

**英語音声学研究 (Studies on English Phonetics and Phonology)****城 哲哉****● Course Outline**

This course will give an introduction to English phonetics and phonology. The sound and prosodic system of English will be analyzed using the principles of articulatory, acoustic, and auditory phonetics. Students will be led to discover these principles through experimenting with their own speech.

The course will begin with an overview of the speech process and a review of the fundamentals of English phonetics. The following topics will be covered in detail: (1) the production of English vowels and consonants; (2) syllables, reduction and weak forms; (3) stress placement, the basic rhythm of English, and linking; (4) intonation, including the location of sentence stress and the basic pitch patterns of English.

The class will consist of lectures and practical activities in experiments of speech analysis. Students will be required to participate in discussion in class and to submit a term paper on topics covered in class.

**● Learning Outcomes**

After the course you should:

- (a) become familiar with the anatomy of the speech apparatus and the terminology used to describe speech sounds
- (b) acquire a working knowledge of the International Phonetic Alphabet (IPA), especially to perceive and produce the English speech sounds
- (c) understand the basic acoustic theory as it relates to speech sounds
- (d) grasp the ways in which speech sounds can vary and be able to assess patterns in variation
- (e) learn how to use computer software such as PRAAT to analyze speech sounds

**● Class Schedule**

- Lecture 1 Introduction to Phonetics
- Lecture 2 Accents of English Worldwide
- Lecture 3 Airstreams and the Vocal Cords
- Lecture 4 Cardinal Vowels
- Lecture 5 English Vowels
- Lecture 6 The Vocal Organs and Consonant Classifications
- Lecture 7 English Plosives and Nasals
- Lecture 8 English Fricatives and Affricates
- Lecture 9 English Approximants
- Lecture 10 Non-English Sounds
- Lecture 11 English Syllable Structure
- Lecture 12 English Phonemes
- Lecture 13 Accent Differences
- Lecture 14 Weakening and Linking in English

- Lecture 15 Assimilation and Elision in English
- Lecture 16 Connected Speech Processes in English
- Lecture 17 Pausing and Speed
- Lecture 18 English Word Stress
- Lecture 19 English Tone Groups
- Lecture 20 English Rhythm
- Lecture 21 Voice Quality
- Lecture 22 English Intonation
- Lecture 23 The Effectiveness of Pronunciation Teaching
- Lecture 24 Motivation and Affect
- Lecture 25 Fossilization
- Lecture 26 First Language Influence
- Lecture 27 The Segmental/Suprasegmental Debate
- Lecture 28 The Pronunciation of English a Lingua Franca
- Lecture 29 Using Orthography to Teach Pronunciation
- Lecture 30 Technology and Learning Pronunciation

● **Preparation & Review**

- Read assigned reading materials before lectures.
- Participate in discussions of lectures and readings.

● **Textbook**

TBA

● **References**

- Beverley Collins and Inger M. Mess (2013) *Practical Phonetics and Phonology (3<sup>rd</sup> Edition)*, Routledge
- Alan Cruttenden (2014) *Gimson's Pronunciation of English (8<sup>th</sup> Edition)*, Hodder Arnold Publication
- Mehmet Yavas (2016) *Applied English Phonology (3<sup>rd</sup> Edition)*, Wiley-Blackwell
- Elizabeth C. Zsiga (2013) *The Sounds of Language: An Introduction to Phonetics and Phonology*, Wiley-Blackwell
- Peter Roach (2009) *English Phonetics and Phonology (4<sup>th</sup> Edition)*, Cambridge University Press
- Daniel Jones, edited by Peter Roach, Jane Setter & John Esling (2011) *Cambridge English Pronouncing Dictionary with CD-ROM (18<sup>th</sup> Edition)*, Cambridge University Press
- J.C. Wells (2008) *Longman Pronunciation Dictionary with CD-ROM (3<sup>rd</sup> Edition)*, Pearson ESL
- 竹林滋 (1996) 『英語音声学』 研究社

● **Evaluation**

The course grade will be based on 50% on the discussion of the assigned readings and 50% on term reports.

## 応用言語学研究

P. R. Morrow

### ● Course Description and Main Goals

Applied Linguistics is a broad interdisciplinary field that deals with a variety of language related issues. It overlaps with fields such as education, psychology, sociology, and others. This first part of this course is intended to give students a general understanding of the background, basic concepts, and types of research that are carried out in the area of applied linguistics. Applied Linguistics is most commonly associated with the area of foreign language teaching, especially the teaching of English as a foreign language. The second part of the course is intended to help students gain a thorough understanding of the issues, research and approaches in this area of applied linguistics.

### ● Course Schedule

- 1<sup>st</sup> Class Introduction to Applied Linguistics
- 2<sup>nd</sup> Class English Vocabulary and Collocation
- 3<sup>rd</sup> Class Grammatical Metaphor and Success in Academic Writing
- 4<sup>th</sup> Class Conversation Analysis in the Classroom
- 5<sup>th</sup> Class Communicative Language Teaching
- 6<sup>th</sup> Class Linguistics and Task-based Learning
- 7<sup>th</sup> Class Motivation in Language Learning
- 8<sup>th</sup> Class English in a Global Context
- 9<sup>th</sup> Class Metaphor and Ideology in News Stories
- 10<sup>th</sup> Class Forensic Linguistics
- 11<sup>th</sup> Class Translation
- 12<sup>th</sup> Class Questionnaire Design
- 13<sup>th</sup> Class Using Interview Data
- 14<sup>th</sup> Class Corpus Linguistics
- 15<sup>th</sup> Class Review

- 1<sup>st</sup> Class Ethics in Applied Linguistics
- 2<sup>nd</sup> Class Change in Applied Linguistics
- 3<sup>rd</sup> Class The Native Speaker and Standard Language
- 4<sup>th</sup> Class English as an International Language
- 5<sup>th</sup> Class The Spread of English
- 6<sup>th</sup> Class Bilingual Users of English
- 7<sup>th</sup> Class The Native Speaker Model, Bilingual Teachers
- 8<sup>th</sup> Class Standard English
- 9<sup>th</sup> Class Lexical and Grammatical Variation in Varieties of English
- 10<sup>th</sup> Class Phonological Variation, Pragmatics
- 11<sup>th</sup> Class Culture in Language Teaching

12<sup>th</sup> Class Cultural Content in Language Teaching Materials

13<sup>th</sup> Class The Role of Culture in Discourse Communities

14<sup>th</sup> Class Teaching Methods and English as an International Language

15<sup>th</sup> Class Review

● **Preparation and Review**

It will be beneficial for students to check the topics to be covered and review what they have studied about these topics in other courses. Students should also complete the assigned reading before each class. For each class there will be a written assignment designed to help students review and better understand the topic.

