

教養・共通教育通信

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巻頭言



村中 孝史
国際高等教育院教育院長

学問とは、自ら考え、経験し、自由な対話を行うことを通じて、未知の課題を見出し、原理・原則から人間、社会そして自然現象を探究することにより、新たな知的地平を切り拓いていくものと言えるでしょう。そのためには、先人の業績を謙虚に学ぶ姿勢も大切ですが、何より、未知なる課題に取り組み、新たなものを発見・創造することが重要です。既にある知識の効率的な学習から抜け出し、自ら新たな知を発見・創造する知的営為へと転換を図る必要があります。また、京都大学では、対話を根幹とした自学自習を尊重していますが、自学自習とは、一人閉じこもって学習することではなく、発見・創造に向け、他者との対話を通じ、思索を深め合うことを意味します。このような知的営為の転換を通じて、学生の皆さんは学問の道に第一歩を踏み出すこととなります。本学の教養・共通教育の目標は、その第一歩にふさわしい、自由で闊達な知的空間を築くことにあります。

現在の学問は、その発展に伴って、専門分野の細分化が進んでいます。しかし、他方で、地球社会が抱える課題はますます複雑化・高度化し、専門分野を横断する形で生じるようになってきています。このような課題に取り組むには、自らの専門分野に限らず、多様な視点から事象を見つめることが必要です。本学の教養・共通教育は、人間、社会、

自然に関する科目、さらにはこれらを融合した科目（統合科学）を幅広く提供することで、学生の皆さんが多様な視点を身につけられるよう配慮しています。

また、国際化が進展した現代社会においては、従前以上に国際的なコミュニケーション力を身につけることが重要です。そのためには、語学力を向上させるだけでなく、異文化や異なる思想・価値観を理解し、互いの存在を認め合えるようになることが重要です。本学の教養・共通教育においては、英語学習を充実させるだけでなく、それ以外の言語や、それと密接に結びついた文化や思想を学べるよう配慮するとともに、各国・地域の歴史や現状を様々な視点から学べるように配慮しています。

国際高等教育院は、以上のような観点に立った知的空間を創造すべく努力していますが、これには学部や研究科だけでなく、多くの研究所やセンターも協力しています。京都大学が、その総力をもって教養・共通教育を実施するのは、学生の皆さんを学問の世界へと誘うことこそが大学の最重要課題であるからに他なりません。学生の皆さんが学問の世界へと踏み込み、その素晴らしさに気づいてもらえるよう、心より期待しています。

Foreword

Takashi Muranaka

Director,
Institute for Liberal Arts and Sciences

We believe that learning is a process of uncovering hitherto unrecognized issues through self-thinking, experience, and free dialogue, and of opening up new intellectual horizons by inquiring into humanity, society, and natural phenomena according to fundamental principles. This requires an attitude of respectfully learning from the achievements of those who have come before us, but what is more important than anything else is to investigate the unknown and to discover and create new things. To this end, it is necessary to shift the direction of advanced learning away from efficient absorption of existing knowledge toward discovery and creation of new knowledge on your own initiative. At Kyoto University, we respect “Self-teaching and self-learning” based on dialogue, but this does not mean shutting yourself up in order to learn, but engaging in dialogue with others to encourage one another to think even more deeply, thereby striving to realize discovery and creation. This shift in the direction of advanced learning will enable you as students to take the first step into academia. The primary goal of Kyoto University’s liberal arts and general education is to create an intellectual space that is free, open, and conducive to taking that initial step.

Rapid progress in academic research means that specialized fields are becoming increasingly segmented. Meanwhile, the global community is being confronted with more complicated and advanced issues that involve different specialized fields. To tackle these issues, it is not sufficient to merely learn your specialized fields; you must observe events from various perspectives. Kyoto

University’s liberal arts and general education has been designed to enable you to take a wide variety of courses concerning humanity, society, and nature, as well as the Interdisciplinary Sciences, which brings these courses together, so that you can attain diverse perspectives.

In the global society of today, it is becoming more important than ever to attain international communication skills. To do so, you need not only to improve your language proficiency, but also to obtain capabilities in understanding different cultures, philosophies, and values, and recognizing one another’s individuality. The liberal arts and general education of Kyoto University has been organized not only to provide a rich array of courses for learning English, but also to enable you to learn other languages, as well as the cultures and philosophies closely related to those languages, and to learn the histories and current conditions of various countries and regions from a wide range of perspectives.

At the Institute for Liberal Arts and Sciences, we are continuing a wide variety of efforts to create an intellectual space based on the viewpoints above, in cooperation with not only the university’s faculties and graduate schools, but also with many laboratories and research centers. Kyoto University applies all its strengths to providing liberal arts and general education, only because the university’s top-priority issue is to invite students to the world of academia. We sincerely hope that you will set your sails for the world of academia and seek excellence in the world.

道標なき時代に 「より良く生きる」こと

阪上 優

京都大学環境安全保健機構
健康管理部門健康科学センター准教授
専門分野：社会医学
(予防精神医学、産業医学)
趣味：美術館巡り、料理、考えること



新入生の皆さん、ご入学おめでとうございます。私は、京都大学の健康管理部門の医師として、学生や教職員の皆さんの健康を支援する仕事に携わっています。また、京都大学大学院医学研究科社会健康医学系専攻予防医療学の教員として、研究と教育に従事しています。

私の専門分野である社会医学、特に予防精神医学と産業医学から考察しても、時代は今、大きな転換点にあるようです。例えば、カリフォルニア大学バークレー校とマックスプランク研究所のHuman Mortality Database (available at www.mortality.org) によると、2007年生まれの日本の子供の約50%は、107歳まで生きると試算されています。100年時代と呼ばれる超長寿化によって、年齢による枠組みが不明瞭となり、「就学～就業～引退」といった一斉進型¹⁾の社会構造が崩れようとしています。また、人工知能などのテクノロジーの発展により、労働市場も大きく変貌を遂げつつあります。加えて、政治・経済・文化・思想を含む、日常生活の隅々までグローバル化の波が押し寄せ、国家の枠を超えたダイナミズムの中で、「空間と時間の圧縮」²⁾が生じています。地球レベルでの相互依存が深化すると共に³⁾、価値の多様化と画一化が不均等な形で広がり、視界不良の混迷の時代を迎えています⁴⁾。このような未曾有の変貌の時代に青年期を迎える皆さんは、一人ひとりの主体価値、すなわち「自分らしさ」を築くことが求められています^{5),6)}。

自己、社会、人間にとっての仕事や幸福、人生とは何か、まさに、道標なき時代に「より良く生きる」ことについて模索することになるでしょう。

みなさんには、ぜひ、この混迷の時代にひるむことなく、真っ直ぐに自己と向き合い、試行錯誤をしてもらいたいと思います。そして、疲れたり壁に当たって困った時には、遠慮なく、学校医や学生支援の先生方に相談して下さい。皆さんに、主体価値そのものを授けることは出来ませんが、その道に至るためのコツやヒントを共に考え、支援することは出来ます。例えば、楽観主義と悲観主義を上手に切り替えること。例えば、「いまここ」に集中することと心を解放することを自在に操ること。例えば、直感的に感じることと俯瞰的な視点の両面から物事を検討すること。あるいは、自分の内的時間を瞬間の寄せ集めではなく、過去・現在・未来の繋がりの中で自己の一貫性を強化していくことなどなど。具体的には、皆さんと触れあう機会に、直接お伝えすることが出来るでしょう。

人生に模索の時間は必須です。逆に、そのような時間を経験しない人間は、年齢と共に、覆い隠せないような軽薄さが、滲み出てくるものです。模索の時間は、人に「忍耐」を教え、「思慮」を与えてくれます。青年期の試行錯誤や挫折こそ、真の「知」へと人を誘う、大いなる恵みとなるでしょう。

Living an Even Better Life in an Era Free of Direction Signs

Yu Sakagami

Associate Professor,
Kyoto University Health Service
Specialized field: Social Medicine
(Preventive Psychiatry and Industrial
Medicine)
Hobbies: visiting museums, cooking, thinking

I would like to extend my congratulations to all the new students of Kyoto University. As the physician in charge of health management at Kyoto University, I provide support for the health of the university's students, faculty, and staff. In addition, as a teaching staff member of preventive medicine in the School of Public Health of the Graduate School of Medicine, I am also engaged in research and education.

It seems that we are presently in an era of major transition, especially seen from the perspective of my specialized field, namely social medicine, and specifically preventive mental medicine and industrial medicine. For example, according to the Human Mortality Database (available at www.mortality.org) of the University of California, Berkeley, and the Max Planck Society for the Advancement of Science, it has been estimated that about 50% of children born in Japan in 2007 will live to be 107 years old. In a super-aged society, often dubbed a “society with the longevity of 100 years old,” the age-related framework has blurred, leading to the ongoing collapse of the single-track¹⁾ social structure of people attending school, working, and retiring at the same ages. Moreover, in line with the development of technologies such as artificial intelligence, the labor market is also changing considerably. In addition, the wave of globalization has touched nearly every aspect of our daily lives, including the fields of politics, economics, culture, and thought, causing “compression of space and time”²⁾ in the dynamism exceeding national boundaries. While there is a growing mutual dependence at the global level,³⁾ diversification and standardization of values are spreading unevenly, ushering us into an era of disarray with poor visibility.⁴⁾ In this era of unprecedented change, every young

person like yourself is required to establish your own subjective values, namely your own individuality.^{5),6)} What do work, happiness, and life signify to you, society, and humankind? This question will lead you to explore the significance of “living an even better life in an era free of direction signs.”

I hope that you never hesitate to take steps forward in this era of chaos, but confront yourself boldly, and learn through trial and error. If you feel tired or come up against a brick wall, please don't hesitate to consult with a school doctor or student support staff person. Although we can't impart subjective values themselves to you, we can provide support by considering together with you some skills and clues that will help you establish your subjective values. For example, you should switch between optimism and pessimism appropriately. You should obtain good control of both concentrating on what you are doing and liberating your mind. You should consider things from both intuitional and holistic perspectives. Also, you should establish a linkage of your internal time, rather than regarding it simply as a mixture of moments, and reinforce your own consistency from the past, in the present, and to future. I hope that when I contact you, I can offer more specific advice directly.

You definitely need to make time to explore yourself in your life. If you don't experience such time for exploration, you will pour forth a shallowness that can't be hidden, which will gradually increase as the years advance. The time you spend exploring yourself will teach you about patience and provide you with judiciousness. The trials and errors and setbacks during your youth will surely provide a great boon that will guide you to the authentic wisdom.

