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**Kyoto Consortium for Japanese Studies**  
**Elective Course Syllabus (Subject to Change)**

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## 1. Introductory Information

- Course title: Becoming a world citizen through Japanese language: Project-based course for intermediate Japanese 日本語で学ぶ世界：中級日本語プロジェクトコース
- Term taught: Fall 2025
- Class days/times: 2:55-4:25 pm Tuesdays and Fridays
- Classroom location: Fusokan F212
- Course format: Discussion- and activity-based
- Number of points for the course: 4 points
- Instructor name: NISHIMATA (FUKAI) Miyuki 西俣 (深井) 美由紀
- Email address: mf2249@columbia.edu
- Office location: Fusokan F203
- Days/times of weekly office hours: By appointment
- Prerequisites: Intermediate level; equivalent to KCJS A and B Classes.  
\*\*\*All students must obtain instructor's permission to take this course.

## 2. Course Description

We live in a complex world in which we constantly face difficult problems. As world citizens, we have a shared responsibility to strive to make our world better. In this course, we will discuss and examine several of the following among a variety of contemporary social issues: multiculturalism/multicultural symbiosis (多文化共生), diversity (多様性), economic inequality (経済格差), environment (環境), education (教育), immigration (移民), private rights and public welfare (私権と公共性).

Students will also plan and conduct a workshop that focuses on a specific social issue of their choice. All activities will be conducted in Japanese.

The purpose of this course is to integrate intermediate-level Japanese grammar and vocabulary into practical context by going beyond the classroom and textbook to study contemporary social problems in Japanese language and cultural context.

## 3. Student Learning Outcomes

By the end of the course, students should:

- have wider and deeper knowledge of current social problems in Japan and the world;
- have examined and analyzed social issues critically in Japan and the world;
- develop ability to gather, analyze, and interpret data in Japanese language;
- develop Japanese language skills to address social issues in Japan and the world as well as to communicate their opinions to others.

#### **4. Required and Recommended Texts**

All materials will be provided by the instructor.

They include, but not limited to, statistical data from the governments, research institutes, and various organizations, excerpts from history textbooks, and videos. Some materials are provided in English, but you will be required to discuss them in Japanese (i.e., input in English and output in Japanese).

#### **5. Course Requirements**

##### **Preparation & class participation: 30%**

This course is discussion- and activity-based. In other words, students are expected to interact and negotiate meanings in Japanese regarding the topic of each meeting through pair, group, and whole-class discussions. To do so, students are required to complete specific assignments (e.g., a questionnaire to reflect their own experiences, collect data through the Internet/library search etc. IN ENGLISH AND IN JAPANESE TO THE BEST OF THEIR ABILITY related to the topic of each meeting; to consider discussion questions) and to participate vigorously in class discussions.

4 points – Comes to class prepared; Contributes to discussions with ample verbal participation and attentive listening to others.

3 points – Comes to class mostly prepared; Contribute to discussions with sufficient verbal participation and attentive listening to others.

2 points – Comes to class with minimal preparation; Mostly fails to contribute to discussions with minimal verbal participation and attentive listening to others.

1 point – Comes to class without any preparation: Fails or refuses to contribute to discussions.

##### **Quizzes: 10%**

Students will take quizzes on vocabulary and grammar/expressions introduced throughout the semester. These vocabulary and grammar/expressions are necessary to discuss the topics.

##### **Reflection essays: 30%**

Students will be required to write a 1-2-page, double-spaced reflection essay in Japanese on each topic discussed in this course approximately every-other week. Students are allowed to use translation tools such as Google Translate, as long as they follow the rules below.

- 1) No more than 50% should be a product of translation tools.
- 2) List which translation tools you have used.
- 3) Specify the texts that are translated by the tools. To do so, provide both non-Japanese (original) texts and their translated version. If your original texts are not in English, please provide them (i.e., you must put the texts in three languages: non-English, English, and Japanese).
- 4) Identify what you can write in Japanese with help of translation tools. Using words/expressions you have learned from the translated texts, create at least one example sentence per word/expression.

