

教養・共通教育通信

{ **Arts and Sciences Newsletter** }
2014 Spring

Vol. **19**

CONTENTS	巻頭言 02	授業紹介 拡大科目群少人数教育科目(ポケット・ゼミ) .. 22 Class Introduction–Small-Class Education Seminar (Pocket Seminar), Extended Curriculum
	英語を学ぶ 京都大学で学ぶ新しい英語 04 Study a new kind of English offered by Kyoto University	時間割を作ろう 24 Making Your Timetable
	英語で学ぶ 教室から始まるグローバル化 06 Globalization from Classrooms	少人数教育科目(ポケット・ゼミ)の 27 予備登録をしよう Pre-register for Small-Class Education Seminar (Pocket Seminar)
	なぜ初修外国語を学ぶのか 09 Purpose of Studying "Foreign Languages for Beginners"	全学共通科目の「群」って何? 28 What are the "Courses" of the Liberal Arts and General Education Courses?
	授業紹介 人文・社会科学系科目群 11 Class Introduction–Humanities and Social Sciences	吉田南構内マップ 30 Yoshida-South Campus Map
	授業紹介 自然・応用科学系科目群 14 地球圏・生物圏・人間圏の相互作用と環境問題 Class Introduction–Naturel and Applied Sciences Interaction of Geosphere, Biosphere, and Humanosphere, as well as Environmental Problems	
	授業紹介 拡大科目群「スポーツ実習!」 19 週に一度は汗をかこう! Class Introduction–Extended Curriculum Sports I Sweat at Least Once a Week!	



京都大学の教養・共通教育を担う組織として新たに国際高等教育院が発足してちょうど1年がたちました。これを機に本誌も『共通教育通信』から『教養・共通教育通信』とタイトルを改め、衣替えをすることになりました。授業の準備は前年度に行われますので、これまでのところ学生のみなさんにはあまり変化が感じられなかったかもしれませんが、教育院では2013年度を通して今後の京都大学における教養・共通教育の在り方を検討し、新たな科目の設計を進めてきましたので、いよいよ本年度からは新しい試みが目に見える形で始まります。

そのひとつは英語での科目提供の充実であり、人文社会学系や自然科学系の科目を英語で学んでもらおうというものです。皆さんは高等学校まで授業で英語を学んで来たと思いますが、英語を実際に利用する場面はあまりなかったのではないのでしょうか。英語はコミュニケーションの道具として実践的に使うことにより、初めて本当の運用力が身に付きます。国際高等教育院では、本年度から英語で提供される科目を大幅に増やしました。1科目でもいいので自分の興味ある授業を英語で受けてみてください。また、実践的に英語を使う一方で、英語を系統的に学んでスキルアップをすることも大切です。そのことから、今回は「英語を学ぶ」と「英語で学ぶ」という形

It has been one year since the Institute for Liberal Arts and Sciences was newly established as an organization underpinning liberal arts and general education at Kyoto University. Taking this opportunity, we have decided to renew the magazine General Education and change the title to Arts and Sciences Newsletter. Since class preparations are performed one year before the relevant academic year, you might have realized few changes so far. Throughout academic year 2013, however, the Institute for Liberal Arts and Sciences considered the ideal future state of liberal arts and general education at Kyoto University, and developed designs for new subjects. In academic year 2014, such new efforts will eventually become evident.

One such effort is to provide many more subjects that you can study in English. We strive to establish an environment where one can study the humanities and social sciences and the natural sciences in English. Although I'm sure that you studied English in high school, I guess that you had few opportunities to use English for practical purposes. You cannot obtain true English proficiency until you begin using English as a practical communication tool. Starting from academic year 2014, at the Institute for Liberal Arts and Sciences, we have considerably increased the number of subjects that one can study in English. We hope that you will study subjects relating to your area of interest—and it's OK to study even just one such subject—in English. While using English as a practical tool, it is also important to study English systematically, thereby improving

で対比した記事を執筆して頂きました。さらに、担当の方々にお願いして本誌自身も和英2か国語で構成しています。英語、英語と肩肘張って学習するのではなく、特に意識しなくても身の回りで日本語も英語も普通に使われている、そういう学生生活を少しでも演出出来たらと思っています。

これまでの「共通教育通信」と同じく、楽しい授業もいろいろ紹介して頂いていますし、大学での学び方のヒントとなる記事もあります。特に1回生の皆さんにとって貴重な学びの経験となるポケットゼミの紹介からは、シラバスでは描き切れない授業の雰囲気や先生方の想いなども知ることができます。ぜひ一読してください。「共通教育通信」のバックナンバーにもいろいろな授業の紹介があります。国際高等教育院のWebサイトからアクセスできますので、そちらもご覧ください。面白い授業が見つかると思います。

ここ数年、本誌は年1回の刊行となっておりますが、できれば学生の皆さんにも協力頂いて発行回数も増やせればと考えております。ご意見、ご感想をどしどしお寄せください。

国際高等教育院 教育院長
北野正雄
Director, Institute for
Liberal Arts and Sciences
Masao Kitano



your overall English skills. In this regard, this magazine features articles that will present comparisons between the themes of “studying English” and “studying in English.” In addition, the magazine consists of articles both in Japanese and English. We hope that we can support your campus life as much as possible, by providing you with an environment where both Japanese and English are used around you every day, rather than where you need to study English in a stiff and formal way.

As done in the previous General Education, this magazine will also contain articles introducing a wide variety of fun classes, and ones describing tips about how to study at university. Of particular note is the introduction to Pocket Seminars, which serve as an invaluable learning experience for first-year students. Through this introduction, you will learn about the atmosphere of each class and instructors' thoughts about their classes, neither of which would be described sufficiently in syllabuses alone. Please read these articles. Moreover, back issues of General Education, which are available at the website of the Institute for Liberal Arts and Sciences, also introduce a wide variety of classes. Please check those as well. I'm confident that you will surely find subjects that will stimulate your interest.

Over the past few years, our magazine has been published annually. Receiving cooperation from all of you, we hope that we can publish it more frequently. We look forward to reading your comments and suggestions.

Foreword

英語を学ぶ

京都大学で学ぶ新しい英語

「学術目的の英語」を学んで将来に活かす

Learning English

Study a new kind of English offered by Kyoto University

—‘English for Academic Purposes’— and utilize it for your future

京都大学に入学されたみなさんは、正直なところ、これ以上、英語を勉強することなんて必要なの？ という疑問を持っているのではないのでしょうか。この疑問は、半分は正解で、半分はハズレです。たしかに、大学入学後も高校までと同じ英語の勉強を続ける必要性は低いでしょう。しかし、みなさんが京都大学で学ぶ英語はこれまでの英語とは異なります。みなさんは、これから新しい英語を学んでいくことになるわけです。

京都大学では、英語教育の目的に「学術研究に資する英語」を掲げており、1、2年次に学ぶ英語を「一般学術目的の英語」と定めています。京都大学での英語教育は、「何のために英語を学ぶのか」といった目的を明確に定めている点で、みなさんがこれまでに受けてきた英語教育とは大きく性質が異なるものです。これから研究者を目指す人はもちろん、そうでない方

Let's be honest—you are probably wondering, “Is there really a need for students who have entered Kyoto University to study English more than that they already have?” This question is half correct, and half incorrect. Certainly, after entering university there is probably little need to continue to study the same English you studied up until high school. However, the English studied at Kyoto University is unlike the English you have studied up until now. In other words, you will be learning a new kind of English.

Kyoto University has set the objective for English education of “English that contributes to academic research,” and the English students learn in their first and second years at the university are prescribed as “English for general academic purposes.” English education at Kyoto University differs dramatically in nature from the English education you have received up until now in terms of

も「一般学術目的の英語」を学ぶことになるわけですが、そもそも「学術目的の英語」とはどういう英語なのでしょう。

「学術目的の英語」を一言で表すと、学術に携わる人が日常的に使用する英語のことです。したがって、みなさんは学術の世界で使用されている英語の様々な側面を学ぶことになります。学術の世界では、論文を書いたり、研究成果を発表したりといったこと以外にも、講義を聞いて新たな知識を吸収したり、教科書や研究書を読んでレポートをまとめたりと様々な活動が行われています。こういった学術世界でのやり取りに必要な英語力を身につけること——これこそが「学術目的の英語」を学ぶということなのです。

みなさんは「学術目的の英語」の入口として、Academic Reading と Academic Writing という二つのクラスを受講することになります。このうち、

its clear stipulation of targets—that is, “For what purpose are we learning English?” Both students aiming to become researchers in the future—and of course, those who are not—study “English for general academic purposes,” but what kind of English do we mean by “academic English?”

In a word, “academic English” is the English used on a daily basis by people involved in academic activities. Accordingly, you will be learning various aspects of the English that is used in the academic world. Various activities are carried out in the academic world—in addition to writing academic papers and making presentations of research results, activities include listening to lectures and absorbing new knowledge as well as reading textbooks and research papers and compiling reports. Acquiring the English language skills necessary for communicating in this academic

Academic Writing の究極的な目標は英語による学術論文を書くことにあるわけですが、それだけが全てではありません。論文を書くための技能を身につける過程で、論文の構成や論理的な文章の組み立て方、果ては必要な情報の集め方や適切な引用やまとめ方といった技術までも学ぶこととなります。Academic Writing に限らず、これらの技能はこれからみなさんが京都大学で、さらには大学卒業以降も学び続けるための基礎となるものです。

現在、高等教育（大学や大学院）で学ぶ者は、「学術目的の英語」を身につけていることが必要条件であるというのが世界の常識です。言い換えれば、「学術目的の英語」を身につけることなしに、高等教育の恩恵を十分に受けることはできないということです。自分がどのくらい「学術目的の英語」の力を身につけているかは、TOEFL (Test of English as a Foreign Language) という試験で測ることができます。京都大学では、平成 26 年度の英語を受講する全ての一回生

world is what is truly meant by learning “English for academic purposes.”

As your gateway into “English for academic purposes,” you will be taking two classes: “Academic Reading” and “Academic Writing.” Of these, the ultimate goal of “Academic Writing” is to enable students to write academic papers in English, but that is not all. In the process of acquiring the skills for writing academic papers, students also learn such skills as structuring academic papers and constructing logical sentences, as well as how to collect the necessary data and make appropriate citations and summaries. These skills are not limited to academic writing; rather, they provide a foundation for your continuing study at Kyoto University and even after graduation.

These days it is common sense in international society that it is a requirement for students studying at institutions of higher education (university or graduate school) to acquire “English for academic purposes” skills. In other words, it is impossible to fully reap the benefits of higher education without acquiring “English for academic purposes” skills. It is possible to measure your own “English for academic purposes” skills through the TOEFL (Test of English as a Foreign Language). At Kyoto University, all first-year students taking English in FY2014 are to take the TOEFL ITP (a group TOEFL examination). Instead of swinging from joy to sorrow based on the results of this test, I hope that you will use it as an opportunity to learn your own weak points as a guide to future

が TOEFL ITP (TOEFL の団体試験) を受験することになりました。この結果に一喜一憂するのではなく、今後の学習の指針として、自分に何が欠けているのかに気づくための機会にして欲しいと思います。

最後に、「学術目的の英語」の中でも、とくに身につけて欲しいのが英語を聴く力、リスニング力です。これまでの TOEFL ITP の調査でも、京大生にもっとも足りないのがリスニング力でした。リスニングは運動に似ていて、何よりも日々のトレーニングが実力をつける上で大切です。しかし、大学の英語授業だけでは、正直に言ってみなさんのリスニング力を鍛えるのに時間が足りません。これから、「英語による授業」もますます増えていきますので、みなさんには「英語による授業」を積極的に受講することをお勧めします。私たち英語教員も「学術目的の英語」を対象にしたリスニング教材や CALL 授業など、英語の音声に触れる機会をもっともっと増やしていきます。みなさんの積極的な取り組みに期待しています。

study.

Finally, within “English for academic purposes,” I especially want you to acquire listening skills—the ability to hear English. Previous TOEFL ITP surveys have found Kyoto University students to have insufficient listening skills. Like in sports, more than anything else it is important to hone your listening skills through training every day. However, to be honest, university English classes do not provide enough time for you to build up your listening skills. In the future, the number of “classes conducted in English” will increase more and more, and I recommend that you proactively take these classes. We English-language teachers will also continue to increase the number of opportunities for students to hear English voices through listening materials devised for “English for academic purposes” and CALL classes, etc. I hold high expectations for your proactive participation and efforts.



