

# 教養・共通教育通信

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村中孝史  
国際高等教育院教育院長

京都大学は、1897年の創立以来、学術の発展に多大な貢献をするとともに、各界に数多くの有為の人材を輩出してきました。多くの先輩が、日本で、そして世界で活躍されています。学生の皆さんには、その後を追いかけて、学問研究をさらに発展させ、あるいは、社会の様々な分野で重要な役割を担って活躍することが期待されています。皆さんがその期待に応え、又、ご自身の夢を実現するため、国際高等教育院では、教養・共通教育を通じて、学問の世界への船出を強力にサポートしたいと考えています。

国際高等教育院では、多様な分野に亘る教養科目、数学や物理といった基礎科目、英語や初修外国語といった外国語科目を中心に科目を編成しています。皆さんは、学部を選択して入学したからには、専門分野の勉強を早く始めたいと考えているかもしれません。しかし、学問研究を深めるためには、しっかりとした基礎が確立されている必要があります。また、高校までの受け身の勉強とは異なり、大学では自分自身で学ぶことを決めなければなりません。皆さんは、本格的な専門教育に移行する前に、こうした知的営為の転換を果

Takashi Muranaka  
Director,  
Institute for Liberal Arts and Sciences

Since its establishment in 1897, Kyoto University has contributed considerably to academic development, producing many invaluable human resources in a wide variety of fields. Many graduates from Kyoto University are now very active not only in Japan but also around the world. As students of this university, you are expected to follow previous graduates and further develop academic research, or play important roles in various fields in society. To help you fulfill these expectations and realize your dreams, the Institute for Liberal Arts and Sciences hopes to provide strong support through liberal arts and general education, enabling you to set your sails to the world of academia.

At the Institute for Liberal Arts and Sciences, we provide mainly a wide range of liberal arts subjects, introductory subjects such as mathematics and physics, and foreign language subjects such as English and Foreign Languages for Beginners. Although you might feel that now that you have enrolled at Kyoto University after selecting a faculty, you would like to begin studying in your field as soon as possible. To deepen academic research, however, a solid foundation is necessary. In addition, unlike in high school, where you were given specific instructions of what to study, in university you get to decide on your own what to study. Before fully launching your specialized education, you need to make this transition in academic activities. Moreover, it is also important to

たす必要があります。さらに、自分の選んだ専門分野以外の学問に触れ、多様な問題関心や学問的方法論を理解することも重要です。一見、関係がないように見えても、これらは専門分野の勉強に奥行きと幅をもたせるとともに、皆さんの将来に多くの実りをもたらしてくれることと思います。国際高等教育院の科目は、以上のような考慮に基づいて体系化されています。皆さんが、その趣旨を十分に理解して、積極的に授業に参加されることを期待しています。

国際高等教育院では、英語を使用言語とする授業を多数開講しています。国際化の進展は急速であり、自然科学、人文・社会科学を問わず、学問研究は国際的に展開されていますし、又、学問研究を進めるにあたって国際的視点はますます重要となっています。環境問題、食糧問題、人口問題をはじめ、社会の様々な問題の解決は、もはや一国における取組だけでないうるものではありません。皆さんが、このように国際化した社会において学問研究に従事し、あるいは、社会の様々な分野で活躍するためには、しっかりとした国際的視点とともに、十分なコミュニケーション力を身につけることが必要です。英語で提供される科目のほとんどは、外国人の教員によって担当されており、英語によるコミュニケーション力の向上だけでなく、異なる環境で培われた価値観や思考方法の理解にも資することと思います。これらの科目の履修を通じ、皆さんが国際的な感覚を身につけられるよう、期待しています。

study academic subjects other than the special field you have selected, learn about diverse problems, develop broad interests, and understand academic methodology. Although these things may now seem irrelevant, we believe they will provide you the depth and width for studying in your special field, making your future even more fruitful. Based on this idea, we have systematized the subjects provided at the Institute for Liberal Arts and Sciences. We hope that you will fully understand this purpose and participate in classes actively.

At the Institute for Liberal Arts and Sciences, we provide many classes taught in English. The speed of globalization is extremely fast, and academic research, whether in the natural sciences or the humanities and social sciences, develops on a global basis. In addition, global perspectives are becoming more and more important to academic research as well. It is no longer possible for one country to solve its various social problems alone, such as environmental problems, food problems, and population problems, without cooperating with other countries. If you want to do academic research in this global society, or demonstrate your capabilities in a wide variety of fields in society, you need to sufficiently attain an appropriate global perspective as well as communication skills. Most of the subjects taught in English are provided by foreign instructors. We believe that this will help you not only improve your English communication skills, but also help you understand values and modes of thinking fostered in different environments. We hope that by studying these subjects, you will attain a global mindset.

As mentioned above, unlike in high school, in university you need to decide yourself what to study.

前述しましたように、大学では、高校までとは異なり、自分で何を学ぶかを決めることになります。このことは、皆さんが大きな自由をもっていることを意味しますが、同時に、自分で決めなければ何も始まらないことも意味します。皆さんは、自身の責任で勉強することになるのであり、自らの学生生活が有意義なものとなるか否かは、自分次第です。しかし、そうだとすると、学問の発展は急速で、専門化の進展にも著しいものがあるため、自ら学ぶべきことを決めることは、次第に難しくなっています。そのため、国際高等教育院では、皆さんが道に迷うことのないよう、当該分野の基本的な問題意識や考え方が理解できるような科目を充実させるように努力しています。

皆さんが、卒業後の進路をすでに決めているのであれば、学ぶべきことは比較的容易に決まるかもしれません。しかし、たとえそうであっても、又、まだ決めていない場合であればなおさら、しばらくは貪欲に様々な学問に挑戦してほしいと思います。たしかに、そのような勉強は、将来の学問研究や職業に直接役立つことはないかもしれませんが、しかし、人間のこと、社会のこと、自然の摂理など、じっくりと考え、悩むことができるのは、学生時代だけだと思います。その時に何をどれだけ考えたかが、将来の自分を作り上げることだと思います。皆さんが大学で学ぶ時間は、大変貴重な時間です。その時間を無駄にせず、有意義に使ってもらいたいと思います。貪欲に、情熱をもって、授業を担当する教員に向かってきて欲しいと考えています。

## 巻頭言

### Foreword

This means that you have great freedom, but at the same time it also means that nothing will start unless you decide yourself. Since you will be responsible for your own studies, it is completely up to you whether your campus life becomes significant or not. Even so, however, academic development is very fast and the progress of specialization is also rapid, making it gradually difficult for you to decide yourself what to study. In this regard, at the Institute for Liberal Arts and Sciences, we aim to guide you by providing a rich array of subjects that will help you understand basic problem awareness and ways of thinking in the relevant fields.

If you have already decided what you will do after graduation, it might be relatively easy to decide what to study to get there. Even so, and needless to say, if you have not decided yet, we hope that you will try to study a wide variety of fields with enthusiasm for a while. Certainly, this might not seem directly useful for your future academic research or occupational careers. However, we feel that it is only during school days when you can consider and care deeply about human beings, society, the environment, and other topics. How long and what you consider in your school days will determine your future. The time you have for study at university is very precious. We hope that you will not waste this time, but make a significant use of it. We would like you to approach the instructors in your classes with eagerness and passion.

# 学びの プレブック

国際高等教育院副教育院長  
喜多 一  
Vice Director of Institute for  
Liberal Arts and Sciences  
Hajime Kita

大学での  
学習の  
ポイント

新入生のみなさん、大学での学習は高等学校までとは規則や考え方が変わります。違いを理解したうえで学びの戦略・戦術を考えましょう。これはそのためのヒント集です。

## 大学の授業のキホン

- ① **単位を取得する。** 大学の授業は全学共通科目と各学部の専門科目で構成されます。個々の科目に合格すると「単位」が与えられます。卒業には学部や学科ごとに定められた必要な単位の要件を満たすことが求められます。
- ② **自学自習が基本です。** 大学の「授業時間」は高校に

比べてむしろ少ないかもしれません。これには理由があります。大学設置基準という法令では、大学での学習では授業時間と同程度以上の時間をかけて予習・復習をすることが求められています。授業ではこれを前提に予習したことの討議を行ったり課題が出されたりします。自学自習で学ぶことが大学の授業の基本なのです。

- ③ **攻めの学びに転じよ。** 大学の授業時間は90分と長く、予習せずに講義を聞くことは防戦一方で戦っているようなものです。予習をして難しいポイントなどを押さえて積極的に先生に質問する攻めの姿勢で学びましょう。学生との討議は先生方も望むところです。

**Did you know that regulations and approaches of how to study are different between university and high school? As freshmen, you need to understand such differences first, and then make strategies and tactics for studying at university. This is a collection of hints of how to do that.**

## Basics for Studying at University

- ① **Earn Credits:** The subjects that you can study at Kyoto University are divided into those of the Liberal Arts and General Education Courses and specialized subjects in each faculty. If you complete a subject, you earn credits for that subject. Since each faculty and department has its own credit requirements for graduation, you need to satisfy such requirements.
- ② **Bear in Mind that All Depends on Studying on Your Own Initiative:** It can be said that the number of class hours in university is smaller than in 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 class preparation and review be equivalent to or longer than

the time used for those classes. In this regard, students need to engage in discussions in classes based on their class preparations and complete assignments to review the classes. **The basis of every class lies in studying on your own initiative.**

- ③ **Take the Offensive in Studying:** At Kyoto University, each class runs for 90 minutes. If you attend such a long class without doing any preparation, you are basically studying as if fighting only on defense. You need to do sufficient preparation and identify difficult points before attending classes, and then take the offensive in class by asking instructors many questions. Instructors look forward to discussing many topics with you.

- ④ **Avoid Negative Spirals:** If a class has a credit system, you can earn credits for that class by the time you graduate. However, if you pass up credits of many classes early on and then try to earn them later, your burden will become heavier and heavier, ultimately leading to you delaying your graduation. To avoid this negative spiral, you need to earn the necessary credits steadily.

- ⑤ **Remember that Nobody Wakes You Up in the Morning:** If you have started living alone, remember that nobody wakes you up in the morning. Although talking with friends until late at night is one of the fun things about school life, sleeping until late in the morning is a gateway to a negative spiral.