● **Required Textbooks**

Hunston, S. & D. Oakey (Eds.) (2010) *Introducing Applied Linguistics: Concepts and Skills*. London: Routledge.

McKay, S. (2002) *Teaching English as an International Language*. Oxford: Oxford University Press.

● **References**

A list of relevant books and articles will be provided.

● **Evaluation**

Comprehension and discussion questions will be provided. Students are expected to prepare for each class by completing the assigned reading and writing answers to the comprehension and discussion questions. Grading will be based on class performance and on the written assignments.

## 英米文学研究

西村 美保

## ● 講義概要

本講義では、英米文学の作品と文化的背景について、階級とジェンダーをはじめ、多様な角度から探求する。作家たちが時代風潮や当時の社会といかに向き合い、それがいかに作品に反映されているかを吟味していく。

## ● 学修到達目標

- (1) 英米文学及び文化について広く理解を深める。
- (2) 文学作品を精読し、評価する能力を高める。

## ● 講義計画

	テーマ	備考
第1回	本講義についてのイントロダクション	
第2回	Upstairs and Downstairs	
第3回	18世紀英文学とその影響	
第4回	近代小説創始者、リチャードソンと『パメラ』	
第5回	その他 18世紀の作家たち	
第6回	ヴィクトリア朝文化と文学	
第7回	19世紀の女性作家たち	
第8回	女性作家の作品を読む—抑圧と覚醒	
第9回	ディスカッション・ポイントと振り返り	
第11回	女性作家の作品に見る成長と他者の死	
第12回	幼少期の思い出を英語で語る	
第13回	プレゼンテーション資料の作成	
第14回	英語プレゼンテーション&ディスカッション	
第15回	19世紀イギリス文学—階級とジェンダー	レポート1
第16回	ガヴァネスとガヴァネス文学	
第17回	カントリーハウスの生活と表象	
第18回	19世紀イギリス文学の多様性—ディケンズ・ハーディ・エリオット	
第19回	女性の倫理的逸脱とダブル・スタンダード	
第20回	ギaskellが扱う社会問題	
第21回	エリオットの作品に見る女性同士の相互扶助	
第22回	クレイクの作品に見る階級間交流	
第23回	男性作家の作品を読む—医療と死	
第24回	物語の中の語り・アイロニー	
第25回	19世紀イギリス文学に見る貧困と救済	
第26回	産業革命とその余波	
第27回	救貧院の実態とイメージ	
第28回	救済者たち—フィクションと現実	

第 29 回	レポートを書く際の注意点	
第 30 回	複数の作品を比較・分析する・総括	レポート2

### ● 事前事後学習

授業前に配布資料や読んでおくよう指示されたものに目を通しておくこと。授業後は、授業での議論をノートにまとめること。

### ● テキスト

配布資料を随時用いる。

### ● 参考資料

- Brontë, Anne. *Agnes Grey*. London: Penguin Books, 1988.
- Brontë, Charlotte. *Jane Eyre*. Ed. Richard J. Dunn. New York: W.W. Norton & Company, 1971.
- Dickens, Charles. *David Copperfield*. Ed. Jerome H. Buckley. New York: W.W. Norton & Company, 1990.
- Eliot, George. Rosemary Ashton(ed.) *Middlemarch*. London: Penguin Books, 2003.
- Hardy, Thomas. *Far from the Madding Crowd*. Ed. Robert C. Schweik. New York: W.W. Norton & Company, 1986.
- Hayward, Edward. *Upstairs & Downstairs* Norwich: Jarrold Publishing, 2003.
- Horn, Pamela. *The Rise and Fall of the Victorian Servant*. London: Sutton Publishing, 1986.
- Hughes, Katheryn. *The Victorian Governess*. London: Hambledon and London, 2001.
- Kramer, Ann. *Eyewitness :Victorians*. London: DK, 2015.
- Legouis, Émile. *A Short History of English Literature*. Oxford: Oxford University Press, 1990.
- Logan, Deborah Anna. *Fallenness in Victorian Women's Writing: Marry, Stitch, Die, or Do Worse*. Columbia: University of Missouri Press, 1998.
- Marcus, Sharon. *Between Women: Friendship, Desire, and Marriage in Victorian England*. Princeton: Princeton University Press, 2007.
- Richardson, Samuel. *Pamela; or, Virtue Rewarded*. Ed. Peter Sabor. London: Penguin Books, 1980.
- Watt, George. *The Fallen Woman in the 19<sup>th</sup>-Century English Novel*. London: Croom Helm, 1984.

メリン・ウィリアムズ、鮎澤乗光・原 公章・太平栄子 訳、『女性たちのイギリス小説』南雲堂、2005年。

小松原茂雄 『ディケンズの世界』三笠書房、1989年。

斎藤 勇 監修 畠中 康男・小宮山 博 『イギリスの文学 概説と演習』英宝社

斉藤美洲 『イギリス文学史序説』中教出版 1990年

G. M. トレヴェリアン 大野真弓監訳『イギリス史』みすず書房 1996年

西村美保 『ヴィクトリア朝小説における女性使用人の表象——階下から読む 8 つの物語』彩流社、2018年。

橋口 稔 『イギリス文化辞典』大修館書店、2003年

パーヴィス、ジューン『ヴィクトリア時代の女性と教育—社会階級とジェンダー』 香川せつ子訳、ミネルヴァ書房、1999 年。  
山口弘恵 『アン・ブロンテの世界』開文社、1992 年。

その他随時紹介する。

● **成績評価方法**

授業での発表・課題等70%、期末レポート30%による。

期末レポートは必ず提出しなければならない。

## 英語学特殊研究

須川 精致

### ● Course Description

Building on the foundational knowledge gained in English Linguistics course, this course explores advanced aspects of English syntax (and Japanese syntax, when relevant). Beginning with an introduction to generative grammar, we will focus on several key topics frequently discussed in the literature.

The course aims to fulfill the objective outlined in the diploma policy (DP): to develop the fundamental specialized knowledge that underpins English linguistics and related fields.

### ● Learning Goal

Upon completion of this course, students are expected to identify specific issues that require resolution and develop their own ideas to address them. These ideas will serve as a foundation for their thesis or squib topics.