准教授 金丸 敏幸
国際高等教育院

Toshiyuki Kanamaru
Associate Professor
Institute for Liberal Arts
and Sciences

話を進める前に、私が所属している「工学部地球工学科国際コース」を簡単に紹介したいと思います。京都大学は、文部科学省が2009年度から開始した「国際化拠点整備事業（グローバル30）」の拠点大学の一つとして採択され、工学部地球工学科では、2011年4月に土木分野の国際コースを開設しました。このコースでは、海外入試で合格した留学生の他、一般入試で工学部地球工学科に合格した学生を対象に合格直後に開催されるコースの分属説明会で面接を行い、最大10名を受け入れています。留学生と日本人学生が切磋琢磨する環境の中で、卒業までのすべての講義を英語で行っています。

さて、新年早々に国際高等教育院から「英語で学ぶ」と題した原稿執筆の依頼を受けました。おそらく私が工学部地球工学科国際コースの教員であることが依頼のきっかけではないかと思えます。しかしながら、この時期は大学教員にとっても大変忙しい時期であり、依頼に応じるかどうか躊躇したものの、やはり受け入れることにしました。最近流行しているグローバルに関連して「英語を学ぶ」や「英語で学ぶ」について述べたいことがあり、また国際コースを紹介できるいいチャンスだと思ったのが受け入れの理由です。

最近、大学の国際化やグローバル化という言葉を目にすることが多いですが、「英語を学ぶ」との意味で誤解されることがあるかもしれません。しかし単なる語学の機能を身につける「英語を学ぶ」とここで言う「英語で学ぶ」とは全く別の話なのです。「国際コースに入ったら英会話ができるし、グローバルな感じだな」と思う方もおられるかも知れませんが、そのことについても明確にしておきたいと思えます。大学の英語による授業は、説明のツールとして英語を使うことであり、英語そのものが目的ではありません。専門科目であれば専門分野の内容、教養科目であれば幅広い教養に触れることが目的であり、また流暢な英語で幅広い教養を持って、専門分野においても深い知識を持つのは理想の形ですが、英語が流暢でなくても教養や専門知識が豊かで論理的に意見を英語で述べられるのであれば、世界で通用すると考えるからです。つまり専門分野から教養までの幅広い話題や深い知識に基づ

く話はさまざまな場面で生かされ、魅力のある国際人として評価されるといえます。そのためにも学部の教養教育は重要ですし、それを英語でも学べる機会を提供するのは重要だと思うのです。京大が培養してきた優れた学識を、さらに「英語で学べる教養」として提供するの結構なことだと思います。

私は、国際コース1年生の「自然現象と数学」、「科学英語」と「情報処理基礎」の授業を担当しています。入学したばかりである新鋭の挑戦者たちとの講義はいつも緊張する瞬間です。その緊張には訳があります。留学生からは京大の授業に対する高い期待感を、

英語で学ぶ 教室から始まるグローバル化

Learning in English Globalization from Classrooms

Before I begin, I would first like to briefly introduce the school where I teach, the Undergraduate International Course Program of Global Engineering, Faculty of Engineering, Kyoto University has been selected by the Japanese Ministry of Education, Culture, Sports, Science and Technology to participate in the “Global 30” Project for Establishing Core Universities for Internationalization (launched in 2009), and in April 2011 the Undergraduate School of Global Engineering established an international course in the field of civil engineering. In addition to international students who have passed overseas entrance examinations, this course accepts up to 10 students who have passed the general entrance examination to the Undergraduate School of Global Engineering who are selected in interviews conducted at an orientation meeting explaining majors that is held immediately after students are accepted to the university. From entrance until graduation, all classes are conducted in English, within an environment of friendly competition between international students and Japanese students. Back to the topic—early in the new year I received a request from

the Institute for Liberal Arts and Sciences to write a piece about “Learning in English.” No doubt I was asked to do this because I am an instructor in the Undergraduate International Course Program of Global Engineering, Faculty of Engineering. However, this time of the year is an extremely busy one for university instructors and so I was hesitant about taking on such a task, but in the end I decided to accept the request. The reasons for this are that there are some things I would like to say about “learning English” and “learning in English,” which have recently become trendy in relation to globalization, and also that I felt this would be a good opportunity to introduce the international course.

These days, you frequently hear the terms “internationalization of universities” and “globalization,” but these may be misunderstood to mean “learning English.” However, the “learning English” I am talking about here is completely different from the “learning English” that simply involves acquiring linguistic skills. There may be people who think, “If I take the international course I can have English conversations, and there’s a sense of globalization,” but I

want to clarify this, also. University classes conducted in English are classes in which the tool of explanation is the English language—study of the English language is not itself the objective. If the class is for a specialized subject, the objective is specialized content; if the subject is a liberal arts subject, the objective is to touch on a wide range of cultural aspects. Furthermore, although ideally a person is fluent, in English on a broad range of cultural aspects and has a deep knowledge in their field of specialization as well, they can be thought to have world-class abilities even if their English is not fluent, if they have rich cultural and specialized knowledge and are able to express their opinions logically in English. In other words, it can be said that people who are able to utilize English in a variety of situations based on a diversity of issues ranging from specialized fields to cultural issues are evaluated as appealing cosmopolitan (internationally minded) person. To achieve this, I believe liberal arts education at the undergraduate level is important, and providing opportunities to learn in English also is important. Taking the excellent scholarship that Kyoto University has cultivated

and further providing it in the form of “cultural studies learned in English” is quite a feat.

I teach first year students in the international course for the subjects “Natural Phenomena and Mathematics,” “Scientific English,” and “Basic Informatics.” Classes with these fresh challengers just after they have entered the university are always moments of nervous tension. This tension has an important role, because from the international students you can sense high expectations for their Kyoto University classes, while from the Japanese students you can strongly sense expectations for indirect study abroad. Although there is nothing especially unusual about the content of the classes, it is common for classes to begin with questions. Although the English language abilities amongst Japanese students taking the international course are in fact higher than those of other Japanese students, from the perspective of the degree to which they understand classes conducted in English we believe they require further training, and we aim to provide the Japanese students with opportunities to express themselves in English. Moreover, there are



日本人学生からは間接海外留学のような期待感を強く感じるからです。授業内容は特に変わったところはありませんが、質問から授業が始まることが多いです。国際コースの日本人学生の英語能力は他の日本人学生に比べれば高いというのが事実ですが、英語授業の理解度の観点からは、もっとトレーニングが必要と考えているため、日本人学生に英語で発言できる機会を増やすということが狙いです。また、英語の専門用語が分からないことで、授業が理解できない場面もあり、自然と学生からの質問が多い授業になっています。さらに、考えの論理的なまとめ方、相手を説得・納得できる論理的な話し方についての科学英語授業があります。2年生くらいになると、専門のテーマについて論理的に自分の意見を英語で述べる能力が上達し、教える側も驚くことが多いです。

特に国際コース開講当時から変わらないのが、学生間で学年・国籍に関係なく、交流が活発であることです。留学生数の増加に伴い、日本人学生と留学生が混じったスタディーグループによる自発的な勉強会が開かれており、「日本人学生に留学生と切磋琢磨する環境の中で国際的に活躍できる高度な人材育成」を図る国際コースの設立趣旨に相応しい展開になっていると評価しています。

将来の活躍の場は世界中に広がっており、ますます海外留学の必要性も高まっています。長期留学だけではありません。短期留学や海外企業でのインターンシップもあります。学生時代の今、世界に挑戦してみませんか？もっと広い世界で、多様な価値観や文化を持つ若者たちと切磋琢磨しながら世の中を変えてみませんか？あるいは、まず英語で学べる授業を受けてみませんか？国際コースの授業を覗いてみるのも、「英語で学ぶ」ことの間接体験になるかもしれません。

situations in which students can not understand a class because they do not understand the specialized English terminology, and this naturally leads to students asking many questions in class. There are also scientific English classes on how to summarize thinking logically and logical ways of speaking that enable students to persuade or convincingly explain their ideas or opinions to others. By the time students enter their second year, their skills have

improved to the point where they are able to express their opinions logically in English on a specialized theme, and the instructors are frequently surprised by their progress.

One aspect in particular of the international course that has not changed since the course's inception is the active exchange between students, regardless of their university year or nationality. With the increase in international students, study groups comprising a mixture of Japanese and international students are conducting spontaneous study sessions—a development that is deemed to be highly appropriate in terms of the objective with which the international course was established: "To foster high-quality human resources capable of contributing internationally in an environment of friendly competition between Japanese students and international students."

The stage for students' future activities is broadening to include the far reaches of the world, and the need for international students is increasing more and more—not only for long-term study abroad. There are also short-term programs and internships with overseas companies. Why not try venturing into the world during your student days? Why not try changing the world while engaging in friendly competition with young people with a diversity of values and cultures on a broader world stage? Or, why not first of all try taking classes in English? Taking a peek at classes in the international course could also be a way to indirectly experience "learning in English."



金 哲佑

(きむ ちょうう；Kim, Chul-Woo)

工学研究科 社会基盤工学専攻 国際環境
基盤マネジメント分野 教授
専門：構造力学・構造同定
趣味：プチツインアスロン(?) (=ロ
ングディスタンススイム(室内)+ジョ
ギング)

Chul-Woo KIM

Professor, International Management of Civil Infrastructure,
Division of Structural Engineering,
Department of Civil and Earth Resources Engineering,
Graduate School of Engineering, Kyoto University
Field of specialization: Structural Dynamics, Structural System
Identification
Hobbies: mini-biathlon (= long-distance swim
(indoors)+jogging)

なぜ初修外国語を学ぶのか

Purpose of Studying "Foreign Languages for Beginners"

かつて第2外国語(京都大学はこれを初修外国語と名付けている)を学ぶことは大学生のあかしであり、大学生が少数の時代には選ばれし者の誇りだった。ところが大学の超大衆化時代にあって、このような表象は雲散霧消している。

たとえ世界人口の70%は非英語話者であるにせよ、国際語としての英語の地位に揺るぎはなく、英語はコンピューターと同じように道具であり、誰もが使いこなさなければならない。このような視点は表層的であるにせよ、おおかたの人々に受け入れられ、また一面の真実を伝えるものだ。

ではなぜ京都大学の教育に初修外国語は存在するのか。英語教育の重点化がより効率的な教育ではないか。確かに、英語の職業的また学術的な利便性に比べれば、初修外国語の有用性は限られている。それにもかかわらず、京都大学に初修外国語が設置されているのは、大学教育が職業人養成の社会教育機関である前に、学校教育の機関であり、企業社会に隷属するものではないことを示すためである。初修外国語を含めた教養教育がなくなれば、大学を専門学校と差別化することは困難になる。初修外国語は大学を大学たらしめる重要な拠点なのだ。とは言え、この論理は初修外国語がカリキュラムに設置されている理由を説明するものでこそあれ、学生がなぜ初修外国語を学ぶものかを必ずしも明らかにするものではない。そこで学生にとっての意義を探ってみたい。

英語学習は初修外国語学習に比べると、道具としての言語の側面を強調しやすい。英語を道具として使い、論文を読み、また書くことは大学生生活の重要な一

部である。これに対して、初修外国語は学習時間が限られているため、事実上、高いレベルに達することは容易ではなく、学問の道具になりにくい。さらに、英語がますます学問の共通語となる傾向は否定できない。

では初修外国語学習がスキルの養成に特化しないのであれば、これは何をめざすのだろうか。これに対して、まなざしとしての言語の視点を紹介したい。

英語は既に国際語であり、英米の民族語として扱われることはほぼない。しかし日本語も含めた英語以外の言語は民族語であり、それを母語とする民族の世界観やそのまなざしを伝える。これは、その言語によって生み出される文学や思想の中に現れると共に、言語そのものにも埋め込まれている。

言語とはまなざしに他ならない。日本語とフランス語では、それぞれ見える世界は異なる。たとえばフランス語には「安い」を意味する形容詞がないことや、80を4x20と表記することなど、英語と異なる固有の世界観がこめられている。もちろん英語と日本語もそれを通じて見える世界は同一ではない。しかし英語を道具として使うとき、われわれは英語を日本語という道具と変わらぬものと考えやすい。

だが、言語は道具であると共に、道具ではない。この二律背反の世界に存在を開くためには、初修外国語を学び、新しい世界へのまなざしを持つことが重要だ。英語や日本語と比べて、初修外国語には圧倒的に少ない学習時間が配置されているため、そこから見える世界はごく小さく、ミクロコスモスの散歩にとどまるかもしれない。さもあれ、異なるまなざしから世界を見る体験は、世界が自分の理解できない事象から構成されており、異文化が複層的であることを発見させてくれるものだ。

言語教育の目的をすべて功利主義に還元しないこと、世界の複層性や「他者」との出会いに向けたまなざしを持つこと、初修外国語学習には功利主義を越える哲学が宿っている。

Studying a second foreign language (called a “Foreign Language for Beginners” at Kyoto University) once served as evidence that the learner is a university student. As a person selected when the number of university students was still small, a learner then was proud of the fact that they were studying a second foreign language. However, this does not apply at all to the present day, characterized by a universal access to higher education.

Even though approximately 70% of people in the world speak a language other than English as their native tongue, there is no doubt of the status of English as the international language. Everyone is called on to acquire proficiency in English, as well as in computers and other tools. Although this way of thinking might sound superficial, it is accepted by almost everyone, and it certainly represents one aspect of the truth.

Although it seems more effective to place emphasis on English education, why does Kyoto University provide students with opportunities to study “Foreign Languages for Beginners?” It is certain that compared with the usefulness of English in business and academic activities, the usefulness of “Foreign Languages for Beginners” is limited. Nevertheless, we have classes for such subjects in order to indicate that a university is not only a social educational organization that trains students to prepare for their future career, but also a school educational institution, and that a university is not subordinate to corporate society. Without a liberal arts education, such as “Foreign Languages for Beginners,” it would be difficult to distinguish between universities and vocational schools. In this regard, “Foreign Languages for Beginners” are a significant element characterizing a university. However, although this theory explains why “Foreign Languages for Beginners” are contained in curricula, the theory does not fully account for why students study them. Now, I would like to explore what it means for students to study such languages.

Compared with studying “Foreign Languages for Beginners,” studying English features a strong impact as a useful tool. Certainly,

using English as a tool—reading and writing English papers, for example—constitutes an important aspect of campus life. Meanwhile, it actually is not easy to attain a high level studying “Foreign Languages for Beginners,” partly due to a limited time for that purpose. It might be difficult to acquire such languages as an academic tool. Moreover, there is no denying that English will become more and more widely used as a language common in academic society.

If focus of studying “Foreign Languages for Beginners” is not placed on developing skills, what is the purpose? To answer this question, I would like to see such languages from the perspective of “a sense of values” conveyed through the languages.

English has already established its status as the international language. There are few cases where English is regarded as only the ethnic language of British and American peoples. On the other hand, languages other than English, including Japanese, are ethnic languages, and convey a sense of values and world view of the peoples who speak them as their native tongues. This is evident in literature and philosophy created through such languages, as well as in the languages themselves.

Language means nothing less than a sense of values. Japanese and French, for example, convey different worldviews. In French, there are no adjectives meaning “cheap,” and the number “80” is expressed as “4 times 20,” indicating that the language imparts a sense of value that cannot be observed in English. English and Japanese, of course, represent different worldviews, as well. Nevertheless, when using English as a tool, you might focus on the idea that both English and Japanese are used as tools.

