

An Analysis of a Course Taught in English on Local People's Perspectives in International Culture and Social Problems in the University-wide Liberal Arts Courses

SUZUKI, Yayoi RITCHIE, Zane

Abstract

This paper focus on a course taught in English about local people's perspectives on international culture and social problems. The inaugural course was taught in the 2018 Spring Semester as a collaboration subject as part of the Rikkyo University-wide Liberal Arts Subjects Courses. The authors introduce the background of the class, its purpose and outline, before presenting a selection of students' thoughts and opinions of the content. The authors also analyze not only how the class was conducted in English, but also how the lecturers, from various countries and backgrounds, promoted an understanding of cultural diversity and serious social issues through their own unique experiences and critical perspectives. This study found the significance of this lecture series as a learning process that points out how human diversity at the grassroots level in the class promotes the students' perspectives of the world, and encourages multifaceted perspectives, critical thinking and deep thought.

Key words: social issues, cultural diversity, local people's perspectives, international culture, University-wide Liberal Arts Courses

I . Background of this class

1. Think Globally, Act at the Grassroots Level

Globalization has greatly impacted on the world and deeply affected the environment and living conditions of people at the grassroots level. For example, due to the expansion of productive capacity of multinational corporations, their direct or indirect investment, international trade in services and commodities crossing borders of regions or nations, they have consequently induced the expansion of international labour migration. This does not only mean the movement or migration of labour because migrants bring their mother tongues and traditional culture to their destinations. High economic growth also often causes serious social issues, environmental devastation and a widening of the wage gap as one of global inequalities. But, at the same time, globalization has expanded opportunities for interacting with different peoples and cultural diversity. Recently, an understanding of the rise of international culture across borders and cultural diversity is also necessary and important at the grassroots level.

By the way, how do students acquire not only another language but also cultural diversity? The answer is simple: If they could interact with different people and cultural diversity around the world, they could better understand one another. For example, if students could be given the opportunity to become friends with non-Japanese, and interact with them in their original language and discuss familiar social issues, then this will promote a deeper appreciation and understanding of other cultures on campus. Moreover, if native instructors teach classes on global social issues, students will also be able to gain a deeper interest in and broaden their perspectives and understanding of the world outside of Japan. The authors have been thinking about the issue of providing better opportunities for students to engage with people from various countries and background, especially after Rikkyo University was selected as for the Top Global University (TGU) initiative undertaken by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in 2014. From April 2012 to March 2017, a native lecturer was present in the College of Community and Human Services, and this had a positive impact on students' motivation.

Suzuki stayed in New York City during the 2017 fiscal year on sabbatical as a visiting scholar to Columbia University. There the idea for this course sprang to mind because in New York City, people hail from various countries and cultures, and one is able to hear not only English, but also Spanish, Chinese, Bengali and other languages on a daily-basis.⁽¹⁾ Indeed, Columbia University is a typical example of this, with the campus environment comprised of a mixture of different cultures religions from around the world, all contributing to a rich, diverse learning environment which promotes understanding and appreciation of others. Suzuki and Ritchie communicated about this issue between New York City and Japan and they hatched the idea of creating a new

course in which students would be able to interact with and learn from a variety of lecturers about their experiences in social issues both inside and outside of Japan as a collaboration subject as part of the University-wide Liberal Arts Courses. The purpose of this curriculum is “to foster broad knowledge and cultivation of education outside the boundaries of areas of specialization, as well as to develop people with a rich humanity and comprehensive decision-making skills.”⁽²⁾ Also, collaboration subject required a different sense of value, multifaceted perspectives, diversity and an interdisciplinary approach.

2. Special Coordinator

Ritchie was a co-coordinator for this inaugural lecture series in 2018 with Suzuki. Ritchie has almost 15 years of teaching experience at the tertiary level in Japan and was an assistant professor in the College of Community and Human Services at Rikkyo University from 2012-2016. There, he taught courses on social welfare, well-being and community development in English, with an emphasis on providing students with an overview and understanding of the subject matter, rather than specific language focus on grammar or form. This methodology is based on the Content-based Language approach (CBI), as put forward by Brinton et al. (1989), in their seminal work, *Content-based Second Language Instruction*, on the then emerging concept in second language learning. Ritchie incorporated the CBI model into his classes and modified it to a suit the Japanese tertiary environment and learners' needs, by incorporating the necessary scaffolding to complement language instruction to provide them with the opportunity to become familiar with the concepts of welfare and community development, with English as the medium of instruction.⁽³⁾ The aim was to provide the students with the necessary tools and know-how to not only become more confident in English, but also to become better communicators with non-Japanese people.⁽⁴⁾ Some students also wrote their graduation theses in English accompanied by presentations in 2014 and 2015.⁽⁵⁾

In this lecture series, Ritchie utilized his knowledge and know-how of the workings of the Rikkyo University education system and his experiences during his five-year tenure to act as a bridge between the guest lecturers and the students. He also provided advice to the guest lecturers on how to better organise their talks to make them more appropriate for Japanese tertiary student audiences. This involved coordinating with the lecturers on the content, checking their presentations and in the classroom, and acting as a moderator between the lecturer and the students during the actual lectures to encourage discussion and questions as well as to offer comments and further explanation as necessary.

II . Purpose, Contents and Outline of the Course

1. Purpose and Contents

The official course title was: *Local People's Perspectives in International Cultural and Social Problems* with the aim was to raise students' interest in international culture and social issues and to cultivate their ability to analyze these issues as put forward from local people's perspectives. From the course outline: This lecture series aims to raise students' interest in international culture and social issues and to cultivate their ability to analyze these issues as put forward from local people's perspectives. Invited non-Japanese lecturers will discuss cultural and social problems of their home countries, their reasons for moving overseas, and the problems they face residing in Japan. Invited Japanese guest lecturer who is committed to solving social problems at the grassroots level will also discuss the philosophy and his own experiences.

Students will have the opportunity to interact in English through listening, discussion and brainstorming activities and will develop of taste of culture from non-Japanese perspectives, with the aim to broaden their understanding of perspectives of the world from non-Japanese viewpoints. The Spring Semester will focus on the cultural experiences of each guest lecturer, and in the Fall Semester, will examine international perspectives on social development.

Table 1: The Countries of Origin of the Participants

Lecturers and Student Assistant									Students			
The Republic of Austria	The People's of Bangladesh	Canada	Japan	The Republic of Kenya	The Republic of Korea	The Republic of Mozambique	New Zealand	The United States	Hong Kong	The Republic of Korea	The Republic of Singapore	Japan

Source: Authors created.

The countries of origin for the lecturers, coordinators, student assistant and students were as follows (Table 1): The Republic of Austria, The People's of Bangladesh, Canada, Japan, The Republic of Kenya, The Republic of Korea, The Republic of Mozambique, New Zealand, and The United States. In addition, international students from Singapore and Hong Kong and one from outside Rikkyo University and Rikkyo Second Stage College (RSSC) student also participated. Overall, eleven nationalities were represented, which met the objectives of making the course a truly international experience for the students.

2. Outline of the Lectures

At the beginning of each lecture, Suzuki would introduce the guest lecturer and topic using a slide show format. Next, the lecturer was invited to present for about 60-70 minutes. Q&A was encouraged from the students during and after, followed by comments by Suzuki and Ritchie. At the end of each lecture, students were also required to write comment papers, in either English or Japanese, which they were read and analysed. At the beginning of the following

week's lecture, any questions and some comments from the students' comment papers as well as a summary of the previous week were introduced with slide show and discussed for several minutes. Also, at the end of each lecture, the course coordinators added a summary and comments.

Lecture 1: Introduction. By Suzuki and Ritchie (April 11)

At the beginning of the first class, Suzuki introduced and showed special thanks to the special coordinator, Ritchie and student assistant, Chang Choung Woo. This was followed by their self-introductions. Next, the coordinators introduced the background to the course, the syllabus, class purpose, contents and each lecture, followed by questions from the student audience and the authors provided answers. Finally, the coordinators introduced each of the upcoming lectures and distributed some reading materials to the students to help them prepare for each lecture. In the last fifteen minutes of the class, students were asked to write comment papers on their reasons for taking in the class.

