

Course Name	Countries and Cultures		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	1000	Course Number	027001
Instructor(s) (Institution)	LA FAY MICHELLE KAY (大学院文学研究院)		
Course Objectives	Students will explore how their countries have influenced other countries and how other countries have influenced their own country. Students will be able to form a new picture of their own country's identity by combining knowledge of their country with the image of their country from the outside.		
Course Goals	<ol style="list-style-type: none"> 1. Students can see their own country from a different viewpoint. 2. Students can assess how countries' perceive one another and to what extent those perceptions can be judged accurate. 3. Students can create/identify a "myth" that supports their country and explain about the elements of this myth. 		
Course Schedule	<p>Week 1: Introduction, class guidelines and expectations</p> <p>Week 2: What are communities and what communities do we belong to? How are countries communities?</p> <p>Week 3: What is an "imagined community" and how does that help form a country?</p> <p>Week 4: Discussing our countries: positives, negatives, and misconceptions</p> <p>Week 5: Our countries: Inside looking out and outside looking in and in the media/social commentary</p> <p>Week 6 & 7: Small group presentations</p> <p>Week 8: History of Hokkaido University: How did the US influence Hokkaido and how did Hokkaido influence the US?</p> <p>Week 9: How did your country influence Japan? How did Japan influence your country?</p> <p>Weeks 10: Myth: A definition and a case study</p> <p>Week 11: Identifying Elements of Your Country's "Myth" and how do these elements manifest in society?</p> <p>Week 12 & 13: Discussion and Presentations</p> <p>Week 14: The Future: International? Transnational? Global? The Value of Mutual Influence</p> <p>Week 15: Wrap-up session and self-evaluation</p>		
Homework	Preparation for activities, including research and reading, will be conducted outside of class. Group/pair work may also involve meeting outside of class.		
Grading System	Group work/presentations: 50% Writing (reflection papers, self-assessment) : 50%		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Supplementary materials will be provided by the instructor.		

Course Name	Historical International Experiences		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	1000	Course Number	027002
Instructor(s) (Institution)	LA FAY MICHELLE KAY (大学院文学研究院)		
Course Objectives	This course focuses on Meiji and Taisho era Japanese women who went abroad and on women missionaries who came to Japan during the same period. Reading the firsthand accounts of their experiences provide new perspectives on situations of women.		
Course Goals	<ol style="list-style-type: none"> 1. Students see the lives of women through firsthand accounts in the Meiji and Taisho eras. 2. Students consider what kind of influence, directly and indirectly, Protestant Christianity had on women. 3. Students be able to identify how these women influenced society. 		
Course Schedule	<p>Week 1: Let's get acquainted! Class guidelines and expectations.</p> <p>Week 2: Why look at historical international experiences?</p> <p>Week 3: Introduction of the Meiji and Taisho eras</p> <p>Week 4: The Girls of the Iwakura Mission: Life in the US</p> <p>Week 5 Women Missionaries: UK and USA</p> <p>Week 6 & 7: Small group discussions: Influences of Protestant Christianity on Women</p> <p>Week 8 & 9: Introduction of Women in Your Country</p> <p>Week 10: Romance, Marriage, Family</p> <p>Weeks 11: Human Rights</p> <p>Week 12: Women's Rights and Activism</p> <p>Week 13: Women's Influence in Japanese Society</p> <p>Week 14: How does the international experience of the past compare to that of today?</p> <p>Week 15: Wrap-up session and self-evaluation</p>		
Homework	Students will be expected to actively participate in discussions. Reading, research, and preparation for activities will be conducted outside of class.		
Grading System	<p>Group work/presentations: 50%</p> <p>Writing (reflection papers, self-assessment): 50%</p>		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Supplementary materials will be provided by the instructor.		

Course Name	Philosophy: Topics in Modal Logic 2023		
Semester, Year	1 学期 (夏ターム)	Number of Credits	2 Credits
Course level	5000	Course Number	027003
Instructor(s) (Institution)	SANO Katsuhiko (大学院文学研究院)		
Course Objectives	<p>[Course Outline] The course provides a comprehensive overview of the state of the art in formalising and reasoning about group knowledge and belief, based on modal logic. In addition to discussing well-known (and some not so well known) "static" concepts of group knowledge and belief such as common knowledge and distributed knowledge, there will be a particular focus on the dynamics of group knowledge and belief - how group knowledge and belief changes.</p> <p>[Course Objectives] When we talk about the knowledge or belief of groups, such as in "the students know the date of the exam" or "the police know who the killer is", we mean different things in different contexts. A clear understanding of group knowledge and belief is of great importance not only in multi-agent systems and distributed systems, but also in many other fields, e.g., game theory or the study of conventions. Formal logic makes it possible to study different concepts of group knowledge and belief in a precise way. In this course we use modern epistemic logic, based on modal logic, to model and study the logical properties of group knowledge and belief. We provide a comprehensive overview of the state of the art in formal logical models of group knowledge and belief, with a focus on formal languages and semantics, as well as treat topics such as axiomatisations, neighbourhood semantics, expressivity, computational complexity. We look at static group knowledge and belief including well-known concepts such as distributed knowledge, general knowledge and common knowledge, as well as some less well-known concepts, and in particular at the dynamics of group knowledge. The course will cover: (i) Background, in epistemic and doxastic logic (the logic of knowledge and belief), and dynamic epistemic logic (DEL) with a particular focus on public announcement logic (PAL); (ii) Static group knowledge and belief including well-known concepts such as common knowledge distributed knowledge and everybody-knows, as well as less well-known ones such as somebody-knows; (iii) Dynamic group knowledge and belief part I: DEL with group knowledge and belief; (iv) Dynamic group knowledge and belief part II: group and coalition announcement logics, quantifying over announcements a group can make; (v) Dynamic group knowledge and belief part III: adding group knowledge to coalition logics.</p>		
Course Goals	<p>By the end of this course, students will be able to</p> <ol style="list-style-type: none"> 1. use formal semantics of applied modal logics to model examples, 2. use formal languages of the applied modal logics to describe properties, to check them against models, 3. to check whether formulas are valid or not, 4. use formal language to discuss various conceptual issues. 		
Course Schedule	<p>The following is a tentative schedule. Since I don't know the backgrounds of the students so well I would like to set the pace as we go along, and I also encourage as much discussion as possible so the schedule might be slightly changed as we go along.</p> <p>Lectures 1-3: Background. Epistemic and doxastic logic, DEL, PAL. Lectures 4-6: Static group knowledge and belief. Lectures 7-9: Dynamic group knowledge and belief I: DEL with group knowledge and belief. Lectures 10-12: Dynamic group knowledge and belief II: group and coalition announcement logics. Lectures 13-15: Dynamic group knowledge and belief III: coalition logics with group knowledge.</p>		
Homework	<p>[Homework] Students will be given exercises both in the class and for homework.</p> <p>[Prerequisites] Familiarity with the concepts and notation of basic discrete mathematics and the syntax and semantics of formal propositional logic, as well as basic familiarity with the syntax and Kripke semantics of modal logic, is assumed. Of course, having more prior knowledge can only lead to better final results. Having some more advanced technical knowledge of modal logic theory could be very useful for tackling the questions, but it is not required. Familiarity with Hilbert-style proof systems or neighbourhood semantics would be an advantage but is not required. Some familiarity with, or at least some interest in, any of related areas (Epistemology, Deontic Logic, Game Theory, Formal Verification, Multi-Agent Systems etc.) would also be very welcome, and particularly useful for tackling some of the more conceptual issues. More importantly, we assume that participants in the course possess a live interest in interdisciplinary connections and applications of logic.</p>		

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Grading System	<p>Your grade will be determined how well you demonstrate your achievement of the course goals, in particular the ability to:</p> <ol style="list-style-type: none">1. use formal semantics of applied modal logics to model examples (20%)2. use formal languages of the applied modal logics to describe properties, to check them against models (40%)3. to check whether formulas are valid or not (30%)4. use formal language to discuss various conceptual issues (10%)
Textbooks / Reading List	
Websites	
Website of Laboratory	
Additional Information	

Course Name	Regional Sciences: General Theory of Invasive Alien Species Management 2023		
Semester, Year	1 学期 (夏ターム)	Number of Credits	2 Credits
Course level	5000	Course Number	027004
Instructor(s) (Institution)	IKEDA Toru (大学院文学研究院)		
Course Objectives	<p>Invasive Alien Species (IAS) are a concern around the world and the improved management of IAS is needed urgently to prevent or reduce their impacts. Many countries struggle with this problem with varying amounts of success. New Zealand, because it has very high numbers of IAS, has very highly developed systems and tools and strategies for IAS management. This course provides the latest information about IAS control not only in New Zealand but also globally including recent developments for management of IAS in Japan. Course objective is to learn the fundamental knowledge and techniques for controlling IAS, frameworks for thinking systematically about IAS management actions and outcomes, and methods for developing invasive species control strategies and action plans. The course will also consider social and political aspects of IAS issues which are becoming increasingly important in influencing ability to control species and the tools that can be used.</p>		
Course Goals	<p>By the end of this course you will:</p> <ol style="list-style-type: none"> 1. Have an understanding why should we eradicate or control IAS 2. Have an understanding about the basic approaches to IAS issues: Prevention, EDRR, Eradication and Sustained Control 3. Have an understanding of the methods and tools available for IAS control and eradication, including legislation 4. Know the criteria for eradication and understand the difference from sustained control 5. Have an understanding about social and political aspects of IAS issues 		
Course Schedule	<p>We will learn basic knowledge about IAS control and discuss the effective and efficient methods for management of IAS. The course will cover following topics, providing examples from Japan, New Zealand and other countries.</p> <ol style="list-style-type: none"> 1. Course introduction – Invasion curve and management responses 2. Invasive species management – principles and strategies 3. Legislation 4. Weed management 5. Disease management 6. Vertebrate pest management 7. Control Methods (1) Trapping/exclusion/shooting/etc. 8. Control Methods (2) Chemical control – toxins, repellents 9. Control methods (3) Biological control 10. Eradication 11. Surveillance and Monitoring methods 12. Social issues, non-target risks and animal welfare 13. Cost and benefits of management 14. Discussion toward the implementation of effective measures in Japan 15. General discussion of global IAS issues 		
Homework	<p>Students are recommended to read the publications listed below. At the end of the lectures you will be given a short test about the topics covered in the lecture course. You will also be asked to write an essay about two aspects of invasive species control and eradication.</p>		
Grading System	<ol style="list-style-type: none"> 1. Test results: 70% 2. Essay about invasive species management: 30% 		
Textbooks / Reading List			
Websites	<p>This course will be provided as part of the Hokkaido Summer Institute. For more information (invited lecturers, course details, etc.), please visit the website below: https://hokkaidosummerinstitute.oia.hokudai.ac.jp/courses/CourseDetail=G119</p>		
Website of Laboratory	<p>https://www.let.hokudai.ac.jp/en/staff/ikeda-tohru https://www.landcareresearch.co.nz/home</p>		

Additional Information	<p>HSI2023 'Social Ecology: Principles of Invasion Ecology 2023 [undergraduate course]' is recommended to be taken as a foundation for invasive alien species issues.</p> <p>Please visit the following website for class activities in 2022. In English https://www.let.hokudai.ac.jp/en/news/21361 In Japanese https://www.let.hokudai.ac.jp/news/20781</p>
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Course Name	Education and Society in Japan		
Semester, Year	1 学期 (春ターム)	Number of Credits	1 Credits
Course level	2000	Course Number	027005
Instructor(s) (Institution)	SEKI Ayumi (大学院教育学研究院) OHNO Eizo (大学院教育学研究院)		
Course Objectives	<p>To promote global understanding, mutual communication at individual level is essential, that is to explain their own social characteristics and culture to those who have different cultural background and knowledge, and to take an interest in the society and culture of both. In this course, we pick topics in Japanese education system, school education, and social characteristics related to education, and discuss them with Japanese students and foreign students from the perspective of international diversity. We will also visit a high school and discuss with students. This school visit gives a chance that foreign students know the actual educational field and that Japanese students reconsider the high school education from different perspective.</p> <p>This course aims for students to improve mutual communication skill and to consider the role of education for sustainable development.</p>		
Course Goals	<p>After successful completion of this course, you will be able to...</p> <ol style="list-style-type: none"> 1. Explain the characteristics of your own country, regarding the topics raised in the course, in English. 2. Have mutual communicate in English with people from different back ground. 3. Describe a possible role of education for sustainable development. 		
Course Schedule	<ol style="list-style-type: none"> 1. Guidance 2. Topics on Japanese education or school education+ group discussion 3. Topics on characteristics of Japanese society related to education + group discussion 4. Group work : preparation for group presentation 5. Group presentation, questions & answers 6. Guidance for school visit 7-8. School visit 		
Homework	<p>If there are pre-handout materials, students will be required to read them before the course hour. The learning and preparation for group presentation requires you to work outside of course hours.</p>		
Grading System	<p>You are evaluated by following;</p> <ol style="list-style-type: none"> 1. contribution to the group discussion (20%) 2. group presentation, including reply to questions (50%) 3. report on the school visit (30%) 		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	<p>This course is basically conducted face-to-face, but depending on the situation, it may be conducted with high flex.</p>		

Course Name	Globalization and Sustainability: Local Knowledge and Diversity		
Semester, Year	1 学期 (夏ターム)	Number of Credits	1 Credits
Course level	2000	Course Number	027006
Instructor(s) (Institution)	IKEDA Keiko (大学院教育学研究院) TORIYAMA Madoka (大学院教育学研究院) OHTAKE Masami (大学院教育学研究院) ZHANG Yang (大学院教育学研究院)		
Course Objectives	<ul style="list-style-type: none"> - To understand the local issues through the lens of local residents. - To examine how the problems are involved with the issues with relation to the attainment of SDGs. - To envision the role and potential of ESD in understanding and countermeasure for the problems. <p>We will focus on 'addressing the global goals via local and regional collaborations this year.</p>		
Course Goals	<ul style="list-style-type: none"> - to understand issues in the community from the local perspectives, and examine their relations to the SDGs throughout the lectures and group work, - To examine the roles and possibilities of ESD, - To design future research and learning for the ESD Campus Asia Pacific Program 2023. 		
Course Schedule	<p>Lectures include the following contents:</p> <ul style="list-style-type: none"> -An overview of the issues on SDGs. -The relationships between community problems and SDGs -The role of eco-village, the issues on climate change <p>Details are provided in the guidance at the beginning of the class. Invited guest teachers may take part in the lectures. Lectures with group work are given every time. Students make a group presentation in the final class. This course is a joint class with enrollees of HUSTEP, "Globalization and Sustainability: Local Knowledge and Diversity".</p>		
Homework	There is a possibility that enrollees may be required to do group and field work outside of the classroom to prepare for the final presentation.		
Grading System	Students' performance will be evaluated on the degree of positive participation in group discussions, the quality of group presentations, and the content of the final report.		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information			

Course Name	Introduction to Law in English (Civil Law)		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	1000	Course Number	027007
Instructor(s) (Institution)	Branislav HAZUCHA (大学院法学研究科)		
Course Objectives	<ul style="list-style-type: none"> · to compare differences between Common Law and Civil Law legal regimes and to deepen knowledge of private law by reading legal documents (especially those related to the laws of contract and torts) and current news (related to law) in English. 		
Course Goals	<ul style="list-style-type: none"> · to get acquainted by English legal terminology. · to acquire skills to read legal articles and current news in English and to broaden knowledge of English and American private law. 		
Course Schedule	<ul style="list-style-type: none"> · Careful reading of prepared legal documents in English. It is essential that the participants prepare themselves beforehand. · Reading of suitably selected current news in English. Themes will be selected diverse topics related to private law. 		
Homework	Preparation and review for each class, including review of current news, are required.		
Grading System	The assessment is based on attendance, active participation and final report.		
Textbooks / Reading List	Professional English in use, law, Gillian D. Brown, Sally Rice, Cambridge University Press, 2007, 9780521685429		
Websites			
Website of Laboratory			
Additional Information			

Course Name	Law and Economics I		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	3000	Course Number	027008
Instructor(s) (Institution)	Branislav HAZUCHA (大学院法学研究科)		
Course Objectives	This course introduces participants to law-and-economic analysis. It presents core methodologies used by law-and-economics analysis and applies them to main areas of private law, such as laws of property, contract and torts.		
Course Goals	The course goal is to provide participants with non-conventional insights into private law, which are allowed by law-and-economics analysis. They will learn basic methodologies used by law-and-economics analysis of law and their application on private law with the focus on property, contract and tort law. They will also be provided with examples of applying law-and-economics analysis on specific legal controversies faced by individual branches of private law.		
Course Schedule	<p>Lectures will proceed in the following order:</p> <ol style="list-style-type: none"> 1. What is Law & Economics? 2. Basic tools in Law & Economics 3. Distribution of resources and the operation of market 4. Perfect competitive market model 5. Coase Theorem 6. Economics of property rights 7. Private property and public property 8. Transfer of property 9. Property infringement 10. Legal act and intent expression 11. Public order and standard of decency 12. Efficient breach of contract 13. Economics of torts I 14. Economics of torts II 15. Economics of torts III <p>The lectures will be held in English with presentation slides available in English and Japanese.</p>		
Homework	It is necessary to read assigned texts as pre-class preparation. In addition, participants are expected as part of post-class revision to deepen their understanding by comparing law-and-economics approaches presented during classes with traditional approaches to studied legal problems.		
Grading System	The overall assessment will be made upon attendance (10%), multiple mini-reports submitted during the course (40%) and the final report (50%). English or Japanese can be used.		
Textbooks / Reading List	Analytical methods for lawyers, Howell Jackson, Louis Kaplow, Steven Shavell, W. Viscusi, David Cope, Foundation Press, 2003, 9781587785146		
Websites	http://lex.juris.hokudai.ac.jp/~bhazucha/law-economics-i-jp.html http://lex.juris.hokudai.ac.jp/~bhazucha/law-economics-i.html		
Website of Laboratory			
Additional Information			

Course Name	International and Comparative Copyright Law		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	6000	Course Number	027009
Instructor(s) (Institution)	Branislav HAZUCHA (大学院法学研究科)		
Course Objectives	The Course objective is to acquire fundamental knowledge of international and comparative copyright law.		
Course Goals	The Course aim is to provide participants with concurring perspectives on main discussions in the area of legal protection of copyrights in international law and national laws of selected jurisdictions. The Course will combine theoretical aspects with actual application of studied problems mainly in EU and selected EU Member States with respective references to US and Japanese case law.		
Course Schedule	<p>The Course is organized as a series of lectures discussing the current trends and controversies related to legal protection of copyrights in international and comparative perspectives with the focus on the Berne Convention and EU law dealing with copyright-related issues and respective case law. The Course will proceed as follows:</p> <ol style="list-style-type: none"> 1. history and development of the legal protection of copyrights; 2. outline of various legal approaches to legal protection of copyrights; 3. copyrightability requirements and types of copyrighted works; 4. copyright holders; 5. economic rights; 6. copyright exceptions; 7. moral rights; and 8. copyright infringement. <p>The lectures will be held in English.</p>		
Homework	The participants are expected to read 5-10 pages of provided materials in advance of each class.		
Grading System	<ol style="list-style-type: none"> 1. active participation (50%) 2. final examination (50%) 		
Textbooks / Reading List	Dutfield and Suthersanen on Global Intellectual Property Law, Graham Dutfield, Uma Suthersanen, Edward Elgar Pub, 2020, 9781782548829		
Websites	http://lex.juris.hokudai.ac.jp/~bhazucha/		
Website of Laboratory			
Additional Information			

Course Name	Crystal bases of finite dimensional and affine Lie algebras		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	6000	Course Number	027010
Instructor(s) (Institution)	SCRIMSHAW Travis (高等教育推進機構)		
Course Objectives	We cover Kashiwara's theory of crystal bases with applications to combinatorics and physics.		
Course Goals	<ul style="list-style-type: none"> - Understand the definition of a crystal. - Construct crystals using combinatorial data. - Understand the relationship between crystals and representations of quantum groups. - Learn about current research. 		
Course Schedule	<p>We will cover the following topics:</p> <ol style="list-style-type: none"> 1. Simple Lie algebras and their representations. 2. Drinfeld-Jimbo quantum groups and their representations. 3. Definition of a crystal and crystal basis. 4. Crystals using tableaux and RSK. 5. The $B(\infty)$ crystal. 6. Demazure crystals. 7. Affine Lie algebras and their representations. 8. Kirillov-Reshetikhin crystals. 9. The Littelmann path model. 10. The Kyoto path model. 		
Homework	There will be 2 assignments due approximately during weeks 5 and 10.		
Grading System	There will be 2 assignments during the course (20% each) and a presentation at the end on a topic related to the course (60%). Students will be graded based on their knowledge of the course material.		
Textbooks / Reading List	Crystal Bases: Representations and Combinatorics, Daniel Bump and Anne Schilling, World Scientific, 2017,		
Websites			
Website of Laboratory			
Additional Information	This course is intended for anyone interested in combinatorial representation theory with applications to physics. A first year understanding of linear algebra is required.		