Although language is a tool, it is also not a tool. To make yourself open to this supposed contradiction, it is important to study “Foreign Languages for Beginners” and acquire a sense of values for a new world. Much less time is spent studying “Foreign Languages for Beginners” than for English and Japanese, probably allowing you to see only a small world and take a stroll only to a microcosm. Nevertheless, looking at things from a different sense of values will help you realize that there are many things around you that you have never known before, and help you become more aware of the multilayered structures of different cultures.

It is important not to reduce the purpose of language education only to utilitarianism, but to feature a sense of values to focus on the multilayered structure of the world and encounter things unfamiliar to you. In the study of “Foreign Languages for Beginners” resides a philosophy above utilitarianism



西山教行

人間・環境学研究所外国語教育論講座・教授、言語教育学、言語政策

Noriyuki Nishiyama

Professor, Foreign Language Acquisition and Education Course, Graduate School of Human and Environmental Studies, Language Pedagogy, Language Policy

授業紹介

Class Introduction

高橋由典

国際高等教育院（人間・環境学研究科）教授、1950年生、社会学

Yoshinori Takahashi

Professor, Institute for Liberal Arts and Sciences (Graduate School of Human and Environmental Studies), Born in 1950, Sociology



人文・社会科学系科目群 Humanities and Social Sciences

私は全学共通科目の社会学Ⅰ（前期、講義）と社会学Ⅲ（後期、講義）をそれぞれ2コマ、それに社会学基礎ゼミナールⅠ（前期）および同Ⅲ（後期）を担当している。今年度（平成26年度）は社会学Ⅲの担当から外れているので、ここでは、社会学Ⅰと社会学基礎ゼミナールについて紹介してみたい。

社会学Ⅰは、社会学の著名な学説や概念を紹介することを主たる目的とする授業である。社会学が蓄積してきた学説や社会学で使用されている概念を解説すれば、この学問のもの見方の特徴がよく伝わるのではないかと考えてこうした内容にしている。概念や学説の説明とか紹介と聞くと、いかにもつまらなそう。退屈であくびが出そう。私は学生諸君のそういう気分がわかる気がする。多少の工夫をしている。

工夫の一点目は、授業で取り上げる学説や概念の選択基準にかかわる。この授業で取り上げるのは、私自身が今でもまだ面白いと思っている概念や学説に限定される。社会学という学問には150年以上の歴史があり、蓄積されてきた学説や概念の中には、現代人には「？」という印象しか残さないものも多々ある。それらは言説としてはすでに過去のものなのかもしれない。こうしたものは除いてしまおう。これらを除いて、今でもまだ生きているという学説や概念に注目してみよう。「私自身が今でもまだ面白いと思っている」ものを取り上げるとは、そういう意味である。むろん私自身の感受性が鈍くはこのストーリーは成り立たないが、そこはこちらを信用してもらえない。ともかく現代人が聞いてもピンとくるものだけを取り上げる。話を聞いた受講者が、その話をもとにふだんの生活を社会学の言葉で振り返ることができたらオーケー。これがこの授業の基本ポリシーである。

In the Liberal Arts and General Education Courses, I have two classes each for Sociology I (first semester, lecture) and Sociology III (second semester, lecture), as well as one class each for Proseminar on Sociology I (first semester) and Proseminar on Sociology III (second semester). Because this academic year, 2014, I will have no class for Sociology III, I would like to introduce Sociology I, as well as Proseminar on Sociology I and III.

The main purpose of Sociology I is to study renowned sociological theories and concepts. I believe that you can more easily understand the characteristics of viewpoints of sociology by learning about the accumulated theories and concepts used in the world of sociology. Hearing that you will learn about concepts and theories, you might think that the class will be boring, dull, and yawn-inspiring. Since I think I understand how you feel, I always try to display some creativity in my class.

One of my creative measures concerns the theories and concepts that will be covered in class; I select only concepts and theories that I myself still find exciting. Since sociology has a history of more than 150 years, not all of the accumulated theories and concepts till now arouse interest from people today. It can be said that they are things of the past from the perspective of discourse. Let's disregard them, and just pay attention to theories and concepts that are still “alive”! This is what I mean by saying that “I select only concepts and theories that I myself still find exciting.” If my sensitivity is dull, this strategy, of course, won't work, but I hope that you will trust me. Anyway, in class, I handle only themes that will strike the cord of people living today. There is no problem with this as long as students taking the class can review their daily lives through sociology. This is my basic attitude toward the class.

工夫の二点目は、よく質問をするということである。講義の最中に講義内容に即した問いを立て、それを学生諸君に投げかける。回答者をこちらが指名する場合もあるが（「一番後ろに座っている青いパーカーの彼、どうですか」とか言って）、向こうから次々手を挙げてきたりすることもあって、なかなか面白い。こういうやり方は高校みたいで嫌という意見もある。その一方で、いろいろな学部の人の意見が聞けて楽しい、自分が当たるのはかなわないけど、という前向きな声もある。最初は居眠り防止の工夫として始めた質問作戦だったが、学生諸君の理解度を高めるのに思いのほか役立つことがわかり、ここ10年ほどはこの方式にはまっている。

こうした工夫のせいかどうかはわからないが、期末に授業の感想などを書いてもらうと、学生諸君も結構乗って聞いてくれているようなので、少しうれしい。

社会学基礎ゼミナールⅠ（前期）では、数年前から社会学の著名な命題を解説したテキストを読んでいる。以前には現代の社会現象（たとえばアニメやケータイ、アイドルやコミケなど）を扱ったテキストを使ったこともあるが、表層の記述でしかない内容に愛想が尽き、このところオーソドックスな方式にしている。著名な命題のお勉強だけでは面白くないので、その命題を参照すると、どんな現代社会の問題が視野に入ってくるかを考えてくれ、と注文を出している。報告にあたる学生諸君は知恵を絞って、他のゼミ参加者たちが乗ってくれそうな話題を探し出してくる。真剣な報告があればあるほどゼミは盛り上がるということになる。

社会学基礎ゼミナールⅢ（後期）は、現代社会を素材にして小論文を書いてみるという授業だ。話を聞いたり、本を読んだりするだけではなく、自分の目で問題を見つけ、考え、書いてみる。題材は現代社会。現代社会に起きている問題なら何でもよい。とにかく気になること、考えてみたいことを見つけ出して書いてみよう。こういう経験は、大学に入るまではあまりしたことがないだろうし、これからもそうあるわけではない。大学に入って少し余裕ができた今、思い切って自己主張をしてみたらどうか。完成したときの達成感、他所では得られない

My second creative measure is to ask students many questions. During a lecture, I ask students questions based on the lecture content. I sometimes designate a student to answer (saying, for example “You, the student in a blue parka at the end of this row, what do you think?”), and other times many students raise their hands, making the class even more exciting. While some students disagree with this style, saying that they are being treated like high school students, others like the style, saying that it is fun to listen to students from various faculties, although they themselves don't want to be called on to express their opinions in front of everyone else. Actually, I first tried this method to prevent students from falling asleep, but later I found that it was much more useful than expected in helping students understand sociology. That is why I have continued using this style for the past 10 years or so.

According to class comments from students collected at the end of a semester, it seems that students enjoyed the class, though I'm not sure whether it is thanks to my creative measures or not, and I'm happy about the result.

In Proseminar on Sociology I (first semester) a few years ago, I began using a textbook explaining renowned sociological theses. I once used a textbook on current social phenomena (such as anime, mobile phones, idols, and komike [comic markets]). Since I was dissatisfied with its superficial content, however, I began adopting the orthodox style that I use today. Considering that studying renowned theses is not enough to make my class exciting, I ask students to consider what problems in contemporary society will arise as most important through the study of such theses. When giving report presentations, students rack their brains and work very hard to find topics that might stimulate the interest of other students. The more passionate their reports are, the more exciting the class becomes.

In Proseminar on Sociology III (second semester), students write essays on contemporary society. Not only do they listen to lectures or read books, they also discover issues on their own, consider them, and write about them. The theme is contemporary society, and anything is acceptable as long as it concerns an issue in today's society. I encourage students to find something that appeals to

ものであるにちがいない。授業開始時には、こういうことを学生諸君に話している。

授業の進行の様子を学生の視点で書いておこう。自分の目で現代社会を見たとき、気になるテーマ、自身のアンテナに引っかかってくるテーマがいくつかある。アンテナに引っかかったテーマのどれかについて、多少の勉強をしてみる。そしてその結果をゼミの参加者に投げかける。ワイワイガヤガヤの議論を何回か繰り返して、次第に問いが定まってくる。どんな問いを立てたら現代社会論として有意義か、が関心の中心である。問いが定まったら、その角度からもう一度勉強しなおす。手近なところで調査をしてみる場合もある。そういう蓄積をもとに正月休みに小論文を執筆し、休み明けに全員で合評会を行う。

こんな調子で進んでいくわけだが、いま見た通り、この授業のポイントは、小論文を作成するというきわめて個人的な作業を参加者全員の協力の下で行うところにある、といえそうだ。

them and that gives them food for thought, and then write about it. I guess that few students have tried this type of experience before entering university, and will try it so frequently in the future. Now that they have some time on their hands after entering university, I believe that it is time for them to express their opinions clearly without hesitation. I'm confident that when completing their writing, students will feel a sense of achievement that they can never experience through other activities. This is actually what I tell students in my first lesson.

I also want to explain how the class goes from the students' perspective. When looking at contemporary society from your own view, you will encounter several themes that will attract your attention and capture your interest. You will select from such themes, study the chosen theme a little bit, and then share your study results with other students. Engaging in a series of boisterous discussions, you will gradually decide on which question you will work on regarding that theme. In this process, the main focus lies in what question is significant in terms of contemporary social studies. Once you decide on your question, you will study your selected theme once again, focusing on that question. You sometimes need to do research in nearby areas. Based on the accumulation of these activities, you will write an essay during the New Year's holidays, and participate in a joint review to be attended by all the other students just after the holidays.

This is how the class goes. As you see now, it could be said that the key to this class lies in writing an essay—an activity usually performed on your own—in cooperation with all the other students.



地球圏・生物圏・人間圏の相互作用と環境問題

Interaction of Geosphere, Biosphere, and Humansphere, as well as Environmental Problems

わたしの学生時代には、国鉄では普通列車でも喫煙でき、禁煙車両などありませんでしたが、現在では健康によくないたばこを吸う人は急激に減っています。他方、2011年3月11日の東日本災害後、明かりや暖房が制限された期間はごく短いものでしたし、温室効果ガスの削減も思うように捗ってはいません。これは、個体の健康が個人にとっての直接的な問題であるのに対し、環境・資源問題は間接的にしか意識されないことを示しています。しかし、喫煙人口が多かった時代、さらに病院など存在しなかった時代でも人間社会は持続的であったことを考えると、環境問題はむしろ持続的社会的な不可逆的な危機をもたらすものであり、むしろこちらの方が重大であるとも言えます。人間の生命と比べるとは不謹慎かもしれませんが、個体における健康状態の維持(ホメオスタシス)のプロセスから環境問題を見直すことにも意味があるように思います。

無機質な大気・水・岩石などから構成される地球を地球圏と呼びます。また地球上の様々な生命体の全体を生物圏と呼びます。これら地球圏と生物圏とは、入り組んだ相互作用を為しており、地球史はそれによって変化してきました。地球圏を特徴づけるのは、地殻活動、気候システムであり、多様な生物はこれを前提として空間分布を広げていますが、他方で生物の営みが気候にも影響を与えていて、地球圏と生物圏の相互作用は、一種のホメオスタシスを保っているとみて良いでしょう。そのわかりやすい例を、ひとつ挙げてみます。

図1は、北緯50度から70度のユーラシア大陸北方の夏季・冬季の降水量の分布を、東経を横軸にとって表しています。大西洋で蒸発した水蒸気は偏西風に乗ってユーラシア大陸にはいり、凝結して降水となるので、内陸に向けて風は徐々に乾いてゆくはずですが、冬季は、そ

When I was a student, there were no non-smoking cars in the trains of the then Japanese National Railways, and you could smoke even on a local train. Now, however, the number of smokers is rapidly decreasing, as a result of the awareness of the physical damage caused by smoking. Meanwhile, after the Great East Japan Earthquake on March 11, 2011, people had to restrict their use of lighting and heating for only a short time. In addition, regarding the reduction of greenhouse gases, no progress has been achieved as expected. This suggests that while the health of each individual is a problem that directly concerns that individual, each individual is aware of environmental and resource problems only indirectly. However, considering that human society was sustainable even in an age with a large number of smokers and also in an age without hospitals, it can be said that environmental problems pose an irreversible danger for a sustainable society, and that this is rather a serious problem. Although it might sound imprudent to compare them with the lives of human beings, I feel that it is significant to review environmental problems from the perspective of homeostasis, a process of maintaining stability in the health condition of each individual.

On our planet earth, the planet itself, which consists of inorganic materials such as atmosphere, water, and rock, is called the geosphere. Meanwhile, all the life on the earth is called the biosphere. The geosphere and the biosphere interact with each other in a complicated manner, which has affected the history of the entire earth. What characterizes the geosphere is crustal activities and climate systems, which serve as the basis of the distribution of space for a wide variety of living things. On the other hand, the activities of those living things also affect climate. It can be said that in a way, interaction between the geosphere and the biosphere maintains homeostasis. Now, let me share with you a familiar example.