1) Gratton L, Scott A: The 100-year life : living and working in an age of longevity. Bloomsbury, London, 2016.
(池村千秋訳: ライフ・シフト——100年時代の人生戦略. 東洋経済新報社, 東京, 2016)
2) Harvey D: The condition of postmodernity : An Enquiry into the Origins of Cultural Change. Blackwell, Oxford, 1989
3) 正村 俊之: グローバリゼーション——現代はいかなる時代なのか. 有斐閣, 東京, 2009
4) 阪上 優, 近藤 圭一郎: 共感性から読み解くグローバル化と臨床精神医学. 臨床精神医学 47 (2): 121—128, 2018
5) 野田 実希, 阪上 優: ワーク・ライフ・シフトと産業精神保健. 臨床精神医学 47 (2): 163—168, 2018
6) 文部科学省: 新学術領域(研究領域提案型): 脳・生活・人生の統合的理解にもとづく思春期からの主体価値発展学.
http://www.mext.go.jp/component/a_menu/science/detail/_icsFiles/afidfile/2017/07/03/1386953_16.pdf, 2017

1 回生の履修行動について



伊藤 紳三郎

国際高等教育院副院長・特定教授
専門分野：高分子化学

国際高等教育院では2004年以来、毎年、2回生進級時アンケートを行っています。学生の皆さんが入学後1年間の大学生活を振り返って、京都大学の教育、特に教養・共通教育に対してどのように取り組み、どのような感想を抱いているかを調査し、教育改善の基礎資料にするためです。調査結果は

報告書として国際高等教育院のホームページに掲載し、学内外に公表されています(URL: <http://www.z.k.kyoto-u.ac.jp/introduction/inspection>)。その中には興味深い有用な示唆が多く含まれていますので、ぜひお読みください。本稿では特に、1回生が取得している単位数の件について述べます。

京都大学では2013年から全学共通科目にCAP制(履修上限)を導入して、多くの学部が1学期34単位(総合人間学部は20コマ)を上限としています。これに加えて学部・学科により1回生に学部科目の履修が課せられています。2回生進級時アンケートで各学部の1回生がどれくらいの単位を1年間に取得したか(Q.22)、また前期・後期で全学共通科目の単位をどれくらい取得したか(Q.23, 24)を調べました。その結果、なんと文系では52%、理系では63%の人が年間60単位以上を取得しており、全学共通科目と学部科目を併せて70単位以上を取得している人が半数以上と推測されます。多くの学部で卒業要件となっている138~156単位(大学設置基準では4年制124単位以上)と比較しても、京都大学の1回生は明ら

かに単位の取り過ぎ状態にあります。これは単位の実質化の要請からも、また各学部の標準修業年数から考えても異常な状態であり、改善するための対策を取る必要があると思われます。

文部科学省によって定められた大学設置基準では、「各年次にわたって適切に授業科目を履修するため、(中略)学生が一年間又は一学期に履修科目として登録することができる単位数の上限を定めるよう努めなければならない」、また、「所定の単位を優れた成績をもって修得した学生については、前項に定める上限を超えて履修科目の登録を認めることができる」となっています。つまり、より多くの単位を取得してもよいのは成績優秀者のみで、本学のように全学共通科目のみに上限を定めて、専門科目は放置(法学部を除く)という状態は明らかにその趣旨を逸脱していると言えるでしょう。ちなみに他大学を調べてみると、学部によって違いがあるものの、北海道大学: 学期25単位、東北大学: 学期24単位、東京大学(教養学部前期課程): 学期30単位、九州大学: 年間48単位となっています。

2回生進級時アンケートでこの議論に関係する項目として

Q.42に予習・復習・レポート作成等の授業時間外学習時間についての問いがあります。全体平均で週約10時間という結果でした。分布を見ると週6時間以下の(1日1時間も自宅学習していない)人の割合が約45%になっています。アンケートの正課授業出席時間も参考に平日(5日)のみ勉強するとして計算すると、1日3コマ授業を受けて予習・復習は2時間というのが平日平均値であるという結果です。

平成30年度から認証評価の基準が改訂され「履修登録科目に関する単位の上限の設定(CAP制)等について、適切であるか否かを判断します」と明記されました。これを外圧と捉えるのではなく、学習の質確保、教育の量から質への転換という見方から授業のあり方を再検討する時期にきているのでしょう。卒業までにぜひ備えて欲しい教養・基礎・専門の知識と技能を精査し、取捨選択して、確実に身に付く授業を提供する。つまり食事に例えれば、栄養バランスの取れた適量の食事をタイムリーに与えることが、真に力のある人材を育てる基本であり、改革の方向性だと思われます。

Credits Earned by Freshmen

Shinzaburo Ito

Vice-Director / Program-Specific Professor, Institute for Liberal Arts and Sciences
Specialized Field: Polymer Chemistry

At the Institute for Liberal Arts and Sciences, we began to conduct an annual questionnaire survey in 2004 for the sophomores of Kyoto University, encouraging them to review their experience of campus life in the year since their registration at the university. The purpose of the survey is to identify how well the students are engaged in the education provided at Kyoto University, especially related to the liberal arts and general education, and how they feel about the education that they have been receiving at the university, as well as to use such findings as basic data for providing even better education. The survey results are openly available both inside and outside Kyoto University in the form of a report placed on the website of the Institute for Liberal Arts and Sciences (URL: <http://www.z.k.kyoto-u.ac.jp/introduction/inspection>). Containing many interesting and useful suggestions, the

report is truly worth reading. In this section, I would like to focus on the number of credits earned by freshmen.

In 2013, Kyoto University introduced the CAP system (upper limit in the number of credits that can be obtained) for liberal arts and general education courses. Consequently, many faculties have set the upper limit at 34 credits per semester (20 classes per week at the Faculty of Integrated Human Studies). In addition, there are courses designated by each faculty and division as compulsory for freshmen. Through the survey mentioned above, we researched how many credits the freshmen of each faculty had earned in a year (Q.22), and how many credits in liberal arts and general education courses they had earned in each of the first and second semesters (Q.23 and 24). The result is, incredibly, that 52% of humanities-related students and 63% of science-related students obtained 60 credits or more per year. It is estimated that if liberal arts and general education courses and the courses designated by each faculty are included, more than half of the freshmen obtained at least 70 credits. Many faculties require their students to earn at least 138 to 156 credits for graduation. (According to the Standards for Establishment of Universities, students need to earn 124 credits or more to graduate from four-year universities.) Considering these requirements, it is obvious that freshmen at Kyoto University earn too many credits. This is an abnormal situation in light of the requirements of the so-called “substantialization of the credit system,” as well as each faculty’s standard completion years, and we

need to take measures to address this problem.

Established by the Ministry of Education, Culture, Sports, Science and Technology, the Standards for Establishment of Universities stipulates: “A university shall endeavor to fix an upper limit for the number of credits for which its students can register for a year or for a term, so that they should take class subjects appropriately for each school year,” and “With regard to a student who has acquired all the predetermined credits, with excellent results, as specified by a university, the university may admit his/her registration for class subjects over the upper limit prescribed in the preceding paragraph.” In a word, only students with excellent results should be able to earn many more credits. It can be said that Kyoto University is clearly allowing a situation inconsistent with the purpose of the standards in that the upper limit has been set only in the liberal arts and general education courses, with no appropriate action taken for specialized courses (excluding the Faculty of Law). For your reference, the upper limits set at other universities, though they vary depending on the faculty, are as follows: Hokkaido University: 25 credits per semester; Tohoku University: 24 credits per semester; University of Tokyo (Junior Division, College of Arts and Sciences): 30 credits per semester; and Kyushu University: 48 credits per year.

Another survey question to be noted as the basis of the discussion on this problem is Q.42, which asks respondents how many hours they study, without counting their class hours, for example, in order to

prepare for and review their classes and to write reports. The overall average was ten hours per week, with those studying six hours or less per week (i.e., those who study at home less than one hour per day) accounting for approximately 45%. According to a calculation based on the assumption that respondents study only on weekdays (i.e., five days) with consideration given to the survey question regarding the number of hours spent attending regular curriculum classes, respondents on average took three classes per day and spent two hours on preparation and review on weekdays.

The accreditation assessment standards revised in academic year 2018 stipulate that a university will be judged in terms of whether it has appropriately set an upper limit on the number of credits that its students can earn for the courses to be registered. This should not be regarded as pressure from outside, and I feel that it is high time for us to review the ideal vision of courses from the perspective of how to secure sufficient quality of study, shifting our focus from quantity to quality. We should make a careful selection of the liberal arts as well as the fundamental and specialized knowledge and skills that students should acquire before graduating from the university. By doing so, we should provide classes that will enable students to obtain what needs to be acquired. Compared to a meal, we need to offer an appropriate amount of well-balanced nutritious food in a timely manner. This is the basis for developing truly capable human resources, and is the direction that we should take to achieve our reforms.

京都大学は、平成 28 年 12 月に「数理及びデータサイエンスに係る教育強化」拠点大学の一つに選定されました。その決定を受けて、平成 29 年 4 月 1 日、国際高等教育院に附属データ科学イノベーション教育研究センターが設置されました。

データ科学あるいはデータサイエンスとは聞きなれない言葉かもしれませんが、科学研究の基本の一つと考えられます。自然科学のみならず人文科学・社会科学においても、現象を観察し分析して法則性を導き、現象の裏に潜む原理を解き明かす、という手法で研究を進める分野が数多くあります。現象を観察した結果はデータとして記録されるので、データ科学は研究を行うために必須の学問です。

データ科学としては、古くから統計学が発達してきました。京都大学では、数年前から全学共通教育において統計科目を充実させる取組みを行ってきており、本センターはその取組みを進展させ、大学院教育を含めたデータ科学の教育とそれに必要な調査研究等を行うことを目的としています。ところで、高校数学では統計学の内容は数学の中に組み込まれていますが、学術分野としての統計学は数学とは別にあり、その基礎として数学を初めとする数理科学が使われています。最近では大量のデータの記録と分析をコンピュータ上で行うため、情報学の知識も求められています。したがって、データ科学を学ぶには、統計学だけではなく、数理科学、情報学も並行して学ぶ必要があります。本センターでは、これらの3分野が学べるような科目を設計し、提供していきます。

最近では、企業活動においてもデータを収集して分析し



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活用することが多くなっています。例えば、スーパーマーケットやコンビニエンスストアで買い物をした内容は、レジを通してすぐに集約されています。大量に集まったデータは、商品の仕入れ量を決めたり、客の嗜好を分析してクーポン発行などの販促方法を決定したり、新商品を開発するための基礎資料として活用されます。このように、大量でしかも企業活動に有用なデータのことをビッグデータと呼び、ビッグデータの分析と人工知能などの高度な情報技術を原動力にして近い将来起こるであろう産業構造の変革を「第4次産業革命」と呼ぶ人もいます。今後は、ビッグデータは企業活動のみならず、法律・政策、金融・保険、健康・医療、災害対策など社会における様々な分野で扱われることは想像に難しくなく、ビッグデータに関する知識は基礎的な教養となっていくと考えられます。そして、ビッグデータの解析の基礎となる学問がデータ科学です。本センターでは、学期中の講義以外にも夏期休業中や春期休業中に集中講義や集中セミナーを開催する計画も立てていますので、より多くの学生に専門分野を超えてデータ科学を学んでもらいたいと考えています。

In December 2016, Kyoto University was selected by the Ministry of Education, Culture, Sports, Science and Technology as one of Japan's university bases for reinforcing education regarding mathematical science and data science. Consequently, in April 1, 2017, the Center for Innovative Research and Education in Data Science was established at the Institute for Liberal Arts and Sciences.

