Course Name	**Countries and Cultures**		
Semester, Year	1st semester	**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	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	Week 1:　Introduction, class guidelines and expectations Week 2:　What are communities and what communities do we belong to? How are countries communities? Week 3: What is an "imagined community" and how does that help form a country? Week 4: Discussing our countries: positives, negatives, and misconceptions Week 5: Our countries: Inside looking out and outside looking in and in the media/social commentary Week 6 & 7: Small group presentations Week 8: History of Hokkaido University: How did the US influence Hokkaido and how did Hokkaido influence the US? Week 9: How did your country influence Japan? How did Japan influence your country? Weeks 10: Myth: A definition and a case study Week 11: Identifying Elements of Your Country's "Myth" and how do these elements manifest in society? Week 12 & 13: Discussion and Presentations Week 14: The Future:　International? Transnational? Global? The Value of Mutual Influence Week 15: Wrap-up session and self-evaluation		
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: 75% Writing (reflection papers, self-assessments) : 25%		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Supplementary materials will be provided by the instructor.		

Course Name	**Historical International Experiences**		
Semester, Year	1st semester	**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	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	Week 1: Let's get acquainted!　Class guidelines and expectations. Week 2: Why look at historical international experiences? Week 3: Introduction of the Meiji and Taisho eras Week 4: The Girls of the Iwakura Mission: Life in the US Week 5 Women Missionaries: UK and USA Weeks 6 and 7: Introduction of Women in Your Country Week 8: Romance, Marriage, Family Week 9: Human Rights Week 10: Education Weeks 11-13: Small group projects: Influences of Protestant Christianity on Women and Japanese society Week 14: How does the international experience of the past compare to that of today? Week 15: Wrap-up session and self-evaluation		
Homework	Students will be expected to actively participate in discussions. Reading, research, and preparation for activities will be conducted outside of class.		
Grading System	Group work/discussions/projects: 75% Writing (reflection papers, self-assessment): 25%		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Supplementary materials will be provided by the instructor.		

Course Name	**Education and Society in Japan**		
Semester, Year	Spring Quarter	**Number of Credits**	1 Credit
Course level	2000	**Course Number**	027003
Instructor(s) (Institution)	ABE Masaki（大学院教育学研究院）		
Course Objectives	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. This course aims for students to improve mutual communication skill and to consider the role of education for sustainable development.		
Course Goals	After successful completion of this course, you will be able to... 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	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	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.		
Grading System	You are evaluated by following; 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	This course is basically conducted face-to-face, but depending on the situation, it may be conducted with high flex.		

Course Name	**Linear Algebra I**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027004
Instructor(s) (Institution)	SCRIMSHAW Travis（大学院理学研究院）		
Course Objectives	Linear algebra is an essential cornerstone of natural science and engineering, and is also important as a basis for a wide range of data science, including social science and medical fields. In this course, you can learn the properties and roles of matrices and determinants. You learn operations on matrices and determinants, and elementary row operations of matrices and understand methods for solving systems of linear equations and for computing inverse matrices. You also learn the relation between elementary row operations and elementary matrices. Furthermore, you learn the method of diagonalization of 2 by 2 matrices.		
Course Goals	To be able to do operations on matrices and determinants, and elementary row operations. To understand how to solve systems of linear equations and to be able to calculate inverse matrices. To understand the role of elementary matrices and to be able to explain their relation to elementary row operations. To be able to use the co-factor expansion of determinants and Cramer's rule. To be able to do the method of diagonalization of 2 by 2 matrices.		
Course Schedule	1. Matrices -- Definitions, examples, addition, scalar multiplication, multiplication, transposes 2. Systems of linear equations -- Gaussian elimination, elementary operations and elementary matrices 3. Rank of matrices 4. Inverses of invertible matrices 5. Determinants -- Definition, basic properties 6. Determinants -- Cofactors, cofactor matrix, expansions, Cramer's rule 7. Eigenvalues, eigenvectors, diagonalization of 2 by 2 matrices If time permits, we will also cover linear transformations in the plane. (e.g., the relationship between rotations/reflections in the plane and matrices, etc.).		
Homework	Learn basic mathematical terms and definitions of concepts. Review the material thoroughly so as not to carry over ambiguous points or questions to the next class. In addition to completing the homework, students should spend sufficient time on preparation and review. Practice calculations using the e-learning materials for self-study and the examples and practice problems in the textbook.		
Grading System	The degree of achievement of the course goals will be evaluated from the following perspectives. (1) Whether the student has acquired basic knowledge of the definitions and theorems that form the framework of the class. (2) Whether the student is able to perform calculations and drawings of typical concrete examples appropriately. (3) Whether the student can correctly present arguments based on basic concepts and theorems. (4) Whether the student has mastered the central idea of the theme and systematically understands the content throughout. (5) Whether the student is able to use the content in solving various problems. Grading is based on an overall assessment of the student's performance on exams and coursework.		
Textbooks / Reading List	線型代数学渋川陽一学術図書出版社 2019978-4780606911		
Websites			
Website of Laboratory			
Additional Information	Work on calculation practice.		