国際高等教育院(農学研究科併任)教授

谷 誠

Prof. Makoto Tani

Institute for Liberal Arts and Sciences
(and Graduate School of Agriculture)

の傾向が明確に見られますが、夏季は降水が意外に減らないのがわかります。また、東経90度から東は、シベリア中央高原となって標高がやや高くなるのですが、夏季に限っては、降水量が上昇気流によって増加する傾向も見られます。陸地では、降水量よりも蒸発量が少なく、残りの水が河川を流れて海に運ばれるわけですが、降水量と蒸発量の値が非常に接近していると、その差である河川流量は小さく、内陸に向けて東へ運ばれる水蒸気量もあまり減らない結果となります。シベリアの夏には、こうした水リサイクルがあって、奥地の降水量が減りにくいわけです。日本の冬のように、日本海側の山岳による強い上昇気流で水蒸気がすべて降雪になってしまうと、シベリアに比べてはるかに短距離で空っ風になります。しかし、平らな大陸では、蒸発が盛んな夏に、大陸奥地まで水蒸気が大量に送られます。標高が緩やかに高くなる中央高原で降水量が増えるのは、風がまだまだ湿潤だということを示しています。これは、驚くべきことではないでしょうか。

本学砂防学研究室でわたしとともに学んだ名古屋大学の太田岳史教授のグループは、東シベリアの永久凍土上に生育しているカラマツ林での蒸発量の観測を長く続け

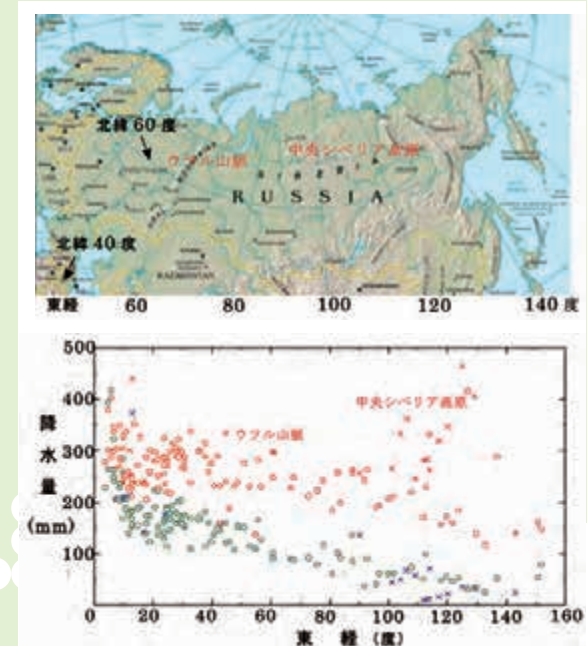


図1 ユーラシア大陸北方(北緯50度から70度)における夏季(オレンジ○、6-9月)、冬季(緑○、12-3月)の降水量の東経に対する関係。なお、赤×は夏季、青×は冬季の、いずれも標高300mを超える地点を示す。気象庁のデータによる
<http://www.data.jma.go.jp/gmd/cpd/monitor/nrmlist/CountryList.php?rcode=06> (2014年1月25日参照)

Fig. 1 indicates distributions of summer and winter rainfall amounts in the area from latitude 50 degrees to 70 degrees north in the northern Eurasian continent, with the east longitude being the horizontal axis. Vapor evaporated from the Atlantic Ocean flows into the Eurasian continent on the prevailing westerlies, and turns into precipitation after condensing. This suggests that wind should dry gradually as it blows inland. In winter, this tendency is evident, although in summer, the amount of precipitation does not decrease as expected. Eastward, from 90 degrees east longitude, the Central Siberian Plateau with a relatively high altitude spreads out. In summer, the tendency for the amount of precipitation to increase due to ascending air currents is observed. On land, the amount of evaporation is smaller than the amount of precipitation, and the remaining water flows through rivers into the sea. When the value of the amount of precipitation is very close to that of evaporation, the difference, or the amount of river flow, becomes much smaller, resulting in less decrease in the amount of vapor carried eastward inland. In Siberian summers, due to this water cycle, the amount of precipitation in the inland area does not decrease so much. As you see in a Japanese winter, if all water vapor turns into snowfall, due to strong ascending air currents against the mountains along the Japan Sea, the wind becomes dry over a much shorter distance than it does in Siberia. However, on the flat continent, in summer, when evaporation is active, a large amount of vapor is carried even to the inland of the continent. The increase in the amount of precipitation in the central plateau, where the altitude gradually becomes higher, indicates that the wind is still wet. I feel that this is a surprising finding.

Prof. Takeshi Ohta of Nagoya University (Agric. For. Meteorol., 2008) used to study at Kyoto University's Erosion Control Engineering Laboratory with me. The group led by the professor has long been observing evaporation rates in larch forests growing on permafrost in eastern Siberia. According to the group, compared with

Fig. 1 Relationships between east longitude degrees and precipitation amounts in summer (orange circles, June – September) and winter (green circles, December – March) in the northern Eurasian continent (50 – 70 degrees north latitude). Red crosses and blue crosses represent the points at higher altitudes than 300m above sea level in summer and winter, respectively. The above figure is based on data from Japan Meteorological Agency. <http://www.data.jma.go.jp/gmd/cpd/monitor/nrmlist/CountryList.php?rcode=06> (As of January 25, 2014)

ています (Ohta, Agric. For. Meteorol., 2008)。それによると、夏季の降水量が年ごとに大きな変動をするのに対して、森林からの蒸発量はほぼ毎年一定でした。少雨年には降水量を蒸発量が上回る結果となり、数年平均で見ると降水量よりわずかに少ないようでした。少雨年であっても休まず光合成を行って成長を続ける樹木は、同時に土壤水分を吸収して葉の気孔から水を蒸発させ (蒸散と言います)、一定の水蒸気を大気に返すわけです。降水量の年ごとの変動は大きいように見えますが、その振れ幅には森林生態系の一定の蒸発によって制限がかかっているといえます。結局、ぐるっと回って、長命な樹木を主とする森林生態系と湿潤気候が共存しているのです。森林が気候変動にかかわらず光合成や蒸発をコンスタントに続ける性質は世界中で認められ、私達の研究室の小杉緑子先生は、マレーシアの熱帯雨林での長期観測でこれを確認しています (図2) (Kosugi et al., J. For. Res., 2011)。



図2 森林水文学研究室が、森林からの蒸発量や二酸化炭素交換量の長期観測を行っている、マレーシアのバソ森林保護区の観測タワー

Fig. 2 Observation tower in Pasoh Forest Reserve, Malaysia, where the Forest Hydrology Laboratory has long been observing evaporation rates from the forests and CO₂ flux.

こうした結果は、気候と植生の地理的分布が、大気・水循環という地球圏の活動と、植生の光合成にともなう水蒸気供給という生物圏の活動との相互作用で維持されていることを、よく表しています。この地理的分布は、氷期や間氷期という長い時間スケールでは変化していくでしょうが、相対的に短い時間スケールでは、地球圏・生物圏の相互作用が変動しながらも平衡を保っており、現在のシベリアの気候は、その動的平衡の結果ということになります。そう考えたとき、環境問題とは、地球圏と生物圏の動的平衡が人間圏 (人間の活動全体を言います) によってどのように変容するのかと大いに関係する

the summer precipitation amounts, which display large fluctuations from year to year, the evaporation amounts in the forests are fairly stable every year. In a year with a low precipitation, the amount of evaporation was larger than the amount of precipitation. On average over a few years, the amount of evaporation was slightly smaller than the precipitation amount. Even in a year with a low precipitation, trees continue photosynthesizing and grow without any resting. In this process, such trees absorb water from the soil and evaporate some of the water through stomata on their leaves (called "transpiration"), thereby returning a constant amount of vapor into the atmosphere. Although it seems that there is a large yearly fluctuation in the amount of precipitation, it can be said that a limit is posed in the fluctuation range by a constant amount of evaporation in the forest ecosystem. Eventually, as part the above-mentioned cycle, coexistence is achieved between the forest ecosystem consisting mainly of long-lived trees and the humid climate. It is widely observed throughout the world that forests constantly continue photosynthesis and evaporation, regardless of climate change. Actually, Dr. Yoshiko Kosugi of our laboratory confirmed this phenomenon by observing tropical rain forests in Malaysia over a long period of time (Fig. 2). (Kosugi et al., J. For. Res., 2011)

These results serve as clear evidence that the geographical distribution of climate and vegetation are maintained through interaction between activity in the geosphere, namely the air and water cycles, and activity in the biosphere, namely vapor supply in the process of plant photosynthesis. Although there might be a passage in this geographical distribution over a long period of time, such as a glacial stage and an interglacial stage, an equilibrium is maintained over a relatively short period of time, despite fluctuations in the interaction between the geosphere and the biosphere. The current climate in Siberia is the result of this dynamic equilibrium. This way of thinking leads to the idea that environmental problems closely concern how dynamic equilibrium in the geosphere and the biosphere is affected by the humanosphere (all activities promoted by human beings).

Human activities more or less disturb the interaction and dynamic equilibrium in the geosphere and the biosphere, through agricultural and fishery efforts to acquire food as well as through forest use to obtain materials necessary for living. In Japan, for example, the

のです。

人間活動は、多かれ少なかれ、食料を得るための農業や漁業、生活資材を得るための森林利用活動を通じて、地球圏と生物圏の相互作用・動的平衡を乱します。日本の場合を例にとると、太古は原生林でおおわれていましたが、森林利用によって里山やはげ山が形成されました。動的平衡の攪乱による変容の典型と言えますが、環境問題として大事なのは両者の違いなのです。里山は原生林の山よりは森林も土壤も貧弱になりますが、里の人々の生活に役立っています。一方、はげ山は草木・土壤がなくなった山を言い、風化により基盤岩が土粒子になるとただちに雨で侵食され、土砂が河川を埋め尽くして、甚大な災害を毎年もたらします。変容しても動的平衡が生活に有用である範囲にあるか、しきい値を超えてはい上がれないような破滅的な低位の平衡状態に陥るのが問題で、後者が環境問題として顕在化するのです。生物圏のホメオスタシスの効果としきい値を超えたその破綻の違いを強く意識しなければなりません。

地球規模の気候温暖化などの環境問題も、この生物圏の活動と強くかかわっています。大量の化石燃料の採掘と燃焼による人間活動に伴う温室効果ガスの排出は、陸海の生物圏による吸収範囲を超えてきていることが問題であるわけです。なんとか破綻に行き着かないように、ホメオスタシスを維持させることが必要です。その戦略の探究が学問に求められていますし、政策にもそれを反映させることが重要です。京都大学では、そうした各圏の相互作用から環境問題を厳しく捉える最先端研究が推進され、多くの知見が得られています。しかし、こうした、地学と生物学の学際的交流に基づく環境のテーマを学ぶ機会は、高校までの教科では決して多くありません。そこで、2014年度は、前期と後期に、「水と緑と土の科学」を理系・文系すべての学生に向けて開講します。地球・生物・人間各圏の相互作用、および、動的平衡とその攪乱としての環境問題を考えるきっかけにいただければと思っています。他にも現代社会適応科目群に多くの環境系科目が開講されていますし、いくつかの専門分野を統合してこれからの地球環境を考えるという目的の科目も計画していて、多くの方が環境について学んでくれることを期待しています。

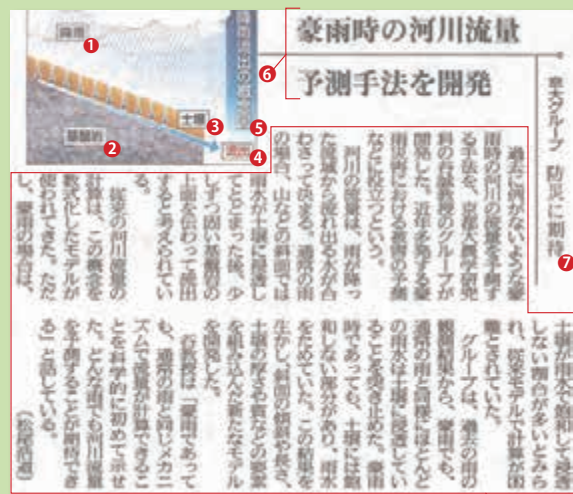
land was covered with primeval forests in ancient times. Subsequently, the use of the forests generated *satoyama* (hills covered with secondary forests that coexist with nearby populated areas and are important sources of fuel, food, compost, etc.) and *hageyama* (denuded hills). This is a typical example representing a change caused by a disturbance in dynamic equilibrium. From the perspective of environmental problems, however, the difference between *satoyama* and *hageyama* is significant. Although *satoyama* have forests and soils that are less fertile than those in the hills with primeval forests, it is useful for the lives of the people living there. On the other hand, in case of *hageyama*, which are hills without both plants and soils, soil particles produced from the weathered bedrock surface will soon be eroded by rainwater and deposited on the river bed, causing enormous flood damage every year. The important thing here is whether the dynamic equilibrium remains within a range useful for people's daily lives, or falls into a devastating, low-level equilibrium condition beyond the relevant threshold. The latter case is revealed as an environmental problem. It is necessary to be strongly aware of the differences between homeostasis effects in the biosphere and the breakdown of such effects beyond the relevant thresholds.

Environmental problems, such as global warming, closely concern activities in the biosphere. Greenhouse gases are emitted as a result of the human activities of mining and combustion of a large amount of fossil fuel. The problem is that the emissions are beyond the absorption limit of the biosphere on the land and in the sea. To avert a catastrophic result, it is necessary to maintain homeostasis. Researchers are called on to pursue strategies for that purpose, and it is important to reflect such strategies in government policies. At Kyoto University, we promote the most advanced research to carefully examine environmental problems from the perspective of interaction between the geosphere, biosphere, and humanosphere, thereby successfully accumulating vital expertise. However, few opportunities are provided for students to study environmental themes based on this type of interdisciplinary interaction between geoscience and biology as part of the subjects studied at high school level. In this regard, in Academic Year 2014, in both the first and second semesters, we will open a class titled "Science of Water, Greenery, and Soil." This class is open to all students, regardless of whether they are in humanities-related or science-related courses.

We hope that this class will serve as an opportunity to consider environmental problems from the perspective of interaction between the geosphere, biosphere, and humanosphere, as well as dynamic equilibrium and its disturbance. You can also study many other environment

related subjects in the Issues of Modern Society Course. Moreover, we are planning subjects in which several specialized fields are integrated for students to consider the future of global environment. We hope that many students will study the environment.