Lecture 2: Culture Shock: Through My Own Experiences in Kenya and Japan.⁽⁶⁾ By Ms. Irene Wandia Mugo (April 18)

In this lecture, Mugo introduced her background and life growing up in Kenya. After briefly introducing students to some of the vital statistics on Kenya including population, religion, ethnic makeup, education, the economy and the political system, she examined some of the cultural and social differences between East Africa and Japan, such as food culture, tradition, religion and family structure, discipline and traditional dress. She then introduced custom of dowry, traditional marriage and polygamy.

Lecture 3: Cultural Diversity: Through My Own Experiences in East Africa and Japan.⁽⁷⁾ Ms. By Irene Wandia Mugo (April 25)

In her second lecture, Mugo explained why she came to Japan, and introduced the concept of culture shock and how it affected her when she first arrived. She then explained some of the differences between modern Japan and Kenya such as a lack of slums in Japan, the importance of modern necessities, education, and housing. For Mugo, the things she missed the most about Kenya was her family, language and food; yet she has tried to adapt to life in Japan by keeping busy, using social media to keep in contact with family and friends back home. Finally, she described that while Japan and Kenya both share social problems (such as alcoholism, drugs, homelessness, employment) they are far more pronounced and serious in Kenya.

Lecture 4: Let's Reexamine "Prosperity" and "Our Viewpoints": Part 1

The Earth and "Prosperity" Learned through Happy Planet Index: Examples of Countries in the South. By Mr. Futoshi Sato (May 9).

Sato reexamined the concept of prosperity with resource efficiency (Happy Planet Index:HPI), and will learn examples of countries in the South.⁽⁸⁾ Traditionally, economists use Gross Domestic Product (GDP) to measure the scale of the economy. In this lecture, he reexamined the meaning of what prosperity is in our modern world, which follows the paradigm high economic growth and increasing consumption. He also introduced various new indexes that have been introduced to measure growth, such as the Happy Planet Index (HPI) or the Human Development Index (HDP), or even the Gross National Happiness (GNH), all of which focus more on the overall well-being of a countries population and environment.⁽⁹⁾

Lecture 5: Let's Reexamine "Prosperity" and "Our Viewpoints": Part 2

History Through the Eyes of "Demons" By Mr. Futoshi Sato (May 16).

Sato reconfirmed with examples, that the way history is written changes depending on who writes it. With this confirmation, he attempted to widen their views on foreign countries and world issues.⁽¹⁰⁾ In his second lecture, he introduced students to the way historical events are portrayed by those that write them, and there might be alternatives to these conventional thoughts. He introduced the "Momotaro (the Tom Thumb-like hero of a Japanese folk tale)" as Japanese legend and asked students, "Who were the demons (Oni) in Japanese history and how could you apply what you learned in your life, study or work?" He emphasised that you ought to widen your eyes and views of foreign countries and the world with critical perspectives.⁽¹¹⁾

Lecture 6: Crossing Cultural Boundaries with Help of Music: My Life in Austria, the United States and Japan.⁽¹²⁾ By Mr. Hans Robert Nagl (May 23).

In his first lecture, Hans presented an outline of his life from the time when he immigrated to the United States from Austria as a student, his dreams and aspirations, and, how music help establish communications beyond use of English language. Further the speaker pointed out differences in communicating with music in his home country Austria, the United States, and Japan. This lecture was accompanied by three music instruments, keyboard, banjo, and, accordion. Overall the topic and presentation resonated very well with the student audience. He performed his original self-composed music live to the class, leaving everybody deeply impressed.



Introducing Hans (May 23, 2018).

Lecture 7: Image and Reality of the United States: Based on My 30 Years of Residence in the United States. By Mr. Hans Robert Nagl (May 30).

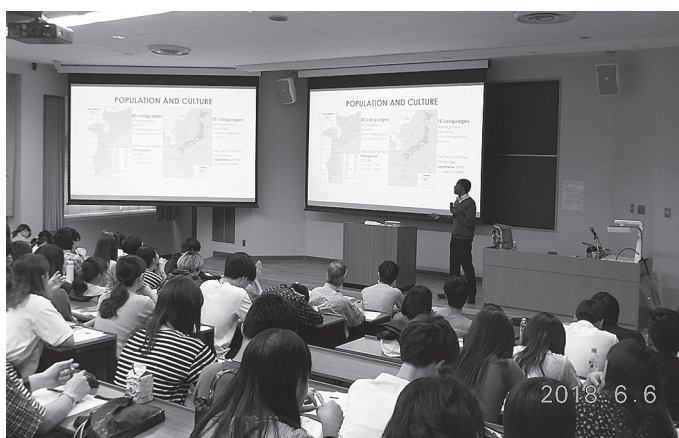
This lecture was mainly about the experience of Hans' when he decided to move to the United States in 1984 at a relatively young age of 24. Important points he discussed were that acquired knowledge through education is essential to overcome most hurdles, and to learn who to trust, be flexible, and, never give up.⁽¹³⁾ The presentation focused on motivating factors for this move and encounter of harsh realities, and he introduced MOVE, an anti-materialist movement started by blacks to push for liberation, started in Philadelphia where he lived at the time. However, the city decided to crush the movement through force by deploying the police to bomb an apartment block, causing many deaths. Students were deeply interested in this issue and it provoked much discussion.⁽¹⁴⁾



Students are concentrating on the class (May 30, 2018).

Lecture 8: The Role of Democracy in Peace and Social Development in Mozambique.⁽¹⁵⁾ By Mr. Daniel Fernando da Costa (June 6).

The first lecture, conducted on June 6, 2018, Costa brought to the students a general overview of Mozambique. This lecture focused on geography, people and culture comparing as much as possible with the Japanese reality to give some context to the students. Costa also discussed the diplomatic relations of the country since its independence in 1975, giving special attention Japan-Mozambique relations since their establishment in 1977. In this section, the class discussed some challenges of the Japanese sponsored Pro Savanna project as the green revolution in Mozambique. There were many questions the students mentioned them in their comment papers.



Details of a slide show (June 6, 2018).

Lecture 9: Share My Own Experiences as a Student and a Member of Society in General Both in Mozambique and Japan.⁽¹⁶⁾ By Mr. Daniel Fernando da Costa (June 13).

In the second lecture, Costa focused on the political history of Mozambique. It presented the general timeline of post-independence civil war, the peace agreement ending it and the beginning of the process of democratization. In the end, the current Mozambican political system was presented and discussed with the students. Also, Costa focused on the Green Revolution, since this is a very important topic in Mozambique and would be of use to students in the class.

Lecture 10: My Experiences Volunteering and Supporting a Slum School in Nairobi.⁽¹⁷⁾ By Mr. Michael Parrish (June 20).

The presentation introduced some basic facts about the nation of Kenya, location, geography, population, wildlife, and economy. The focus of the talk was the informal settlements, or slums, and the issues facing the residents. The presentation focused on the speaker's experiences at Grapesyard Organization a school and NGO based in Korogocho slum, one of the city's largest

and oldest. The presentation described the initiatives that the NGO has started and their impact on improving the lives of the residents. These initiatives include establishing a primary school serving over 1200 students, a pre-school, a day care center, and an orphanage. The activities of a Japan-based NGO, Academics Supporting Korogocho (ASK) who conducted volunteer activities and helped establish a computer lab and a library for the school were also discussed.

Lecture 11: Amar Shonar Bangla(My Golden Bangla) The Bengali Language Movement which Led to Bangladesh for Liberation War of Independence. By Mr. Munshi K. Azad (June 27)

“Bangladesh is an agricultural country and it is the largest employment sector in Bangladesh. The staple food is rice, like the people of Japan. During the harvest season, the rice field looks a golden color. So, it is called ‘Golden Bengal’ by a famous poet and the national anthem starts with these words. This fact of history can also be said how this country is enriched by people of different countries, cultures, and religions. It may be mentioned here that religion has a big role in the life of people living here” (Azad 2018). Students showed a big interest in his background, religion, and education in Bangladesh and why he could understand many kinds of language. Therefore, many questions were shown in their comment papers, and all questions (Japanese comments were translated by the author) were send to him.⁽¹⁸⁾



He politely answers to all questions (June 27, 2018).

Lecture 12: What I Learned Growing Up as a Native Canadian.⁽¹⁹⁾ By Mr. Richard Miller (July 4).

