

**Form B-2**  
**(FY2022)**  
**Must be typed**

Date (日付)

(Date/Month/Year: 2022 /06/ 08)

## Activity Report -Science Dialogue Program-

(サイエンス・ダイアログ事業 実施報告書)

- Fellow's name (講師氏名): KHALILI Mostafa (ID No. P20306 )

- Name and title of the lecture assistant (講義補助者の職・氏名)

Mr. Abe, Master's Student, Graduate School of Global Studies, Sophia University

- Participating school (学校名): Shizuoka Prefecture Nirayama High School

- Date (実施日時): 2022/05/26 (Date/Month/Year:日/月/年)

- Lecture title (講義題目):

Kurdish Problem in the Middle East

- Lecture format (講義形式):

◆  Onsite ・  Online (Please choose one.)( 対面 ・  オンライン(どちらか選択ください。))

◆ Lecture time (講義時間) 90 min (分), Q&A time (質疑応答時間) 20 min (分)

◆ Lecture style(ex.: used projector, conducted experiments)

(講義方法 (例: プロジェクター使用による講義、実験・実習の有無など))

Used projector

- Lecture summary (講義概要): Please summarize your lecture within 200-500 words.

The lecture was comprised of three parts. The first part was about Iran, my home country, the second part on my academic path and the third part on the Kurdish problem in the Middle East. Below, I explain the contents that I presented in each part briefly.

In the first part, I started the lecture with a brief introduction about Iran by comparing it with Japan in terms of population, area, topography, GDP and geopolitical perspectives. I continued by emphasizing some socio-cultural aspects of the Iranian cities.

In the second part, I shifted the focus to my academic path from Iran to Japan. I briefly explained how I found my interest in humanities in high school, but later the social and peer pressure caused me to choose Electrical Engineer for my bachelors. Then I explained how I became interested in Japan and applied and got accepted to Ritsumeikan APU University for a master's course. Later, I explained my PhD course at Doshisha University and briefly explained the importance of international experience.

In the third part, I shifted the focus to the Kurdish issue in the Middle East by introducing the Kurdish ethnic group. After a brief historical perspective, I turned to the focus of minority nationalism and explained

the long-lasting Kurdish problem from a socio-political perspective. In order to help students better understand ethnic nationalism, I also presented some theoretical developments on ethnicity and nationalism.

◆Other noteworthy information (その他特筆すべき事項):

The lecture was followed by the Q&A, where some students asked good questions, which led to a brief discussion. In the end, I also asked some brainstorming questions to the students and was impressed by their answers.

- Impressions and comments from the lecture assistant (講義補助者の方から、本事業に対する意見・感想等がありましたら、お願いいたします。):

The lecture assistant kindly translated the parts which were difficult for the student to comprehend and also made some additional comments and comparisons with the contents of research in the Middle East and Japan.