本文中における里山とはげ山の違いの記述から推測できるかと思いますが、豪雨時の河川流量の増加は山の条件によって異なります。私達は土壌の保水力や水質浄化機能についても研究しており、土壌の役割を重視した新しい予測手法が京都新聞(2014年1月25日朝刊第9面)に掲載されました。



- 1 Rainfall
- 2 Bedrock
- 3 Soil
- 4 Stormflow
- 5 Schematic of stormflow process
- 6 A new prediction method for river flow responses to large magnitude storms
- 7 Group of Kyoto University Promising disaster prevention measure



プロフィール
谷 誠
・国際高等教育院教授
(農学研究科地域環境科学専攻森林水文学分野併任)
・大阪府生まれ
・専攻：森林の水循環、山地斜面の流出機構
・趣味：クラシック音楽鑑賞、国鉄・私鉄ファン
(JR ファンではありません)

Profile
Makoto Tani
・ Professor at the Institute for Liberal Arts and Sciences (and also at the Graduate School of Agriculture - Forest Hydrology Laboratory, Division of Environmental Science & Technology)
・ Place of birth: Osaka Prefecture
・ Majors: The water cycle in forests, and runoff mechanism on mountainous catchments
In his spare time, he likes listening to classical music. He is also a fan of the former Japanese National Railways (not the current JR) and private railways.

As understood from our description in the body text on differences between *satoyama* and *hageyama*, an increasing response of river flow to a storm rainfall depends on the hillslope conditions. Our study is extended to such subjects as soil effects on the stormflow mitigation and water-quality conservation. One of our new prediction methods emphasizing the important soil effects appeared in a newspaper (The Kyoto Shimbun, morning edition, January 25, 2014, page 9).

A group led by Professor Makoto Tani of the Graduate School of Agriculture, Kyoto University, has developed a method to predict the river flow rate in response to extreme storms larger than ever before. According to the group, this method is useful for predicting damage that would be caused by a large-magnitude storm, which occurs frequently these days.

River flow comes from rainwater falling in a basin. It is thought that in the case of usual storm, the rainwater infiltrates into the soil, before gradually draining along the bedrock surface.

As for the previous runoff prediction routines, runoff models based on the above concept was used. However, it was believed that in the case of a large-magnitude storm, the soil became saturated with rainwater and that additional rainwater drained as overland flow, making it difficult to calculate using the previous model.

Based on past rain observation results, the group led by Prof. Tani has found that even in large-magnitude storm, as well as in usual storm, most of the rainwater infiltrates into the soil. Even in large-magnitude storm, not all parts of the soil are saturated with rainwater, but some parts of the soil can actually store rainwater. Using this result, the group has developed a new model incorporating hillslope conditions, such as the slope gradient and length, as well as the thickness and physical quality of the soil.

"This is the first time to suggest scientifically that even in large-magnitude storm, it is possible to predict the stormflow rate using the consistent mechanism as that for usual storm. This is a promising method to predict stormflow rate regardless of the type of rain," said Prof. Tani.

(Hiromichi Matsuo)

馬場正昭

国際高等教育院教授
スポーツ実習II(サッカー) 担当

Masaaki Baba

Professor, Institute for Liberal Arts and Sciences
SportsIII (Soccer)



週に一度は汗をかこう！

～授業紹介「スポーツ実習I(アダプテッド・スポーツ)」～

Sweat at Least Once a Week!

— Class Introduction “Sports I (Adapted Sports)” —

● はじめに

スポーツ実習IA・IBでは、2014年度より新種目『アダプテッド・スポーツ』を開講します。アダプテッド・スポーツとは、性別や年齢、体力、スポーツ経験の有無に関わらず誰でも気軽に参加して楽しむことができるよう、ルールや用具を工夫し適合(adapt)させたスポーツです。この授業では、“身体を動かす楽しさを実感すること”を一番の目的として、「ニュースポーツ」と呼ばれるレクリエーションなスポーツを数種類取り上げます。様々なスポーツを体験していく中で、自分の心と体の状態に合った運動を日常に取り入れていく方法や、生涯スポーツについて一緒に考えていきましょう。

● 授業で取り上げるスポーツの例

【ペタンク】 フランス発祥のスポーツです。アイドルグループのSMAPがTV番組内で競技したことでも有名になりました。目標球に向かってボールを投げ合って点数を競います。より目標球に近づけて高得点を得るには戦略が必要です。ルールはカーリングをイメージしてもらえるとわかりやすいかもしれません。



【インディアカ】 ドイツ発祥のスポーツです。大きな羽根とクッションのついたシャトルを手で打ち合います。バドミントンとバレーボールを合体したようなスポーツです。



【フライングディスク】 当たっても痛くない素材でできたフライングディスクを使って、ドッジボールやアルティメットというスポーツをします。

● Introduction

Starting from academic year 2014, in Sports IA and IB, we will begin “adapted sports.” In this new variety of sports, rules and equipment are “adapted” to ensure that anyone can enjoy them easily, regardless of gender, age, physical strength, or previous sports experience. The main purpose of this class is to appreciate the joy of engaging in physical activities. In the class, you can try several types of recreational sports called “new sports.” Through experiencing a wide variety of sports, you can consider how to incorporate exercise appropriate for your mental and physical condition into your daily life, as well as think about sports as a lifelong activity.

● Examples of Sports Covered in the Class

【Petanque】 Originating in France, this game has become famous in Japan since SMAP, a Japanese idol group, played it on one of their TV programs. In the game, in order to gain points, players throw balls as close as possible to a target ball. A strategy is necessary to score high points. You can maybe get an image of how the game is played by thinking of curling.

【Indiaca】 In this game, which originated in Germany, players use their hands to exchange shots of a shuttlecock consisting of large feathers attached to a base cushion. This game incorporates aspects of both badminton and volleyball.

【Flying Disc】 Using a flying disc consisting of materials that will not make players feel pain even if the disc hits them, you can play dodge ball and ultimate sports.



【キックベースボール】 サッカーボールを使って野球をします。バットを使わずに足でボールをキックします。小中学校のときに経験した人も多いかもしれません。

この他にも、身体をたくさん動かすものから頭脳プレーが必要なものまで、バラエティに富んだ様々なスポーツを取り上げていきます。知らないスポーツがあるかもしれませんが、どれも簡単なルールで誰でも気軽に始めることができます。スポーツが得意な人はもちろん、普段スポーツをしない人や運動が苦手な人でも楽しめる授業内容にしています。

● **スポーツ実習の勧め**

さて、この新種目も含めて、毎年多くの新入生が「スポーツ実習」の授業を履修しています。それは、スポーツのもつ楽しさ、大切さ、奥深さ、そして体を動かして汗をかくことが大学生にとっていかに大事かを知っているからでしょう。大学では「心技体」を磨きなさいと言われることがありますが、学生生活の中で生き生きと活動していく「技」を磨くためには、心と体の健康がとても大切です。精神的に不安定だったり、体調が優れなかったりすると、長時間集中して好きな勉強をすることもむずかしくなるでしょう。そこで、週に一度くらいはちょっときついくらいの運動をして、健康状態を保つよう心がけてください。また、仲間と一緒に汗をかくことで良い友達ができますし、ひいては生涯スポーツを楽しむことにもつながります。

スポーツ実習では、アダプテッド・スポーツの他にも多くの種目を開講しています。詳しくは「全学共通科目履修の手引き」、また国際高等教育院のサイトのスポーツ実習のページをご覧ください。動画や写真で、授業の様子や種目の内容がわかるようになっています。実際の履修方法も説明されていますので、ぜひ参考にしてください。

【Kick Base Ball】 In this game, a game like baseball is played but using a soccer ball. Instead of using a bat, players kick the ball. Many of you might have experienced the game in elementary school or junior high school.

In addition to the above, you can try many other types of games – some entail a lot of physical activity, while others require the use of your brain. Although you may be unfamiliar with some of these games, all of them have such simple rules that anyone can try without any hesitation. The class is designed so that all students, including, of course, those who are good at sports, and even those who seldom play sports and who are bad at sports, can all enjoy it.

● **Why Not Try Sports?**

Every year, many new first-year students register in sports classes. I feel that this suggests that they know the joy, significance, and profoundness of sports, as well as how important it is for university students to engage in physical activities and sweat. At university, you will often be told to improve your shin-gi-tai (mental strength, skills, and physical strength). To develop the “skills” necessary to make your campus life even more vigorous, your mental health and physical health are extremely important. If you are mentally unstable or are not physically well, it will be difficult to concentrate on studying for lengthy periods, even if you like studying. In this regard, I would like to encourage you to do some kind of exercise that is more than you’re normally used to at least once a week, thereby striving to maintain a good health condition. Moreover, sweating together with others helps you make good friends, which eventually can lead to an appreciation for lifelong sports.

In addition to adapted sports, you can also try many other types of sports. For details, please read the Handbook of Liberal Arts and General Education Courses, or the sports page at the website of the Institute for Liberal Arts and Sciences. The page contains videos and photographs to help you know about each class and each sport, as well as explanations regarding how to take each class.

第1週目は、開講される時限ごとに体育館のメインフロアで種目登録を行います。そこでは各種目担当の先生から説明があり、質問もできますので、ぜひ足を運んでください。第2週目から授業スタートです。スポーツ実習を通じて、週に一度いい汗をかきましょう！

皆さんが心と体の健康を大切にして、充実した大学生活を送られることを願っています。スポーツ実習はその貴重な実践の機会となるでしょう。自分自身の健康を守るとともに、社会全体のよりよい健康的なあり方を考え実践する力をつけて、将来いろいろな舞台上で活躍されることを期待しています。

● **スポーツ実習担当教員**

(この3名のほか総勢21名の教員で11種目を開講。HP参照)

田中真介 (たなか・しんすけ)

- 国際高等教育院 准教授
- 専門分野：発達論・発達診断学・スポーツ医科学
- 担当種目：バレーボール
- ひとこと：コートで新しい世界と出会えました。楽しいと皆うまくなるのを実感。学部4年、院5年の9年連続の参加者もいます。毎週木曜日にみなさんと会えるのを楽しみにしています。



久代恵介 (くしろ・けいすけ)

- 人間・環境学研究科准教授
- 専門分野：行動制御学
- 担当種目：バドミントン
- ひとこと：趣味はスキーとサッカー観戦。最近、フリースタイルフットボールに感化され、リフティングを練習中。



永友文字 (ながとも・ふみこ)

- 人間・環境学研究科助教
- 専門分野：病態生理学、健康科学
- 担当種目：アダプテッド・スポーツ、ソフトボール
- ひとこと：趣味は野菜ソムリエの勉強&食べること。健康のための「食」と「運動」に興味があります。



In the first week, during the designated period according to sport, you need to register the sport that you would like to try, on the main floor of the gymnasium. Taking this opportunity, the instructor will brief you on the sport, and you can ask the instructor any questions you might have. In the second week, you will begin playing the sport. Let's have a healthy sweat in class once a week!

We hope that you will take care of your mental and physical health, thereby making your campus life even more fruitful. The sports classes will serve as an important opportunity to do this. We also hope that you will preserve your own health, acquire capabilities to consider and implement ideal ways for making all of society healthier, and demonstrate your abilities to the fullest extent in your future careers.

● **Sports Instructors**

(A total of 21 faculty members, including the below three, serve as instructors for 11 types of sports. For details, please check the website.)

Shinsuke Tanaka

- Associate Professor, Institute for Liberal Arts and Sciences
- Specialized fields : development science, developmental diagnosis science, sports medical science
- Sport : volleyball
- Comment : I've encountered a new world on the court, making me realize that if you can enjoy what you're doing, you can improve your skills in it. Some students participated in my class for a total of nine years – four years as undergraduates and five years as graduate students. I look forward to seeing you all every Thursday.

Keisuke Kushiro

- Associate Professor, Graduate School of Human and Environmental Studies
- Specialized fields : behavior control science
- Sport : badminton
- Comment : Nowadays, I enjoy having serious matches with students.
- Comment : In my spare time, I love skiing and watching soccer games. Inspired by a freestyle soccer game, currently, I'm practicing soccer ball juggling.

Fumiko Nagatomo

- Assistant Professor, Graduate School of Human and Environmental Studies
- Specialized fields : pathophysiology, health science
- Sport : adapted sports, softball.
- Comment : In my spare time, I often study to obtain a license as a vegetable sommelier. I also love eating delicious dishes. I'm interested in food and exercise for maintaining good health.



大学院工学研究科建築学専攻
建築環境計画学講座 准教授

吉田 哲

Associate Prof. Tetsu Yoshida
Department of Architecture and Architectural
Engineering, Graduate School of Engineering



拡大科目群少人数教育科目（ポケット・ゼミ）

Small-Class Education Seminar (Pocket Seminar), Extended Curriculum Course

「現地で学ぶ京都の建築」は、建築や都市空間をつぶさに見て歩き、感じ、そこで工学部建築学科の教員による専門的な解説を聞きながら、現代京都の都市空間や建築（群）の空間的な文脈を読み解き、これからのあり方を考える、という、五感と脳みそをフルに働かせてもらうポケットゼミです。設計作品を生み出す建築家の空間創造の深みに触れることができる機会、そしてそこにある建築（群）や空間、その歴史や利用のされ方などを研究する研究者がもつ現代京都の建築や都市にまつわる知識や研究成果を「ナマ」で学べる機会は、京都で学生生活を送る皆さんであるからこそ、ひたることのできる最高のぜいたくだと思います。

具体的には以下の3回の現地視察を行っています。

(1) コンテキストを読む (岸和郎)

都市や街並を徹底している文化的、社会的、形態的文脈を読み取り、一つの建築がそれらとどのような相関関係を保ちながら成立しているのかを学ぶ。

(2) 伝統的町家、およびその活用、新しい解釈 (吉田哲)

伝統的町家、町家改修活用事例、町家風建築など、京都の伝統様式である町家がどのように維持、もしくは活用されているか、京都の中心市街地を新町通を中心に三条烏丸～五条堀川界隈を訪れて理解する。

(3) 伝統都市と現代建築 (竹山聖)

伝統都市のなかの現代建築のありかたを現地の視察を通して考え、議論したい。

以下では私が担当する(2)の伝統的町家、およびその活用、新しい解釈について詳しく説明します。

視察当日には初めに30分程度のレクチャーをします。ここでは、現在、京都の街の中心部で見ることのできる個々の町家の歴史が、京都の都市そのものの歴史の

In the Pocket Seminar titled “Field Trips to Study Kyoto Architecture,” you stroll through Kyoto to carefully observe and appreciate the architecture and urban space in the city, while listening to technical explanations from an instructor of Undergraduate school of Architecture, Faculty of Engineering. Through this activity, you will strive to interpret the significance of urban space in the current Kyoto cityscape and the contexts of spaces in architectures, thereby considering what should be an appropriate state for the city. Thus, in this Pocket Seminar, you will need to use your five senses and brain to the fullest possible extent. The seminar provides opportunities to appreciate the depth of space created by architects, the ones who generate design works, and also opportunities to learn directly from researchers about architecture, space, their histories, and how they have been used. The researchers will share with you their expertise and research results concerning architecture and city planning in Kyoto today. I believe that these opportunities are an invaluable privilege given only to students studying in Kyoto, such as you.