In this lecture, entitled, *Canada: Native Culture and Tradition*, Miller, a status Indian and long-time Kobe resident, presented an historical overview of the First Nations People of Canada and the position they occupy in a modern multicultural society, as well as some of the social issues and challenges that they face. He started by examining early migration and immigration to Canada, an overview of the tribes and some of their differences. He also introduced the rapid population

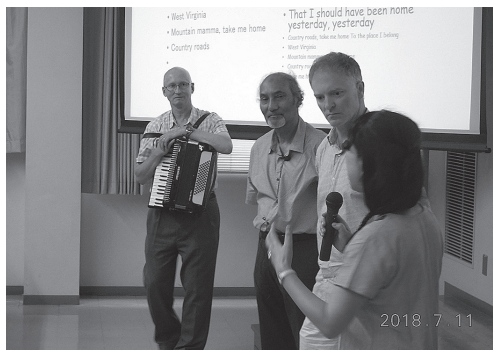
decline of the first nations peoples after the arrival of the early European settlers and the legacy of colonisation has on First Nations communities. However, he remains positive, and stressed the enduring influence the First Nations people have on contemporary Canada, the continued cultural diversity among the different tribes, the native Canadian First Peoples classification system, and the future challenges of the native tribes, including the importance of education and their place in the 21st century.



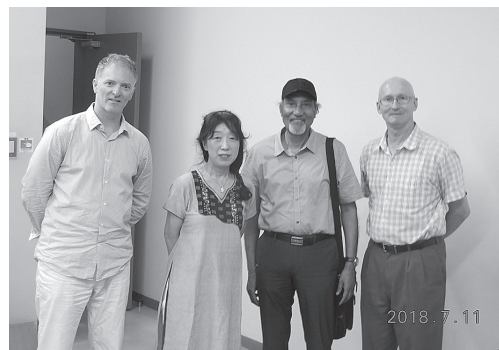
(July 4, 2018).

Lecture 13: My Life in Bangladesh and Japan. By Mr. Munshi K. Azad (July 11).

“It is a pleasure to share a life where I am living here now with the life where I was born and grew up. As you can imagine, I am not young like you but at heart, I am not different than any of you. I was born and grew up in an environment of different people with the different rules (religious) of life. Again, the people are not of same color, do not speak the same language and do not follow the same customs at home in their daily life. It may be mentioned here that all people believes in some religion in my country” (Azad 2018). He prepared answers to all the questions of the students. Also, he explained that the environment in which he was born and raised was diverse, inevitably requiring multiple languages, which was also reflected in education. He explained about the importance of religion and mosques, and how essentially, religion means to understand each other, to help each other, and never fight, through his calm voice. Hans also attended the lecture with his accordion and finally the class sang a song: ‘We shall overcome’ as the Independence in Bangladesh.⁽²⁰⁾



Discussion (July 11, 2018).



Lecture 14: Final Report (July 18)

III. Student Participation

1. Outline

Table 2 shows the number of students. First, 150 students made an application for this course, but 94 students (only undergraduate students in Rikkyo University) were chosen to participate by computer with randomly at the office. Also, foreign students, student came from other University (F-Campus) and a RSSC student also participated. Finally, in total, 95 students were enrolled into the class since May.

Table 3 shows the number of students enrolled according to grade on April 15. The data shows that the majority of students taking the course were in their second and third years of study at Rikkyo University.

Table 4 shows the number of enrolled students by each college at April 15, 2018. The majority of students in the course comprised of students from the College of Community Development and Human Services, closely followed by the College of Tourism and then the College of Contemporary Psychology. This is likely due to the fact that the course was held at the Niiza Campus, which houses these three colleges. Other students in the course had to commute from the Ikebukuro Campus to take part in the course.

Table 2: The Number of Enrolled Students

	Undergraduate	Foreign Students	RSSC	F-Campus	Total
Initial application	150	—	—	—	150
Number chosen by computer	94	—	—	—	94
Enrolled on April 15	94	2	1	1	98
Enrolled since May	91	2	1	1	95

Note: RSSC means Rikkyo Second Stage College.

Source: Author created from the enrolled students' list.

Table 3: The Number of Enrolled Students: By Grade (April 15, 2018)

2nd	3rd	4th	Foreign	RSSC	F-Campus	Total
47	37	10	2	1	1	98

Note: According to university requirements, first year students were unable to enroll in this course.

Source: Ibid.

Table 4: Enrolment According to College (April 15, 2018)

Community Development & Human Services	Tourism	Contemporary Psychology	Sociology	Economics	Law and Politics	Arts	Other	Total
37	36	17	2	1	1	2	2	98

Note 1: Other refers to F-Campus and RSSC students.

2: Foreign students belong to the College of Sociology and Economics.

Source: Ibid.

2. Students' Voices

Following each lecture, students were given 10-15 minutes to write and submit a comment paper. They submitted 13 comment papers during the course, including one for the first class on reasons they wanted to take the class and one for each of the guest lectures. Students were able to write their comments in English or Japanese.

At the end of the class on July 18, the authors informed the students that they were planning to write an article on the class for the Bulletin of the College of Community and Human Services: "If you don't mind, we would like to reflect the students' voices from your comment papers. In that case, we plan to post with anonymously. Please write out your opinion freely". All participants accepted and agreed, and were informed that they would be ensured anonymity. Next, we showed some photos. They also agreed to allow to have their photos included in this paper.

For this paper, the authors randomly selected five comment papers in English from each lecture and transcribed them (refer to table 5 below). Individual papers were modified to remove any personal information, and we tried to keep the texts as close to the original as possible, checking only the spelling. Also, authors introduce all comment papers for the purpose of their study in English on April 11 (refer to appendix).

Table 5: The Number of Participants and Comment Papers in English

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th
Participants	93	88	84	72	76	82	84	77	75	78	82	84	84
Comment papers in English (Proportion)	15 (16.1)	28 (31.8)	28 (33.3)	19 (26.4)	18 (23.7)	36 (43.9)	24 (28.6)	27 (35.1)	26 (34.7)	26 (33.3)	27 (32.9)	27 (32.1)	19 (22.6)

Note 1: The students were assigned a final report for 14th class.

Note 2: Rounded to one decimal place.

Source: Authors created.

3. An analyses of lectures through the students' voices

This section provides an analysis of a selection of their comment papers and introduce some of their thoughts and reactions to the lectures. How did the lectures influence them, and what did they find the most interesting and intriguing?

In the introductory lecture, the authors introduced the course outline, goals and expectations of the students. From an analysis of their comment papers, it is clear the students were looking forward meeting the lectures and were keenly interested in the topics. They were very interested in international issues and learning about issues from local peoples' perspectives. Some of the students mentioned that they had no confidence in English and were a little worried about

whether they would be able to follow the lectures or not. A few students also mentioned they were taking the course since they had taken some of the special coordinator's courses in English in the past. Finally, some students mentioned that they were taking the class in order to improve their English skills.

They were curious about traditional culture and social issues in developing countries that they encountered for the first time. In the first of two lectures (April 18) by Mugo, through their comment papers, many students questioned polygamy and were highly surprised about other cultural practices such as dowry, and how it is common for parents to beat children as a form of discipline in Kenya. As part of the discussion, students commented on the gender gap around the world and children's discipline. Regarding these points, many students commented that the practice of dowry in certain countries should be abolished, and that polygamy was one of the most surprising issues: "We can't accept it in Asia."; "I've got a culture shock!!!": "I do not support the notion: I was unaware that it was a fairly common practice in Kenya. The position and role of women in society seems to be rather universal as women are often deemed inferior to that of their male counterparts. It is however, heartening to hear that such mentality is slowly but surely progressing and changing." The students were curious that the lecturer was comfortable with a barefoot life in Kenya, that her mother protected their food from animals, M-pesa as a bank and traditional transportation.

In her second lecture (April 25), Mugo discussed the issue of slums in Kenya, although some students mentioned there are common issues of poverty in Kenya and Japan, with the gap between the rich and poor. In Japan, there are also many homeless people living in plastic bags who are deprived of the chance to live in their own houses, have no sense of belonging or rights.

