ethnic Sub-national Identity: Yakiniku and Horumon in Zainichi Cinema
12.        Field Survey: Steak after Drinking? Okinawan Diet of American Military Food
13.        Field Survey: "Ethnic Food" of National Minorities and Cultural Others in Japan
14.        Paper Sharing and Wrap Up

**Rikkyo University**  
**College of Intercultural Communication**

**(GENERAL AREA AND CULTURE STUDIES A) THE AMERICAN SHORT STORY**  
**Spring 2016**

Instructor:	Steven D. Cousins		
Course Number:	ICC3443	Course Code:	DM651
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

**COURSE DESCRIPTION**

This course will emphasize the close reading of American short stories. We will examine the fine details of each text, working together to understand the nuances of words and expressions, and to analyze basic story elements including plot, narrative voice, character, setting, theme, symbolism, and cultural references and allusions. We will read a wide range of works from such authors as Poe, Hemingway, Vonnegut, Bradbury, Malamud, Updike, Wolff, Tan, and O'Brien.

**COURSE OBJECTIVES**

The goal of this course is to learn how to read and interpret American short stories, and to consider how these stories reflect various themes of American culture.

**PREREQUISITES**

None.

**REQUIRED TEXTS**

Readings will be provided in class.

**COURSE REQUIREMENTS**

Active participation and preparation are required of all students.

Attendance and participation	30 %
Reaction papers and group presentations	30 %
Final test	<u>40 %</u>
	100 %

**COURSE NOTES**

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### **COURSE TENTATIVE SCHEDULE**

<b>Week</b>	<b>Class Topic</b>
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- |     |   |
|-----|---|
| 1.  | Orientation. “The House on Mango Street” by Sandra Cisneros |
| 2.  | “The Tell-Tale Heart” by Edgar Allan Poe                    |
| 3.  | “The Last Leaf” by O. Henry                                 |
| 4.  | “Hills Like White Elephants” by Ernest Hemingway            |
| 5.  | “Next Door” by Kurt Vonnegut                                |
| 6.  | “The Veldt” by Ray Bradbury                                 |
| 7.  | “Spring Rain” by Bernard Malamud                            |
| 8.  | “A & P” by John Updike                                      |
| 9.  | “Say Yes” by Tobias Wolff                                   |
| 10. | “Two Kinds” by Amy Tan                                      |
| 11. | “The Things They Carried” by Tim O’Brien                    |
| 12. | “The Things They Carried” by Tim O’Brien (cont.)            |
| 13. | Group presentations   |
| 14. | Final essay test  |

**Rikkyo University**  
**College of Intercultural Communication**

**INTERNATIONAL CONFLICT STUDIES**  
**Spring 2016**

Instructor:	Mark E. Caprio		
Course Number:	ICC3471	Course Code:	DM434
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

**COURSE DESCRIPTION**

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

**COURSE OBJECTIVES**

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

**PREREQUISITES**

None.

**REQUIRED TEXTS**

Readings will be made available online.

**COURSE REQUIREMENTS**

Active participation and preparation are required of all students.

Attendance and participation	20 %
Project one: Examine antiwar film/book	20 %
Project two: Visit war museum	20 %
Final report	<u>40 %</u>
	100 %

**COURSE NOTES**

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## **COURSE TENTATIVE SCHEDULE**

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

**Rikkyo University**  
**College of Intercultural Communication**

**JAPAN IN ASIA: JAPANESE RELATIONS WITH KOREA AND CHINA**  
**Spring 2016**

Instructor:	Mark E. Caprio		
Course Number:	ICC3471	Course Code:	DM429
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

**COURSE DESCRIPTION**

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

**COURSE OBJECTIVES**

This class will examine from a historical perspective Japan's relations with its Northeast Asian neighbors, Korea and China beginning with the late Edo Period and advancing to the present.

**PREREQUISITES**

None.

**REQUIRED TEXTS**

Reading materials will be available online.

**COURSE REQUIREMENTS**

Active participation and preparation are required of all students.

Attendance and participation	30 %
Short essays (3 x 10%)	30 %
Final test	<u>40 %</u>
	100 %

**COURSE NOTES**

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## **COURSE TENTATIVE SCHEDULE**

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

**Rikkyo University**  
**College of Intercultural Communication**

**TRANSCULTURAL CINEMA: BEYOND THE NATIONAL**  
**Spring 2016**

Instructor:	Hyangjin Lee		
Course Number:	ICC3471	Course Code:	DM426
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

**COURSE DESCRIPTION**

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

**COURSE OBJECTIVES**

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

**PREREQUISITES**

None.

**REQUIRED TEXTS**

King, C. R., Lugo-Lugo, C. R., & Bloodsworth-Lugo, M. K. (2010). *Animating Difference: Race, Gender and Sexuality in Contemporary Films for Children*. Rowman and Littlefield Publishers, Inc. ISBN: 978-0-7425-6082-6

Durovicova, N. & Newman, K. (2010). *World cinemans, transnational perspectives*. Routledge. ISBN: 10-0-415-97654-5

**Additional Reading**

Ezra, E. & Rowden, T. (2006). *Transnational cinema: The film reader*. Routledge. ISBN: 13-978-0-415-37158-2

**COURSE REQUIREMENTS**

Active participation and preparation are required of all students.

Activities and homework	30 %
Presentation	30 %
Final report	40 %
	100 %

## **COURSE NOTES**

- This course fulfills the credit requirements for the Dual Language Pathway. This course is open to visiting students coming to CIC from partner universities via an Academic Exchange Agreement.
- Students are expected to have an English language proficiency score of at least TOEFL iBT76 or IELTS 6.0. However, for students coming to CIC from partner universities, a recommendation expressing the equivalent from the home university is also acceptable.

## **GRADING SCALE**

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

## **FOR STUDENTS WITH DISABILITIES**

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

## **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

Cheating and plagiarism will not be tolerated. All required written assignments may be subject to submission to the online services, such as SafeAssign or Turnitin.com for the detection of plagiarism.

## **COURSE TENTATIVE SCHEDULE**

<b>Week</b>	<b>Class Topic</b>
1.	Course Outline
2.	Screening the Nation and National Culture
3.	“Introduction” to Imagined Communities: <i>Memoirs of a Geisha</i> (Rob Marshall, 2005)
4.	West meets East in <i>Bend it Like Beckham</i> (Gurinder Chaldha, 2002)
5.	Globalization and Hybridization: <i>King and I</i>
6.	Transcultural Hollywood: <i>Sense and Sensibility</i> (Ang Lee, 1995), <i>Crouching Tiger, Hidden Dragon</i> (Ang Lee, 2000) and <i>Life of Pi</i> (Ang Lee, 2012)
7.	On the Plurality of Cinematic Transnationalism
8.	Princesses of Disney: <i>Snow White</i> , <i>Mermaid</i> , <i>Pocahontas</i> and <i>Mulan</i>
9.	Post-Third-Worldist Culture: Gender, Nation, and the Cinema
10.	Orientalism or occidentalism?: <i>Rashomon</i> (Akira Kurosawa, 1950) and <i>Okuribito/Departure</i> (Yojiro Takika, 2008)
11.	Diaspora and National Identity: Exporting ‘China’ through the Hong Kong Cinema: <i>In the Mood for Love</i> (Wong Kar-wai, 2000), <i>Once Upon a Time in China</i> (Tsui Hark, 1991 and 1992)
12.	Trans-Media 1: From French Manga to Transcultural Blockbuster, <i>Snowpiercer</i> (Bong Jungho, 2013)
13.	Trans-Media 2: Romance as Tourism (Survey)
14.	Paper Sharing and Wrap Up

**Rikkyo University**  
**College of Intercultural Communication**

**(JAPAN STUDY PROGRAM E) POSTWAR JAPANESE HISTORY**  
**Spring 2016**

Instructor:	Kenji Hasegawa		
Course Number:	ICC2621	Course Code:	DM169
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	4
Office Hours:	TBA		
Contact Information:	TBA		

### **COURSE DESCRIPTION**

Every week, students will submit a one-page paper analyzing the assigned reading. We will be exploring the following questions among others. What are the problems surrounding the idea of “the postwar” in Japan? How have postwar Japan’s external relations and domestic political dynamics affected each other? In what ways have the imperial and wartime past been remembered and forgotten, and with what consequences? What were the causes and consequences of rapid economic growth? How have conceptions of gender changed or remained the same? How have the discourse and practice of “postwar democracy” evolved?

Field trips are planned for the following Saturdays: 4/23, 5/21, 6/11, 6/25 (12:30 PM ~ 6:00 PM)

### **COURSE OBJECTIVES**

This class will explore issues related to postwar Japanese history. Students will deepen their understandings of postwar Japan through historical analyses of themes ranging from political economy to mass culture. This is a reading and writing intensive class. Students will hone their critical reading and writing skills. They will also expand their ability to recognize connections across thematic boundaries and between past and present.

### **PREREQUISITES**

None.

### **REQUIRED TEXTS**

Gordon, A. (1993). *Postwar Japan as History*. University of California Press. ISBN: 0520074750

### **COURSE REQUIREMENTS**

Active participation and preparation are required of all students.

Response papers	40 %
Final test	20 %
Attendance and participation	40 %
	100 %

### **COURSE NOTES**

- This course fulfills the credit requirements for the Dual Language Pathway. This course is open to visiting students coming to CIC from partner universities via an Academic Exchange Agreement.
- Students are expected to have an English language proficiency score of at least TOEFL iBT76 or IELTS 6.0. However, for students coming to CIC from partner universities, a recommendation expressing the equivalent from the home university is also acceptable.

## **GRADING SCALE**

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

## **FOR STUDENTS WITH DISABILITIES**

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

## **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

Cheating and plagiarism will not be tolerated. All required written assignments may be subject to submission to online services, such as SafeAssign or Turnitin.com for the detection of plagiarism.