### ● Course Schedule

#### Spring Semester

Lecture 1 Review of phrase structure and its related topics

Lecture 2 Beyond syntax 1: Interpretation of adjectives in nominals

Lecture 3 Argument structure and syntax : Verbal compounds in Japanese

Lecture 4 Introduction to the theory of movement I: Head movement 1: V to T

Lecture 5 Introduction to the theory of movement I: Head movement 2: T to C

Lecture 6 Reading period: Head movement in nominals

Lecture 7 Head movement 3: Head movement in nominals

Lecture 8 Introduction to the theory of movement II: A-bar movement 1: Wh-movement

Lecture 9 Introduction to the theory of movement II: A-bar movement 2: Long-distance

#### Wh-movement

Lecture 10 Reading period: A-bar movement

Lecture 11 Introduction to the theory of movement II: A-bar movement 3: English and Japanese

Lecture 12 Introduction to the theory of movement III: A-movement 1: Two types of intransitive verbs

Lecture 13 Introduction to the theory of movement III: A-movement 2: Passives

Lecture 14 Reading period: A movement

Lecture 15 Introduction to the theory of movement III: A-movement 3: Raising

#### Fall Semester

Lecture 1 Split projections: Syntax of CP 1: Force, Topic, and Focus

Lecture 2 Split projections: Syntax of CP 2: Related issues

Lecture 3 Split projections: Syntax of vP

Lecture 4 Information structure and syntax 1: Topicalization, Left dislocation, Right dislocation, and Heavy NP shift

Lecture 5 Information structure and syntax 2: Extraposition, Inversion, Focus movement, and Cleft constructions

Lecture 6 Beyond syntax 2: The syntax and semantics of verbs

Lecture 7 Contrastive syntax I: Passives in English and Japanese 1: Basics

Lecture 8 Contrastive syntax I: Passives in English and Japanese 2: Direct passives

Lecture 9 Contrastive syntax I: Passives in English and Japanese 3: Indirect passives

Lecture 10 Contrastive syntax II: Causatives in Japanese 1: Basics

Lecture 11 Contrastive syntax II: Causatives in Japanese 2: *O*-*ni*-causatives, double-*o*

constraint

Lecture 12 Contrastive syntax II: Causatives in Japanese 3: Adversative and lexical causatives

Lecture 13 Contrastive syntax III: VP ellipsis in English and Japanese 1: Basics

Lecture 14 Reading material: Head movement and VP ellipsis in Japanese

Lecture 15 Contrastive syntax III: VP ellipsis in English and Japanese 2: Sluicing

- **Preparation and Review**

Students are required to finish reading assignments before each class and prepare for the class discussion.

Students are expected to review what was discussed in the class.

- **Required Textbooks**

No textbooks required

- **Evaluation**

Assignments, oral presentations, class participation, and / or a squib

- **Required Textbooks**

No textbooks required

**英語音声学特殊研究 (Seminar for English Phonetics and Phonology)****城 哲哉****● Course Outline**

This course deals with description and analysis of the speech sounds that occur in present-day English. Students are required to analyze the speech sounds, and to describe the sound system of English. This course consists of the lecture and workshop on production, analysis and perception of English speech sounds. It also covers current issues in second language pronunciation learning and teaching.

**● Learning Outcomes**

After the course you should acquire the following skills.

- To analyze and interpret phonetic data
- To learn and think independently and collaboratively
- To communicate clearly and effectively the key concepts and theories in phonetics and second language speech.
- To apply the analytic tools of phonetics to the applied areas such as second language pedagogy

**● Class Schedule**

Lecture 1 Articulatory and Acoustic Phonetics  
 Lecture 2 Phonetic Transcription Using IPA  
 Lecture 3 Physiology of the Vocal Apparatus  
 Lecture 4 Airstream Mechanisms and Phonation Types  
 Lecture 5 Basic Acoustics  
 Lecture 6 Acoustic Dimensions and their Units of Measurement  
 Lecture 7 Analysis Methods for Speech Analysis  
 Lecture 8 The Source-Filter Theory of Speech Production  
 Lecture 9 Acoustic Characteristics of Speech Sounds: Vowels  
 Lecture 10 Acoustic Characteristics of Speech Sounds: Plosives and Fricatives  
 Lecture 11 Acoustic Characteristics of Speech Sounds: Nasals and Laterals  
 Lecture 12 Acoustic Variability and Invariance  
 Lecture 13 Acoustic Characteristics of Syllables and Suprasegmentals  
 Lecture 14 Speech Perception: Vowels  
 Lecture 15 Speech Perception: Consonants  
 Lecture 16 Theories of L1 & L2 Speech Processing  
 Lecture 17 The Role of Linguistic Experience in Speech Perception  
 Lecture 18 Analysis of L2 Speech Perception and Production: Vowels  
 Lecture 19 Analysis of L2 Speech Perception and Production: Plosives  
 Lecture 20 Analysis of L2 Speech Perception and Production: Fricatives  
 Lecture 21 Voice Quality in L2 Speech Research  
 Lecture 22 Learning of English Intonation by L2 Learners  
 Lecture 23 Historical Overview of Pronunciation Teaching

Lecture 24 A Pedagogical Perspective on L2 Phonetic Acquisition

Lecture 25 Pronunciation Errors and Error Gravity

Lecture 26 Pronunciation Instruction Research

Lecture 27 Assessment of L2 Pronunciation

Lecture 28 Technology in L2 Pronunciation Instruction

Lecture 29 Social Aspects of Accent

Lecture 30 Summary

● **Preparation & Review**

- Read assigned reading materials before lectures.
- Participate in discussions of lectures and readings.
- Write a term paper on specific topics in English phonetics and phonology

● **Textbook**

TBA

● **References**

- Peter Ladefoged and Keith Johnson (2014) *A Course in Phonetics* (7<sup>th</sup> Edition), Cengage Learning
- Peter Ladefoged (2003) *Phonetic Data Analysis*, Blackwell Publishing
- Peter Ladefoged and Sandra Ferrari Disner (2012) *Vowels and Consonants* (3<sup>rd</sup> Edition), Wiley Blackwell
- Keith Johnson (2011) *Acoustic and Auditory Phonetics* (3<sup>rd</sup> Edition), Blackwell
- Linda Shockey (2005) *Sound Patterns of Spoken English*, Blackwell Publishing
- Martha C. Pennington (1996) *Phonology in English Language Teaching*, Longman
- Robin Walker (2010) *Teaching the Pronunciation of English as a Lingua Franca*, Oxford University Press
- Laura Colantoni, Jeffrey Steels and Paola Escudero (2015) *Second Language Speech: Theory and Practice*, Cambridge University Press
- Isabelle Darcy (2025) *Second Language Speech Processing*, Routledge
- Tracey M. Derwing and Murray J. Munro (2015) *Pronunciation Fundamentals*, John Benjamins Publishing Company
- Timothy J. Vance (2008) *The Sounds of Japanese*, Cambridge University Press
- Laurence Labrune (2012) *The Phonology of Japanese*, Oxford University Press

● **Evaluation**

The course grade will be based on 50% on the discussion of the assigned readings and 50% on brief term reports.