If students do not follow the above rules, and the instructor discovers use of translation tools, it is reported as an academic misconduct. Read the “Academic Integrity” and “Plagiarism” sections under “7. Course Policies” to learn about academic misconducts.

Each reflection essay will be graded based on (1) depth of ideas, (2) organization and coherence, (3) linguistic accuracy, fluency, and complexity. If students use translation tools, examples sentences (read #3 above) will be graded.

### **Workshop & self- and peer-evaluation: 30%**

Students will be required to plan and conduct a 75-minute interactive workshop in Japanese on a social issue of their choosing. As a workshop leader, students are expected to study a specific social issue (e.g., its background, effect on our society, etc.), design a workshop to raise awareness about the issue, encourage discussions about the issue, and stimulate their thoughts through interactive activities that require audience participation (i.e., a lecture-style workshop is NOT allowed).

This workshop will be done with a partner. Self- and peer-evaluation will be conducted after the workshop, which will be part of the final grade. The evaluation criteria will be determined later in class.

Tasks for the workshop will include writing a proposal, preparing a plan and materials, and executing the workshop. Self-evaluation will include a 2-page, double-spaced reflection essay in Japanese.

*Students will have the opportunity to seek assistance and improve their performance in class and assignments if necessary.*

### **Grading Scale**

100 – 94.0=A, 93.9 – 90.0=A-, 89.9 – 87.0=B+, 82.9 – 80.0=B-, 86.9 – 83.0=B, 79.7 – 77.0=C+, 76.9 – 73.0=C, 72.9 – 70.0=C-, 69.9 – 60.0=D, 59.9 – =F

## 6. A detailed schedule of the semester (subject to change)

| Week | Topic                           | In-class Activity   | Assignments  |
|------|---------------------------------|---|--|
| 1    | 9/9(T)<br>Course Orientation    | Introduction to the course<br>Practice discussions in Japanese  |  |
|      | 9/12(F)<br>“Language and I”     | Discuss what kinds of languages we have been surrounded by/we have observed   | Worksheet 1 “Language and I”<br>Learn vocabulary and expressions on the worksheet  |
| 2    | 9/16(T)<br>Linguistic Landscape | Share and analyze samples in groups<br>Learn and practice expressions used in presentation                            | <b>By 3PM on 9/15(M)</b><br>Collect samples of “languages in Kyoto” <ul style="list-style-type: none"> <li>Research what kind of languages are used in signs, shop, stations, schools, etc. in Kyoto.</li> <li>Take photos of at least 5 separate samples</li> <li>Paste each photo on each page in Google Presentation and type the information about it (date, place, and type)</li> </ul> Learn vocabulary and expressions used in the presentation |
|      | 9/19(F)<br>Linguistic Landscape | Quiz<br>Practice the presentation<br>Present the analysis to class  | Worksheet for sample analysis  |
| 3    | 9/23(T)                         | NO CLASS  |  |
|      | 9/26(F)<br>Linguistic Landscape | Discuss the findings and how languages used around us reflects our world  | Worksheet 2 “Expenses and I” (survey)  |
| 4    | 9/30(T)<br>“Expenses and I”     | Share results of survey (Worksheet 2)<br>Analyze spending habits of class<br>Learn and practice how to explain graphs | Reflection essay 1:<br>Linguistic landscape<br>Complete the vocab. list & read expressions on the worksheet  |
|      | 10/3(F)                         | NO CLASS  |  |