Course Name	**Classical Mechanics I**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027005
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, such as Newton's laws 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, lectures will be devoted to the inverse-square-law central forces and the two-body problem. This is followed by oscillations (simple harmonic motion, driven damped oscillations, resonance), dynamics in non-inertial frames, and rotational motion of rigid bodies. The students will learn how to calculate the moment of inertia and apply Euler's equations.		
Course Goals	Acquire knowledge and skills to - 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 - solve problems involving oscillations - calculate the moment of inertia - apply Euler's equations		
Course Schedule	- Introduction - Kinematics in various coordinates - Newton's laws of motion - Application of Newton's laws - Conservation of momentum - Conservation of energy - Energy and central forces - Inverse-square law - Two-body problem - Simple harmonic motion - Driven damped oscillations and resonance - Dynamics in rotating frames - Moment of inertia - Euler's equations		
Homework	Homework (problem sets) will be distributed.		
Grading System	Pass: A+(95~100), A(90~94), A-(85~89), B+(80~84), B(75~79), B-(70~74), C+(65~69), C(60~64) Fail: D(50~59), D-(0~49), F Grades will be decided based on: - homework 20% - midterm exam 30% - final exam 50%		
Textbooks / Reading List	Classical mechanicsJohn R. TaylorUniversity Science Books20059.7818913892e+12		
Websites	https://sites.google.com/site/draganspage/teaching/mechanics-i		
Website of Laboratory			
Additional Information	Students must register for both lecture and seminar.		

Course Name	**Electromagnetism I**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027006
Instructor(s) (Institution)	SUZUKI Hisao（大学院理学研究院）		
Course Objectives	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. 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. 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. 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. 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. 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. 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. 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.		
Course Goals	Students will be able to: ・ 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 distribution at the boundary (Cartesian, spherical and cylindrical coordinates) • 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	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 ElectromagnetismJ.D. GriffithsCambridge University Press20199.7811083335e+12
Websites	
Website of Laboratory	https://www.sci.hokudai.ac.jp/grp/hep/web/suzuki_e.html
Additional Information	

Course Name	**Electromagnetism II**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027007
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	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 electrodynamicsDavid J. GriffithsHarlow : Pearson20149.7812920214e+12		
Websites			
Website of Laboratory	https://www.sci.hokudai.ac.jp/grp/hep/web/suzuki_e.html		
Additional Information	If a student cannot attend a class, the class will go online. This course is basically for students in physics majors.		

Course Name	**Quantum Mechanics Ⅱ**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027008
Instructor(s) (Institution)	ARINDAM Das（高等教育推進機構）		
Course Objectives	Quantum mechanics is a system that describes the world of microscopic materials, and forms the foundation of physics with dynamics, thermal statistical mechanics, electromagnetism. In this course, we briefly review the operator method learned in Quantum Mechanics I and then apply the matrix represntaion method to operators and use matrics for addition of angular momentua. 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.		
Course Goals	We set the following four goals. (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. (3) To understand the role of various symmetries in quantum mechanics and angular momentum and its representation. (4) To understand how to calcualte many particle systme problems by solving various applications.		
Course Schedule	1. Matrix representation of operators and spin 2. Time-independent pertrubation theory 3. Many body problem 4. Time-dependent perturbation theory 5. Quantum dynamics: transition rate, selection rules 6. Scattering		
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	**Seminar in Electromagnetism I**		
Semester, Year	1st semester	**Number of Credits**	1 Credit
Course level	2000	**Course Number**	027009
Instructor(s) (Institution)	SUZUKI Hisao（大学院理学研究院）		
Course Objectives	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. 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. 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. 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. 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. 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. 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. 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.		
Course Goals	Students will be able to: ・ 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 distribution at the boundary (Cartesian, spherical and cylindrical coordinates) • 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	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 ElectromagnetismJ.D. GriffithsCambridge University Press20199.7811083335e+12
Websites	
Website of Laboratory	
Additional Information	

Course Name	**Seminar in Electromagnetism Ⅱ**		
Semester, Year	1st semester	**Number of Credits**	1 Credit
Course level	2000	**Course Number**	027010
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	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 electrodynamicsDavid J. GriffithsHarlow : Pearson20149.7812920214e+12		
Websites			
Website of Laboratory			
Additional Information			

Course Name	**Seminar in Mechanics I**		
Semester, Year	1st semester	**Number of Credits**	1 Credit
Course level	2000	**Course Number**	027011
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, such as Newton's laws 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, lectures will be devoted to the inverse-square-law central forces and the two-body problem. This is followed by oscillations (simple harmonic motion, driven damped oscillations, resonance), dynamics in non-inertial frames, and rotational motion of rigid bodies. The students will learn how to calculate the moment of inertia and apply Euler's equations.		
Course Goals	Acquire knowledge and skills to - 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 - solve problems involving oscillations - calculate the moment of inertia - apply Euler's equations		
Course Schedule	- Introduction - Kinematics in various coordinates - Newton's laws of motion - Application of Newton's laws - Conservation of momentum - Conservation of energy - Energy and central forces - Inverse-square law - Two-body problem - Simple harmonic motion - Driven damped oscillations and resonance - Dynamics in rotating frames - Moment of inertia - Euler's equations		
Homework	Homework (problem sets) will be distributed.		
Grading System	Pass: A+(95~100), A(90~94), A-(85~89), B+(80~84), B(75~79), B-(70~74), C+(65~69), C(60~64) Fail: D(50~59), D-(0~49), F Grades will be decided based on: - homework 20% - midterm exam 30% - final exam 50%		
Textbooks / Reading List	Classical mechanicsJohn R. TaylorUniversity Science Books20059.7818913892e+12		
Websites			
Website of Laboratory			
Additional Information	Students must register for both lecture and seminar.		