Specifically, the seminar includes the following three field trips.

(1) Interpret the Contexts (Waro Kishi)

Interpreting the cultural, social and morphological contexts underlying the city and streets, and learning how each one architecture consists, while holding which kind of correlation between these contexts.

(2) Traditional Machiya – New Conversion and Interpretation (Tetsu Yoshida)

Strolling through central district in Kyoto, namely, the area from Sanjo-Karasuma to Gojo-Horikawa mainly along Shinmachi Street, to understand how machiya, an architecture featuring a traditional Kyoto style, has been maintained and used and converted, by observing existing machiya, examples of good use of renovated machiya, and new architecture featuring machiya style

(3) Traditional City and Modern Architecture (Kiyoshi Takeyama)

Taking a field trip to consider and discuss the problematique of modern architecture in a traditional city

長さ比べて意外に短いこと、京都の都市軸が平安京形成時から大きく移動していることなど（日本史を勉強された方、わかりますよね？）について簡単におさらいします。いずれも京都に暮らし始めた当初はなかなか肌感覚としての実感にはそぐわないのだけれども、言われてみれば確かにそうだと腑に落ちるトリビアから一気に、今ある町家ができた頃に意識を飛ばせてもらいます。町家の立面構成の変化や、典型的な平面構成などの建築的な説明や、それが成立した時期の都市空間の姿まで理解してもらったところで視察を始めます。

このコースは、京都の中心部を歩くので、町家が現代的なビル群に姿を変えてしまった場所から始まるのですが、そうした中にもところどころに古い町家が姿を残す場所があります。うまく原型を残している町家、その意匠をうまく解釈しなおして新しい現代建築として生まれ変わったものなどを見ながら、やがて路地にお邪魔しながら突抜や函子を通り過ぎ、そして四条通の喧騒に近い場所で、静やかにその時を刻む町家にも上がらせてもらってその空間を体験してもらいます。また、保存や活用のうまくいった事例だけを学ぶのではなく、コインパーキングや味気のないワンルームマンションになったり、保存活用のうまくいっていない町家なども併せて見学してもらいます。この双方の出来上がり方の違いに思いを馳せてもらうことで、何が双方を分けたのか、これからの京都の都市や都市空間、そして建築に必要なことは何かについて考えていただければと思います。

この(2)のコースは数年前まではKUINEPの講義としても開講していました。これを受講していた留学生たち、さらには時々案内する建築を学ぶ学生、研究者、建築家たちにも、「意外な発見ができた」と好評のコースです。

京都の建築や都市について考えてみたいという意欲的な皆さん、お待ちしております。

Now, I would like to explain in detail about my field trip, (2) “Traditional Machiya – New Conversion and Interpretation.” The field trip will begin with an approximately 30-minute lecture first. In the lecture, you will receive a brief explanation that the history of each machiya which you will see today, especially in the central area of Kyoto, is actually short, compared to that of the city itself, and that the axis of the city has moved away from where it was when the Heian Palace was constructed. (I’m sure that those who have studied Japanese history know about this!) Although you may not actually realize these things when beginning to live in Kyoto, you will surely feel that they are true when learning about them. Then you will shift your focus from the present day to the past, when the machiya you see today were constructed. In the lecture, you will also learn about changes in the elevational composition of machiya, other architectural topics, such as a typical planar composition, and the situation regarding city space at the time when such structures were completed, before starting out on the field trip.

This course, in which you will stroll through the central district in Kyoto, begins in an area where many machiya have been replaced with modern buildings. Even in such an area, you will still find some old machiya in various places. Observing machiya displaying some of their original features, as well as modern machiya-style building, renovated from machiya based on new, sophisticated interpretation of machiya designs, you will walk down various alleys, after crossing busy Shijo Street. Here, you will visit a machiya where the clock ticks away quietly, and appreciate the atmosphere of the space. Additionally, on top of observing good examples of machiya preservation and usage, you will also learn from examples where machiya has been replaced with a coin-operated parking lot or an insipid “one-room apartment,” where the preservation effort is not working well enough to allow the relevant machiya to be used. I hope that by looking at these two types of examples, you will consider what is behind this difference and what is needed in the future for Kyoto, urban space, and architecture.

The course (2) was open also as part of the Kyoto University International Education Program (KUINEP) until a few years ago. The course was well received by international students, as well as researchers, architects, and also architectural course students sometimes serving as guides. They praised the course, saying that it gave them some unexpected discoveries.

We look forward to seeing motivated students with an interest in Kyoto architecture and the city of Kyoto.

新入生のみなさん、大学、とりわけ教養・共通教育では科目選択の幅が広く自ら時間割を作っていく形で履修をします。比較的、短い期間で数多くの科目から選択して行かなければなりません、ここでは時間割を構成してゆくポイントを中心に高等学校とは少し異なる大学での学び方についてご紹介します。

大学での
学習の
ポイント

時間割

国際高等教育院
喜多 一

を作ろう

Hello, freshmen! When studying at Kyoto University, especially taking the Liberal Arts and General Education Courses, you need to make your own personal timetable by selecting from an extensive range of subjects. You need to do so in a relatively short period of time. Now, I would like to share with you several important points regarding making your timetable, and also regarding studying at university, which you will find slightly different from what you did at high school.

Hajime Kita

Institute for Liberal Arts and Sciences

まずは卒業に必要な科目数・単位数と履修制限を確認

教養・共通教育科目はいくつかの科目群に分かれています。学部、学科によって卒業に必要な科目群ごとの単位数が異なります。1回生の学習だけで単位を揃える必要はありませんが、計画的な履修が求められます。また学部ごとに細かくは異なっていますが各期に履修登録できる科目数（単位数）に上限が設けられています（CAP制と言われます）のでこれも守ってください。

自学自習が求められます

大学の授業は高校に比べて少なく、大学生はクラブやサークル活動をしたりアルバイトをしたりしているという印象があるかもしれません。大学の授業が一見、少なく見えるのには理由があります。大学での学習は授業時間と同程度以上の時間をかけてそれぞれの科目の予習・復習をすることが想定されているからです。これは大学設置基準という法令で定められているものです。授業ではこのことを前提に課題が出されたり、予習を踏まえた討議がおこなわれたりもします。

Checking the Numbers of Subjects/Credits to Graduate and the Registration Limit

The Liberal Arts and General Education Courses comprise several subject groups. Each faculty and each department has its required number of graduation credits according to subject group. Although you do not need to complete all such required credits during your freshman year, it is necessary to make a well-planned credit completion schedule. In addition, please note that a limit is set in the number of subjects that you can register (the number of credits that you can earn) each semester, although there are some differences in details regarding the limit. (This limit is called the CAP system.)

Studying on Your Own Initiative

Some of you may imagine that universities have fewer class hours than high schools, and that university students spend much time doing club/circle activities and part-time jobs. Actually, the number of class hours at university is smaller than that at high school, but there is a reason for this. The ordinance called the Standards for Establishment of Universities stipulates that university curriculums must be designed based on the assumption that the time for preparation and review of subject classes is equivalent to or longer than the time for those subject classes. In this regard, students need to complete assignments and engage in discussions based on their preparation for classes.

自習時間も確保した時間割を作る

先のCAP制は自学自習のための時間を確保することを狙って導入されたものです。時間割を構成する際には時間割にどの科目を入れるかだけでなく、入れた科目の予習復習に時間をどこで取るかを併せて考えます。

学びの空間を知ろう

自学自習するには場所が必要です。学内には教室以外にも自学自習のための施設がいろいろ用意されています。大学の図書館は教室とともに教育研究を支える重要な施設です。第一線の学術研究を支える施設ですからその機能は高校の図書室や地域の公共図書館とはまったく別物です。まずは附属図書館や吉田南総合図書館についてチェックしましょう。総合博物館も学生なら無料です。このほかにもいろいろな学習のための空間が用意されています。お気に入りの場所を見つけ学習のスタイルに合わせて活用しましょう。

Making a Timetable with Self-Study Time Included

The aim of the previously-mentioned CAP system is to enable students to secure their self-study time. When making your timetable, you need to consider not only subjects that you will study, but also time for preparation and review of these subjects.

Knowing about Learning Environment

When studying on your own initiative, you need an appropriate learning environment. At Kyoto University, you can study not only in classrooms but also in many other facilities where you can study on your own. As well as classrooms, the university libraries are important facilities underpinning the university's education and research. Functioning as the cornerstone for first-rate academic research, these facilities are quite different from high school libraries and community libraries. Why not check the Main Library and the Yoshida South General Library first? In addition, the Kyoto University Museum is available to students free of charge. There are many other learning places of different kinds. You should find your favorite places and use them to meet your study requirements.

どの科目を選択するか

貴重な時間をかけて学ぶのですし、教養・共通科目はその学問について学ぶ、一生で一度の機会になるかもしれません。私自身、専門は情報系ですが、学生時代に文化人類学や法学の授業に出ました。当時のノートももう残っていないので具体的に何を学んだか細かくは思い出せませんが、その後、情報分野の仕事をする中で、人々の行動を観察する人類学の研究方法や社会のルール作りとその運用についての法学の考え方を参考にすることも多く、学んでおいて良かったと思っています。

人文・社会科学系の科目は高校までの社会科と異なり相当多くのものがあります。内容は高校の社会科や国語に比べ単に高度で詳しくなるだけではなく、それぞれの学問領域がどのようなことに関心があり、また、どのようにして知識を作り出して行くかといった視点が加わります。このことを実際に研究されている先生方から学べることが高校との一番の違いです。

Making Your Timetable

Important Points for Studying at University

Which Subjects to Choose

To study a subject, you need to spend your valuable time. Meanwhile, you might have no other opportunities for the rest of your life to study a subject provided in the Liberal Arts and General Education Courses. Although I now specialize in informatics field, when I was a student, I took classes in cultural anthropology and law. Since I no longer have the class notebooks that I used in those days, I don't remember specific details of what I studied. However, now that I'm engaged in informatics field, I often use an anthropological research method for observing how people act, as well as a jurisprudential approach for making social rules and operating them. This makes me feel that it was very good for me to study those subjects.

In the field of humanities and social sciences, unlike the social studies at high school, there are an extremely wide variety of subjects. Compared with the social studies and Japanese studied at high school, not only do these subjects cover higher-level topics with more details, but also feature the perspectives of what the ultimate purpose of the relevant subject is and how knowledge should be created. The biggest difference from studying at high school is that you can learn them from experts researching these perspectives.

理工系の皆さんにとっても物質の世界を扱う自然科学とは異なり、人や社会を扱う学問の考え方に触れることも重要です。また、これから科学や技術を学び専門家として活躍する際に人や社会の視点から科学や技術を見つめる上で重要な素養となります。

自然・応用科学系の科目については理工系のみなさんは学部や学科で指定された科目を中心に選択することになります。これは専門に進む際の基礎を固めるという意味合いがあります。他方、文科系の皆さんはかなり自由に科目を選択ができます。文科系向けの科目も用意されていて、高校でその科目選択をしていなくても学んでいただけるように授業は設計されています。どうしても数学や物理学は敬遠されがちのようですが、高校での科目選択にあまり捉われずにトライしてみてください。

先輩の意見も学び手の視点の意見として聞いて履修していただければと思います。ただし、どの科目の単位が取りやすいかではなく、どの授業が面白かったか、知的な刺激を受けたかをぜひ尋ねてみて下さい。

学びの仲間作り

京都大学では教育の理念に「対話を根幹とする自学自習」と掲げています。自学自習といっても決して一人で学ぶことを求めている訳ではありません。授業担当の（もちろん担当でなくても）教員、授業を補佐する大学院生のティーチングアシスタント、クラスや同じ科目を履修する仲間と積極的に対話を重ねながら学んでください。京都大学は高校に比べて1学年の人数が桁違いに多く学生も国内外さまざまな所から集まってくれています、学部を超えて学びあう仲間作りに挑戦してみてください。

Making Your Timetable

Important Points for Studying at University

Even if you study in a field related to science and engineering, it is important to encounter a study approach with the focus on human beings and society, which is different from that of natural science with the focus on materials. In addition, when you study science and technology and work as an expert in the future, your knowledge of humanities and social sciences will serve as a significant cornerstone for helping you to see technology and science from the perspectives of human beings and society.

With regard to subjects related to natural and applied science, students in the field of science and engineering need to select especially from among subjects designated by their faculties and departments. The purpose of this system is to help such students lay a firm foundation for studying their major subjects. On the other hand, students in the field of humanities and social sciences can make a relatively free choice. Some subjects are for students in the field of humanities and social sciences, and these subjects are designed to enable such students to take them, even if they did not study them at high school. Many such students seem hesitant about studying mathematics and physics. I hope that they will try these subjects regardless of whether or not they studied them at high school.

When you select subjects, I think that it might be helpful to hear opinions from sophomores or older students from the perspective of learners. However, you should ask them not which subjects they recommend in terms of the ease of earning credits, but which subjects are interesting and which subjects are intellectually stimulating.

