

教養・共通教育通信

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巻頭言	02
京大生としてのリスク管理を	04
Risk Management as Kyoto University Students	
全学共通科目の「群」って何?	06
What are the "Groups" of the Liberal Arts and General Education Courses?	
英語の学び方、京大における英語教育、E科目	08
(京都大学国際高等教育院 [ILAS] における英語教育プログラム)	
English Education Programs at ILAS, Kyoto University	
統合科学とは?	12
What are "Interdisciplinary Sciences"?	
授業紹介 人文・社会科学科目群	14
日本近代文学	
Class Introduction-Humanities and Social Sciences Group	
Japanese Modern Literature	
授業紹介 人文・社会科学科目群	16
Class Introduction-Humanities and Social Sciences Group	
Topics in Human Geography VII: Population and Mobility	

Portrait of a mathematician	18
Interview with Professor Collins	
授業紹介 自然科学科目群	20
物理学実験	
Class Introduction-Natural Sciences Group	
Elementary Course of Experimental Physics	
授業紹介 自然科学科目群	22
京大スピリッツ満載の『生物学のフロンティア』を楽しもう!!	
Class Introduction-Natural Sciences Group	
Enjoy "Frontiers of Biology," brimming with Kyoto University spirit!!	
授業紹介 外国語科目群	24
Class Introduction-Languages Group	
Academic Writing in English I	
Calibrate your Academic English Compass: Write for your ikiga!	
吉田南構内施設・設備紹介	26
Guide to Facilities in Yoshida-South Campus	
吉田南構内マップ	29
Yoshida-South Campus Map	





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が、しかし、学問研究を深めるためには、しっかりと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し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必要があります。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、これらの科目の履修は、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だと思います。この機会を利用して、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。

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となります。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が、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。

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 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 taking these subjects 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 you will take this opportunity to attain a global mindset.

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

京大生としてのリスク管理を

川添 信介
理事・副学長
(学生・図書館担当)



■ 大人とみられる京大生

今年から18歳になれば選挙権が与えられることになりましたが、2回生以上だけでなく新入生であっても、「京大生は社会から大人として遇されることになる」ということは知っておかねばなりません。それが「自由の学風」の裏面であり、リスク管理の基本です。つまり、大学の中でも外でも、

- 自覚的にリスクを避けるようにし、リスクに遭遇した場合に適切に対処すること
- 周りの人々や社会に対してリスクを与えないようにすること

の両面で、みなさんは責任ある行動が求められているのです。

■ どこにでもあるリスクを知る

リスクは「いつでも、どこにでも」あるのだということ忘れてはなりません。起きてから寝るまでどころではなく、寝ている間に地震が発生し巻き込まれ怪我をするかもしれないのです。「そこまで気にしていたら生活できないよ」と感じるかもしれませんが、社会の中に、また特に大学の中に、どのようなリスクが隠れているのかを「知っておく」ことはとても重要なことです。例えば「これが法律違反だなんて知らなかった」という言い訳ができないのが、大人なのです。(末尾に記したe-Learningや書籍などで、自分のまわりにどのようなリスクがあるのかを一度通覧してみてください。)

■ とりわけ気をつけてほしいリスク

(1) 自転車は「車両」です

- 自転車は道路交通法でいう「車両」で、交通法規を守らねばならないことは当然です。また、近隣住民の方々からクレームの来ないようなマナー順守も心がけてください。
- 自転車の暴走などで人を傷つけたりした場合、高額な損害賠償が発生することがあります。凶器になりうる「車両」であることを忘れないでください。

(2) 飲酒の問題

- 毎年11月祭などで、急性アルコール中毒で病院に救急搬送される京大生は少なくありません。自分のアルコール適性を知り、断る勇気を持つことが大切です。
- サークルの飲み会などで未成年と知りながら飲酒を強要することは犯罪となる場合があることも知っておかねばなりません。

(3) ネット空間でのトラブル

- スマホや携帯のサイトやアプリには、さまざまな誘惑や詐欺などの危険が潜んでいます。18歳までの機能制限が外れていることもありますので、特性をよくわきまえて使用してください。
- TwitterなどのSNSは「仲間内だけのもの」と思いがちですが、そこでの発言が他人を傷つけたり、炎上して自分が傷つくこともあります。どこで誰に対して発言しても良いことだけを書き込むべきです。

みなさんが京大生としての賢明なリスク管理を行うことを期待しています。

〈参考〉

- 京都大学サイバーラーニングスペース・学生用研修サイト (<https://cls.iimc.kyoto-u.ac.jp>)
- 『最新対応版 大学生が狙われる50の危険』青春出版社 2014

Risk Management as Kyoto University Students

Shinsuke Kawazoe
Executive Vice-President
for Student Affairs and Library Services

■ Kyoto University students seen as adults

This year, eighteen-year-olds become entitled to vote. Not only sophomores but also freshmen need to understand that students of Kyoto University are treated as adults in society. This is inextricably linked to academic freedom and a basis for risk management. This means, on and off campus:

- Consciously avoid risks. If you face a risk, attempt to deal with it appropriately.
- Try not to create risks for people around you or for society as a whole.

You are required to act responsibly for the sake of both yourself and other people.

■ Understanding risks that exist everywhere

Keep in mind that risks exist all the time, everywhere. This is not only from the time you get up in the morning to the time you go to bed. Even while you are asleep, if there is an earthquake, you may be injured. You may say, "We can't live an ordinary life with such concerns." However, it is very important to understand what risks are hidden in society, in particular within the university. For example, an adult cannot make the excuse that "I didn't know this was illegal." (In order to understand the risks around you, please check our CyberLearningSpace website and the book introduced at the bottom of the page.)

■ Risks to which you should pay special attention

(1) Bicycle as a vehicle

- Bicycles are regarded as vehicles in the Road Traffic Act. Obviously bicyclists must observe the traffic regulations. You are also required to follow safety rules to avoid complaints from neighborhood residents.
- If you injure someone by reckless bicycling, you may incur liability for heavy damages. Keep in mind that a bicycle is a vehicle that can become a weapon.

(2) Drinking

- At the November Festival every year, a large number of Kyoto University students are taken to hospital by ambulance due to acute alcoholic poisoning. It is important to know your tolerance to alcohol and have the courage to decline forced drinking.
- You must also understand that if you force someone who you know is underage to drink at a drinking party or other event, you may be arrested.

(3) Problems on the Internet

- Websites and smartphone apps carry the potential risk of various temptations and fraud. You need to understand these risks when using a device on which the Parental Controls function has been disabled.
- When it comes to social networking sites, including Twitter, you may think you are interacting with your friends only. However, your messages posted there may hurt other people, and even may expose you to attack, thus hurting yourself. You should only post messages that are suitable to be read by anyone.

We hope that you, as students of Kyoto University, manage risks wisely.

<References>

- Student Training Site at Kyoto University CyberLearningSpace (<https://cls.iimc.kyoto-u.ac.jp>)
- *New Version: 50 Risks Targeting University Students* published by Seishun Publishing in 2014



京都大学の全学共通科目は、平成27年度まで5つの群から構成されていましたが、図のとおり平成28年度よりこれを7つの群に再編しました。

人文・社会科学科目群は学問分野ごとに哲学・思想、歴史・文明、芸術・文学・言語、教育・心理・社会、地域・文化、法・政治・経済、外国文献研究の7つの分野で構成され、それぞれの分野で扱う内容により基礎と各論に分類して科目が開講されています。

自然科学科目群は、数学、統計学、物理学、化学、生物学、地球科学、図学の7つの学問分野で構成されています。

それぞれ分野で基礎となる講義科目や分野によって、実験・実習科目が用意されていて、重要な科目はクラス指定(基本的に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(独、仏、中、露、伊、西、朝鮮、アラビア、日本(外国人留学生のみ対象))で構成されています。なお、ギリシア語、ラテン語は、外国語科目群ではなく人文・社会科学科目群として開講されています。

情報学科目群は、科目選択の目安となるよう「基礎」と「各論」に分類されており、基礎科目は、情報基礎、情報基礎演習の2科目を中心に開講します。

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

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

統合科学科目群は、統合科学、環境、森里海連環学、外国文献研究、その他統合科学の分野で構成され、現代社会のさまざまな課題に文系・理系双方の教員を交えた対話型授業を通じ、多角的な視点から、学生が主体的に考察することを目的として開設しています。

少人数教育科目群は、従来のポケットゼミ及び基礎ゼミナール(前期)を統合しILASセミナーとして実施します。少人数で担当教員とともに興味ある内容に取り組むことで、大学らしい学び方を身につける科目です。また、英語で行われるILASセミナーも多数開講します。

各学部では、これらの群に沿って修得すべき全学共通科目の単位数が定められており、学部によっては履修すべき分野や科目を指定している場合もありますので、卒業するために、自分はどの群の科目から何単位必要なのか、国際高等教育院のwebサイト上にある、全学共通科目履修の手引きや学部の便覧を見てよく確認し履修計画を立てましょう。

* COCOLO域は、文部科学省「地(知)の拠点整備事業(大学COC事業)」(京都学教育プログラム)の一環

全学共通科目の群って何?