④ **避けたい負のスパイラル。** 単位制の授業では卒業までに単位を取得すればいいのですが、早々に多くの科目を諦めて先送りすると、徐々に苦しくなり、留年につながります。こういう負のスパイラルに落ち込まないように着実な学修が求められます。

⑤ **朝になっても誰も起してくれない。** 一人暮らしを始めた方は、朝、誰も起してくれません。夜遅くまで友人と語り合うことは学生生活の楽しみの一つですが、朝寝坊は負のスパイラルの入り口です。

### 学びの腕を磨く

⑥ **高校でさせられていたことを振り返る。** 高等学校では問題集でドリル的に練習したり、暗記のための工夫をしたりという指導を受けてきたかと思います。大学の授業ではこのような指示はされません。ドリル学習が不要という訳ではなく、自分の判断で取り組むべきことと考えられているのです。高校までどのように「学ばされてきたか」を振り返り、自分で自分を指導できるようになってください。

⑦ **レポートに求められていること。** 大学の授業ではレポートで成績評価を行う科目が少なくありません。レポートでは与えられた課題について調査し、その結果を

踏まえた考察を論理的に展開することが求められます。レポートは感想文ではありません。資料調査でもGoogleとWikipediaだけに頼るのではなく、大学図書館やデータベースなどを活用した調査が求められます。レポート作成や図書館利用については種々の情報源や学習機会を活用してスキルを磨きましょう。

⑧ **安易なコピペはレッドカード。** レポートを書く際にWeb上の資料から適当なものを選んでコピー＆ペーストでレポートを作る、高校までそういった形でレポート作成をしてきた方も少なくないようです。しかし他人の作品の一部やアイデア・意見をあたかも自分もののようにして使うことは「剽窃」と言って、決して許されるものではありません。レポートでの剽窃は試験でのカンニングと同様、不正行為として扱われ厳しい処分が行われます。なお他人の著作物の一部をレポートで引用することが必要になることは多いですが、これには出典の明示や引用箇所を分けるようにすること、などいくつかルールがあります。不適切な引用は著作権法にも違反します。安易なコピペはレッドカードです。

### 英語での学びへの挑戦

⑨ **日本語でも正しく話しているわけではない。** 全学共

通科目では英語による科目を多く提供していますのでぜひ挑戦してください。授業では英語を話すことが求められますが、正しい英語を話そうとして話せなくなってしまう方が少なくありません。私たちは日本語でも常に正確に話している訳ではありません。英語もそれでいい、リラックスしましょう。

⑩ **受講に必要な能力は？** 英語の授業ではリスニングやスピーキングの能力、量の多い英文を読む能力などが求められますが、これだけではなく、授業に積極的に参加する態度も求められます。予習に重点をおけば、授業に参加しやすくなります。また、⑦で述べたしっかりしたレポートを書くことも求められます。最初は日本語で書いてから英訳するなど工夫して、内容の質を落とさないことが重要です。

⑪ **留学生は敵か味方か。** 英語での授業には留学生も多く出席します。彼らは英会話も得意ですし、授業態度も積極的です。置いて行かれた感じがするかもしれません。でも授業に関連する知識は皆さん方のほうが良く知っていることも多いです、日本ですから手に入る情報量も皆さんの方が圧倒的に多いのです。留学生と助け合って楽しく学びましょう。

### 知識は誰かが創ったもの

⑫ **知識の創られ方まで学ぶ。** 高校までは教えられている知識は正しいものとして学んできたのではないのでしょうか。でも知識は誰かが創り出したものです。大学は学術研究で知識を創出する役割も担っています。大学の授業では学術研究によって知識がどのように創り出されるのかということも学びます。

⑬ **正解はないのかもしれない。** ⑫とも関連しますが、高校までの学びと異なり、大学では正解がないかもしれない問題についても学びます。問題によってはいろいろな答えが有りえるのだと思って学びましょう。

### 何のために学んでいるのか

⑭ **学びの目的を見いだす。** 高校までは何のために学んでいるのかを問うことも少なかったと思います。学問そのものへの興味や、社会に貢献するための知識獲得など学ぶ目的は人それぞれでしょうし、まだ明確な答えを持ち合わせていない方も多いと思います。でも何のために学ぶのかという問いを持ちながら大学での学びをスタートさせてください。



### Improve Your Study Skills

⑥ **Review What You Were Instructed to Do in High School:** Many of you were probably instructed in high school to try workbooks many times and discover ingenious ways of effective memory work. Such instructions are not provided in university. This does not mean that studying something repeatedly is unnecessary, but that you need to study at your own pace. By reviewing what you were instructed to study in high school, you need to become able to instruct yourself.

⑦ **What to Include in Term Papers?** With many subjects at university, your performance will be evaluated based on your term papers. When writing a term paper, you need to conduct research on a given theme and logically develop your own discussion based on the results of your research. **Papers are not simply descriptions of your impressions.** In addition, when researching themes, **you cannot solely depend on Google or Wikipedia, but need to use university libraries and databases.** By making full use of a wide variety of information sources and study opportunities, you learn to improve your skills for writing papers and using libraries.

⑧ **“Red Card” for Irresponsible Copying & Pasting:** When writing papers in high school, many of you might have found appropriate

materials on the Internet and simply copied and pasted them. However, **using other people’s works, ideas, and opinions as your own, regardless of whether in whole or in part, is plagiarism, which is never acceptable. As well as cheating on tests, this act is treated as an unfair practice, and if you do this, you will be punished severely.** Meanwhile, when writing papers, it is often necessary to partially quote other people’s writings. This is common practice. However, there are several accepted rules for quoting such materials, such as clearly indicating sources and quoted parts. Inappropriately quoting material violates the Copyright Law. If you copy and paste in an irresponsible way, you will receive a “red card.”

### Why Don't You Study in English?

⑨ **You Don't Always Speak Japanese Perfectly:** In the Liberal Arts and General Education Courses, many subjects are taught in English, so please take these opportunities and speak English in classes for these subjects. When it comes to speaking English, many students try to speak perfectly, which prevents them from speaking any English. When speaking Japanese, you probably don't always speak perfectly. Likewise, you don't have to speak English perfectly, either. Let's relax and enjoy studying!

⑩ **What Capabilities Are Needed to Take Such Classes?:** To take classes taught in English, you need to have a certain level of listening and speaking skills, plus the capability to read a lot in English. In addition, having a **positive attitude toward class participation** is also necessary. If you work hard to prepare for classes, you'll find it easier to participate in classes. Also, as explained in item ⑦, you need to learn how to **write well-organized papers.** It is important to ensure paper quality by implementing ingenuity, for example, writing drafts in Japanese and then translating them into English.

⑪ **Are International Students Enemies or Friends?:** Many international students attend classes taught in English. Many are good at speaking English and participate in classes in a positive manner. In this situation, you might feel that you're being left behind. However, there will be many cases where you know more on certain class topics than the international students. In addition, since you are in Japan, you likely can obtain much more information than they can. Let's have fun studying in cooperation with them.

### All Knowledge Has Been Created by Someone

⑫ **Study How Knowledge Has Been Created:** Until graduating

from high school, most of you probably studied based on the notion that the knowledge that you were taught is right. However, knowledge has been created by someone. One of the roles of university is to generate knowledge through academic research. In classes provided at university, you will also study how knowledge is created through academic research.

⑬ **There Might Be No Correct Answers:** This article is related to item ⑫ above. Unlike in high school, in university you will study issues that may have no correct answers. When studying, you need to keep in mind that there could be a wide variety of answers, depending on the issues and perspectives.

### Why Are You Studying?

⑭ **Find the Purpose of Your Studies:** Before graduating from high school, a few of you might have asked yourselves why you were studying. The purposes of study vary among students. While some may have purely academic interests, others may want to acquire knowledge to contribute to society. Moreover, not all students are yet able to answer this question clearly. When beginning to study at university, however, please continually ask yourselves why you are studying.

# 大学生活でのリスクについて



杉万俊夫

理事・副学長  
(学生・図書館担当)

新入生のみなさん、入学おめでとうございます。大学に入学されると生活や活動範囲が広がり、それに伴いさまざまな困難にも直面します。「被害者」にも「加害者」にもなり得ますし、「被害が生じるのを傍観する」ことも許されるものではありません。なぜ、どのようなリスクがあるのか、どう対処すればいいのかを理解して素晴らしい学生生活を送っていただければと思います。

## 大学生になって変わること

大学生になって皆さん方自身が成長しますし、生活も大きく変化します。このことが高校までの生活に比べリスクを格段に高めることになります。

- **活動範囲が格段に広がります。** クラブ・サークル活動での学生だけで遠征、コンパや夜間の活動など。活動範囲が広がればそれだけさまざまなリスクも増えます。
- **一人暮らしを始める人が多い。** これまでは親に任せていたり、親が気づいてくれたりすることを一人で対処しないといけなくなります。さまざまなストレスを抱え込んだ状態で一人暮らしを続けなければならないこともあります。
- **実社会に直接関わる。** アルバイトなどで直接、実社会で業務に従事することが多くなります。アルバイトとはいえ被雇用者としての義務や責任が課せられます。
- **大人としての責任が求められます。** 法律上、20歳になれば、成人となり大人として扱われることとなりますが、実質的には入学時から大人としての責任が社会から求められます。

## リスクに対する基本的な考え方

当たり前のことのようにですが、以下の3点を基本的な考え方として持ってください。

- **規範遵守**  
法律などのルールやマナーを守ることです。
- **自己責任**  
自身が行ったことには責任を持ってください。自分の身は自分で守ってください。
- **他人の尊重**  
さまざまな問題は、相手があるのに自分のことだけを考え、身勝手な行動をとることによって生じます。他人を尊重し、他人の立場に立って考え、行動することが求められます。

## 本学でもさまざまな事案が生じています

これまで、本学の学生もさまざまな不祥事を起こしています。強制わいせつや痴漢などの性犯罪、暴行や傷害、禁止薬物の所持、業務上横領、住居侵入、万引き、自転車盗、不正乗車などの犯罪行為に手を染めたり、交通事故の加害者となった場合もあります。

罪を犯すと法により罰せられるだけでなく、社会的な制裁などさまざまな形で制裁を受けます。このような制裁に加えて、本学としても、学生として相応しくない行為に対しては、大学として規則に基づき処分を行わざるを得ないことがあります。不祥事については、実際に起きるかもしれない自分のこととして考えてください。

また、加害者になることは許されるものではありませんが、被害者となるリスクもあることを意識し、自身や友人の行動について危険を察知し、犯罪の被害に遭わないようにしてください。

## リスクについて知る

さまざまなリスクについて知ること、そのリスクを避けることに努めてください。リスクについて知ることとは次のようなことです。

- リスクを未然に防ぐ行動がとれる
- 問題状況が生じたときの適切な対処が行える

## どのようなリスクがあるのか

先に述べた犯罪行為のほか、

- 心身の失調
- 自転車による事故（加害者にも被害者にもなり得ます）や迷惑行為
- アルコールや薬物の中毒
- パソコンや情報ネットワークの利用に伴うリスク
- ハラスメントやDVなどによる人権侵害
- 地震や風水害などの自然災害による被災などです。

## リスクを回避するには

これらのリスクに直面した場合は、できるだけ早く周囲に相談してください。内容によって、大学においては、各教務掛や学生総合支援センターなどの窓口、または関係する行政機関、あるいは警察などに相談することができます。

## リスクについての学習機会

年度初めの新入生向けガイダンスでの指導のほか、以下の事項について e-Learning 方式で学んでいただきます。

- メンタルヘルスについて
  - 自転車の適切な利用について
  - 危険ドラッグについて・アルコールについて
  - 情報倫理・セキュリティについて
- (e-Learning サイトの URL は、<https://cls.iimc.kyoto-u.ac.jp> です)

# Risks in Campus Life

Toshio Sugiman

Executive Vice-President  
for Student Affairs and Library Services

Congratulations on your enrollment at Kyoto University! Now that you have become a university student, the sphere of your life and other activities will expand, which will inevitably entail a wider variety of difficulties. There is the possibility that you will become both a “victim” and an “offender.” Also, you are not allowed to simply act as a “spectator” to let problems occur. To fully enjoy your campus life, you need to understand what risks there are and why they exist, and how to deal with such risks.

## What Will Change after You Become a University Student?

After you become a university student, you will grow up even further, and your lifestyle will change greatly. The various risks you face will increase remarkably compared to your high school days.