Course Name	**Seminar in Quantum Mechanics II**		
Semester, Year	1st semester	**Number of Credits**	1 Credit
Course level	2000	**Course Number**	027012
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		
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 Statistical Mechanics Ⅱ**		
Semester, Year	1st semester	**Number of Credits**	1 Credit
Course level	2000	**Course Number**	027013
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		
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	**Statistical Mechanics II**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027014
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	**General Biology I**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027015
Instructor(s) (Institution)	Maria Helena Fortunato Martins（大学院理学研究院）		
Course Objectives	Understand the scientific process; distinguish observation, hypothesis, test, and theory Recognize and know properties of the major classes of biological molecules Know the structure and function of cellular membranes and organelles Understand how cells harvest energy from chemical substances Understand how plants trap energy in light and use it to build biological molecules Know the stages of the cell cycle and its role in the life of organisms Recognize the stages of mitosis and meiosis Know the major features of meiosis and its role in the life cycle of organisms Know the biological costs and benefits of sexual reproduction Understand the structure and function of nucleic acids Understand the mechanics of protein synthesis Understand and be able to apply the principles of Mendelian genetics and its modern extensions Understand the chromosomal basis of heredity Understand the basic principles of population genetics Understand the basic principles of evolution Be familiar with the diversity, causes, and consequences of genetic mutations Have an appreciation for the promise and potential problems of biotechnology Understand Darwinian evolution and its modern extensions		
Course Goals	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		
Course Schedule	Week 1 The Science of Biology, Atoms and Molecules Ch.1 & 2 & 3 Week 2 Chemical Building Blocks Ch. 4 & 5 Week 3 Cell Structure (Prokaryotes and Eukaryotes) Ch. 6 Week 4 Membranes and Transport Ch. 7 Week 5 Energy, Enzymes, Metabolism Ch. 8 Week 6 Cellular Harvest of Energy Ch. 9 Week 7 Photosynthesis Ch. 10 Week 8 Cell Division and Sexual Reproduction Ch. 12 & 13 Week 9 Mendelian Genetics Ch. 14 & 15 Week 10 DNA - the Genetic Material Ch. 16 Week 11 How Genes Work Ch. 17 Week 12 Regulation of Gene Expression Ch. 18 Week 13 Population Genetics, Evidence for Evolution Ch. 22 Week 14 Origin of Species and Species Concepts Ch. 24 Week 15 Comprehensive Final Exam		
Homework	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.		
Grading System	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.		

Textbooks / Reading List	Campbell Biology (11th ed.)Urry L.A., Cain M.L., Minorsky P.V., Wasserman S.A., Reece J.B.Pearson Education, Inc.2017978-0-13-409341-
Websites	http://highered.mheducation.com/sites/0073383074/student_view0/index.html https://webs.bcp.org/sites/rwong/mwb/campinter%201.4/chapter0/deluxe.html
Website of Laboratory	
Additional Information	Please consult the ELMS and Moodle platforms frequently to take note of any changes. Please let the teacher know if you need any special assistance. Use the teacher email - helenaf@sci.hokudai.ac.jp - for faster contact at any time.

Course Name	**Advanced mechanics of polymeric materials**		
Semester, Year	Spring quarter	**Number of Credits**	2 Credits
Course level	5000	**Course Number**	027016
Instructor(s) (Institution)	TAKAHASHI Kosuke（大学院工学研究院）		
Course Objectives	In this course, you will learn the effective and efficient use of polymer materials by understanding of their time-dependent response and energy dissipation properties, and relate them to the structural design based on strength of materials.		
Course Goals	After completing the lecture, students will be able to; - explain hyperelasticity, static and dynamic viscoelasticity based on the molecular structure of polymer materials - explain yielding and fracture as a typical failure of materials - desgin the strength of polymeric materials through the understanding of above characteristics		
Course Schedule	1. Introduction of polymer materials (1) Thermoset and thermoplastic polymers, Crystalline and amorphous polymers 2. Time-dependent response of mechanical properties (3) Glassy state, Glass transition, Creep and stress relaxation, Dynamic mechanical analysis 3. Yield criterion (3) Maximum principal stress criterion, Maximum shear stress criterion, Distortion energy criterion 4. Elastoplastic fracture mechanics (4) Stress concentration, Stress intensity factor, Energy release rate, Fracture toughness, J-contour integral 5. Composite materials and adhesion (2) Manufacturing methods, Law of mixtures, Failure criteria 6. Elastomers (2) Entropy elasticity, Hyperelasticity		
Homework	Self-study is expected to be about 2 hours/week by - working on weekly assignments and review the contents of lectures (about an hour/week) - prepararing for the final presentation with the discussion and practice (about an hour/week)		
Grading System	Weekly report will be evaluated for your ability of explaining hyperelasticity, static and dynamic viscoelasticity based on the molecular structure of polymer materials Final presentation and final report will be evaluated for your ability of explaining yielding and fracture, and designing the strength of polymeric materials		
Textbooks / Reading List			
Websites			
Website of Laboratory	https://mfm.eng.hokudai.ac.jp/index-en.html		
Additional Information			

Course Name	**Resources Sustainability**		
Semester, Year	Summer quarter	**Number of Credits**	2 Credits
Course level	5000	**Course Number**	027017
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 the human future. However, there are many other problems: 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 the human future if it's not CO2 reduction.		
Course Goals	After successful completion of this course, you will be able to deeply understand the problems for human future, evaluate their severity and investigate whether we should reduce CO2 or not.		
Course Schedule	(1) Introduction (2) What we should do (3) History and future of the universe, the earth, and lives (4) Problems for human future (5) Population increase (6) Energy and mineral resources (7) Food crises and water shortage (8-9) Climate change (10-11) Global warming mitigation and adaptation (12) Summary, how to present (13-15) Presentation		
Homework	Two-hour preparation and two-hour review are expected.		
Grading System	Reports 50% and presentation 50%		
Textbooks / Reading List			
Websites			
Website of Laboratory	https://gres.verse.jp/index.html		
Additional Information	Basically on-demand. However, your presentation will be live.		