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

群 Group		
人文・社会科学科目群 Humanities and Social Sciences	哲学・思想	Philosophy
	歴史・文明	History and Civilization
	芸術・文学・言語	Arts, Literature and Linguistics
	教育・心理・社会	Pedagogy, Psychology and Sociology
	地域・文化	Regions and Cultures
	法・政治・経済	Jurisprudence, Politics and Economics
	外国文献研究	Readings in Humanities and Social Sciences
自然科学科目群 Natural Sciences	数学	Mathematics
	統計	Statistics
	物理学	Physics
	化学	Chemistry
	生物学	Biology
	地球科学	Earth Science
	図学	Graphics
外国語科目群 Languages		
情報学科目群 Informatics		
健康・スポーツ科目群 Health and Sports	健康・スポーツ科学	Health and Sports Sciences
	スポーツ実習	Sports Training
キャリア形成科目群 Career Development	コンプライアンス	Law and Ethics Compliance
	国際コミュニケーション	International Communication
	学芸員課程	Museum Studies National Certification Course
	国際交流	International Program
	COCOLO域	Local Collaboration Program
	その他キャリア形成	Other Career Development Courses
	統合科学	Interdisciplinary Sciences
統合科学科目群 Interdisciplinary Sciences	環境	Environmental Sciences
	森里海連環学	Forest, Towns and Oceans Program
	外国文献研究	Readings in Interdisciplinary Sciences
	その他統合科学	Other Interdisciplinary Sciences
少人数教育科目群 Seminars in Liberal Arts and Sciences		

At Kyoto University, until academic year 2015, the Liberal Arts and General Education Courses comprised the five courses. Since academic year 2016, however, they have been reorganized to feature seven courses as indicated in the following chart.

The Humanities and Social Sciences consists of the seven fields of 1) philosophy, 2) history and civilization, 3) arts, literature and linguistics, 4) pedagogy, psychology and sociology, 5) regions and cultures, 6) jurisprudence, politics and economics, and 7) readings in humanities and social sciences. Subjects included in this course are divided into foundations and issues studies, according to the content covered by the respective fields. The Natural Sciences comprises the seven academic fields of 1) mathematics, 2) statistics, 3) physics, 4) chemistry, 5) biology, 6) earth science, and 7) graphics.

While basic lecture subjects are taught for each of these fields, experiments and seminar subjects are also available in some fields. Regarding important subjects, you need to take lessons in your designated class (Basically, there subjects are not compulsory.)

The Languages comprises English and nine second foreign languages: 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 not in the Languages, but in the Humanities and Social Sciences.

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

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

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

The Interdisciplinary Sciences consists of interdisciplinary sciences, environmental sciences, forest, towns and oceans program, readings in interdisciplinary sciences, and other interdisciplinary sciences. This course has been established for the purpose of encouraging students to consider a wide variety of contemporary problems on their own initiative from multi-angle perspectives through interactive classes taught by both humanities- and science-related faculty.

Pocket Seminars and Proseminars (first semester) have been integrated into the Seminars in Liberal Arts and Sciences, and this new group is provided as ILAS Seminars. By providing opportunities for students to study in a small group and work on subjects of their choice together with teaching staff, the course helps the students to acquire a style of study appropriate for university students. In addition, many ILAS Seminars are provided in English.

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

*local collaboration program forms part of the university's initiative (Kyoto University Educational Program) selected as a Center of Community (COC) Program by the Ministry of Education, Culture, Sports, Science and Technology.

番外コラム

科目の「A」「B」「I」「II」とは?

「物理学基礎論 A」「物理学基礎論 B」? 「哲学 I」「哲学 II」?

■ 「A」「B」・・・

科目を連続して履修することが推奨されている場合、アルファベットが付きまします。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?

“Fundamental Physics A,” and “Fundamental Physics B?” “Philosophy I” and “Philosophy II?”

■ “A” and “B”

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

■ “I,” “II,” and “III”

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

英語の学び方、 京大における英語教育、E 科目

(京都大学国際高等教育院[ILAS]における英語教育プログラム)

English Education Programs at ILAS, Kyoto University

日本人の学生は英語の読み書きはできるが会話（即ち、聞く話す）ができないとしばしば言われます。私は今日では必ずしもそうではないと思います。（例えば、私の世代と比べて）今の学生は結構上手に話す事ができます。しかし、英語を読み書きする能力をもっと向上させるべきだと思います。驚きましたか？ 何故かを言いましょ。多くの京大新生は、英語を含めて難しい入試に合格したのだから、英語の読み書きはできると思っているかもしれません。では、小説でもドキュメンタリーでも良いですから英語の本を年間に何冊読んでいますか？ 英語の（新聞、雑誌など）定期行物をいつも読んでいますか？ 諸君の中で英語で日記を書いている人は多数居ますか？ 英語は、日常頻繁に使わなければ、記憶から失われてしまうものなのです。

英語の勉強で『聞く』ことは、今日おそらく最も手軽にできることです。というのも、インターネットには英語のテレビ番組やビデオなどが沢山あります。英語以外の外国語についても同じことが言えます。インターネット上にはあらゆる言語のニュースやビデオがあります。では、何故京大の ILAS では 英語を履修

することを義務づけているのでしょうか？その答えは「学術目的の英語」(English for Academic Purposes; EAP) にあります。あなた方が京大を卒業するまでに、英語が重要な勤務言語 (working language) であり、そのうえ複数の外国語もできることが望ましい環境に入ったとしても、仕事ができるようになって欲しいのです。このことは、必ずしも外国で仕事をするという意味ではありません。世界は緊密に繋がっています。出版国がどこであれ、多くの学術雑誌が英語で書かれ、多くの商取引の書類も英語です。コンピューター用語も英語が基礎になっています。日本も中国もロシアも、その上空を飛ぶ旅客機の管制言語は英語です。

コンピューター技術者、国際ビジネス、弁護士、医療専門職などそれぞれの職業に特化した専門用語が使えさえすればそれで充分だと言う人も一部に居ます。これらの英語は特化された目的の学術英語 (English for Special Academic Purposes; ESAP) と呼びますが、それらを身につける前に、英語を母国語とする人々誰もが大学を卒業するまでに身に付けている一般的な学術的英語能力 (English for General Academic Purposes; EGAP) を習得しなければなりません。

人為的に作られた 에스ぺ란토 という言語のことを聞いたことがあるかも知れません。一部の人々は共通の国際言語として普及させようとしたが、殆ど普及していません。それは何故でしょうか？ おそらく、エスぺ란토 には人類の生々しい歴史や文化が背景として滲んでいないからだと思われます。言語はコミュニケーションの道具ですが、単なる道具ではありません。言語はそれを話した人々の沢山の歴史を背負っていますし、現在それを話す人々の文化を背負っています。

英語の歴史に短く触れてみましょう。紀元 5 世紀頃には英国にはケルト人が住み、ケルト語を話していました。そこへゲルマン民族の大移動でアングロ-サクソン人が入ってきました。その後、デン人人がスカンジナビアから何波にも渡って侵入してきます。そして最後に 1066 年には現在のフランスからノルマン人が攻めてきて、イギリスの王室を乗っ取り、ノルマンディー王朝としてその後 230 年程続きます。王室はフランス語になっても庶民は入れ替わった訳ではなく、それまで話されていた古い英語 (Old English) にノルマンのフランス語が加わります。それとは別に (6 世紀末に) キリスト教が入って来ますが、聖書や聖職者の言葉はラテン語でした。これらの歴史的な出来事が英語の形成に大きく関わっています。すなわち、語彙が豊富になり、フランス語やドイツ語と比べて語数が 2 倍にも 3 倍にもなりました。(英語ではしばしばゲルマン系言語とラテン系言語に由来した同じ様な意味の単語を類推することができます。例えば、new はドイツ語の neu と、novel はフランス語の nouvelle と似ているし、old はドイツ語の alt と、ancient はフランス語の ancien と似ています。) 同時にこれらの歴史的事情により英語の文法は著しく簡単になりました。代名詞と動詞を除き、現代英語には格変化がなく、語尾変化の最も少ない言語の一つとなっています。従って主語、動詞、目的語などの語順によ

る構造が極めて重要になり、ドイツ語などで頻繁に用いられる倒置法などは、特殊な慣用句でしか用いられません。

このような英語の歴史が京大で英語を学ぶこととどんな関係があるのでしょうか？ 良い英語というのがどの様に構成されているかを見てみましょう。それは簡潔で均衡のとれた構造で、豊富な語彙を用いています。これらは、一クラス 20 人で構成される 2016 年度の新しいカリキュラムのライティング (とリスニング) のコースで諸君に学んで欲しいことに含まれています。

では京大での英語教育コースの概要を以下に示します。(詳細は [Web site](http://www.z.k.kyoto-u.ac.jp/zenkyo/guidance) に掲載されている「履修の手引き」を参照してください。URL <http://www.z.k.kyoto-u.ac.jp/zenkyo/guidance>)

一回生向け英語科目: これらは、それぞれの所属学部生がまとまって受けます (クラス指定)。そのタイプは「リーディング」と「ライティング-リスニング」で、後者の後期の成績評価の 20% 分には、後期の終了時点 (12 月を予定) で受験する TOEFL ITP の成績が反映されます。

主に二回生向け E 科目: これらの科目は広範な課題や形態を各学生が選択できるようになっています。それらは以下の 3 つのタイプに分かれます。

E1: 英語の本や教材を用いて行われ、英語そのものの習得よりは、その内容に重点を置きます。内容は文学作品から各学部生に適した専門的な課題など多岐にわたります。

E2: 多様な分野にわたり、英語を使用言語として行われる授業で、教材だけでなく授業の進行も英語で行われます。

E3: 英語の技術的側面、即ち TOEFL を中心とする

テストテイキングスキルや、プレゼンテーションなどのスキルを実践しながら学ぶ科目です。

最後に、特に一回生向け英語科目を履修して合格できなかった学生は、単位未修得科目に応じて必要な面の再履修科目を受験する必要があります。例えば、

ライティングリスニングを落とした学生は、単位を取るまでライティングリスニングの再履修クラスを受講し続けなくてはなりません。再履修コースだからといって上記のコースより容易ということはありませんから、学生諸君は極力正規のコースで単位を取得するよう最大限の努力をしてください。

It is often said that Japanese students can read and write English well, but cannot communicate in conversation (i.e., listening and speaking). I don't think that's true anymore. Nowadays, they can speak rather well (for example, compared with my generation). However, they need much better skills in reading and writing. Surprised? I'll tell you why I believe this. Most Kyoto University freshmen may think they can read and write English well because they have passed a very difficult admission exam that includes English. Well, let me ask you how many English books—either novels or non-fiction—do you read in a year? Do you read English periodicals (newspapers, magazines, etc.) regularly? Do any of you write a diary in English? Unless you use English often, it can easily slip from your memory.