- **The sphere of your activities will expand remarkably.** Many students travel on their own as part of their club activities, and join in parties and other night events. If the sphere of your activities expands, it follows that the risks will also increase.
- **Many students begin to live alone.** If you begin to live alone, this means that you will need to handle all the problems on your own that your parents previously noticed and took care of. You may need to continue living alone while having to cope with a great deal of mental stress.
- **You will directly experience the real world.** You will have many opportunities to work in the real world, such as doing part-time work. Even as a part-time worker, you will need to fulfill the duties and responsibilities of an employee.
- **You must assume the responsibilities of an adult.** Legally, you will be treated as an adult after reaching 20 years of age. In a practical sense, however, with your enrollment at university, society now requires you to assume the same responsibilities as an adult.

## Fundamental Ideas to Reduce Risks

This may sound obvious, but please always keep in mind the following three fundamental ideas:

- **Observe Regulations**  
You need to comply with all laws and regulations, as well as display good manners.
- **Self-Responsibility**  
You need to assume responsibility for what you have done. You also need to protect yourself.
- **Respect Others**  
If you consider only yourself and act selfishly with little attention to others, a wide variety of problems will occur. You need to respect others, look at things from their perspective, and take action appropriately.

## Various Scandals Caused by Students of Kyoto University

Various scandals have been caused by students at Kyoto University in the past. While some have committed crimes, including sex crimes such as

sexual assault and molestation, use of violence, infliction of bodily injuries, possession of prohibited drugs, embezzlement, trespassing, shoplifting, bicycle theft, and fare jumping, others have caused traffic accidents.

If you commit a crime, not only will you be punished legally, but you will also receive social sanctions and other penalties. Moreover, in some cases, Kyoto University will have no choice but to deal severely with those who have acted inappropriately as students, based on the university's regulations. You need to regard such scandals as something that could happen to you, rather than just considering it as someone else's business.

You must not become an offender, but at the same time, you need to remain aware of the risks of becoming a victim. By detecting the risks in the activities carried out by you or your friends, you need to avoid becoming involved in crimes.

## Learn about Risks

Try to avoid risks by learning about them. To learn about risks means doing the following:

- Taking action to obviate risks
- Responding to problematic situations appropriately

## Types of Risks

In addition to the above criminal acts, there are the following risks:

- Physical and mental deterioration
- Bicycle accidents (in which you can become both an offender and a victim) and behavior causing nuisance to others
- Addiction to alcohol and drugs
- Risks in the use of PCs and information networks
- Violation of human rights through harassments and domestic violence
- Natural disasters such as earthquakes, and storm and flood damage

## How to Avoid Risks

If you face these types of risks, you need to consult with someone around you as soon as possible. In some cases, you can consult your faculty's educational affairs section and the General Student Support Center at Kyoto University, related administrative organizations, or the police.

## Opportunities to Learn about Risks

You can learn about risks at the guidance session held for freshmen at the beginning of each academic year, and also through the university's e-Learning system.

- Mental health
  - Appropriate use of bicycles
  - Dangerous drugs and alcohol
  - Information ethics and security
- (e-Learning website URL: <https://cls.iimc.kyoto-u.ac.jp>)

# 役にしか立たない英語は 京大では役に立たないか？

## Learning English Is English for Occupational Purposes Not Useful at Kyoto University?

平成元年に本学の教養部(教養・教育を所掌していた部局で、現在の総合人間学部の前身)に着任して以来、四半世紀以上の歳月が流れました。その間本学の英語教育もだいぶ様変わりしました。当時の教養部の英語教員の間には「役にしか立たない英語は京大では役に立たない!」という風潮があり、英語教育もコミュニケーション能力を高めるような実用的な英語教材よりも、教養を高めるための中身の濃い教材がもてはやされました。

当時の英語担当の専任教員はほぼ例外なく英米文学の専門家であったこともあり、英詩・シェイクスピアの戯曲・英米の小説やエッセイ等の教材が好んで用いられ、文字通り味読されました。他方、英語を学ぶ上で読む・書く・聞く・話すという4技能の獲得が求められますが、そのうち聞く・話すための技能教育はおろそかにされていたことは否めません。

平成18年度に、旧態依然とした英語教育のあり方に対する反省から、本学の新たな英語教育の理念として「学術研究に資する英語教育(EAP)」というものを立ち上げて、カリキュラムの改革を行い、研究型の大学である本学にふさわしい学術教養の涵養と、学術言語技能の習得を二本柱としました。その後、グローバル

人材の育成という大波が打ち寄せてくる真ただ中にあって、大学全体としても現行の英語教育の流れに対して無関心ではいられず、学術言語技能の習得にも従来以上に本腰を入れて、「役に立つ英語は京大でも役に立つ!」という方向に軌道修正しました。

だが、我々英語教員が目指すものは、決して教養部時代からのコペルニクス的転回などではなく、強固な二本柱でしっかりと支えられたEAPという理念です。今後世の中がいかなる方向に向かおうとも、これを堅持することは町中の英会話学校とは一線を画する、京都大学としてのプライドだと言えます。新入生のみなさんは他大学にも浸透しているこの教育理念の良き継承者となって、将来、たとえばシェイクスピアの有名な台詞や英国流の気の利いたウィットやユーモアを交えて、外国人の前で堂々と英語でプレゼンができ、聴衆から拍手喝さいを浴びることができれば、これこそ本学にふさわしいグローバル人材の育成ではないでしょうか?いつの日かそういう人材が本学から生まれることを、私はひそかに期待しています。

英文学や英国の文化について関心があれば、総合人間学部提供の科目を履修することにより学ぶ機会がある、ということを最後に付け加えておきます。

It has been more than a quarter century since 1989 when I began working at Kyoto University's College of Liberal Arts and Sciences (the organization that used to be in charge of the university's liberal arts and sciences education, and forerunner of the present-day Faculty of Integrated Human Studies). The university's English education has gone through many changes during that period. Many instructors of English in the College of Liberal Arts and Sciences in those days believed that English for occupational purposes was not useful at Kyoto University. Accordingly, dense textbooks were frequently used for English education to help students cultivate their liberal arts and sciences backgrounds, rather than practical English textbooks that would enable students to improve their communication skills.

Moreover, partly because almost all full-time instructors of English in those days were experts of English and American literature, the preferred textbooks were English poetry, Shakespeare's dramas, British and American literature. Students were instructed to read and appreciate such textbooks. When it comes to learning English, it is necessary to obtain the four skills of reading, writing, listening, and speaking. However, there is no denying that of these four elements, education to obtain listening and speaking skills was considered lower priority.

In 2006, based on reflection of the English education that had not been changed at all for a long time, the university began focusing on "English for Academic Purposes (EAP)" as a new concept for its English education. By reforming curriculums, the university aimed to achieve two purposes: to help students cultivate their academic liberal arts and sciences backgrounds appropriate for the research-oriented Kyoto University, and to enable students to obtain academic language skills. Afterwards, in the big wave of development of global human resources, the university as a whole could no longer disregard the changing trends in English education. Making even

more strenuous efforts than before to help students obtain academic language skills, the university has shifted the focus on its English education to the notion, "English for both occupational purposes and academic purposes is useful at Kyoto University." However, I would like to remind you that as instructors of English, we will continue to uphold the concept of EAP, supported firmly by the above two purposes, rather than enact a Copernican revolution from what was done in the days of the College of Liberal Arts and Sciences. No matter how the world changes in the future, we will stick to this concept, which will continue to distinguish us from typical English conversation schools, and this is our pride. This educational concept has permeated other universities as well. I hope that freshmen of Kyoto University will absorb the concept and become able to give impressive presentations in English in front of foreign audiences. Helping you acquire the capabilities to give such presentations, quoting renowned phrases from the works of Shakespeare, or demonstrating sophisticated British wit and humor and winning applause from the audience — this is an appropriate form of global human resources development at Kyoto University. I hope the university will produce many such human resources someday.

I would like to conclude by adding that if you are interested in English literature and British culture, you can study them by registering subjects provided by the Faculty of Integrated Human Studies.



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# Learning and languages

**“Those who know nothing of foreign languages know nothing of their own.”**

— Johann Wolfgang von Goethe

**“To have another language is to possess a second soul.”**

— Charlemagne

**“The limits of my language are the limits of my world.”**

— Ludwig Wittgenstein

So the great and the wise have reminded us about the importance of learning languages. Language is not only a tool, but also the material from which thought is made. A weak grasp of tools and low-quality material will mean the construction of shoddy knowledge. By acquiring new languages, the quotes suggest, our ability to think and communicate in any one language improves. Besides, we can impress others if we speak many foreign languages.

I am naturally persuaded by such claims, as a person that grew up in a multi-lingual environment (Japanese, Swedish, English) and spent many years acquiring new languages (Latin, Chinese, French, Spanish). Personally I feel that each new language I have studied has pushed the limits of my world further and improved my sensitivity to all languages. Of course, I am only speaking from subjective experience; perhaps, had I concentrated on one language, my knowledge of it would have been deeper.

Nevertheless, I think most of us will generally agree

that the mind expands from language acquisition and that the rigorous learning of a foreign language can strengthen the critical skill of formulating and communicating ideas well. That's why we want to learn new languages. So what about learning in English-language courses at Kyoto University, the subject I was asked to address here?

Students should keep in mind that learning academic subjects in English is different from simply learning English as a foreign language. Some students will struggle to improve their English skills while trying to learn new concepts and acquire a body of new knowledge in another language. This situation creates a challenge for us teachers as well with the difficulty of balancing time spent instructing basic English skills and time spent on teaching subject matter. As you take English-courses here, you should therefore think about this dual nature of learning in a foreign language and study accordingly. Whenever you are stumped in class, you should ask if your lack of understanding

stems from a problem of language or comprehension of the subject matter.

Written academic English also emphasizes a certain structure in composing ideas, structuring a paper, making logical arguments, and citing references. These kind of basic academic skills – often not adequately taught in Japanese education – are an important part of learning when taking academic courses in English. I hope students would acquire these skills as soon as possible, for these are necessary to communicate ideas academically in any subject.

As a political scientist, I teach three courses in English for undergraduate students. Below are some descriptions of each course.

Japan's Political Economy: This course tries to understand Japan's political economy today by investigating its post-war history since 1945. It looks at how Japan's politics, economy, society, and foreign relations have evolved over the last seven decades.

How did Japan recover from its post-war rubble and emerge as an economic superpower by the 1990s? Why did it drift into a deep economic and political crisis during the “Lost Decades”? How should Japan move out of this morass? If you are interested in these issues, this class may be for you.

Japanese Politics: Why do Japanese prime ministers change so often? Why are there so few female politicians in Japan? Why does Japan not have an influential environmental (Green) party, as in many other European countries? Why has the Liberal Democratic Party (LDP) been so strong throughout Japan's post-war history? Why is voting turnout so low for Japanese youth? Why is Tokyo becoming more crowded and wealthier as many rural areas are becoming more depopulated and poorer? These are



all questions about Japanese politics that are best answered by comparing Japan's situation with those of other countries. If you are interested in the general process of politics in Japan and elsewhere, and the specific answers to the above questions, this class may be for you.

Modern Classics in Comparative Politics: Reading an academic essay or book in a foreign language is challenging and frustrating at times. But an engaged and critical reading is highly rewarding, particularly if the work is one that has survived and been identified as a “classic” in its field. This small seminar-type class will guide you in how to read and question classic texts about politics and democracy. What is democracy? Why does it seem to fail so often? How can we make it work better? The books we will read are some of the most ambitious responses to these difficult questions. By analyzing and discussing these texts, you will have a chance to improve your English reading, writing, and presentation abilities.