| Week | Topic   | In-class Activity   | Assignments   |
|------|---|---|---|
| 5    | 10/7(T)<br>Consumer society                     | With Japanese students, share and discuss simulations<br>Explain and analyze data related to household spending in Japan (data provided by newspapers, 日本政府 etc.)<br>Discuss the findings | Worksheet (simulation of household expenses)  |
|      | 10/10(F)<br>Consumer society                    | Quiz<br>Explain and analyze data related to consumption and environment (data provided by JICA, Kyoto City, etc.)<br>Discuss the findings & the video                                     | Worksheet for the video (星新一「おい、でてこーい」)<br>Worksheet 3<br>“Immigration and I”   |
| 6    | 10/14(T)<br>“Immigration/Global mobility and I” | Share knowledge and experience with immigration/global mobility<br>Learn and practice vocabulary for multicultural society  | Reflection essay 2: Consumer society  |
|      | 10/17(F)<br>Immigrants<br>Multicultural society | Explain and analyze data related to immigration in Japan and the U.S. (data provided by NHK, 日本政府, US Census, etc.)<br>Compare immigration in Japan and the U.S.                          | Watch a short movie/ news segments (NHK & France 1) on “aliens” in Japan<br>Research U.S. immigration-related data and prepare to explain them (data in non-Japanese languages is OK) |
| 7    | 10/21(T)<br>Orientation for workshop            | Quiz<br>Overview of workshop<br>Brainstorm ideas<br>Plan a workshop   |   |
|      | 10/24(F)<br>Immigrants<br>Multicultural society | <b>&lt;Mandatory&gt;</b><br>Field trip to Utoro Peace Memorial Museum (ウトロ<br>へいわきねんかん<br>平和祈念館)  | Workshop proposal<br>*Students will meet with the instructor for consultation outside class during Week 9.  |
| 8    | 10/28(T)<br>Immigrants<br>Multicultural society | With Japanese students, discuss issues regarding immigrants in Japan and the U.S.   | Worksheet 3 “History education and I”   |
|      | 10/31(F)<br>“History education and I”           | Share knowledge and experiences in history education (K-12 & college)   | Reflection essay 3: Multicultural society   |

| Week | Topic                                | In-class Activity  | Assignments   |
|------|--------------------------------------|--|---|
| 9    | 11/11(T)<br>History textbooks        | Read sample excerpts from Japan's middle-school history textbooks X and Y in pairs/groups<br>Analyze how X and Y are similar/different in pairs/groups   | Vocabulary list of X and Y (look up readings and meanings of words on the list)                                       |
|      | 11/14(F)<br>History textbooks        | Quiz<br>Analyze how X and Y are similar/different in pairs<br>Present the findings to class  | Worksheet for textbook analysis   |
|      | 11/11(T)-<br>11/17(M)                | <b>&lt;Optional&gt;</b><br>Self-guided field trip to Kyoto Museum for World Peace,<br>Ritsumeikan University (立命館大学国際平和ミュージアム)<br>*Transportation & admission fees (Y900) will be reimbursed with a receipt. |   |
| 10   | 11/18(T)<br>History textbooks        | With Japanese students:<br>Discuss the findings of all groups;<br>Discuss issues in history education  | Worksheet 5 "Election and I"  |
|      | 11/21(F)<br>Preparation for workshop | Plan a workshop (goals, tasks, assignments, etc.)<br>Prepare materials (handouts, presentation slides, etc.)   | Reflection essay 4: History education and textbooks   |
| 11   | 11/25(T)<br>"Election and I"         | Share knowledge and experiences with election<br>Learn and practice vocabulary for election  | Workshop plan and materials<br>*Students will meet with the instructor for consultation outside class during Week 11. |
|      | 11/28(F)<br>Election                 | Quiz<br>With Japanese students:<br>Discuss what elections mean to our society;<br>Try voting advice applications   |   |
| 12   | 12/2 (T)<br>Election                 | With Japanese students, discuss topics that you think are particularly important for the upcoming election   | Research support for your opinions  |
|      | 12/5(F)<br>Preparation for workshop  | Rehearse workshop  | Reflection essay 5: Election  |

| Week | Topic                 | In-class Activity    | Assignments                    |
|------|-----------------------|----------------------|--------------------------------|
| 13   | 12/9(T)<br>Workshop   | Student-led workshop |                                |
|      | 12/12(F)<br>Workshop  | Student-led workshop |                                |
|      | By 12/16(T)<br>2:55PM |                      | Self-evaluation of<br>workshop |