Although "data science" might be a phrase that you find unfamiliar, it is regarded as one of the basics of scientific research. Not only natural sciences but also humanities and social sciences have many fields in which research is conducted through the method of observing and analyzing phenomena in order to discover laws and uncover principles hidden behind the phenomena. The observations on such phenomena are recorded as data, and therefore data science is an indispensable academic field for conducting research.

As part of data science, statistics has a long history. Kyoto University has been working on a wide variety of efforts for the past few years to provide even better statistics-related courses in liberal arts and general education. The purpose of our center lies in further developing these efforts, namely offering data science education for both graduate students and faculty students, and conducting surveys and research necessary for such education. By the way, statistics is incorporated in mathematics at high school, but seen from the perspective of academic disciplines, statistics is different from mathematics, and mathematical sciences, including mathematics, are used as the basis of statistics. Recently, since a huge amount of data is recorded and analyzed on computers, knowledge of informatics is also

required. In this regard, to study data science, you need to study not only statistics, but also mathematical science and informatics at the same time. Our center will provide courses designed for students to study all three fields.

Today, many more corporate activities include the use of collected and analyzed data. For example, when you shop at a supermarket or a convenience store, your shopping information is immediately gathered through the cash register. A huge amount of data gathered that way is used as the basic material for deciding how much stock should be bought, for analyzing customers' tastes and selecting appropriate sales promotion measures, such as issuing coupons, and for developing new products. Such a huge amount of information useful for corporate activities is called "big data." It is expected that the near future will see an industrial structural revolution impelled by advanced information technologies, such as big data analysis and artificial intelligence, and some call such a revolution "the Fourth Industrial Revolution." It is easy to imagine that big data will be used not only for corporate activities, but also in a wide variety of fields in society, such as law and policy-making, finance and insurance, health and medical care, and disaster countermeasures. This suggests that knowledge of big data will become a basic part of the liberal arts. The academic field that serves as the basis of the analysis of big data is data science. At this center, we plan to not only provide lectures during the semesters, but also to organize intensive lectures and seminars during summer and spring vacation. We hope that many more students will study data science regardless of their specialized fields.

世界標準のライティングの「型」をまなぶ

京都大学では教養・共通教育の英語として「学術研究に資する英語」を掲げています。それでは「学術研究に資する英語」とは何でしょうか？ 私たちはこれを「学術的言語技能」と「学術的教養」という2つの柱から成り立つものと考えています。スキルとコンテンツと言っても良いかもしれませんが。中身のない言葉は誰にも響かず、世の中を動かすことはありません。だからといって、内容が素晴らしければ、どのような伝え方でも良いというわけでもありません。聞くべきに値する内容を分かりやすく伝えられるようになることが、これから学問を学ぶみなさんに求められることであり、京都大学で学ぶ者の責任でもあると覚えておいてください。

さて、2つの柱のうち学術的な言語技能に関わる「英語ライティングーリスニング」の授業では、すべてのクラスで学ぶべき、つまり身につけるべき目標が統一されています。ライティングの目標を分かりやすく言うと、一年間で「1,000語以上の英語レポートが書ける」ことです。もちろん、ただ英語を書けば良いわけではなく、形式はもとより、適切な語彙を使い、外部の情報を引用しながら、内容的にも分かりやすく構成されたものにする必要があります。これらのことができるためには、前期・後期の授業を通じて、論理的な文章の組み立て方を身につけることが求められます。

伝統芸能の世界に「守破離」という言葉があるように、学術的なライティングでも土台となる「型」を体得して、初めて自分らしさが発揮できるようになります。



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ライティングにおける重要な「型」の1つに「パラグラフ」という概念があります。このパラグラフは世界中で使われているもので、いわば高等教育を受けた人の常識とでもいうべきものです。パラグラフの考え方自体は難しいものではありませんが、実際に書くとなると話は別です。みなさんは、授業の中で何度も英語でパラグラフを書くこととなりますが、最初はなかなか思い通りに書けない経験を味わうことになるでしょう。それでも、先生や同じクラスの人とのやり取りを通じて、分かりやすい書き方とは何かが分かってくるでしょう。その過程こそがライティングの難しさでもあり、楽しさでもあります。

今後、人工知能の技術がますます発展して、将来的には日本語で書いた文章が正確な英語へ自動的に翻訳される時代が来るかもしれません。しかし、そのような時代になっても、むしろそのような時代になればこそ、自分の知識や思考、アイデアを誤解されないように、明確に伝える技術が重要な役割を果たすことなのでしょう。英語でライティングを学んだみなさんによって、「京大の卒業生が書く文章は分かりやすい」と言われるようになる日が来ることを願っています。

Students learning English as part of liberal arts and general education at Kyoto University are expected to learn “English that will contribute to academic research.” But what is “English that will contribute to academic research”? It consists of the two pillars of “academic linguistic proficiency” and “academic liberal arts.” They can also be referred to as “skills” and “contents.” Without substance, no message can impress anyone, or move the world. However, this does not mean that how a message is delivered does not matter, as long as its content is excellent. Since you will start studying at university from now on, please remember that you are required to develop the ability to deliver messages worth listening to in an easy-to-understand manner, and that this is also a responsibility of those studying at Kyoto University.

Of the two pillars, academic linguistic proficiency can be achieved through the English Writing and Listening Courses. All the classes have been designed based on the standardized targets to be attained by students. Put simply, an annual target of writing, for example, is to become able to write a report of at least 1,000 words in English. This, of course, does not mean that it is enough as long as you can write in English. You need not only to pay attention to your writing style, but also to use appropriate words and expressions, quote information from outside sources, and ensure that your writing has a structure that will enable readers to understand its content easily. To become able to do this, you need to master how to organize your writing logically by attending the courses in both the first and second semesters.

The concept *shu-ha-ri* (observe, break, and depart from the rule) in the world of traditional Japanese arts and entertainments is also applicable to academic writing. You cannot demonstrate your own writing style, until you have mastered the fundamental writing patterns. One important writing pattern is the concept of the paragraph. This concept is so commonly adopted all over the world that it is not an exaggeration to say that anyone who has received higher education would know it. Although the concept of the paragraph is not difficult to understand, actually composing paragraphs is a different matter. You are expected to organize paragraphs in English many times in class, but you will probably experience some difficulty at first in composing them as you intend. Through interaction with your teacher and classmates, however, you will come to understand how to write so that readers can understand easily. The difficulty and also the joy of writing reside in this process.

The time might come in the future when further development of artificial intelligence technology will make possible the accurate automatic translation of written Japanese to written English. However, even in such an era, or rather all the more in such a case, it will become important to have skills to deliver your knowledge, thoughts, and ideas clearly in order to avoid misunderstanding. We hope that the day will come when as a result of your learning English writing, it will be said that writing by graduates of Kyoto University is easy to understand.

Learn the Global Standard of Writing Patterns

the Global Standard of Writing Patterns

iARRC 課外の 国際交流イベントについて

i-ARRC (International Academic Research and Resource Center for Language Education) Extracurricular International Interaction Events

国際高等教育院棟1Fのロビーでは、お昼休みにi-ARRCと国際教育交流課の共催で、種々の国際交流イベント等を開催しています。英語の上手下手より、留学生と外国語で話す機会を提供することが目標です。外国人相手だからと言って、緊張する必要はありません。学生同士の気楽なおしゃべりから入り、少しずつ慣れましょう。話せないまま外国に行ってから練習するのは、留学期間はあっという間に終わってしまいます。将来、大学院や企業で必要となる英語での研究発表やプレゼンテーションも、原稿の読み上げではなく、しっかり相手の目を見て話せるようになるには、まず外国語での会話に慣れることが肝要です。京大生なら、最初のバリアをクリアすれば、あっという間に上達します。

昨年度人気のあったイベントを中心に、今年度も次のような催し物を開催します。どのイベントもすべて予約不要、参加自由です。

1 京大生が教える京大と京都 (4月/10月)

第1回目の昨年10月には、到着したばかりの留学生70名以上が集まり、応募のあった京大生8名が、京大での昼食、勉強もできるカフェ、交通機関の利用の仕方、京都の見どころなどについて英語でプレゼンテーションをしてくれました。本年度もまず4月に行われますが、テーマ別のブースを作って京大生に複数で対応してもらい、個人レベルの会話の場を増やす予定です。後ろで一緒に聞いているだけでも、飛び入り参加も歓迎します!日本の新入生にも役立つ情報があるかもしれません。



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専門分野: ドイツ労働・社会保障法
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Specialized Field: German/Austrian
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2 協定校ひろば (各学期中頃2日間)

海外協定校からの交換留学生在、自分の大学を紹介してくれます。プレゼンテーション後の交流タイムでは、交換留学生に個別に質問ができます。特に、留学を考えているがどこに行こうか迷っている人、留学先が決まってその大学についてもっと知りたい人などにお勧めします。なんととっても現地学生の生の声が聴けて、さらに交換留学生と活発な交流が行われるなど、貴重な機会となっています。

3 Language Exchange Lunch (毎月第2水曜)

京大生と留学生が6~7人位で1テーブルを囲んでお弁当を食べながらおしゃべりする会です。毎回、自発的に4~6テーブルできています。日本語を学びたい留学生も多いので、ここで新しい友達や言語交換レッスンのパートナーを見つけることができます。

4 Conversation Lunch Clubs/ 英・独・仏 (各週1回)

バイリンガルまたは帰国子女の学生と一緒にやさしい会話を始めることができます。全く経験のない人でもサポートがあるので安心です。時々留学生も遊びに来て、会話の練習に付き合ってくれます。

各イベントの詳しい日取りや最新情報は、i-ARRCポータルサイト (<https://www.i-arrc.kyoto-u.ac.jp>) をご覧ください。大学は「実験の場」!まずはトライから始めます!