I'll end with a some practical advice from a wise man. The Dalai Lama, on his visit to Japan a few years ago, was asked in a press conference in Tokyo what message he had for Japan's young generation. Perhaps the journalist was expecting a spiritual message to live mindfully and peacefully. Instead, the Dalai Lama said that Japanese youth should “learn English and see the world”.

Good luck with your studies and see you in class.



**Ken Victor Leonard Hijino**

Associate Professor, Graduate School of Law

I am a political scientist with an MPhil and PhD in Japanese Studies from Cambridge University (UK) and a BA in East Asian history from Wesleyan University (USA) with a short career as Tokyo correspondent for the Financial Times of London. My current research interests are the organization of political parties, local government, and the ideas of legitimacy in political reform in Japan and elsewhere. My father is Japanese and my mother is Swedish. I have lived in numerous countries including Japan, Sweden, UK, USA, France, Taiwan, and China. I like walking, talking, thinking and eating, but usually not all at once.

# 初修外国語の学習について

## —— 教養教育と初修外国語

### Studying “Foreign Languages for Beginners” —— Liberal Arts and Sciences Education and “Foreign Languages for Beginners”

大学で英語以外の言語を学ぶ意義について、「多極的世界観の構築」という重要な論点については、同僚の西山先生が昨年度明確に書かれている\*ので、そちらを参考にしたい。（※「教養・共通教育通信 Vol.19」（京都大学国際高等教育院発行 2014年）P.9,10）  
(If you are interested in the important topic of the significance of studying a foreign language other than English at university, please check the article written last year by my colleague, Prof. Noriyuki Nishiyama. He clearly states that the purpose lies in exploring diverse worldviews.\*)  
(\*Arts and Sciences Newsletter Vol. 19, issued by the Institute for Liberal Arts and Sciences, Kyoto University, 2014, pp. 9-10)

17世紀ごろフランスで、「王子の教育」と題された書物が数多く書かれた。一国の将来をいつか担うことになる若者を、いかに教育すればよいかということである。そうした人物に求められたのは、たとえ想定外の事態に遭遇しても、国の重要な決定において決して判断を誤らないことである。ではそのために何が重要か。「広範な分野のことを深く知っている」ことであると当時の人は考えた。「広く」と「深く」とは矛盾するようだが、そんなことはない。「深く知る」とは、個々の分野の専門的知識を持っていることではなく、それぞれの分野の最も重要で本質的な部分を知ることだからである。これは今から400年ほど前のことである。京都大学のどこに「王子」がいるのだからかう人もいるだろう。しかし「一国の将来を担うべき若者」を私たちは教育してはなかっただろうか。「王子の知」とは現代における「教養」でもある。一方、同時期に「書齋の構築」というテーマの書物も数多く書かれたが、そこで蔵書家に求められたのも、知の様々な領域をまんべんなく、しかも個々の分野の重要な書物を揃えることであった。少ない数の書物が知の総体を代表する古典主義的な知の構造である。王子が持つべき知と優れた蔵書とは密接に対応してい

た。教養は「書かれたもの」と深く繋がっているのである。しかも一国の言語ですべての知を覆い尽くすことは不可能であるから、優れた教養＝蔵書には他国の優れた知を記した書物の翻訳が必ずある程度の場所を占める。他国の言語を修得しておくことの意義もここにある。外国語の学習は「教養教育の一部をなす」のである。（王子の教育・書齋の構築の詳細については、拙著『アイデアと制度』（名古屋大学出版会、2008年）第6章「教養」を参照して頂きたい）

つい最近のことだが、2014年度ノーベル賞を受賞した中村修二氏が、下村博文文部科学大臣から「日本の大学に対して求めることは何か」と尋ねられて、「まず第一に英語ですね」と答えているニュースを見た。初修外国語、つまり英語以外の外国語をなぜ大学で学ぶ必要があるのか、その理由を書くようにと依頼されていた時だったので、これでは「初修外国語なんていらぬよ」という人がますます増えるだろうと思った。しかしこの発言は私にあることに気付かせてくれた。「海外で外国の人々にまじって十分に議論し、相手を説得できる英語能力を持つ」ということは、それぞれの専門分野で自分の主張を十全に行うための道具を身につけるということであろう。だとすれば、グロー

バル・スタンダードとしての英語教育は、優れた技術の獲得をめざすものであって、教養教育とは何の関係もない。もちろんそれが不要であるというのではない。

現在声高に叫ばれているタイプの英語教育が、ある意味で専門教育ないし技術教育であるという視点の転換が必要なのではないかということである。

Around the 17th century in France, many books were written with the theme of “education of princes,” discussing how to educate young people who would lead the next generation for the good of the country. Leaders were expected never to commit errors when making important decisions for the country, even if they encountered an unexpected situation. To fulfill this expectation, what was important? In those days, people believed that the answer was deep and extensive knowledge. Although you might feel that “deep” and “extensive” contradict each other, they actually don't. This is because “deep knowledge” means not expertise in the relevant field, but knowledge on the most important and essential part of that field. What I have described above was the notion of people about 400 years ago, and some of you may make fun of me, asking where the “princes” are at Kyoto University today. However, the university educates young people who will lead the next generation for the good of their countries. The “knowledge of princes” is liberal arts and sciences today.

At the same time, in the same period, many books were also written on the theme of the formation of home libraries, insisting that collectors should collect books evenly from a wide variety of fields and also ensure that the collection consisted of important books from each field. This was a classical knowledge structure in which a small number of books represented the entire body of knowledge in each field. The knowledge to be attained by princes closely corresponded to an excellent collection of books. Liberal arts and sciences were deeply connected with “what was written.” Since it was impossible to cover all knowledge with only one language, excellent liberal arts and sciences, that is, book collections, always included translated versions of foreign books containing excellent knowledge, to some extent. This is the significance of studying a foreign language. Studying a foreign language constitutes part of a liberal arts and sciences education. (If you are interested in details of the education of princes and the formation of home libraries, see Chapter 6 Kyoyo [Liberal Arts and Sciences] of my

book in Japanese Idea-to-Seido [Ideas and Institutions], the University of Nagoya Press, 2008.)

Recently, when asked by the Minister of Education, Culture, Sports, Science and Technology Hakubun Shimomura what universities in Japan should do now, Mr. Shuji Nakamura, a 2014 Nobel Prize laureate, answered that the first priority was English. I was watching this scene on a TV news program, when I was asked to write in this Arts and Sciences Newsletter why it is necessary to study “Foreign Languages for Beginners,” or a foreign language other than English, at Kyoto University. Accordingly, I felt that more and more students would insist that there was no need to study “Foreign Languages for Beginners.” At the same time, however, the Nobel laureate's remarks made me realize one fact. If you aim to obtain proficiency in English high enough to fully engage in discussions with foreign people and persuade others in such discussions, I feel that this means that you will try to obtain a tool with which you can fully insist on your opinions in your field. If so, the purpose of learning English as a global standard lies in acquiring an excellent technique, and this is totally irrelevant to liberal arts and sciences education. I do not mean to say that such English education is unnecessary. Instead, I simply feel that it is necessary to shift the perspective regarding English education and realize that the current style of English education that is advocated so earnestly is, in a way, specialized education or technical education.



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# 人文・社会科学系科目群 教育学

## Humanities and Social Sciences Group Pedagogy

わたしは全学共通科目の教育学Ⅱ（前期、講義）と教育学Ⅴ（後期、講義）、それにジェンダー論基礎ゼミナールⅠ（前期）と同Ⅱ（後期）を担当している。今年度（平成27年度）は教育学Ⅱの担当から外れているので、ここでは教育学Ⅴとジェンダー論基礎ゼミナールについて紹介してみたい。

教育学は教育という事象を対象とする学問であるが、対象にアプローチする際には、哲学、社会学、歴史学、心理学、行政学などのさまざまな学問の方法を用いる。教育学Ⅴでは歴史的方法にのっとり教育という営みを考察するが、この授業で心がけていることは、現代の教育課題を念頭におきながら、それがどのような経緯のもとで生じているのかを考えるということである。たとえば、ゆとり教育は学生のみなさんにとって身近な興味の対象だと思うが、どうしてゆとり教育といわれるものが実施されるに至ったのか、そこに込められていた意味は何だったのかということは意外に知られていない。現代の教育といっても歴史性を帯びており、それを知るこ

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I am in charge of Pedagogy II (first semester, lecture) and Pedagogy V (second semester, lecture), which are liberal arts and sciences, and Proseminar on Gender Studies I (first semester) and II (second semester). Since I am not teaching the Pedagogy II class this year (academic year 2015), I would like to give you an overview of Pedagogy V and the Proseminar on Gender Studies.

While pedagogy is a study focused on education, it uses methodologies from diverse fields, such as philosophy, sociology, history, psychology, public administration, and others to approach its target. In Pedagogy V, the activities of education are discussed through historical methodology. In this class, I focus on examining how the present educational challenges have been formulated. For example, I believe that you are interested in the recent “pressure-free education” as a theme close to your student life. It is not widely known why “pressure-free education” was introduced, and what expectations people had through this system. Present education has a historical background, and I consider it difficult to discuss educational challenges without knowing that background. It is the aim of this class, then, to clarify this

となしに教育課題を考察することは困難だと考えるので、それを明らかにしようというのがこの講義のねらいである。

また講義では受講生はどうしても受身になりがちなので、そうならないように、毎回、意見や感想を書いてもらっている。時には出された意見を詳細に紹介しながら、一つの事例に対しても考え方は多様に存在し、それらの意見にはそれぞれの根拠があること、したがって単純な二者択一でものごとは判断できないことを、実感してもらおうようにしている。

ジェンダー論基礎ゼミナールでは、Ⅰ・Ⅱを通して、ジェンダー論に対する理解を深めること、自ら調べて報告し、それに基づいて討論するための技を習得することの二つをめざしている。もしかしたらジェンダーという言葉聞いたことがないかもしれないが、それは簡単にいえば、女性らしさや男性らしさ、性による役割の相違など、文化的社会的に作られた性別のことである。そしてジェンダーという概念を用いれば社会がどのように見えるのか、そのことを深く考察しようとするのがジェンダー論である。したがって分析対象には、身体、家族、教育、労働、法、政治、メディアなどさまざまなものがある。授業では、まずは教科書や論文を輪読しながら、ジェンダー論に関する基本的な知識を獲得し、その上で、各自が興味をもった内容について報告し、討論するという形式をとっている。高校まではこのような形式の授業があまりなかったと思うが、こういった経験をするからこそゼミナールの醍醐味なので、果敢に挑戦して欲しい。

historical background.

Students tend to take a passive attitude in lectures. To prevent this, I have my students write their own opinions and impressions after each session. On some occasions, I share the submitted opinions with the class in detail, so that students can recognize every opinion has a rationale, and that things cannot be judged through simple choices alone.

Proseminar on Gender Studies I and II are aimed at facilitating students understanding about gender studies, acquiring skills for researching and reporting on their own, and discussing based on the research results. Some of you may not have heard the term “gender” before. Briefly speaking, it refers to the distinction of sex in a cultural or social context, such as femininity and masculinity, and the roles that differ between men and women. Gender studies seeks to examine deeply how a society appears through the concept of gender. Therefore, the scope of gender studies is broad, including the human body, families, education, labor, law, politics and the mass media. In my class, students read textbooks and papers in turn at first, and acquire basic knowledge concerning gender studies. Subsequently, each student should report on a topic that interests them, and the class discusses that topic. I believe that this type of class is rare up until high school. Your proactive challenges are invited, because it will be the most exciting experience in research seminars.