Listening to English is probably the easiest skill to master these days because you can watch English TVs, videos on the Internet, etc. This applies to other foreign languages, too. You can find news and videos in any language on the Internet these days. So why do we, here at ILAS, Kyoto University, mandate that students take English courses? The answer lies in “English for Academic Purposes” (EAP). By the time you graduate from Kyoto University, we want you to be able to work in an international environment where English is the key working language, and a few additional languages will be of still further

help. This does not necessarily mean that you will be working outside Japan. Our world is becoming very interconnected. Most important academic journals are in English, wherever they are published. Many business communication documents are in English. Computer languages are based on English. Air traffic control is in English whether covers the skies over Japan, China or Russia.

Some people may say, it is enough if you can use occupational English, which consists of technical terms for computer engineers, business people, lawyers, medical professionals, etc. These language skills, called “English for Special Academic Purposes” (ESAP), are essential for your professional career, and we teach them after English for General Academic Purposes (EGAP). The latter comprises more general knowledge and skills of English shared by college graduates who are native speakers of English.

You may recall that there is a man-made language called “Esperanto” that was expected by some to become a common international language. Why has it not been adopted widely? Arguably because the language doesn't have any human history or culture behind it. Although a language is a communication tool, it is not just a tool. It carries the whole sweep of the

history of the people who spoke it in the past, and the culture of the people who speak it today. Accordingly, it is essential to understand the history and culture of the people behind the language when you learn a foreign language.

Let me take English as an example here. Around the fifth century, England was inhabited by Celtic people who spoke their own language, when Anglo-Saxon people moved in as part of the migration of the Germanic tribes. Later, the Danes invaded and inhabited England, especially in the north. Finally, in 1066, the Normans invaded England from the now French part of the continent. While the Normans took over the Royal Court, they also intermingled with the commoners thereafter. Old English, which had been spoken before the 1066 invasion, became intermixed with the French spoken by the Normans. In addition, Christianity was first brought to England in the Latin language (at the end of the sixth century). These events contributed to the formation of the modern English language. They enriched the vocabulary of English, which today has twice or three times the number of words as French or German. (You can often trace these two sources—Germanic and Latin-French—in English words. For example, “new” is similar to the German “*neu*,” and “novel” is similar to the French “*nouvelle*”; “old” is similar to the German “*alt*,” and “ancient” is similar to the French “*ancien*.”) At the same time, English grammatical rules became simplified, rendering it one of the least inflective languages. Inversions, which are quite common in German, for example, are rare in English except in limited idiomatic uses.

What does this have to do with your study of English here at Kyoto University? Now, you can see how good English is composed: of simple and well-balanced structures with rich vocabulary. These are some points that we would like you to master when you study the English Writing (and Listening) Course we have implemented for Academic Year 2016, with a reduced class size of an average of 20 students.

The following is a brief summary of the English courses available. (Please look into the Course Guides for details on the Web: URL <http://www.z.k.kyoto-u.ac.jp/zenkyo/guidance> .)

Basic English classes for freshmen: These are given to

students of the respective faculty classes according to a pre-assigned timetable (Class-assigned). There are two types: “Reading” and “Writing-Listening.” As for credits, 20% of the latter will be allotted to the TOEFL ITP score that each freshman takes in December.

Classes for mainly sophomores (“E” classes): These classes, which each student can choose, will provide a wide variety of subjects and formats. They fall into three types:

- E1, classes where English books or materials are taught focusing on the contents, rather than English language skills. Their contents can vary widely, from literature to special subjects suitable for particular faculties;
- E2, classes that are given in English, and are aimed at mastery of a variety of subjects in English;
- E3, classes that are specialized for improving skills for taking TOEFL exams, giving presentations, etc.

Finally, students who fail in the above classes will need to take additional makeup courses with reexaminations to obtain the minimum number of credits. For example, those who fail the Writing-Listening course have to take the Writing-Listening makeup course until they obtain the necessary credits. Besides, these courses are not easier than the regular courses. Therefore, we strongly urge our students to make the best efforts to obtain the credits through the regular courses.



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統合科学とは？

What are “Interdisciplinary Sciences”?

平成 28 年度から全学共通科目が再編され、統合科学科目群という一寸意味不明な看板が上がります。長らく続いた A 群、B 群、…の分類が平成 25 年度に一度再編されましたが、その時も現代社会適応科目群、拡大科目群のようにその名称から授業内容を想像するのが難しい科目群が付け加わりました。学問、文化、社会生活の変容に伴い、これまでの古典的な学問分野の区分けには馴染まない授業が教養・共通教育の一環として必要になったからでしょう。今回の再編では、名称から内容が想像し易いようにしたつもりで、統合科学科目群は複数の既存学問領域が関与する学際領域に係る授業を集めた科目群です。環境問題、自然災害への対応など、学際領域を扱う授業はこれまでも提供されてきましたが、その性格上、多くの教員によるオムニバス形式のものが多く、「雑多な情報は得られたが、それで…」といった感が否めなかったため、その辺りについて少し工夫した構成になっています。

統合科学科目群は、従来からあった授業を整理した環境分野と森里海連環学分野、外国文献研究分野に加え、以下のような目的で新しく企画された統合科学分野で構成されています。現代社会が抱える問題の多くは、自然や人間の営みの物質的側面に起因する構成員間の利害対立から生じているように思われます。理系の立場からは、人間をとりまく自然の成立ちを理解し、その理解に基づく技術によって物質的豊かさを追求します。他方、文系の立場からは、まさにその豊かさをもたらす利害関係の構造を明らかにし、利害を調整あるいは解消する仕組みを模索します。特に、環境や生命をはじめ、現代社会が直面する重要な課題に取り組むには、文系、理系それぞれの領域に閉塞した思考様式の殻を破り、それぞれに欠けている視座を補完しあうことが望まれます。そこ

In the 2016 academic year, the curriculum for the Liberal Arts and Sciences Program will be restructured and a new subject group called *Interdisciplinary Sciences* will be launched, whose content might be somewhat unclear based on the name alone. When the old curriculum, which had been organized into Group A, Group B, etc., we temporarily launched the subject groups named “*Issues of Modern Society*” and “*Extended Curriculum*,” the names not making the contents of these courses clear. Since academic disciplines, culture, and society are changing, the traditional classification of subjects is no longer sufficient and it became necessary to restructure these courses. In the restructuring of the curriculum for 2016, we have, as far as possible, made group labels, including “*Interdisciplinary Sciences*,” properly reflect their objectives. “*Interdisciplinary Sciences*” is concerned with complex problems that require knowledge over more than one traditional academic discipline. Although lectures on such issues, for instance, human-environment interactions and coping with natural disasters have, of course, been offered in the past, almost all of them were taught by multiple instructors, which usually gave a disjointed feeling to these courses and left students with the impression of only receiving random information rather than seeing it as a comprehensive whole. The current restructuring attempts to overcome this shortcoming. The subject group *Interdisciplinary Sciences* consists of the three subgroups called “*Environmental Sciences*,” “*Forest, Towns and Oceans Program*,” and “*Readings in Interdisciplinary Sciences*,” which reorganize old subjects, along with a new subgroup “*Interdisciplinary Sciences*,” which has been designed for the following purpose. Many of the issues in modern society seem to arise from conflicts among its members originating from materialistic aspects of the natural world and also the human beings in it. Science majors try to understand structures and mechanisms of the natural world around

で、人類社会の持続的発展と深く関わる「生命と社会 — 生命科学の進歩と人の生活」、「生命と社会 — 自然と人の関わり」、「閉じた地球で生きる — エネルギー消費と環境」、「総合自然災害科学」、「地球環境と人類とのバランス」、「資源循環と環境」の六つの主題について 15 クラスの双方向型の授業を企画しました。

統合科学分野の何れのクラスにおいても、理系、文系の教員がそれぞれの立場から提供する各主題に関する情報を基に、問題解決に向けてグループ作業と討論を行い、受講者一人ひとりが自分なりの解決策を模索、提案することを目標としています。初めての試みなので、担当教員も現時点では未だ手探り状態で、一抹の不安を抱えていますが、授業の性格上、その成否は受講する学生の皆さんの関わり方次第だと腹を括っています。教員と一緒に授業を作るといった感じで多くの皆さんに参加して欲しいと思っています。



human beings and to pursue material affluence using technologies based on such understanding. On the other hand, non-science majors try to elucidate structures of the interests among members of society caused by the affluence and to solve the problem. To control the grave problems contemporary society faces, including those of environment and life, it is desirable for both science and non-science majors to break down the barriers that separate them and to work together. For this purpose we have designed 15 interactive classes that can be categorized into six subjects that have a deep bearing on the sustainable development of the society, namely, “*Life and Society: Implications of the Progress in Life Science on Human Life*,” “*Life and Human Society: Interactions between Nature and Humans*,” “*Sustainable Living on the Earth as a Closed System: Energy Consumption and the Environment*,” “*Natural Hazards and Disaster Risk Reduction*,” “*Cool Balance of Mankind and Nature*,” and “*Resource Cycles and Environment*.”

Every class in the subgroup *Interdisciplinary Sciences* engages students in group work and discussions aimed towards finding a solution of the problem under consideration on the basis of information provided by instructors of both science and non-science majors from their respective standpoints. The goal is that each student will seek and propose his or her own solutions. This is our first attempt to have such classes, and so we, the instructors in charge, are still in the course of trial and error and have a slight sense of uneasiness at present, but we have made up our minds to believe that the very success or failure of the classes will depend on how you students will face them. We hope many of you will take part in these classes, and by so doing, work with us, the instructors, to shape and build them.