Course Name	**Introduction to Inorganic Materials Science**		
Semester, Year	Summer quarter	**Number of Credits**	1 Credit
Course level	2000	**Course Number**	027018
Instructor(s) (Institution)	TADANAGA Kiyoharu（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	・ 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 Associsate Professor of Hokkaido University, will participate the class through online or in person.		
Homework	Report submission will be required. Students have to prepare a presentation on a topic given during lectures.		
Grading System	Evaluation ・ 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 Associsate Professor of Hokkaido University, will participate the class through online or in person.		

Course Name	**Geotechnical Foundation Engineering**		
Semester, Year	Spring quarter	**Number of Credits**	2 Credits
Course level	3000	**Course Number**	027019
Instructor(s) (Institution)	ISOBE Koichi（大学院工学研究院）		
Course Objectives	Based on the knowledge of soil mechanics acquired in "Soil Mechanics I," "Soil Mechanics II," "Soil Mechanics Exercise I," and "Soil Mechanics Exercise II," you will learn about advanced geotechnical engineering that supports infrastructure facilities such as ground investigation methods, consolidation settlement, the role and characteristics of structure foundations, evaluation of soil bearing capacity, interaction between the soil and foundation structures during earthquakes, and the principles and design methods of soil improvement.		
Course Goals	Be able to calculate the bearing capacity of the ground by appropriately utilizing ground investigation results and various formulas and analysis methods. Understand the behavior of structure foundations and their interaction with the ground during earthquakes. Understand the principles and design methods of ground investigation, consolidation settlement, and ground improvement, and acquire the design ability to appropriately deal with geotechnical issues that can be expected in the design of actual ground and foundation structures.		
Course Schedule	1. Roles and characteristics of structural foundations (1 lesson in total): Understand the roles and characteristics of structural foundations through learning about design and construction examples of existing structural foundations and past disaster cases. 2. Ground investigation (3 lessons in total): Learn about the methods and principles of in-situ and laboratory tests to determine soil parameters which are necessary for ground stability analysis and foundation design. 3. Design method for consolidation settlement (2 lessons in total): Learn the design method for consolidation settlement based on case studies. 4. Slope stability (2 lessons in total): Understand the slope stability calculation method. 5. Ground bearing capacity evaluation (2 lessons in total): Understand the bearing capacity evaluation method for shallow foundations and deep foundations. 6. Interaction between the ground and foundation structures during earthquakes (2 lessons in total): Learn design methods based on the seismic intensity method and response displacement method, and understand the interaction problems between the ground and foundation structures. 7. Ground improvement principles and design methods (3 lessons in total): Learn the principles and design methods of replacement construction method (SCP), drain construction method (SD, PVD), and solidification construction method (CDM) based on case studies. Understand the concept of reliability design. 8. Final exam (1 exam in total)		
Homework	If you prepare a report after each lesson to check your understanding of the content of each lesson, you can effectively achieve your goals (review time: 1 to 2 hours).		
Grading System	Evaluation will be made through a final exam. In addition to the conceptual understanding of each item, the ability to develop logical thinking, such as the ability to recognize problems and solve problems regarding specific phenomena, will be evaluated. Please note that those whose attendance rate is less than 2/3 will not be eligible to take the final exam.		
Textbooks / Reading List	土質力学入門三田地利之森北出版 20139.784627464e+12		
Websites			
Website of Laboratory	https://www.eng.hokudai.ac.jp/labo/geomech/english/ https://www.eng.hokudai.ac.jp/labo/soilmech/watabe/top.html		

Additional Information	Prerequisite subjects: "Soil Mechanics I", "Soil Mechanics II", "Soil Mechanics Exercises I", "Soil Mechanics Exercises II" Requested subject: “Earthquake engineering”

Course Name	**Film Language and Culture**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027020
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	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; ・ 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	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		
Course Schedule	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 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 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 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		

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.

	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. Review: in-class notes 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. Preparation: Review course material and personal notes in preparation for the week 16 test Class #16: Final Test
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 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.
Grading System	Class Participation/Engagement - 30% (2% per class) Textual Analysis 500+ words - 30% Final Test 40%
Textbooks / Reading List	
Websites	
Website of Laboratory	
Additional Information	**PLEASE READ CAREFULLY** Students with English language proficiency at or above advanced-intermediate level (TOEFL-ITP score ＜ 500) may register for this course. Lecture topics are subject to change. Students will be notified in class if this is the case. 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. Film Language & Culture relies heavily on film history and various film theories. Therefore, students must be thoroughly engaged with film and film culture. 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 attendance and class participation score.

Course Name	**Serious games: theory and design**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027021
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	By the end of this course, students will be able to: 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	This course will use face-to-face and online classes. Face-to-face classes: weeks 1, 2, 4, 6, 8, 10, 12, 14, 15 Online classes: weeks 3, 5, 7, 9, 11, 13 Online classes will be on-demand. Video conferencing software (e.g., Zoom) is not required. On-demand classes will be explained by the instructor at the start of the semester.		
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) 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-intermediate level (TOEFL-ITP score ＜ 500) may register for this course. Syllabus information may change.		