## **COURSE TENTATIVE SCHEDULE**

<b>Week</b>	<b>Class Topic</b>
1.	Introduction
2.	Minamata
3.	Atomic bombings
4.	Atomic bombing memories
5.	Fukushima
6.	Okinawa
7.	Postwar Japan as History 1
8.	Postwar Japan as History 2
9.	Postwar Japan as History 3
10.	Postwar Japan as History 4
11.	Postwar Japan as History 5
12.	Postwar Japan as History 6
13.	Postwar Japan as History 7
14.	Final test

Field trips are planned for the following Saturdays: 4/23, 5/21, 6/11, 6/25 (12:30 PM ~ 6:00 PM)

**Rikkyo University**  
**College of Intercultural Communication**

**(JAPAN STUDY PROGRAM F) INTRODUCTION TO MODERN JAPANESE HISTORY  
THROUGH BIOGRAPHIES AND DIARIES  
Spring 2016**

Instructor:	Atsuko Aoki		
Course Number:	ICC2621	Course Code:	DM170
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

**COURSE DESCRIPTION**

This course explores main themes of modern Japanese history from the Edo period to the immediate post-WWII years. In addition to political transformation and economic developments of Japanese society, this course considers the experiences and concerns of ordinary citizens and those who were marginalized, and pays attention to gender relations. The course will also include some discussion of the genres of biography as historical writing and the use of diary in historical analysis.

**COURSE OBJECTIVES**

The primary goal of this course is to explore the trajectory of early modern and modern Japanese history from the 17th century to the immediate post-WWII years through biographies and diaries of various individuals.

**PREREQUISITES**

None.

**REQUIRED TEXTS**

Walthall, A. (2002). The Human Tradition in Modern Japan. SR Books. ISBN: 0-8420-2912-5

**COURSE REQUIREMENTS**

Active participation and preparation are required of all students.

In-class reaction paper	25 %
Final report outline	15 %
Final report	35 %
Attendance and participation	<u>25 %</u>
	100 %

**COURSE NOTES**

- This course fulfills the credit requirements for the Dual Language Pathway. This course is open to visiting students coming to CIC from partner universities via an Academic Exchange Agreement.
- Students are expected to have an English language proficiency score of at least TOEFL iBT76 or IELTS 6.0. However, for students coming to CIC from partner universities, a recommendation expressing the equivalent from the home university is also acceptable.

## **GRADING SCALE**

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

## **FOR STUDENTS WITH DISABILITIES**

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

## **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

Cheating and plagiarism will not be tolerated. All required written assignments may be subject to submission to the online services, such as SafeAssign or Turnitin.com for the detection of plagiarism.

## **COURSE TENTATIVE SCHEDULE**

### **Week    Class Topic**

1.        Edo 1: Portrait of a court lady
2.        Edo 2: Life of a samurai officer
3.        Primary source workshop 1: reading memoirs by John Mung and his contemporaries
4.        Meiji 1: Survival of a former samurai-class woman
5.        Meiji 2: Changes in a farm family
6.        Meiji 3: An Okinawan activist
7.        Primary source workshop 1: reading diaries and memoirs by Westerners in Meiji Japan
8.        Taisho 1: A rural patriarch and his new modernities
9.        Taisho 2: Women's awakening and voices
10.       Taisho 3: Revolutionary ideas
11.       Primary source workshop 2: reading the diary by a Japanese settler in colonial Korea
12.       Showa 1: Paths to the war
13.       Showa 2: The Asia Pacific War
14.       Showa 3: Immediate postwar years

**Rikkyo University**  
**College of Intercultural Communication**

**LANGUAGE POLICY AND MULTILINGUALISM**  
**Spring 2016**

Instructor:	Ai Ohmori		
Course Number:	ICC3471	Course Code:	DM432
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

**COURSE DESCRIPTION**

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

**COURSE OBJECTIVES**

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

**PREREQUISITES**

None.

**REQUIRED TEXTS**

Will be announced in the first class.

**COURSE REQUIREMENTS**

Active participation and preparation are required of all students.

Attendance and participation	25 %
Homework and quizzes	35 %
Final presentation and report	<u>40 %</u>
	100 %

**COURSE NOTES**

- This course fulfills the credit requirements for the Dual Language Pathway. This course is open to visiting students coming to CIC from partner universities via an Academic Exchange Agreement.
- Students are expected to have an English language proficiency score of at least TOEFL iBT76 or IELTS 6.0. However, for students coming to CIC from partner universities, a recommendation expressing the equivalent from the home university is also acceptable.

**GRADING SCALE**

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

### **FOR STUDENTS WITH DISABILITIES**

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

### **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

Cheating and plagiarism will not be tolerated. All required written assignments may be subject to submission to the online services, such as SafeAssign or Turnitin.com for the detection of plagiarism.

## **COURSE TENTATIVE SCHEDULE**

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

**Rikkyo University**  
**College of Intercultural Communication**

**TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES BASIC PRINCIPLES**  
**Spring 2016**

Instructor:	Ron Martin		
Course Number:	ICC3171	Course Code:	DM421
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

**COURSE DESCRIPTION**

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

**COURSE OBJECTIVES**

By the end of the course, students will:

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

**PREREQUISITES**

None.

**REQUIRED TEXTS**

Readings will be given in class.

**COURSE REQUIREMENTS**

Active participation and preparation are required of all students.

Reading outlines and homework	25 %
Reflection papers	25 %
Tests	25 %
Attendance and participation	<u>25 %</u>
	100 %

**COURSE NOTES**

- This course fulfills the credit requirements for the Dual Language Pathway. This course is open to visiting students coming to CIC from partner universities via an Academic Exchange Agreement.
- Students are expected to have an English language proficiency score of at least TOEFL iBT76 or IELTS 6.0. However, for students coming to CIC from partner universities, a recommendation expressing the equivalent from the home university is also acceptable.

**GRADING SCALE**

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

### **FOR STUDENTS WITH DISABILITIES**

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

### **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

Cheating and plagiarism will not be tolerated. All required written assignments may be subject to submission to the online services, such as SafeAssign or Turnitin.com for the detection of plagiarism.

## **COURSE TENTATIVE SCHEDULE**

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

**Rikkyo University**  
**College of Intercultural Communication**

**PSYCHOLINGUISTICS**  
**Spring 2016**

Instructor:	Ron Martin		
Course Number:	ICC3143	Course Code:	DM681
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

**COURSE DESCRIPTION**

The course will cover the relationship between the brain and language with regard to how language is acquired, how language is processed, and how language is stored and retrieved. To do so, students will learn about how the brain operates with regard to language, and students will learn about the components of linguistic competency. Students will also be introduced to alternative theories about how cognitive and language development.

**COURSE OBJECTIVES**

By the end of the course, students will:

- examine and be able to explain the study of how humans comprehend, represent, and acquire language.
- analyze and be able to illustrate the cognitive, social, and neural processes involved in language use.

**PREREQUISITES**

None.

**REQUIRED TEXTS**

Readings will be given in class.

**COURSE REQUIREMENTS**

Active participation and preparation are required of all students.

Reading outlines and homework	25 %
Reflection papers	25 %
Tests	25 %
Attendance and participation	<u>25 %</u>
	100 %

**COURSE NOTES**

- This course fulfills the credit requirements for the Dual Language Pathway. This course is open to visiting students coming to CIC from partner universities via an Academic Exchange Agreement.
- Students are expected to have an English language proficiency score of at least TOEFL iBT76 or IELTS 6.0. However, for students coming to CIC from partner universities, a recommendation expressing the equivalent from the home university is also acceptable.

**GRADING SCALE**

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

### **FOR STUDENTS WITH DISABILITIES**

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

### **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

Cheating and plagiarism will not be tolerated. All required written assignments may be subject to submission to the online services, such as SafeAssign or Turnitin.com for the detection of plagiarism.

## **COURSE TENTATIVE SCHEDULE**

<b>Week</b>	<b>Class Topic</b>
1.	Introduction: What is psycholinguistics?
2.	Language acquisition overview
3.	Language, speech, and communication
4.	Language and the brain
5.	What it means to know a word
6.	Storage and retrieval of language
7.	Information processing
8.	Writing systems
9.	Issues in reading
10.	Issues in listening
11.	Communicative competence
12.	Long-term memory and schema theory
13.	The issue of age in language acquisition
14.	Sociocultural approach: Outside the head

**Rikkyo University**  
**College of Intercultural Communication**

**INTRODUCTION TO TRANSLATION AND INTERPRETING STUDIES**  
**Spring 2016**

Instructor:	Anthony F. Hartley		
Course Number:	ICC3471	Course Code:	DM532
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

**COURSE DESCRIPTION**

The course discusses: (1) the wide range of roles translators and interpreters play and the corresponding range of required professional competencies; (2) the fundamental distinctions between the major modes of intercultural mediation – translation, localization, subtitling, dubbing, interpreting; (3) the size and nature of the market and the constraints it imposes; (4) the technologies widely used to assist translators and interpreters; the evaluation of ‘quality’ in translation and interpreting; and (5) ethical issues for translators and interpreters. Each week concludes with identifying some open research questions in the sub-field.

**COURSE OBJECTIVES**

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

**PREREQUISITES**

None.

**REQUIRED TEXTS**

Readings from the Routledge Online *Handbook of Translation Studies* and other sources will be recommended in class.

**COURSE REQUIREMENTS**

Active participation and preparation are required of all students. Students are required to do weekly reading in preparation for the coming lecture, to enable them to ask questions and participate in discussion. Regular in class commentaries are expected.