In the first of two classes by Azad who came from Bangladesh (June 27), he introduced the independence movement and the students mentioned that they were admired the language movement in 1952 that was led by students at Dhaka University and how it impacted the independence of Bangladesh in 1971. Students were also generally interested in traditional culture, clothes and food which comes from the blessed fertile land known as Amaru Shonal Bangla (My Golden Bengal) praised by the Nobel Prize for Literature, recipient author Rabindranath Tagore. He received many reactions and questions. Some students mentioned that it was the first time to do learn about relation between Japan and Bangladesh from Bangladeshi lecturer, and also it was not only the precious opportunity but also an important experience. Also, "I am happy to know a lot of things about Bangladesh in this class, because I have no chance to do learn about it so far."

In his second lecture (July 11), he answered all the questions. Some of the students also had specific questions on why the lecturer had lived in Japan for so many years; the meaning

of national flag; religion and Mosques; how did you acquired many kinds of languages; also education in Bangladesh; and how they might be able to travel to Bangladesh. Student mentioned; "I have learned many stories. Because, many guest lecturers talked us their various cultures and nationalities. Especially Bangladeshi people is very kind and like taking care of students". Japanese students also tend to have not positive images of the developing countries and Muslims; however, the lecturers two classes provided them with a deep understanding of religion, rich soil and spiritual richness as well.

In Costa's first lecture (June 6), he focused on the role of democracy in peace and social development in Mozambique with referral to his paper (Costa, 2015) and academic background. He also discussed his native Mozambique and compared it to Japan through some statistical data. Following this, he introduced the Pro Savanna project that is connected to Japan's Official Development Assistance (ODA) and the Green Revolution. Students were very interested in it. Also, it was a little bit difficult to understood, so the author added extra explanation with into his slide show⁽²¹⁾ in his second presentation (June 13). Indeed, before learning from Costa, most students had positive images of modern agricultural methods and how advanced countries worked in developing countries. Furthermore, almost all of them had no suspicion of foreign aid or big development, it being the first time to for them to be given the opportunity to consider the impact of these on farmers in rural areas. Students were also able to learn about the enormous damage to the soil and environment and about the harsh lives of the farmers and living conditions they face due to modern agricultural methods forced upon them through the Green Revolution in Costa's lectures.

In the June 20th lecture, Parrish discussed his experiences at Grapesyard School and NGO in a slum in Nairobi, Kenya from his perspective as an American, and the activities of a Japanese-based NGO, Academics Supporting Korogocho (ASK). The students were impressed with how Parrish was working to improve the lives of people in Kenya, especially the education side: "It was very interesting to know about Kenya's education system and what Mr. Michael has done in Kenya to improve the situation. I totally agreed about educating female even though it might be difficult." One of them also referred to their own volunteering activities and critically asked about why foreigners volunteer in foreign countries.

In Miller's lecture (July 4) about growing up as a First Nation People in Canada, some of the students connected it with their own experiences studying there and said that they further learned that Canada was a nation of immigrants. The students were excited to learn about problems of the minority, and one of them summed it up succinctly about their hope for the future of race relations in Canada between the majority and the oppressed First Nations minority: "The problem between native and non-native Canadians is very difficult. I hope one day

they can understand each other.” Another student also connected Miller’s talk to a lecture they had taken in another class: “In the lecture about International Development, I watched the video, *Why developing countries located in tropical area can’t take off*, and its answer is that those countries have to pay much money for medical service because sick can be happened super easily in tropical area. Today, I learned many Indians died due to the sickness, but what make them die because of the sickness, although Canada is very cold country?”

In summary, it is evident from the limited selection of randomly chosen comment papers analyzed above that the students were deeply moved by the content of the lectures and they made conscious efforts to critically analysis the contents, with some of them connecting with their own experiences, both in and outside of Japan. Please refer to the appendix for the full selection of randomly chosen comment papers, organized by date.

According to the students’ comment papers, final reports and their opinions, the following two classes had the most repercussions. Sato was the only Japanese lecturer. In his first lecture (May 9), he asked students: What is “Prosperity”? What is “Development”? He held a workshop on how prosperity is measured and introduced several alternative measurement indexes (HDI, GPI, GNH, EF and HPI).⁽²²⁾ He distributed homework exercise to students in advance. In the class, students were arranged into groups of four by the student assistant, where they discussed their experiences, based on the exercise. They really understood that it is important to see things from a different perspective and how most development projects target higher GDP as their goals, which wastes resources and money to encourage higher consumption, which has led to severe damage of the environment. Then he asked students how much natural (renewable) resources does a person need in order to maintain her or his life? He emphasized that if economic growth is put first, our earth will reach its limit. Let’s think about our prosperity without increasing GDP. Some ideas began to germinate about sustainable development and life in this class. For example, one student said, “We care about natural resources”. Another mentioned, “I will try to keep a simple and Eco-life.” A third said, “The only thing which we can do for the earth is to reduce waste and use eco-friendly products.” Students were thrilled to be in this class, because the topic was on changing the world at the grass roots level.

His second homework exercise was, “Let’s think about contradictory conditions” (May 16). Then, in the class he asked the students, “Who were the demons (Oni) in Japanese history?” He then introduced famous Japanese folktales metaphorically though legends and indigenous people. Following that he encouraged small group discussion among the students. In response to Sato’s second lecture, one student mentioned that they had learned had to be studied multiple way to address issues in a more holistic manner, offering the example of comfort women which has been a serious issue between Japan and Korea. Another stressed that it was important to re-examine

viewpoints: "To know the opposite facts and thoughts are important" in thinking about solutions. However, "I think there are no right answers to all controversy." All the students stressed the importance of considering issues from different perspectives.

Finally, Hans's original music performances as expressiveness of his life had tremendous effectiveness (June 20). Also, it is more important to understand its background. He impressed the students with his lecture about why he moved from Austria to the United States, and how he was influenced by living in various regions through a musical performance. One student wrote that, "When I was a young, I was learning piano, drums and trumpet. However, we have to spend busier days as we get older. We forgot these sounds. Just until we could listen to your beautiful music". His performances remind us of the importance to slow down, relax, and that music itself has important role in our lives, as he described living in various part of the United States.

His second class focused on a darker side of the United States (June 27). Many students had positive images of the United States before the class, but Hans introduced the cooperate structure of "hire and fire" and how he struggled to adapt to living and working in the United States. Students were appalled when he introduce how the MOVE movement was crushed by the City of Philadelphia, where he lived at the time. The students discussed discrimination through this case and mentioned that communication and discussion without discrimination and an understanding are necessary, and violence never brings good future. Hans emphasized that one should never rely on the mass media or social media for the truth, but instead judge things through one's own eyes and an examination of existing literature with critical thinking and deep analysis.



Thank you for the class which was full of life and effervescence (May 23).

IV. Conclusion

The study found the significance of students learned about cultural diversity and social issues around the world with different people from different backgrounds. It also found that students

accumulated an understanding of the state of the world through global and critical perspectives at the grassroots level. Because the students had sought to interact with different people and to accumulate a deeper understanding of serious social issues, they were impressed and satisfied with the lectures, and the class provided good opportunities for participating students, greatly influencing them.

As evident from an examination of the randomly chosen students comment papers, the students were excited in the class taught by the wide range of lecturers, who presented materials, previous studies, statistical data, case studies and their experiences-based diversity and deferent values. They were curious about traditional culture, history, religion, education system and serious social issues in the developing countries that they encountered for the first time and they had their thirst for knowledge. They also accumulated a deeper understanding of the blessed fertile soil, cultural diversity, wisdom for sustainable life in rural areas, their humanity and spiritual richness as well.

Students realized through the lectures, that it is important to be aware of kinds of discrimination in the media, some legends and a fixed idea and to have critical perspectives. They also raised their interests about serious social issues, and they tried to broaden their ideas about the world and to widen their eyes through critical analysis and deep thought. Moreover, students tried to analyze the current situation of the contradictory world from multifaceted perspectives and careful consideration. Some ideas also began to germinate about sustainable life in this class. Moreover, students' questions and opinions, lecturers' answers, authors' comments and summaries of each class improved the materials of the subsequent lectures.

For the aforementioned reasons, it is of the authors' opinions that this lecture series was adequate in keeping the ideology of a collaboration subject of the University-wide Liberal Arts Course, in providing a different sense of value, multifaceted perspectives, diversity and an interdisciplinary approach. The class was highly successful, and the authors are delighted to report that the class will be taught again in the 2019 academic year. The progress of globalization brings about various gaps and changes in some kinds of values, and in order for students to understand these phenomena, an understanding at the grassroots level in the class on campus is important, and such an increase in numbers of classes should be promoted by the University.