Course Name	Electromagnetism I		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	2000	Course Number	027011
Instructor(s) (Institution)	SUZUKI Hisao (大学院理学研究院)		
Course Objectives	<p>1. Math/physics connection: Students should be able to translate a physical description of a junior-level electromagnetism problem to a mathematical equation necessary to solve it. Students should be able to explain the physical meaning of the formal and/or mathematical formulation of and/or solution to a junior-level electromagnetism problem. Students should be able to achieve physical insight through the mathematics of a problem.</p> <p>2. Visualize the problem: Students should be able to sketch the physical parameters of a problem (e.g., E or B field, distribution of charges, polarization), as appropriate for a particular problem.</p> <p>3. Organized knowledge: Students should be able to articulate the big ideas from each chapter, section, and/or lecture, thus indicating that they have organized their content knowledge. They should be able to filter this knowledge to access the information that they need to apply to a particular physical problem and make connections/links between different concepts.</p> <p>4. Communication. Students should be able to justify and explain their thinking and/or approach to a problem or physical situation, in either written or oral form.</p> <p>5. Problem-solving techniques: Students should be able to choose and apply the problem-solving technique that is appropriate to a particular problem. This indicates that they have learned the essential features of different problem-solving techniques (e.g., separation of variables, method of images, direct integration). They should be able to apply these problem-solving approaches to novel contexts (i.e., to solve problems that do not map directly to those in the book), indicating that they understand the essential features of the technique rather than just the mechanics of its application. They should be able to justify their approach to solving a particular problem.</p> <p>6. Problem-solving strategy: Students should be able to draw upon an organized set of content knowledge (LG#3) and apply problem-solving techniques (LG#4) to that knowledge to organize and carry out long analyses of physical problems. They should be able to connect the pieces of a problem to reach the final solution. They should recognize that wrong turns are valuable in learning the material, be able to recover from their mistakes, and persist in working to the solution even though they don't necessarily see the path to the solution when they begin the problem. Students should be able to articulate what it is that needs to be solved in a particular problem and know when they have solved it.</p> <p>7. Expecting and checking solution: When appropriate for a given problem, students should be able to articulate their expectations for the solution to a problem, such as the direction of the field, dependence on coordinate variables, and behavior at large distances. For all problems, students should be able to justify the reasonableness of a solution they have reached by methods such as checking the symmetry of the solution, looking at limiting or special cases, relating to cases with known solutions, checking units, dimensional analysis, and/or checking the scale/order of magnitude of the answer.</p> <p>8. Intellectual maturity: Students should accept responsibility for their own learning. They should be aware of what they do and don't understand about physical phenomena and classes of problems. This is evidenced by asking sophisticated, specific questions, being able to articulate wherein a problem they experienced difficulty, and taking action to move beyond that difficulty.</p>		
Course Goals	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Compute gradient, divergence, curl, and Laplacian • Evaluate line, surface, and volume integrals • Apply the fundamental theorem for divergences (Gauss' Theorem) in specific situations • Apply the fundamental theorem for curls (Stoke's Theorem) in specific situations • Apply Coulomb's Law and superposition principle to calculate electric field due to a continuous charge distribution (uniformly charged line segment, circular or square loop, sphere, etc.) • Apply Gauss' Law to compute electric field due to symmetric charge distribution • Calculate electric field from electric potential and vice versa • Compute the potential of a localized charge distribution • Determine the surface charge distribution on a conductor in equilibrium • Use method of images to determine the potential in a region • Solve Laplace's equation to determine the potential in a region given the potential or charge 		

	<p>distribution at the boundary (Cartesian, spherical and cylindrical coordinates)</p> <ul style="list-style-type: none"> • Use multipole expansion to determine the leading contribution to the potential at large distances from a charge distribution • Calculate the field of a polarized object • Find the location and amount of all bound charges in a dielectric material • Apply Biot-Savart Law and Ampere's Law to compute magnetic field due to a current distribution • Compute vector potential of a localized current distribution using multipole expansion • Calculate magnetic field from the vector potential • Calculate the field of a magnetized object • Compute the bound surface and volume currents in a magnetized object • Compute magnetization, H field, susceptibility and permeability
Course Schedule	<ol style="list-style-type: none"> 1. Vector Algebra 2. Differential and Integral Calculus 3. Curvilinear Coordinates and the Dirac Delta Functions 4. Electrostatics and Electric Potential 5. Conductors 6. Special Techniques 7. Separation of variables 8. Multipole Expansion 9. Electric field in matters 10. The electric displacement 11. Magnetostatics and Lorentz force 12. Divergence and curl of B 13. Magnetic vector Potential 14. Magnetization 15. Field of magnetized objects and magnetic fields
Homework	Reading the textbook before the class is very important.
Grading System	Your course grade is largely determined by a combination of your performance on homework and online participation
Textbooks / Reading List	Introduction to Electromagnetism, J.D. Griffiths, Cambridge University Press, 2019, 9781108333511
Websites	
Website of Laboratory	
Additional Information	

Course Name	Electromagnetism II		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	2000	Course Number	027012
Instructor(s) (Institution)	SUZUKI Hisao (大学院理学研究院)		
Course Objectives	A theoretical treatment of classical electromagnetism. Fundamental concepts of electromagnetics include: electromagnetic waves, potentials and fields, radiation, and relativity.		
Course Goals	Develop a strong background in electromagnetic theory and understand and its applications based on Maxwell's equations.		
Course Schedule	<ol style="list-style-type: none"> 1. Electromotive force 2. Electromagnetic induction 3. Maxwell's equations 4. Conservation laws 5. Waves in one dimension 6. Electromagnetic waves in vacuum and matter 7. Absorption and dispersion, guided waves 8. Review and The potential formulation 9. Continuous distributions and point charges 10. Dipole radiation 11. Point charges 12. The special theory of relativity 13. Relativistic mechanics 14. Relativistic electrodynamics 15. Final exam 		
Homework	Each week, the homework assignment requires students to solve several problems relevant to the topics discussed in class.		
Grading System	Class Performance: 10% Homework: 40% Final Exam: 50%		
Textbooks / Reading List	Introduction to electrodynamics, David J. Griffiths, Harlow : Pearson, 2014, ISBN:9781292021423		
Websites	http://nucl.sci.hokudai.ac.jp/~bo/		
Website of Laboratory			
Additional Information	If a student is unable to attend a class, the class will go online.		

Course Name	Seminar in Electromagnetism I		
Semester, Year	1 学期	Number of Credits	1 Credits
Course level	2000	Course Number	027013
Instructor(s) (Institution)	SUZUKI Hisao (大学院理学研究院)		
Course Objectives	<p>1. Math/physics connection: Students should be able to translate a physical description of a junior-level electromagnetism problem to a mathematical equation necessary to solve it. Students should be able to explain the physical meaning of the formal and/or mathematical formulation of and/or solution to a junior-level electromagnetism problem. Students should be able to achieve physical insight through the mathematics of a problem.</p> <p>2. Visualize the problem: Students should be able to sketch the physical parameters of a problem (e.g., E or B field, distribution of charges, polarization), as appropriate for a particular problem.</p> <p>3. Organized knowledge: Students should be able to articulate the big ideas from each chapter, section, and/or lecture, thus indicating that they have organized their content knowledge. They should be able to filter this knowledge to access the information that they need to apply to a particular physical problem and make connections/links between different concepts.</p> <p>4. Communication. Students should be able to justify and explain their thinking and/or approach to a problem or physical situation, in either written or oral form.</p> <p>5. Problem-solving techniques: Students should be able to choose and apply the problem-solving technique that is appropriate to a particular problem. This indicates that they have learned the essential features of different problem-solving techniques (eg., separation of variables, method of images, direct integration). They should be able to apply these problem-solving approaches to novel contexts (i.e., to solve problems that do not map directly to those in the book), indicating that they understand the essential features of the technique rather than just the mechanics of its application. They should be able to justify their approach to solving a particular problem.</p> <p>6. Problem-solving strategy: Students should be able to draw upon an organized set of content knowledge (LG#3), and apply problem-solving techniques (LG#4) to that knowledge in order to organize and carry out long analyses of physical problems. They should be able to connect the pieces of a problem to reach the final solution. They should recognize that wrong turns are valuable in learning the material, be able to recover from their mistakes, and persist in working to the solution even though they don't necessarily see the path to the solution when they begin the problem. Students should be able to articulate what it is that needs to be solved in a particular problem and know when they have solved it.</p> <p>7. Expecting and checking solution: When appropriate for a given problem, students should be able to articulate their expectations for the solution to a problem, such as the direction of the field, dependence on coordinate variables, and behavior at large distances. For all problems, students should be able to justify the reasonableness of a solution they have reached, by methods such as checking the symmetry of the solution, looking at limiting or special cases, relating to cases with known solutions, checking units, dimensional analysis, and/or checking the scale/order of magnitude of the answer.</p> <p>8. Intellectual maturity: Students should accept responsibility for their own learning. They should be aware of what they do and don't understand about physical phenomena and classes of problem. This is evidenced by asking sophisticated, specific questions; being able to articulate wherein a problem they experienced difficulty, and take action to move beyond that difficulty.</p>		
Course Goals	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Compute gradient, divergence, curl, and Laplacian • Evaluate line, surface, and volume integrals • Apply the fundamental theorem for divergences (Gauss' Theorem) in specific situations • Apply the fundamental theorem for curls (Stoke's Theorem) in specific situations • Apply Coulomb's Law and superposition principle to calculate electric field due to a continuous charge distribution (uniformly charged line segment, circular or square loop, sphere, etc.) • Apply Gauss' Law to compute electric field due to symmetric charge distribution • Calculate electric field from electric potential and vice versa • Compute the potential of a localized charge distribution • Determine the surface charge distribution on a conductor in equilibrium • Use method of images to determine the potential in a region • Solve Laplace's equation to determine the potential in a region given the potential or charge 		

	<p>distribution at the boundary (Cartesian, spherical and cylindrical coordinates)</p> <ul style="list-style-type: none"> • Use multipole expansion to determine the leading contribution to the potential at large distances from a charge distribution • Calculate the field of a polarized object • Find the location and amount of all bound charges in a dielectric material • Apply Biot-Savart Law and Ampere's Law to compute magnetic field due to a current distribution • Compute vector potential of a localized current distribution using multipole expansion • Calculate magnetic field from the vector potential • Calculate the field of a magnetized object • Compute the bound surface and volume currents in a magnetized object • Compute magnetization, H field, susceptibility and permeability
Course Schedule	<ol style="list-style-type: none"> 1.Vector Algebra 2.Differential and Integral Calculus 3.Curvilinear Coordinates and the Dirac Delta Functions 4.Electrostatics and Electric Potential 5.Conductors 6.Special Techniques 7.Separation of variables 8.Multipole Expansion 9.Electric field in matters 10.The electric displacement 11.Magnetostatics and Lorentz force 12.Divergence and curl of B 13.Magnetic vector Potential 14.Magnetization 15.Field of magnetized objects and magnetic fields
Homework	Reading the textbook before the class is very important.
Grading System	Your course grade is largely determined by a combination of your performance on homework and online participation
Textbooks / Reading List	Introduction to Electromagnetism, J.D. Griffiths, Cambridge University Press, 2019, ISBN:9781108333511
Websites	
Website of Laboratory	
Additional Information	

Course Name	Seminar in Electromagnetism II		
Semester, Year	1 学期	Number of Credits	1 Credits
Course level	2000	Course Number	027014
Instructor(s) (Institution)	SUZUKI Hisao (大学院理学研究院)		
Course Objectives	A theoretical treatment of classical electromagnetism. Fundamental concepts of electromagnetics include: electromagnetic waves, potentials and fields, radiation, and relativity.		
Course Goals	Develop a strong background in electromagnetic theory and understand and its applications based on Maxwell's equations.		
Course Schedule	<ol style="list-style-type: none"> 1. Electromotive force 2. Electromagnetic induction 3. Maxwell's equations 4. Conservation laws 5. Waves in one dimension 6. Electromagnetic waves in vacuum and matter 7. Absorption and dispersion, guided waves 8. Review and The potential formulation 9. Continuous distributions and point charges 10. Dipole radiation 11. Point charges 12. The special theory of relativity 13. Relativistic mechanics 14. Relativistic electrodynamics 15. Final exam 		
Homework	Each week, the homework assignment requires students to solve several problems relevant to the topics discussed in class.		
Grading System	Class Performance: 10% Homework: 40% Final Exam: 50%		
Textbooks / Reading List	Introduction to electrodynamics, David J. Griffiths, Harlow : Pearson, 2014, ISBN:9781292021423		
Websites	http://nucl.sci.hokudai.ac.jp/~bo/		
Website of Laboratory			
Additional Information			

Course Name	Classical Mechanics I		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	2000	Course Number	027015
Instructor(s) (Institution)	SALAK Dragan (高等教育推進機構)		
Course Objectives	Classical mechanics is one of the pillars of physics. Although its validity is limited to systems much larger than the size of an atom and systems moving at speeds much lower than the speed of light, it plays a key role in all branches of physics owing to its fundamental concepts, namely Newton's laws of dynamics, equations of motion, conservation of momentum, and conservation of energy. As such, classical mechanics is taught in the first year of physics major, so that students acquire solid understanding of mechanics while developing skills in solving problems using calculus. In the first part, the focus is on the equations of motion in various coordinate systems. After introducing the conservation laws, two lectures will be devoted to the two-body central-force problem and orbits in gravitational fields. This is followed by oscillations and rotational motion of rigid bodies.		
Course Goals	Acquire knowledge and skills to <ul style="list-style-type: none"> - apply the equation of motion to solve mechanics problems in various coordinate systems - calculate the motion of a projectile in the presence of air resistance - solve problems using conservation laws - calculate the orbits in a central force such as gravity - solve problems involving oscillations - calculate the moment of inertia 		
Course Schedule	Lecture 1: Introduction Lecture 2: Kinematics in non-cartesian coordinates Lecture 3: Newton's laws of dynamics Lecture 4: Linear drag force Lecture 5: Quadratic drag force Lecture 6: Conservation of momentum Lecture 7: Conservation of energy Lecture 8: Energy and central forces Lecture 9: The inverse-square law Lecture 10: Two-body problem Lecture 11: Simple harmonic motion Lecture 12: Damped and driven oscillations Lecture 13: Mechanics in rotating frames Lecture 14: Rotation of rigid bodies Lecture 15: Euler's equations		
Homework	Homework (problem sets) will be distributed.		
Grading System	Grades will be decided based on performance as follows: <ul style="list-style-type: none"> - attendance/activity in lectures/seminars 10% - homework 40% - final exam 50% 		
Textbooks / Reading List	Classical mechanics, John R. Taylor, University Science Books, 2005, ISBN:9781891389221		
Websites			
Website of Laboratory			
Additional Information	The main learning material will be lecture notes.		

Course Name	Quantum Mechanics II		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	2000	Course Number	027016
Instructor(s) (Institution)	ARINDAM Das (高等教育推進機構)		
Course Objectives	<p>Quantum mechanics is a system that describes the world of microscopic materials, and forms the foundation of physics with dynamics, thermal statistical mechanics, electromagnetism.</p> <p>In this course, we briefly review the operator method learned in Quantum Mechanics I and then apply the matrix representation method to operators and use matrices for addition of angular momentum. We can apply quantum mechanics to many body systems that are more realistic physical cases and use the perturbation theory to more applications. And finally we will discuss scattering theory of particles.</p>		
Course Goals	<p>We set the following four goals.</p> <p>(1) To understand the fundamental properties of quantum mechanics such as Schrödinger equation, meaning of wave function and expectation value. (2) To understand the system of quantum mechanics such as operators and wave function space.</p> <p>(3) To understand the role of various symmetries in quantum mechanics and angular momentum and its representation.</p> <p>(4) To understand how to calculate many particle system problems by solving various applications.</p>		
Course Schedule	<p>1. Matrix representation of operators and spin 2. Time-independent perturbation theory 3. Many body problem 4. Time-dependent perturbation theory 5. Quantum dynamics: transition rate, selection rules 6. Scattering</p>		
Homework	Require to review every week		
Grading System	Class Performance: 10% Homework: 40% Final Exam: 50%		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students have to register for Lecture and Seminar both. Interaction type will be English.		