Contribution to in-class discussion	30 %
In-class commentaries	30 %
Final report	<u>40 %</u>
	100 %

## **COURSE NOTES**

- This course fulfills the credit requirements for the Dual Language Pathway. This course is open to visiting students coming to CIC from partner universities via an Academic Exchange Agreement.
- Students are expected to have an English language proficiency score of at least TOEFL iBT76 or IELTS 6.0. However, for students coming to CIC from partner universities, a recommendation expressing the equivalent from the home university is also acceptable.

## **GRADING SCALE**

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

## **FOR STUDENTS WITH DISABILITIES**

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

## **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

Cheating and plagiarism will not be tolerated. All required written assignments may be subject to submission to the online services, such as SafeAssign or Turnitin.com for the detection of plagiarism.

## **COURSE TENTATIVE SCHEDULE**

<b>Week</b>	<b>Class Topic</b>
1.	Diversity of 'translation' activities in the broad sense
2.	Competing market constraints – overview
3.	Translation technologies – overview
4.	Evaluating translation quality – overview
5.	Focus on translation and localization
6.	Focus on conference and community interpreting
7.	Focus on screen translation and audio description
8.	Focus on technologies and their evaluation
9.	Focus on quality assurance and assessment
10.	Crowdsourcing, fansubbing and other trends
11.	Translating the untranslatable - poetry, humour, taboo topics
12.	Professional organization and ethics
13.	Relationship between theory and practice
14.	Review of the course and lessons learned

**Rikkyo University**  
**College of Intercultural Communication**

**INTRODUCTION TO INTERPRETING**  
**Spring 2016**

Instructors:	Kayoko Takeda & Anthony F. Hartley		
Course Number:	ICC3243	Course Code:	TBA
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

**COURSE DESCRIPTION**

Students will be introduced to: the concept of interpreters as mediators of intercultural communication; various settings in which interpreters work; different modes of interpreting and their applications; and mechanism and general principles of consecutive interpreting. Students engage in exercises for active listening, memory retention, content analysis, public speaking, and interpreting between English and Japanese without notes. Students are expected to research the topics to be covered in class, prepare speeches for certain classes, and submit reports and journals on their in-class performance and self-study.

**COURSE OBJECTIVES**

This is an introductory interpreting course of the Translator and Interpreter Training Program, which is designed to develop foundational competencies for translators and interpreters. The objectives of the course are for students: 1) to understand the role of interpreters as mediators of intercultural communication; 2) to understand a variety of settings in which interpreters work; 3) to understand different modes of interpreting and their applications; 4) to become familiar with mechanism and general principles of consecutive interpreting; and 5) to develop basic skills for interpreting, such as active listening, content analysis, memory retention, and reformulation of essential elements of the source speech in the target language without notes.

**PREREQUISITES**

None.

**REQUIRED TEXTS**

None.

**Additional Readings**

Bergerot, Tsuruta, Naito (2009). *Yoku Wakaru Chikuji Tsuyaku*. ISBN: 4904575059  
Kumiko Torikai (2013). *Yoku Wakaru Honyaku Tsuyakugaku*. ISBN: 4623067270

## **COURSE REQUIREMENTS**

Students are required to read extensively and build bilingual glossaries of current events, to submit a report on in-class performance after class, and to submit a journal of interpreting practices (at least 4 hours a week, individually or in a group).

In-class performance	30 %
Report/journal submissions and class participation	30 %
Final test	<u>40 %</u>
	100 %

## **COURSE NOTES**

- Non-native speakers of English are required to have attained at least one of the following test scores: TOEFL(iBT) 80, IELTS 6.0, TOEIC 740, or Eiken Pre-1.
- Non-native speakers of Japanese are required to hold N1.

## **GRADING SCALE**

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

## **FOR STUDENTS WITH DISABILITIES**

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

## **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

Cheating and plagiarism will not be tolerated. All required written assignments may be subject to submission to the online services, such as SafeAssign or Turnitin.com for the detection of plagiarism.

## **COURSE TENTATIVE SCHEDULE**

### **Week    Class Topic**

1. Introduction (interpreting as a mediating act in intercultural communication)
2. Overview of different modes and settings for interpreting; introduction to mechanism and general principles of interpreting
3. Introduction to active listening
4. Active listening exercises 1
5. Active listening exercises 2
6. Active listening exercises 3
7. Interpreting without notes (into Japanese) 1
8. Interpreting without notes (into Japanese) 2
9. Interpreting without notes (into Japanese) 3
10. Interpreting without notes (into English) 1
11. Interpreting without notes (into English) 2
12. Interpreting without notes (into English) 3
13. Final test
14. Review of the final test; introduction to systematic note-taking  
(Content and schedule subject to change depending on the class mix)

**Rikkyo University**  
**College of Intercultural Communication**

**INTRODUCTION TO TRANSLATION**  
**Spring 2016**

Instructors:	Kayoko Takeda & Anthony F. Hartley		
Course Number:	ICC3243	Course Code:	TBA
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

### **COURSE DESCRIPTION**

This course Introductory translation course of the Translator and Interpreter Training Program. Students will be introduced to: the concept of translators as mediators of intercultural communication; purpose-oriented writing and translation; text analysis; and quality assessment and revision protocols. Students engage in exercises of text and audience analysis, developing translation briefs, producing alternative translations for differing purposes, and providing peer feedback on translation quality. Students are expected to make use of software tools to produce and share their translations.

### **COURSE OBJECTIVES**

This is an introductory course of the Translator and Interpreter Training Program, which is designed to develop foundational competencies for translators and interpreters. Translation is presented as a collaborative, team activity that often relies on software tools. The course starts from the premise that the quality of a translation can only be judged relative to its stated purpose and audience (the ‘brief’). The objectives of the course are for students: 1) to understand the role of translators as mediators of intercultural communication; 2) to analyse the purpose and linguistic characteristics of source texts; 3) to determine the appropriate purpose, audience and linguistic characteristics of the target (translated) text; 4) to create translations meeting these constraints; and 5) to provide reasoned feedback on the quality of a translation, given the brief. Students will also become familiar with the basic functions of translation memory tools.

### **PREREQUISITES**

None.

### **REQUIRED TEXTS**

Hasegawa, Y. (2012). *The Routledge Course in Japanese Translation*. Routledge. ISBN: 0415486866

光藤・田辺. (2008). 『英日 プロが教える基礎からの翻訳スキル』. 三修社. ISBN: 4384055064

House, J. (2015). *Translation Quality Assessment: Past and present*. Routledge. ISBN: 1138795488

\*Further readings will be recommended in class.

## COURSE REQUIREMENTS

Active participation and preparation are required of all students. Students are required: to do background reading; and to develop a dossier of text analyses, translation briefs, translations and translation quality assessments.

Participation	20 %
Dossier of analyses, translation briefs, translation and quality assessments	40 %
Final test	<u>40 %</u> 100 %

## COURSE NOTES

- The course capacity is set to a maximum of 40 students.
- This course fulfills the credit requirements for the Dual Language Pathway. This course is open to visiting students coming to CIC from partner universities via an Academic Exchange Agreement.
- Students are required to have an English language proficiency score of at least TOEFL iBT80 or IELTS 6.0. Non-native speakers of Japanese are required to hold the N1 level on the Japanese language proficiency test.

## GRADING SCALE

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

## FOR STUDENTS WITH DISABILITIES

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

## ACADEMIC DISHONESTY (Cheating and Plagiarism)

Cheating and plagiarism will not be tolerated. All required written assignments may be subject to submission to the online services, such as SafeAssign or Turnitin.com for the detection of plagiarism.

## COURSE TENTATIVE SCHEDULE

Week	Class Topic
1.	Introduction – translation as a mediating act in intercultural communication, audience design and the translation brief
2.	Practical introduction to translation tools
3.	Translation as a collaborative, team activity – research, translation, revision, reviewing
4.	Source- and target-text analysis for translation
5.	Source- and target-text analysis for translation
6.	Translation and revision exercises (into English)
7.	Translation and revision exercises (into English)
8.	Translation and revision exercises (into English)
9.	Translation and revision exercises (into Japanese)
10.	Translation and revision exercises (into Japanese)
11.	Translation and revision exercises (into Japanese)
12.	Final test
13.	Review of the final test
14.	Introduction to machine translation (MT) and post-editing

**Rikkyo University**  
**College of Intercultural Communication**

**TRANSLATION AND INTERPRETING IN MULTICULTURAL SOCIETY**  
**Spring 2016**

Instructors:	Kayo Matsushita		
Course Number:	ICC3243	Course Code:	TBA
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

**COURSE DESCRIPTION**

This course introduces various practices of translation and interpreting (spoken and signed) in multicultural and multilingual settings. It examines language needs in hospitals, courtrooms, schools, and public services provided by national and local governments. Students will be given the opportunity to hear from practitioners in the field and discuss the challenges involved in their practices, including ethical issues. Each student will give a presentation on language needs in specific communities and produce a research report.

**COURSE OBJECTIVES**

The objective of this course is to learn about various language needs in multicultural society and discuss the challenges and opportunities faced by translators and interpreters in such society.

**PREREQUISITES**

None.

**REQUIRED TEXTS**

None.

Reading materials will be distributed as necessary.

**Additional Readings**

Hale, S. (2007). *Community Interpreting*.

Makiko Mizuno, Minoru Naito (2015). *Komyuniti Tsuyaku: Tabunka Kyosei Shakai No Komyunikeshon*

## **COURSE REQUIREMENTS**

Attendance and class contribution	40 %
Presentation	30 %
Final test	<u>30 %</u>
	100 %

## **GRADING SCALE**

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

## **FOR STUDENTS WITH DISABILITIES**

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

## **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

Cheating and plagiarism will not be tolerated. All required written assignments may be subject to submission to the online services, such as SafeAssign or Turnitin.com for the detection of plagiarism.