Acknowledgement

The Authors were pleased that seven guest lecturers accepted the invitation to come and make presentations to students for this special course. We are indebted to these guest lecturers and the Center for the University-wide Curriculum, because without them we wouldn't be able to have held these lectures. Special mention should also go to student assistant, Chang Chong

Woo for his kind help. We are very proud of you all and this new lecture series, and would like to express our deepest gratitude for all your support.

Appendix

Lecture 1: April 11

① Social issues in English

This lecture provided great insight into our upcoming lessons and trains which are concepts are not in such details back in ○○. Farming the lessons according to different guest lecturers/speakers is a new concept to me, making this course an exciting one for me. From minute difference to large social issues and political arena, I hope to understand such contrast turning the module be effective in gathering the day's lesson while it is still fresh in our mind.

I decided to take this course because I wanted to keep studying and speaking English in my University. I think it's a good opportunity to discuss about global issues in English. I'm sure that I'm so lucky to participate in this lecture because I can listen to many speakers from overseas and expand my views. I'm very looking forward to meet with speakers and learn about what is the social welfare, the difference between Japan and other countries, and so on.

I'm happy I can take this class. Because I'm interested in international issues, for example poverty or education and so on. I also would like to improve my English skills, so this class is great for me. I have wanted to learn about global issues since high school student, and I'm belonging to international volunteer circle now. This class is useful for activities of circle, too. Although my English is not good. I would like to try to use and brush up! I'm looking forward to learning many perspectives from different countries. This is a good opportunity for me to widen my view.

I'm really looking for this lecture with Richie! I want to study about social issues and International Community. Nowadays I don't get that many chances to meet diverse people and learn about How to communicate with others. Through this lecture, I want to broaden the view of the world.

I'm a fourth-year student so I don't have to take any classes but I was interested in this course so I take this. I want to know about world social issue. I have taken some of Mr. Richie's courses, that is one reason I take this cost too. I'm looking forward to listen to many interesting lectures by native speakers.

② International experience

I'm interested in this course because I'm curious about what will happen when different cultures come across together. I am an exchange student from ○○., which is a multicultural and multilingual City. Chinese, Westerners, South Asians, even though inside the Chinese the native Hongkongers and new immigrants also have a different culture. After Listening to the introduction of this course, I really look forward to hearing different guest speakers to share their international cultural experience, which I'm interested in and how they adapt and deal with the differences between their own culture and Japanese culture. I'm also happy to share my Intercultural experience when I am living in ○○, which I think the discussion will be much fun. As being an exchange student, I am also curious on how the Japanese local students look to International issues, as Japan is a relatively monoculture country. I want to know more about their point of view.

Therefore, I really look forward to listen to the great speakers and the discussion sections in the future.

I'm a student of ○○ University by using f-campus. This class seems very interesting for me, because I'm interested in international development and peace building. Especially, I can't wait lectures 8 to 11. By attending this class, I can find the only difference between Japan and foreign countries but also difference between ○○ and Rikkyo University. Is it also cultural diversity?

I took this class because of getting global perspective. Two years later, I would like to go abroad, for studying art therapy, so now I firstly had to know about global circumstances and history. I'm very looking forward to come class until next week. Especially, I have interest about Class number 4, Happy Planet Index, because people who live in another country may have different values of happiness each other, so I want to know wide range of happy and learn diversity.

I want to know how to look Japan from foreigners, usually I stay in Japan, sometimes I go abroad and think Japan but this is Japanese perspective, so this lecture is very valuable. I can hear and read global issues from TV or newspaper, but I don't feel real. But this lecture I can study global issues from local people.

The reason why I wanted to take this class was that I thought it could prove my English skill. And I feel foreign people is the same as not real. So, I hope I came to feel foreign people close.

③ International culture

I'm studying tourism, but there are no opportunities to hear something from native speakers. So I'm looking forward to start this class. I hope I can be active during this class. Thank you.

I chose this class because I'm interested in international culture. I went to Canada to study English for one month in March. When I talk with my classmates about each other's country, they know about a lot of things about other countries. But I didn't know about other country and was ashamed of not having information about other countries. So, I want to take the stuff to talk with my foreign friends about other countries. I want to understand International culture.

First of all, I need some credits and I browsed syllabus. I'm interested in foreign cultures, so I thought it was going to be perfect for me. Moreover, this class is performed by foreigners, which means I can learn from what they think about their social problems. You had various topics and I will never get bored.

④ After study abroad

During I had been to Australia, I made a lot of foreign friends. Then I was very excited to communicate in English. Because I have not opportunity to speak English in Japan, I'm looking forward to speaking English in this lecture. I want to improve my English skills, and I want to know other countries culture.

The reason I decided to take this class is to know the perspectives of non-Japanese people seeing Japan since I've studied inbound tourism and it's important to understand that how Japan is different from other countries. And also, I really like English itself. I took a year off from school last year to study tourism in the US, and get back to Rikkyo University this semester. And I was looking for some opportunities to keep my English skills and found this class. I'm really looking forward to the classes, sounds really interesting to me. That would be great if they were opportunities to meet and communicate with international students through this class.

Lecture 2: April 18

I'm so surprised to hear that when Kenya's people get married, new husbands have to go to the wife's house with your friends. I think Kenya's women are very strong because of beating and I envy them. Her mother is nice because she could beat an elephant, and I want to be strong like her. I couldn't come to this class because of some sickness. I'm really interested in the difference of culture in the world from Japan, it's mainly because when I went abroad, I was very surprised and excited to watch the people and culture there. I thought here is another world and I can't forget the feelings and I want to know about other cultures more.

I'm interested in how to keep local culture and political correctness, which comes from the western world. For instance, gender situation in Kenya can be bad from the perspective of political correctness, but on the other hand, this kind of local culture is respected. I also surprised about no shoes style. We tend to see people without shoes as a weak person and needed to help. It's natural in Kenya. I understand it is totally okay, but at the same time, I wonder whether it's custom can provoke some serious sickness.

It was intriguing lecture listening to Ms. Irene's class about her childhood days and experiences. It varies drastically from mine, as I grew up in ○○, which is a city - more modern orientated. Learning about new cultural customs such as alcohol being shared in a pot with straws made from trees and neck accessories was a good insight to Kenya's culture. They were more similarities than I expected - for instance, polygamy. Polygamy is acceptable in Islam, while I do not support the notion, I was unaware that it was a fairly common practice in Kenya. The position of role of women in society seems to be rather universal as women are often deemed inferior to that of their male counterparts. It is however, heartening to hear that such mentality is slowly but surely progressing and changing.

I'm interested in Culture of Kenya. I haven't been countries in Africa but I would like to visit there. Because I want to see and have experience their interesting cultures. Culture in Kenya is different from that in Japan. For example, they use hands for eating, giving some gift or money for marriage and so on. Especially, I want to have an experience riding the bus like club! I have one thing which I'm wondering. I thought people can't wear shoes because of poverty. But today, she said no shoes is culture, I'm surprised about this fact.

I was surprised at "many tribes" and "chores". Japan has no tribes so I can't imagine the situation that there are some tribes in same country. I only speak and hear only Japanese in Japan usually. But in Kenya there are many languages not only Swahili. That is surprising me too. I don't get used to chores so I was really surprised at schools and domestic chores. I thought getting married in Kenya is really hard! How polygyny husbands get married? They have to pay a lot of dowry!

Lecture 3: April 25

At first, I was glad to talk in front of all above "culture shock". And also teacher asked a question again. I was so excited!! I'm lucky I can have the experiences like this. Well the biggest culture shock in this class was Irene was car jack and shoot, I understood, I can't believe that. She said the reason why she came to Japan is she needs change. But I still have questions. Why she chooses Japan? Was there any goal coming to Japan?

I knew that there are many differences between Japan and Kenya, but it was very interesting to compare with each culture. And of course, they're not only differences but also sameness between us; a lot of poor people, homeless, economy, etc. The most of Japanese people tend to think that Japan is superior to Kenya in any cases, but I think it's not true. We should cooperate to solve the problems of two countries to make much better Society. It'll be interesting to learn what's Kenya's social welfare and what can we cooperate with them.