Course Name	Statistical Mechanics II		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	2000	Course Number	027017
Instructor(s) (Institution)	ARINDAM Das (高等教育推進機構)		
Course Objectives	With the basic principles of Thermodynamics introduce in Statistical Mechanics I, we now move on the statistical theories in full. For many systems we can describe interesting properties using a statistical/probabilistic approach, intuitively linked to entropy and multiplicities of states. Much of our time will be spent deriving distribution functions, following in the steps of the greats like Einstein and Fermi. Using these tools we can embark on attacking a wide variety of problems, from classical and quantum gases to exotic phenomena such as superfluids and white dwarf stars.		
Course Goals	1. Understand the importance of statistical mechanics, in particular in the transition to the quantum realm. 2. Be able to statical and probabilistic methods to describe contemporary problems.		
Course Schedule	Part 1 Introduction and thermodynamics review Part 2 Boltzmann statistics Part 3 Quantum statistics: Fermi-Dirac and Bose-Einstein Part 4 Photon and phonons Part 5 Interactions theory Part 6 Bose Einstein condensates Part 7 Astrophysical and exotic environments		
Homework	Homework questions will be distributed after lectures. Marks will be awarded for convincing attempts at solutions, even if the final answer is not entirely correct.		
Grading System	The grades for the course are divided into three components: final exam (50%), homework (40%), participation/interaction/group work (10%). Participation is mandatory and will impact final grade. If students are absent for 3 or more classes (without an extremely important reason) they will fail the course. Arriving late or sleeping in class will also cause a lowered grade.		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students have to register for Lecture and Seminar both. Interaction type will be English.		

Course Name	Seminar in Mechanics I		
Semester, Year	1 学期	Number of Credits	1 Credits
Course level	2000	Course Number	027018
Instructor(s) (Institution)	SALAK Dragan (高等教育推進機構)		
Course Objectives	Classical mechanics is one of the pillars of physics. Although its validity is limited to systems much larger than the size of an atom and systems moving at speeds much lower than the speed of light, it plays a key role in all branches of physics owing to its fundamental concepts, namely Newton's laws of dynamics, equations of motion, conservation of momentum, and conservation of energy. As such, classical mechanics is taught in the first year of physics major, so that students acquire solid understanding of mechanics while developing skills in solving problems using calculus. In the first part, the focus is on the equations of motion in various coordinate systems. After introducing the conservation laws, two lectures will be devoted to the two-body central-force problem and orbits in gravitational fields. This is followed by oscillations and rotational motion of rigid bodies.		
Course Goals	Acquire knowledge and skills to <ul style="list-style-type: none"> - apply the equation of motion to solve mechanics problems in various coordinate systems - calculate the motion of a projectile in the presence of air resistance - solve problems using conservation laws - calculate the orbits in a central force such as gravity - solve problems involving oscillations - calculate the moment of inertia 		
Course Schedule	1: Introduction 2: Kinematics in non-cartesian coordinates 3: Newton's laws of dynamics 4: Linear drag force 5: Quadratic drag force 6: Conservation of momentum 7: Conservation of energy 8: Energy and central forces 9: The inverse-square law 10: Two-body problem 11: Simple harmonic motion 12: Damped and driven oscillations 13: Mechanics in rotating frames 14: Rotation of rigid bodies 15: Euler's equations		
Homework	Homework (problem sets) will be distributed.		
Grading System	Grades will be decided based on performance as follows: <ul style="list-style-type: none"> - attendance/activity in lectures/seminars 10% - homework 40% - final exam 50% 		
Textbooks / Reading List	Classical mechanics, John R. Taylor, University Science Books, 2005, ISBN:9781891389221		
Websites			
Website of Laboratory			
Additional Information	The main learning material will be lecture notes.		

Course Name	Seminar in Quantum Mechanics II		
Semester, Year	1 学期	Number of Credits	1 Credits
Course level	2000	Course Number	027019
Instructor(s) (Institution)	ARINDAM Das (高等教育推進機構)		
Course Objectives	With the basic principles of Thermodynamics introduce in Statistical Mechanics I, we now move on the statistical theories in full. For many systems we can describe interesting properties using a statistical/probabilistic approach, intuitively linked to entropy and multiplicities of states. Much of our time will be spent deriving distribution functions, following in the steps of the greats like Einstein and Fermi. Using these tools we can embark on attacking a wide variety of problems, from classical and quantum gases to exotic phenomena such as superfluids and white dwarf stars.		
Course Goals	<ol style="list-style-type: none"> 1. Understand the importance of statistical mechanics, in particular in the transition to the quantum realm. 2. Be able to statical and probabilistic methods to describe contemporary problems. 		
Course Schedule	Part 1 Introduction and thermodynamics review Part 2 Boltzmann statistics Part 3 Quantum statistics: Fermi-Dirac and Bose-Einstein Part 4 Photon and phonons Part 5 Interactions theory Part 6 Bose Einstein condensates Part 7 Astrophysical and exotic environments		
Homework	Homework questions will be distributed after lectures. Marks will be awarded for convincing attempts at solutions, even if the final answer is not entirely correct.		
Grading System	The grades for the course are divided into three components: final exam (50%), homework (40%), participation/interaction/group work (10%). Participation is mandatory and will impact final grade. If students are absent for 3 or more classes (without an extremely important reason) they will fail the course. Arriving late or sleeping in class will also cause a lowered grade.		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students have to register for Lecture and Seminar both. Interaction type will be English.		

Course Name	Seminar in Statistical Mechanics II		
Semester, Year	1 学期	Number of Credits	1 Credits
Course level	2000	Course Number	027020
Instructor(s) (Institution)	ARINDAM Das (高等教育推進機構)		
Course Objectives	With the basic principles of Thermodynamics introduce in Statistical Mechanics I, we now move on the statistical theories in full. For many systems we can describe interesting properties using a statistical/probabilistic approach, intuitively linked to entropy and multiplicities of states. Much of our time will be spent deriving distribution functions, following in the steps of the greats like Einstein and Fermi. Using these tools we can embark on attacking a wide variety of problems, from classical and quantum gases to exotic phenomena such as superfluids and white dwarf stars.		
Course Goals	<ol style="list-style-type: none"> 1. Understand the importance of statistical mechanics, in particular in the transition to the quantum realm. 2. Be able to statical and probabilistic methods to describe contemporary problems. 		
Course Schedule	Part 1 Introduction and thermodynamics review Part 2 Boltzmann statistics Part 3 Quantum statistics: Fermi-Dirac and Bose-Einstein Part 4 Photon and phonons Part 5 Interactions theory Part 6 Bose Einstein condensates Part 7 Astrophysical and exotic environments		
Homework	Homework questions will be distributed after lectures. Marks will be awarded for convincing attempts at solutions, even if the final answer is not entirely correct.		
Grading System	The grades for the course are divided into three components: final exam (50%), homework (40%), participation/interaction/group work (10%). Participation is mandatory and will impact final grade. If students are absent for 3 or more classes (without an extremely important reason) they will fail the course. Arriving late or sleeping in class will also cause a lowered grade.		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students have to register for Lecture and Seminar both. Interaction type will be English.		

Course Name	General Biology I		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	2000	Course Number	027021
Instructor(s) (Institution)	Maria Helena Fortunato Martins (大学院理学研究院)		
Course Objectives	<p>Understand the scientific process; distinguish observation, hypothesis, test, and theory</p> <p>Recognize and know properties of the major classes of biological molecules</p> <p>Know the structure and function of cellular membranes and organelles</p> <p>Understand how cells harvest energy from chemical substances</p> <p>Understand how plants trap energy in light and use it to build biological molecules</p> <p>Know the stages of the cell cycle and its role in the life of organisms</p> <p>Recognize the stages of mitosis and meiosis</p> <p>Know the major features of meiosis and its role in the life cycle of organisms</p> <p>Know the biological costs and benefits of sexual reproduction</p> <p>Understand the structure and function of nucleic acids</p> <p>Understand the mechanics of protein synthesis</p> <p>Understand and be able to apply the principles of Mendelian genetics and its modern extensions</p> <p>Understand the chromosomal basis of heredity</p> <p>Understand the basic principles of population genetics</p> <p>Understand the basic principles of evolution</p> <p>Be familiar with the diversity, causes, and consequences of genetic mutations</p> <p>Have an appreciation for the promise and potential problems of biotechnology</p> <p>Understand Darwinian evolution and its modern extensions</p>		
Course Goals	<p>The course will present the fundamental principles and concepts of biology. The course will emphasize how the concepts were originally conceived and tested and how alternatives were rejected. Students will learn and use the fundamental concepts of biology to draw conclusions from data, to develop alternative hypotheses to explain observations, to make predictions, and to design experiments to test hypotheses. In addition, the social and medical implications of biological findings will be developed as classroom discussions.</p>		
Course Schedule	<p>Week 1 The Science of Biology, Atoms and Molecules Ch.1 & 2 & 3</p> <p>Week 2 Chemical Building Blocks Ch. 4 & 5</p> <p>Week 3 Cell Structure (Prokaryotes and Eukaryotes) Ch. 6</p> <p>Week 4 Membranes and Transport Ch. 7</p> <p>Week 5 Energy, Enzymes, Metabolism Ch. 8</p> <p>Week 6 Cellular Harvest of Energy Ch. 9</p> <p>Week 7 Photosynthesis Ch. 10</p> <p>Week 8 Cell Division and Sexual Reproduction Ch. 12 & 13</p> <p>Week 9 Mendelian Genetics Ch. 14 & 15</p> <p>Week 10 DNA - the Genetic Material Ch. 16</p> <p>Week 11 How Genes Work Ch. 17</p> <p>Week 12 Regulation of Gene Expression Ch. 18</p> <p>Week 13 Population Genetics, Evidence for Evolution Ch. 22</p> <p>Week 14 Origin of Species and Species Concepts Ch. 24</p> <p>Week 15 Comprehensive Final Exam</p>		
Homework	<p>Students will be given home work every week. Tasks will be related to the material given in class that day. Examples of tasks are: to compare (schematic) animal and plant cells; to compare (schematic) structure and function of Prokaryotes and Eukaryotes; bring an example of how biotechnology can help solve modern society problems; bring an example of evolution in action. They will also prepare 6 short research essays (about 3 pages long including figures and references) based in a series of topics given by the teacher.</p>		
Grading System	<p>Grades will be based on the numeric average of attendance (10%), homework + research (30%), short daily quizzes + mid term exam (35%) and final comprehensive exam (25%). Grades are based not on relative performance evaluation, but on absolute evaluation.</p>		
Textbooks / Reading List	<p>Campbell Biology (11th ed.), Urry L.A., Cain M.L., Minorsky P.V., Wasserman S.A., Reece J.B., Pearson Education, Inc., 2017, 9780134093413</p>		

Websites	
Website of Laboratory	
Additional Information	

Course Name	Introduction to Inorganic Materials Science		
Semester, Year	1 学期 (夏ターム)	Number of Credits	1 Credits
Course level	2000	Course Number	027022
Instructor(s) (Institution)	TADANAGA Kiyoharu (大学院工学研究院) MIURA Akira (大学院工学研究院)		
Course Objectives	Ceramics and glass materials are used in several applications, from creating cellular phones, radio, television, and lasers to its role in medicine for cancer treatments and restoring bones, etc. The course aims have been designed to introduce the student to many of the current applications of ceramics and glass materials. Basics scientific concepts like atomic structure and physicochemical properties will be studied to lead the student to understand how these materials functions.		
Course Goals	<ul style="list-style-type: none"> • To identify current applications of ceramics and glass materials. • To understand the basic properties of ceramics and glass materials. • To use new knowledge to describe a ceramic or glass material, making a relation between application and properties. 		
Course Schedule	Lecture 1: Background and present situation of ceramics and glass materials. Lecture 2: Ceramics and Light. Lecture 3: Sol-gel Process. Quiz 1. Lecture 4: Medical Miracles. Quiz 2 Lecture 5: Green ceramics. Quiz 3. Lecture 6: Green glass materials. Final Presentation Lecture 7: Future Applications. Final Presentation Lecture 8: Review. Final exam Dr. N.C. Rosero-Navarro (CSIC, Spain), Guest Associate Professor of Hokkaido University, may participate the class through online.		
Homework	Report submission will be required. Students have to prepare a presentation on a topic given during lectures.		
Grading System	Evaluation <ul style="list-style-type: none"> • Quiz (20%) • Final report (30%) • Final presentation (25%) • Final exam (25%) 		
Textbooks / Reading List			
Websites			
Website of Laboratory	http://www.eng.hokudai.ac.jp/labo/inorgsyn/		
Additional Information	Dr. N.C. Rosero-Navarro (CSIC, Spain), Guest Associate Professor of Hokkaido University, may participate the class through online.		

Course Name	Resources Sustainability		
Semester, Year	1 学期 (夏ターム)	Number of Credits	2 Credits
Course level	5000	Course Number	027023
Instructor(s) (Institution)	FUJII Yoshiaki (大学院工学研究院)		
Course Objectives	Global warming is concerned as if it was the only biggest problem for human future. However, there are such many other problems as extinction of resources, food crises, population increase etc. This course offers information on these problems so that students can deeply understand these problems, evaluate their severity and investigate whether we should reduce CO2 or not. Students will be urged to investigate what they should do for human future if it's not CO2 reduction.		
Course Goals	To give enough knowledge so that students can deeply understand these problems, evaluate their severity and investigate whether we should reduce CO2 or not.		
Course Schedule	(1) Introduction (2) Problems for human future and population stabilization (3) Energy and mineral resources (4) Food crises and water shortage (5-7) Climate change (8-11) Global warming mitigation and adaptation (13) The true biggest problem for human future (14-15) Preparing the final report (16) Submission of the final report		
Homework	Two hour preparation and two hour review are expected.		
Grading System	Based on reports.		
Textbooks / Reading List			
Websites			
Website of Laboratory	https://www.eng.hokudai.ac.jp/labo/gres/index.html		
Additional Information			

Course Name	Introduction to Environmental Earth Science		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	1000	Course Number	027024
Instructor(s) (Institution)	TSUYUZAKI Shiro (大学院地球環境科学研究院) KAMEYAMA Sohiko (大学院地球環境科学研究院) MIWA Kyoko (大学院地球環境科学研究院) HAYAKAWA Takashi (大学院地球環境科学研究院) KAWAGUCHI Toshikazu (大学院地球環境科学研究院)		
Course Objectives	The course will address five issues in environmental earth sciences: 1) global warming and ocean ecosystems, 2) environmental changes and animal diversities, 3) plants and plant ecosystems in Japan, 4) food safety and sustainable food production, and 5) nanotechnology for environmental sciences The major objective of this course is to engage students in interdisciplinary discourse by addressing each of these issues.		
Course Goals	Grasping issues in environmental earth science with various temporal and spatial scales, and examining the interdisciplinary discourse by addressing each of the challenges.		
Course Schedule	(1) Introduction (Tsuyuzaki) (2) Earth system and global warming (Kameyama) (3) The roles of the oceans and carbon cycles (Kameyama) (4) Marine feedback systems on global warming (Kameyama) (5) Strolling across the campus to see the ecosystems (flexible depending on the weather) (Tsuyuzaki) (6) Temporal and spatial patterns on ecosystems in Japan with reference to global warming (Tsuyuzaki) (7) Biodiversity, biogeography, and phylogeny of mammals in the postgenomic era (Hayakawa) (8) In-situ and ex-situ conservation of threatened mammals with extinction (Hayakawa) (9) Field DNA: From ecology to genomics (Hayakawa) (10) Plant science for sustainable food production (Miwa) (11) Pollution by heavy metals and food safety (Miwa) (12) Development of plants tolerant to mineral nutrient stress (Miwa) (13) Nanotechnology for environmental science (Kawaguchi) (14) Biosensor for medical diagnosis and food analysis (Kawaguchi) (15) Gas sensor for environmental monitoring (Kawaguchi)		
Homework	Preparation hours (depending on the background of each student): Basically special preparation is not required, but understanding basic sciences (physics, chemistry, biology and geology) is helpful. Essay question(s) may be provided. (Two questions in the last year) [FYI] The average total homework was 2 hours in the previous years. (the result of a questionnaire)		
Grading System	Activities in class participation (40%) + essay questions (30%) + short exam (30%)		
Textbooks / Reading List			
Websites	http://hosho.ees.hokudai.ac.jp/~tsuyu/top/lecture/hustep.html		
Website of Laboratory	hosho.ees.hokudai.ac.jp/~tsuyu/index.html		
Additional Information	Face-to-face lectures will be provided, depending on the number of attendants, etc.		