## **COURSE TENTATIVE SCHEDULE**

<b>Week</b>	<b>Class Topic</b>
1.	Introduction
2.	History of interpreting and translation
3.	Community interpreting and translation—an outline
4.	Language needs in hospitals
5.	Language needs in courtrooms
6.	Language needs in schools and other public services
7.	Sign language interpreting and braille translation
8.	Codes of ethics
9.	Case study 1
10.	Case study 2
11.	Guest lecture
12.	Student presentations 1
13.	Student presentations 2
14.	Summary

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**(SEMINAR IN ENGLISH A) PERSUASION FOR RESPONSIBLE CITIZEN SPEAKERS**  
**Spring 2016**

Instructor:	Naoki Kambe		
Course Number:	ICC2621	Course Code:	DM141
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

**COURSE DESCRIPTION**

This course attends to theoretical and practical components of persuasion. In particular, it introduces key theories and concepts of persuasion/persuasive speaking such as three modes of proof (ethos, logos, pathos), Need, and Motivation. In addition, it introduces some of the critical processes of public speaking preparation (e.g., purpose, audience analysis, research, organization). Through learning and discussing these theories/concepts and processes, it aims at developing students' speaking and critical thinking skills applicable in a variety of situations and helping them to be ethical and responsible citizen-speakers.

**COURSE OBJECTIVES**

By the end of the course, students will

- develop their skills and confidence in public speaking and message construction.
- be able to analyze and evaluate various persuasive messages and their effects critically.
- become sophisticated consumers & producers of messages and responsible citizens through learning and discussing key concepts/theories of persuasion.

**PREREQUISITES**

None.

**REQUIRED TEXTS**

To be announced in class.

**COURSE REQUIREMENTS**

Active participation and preparation are required of all students.

Speeches	35 %
Reports	30 %
Quizzes	15 %
Attendance and participation	<u>20 %</u>
	100 %

**COURSE NOTES**

- This course fulfills the credit requirements for the Dual Language Pathway. This course is open to visiting students coming to CIC from partner universities via an Academic Exchange Agreement.
- The language requirement for this course is for students who have a score of at least TOEFL iBT70 or IELTS 5.5. However, for students coming to CIC from partner universities, a recommendation expressing the equivalent from the home university is also acceptable.

## **GRADING SCALE**

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

## **FOR STUDENTS WITH DISABILITIES**

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

## **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

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

## **COURSE TENTATIVE SCHEDULE**

<b>Week</b>	<b>Class Topic</b>
1.	Introduction to the Course
2.	The Origins of Public Speaking and Citizenship
3.	The Basics of Public Speaking 1) Topic Selection, Speaking Purposes, Thesis & Audience Analysis
4.	The Basics of Public Speaking 2) Organization & Outline
5.	Introduction to Persuasion
6.	Ethos
7.	Logos
8.	Pathos
9.	Motivating the Audience and Motivated Sequence
10.	Persuasive Speaking/Delivery
11.	Speech: Impromptu
12.	Persuasive Bodies and Social Movement
13.	Speech: Persuasive
14.	Speech: Persuasive

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**(SEMINAR IN ENGLISH C) PRAGMATICS AND DISCOURSE**  
**Spring 2016**

Instructor:	Kazumi Namiki		
Course Number:	ICC2621	Course Code:	DM143
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

**COURSE DESCRIPTION**

This course provides an introduction to the study of pragmatics and discourse. Students will read various articles related to the field and deepen their knowledge about language use and communication through class activities. This course will foster the students' ability in reading academic texts in English and critical thinking in the field. Furthermore, students will gain practical experience with collecting and analysing data and presenting the findings through a small research project.

**COURSE OBJECTIVES**

This course provides a broad overview of pragmatics and discourse analytic perspectives. It will also cover the theoretical and methodological approaches in the field. By the end of the course, students will

- gain knowledge related to the study of pragmatics and varieties of discourse.
- deepen their understanding regarding how people use language in real life situations.
- learn how to design a small research project in the field of language studies or intercultural communication studies.

**PREREQUISITES**

None.

**REQUIRED TEXTS**

To be announced in class.

**COURSE REQUIREMENTS**

Active participation and preparation are required of all students.

Group presentation	30 %
Writing assignment (800 word paper)	30 %
Take-home quiz (x3)	30 %
Attendance and participation	<u>10 %</u>
	100 %

**COURSE NOTES**

- This course fulfills the credit requirements for the Dual Language Pathway. This course is open to visiting students coming to CIC from partner universities via an Academic Exchange Agreement.
- The language requirement for this course is for students who have a score of at least TOEFL iBT70 or IELTS 5.5. However, for students coming to CIC from partner universities, a recommendation expressing the equivalent from the home university is also acceptable.

## **GRADING SCALE**

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

## **FOR STUDENTS WITH DISABILITIES**

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

## **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

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

## **COURSE TENTATIVE SCHEDULE**

<b>Week</b>	<b>Class Topic</b>
1.	Introduction
2.	Varieties of discourse
3.	Greetings/Address terms
4.	Speech acts
5.	Politeness and Face
6.	Language, Power and Gender
7.	Intercultural Pragmatics
8.	Interlanguage Pragmatics
9.	Conversation Analysis
10.	Discourse Analysis
11.	Pragmatics and classroom application
12.	Preparation for the final presentations
13.	Final presentations 1
14.	Final presentations 2

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**(SPECIAL TOPICS IN ICC A) AMERICAN AND JAPANESE CULTURE SEEN  
THROUGH ADVERTISING**  
**Summer Intensive Course 2016**  
**August 1, 2, 3, 4, 5**

Instructor:	Patricia Wetzel		
Course Number:	ICC3543	Course Code:	TBA
Class Days:	August 1, 2, 3, 4, 5	Class Hour:	10:45-16:30
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

**COURSE DESCRIPTION**

Five goals of this course are:

1. To examine the impact of advertising on our perception of products (Note: We will focus here on print ads, not CMs.)
2. To learn about “indexicals” in language
3. To discover the differences between Japanese and U.S. advertising
4. To understand the vocabulary choices that we make in our day-to-day language, and
5. To understand how advertising has changed over time.

**COURSE OBJECTIVES**

In ICC, students dig deeply and focus on specific topics related to communication, language, language education, interpretation, translation, international development, international cooperation and more. In A, the students will compare the USA and Japan sociolinguistically through advertisements by participating in lectures, exercises, discussions and presentations on the topic of American and Japanese Culture Viewed through Advertising.

**PREREQUISITES**

None.

**REQUIRED TEXTS**

Materials will be distributed during lectures as necessary.

**Additional Readings**

Other information will be given as necessary in class.

## **COURSE REQUIREMENTS**

Attendance and participation	40 %
Quick writes	20 %
In-class reports	20 %
Final test	<u>20 %</u>
	100 %

## **COURSE NOTES**

- Language of instruction: Primary language of instruction is English but speakers may use Japanese for clarification.

## **GRADING SCALE**

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

## **FOR STUDENTS WITH DISABILITIES**

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

## **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

Cheating and plagiarism will not be tolerated. All required written assignments may be subject to submission to the online services, such as SafeAssign or Turnitin.com for the detection of plagiarism.

## **COURSE TENTATIVE SCHEDULE**

<b>Week</b>	<b>Class Topic</b>
1.	Get acquainted
2.	Signs vs. advertisements
3.	Go out and take pictures
4.	Sign genres
5.	How does advertising work?
6.	Go to Tokyo Advertising Museum
7.	Figures of speech I
8.	Figures of speech II
9.	Figures of speech III
10.	History of advertising Introduction
11.	History of advertising I
12.	History of advertising II
13.	History of advertising III
14.	Catch up and wrap up
15.	Final test

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**(SPECIAL TOPICS IN ICC B) TRANSLATION-MEDIATED INTERCULTURAL  
COMMUNICATION: FROM THE PERSPECTIVE OF AUDIOVISUAL AND  
MULTIMEDIA TRANSLATION**  
**Spring 2016 Visiting Lecture**  
**June 13~June 18 / June 20~June 25**

Instructor:	Minako Ohagan (Visiting Lecturer from Dublin City University, Ireland)		
Course Number:	ICC3543	Course Code:	DM652
Class Days / Hours:	June 13~June 17 / June 20~June 24: 18:20-19:50 June 18 & June 25: 13:15-16:30		
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

### **COURSE DESCRIPTION**

This course approaches intercultural communication from the perspective of translation applied to contemporary audiovisual and multimedia products, treating them as translation-mediated intercultural communication. In particular, it focuses on the types of content in which Japanese culture is embedded as the source culture such as video games, anime, manga and certain entertainment TV programmes. Using real-life examples, the course will introduce a number of theoretical and practical avenues available in contemporary translation studies by which intercultural communication issues can be addressed.

### **COURSE OBJECTIVES**

The course will introduce the students to intercultural communication issues arising from contemporary forms of translation of Japanese cultural content. In addition, it will familiarize the students with some of the key concepts in translation studies focused on audiovisual and multimedia translation.

### **PREREQUISITES**

None.

### **REQUIRED TEXTS**

O'Hagan, M. & Mangrion, C. (2013). *Game localization: Translating for the global digital entertainment industry*. John Benjamins. ISBN: 9789027271860

### **Additional Readings**

Díaz Cintas, J. (2013). Subtitling: Theory, practice and research. In Millán, C. and Bartrina, F. (Eds.), *The Routledge Handbook of Translation Studies*. Routledge. ISBN: 978-0415559676

O'Hagan, M. & Ashworth, D. (2002). *Translation-mediated Communication in a digital world: Facing the challenges of globalization and localization*. Multilingual Matters. ISBN: 1853595810

Pérez-González, L. (2014). *Audiovisual Translation: Theories, Methods and Issues*. Routledge. ISBN: 978-0415530279

Suojanen, T., Tuominen, T., & Koskinen, K. (2014). *User-centered Translation*. Routledge. ISBN: 113879550X

## **COURSE REQUIREMENTS**

Active participation and preparation are required of all students. Independent study outside of the course will be discussed in class.