Course Name	**Language Science in Manga, Anime and Beyond**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027022
Instructor(s) (Institution)	HARA Yurie（大学院メディア・コミュニケーション研究院）		
Course Objectives	In Japanese-oriented contemporary pop media such as manga, anime and video games, there appear various fascinating fictional characters. Those characters are formed and developed through different channels such as storylines, drawings/appearances, gestures/moves, sounds/voices and languages. Various issues arise when these media are translated into another language due to their cultural and language differences. For instance, a samurai (Japanese old-style soldier) character in the North-American version of Final Fantasy VI mimics the old-fashioned image of samurai by using the archaic second person pronoun "thou" instead of "you": Do simmer down, sirs! And thou, o wild one… Who might thou be? During the course, students are exposed to cross-cultural (i.e., Japanese and non-Japanese) data found in contemporary pop media, and conduct their own projects pertaining to the issues surrounding culture and language. Students will share the joy of discoveries in how various features collectively form innovative and attractive characters.		
Course Goals	-Discover how cultural features in fiction portray social roles such as gender, age, social class, social power, ethnic identity, etc. -Identify key concepts/issues within culture and language in contemporary pop media such as comics, animation and video games. -Apply the concept of cultural/social roles in fiction to our everyday, non-fictional life. -Examine the innovative formations of fictional characters from different disciplinary angles and evaluate cross-cultural/cross-linguistic studies. -Develop critical skills to analyse data and academic skills of presentation and writing.		
Course Schedule	Week 1-3: Introduction, Visual Narratives of Manga Week 4-7: Sounds and Voices of Virtual Characters Week 8: Midterm Quiz Week 9-11: Role Language in Manga and Anime Week 12-14: Student Presentation Week 15: Review and Final Exam		
Homework	Students will be expected to positively engage in preparation for and review of lesson material. In addition to a general explanation regarding preparations for the course to be given at the beginning of the semester, instructors will be providing specific instructions at appropriate times throughout the semester regarding preparation for individual classes. Students will additionally be expected to proactively establish their own goals and learning plans and to autonomously engage therein. If students do not prepare adequately, they may fail to master the content and consequently there is a possibility that they be unable to gain credit for the course. It is therefore heartily recommended that students earnestly and systematically engage in preparation for classes.		
Grading System	Preparation, Participation, In-class exercises: 20%; Group Presentation: 20%; Group Assignments: 10% Midterm Quiz: 25%; Final Exam: 25%		
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.		

Course Name	**Serious games: theory and design**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027023
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	By the end of this course, students will be able to: 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	This course will use face-to-face and online classes. Face-to-face classes: weeks 1, 2, 4, 6, 8, 10, 12, 14, 15 Online classes: weeks 3, 5, 7, 9, 11, 13 Online classes will be on-demand. Video conferencing software (e.g., Zoom) is not required. On-demand classes will be explained by the instructor at the start of the semester.		
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) 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-intermediate level (TOEFL-ITP score ＜ 500) may register for this course. Syllabus information may change.		

Course Name	**Boardgames history, theory and design**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027024
Instructor(s) (Institution)	MARTIN Paul		
Course Objectives	This course is designed to give students a deep understanding of the history of boardgames and how they work as designed objects. Boardgames have been around for at least 5,000 years and have been part of cultures from all around the world. The early part of the course will explore this fascinating history. We will then look at different genres of boardgames and theories that help us understand how they work as systems to produce play. Throughout the course, students will play, discuss and analyse games from a range of genres. Please note that all games on this course are boardgames or card games. The course does not include computer games.		
Course Goals	By the end of the course, students should be able: To understand and explain the cultural history of boardgames To understand, explain and compare different theories of how boardgames work as designed systems. To be able to discuss different boardgame genres and design elements To communicate more confidently through English in informal and formal settings To critically discuss the pros and cons of different games in English To work with others weighing pros and cons of different design decisions To present ideas about games in a clear and concise way		
Course Schedule	Week 1: Introduction and course outline Week 2: Games, play and society Week 3: The cultural history of boardgames I: Ancient games Week 4: The cultural history of boardgames II: Medieval games Week 5: The cultural history of boardgames II: Modern games Week 6: Let's Play 1: Playing games from across the history of boardgames Week 7: Mid-term quiz and introduction to boardgame analysis Week 8: Boardgame genres Week 9: Game mechanics 1 Week 10: Game mechanics 2 Week 11: The psychology of boardgames Week 12: Let's Play 2: Playing different genres Week 13: Remixing games 1: This week, students will create new games by combining elements of games we've played previously in the course Week 14: Remixing games 2: Students will build a prototype of a remixed game Week 15: Review and evaluation preparation Week 16: Student 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 be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
Grading System	Multiple choice quiz on the cultural history of boardgames: 30% Active participation in class sessions, as measured by contributions to in-class: 30% Final individual student presentation, potential topics for presentation will be provided: 40%		
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.		

Course Name	**Cognitive Linguistics and Religious Language**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027025
Instructor(s) (Institution)	RICHARDSON Peter		
Course Objectives	The aim of this course is to introduce students to some of the key aspects of cognitive linguistics through studying examples taken from religious texts and discourse. The focus throughout will be on uncovering the way writers and speakers are thinking about a topic by analyzing how they are conceptualizing it. Students will become familiar with elements such as conceptual metonymy, metaphor, agency, and blending, and how they are used by a wide variety of religious believers.		
Course Goals	The course will include the following goals: [1] Deepening students' knowledge of English by focusing on the thought processes that occur when language is used. [2] Developing students' ability to analyze texts and uncover levels of meaning they were previously unaware of. [3] Encouraging students to look for and actively discuss conceptual similarities and differences between believers from a wide range of religions.		
Course Schedule	The following is a provisional course outline. Week 1: Introduction to the course Week 2: An Introduction to Metaphor Week 3: An Introduction to Metonymy Week 4: An Overview of Metaphor, Agency, and Religious Language Week 5: Conceptualizing God Week 6: Metaphor and Empathy in Religious Dialogues Week 7: Metaphor, Paradox, and Source Domain Reversal Week 8: Midterm presentations and test Week 9: Metaphors in Debates about Religion Week 10: “My Surgeon is a Butcher”: An Introduction to Blending Week 11: Blending in Religious Debates (The Darwin Blend) Week 12: Blasphemy in Indonesia and the Ahok Blend Week 13: Christianity and Jodo Shinshu Buddhism Week 14: Final presentations Week 15: Test and course review		
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	The class will be graded according to the following elements: ・Level of active participation in the class: 20% ・Midterm test: 30% ・Final test and presentation: 50%		
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.		