Course Name	Values of Tourism		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	2000	Course Number	027026
Instructor(s) (Institution)	EDELHEIM Johan (大学院メディア・コミュニケーション研究院)		
Course Objectives	<p>This course gives you an opportunity to learn about different values held in society, and how these values determine the way all of us in society think about, and evaluate different matters.</p> <p>The objectives of this course are:</p> <ul style="list-style-type: none"> • To introduce you to values and to tourism as fields of academic investigation. • To create opportunities for you to work constructively alone and with others. • To experience and examine tourism as a phenomenon that signifies modern society. • To appreciate that knowledge is multi-modal, and that we need to interpret more than just written words to understand society. <p>These objectives will be achieved through the use of weekly definition tasks (in words and pictures), and a roleplay game that will run throughout the unit.</p> <p>You are also encouraged to improve your English communication skills through experiential learning: roleplaying, reading, writing, and talking English in class.</p>		
Course Goals	<p>Tourism can best be understood as a multiscience. It is a rich field of human endeavours that can be studied from as many perspectives as society itself. In this course it is done by examining a multitude of different values in society, and how they make us think about tourism in different ways.</p> <p>By the end of this course you will be able to:</p> <ol style="list-style-type: none"> 1. Explain and illustrate a range of different values in society, in words and in visuals. 2. Distinguish values that can lead to positive, but potentially also harmful actions through tourism. 3. Evaluate when communities are better off by not allowing tourism developments to go ahead. 4. Visualise how lived and aspirational values shape the ways tourism is used and understood in different societies. 		
Course Schedule	<p>Week 1: Introduction: We will cover assessments, expectations, explain groups, and discuss a number of expressions and terms that will be used and defined throughout the course. Activities – Pros and cons of tourism</p> <p>Week 2: Whole Tourism Systems (WTS) Activities – Explaining and playing a first half of Roleplay Game 1</p> <p>Week 3: Values, Value hierarchies and Value systems Activities – Playing the second half of Roleplay Game 1</p> <p>Week 4: Economic values Activities – definitions and illustrations from discussion board</p> <p>Week 5: Ecological values Activities – definitions and illustrations from discussion board</p> <p>Week 6: Cultural values Activities – definitions and illustrations from discussion board + Playing the first half of Roleplay Game 2</p> <p>Week 7: Social values Activities – definitions and illustrations from discussion board + Playing the second half of Roleplay Game 2</p> <p>Week 8: Political values Activities – definitions and illustrations from discussion board</p> <p>Week 9: Professionalism as a value Activities – definitions and illustrations from discussion board</p> <p>Week 10: Knowledge as a value Activities – definitions and illustrations from discussion board + Playing the first half of Roleplay Game 3</p>		

	<p>Week 11; Ethics as a value Activities – definitions and illustrations from discussion board + Playing the second half of Roleplay Game 3</p> <p>Week 12; Mutuality as a value Activities – definitions and illustrations from discussion board</p> <p>Week 13; Stewardship as a value Activities – definitions and illustrations from discussion board</p> <p>Week 14; Workshop – Reflections on Roleplay game Activities – Presentations of visual essays</p> <p>Week 15; Summary of course Activities – Presentations of visual essays</p>
Homework	<p>Active learning means that there are small tasks you will need to do almost every week – but instead, there are no major assignments for you at the end!</p> <p>You are expected to read the Study Guide chapter for the following week ahead of class, it sets the frame for the class, and gives you hints about the concepts you will be expected to illustrate or define.</p> <p>All definitions (text and pictures) in the course will be done by you, based on the research you conduct ahead of each class. You will also be expected to comment on your peers' visualisations and definitions so that you jointly can learn and encourage one another to think differently at matters.</p>
Grading System	<p>Definitions in words – on the class Moodle discussion board 30% – Course Goal 1 * 5 separate words to define – 6 points possible for each definition + 2 points for a definition based on a credible source + 2 points for a short explanation of the definition in your own words + 2 points for a constructive comment on a peer's definition</p> <p>Illustrations in pictures – on the class Moodle discussion board 30% – Course Goals 1 and 4 * 5 separate words to illustrate – 6 points possible for each illustration + 2 points for a relevant picture posted + 2 points for a short explanation of the picture in the posting's comment field + 2 points for a constructive comment on a peer's posting</p> <p>Visual essay – Topic: "What do Values of Tourism look like?" 20% – Course Goals 2 and 4 Create a visual essay from the pictures you took for your illustrations, (add if needed) pictures you consider to be representative for Values of Tourism. You are free to use any medium to present your visual essays (you can, for example, create a Manga, a mini-film, a Canva infographic poster, a mind-map, a website presentation, a Power Point or Prezi presentation, or some other creative solution). Include some captions or commentary. Present your visual essay to the class in no more than three (3) minutes.</p> <p>(a marking guide is given in class 1).</p> <p>Reflection on Roleplay game in group (or alone, depending on number of students in the class) 20% – Course Goals 2 and 3 Together with the group you have been in for the Roleplay game (or individually if we do not create groups), write a reflective report that shows how your perception of two (2) given values have changed during the course of the game. The reflective report should be less than 1000 words (marking guide given in class 1).</p>
Textbooks / Reading List	
Websites	
Website of Laboratory	
Additional Information	<p>This course is open to students who can read, write, talk and generally make themselves understood in English, and who wants to further improve their practical communication skills.</p> <p>This course follows the university's recommendations for safe work environments. The default delivery mode is live face-to-face classes, though hybrid-flexible delivery can be used for students unable to study on campus (for example due to visa restrictions or falling ill - note, you need to notify the lecturer ahead of each class if you intend to attend the class in hybrid mode).</p> <p>All students are expected to complete weekly homework and participate in class discussions. There may be a wide range of English-language abilities. More advanced students are expected to help less advanced students. In return, less advanced students are expected to try their best and contribute.</p> <p>Note, the teacher of this class does not speak Japanese, all instruction is given in English only.</p>

Course Name	Intercultural Communication and Language Issues		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	5000	Course Number	027027
Instructor(s) (Institution)	YAMADA Etsuko (大学院メディア・コミュニケーション研究院)		
Course Objectives	<p>This course aims to explore the intercultural communication of today's multicultural settings from sociocultural perspectives rather than from linguistic point of view.</p> <p>In the course, we investigate how the speakers with various proficiency levels and different cultural backgrounds can communicate effectively and understand mutually. In English case, the number of non-native speakers of English far outnumbers that of native speakers. In Japan, most foreign residents need to use Japanese for daily communication. The native speaker standard is often challenged and needs to be accommodated for non-native speakers. We will also look at the issues related to the language use of multicultural settings such as language rights and equal participation.</p>		
Course Goals	<p>-To gain knowledge of intercultural communication.</p> <p>-To investigate the concept of co-construction of a common language through the cases of English as a Lingua Franca (ELF) and Yasashii Nihongo (plain Japanese).</p> <p>-To raise awareness to the surrounding social issues related to language matters in a globalizing society.</p>		
Course Schedule	<p>In the sessions, topics will be introduced from the practical aspects of daily-level language use and explored from various points of views through discussions. Therefore, students do not need much preparation, but will be expected to read assigned reading materials after each session in order to consolidate the academic knowledge gained in the class.</p> <p>The schedule is subject to change depending on conditions (eg. student enrolment).</p> <ol style="list-style-type: none"> 1. Introduction 2. Culture and Language 3. Intercultural Communication and Intercultural Communicative Competence 4. Language and Power 5. Language Policies 6. Presentation 1 (Linguistic Dominance) 7. Follow-up Discussion on Presentation 1 8. English Issues in a Globalized World 9. English as a Lingua Franca (ELF) 10. Language Education 11. Comprehensive Test 12. Language Issues of Tourism in Japan/Yasashii Nihongo 13. Language Issues of Foreign Residents in Japan/Yasashii Nihongo 14. Presentation 2 (Language Education) 15. Follow-up Discussion on Presentation 2 		
Homework	Students will be expected to read assigned reading materials after each session.		
Grading System	<p>Comprehensive Test (40%), Presentation 1 & Essay 1 (20%), Presentation 2 & Essay 2 (20%), Reflection Journal (15%), Extra Merits (5%)</p> <p>Detailed assessment criteria of each item will be explained in the course.</p> <p>The purpose of comprehensive test is to make sure the students' comprehension of the academic concepts introduced in the sessions.</p> <p>In presentations and essays assigned, students need to develop original ideas based on the academic concepts and new perspectives gained.</p> <p>Reflection journal will be required after each session to record about their learnings and later develop them into presentation and essay assignments.</p>		

Textbooks / Reading List	Handouts will be provided in the course.
Websites	
Website of Laboratory	
Additional Information	<ul style="list-style-type: none"> - This course will be code-shared with Specialized Subjects of Graduate School of International Media, Communication and Tourism Studies. Therefore, the content will be more academic than 'Workshop on Intercultural Communication' which focuses on the learning from collaborative group work. - For non-native speakers of English, advanced-level command of oral English and ACTIVE participation are essential for discussions and activities. - For international students (non-native speakers of Japanese), a lower-beginners level of Japanese language will be useful in some activities. - A re-take of assessment will be considered only when the reason is understandable and necessary procedure (eg. submission of a proof) is properly followed. - See Moodle (ELMS) for updates and Google Classroom Code. Check classroom location before attending the first session.

Course Name	Workshop on Intercultural Communication		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	2000	Course Number	027028
Instructor(s) (Institution)	YAMADA Etsuko (大学院メディア・コミュニケーション研究院)		
Course Objectives	This course aims to look in depth the multi-layered language issues in a globalizing world through two project works (one on interactions with locals and the other on language and culture). Collaborative group works between Japanese students and international students are the main activities of this course rather than academic lectures. Although the class activities are conducted in English, 'Yasashii Nihongo (plain Japanese)' is introduced as a topic and basic level Japanese language is used in some activities.		
Course Goals	<ul style="list-style-type: none"> -To raise awareness to various aspects of languages. -To develop collaborative and communicative skills with people from different backgrounds -To understand the development of the internationalization of a community as initiated by a local government in Japan 		
Course Schedule	<p>W1: English as a Lingua Franca W2: Yasashii Nihongo (plain Japanese)) W3: Project 1 (1) W4: Project 1 (2)</p> <p>May. 13 (Saturday): Fieldwork in Bibai-city, Hokkaido (equivalent to three sessions, attendance is compulsory)</p> <p>W5: Post-fieldwork activity (Presentation 1) W6: Communication in multicultural settings W7: Language and Culture 1 W8: Language and Culture 2 W9: Project 2 (1) W10: Project 2 (2) W11: Project 2 (3) W12: Presentation 2</p> <p>Project 1 (preparation, essay 1, and presentation 1) As a fieldwork preparation, each group prepares a poster presentation to introduce some aspects of languages other than English/Japanese.</p> <p>Project 2 (essay 2, presentation 2) Each group focuses on linguacultural aspects (the relationship between language and culture) of languages and presents a comparative analysis.</p> <p>*The schedule is subject to change depending on conditions. **The cost for the fieldwork will be approximately 4,000 yen (1,500 yen x 2 (JR train + bus) + Lunch (max. 1,000 yen)</p>		
Homework	Students are required to write reflection after each session.		
Grading System	<p>Fieldwork preparation (10%), Essays (20 % x 2), Presentations (5% x 2), Reflection Journal (3% x 12), Extra Merits (4%)</p> <p>*Detailed assessment criteria will be provided in the course. **A re-take of assessment will be considered only when the reason is understandable and necessary procedure (eg. submission of a proof) is properly followed.</p>		

Textbooks / Reading List	
Websites	
Website of Laboratory	
Additional Information	<ul style="list-style-type: none">-The course is conducted in English. For non-native speakers of English, advanced-level command of oral English and ACTIVE attitude are essential for activities.-For international students (non-native speakers of Japanese), a lower-beginners level of Japanese language will be desirable for communication with Bibai locals and some activities.-See Moodle(ELMS) for further updates and Google Classroom code.

Course Name	Multilingualism in Society		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	1000	Course Number	027029
Instructor(s) (Institution)	Ku Eric Kuo Han (大学院メディア・コミュニケーション研究院)		
Course Objectives	This class will focus on the role of multilingualism in an increasingly changing world. First, this class will go over the basic concepts of multilingualism, including the wide range of definitions and theories about how multilingualism develops. The second part of this class will explore the way multilingualism operates in different societal contexts, including in urban cities, national policies, and the Internet. Lastly, this class will explore recent debates around multilingualism and how different societies are trying to find solutions to adapt to the increasing role multilingualism has in our lives.		
Course Goals	By the end of this course, students should be able to: <ul style="list-style-type: none"> • understand basic definitions, concepts, and structures of multilingualism • understand how people become multilinguals • discuss the role of multilingualism at various levels of society: education, super-diverse cities, nation-state, cyberspace • discuss recent debates regarding multilingualism and the changing global landscape • understand various methods for conducting research on multilingualism 		
Course Schedule	Week 1: Course Introduction Week 2: The polyphonic world Week 3: Multilingualism is... (definitions) Week 4: Descriptive and theoretical concepts Week 5: Power, inequality, and language Week 6: The polyglot individual Week 7: Midterm Assignment Week 8: Multilingual (international) institutions Week 9: Language in super-diverse cities Week 10: Multilingual countries Week 11: The multilingual internet Week 12: Integration and separation: Language Week 13: Integration and separation: Society Week 14: Methods for researching multilingualism Week 15: Final Assignment Week 16: Final Assignment		
Homework	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
Grading System	Course Credit Requirements: 1. Attend 12 out of 15 classes. 2. Arrive on time for class (If you are late 3 times, it will be counted as 1 absence) Grading: - Participation (10%) - Homework (10%) - Midterm Assignment (35%) - Final Assignment (45%)		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Course materials will be provided in class. Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score < 500) may register for this course.		

Course Name	Language and Society		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	1000	Course Number	027030
Instructor(s) (Institution)	MANSBRIDGE MICHAEL PATRICK (大学院メディア・コミュニケーション研究院)		
Course Objectives	Sociolinguistics investigates the interactions between language and society. This course introduces students to a broad array of sociolinguistic issues, including the relationship between linguistic variation and social factors like identity, class and power, the development of pidgins and creoles, code choices in bi-dialectal and bilingual communities, and language change. Students will also draw connections with research methods and approaches to data analysis used in other areas of linguistics, and examine attitudes toward language and culture and their social and political consequences.		
Course Goals	<p>A) Apply sociolinguistics terminology and concepts to research and real-world, global examples</p> <p>B) Identify major issues in sociolinguistics</p> <p>C) Analyze the effects of attitudes toward language use in everyday interactions</p>		
Course Schedule	<p>The course schedule is tentative and may change throughout the course.</p> <p>Week 1: Introduction</p> <p>Weeks 2-14: Lectures and discussions including: Dialects; Language Variation; Pidgin talk; Pragmatics; Gender and Sexuality; Language Policy; Language and Media</p> <p>Week 15: Student Presentations</p>		
Homework	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
Grading System	<p>Participation (30%)</p> <p>Quizzes (30%): Throughout the semester, there will be quizzes to check students' knowledge of the lectures.</p> <p>Presentations (40%): Presentation on a selected topic</p>		
Textbooks / Reading List	Lecturer prepares teaching materials		
Websites			
Website of Laboratory			
Additional Information	Students with English language proficiency at or above intermediate level (TOEFL-ITP score \geq 421) may register for this course.		

Course Name	Serious games: theory and design		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	1000	Course Number	027031
Instructor(s) (Institution)	ROBB NIGEL GODFREY IAN (大学院メディア・コミュニケーション研究院)		
Course Objectives	Serious games are games designed for purposes other than merely entertainment. For example, games for education, brain training, advertising or health. The aim of this course is to introduce students to key ideas in the theory and design of serious games and provide students with practical experience in serious game design.		
Course Goals	<p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe and explain how effective serious games work 2. Describe and explain how serious games are designed 3. Demonstrate practical skills in serious game design 		
Course Schedule	Week 1 will be an introductory lecture explaining important information about the course. In weeks 2 - 13, there will be lectures about serious game design, as well as individual and group activities. During this time, students will conceive of an idea for an original serious game. They will then design the game, which will include conducting player research, creating a paper prototype, and drafting a game design document. In weeks 14 and 15, students will give presentations.		
Homework	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they may be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
Grading System	50% participation 50% game design project (includes a presentation)		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	<p>Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score < 500) may register for this course.</p> <p>Programming skills are not required for this course.</p> <p>There is no required textbook for this course.</p>		

Course Name	Cultural Studies		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	1000	Course Number	027032
Instructor(s) (Institution)	Spicer PAUL (大学院メディア・コミュニケーション研究院)		
Course Objectives	<p>Cultural studies was first developed by British academics in the late 1950s. Since that time many scholars from other disciplines have used the original theories in their own fields. Cultural studies is useful as it allows us to explore culture through many different subjects. As cultural studies scholar Toby Miller notes, "cultural studies is a tendency across disciplines, rather than a discipline itself." (2006, p.1).</p> <p>In this course, our aim is to explore culture through a number of specific case studies, across a wide range of disciplines including the media, contemporary art, politics, marketing, feminism and film.</p>		
Course Goals	<p>1 : Students can understand the basic differences in culture 2 : Students are able to appreciate stereotypical cultural representation 3 : Students are familiar with analytical terms, and their usage 4 : Students are fully aware of cultural nuance and specificity 5 : Students can read culturally specific images 6 : Students are fully aware of the cultural role of semiotics</p>		
Course Schedule	<p>Class 1: Introduction</p> <p>This week will serve to introduce students to this course. They will be informed about class rules, schedules, and expectations, as well as course content, assessment criteria and specific readings. Preparation: Review: Personal notes</p> <p>Class 2: The Commodification of Culture</p> <p>This lecture will explore the marketing industry focusing on how culture is used to sell products. To help us to achieve this effectively, we will first explore semiotic theory and how we can use this to uncover how companies brand and sell their product by using specific iconography and cultural markers. Preparation: Research relevant topics and themes Review: Personal notes</p> <p>Class 3: Cultural Misrepresentation and Stereotypes? Case Study Japan</p> <p>Using Edward Said's theory of Orientalism, this lecture will examine perceptions of Japanese culture across the world. Although Japan is a country rich in cultural capital, once this culture leaves the country, it is open to interpretation, local culture, and marketing companies. Focusing on the U.K. and USA, we will ask the question 'exactly what is the western perception of Japan, and the Japanese?' Preparation: Research relevant topics and themes Review: Personal notes</p> <p>Class 4: Americanisation</p> <p>This lecture will introduce students to the concept of Americanisation. Firstly, we will define the meaning and explore the effect on countries across the world. Finally, we will attempt to identify both the positive and negative aspects of its cultural impact. Preparation: Research relevant topics and themes Review: Personal notes</p> <p>Class 5: Women's Issues in Contemporary Culture</p> <p>In this lecture, we will explore gender equality and the position/role of women in contemporary traditional cultures. Firstly, we will define what is meant by 'traditional culture', before going on to further explore examples. Secondly, the lecture will offer comparisons between the cultural position of women within these conflicting cultures. Finally, students will be asked to consider how the situation for women in more traditional cultures could be improved. Preparation: Research relevant topics and themes</p>		

Review: Personal notes

Class 6: How Art Affects Culture? Banksy Pt.1

This lecture will examine the impact of art on culture and society by looking at the British graffiti artist, Banksy. His work has had a significant effect on the way that people think about inequality, politics, and environmental issues. He is divisive in the manner in which he works: thought-provoking to some, but a vandal to others. We will examine a cross-section of his most political work and discuss the cultural/political context in which they were produced.

Preparation: Research relevant topics and themes

Review: Personal notes

Class 7: How Art Affects Culture? Banksy Pt.2

Screening - Exit Through the Gift Shop. This screening is a companion to week 5's lecture. The purpose is to highlight the effect that art has on society, and how people are 'affected' by certain artists, movements, and fashions.

The question we need to ask is, 'how much of this documentary is rooted in reality'?

Preparation: Research relevant topics and themes

Review: Personal notes

Class 8: Culture and Moral Panic

The term 'Moral Panic' was first used by British Sociologist Jock Young in 1971. Young suggested that the moral panic over people taking drugs, resulted in the setting up of drug squads' in police departments (Thompson 1998: P. 7). Moral panics involve the interaction of the media, public opinion, and the authorities. This lecture will explore how the media affects the public's behaviour and attitudes towards several issues.