人文・社会科学科目群 日本近代文学

Humanities and Social Sciences Group Japanese Modern Literature

私は、日本近代文学I（前期、講義）、II（後期、講義）をそれぞれ2コマ、ILASセミナー日本近代文学（前期）、日本近代文学基礎ゼミナール（後期）を担当している。

日本近代文学I、IIは、日本近代文学の作品を読むことを通じて、当該作品のみならず、当時の社会や文化、人々の思いまで理解することを目指している。高等学校まで学んできた「国語」や「現代文」の大学版、と考えてもらえばいいだろう。なお、国語国文学I、IIという科目もあるが、これは古典文学中心の講義である。

ここ数年、日本近代文学Iでは短篇、IIでは中長篇を読んでいる。例えば昨年度は、Iで太宰治「貧の意地」、内田百閒「旅順入城式」「蘭陵王入陣曲」、幸田露伴「鶯鳥」、芥川龍之介「きりしとほろ上人伝」、泉鏡花「葉草取」、久生十蘭「生霊」を、IIで川端康成「雪国」、太宰治「人間失格」を読んだ。綺羅星の如き名作・傑作・快作の中で、作家の代表作のみならず、余り知られてはいないが読むに価する作品を選んでいる。普通に読んだだけでは気付きにくい、読みの意外性に重点を置いた理知的な作品、深く読むと面白い、胸打たれる作品を選ぶようにしているが、結局のところ、私の好み色が濃く反映してしている。それもあって、読む作品は毎年変えるようにしており、芥川なら「羅生門」や「地獄変」「奉教人の死」など、ほかに漱石や鴎外、樋口一葉、谷崎潤一郎、澁澤龍彦、尾崎翠、岡本かの子らを取り上げてきた。

授業は、Iなら作家略歴・作品本文・語句注釈などをプリントして配布、IIなら廉価な文庫本を教科書にしている。基本的には、本文を読み進めながら作品の背景や主題、作家の思いなどを説明し、理解を深めるようにしているが、それだけでは一方通行になるので、受講生から質問や意見を書いて貰い、次回それに答えるようにしている。文学作品は多面的であり、教員一人ではどうし

須田千里

人間・環境学研究科教授
1962年生
専門分野：日本近代文学

Chisato Suda

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I teach two classes in each of the Japanese Modern Literature I (first semester, lecture style) and Japanese Modern Literature II (second semester, lecture style) courses. I also have ILAS Seminar Japanese Modern Literature (first semester), and Proseminar on Japanese Modern Literature (second semester).

Regarding Japanese Modern Literature I and II, students read works of Japanese modern literature, thereby aiming to understand not only the works themselves, but also society, culture and even people's feelings in those days. You can think of these classes as university versions of the Japanese Language and Modern Japanese classes that you took during your school days. Meanwhile, in Japanese Philology and Literature I and II, you study with a focus on classical literature.

In recent years, students taking Japanese Modern Literature I have read short pieces, while those taking II have read medium-length and long pieces. For example, last year, students in the Japanese Modern Literature I course read Hin-no-iji (A Poor Man's Got His Pride) by Osamu Dazai; Ryojun-nyujo-shiki (Triumphal Entry into Ryojun) and Ranryoo-nyujinkyoku (The Dance of the Invasion of King Ranryo) by Hyakken Uchida; Gacho by Rohan Koda; Kirishitohoro-shonin-den (The Life of Saint Christopher) by Ryunosuke Akutagawa; Yakusotori by Kyoka Izumi; and Ikiryō by Juran Hisao. Students in the Japanese Modern Literature II course read Yukiguni (Snow Country) by Yasunari Kawabata; and Ningen-shikkaku (No Longer Human) by Osamu Dazai. Although there are many excellent masterpieces, I select not only the writers' most important works, but also others that are not so well-known but worth reading. I always try to select intellectual works featuring unexpected characteristics that are difficult to identify if read in an ordinary manner, namely works that deeper readers will find interesting and impressive. In the end, however, my taste is strongly reflected in my selection. This is one of the reasons why I select different works every

でも限界がある。私の気づけなかった清新な意見や質問によって、目を開いてくれた受講生たちに感謝したい。

ILASセミナー日本近代文学（前期）では芥川龍之介の短編集を教科書とし、受講生が自分で作品を選び、自由に発表する形式を取っている。芥川という作家は、素材をいかに作品化するかを学ぶのに適切である上、中学・高校での馴染みもあるからである。発表者には、事前に芥川関係の事典類4種のコピーを配布し、それらを参考にしながら自分独自のアプローチをするように伝えている。また、後期の日本近代文学基礎ゼミナールでは久生十蘭（知られざる名手！）の短編集を読む予定である。実際の授業では、他の学生からの的確な質問や意見が出され、盛り上がることもしばしば。作品執筆の背景や補足情報などは私が説明するが、基本的には学生たちでいろいろ語り合うゼミナールである。なお、一昨年度の授業例が京都大学の広報誌『紅萌』26号（平成26年9月）に掲載されているので、興味のある方はご一読のほどを。



year. For example, I have selected Rashomon, Jigokuhen (Hell Screen), and Hokyōnin-no-shi (The Martyr) by Ryunosuke Akutagawa, as well as works by Soseki Natsume, Ogai Mori, Ichiyo Higuchi, Junichiro Tanizaki, Tatsuhiko Shibusawa, Midori Osaki, Kanoko Okamoto and other writers.

In Japanese Modern Literature I, I distribute handouts providing the relevant writer's background, the text of the relevant work, notes on words and phrases, and other information. In Japanese Modern Literature II, low-priced paperbacks are used as textbooks. Basically, while moving through a work, I explain the work's backdrop, theme, and author's feelings, thereby helping students understand the work. In addition, to prevent the class from proceeding in one-way style, I invite questions and comments in writing from students, and answer them in the next class. Literary works have many facets, and thus there is a limit to what can be done by an instructor alone. I would like to express my appreciation for students who have opened my eyes by providing fresh comments and questions on points that I have not realized so far.

In ILAS Seminar Japanese Modern Literature (first semester), a collection of short pieces by Ryunosuke Akutagawa is used as the textbook, and each student reads a work of his/her choice and gives a presentation on the work in free style. The reason why works by Akutagawa are selected as the textbook is that they are appropriate for learning how subjects are developed into works, and that most students would have read some of his works during their junior and senior high school days. I provide presenters with copies of four types of entries on Akutagawa from encyclopedias in advance, and tell the presenters to refer to the entries and at the same time adopt their own approach. My plan for Proseminar on Japanese Modern Literature in the second semester is to read a collection of short pieces by Juran Hisao (a not-well-known but talented writer!). In the seminar, presenters frequently receive sharp questions and comments from the other students, making the class even more exciting. Although I explain the relevant work's background and provide supplementary information, this is basically a seminar in which students themselves discuss a wide variety of topics. Meanwhile, an article on a class that I taught two years ago was published in Kurenai Moyuru, Kyoto University's PR bulletin, No. 26 (September 2014). If you are interested in my class, please check it out!

Jane Singer

Associate professor, Graduate School of Global Environmental Studies.

My research focuses on migration and displacement, community resilience, and campus sustainability, and much of my research is conducted in Southeast Asia. My hobbies include film, novels, biking and trying new cuisines, the spicier the better.



Humanities and Social Sciences Group

Topics in Human Geography VII: Population and Mobility

● The 21st century – people on the move

You (or the person next to you) can probably call yourself a migrant, someone who lives apart from his or her original community. A century ago the average person was born, lived and died within the confines of the same town or village, rarely venturing far from home. A trip to a distant city would have been a rare event, with family and neighbors gathering to send off the traveler (and expecting gifts and travel reminiscences – *miyage-banashi* in Japanese – upon his or her return). Today, however, for a small fee we can secure an airplane seat and be in a new continent within hours. An estimated 200 million people now live outside their country of origin, and most of us move several times during our lives. In fact, the 21st century has been called “The age of mobility.” Why and how are people moving, and what does it mean for them and those they impact? This is the topic of my spring ILAS course, Topics in Human Geography VII: Population and Mobility.

Each of us makes a decision to leave our homes for intensely personal reasons, yet these decisions often hinge on much larger political, economic or environmental trends. Movement is generally characterized according to volition – those who move out of desire are called “migrants,” while those who are compelled to move are “displaced.” Migration may be seen as an expression of hope for a better life – a new job, an education, a reunion with family members – yet for the displaced, mobility can be a sign of despair, as they’re forced to leave home for an uncertain, unprepared future.

Migrants and displaced populations not only differ semantically, but they’re accorded different status under international law. Those who escape to a neighboring

country fleeing conflict, for example, are regarded as displaced refugees, and they must have food, shelter and other basic needs covered, according to international legal conventions. Yet the government of the destination country is not obligated to provide for the basic needs of those seen to have migrated for economic reasons, or even to accept them on their soil. Of course the distinction can be complicated. Is someone who is fleeing conflict-torn and economically devastated Afghanistan for Western Europe a migrant or a legitimate refugee? The host country can make its own judgement call.

More people are migrating domestically and internationally than ever today for a host of reasons. One is globalization, including internationalized labor markets, university exchange programs, Internet-connected migrant networks and mass tourism, which makes it easier to travel all the time. Population growth and environmental degradation – chronic flooding, desertification, erosion – are increasing job scarcity and economic pressures, often forcing families to sell land and assets. Others have been forced to move due to infrastructure development – roads, dams, or urban renewal – or have lost their land due to large-scale land acquisition.

The impacts of climate change, including rising sea levels, drought, and extreme weather, may produce untold numbers of displaced residents during this century, and the international community is just starting to discuss needed legal instruments and financial support. Then there’s the recent upsurge in conflict around the world – particularly in Syria, Iraq, Afghanistan, and northern Africa – which has created the largest global population of refugees since World War II (more than 50 million, including internally displaced people). As the chaotic



Students represent diverse stakeholders in a simulated negotiation exercise.

recent surge of refugees seeking asylum in Western Europe has shown us, nations are not prepared for the arrival of huge numbers of refugees on their doorsteps. What are the ethical and legal obligations of industrialized countries like Europe and North America? And how about Japan, which has recently accepted fewer than 10 asylum seekers per year? Could a more welcoming stance towards foreign immigrants help the country ease some of its current demographic and labor woes? Through watching videos, readings, independent study and group discussions we share and explore opinions on many of these issues in class.