Making Friends to Study Together

In the mission statement of Kyoto University, we refer to “promotion of independent and interactive learning.” Although we focus on the importance of self-studying, this does not mean that we insist that each student should study alone. We hope that while studying, you will actively engage in dialogues with your instructors (or other instructors, of course), teaching assistant graduate school students, classmates, and students taking the same subjects together with you. Compared with high schools, at Kyoto University, there are many more students in each year, and they are from various places within and outside Japan. We hope that you will make friends to study together beyond the difference of particular faculties.

受講までの流れの概要・前期

Outline of what happens until the start of classes for the first term. (Registration Procedure)

① 予備登録 Pre-registration

- 対象科目・・・前期に開講されるすべての少人数教育科目（ポケット・ゼミ）※集中講義含む
- This applies to all Pocket Seminars offered in the first term, including intensive lectures.
- 申込期間・・・4月2日（水）9:00～8日（火）8:30
- Application period: Wednesday, April 2 (9 a.m.) – Tuesday, April 8 (8:30 a.m.)
- 申込方法・・・KULASIS で Web 申込（携帯電話からも申込可能！）
- Application method: Online registration via KULASIS (mobile phones can also be used).

② 抽選・選抜 Lottery and Selection

③ 結果発表！ Announcement of results

4月8日（火）から順次メールで発表。KULASIS でも確認できます。
The results will be announced by email as it become available from Tuesday, April 8. It can also be found on KULASIS.

④ 追加募集（定員に満たなかった科目のみ）

Additional applications will be accepted in the event that seminars are not fully subscribed.

- 募集期間・・・4月11日（金）9:00～14日（月）12:00
 - Application period: Friday, April 11 (9 a.m.) – Monday, April 14 (12 a.m.)
 - 申込方法・・・KULASIS で Web 申込
 - Application method: Online registration via KULASIS
- 受講許可・選考中科目のない場合のみ、先着順で申込可
Applications will be accepted on a first-come, first-served basis from those who have not been accepted for a subject or whose applications are not under consideration.

【！注意！】

ポケット・ゼミは4月15日（火）より授業スタート！
Pocket Seminars start from Tuesday, April 15.

⑤ 履修登録 Class registration

- 登録期間・・・4月18日（金）～22日（火）
 - Class registration period
 - 確認・修正期間・・・4月25日（金）～30日（水）13:00まで
 - Confirmation/Amendment period
- 受講許可されたら、上記期間に忘れずに KULASIS で履修登録！
Once you have been accepted for taking a seminar, don't forget to register through KULASIS within the period specified above.

【！注意！】履修「許可」されるのは1人1科目。
前期に履修「許可」された場合、後期は申込不可。よく考えて予備登録を！
You can only be accepted for one seminar. If you have been accepted for the first term, you cannot apply for the second term. Please consider this carefully before you pre-register.

少人数教育科目

（ポケット・ゼミ）の

予備登録 をしよう！

Pre-register for
Small-Class Education Seminar
(Pocket Seminar)!



少人数教育科目
（ポケット・ゼミ）とは？
What are Pocket Seminars?

- 少人数!!
- Small groups
- Face to Faceの親密な授業が受けられる!!
- Up close and personal, face-to-face teaching!!
- 1回生しか受講できない!!
- Only first-year students can attend!!
- 総合大学ならではの豊富なメニュー!!
- A rich line-up of courses that only a university can offer!!

予備登録って？
What's pre-registration?

履修したいポケット・ゼミをKULASIS（クラス）で最大第3希望まで選択し、登録する手続きのことです。なお、予備登録に際しては別途、面接やレポート等を課す科目があるので、詳細を全学共通教育のガイダンス時に配布される冊子「全学共通科目拡大大科目群少人数教育科目（ポケット・ゼミ）」をよく読んで確認してください！

Pre-registration means registering via KULASIS up to three choices of Pocket Seminars that you would like to attend. Please note that for some subjects, you will be required to take an interview, and/or submit a report, in addition to pre-registration. For more information, please carefully read the booklet on Pocket Seminars that was distributed at the time of guidance on university-wide general education.



京都大学の全学共通科目は、次の図のとおり5つの群から構成されています。

人文・社会科学系科目群は、学問分野ごとの哲学・思想系、歴史・文明系、芸術・言語文化系、行動科学系、地域・文化系、社会科学系の6つ系で構成されています。また、それぞれの系で扱う内容や授業スタイルによる基礎、各論、ゼミ等の3つに分類されています。

自然・応用科学系科目群は、数学、物理学、化学、生物学、地学、情報（数理工学系のもの、他は現代社会適応科目群）、その他理系の7つの学問分野で構成されています。それぞれの分野で基礎となる講義科目と実験・演習科目が用意されていて、重要な科目はクラス指定（必修ではありません）になっています。

外国語科目群は、英語と9つの初修外国語、すなわちドイツ語、フランス語、中国語、ロシア語、イタリア語、スペイン語、朝鮮語、アラビア語、日本語（外国人留学生のみ対象）の科目で構成されています。ギリシア語、ラテン語の授業は人文・社会科学系科目として開講されています。

現代社会適応科目群は、情報系科目、健康科学系科目、環境系科目、法・倫理コンプライアンス系科目の4つのカテゴリで構成されています。社会人になるときに身につけておくべき基本を学ぶ科目です。

拡大科目群はスポーツ実習科目、少人数教育科目、カルチャー一般科目、キャリア支援科目、国際交流科目、単位互換等科目の7つのカテゴリで構成されています。学生さんどうしの交流ができ、広い範囲で多くのことが学べる科目が開講されています。

各学部では、これらの群に沿って卒業要件が定められています。学部によっては群の下にあるカテゴリや個々の科目まで指定されていることもあります。卒業するために、自分はどの群の科目から何単位必要なのか、学部から配布される履修の手引きや履修案内等を見てよく確認しましょう。力をつけて未来に羽ばたくために、全学共通科目をどのように履修するか、各自でしっかり計画を立ててください。多くの科目の中から、学生の皆さんが自分で受講する科目を選びます。全学共通科目履修の手引きやシラバスをよく読んで、それぞれの群にどんな科目が開講されているかを把握して、自分に合った選択をすることが大切です。

全学共通科目の

What are the “Courses” of the Liberal Arts and General Education Courses?

At Kyoto University, the Liberal Arts and General Education Courses comprise the five courses as indicated in the following figure.

The Humanities and Social Sciences Course consists of the six groups relating to 1) philosophy, 2) history and civilization, 3) arts and linguistic culture, 4) behavioral sciences, 5) regions and culture, and 6) social sciences. Moreover, these groups are further divided into three types: 1) basic lecture, 2) specialized study, and 3) seminar, according to class content and class style.

The Natural and Applied Sciences Course is composed of the seven groups of 1) mathematics, 2) physics, 3) chemistry, 4) biology, 5) geography, 6) informatics (regarding mathematical themes - other informatics themes are covered in the Issues of Modern Society Course.), and 7) other science-related subjects. Each of these groups provides basic lecture sessions and experiments & seminar sessions. Even though some subjects are not compulsory, you need to take lessons in your designated class.

The Foreign Languages Course comprises English, and nine other languages for beginners: 1) German, 2) French, 3) Chinese, 4) Russian, 5) Italian, 6) Spanish, 7) Korean, 8) Arabic, and 9) Japanese (available only to international students). Greek and Latin are covered in the Humanities and Social Sciences Course.

The Issues of Modern Society Course is made up of the four groups of 1) informatics, 2) health sciences, 3) environmental sciences, and 4) compliance with laws and ethics. This course teaches you what you need to know to start a career after graduation.

The Extended Curriculum Course comprises the seven groups of 1) sports, 2) small-class education, 3) cultural and universal themes, 4) career support, 5) international exchange, and 6) mutual credit exchange. These groups help you interact closely with other students and study a wide variety of subjects.

Each faculty has its own requirements according to the course. Some faculties have certain requirements not only concerning courses but also the subdivided groups. To understand how many credits of which group from which course you need to earn in order to graduate, please carefully read the subject registration guide and instructions, as well as other related documents provided by your faculty. To further enhance your knowledge and skills to prepare for your future studies and career, it is necessary to carefully make your own plan concerning how you will study subjects provided in the Liberal Arts and General Education Courses. You need to select the subjects that you will take from among the many options yourself. It is important to carefully read the registration guide and syllabuses for the Liberal Arts and General Education Courses, understand what subjects are provided in each course, and make selections appropriate for you.

群って何？

ポケット・ゼミ（少人数教育科目）は？ What is a Pocket Seminar (Small-Class Education)?

ポケット・ゼミは、拡大科目群の少人数教育科目として開講されます。履修の参考とするため、内容によって人文・社会科学系と自然科学系に分類していますが、単位としては拡大科目群として認定されますので注意しましょう。

Pocket Seminars are held as small-class education seminars in the Extended Curriculum Course. Some Pocket Seminars feature themes concerning the humanities and social sciences and the natural science. Please note, however, that the credits for these seminars only count for the Extended Curriculum Course.

群 Course		備考 Notes	
人文・社会科学系科目群 Humanities and Social Sciences	哲学・思想系	Philosophy	
	歴史・文明系	History and civilization	
	芸術・言語文化系	Arts and linguistic culture	
	行動科学系	Behavioral sciences	
	地域・文化系	Regions and culture	
	社会科学系	Social sciences	
自然・応用科学系科目群 Natural and Applied Sciences	数学	Mathematics	
	物理学	Physics	
	化学	Chemistry	
	生物学	Biology	
	地学	Geography	
	情報	Informatics	
外国語科目群 Foreign Languages	その他理系	Other science-related subjects	
	英語	English	
現代社会適応科目群 Issues of Modern Society	初修外国語	Other languages for beginners	
	情報系科目	Informatics	
	健康科学系科目	Health sciences	
	環境系科目	Environmental sciences	
拡大科目群 Extended Curriculum	法・倫理コンプライアンス系科目	Compliance with laws and ethics	
	スポーツ実習科目	Sports	
	少人数教育科目	Small-class education	ポケット・ゼミ科目 Pocket-Seminar
	カルチャー一般科目	Cultural and universal themes	
	キャリア支援科目	Career support	
	地域交流・貢献科目	Community exchange and contribution	
	国際交流科目	International exchange	
	単位互換等科目	Mutual credit exchange	

番外コラム

科目の「A」「B」「I」「II」とは？

「線形代数A」「線形代数B」？「哲学I」「哲学II」？

■「A」「B」・・・

科目を連続して履修することが推奨されている場合、アルファベットが付きまします。必ずしも「A」の科目の単位を取っておかないと「B」の科目を履修出来ない訳ではありませんが、「B」の内容を理解するためには「A」の内容を理解していることが前提になります。ただし、「A」「B」連続履修を推奨するものの、「B」から履修しても問題ないよう配慮されている科目もありますので、シラバスで確認してください。

■「I」「II」「III」・・・

一方、ローマ数字は科目の並列を意味します。科目内容に共通点が多いものの、授業展開や扱うトピックが異なる場合に、この符号で区別されます。「I」→「II」→「III」と順番に履修する必要はありません。例えば「III」の科目のみ履修するといったことも可能です。

Extra Column

What do “A,” “B,” “I,” and “II” denote?

“Linear Algebra A,” and “Linear Algebra B?”
“Philosophy I” and “Philosophy II?”

■ “A” and “B”

If subjects are recommended to be taken consecutively, the names of those subjects contain “A” and “B.” This does not necessarily mean that you cannot register subject “B” before earning the credit for subject “A.” However, to understand the content of subject “B” it is imperative to first understand the content of subject “A.” Nevertheless, although it is recommended to take “A” and “B” subjects consecutively in that order, some subjects are designed to allow students to take “B” first. Please read the relevant subject’s syllabus for more information.

■ “I,” “II,” and “III”

These Roman numbers represent similarities between the relevant subjects. These numbers are used to distinguish between subjects that feature many similarities, but that provide a different class development and handle different topics. There is no need to take such classes in the ascending order of “I,” “II,” and “III.” Accordingly, it is possible to take only subject “III.”

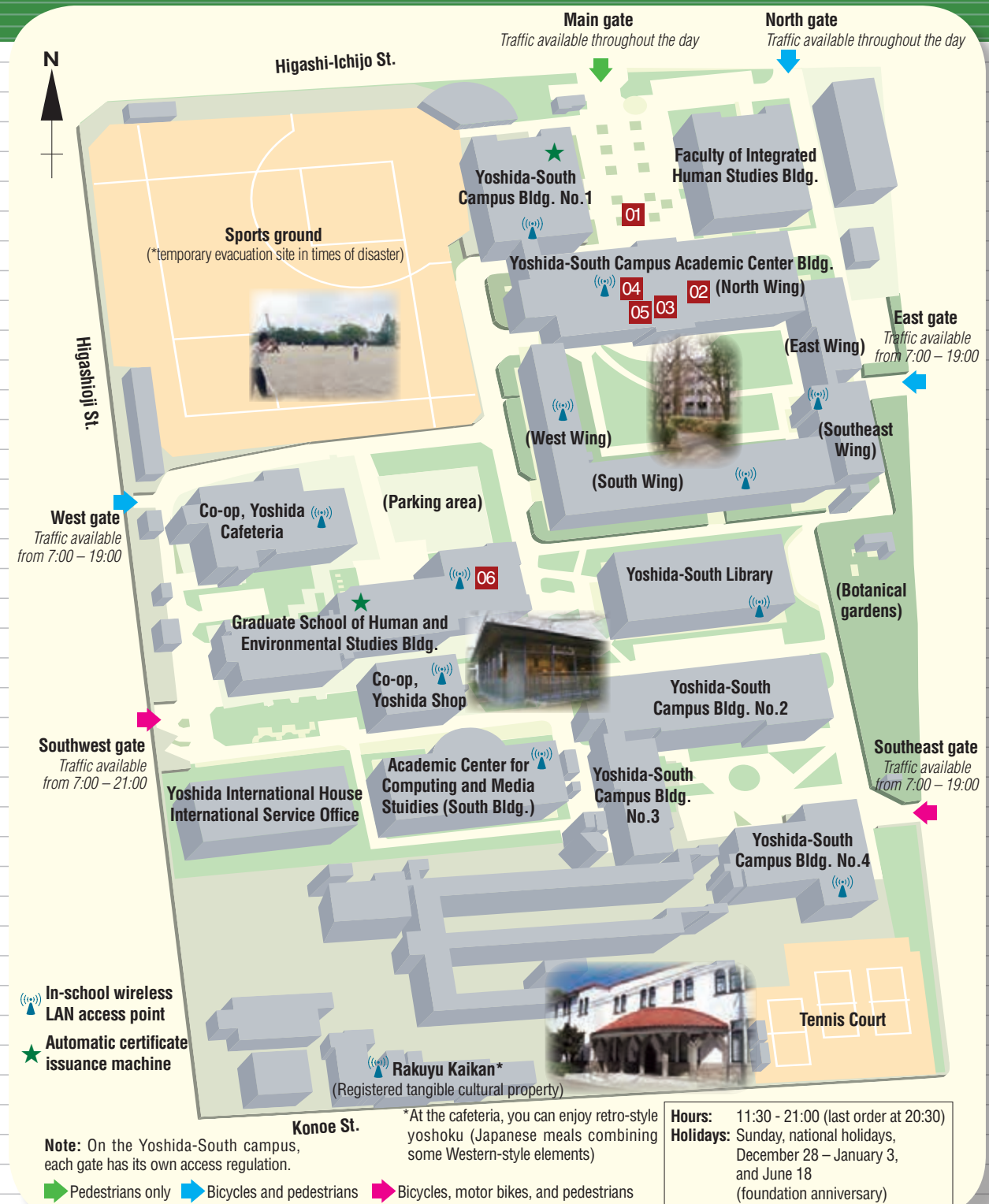
吉田南構内マップ

— 充実した学びと憩いの場 —



YOSHIDA-SOUTH CAMPUS MAP

Making Your Study Further Fulfilling and Supporting Your Recreational Moments



吉田南構内は、全学共通科目を学ぶみなさんの拠点。その学びがより充実したものとなるよう、自習スペースや Student Research Room の設置など、授業以外にも様々な設備や環境が整備されています。