Preparation: Research relevant topics and themes

Review: Personal notes

Class 9: Post 9-11 Cinema

After the attacks on the World Trade Center in 2001, relationships between countries, and attitudes towards certain individuals in society changed. Cultural paranoia swept the world. The political response is well documented: The USA, along with the UK invaded Iraq even though the war was not sanctioned by the UN, looking for Weapons of Mass Destruction which were never found. Was this a just war?

This lecture will examine 9/11 and the cinematic response to the attack. After 9/11 most films were sympathetic and focused on the people directly involved with the attack, such as WTC workers, and emergency service personnel. Most of the cinematic representation of the attacks revolved around personal stories which focused on two key issues: the effects of loss, and tales of heroism under extreme emotional pressure.

Preparation: Research relevant topics and themes

Review: Personal notes

Class 10: High Culture/Low Culture

This lecture will discuss the roles of both high and popular culture within society. Firstly, we will identify the terms; and go on to examine how/if the conceptual barriers between both cultures have broken down, and if so why and to what effect?

Preparation: Research relevant topics and themes

Review: Personal notes

Class 11: Conspiracy Theories

This lecture will explore the cultural phenomenon of conspiracy theories. The lecture will first determine what constitutes a conspiracy theory, examine how they come to be, and their lasting effect on culture. We will discuss some of the most well-known conspiracy theories focusing on two controversial case studies.

Preparation: Research relevant topics and themes

Review: Personal notes

Class 12: The Evolution of Subcultures

Any exploration of subcultures relies on a semiotic analysis regarding fashion, music, language, and other visible affectations by a subcultural group. Dick Hebdige writes that members of a subculture often signal their membership through a distinctive and symbolic use of style, which includes fashions, mannerisms, and argot. Differentiating themselves from mainstream culture, subcultures develop their own norms and values regarding cultural, political, and sexual matters, remaining part of society but at the same time keeping their specific characteristics intact. This lecture will explore the evolution of subcultures and will study, in-depth, some of the most prominent and influential subcultural groups.

Preparation: Research relevant topics and themes

	<p>Review: Personal notes</p> <p>Class 13: Review and Preparation for Presentations</p> <p>In this class students are expected to: Form presentation groups. Agree on a presentation topic. Agree on group roles.</p> <p>Class 14: Presentation Workshop</p> <p>In groups, students attend class to work on, practice and fine-tune their presentations.</p> <p>Class 15: Student Presentations</p>
Homework	<p>Students will be expected to positively do preparation for and review lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.</p>
Grading System	<p>Class Participation : 30%</p> <p>Report 1 : 15%</p> <p>Report 2 : 25%</p> <p>Presentation: 30%</p>
Textbooks / Reading List	
Websites	
Website of Laboratory	
Additional Information	<p>**PLEASE READ CAREFULLY**</p> <p>Students with English language proficiency at or above the intermediate level (TOEFL-ITP score \geq 421 ~ 451) may register for this course.</p> <p>Lecture topics are subject to change. Students will be notified in class if this is the case.</p> <p>It is the responsibility of any student who misses a class to catch up with the lecture's theme and to request any readings, and necessary viewings which were given during the lecture.</p> <p>It is advised that if you are thinking about taking this class, then you attend the first class as the information contained therein is extremely important.</p> <p>Any student who is sleeping/using a phone/not engaging with the subject will be penalised through their attendance and class participation score.</p>

Course Name	Mind and Language		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	1000	Course Number	027033
Instructor(s) (Institution)	MANSBRIDGE MICHAEL PATRICK (大学院メディア・コミュニケーション研究院)		
Course Objectives	This course provides the basic understanding of the psychological processes of language use. As such, this course is an introduction to Psycholinguistics which is a field that studies which mental mechanisms control our language comprehension, production and acquisition. As such, it focuses on the psychological components that make up language.		
Course Goals	A) Understand current theories of human language use and how it relates to psychology B) Understand some current methodologies used to study language		
Course Schedule	The schedule is tentative and may change throughout the course Week 1: Introduction to the course Weeks 2-14: Topics and discussions related to psycholinguistics: Animal Communication; Language and Thought; Mental Lexicon; First Language Acquisition Week 15: Final Essay		
Homework	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
Grading System	Participation (40%): Active participation during lectures and discussions Quizzes (20%): Throughout the semester, there will be quizzes to check students' knowledge of the lectures. Final Essay (40%): A short essay concerning the knowledge learned from the course or what was found interesting		
Textbooks / Reading List	Lecturer prepares teaching materials		
Websites			
Website of Laboratory			
Additional Information	Students with English language proficiency at or above the intermediate level (TOEFL-ITP score \geq 421) may register for this course.		

Course Name	Multilingualism in Society		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	1000	Course Number	027034
Instructor(s) (Institution)	Ku Eric Kuo Han (大学院メディア・コミュニケーション研究院)		
Course Objectives	This class will focus on the role of multilingualism in an increasingly changing world. First, this class will go over the basic concepts of multilingualism, including the wide range of definitions and theories about how multilingualism develops. The second part of this class will explore the way multilingualism operates in different societal contexts, including in urban cities, national policies, and the Internet. Lastly, this class will explore recent debates around multilingualism and how different societies are trying to find solutions to adapt to the increasing role multilingualism has in our lives.		
Course Goals	By the end of this course, students should be able to: <ul style="list-style-type: none"> • understand basic definitions, concepts, and structures of multilingualism • understand how people become multilinguals • discuss the role of multilingualism at various levels of society: education, super-diverse cities, nation-state, cyberspace • discuss recent debates regarding multilingualism and the changing global landscape • understand various methods for conducting research on multilingualism 		
Course Schedule	Week 1: Course Introduction Week 2: The polyphonic world Week 3: Multilingualism is... (definitions) Week 4: Descriptive and theoretical concepts Week 5: Power, inequality, and language Week 6: The polyglot individual Week 7: Midterm Assignment Week 8: Multilingual (international) institutions Week 9: Language in super-diverse cities Week 10: Multilingual countries Week 11: The multilingual internet Week 12: Integration and separation: Language Week 13: Integration and separation: Society Week 14: Methods for researching multilingualism Week 15: Final Assignment Week 16: Final Assignment		
Homework	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
Grading System	Course Credit Requirements: 1. Attend 12 out of 15 classes. 2. Arrive on time for class (If you are late 3 times, it will be counted as 1 absence) Grading: - Participation (10%) - Homework (10%) - Midterm Assignment (35%) - Final Assignment (45%)		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Course materials will be provided in class. Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score < 500) may register for this course.		

Course Name	Popular Music and Society		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	1000	Course Number	027035
Instructor(s) (Institution)	Spicer PAUL (大学院メディア・コミュニケーション研究院)		
Course Objectives	<p>This course acknowledges the role that popular music has played in society throughout the latter half of the 20th-Century. Each lecture will focus on a specific period in history, first exploring the contemporary social and cultural context, before going on to examine how popular music, and the musicians who created it, responded to these concerns.</p> <p>Our goal is to explore how various issues that were prevalent in contemporary society, including political - economic - race - individuality - personal freedom - alienation - gender equality - protest - war - civil rights - is addressed by the musicians of the period.</p> <p>The question that we need to consider is, how much can we really learn about a specific period, place, or social upheaval just by listening to its music? In addition, we then have the question of which artists are included in these histories, who gets left out, and on what grounds?</p> <p>Through themed lectures and discussion, we will address these concerns, further concentrating on popular music and how it has influenced society regarding fashion, identity and attitude. In addition, we will also explore how society has affected popular music's themes and styles as well as given musicians a focus in which to direct their anger.</p>		
Course Goals	<ol style="list-style-type: none"> 1 : Students can understand the various roles that popular music plays in society 2 : Students can appreciate the role of the artist in contemporary society 3 : Students are familiar with analytical terms, and their usage 4 : Students are fully aware of cultural nuance and specificity 		
Course Schedule	<p>Class 1: Introduction: This initial lecture will be delivered in two parts: The first will serve as an introduction to studying Popular Music and Society at university. Student expectations and course outlines will be covered. This lecture will also explain the assessment criteria and the expectations and standards that need to be adhered to. In the second half of the lecture, we will discuss the definition of popular music, what makes it relevant, and its cultural impact on society. Preparation: Review: Read the handout provided in class</p> <p>Class 2: Rock Around the Clock: Moral Panic and the Rise of the Teenager (USA 1954 – 1959) This lecture will discuss the rise of Rock 'n' Roll in the USA in the early 1950s. We will first explore the origins of the genre, before going on to examine how, and why, this music created such fear and panic throughout the United States. Preparation: Research relevant topics and themes Review: Read the handout provided in class</p> <p>Class 3: She Loves You: The Beatles and the Cultural Revolution (UK 1963-1970) The Beatles are arguably the most popular musical group in history. From the early 1960s until the present day, they have been an integral part of people's lives from many different countries and cultures. However, despite their musical impact, they were also responsible for changes in the way people think about politics, race issues, and war. The band changed people's perceptions of popular music, harnessing its power to call for social change. This lecture will explore the legacy of The Beatles' music, highlighting how the band became a catalyst for social change. Preparation: Research relevant topics and themes Review: Read the handout provided in class</p> <p>Class 4: Fortunate Son: Protest and Paranoia (USA 1958 - 1969) In this week's lecture we will examine the impact of popular music on culture in the U.S.A from the late-1950s to the late-1960s. In America during this period, the Vietnam War was polarising the country, there were violent protests across university campuses, the civil rights movement was gaining momentum, and the</p>		

continued threat of communism ensured that the country remained in a state of paranoia. Amongst this turmoil was the extremely influential music scene. Artists such as Bob Dylan, Marvin Gaye, Creedence Clearwater Revival, Country Joe and The Fish, Edwin Starr, and the Doors wrote songs which contained damning lyrics that questioned 'the norm'. Criticising authority, these artists empathised with those suffering because of intolerance and inequality, giving hope to them through their music.

Preparation: Research relevant topics and themes

Review: Read the handout provided in class

Class 5: Queen Bitch: Sexual Ambiguity and Glam Rock (UK 1972-1975)

In the U.K. in the early to mid-1970s, unemployment was high and the relationship between traditional industries and the government was at breaking point. Trade union strikes began to take hold as the government began cuts, and the three-day week was introduced. Amongst this extremely volatile societal background came the music and the fashion known as Glam. Glam was pure escapism, it was a way to forget the issues which were blighting modern British society. This lecture will discuss glam, examining how the leading figures of the movement broke boundaries regarding gender, music, and fashion.

Preparation: Research relevant topics and themes

Review: Read the handout provided in class

Class 6: God Save the Queen: Rebellion, Anarchy, and Poetry (US 1974-76 & UK 1976-1978)

The punk movement in the 1970s was born out of 2 cities that were in rapid decline, London, and New York. Although the music which emanated from both cities sounded similar, the inspiration behind them could not have been different. Although confrontational, New York punk was artistic and poetic, driven by a fast, heavy, but minimalist sound. This was a sound which was adopted by the bands in London, however, it was the London punk scene that would go on to define and epitomize the culture and attitude. In this lecture, we will explore the origins of the movement before going on to examine how punk challenged the accepted social order, resulting in bans, violence, and death threats. Absolutely anti-establishment ... Punk was the voice against the system.

Preparation: Research relevant topics and themes

Review: Read the handout provided in class

Class 7: T.B.C: The lecture theme will be announced in Class 6

Preparation: Research relevant topics and themes

Review: Read the handout provided in class

Class 8: Concrete Jungle: Racism, Nationalism, and the Flag (UK 1977 - 1982s)

In the 1980s Britain was a country which was racially divided. Riots in Brixton, London and Toxteth in Liverpool saw many black British people revolt against what they saw as unfair treatment by the authorities. Additionally, at this time, right-wing elements in the country (the National Front and the British National Party), gained huge popularity and used the riots to argue that Britain should oppose non-white immigration and commit to a programme of repatriation. Their rallying banner was the Union Jack. Socially, politically, culturally, and economically the country was in turmoil, however, a group of musicians from Coventry kick-started a musical movement to fight against the unfairness of the system.

Using the theories of Stuart Hall, this lecture will examine how a small record company in Coventry rallied against these right-wing organisations.

Preparation: Research relevant topics and themes

Review: Read the handout provided in class

Class 9: Fight the Power: The Birth of Rap and Hip-Hop, from Griots to Public Enemy

(American) rap is one of the most powerful forms of music, and contains delivery that addresses the social conditions that, most often, the rapper is or has experienced. Many of these artists are passionate and, most importantly, authentic. It is problematic to attempt to identify when rap began as a standalone genre, however, what is clear is that it first found prominence in the 1970s when DJs in New York would sample drum and bass loops from old soul, and funk tracks as a means to create a beat. From these humble beginnings, the genre grew to become one of the most popular musical genres. This lecture will examine the history of the genre; from the Griots in West Africa to DJ Kool Herc in the Bronx, and on to Public Enemy and De La Soul, before going on to explore the social impact that this distinctive and essential musical genre has on the society that it targeted.

Preparation: Research relevant topics and themes

Review: Read the handout provided in class

Class 10: Smells Like Teen Spirit: Teenage Rebellion and Grunge (USA 1988-1994)

Grunge is an alternative rock music which emanated from the American city of Seattle in the mid-80s. Grunge combines elements of punk and features a very heavy and distorted electric guitar sound. The music acts as a perfect companion to the lyrics which are an extremely important part of the package. Grunge highlights personal angst and introspection and often addresses themes such as social alienation, neglect, self-doubt, abuse, and a desire for freedom from the restrictions of everyday society. This lecture will discuss the importance of the genre through the disenfranchised teenagers who embraced it. Grunge was as therapeutic as it was angry and, through its figurehead, Kurt Cobain, was able to give a voice to those who had been, up to this point, ignored by society.

	<p>Preparation: Research relevant topics and themes Review: Read the handout provided in class</p> <p>Class 11: Cigarettes and Alcohol: Britpop and Americanisation (UK 1992-1997) Britpop emerged as a reaction against the dominance of grunge in the United Kingdom. In contrast to the seriousness and social commentary of grunge, Britpop was defined by guitar-driven pop bands who drew more consciously from traditional British art and culture. Influences ranged from fashion to music and drew on specifically British cultural iconography – Pop-Art and tea! Britpop bands such as Oasis, Blur, Supergrass, and Sleeper reacted to grunge's downbeat ideology with specifically regional lyrics and melodic guitar riffs which were influenced by a wealth of British bands who had gone before. However, despite the initial idealism of the Britpop bands, once mainstream success had been achieved and the bands were the target of the tabloid press, matters became more serious. This lecture will explore Britpop from its birth to its death exploring how/if it has changed British cultural values, particularly in relation to class and gender. Preparation: Research relevant topics and themes Review: Read the handout provided in class</p> <p>Class 12: Just a Girl: Women and the Music Industry In this lecture, we will explore the role of women in the music industry. We will discuss the historical position of women in popular music, locate the female pop star in a historical context and finally highlight the career and position in the music industry of Madonna. Preparation: Research relevant topics and themes Review: Read the handout provided in class</p> <p>Class 13: Review and Preparation for Presentations In this class students are expected to: Form presentation groups. Agree on a presentation topic. Agree on group roles.</p> <p>Class 14: Presentation Workshop In groups, students attend class to work on, practice and fine-tune their presentations</p> <p>Class 15: Student Presentations.</p>
Homework	<p>Students will be expected to positively do preparation for and review lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and may be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.</p>
Grading System	<p>Class Participation : 30% Report 1 : 15% Report 2 : 25% Group Presentation : 30%</p>
Textbooks / Reading List	
Websites	
Website of Laboratory	
Additional Information	<p>**PLEASE READ CAREFULLY** Students with English language proficiency at or above intermediate level (TOEFL-ITP score \geq 421 ~ 451) may register for this course. Students MUST have a very keen interest in popular music, its trends and fashions, and its role and influence in/on society. Students must ensure that they download the relevant material from Moodle. Students should attend every class. In case of any absence, it is the student's responsibility to catch up with the topics covered and request any set readings. It is advised that if you are thinking about taking this class, then you attend the first class as the information contained therein is extremely important. Any student who is sleeping/using a phone/not engaging with the subject will be penalised through their class participation mark.</p>

Course Name	Thinking Critically About Video Games		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	1000	Course Number	027036
Instructor(s) (Institution)	ROBB NIGEL GODFREY IAN (大学院メディア・コミュニケーション研究院)		
Course Objectives	In this course, students will obtain an introductory-level understanding of the scholarly study of video games. By taking part in class discussions and other activities, students will increase their confidence about using English in academic settings. Students will also develop critical thinking and independent study skills by analysing and interpreting video games.		
Course Goals	By the end of this course, students will be able to: 1. Describe and explain important ideas in video games research/game studies. 2. Summarize and interpret academic texts about video games written in English. 3. Engage in an academic discussion about video games in English. 4. Independently apply skills 1 – 3 to analyse/interpret video games.		
Course Schedule	Week 1 will be an introductory lecture explaining important information about the course. In weeks 2 - 13, there will be lectures about topics in games research (e.g., defining video games; games and communication; representation in games; positive and negative effects of gaming on players), as well as individual and group activities, designed to help students develop practical skills in games research. In weeks 14 and 15, students will give presentations.		
Homework	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they may be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
Grading System	50% participation 50% presentation project More information about how the course is graded will be explained in the first class		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students with English language proficiency at or above advanced level (TOEFL-ITP score \geq 500) may register for this course. There is no required textbook for this course.		