(10) Reflective diary entries	50 %
Mini-project	30 %
Presentation	<u>20 %</u>
	100 %

## **COURSE NOTES**

- This course fulfills the credit requirements for the Dual Language Pathway. This course is open to visiting students coming to CIC from partner universities via an Academic Exchange Agreement.
- Students are expected to have an English language proficiency score of at least TOEFL iBT76 or IELTS 6.0. However, for students coming to CIC from partner universities, a recommendation expressing the equivalent from the home university is also acceptable.

## **GRADING SCALE**

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

## **FOR STUDENTS WITH DISABILITIES**

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

## **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

Cheating and plagiarism will not be tolerated. All required written assignments may be subject to submission to the online services, such as SafeAssign or Turnitin.com for the detection of plagiarism.

## **COURSE TENTATIVE SCHEDULE**

<b>Week</b>	<b>Class Topic</b>
1.	Culture in translation studies
2.	Translation-mediated communication
3.	Introduction to audiovisual and multimedia translation
4.	Game localisation and intercultural communication – part I
5.	Game localisation and intercultural communication – part II
6.	Game localisation and intercultural communication – part III
7.	Audiovisual translation and intercultural communication – part I
8.	Audiovisual translation and intercultural communication – part II
9.	Audiovisual translation and intercultural communication – part III
10.	Manga translation and intercultural communication
11.	Telop and intercultural communication
12.	Fan translation and intercultural communication
13.	User participation and intercultural communication
14.	Translation-mediated intercultural communication in a digital age

**Rikkyo University**  
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**(TOPICS IN INTERCULTURAL COMMUNICATION A) THE RELATIONSHIPS  
BETWEEN CULTURE AND COMMUNICATION**  
**Spring 2016**

Instructor:	Paul Cunningham		
Course Number:	ICC3343	Course Code:	DM551
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

**COURSE DESCRIPTION**

This discussion-based course will present topics introduced by the instructor and drawn from student interest. Topics will be presented in a thematic fashion and students will be encouraged to identify and examine the interrelationships between them.

**COURSE OBJECTIVES**

The goal of this course is to provide a forum in which to discuss the relationships between culture and communication. This will be approached from various perspectives, including economics, politics, society and the environment.

**PREREQUISITES**

None.

**REQUIRED TEXTS**

Reading materials will be available online.

**COURSE REQUIREMENTS**

Active participation and preparation are required of all students.

Attendance and participation	30 %
Assignments	40 %
Final presentation	<u>30 %</u>
	100 %

**COURSE NOTES**

- This course fulfills the credit requirements for the Dual Language Pathway. This course is open to visiting students coming to CIC from partner universities via an Academic Exchange Agreement.
- Students are expected to have an English language proficiency score of at least TOEFL iBT76 or IELTS 6.0. However, for students coming to CIC from partner universities, a recommendation expressing the equivalent from the home university is also acceptable.

**GRADING SCALE**

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

### **FOR STUDENTS WITH DISABILITIES**

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

### **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

Cheating and plagiarism will not be tolerated. All required written assignments may be subject to submission to the online services, such as SafeAssign or Turnitin.com for the detection of plagiarism.

## **COURSE TENTATIVE SCHEDULE**

<b>Week</b>	<b>Class Topic</b>
1.	Course explanation
2.	Conceptualizing and operationalizing the terms culture & communication
3.	Conceptualizing and operationalizing the terms culture & communication
4.	Exploring the notion and meaning(s) of intercultural communication (IC)
5.	Exploring the notion and meaning(s) of intercultural communication (IC)
6.	Examining models of IC in terms of language, culture and communication
7.	Examining models of IC in terms of language, culture and communication
8.	Examining the roles of language & communication, focusing on verbal language
9.	Examining the roles of language & communication, focusing on verbal language
10.	Examining the roles of culture & communication, focusing on non-verbal language
11.	Examining the roles of culture & communication, focusing on non-verbal language
12.	Reflecting on the roll that IC plays in your daily life and in developing IC competence
13.	Reflecting on the roll that IC plays in your daily life and in developing IC competence
14.	Final presentations

**Rikkyo University**  
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**GENDER ISSUES IN COMMUNICATION CRITICAL AND CULTURAL PERSPECTIVES**  
**Fall 2016**

Instructor:	Naoki Kambe		
Course Number:	ICC3371	Course Code:	DM422
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

**COURSE DESCRIPTION**

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

**COURSE OBJECTIVES**

By the end of the course, students will:

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

**PREREQUISITES**

None.

**REQUIRED TEXTS**

To be announced in class.

**COURSE REQUIREMENTS**

Active participation and preparation are required of all students.

Reading responses	20 %
Observation reports	30 %
Final report	30 %
Attendance and participation <sup>1</sup>	<u>20 %</u>
	100 %

<sup>1</sup>Students are required to attend at least 80 % of class sessions to receive credit for the course.

**COURSE NOTES**

- This course fulfills the credit requirements for the Dual Language Pathway. This course is open to visiting students coming to CIC from partner universities via an Academic Exchange Agreement.
- Students are expected to have an English language proficiency score of at least TOEFL iBT76 or IELTS 6.0. However, for students coming to CIC from partner universities, a recommendation expressing the equivalent from the home university is also acceptable.

## **GRADING SCALE**

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

## **FOR STUDENTS WITH DISABILITIES**

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

## **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

Cheating and plagiarism will not be tolerated. All required written assignments may be subject to submission to the online services, such as SafeAssign or Turnitin.com for the detection of plagiarism.

## **COURSE TENTATIVE SCHEDULE**

<b>Week</b>	<b>Class Topic</b>
1.	Introduction to the Course
2.	Developing a Critical Gender Lens
3.	Gender Performativity
4.	Objectification
5.	Femininity and the Body (1)
6.	Femininity and the Body (2)
7.	Femininity and the Body (3)
8.	Masculinity and the Body (1)
9.	Masculinity and the Body (2)
10.	Masculinity and the Body (3)
11.	Gendered Paralanguage
12.	Gendered Language
13.	Gendered Communication in Dating Relationships
14.	Queer Theory and Communication

**Rikkyo University**  
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**INTERNATIONAL DEVELOPMENT AND SUSTAINABILITY**  
**Fall 2016**

Instructor:	Stephan Johnson		
Course Number:	ICC3471	Course Code:	DM433
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

**COURSE DESCRIPTION**

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

**COURSE OBJECTIVES**

By the end of the course, students will:

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

**PREREQUISITES**

None.

**REQUIRED TEXTS**

Readings will be provided by the instructor.

**COURSE REQUIREMENTS**

Active participation and preparation are required of all students.

Attendance and participation	30 %
Journal entries	20 %
Presentation	20 %
Final essay	<u>30 %</u>
	100 %

## **COURSE NOTES**

- This course fulfills the credit requirements for the Dual Language Pathway. This course is open to visiting students coming to CIC from partner universities via an Academic Exchange Agreement.
- Students are expected to have an English language proficiency score of at least TOEFL iBT76 or IELTS 6.0. However, for students coming to CIC from partner universities, a recommendation expressing the equivalent from the home university is also acceptable.

## **GRADING SCALE**

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

## **FOR STUDENTS WITH DISABILITIES**

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

## **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

Cheating and plagiarism will not be tolerated. All required written assignments may be subject to submission to the online services, such as SafeAssign or Turnitin.com for the detection of plagiarism.

## **COURSE TENTATIVE SCHEDULE**

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

**Rikkyo University**  
**College of Intercultural Communication**

**MEDIA IN JAPAN**  
**Fall 2016**

Instructor:	Kyungjin Ha		
Course Number:	ICC3371	Course Code:	DM424
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

### **COURSE DESCRIPTION**

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

### **COURSE OBJECTIVES**

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

### **PREREQUISITES**

None.

### **REQUIRED TEXTS**

Reading material will be given in class.

### **COURSE REQUIREMENTS**

Active participation and preparation are required of all students.

Final report and presentation	30 %
Final test	40 %
Attendance and participation	<u>30 %</u>
	100 %

### **COURSE NOTES**

- This course fulfills the credit requirements for the Dual Language Pathway. This course is open to visiting students coming to CIC from partner universities via an Academic Exchange Agreement.
- Students are expected to have an English language proficiency score of at least TOEFL iBT76 or IELTS 6.0. However, for students coming to CIC from partner universities, a recommendation expressing the equivalent from the home university is also acceptable.

### **GRADING SCALE**

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

### **FOR STUDENTS WITH DISABILITIES**

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

### **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

Cheating and plagiarism will not be tolerated. All required written assignments may be subject to submission to the online services, such as SafeAssign or Turnitin.com for the detection of plagiarism.

## **COURSE TENTATIVE SCHEDULE**

<b>Week</b>	<b>Class Topic</b>
1.	Introduction
2.	Media and theory (1)
3.	Media and theory (2)
4.	Space as media
5.	Print media and newspaper (1)
6.	Print media and newspaper (2)
7.	Telephone
8.	Entertainment industry and media (guest speaker)
9.	Film
10.	Radio
11.	Television
12.	Mobile phone and computer
13.	Global media
14.	Final test

**Rikkyo University**  
**College of Intercultural Communication**

**MULTICULTURALISM IN JAPAN**  
**Fall 2016**

Instructors:	Kyoko Morita		
Course Number:	ICC3471	Course Code:	TBA
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

**COURSE DESCRIPTION**

To deal with such highly sensitive and political issues, this course will be conducted partly in English and partly in Japanese. The class will be very interactive and flexible, including discussions and presentations. Students are encouraged to carefully examine case studies, think about legitimacy as well as diversity, and figure out any prospect of integrating various “differences” into ethnically diversifying Japan.