## 英米文学特殊研究

西村 美保

## ● 講義概要

本講義では、文学史の解説、英米文学の作品の精読、その文化的コンテクストについて探求を行う。文学用語についての知識を深め、文学テキストの多様な批評を読むとで、研究の切り口や手法の視野を広げる。

## ● 学修到達目標

- (1) ヴィクトリア朝イギリスの文学及び文化について理解を深める。
- (2) 文学作品を精読し、評価する能力を高める。
- (3) 研究論文の内容を理解し、分析できるようになる。

## ● 講義計画

	テーマ	備考
第1回	本講義についてのイントロダクション	
第2回	韻文優勢の時代・英詩を読む	
第3回	18世紀英文学とその影響	
第4回	書簡体小説・冒険小説	
第5回	ロマン派の時代	
第6回	ロマン派の詩を読む	
第7回	19世紀の女性作家たち	
第8回	女性作家の作品を読むー抑圧と覚醒	
第9回	ディスカッション・ポイントと振り返り	
第11回	文学用語	
第12回	プレゼンテーションのテーマについて	
第13回	プレゼンテーション資料の作成	
第14回	英語プレゼンテーション&ディスカッション	
第15回	19世紀イギリス文学ー階級とジェンダー	レポート1
第16回	ガヴァネスとガヴァネス文学	
第17回	カントリーハウスの生活と表象	
第18回	19世紀の雑誌・作家・挿絵画家	
第19回	女性の倫理的逸脱とダブル・スタンダード	
第20回	19世紀の社会問題	
第21回	小説における救貧院	
第22回	救済者たちーフィクションと現実	
第23回	トマス・ハーディが描く田園・農作業	
第24回	物語の中の語り・アイロニー	
第25回	ハーディのヒロインたち	
第26回	ハーディの詩の世界	
第27回	ディケンズ作品における女性たち	

第 28 回	19 世紀小説における同性間の交流とコミュニケーション	
第 29 回	レポートを書く際の注意点	
第 30 回	複数の作品を比較・分析する・総括	レポート2

### ● 事前事後学習

授業前に配布資料や読んでおくよう指示されたものに目を通しておくこと。授業後は、授業での議論をノートにまとめること。

### ● テキスト

ハンドアウトを使用

### ● 参考文献

- M. H. Abrams, Geoffrey Galt Harpham, *A Glossary of Literary Terms*. (Stamford: Cengage Learning, 2015)
- Brontë, Anne. *Agnes Grey*. London: Penguin Books, 1988.
- Brontë, Charlotte. *Jane Eyre*. Ed. Richard J. Dunn. New York: W.W. Norton & Company, 1971.
- Dickens, Charles. *David Copperfield*. Ed. Jerome H. Buckley. New York: W.W. Norton & Company, 1990.
- Eliot, George. Rosemary Ashton(ed.) *Middlemarch*. London: Penguin Books, 2003.
- Hardy, Thomas. *Far from the Madding Crowd*. Ed. Robert C. Schweik. New York: W.W. Norton & Company, 1986.
- Hayward, Edward. *Upstairs & Downstairs* Norwich: Jarrold Publishing, 2003.
- Horn, Pamela. *The Rise and Fall of the Victorian Servant*. London: Sutton Publishing, 1986.
- Hughes, Katheryn. *The Victorian Governess*. London: Hambledon and London, 2001.
- Kramer, Ann. *Eyewitness :Victorians*. London: DK, 2015.
- Legouis, Émile. *A Short History of English Literature*. Oxford: Oxford University Press, 1990.
- Marcus, Sharon. *Between Women: Friendship, Desire, and Marriage in Victorian England*. Princeton: Princeton University Press, 2007.
- Wilfred L. Guerin, Earle Labor, Lee Morgan, Jeanne C. Reesman, John R. Willingham, *A Handbook of Critical Approaches to Literature*. (Oxford: Oxford University Press, 1992.)

小松原茂雄 『ディケンズの世界』三笠書房、1989 年。

西村美保 『ヴィクトリア朝小説における女性使用人の表象——階下から読む 8 つの物語』彩流社、2018 年。

パーヴィス、ジューン『ヴィクトリア時代の女性と教育—社会階級とジェンダー』香川せつ子訳、ミネルヴァ書房、1999 年。

山口弘恵 『アン・ブロンテの世界』開文社、1992 年。

その他随時、授業中に紹介する。

● **成績評価方法**

授業での発表・課題等70%、期末レポート30%による。

期末レポートは必ず提出しなければならない。

**英語学論文演習****須川 精致****● Course Description**

This class is intended to guide students to prepare and complete their master thesis with a solid theoretical background of the current syntactic theory. Students are expected to report the development of their research and to read and discuss the relevant reading materials.

**● Learning Goal**

By the end of this course, students will apply research methods in linguistics to a research project, based on the increased ability in critical thinking, hypothesis formulation, and problem solving.

**● Course Schedule****Spring Semester**

- Lecture 1 Introduction: How to complete the thesis
- Lecture 2 Reading material 1-1: Oral presentation
- Lecture 3 Reading material 1-2: Discussion
- Lecture 4 Reading material 1-3: Analysis, addition of new data, and their review
- Lecture 5 Thesis outline 1: Oral presentation
- Lecture 6 Thesis outline 2: Discussion
- Lecture 7 Reading material 2-1: Oral presentation
- Lecture 8 Reading material 2-2: Discussion
- Lecture 9 Reading material 2-3: Analysis, addition of new data, and their review
- Lecture 10 Thesis outline 3: Oral presentation
- Lecture 11 Thesis outline 4: Analysis, addition of new data, and their review
- Lecture 12 Reading material 3-1: Oral presentation
- Lecture 13 Reading material 3-2: Discussion
- Lecture 14 Squib presentation
- Lecture 15 Squib due

**Fall Semester**

- Lecture 16 Reading material 4-1: Oral presentation
- Lecture 17 Reading material 4-2: Discussion
- Lecture 18 Reading material 4-3: Analysis, addition of new data, and their review
- Lecture 19 Thesis presentation 1-1: Presentation of Chapter 1
- Lecture 20 Thesis presentation 1-2: Discussion of Chapter 1
- Lecture 21 Chapter 1 due
- Lecture 22 Reading material 5-1: Oral presentation
- Lecture 23 Reading material 5-2: Discussion

Lecture 24	Reading material 5-3: Analysis, addition of new data, and their review
Lecture 25	Thesis presentation 2-1: Presentation of Chapter 2
Lecture 26	Thesis presentation 2-2: Discussion of Chapter 2
Lecture 27	Chapter 2 due
Lecture 28	Thesis presentation 3-1: Presentation of Chapter 3
Lecture 29	Thesis presentation 3-2: Discussion of Chapter 3
Lecture 30	Thesis due

● **Self-study required before the class**

Students are required to finish reading assignments before class and prepare for class discussion.

● **Self-study required after the class**

Students are expected to review what was discussed in the class.