Course Name	Multilingualism in Society		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	1000	Course Number	027037
Instructor(s) (Institution)	Ku Eric Kuo Han (大学院メディア・コミュニケーション研究院)		
Course Objectives	This class will focus on the role of multilingualism in an increasingly changing world. First, this class will go over the basic concepts of multilingualism, including the wide range of definitions and theories about how multilingualism develops. The second part of this class will explore the way multilingualism operates in different societal contexts, including in urban cities, national policies, and the Internet. Lastly, this class will explore recent debates around multilingualism and how different societies are trying to find solutions to adapt to the increasing role multilingualism has in our lives.		
Course Goals	<p>By the end of this course, students should be able to:</p> <ul style="list-style-type: none"> • understand basic definitions, concepts, and structures of multilingualism • understand how people become multilinguals • discuss the role of multilingualism at various levels of society: education, super-diverse cities, nation-state, cyberspace • discuss recent debates regarding multilingualism and the changing global landscape • understand various methods for conducting research on multilingualism 		
Course Schedule	<p>Week 1: Course Introduction Week 2: The polyphonic world Week 3: Multilingualism is... (definitions) Week 4: Descriptive and theoretical concepts Week 5: Power, inequality, and language Week 6: The polyglot individual Week 7: Midterm Assignment Week 8: Multilingual (international) institutions Week 9: Language in super-diverse cities Week 10: Multilingual countries Week 11: The multilingual internet Week 12: Integration and separation: Language Week 13: Integration and separation: Society Week 14: Methods for researching multilingualism Week 15: Final Assignment Week 16: Final Assignment</p>		
Homework	<p>Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.</p>		
Grading System	<p>Course Credit Requirements:</p> <ol style="list-style-type: none"> 1. Attend 12 out of 15 classes. 2. Arrive on time for class (If you are late 3 times, it will be counted as 1 absence) <p>Grading:</p> <ul style="list-style-type: none"> - Participation (10%) - Homework (10%) - Midterm Assignment (35%) - Final Assignment (45%) 		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	<p>Course materials will be provided in class. Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score < 500) may register for this course.</p>		

Course Name	Language learning theory		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	1000	Course Number	027038
Instructor(s) (Institution)	MANSBRIDGE MICHAEL PATRICK (大学院メディア・コミュニケーション研究院)		
Course Objectives	The aim of this course is for students to increase their understanding of second language (L2) learning, bilingualism, and the mental mechanisms for how languages are used. Students are expected to discuss and analyze studies on second language processing, and are encouraged to reflect on how L2 acquisition theory informs teaching methodologies/practices in L2 instructed environments and the public.		
Course Goals	<p>A) Read and discuss various articles from the fields of second language acquisition (SLA), foreign language education, and applied linguistics</p> <p>B) Be able to write a literature review on a topic of your choosing or write a research proposal</p> <p>C) Practice your presentation skills by leading a class discussion on articles</p>		
Course Schedule	<p>Week 1: Introduction</p> <p>Weeks 2 - 14: Student Discussions</p> <p>Week 15: Course Review</p>		
Homework	Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
Grading System	<p>Participation (30%): Participation and engagement during the discussions when you are not the presenter</p> <p>Essay (70%): Literature Review or Research Proposal</p>		
Textbooks / Reading List	Lecturer prepares teaching materials, , ,		
Websites			
Website of Laboratory			
Additional Information	Students with English language proficiency at or above intermediate level (TOEFL-ITP score \geq 421) may register for this course.		

Course Name	Current Events in Language and Society		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	1000	Course Number	027039
Instructor(s) (Institution)	Marshall Drolet Klassen (大学院メディア・コミュニケーション研究院)		
Course Objectives	This course will focus on current events from an international perspective. Materials will include reading newspapers, watching news media, documentaries, TED talks, and other mass media in English. Students will also be asked to think critically about news reports and news media, and may challenge their own worldviews. In this lecture series, students will be expected to read/listen/watch the materials in each class, complete the assigned homework, and actively engage in classroom activities and discussion for full marks. Homework assignments will assess students' reading ability as well as content knowledge of the topic.		
Course Goals	<p>After successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> *Understand information from various multimedia sources *Engage in critical thinking *Share opinions with others in class *Discuss international current events with others 		
Course Schedule	<p>In each lesson, students will engage with the class topic for a short time, answering content-based questions about the readings, and then discuss with the class.</p> <p>-Weekly Quiz Each class will begin with a quiz to check comprehension of the readings prior to classroom activities.</p> <p>-Final Exam Students will be required to complete a final exam as part of the course assessment</p>		
Homework	Students will be expected to complete assignments in and outside of the classroom. Preparation before class is expected, and students who do not prepare before class may have trouble completing assignments in-class. The instructor will give clear directions about expectations in class, and how to prepare for the next class, through readings and/or homework assignments. If students do not review the materials, they may not be able to perform well in homework and exams, and may be unable to gain credit. Students are asked to prepare for each class session seriously in order to get the most out of our class.		
Grading System	<p>Grading System</p> <p>Course Credit Requirements:</p> <ol style="list-style-type: none"> 1. Complete both the Midterm and Final Exam 2. Attend 12 out of 15 classes. 3. Arrive on time for class (If you are late 3 times, it will be counted as 1 absence) <p>Grading:</p> <p>Participation (20%) Quizzes (30%) Exams (Final) (50%)</p>		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score < 500) may register for this course. Students will access all class materials, quizzes, and homework assignments via devices (laptops, smartphones, tablets) in the classroom.		

Course Name	Current Events in Language and Society		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	1000	Course Number	027040
Instructor(s) (Institution)	Marshall Drolet Klassen (大学院メディア・コミュニケーション研究院)		
Course Objectives	This course will focus on current events from an international perspective. Materials will include reading newspapers, watching news media, documentaries, TED talks, and other mass media in English. Students will also be asked to think critically about news reports and news media, and may challenge their own worldviews. In this lecture series, students will be expected to read/listen/watch the materials in each class, complete the assigned homework, and actively engage in classroom activities and discussion for full marks. Homework assignments will assess students' reading ability as well as content knowledge of the topic.		
Course Goals	<p>After successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> *Understand information from various multimedia sources *Engage in critical thinking *Share opinions with others in class *Discuss international current events with others 		
Course Schedule	<p>In each lesson, students will engage with the class topic for a short time, answering content-based questions about the readings, and then discuss with the class.</p> <p>-Weekly Quiz Each class will begin with a quiz to check comprehension of the readings prior to classroom activities.</p> <p>-Final Exam Students will be required to complete a final exam as part of the course assessment</p>		
Homework	Students will be expected to complete assignments in and outside of the classroom. Preparation before class is expected, and students who do not prepare before class may have trouble completing assignments in-class. The instructor will give clear directions about expectations in class, and how to prepare for the next class, through readings and/or homework assignments. If students do not review the materials, they may not be able to perform well in homework and exams, and may be unable to gain credit. Students are asked to prepare for each class session seriously in order to get the most out of our class.		
Grading System	<p>Grading System</p> <p>Course Credit Requirements:</p> <ol style="list-style-type: none"> 1. Complete both the Midterm and Final Exam 2. Attend 12 out of 15 classes. 3. Arrive on time for class (If you are late 3 times, it will be counted as 1 absence) <p>Grading:</p> <p>Participation (20%) Quizzes (30%) Exams (Final) (50%)</p>		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score < 500) may register for this course. Students will access all class materials, quizzes, and homework assignments via devices (laptops, smartphones, tablets) in the classroom.		

Course Name	Film Language and Culture		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	1000	Course Number	027041
Instructor(s) (Institution)	Spicer PAUL (大学院メディア・コミュニケーション研究院)		
Course Objectives	<p>Introduction to Film Language and Culture is designed specifically for students who have had little, or no previous encounters with Film Studies. Upon successful completion of this course, students should be able to:</p> <ul style="list-style-type: none"> • visually analyse and decode texts • display an understanding of the various roles that film plays in different social, cultural, and national contexts • understand the importance of visual and aural metaphor • display an awareness of gender roles and their deployment in garnering both empathetic and sympathetic responses from an audience • develop an appreciation of how a combination of industrial, commercial, and artistic factors work together to shape cinema • apply relevant film theories to highlight and articulate ideas 		
Course Goals	<p>1 : Students can understand the basic requirements for textual analysis 2 : Students are able to analyse images at an intermediate level 3 : Students are familiar with analytical terms and their application 4 : Students are aware of the relationship between cinema and society</p>		
Course Schedule	<p>Class #1: Introduction to Language and Culture through Film This initial lecture will be delivered in two sections: The first will serve as an introduction to studying film and culture at university. Student expectations and course outlines will be covered. This lecture will also explain the assessment criteria and the expectations and standards that need to be adhered to. In the second half of the lecture, we will discuss how we can 'read' a film and examine some techniques that filmmakers use to convey their message. Finally, we will analyse a key scene from the film Psycho (Hitchcock, 1960). Preparation for class 2: Read the syllabus. Read the given reading. Download and watch a video on 'Camera Techniques' **This video should be watched and studied throughout the course. All students should be able to easily identify all of the techniques shown in the video** Review: in-class notes</p> <p>Class #2: Terminology and Film Language This lecture will focus on academic writing and researching for film. The session will also introduce students to key theories and terminology which are necessary when writing about, presenting, and discussing film. We will also examine different cinematic techniques – Camera Angles – Editing (Montage and One-Scene-One-Shot), and how, and for what purpose, they are deployed. Preparation for class 3: Given reading. Review: In-class notes</p> <p>Class #3: Mise en Scène Mise en scène is the collective term, derived from the French (theatre), for the contents of the film frame and their arrangement. This would include lighting, costume, set design, and the actors themselves. This week's lecture examines each of the key constituents of mise en scène with reference to a range of film examples. But we should remember that we are considering not simply the contents of the frame, but also how those elements are arranged and given meaning. Photography, editing, sound, and music will also determine these aspects. Preparation for class 4: Given reading. Review: In-class notes</p> <p>Class #4: Film Style: Lighting and Soundscape When watching a film, we are often drawn to the visual elements of a scene - the costumes, the setting, and the characters; what we often tend to forget is the crucial role that both lighting and sound can have on the emotional elements of cinema. This lecture will examine both lighting and sound and explore how they are used to complement the visual</p>		

effect of cinema. We will highlight some key figures in both arts, including two of Steven Spielberg's regular collaborators, cinematographer Janusz Kaminski, and composer John Williams.

Preparation for class 5: Given reading.

Review: In-class notes

Class #5: Genre Theory

In this class, we will ask the question 'what is genre'? Exploring genre theory in depth, we will go on to examine how the genre can both help and hinder our own analysis. Film writers, makers and financiers have a mutual dependence upon stable objects of study and stable products. This explains the importance of genre to film studies. For the film industry, genres help to predict audience demand. For audiences, generic understandings are central to the enjoyment of films. In this lecture we will examine what is genre, what makes a genre, and how can we use our theoretical knowledge to differentiate between the genres?

Preparation for class 6: Given reading.

Review: In-class notes

Class #6: Film Authorship

In 1954, French film critic Francois Truffaut wrote an essay entitled *Une Certaine Tendance du Cinema Francais*. In this work, he argued that through film, a director can express his beliefs, world view and his passions (personal/social/political/sexual). These ideas were later to be known as 'the auteur theory'. The worth of this theory has been questioned by many, but it is particularly useful as a starting point for the interpretation of film. Auteur theory suggests that a director can use the commercial apparatus of filmmaking in the same way that a writer uses a pen, or a painter uses paint and a paintbrush. In this lecture, we will examine Truffaut's ideas, and discuss the advantages, and disadvantages of approaching film in such a way.

Preparation for class 7: Given reading.

Review: In-class notes

Class #7: Approaches to Film Analysis (Pt. 1)

Over the next two lectures, we will explore the methods that we can use to analyse films. Several key theories will be introduced. In this, the first of two lectures on the subject, we will look at the first of our three key theories, semiotics, and explore how we can use this to assist us in our reading of a text.

Preparation for class 8: Given reading.

Review: In-class notes

Class #8: Approaches to Film Analysis (Pt.2)

This lecture continues our exploration of how to approach the analysis of film. In class 7, we explored the importance of semiotic theory, in this lecture we continue with our study by looking at two further approaches, structuralism, and contextualism. Several key film clips will be shown which will help to illuminate these theoretical approaches.

Preparation for Week 9 test: Instructions will be given in class:

Review: In-class notes

Class #9: Textual Analysis Test (Assessment #1)

In this class, students will be asked to use the theoretical knowledge they have thus far acquired, to analyse a 3-5-minute film clip. Each clip will be shown multiple times, and the students must take notes of key elements of each scene. Students must then write an analysis of the clip shown. The deadline for this task is one week from the assessment. Students can either e-mail me their finished analysis (before Class #10) or hand in a hard copy of their work during the week 10 class.

Class #10: Case Study #1 (Theme TBC). Lecture: In this class, we will put what we have learned thus far to the test by exploring a specific theme/theory.

Class #11: Case Study #1. Screening TBC: This week, students will put their analytical skills to the test, and watch a film which relates to the previous week's lecture.

Class #12: Case Study #2 (Theme TBC). Lecture: In this class, we will put what we have learned thus far to the test by exploring a specific theme/theory.

Class #13: Case Study #2. Screening TBC: This week, students will put their analytical skills to the test, and watch a film which relates to the previous week's lecture.

Class #14: Classical Film Narrative: Structure and Subversion - Lecture

The primary objective of the Classical Narrative Mode is to be easily understood by a cinema audience. Therefore, the films that are created in this Mode can be referred to as 'easy to watch', films that do not require the audience to 'fill in gaps' or 'think too much about the plot'. When we study film narrative, we are examining the story. Film practitioners use techniques that give us the necessary information to allow us to understand what is happening, why, where, and when. As a viewer, we need to examine the structure, the events that advance the narrative, and the events that cause the characters to act or react in certain ways. In addition, we also need to be aware of key information (visual or verbal), which gives us clues as to the mindset of the characters, their position in the world, and their actions and motivation. Whether it is a horror film or a romantic comedy, there is a generic pattern (or Mode), to cinematic storytelling which adheres to several rules.

	<p>However, some film directors challenge this Classical Narrative Mode, encouraging audiences to fully engage to make sense of their work. Filmmakers such as Michael Haneke, David Lynch, Chan-wook Park, and Christopher Nolan subvert the Classical Narrative Mode, and can leave audiences confused or struggling to understand what they are seeing and why? This lecture will first address what constitutes the classical narrative mode before going on to examine the methods that directors use to subvert it.</p> <p>Review: in-class notes</p> <p>Class #15: Classical Film Narrative: Structure and Subversion - Screening This week, students will put their analytical skills to the test, and watch a film which relates to the previous week's lecture.</p> <p>Preparation: Review course material and personal notes in preparation for the week 16 test</p> <p>Class #16: Final Test</p>
Homework	<p>Students will be expected to positively do preparation for and review of lesson material. Instructors will give a general explanation regarding preparations for the course at the beginning of the semester and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and may be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.</p>
Grading System	<p>Class Participation/Engagement - 30% (2% per class) Textual Analysis 500+ words - 35% Final Test 35%</p>
Textbooks / Reading List	
Websites	
Website of Laboratory	
Additional Information	<p>**PLEASE READ CAREFULLY**</p> <p>Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score < 500) may register for this course.</p> <p>Lecture topics are subject to change. Students will be notified in class if this is the case.</p> <p>It is the responsibility of any student who misses a class to catch up with the lecture's theme and to request any readings, and necessary viewings which were given during the lecture.</p> <p>Film Language & Culture relies heavily on film history and various film theories. Therefore, students must be thoroughly engaged with film and film culture.</p> <p>It is advised that if you are thinking about taking this class, then you attend the first class as the information contained therein is extremely important.</p> <p>Any student who is sleeping/using a phone/not engaging with the subject will be penalised through their attendance and class participation score.</p>

Course Name	Clear Communication in Academic Presentations		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	1000	Course Number	027042
Instructor(s) (Institution)	Marshall Drolet Klassen (大学院メディア・コミュニケーション研究院)		
Course Objectives	This course will help improve your listening and speaking skills, with a primary focus on giving better presentations in English.		
Course Goals	<p>After successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> *Understand academic presentations in English *Identify aspects of effective presentations *Give a presentation effectively in English 		
Course Schedule	<p>Week 1: Introduction Weeks 2- 5: Focus on model presentations Week 6: Group Presentations - 1 Weeks 7- 9: Focus on delivery Week 10: Group Presentations - 2 Week 11 - 13 : Focus on visuals Week 14 & 15: Individual Presentations</p>		
Homework	Students will be expected to complete assignments in and outside of the classroom. Preparation before class is expected, and students who do not prepare before class may have trouble completing assignments in-class. The instructor will give clear directions about expectations in class, and how to prepare for the next class, through readings and/or homework assignments. If students do not review the materials, they may not be able to perform well in homework and exams, and may be unable to gain credit. Students are asked to prepare for each class session seriously in order to get the most out of our class.		
Grading System	<p>Grading System Course Credit Requirements: 1. Participate in group and individual presentations 2. Attend 12 out of 15 classes. 3. Arrive on time for class (If you are late 3 times, it will be counted as 1 absence)</p> <p>Grading: Participation (20%) Quizzes (30%) Exams (Presentations) (50%)</p>		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score < 500) may register for this course. Students will access all class materials, quizzes, and homework assignments via devices (laptops, smartphones, tablets) in the classroom.		

Course Name	Clear Communication in Academic Presentations		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	1000	Course Number	027043
Instructor(s) (Institution)	Marshall Drolet Klassen (大学院メディア・コミュニケーション研究院)		
Course Objectives	This course will help improve your listening and speaking skills, with a primary focus on giving better presentations in English.		
Course Goals	<p>After successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> *Understand academic presentations in English *Identify aspects of effective presentations *Give a presentation effectively in English 		
Course Schedule	<p>Week 1: Introduction Weeks 2- 5: Focus on model presentations Week 6: Group Presentations - 1 Weeks 7- 9: Focus on delivery Week 10: Group Presentations - 2 Week 11 - 13 : Focus on visuals Week 14 & 15: Individual Presentations</p>		
Homework	Students will be expected to complete assignments in and outside of the classroom. Preparation before class is expected, and students who do not prepare before class may have trouble completing assignments in-class. The instructor will give clear directions about expectations in class, and how to prepare for the next class, through readings and/or homework assignments. If students do not review the materials, they may not be able to perform well in homework and exams, and may be unable to gain credit. Students are asked to prepare for each class session seriously in order to get the most out of our class.		
Grading System	<p>Grading System Course Credit Requirements: 1. Participate in group and individual presentations 2. Attend 12 out of 15 classes. 3. Arrive on time for class (If you are late 3 times, it will be counted as 1 absence)</p> <p>Grading: Participation (20%) Quizzes (30%) Exams (Presentations) (50%)</p>		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score < 500) may register for this course. Students will access all class materials, quizzes, and homework assignments via devices (laptops, smartphones, tablets) in the classroom.		