**COURSE OBJECTIVES**

The goal of this course is twofold: (1) to understand complex realities of multicultural issues in contemporary Japan, and (2) to build more sensitivity to minority groups and their identity politics, primarily focusing on race/ethnicity. Students will explore the interrelationships between culture, power, and identities, as well as relations of difference and inequality emerged through everyday interaction. Thereby, students will be aware of the dynamics of racial, ethnic, gender, sexual, and class differences, and will be able to apply their knowledge and open attitude in daily practice.

**PREREQUISITES**

None.

**REQUIRED TEXTS**

None. To be announced in class.

**Additional Readings**

Kyoko Morita (2007). *Kodomotachi No Aidentiti • Poritikkusu: Burajirujin No Iru Shogakko No Esunogurafi*. ISBN: 978-4-7885-1063-0

## COURSE REQUIREMENTS

Attendance and active participation (incl. volunteer speech)	30 %
In-class activities and mid-term group project	40 %
Final individual project	<u>30 %</u>
	100 %

## COURSE NOTES

- Students who take this course should have the following English abilities: TOEIC 700, TOEIC IP 700, TOEFL iBT 76, TOEFL ITP (Level 1) 540, or IELTS 6.0.

## GRADING SCALE

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

## FOR STUDENTS WITH DISABILITIES

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

## ACADEMIC DISHONESTY (Cheating and Plagiarism)

Cheating and plagiarism will not be tolerated. All required written assignments may be subject to submission to the online services, such as SafeAssign or Turnitin.com for the detection of plagiarism.

## COURSE TENTATIVE SCHEDULE

Week	Class Topic
1.	Course introduction The myth of homogenous Japan Japan's three major minorities
2.	Paradigms of Japanese to Non-Japanese "Self" and "Other" / Racial profiling Japanese returnees and "Hafu"
3.	The Ainu (indigenous people)
4.	The Okinawans and Ryukyuan "Amerasian" children
5.	Oldcomer Koreans in identity struggles
6.	Oldcomer Chinese and Japanese returnees of war-displaced orphans
7.	Mid-term Project
8.	Newcomer residents and immigrants Brazilians and other Nikkeijin
9.	Filipinas and their inter-marriage spouses and children
10.	Muslim residents and communities
11.	Caucasians and Africans as "pure non-Japanese" residents Spouses of cross-cultural marriage
12.	Stateless residents in Japan Asylum seekers and refugees Illegal entrants and overstayers
13.	Final Presentation I
14.	Final Presentation II

**Rikkyo University**  
**College of Intercultural Communication**

**ORIENTALISM IN MEDIA**  
**Fall 2016**

Instructor:	Atsuko Aoki		
Course Number:	ICC3371	Course Code:	DM425
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

**COURSE DESCRIPTION**

This course will examine a variety of popular culture and media representations of Asians produced in Japan, from the mid-19th century to the present. We will explore the political, social, and cultural contexts in which images of Asians emerged and in which these representations of Asians have shaped and challenged notions of Japanese-ness.

**COURSE OBJECTIVES**

The primary objective of this course is to familiarize students with "Orientalism" as an analytical framework and to develop their critical thinking skills to address key issues and problems regarding representations of Asia produced in Japan.

**PREREQUISITES**

None.

**REQUIRED TEXTS**

Readings and supplementary materials will be provided in class.

**COURSE REQUIREMENTS**

Active participation and preparation are required of all students.

In-class reaction paper	35 %
Final presentation	40 %
Participation	<u>25 %</u>
	100 %

**COURSE NOTES**

- This course fulfills the credit requirements for the Dual Language Pathway. This course is open to visiting students coming to CIC from partner universities via an Academic Exchange Agreement.
- Students are expected to have an English language proficiency score of at least TOEFL iBT76 or IELTS 6.0. However, for students coming to CIC from partner universities, a recommendation expressing the equivalent from the home university is also acceptable.

**GRADING SCALE**

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

### **FOR STUDENTS WITH DISABILITIES**

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

### **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

Cheating and plagiarism will not be tolerated. All required written assignments may be subject to submission to the online services, such as SafeAssign or Turnitin.com for the detection of plagiarism.

## **COURSE TENTATIVE SCHEDULE**

<b>Week</b>	<b>Class Topic</b>
1.	Course overview
2.	Theories of Orientalism
3.	China and Korea in Tokugawa-era popular culture
4.	China and Korea in Meiji-era woodblock prints
5.	Occidentalism in pre-WW2 Japan
6.	Orientalism on display: the Jinruikan Incident
7.	Asians in wartime propaganda
8.	Gender and sexuality of Asians in wartime films
9.	Film viewing
10.	Portrayal of Asians in postwar manga
11.	Non-Japanese bodies in postwar TV commercials
12.	Popularity of Nihon-ron
13.	Representation of "new-comer" foreign residents in Japan
14.	Conclusion

**Rikkyo University**  
**College of Intercultural Communication**

**RELIGIONS IN JAPAN**  
**Fall 2016**

Instructors:	Katsuyoshi Sanematsu		
Course Number:	ICC3471	Course Code:	TBA
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

**COURSE DESCRIPTION**

At the beginning of the semester, the instructor will give general lectures on what constitutes religion. The instructor will follow with a series of lectures about various religious traditions in Japan. Each week, the instructor will give a lecture on the scheduled theme of the week (see the class plan), and then the students will hold discussions about the theme. The instructor will assign reading and mini-reports for each theme as homework. Students will also research individual themes, and give final presentations and submit reports. All classes are conducted in English.

**COURSE OBJECTIVES**

This course presents the great breadth and depth of Japanese religious traditions in English in an effort to cultivate in students the ability to discuss basic aspects of Japanese religion and culture in English.

**PREREQUISITES**

None.

**REQUIRED TEXTS**

None.

The instructor will arrange and distribute copies containing course materials for reading. PowerPoint will be used for lectures.

**Additional Readings**

Instructions will be given as necessary.

## **COURSE REQUIREMENTS**

Students will prepare for discussions by reading course materials in advance of each theme. Students will also write mini-reports.

Attendance and participation	30 %
In-class discussions	15 %
Reading assignments and mini-reports	20 %
Final presentation	15 %
Final report	<u>20 %</u>
	100 %

## **COURSE NOTES**

- Students who take this course should have the following English abilities: TOEIC 700, TOEIC IP 700, TOEFL iBT 76, TOEFL ITP (Level 1) 540, or IELTS 6.0.
- Instructor's website: <http://www.rikkyo.ne.jp/grp/arawak/latina/index.htm>

## **GRADING SCALE**

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

## **FOR STUDENTS WITH DISABILITIES**

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

## **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

Cheating and plagiarism will not be tolerated. All required written assignments may be subject to submission to the online services, such as SafeAssign or Turnitin.com for the detection of plagiarism.

## **COURSE TENTATIVE SCHEDULE**

<b>Week</b>	<b>Class Topic</b>
1.	Course outline, Introduction, Orientation
2.	What is religion
3.	Origin of Shintoism
4.	Indian Buddhism
5.	Japanese Buddhism
6.	Fusion of Shintoism and Buddhism
7.	Christianity and Japan
8.	Islam and Japan
9.	Japanese New Religions
10.	Japanese shamanism and folk religion
11.	Okinawan shamanism and folk religion
12.	Japanese spirituality and Japanese Culture
13.	Final presentations I
14.	Final presentations II — Final report due

**Rikkyo University**  
**College of Intercultural Communication**

**(JAPAN STUDY PROGRAM B) TOKYO'S HIDDEN HISTORY**  
**Fall 2016**

Instructors:	Mark E. Caprio		
Course Number:	ICC2623	Course Code:	TBA
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

**COURSE DESCRIPTION**

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

**COURSE OBJECTIVES**

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

**PREREQUISITES**

None.

**REQUIRED TEXTS**

None.

**Additional Readings**

List distributed during first class

## **COURSE REQUIREMENTS**

Instructions will be given in class.

Mid-term report	20 %
Attendance and participation	40 %
Final report	<u>40 %</u>
	100 %

## **GRADING SCALE**

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

## **FOR STUDENTS WITH DISABILITIES**

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

## **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

Cheating and plagiarism will not be tolerated. All required written assignments may be subject to submission to the online services, such as SafeAssign or Turnitin.com for the detection of plagiarism.

## **COURSE TENTATIVE SCHEDULE**

<b>Week</b>	<b>Class Topic</b>
1.	Class Introduction
2.	A Stroll around Ikebukuro
3.	Imagining a "National History"
4.	Textbook History
5.	Museum Studies
6.	Field Study 1: Edo-Tokyo Museum
7.	Mid-Term Report
8.	War Memory
9.	Tokyo War Memories
10.	Field Study 2: Battle of Ueno (1868)
11.	Topic to be Determined
12.	Field Study 3:
13.	Student Reports
14.	Student Reports

**Rikkyo University**  
**College of Intercultural Communication**

**CONSECUTIVE INTERPRETING**  
**Fall 2016**

Instructors:	Maiko McKelvey		
Course Number:	ICC3243	Course Code:	TBA
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

**COURSE DESCRIPTION**

This is an intermediate course within the Translator and Interpreter Training Program.

Students will acquire skills for consecutive interpreting with systematic note-taking. Students will also be trained in public speaking skills and research skills.

During class, students will be asked to interpret segments of a speech. This will be followed by class discussion and comments, which should cover: accuracy, completeness, word choice, grammar, style, and public speaking skills. Preparation, practice and reflection outside of class are essential to succeeding in this class.

\*: Details are subject to change.

**COURSE OBJECTIVES**

To acquire skills for consecutive interpreting with systematic note-taking.

To improve public speaking skills to deliver interpretation clearly.

To improve research skills to prepare for interpreting assignments.

