

## Editors ' Introduction

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# Editors' Introduction

Katherine E. Bishop and Gregory Dunne

Welcome to *Comparative Culture*, the in-house journal of Miyazaki International College.

This issue features a range of content. It begins with two complementary articles that emphasize a topic that has been the focus of increased attention at MIC in recent years: sexual identity and human rights. First, a write-up of the Rainbow Café Human Rights Forum, a community-wide event on LGBTQIA issues held at MIC in January 2019 by Ellen Head, “Rainbow Human Rights Forum at MIC: Thinking Together about LGBTQ in Miyazaki,” and complementary article by Stephanie Keith Digma Lim on the importance of inclusive language, particularly pertaining to sexual identity, in the EFL classroom. These two articles are followed by another article related to active learning—“Focus on ‘Topics in American Literature’: A Love Letter to Teaching Epistolary Texts,” an explication of a class on epistolary literature and its materials by Katherine E. Bishop. Futoshi Kobayashi continues the pedagogy-related section with “Analysis of Japanese Preschool Educational Policy with Standards from the United States of America,” a comparative analysis of early educational practices. Completing this section is Anderson Passos’s consideration of early stages of programming-related programs in Japanese elementary schools, “An Initial Survey of on Japanese Elementary Schools Student’s Reactions to Robots and Tablets in the Classroom.”

Moving beyond the scope of the classroom to the wider linguistic landscapes of Aoshima, Japan and Cambodia, Debra J. Occhi discusses recent work presented at a conference abroad in “Contextualizing Ethnographic Linguistic Landscape Research by Comparing Notes from Long-And Short-Term Fieldwork.” This is followed by Atsushi Yasutomi’s analysis and discussion of language and practices related to combat-related deaths in Japan, “Combat-Related Death of Soldiers and Public Support for Military Missions Abroad: The Case of Japan.”

We have one Japanese-language article in this issue. It is “宮崎国際大学の大学教育再生加速プログラムへの取組 ～2014年から2019年までの軌跡～ (Miyazaki International College and the Acceleration Program for University Education Rebuilding: From 2014 to 2019)” by Satoshi Ozeki. He kindly provided an English-language abstract. For more information on the article, please contact the author. Finally, Cathrine-Mette Mork reviews *Dynamic Lecturing* (2017).

## NEWS

Exciting things are ahead for *Comparative Culture*, which has long been the in-house journal of Miyazaki International College. We will be changing the schedule and formatting requirements of *Comparative Culture*. For 2019, first drafts will be due to the editors **by 15 October 2019**. We will also be adding a section focused on active learning and critical thinking. Although *Comparative Culture* is an in-house journal, the editors are well aware that its reach is far and wide in the digital age. With this in mind, the editors intend to make a concerted effort to improve the quality of the journal both in terms of overall attractiveness and quality of content. We would appreciate your contribution and support in this endeavor. If you will be receiving Additional Funds, please make a note of your situation in your manuscript body and provide acknowledgements accordingly.

Thanks to all of our contributors and peer editors for their work on this volume of *Comparative Culture*.