Course Name	Indigenous Peoples and Education I		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	1000	Course Number	027044
Instructor(s) (Institution)	Jeffry Joseph GAYMAN (大学院メディア・コミュニケーション研究院)		
Course Objectives	<p>The purpose of this course is to deepen students' intercultural understanding through focusing on the topic of education as it relates to Indigenous Peoples and their aspirations and needs. Students will be introduced to the unique position of Indigenous Peoples in world history, general issues of Indigenous peoples as related to cultural transmission and education, and Indigenous responses to the educational challenges that they face.</p> <p>The course will use a variety of media including books, newspaper articles, interviews, video, film, You Tube, as well as actual Indigenous educational materials, in order to allow students to experience Indigenous society and culture and its issues in a firsthand way. Students will be given ample opportunities in class to discuss their own culture and experiences as related to the course topics, and thus extend their analytical and critical thinking skills and improve their oral and written skills of persuasion and critical commentary.</p>		
Course Goals	<ul style="list-style-type: none"> ○ To understand the unique position of Indigenous Peoples in world history, and through doing so to gain a deeper understanding of the relation between majority and minority peoples. ○ To critically reflect on the role of the environment, and of education, in cultural transmission and maintenance, and to become aware of the special needs of Indigenous peoples with regard to education. ○ To increase cultural sensitivity. ○ To critically reflect on power relations in society. ○ To increase knowledge and awareness of Indigenous peoples lives, issues and values, with a focus on the Indigenous Peoples of Aotearoa/New Zealand, Alaska, Hawaii, Scandinavia, and Japan. ○ To critically reflect on the relation between language, culture and identity, and on how we acquire and transmit our Native as well as second languages. 		
Course Schedule	<p>Week 1 Native Knowledge Systems Week 2 Native Knowledge Systems CONT Stories and the Oral Tradition Imperialism, Colonialism and 'Indigenous Peoples' Week 3 Native Knowledge Systems CONT Stories and the Oral Tradition Week 4 Review and Discussion Week 5 Imperialism, Colonialism and 'Indigenous Peoples' Week 6 The Nation-State and Schooling/Assimilatory Education Week 7 Language Shift and Loss of Tradition Week 8 "Culturally-Responsive Education"and The Indigenous Response to Mainstream Education Week 9 The Maori Education Initiative Week 10 The Hawaiian Education Initiative Week 11 Saami Educational Initiatives Week 12 Native Alaskan Education Week 13 The World Indigenous Peoples' Conference on Education / Indigenous Higher Education Week 14 The Ainu People, Cultural Transmission and Education I Week 15 The Ainu People, Cultural Transmission and Education II</p>		
Homework	<p>Students will be expected to positively do preparation for and review of lesson material. The instructor will give a general explanation regarding preparations for the course at the beginning of the semester, and will also provide specific instructions as appropriate throughout the semester regarding preparation for individual classes. Students will also be expected to proactively establish their own goals and learning plans and to carry them out by themselves. If students do not prepare adequately, they may fail to master the content of the course and consequently there is a possibility that they be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.</p>		
Grading System	<p>Participation and Preparation (40%), Oral Presentations (20%), Journal/Final Paper (40%)</p> <p>Participation and Preparation (40%) Students who positively participate in class discussions and are well prepared for class with examples and/or questions regarding the material will receive higher marks.</p> <p>Oral Presentations (20%) Students will be required to give a 5-10 minute oral presentation from a list of weekly topics. More details will be given in the first class.</p> <p>Journal or Final Paper (40%) Students will be required to compose a final assignment in either a journal or a final paper format based on the</p>		

	course materials, class discussions, or other related material. Journal entries must address four (4) different topics addressed in class. Further details and guidelines regarding length and how to compose these written assignments will be given in class.
Textbooks / Reading List	
Websites	
Website of Laboratory	https://researchmap.jp/483/
Additional Information	This course is open to students with an Intermediate English ability (a score of 421-500 on the TOEFL-ITP), and will be also opened as a code-shared subject of “International Exchange Program”. THIS COURSE WILL BE TAUGHT AS A HYBRID COURSE OFFERED FACE-TO-FACE IN THE CLASSROOM AS WELL AS THROUGH ZOOM IN COMBINATION WITH ELMS AND/OR GOOGLE DRIVE

Course Name	Introduction to Social Theory		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	3000	Course Number	027045
Instructor(s) (Institution)	Emma Cook (大学院メディア・コミュニケーション研究院)		
Course Objectives	Social anthropology and sociology are disciplines that have developed from a long period of thinking about the social in its myriad forms. This course aims to give an introductory overview to theories of the social that have been influential in sociology ranging from 19th century thinkers to those of the 21st century, and to explore their relevance in the 21st century.		
Course Goals	<ol style="list-style-type: none"> 1. Students will gain an overview of some of the main thinkers that have influenced how society and social life has been theorised in sociology and social anthropology. 2. Students will develop the ability to analyse social theories based on their historical context and explore the applicability of these theories to life in the twenty-first century. 		
Course Schedule	<ol style="list-style-type: none"> 1. Introduction: What is Social Theory? 2. Karl Marx 3. Emile Durkheim 4. Max Weber 5. Structuralism / Structural-Functionalism 6. Critical Theory and the Frankfurt School 7. Exchange, Networks and Rational Choice Theory 8. Essays 9. Symbolic Interactionism 10. Phenomenology 11. Feminist Theories 12. Michel Foucault 13. Pierre Bourdieu 14. Globalisation 15. Reflections: What's the Point of Social Theory? 		
Homework	Weekly readings are assigned and students must submit a discussion question based on the reading each week, as well as write reflection comments on the topic covered each week.		
Grading System	Discussion Questions: 30% Essay: 70%		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	A strong command of English is needed to take this course, and the course schedule and syllabus are subject to change.		

Course Name	Introduction to Japanese Society		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	2000	Course Number	027046
Instructor(s) (Institution)	Emma Cook (大学院メディア・コミュニケーション研究院)		
Course Objectives	This course has three core aims. First this course is an introduction to Japanese society with a particular focus on understanding social institutions and social issues within contemporary society. Second, you will be introduced to some of the core topics of interest to anthropologists and sociologists in their study of social life. Third, you will learn how to analyse the everyday through engagement with texts on Japanese society.		
Course Goals	Students will 1. Gain a clear introductory understanding of institutions and social issues within contemporary Japanese society 2. Learn how to analyse the everyday through engagement with texts on Japanese society		
Course Schedule	<ol style="list-style-type: none"> 1. Introduction 2. Social Structure: Class and Stratification 3. Kinship and Family 4. Education and Socialization 5. Labour and Employment Systems 6. Religion and Ritual 7. Disability and Illness 8. Gender and Identity 9. Minorities, Ethnicity and Status 10. Migration 11. Deviance and Crime 12. Social Movements and Protest 13. Environmental Issues 14. Essay 15. Review and Feedback 		
Homework	Weekly readings are assigned. Students must submit a discussion question based on those readings each week and provide reflection comments after class.		
Grading System	Discussion Questions: 30% Reflection Comments: 30% Essay: 40%		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	A strong command of English is needed to take this course, and the course schedule, syllabus, and grading system may be subject to change.		

Course Name	Gender and Sexuality in Contemporary Japan		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	2000	Course Number	027047
Instructor(s) (Institution)	Emma Cook (大学院メディア・コミュニケーション研究院)		
Course Objectives	The aims of this course are to give a broad overview of gender, sexuality and society with a particular focus on contemporary Japanese society. The classes alternate theories and ethnographies allowing students to see how theories relate to real life. We will explore a variety of theoretical, ethnographic and documentary materials to how gender and sexuality has been understood and experienced in the socio-historical context of postwar Japan and will also analyse how ethnographic studies can qualify and inform questions about gender in society. Therefore the course, whilst focusing mostly on Japan, will also be inherently comparative in context and scope.		
Course Goals	By the end of the course students should be able to: 1. Understand and critically analyse some of the main theories of gender and sexuality. 2. Have a clear understanding of the various ways in which gender, sexuality and society intersect in Japan. 3. Be able to critically analyse the 'everyday': those events that initially appear so normal that they do not warrant analysis. 4. Students will learn to ask critical questions in this course instead of focusing only on coming up with answers.		
Course Schedule	<ol style="list-style-type: none"> 1. Introduction to the Course 2. Gender Theories: Nature/Culture Debates 3. Intersections: Japanese Feminism and Nature/Culture Debates 4. Gender Theories: Heterosexuality, Heteronormativity and the Sex-Gender System 5. Intersections: The Sex-Gender System at Home in Japan 6. Gender Theories: Hegemonic Masculinities. 7. Intersections: Gender at Work in Japan 8. Documentary: Japan: A Story of Love and Hate 9. Gender Theories: Performance and Performativity 10. Documentary: Shinjuku Boys 11. Gender Theories: Queer Theory 12. Sexualities and Sexual Rights in Japan 13. Documentary: The Great Happiness Space 14. Student Presentations 15. Student Presentations 		
Homework	Required readings are given each week. Students must submit at least one discussion question based on these readings each week before class and write weekly reflection comments.		
Grading System	Discussion Questions (20%) Reading Presentation (20%) Research Presentation (20%) Final Essay (40%)		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Please note that an excellent command of English is needed for this course and the course schedule, syllabus and grading system may be subject to change.		

Course Name	Culture I (Theory)		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	3000	Course Number	027048
Instructor(s) (Institution)	SUSANNE Klien (大学院メディア・コミュニケーション研究院)		
Course Objectives	To become familiar with and constructively engage with the representative theoretical discourses and paradigms in cultural studies.		
Course Goals	To read, discuss and critically assess some of the seminal works in cultural studies. To develop analytical skills and improve reading skills with regards to academic literature and academic writing skills in general as well as chairing and discussion skills in class.		
Course Schedule	Week 1: Course Introduction Week 2: Concepts of culture Week 3: Structures of culture Week 4: Identity and difference Week 5: Subjects, bodies, selves Week 6: Globalization and culture Week 7: Tradition and culture Week 8: Mid-term exam Week 9: Risk Week 10: Representation, discourse and resistance Week 11: Consumption and agency Week 12: Space Week 13: Rituals Week 14: Mobility Week 15: Human-animal relations Week 16: Final exam Note that session themes may be subject to change.		
Homework	Information on readings and additional teaching materials will be provided in the introductory session.		
Grading System	Class discussions and discussion questions before class (20%), presentation/chairing (30%), mid-term exam (25%), final essay (25%).		
Textbooks / Reading List			
Websites			
Website of Laboratory	Detailed information including access to course materials will be provided in the first session and on ELMS. You can find a copy of this syllabus online and access all teaching materials at Google Classroom (classroom.google.com). GC Code: gvo4l2e		
Additional Information	Note that this course requires advanced spoken English as the course is highly interactive. Students will be expected to critically read academic texts in advance of each session and engage in discussion throughout the course. Note that session themes may be subject to change. Check details about access to materials and link on ELMS. You can find a copy of this syllabus online and access all teaching materials at Google Classroom (classroom.google.com). GC Code: gvo4l2e		

Course Name	Introduction to Japanese History I: Between War and Peace		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	3000	Course Number	027049
Instructor(s) (Institution)	SCHILTZ MICHAEL (大学院メディア・コミュニケーション研究院)		
Course Objectives	Japan's experience with modernity was ridden with conflicts, outright wars, and the continuous threat to the nation's survival in a voracious, Hobbesian world. This introductory course outlines the international dimensions of that experience, and demonstrates the ways in which this experience inexorably shaped the contours of the policy debates with regards to the country's international positioning. Concretely, we study the dynamics behind and meaning of the ambition to 'leave Asia' (脱亜論 datsu-a ron), become the 'Great-Britain of the East'; and yet later, to return to Asia as the region's savior (the 'yellow burden').		
Course Goals	The important hallmark of this course is its explicitly anti-humanist or sociological stance. Rather than focusing on key historical figures and their decisions, we will identify social forces that extend far beyond the limited scope of human agency. Instead, we focus on the ways in which technologies (of warfare, telecommunications, transport, finance etc.) possess a self-propelling dynamic: they reinforce their importance, so to speak, and become both tools and objectives of modern development. Taken together, they demonstrate the inherently international outlook of modern society, while paradoxically employing a vocabulary of segregation: the semantics of the 'nation state' and 'national culture'. How the latter relates to and interacts with internationalization, and how this interaction produces regimes of rewards and punishment are core themes in all sessions. In this course, a truly international perspective on Japanese history ('Japan in Asia' / 'Japan and the West') is paramount. As a reference guide to existing debates in a host of interdisciplinary fields (medium theory, systems theory, and so on), each session provides links to broader secondary sources.		
Course Schedule	<ol style="list-style-type: none"> 1. Wake-up call: the Opium wars 2. Gunboat diplomacy and the 'imperialism of free trade' 3. The threat of irrelevance and annihilation: the bakumatsu currency crisis 4. Rebellion and its aftermath: inflation and induced deflation 5. The Sino-Japanese War 6. The Boxer rebellion: victory of Western technologies 7. The Anglo-Japanese alliance: Japan as a linchpin in the Great-Britain led world order 8. The Russo-Japanese War as World War Zero 9. Japan in World War I 10. The Siberian Intervention 11. Japan returns to Asia 12. The Manchurian incident 13. Militarism and Japanese Lebensraum in Manchuria 14. 'Use the war to feed the war': the road to World War II 15. The total defeat of blocism and the Pax Americana 		
Homework	<p>From session 2 on, small student groups may be assigned to introduce topics to be discussed. This may include both historical matter and/or their contemporary implications.</p> <p>Students are expected to:</p> <ol style="list-style-type: none"> 1. to participate in the course as a whole: doing the essential reading for each week's topic, and coming prepared to question and intervene. 2. To provide written and oral comments. 3. To Research, write, present, and defend your argument and choice of topic to be discussed. 4. When presenting, students should go beyond the narrow content of the reading to be presented; develop an argument as a coherent whole, e.g. by focusing on theoretical issues (e.g. the relationship between (political) power and violence, methodological ones (for instance the nature of the relationship between 'ideas' and the material/technological/... contexts in which they are shaped) 		
Grading System	<p>Evaluation will be based on: reading notes, class discussions (other means of evaluation may be discussed with the students).</p> <p>There is no paper to be written: instead, students are asked to make 'smart', elaborate and interactive presentations (these are a must). They are responsible for putting the presented reading in context, and act as 'moderator' for the follow-up discussion. Although all grading is characterized by an inherent opacity (if only for the simple reason that every presentation pertains to different material and a different session), here are some simple rules:</p> <ul style="list-style-type: none"> - students presenting on several occasions will receive a higher grade - students making elaborate presentations (including audiovisual material, links to primary sources etc.) will be rewarded for the extra effort - showing that you mastered the readings by partaking actively in the discussions is a plus. 		

	As this class is an example of problem-based learning and the 'flipped classroom', it strongly encourages and rewards participation; vice versa, it penalizes a passive or absent behavior. **Concretely, 80 percent of your grade is based on reading notes; the remaining 20 percent is reserved for class discussion.**
Textbooks / Reading List	
Websites	
Website of Laboratory	https://github.com/michaelschiltz/Japanese_History_1/blob/master/README.md
Additional Information	<p>**This class is, at least for now, an online class organized through Google Classroom. For the classroom code, see the ELMS system. However, if the Covid situation permits, and in accordance with university policy, the format may change to an in-person class on campus. Note, however, that Google classroom remains in place for the submission of homework and the formulation of discussion points throughout the course.**</p> <p>Introductory reading: Gordon, Andrew. 2013. A Modern History of Japan: From Tokugawa Times to the Present. 3 edition. New York: Oxford University Press.</p> <p>Some basic rules: whereas attendance is considered crucial, merely being present in class is insufficient to pass. Active participation is prerequisite. Checking social media or constantly looking at your phone during class is discouraging and even disturbing for your peers, so should be avoided. This class demands a considerable degree of commitment; do not take this class if you are not motivated.</p>

Course Name	Mindhacks: Organizing your Resources and Research in the Internet Era		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	3000	Course Number	027050
Instructor(s) (Institution)	SCHILTZ MICHAEL (大学院メディア・コミュニケーション研究院)		
Course Objectives	<p>Thanks to the groundbreaking works of historians, anthropologists, sociologists and researchers in related interdisciplinary fields (medium theory, cybernetics), it has by now become accepted wisdom that not only the amount, but also the nature of scientific knowledge is a function of the constraints and opportunities that are hard-wired into the communication technologies that contain it. We are nowadays experiencing yet another sea change in information production and dissemination, conveniently summarized as the 'digital revolution'.</p> <p>Exploring the disruptive impact of the latter on the production of scientific knowledge is the mainstay of this course and project. As this course does not believe in the usefulness of the traditional lecture (and neither should you), the approach is 'hands-on': through the concrete manipulation of a wide range of (scholarly) tools, students will gradually be made aware of how conceptual domains and knowledge categories are shifting and emerging, and what types of attention will be indispensable when doing research in the aftermath (and mirror) of the 'Gutenberg Galaxy'....</p>		
Course Goals	<p>This course will take students on a digital journey which includes the management of bibliographic sources, alternative methods of writing and publication, tools for integrating writing and data analysis, etcetera. We also look into contemporary debates on preservation, data visualization, the relevance of academic debate in modern society, and what else. At all times will we be reminded of the fact that the medium is the message. Eventually -and thereby even going against Marshall McLuhan's famous dictum, we discover that what we refer to as 'man' may well be the extension of technologies and communication media, rather than the other way around.</p>		
Course Schedule	<p>Session 1: bibliographic management Session 2: more research within the browser window Session 3: the science of search Session 4: collaborative work and reproducible research (1) Session 5: collaborative work and reproducible research (2) Session 6: collaborative work and reproducible research (3) Session 7: organizing knowledge and classification systems Session 8: about OpenAccess Session 9: sustainable writing -publishing - preservation Session 10: licensing your work Session 11: data and data visualization Session 12: big data & social network analysis Session 13: encryption - anonymity - safety - whistleblowing (1) Session 14: encryption - anonymity - safety - whistleblowing (2) Session 15: where do we go from here?</p>		
Homework	<p>From session 2 onwards, small student groups may be assigned to introduce topics to be discussed. This may include both historical matter and/or their contemporary implications. Students are expected to:</p> <ul style="list-style-type: none"> - participate in the course as a whole: doing the essential reading for each week's topic, and coming prepared to question and intervene. - provide written and oral comments; - research, write, present, and defend your argument and choice of topic to be discussed. - When presenting, students should go beyond the narrow content of the reading to be presented: develop an argument as a coherent whole, e.g. by focusing on theoretical issues (e.g. the relationship between (political) power and violence, methodological ones (for instance the nature of the relationship between 'ideas' and the material/technological/... contexts in which they are shaped), and... - ...most importantly, to **bring their laptops into class**! 		
Grading System	<p>As this course (just as my other courses) does not believe in the usefulness of final grades, the evaluation will be based on: reading notes, class discussions (other means of evaluation may be discussed with the students), and so in. There is no paper to be written; instead, students are asked to make 'smart', elaborate and interactive presentations. They are responsible for putting the presented reading in context and act as 'moderator' for the follow-up discussion. Although all grading is characterized by an inherent opacity (if only for the simple reason that every presentation relates to different material and takes place in a different session), here are some simple rules:</p> <p>1. students presenting on several occasions will receive a higher grade</p>		