● **Required Textbooks**

To be announced

● **Evaluation**

Class participation, oral reports, and a squib

**英語音声学論文演習 (MA Thesis Seminar in English Phonetics)****城 哲哉****● Course Outline**

The purpose of this seminar is to provide guidance and expertise seen as beneficial to the successful completion of an MA thesis in English phonetics. It is intended to provide students with a variety of technical and research skills that are necessary for doing phonetic research. This course places considerable emphasis on the student's ability to think critically and independently and develop a systematic research plan which will eventually lead to the writing up of a thesis.

Students are required to identify an appropriate research question in the early stage of the course and have special direction to enable them to use the seminar effectively for their research. The autumn term will be devoted to the writing and refining of the draft thesis.

**● Schedule**

Lecture 1	Introduction to phonetic research
Lecture 2-4	Research methodology and case studies
Lecture 5-7	Data collection and analysis
Lecture 8-10	Statistical analysis of phonetic data
Lecture 11-13	Discussion of experimental results
Lecture 14-15	Presentation of project results
Lecture 16-17	Writing Introduction Chapter
Lecture 18-19	Writing Literature Review Chapter
Lecture 20-21	Writing Methodology Chapter
Lecture 22-24	Writing Results Chapter
Lecture 25-28	Writing Discussion of Results Chapter
Lecture 28-30	Writing Conclusion Chapter & Final Proof

**● Preparation & Review**

- Read assigned reading materials before lectures.
- Participate in discussions of lectures and readings.
- Report on the progress of the thesis in each class.

**● Course materials**

A recommended reading list will be provided in the first lecture.

**● Learning Outcomes**

Completion of the MA thesis to be submitted to the Graduate School

**● Evaluation**

The course grade will be based on oral reports in class (30%) and a final project report (70%).

## 英語教育工学論文演習

高橋 美由紀

### ● 演習概要

本演習は英語教育工学の分野での修士論文あるいはワーキングペーパーの作成を前提にしています。

英語教育工学は広い範囲を扱い、関わっている人の興味関心によっていろいろな切り口が可能です。研究手法も理論的なものから実践的なもの(教材開発も含む)まで様々ですし、扱うテーマも周辺領域まで含めると極めて広範囲に及びます。

受講者は、担当教員と英語教育工学全般について話し合い、自分の研究したいテーマを決め、修士論文あるいはワーキングペーパーの作成を進めてください。

### ● 学修到達目標

- ・研究論文・ワーキングペーパー作成の手順及び方法を理解すること。
- ・テーマを見つけ、そのテーマを研究論文・ワーキングペーパーとして展開できること。
- ・最終的に研究論文・ワーキングペーパーを完成させ、将来の研究の基礎を作ること。

### ● 演習計画

第 1-4 回: 修士論文のテーマについて(候補の領域の絞り込み、テーマの決定など)

第 5-8 回: 先行研究の調査・Research Questions の設定

第 9-12 回: データ収集方法・調査方法等についての検討(pilot study も含む)

第 13-15 回: データ収集及び執筆開始

第 16-19 回: データ分析及び考察

第 20-27 回: 修士論文の原稿を順次提出し添削を受ける

第 28-30 回: 最終原稿の完成・提出

### ● テキスト

指定教材については、受講者のテーマに従って担当教員と話し合った後に決定します。

### ● 参考資料

ドルニエイ, Z.(2006)『外国語教育学のための質問紙調査入門』松柏社.

Dörnyei Z (2001) *Motivation Strategies in the Language Classroom*, Cambridge.

Larsen-Freeman and Anderson (2011) *Techniques & Principles in Language Teaching*, Oxford.

竹内 理・水本 篤(2014)『外国語教育研究ハンドブックー研究手法のより良い理解のために(改訂版)』松柏社.

田中武夫他 (2019)『英語教師のための「実践研究」ガイドブック』大修館書店.

浦野 研他 (2016)『はじめての英語教育研究: 押さえておきたいコツとポイント』研究社.

その他の参考文献は担当教員と話し合って決定します。

### ● 事前事後学習

受講者は担当教員の指示に従って修士論文を作成することになります。演習計画のスケジュールを参考にしながら、毎週の授業で担当教員にその都度進行状況を報告してください。

### ● 成績評価方法

修士論文の評価は主査(この授業の担当者)および 2 名の副査による最終試験(口頭試問を含む)によります。

## 応用言語学論文演習

P.R.Morrow

### ● 演習概要

This course is intended to provide guidance to students in the process of writing their M.A thesis in Applied Linguistics. Students will do the background reading for the thesis in the Special Research course. In this course the emphasis will be on data collection and analysis, and on writing, revising and polishing the thesis.

### ● 学修到達目標

The objective of this course is to train students to design and carry out research in the area of Applied Linguistics. This includes how to plan research, how to locate relevant research materials, how to find an appropriate methodology, how to collect data, how to report results, and how to organize and discuss the implications of one's results. Through this training, students should become able to design and carry out research independently.

### ● Course Schedule

As the main objective of this course is to guide students in the course of writing their M.A. thesis, the schedule and content of the course will vary depending on the students' interests. At the beginning of the year we will make a plan for the first part of the year. This will be based on the students' topics of research. We will identify appropriate reference materials and read relevant studies together. Students are expected to be preparing their thesis during this course, and part of the coursework will involve reviewing what the students have written at regular intervals.

Students will follow the general schedule below in preparing their thesis:

May 1st: Outline due. The outline should be about 3 pages and should include: research questions, list of previous research, description of data, description of method, expected results, description of thesis organization (How many chapters? What will each chapter cover?)

June 1st: Submit summary of previous research (5+ pages)

July 1st: Submit description of data (5+ pages)

Aug. 1st: Submit description of method (5+ pages)

Sept. 1st: Submit draft of results (5+ pages)

Oct. 1st: Submit draft of discussion (5+ pages)

Nov. 1st: Submit draft of introduction and conclusion (5+ pages)

Dec. 1st: Submit draft of completed thesis

Jan. 10th: Submit final draft of thesis

### ● Preparation and Review

Students are advised to identify an area of research and an appropriate topic as early as possible. Doing so will greatly facilitate the research and writing process. In

doing this it will be helpful to read many articles about related research. After each step in the writing process, students need to review what they have discussed with the advisor and what they have written. This step of reviewing and revising is a very important one in the process of writing a thesis.

● **Required Textbooks**

There is no assigned textbook. The reading will depend on the student's area of interest and research topic.

● **References**

The instructor will provide suitable references based on the student's area of interest and research topic.

● **成績評価方法**

Evaluation is based on the quality of research and writing for the thesis.