**PREREQUISITES**

To register for this course, students must have successfully completed Introduction to Interpreting.

**REQUIRED TEXTS**

None. To be announced in class.

**Additional Readings**

Hiromi Ito-Bergerot, Chikako Tsuruta, Minoru Naito (2009). Yoku Wakaru Chikuji Tsuyaku. ISBN: 4904575059

## **COURSE REQUIREMENTS**

Students are required to come to class in full preparation by doing research on topics to be covered. After class, students must transcribe their in-class performance and submit it via Blackboard along with a short reflection. Students are required to practice interpreting individually or in a student group at least four hours a week and submit a journal of the practice sessions on Blackboard.

In-class performance and homework	40 %
Mid-term test	20 %
Final test	<u>40 %</u>
	100 %

## **GRADING SCALE**

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

## **FOR STUDENTS WITH DISABILITIES**

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

## **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

Cheating and plagiarism will not be tolerated. All required written assignments may be subject to submission to the online services, such as SafeAssign or Turnitin.com for the detection of plagiarism.

## **COURSE TENTATIVE SCHEDULE**

### **Week    Class Topic**

1.    Orientation, interpreting self-introductions
2.    Interpreting a speech on a general topic (English into Japanese)
3.    Interpreting a speech on a general topic (English into Japanese)
4.    Interpreting a speech on a general topic (Japanese into English)
5.    Interpreting a speech on a general topic (Japanese into English)
6.    Interpreting a semi-technical speech (English into Japanese)
7.    Interpreting a semi-technical speech (Japanese into English)
8.    Interpreting a semi-technical speech (English into Japanese)
9.    Mid-term test (English into Japanese)
10.    Interpreting a semi-technical speech (Japanese into English)
11.    Interpreting a semi-technical speech (English into Japanese)
12.    Interpreting a semi-technical speech (Japanese into English)
13.    Preparation for final test (English into Japanese)
14.    Final test (English into Japanese)

**Rikkyo University**  
**College of Intercultural Communication**

**INTERMEDIATE TRANSLATION 1**  
**Fall 2016**

Instructors:	Kayoko Takeda		
Course Number:	ICC3243	Course Code:	TBA
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

**COURSE DESCRIPTION**

Students will be introduced to: different text types and translation methods; the effective use of translation tools and technology; and skills for researching domain-specific topics. Students work on translation assignments, mainly in the areas of business, news, and film. Students are expected to explain their approaches and strategies for addressing problems in translation assignments; and to review and revise peer translations.

**COURSE OBJECTIVES**

This is an intermediate translation course of the Translator and Interpreter Training Program, which is designed to develop foundational competencies for translators and interpreters. The objectives of the course are for students: 1) to become familiar with different translation methods for different purposes of communication; 2) to hone translation skills in semi-specialized areas; 3) to improve skills for researching domain-specific topics; and 4) to become familiar with translation tools and technology.

**PREREQUISITES**

Students must have successfully completed Introduction to Translation.

**REQUIRED TEXTS**

None.

**Additional Readings**

Fumiko Fujinami (2007). *Honyaku Koi To Ibunka Komyunikeshon*. ISBN: 4879842583  
Tanabe, Mitsufuji (2008). *Ei Nichi: Puro Ga Oshieru Kiso Kara No Honiyaku Sukiru*. ISBN: 4384055064

## **COURSE REQUIREMENTS**

Students are required to work on a translation assignment every week; and read extensively and build bilingual glossaries in domains of interest, using appropriate tools.

Class participation	10 %
Translation assignments	30 %
Mid-term test	30 %
Final test	<u>30 %</u>
	100 %

## **GRADING SCALE**

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

## **FOR STUDENTS WITH DISABILITIES**

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

## **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

Cheating and plagiarism will not be tolerated. All required written assignments may be subject to submission to the online services, such as SafeAssign or Turnitin.com for the detection of plagiarism.

## **COURSE TENTATIVE SCHEDULE**

### **Week    Class Topic**

1. Introduction (course overview, translation tools, research skills, etc.)
2. Technical writing in Japanese
3. Translation of business documents 1
4. Translation of business documents 2
5. Translation of business documents 3
6. Mid-term test
7. Subtitle translation 1
8. Subtitle translation 2
9. Subtitle translation 3
10. Translation of journalistic texts 1
11. Translation of journalistic texts 2
12. Translation of journalistic texts 3
13. Final test
14. Review of the final test and summary  
(Content and schedule subject to change depending on the class mix)

**Rikkyo University**  
**College of Intercultural Communication**

**TRANSLATION AND INTERPRETING: THEORIES AND RESEARCH**  
**Fall 2016**

Instructors:	Kayo Matsushita		
Course Number:	ICC3243	Course Code:	TBA
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

**COURSE DESCRIPTION**

This course will provide students with the opportunity to explore key theories in Translation Studies (TS) and Interpreting Studies (IS) and to apply these theories to their own research. Regular reading assignments will be given to prepare students for lectures and discussions which will cover some of the most controversial topics in TS and IS such as the notion of “equivalence” in translation and “impartiality and neutrality” in interpreting. Each student will give a presentation on a possible research topic and produce a research report.

**COURSE OBJECTIVES**

The objective of this course is to learn and discuss key theories in Translation Studies (TS) and Interpreting Studies (IS) and analyze translation and interpreting practices by using such theories. Students are expected to come up with their own research ideas and conduct TS or IS related research.

**PREREQUISITES**

None.

**REQUIRED TEXTS**

Reading assignments will be given at the end of each class.  
Other assignments will be announced in class.

**Additional Readings**

- Munday, J. (2012). *Introducing Translation Studies*, 3rd ed.
- Pöchhacker, F. (2004). *Introducing Interpreting Studies*.
- Pöchhacker, F., & Schlesinger, M. (Eds.) (2002). *The Interpreting Studies Reader*.
- Pym, A. (2014). *Exploring Translation Theories*, 2nd ed.
- Venuti, L. (2012). *The Translation Studies Reader*, 3rd ed.

## **COURSE REQUIREMENTS**

Attendance and class contribution	40 %
Presentation	20 %
Final report	<u>40 %</u>
	100 %

## **GRADING SCALE**

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

## **FOR STUDENTS WITH DISABILITIES**

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

## **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

Cheating and plagiarism will not be tolerated. All required written assignments may be subject to submission to the online services, such as SafeAssign or Turnitin.com for the detection of plagiarism.

## **COURSE TENTATIVE SCHEDULE**

<b>Week</b>	<b>Class Topic</b>
1.	Introduction
2.	Translation Theories—an outline
3.	Equivalence
4.	Skopos Theory
5.	Descriptive Translation Studies
6.	Interpreting Theories—an outline
7.	Meaning of Sense
8.	Effort Model
9.	Risk Management
10.	Ethics in Translation and Interpreting
11.	Case Studies and Discussion
12.	Student Presentations 1
13.	Student Presentations 2
14.	Summary

**Rikkyo University**  
**College of Intercultural Communication**

**(SPECIAL TOPICS IN ICC C) ENGLISH AS A WORLD LANGUAGE**  
**Fall 2016 Visiting Lecture**  
**September 20, 21, 22, 23, 26, 27, 28, 29, 30 / October 3, 4, 5, 6, 7**

Instructor:	Christian Mair (Visiting Lecturer from Freiburg University, Germany)		
Course Number:	ICC2621	Course Code:	DM169
Class Days:	September 20, 21, 22, 23, 26, 27, 28, 29, 30 / October 3, 4, 5, 6, 7	Class Hour:	10:45-16:30
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

### **COURSE DESCRIPTION**

We will approach the linguistics of English as an interdisciplinary field of study, covering the linguistic as well as the cultural and political aspects of the use of English in the world today. The specific topics covered will include core topics in English grammar, stylistic variation between spoken and written English and between formal and informal text types, and – last but not least – a survey of the major first- and second-language varieties of English which have arisen mainly as the result of British colonial expansion in the 18th and 19th centuries. Building on this foundation, we will explore the role of English as a global language, with particular emphasis on its role as a lingua franca in present-day academia, trade, commerce and tourism and in the media and popular culture.

### **COURSE OBJECTIVES**

In this class students will learn about varieties of English around the world and the role of English as a global language. In addition, they will learn how to use digital language corpora and other electronic resources which are available for the study of World Englishes.

### **PREREQUISITES**

None.

### **REQUIRED TEXTS**

Northrup, D. (2013). *How English became the global language*. Palgrave Macmillan. ISBN: 978-1-137-30305-9

### **Additional Readings**

Mair, C. (2006). *Twentieth-century English: History, variation, standardization*. Cambridge University Press.

Schneider, E. (2007). *Postcolonial English: Varieties around the world*. Cambridge University Press.

Mair, C. 2013. The World System of Englishes: Accounting for the transnational importance of mobile and mediated vernaculars *English World-Wide*, 34. 253-278.

## **COURSE REQUIREMENTS**

Active participation and preparation are required of all students.

Assignment 1	30 %
Assignment 2	30 %
Final test	<u>40 %</u>
	100 %

Note: Assignment 1 (given on Sept 23), Assignment 2 (given on Sept 30), Final test (given on Oct 7)

## **COURSE NOTES**

- This course fulfills the credit requirements for the Dual Language Pathway. This course is open to visiting students coming to CIC from partner universities via an Academic Exchange Agreement.
- Students are expected to have an English language proficiency score of at least TOEFL iBT76 or IELTS 6.0. However, for students coming to CIC from partner universities, a recommendation expressing the equivalent from the home university is also acceptable.