# 自然・応用科学系科目群 現代の素粒子像

## Natural and Applied Sciences Group Modern Particle Physics

素粒子物理学とは、世界が何でどのようにできているかを根源的に理解しようという学問です。人類は、そのような問いを古代ギリシャ時代から（あるいはそれ以前からかもしれませんが）追究してきました。2千年以上の歳月をかけて得られた世界の描像は

- 物質は陽子や中性子を構成するクォークと、電子などのレプトンと呼ばれる素粒子からできている。クォークやレプトンは、それぞれ6種類ある。最も軽いのはニュートリノで $10^{-37}$ kg。
- クォークやレプトンにはほぼ同じ性質を持つ反粒子が存在する。
- 素粒子は大きさを持たない点粒子としての性質と位置を一点には決められない波としての性質を併せ持っている。
- 素粒子の間には、電磁気力、重力、それからクォーク同士を結び付けて陽子や中性子を作る強い力、ベータ崩壊を引き起こすなどする弱い力が働く。そして、それぞれのを担う素粒子が存在する。例えば、電磁気力は光子が担っている。
- 空間には特別な粒子（ヒッグズ粒子と呼ばれるものであったり、クォークと反クォークの対粒子であったり）が詰まっていて、それらと相互作用することで、素粒子は質量を与えられている。

というものでした。これらの要素を基に、例えば、太

Particle physics is a field of science that seeks to fundamentally understand what constitutes the universe, and how. Humankind has pursued those questions since the time of ancient Greece (or perhaps even earlier). It took us more than 2,000 years to obtain the following picture of the universe:

- Matter is made up of elementary particles called quarks, which constitute protons and neutrons, and leptons, which include electrons. Quarks and leptons have six variants each. The least heavy among them is the neutrino, which weighs only  $10^{-37}$  kg.
- Quarks and leptons have antiparticle counterparts that have substantially the same properties that they do.
- An elementary particle has the properties of both a point particle that has zero size and waves whose location cannot be pinpointed.
- Elementary particles interact via electromagnetism, gravity, strong interaction that binds quarks together to make up protons and neutrons, and weak interaction that is the agent of beta decay and other phenomena. Each type of interaction has elementary particles responsible for it: for example, photons are responsible for electromagnetic forces.
- The empty space is packed with special types of particles (like, for example, the so-called Higgs bosons or quark-antiquark pairs). Interactions with them give elementary particles their masses.

陽がなぜ何十億年も燃え続けられるのか、大きさを持たない点粒子からできている我々の身体がなぜ形を保っているのか、といったことが基本的には理解されています。（すべての現象を完全に理解したわけではなく、それらは天文学者や生物学者の研究対象となります。）

しかし、もっと大切なことは、我々が理解していない事実です。

- なぜ、クォークやレプトンがそれぞれ6種類あり、てんでバラバラな12桁以上の範囲に広がった質量を持っているのか？（最も軽いニュートリノと最も重いクォークでは、どちらも点粒子であるのに、蚤と最重量級の恐竜ほどの質量差がある。）
- なぜ、4つの異なる力（相互作用）があるのか。
- 波としての性質をもった素粒子間に働く重力を正しく記述する理論ができていない。
- なぜ、宇宙から反粒子が消えて粒子だけが残ったのか。
- クォーク、レプトン、光子など我々の知っている素粒子は、宇宙の組成の約5%しか占めていない！残りの27%は暗黒物質という未知の物質、68%は暗黒エネルギーと呼ばれる未知の何か（物質とは異なる重力相互作用をする）らしい。

つまり、人類は2千年以上をかけて、世界のほんのわずかしきまだ理解していないということを知ったのです。

本講義では、5人の素粒子物理学者が理論的側面、実験的側面からこうした現代の素粒子像について紹介します。世界を科学的に捉える一助として一度、“素”な世界を知ってもらえれば、と思います。

ところで、本気でこれらの知的探求に取り組もうという学生さんは、物理学の基礎科目もしっかり受講してね。

On the basis of these components, it has basically been understood, for example, what allows the sun to remain “on fire” for billions of years and what allows our bodies, which consist of point particles with zero sizes, to maintain their shape. (Some of the phenomena involved have yet to be understood completely. They are the subjects of study for astronomers and biologists.) But what is more important are the facts that we have yet to understand.

- Why are there six types of quarks and leptons, respectively, and why do they have masses that are totally disparate and are scattered over at least 12 orders of magnitude? (The least heavy neutrino differs in mass from the heaviest quark by about as much as a flea differs from one of the heaviest dinosaurs, although they are both point particles.)
- Why are there four different types of forces (interactions)?
- No theory is yet available for accurately describing gravitational forces between elementary particles that have the properties of waves.
- Why did antiparticles disappear from the universe, leaving only particles to remain?
- Quarks, leptons, photons and other elementary particles that we know about only account for about 5% of the composition of the universe! It is believed that unknown matter, called dark matter, makes up 27%, whereas something unknown, called dark energy (which does not interact gravitationally in quite the same way that matter does), accounts for the remaining 68%.

In other words, it took humankind more than two millennia to learn that we understand only a small fraction of the universe.

Our class involves five particle physicists presenting the latest view of elementary particles, such as the above, from a theoretical and experimental approach. We hope it will give students an opportunity to get acquainted with the “elementary” world and help them obtain a scientific grasp of the universe.

Last but not least, students who wish to seriously tackle this kind of intellectual quest are advised to earnestly take classes in fundamental subjects of physics.

### 「現代の素粒子像」担当教員 “Modern Particle Physics” Instructors

(下記の5名は全員、理学研究科物理学・宇宙物理学専攻物理学第二教室の所属)  
(All five instructors named below are affiliated with the Department of Physics II, Division of Physics and Astronomy, Graduate School of Science.)



教授 川合 光  
素粒子論研究室  
Hikaru Kawai  
Professor, Theoretical Particle Physics Group



教授 畑 浩之  
素粒子論研究室  
Hiroyuki Hata  
Professor, Theoretical Particle Physics Group



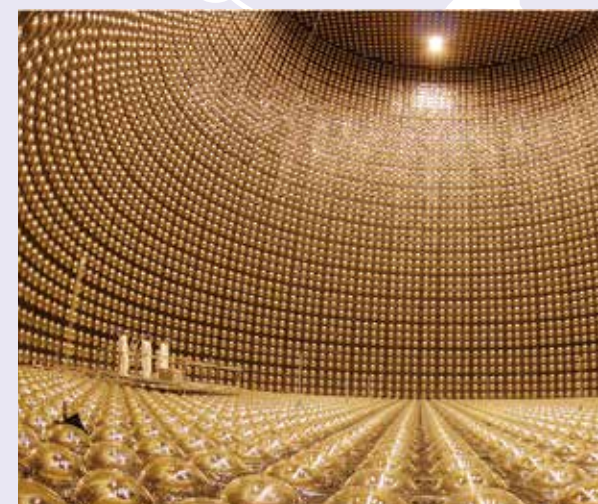
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素粒子物理学実験施設「スーパーカミオカンデ」

巨大なタンクに水を満たし、微弱な光を捉える光検出器でニュートリノを捕まえる。写真は、水を満たす前のタンクの内側。巨大電球のように見えるのが光検出器。  
(写真提供 東京大学宇宙線研究所 神岡宇宙素粒子研究施設)

The “Super-Kamiokande” particle physics observatory is equipped with a gigantic tank that is filled with water and optical sensors, which capture faint light, in order to detect neutrinos. This photo shows the interior of the tank, which is yet to be filled with water. What looks like gigantic bulbs are the optical sensors.

(Photo provided by the Kamioka Observatory of the Institute for Cosmic Ray Research, The University of Tokyo)

# 自然・応用科学系科目群 基礎化学実験

## Natural and Applied Sciences Group Fundamental Chemical Experiments

自然科学というのは、現象や物質をどのように理解するかが大きなテーマであり、学説を出したり結論にたどりつくのには、実験が決め手となります。したがって、全学共通科目として学ぶ実験科目は、自然科学の研究を目指す学生にはなくてはならないものです。自主性を尊重する京都大学のポリシーから、実験科目は必修にはなっていませんが、ここで紹介する「基礎化学実験」は、毎年多くの学生のみなさんが履修し、化学の実験を楽しみながら基礎を学んでいます。

実験は大きな3つのテーマで構成されており、半期15週にわたって化学実験に没頭できます。1つは無機定性分析で、いろいろな金属イオンを酸・塩基などの試薬を使って分析したり、混合溶液から分離したりします。試験管の液体の色が美しく変わる様に、ちょっと感動します。2つめは容量分析で、滴定という方法を使って溶液に溶けている物質の量を正確に測り、化学反応を追跡したり、水道水の「硬さ」を決めたりします。3つ目は有機化学実験で、有機化合物を分析し、自分の化合物を合成する醍醐味が味わえます。

この科目は多くの理学学部でクラス指定になっているので、指定された曜日の午後、3・4限に毎週1テーマの実験を行います。実験に際して実験ノートを作成することは科学研究の基本です。この実験では実験ノートの作成について指導します。必ず予習をして、その日の実験の進め方を予めまとめ、実験中の結果をきちんとそこに記録してもらいます。実験ノートの記録を基にして実験結果を考察し、レポートを作成、一週間後までに提出します。実験の操作やスキルだけでなく、このような研究者としての基本が身につくような指導もしてもらえます。

少し難しそうだけど、わかりやすいテキストがあるので予習をすれば自分で実験を進められます。実験操作のビデオ教材 (<http://www.chem.zenkyo.h.kyoto-u.ac.jp/operation/>) も完備・公開されているので、未経験者で

Understanding phenomena and substances is an important theme in the natural sciences, and experiments are critical in formulating theories and drawing conclusions. Therefore, experiment classes in the Liberal Arts and Sciences General Education Courses are essential for students who aim at the natural sciences. While experiment classes are not mandatory at Kyoto University, based on its policy that respects autonomy, a large number of students do sign up for the "Fundamental Chemical Experiments" class, and enjoy and learn the basics of chemical experiments. An overview of this class is provided below.

Experiments comprise three major themes, and students can get absorbed in chemical experiments over 15 weeks (one semester). The first theme is inorganic qualitative analysis. Students analyze various metal ions, using acid or base reagents, and separate ions from mixed solutions. It is dramatic how beautifully liquids change colors in test tubes. The second theme is volumetric analysis. Students learn how to accurately measure the volume of substances that are dissolved in solutions, using a method called titration, and to trace chemical reactions and determine the hardness of tap water. The third theme is organic chemical experiments, where students can enjoy analyzing organic compounds and synthesizing compounds on their own.