## 英米文学論文演習

西村 美保

## ● 演習概要

本演習は、18 世紀以降のイギリス文学で修士論文を作成することを前提にしている。文学研究は多様な切り口や研究手法が可能であり、扱うテーマも周辺領域まで含めると広範囲に及ぶ。受講者は、担当教員と話し合い、研究したいテーマを決め、修士論文の作成を進める。

## ● 学修到達目標

- (1) 研究論文作成の手順及び方法を理解する。
- (2) 文学作品を精読し、評価する能力を高める。
- (3) テーマを見つけ、それに関連した資料収集を行えるようになる。
- (4) 収集した資料や批評論文を分析し、自分の言葉でまとめ、論じることができる。
- (5) 研究論文を完成させ、将来の研究の基礎を作る。

## ● 演習計画

	テーマ	備考
第 1 回	イントロダクション: 研究計画書の確認と今後のスケジュールについて	文学研究の基本的姿勢及び注意点について・修論で取り扱う作品と、今後の計画について
第 2 回	文学作品とその背景について	
第 3 回	19 世紀イギリス小説を読む	
第 4 回	小説の批評を読む	
第 5 回	文化研究の批評を読む	
第 6 回	ジェンダー・身体・病	
第 7 回	19 世紀の女性作家たち	
第 8 回	女性作家の作品を読む—抑圧と覚醒	
第 9 回	ディスカッション・ポイントと振り返り	
第 11 回	文学用語	
第 12 回	プレゼンテーションのテーマについて	
第 13 回	プレゼンテーション資料の作成	
第 14 回	英語プレゼンテーション&ディスカッション	
第 15 回	19 世紀イギリス文学と絵画	レポート1
第 16 回	研究テーマ関連批評についての発表	
第 17 回	ガヴァネスとガヴァネス文学: カントリーハウスの生活と表象	
第 18 回	19 世紀の雑誌・作家・挿絵画家	
第 19 回	女性の倫理的逸脱とダブル・スタンダード	
第 20 回	19 世紀の社会問題	

第 21 回	小説における救貧院	
第 22 回	救済者たち—フィクションと現実	
第 23 回	トマス・ハーディが描く田園・農作業	
第 24 回	物語の中の語り・アイロニー	
第 25 回	ハーディのヒロインたち	
第 26 回	ハーディの詩の世界	
第 27 回	ディケンズ作品における女性たち	
第 28 回	19 世紀小説における同性間の交流とコミュニケーション	
第 29 回	レポートを書く際の注意点	
第 30 回	複数の作品を比較・分析する・総括	レポート2

(春学期)

第 1 週 文学研究の基本的姿勢及び注意点について伝達。修論で取り扱う作品と、今後の計画について話し合う。

第2週以降、各受講者は、進捗状況に応じて、以下(a)–(d)までを第14週までの中で、適宜発表し、それをもとに議論する。サンプルについては適宜提示する。また、(b)についても、適宜教室内で一緒に精読し、議論する。

(a) 受講生は改めて扱う予定の文学テキストの一部を紹介する。その際、自身の精読・分析を踏まえ、プロット、登場人物、ディスカッションポイントでポイントについて説明する。その後議論を行い、理解を深める。今後の研究方向や分析方法について検討する。プレゼンテーションのスクリプト等を提出する。

(b) 先行文献の調査と収集。研究の調査状況と書評、さらには修論の構想をパワーポイントでプレゼンテーションする。プレゼンテーションのスクリプト等を提出する。

(c) 論文の構想を図式化し、適宜パワーポイントで発表し、議論する。

(d) 先行研究を踏まえ、受講者独自の作品分析、視点を明確にするような論文の草稿となっているか、吟味する。プレゼンテーションを行い、問題点や改良点などを議論する。プレゼンテーションのスクリプト等を提出する。論文の完成に向けた計画を夏のスクーリングの時に話し合う。

第15週: 振り返りおよび、秋学期までの課題について

(秋学期)

第1週: 課題の発表を行う。

第2週: 進捗状況に応じて、上記 (a)–(d)までを第14週までの中で、繰り返し、完成に向けて、論文執筆をする。

第 15 週 参考文献と註について吟味

## ● 事前事後学習

授業前に配布資料や読んでおくよう指示されたものに目を通しておくこと。授業後は、授業での議論をノートにまとめること。

● テキスト

第1回目の授業でアナウンスする。

● 参考文献

- M. H. Abrams, Geoffrey Galt Harpham, *A Glossary of Literary Terms*. (Stamford: Cengage Learning, 2015)
- Brontë, Anne. *Agnes Grey*. London: Penguin Books, 1988.
- Brontë, Charlotte. *Jane Eyre*. Ed. Richard J. Dunn. New York: W.W. Norton & Company, 1971.
- Dickens, Charles. *David Copperfield*. Ed. Jerome H. Buckley. New York: W.W. Norton & Company, 1990.
- Eliot, George. Rosemary Ashton(ed.) *Middlemarch*. London: Penguin Books, 2003.
- Hardy, Thomas. *Far from the Madding Crowd*. Ed. Robert C. Schweik. New York: W.W. Norton & Company, 1986.
- Hayward, Edward. *Upstairs & Downstairs* Norwich: Jarrold Publishing, 2003.
- Horn, Pamela. *The Rise and Fall of the Victorian Servant*. London: Sutton Publishing, 1986.
- Hughes, Katheryn. *The Victorian Governess*. London: Hambledon and London, 2001.
- Kramer, Ann. *Eyewitness :Victorians*. London: DK, 2015.
- Legouis, Émile. *A Short History of English Literature*. Oxford: Oxford University Press, 1990.
- Marcus, Sharon. *Between Women: Friendship, Desire, and Marriage in Victorian England*. Princeton: Princeton University Press, 2007.
- Wilfred L. Guerin, Earle Labor, Lee Morgan, Jeanne C. Reesman, John R. Willingham, *A Handbook of Critical Approaches to Literature*. (Oxford: Oxford University Press, 1992.)

小松原茂雄 『ディケンズの世界』三笠書房、1989 年。

西村美保 『ヴィクトリア朝小説における女性使用人の表象——階下から読む 8 つの物語』彩流社、2018 年。

パーヴィス、ジューン『ヴィクトリア時代の女性と教育—社会階級とジェンダー』 香川せつ子訳、ミネルヴァ書房、1999 年。

山口弘恵 『アン・ブロンテの世界』開文社、1992 年。

その他随時、授業中に紹介する。

● 成績評価方法

授業での発表・課題等70%、期末レポート30%による。

期末レポートは必ず提出しなければならない。

## 英米文学論文演習

米山 雅浩

### ● 演習概要

The purpose of this course is to provide guidance to students in the process of writing their master thesis in modern American literature. Students are supposed to peruse stories by several major American writers, and write criticisms on the stories in terms of a literary theory that supports their idea.