● Experiencing the complexity of displacement firsthand

To afford a real taste of the complex phenomenon of displacement, our last class assignment is a simulated negotiation by different interest groups affected by a conservation project. The class is divided into four stakeholder groups – local government, the business community, environmentalists and poor Indian villagers who have learned that they must resettle from their forest homes because their land is part of a newly established tiger reserve. We may even have a visit from some tigers to remind everyone of the high stakes – livelihoods for people; continued existence for the wildlife – that hinge on successful negotiations over government-proposed terms for compensation and relocation. Over several

class periods each group tries to analyze the expected behavior of the other three parties before deciding their strategy during negotiations. What are the minimum needs for poor farmers to secure their livelihoods and living conditions? What are the core interests that each group can be expected to protect and what might be their opening positions? Who can influence the outcome the most and who has the greatest resources?

The negotiation unfolds during the final class, facilitated by a graduate student with real-world NGO experience. We discuss each term of the resettlement and management plan, seeking a consensus agreement before proceeding to the next topic. Inevitably the business group discovers a hard-headed thirst for profit, while the government reluctantly recognizes that it needs to improve its compensation package or lose village votes in the next election. The villagers soon realize that without information, education or many resources their negotiating position is the weakest, and they may have to call on the sympathy of the others to secure better compensation and other terms. And the environmentalists start to realize that as wildlife reserve managers they cannot secure the future of the wildlife they protect without also considering the interests of the people who must coexist with them. The exercise has proven a very popular, thought-provoking way to end the course.



Portrait of a mathematician

Interview with Professor Collins

(interviewed by Professor Tetsuji Miwa)

-First, please tell me something about the place where you were born and raised.

I was born in Paris, France, but soon moved. After moving a couple of times, when I was eight years old, my parents moved to Limoges, which is a small city 400 km south of Paris. My parents have been in Limoges ever since, so I consider it my hometown. However, I only lived there for eight years until I was 16, because I moved again to enter university in Paris. I spent a total of nine years in Paris doing my undergraduate and doctoral studies.

-What is Limoges famous for?

Limoges is famous for porcelain, and also beef.

-So you are a beef eater?

Yes, I am. This is like the French version of Kobe beef, maybe. Although Kobe beef might be even better...

-I see. What do you like about Limoges?

Limoges is a very quiet city, with a lot of medieval and Roman architecture; its history is really rich and fascinating.

-Please tell me about your first few encounters with mathematics.

I have a few specific memories. When I was eight or nine years old, during the summer vacation, my father gave me a die. He asked me to throw the die, and to write the number maybe 50 or 100 times, and to calculate the average. He told me, "you see the average is always close to this," and he told me this was something called the "law of large numbers." Another memory—when I was with some relatives, they gave me a small pocket computer. At that time it was very old-fashioned, but it had a logarithm function. And they asked me to write a number, write A , and then $\log A$, and AB , and observe that $\log AB$ was $\log A$ plus $\log B$, just by hand, by looking some examples, and told me "you see, you can do multiplication easily like that." I found it very beautiful to learn tricks like that. I also wanted to understand what was going on. My third memory—when I was in fifth grade, the teacher taught us the modulo 9 rule to check if our multiplication was correct. You can check modulo 9 to see if it matches, by adding all the digits, and repeating if necessary. I remember seeing that it worked, and I wanted to know why it was correct. That was a very big challenge for me. There's a lot more, such as when I was offered a Rubik's Cube and worked out tricks to solve it on my own, but that's a never-ending story...

-Let's go on to next question. Please explain about your research.

Most of my work is related to random matrix theory. This is a field of mathematics, but historically it was invented by both a statistician and a physicist.

First, Wishart (one of the inventors of the field) was a statistician

who observed that the eigenvalues of a sample correlation matrix of independent variable satisfies a deterministic pattern that is far from its expectation (the identity in the case of i.i.d. random variables). This was around the 1920s, and he discovered what is now called the Wishart distribution.

Then the second inventor, Eugene Wigner, was a Nobel Prize winner in physics. He was interested in solving the Schrödinger equation in specific cases, where he couldn't write a Hamiltonian, so he said, "Why not assume the Hamiltonian is random?" This approach is quite widespread in statistical physics. Throwing this randomness into the problem had two unexpected effects: firstly, it didn't increase the unpredictability of the quantities to be measured, and secondly, it allowed us to prove results that had previously been inaccessible. Later, the random matrix became a self-contained field of mathematical physics, with ramifications and applications in theoretical physics, number theory, combinatorics, operator algebras, communications, and so on. Many Nobel Prize and Fields Medal winners have been involved to some extent in random matrix theory.

Personally, I am particularly interested in the foundation of random matrix theory, its relationship to operator algebras, and recently, to quantum information theory. During my earlier years as a researcher, I established a formula to compute integrals of observables on uniformly distributed matrices on some compact groups. I was also interested in applications to free probability theory (a branch of operator algebras founded by Voiculescu in the eighties). Lately, I have devoted lots of time to studying the behavior of typical quantum channels—objects that are supposed to describe quantum communication protocols, e.g., in a quantum computer.

-You mean physical experiments.

Exactly. Many people have realized that our ability to build a quantum computer would have important consequences, and some are focusing on building elementary pieces of a quantum computer, namely, quantum gates. My research contributes to telling how far apart channels built from quantum gates are from typical quantum channels.

-Now let's go on to the next theme, about your teaching. Tell me the story about the visit of our President to your Linear Algebra A class.

One fine day you contacted me and told me that you had an important message to tell me: somebody important was going to visit my class. I first thought this would be an individual evaluation, so I was surprised to hear that it was the President of our University and some important politicians from Kyoto and Kansai! I realized that these visitors were rather interested in the greater picture, i.e., how teaching specialized topics in English at Kyoto University to combined classes of Japanese and foreign students was working. Based on your suggestions, I made some minimal modifications

to the course of my teaching, and tried to increase my students' participation a little bit.

I was told that the visitors would enter without greetings, and would leave without greetings—officially, in order not to disturb the class. The students were rather excited, but I think things went smoothly. The visitors didn't ask any questions, just observed, some of them nodded now and then when I was writing some theorems, so maybe they had good memories of times when they were sitting as students in a similar class.

-After the class, did you ask the students how they felt?

Yes, I asked them how they felt, but I don't think they really felt any difference from the regular classes. Maybe they felt honored.

-Let's go on to the next question about your other class. Do you have something to tell your future, namely, academic year 2016 class students in Honors in Mathematics?

As I wrote in the ILAS booklet, I am not an English teacher, I'm only qualified to teach mathematics. My teaching happens to be in English, but English is only the language of communication (I welcome discussions in Japanese, too). Most of the students in my class are Japanese students, who have never experienced learning in English before for a subject that is not the English language itself. Therefore, they might be anxious about their ability to follow the class, and their concern is legitimate. But I always make sure that students become familiar with the relevant vocabulary in English in due time. Even students who are afraid of English are welcome! In my marking, as a policy, I do not take English into account at all, as long as I can understand the students' answers. If I see a language mistake, I just point it out and invite the student to remember it next time. My experience is that students can successfully attend my class as soon as their interest in mathematics is high enough. In addition, I witness a lot of progress in their ability to understand and write scientific material. This is a very good investment in their careers and studies: if they feel comfortable with scientific material in English as early as from their first year of study, this will save them a lot of time and energy when they have to start research or specialized professional activities, which will always involve lots of English.

The second point is that students should ask more questions. There are no stupid questions. This is something fundamental. Students in Japan—especially at top level universities—are used to getting full marks (*man-ten*) and I suspect for some of them it hurts their pride when they fail to get 100 percent. However, making mistakes is not only acceptable, it's even commendable. What you learn best is what you learn after making a mistake once. And it's certainly better to make a mistake during the class than in the final exam! Any questions, and any answers to my questions, are definitely much more welcome than no questions or no answers... I used to say that if one student had a question, he should ask it, because many other students in the class probably had the same question. In my classes so far, I have witnessed progress in students' participation, but I want to encourage even more participation.

-Now, tell me about the beginning of your story in Japan.

Oh, yes. I was a student in Paris, France, at some special institutions that run parallel to universities (École Normale Supérieure and Classes Préparatoires), where the mathematics training is very intensive.

And when I entered École Normale Supérieure (ENS), our mathematics professors told us that if we only studied mathematics, there was a chance that we would become mentally unstable. So, we were encouraged to do sports and pursue another intellectual activity. For example, they suggested that we learn a new language. I happened to like foreign languages, and Japanese was one option, so I chose it, as there was a prospect for exchange studies with Japan. Somehow, I wanted to continue my study of a new language with the possibility of using it in my work or studies. In the nineties, French people both admired Japan and were intrigued by it. Incidentally, I had also been doing Japanese martial arts for more than 10 years—but that was not my primary motivation for studying Japanese. Rather, there was an exchange program between Todai and ENS, and I wanted to take advantage of it.

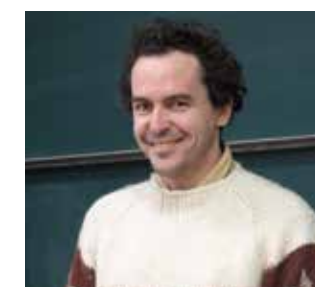
So, for two years, I took a Japanese class in France and then went to Japan for six months, to prepare for my graduate studies. I was warmly welcomed by two professors at Todai, with whom I still keep very good contact.

Those six months that I spent in Japan were extremely enjoyable and fruitful, for both my studies and my language proficiency. After this exchange, I returned to France and did my PhD studies. I also met my wife, who is Japanese and was studying in France. Then I spent almost three years as a postdoctoral fellow from 2003 till 2005. Afterwards I obtained university positions in France and Canada, but I kept visiting Japan until I got this permanent position in Kyoto.