At i-ARRC, we hold a wide variety of international interaction events during the lunchtime break in the lobby on the first floor of the Institute for Liberal Arts and Sciences Building, jointly with the International Education and Student Mobility Division, Education Promotion and Student Support Department. To attend these events, Japanese students may keep in mind that they are still quite shy and there are a huge potential to improve their conversation skills through active learning, if you overcome the first nervousity. The first thing to do is simply enjoy chatting with foreign students without any worry, which will help you get gradually accustomed to speaking in English. If you study abroad without sufficient practices of speaking your study period will be soon over, in the twinkling of an eye. If you go on to a graduate school or work at a company in the future, you will need to speak at academic conferences or give presentations in English. In such cases, you should not read out your script, but speak while looking at the audience in the eye. To be able to do so, you first need to get used to speaking in English. I'm convinced that our students of Kyoto University will develop their English proficiency soon after acquiring this knack.

Centering on the events that were highly received last year, we will hold the following events this year. All the events are free-to-all without reservation.

1 Student Tips for Campus Life at Kyoto (April/October)

Held last October, the first round of the event drew more than 70 international students who had just arrived at Kyoto. The eight students of Kyoto University gave presentations in English regarding lunch on campus, cafes where it's even possible to study, how to use various means of transportation, and attractive sightseeing destinations of Kyoto. This event will be held again in April. We are planning to set up booths according to themes and ensure that the booths are staffed by Kyoto students, in order to provide many more opportunities to speak individually. You can simply listen behind the booths, or join in on the spur of the moment! Some information would be useful to Japanese freshmen, too.

2 Partner Universities Square (Two Days in the Middle of Each Semester)

International students from Kyoto University's overseas partner institutes talk about their universities. This presentation session is followed by an interaction session, in which you can ask and answer questions individually. This event is recommended especially for Japanese students who are considering studying abroad but cannot decide which university you wish to study at, or if you have already decided which university you will study at but want to know more about it. This is a valuable opportunity for you to listen to local students directly and interact each other cheerfully.

3 Language Exchange Lunch (Second Wednesday of Each Month)

In this event, about six to seven students of Kyoto University and international students sit at the same table to enjoy chatting while having lunch together. Each time, four to six tables are formed on a voluntary basis. Since many Japanese students want to practice English, you can make new friends and find lesson partners for language exchange here.

4 Conversation Lunch Clubs/English, German, and French (Once per Week for Each Language)

You can start conversation lessons for beginners with bilingual and returnee students. Even if you have no experience of conversing in English, German, or French, there is no need to worry; you will be able to receive appropriate support. International students are welcome to join the event and support conversation lessons.

For the specific schedules and up-to-date information of the events above, see the i-ARRC portal site (<https://www.i-arrc.kyoto-u.ac.jp>). Remember that the university is a place of experiments! Everything starts when you give it a try!



1 京大生が教える京大と京都
Student Tips for Campus Life at Kyoto



2 協定校ひろば
Partner Universities Square

3 Language Exchange Lunch



京都大学の全学共通科目は、下表のとおり10の群に区分して開講されています。

人文・社会科学科目群は学問分野ごとに哲学・思想、歴史・文明、芸術・文学・言語、教育・心理・社会、地域・文化、法・政治・経済、外国文献研究、日本理解の8つの分野で構成され、それぞれの分野で扱う内容により基礎と各論に分類して科目が開講されています。

自然科学科目群は、数学、データ科学、物理学、化学、生物学、地球科学、図学の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や分野によって、実験・実習科目が用意されていて、各学部(学科)で重要な科目はクラス指定されています。

外国語科目群は、英語と8つの初修外国語(独、仏、中、露、伊、西、朝鮮、アラビア)及び日本語(外国人留学生のみ対象)で構成されていて、ほとんどの学部で2ヶ国語を必修としています。

情報科学科目群は、科目選択の目安となるよう基礎と各論に分類されており、基礎科目は、情報基礎、情報基礎演習の2科目を中心に開講されています。

健康・スポーツ科目群は、健康・スポーツ科学とスポーツ実習から構成されています。

キャリア形成科目群は、将来のキャリアに関連した科目を、コンプライアンス、国際コミュニケーション、学芸員課程、地域連携、その他キャリア形成という分野で構成されています。

統合科学科目群は、統合科学、環境、森里海連環学、その

他統合科学の分野で構成され、特に統合科学では、現代社会のさまざまな課題に文系・理系双方の教員を交えた対話型授業を通じ、多角的な視点から、学生が主体的に考察することを目的として開設されています。

少人数教育科目群は、ILASセミナーとして実施し、少人数で担当教員とともに興味ある内容に取り組むことで、大学らしい学び方を身につける科目です。また、英語で行われるILASセミナーも多数開講されています。

各学部では、これらの群に沿って修得すべき全学共通科目の単位数が定められており、学部によっては履修すべき分野や科目を指定している場合もありますので、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、国際高等教育院のwebサイト上にある「全学共通科目履修の手引き」や学部の「便覧」をよく確認して履修計画を立てましょう。

なお、全学共通科目では上記の他に大学院学生を対象とした科目として大学院共通科目群及び大学院横断教育科目群を開講していますが、学部学生はこれらの群の科目を履修することはできません。

全学共通科目の

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

At Kyoto University the Liberal Arts and General Education Courses are classified into ten groups as indicated in the following chart.

The Humanities and Social Sciences group consists of the eight fields of 1) philosophy, 2) history and civilization, 3) arts, literature and linguistics, 4) pedagogy, psychology and sociology, 5) regions and cultures, 6) jurisprudence, politics and economics, 7) readings in humanities and social sciences, and 8) understanding Japan. Subjects included in this group are divided into foundations and issues studies, according to the content covered by each respective fields.

The Natural Sciences group comprises the seven academic fields of 1) mathematics, 2) data science, 3) physics, 4) chemistry, 5) biology, 6) earth science, and 7) graphics.

While basic lecture subjects are taught for each of these fields, experiments and seminar subjects are also available in some fields. For important subjects, each faculty (division) requires students to take such subjects in their designated classes.

The Languages group comprises English and eight second foreign languages: 1) German, 2) French, 3) Chinese, 4) Russian, 5) Italian, 6)

Spanish, 7) Korean, and 8) Arabic; as well as Japanese (available only to international students). Most faculties require students to study two languages as compulsory subjects.

In the Informatics group, subjects are divided into foundations and issues studies, in order to help students select which subjects they should take. For foundations, Basic Informatics and Practice of Basic Informatics are main subjects.

The Health and Sports group consists of health and sports sciences and sports training.

The Career Development group comprises subjects related to career development. Such subjects are divided into law and ethics compliance, international communication, the museum studies national certification course, community collaboration, and other career development courses.

The Interdisciplinary Sciences group consists of interdisciplinary sciences; environmental sciences; forest, towns and oceans program; and other interdisciplinary sciences. The interdisciplinary sciences in particular are designed to encourage students to consider a wide variety of contemporary problems on their own initiative from multiple perspectives through interactive classes taught by both humanities- and science-related faculty members.

The Seminars in Liberal Arts and Sciences are provided as ILAS Seminars. By providing opportunities for students to study in small groups and work on subjects of their choice together with teaching staff, this group helps students acquire a style of study appropriate as university students. In addition, many ILAS Seminars are provided in English.

Each faculty has set the number of credits that you need to earn in each group of the Liberal Arts and General Education Courses. Some faculties have also designated the field you need to study and the subjects you need to register for. Accordingly, you need to understand how many subject credits in which group you need to earn in order to graduate. Please create a subject-registration plan after carefully checking the Handbook of the Liberal Arts and General Education Courses available on the website of the Institute for Liberal Arts and Sciences, as well as the registration manual provided by each faculty.

In addition to the above, the Common Graduate Courses group and the Interdisciplinary Graduate Courses group are also available, but faculty students cannot register for any of the subjects in these groups.

群って何?

番外コラム

科目の「A」「B」「I」「II」とは?

「物理学基礎論 A」「物理学基礎論 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?

“Fundamental Physics A,” and “Fundamental Physics 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.”

群 Group	分野 Field	
人文・社会科学科目群 Humanities and Social Sciences	哲学・思想	Philosophy
	歴史・文明	History and Civilization
	芸術・文学・言語	Arts, Literature and Linguistics
	教育・心理・社会	Pedagogy, Psychology and Sociology
	地域・文化	Regions and Cultures
	法・政治・経済	Jurisprudence, Politics and Economics
	外国文献研究	Readings in Humanities and Social Sciences
	日本理解	Understanding Japan
自然科学科目群 Natural Sciences	数学	Mathematics
	データ科学	Data Science
	物理学	Physics
	化学	Chemistry
	生物学	Biology
	地球科学	Earth Science
	図学	Graphics
外国語科目群 Languages		
情報科学科目群 Informatics		
健康・スポーツ科目群 Health and Sports	健康・スポーツ科学	Health and Sports Sciences
	スポーツ実習	Sports Training
	コンプライアンス	Law and Ethics Compliance
キャリア形成科目群 Career Development	国際コミュニケーション	International Communication
	学芸員課程	Museum Studies National Certification Course
	地域連携	Community Collaboration
	その他キャリア形成	Other Career Development Courses
	統合科学	Interdisciplinary Sciences
統合科学科目群 Interdisciplinary Sciences	環境	Environmental Sciences
	森里海連環学	Forest, Towns and Oceans Program
	その他統合科学	Other Interdisciplinary Sciences
少人数教育科目群 Seminars in Liberal Arts and Sciences		
大学院共通科目群 Common Graduate Courses	社会適合	Social Responsibility and Profitability
	情報テクノサイエンス	Computer Science and Information Technology
	コミュニケーション	Language and Communication
大学院横断教育科目群 Interdisciplinary Graduate Courses		

人文・社会科学科目群 「倫理学I」、「倫理学II」

Humanities and Social Sciences Group Ethics I, Ethics II

佐藤義之

人間・環境学研究科教授
専門分野: 哲学・倫理学

Yoshiyuki Sato

Professor, Graduate School of
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Specialized Field: Philosophy, Ethics



私の担当する全学共通科目はほかにもいくつかありますが、受講生の多い「倫理学I」、「倫理学II」にしばって紹介します。

倫理について研究する「倫理学」で、一番重要な問いは「どうして道徳を守らなければならないのか」という問いだと言えるでしょう。どうして人のものを盗んだり、ひとを傷つけたり殺したりすることが道徳的に許されないことと考えられているのでしょうか。その理由はどこにあるのでしょうか。

われわれは道徳を守るために自分のやりたいことも控え、ひどく窮屈な思いを日々していますし、そのことは今後一生続きます。それだけ大変な思いをして守っている道徳だからこそ、一度「本当に道徳を守らなければならないのか」という疑問をぶつけてみたら罰（バチ）は当たらないでしょう。もしかしたらみんな「守らなければならない」と思い込んでいるだけで、実はその理由を理解した上で守っているわけでもないということはないのでしょうか。君の身近なひとたちにこの疑問を投げかけてみても、「君は道徳を守らなくていいと考えているのか、信じられない!」というような見当外れの反応が返ってくる人が多いでしょう。

もちろん倫理学者は大昔からこの問題に取り組んできました。ただ、「すべての倫理学者が賛成する説」とまで言わなくても、「大半の倫理学者が賛成するような説」さえ見つかっていません。倫理学者は何をしていたのか、と世間のひとに叱られるような大変なスキャンダルですが、これが実情です。君たちの中には「私にはこの問題の回答は分かっている」と思っているひともしかたもしれませんが、私の授業をしっかりと聞いてくれば、倫理学者が困ったのも理解できることと思います。

Although I am in charge of a number of liberal arts and general education courses, I would like to focus on the Ethics I and Ethics II courses, which are taken by many students.