01 プロムナード Promenade

(※歩行者専用ゾーン *pedestrian-only zone)

正門を入ったところに広がる大きな空間がプロムナードです。授業の前後は、移動する人で混雑しますが、季候の良い時期は、ベンチでお弁当を食べたり、しゃべったりと、ゆったりできる空間です。

After going through the main gate, you will find a large space, which is the Promenade. Although the area is crowded before and after classes with students going to and from classes, you can have lunch on a bench, chat with friends, and relax yourselves here, especially in seasons when the climate is comfortable.



02 共北ショップ・polte (ポルト) Kyo-Kita Shop, Polte

(吉田南総合館北棟 地下1階 B1 level, North Wing, Yoshida-South Campus Academic Center Bldg.)

"朝から3限目までの食のニーズを満たす"をコンセプトにした生協ショップです。店内にはイートインスペースもあり、給湯や電子レンジも利用できます。生協ショップは、他に吉田ショップがあります。

■ 営業時間：平日／8:00～15:00 土曜／11:00～14:00 日祝休

This Co-op features the concept of "meeting food needs from the morning to the third class period." Inside the shop, an eat-in space, water heating pots and microwave ovens are prepared for you. You can use Co-op, Yoshida Shop too.

■ Hours: Weekdays: 8:00 - 15:00 Saturday: 11:00 - 14:00 Sunday and national holidays: Closed



03 自由の鐘 Liberty Bell

(吉田南総合館北棟 North Wing, Yoshida-South Campus Academic Center Bldg.)

お昼12時を告げる鐘。本部構内・時計台の鐘とは別に、吉田南構内にも鐘があります。旧制三高時代に授業の開始・終了を告げるために使われていたものが、北棟の完成により甦りました。

This bell rings at noon. Along with the bell in the clock tower on the main campus, the Yoshida-South campus has also its own bell. Once used to announce the beginning and end of each class hour in the days of the former Third High School, this bell was renovated to celebrate the completion of North Wing.



The Yoshida-South campus serves as your base when you study in the Liberal Arts and General Education Courses. To make your studies further fulfilling, a wide variety of facilities and spaces have been established, such as a self-study room and refreshment areas. Not only do you take classes as part of your coursework, you can also make a full use of these other environments too.

04 Student Research Room (SRR)

(吉田南総合館北棟 地下1階 B1 level, North Wing, Yoshida-South Campus Academic Center Bldg.)

学生のみなさんの学習をサポートするために設置された自習室です。利用には学生証があれば大丈夫です。授業の空き時間や昼休みなどにぜひ利用してみてください。自習室内では、ティーチング・アシスタント (TA) が常駐しています。学生相談や学習支援も行っています。また、インターネットの使用、辞書の貸出、雑誌の閲覧も可能です。

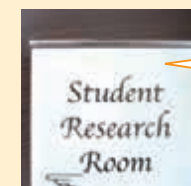
※インターネットを使用する場合は、京都大学学術情報メディアセンターのアカウントを用いたPPTP接続サービスを利用する必要があります。

This self-study room has been established to help your learning. Your student ID card is needed to use this facility. Why not use the room during breaks between classes or during lunch?

In the self-study room, teaching assistants (TA) are stationed to provide you with study advice and support.

You can also use the Internet, borrow dictionaries and read magazines.

* For the Internet, you need to use the PPTP connection service using the account of the Academic Center for Computing and Media Studies, Kyoto University.



目印はコレ！ Signboard for the facility!
共北ショップから Please head to the signboard
ながる、北棟地下1 installed on the west side of
階西側の案内板を見 the B1 level, North Wing, after
つけてみてください。 passing in front of Kyo-Kita Shop.



- 利用者：本学学生・大学院生・教職員
- 席数：63席
- 利用期間：授業期間中（土・日・祝日を除く）
- 利用時間：10：00～19：00
 - 定期試験期間前1週間～試験期間中は9：00～21：00に延長
- Users: Kyoto University undergraduate and graduate students, and faculty and staff
- Capacity: 63 seats
- Open period: Period during which classes are held (excluding Saturdays, Sundays, and national holidays)
- Open hours: 10:00 - 19:00
 - *Open hours are extended from 9:00 - 21:00 for one week before the beginning of and during the regular examination period.



科学雑誌・文芸雑誌・映画雑誌などを中心に揃えています。

The facility's collection mainly consists of magazines of science, literature and movies.



ティーチング・アシスタント (TA) には気軽に声を掛けてみてください。

Please do not hesitate to contact a teaching assistant (TA).



ミーティングスペース (12席) もあります。

Meeting space (12 seats) is also available.



PCを持ち込んだインターネット接続も利用できます。

You can access the Internet in the facility using your own PC.

05 Bell Lounge・フリースペース Bell Lounge/Free Space

(吉田南総合館北棟・1階西側/2階東側 west side on 1st floor/east side on 2nd floor of the North Wing, Yoshida-South Campus Academic Center Bldg.)

総合館北棟には、1階西側に「Bell Lounge」、2階東側にフリースペースがあり、談笑や休憩に利用されています。

In the North Wing of the Academic Center Bldg., you can use Bell Lounge on the west side of the 1st floor and a free space on the east side of the 2nd floor, for chatting and taking a rest.



06 環on[わおん]一話せる図書館 Waon-Library Where You Can Talk with Each Other

(人間・環境学研究科棟 1階 1st floor of the Graduate School of Human and Environmental Studies Bldg.)

吉田南構内には吉田南総合図書館があります。本館西側の人間・環境学研究科棟1階には「話せる図書館」『環on[わおん]』があり、個人やグループで学習や研究会に利用できます。館内には「多目的スペース」や「グループ学習室」「くつろぎスペース」「L型カウンター」の4つのエリアがあります。

The Yoshida-South campus has Yoshida-South Library. Waon, a library where you can talk with each other, is on the 1st floor of the Graduate School of Human and Environmental Studies Bldg., which is on the west side of the main building. This facility, where you can study alone or in groups, or hold research meetings, consists of the following four areas: multipurpose space, group study room, relaxation space, and L-shaped counter.

- 利用者：本学に所属するものなら誰でも利用可。
- 利用時間：平日9:00～17:00 土日祝休み

- Users: Anyone who belongs to Kyoto University
- Open hours: 9:00 - 17:00 on weekdays, closed Saturdays, Sundays, and national holidays
- *Open hours are extended from 9:00 - 21:00 for one week before the beginning of and during the regular examination period.

学内無線LANアクセスポイント In-school wireless LAN access point

次の憩いの場では学内無線LANアクセスポイントが利用できます。

- 吉田南1号館：リフレッシュコーナー（地下1階、2階）
- 吉田南総合館：地下1階自習室（北棟）、1階ラウンジ（北棟）、2階フリースペース（北棟）、各講義室
- 吉田南4号館：各講義室
- 学術情報メディアセンター（南館）：地下講義室
- 人間・環境学研究科棟：環on
- 楽友会館：1階、2階
- 生協：吉田食堂、吉田ショップ

You can use in-school wireless LAN access points in the following relaxation areas:

- Yoshida-south Campus Bldg. No.1: Refreshment areas (B1 level and 2nd floor), and each lecture room
- Yoshida-south Campus Academic Center Bldg.: B1 level self-study room (North Wing), 1st floor lounge (North Wing), 2nd floor free space (North Wing), and each lecture room
- Yoshida-south Campus Bldg. No.4: Each lecture room
- Academic Center for Computing and Media Studies (South Bldg.): Basement lecture rooms
- Graduate School of Human and Environmental Studies Bldg.: Waon
- Rakuyu Kaikan: 1st floor and 2nd floor
- Co-op: Yoshida Cafeteria and Yoshida Shop



自転車について Bicycles

京都大学では、自転車で通学する学生がとても多くなります。

- 自転車で構内を移動するときは、歩いている人に注意！
- 自転車は、決まった自転車置場にきちんと置きましょう。
- 自転車を運転しているときの事故が増えています。学内では学生教育研究災害傷害保険や学生賠償責任保険を取り扱っています。万が一の事態に備えましょう。

Many Kyoto University students commute by bicycle.

- When riding a bicycle on campus, watch out for pedestrians!
- Be sure to park your bicycle in the designated parking area.
- The number of bicycle accidents is increasing. Through Kyoto University, you can purchase Personal Accident Insurance for Students Pursuing Education and Research, as well as Personal Liability Insurance for Students. Please be prepared!



編集 後記

ローマは一日にして成らず Rome wasn't built in a day

国際高等教育院
馬場正昭
Institute for Liberal Arts and Sciences
Masaaki Baba

最近、理系の女子学生の活躍が目立つ。研究室で毎日毎日こつこつと頑張っている彼女たちを見てると、心が熱くなって応援せずにはいられなくなる。とても粘り強い、アピールもしないのにキラキラ輝いていて、こちらもエネルギーをもらっている。うちの研究室の専門は超高分解能レーザー分子分光で、全くの基礎研究であるがゆえに、数学や量子力学の基礎理論、緻密な計算、膨大な数値データの統計処理など、多くの努力と能力を求められる。彼女らは、怯むことなくこれらの作業に取り掛かり、疲れを知らぬ粘り強さをもって続けることができる。

おそらく、文系理系を問わず、ひとつの学問分野を専攻するという事は、大きな建造物を造るのに喩えることができる。毎日1個ずつ石を積んで、自分自身がこうだと思ふような面白いものを造る。学部4年で1,461個、大学院に進学すると、修士課程を含めておよそ2,000個、博士課程までだと3,000個以上の石を積み上げることができる。高くそびえる塔を造るのか、堂々とした城を造るのか、大きなコロッセウムを造るのか、はたまた数世代にわたって大聖堂を造るのか。石を積んでは夢を描いて、途中で考えが変わったら、また最初から積み直せばいいか。

私はもうじき還暦を迎えるが、60年かかってやっと礎ができた。これからその上に、今はやりの天空の城でも造ってみるか。京都大学の教養教育はこんな楽しい道を拓いてくれた。今でもそれに変わりはないと信じていて、この教養・共通教育通信がスタートラインに立つ人のコンパスとして役に立てばと願っている。

The activities of female science students have recently attracted widespread attention. Watching them hard at work in the lab, day in and day out, warms my heart and motivates me to support them. Tenacious and sparkling, but not vying for attention, their energy is infectious. Our laboratory specializes in high-resolution laser molecular spectroscopy, an absolutely fundamental area of research that requires an immense amount of diligence and ability in mathematics and knowledge of the basic theory of quantum mechanics as well as in making precise calculations and statistically processing large amounts of numerical data. They never falter in wrestling with these tasks, carrying on with indefatigable tenacity.

Regardless of whether in the humanities or sciences, specializing in a single discipline can be likened to building a great monument. By placing stone upon stone every day, people can build things that are really interesting to them. Four years of university gives a person 1,461 stones to build with, completing graduate school increases that to 2,000, and achieving a doctorate degree provides over 3,000. With those stones, one can build a towering pagoda, a magnificent castle, a great colosseum or even a cathedral over several generations. By accumulating stones in this manner, you can pursue your dreams — and if you later change your mind, you can start again from scratch.

Soon I'll reach the auspicious age of 60, which is how long it's taken me to finally complete my own stone foundation. Maybe from now I'll set out to build atop it my "Castle in the Sky." It was Kyoto University's liberal arts education program that opened up this joyful path for me. I believe this is something that hasn't changed, and I hope this Arts and Sciences Newsletter will serve as a useful compass for those who still stand on the starting line.

Editor's note



教養・共通教育通信 Vol.19

発行：平成 26 年 4 月
発行者：京都大学国際高等教育院
〒606-8501 京都市左京区吉田二本松町

TEL.075-753-6510・6511
FAX.075-753-6691
<http://www.z.k.kyoto-u.ac.jp/>

Arts and Sciences Newsletter Vol.19

Public Relations Department, Institute for Liberal Arts and Sciences, Kyoto University
Publication date : April 2014
Publisher : Institute for Liberal Arts and Sciences, Kyoto University