This subject is designated by many classes in most scientific and technical faculties. An experiment is conducted under a single theme every week, in the third and fourth periods in the afternoon of specified days of the week. It is the basis of scientific research to keep an experiment notebook. In this class, students also learn how to keep an experiment notebook. You must summarize how you will proceed with the day's experiment in advance, and then record the actual course of the experiment in the same notebook. Based on the record entered in the experiment notebook, you should examine the experiment results, prepare a report, and submit it within a week. In this way, you can acquire some basics as a researcher through guidance in this class, in addition to learning experimental techniques and skills. The textbook may seem a little difficult, but it is clear to understand. Through preparatory studies, you can proceed with experiments on your own. Video material for experimental techniques has been produced and made public ([http://www.chem.zenkyo.h.kyoto-u.ac.jp/operation/index\\_e.html](http://www.chem.zenkyo.h.kyoto-u.ac.jp/operation/index_e.html)), so students

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も大丈夫です。実際の実験操作では、教員と実験指導の先輩が丁寧に指導をしてくれますので、安全面も心配ありません。ただ、ガラス器具で試薬を扱ったり、火を使って加熱したりとか、知識や注意が充分でないと事故の可能性もあるので、きちんとした態度で取り組むことが必要です。それは科学者としての心得でもあり、むしろそういう基本姿勢、基本操作を身につけることが必要なので、1回生時に受講する全学共通科目としての実験はとても大切です。

化学以外にも、物理、生物、地学の実験・実習科目が開講されていますので、できる限り履修してください。化学については、探究型化学課題演習という科目も設けています。どれも面白いプログラムになっていますし、何よりも仲間と一緒に自然科学に触れられるのはとても楽しいことです。自分が進もうとする分野についての新たな発見があるかもしれません。



### 基礎化学実験

無機定性分析実験、容量分析実験、有機化学実験を、各自に割り当てられた実験台・実験器具で心置きなく実習演習します。マイ実験台でマイ安全眼鏡をかけ、マイレポート作成に向け化学実験に没頭できます。

### Fundamental Chemical Experiments

You can practice experiments for inorganic qualitative analysis, volumetric analysis and organic chemistry, using an experiment table and utensils assigned to you. You can get absorbed into chemical experiments toward preparing your own reports, on your experiment table with your safety goggles on.



### 物理学実験

物体の運動、光、電気、原子など、物理学の基本的なテーマについて、班に分かれて2人1組で実験を行います。講義とは異なり、実験を自ら経験することで、物理の基本概念や基礎的な実験技術を学ぶと同時に、レポートの書き方も身につけることができます。写真は2つの振り子がお互いに影響を及ぼし合う、いわゆる連成振動の実験を行っている風景です。

### Elementary Course of Experimental Physics

Students undertake experiments in pairs, on the basic themes of physics, including the motion of objects, light, electricity, and atoms. Unlike lecture classes, students can experience experiments by themselves, thereby learning basic concepts in physics and elemental experimental techniques, and learning how to write reports. In this photo, students are undertaking an experiment on coupled motion, where two pendulums affect each other.



### 生物学実習

動物、植物、微生物など、さまざまな生物の形態、分類、生態の観察法や分析法、さらに生物の構造や機能、生体内のタンパク質やDNAの存在などを学びます。広がりのある現代生物学を理解するための基礎的な手法を身につけることができます。7種類のコースから学びたい実習を選んでください。写真は、河川の水生昆虫の採集調査実習(生物学実習I)と、DNAの電気泳動実習(生物学実習III)です。

### Experimental Practice in Biology

Students learn how to observe and analyze the form, classification and ecology of various living things, including animals, plants and microorganisms. They also learn about the structures and functions of living things, and the presence of proteins and DNA in the living things. You can acquire basic approaches for understanding the broad scope of modern biology. Select practices that you like from the seven courses. These photos show fieldwork for collecting and researching aquatic insects in a river (Biological Practices I), and a practice on the electrophoresis of DNA (Biological Practices III).

with no experience can join the class. There are no safety concerns, because faculty, staff and senior students guide you in detail through the actual techniques. It must be noted that, however, you should maintain an earnest attitude throughout the class because a lack of knowledge or attention could result in an accident when handling reagents with glass utensils, heat substances over a fire, etc. This is also a basic attitude for any scientist, too, and you need to acquire such basic attitude and techniques. This is why it is critical to undertake experiments in the Liberal Arts and Sciences General Education Courses in the first year.

In addition to chemistry, experiment and practice classes are held for physics, biology and earth sciences. Sign up for such classes as much as possible. For chemistry, there is also a subject called "Advanced Exercise of Chemistry." All these programs are exciting, and it is such fun to experience natural sciences with your friends. You may experience new discoveries in the field you are venturing into.



### 探究型化学課題演習

基礎物理化学・基礎有機化学・基礎化学実験の学習成果をもとに、さらに進んだ化学の専門領域での講義・演習・実験を通して化学研究を遂行するためのより深い知識と技術の習得を目指しています。海の化学、湖の化学、有機化合物の化学の3科目の演習が開講されています。海の化学では和歌山県田辺湾で研究調査船に乗船しての実習・演習により海洋化学・地球化学の基礎を学びます。

### Advanced Exercise of Chemistry

Based on what they have learned through Basic Physics and Chemistry, Basic Organic Chemistry and Basic Chemical Experiments, students aim to acquire higher knowledge and skills for undertaking chemical studies in this class, through lectures, practices, and experiments in more advanced chemical specialties. The practices are available in three courses: marine chemistry, lake chemistry, and organic compounds chemistry. In the marine chemistry course, students learn the basics of marine chemistry and earth chemistry through practices on board a research ship in Tanabe Bay, Wakayama Prefecture.

### 地球科学実験

数人ずつのグループに分かれて、地球および太陽系に関するいくつかのテーマに対して2週ずつの実験・実習を行います。地球科学における諸現象を理解するためには、実際に地球に触れて実感することこそが肝要です。地球科学は非常に広範な対象を扱っているため、本実験でも可能な限り多くの視点から地球を俯瞰できるようにテーマを設定しており、なかには野外に出かけ観測や地層観察をする実習もあります。

### Experimental Practice in Earth Science

This class is divided into sub-groups of several members, who undertake one experiment or practice over two weeks on a specified theme concerning the earth or the solar system. To understand diverse phenomena in the earth sciences, it is critical that you touch and feel the earth directly, on your own. Because the scope of earth sciences is extremely broad, a wide range of themes are selected in this class, so that students can look at the earth from as many perspectives as possible. In some practices, students go out for fieldwork and strata observation.



## Jennifer Louise Teeter

Program-Specific Foreign Language Lecturer

Jennifer Louise Teeter is from Chicago, USA and has lived in Japan for 13 years in Toyama, Tokyo, and Kyoto. After working for the NGO Peace Boat in Tokyo for 3 years, she moved to Kyoto which is now her permanent home. Her research interests include academic writing, intercultural education, and education for sustainable development. She is passionate about supporting young people in achieving their goals and developing their skills. Outside of work, she loves volleyball, yoga, and music.



# Foreign Languages — English I

**Student:** We don't need academic writing now. We'll do that in our *zemi* classes.

**Me:** You can use what you learn in this class right now!

### ● Introduction

How often has the English language been *real* for students? When a foreigner asks for directions on the street? When there is a foreign exchange student in their classes? When they are required to write an English essay that only their will read? Or when taking a standardized English test?

Oftentimes, "English" can seem like a faraway land to students. Why should first-year students feel motivated to work diligently in an academic writing course if it does not seem to have any connection to their lives? These

mentioned courses and exams are important, yes, but there is something more that is needed to help students connect the dots.

One of the guiding principles of my classes is to provide students with a glimpse of just how valuable their knowledge and experience is to the world. In my *English I* classes, I aimed to provide several entryways into the world of academic writing where students could see the results and impact of their hard work.

According to the curriculum, *English I* courses are to

develop a variety of basic academic writing skills, such as topic development, paragraph development, overall organization. ...research skills, such as data gathering and searching for information in the library and on the Internet and reading academic papers in a variety of genres (Maruhashi & Taniguchi,

personal communication, December 4, 2013).

Keeping these goals and principles in mind, main projects included a critical review and a research-essay contest. This article, however, will focus on only one of the projects — collaborative writing of a Wikipedia article.

### ● Wikipedia and academic writing

According to Wikipedia guidelines, article content must be as neutral as possible, "verifiable," and contain "no original research" (Wikipedia, 2015b). The Manual of Style (Wikipedia, 2015b) provides policies and suggestions on how to avoid bias and lack of precision in prose.

Given these criterion, the overlaps between Wikipedia article writing and academic writing become clear. In order to create one Wikipedia article a variety of academic writing skills are necessary:

1. Knowledge of how to locate articles in English, Japanese, and other languages
2. Capacity to analyze articles
3. Ability to paraphrase and summarize
4. Understanding of the Wikipedia genre
5. Familiarity with referencing
6. Basic knowledge of html
7. Understanding of how to identify/reduce bias in writing

### 8. An inquiring mind

To equip students with these skills, we did various activities covering :

1. Understanding motivations for, and how to avoid plagiarism
2. Identifying plagiarized and authentic work
3. Searching for articles through Google Scholar, JSTOR, Scopus, CiNii, et cetera
4. Summarizing and paraphrasing
5. Composing comprehension and discussion questions
6. Writing references for a variety of genres
7. Making sentences concise
8. Providing specific topic sentences
9. Eliminating the first-person voice
10. Drafting effective titles
11. Writing productive peer feedback
12. Analyzing structure, strengths and weaknesses of academic essays
13. Editing and re-drafting
14. Detailed outline writing

These tasks were integrated into classes prior to and during article drafting.

### ● Writing and uploading the articles

After reviewing Wikipedia guidelines and the structure of several Wikipedia articles, students found news articles



on topics of interest. Students overwhelmingly looked to the US and the West for ideas. Most of these topics had already been written about on Wikipedia. It was then when I asked students to turn in and look inside at their own experiences:

“What is something that YOU know about your community or country that you can contribute?”

By the next class, students shared a diverse array of ideas that were more relevant to their lives, including:

1. Shukko
2. Yurukyara
3. Yoshida Dorm
4. Aji Island
5. Super Science High Schools
6. Ultimate Frisbee in Japan
7. Kyoyasai
8. Kyotographie
9. Tenkaippin
10. Takeda Castle
11. Hirakata Park
12. Honebuto no hōshin
13. Heckling in Tokyo Metropolitan Assembly
14. Japanese Haunted Towns
15. Theatre Law
16. Hometown tax
17. LINE games
18. Obanzai

Students formed teams and found additional sources for their topics, which they summarized and shared with teams through a discussion leader activity. This served as a catalyst for brainstorming on article organization, and further exploration. Using Google Drive, they shared and drafted their articles collaboratively. Google Drive was chosen for its similarity to Microsoft Word and because all edits are automatically saved.

I instructed students on the basic html needed to upload the articles. However, the process did not finish there. Wikipedia editors review, edit, and provide suggestions for uploaded articles. Students communicated with these editors on talkboards and made improvements to their articles while reflecting on why certain changes had been made or suggested.

● Impact

Through this project, students were able to acquire a basic knowledge of the skills necessary to write academically

in a peer-supported environment. They could also better understand the nature of information in the Internet era. Anyone can post to Wikipedia, and although this allows an opportunity for silenced voices to be heard, students came to realize that this, and all information, needs to be confirmed for accuracy and reliability.

The look of disbelief on many students' faces when I first told them that they would write one English Wikipedia article cannot be erased from my mind. Many of the students had no faith that they would be able to write it, let alone do the research for it. Many believed that academic writing was unnecessary — a task reserved for *zemi*.

The moment after a group had uploaded an article onto Wikipedia students expressed their feelings of accomplishment. Using their years of English learning coupled with their localized knowledge, they contributed to one of the largest, most well-known, and growing sources of information on the Internet.

Students bring to the classroom a world of experience — they just need the tools and guidance, to understand that the knowledge they hold is truly a treasure to be shared. Hopefully, this experience will serve as a springboard for students to keep developing their English academic writing skills so that they may better contribute their important voices to an increasingly globalized world.