The most important question in the field of ethics is why morals need to be observed. Why are theft, injurious assault, and murder regarded as morally unacceptable? What are the reasons?

To follow morals, we avoid doing what we would like to do, and feel constrained in our daily lives. And we will continue living that way for the rest of our lives. We go to a lot of trouble to observe morals, so it might not be such a bad idea asking whether we really need to adhere to morals. The reality might be that everyone is simply assuming we need to observe morals without understanding why we need to. I guess if you ask this question among those around you, many of them will probably give you an irrelevant answer, such as, "Are you thinking you don't need to observe morals? Unbelievable!"

Needless to say, ethicists have been working on this question since ancient times. However, they have not been able to discover even a theory supported by most ethicists, let alone a theory supported by all ethicists. What have they been doing? This is a big scandal that might cause the general public to criticize ethicists, but this is the reality. Some of you might feel, "I know the answer to this question," but if you listen attentively to me in my classes, you will probably understand why ethicists have difficulty answering this question.

Let's consider the question thoroughly. The joy of learning resides in thinking long and hard free from common beliefs.

Based on such problem awareness, in my classes you will focus on and explore some thinkers' thoughts on ethics. I hope you will take my courses throughout the year, Ethics I (first semester) and then Ethics II (second

semester). You will probably say, "I don't support this ethicist's theory. I don't support that ethicist's theory either." Well, where then will you eventually end up after a year?

Since many students want to take my courses each year, those who can register are chosen by lottery. Due to the limited number of seats available in the classroom, I cannot accept everyone who wants to take my courses. I hope you will come to the lottery venue, as long as you have no grudges against me or put a curse on me if you aren't chosen. If you skip classes, you won't be able to earn credits, so if you want to take my courses simply for credits, you might be better off not registering.

授業ではこういう問題意識にもとづいて、何人かの思想家の倫理思想をとりあげ検討していきます。できれば一年を通して私の「倫理学I」（前期）と「倫理学II」（後期）とを続けて聞いて下さい。この人の説もダメ、あの人の言ってることもダメ…。さて、一年かけて最後にどこに行き着くでしょうか。

なお、例年履修希望者多数のため抽選を行っています。教室の座席数から希望者全員を受け入れることはできません。落ちても私を恨んだり呪ったりしないひとだけ抽選に来てください。授業に出ていないと単位が取れない仕組みになっていますから、単位だけが欲しいひととはやめた方が無難です。



アントニオス・カライスコス

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Hobbies: Reading books, listening to music,
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人文・社会科学科目群

Law and Culture in Japan-E2, Jurisprudence-E2

Humanities and Social Sciences Group

Law and Culture in Japan-E2, Jurisprudence-E2

私たちは日常生活の中で、意識的あるいは無意識に、様々な形で法と関わりを持っています。また特に近年は、様々なメディアで法に関する話題が紹介され、関連するテーマを扱うテレビドラマ等も少なくありません。そこでは、憧れの俳優が法廷で、正義のための熱い戦いを……いえ、この話はここでは省略します(笑)。何ともあれ、法は私たちにとって非常に身近な存在であり、私たちを取り巻く文化の一部なのです。

このような身近な存在である法の内容は、時の流れの中で変容を遂げます。また、外国法と日本法との間には、ほとんどの場合多くの相違が存在します。時代や場所によって、法によって認められることと認められないことや、「正義」とは何かについての考え方が異なり得るのです。日本で議論となっている「夫婦同氏の原則」や「死刑制度」の在り方も、将来は変わるのかもしれませんが。そのような変化は、まさしく文化の変遷の一部でもあるのです。

Law and Culture in Japan と Jurisprudence の授業では、日本における法制度の基礎知識を学びます。前者では、法を切り口として日本文化について検討し、これに対する理解を深めます。また、後者ではそのような基礎知識の習得を通じて、法律問題について普遍的に考察することのできるいわゆる「リーガル・シンキング」を身に付けることを目指します。そして、いずれの授業でも、「正義」とは何かについて再検討することで日本や外国の文化や社会の在り方に対する理解を深めるとともに、これらに関する新たな視点を持つことができると思います。

いずれの授業も英語で、双方向で行われます。グローバル化が加速する中で国際交流の機会が増えており、そ

All of us are affected by laws in a wide variety of ways in our daily lives whether we are aware of it or not. In addition, legal topics are covered by a wide variety of media today, and actually some TV dramas feature legal themes. In such dramas, film icons engage in heated battles for justice in courts, and... Maybe I should omit the rest (laughter). Anyway, the legal system is one that is very familiar to us, and has become a part of our culture.

The contents of such a familiar system vary over time. In addition, there are many differences between Japanese law and foreign countries' laws in most cases. What is permitted or not permitted by law and what comprises justice can change depending on the time and place. Today, there is discussion in Japanese society regarding a system in which married couples can choose to use different surnames, and another regarding capital punishment, and these might change in the future. Such changes precisely constitute parts of cultural development.

In the Law and Culture in Japan course and Jurisprudence course, you can obtain fundamental knowledge of the Japanese legal system. In the former course, you will explore Japanese culture from the perspective of laws, and deepen your understanding. In the latter course, by acquiring such fundamental knowledge, you will learn the approach of so-called "legal thinking," which will enable you to consider legal problems universally. In both courses, you will consider once again what justice is, thereby deepening your understanding of the ideals of Japanese culture and society and that of other countries as well, gaining new perspectives on these themes.

Both courses are taught interactively in English. In this era of accelerating globalization, you will have more and more opportunities for international interaction. In such cases, you might be asked to explain your country's

際には自国の文化や法制度等について英語で紹介したり、他国のそれに関する考えを英語で述べたりすることを求められる場合があります。これらの授業を通じてそのための言語的なツール(法学の語彙等)や、比較法的な思考力をもつことができるはずで、料理、音楽や映画、そして旅行等といった国際交流の手段に、法の学習を加えてみてはいかがでしょうか。

授業では、アットホームな雰囲気作りを目指しています。そして、質問に対する回答や授業内での意見交換を通じて、受講生が積極的に参加し発言することのできる環境作りに最大限に努めています。また、何よりも法を学ぶことの楽しさを伝え、英語で学ぶことの新鮮な面白みを体験してもらえよう心がけています。皆さんに教室でお会いして、一緒に考えて成長していく日々を楽しみにしています!

culture and legal system in English, or present your views regarding those of foreign countries in English. I'm convinced that these courses will help you acquire the necessary linguistic tools (e.g. understanding of legal terminology) and the ability to think based on comparative law so that you can provide adequate explanations or presentations. I recommend that you add studying law to the list of tools for your international interaction, alongside cooking, music, movies, and travel.

I try to ensure that classes are held in a comfortable atmosphere. Also, I make utmost efforts to create an environment where students can learn actively and present their views frequently by responding to questions and exchanging opinions in classes. Above all, I aim to ensure that students feel the joy of studying law and experience the fresh fun of studying in English. I look forward to seeing you all in class, and thinking and growing together!



酒井 敏

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Satoshi Sakai

Specialized Field: Geophysical Fluid
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Interests: Jazz, cycling, and driving



自然科学科目群

地球科学実験／探究型地球科学課題演習

オイ！前ばかり見るな！よそ見をしろ！

Experimental Practice in Earth Science/Inquiry-based Earth Science Studies Why Are You Always Looking Straight Ahead? Sometimes Look Away!

2017年は残念ながら日本人の自然科学分野のノーベル賞受賞がありませんでした。日本は2014年以来3年連続で受賞者を出してきましたが、とうとう途切れしました。今後、ノーベル賞が期待できる分野を選択し、オールジャパンで集中投資することにより、日本の科学技術をさらに発展させることを目指します！どこかの、誰かが言いそうな話ですが、まったく笑止千万とはこのことです。

ノーベル賞のような大発見は、それを目指してできるようなものではありません。そんなことができるんなら、みんなやっています。自然界は必ずしも「複雑」というわけではありませんが、我々の思考回路を欺くような構造が至る所にあるのです。馬鹿正直に考えてなんとかする相手ではありません。

実際、ノーベル賞はかなりの割合で、失敗や間違いがきっかけで生まれています。白川先生の導電性プラスチックは、専門外の研究員が触媒の濃度を間違えて1000倍(ミリのmを見落としたり)にするという、本来やってはいけない常識外れの危険なことをしたことが始まりです。また、白川先生自身は大学4年の時にじゃんけんに負けて、希望の研究室に入れなかったことが、逆に役に立ったとも書いています。

島津製作所の田中さんの受賞も、本来別の実験で使うはずの試料を間違えて混ぜてしまったことがきっかけです。また、青色LEDの天野先生の業績も、本来高温で結晶を作らなければならないのに、装置の不調で低温にしかならなかったために見事な結晶ができたのです。

さらに、超新星爆発によるニュートリノを検出して

In 2017, unfortunately, there were no Japanese Nobel laureates in the field of natural sciences, finally ending the Japanese record of having produced laureates for three consecutive years from 2014. "We will select fields in which Japanese researchers are likely to win Nobel Prizes, and concentrate investment in such fields with the involvement of all sectors of Japan, thereby striving to further develop Japanese science and technology!" I'm afraid that you-know-who will begin to assert such a thing, but this is nothing but ridiculous.

A brilliant discovery worthy of a Nobel Prize never results from an endeavor designed to win a Nobel Prize. If this were possible, all researchers would pursue such endeavors. Although the natural world is not necessarily complicated, its structure has many elements that deceive our expectations. A foolishly honest approach would take you nowhere.

Actually, there's a high chance that Nobel Prize-winning discoveries have stemmed from failures or mistakes. In the case of Dr. Shirakawa, a non-specialized researcher made a mistake regarding a catalyst, and it was 1,000 times higher than appropriate. (The researcher overlooked the "m" [mille]). This was a dangerous mistake beyond common sense and something that must never be done, but it was the start of the discovery of conductive plastic. In addition, Dr. Shirakawa writes that when he was a senior university student, he was beaten in a game of scissors-paper-rock and could not join the laboratory of his choice, but to the contrary, it turned out to be rather good for him.