Course Name	**Pronunciation and Presentation Skills**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027026
Instructor(s) (Institution)	KLASSEN MARSHALL DROLET（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. In addition, this course will help students who aim to improve their English pronunciation skills, with a focus on North American English.		
Course Goals	After successful completion of this course, students will be able to: *Understand academic presentations in English *Identify aspects of effective presentations *Improve your pronunciation, delivery and prosody of speech *Give a presentation effectively in English		
Course Schedule	Week 1: Course Introduction Week 2: Your Pronunciation Profile & Model Presentations Week 3 - 5 : Units 2, 3, 4 Sounds and Syllables Week 6: Group Presentation Week 7-9: Units 5, 6, 7 Stress in Words and Sentences Units 8, 9, 10 Thought Groups and Intonation Week 10: Presentation 2 Week 11-13: Units 11 - 12 Connected Speech Week 14 & 15: Individual Presentations		
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	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) Grading: Participation (20%) Homework (30%) Presentations (50%)		
Textbooks / Reading List	Well Said Pronunciation for Clear Communication (Fourth Edition)Linda Grant, Eve Einselen YuNational Geographic (CENGAGE)20169.7813056414e+12		
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. This course is created for English as a Foreign Language or English as a Second Language students who wish to improve their pronunciation and presentation skills.		

Course Name	**Popular Music and Society**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027027
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	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. 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. 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? 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.		
Course Goals	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	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 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 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 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 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. Preparation: Research relevant topics and themes Review: Read the handout provided in class 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 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 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. Class 14: Presentation Workshop In groups, students attend class to work on, practice and fine-tune their presentations Class 15: Student Presentations.
Homework	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.
Grading System	Class Participation : 30% Report 1 : 15% Report 2 : 25% Group Presentation : 30%
Textbooks / Reading List	
Websites	
Website of Laboratory	
Additional Information	**PLEASE READ CAREFULLY** Students with English language proficiency at or above intermediate level (TOEFL-ITP score ≧ 500) 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.

Course Name	**Boardgames history, theory and design**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027028
Instructor(s) (Institution)	MARTIN Paul		
Course Objectives	This course is designed to give students a deep understanding of the history of boardgames and how they work as designed objects. Boardgames have been around for at least 5,000 years and have been part of cultures from all around the world. The early part of the course will explore this fascinating history. We will then look at different genres of boardgames and theories that help us understand how they work as systems to produce play. Throughout the course, students will play, discuss and analyse games from a range of genres. Please note that all games on this course are boardgames or card games. The course does not include computer games.		
Course Goals	By the end of the course, students should be able: To understand and explain the cultural history of boardgames To understand, explain and compare different theories of how boardgames work as designed systems. To be able to discuss different boardgame genres and design elements To communicate more confidently through English in informal and formal settings To critically discuss the pros and cons of different games in English To work with others weighing pros and cons of different design decisions To present ideas about games in a clear and concise way		
Course Schedule	Week 1: Introduction and course outline Week 2: Games, play and society Week 3: The cultural history of boardgames I: Ancient games Week 4: The cultural history of boardgames II: Medieval games Week 5: The cultural history of boardgames II: Modern games Week 6: Let's Play 1: Playing games from across the history of boardgames Week 7: Mid-term quiz and introduction to boardgame analysis Week 8: Boardgame genres Week 9: Game mechanics 1 Week 10: Game mechanics 2 Week 11: The psychology of boardgames Week 12: Let's Play 2: Playing different genres Week 13: Remixing games 1: This week, students will create new games by combining elements of games we've played previously in the course Week 14: Remixing games 2: Students will build a prototype of a remixed game Week 15: Review and evaluation preparation Week 16: Student 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 be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
Grading System	Multiple choice quiz on the cultural history of boardgames: 30% Active participation in class sessions, as measured by contributions to in-class: 30% Final individual student presentation, potential topics for presentation will be provided: 40%		
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.		

Course Name	**Collaborative storytelling**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027029
Instructor(s) (Institution)	MARTIN Paul		
Course Objectives	This course provides an introduction to tabletop role-playing games as a form of collaborative storytelling. The course creates a foundation of knowledge in principles of storytelling, and discusses various forms of collaborative storytelling, from experimental literature and theatre to roleplaying games. Students will encounter various theories of collaborative storytelling and learn how collaborative storytelling experiences are designed and run. Students will also gain hands-on experience of designing, running and participating in collaborative story sessions.		
Course Goals	By the end of this course, students should be able: To understand and explain the cultural history of storytelling and collaborative storytelling in particular. To understand, explain, and compare theories of storytelling and collaborative storytelling To understand and explain how collaborative storytelling works in different media To design and run a collaborative story session		
Course Schedule	Week 1: Introduction and course outline Week 2: What is a story? The components of storytelling. Week 3: Stories and society, stories and psychology Week 4: Storytelling in different media: oral storytelling, music, the novel, film, games Week 5: Collaborative storytelling Week 6: Collaborative storytelling in theatre and experimental literature Week 7: Collaborative storytelling in games Week 8: Let's play: table-top roleplaying games Week 9: A cultural history of role-playing games Week 10: Mid-term quiz and introduction to table-top roleplaying game design Week 11: Designing a collaborative story 1 Week 12: Designing a collaborative story 2 Week 13: Running a collaborative story 1 Week 14: Running a collaborative story 2 Week 15: Review and evaluation preparation Week 16: Student 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 be unable to gain credit. Students are therefore strongly recommended to earnestly and systematically engage in preparation for classes.		
Grading System	Multiple choice quiz on the history and theory of collaborative stories: 30% Active participation in class sessions, as measured by contributions to in-class discussions and facilitation of collaborative story sessions: 30% Final individual student presentation, potential topics for presentation will be provided: 40%		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	Students with English language proficiency at or above advanced level (TOEFL-ITP score≧500) may register for this course.		