## **GRADING SCALE**

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

## **FOR STUDENTS WITH DISABILITIES**

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## **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

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## **COURSE TENTATIVE SCHEDULE**

### **Week    Class Topic**

1. English as a World Language (EWL): key concepts
2. Digital resources for the study of EWL
3. British and American English
4. The New Englishes: An overview
5. Using corpora to study grammatical constructions in Standard English
6. Using corpora to study stylistic variation
7. The New Englishes: case study I - Australia
8. The New Englishes: case study II – Jamaica
9. The New Englishes: case study III – India
10. English as a global language I: academia
11. English as a global language II: politics and the economy
12. English as a global language III: entertainment and popular culture
13. Globalisation: the role of English in a multilingual world: the costs and benefits of global English
14. Summary / final test

**Rikkyo University**  
**College of Intercultural Communication**

**(SEMINAR IN ENGLISH B) DOCUMENTARY FILM**  
**Fall 2016**

Instructor:	Brian S. Howell		
Course Number:	ICC2621	Course Code:	DM142
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

### **COURSE DESCRIPTION**

The course will cover two main areas: defining the documentary, and its various sub-genres or types.

1. Defining the documentary (Naming, Form, Founders, Cinéma vérité)
  2. Subgenres (public affairs, government propaganda, advocacy, historical, ethnographic, nature)
- For each sub-genre we will analyse a number of specific examples and discuss how well they fulfil the aims of their particular sub-genre, taking into consideration various areas such as target audiences, economic context, ethical aims, degree of artistry, relationship to established forms, and how successful they have been as documentaries. Specific skills will be highlighted in each lecture and employed in the discussion that follows so that the balance between the content presented and the skills used to discuss or analyse the content is equal. Students will be expected to do background research to enable them to participate effectively in discussion and form their own opinions based on information they have uncovered.

### **COURSE OBJECTIVES**

By the end of the course, students will

- gain an appreciation of the subjects that have a bearing on all our lives.
- understand the history of documentary film.
- learn the various forms or styles employed by filmmakers from around the world, as well as the various sub-genres documentary film encompasses.

### **PREREQUISITES**

None.

### **REQUIRED TEXTS**

Aufderheide, P. (2008). Documentary film: A very short introduction. Oxford University Press.  
ISBN: 978-0-19-518270-5.

### **COURSE REQUIREMENTS**

Active participation and preparation are required of all students.

Final Test	40 %
In-class assignments	30 %
Attendance and participation	<u>30 %</u>
	100 %

## **COURSE NOTES**

- This course fulfills the credit requirements for the Dual Language Pathway. This course is open to visiting students coming to CIC from partner universities via an Academic Exchange Agreement.
- The language requirement for this course is for students who have a score of at least TOEFL iBT70 or IELTS 5.5. However, for students coming to CIC from partner universities, a recommendation expressing the equivalent from the home university is also acceptable.

## **GRADING SCALE**

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

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## **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

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## **COURSE TENTATIVE SCHEDULE**

### **Week Class Topic**

1. Naming: defining the term 'documentary'. Students read pp. 1-10 in advance. Excerpts shown from Riding Giants, Nanook of the North, The Thin Blue Line; Fahrenheit 9/11.
2. Form: showcasing convention/artistic experiment/economic context/ethics and form. Students read pp. 10-18 in advance. Excerpts shown from Manhatta, Berlin, Symphony of a City, Land Without Bread, In Search of the Edge, This Is Spinal Tap!, Mothlight, The Garden of Earthly Delights, Man with a Movie Camera, Sans Soleil, The Secret Plot to Kill Hitler. Specific discussion of Mothlight and The Garden of Earthly Delights, and The Secret Plot to Kill Hitler.
3. Founders: Robert Flaherty, John Grierson. Students read pp. 25 - 38 in advance. Excerpts shown from Nanook of the North and The Night Mail.
4. Founders continued: Dziga Vertov. Students read pp. 38-44 in advance. Excerpts shown from The Man with the Movie Camera. Students will be asked to take detailed notes on specific excerpts and discuss them in pairs or groups.
5. Cinéma vérité: Evolution/Inside Institutions/Provocation/Controversy. Students read pp. 44-55 in advance. Extracts from British Free Cinema documentaries and the films of Frederick Wiseman.
6. Subgenres. Group presentations will be given on the subject of Lecture 6: Public Affairs: History and Culture/Public TV/Influence and significance/Conventions and criticisms. Students read pp. 56-65 in advance. To be followed by Q and A. Additionally, the group will prepare quizzes for the class.
7. Subgenres. Group presentations will be given on the subject of Government Propaganda: Different goals, different styles/Effectiveness/ Ethics/Legacy. Students read pp. 65-77 in advance. To be followed by Q and A. Additionally, the group will prepare quizzes for the

class.

8. Subgenres. Group presentations will be given on the subject of Advocacy: ‘Committed’; ‘Third Cinema’; Legacies. Students read pp. 77-91 in advance. To be followed by Q and A. Additionally, the group will prepare quizzes for the class.
9. Subgenres. Group presentations will be given on the subject of Historical: Stories/Biographies/Revisionism/Memory and History/Usable for whom and for what? Students read pp. 91-106 in advance. To be followed by Q and A. Additionally, the group will prepare quizzes for the class.
10. Subgenres. Group presentations will be given on the subject of Ethnographic: Making Money/Grappling with Conventions/Scientific?/ Jean Rouch/Made with.../ Made by.../For Whom and for What? Students read pp. 106-117 in advance. To be followed by Q and A. Additionally, the group will prepare quizzes for the class.
11. Subgenres. Group presentations will be given on the subject of Nature: Educational entertainment/Disney’s nature/Blue Chip and IMAX/Environmental/Significance and ethics. Students read pp.117-124 in advance. To be followed by Q and A. Additionally, the group will prepare quizzes for the class.
12. Conclusion: A note on history and scholarship/historical narrative/analytical scholarship/emerging areas. Students read pp.125-136 in advance.
13. Final group presentations (15-20 minutes) on a theme or specific documentary feature of students’ choice.
14. Final group presentations (15-20 minutes) on a theme or specific documentary feature of students’ choice.



**Rikkyo University**  
**College of Intercultural Communication**

**(SEMINAR IN ENGLISH D) INTRODUCTION TO GLOBAL ISSUES**  
**Fall 2016**

Instructor:	Stephan Johnson		
Course Number:	ICC2621	Course Code:	DM144
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

### **COURSE DESCRIPTION**

The course is designed to introduce students to global issues under the academic subject of International Relations, Politics, Political Philosophy, and the effect that these have on individuals and world events. The class will also include readings on a variety of topics related to the main ideas and concepts in international affairs and their relevance to global issues and world events. Every week, students should: (a) review what was covered and discussed in class so that they understand it thoroughly, and (b) spend at least an hour on the readings set for the next lesson.

### **COURSE OBJECTIVES**

By the end of the course, students will

- gain an appreciation and habit for reading texts and listening to lectures on global issues.
- come to think critically about it as global students.
- evaluate the success of international organizations.
- be able to express their ideas during class discussions based upon a global framework perspective.
- be able to express their ideas in written assignments based upon a global framework perspective.

### **PREREQUISITES**

None.

### **REQUIRED TEXTS**

Smith, D. (2012). State of the World Atlas. Penguin: City.

### **COURSE REQUIREMENTS**

Active participation and preparation are required of all students.

Topic proposal	10 %
Report	30 %
Presentation	30 %
Attendance and participation	<u>30 %</u>
	100 %

### **COURSE NOTES**

- This course fulfills the credit requirements for the Dual Language Pathway. This course is open to visiting students coming to CIC from partner universities via an Academic Exchange Agreement.
- The language requirement for this course is for students who have a score of at least TOEFL iBT70 or IELTS 5.5. However, for students coming to CIC from partner universities, a recommendation expressing the equivalent from the home university is also acceptable.

## **GRADING SCALE**

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

## **FOR STUDENTS WITH DISABILITIES**

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## **ACADEMIC DISHONESTY (Cheating and Plagiarism)**

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## **COURSE TENTATIVE SCHEDULE**

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

**Rikkyo University**  
**College of Intercultural Communication**

**(SEMINAR IN ENGLISH F) CONVERSATION ANALYSIS AND LANGUAGE USE**  
**Fall 2016**

Instructors:	TBA		
Course Number:	ICC2621	Course Code:	TBA
Class Day:	TBA	Class Hour:	TBA
Class Location:	TBA	Credits:	2
Office Hours:	TBA		
Contact Information:	TBA		

**COURSE DESCRIPTION**

This course examines the structure of interactions using the method of conversation analysis (CA). Students will discover the organization of interactions as well as the broader social aspects of interaction through analyzing conversations. At the end of the course, students will collect their own data, transcribe, analyze, and present the findings.

**COURSE OBJECTIVES**

This course examines naturally occurring interactions using conversation analysis to understand what people do with words.

**PREREQUISITES**

None.

**REQUIRED TEXTS**

None.

**Additional Readings**

Reading list will be provided in class.

## COURSE REQUIREMENTS

Active in-class participation	20 %
Reading discussion leader	20 %
Data session leader	20 %
Final project presentation	10 %
Final project paper	<u>30 %</u>
	100 %

## COURSE NOTES

- It is recommended that the student's English level is at least TOEFL(iBT) 68, TOEFL(PBT) 520, TOEIC 650, or IELTS 5.5.
- Students are asked to prepare an audio recording device (For example, IC recorder or smart phone).

## GRADING SCALE

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

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## ACADEMIC DISHONESTY (Cheating and Plagiarism)

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## COURSE TENTATIVE SCHEDULE

Week	Class Topic
1.	Introduction
2.	Turn-taking
3.	Sequence organization
4.	Openings and Closings of talk
5.	Topic organization
6.	Transcribing conversations
7.	CA and pragmatics 1
8.	CA and pragmatics 2
9.	"Oh" "Okay"
10.	Laughter
11.	Identity in interaction
12.	CA for ESL Classrooms
13.	Applying CA to Computer Mediated Communication
14.	Final presentations