	<p>2. students making elaborate presentations (including audiovisual material, links to primary sources etc.) will be rewarded for the extra effort</p> <p>3. showing that you mastered the readings by partaking actively in the discussions is a plus.</p> <p>As this class is an example of problem-based learning and the 'flipped classroom', it strongly encourages and rewards participation; vice versa, it penalizes a passive or absent behavior. Concretely, **80 percent of your grade is based on class discussion; the remaining 20 percent is reserved for presentations.**</p> <p>Some basic rules: whereas attendance is considered crucial, merely being present in class is insufficient to pass. Active participation is prerequisite. Checking social media or constantly looking at your phone during class is discouraging and even disturbing for your peers, so should be avoided. This class demands a considerable degree of commitment; do not take this class if you are not motivated.</p>
Textbooks / Reading List	
Websites	
Website of Laboratory	https://github.com/michaelschiltz/bit-by-bit/blob/master/README.md
Additional Information	<p>**This class is, at least for now, an in-person class that uses Google classroom for assignments and news (お知らせ). For the classroom code, see the ELMS system. However, if the Covid situation deteriorates, and in accordance with university policy, the format may change to an online class. Note, however, that Google classroom remains in place for the submission of homework and the formulation of discussion points throughout the course.**</p>

Course Name	Japanese History (Theory & Practice) I		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	3000	Course Number	027051
Instructor(s) (Institution)	BULL JONATHAN EDWARD (大学院メディア・コミュニケーション研究院)		
Course Objectives	How do historians formulate, research and write up their projects? If you are interested in taking a practical, hands-on class that engages with these questions then please consider taking this course. The first two weeks provide an overview of the skills you will need to be successful on this course. From weeks 3 to 9 we will read the book <i>Thinking about History</i> (University of Chicago Press, 2017) by Sarah Maza. While reading this book you will have the opportunity to analyse research about Japanese history to see how it compares to the ideas set out by Maza. During weeks 11 and 12, in consultation with the teacher, students will be able to choose the class readings. The choices will come from various books which explain how historians use different kinds of sources such as diaries, letters and memoirs. The last weeks of the class will be for student presentations where you will have the chance to explain what you have learnt from the course.		
Course Goals	By the end of the course you should be able to: 1) Analyse how social historians and cultural historians pose research questions and seek to answer them 2) Formulate your own research questions using the frameworks of social and cultural history		
Course Schedule	<p>Week 1: Guidance</p> <p>Week 2: Finding out what interests you about studying history</p> <p>Week 3: Maza, <i>Thinking about History</i> Chapter 1: The History of Whom? Presentation reading to be decided by students</p> <p>Week 4: Maza, <i>Thinking about History</i> Chapter 2: The History of Where? Presentation reading to be decided by students</p> <p>Week 5: Maza, <i>Thinking about History</i> Chapter 3: The History of What? Presentation reading to be decided by students</p> <p>Week 6: Discussion about Asahi newspaper article</p> <p>Week 7: Maza, <i>Thinking about History</i> Chapter 4: How is History Produced? Presentation reading to be decided by students</p> <p>Week 8: Maza, <i>Thinking about History</i> Chapter 5: Causes or Meanings? Presentation reading to be decided by students</p> <p>Week 9: Maza, <i>Thinking about History</i> Chapter 6: Facts or Fictions? Presentation reading to be decided by students</p> <p>Week 10: Using film as a historical source</p> <p>Week 11: Topic/reading to be decided in consultation with class To be selected from Penny Summerfield, <i>Histories of the Self</i> (Routledge, 2019)</p> <p>Week 12: Topic/reading to be decided in consultation with class To be selected from Penny Summerfield, <i>Histories of the Self</i> (Routledge, 2019)</p> <p>Week 13: End of course presentations</p>		

	Week 14: End of course presentations Week 15: End of course review
Homework	There will be weekly homework (this will almost always involve reading between 30 to 40 pages in English).
Grading System	Weekly homework assignments = 40% Group presentation = 20% End of course presentation = 30% End of course reflection task = 10%
Textbooks / Reading List	
Websites	
Website of Laboratory	
Additional Information	NOTE: Information in this online syllabus is subject to change once I know who is taking the class. A full syllabus will be provided at the start of term.

Course Name	The Allied Occupation of Japan and the collapse of the Japanese Empire		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	3000	Course Number	027052
Instructor(s) (Institution)	BULL JONATHAN EDWARD (大学院メディア・コミュニケーション研究院)		
Course Objectives	<p>Soon after defeat in the Asia-Pacific War in August 1945, Japan was subject to the Allied Occupation which officially ended in April 1952. Although the Occupation was meant to operate co-operatively among the wartime Allies (US, USSR, China and Britain), the reality was that the US quickly took control. The relationship that developed between Japan and the US during the Occupation is of great importance for understanding Japanese society after 1945. However, the emergence of the US-Japan relationship is only part of the story of the Occupation years. Also of significant consequence is the collapse of the Japanese empire. How did the collapse of the empire affect Japanese society after 1945 and East Asia in general? This course will therefore examine the Occupation not only through the lens of postwar Japanese-American relations but also through that of Japan's post-imperial relations with its former colonies.</p>		
Course Goals	<ol style="list-style-type: none"> 1) Assess the political, social and cultural impact of the Occupation period on Japan in the context of domestic and international circumstances 2) Formulate a hypothesis based on primary sources in response to a research question 3) Collaborate with your peers to make a group presentation 		
Course Schedule	<p>Course schedule Week 1: Guidance Week 2: Why did Japan decide to surrender in August 1945? (1) Week 3: Why did Japan decide to surrender in August 1945? (2)</p> <p>Week 4: How was the Japanese empire dismantled after the Second World War? (1) Week 5: How was the Japanese empire dismantled after the Second World War? (2)</p> <p>Week 6: What were some of the effects of the Occupation period on the emergence of 'Postwar Japan'? (1) Week 7: What were some of the effects of the Occupation period on the emergence of 'Postwar Japan'? (2)</p> <p>Week 8: What were some of the ways that the Soviet Union influenced Japan's deepening alliance with the United States? (1) Week 8: What were some of the ways that the Soviet Union influenced Japan's deepening alliance with the United States? (2)</p> <p>Week 9: In what ways did 'occupying the occupiers' (T. French, 2018) have a cultural impact on postwar society? (1) Week 10: In what ways did 'occupying the occupiers' (T. French, 2018) have a cultural impact on postwar society? (2)</p> <p>Week 11: to be decided in consultation with the class (topic selected from list provided by teacher based on students' interests) Week 12: to be decided in consultation with the class (topic selected from list provided by teacher based on students' interests)</p> <p>Weeks 13 and 14: student presentations</p> <p>Week 15: End of course review</p>		
Homework	There will be weekly homework (this will almost always involve reading between 30 to 40 pages in English).		

Grading System	Weekly homework assignments = 40% Group presentation = 20% End of course presentation = 30% End of course reflection task = 10%
Textbooks / Reading List	
Websites	
Website of Laboratory	
Additional Information	NOTE: Information in this online syllabus is subject to change once I know who is taking the class. A full syllabus will be provided at the start of term.

Course Name	History and Memory in Modern Japan		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	3000	Course Number	027053
Instructor(s) (Institution)	NOZAWA Shunsuke (高等教育推進機構) BULL JONATHAN EDWARD (大学院メディア・コミュニケーション研究院)		
Course Objectives	This class explores the nature of historical consciousness in contemporary Japan through analysis of concrete embodiments of memory — photographs, exhibits, monuments, and so forth. Through this exploration we hope to better understand a politics of memory and history in modern Japan as it plays out at multiple scales of encompassment — public and private, national and local, collective and individual. The semester is divided into two major segments. The first segment explores memory and materiality with a particular focus on objects in personal and intimate spheres. The second segment focuses on the interaction between history and memory as present in museum displays and monuments.		
Course Goals	<ul style="list-style-type: none"> - Apply concepts from memory studies and public history to analyse museums and monuments - Analyse the meaning of everyday and ritual objects in practices of memory-making 		
Course Schedule	<p>The semester is divided into two major segments:</p> <p>PART I: Memory, materiality, everyday life In this first segment, to be taught by Nozawa, we are primarily interested in how memory is embodied in — and cued by — concrete ‘things,’ in particular those objects found in everyday environment. Drawing on ethnographic studies investigating how people handle objects of intimate memory and interpret their material qualities, we will explore diverse stories and images of everyday life in Japan’s modernity constructed through objectification of memories and memorialization of objects.</p> <p>PART II: History and war memory What is the relationship between history and memory? How do historians approach the historical study of memory? These two questions will underpin the second half of the course taught by Bull. To think through these questions, Bull will draw on recent research he has published on the role of museums and monuments in the construction of historical memory about the Japanese empire. Students will be encouraged to think about how to apply the study of historical memory to their own interest in Japan.</p> <ul style="list-style-type: none"> - Week 1: Introduction (SN, JB) - Week 2: Family albums (SN) - Week 3: Kimono (SN) - Week 4: Dolls (SN) - Week 5: Personal histories (SN) - Week 6: History, memory, and the everyday (SN) - Week 7: Midterm assignment workshop (SN) - Week 8: Forgetting (SN) - Week 9: War memory and Japan (JB) - Week 10: The collapse of the Japanese empire and the making of post-imperial memory (JB) - Week 11: Monuments, museums and war memory (JB) - Week 12: Maizuru’s repatriation museum and local memory activists (JB) - Week 13: War memory and public history (JB) - Week 14: End of Term Workshop (JB) - Week 15: Conclusion (SN, JB) 		
Homework	Each week students will actively participate in class discussion as well as online discussion threads based on weekly required readings and tasks. Students will also conduct individual projects for midterm and final assignments.		

Grading System	Participation 20% Weekly Tasks 20% Midterm Assignment 30 % Final Assignment 30%
Textbooks / Reading List	
Websites	
Website of Laboratory	
Additional Information	<p>Course Schedule, Grading System, and Homework are subject to change.</p> <p>Join the following Google Classroom before the first session (you need your Hokudai ELMS account): https://classroom.google.com/c/NTEzNjE5MTgzNzU2?cjc=k5jyq7g</p> <p>Classes are held face-to-face. We may consider online options if necessary.</p>

Course Name	Introduction to Japanese Studies II (Culture)		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	2000	Course Number	027054
Instructor(s) (Institution)	NOZAWA Shunsuke (高等教育推進機構)		
Course Objectives	This course introduces you to an anthropological perspective on Japanese culture. We will explore various ways in which anthropological knowledge has been summoned to examine and interpret Japanese society. Topics potentially include colonialism, kinship, value, power, gender, sociality, and ethnography. Non-Japanese materials will be included as well for eliciting cross-cultural, comparative awareness.		
Course Goals	1) Acquire critical analytic tools for studying Japanese culture. 2) Identify insights and consequences of anthropological thinking. 3) Situate Japanese culture in cross-cultural and historical perspectives.		
Course Schedule	1 Introduction 2 What is 'Culture'? What is 'Japanese Culture'? 3 Critique of the National-Cultural Imaginary 4 The Fame of "Japan" 5 "Japanese Food" 6 Colonization, Anthropology, and Image of Culture 7 Modes of Otherness 8 Animal and Affective Labor -- Registers of Contact (1) 9 Intimacy, Sexuality, Value -- Registers of Contact (2) 10 Value, Sociality, Fantasy -- Registers of Contact (3) 11 Attunement and Ambience -- Registers of Contact (4) 12 Rethinking Sociality 13 Exploring Withdrawal, Disconnection, Freedom 14 Allure of Contact 15 Workshop for Final Assignment *Subject to change		
Homework	Every week students will write a short weekly comment in response to the week's assigned readings. Students will perform small research tasks several times. Students will complete Final assignment at the end of the semester. *Subject to change		
Grading System	Students will be assessed based on the following criteria: Weekly Comments (30%) Participation (20%) Mini tasks (20%) Final Assignment (30%) *Subject to change		
Textbooks / Reading List			
Websites			

Website of Laboratory	
Additional Information	<ul style="list-style-type: none">· Course Schedule, Homework, and Grading System are subject to change.· Classes are held face-to-face. Online options may be considered if necessary.· Join the following Google Classroom before the first session (you need your Hokudai ELMS account): https://classroom.google.com/c/NTkyNDUzMjQ4NjY4?cjc=wyxclkz <p>* MJSP students transitioning from the Intensive Japanese Course (Yobikatei): you should wait until you obtain your new ELMS account before joining Google Classroom.</p> <p>* MJSP students: like other compulsory classes in the MJSP curriculum (such as "Introduction to Japanese Studies" classes), you will not be able to cancel your registration.</p>

Course Name	Japanese Foreign Policy II		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	3000	Course Number	027055
Instructor(s) (Institution)	IWAMI Tadashi (大学院メディア・コミュニケーション研究院)		
Course Objectives	This course explores Japan's role in international politics. It focuses on Japan's foreign and security policies in the post-Second World War era. The course provides students with various opportunities to learn, analyze and discuss the change and continuity of Japan's foreign and security policies in both regional and global contexts. It examines some of the recent foreign and security issues surrounding Japan in the Indo-Pacific region.		
Course Goals	By the end of the course, students are expected to achieve the following course objectives: 1. Understand the critical turning points in the change and continuity of Japan's foreign and security policies in the post-Second World War period 2. Analyze and discuss various issues that have had an impact on Japan's foreign and security policies, and 3. Contribute to creating a proactive learning environment in the classroom by communicating and collaborating with the other students		
Course Schedule	Week 1 Introduction to Aspects of Japan I: Japan's Foreign and Security Policy Week 2 Japan in the Immediate Aftermath of the Second World War Week 3 Theories I: Realism Week 4 Theories II: Liberalism and Constructivism Week 5 Japan's Constitution and its Foreign and Security Posture Week 6 Japan-US Security Alliance and Regional Instability Week 7 Reviewing theories of International Security Week 8 Japan's Foreign and Security Policies in the Cold War Era Week 9 Japan's New Roles in the post-Cold War Week 10 Japan's Commitment to United Nations Peacekeeping Operations Week 11 Abe Administration and Japan's proactive role in regional and global security Week 12 Regional Instability in the Post-Abe Administration Week 13 In-class Presentation I Week 14 In-class Presentation II Week 15 Review and Wrapping up		
Homework	Read the reading materials before coming to the lecture every week		
Grading System	Research Presentation 40% Research Report 40% Class Discussion 20%		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	The lecture schedule is subject to change. The format of this class (in-person, hybrid etc.) is subject to change depending on university guidance and the BCP level.		

Course Name	Integrated Science II		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	1000	Course Number	027058
Instructor(s) (Institution)	WAKEMAN, Kevin (高等教育推進機構)		
Course Objectives	Introduce biology at the intersection of science, technology, and application. This course has the fundamental objective of covering a wide diversity of topics at the various levels of organization: cells, organisms, and the environment.		
Course Goals	<ul style="list-style-type: none"> - Students will have fundamental knowledge of cell types - Students will become familiar with the history and foundation of various fields of biology and related fields - Students will be able to discuss within a group about the various applications of biology including medical and technological applications 		
Course Schedule	<p>week 1: Course introduction, Introduction the integrated science and perspectives</p> <p>week 2: Basics of Biological Science--science and technology</p> <p>week 3: Chemical foundations of Biology</p> <p>week 4: Water and the environment</p> <p>week 5: The Oceans</p> <p>week 6: Quiz 1</p> <p>week 7: The Oceans Continued</p> <p>week 8: Diversity on planet Earth</p> <p>week 9: How we study and quantify diversity on the planet</p> <p>week 10: Inheritance and phylogeny</p> <p>week 11: Quiz 2</p> <p>week 12: Conservation genomics introduction</p> <p>week 13: Conservation genomics applications</p> <p>week 14: Final presentations</p> <p>week 15: Final presentations</p>		
Homework	This course will have weekly questions sheets and assignments. Additionally, students maybe be expected to work independently or in small groups to make presentations or write reports.		
Grading System	<p>Attendance and participation: 15%</p> <p>Homework: 20%</p> <p>Quiz 1: 20%</p> <p>Quiz 2: 20%</p> <p>Final presentation 25%</p>		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information			

Course Name	Japanese Management		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	3000	Course Number	027059
Instructor(s) (Institution)	Peter FIRKOLA (高等教育推進機構)		
Course Objectives	This course introduces the Japanese management system. First, Japanese management will be examined from a historical perspective. The key dimensions of Japanese culture and their impact on traditional management practices will then be discussed. Next, an examination of the current situation and how these traditional practices are changing.		
Course Goals	The goal of this course is to provide students with a basic understanding of Japanese management practices as well as insights into doing business with Japanese companies.		
Course Schedule	Week 1 Introduction Week 2 Management and Economics Week 3 Historical / Cultural Perspective Week 4 Traditional Management Practices Week 5 Recruitment Week 6 Training & Promotion Week 7 Media Presentations Week 8 Field Trip: Factory Tour (tentative) Week 9 Current Management Issues in Japan Week 10 An Insider's Perspective: Guest Speaker Week 11 Case Study: Successful Japanese Company Week 12 Emerging Management Trends in Japan Week 13 Presentations Week 14 Presentations Week 15 Wrap Up		
Homework	A reading assignment of 10-20 pages will be given each week (1-2 hours).		
Grading System	The evaluation will be based on class attendance and participation, a media presentation, a final report, and a final presentation. Detailed information will be provided on the first day of class.		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information			

Course Name	Career Planning		
Semester, Year	1 学期	Number of Credits	2 Credits
Course level	3000	Course Number	027060
Instructor(s) (Institution)	Peter FIRKOLA (高等教育推進機構)		
Course Objectives	This course provides an introduction to the field of career development.		
Course Goals	This course will offer students the opportunity to think about and actively plan their own careers.		
Course Schedule	Week 1 Introduction Week 2 Career Background Week 3 Key Career Concepts Week 4 Interests Week 5 Work Values Week 6 Personality Type Week 7 Aptitudes Week 8 Skills Week 9 Strengths and EQ Week 10 Visit Career Counseling Office Week 11 Creating a Career Plan Week 12 Career Trends Week 13 Presentations Week 14 Presentations Week 15 Wrap Up		
Homework	Homework assignments will be given each week (1-2 hours).		
Grading System	The evaluation will be based on class attendance and participation, a career plan report, a group paper, and a presentation of the paper. Detailed information will be provided on the first day of class.		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information			