References

Wikipedia. (2015a). List of policies and guidelines. Retrieved: [https://en.wikipedia.org/wiki/Wikipedia:List\\_of\\_policies\\_and\\_guidelines](https://en.wikipedia.org/wiki/Wikipedia:List_of_policies_and_guidelines)  
 Wikipedia. (2015b) Manual of Style. Retrieved: [https://en.wikipedia.org/wiki/Wikipedia:Manual\\_of\\_Style/Contents](https://en.wikipedia.org/wiki/Wikipedia:Manual_of_Style/Contents)



元木 環

京都大学情報環境機構 IT 企画室 /  
 学術情報メディアセンター コンテンツ作成室 助教  
 学術コンテンツ作成とその情報デザインに関わる実践・研究を行っている。

MOTOKI, Tamaki

Assistant Professor, IT Planning Office of the Institute for Information Management and Communication / Contents Production Team of the Academic Center for Computing and Media Studies  
 Engaged in the production of academic contents, and the implementation and research of information design for such contents



## 現代社会適応科目群 グラフィックデザイン Issues of Modern Society Group Graphic Design

絵を描くこと／デザインすることは違う

皆さんは「グラフィックデザイン」という授業名からどのようなことを学ぶイメージを思い浮かべますか？毎年、初回授業ではアンケートで受講動機を尋ねていますが、「絵を描くこと、何か作ることが好きだから」と挙げる人が少なからず存在します。しかしこの授業は「グラフィックデザインは情報の伝達技術の一種である」という定義のもと計画・実施しています。まずは、自己表現として何か思い浮かんだことを自由に描くという行為と、何かの課題や問題に対してデザインによる解決を目指す行為とは区別して考えるというスタンスを理解することが、この授業の導入になります。

教養科目としてのデザイン

この授業は、私と奥村昭夫先生の2人で担当しています。私は学術コンテンツの情報デザイン実践者、奥村先生は永らく第一線で活躍しておられるグラフィックデザイナーとしてそれぞれの経験と観点から、講義や課題指導を行います。京大で開講する「グラフィックデザイン」はデザイナーを養成することを目的としない、教養としてデザインを学ぶ科目です。評価指標は、制作したグラフィックデザイン（以下、デザイン）のビジュアルの完成度、オリジナリティを第一にはしていませんし、例えば制作によく使用される Adobe 社のデザイン系ソフトウェアの使い方などは授業内では触れません。受講することで、デザインすることの難しさや効果を把握し、デザインを正しく評価することができる。あるいはある課題について、デザイナーとよりよい協業をするこ

Making Pictures and Making Designs are Different

When hearing the class title “Graphic Design,” what do you imagine you will learn in the course? Every year, in the first lesson, I conduct a questionnaire with students and ask them why they have decided to take the course. Some students answer that this is because they like to make pictures or to create things. However, this course is designed and provided based on the notion that graphic design is a set of information communication techniques. Accordingly, the first thing we must do in the course is to understand the idea that drawing and painting what you have in mind freely as a way of self-expression is different from the aim of solving problems or challenges through design.

Design as a Liberal Arts Subject

The instructors of this course are Prof. Akio Okumura and myself. While I focus on the information design of academic contents, Prof. Okumura has long been on the front lines of the world of graphic design. Based on both our varied experiences and perspectives, we deliver lectures and instruct assignments. The “Graphic Design” course provided at Kyoto University does not aim to develop designers, but instead to help students study design as a liberal art. Actually, the visual level and originality of graphic design (together here called “design”) works completed by students are not the first factor for evaluating students. Also in the course we will not instruct how to use design-related Adobe software, a popular tool for design production. The course strives to enable students to understand the difficulties and effects of design, evaluate design properly, cooperate with designers for even better ways to solve problems, and choose design proposals appropriately.

とができる、デザイン提案を適切に取捨選択できることを目標としています。

授業内容

毎回の授業には次のようなことを行います。

◎さまざまな事例を見る。

- ・背景とコンセプトやアイデアをひもとき、デザインの見方を知る。
- ・必要な物理的要件を知る。

◎課題や条件に沿ったデザインを制作。

- ・個人で情報デザインから、グラフィック制作までを通して体験する。(課題例：自分のマークの制作、名刺の制作、等)
- ・学内で実際にある課題を提供していただき、グループで取り組む。最終的に課題を提供いただいた組織にコンペ形式で提案する。よいデザインは実際に採用、使用していただく。(課題例：京大生協50周年記念事業、京大学習支援システム、等)

学部も学年も異なるグループのメンバーが課題についての洞察や深い議論、綿密な作業を積み重ねることで、授業終了時には、専門家の目から見ても(少し手を入れれば)実際に使用して頂けるレベルの、コンセプトとグラフィックが連動したデザインが提案されています。

最近では他の先生方より、デザインについて学生さんの意見が欲しいので紹介してほしい、といわれることもしばしばあります。社会の中で、また様々な研究分野においてもデザインやその考え方は必要性が高まっているところですので、多くの方にデザインについて考える機会を提供できればと願っています。

**Peek**



京都大学デジタルアーカイブシステム  
の愛称とビジュアル提案

[https://das.rra.museum.kyoto-u.ac.jp/auth/login\\_jp.html](https://das.rra.museum.kyoto-u.ac.jp/auth/login_jp.html)

Proposing a nickname and a visual work for Kyoto University's digital archive system

Course Description

The course consists of the following activities:

◎ Looking at various examples

- Exploring a design's background, concept and ideas, and learning how to look at a design
- Learning necessary physical conditions


◎ Producing assignment works and designs in accordance with the given conditions

- Experiencing the entire process from information design to graphic production (assignment examples: producing your own symbol, producing your business card, etc.)
- Working in a group on an assignment given by an organization of Kyoto University, and submitting a design proposal as the assignment to the organization in a competition style. If the proposal is good, it will be adopted and used by the organization. (Assignment examples: Kyoto University's Co-Op 50th anniversary project, Kyoto University's Learning Support System, etc.)

Each group consists of students from different years and faculties. By repeating in such groups deep exploration and discussion on assignments, and also the elaborate operations for the assignments, by the end of the course students will be able to propose design works in which concepts are linked with the graphics. Even seen from the perspective of graphic design specialists, the level of such works is high enough to actually be used (if modified slightly).

Currently, instructors of other courses frequently ask me to introduce students of this course, saying that they would like to have opinions on design from such students. Since design and its concepts are becoming more and more necessary in society, as well as in a wide variety of research fields, I hope that I can provide an opportunity for many students to consider design.

**Panda**



京都大学学習支援システム  
の愛称とビジュアル提案

<https://panda.ecs.kyoto-u.ac.jp/portal>

Proposing a nickname and a visual work for Kyoto University Learning Support System

# 拡大科目群少人数教育科目 (ポケット・ゼミ) 火山の噴火を見てみよう。

## Small-Class Education Seminar (Pocket Seminar), Extended Curriculum Group Why Don't You Look at a Volcanic Eruption?

火山は地球内部を覗く「窓」です。このポケゼミは、おもに夏期休暇中の野外観測をとおして火山に触れ、そこから地球のいとなみのダイナミックさを実感してもらおうとするものです。

観測の対象は阿蘇火山としています。阿蘇のカルデラ内には、わが国で最初に設置された大学附属の火山観測施設があります。それが現在の理学研究科附属地球熱学施設火山研究センターです。京都大学は京都だけの大学ではなく、北は北海道から南は屋久島まで、日本各地に教育研究施設を有しています。せっかく京都大学に入学したのですから、京大のウリの一つであるそれらの施設を利用しない手はありません。この施設を存分に活用するために、夏期の観測はセンターに泊まり込んでおこなわれています。昭和4年竣工の建物は、その独特なデザインなどが評価され、登録有形文化財に指定されました。2013年度に耐震改修と機能強化を終えたばかりの館内は、レトロな外見には似合わず(?)、安全で快適な活動の場を提供してくれています。

実際の観測は、火山活動の状況に応じて、火口から2kmの範囲内で行われます。まさに最前線の観測です。そこで得られるデータは火山から発せられているメッセージです。それに謙虚に耳を傾け、文脈を読み解き、火山の実像に迫ります。研究の醍醐味の一つを体験していただきます。

火山噴火はダイナミックで素晴らしい自然現象の一つであると同時に、大きな災害を引き起こす要因であることも忘れてはいけません。阿蘇山では2014年11月25日に噴火が発生し、その後も火山活動が高まった状態が続いています。噴火による災害を軽減するため、周辺地

Volcanoes are “windows” through which you can see the inside of the earth. This Pocket Seminar provides an opportunity for students to learn about volcanoes, mainly through field observation carried out during summer vacation, and to feel the dynamism of the activities within the earth.

The target of observation is Mt. Aso. Inside the Aso caldera is the Aso Volcanological Laboratory of the Institute for Geothermal Sciences, Graduate School of Science at Kyoto University. This is the first university-affiliated volcano observation facility in Japan. Kyoto University has education and research facilities not only in Kyoto, but also many other parts of Japan from Hokkaido in the north to Yakushima Island in the south. Now that you have enrolled at Kyoto University, you must take advantage of everything it has to offer and use these facilities that the university boasts as its selling points. To fully use the observation facility, students stay at the facility for observations made in summer. Constructed in 1929, the structure has been registered as a tangible cultural asset in recognition of its unique design and other characteristics. In FY 2013, earthquake retrofitting and functional enhancement work was completed, so despite its retro appearance, the inside of the structure serves as a safe and comfortable base for observation activities.

With due attention to the conditions of volcanic activity, observation is performed within 2 km from the crater. This is clearly front line observation. The data obtained there are a message sent out by the volcano. Students will listen to such a message modestly, analyze the context, and explore the volcano's real situation, thereby experiencing one of the pleasures of research.

Please always bear in mind that although a volcanic eruption is a dynamic and amazing natural phenomenon,



草千里展望台から西を望む。火山活動や地震活動によって形成された圧巻の地形が目に飛び込んでくる。○で囲まれたのがセンターの建物。

Commanding a view looking west from the Kusasenri observation deck. You might find the outstanding topography formed by volcanic and seismic activities to be quite impressive. The facility circled in red is the university's observation laboratory.

域ではどのような対策が立てられているか、人々はどのように火山とつきあっているかなどについても学びます。御嶽山の事故も記憶に新しいのですが、この観測でも安全にはくれぐれも注意し、ヘルメットとガスマスクを着用して、火山活動の状況を見極めながら行います。

2005年度に「地球の温度を測ってみよう」として始まったこのポケゼミは昨年度で10年の節目を迎えました。これまでに約100名の受講者があり、その所属はほぼすべての学部にあわたっています。特別な知識は必要ありません。火山や地学現象に興味がある、というだけで十分です。意欲的な皆さんのご参加をお待ちしています。



噴煙を上げる阿蘇中岳（2015年1月13日）。今年の阿蘇実習ではこのような噴火を見ることが出来る、と予想している。さて実際は如何に？ 答え合わせをお楽しみに。

Smoke billowing from Naka-dake Peak on Mt. Aso (on January 13, 2015). In the fieldwork to be conducted in Aso this year, I assume that you'll be able to observe an eruption like this. But, how will things actually turn out? Wait and see the answer in this Pocket Seminar!

it is also an event that can become a large-scale disaster. On November 25, 2014, Mt. Aso erupted, and since then, the increased volcanic activity has continued. Students will also learn what measures have been taken in the areas surrounding Mt. Aso to reduce the effects of an eruption disaster, as well as how people co-exist with the volcano. I'm sure that the disaster of Mt. Ontake is still fresh in your minds. Taking extra care to ensure safety, each student participating in the observation will wear a helmet and a gas mask. The observation will be carried out with extreme care given to the conditions inherent in a volcanic event.