Course Name	**Readings in Religion**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027030
Instructor(s) (Institution)	RICHARDSON Peter		
Course Objectives	The aim of this course is to introduce students to some of the important ideas and issues related to Christianity, Islam, Buddhism, and atheism. The objective is to expose students to these ideas through a variey of representative readings while encouraging students to discuss and look for their own connections between the texts.		
Course Goals	The goals of the course include: [1] Improving students' reading comprehension skills through exposure to texts related to religion. [2] Encouraging students to learn about each religion through the study of primary texts rather than reading what people from one religion say about another religion. [3] Developing students' abilities to express and discuss their feelings and ideas about the nature of reality and the various possibilities of an ultimate meaning or no meaning at all.		
Course Schedule	Below is a provisional outline of the topics covered during this course. Week 1: Introduction to the course Week 2: An Introduction to Christianity Week 3: Christianity: Readings from the Bible Week 4: Exploring contemporary Christianity Week 5: An Introduction to Islam Week 6: Islam: Readings from the Quran Week 7: Exploring contemporary Islam Week 8: Review of the course and test Week 9: An Introduction to Buddhism Week 10: Exploring Zen Buddhism Week 11: Exploring Jodo-Shinshu Buddhism Week 12: Atheism: An Introduction Week 13: Atheism in Debates Week 14: Final Presentations Week 15: Test and course review		
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	The class will be graded according to the following elements: ・Level of active participation in the class: 20% ・Midterm test: 30% ・Final test and presentation: 50%		
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.		

Course Name	**Exploring Culture & Cultural History**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027031
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	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). 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.		
Course Goals	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		
Course Schedule	Class 1: Introduction 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 Class 2: The Commodification of Culture 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 Class 3: Cultural Misrepresentation and Stereotypes? Case Study Japan 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 Class 4: Americanisation 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 Class 5: Women's Issues in Contemporary Culture 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		

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

	Review: Personal notes 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. Class 14: Presentation Workshop In groups, students attend class to work on, practice and fine-tune their presentations. Class 15: Student Presentations
Homework	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.
Grading System	Class Participation : 30% Report 1 : 15% Report 2 : 20% Presentation: 35%
Textbooks / Reading List	
Websites	
Website of Laboratory	
Additional Information	**PLEASE READ CAREFULLY** Students with English language proficiency at or above the intermediate level (TOEFL-ITP score ≧ 421 ~ 451) may register for this course. Lecture topics are subject to change. Students will be notified in class if this is the case. 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 materials which were given during the lecture. 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 attendance and class participation score.

Course Name	**Popular Music and Society**		
Semester, Year	1st semester	**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	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. 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. 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? 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.		
Course Goals	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	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 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 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 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 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. Preparation: Research relevant topics and themes Review: Read the handout provided in class 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 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 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. Class 14: Presentation Workshop In groups, students attend class to work on, practice and fine-tune their presentations Class 15: Student Presentations.
Homework	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.
Grading System	Class Participation : 30% Report 1 : 15% Report 2 : 25% Group Presentation : 30%
Textbooks / Reading List	
Websites	
Website of Laboratory	
Additional Information	**PLEASE READ CAREFULLY** Students with English language proficiency at or above intermediate level (TOEFL-ITP score ≧ 500) 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.

Course Name	**Media Translation**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027033
Instructor(s) (Institution)	KLASSEN MARSHALL DROLET（大学院メディア・コミュニケーション研究院）		
Course Objectives	This course will serve as an introduction to the field of translation and localization, identify promising practices in translation and localization in modern popular media, websites, and literature. Students who are interested in the process of translation and localization with native proficiency in English OR Japanese and intermediate proficiency in Japanese OR English are welcomed.		
Course Goals	Students will gain an understanding of linguistic and cultural challenges and approaches to translation and localization, accompanied by scholarly articles and examples from media sources. Students will demonstrate the language, linguistic and technical skills needed to effectively translate facts, concepts, and feelings from one language to another. Students will observe how language is translated from one language to the other, identify potential problems and complete in-class assignments based on the lecture and class readings.		
Course Schedule	Week 1: Introduction & Key Concepts Week 2 - 3: Translation, Localization and Globalization Week 4 - 5: Manga & Anime Week 6 - 7: TV Week 8 - 9: Cinema Week 10 - 11: Digital Entertainment Week 12: Recap/Review Week 13 - 15: Student Presentations & Translation Project Due		
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. Students will be expected to conduct translations and localizations as part of the course objectives. Translation workshops will occur in-class and as homework assignments. Students will be expected to be able to translate from either English to Japanese or Japanese to English. Language resources will be available for students who need additional support.		
Grading System	Grading System Course Credit Requirements: 1. Participate in classroom activities, workshops, and complete homework assignments and projects. 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) Grading: Participation (20%) Homework (30%) Projects (50%)		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information			