The discovery made by Mr. Tanaka of Shimadzu Corporation was made possible when he mistakenly mixed another sample supposed to be used for a different

ノーベル賞を受賞した小柴先生も、もともと、400年に一度おこるかどうかという超新星爆発を狙っていたわけではありません。別の目的でカミオカンデという観測装置を作ったのですが、本来の実験はうまくいかなかったのです。そこに、たまたま超新星爆発が起こった。その超新星が、あと二十数年地球よりも離れていたなら(ニュートリノが到達するのがあと二十数年遅かったら)、ノーベル賞どころか民主党の事業仕分けで地獄をみていたことは間違いありません。

バブル崩壊後、日本では「選択と集中」という錦の御旗を掲げて改革に邁進してきましたが、これは全くうまくいっていません。そもそも、選択と集中というのは「貧乏人の大博打」です。一度はうまくいくかもしれませんが、絶対に継続はできません。一度、選択と集中をしてしまったら、次に選択すべき選択肢は残っていませんから。「選択と集中」で生き延びたら、次にすべきことは「発散」です。余裕がある時に、次に選択できるコマをできるだけ増やすのです。

皆さんは高校時代、大学受験という目標に向かって集中してきたと思います。そして、それを生き延びたからこそ、今、ここにいます。しかし、大学で同じことをしてはいけません。次にすべきことは「発散」です。大学に入ったら、勉強の戦略を変えてください。地球科学実験／探究型地球科学課題演習は、その発散の場を提供することを目指しています。

experiment. In the case of Dr. Amano, who contributed to the realization of blue LEDs, even though a crystal originally needed to be formed at a high temperature, an equipment malfunction forced him to produce a crystal at a low temperature, which resulted in the formation of an excellent crystal.

Another example is Dr. Koshiba, who received a Nobel Prize in recognition of his contribution to the detection of neutrinos from the explosion of a supernova. He did not originally target a supernova explosion, which occurs at most once every 400 years. He ensured that the observatory Super-Kamiokande was constructed for a different purpose, but the experiments did not go well, during which a supernova happened to explode. If the supernova had been located more than 20 light years away from the earth (i.e. if the neutrinos had arrived more than 20 years later), he would have experienced hell in the budget setting process by the Democratic Party of Japan, let alone failing to win the Nobel Prize.

After the collapse of the Japanese bubble economy, Japan has been pushing forward with a revolution under the banner of "selection and concentration," although it has not been going well at all. After all, selection and concentration is similar to a bold gamble taken by impoverished people. You may win such a gamble once, but you will never be able to continue. This is because once you go through the process of selection and concentration, it follows that options from which you can select are no longer left for you. If you can survive after the process of selection and concentration, what you need to do next is "divergence." You should obtain as many options to select from as possible, while you can still afford to do so.

I guess many of you concentrated on the target of your university entrance examination in your high school days. Since you have survived the process, you are here now. However, do not take the same approach at university. The next thing you need to do is "divergence." You need to change your study strategy at university. Through Experimental Practice in Earth Science/ Inquiry-based Earth Science Studies, I will strive to provide opportunities for your divergence.



Amelie Perron

Senior Lecturer,
Institute for Chemical Research
Research Focus: Small Molecules for
Controlling Cell Behavior



Natural Sciences Group

Basic Organic Chemistry I and II-E2

Translating Organic Chemistry into Action

Why is organic chemistry so important?

Organic chemistry is the study of carbon compounds and the products derived from them. There are numerous examples of organic chemistry in the world around us. Just think of the food you eat, the clothes you wear, the medication you take to alleviate the misery of hay fever, the PET plastic bottle of your favorite drink, or the kerosene you pour into your heater to keep warm during the winter... Every living thing you encounter is organic. You cannot escape from organic chemistry.

Organic chemistry used to send me to sleep...

When I was a student, I took a large number of organic chemistry classes as part of the Biochemistry undergraduate program. I used to fall asleep after about fifteen minutes of listening to the teacher, and had to fight off my slumber for the remainder of the class. Since

I could hardly keep my eyes open, the notes I took while attending classes were barely readable. As a result, I had to catch up on what I had missed at home, alone with the dreaded organic chemistry textbook. When I became a teacher, I had the chance to design my own organic chemistry classes, so I was determined to make them sleep-proof. I will now explain how I did this.

How can you stay awake in this class?

Why did I fall sleep? Although I enjoyed organic chemistry very much, it was just not enough to keep me awake. The culprit: I was only passively listening to extensive coverage of chemistry concepts and principles without using my brain.

To resolve this issue, I decided to connect what students learn in my class with what they are expected to produce in the exam. You will learn and develop the key skills through problem-solving tasks during the



lectures. No homework is required. In other words, you will play an active role in this class through exercises in which you will apply the skills that you have just learned. I would call this active learning.

Who should take this course?

This course is especially useful for students in the food science, biotechnology, bioresource science, pharmacy, life science, and drug discovery programs, or anyone interested in learning chemistry in English. Students interested in doing their master's or doctoral degree abroad would also greatly benefit from taking this course.

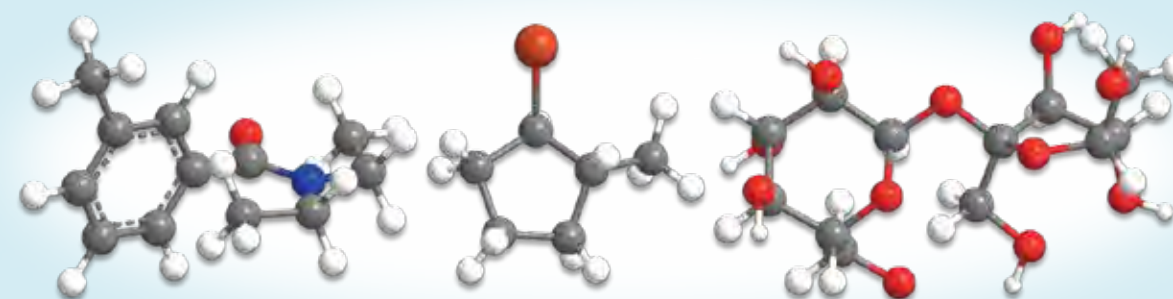
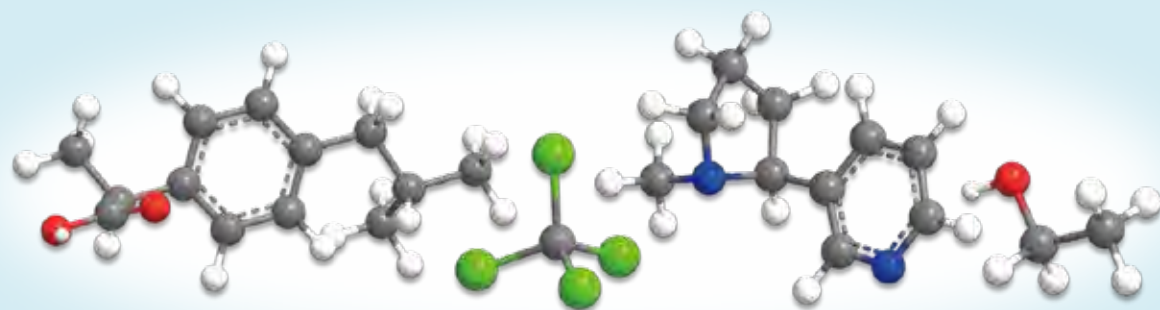
What will you learn during this course?

Basic Organic Chemistry I serves as an introduction to organic chemistry. You will learn how to analyze

the structure of organic compounds and predict their properties based on their bonding, atomic orbitals, hybridization state, intermolecular forces, and resonance structures.

Basic Organic Chemistry II covers more advanced concepts in organic chemistry such as fundamental organic reaction mechanisms (nucleophilic substitutions, eliminations, additions, etc.) and how to apply this knowledge to predict the results of organic reactions.

You don't have to take both courses. You can skip the first course and start right away with the second one. However, I recommend starting with Basic Organic Chemistry I if you don't have any background in organic chemistry.



塩瀬隆之

総合博物館准教授
専門分野：システム工学、
インクルーシブデザイン

Takayuki Shiose

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Specialized Field: System Engineering,
Inclusive Design



少人数教育科目群 コミュニケーションデザイン

Seminars in Liberal Arts and Sciences Communication Design

「世の中にない新しい商品企画を考えろ!」「自由に発想してなんでも話し合ってください」どんなに声を荒げても、どんなに猫なで声を出しても、参加者や生徒の思考は深まりません。思考が深まらない言い訳として、参加者のモチベーションの低さや生徒の発想力の欠如に責任転嫁してしまうようなリーダーにならないために何が必要か。

本セミナーで目指すのは、チームビルディングから問いのデザインまで、退屈な会議を創造的に変革したり、受け身の授業を活気あふれる生徒主体の学び場に変革したりする、そんな仕掛けができるファシリテーター型のリーダーに必要なコミュニケーション技法を習得することです。

まずは Negotiation や Debate、Discussion について、「交渉」「討論」「議論」という高校生のときに暗記した一対一の直訳から卒業してもらいたい。そこでたとえば、出生前遺伝検査の保険適用に賛成か反対かといった深刻な話題から、正月に食べるお雑煮で白味噌か小豆雑煮かといった些細な（場合によってはより深刻な）話題まで、様々なテーマで使い分けて違いを理解します。

次に、議論の発言者が、肯定／否定／客観／感情など、異なる役割を固定して発言していくことで、どのように議論が変化していくかを構造的に理解できるようになります。たとえば、否定的意見は発言しやすいが、肯定と否定のバランスが崩れるとたちまち議論が硬直してしまう。さらに、議論の硬直は客観よりも往々にして感情で突き崩される。実際の議論ではお互いの態度を知る由もないため、腹の探り合いになる。しかし、本セミナーの受講生なら、集団をより創造的に導く自らの立ち位置を

“Conceive new and innovative product plans!” “You can think more freely and discuss anything.” – even if you raise your voice in anger or you speak in a soft and coaxing voice, this will never lead participants or students to think more deeply. If you do not want to be a leader who does not fulfill his/her responsibility, but blames the low motivation of participants or the inability of students to create new ideas as the reason for their failure to think deeply, what do you need to do?

In this seminar, you will strive to obtain the communication skills necessary to become facilitator-type leaders. Handling an entire process ranging from team building to question design, such leaders can cause creative changes in boring meetings, and develop passive classes into exciting opportunities for students to learn under their own initiative.

The first thing you need to do in the seminar is to forget about the literally-translated Japanese meanings of the English words “negotiation,” “debate,” and “discussion” that you memorized in high school. Then, you will try a wide variety of themes, including serious topics such as whether you support insurance coverage for prenatal genetic testing, and casual ones such as whether you eat white-miso based *Zoni* (rice cake soup) or adzuki bean *Zoni* to celebrate the New Year (Many Japanese have the experience of arguing about *Zoni* specific to the region where they were born and raised.). By making appropriate use of a wide variety of communication skills depending on the theme, you will strive to understand their differences.