Last week I was absent from this class but Kenya's culture is interesting and strange for me. In Japan, as common issues in Kenya, I think that poverty and homelessness is big problem. When I go to Ikebukuro Station I see always homeless. they always sleep or walk with a lot of language. This problem is common both country, Japan and Kenya. I think that many child labour is most serious problem in Kenya. Children have to study until 18 years old and acquire skills, for example word, speaking English, etc.

I thought the gap between rich and poor people is the common social problem. Not only for Japan and Kenya but also other countries. When it comes to Japan, a scholarship is used for the family who can't pay a tuition fee. But this can't be held for that family and their burden will never be eased. All of the governments should try to solve such a monetary problem and poverty. I heard Denmark's government pays much money to save people's tuition fee. So we should learn from Denmark.

I was surprised because there is something in common between the two countries. And some parts in Kenya are more developed than in Japan. We don't use the useful Financial system like M-pesa and needed to spend much time to change mobile phones agreement. I'm interested in the reason that why our two countries have common economic, political and social situations are totally different.

Lecture 4: May 9

To know various index such as GDP, HDI, HPI, are very important to think about countries development and happiness. I thought it is important to think about both perspectives, not only economic or happiness, so that developing country can learn from developed country, and developed country can learn from developing countries.

I could understand a lot of indexes by doing pre-class assignment. Especially, I'm so interested in GNH. In this class, we thought about how to increase HPI. I think to consume using resources we should be careful not to use too much plastic materials, for example, plastic bags. And, about well-being, we should be given more time to do our hobby, talk with our friends, spend with our family, and play some sports. Is Japanese have more free time, HPI will be higher. And, I want to know how people in Costa Rica live and what is the difference between Japan and Costa Rica. Through this class, I can learn some perspective that I didn't have.

Discussion in English is really nice experience for me, especially, today, I can discuss with another generation student. About HPI, I have something negative. It seems like just number and its number is so indirectly whilst GDP shows the shape of country relatively directly. When we talked about kind of that, we tend to follow ideal and tend to miss current situation.

In my opinion, I think it is difficult to increase HPI. It is because Japanese people are now used to having many

materials around us and we think those make a life more convenient. However, to increase HPI is valuable for Japan's future and for the way people work. To make the atmosphere of taking paid vacation is a quick way to make progress in HPI, does the ecological footprint relate to GDP?

It was really important and interesting topic for me as I've been interested in environmental pollution. I think, personally, we don't need to be surrounded by this much stuff to live, many new things come up every day even though we still can use these things we have now, for example, phone, laundries, clothes. I have a couple of questions. What number is China ranked in about HPI? China has second largest GDP market, and I'm curious in it. And, what do you think for Japan to achieve higher HPI? I would say Japan carries too much pressure every day.

Lecture 5: May 16

I enjoyed learning this class. I was surprised at Costa Rica's high level of EF and Happy Life Years adjusted for inequality. We should learn Costa Rica's lifestyle. But, we have to keep out of stoical cultured same time, for example Mottainai. we have a good culture, Japanese, especially old Japanese people, continue to use one thing.

Japanese often reuse. But, young Japanese people sometimes forget it. I learned importance of different perspective. I thought interesting that Oni's kid's perspective. I think poor Oni's kid. If Oni's kid's parents don't do a bad thing, Momotaro's Action is very terrible! I want to think Japanese stories bad roll's characters. it is so interesting. I can get different perspective that I haven't ever think.

I think difficult to see that many perspective and different perspective connect social issue. However, I heard Sato san and classmate's opinion, I feel thinking is most important to change the world. Sato san told us, how do you think stop economic growth but people live happy. This question is new perspectives to me. If I don't take this class I don't meet about this question. I live in ○○ town next to ○○. My town is not convenient than urban. But I get fresh air and can see big beautiful sky! I believe we can live a beautiful life without convenient.

Japan has been matured enough economically at present. Therefore, the most important matter (education) for Young Generation people especially for students is that how have them to consider about how to make human mind forming in young era. thank you.

By learning about New Perspectives have to be studied from multiple ways helps to address social issues in a more holistic manner. One of the most convenient topic that I chose was on Comfort Women. That has been a hot issue between Japan and South Korea even as of recently. While I was informed by fellow Japanese that the previous prime minister has apologized for the comfort women this issue is still up for debate today. For this instance, where did Sex and violence are imposed on two countries women, it just becomes an it be topic on how it should be dealt with. Yet, addressing such uncomfortable topics can only be done when people are allowed to actually discuss issues more frequently and voice their opinions. When it comes to national issues, however, politicians have to be more mature and hash it out in person unlike venting it out on social media such as Twitter.

To re-examine our viewpoints was very interesting. Since, to know the opposite fact and thoughts are important to think about solutions. However, I think there are no right answers to all controversy. The way is to only negotiate to

halfway. In the last 10 minutes' debate was very interesting as well. In my opinion I think to stay at the same GDP is impossible. This is because we are now used to consumptions and to increase the quality of GDP is difficult. If we could not change everyone's issues to Japan's situation it is impossible.

Lecture 6: May 23

Through today's class I learned that music can express our feelings for instance happiness, sadness, calmness and someone. Also, I learned we can make friends through music. By mixing photo and music, we can have sense which is like staying photo spot, that is good for me.

I didn't understand music is language, but I can do little bit. Pictures and music were really beautiful, and maybe all people in this world think so too. I was interested in the story of piano at bar. I didn't know music can control our actions and atmosphere. The music made me little become sleepy but your presentation was really fun!

I was really interesting class today to realize how beautiful music is and I've forgot about it in a long time. I've played piano, drum and trumpet when I was young. But the more I grew up, the more you get busy with other stuff, and didn't have much time to stop to relax and think again about what you have. People, especially in city, think a lot about their future and always keep going forward. But today I learned that sometimes it's important for us to have a point to do nothing and listen to yourself with the power of music, or maybe a photo. People nowadays are too busy to look back what we originally have, which we have to appreciate the most. Your work will make others realize the power of music just like I did today.

Thank you for your performance and lecture. I sometimes play the piano home, and I plan to study abroad to Italy but I can't bring it with me. I hope there are piano which can be played freely. You'll story you overcame your lonely by playing music is really interesting.

I had an amazing afternoon, thanks to Mr. Hans. I love music. So, I'm interested in today's class and also felt so happy. Music has big Power. It can heal people, give us power and feel fun. Today, I felt jealous, of course good mean, countries in Europe filled with music. Especially Vienna is the place of Music. I'd like to go there and spend time with music. ♪ 🎵
I had so much fun today is class! Thank you!!

Lecture 7: May 30

The human relationship (trust, love and cooperation and etc.) should be created by education by not only teachers but people who is surrounding ourselves. Actual education must be done by AI instruments (VR, AR, SR, and etc.) in the future. School teachers mission to school students should be to have them make built up human relationships. That's all.

I am shocked hearing the crisis that police bombed the houses of MOVEs people. Bombing by police is exactly not right. It is hard for me to imagine that environmental but if I were in there environmental I would come back home soon. Hans's Experienced is scared. I think America is fascinated and scared.

About the Bomb by City of Philadelphia, I feel a deep discrimination thinking. We are right Black people is not right. Your story was interesting topic but a little bit difficult. Especially, how will the society change in the future? I thought

technology will keep growing but human can't control machines, internet and society maybe. I'm sorry no react your questions. I will try to overcome my shy. About US, I thought some are safe, happy and lucky others are not. And very passion able! thank you for your great presentation!

In this class, I thought a lot of things. For example, my American Image, my dream, what is friendship and so on. I am so happy to hear your presentation. When I went to America for one month, I felt excited about America. That's why, my friends and teachers in America are so funny and wonderful people. But, after today's class, I learned another aspect of America. So I'm more interested in America, especially society, history and people who Living in America.

I wanted to hear about how you felt before you went to America and how you felt after you arrived. It was class that made me think a lot because you told me the experiences and dairy feeling. It was hard to understand because culture and customs are very different. But it was so good to know many contents. Thank you for your class.

Lecture 8: June 6

I am curious on the Pro-Savana project. I think is not a special issue in Mozambique, but a lot of developing countries also faced this problem. The poor farmers who farmed in traditional way could not compete with the crops produced in high-tech, as they are produced massively and could be sold in low price. Especially in the globalization era, competitors could also come from overseas. Therefore, without significant protection of local agriculture by the government, the small-scale farms in the pool farms are facing great challenge, which affect the living of people and the country's economy.