-Now the final question. What are your family's favorite things about Kyoto?

Kyoto is neither too small nor too big. It has a great culture. Another thing I like is that it is very friendly to foreigners. In the street or shops, people treat me like anybody else. This is a luxury in Japan: in most places where I travel, westerners are a curiosity, and it is less easy to establish natural contact with people. Finally, I find that Kyoto is a very good place to raise kids. At our kindergarten, most kids have many siblings (like our kids, and contrary to what foreigners imagine about Japan...), and there is good friendship between families. At least once a week on average, kids come and play at each other's places. This reminds me of my childhood in France.

-Thank you very much for taking the time to talk to us.



**Benoit Vincent
Pierre COLLINS**

Associate Professor,
Graduate School of Science

自然科学科目群 物理学実験

Natural Sciences Group Elementary Course of Experimental Physics

日本の小惑星探査機「はやぶさ2」が地球の重力を利用して小惑星の方向へ進路を変えた「スイングバイ」という航法や2015年のノーベル物理学賞に輝いたスーパーカミオカンデでのニュートリノ振動の発見など、現代の基礎科学および先端技術の多くは物理学がその基盤的背景にあります。既に皆さんご存じのように物理学は実験・観察による研究が理論的な研究と相俟って進展してきました。すなわち実験で得られた現象を説明する理論が構築される、あるいは逆に理論で予言された現象が実験で確認されるという歴史をくり返してきました。後者の典型的な例としては、最近では素粒子理論で予想されたヒッグス粒子の発見があり、まだ我々の記憶に新しいところです。

物理学実験に限らず、全学共通科目として学ぶ実験科目は、将来自然科学を専門に学ぶ理系の学生には無くてはならないものです。なぜなら、教科書や講義によるいわゆる座学では味わえない貴重な体験が得られるからです。また、基本的な実験装置に触れ、測定技術を学ぶことは、将来より高度な最先端の実験装置を用いて実験を行う基礎にもなると言えます。ここで紹介する「物理学実験」は、是非多くの学生諸君に履修を勧めたいと思います。

実験で取り上げるテーマは、力学や電磁気学などの古典物理からレーザーや超伝導に関連した現代物理に至るまで、全部で約10課題あり、各テーマを2人一組で、1週間ないし2週間かけて行います。1回生では、未だあまり物理学の多くの分野を学んでいませんが、講義に先行して、例えば超伝導のマイスナー効果で磁石が浮上したり、霧箱で放射線の軌跡が現れたりするのを観察することは自然界の秘密に直接触れるという感動につながります。後に、これらの現象を解き明かす理論を学ぶことで、より深くその意味を理解することになるでしょう。

実験の授業は多くの理系学部でクラス指定になっている

植松恒夫

国際高等教育院特定教授

Tsuneo Uematsu

Program-specific Professor,
Institute for Liberal Arts and Sciences

Physics represents the underlying background for a large part of modern basic science and leading-edge technologies. This is exemplified by the “swing-by” navigation technique, whereby Japan’s “Hayabusa 2” asteroid probe used Earth’s gravity to change course in the direction of the target asteroid, and by the discovery of neutrino oscillations at the Super-Kamiokande detector, which was the subject of the 2015 Nobel Prize in Physics. As you already know, the evolution of physics has been driven by a combination of experimental and observational studies and theoretical research. Its history, in other words, has been a repetition of processes, whereby theory was built to elucidate experimentally obtained phenomena or, on the contrary, theoretically predicted phenomena were confirmed experimentally. One typical recent example of the latter case, still fresh in our memory, is the discovery of the Higgs boson, whose existence had been expected from elementary particle theory.

The liberal arts and science classes that involve experiments, including but not limited to “Elementary Course of Experimental Physics (Experiments in Physics, for short),” are indispensable for students in science majors who will go on to specialize in natural sciences, because they provide valuable experience not available from so-called classroom education, which involves the use of textbooks and lectures. It can also be said that experiences in handling basic experiment equipment and learning measurement techniques provide a basis for conducting experiments using more advanced and state-of-the-art experiment equipment in the years to come. I really hope to encourage many of you students to take the “Experiments in Physics” class, which I am outlining here.

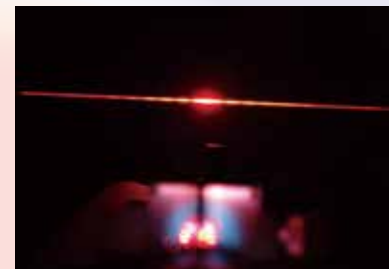
The experiments cover a total of about 10 subjects, ranging from classical physics, such as mechanics and electromagnetism, to contemporary physics related to lasers and superconductivity. The students will work in pairs, and spend one or two weeks exploring each subject. The experiments provide freshmen, who have yet to learn about many areas of physics, with an opportunity to observe, prior to attending lectures, how, for example, the Meissner effect of superconductivity causes a magnet to levitate, or how a cloud chamber helps visualize the trajectory of radiation. This gives them the thrilling experience



オシロスコープを用いてコイルのインピーダンスを測定する実験の様子
Students use an oscilloscope to measure the impedance of a coil during an experiment lesson.



マイスナー効果によって円盤状の超伝導体の上に浮上しているネオジム磁石
The Meissner effect causes a neodymium magnet to levitate above a disc-shaped superconductor.



レーザー光線の単スリット(手前)による回折像(壁側)
Laser light through a single slit (foreground) displays a diffraction pattern (on the wall).



プリズム分光器による水銀(Hg)原子のスペクトル
This mercury (Hg) atom spectrum was produced using a prism spectroscope.



霧箱による放射線源(ユークセン石)から放射状に出るα線の飛跡の観察
A cloud chamber helps visualize the trajectory of alpha rays that are emitted radially from a radiation source (euxenite).

て、指定された曜日の午後、3・4限に毎週実験を行います。各自、予め実験の目的や方法を教科書で学んでおき、実験中の結果は実験ノートを用意して記録し、それをもとに実験結果を考察してレポートを作成します。これは理系の報告書を作成する仕方を実際に学ぶ絶好の機会と言えます。つまり大学で論理的な文書を作成する、いわゆるアカデミック・ライティングを実践的に学習することにもなるわけです。

今年から2年かけて教科書を改訂し、大学初年次の学生の皆さんにも、実験の目的や背景、物理的な意味を理解した上で実験に取り組めるよう、教科書の記述を分かり易くする予定です。また、実験テーマを更新し、放射線の実験や磁気に関する実験を取り入れることになっています。是非、物理学実験で自然と直接対話する醍醐味を味わって貰いたいと思います。

of directly facing the mysteries of nature. They will get to understand the deeper meanings of the phenomena later, when they learn about the theories that elucidate them. Experiment lessons are assigned for each class in many of the science-related faculties, and are held every week in periods 3 and 4 in the afternoon of the designated day of the week. Students are expected to learn on their own in advance, using the textbook, about the objectives and methods of the experiments, keep records in their laboratory notebooks of the results encountered during the experiments, based on which they are assigned to assess the experiment results and write their reports. That could be called an ideal, hands-on opportunity for learning how to make scientific reports. In other words, the experience provides practical education in so-called “academic writing,” which refers to the practice of writing logically organized documents at universities. From this year, a two-year plan begins to revise the textbook so that the descriptions in the textbook will be intelligible enough to allow first-year students to understand the objectives, backgrounds, and physical meanings of the experiments before working on them. There are also plans to renew the lineup of experiment subjects to include experiments on radiation and magnetism. I really hope you will enjoy “Experiments in Physics” and the real thrill of having a direct dialogue with nature.

阿形清和
理学研究科教授

Kiyokazu Agata
Professor,
Graduate School of Science

自然科学科目群 京大スピリッツ満載の 『生物学のフロンティア』を楽しもう!!

Natural Sciences Group
Enjoy “Frontiers of Biology,” brimming with
Kyoto University spirit!!

平成 28 年度から予定されている国際高等教育院による教養・共通教育の全面的見直しに先行する形で、平成 27 年度から『生物学のフロンティア』なる新規講義を全学共通科目として開講した。一番の狙いは、新入生が、〈単位のために講義を受ける〉という風潮が身につく前に、京大に入るとこんなワクワクした講義を受けられるんだ、やはり高校の講義とは違うな--と感じてもらいたいことだった。すなわち、京大のスピリッツを肌で感じてもらうことで、『面白いと思ったら自分で勉強する』心に火をつけることにあった。

そこで、最初の講義の時に、『単位を取るために講義を受けてもつまらないだけだから、講義で〈面白い〉をみつけよう』と学生に呼びかけた。この趣旨に賛同してくれた教員を集めて、3 限は高橋淑子（副は影山龍一郎）教員、4 限を阿形清和（副は上村匡）教員が、コーディネーターとして毎回出席することで、14 名ずつの教員による豪華絢爛なりレ講義を組んだ。もちろん、山極壽一総長、山中伸弥 iPS センター長からも快諾をもらい、文系を含む多くの学生に生物・生命科学のフロント・サイエンスの講義を楽しんでもらった。山極総長や山中伸弥センター長らの講義には法経 1 番教室は学生で溢れ、熱気に包まれた。そして、フロント・サイエンスが展開する家族関係の原点追求や再生医療について熱い議論が交わされた。

“Frontiers of Biology,” a new liberal arts and general education course, was opened in academic year 2015 ahead of a full-scale review of the Liberal Arts and General Education Courses by the Institute for Liberal Arts and Sciences, scheduled for academic year 2016. Its first and foremost objective was to have freshmen realize, before they were influenced by the idea that students take classes only to earn credits, that entrance into Kyoto University provides a wonderful opportunity to take such exciting classes, which are a world away from high school classes. In other words, we hoped they would directly feel the Kyoto University “spirit,” which would fire up their motivation for pursuing private study of subjects that they found interesting.