Next, you will play different roles, such as a supporter, an opponent, a person who presents objective opinions, and a person who presents emotional opinions, and make remarks from the perspective of each role. This will help you have a structural understanding



探ることができるようになります。

空間や媒体もコミュニケーションデザインの重要な変数です。総合博物館の自然史標本に囲まれた劇場型ステージから大小サイズの異なるセミナー室まで、空間が変わると人と人の距離感も変わることが実感できます。隣に座った人とわざと背を向け、LINE だけで議論してみると、同じ議論でも媒体が変わることで話し方やお互いの印象が変化するのが分かります。

皆さんは将来、異分野、異業種、異世代など、手法や価値観が異なる相手と議論し、協働する機会に幾度となく遭遇します。そのとき、「伝える」と「伝わる」の差異というコミュニケーションの本質を理解していれば、どんな組織も創造的な成果に導けるリーダーシップを発揮できます。コミュニケーションはデザインできるのです。

of how discussions evolve. For example, you will find it easy to present negative views, but the generation of an imbalance between positive and negative views will promptly cause the discussion to hit a dead end. However, such a dead end is sometimes overcome by emotional opinions, rather than objective ones. In an actual discussion, it is impossible for discussion members to know one another's approach, leading them to confirm the intentions of one another. If you take this seminar, however, you will become able to identify your own position to lead your group even more creatively.

Space and media also serve as important communication design variables. If you think about the theater-type stage surrounded by specimens of natural history in the Kyoto University Museum, and also seminar rooms in a wide variety of sizes, you will realize that you feel a different sense of distance with other people in a different space. Also, if you turn your back on the person sitting next to you and use only LINE (one of popular SNS in Japan) for discussion with that person, you will have a different tone or a different impression about the person as a result of using a different medium, even if the discussion theme is the same.

In the future, you will frequently need to engage in discussion and cooperation with a wide variety of people who have different approaches and values, such as those from different fields and industries, and different generations. If you realize the essence of communication, which lies in the understanding of the differences between “inform” and “communicate,” you will be able to demonstrate the leadership with which any organization can achieve successful creation. You can design communication.

健康・スポーツ科目群 健康科学 I

Health and Sports Group Health Science I

健康には大きく分けて「こころの健康 (mental health)」と「からだの健康 (physical health)」とがあります。健康・スポーツ科学分野の基礎科目では、前者を「健康心理学」、後者を「健康科学」として、互に関連した授業を行っています。

私は「健康科学 I」を担当していますが、授業を行うにあたって何よりも心がけていることが、「受講者全員が京大生である」ということです。

これにはいくつかの意味があります。

そのひとつは、京大生は、どのような分野に進路を選んでも、いずれは管理職やそれに類する役職に就く場合がたいへん多いということです。日本の管理職は（とりわけ責任感や自負心、協調心が強い人の場合）、こころやからだのストレスが大きく、また、運動不足になりがちで、食事もおろそかになりやすく、さらに、突然の予定変更や時間外の仕事などのため生活リズムをキープしにくいという傾向があります。授業では、将来的に管理職になる可能性を見据えつつ、自分に合ったストレス対策や運動・食事の方法、生活リズムなどについて、試行錯誤しながら模索・発見し、大学生である今から習慣化してゆくことの意味を、時間をかけて説明するようにしています。

もうひとつは、京大生には、「健康意識 (health consciousness)」が高い学生からそうでない学生までが広く分布しているということです。京大生はその全員が入学試験に合格していますので、英語や数学などの受験科目に関しては、一定以上の高い学力を持っていることとなります。しかし、入学試験で健康意識が評価されるわけではありませぬので、その結果、学生の健康意識には大きな差が存在することとなります。一般に、親御さ

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Specialized Field: Health science, endocrinology and metabolism, and exercise and medical science



Health can be categorized roughly into mental health and physical health. In the field of health and sports sciences, we provide the foundation courses of Health Psychology on the former theme and Health Science on the latter theme, while interrelating the two courses.

I'm in charge of Health Science I. What I always place more focus on than anything else when giving the course is the fact that all the attendants are students of Kyoto University.

This is significant for a couple of reasons.

One of them is that many students of Kyoto University will assume important positions, such as managers, in the future, no matter in which field they will work. Many managers in Japan (especially if they have a strong sense of responsibility, high self-esteem, and a highly cooperative attitude) suffer severe mental and physical stress. In addition, they tend to fail to do exercise sufficiently and to eat properly, and also tend to have difficulties keeping regular hours due to sudden changes in their schedules or extra work hours. In my course, I spend sufficient time explaining to students the significance of exploring and discovering in a trial-and-error manner the stress countermeasures, exercise and dietary styles, life rhythm, etc. that will best suit them, based on the expectation that they will become managers in the future, as well as establishing such healthy habits from now when they are still university students.

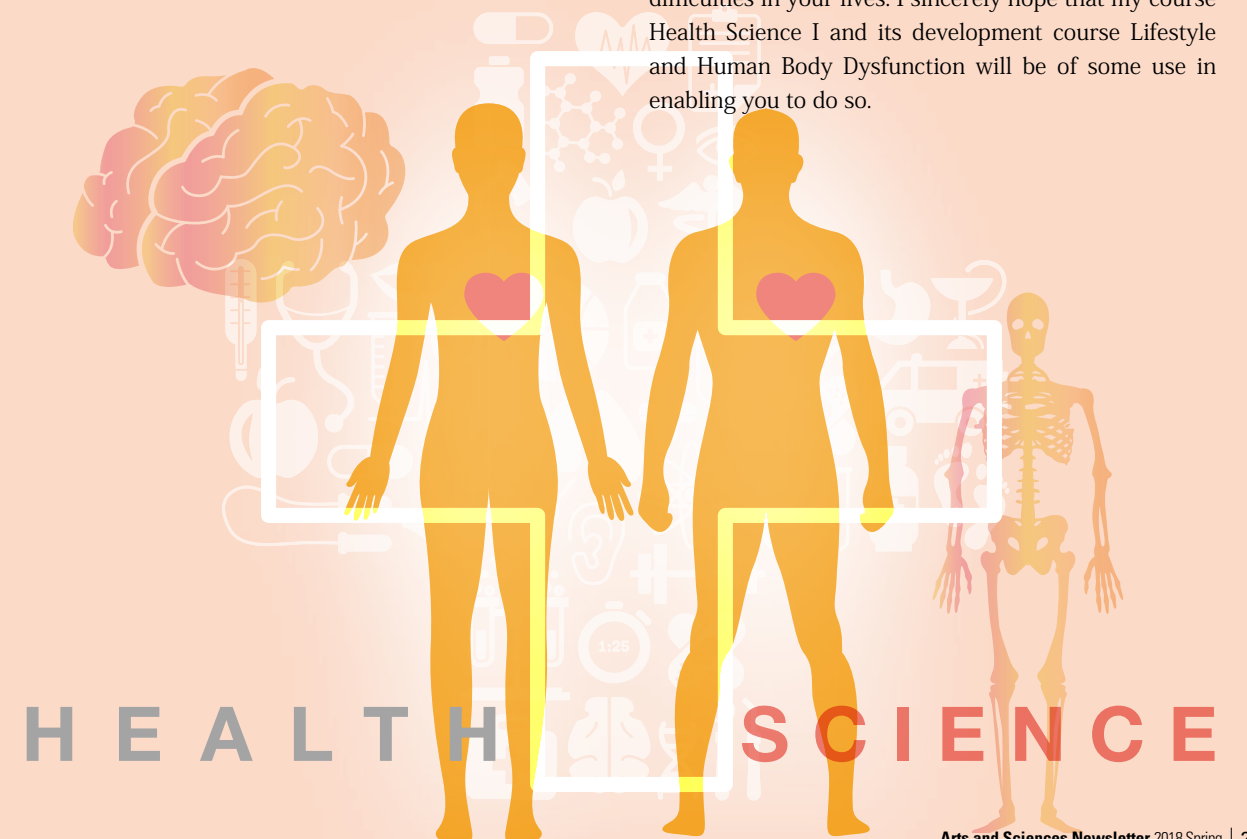
Another reason is that students of Kyoto University vary greatly in terms of health consciousness; some are highly aware of the significance of their health, and others are not. All the students of Kyoto University passed the university's entrance examinations, and it follows that all of them have high-level academic capabilities above a certain level in the examination subjects, such as English and Mathematics. In the entrance examinations, however, they were not

んのもとで生活し、高校や予備校に通って規則正しい生活をしている間は、健康意識の差はあまり目立ちません。しかし大学生となって下宿をし、自分自身で生活を管理するようになると、健康意識が低い場合は、それがむくむくと頭角を現してくるようになります。このような学生に、「健康や生活習慣のことを意識することって、けっこう意味のあることなんだな」という気持ちを持ってもらうことができれば、この授業の目的はほとんど達成されたこととなります（実際には容易ではありませんが）。また、すでに高い健康意識を持っている学生には、「若いうちから意識することって大事なんだ」と再確認してもらうことができれば、この授業の目的はやはり達成されたこととなります。

学生時代は勉学に、社会人になれば仕事に、思い切り打ち込んでほしいと思います。しかし、どんなに物事に打ち込んでいるときにも、「自分の健康を守る意識」をこころの片隅に常に持ち続けていることが、人生の荒波を乗り越えながら高いパフォーマンスを発揮してゆくための必須条件であるように思います。私の担当する「健康科学 I」や発展科目である「生活習慣と生体機能障害」がその一助となることを願ってやみません。

assessed for their health consciousness, resulting in the wide variances in such students' health consciousness. Generally, there are no remarkable variances regarding health consciousness while students live together with their parents, go to high school or preparatory school, and keep regular hours. However, once they are enrolled in university and begin to live alone, having to manage their lives on their own, if their health consciousness is low, the variances begin to be remarkable. If I can successfully have such students feel that it is important to be aware of their own health and lifestyles, this means that the purpose of my course will be almost fulfilled (though actually this is not so easy). Furthermore, if I can successfully help students who are already highly conscious of their health to reconfirm that it is important to be aware of health even from when they are young, this again means that the purpose of my course will be almost fulfilled.

I would like you to be fully dedicated to studying during your school days, and to your work after starting your career as working professionals. No matter how deeply dedicated you are to what you are doing, however, you need to be always aware of protecting your health somewhere in your mind, and I believe that this is an indispensable condition for continuing to demonstrate high-level performance while overcoming difficulties in your lives. I sincerely hope that my course Health Science I and its development course Lifestyle and Human Body Dysfunction will be of some use in enabling you to do so.