Peoples who are working agriculture environment is not so good around the world. Because it tends to low salary, so it is difficult to work as a new job. But sometimes agriculture became tourism resources, for example, Tanada (棚田) Agriculture has a lot of opportunities.

It was surprising to know that Mozambique's official language is Portuguese and to know about Mozambique a place where I had never heard of. However, it was a shock that life expectancy is much shorter than Japan and I thought as much problems. The ministry should be more aware of poor people when producing a new project.

I was surprised because there are 15 languages in Japan. I didn't know. And I didn't know there are 43 languages in Mozambique. I heard Green Revolution first time. So I wanted to know more about Green Revolution. I want to know about Mozambique, too. Thank you for talking today's class.

Sorry I didn't preparation so I didn't know where Mozambique is. However, I've heard about Mozambique! I was surprised to know the number of language in Mozambique! (And Japan also. I should have known it). I'm happy to meet to you and know about Mozambique! Thank you! I love your smile.

Lecture 9: June 13

I thought ODA is good thing but maybe it depends on the situation. By Japan's ODA, condition of soil and Mozambique, price of organic foods and the number of insects that is important for cycle of life got worse than before. We tend to think the technique of developed countries is the best way to solve some problems and good for all countries including developing countries. But maybe it is not true. We have to think what ODA is good or bad for other countries.

As Mozambique is a country with skyrocketing population, it is unavoidable for them to find a way to improve the quality of food production. The incentives of Pro-Savana are good, but it failed because it estimated the situation in Mozambique, directly applied the modern technology there which is unsuitable, even damage the environment and affect employment in rural areas. It reminded us different place has its own uniqueness, policies have to be localized. Also, it showed the disadvantage of chemical farming by everything its health problems, which made us think about the relations between technology and people's living again.

Last week, I was not able to understand Green Revolution, but this time, I could understand this. And, Green Revolution was thought good things innovative at first. But it was bad things and it was needed to change. I have one question. Why did three countries do Pro-Savana? these countries didn't have common problems and are far away from each other.

There are both merits and demerits of Green Revolution. The one of the merits is vegetable's cost got cheaper, we poor students can't afford organic foods when we want to eat lunch. If there are only organic and expensive vegetables, we would be lack of vitamins. The one the demerits are the chemicals with damage not only our health but also environments. The example is the needs which got the perseverance of herbicides. The more we use herbicides the weeds got the perseverance of the herbicide and we need stronger herbicides if we repeat this again and again, we need very strong and dangerous herbicides at the end. In conclusion, the demerits of Green Revolution are making our environments harmful. What our consumer have to do is to buy organic and cheap vegetables as possible.

Green Revolution is important example to show how chemical agriculture is affect our circumstances. It is useful to use chemical but there are some negative side. I think chemical agriculture is like a drug addiction. Once we use the chemical, then we must use more. It damage food It's damaged soil and animal life so I think using of chemical is not good.

Lecture 10: June 20

Last summer, I tried to attend volunteer, but I didn't go. Because, when I listen to a company's briefing I felt very big business. But today's lecture is very real. I understand how study is important for slum. And also, now, our situation is very happy. Sometimes I waste this time. It's not good. I study hard. Thank you.

In my image, Kenya is the strongest country in the world in Marathon Field. Why such people can run fast? I watched Kenya people practice Barefoot on TV program. I don't think there are enough chance to practice and enough food to make their bodies strong. Are running and doing sports for only rich people? Or are there some other opportunities to be a sports player for poor people?

It was very interesting to know about Kenya's education system and what Mr. Michael has done in Kenya to improve the situation. I totally agreed about educating female even though it might be difficult. To think about no educated country is very hard if you are born in Japan and it might be a problem far away. However, to know about these problem is necessary and important so that to make it a better world and to pick up possibilities that lies inside the children who lives in slums and all countries.

Some have many problems. But direct sport is limited. And he said, I think education is important, too. To gain

knowledge makes people in slum solving problems themselves. I think it is most important things.

I am interested in today's topic. Because I belong to International Volunteer Circle and actually I visited developing country to do volunteer activity. When I did volunteer in ○○, I have questions in my head. "what is the meaning of that foreigners come to somewhere for volunteering?" Why do we volunteer in foreign country? I'd like to think about this question deeply. And then I will continue doing that. Thank you!!!

Lecture 11: June 27

I was very surprised to hear that religion is same, but the way of thinking is different from each country. It's because I thought religion make our ideas be looked like each other. Mr. Azad said" Japanese language is sweet." my Korean friends also said that when I went abroad, so I learned Japanese language is sweet and that is a good thing. I think" Kabaddi" is a very unique spot and want to see the game. Mr. Azad said there are many kinds of people in his country, so I think that if somebody live there, he or she can make his/her perspective be broadened.

Thank you for the speech. It was a little bit difficult to understand because it was the first time to listen English from the Bangladesh but I had a very good experience. I have a friend in Bangladesh but I didn't know much about it. All thing I have learned today was interesting. I didn't know Bangladesh had six seasons. Also, I surprised to hear that people sometimes change religion in Bangladesh. The Bangladesh food looks so delicious to me; I would like to eat it someday. I wanted to know why is the flag so similar to Japan? It was fun to listen to your speech. Thank you so much.

I've never heard about Bangladeshi culture, so it was my first time. Especially, I was moved about people who were young who joined in 1971's war. I am very interested in how the people who lived in their accepted and thought about this history. Next time, I want to know more deeply history and background relate to humans' emotion.

I'm happy to know a lot of things about Bangladesh today. Because I have no chance to learn about it so far. My friend visited Bangladesh 3 years ago and I have been interested in it though. I'm surprised that he can speak 4 or more languages. I'd like to visit there. My image of that country is damagers a little bit. Actually, is it dangerous to visit and take a trip in Bangladesh?

I think Bangladeshi and Japan is connected strongly, we often learn each other's culture, language or something at our school. Actually, I listened to the lecture of the student from Bangladesh in my elementary school. I still remember how I surprised and realized the difference of culture. That's my important experience. And also, today's lecture was rare and important thing to learn. I thought more familiar in Bangladesh.

Lecture 12: July 4

I was very interested in this problems that "how we remain language and culture." Language is very useful tool for communication, so Farley, if we want to make culture deeply, increasing population is the bigger center points of problem, and if we can solve it, culture will be cultivated gradually by a loss of fellow, that I think.

In the lecture about International Development, I watched the video "Why developing countries located in tropical area can't take off", and its answer is that those countries have to pay much money for medical service because sick can

be happened super easily in tropical area. Today, I learned many Indians died due to the sickness, but what make them die because of the sickness, although Canada is very cold country?

In last spring, I went to Canada to study English. I studied at Toronto mainly, in Toronto there are variety of people. I didn't know that population in Canada mostly consists of immigrants. I learned that's the reason Canada has many kinds of people. Canada is really great country. I could touch many kinds of Canadian culture, nature, people and so on. Someday, I want to go to Canada again absolutely.

It was interesting study about the Indian natives and tribes in Canada. Just one thing I wanted to hear about what kind of opposition end/or resistance Indian people made against government. Regards.

I didn't know there are many tribes and languages in Canada. Because my Canadian image is that they are good at speaking English. In fact, many Japanese students go to Canada to study English. I didn't have negative image. This problem between native and non-native Canadian is very difficult. I hope one day; they can understand each other.

Lecture 13: July 11

Today, Mr. Azad answered questions which we gave him last time. They were very interesting for me and I could learn more about Bangladesh. From start at this class, I could know many things about various themes. These knowledge is so important in my life, I think, to meet and talk with various people is essential for us to live rich life.

Education system in Bangladesh is very different from Japan. It has many kinds of school and children can choose their school where they wish to go. From this class I could learn a lot of countries, cultures, histories and music, I was very excited every class. Thank you very much.

It was a very interesting class of today. I used to have some knowledge about Bangladesh but the information which I could get from Mr. Azad was much more realistic and shocking for me. Anyhow, it was very good experience for me today. Regards.

Before, my image of Bangladesh was of poor and backward country, and that's all. After this class I knew the culture and history of Bangladesh, which made me learn more about this country in different perspectives. I believe the language of Bengali means so much for the national unity of Bangladesh which made them rather to for an independence war against Pakistan.