## 7. Course Policies

### General

- 1) In the event of illness or other absence, please notify the instructor as soon as possible by telephone or e-mail.
- 2) If you are a student with a disability and have a Disability Services-certified 'Accommodation Letter' from your home institution, please send me this letter before the first day of class to confirm your accommodation needs. If you believe that you might have a disability that requires accommodation and do not have an accommodations letter, you should contact the Center for Undergraduate Global Engagement at Columbia University ([uge@columbia.edu](mailto:uge@columbia.edu)).
- 3) Students are expected to abide by the "Terms of Participation" they signed during the admissions process for KCJS, as well as the code of Academic Conduct outlined in Columbia University's General Handbook and your KCJS Handbook.  
(<http://www.college.columbia.edu/ccschonorcode>)  
Read the "Academic Integrity" and "Plagiarism" sections under "7. Course Policies" to learn about academic misconducts.
- 4) Please be aware that faculty and staff can only answer email during business hours, except in cases of emergency.

### Preparation & Class Participation

- 1) Attendance is mandatory. NO make-up classes will be given.
- 2) Absences without prior notification to your instructor will be counted as zero.
- 3) Cumulative absences may negatively affect your attendance/participation grade.
- 4) Prepare fully before class and participate in in-class activities actively. Your participation and performance will be evaluated as "Preparation & class participation" which accounts for 30% of your final grade.

*Consult your instructor at any time if you have concerns about your attendance/participation grade.*

### Quizzes

- 1) If you are not present when the quiz is distributed, you will not be allowed to take the quiz.
- 2) You will not be allowed to make up or reschedule quizzes under any circumstances.

### Homework

- 1) All assignments must be handed in on time, i.e. at the beginning of the class.
- 2) Work will be considered as late submission if it is turned in after the class on the assigned day, and 50% will be deducted from the grade.

- 3) Consult your instructor to submit outstanding homework assigned during your absence.
- 4) All written homework must be done INDIVIDUALLY or otherwise instructed by your instructor. If it is discovered that a student has done any action against the Columbia University's Honor Code, they will be penalized accordingly.  
<http://www.college.columbia.edu/ccschonorcode>
- 5) You may be required to make self-corrections on homework assignments for a better grade. Due dates will be set by the instructor.

### **Academic Integrity**

As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity. Collaborative scholarship requires the study of other scholars' work, the free discussion of such work, and the explicit acknowledgement of those ideas in any work that inform our own.

This exchange of ideas relies upon a mutual trust that sources, opinions, facts, and insights will be properly noted and carefully credited. In practical terms, this means that, as students, all work submitted in this course, whether in draft or final form, must be your own. You must be responsible for the full citations of others' ideas in all of your research papers and projects; you must be scrupulously honest when taking your examinations; you must always submit your own work and not that of another student, scholar, or internet agent. Any breach of this intellectual responsibility is a breach of faith with the rest of our academic community. It undermines our shared intellectual culture, and it cannot be tolerated.

The use of ChatGPT or any other AI tools for course assignments (with the exception of artificial neural networks like DeepL for machine translations, duly cited as instructed in pages 2-3) is tantamount to plagiarism. Any cases of plagiarism or cheating will be reported to Columbia Undergraduate Global Engagement and the academic advisor at your home institution and are subject to the code of academic conduct there. In such cases, your final grade will be determined by your home institution and not by KCJS.

### **Plagiarism**

The use of words, phrases, or ideas that do not belong to the student, without properly citing or acknowledging the source, is prohibited whether in draft or final form. This may include, but is not limited to, copying computer code for the purposes of completing assignments for submission.

To avoid committing plagiarism, cite **all sources** properly.