吉田南構内施設・設備等紹介

GUIDE TO FACILITIES IN YOSHIDA-SOUTH CAMPUS

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、授業以外にも様々な設備や環境が整備されています。

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.

01 プロムナード Promenade

(※歩行者専用ゾーン *pedestrian-only zone)

地図 01

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、季節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 自由の鐘 Liberty Bell

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

地図 02

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、平成16年に甦りました。

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 in 2004.



03 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.)

地図 03

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。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。

This self-study room has been established to help your learning. Why not use the room during breaks between classes or during lunch?

- 利用者：本学学生・大学院生・教職員
- 席数：119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

- Users: Kyoto University undergraduate and graduate students, and faculty and staff
- Capacity: 119 seats
- Open period: Period during which classes are held (excluding Saturdays, Sundays, and national holidays)
- Open hours: 10:00 - 19:00

04 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.)

地図 04

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、歓談や休憩等自由に利用されます。

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 any purpose you like.



05 国際高等教育院棟 Institute for Liberal Arts and Sciences Building

地図 05

国際高等教育院の発足により、平成28年3月に新設された建物です。全学共通科目学生窓口やレポートBOXがこの建物の1階にあります。また、2階、3階には講義室や演習室、2階には語学の自学自習に利用できるスピーキングコーナーも新設しています。

This building was newly constructed in March 2016 with the establishment of the Institute for Liberal Arts and Sciences. The Liberal Arts and General Education Courses Student Desk and report box are on the 1st floor of this building. A room called "Speaking Corner," intended for use as a study room, is installed on the 2nd floor, and seminar rooms are on each of the 2nd and 3rd floors.

06 環on[わおん]一話せる図書館 Wa-on: 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.)

地図 06

吉田南総合図書館の西側（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・グループでの学習や研究会に利用できます。無線LAN、電源コンセントが利用でき、PCを持ち込んでの学習やディスカッションにも適しています。また、ノートPCの貸出も行っています。

On the west side of Yoshida-South Library (1st floor of the Graduate School of Human and Environmental Studies Bldg.), there is a library where you can talk with one another. In this facility, called Wa-on, you can study alone or in groups, or hold research meetings. Since wireless internet access and electrical outlets are available here, the library is an appropriate place for you to study or engage in discussions using your PCs or mobile devices. Moreover, laptop rental is available free of charge.

- 利用者：本学に所属する方なら誰でも利用可。
- 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

ビデオシラバスについて Video Syllabuses

全学共通科目では、E科目（英語関連科目）のE2科目（英語を使用言語として実施される科目）、E3科目（英語スキルの向上を目的とする科目）及び統合科学の一部で、従来のシラバスに加えてビデオシラバスを視聴できるようになりました。ビデオシラバスでは、実際に授業を担当する教員が科目の概要を説明していますので、履修登録の際の参考にしてください。KULASISのシラバス（授業内容）ページから視聴可能です。

In addition to conventional syllabuses, video syllabuses are available for part of E2 courses (courses taught in the medium of English) and E3 courses (courses for improving English skills) among the E courses (English-related courses), and some interdisciplinary sciences. In each video syllabus, the instructor who actually gives classes outlines the courses. Refer to video syllabuses when you select courses to be registered for. The video syllabuses are posted on the syllabus (class description) page of the KULASIS website.



出席登録システム Attendance Record System

全学共通科目では、出欠登録のために一部の授業において出席登録システムを導入しています。

教室の出入り口付近に設置されている端末（写真参照）に学生証をかざすことで出席登録ができます。

詳細は、KULASISホームページに掲載のマニュアルを確認してください。

An attendance record system has been introduced for some of the Liberal Arts and General Education Courses. You can register your class attendance by holding your student ID card over the system terminal installed near a doorway of each classroom (see photograph). For details, refer to the manual published on the KULASIS website.



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

吉田南構内の一部エリアでは、学内無線LANが利用できます。

詳しくは吉田南構内マップ（p.29）をご覧ください。

On-campus wireless LAN access points are available at the Yoshida-South Campus. For details, see the Yoshida-South Campus Map (page30).



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。

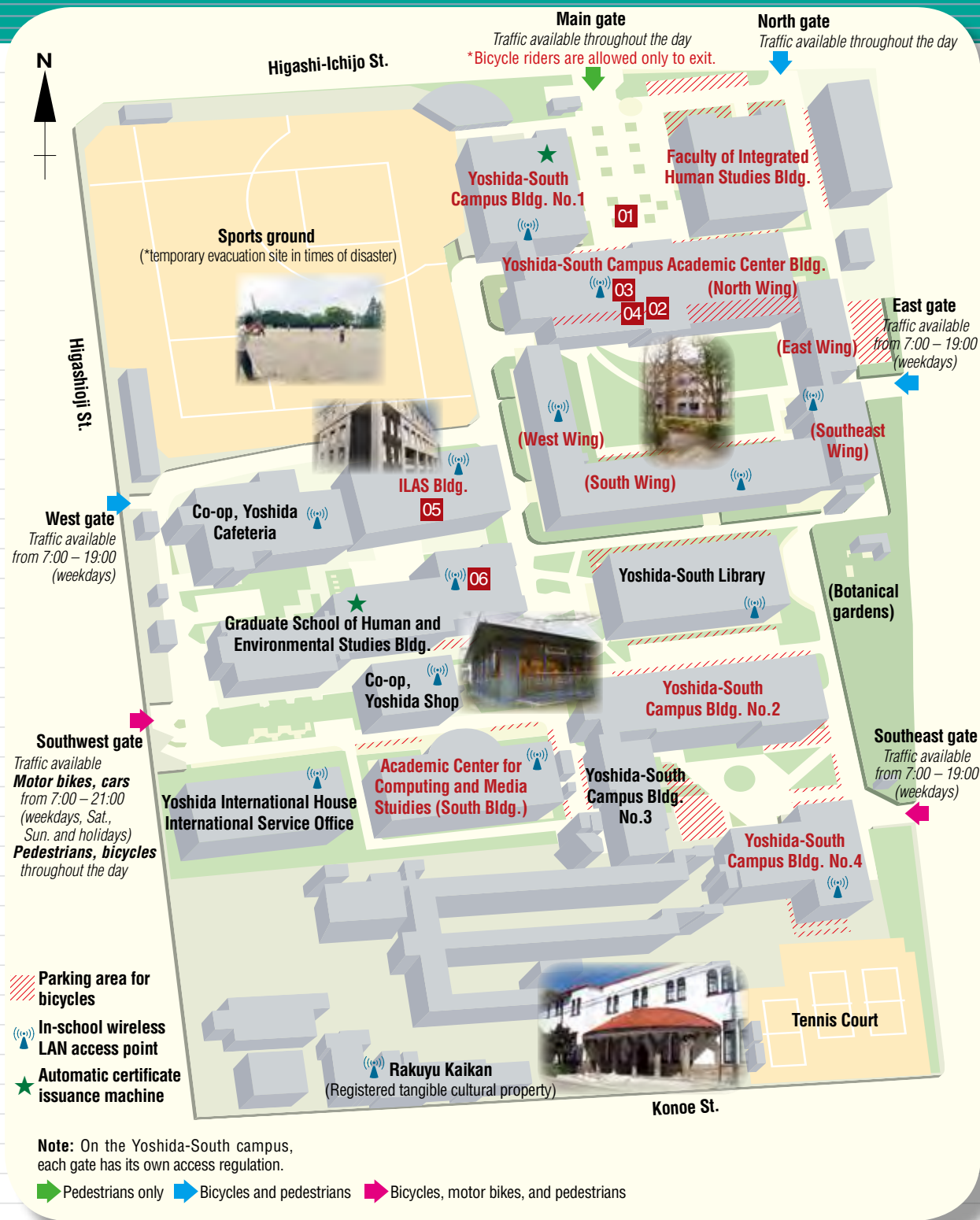
Many Kyoto University students commute by bicycle.

- 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!



YOSHIDA-SOUTH CAMPUS MAP

Making Your Study Further Fulfilling and Supporting Your Recreational Moments



編集後記

バーチャル〇〇

京都の市街を歩いていると、必ずといっていいほど外国人観光客とすれ違います。その数はここ5、6年で随分増えた気がします。ただ、道を聞かれることは少なくなりました。誰かに尋ねなくても、スマートフォンで簡単に地図を調べることができるからでしょう。ストリートビューを使えば、建物の外観だけでなく中の様子まで確認できてしまいます。私自身、旅行前に目的地までの経路を予習するのですが、面白くなって、つい関係のない場所まで見て回ったりします。

これからは、このような「バーチャルな旅行」が主流になっていくのでしょうか。近い将来、という意味では難しそうです。ひとつは情報の量の問題。視覚情報だけでなく、音や匂い、触覚、味覚など、五感すべてを再現するには、まだまだ時間がかかります。もうひとつは情報の質の問題。写真や動画は、あくまで他人が切り取った情報です。写真の場所に行ってみたら想像していたのと全く違った、なんていう経験が誰にでもあるはずですが。

国際高等教育院では、この教養・共通教育通信で紹介した以外にも様々な科目を開講しています。時間割の制約上、皆さんが履修できるのはその一部だけですが、履修科目は自分でよく考えて決めましょう。友達と同じものを見、同じものを聞くだけでは面白くありません。ましてや、ノートだけ見せてもらう「バーチャルな受講」なんて…。

国際高等教育院

准教授 田中 俊二

Virtual xxx

Shunji Tanaka

Associate Professor,
Institute for Liberal Arts and Sciences

I almost never walk around Kyoto without seeing foreign tourists. I feel that the number of such visitors has increased considerably over the past five or six years. Today, however, fewer tourists ask me their ways on the streets, and this is probably because they can search maps easily on their own with their smartphones, instead of asking someone for directions. In addition, if they use Google's Street View, they can check not only the exterior appearance of buildings, but also even the inside of some structures. Actually, I use this service to check the route to my destination before I travel, and it is so fun that I often look around other areas unconnected to my trip.

This type of "virtual traveling" might become the norm from now on, although not likely in the near future. One reason for this is due to the quantity of information. It will still take a lot of time before all of our five senses are reproduced, where not only visual information, but also sound, smell, touch, and taste all become possible. Another reason concerns the quality of information. Photographs and videos simply represent, after all, information selected by someone else. I'm sure that everyone has had the experience of going to a place that appears in a photo, only to find that the reality is quite different from what he/she expected.

At the Institute for Liberal Arts and Sciences, we offer a wide variety of courses, including those introduced in the Arts and Sciences Newsletter. Since you cannot register for all the courses due to time constraints, you need to carefully consider the courses you want to register for. It won't be much fun watching or listening simply as your friends do, much less asking your friends to show you their notebooks so you can take a "virtual class"...

Editor's note



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