The writers dealt with in this course will be Edgar Allan Poe, Nathaniel Hawthorne, Herman Melville, Ernest Hemingway, William Faulkner, John Steinbeck, and Thomas Wolfe. Several 19<sup>th</sup> century women writers and Southern women writers will also be read upon request. Those who are seriously interested in minority writers will be suggested to turn to other courses for guidance. Active class participation and submission of a paper will be required to get a credit.

### ● 学修到達目標

(1) to improve the ability to peruse and appreciate literary works, (2) to gain a historical insight into 18<sup>th</sup> to 20<sup>th</sup> century American lives

### ● 演習計画

第 1-4 回: 修士論文のテーマについて(作家、作品、時代、統一テーマ等を絞り込む)

第 5-12 回: 対象作品の精読

第 9-12 回: 先行研究の調査・収集・分析(研究対象の批評史を十分に理解する)

第 13-15 回: タイトルおよび章立ての原案作成(独自視点をもつことに留意)

第 16-19 回: さらなる参考文献の収集、執筆開始

第 20-27 回: 修士論文の原稿を章ごとに順次提出し添削を受ける

第 28-30 回: 序論・結論の執筆、タイトルの再検討、最終原稿の完成、提出

### ● 事前事後学習

Keep well-prepared for the class, for example, to peruse the reading materials and read typical criticisms on the stories. Write a mini essay on the story every week.

### ● 成績評価方法

Evaluation is based on the quality of research and writing for the thesis.

## 英語教育方法論

高橋 美由紀

### ● Course Description

The purpose of this course is to acquire teaching skills through the study of theory and the practice of various activities in English Language Education at elementary, junior high, and high school levels.

Specifically, the lectures will concentrate on the theories of teaching material, English communication ability, learners and teachers, managing the classroom, describing learning and teaching, describing language and teaching the four skills of elementary, junior high and high schools.

The lectures will also concentrate on combining theory with practice.

In practice, activity books, textbooks (including digital textbooks), ICT materials, etc. will be analyzed in lectures, and effective teaching methods will be explained in workshops.

Depending on the student's research, the lecture content can be adapted to contribute to the master's thesis.

### ● Main Goals

1. To acquire the knowledge and understanding about teaching English at elementary school levels.
2. To prepare in the skills needed to teach English at elementary school levels.
3. To understand and guide the linkage from elementary school foreign language education to junior high school foreign language education.

### ● Course Schedule

1. Orientation Teaching English to Young Learners around the World: An Introduction  
Curse of study in Japan
2. Basic Principles of Teaching English to Young Learners
3. Relationship between second language acquisition and age (1)
4. Relationship between second language acquisition and age (2)
5. Learning Intercultural Communication, CLIL
6. Literary texts as teaching materials (1) Storytelling, Picture Books
7. Literary texts as teaching materials (2) Nursery lime
8. Literary texts as teaching materials (3) Animations
9. Technology and digital literacy in the information age
10. Teaching Listening and Speaking
11. Teaching Reading and Writing
12. Planning for Curriculum, Unit, and Lesson Design using text books (1)
13. Planning for Curriculum, Unit, and Lesson Design using text books (2)
14. Assessment and Classroom Management
15. Micro-teaching

### ● Preparation and Review

Please read as much of Second Language Acquisition Theory, especially Language acquisition for children: A Very Short Introduction as soon as possible so as to familiarize yourself with the key issues. Explore the websites listed below to further your understanding. As noted above, you will each receive individual feedback with which to review your assignments, and resources you need to prepare for each individual assignment via email.

### ● Required Textbooks

(I will copy these textbooks and distribute their printouts.)

Joan Kang Shin, Joann Crandall. (2013). *Teaching Young Learners English From Theory to Practice*, Heinle & Heinle Pub; International

Curtain, H & C. A. Dahlberg. (2015). *Languages and Learners: Making the Match: World Language Instruction in K-8 Classrooms and Beyond (5th Edition)*. Boston: Pearson Education.

### ● Evaluation

Presentation 50%

Participation in discussions 50%

### ● Other Matters

I am willing to accommodate lecture dates and times as appropriate to the convenience of the students.

## 日英語対照研究 I

今仁 生美 (Ikumi Imani)

## ● 講義概要

This course covers two aspects of formal semantics. One is various linguistic data that formal semantics deals with. The other is logic used in semantics to analyze data or construct a theory. We will begin with the historical background of formal semantics such as syllogism. Then we will learn the general ideas of formal semantics and basic skills for logic. Students are encouraged to read the textbook in advance.

## ● 学修到達目標

At the end of this course, a student should be able to discuss or analyze linguistic data that she/he is interested in, using various ideas in formal semantics. She/he also should be able to read papers where the basic skill of logic is required.

## ● 講義計画

- 第1回 introduction to formal semantics
- 第2回 how to define the meaning of a word
- 第3回 syllogism
- 第4回 syllogism and inference
- 第5回 from syllogism to a set theory
- 第6回 what is a model in mathematics
- 第7回 the basic idea of model theory
- 第8回 how to apply model theory to natural languages
- 第9回 introduction to modern logic
- 第10回 truth conditions
- 第11回 set theory and functions
- 第12回 logic exercise (propositional logic)
- 第13回 logic exercise (first-order predicate logic: syntax)
- 第14回 logic exercise (first-order predicate logic: semantics)
- 第15回 summary of the 15 weeks

## ● テキスト

金水敏・今仁生美 (2000)『意味と文脈』岩波書店

## ● 参考文献

戸田山和久 (2000)『論理学を作る』名古屋大学出版会

de Swart, Henriëtte. (1998) *Introduction to Natural Language Semantics*. CSLI publications.

## ● 成績評価方法

reports 50%      participation 50%

## 日英語対照研究Ⅱ

今仁 生美(Ikumi Imani)

### ● 講義概要

This course covers three approaches to formal semantics: Montague semantics, Generalized quantifier theory and Dynamic semantics. We will study the basic idea of these approaches. Students are encouraged to discuss in class how these approaches could be applied to not only English but other languages such as Japanese, and what kind of problems occurs. Students are required to read the textbook in advance.

### ● 学修到達目標

At the end of this course, a student should be able to discuss or analyze linguistic data that she/he is interested in, using ideas in formal semantics. She/he also should be able to read papers where the full skill of logic is required.

### ● 講義計画

- 第1回 introduction to modern semantics
- 第2回 introduction to Montague semantics
- 第3回 the syntax-semantic interface
- 第4回 extension vs. intension
- 第5回 belief-sentences and other intensional expressions
- 第6回 compositionality
- 第7回 introduction to generalized quantifier theory
- 第8回 the general idea of quantifiers
- 第9回 monotonicity
- 第10回 introduction to dynamic semantics
- 第11回 the basic idea of discourse representation theory
- 第12回 anaphor and dynamism of texts
- 第13回 the basic idea of dynamic predicate logic
- 第14回 how to compute value assignments in dynamic predicate logic
- 第15回 summary of the 15 weeks

### ● テキスト

金水敏・今仁生美 (2000)『意味と文脈』岩波書店

### ● 参考文献

戸田山和久 (2000)『論理学を作る』名古屋大学出版会

Gamut, L.T.F. (1991) *Logic, Language, and Meaning*. Vol.1 and 2. University of Chicago Press.