That is why we called on the students, during the first lecture, to “discover something interesting during the course, because it would simply be too boring to attend the lectures just for the sake of earning credits.” We recruited instructors who caught on to that idea and organized a splendid “relay” of lectures, with a lineup of 14 instructors in both period 3 and period 4, where Instructor Yoshiko Takahashi (with Ryoichiro Kageyama as her assistant) attended period 3 every week as a coordinator, and Instructor Kiyokazu Agata (with Tadashi Uemura as his assistant) did the same in period 4. We also obtained the expected consent of Juichi Yamagiwa, the university president, and Shinya Yamanaka, director of the Center for iPS Cell Research and Application, to appear in class and we had large crowds of students, including from non-science majors, enjoy lectures on the



講義をする山中伸弥教授
Professor Shinya Yamanaka delivers a lecture.



ゴリラ研究を熱く語る山極壽一総長
President Juichi Yamagiwa enthusiastically discusses his research on gorillas.

平成 27 年度は、250 名の定員のところに、倍以上の応募者が殺到した。2 つのクラスがあったので、1,000 名近くの学生が応募したことになる。平成 28 年度は、大きな教室が確保されたことで、500 名の定員のクラスを 2 つ提供できる予定である。より多くの学生が京大のスピリッツを感じてもらい、『単位を取るために講義に出る』のではなく、『ワクワク感をもって講義に出る』へと質的に転換してもらいたい。そして、『面白いと思ったら自分で積極的に新しいこと吸収する』風潮を定着させてもらいたい。それが多くの京大の教員が学生に期待していることだ。

また、15 分を残して講義を終えるようにして、怖いもの知らずの新入生から臆することなく質問してもらい時間を確保する--新たな試みも当たりだった。熱心に聞き・熱く語り合う風潮ができたのも大きな成果だった。聞く側も、話す側も楽しそうなのを見ると、準備にかけた 2 年の苦勞も報われる。この京大の新たな試みが、新入生たちの『やる気』を引き出すことに貢献できることを期待したい。

『生物学のフロンティア』実行委員

(平成 28 年度は高橋淑子・沼田英治教員がコーディネーターを行う予定)

frontiers of biological and life sciences. Classroom No. 1 of the Faculties of Law and Economics was packed with students and enveloped in enthusiasm as Dr. Yamagiwa, Dr. Yamanaka and others gave lectures, leading to vigorous discussions on the pursuit of the origins of family ties and on regenerative medicine, both being interesting subjects of frontier science.

We were flooded with applications from more than double the class capacity of 250 students in academic year 2015. That means about 1,000 students applied for the course, which were held in two classes. We have reserved a larger classroom for academic year 2016, which will allow us to provide two classes, each with a capacity of 500 students. We hope more students will experience the Kyoto University spirit and make a qualitative switch from “attending lectures to earn credits” to “attending lectures with a sense of excitement.” And we hope they will set a trend for aggressively absorbing new things on their own if they find them interesting. A majority of Kyoto University instructors want the students to do exactly so.

We also made sure the lectures finished 15 minutes early to reserve time for tough questions from fearless and outspoken freshmen, a new measure that turned out to be a great success. Hopefully a trend was set for listening attentively and discussing passionately, which would be another major achievement. We felt the two years of hard work that we had spent on preparations were well rewarded when we saw how happy both the audience and the speakers looked. We hope this new lecture style by Kyoto University will help elicit “motivation” from the freshmen.

Member of the “Frontiers of Biology” executive committee (Instructors Yoshiko Takahashi and Hideharu Numata will serve as coordinators in academic year 2016)





Languages Group Academic Writing in English I Calibrate your Academic English Compass: Write for your *ikigai*!

How will you find the path leading to what you love to do in your life? In other words, what is your *ikigai*? At some point in your life you may need to use a metaphorical compass in order to find your place in life vis-à-vis communication in academic English. Have you ever imagined such a thing?

Metaphorically speaking, in order to find your place in the global society, you should think about first calibrating your English mental compass. For example, I was able to calibrate my mental compass during my university years by writing numerous essay exams and term papers, which led me on the path to becoming a teacher-researcher now—this is my *ikigai*.

In my academic English writing class for first-year students, Exploratory Practice (EP), a sort of inclusive practitioner research model which involves principles that not only include faculty development but also student development (see Allwright & Hanks, 2009), serves as the mental compass calibrator. For example, EP positions students as co-researchers with the teacher(s) (and teaching assistant(s) (TAs). EP unites teaching, learning, and research. When all members of the class are collaborating and mutual understanding is in the process

of achievement, they would all be enjoying the educational experience. Improving language skills and learning gains would be by-products for emergent properties that would occur serendipitously. To be sure, when a “team” involves all members of the classroom collaborating for a commonly shared value, the phenomenon is called team learning (Tajino & Smith, 2016).

Putting EP into practice involves understanding “puzzles” rather than “problems”. During one academic year, for example, we (myself, a TA, and students), as a team, collaborated to apply the principles of EP by addressing students’ puzzles regarding academic vocabulary, partially rooted in a book called Kyoto University data-based academic vocabulary: Basic English words 1110 (Kyoto University Academic Vocabulary Research Group & Kenkyusha. (2009).

For example, in the words of the students:
“It really prevents us from reading smoothly. So many academic words. I forgot the first one when I was checking the second one.”

“Why do authors write ‘ascertain’ when they can use ‘find out’ which means the same?”

“I could hardly understand the meaning of the technical words.”

“Choosing proper expressions is difficult. I know that expressions for writing are distinguished from those for speaking. However, I do not fully understand these differences and therefore cannot use the correct phrases.”

“I don’t understand why in academic English authors use very difficult words which we rarely use in our life.”

So, as a class team we agreed that further investigation of vocabulary would be interesting and fun to explore

and we sought out relevant research reports. Finally, we decided to replicate a study by Coxhead (2012), which was recommended by a student in part because of its clarity and to relative ease of replicability. The study was about the effects of reading a source text, especially paying attention to academic vocabulary, on a subsequent academic writing task (i.e., a 500-word problem/solution essay on global warming).

The TA and I team-taught and team-learned (see Tajino, Stewart, & Dalsky, 2016) as a guide for the students and everyone in the class; that is, the team members taught one another and learned from one another about how to critically evaluate and use pieces of academic information for each section of the research paper. Throughout the course, students used Google Scholar to find authentic academic English materials that cover general academic subject matter, which was explained by the course textbook (Tajino, Stewart, & Dalsky, 2010).

For the *Introduction*, which is perhaps the most difficult part to write of an academic research paper, many citations were needed and quoting, paraphrasing, and summarizing played a major role in establishing a niche and finding a gap in previous research before declaring the research questions.

In the *Methods* section, students wrote about the study that took place in the classroom, replicating the Coxhead (2012) study: First, reading a source text about global warming. Second, writing a problem/solution essay of 500 words. Finally, participating in an interview about their experience.

As for the *Results* and *Discussion* sections, students analyzed the content of student interviews and in this section, they wrote about teaching and learning implications regarding the use of academic vocabulary from reading a source text and writing an essay on a related topic.

In the *Conclusion*, the students were challenged to craft a “take-home message” and they reported any sources to which they referred in the *References* section. The *Appendix* was composed of the interview questions in the study.

In the end, students reported that doing such research on a topic that puzzled them in an academic writing class was a uniquely enjoyable and stimulating experience. They relished the fact that the entire class as a team could collaborate towards mutual understanding of the classroom life.

Finally, I offered the students this *piece of advice*: “Continue on your journey and use your academic English writing compass to perhaps help achieve your dream in life: You have the right to feel free to write on an international level and this may lead you on the path towards your *ikigai*!”

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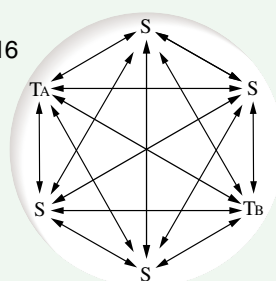
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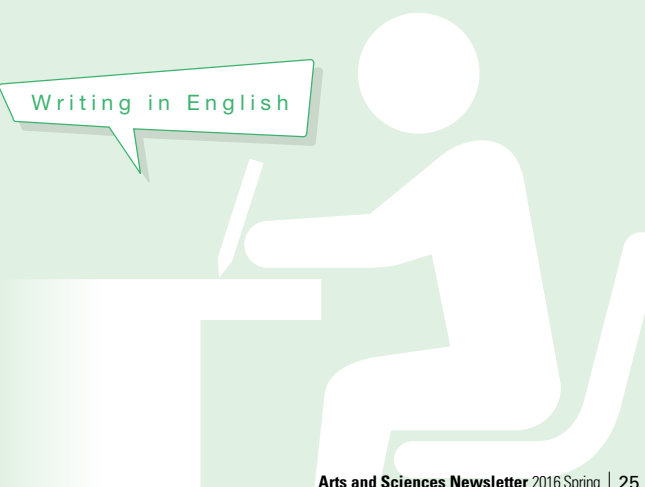
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Team Learning:
Tajino and Smith, 2016



TA = Teacher A
TB = Teacher B
S = Student



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)

地図 01

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

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



02 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.)

地図 02

"吉田南構内で学ぶ学生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。また、吉田南構内の生協ショップは、他に吉田ショップがあります。

■ 営業時間：平日／8:00～15:00 土日祝休

This Co-op features the concept of "meeting food needs for students of Yoshida-South Campus." 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, 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.)

地図 03

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.)

地図 04

学生のみなさんの学習をサポートするために設置された自習室です。授業の空き時間や昼休みなどにぜひ利用してみてください。

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

■ 利用者：本学学生・大学院生・教職員

■ Users: Kyoto University undergraduate and graduate students, and faculty and staff

■ 席数：63席

■ Capacity: 63 seats

■ 利用期間：授業期間中（土・日・祝日を除く）

■ Open period: Period during which classes are held (excluding Saturdays, Sundays, and national holidays)

■ 利用時間：10:00～19:00

■ 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.)