This class is for learning about difference of culture. And many guest speakers talked us their nationality. Of course, I get differences from their story. And also I get those from their presence. Especially Bangladesh people is very kind and like taking care of students. And I didn't expected Hans hear again! I'm glad to hear his music and sing together!

Notes

- (1) It is as unavoidable consequences. According to the United States Census Bureau, Language other than spoke English at home percent at persons 5 years (2013-17) were 48.9% in New York City. Also, it does not mean only the side of positive issues. If their parents do not understand English, the choice of occupation is limited. Even those

44 An Analysis of a Course Taught in English on Local People's Perspectives in International Culture and Social Problems in the University-wide Liberal Arts Courses

who were educated in their home countries, the choice of migrant's profession is limited in New York City. See, Suzuki, Sato and Ritchie (2017) Suzuki, Ritche (2016) and Ali (2015).

- (2) Rikkyo University, University-wide Liberal Arts Courses (<http://english.rikkyo.ac.jp/academics/system/ulac.html>) < retrieved February 22, 2019 > .
- (3) See for example, Ritchie (2013).
- (4) An international cultural exchange event where a delegation of Kenyans came to the College of Community and Human Services from the Management University of Kenya in July 2015. Another separate event was held in June, 2016, where a Maori scholar from the University of Canterbury, New Zealand was invited to come and talk about the eastern communities following the devastation of the 2011 Christchurch earthquake.
- (5) During his tenure, Ritchie also carried out original research on foreign communities in the Tohoku region following the devastating earthquake and Tsunami of 2011, and the aftermath and rebuild of the Christchurch earthquakes of 2010 and 2011. He also undertook research in a slum school community in Nairobi and there established a computer laboratory for the students. He made use of his research within the classroom to further stimulate the students and to increase their awareness of issues of development and welfare within communities. Ritchie was also involved in the Ogawamachi Program, with another professor at Rikkyo University, in which students studied about agricultural issues in Japan and harvested and cooked their own vegetables from a local farm. In addition, he also chaired and organised the Peace as a Global Language conference in 2013 at Rikkyo University, with the theme: *Peace and Welfare in the Local and Global Community*. Ritchie also organised several successful lectures where speakers were invited from various countries to come to Rikkyo University to talk about community development and welfare issues to the students. See, for example, Short and Ritchie (2015) and Ritchie (2018).
- (6) Summarized by Irene,
- (7) Ibid.
- (8) Summarized by Sato.
- (9) Summarized by Ritchie.
- (10) Summarized by Sato.
- (11) Summarized by Sato, Ritchie and Suzuki.
- (12) Summarized by Hans.
- (13) Ibid.
- (14) Summarized by Hans and Ritchie.
- (15) Summarized by Costa.
- (16) Ibid.
- (17) Summarized by Michael.
- (18) Summarized by Suzuki.
- (19) Summarized by Richard.
- (20) Summarized by Suzuki.

(21) Refer to Shiva, Vandana (1991) and Suzuki (2016).

(22) Refer to Stieglitz et. al. (2010), Shaikh, Nermeen (2007), Costanza et. al. (2009), WWF (2016) and *The Happy Planet Index 2016* (<https://static1.squarespace.com/static/5735c421e321402778ee0ce9/t/57e0052d440243730dfd03f3/1474299185121/Briefing+paper+>) < retrieved February 18, 2019 > .

References

Ali, Syed and Hartman, Douglas (2015) *Migration, Incorporation, and Change in an Interconnected World*, Routledge.

Azad, K. Munshi (2018) '*Amar Shonar Bangla*' *The Bengali Language Movement which led to Bangladesh for Liberation War of Independence*, Reading material for students on June 27, 2018.

Azad, K. Munshi (2018) *My life in Japan*, Reading material for students on July 11, 2018.

Brinton, D., Snow, M. A., & Wesche, M. B. (1989) *Content-based second language instruction*. University of Michigan Press: Michigan.

Costa, F. da Daniel (2015) *Problems of Democratic Transition in Mozambique: A Look over Two Decades of Electoral Politics* in Portuguese Journal of Political Science and International Relations, Research Center in Political Science: University of Minho, Braga and University of Évora, Évora, Portugal.

Costanza, Robert, Hart, Maureen, Posner, Stephen and Tolbert John (2009 January) *Beyond GDP: The Need for New Measures of Progress*, Boston University, The Frederick S. Pardee Center for the study of the Long-Range Future 2009 (<https://www.bu.edu/pardee/files/documents/PP-004-GDP.pdf>) < retrieved February 18, 2019 > .

Hassan, Munir (2008) *Complementarity between International Migration and Trade: A Case Study of Bangladesh*, Chapter 3, pp. 51-71 in Andaleeb, Syed Saad (ed.) *The Bangladesh Economy: Diagnoses and Prescriptions*, University Press Limited: Dhaka.

Nishikawa Jun (2011) 『グローバル化を超えて 脱成長期 日本の選択』日本経済新聞出版社.

Penfold, Alexandra, Kaufman Suzanne (2018) *All Are Welcome*, Alfred A Knopf: New York.

Rahman, Shafiqur (2011) *The Bangladesh Diaspora in the United States after 9/11; from obscurity to high visibility*, LFB Scholarly Publishing LLC: EL Paso.

Ritchie, Zane (2013 November) *Incorporating blended learning into content based instruction classes: An introduction to social welfare*, Journal of the Institute of Community and Human Services, Rikkyo University, No. 1, pp. 88-98.

Ritchie, Zane (2018) *Establishing a Computer Lab in A Slum School in Nairobi, Conversations with Teaching Staff and Administration Regarding the State of the Lab a Year On*, Josai Contemporary Policy Research, 11:1, pp. 85-94.

Sen, Amartya (1995) *Inequality Reexamined*, Oxford University Press: Oxford.

Shaikh, Nermeen (2007) *The Present as History; Critical Perspectives on Contemporary Global Power*, Columbia University Press: New York.

Shiva, Vandana (1991) *The Violence of the Green Revolution-Third World Agriculture, Ecology and Politics*, Zed Books Limited: London and New York (= 浜谷喜美子訳『緑の革命とその暴力』日本経済評論社、1997年) .

Short, J., Ritchie, Zane (2015) *Towards the enhancement of resilience in a Disaster Management context: The contribution of the Student Volunteer Army to community reconstruction in the aftermath of the Christchurch Earthquakes of 2010 and 2011*. Toyohogaku, 60:1, pp. 63-87.

Stieglitz, E. Joseph, Sen, Amartya and Fitoussi, Jean-Paul (2010) *Mis-measuring Our Lives: Why GDP Doesn't Add Up*, The New Press: New York.

Suzuki, Yayoi, Sato, Kazuhiko and Ritchie, Zane (2017 November) *A Study of the living conditions of first-generation Bangladeshi migrants in New York City*, Journal of the Institute of Community and Human Services, Rikkyo University, Vol. 5, pp. 69-89.

Suzuki, Yayoi and Ritchie, Zane (2016 November) *A study on the relevance of poverty to international labour migration: the present situation of Bangladeshi migrants to the United States*, Journal of the Institute of Community and Human Services, Rikkyo University, Vol. 4, pp. 97-115.

Suzuki, Yayoi (2016) 『バングラデシュ農村にみる外国援助と社会開発』日本評論社.

United States Census Bureau (<https://www.census.gov/quickfacts/fact/table/newyorkcitynewyork,US/PST045217>)
< retrieved February 3, 2019 >.

WWF (2016) *LIVING PLANET REPORT 2016: Risk and resilience in a new era* (https://c402277.ssl.cf1.rackcdn.com/publications/964/files/original/lpr_living_planet_report_2016.pdf?1477582118&_ga=1.148678772.2122160181.1464121326) < retrieved February 18, 2019 >.

Internets.

The Happy Planet Index 2016: A global index of sustainable wellbeing, The New Economics Foundation (<https://static1.squarespace.com/static/5735c421e321402778ee0ce9/t/57e0052d440243730fd03f3/1474299185121/Briefing+paper+>)
< retrieved February 18, 2019 >.

Rikkyo University, University-wide Liberal Arts Courses (<http://english.rikkyo.ac.jp/academics/system/ulac.html>)
< retrieved February 22, 2019 >.