Launched in FY 2005 as a seminar titled "Let's Take the Temperature of the Earth," last year's Pocket Seminar marked the tenth anniversary. The seminar series has so far drawn approximately 100 students from almost all faculties of the university. You don't have to have any special knowledge, but just an interest in volcanoes and geosciences phenomena. I look forward to working together with highly motivated students.

担当教員 Instructors

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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(木)～8日(水) 9:00
- Application period: Thursday, April 2 – Wednesday, April 8 (9:00 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(水)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 they become available from Wednesday, 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10日(金)12:00～14日(火)13:00
  - Application period: Friday, April 10 (12 a.m.) – Tuesday, April 14 (13 p.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(水)より授業スタート！  
Pocket Seminars start from Wednesday, April 15.

⑤ 履修登録 Class registration

- 登録期間・・・4月17日(金)～21日(火)
  - Class registration period: Friday, April 17 – Tuesday, April 21
  - 確認・修正期間・・・4月24日(金)～27日(月)まで
  - Confirmation/Amendment period: Friday, April 24 – Monday, April 27
- 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、詳細は、入学手続き書類に同封されていた『少人数科目(ポケット・ゼミ)について』及びKULASIS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 read the booklet on Pocket Seminars enclosed with the admission procedure documents, or check KULASIS.



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つの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、統計、物理学、化学、生物学、地学、情報（数論的内容のもの、他は現代社会適応科目群）、その他理系の8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、地域交流・貢献科目の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。

## 全学共通科目の群

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

群 Group		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	Art, Language and 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	
	統計	Statistics	
	物理学	Physics	
	化学	Chemistry	
	生物学	Biology	
	地学	Earth Sciences	
	情報	Informatics	
	その他理系	Other Sciences	
外国語科目群 Foreign Languages	英語	English	
	初修外国語	Other languages for beginners	
現代社会適応科目群 Issues of Modern Society	情報系科目	Information	
	健康科学系科目	Health Sciences	
	環境系科目	Environment	
	法・倫理コンプライアンス系科目	Law and Ethics Compliance	
拡大科目群 Extended Curriculum	スポーツ実習科目	Sports Practical Training	
	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	Culture - General Courses	
	キャリア支援科目	Career Support	
	国際交流科目	International Exchange	
	単位互換等科目	Credit Exchangeable Courses	
	地域交流・貢献科目	Community Exchange and Contributions	

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

The Humanities and Social Sciences consists of the six categories relating to 1) philosophy, 2) history and civilization, 3) art, language and culture, 4) behavioral sciences, 5) regions and culture, and 6) social sciences. Moreover, these categories 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 is composed of the eight groups of 1) mathematics, 2) statistics, 3) physics, 4) chemistry, 5) biology, 6) earth sciences, 7) informatics (regarding mathematical themes - other informatics themes are covered in the Issues of Modern Society Course.), and 8) other sciences. 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 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.

# 群って何?

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

The Extended Curriculum comprises the seven groups of 1) sports practical training, 2) small-class education, 3) culture-general courses, 4) career support, 5) international exchange, 6) credit exchangeable courses, and 7) community exchange and contributions. 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 group. Some faculties have certain requirements not only concerning subjects but also the subdivided categories. To understand how many credits of which subject from which group 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 group, and make selections appropriate for you.

### 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ご注意ください。

Pocket Seminars are held as small-class education seminars in the Extended Curriculum. 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.

### 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.”



# 吉田南構内施設・設備紹介

## 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)

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.



### 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。

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.



**目印はコレ！** Signboard for the facility!  
共北ショップからつ 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
- 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

### 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、歓談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]—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.)

吉田南総合図書館の西側（人間・環境学研究科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 Waon, 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 PC 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

## 出席登録システム Attendance Record System

(吉田南構内の全学共通科目の授業が行われる教室)

(Classrooms on the Yoshida-South Campus where classes of the Liberal Arts and General Education Courses are provided)

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。このシステムは、学生証を端末にかざすことで出席の登録ができるものです。当該端末は、教室の入り口付近に設置されています。(写真参照)

An attendance record system has been introduced for some of the Liberal Arts and General Education Courses. This system enables you to register your class attendance by holding your student ID card out toward a system terminal. The system terminal here will be located near a doorway of each classroom. (See the photograph.) For further details, please check the following URL: <http://www.z.k.kyoto-u.ac.jp/pdf/news/file598.pdf>



## 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、3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 3rd 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!



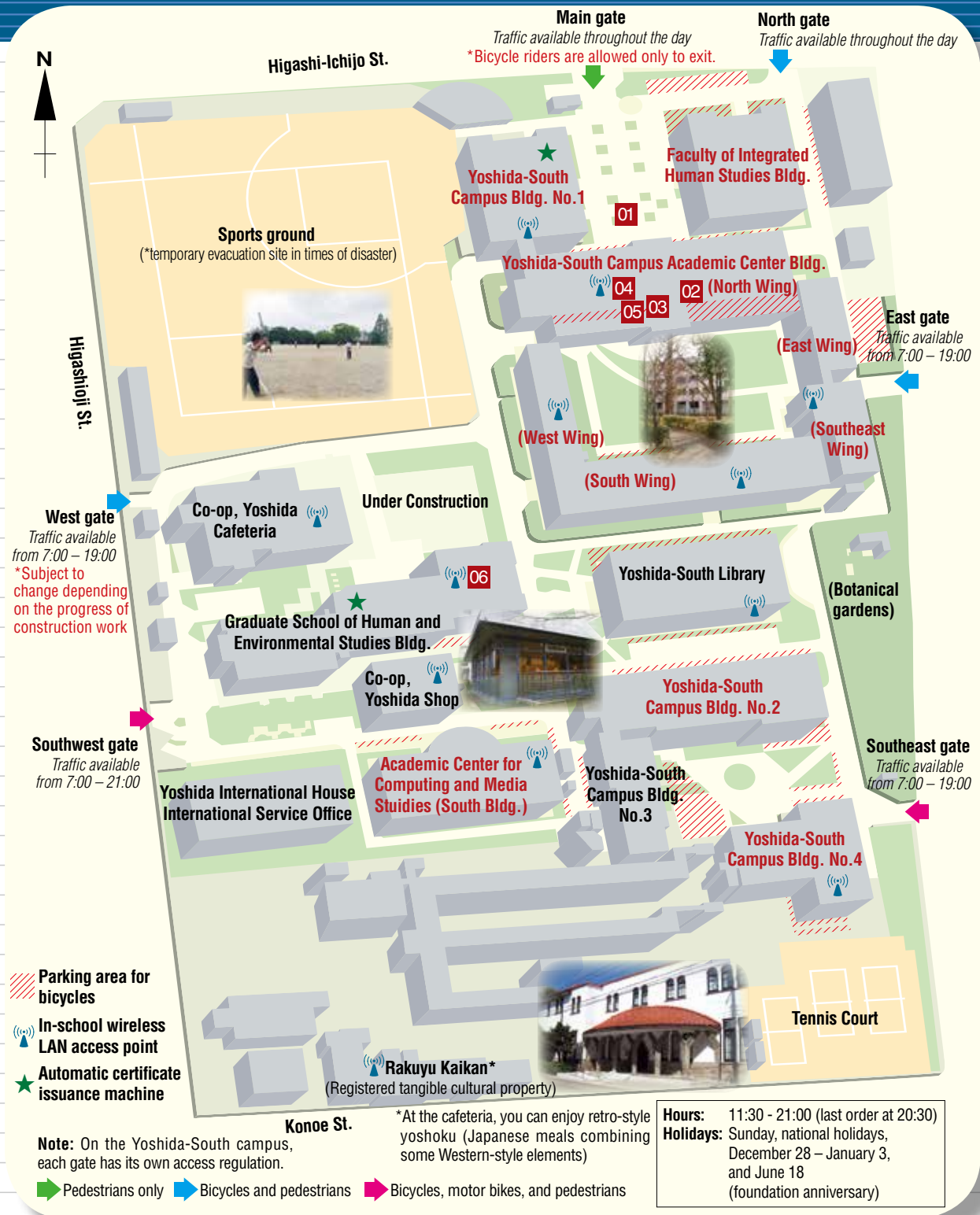
# 吉田南構内マップ

— 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



## 編集 後記

### すべての道はローマに通ず

国際高等教育院教授  
馬場正昭

私は、学生さんと遠足に行くのが大好きです。朝早く起きるのは少しつらいけど、みんなとわいわい話をしながら歩くことが何より楽しみです。今日はどこへ行こうか。まっすぐ行くのもつまらないから、何か面白いルートはないかな。私は特に京都学が好きなので、ふむふむこのお寺にはこんな言われがあったのか、歴史のロマンやな。あれは何だ、ちょっと気になるね。スマホで検索。おっと歩きながらは危ないぞ。しんどそうな子もいるみたいだから、ここでひと休みしようか。ちょっと座ってお茶でも飲もうぞ。そうか、みんな頑張ってるように見えるけど、そんな悩みもあるんやね。京大生っていっても、やっぱり人間だし。

話は変わるけど、昔々のヨーロッパでは、多くの若者がローマを目指したそう。未来の夢を抱いてわくわくしながら、美しい風景を眺めながら、優しい人々と触れ合いながら。それをロマンチックというのかな。今、京大生のロマンって何なんだろうね。答えがすぐに見つからないなら、いろいろな先生の話の聞いてみたらいいと思うよ。全学共通科目に面白そうなのがいっぱいあるけど、どれがいいかな。まあ、どの道を通っても未来に通じてるから大丈夫だよ。

国際高等教育院では、教養・共通教育のシステムをより良いものにしようと検討を重ねていて、進行形で少しずつ形にしているなかで、制度面の手直しも1年後に考えています。みんなが安心して学びに取り組み、未来の夢へと歩み続ける。京都大学の伝統を守っていききたいと思っています。

### All Roads Lead to Rome

Professor, Institute for Liberal Arts and Sciences  
Masaaki Baba

I love going on a picnic with students. Though it's a little tough to get up early in the morning, I really like walking and chatting cheerfully with them better than anything else. Where shall we go today? It's boring to just go on as planned, so what about trying to find an exciting route? Oh, I didn't know that this temple has such a background! Because I'm particularly interested in the Kyoto Studies, it makes me feel the romance of history! Hey, wait! What's that? I'm a bit curious, so let me check with my smartphone. Uh-oh, it's dangerous to use a smartphone while walking. Some of you look a little tired, so why don't we take a rest here? Let's sit down and have some tea. I see, well, all of you work very hard, but still you have those kinds of worries. Even though you are students of the prestigious Kyoto University, you are only human after all.

By the way, in ancient Europe, many young people traveled to Rome, feeling excited about their future dreams, viewing beautiful scenery, and enjoying interactions with kind people. I suppose that this was romantic to young people in those days. What is romantic to present day students at Kyoto University? If you can't think of an answer right now, I recommend that you listen to your various instructors. There are many interesting subjects in the Liberal Arts and General Education Courses. Which ones suit you? Well, I guess no matter which subjects you take, there will be no problems, because all roads lead to your future.

At the Institute for Liberal Arts and Sciences, we are continuing discussions to further improve the Liberal Arts and General Education Courses, and gradually taking action based on such discussions. In addition, we have a plan to revise the course system next year. We would like to preserve Kyoto University's tradition of ensuring that all students can study at ease and go on to realize their future dreams.

Editor's note



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## Arts and Sciences Newsletter Vol.20

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