地図 05

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

地図 06

国際高等教育院の発足により、平成28年3月に新設された建物です。

This building was newly constructed in March 2016 with the establishment of the Institute for Liberal Arts and Sciences.

従来、吉田南1号館にあった全学共通科目学生窓口やレポートBOXをこの建物の1階に移設しています。また、2階、3階には講義室、演習室や語学の自学自習に利用できるスピーキングコーナー（仮称）も新設しています。

The Liberal Arts and General Education Courses Student Desk and report box have been relocated from the Yoshida-South Campus Building No. 1 to this building. A room called "Speaking Corner" (tentative name), intended for use as a lecture room, seminar room and study room, is installed on each of the 2nd and 3rd floors.

07 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.) 地図 07

吉田南総合図書館の西側(人間・環境学研究科棟1階)には、話せる図書館『環on[わおん]』があり、個人・グループでの学習や研究会に利用できます。無線LAN、電源コンセントが利用でき、PCを持ち込んでの学習やディスカッションにも適しています。また、ノートPCの貸出も行っています。

On the west side of Yoshida-South Library (1st floor of the Graduate School of Human and Environmental Studies Bldg.), there is a library where you can talk with one another. In this facility, called 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

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

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

詳細は、KULASISホームページに掲載のマニュアルを確認してください。

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



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

吉田南構内の一部エリアでは、学内無線LANが利用できます。詳しくは吉田南構内マップ(p.29)をご覧ください。

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



自転車について Bicycles

京都大学では、自転車で通学する学生がとても多くいます。

- 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!



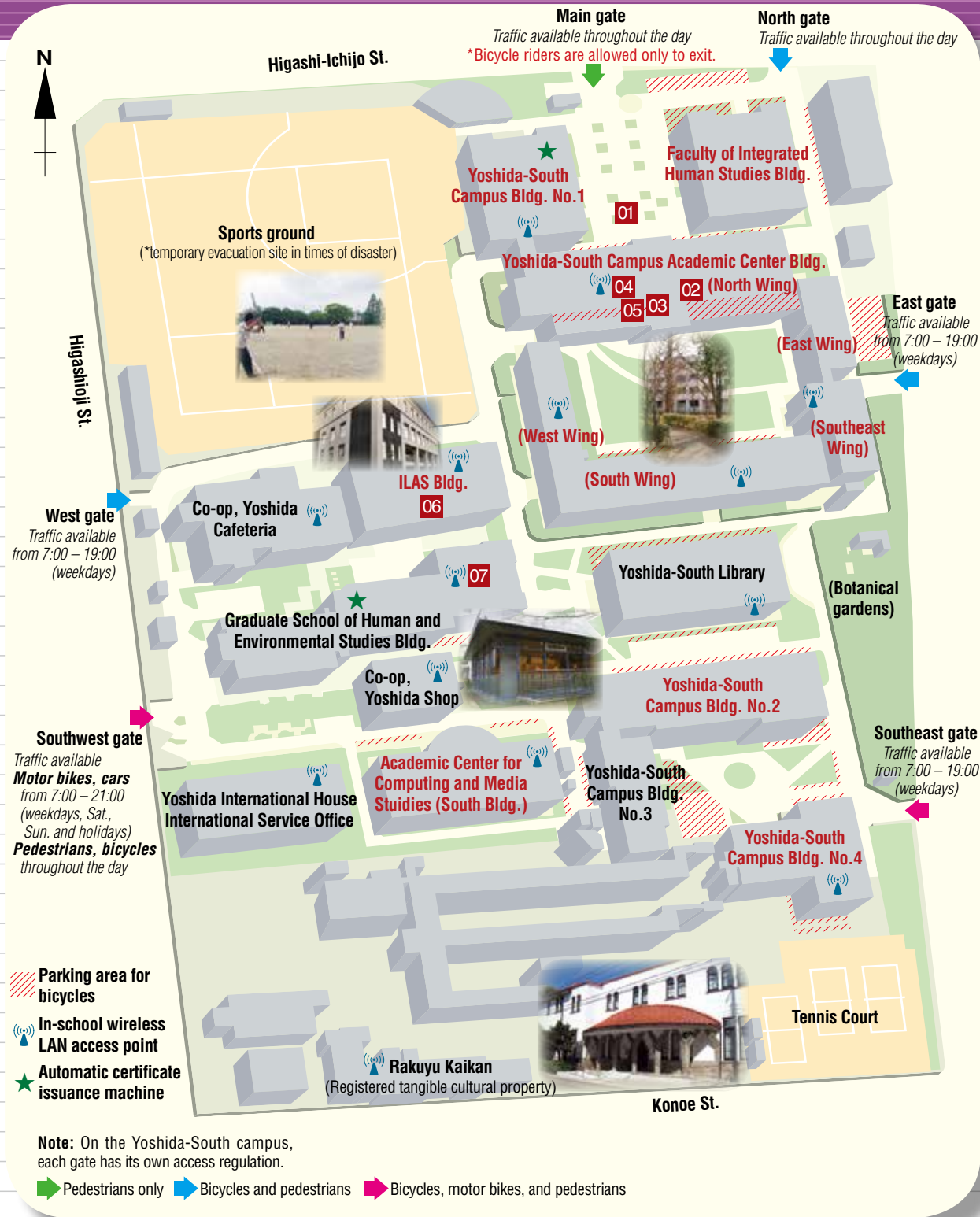
吉田南構内マップ

— 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

変わっていくこと

国際高等教育院准教授
田中俊二

私が京大に入学したのは平成が始まった年、皆さんが生まれる前のことです。当時とくらべ、吉田キャンパス周辺の風景はずいぶん変わりました。それ以上に変わったのは私たちの生活です。インターネットを代表とする情報技術の発展が日常生活に与えた影響ははかりしれません。いまや世界は情報のネットワークでつながっていて、地球の裏側の見知らぬ誰かが撮影した動画をスマートフォンで即座に観ることができ、インターネットは情報の宝庫でもあって、ちょっとした調べ物くらいなら、図書館に行かずネット検索で済ませることが出来ます。皆さんにとっては当たり前のことかもしれませんが、当時はこんなこと、SF小説の中だけの話でした。皆さんが私の年齢になったとき、世の中はどのように変わっているのでしょうか。わくわくしますね。

情報や知のありかたも時代とともに変化してきました。インターネット上で世界中の人たちとうまくコミュニケーションするためには、多様な言語や文化についての深い理解が必要です。また、今後は情報を活かす力、知識を体系化し新しい知を創造していく力がますます重要になっていくことでしょう。

国際高等教育院では、そんな社会の変化を見据え、よりよい学びの機会を提供するための新しい取り組みを行っています。今号の教養・共通教育通信では、授業紹介とともに、全学共通科目の「群」や英語科目（E科目）、統合科学科目についての記事を掲載しています。皆さんの実りある学生生活へ向けて、参考になれば幸いです。

Things That Are Changing

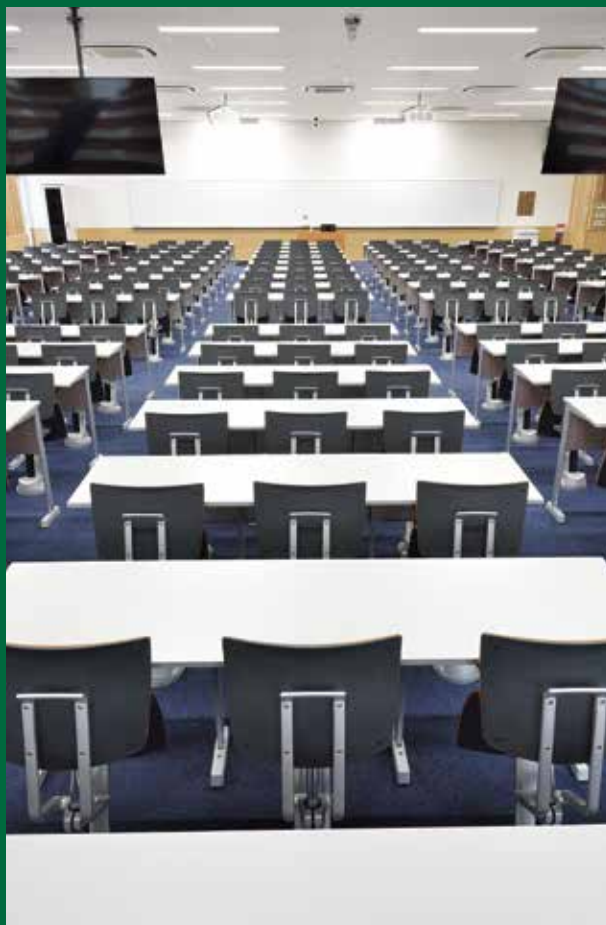
Associate Professor, Institute for Liberal Arts and Sciences
Shunji Tanaka

I entered Kyoto University in the first year of the Heisei era, before you were born. The landscape around the Yoshida Campus has changed significantly since then. What has changed even more is our lifestyles. The evolution of the Internet and other information technologies has had an immeasurable impact on our daily lives. Today the world is connected through information networks. Someone on the other side of the globe shoots a video with their smartphone and other people can watch it immediately. The Internet is a gold mine of information. When you want to carry out a brief survey, you can do so with a search on the Internet without going to the library. This is quite normal for you, but it was science fiction when I was a student. When you reach my age, what will the world be like? It is very exciting to imagine!

The meanings of both information and intelligence have been changing with the times. To have better communication with people around the world on the Internet, we need to deepen our understanding of various languages and cultures. Furthermore, it will become increasingly important for us to have the ability to utilize information and create new intelligence based on organized knowledge.

The Institute for Liberal Arts and Sciences anticipates such social changes and is implementing new initiatives to provide better learning opportunities. This issue of the Arts and Sciences Newsletter introduces classes and articles covering about “Groups” of the Liberal Arts and General Education Course, English Education Programs, Interdisciplinary Sciences. We hope that these are instructive and help make your school lives successful.

Editor's note



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