### ● 成績評価方法

reports 50%      participation 50%

## 英米文学特論Ⅰ

米山 雅浩

### ● 講義概要

To read accurately is the basis of literary criticism. All students need better reading ability. In this course we will read frequently anthologized short stories. Participants will be required to make an elaborate perusal of the text and prepare for my questions given beforehand. They will be encouraged to make comments on what they think the discussion points of the story. Teaching materials should be obtained somehow by the participants. Some of them are available on the Internet. Evaluations will be made on student contribution to the class, and a brief paper will be mandatory.

### ● 学修到達目標

(1) to improve the ability to peruse and appreciate literary works, (2) to gain a historical insight into 18<sup>th</sup> to 20<sup>th</sup> century American lives

### ● 講義計画

第1回	Tobias Wolff, "Say Yes"
第2回	Doris Lessing, "Wine"
第3回	John Updike, "A & P"
第4回	Katherine Ann Porter, "The Grave"
第5回	Irwin Shaw, "The Girls in their Summer Dresses"
第6回	Ralph Ellison, "King of the Bingo Game"
第7回	Shirley Jackson, "The Lottery"
第8回	Raymond Carver, "Cathedral"
第9回	Flannery O'Connor, "A Good Man Is Hard to Find"
第10回	Nathaniel Hawthorne, "Young Goodman Brown"
第11回	Elizabeth Bowen, "The Demon Lover"
第12回	Truman Capote, "Miriam"
第13回	William Faulkner, "A Rose for Emily"
第14回	John Steinbeck, "The Chrysanthemums"
第15回	Eudora Welty, "Why I Live at the P.O."

### ● 事前事後学習

Keep well-prepared for the class, for example, to peruse the reading materials and read typical criticisms on the stories. Write a mini essay on the story every week.

### ● テキスト

James Pickering: *Fiction 100: An Anthology of Short Fiction, 12th Edition* (Prentice Hall)

### ● 成績評価方法

contribution to the class (50%), term paper (50%)

### ● その他留意事項

The schedule is subject to change due to the students' request

## 英米文学特論Ⅱ

米山 雅浩

### ● 講義概要

We will go on to read more short stories. They will be something that will invite many different approaches to critical reading. Participants will be required to make an elaborate perusal of the text and prepare for my questions given beforehand. They will be encouraged to make comments on what they think the discussion points of the story. Teaching materials should be obtained somehow by the participants. Some of them are available on the Internet. Evaluations will be made on papers as well as on active participation.

### ● 学修到達目標

(1) to improve the ability to peruse and appreciate literary works, (2) to gain a historical insight into 18<sup>th</sup> to 20<sup>th</sup> century American lives

### ● 講義計画

第1回	Kate Chopin, "The Story of an Hour"
第2回	Katharine Mansfield, "The Fly"
第3回	Ernest Hemingway, "A Clean, Well-Lighted Place"
第4回	Sara Orne Jewett, "A White Heron"
第5回	Sherwood Anderson, "The Strength of God"
第6回	Carson McCullers, "A Tree, a Rock, a Cloud"
第7回	Ambrose Bierce, "An Occurrence at Owl Creek Bridge"
第8回	Richard Wright, "The Man Who Was Almost a Man"
第9回	Saul Bellow, "Looking for Mr. Green"
第10回	Jack London, "To Build a Fire"
第11回	Bernard Malamud, "The Magic Barrel"
第12回	William Faulkner, "Barn Burning"
第13回	Eudora Welty, "Petrified Man"
第14回	Charlotte Perkins Gilman, "The Yellow Wall Paper"
第15回	Nathaniel Hawthorne, "My Kinsman Major Molineux"

### ● 事前事後学習

Keep well-prepared for the class, for example, to peruse the reading materials and read typical criticisms on the stories. Write a mini essay on the story every week.

### ● テキスト

James Pickering: *Fiction 100: An Anthology of Short Fiction, 12th Edition* (Prentice Hall)

### ● 成績評価方法

contribution to the class (50%), term paper (50%)

### ● その他留意事項

The schedule is subject to change due to the students' request

**比較文学研究 I (Comparative Literature I)****村山 瑞穂****● 講義概要**

This course offers an examination of how the issues on intercultural and interethnic relations are treated in Japanese American Nisei writers' short stories in the comparative context. The main focus is on Japanese American Nisei experiences described in those. Topics to be engaged include problems of gender, ethnicity, class, and sexuality in the comparative cultural context. In addition, we will read critical essays related to the topics we discuss.

Students prepare short reports (handouts) on assigned reading and in class we discuss the topics based on them.

**● 学修到達目標**

The objective of this course is to help students read Japanese American literature in the comparative cultural context and write a research paper on it.

**● 講義計画**

Schedule:

- 1) Introduction
- 2) Watching a video on the Japanese American Nisei experiences
- 4) ~14) Reading and Discussion of Japanese American Nisei writers' short stories
- 15) Session for writing a research paper

**● 事前事後学習**

Read the assigned part and make discussion questions.

**● テキスト**

Required Text: Teacher will provide some Xerox materials.

**● 成績評価方法**

Evaluation: The grade in this course will be based on the following: 1) short reports presented in class (30%) 2) final research paper in either Japanese or English (70%)

**比較文学研究 II (Comparative Literature II)****村山 瑞穂****● 講義概要**

This course offers an examination of how the issues on intercultural and interethnic relations are treated in a contemporary Japanese American novel in the comparative cultural context. The main focus is on the contemporary Japanese American experiences described in the novel. Topics to be engaged include the problems of gender, race, class, and sexuality in the representation. In addition, we will read critical and theoretical essays related to the topics we discuss.

Students have to prepare short reports (handouts) on assigned reading and in class we discuss the topics based on them.

**● 学修到達目標**

The objective of this course is to help students read Japanese American literature in the comparative cultural context and write an analytical research paper on it.

**● 講義計画**

Schedule:

- 1) Introduction
- 2) Watching a video on contemporary Japanese American experiences
- 3)~14) Reading and Discussion of a contemporary Japanese American novel.
- 15) Session for writing a research paper

**● 事前事後学習**

Read the assigned part and make discussion questions.

**● テキスト**

Required Text: The main text will be announced in the first class.

Teacher will provide some Xerox materials.

**● 成績評価方法**

Evaluation: The grade in this course will be based on the following: 1) short reports presented in class (30%) 2) final research paper in either Japanese or English (70%)