Course Name	**Values of Tourism**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027035
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	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. The objectives of this course are: ・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. 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. You are also encouraged to improve your English communication skills through experiential learning: roleplaying, reading, writing, and talking English in class.		
Course Goals	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. By the end of this course you will be able to: 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. Regardless of the field of studies you aim to focus on in the remainder of your studies, you will benefit from learning how to examine society from different viewpoints. This course is based on an active learning pedagogy. You will throughout the course have an important role in creating the definitions and illustrations of key concepts that will be discussed in class – this will be done either in words or in pictures on the class 'discussion board' site. You will also be placed into groups that will be assigned different roles in an imaginary country, (e.g. Government, Farmers, Business community, International aid organisation, etc.) and will need to negotiate with other groups to find suitable solutions to a common issue.		
Course Schedule	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 Week 2; Whole Tourism Systems (WTS) Activities – Explaining and playing a first half of Roleplay Game 1 Week 3; Values, Value hierarchies and Value systems Activities – Playing the second half of Roleplay Game 1 Week 4; Economic values Activities – definitions and illustrations from discussion board Week 5; Ecological values Activities – definitions and illustrations from discussion board Week 6; Cultural values Activities – definitions and illustrations from discussion board + Playing the first half of Roleplay Game 2 Week 7; Social values		

	Activities – definitions and illustrations from discussion board + Playing the second half of Roleplay Game 2 Week 8; Political values Activities – definitions and illustrations from discussion board Week 9; Professionalism as a value Activities – definitions and illustrations from discussion board Week 10; Knowledge as a value Activities – definitions and illustrations from discussion board + Playing the first half of Roleplay Game 3 Week 11; Ethics as a value Activities – definitions and illustrations from discussion board + Playing the second half of Roleplay Game 3 Week 12; Mutuality as a value Activities – definitions and illustrations from discussion board Week 13; Stewardship as a value Activities – definitions and illustrations from discussion board Week 14; Workshop – Reflections on Roleplay game Activities – Presentations of visual essays Week 15; Summary of course Activities – Presentations of visual essays
Homework	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! 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. 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 about matters.
Grading System	Definitions in words – on the class Moodle discussion board 25% – Course Goal 1 * 5 separate words to define – 5 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 + 1 points for a constructive comment on a peer's definition Illustrations in pictures – on the class Moodle discussion board 25% – Course Goals 1 and 4 * 5 separate words to illustrate – 5 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 + 1 points for a constructive comment on a peer's posting Your definitions and illustrations form the basis for our classes, I am therefore giving you feedback every week on your submissions so that you can learn and adapt ahead of following weeks. Weekly reflection – link from Moodle site 10% – Course Goals 2 and 3 Each week, after the class is done, you are expected to do a small reflection on two questions: What did you learn this week? and What would you like to learn more about, or what do you still find confusing? The expectation is that you write at least a one sentence reply to each question, but you are welcome to also write more if you feel inspired by something specific that week. 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 pre-recorded visual essay to the class in no more than three (3) minutes. The key marking criteria are: visual flow, creativity, augmentation of values, reflection, application of theory. (a full marking rubric is given in class 1).

	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), write a reflective report that shows how your perception of two (2) given values have, or have not, changed during the course of the game. The reflective report should be less than 1000 words (marking guide given in class 1).
Textbooks / Reading List	
Websites	
Website of Laboratory	
Additional Information	This course is open to you who can make yourself understood in English. Note, I do not speak Japanese, all instruction is in English. The default mode is face-to-face classes. However, if you are unable to attend the class live then there is a hybrid m

Course Name	**Introduction to Japanese Studies II (Culture)**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027037
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 include colonialism, kinship, value, power, gender, fieldwork, 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	*Subject to change PART I: "Studying" "Japanese" "Culture" 1 Introduction 2 What is 'Culture'? What is 'Japanese Culture'? 3 Critique of the National-Cultural Imaginary 4 Task Workshop 5 "Japanese Food" 6 Colonization, Anthropology, and Image of Culture PART II: Rethinking Sociality -- Registers of Contact 7 Traveling and Gazing 8 Animals 9 Hosts 10 Idols and Fans 11 Characters 12 Attunement and Ambience 13 Allure of Contact 14 Task Workshop 15 Wrap-up: Rethinking Sociality		
Homework	*Subject to change Students will write a short statement every week in response to the week's assigned readings. Students will perform small research tasks and group presentations in selected weeks, and complete Final assignment at the end of the semester.		
Grading System	*Subject to change Weekly Statements (30%) Mini tasks (10%) Presentations (10%) Class Participation (20%) Final Assignment (30%)		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information	・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): h		

Course Name	**Introduction to Japanese Society**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027038
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	1. Introduction 2. Social Structure: Class and Stratification 3. Education and Socialization 4. Labour and Employment Systems 5. Kinship and Family 6. Gender and Identity 7. Religion and Ritual 8. Disability and Illness 9. Essays 10. Social Movements and Protest 11. Environmental Issues 12. Presentations 13. Presentations 14. Presentations 15. Review and Feedback		
Homework	Weekly readings are assigned. Students must submit a discussion question based on those readings each week.		
Grading System	Discussion Questions: 20% Reflection Essays: 40% Presentation: 40% (Please note that this is subject to change and finalised information will be available in the course syllabus available at the beginning of the class on the Google Classroom page of this course)		
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. Finalised information will be available in the course syllabus available at the beginning of the class on the Google		

Course Name	**Gender and Sexuality in Contemporary Japan**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027039
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	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.		
Grading System	Discussion Questions (20%) Reflection Essay (40%) Research Presentation (40%) (Please note that this is subject to change and finalised information will be available in the course syllabus available at the beginning of the class on the Google Classroom page of this course)		
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. Finalised information will be available in the course syllabus available at the beginning of the clas		

Course Name	**Introduction to Social Theory**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	3000	**Course Number**	027040
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 Western 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	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	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.		
Grading System	Discussion Questions: 30% Reflection Essay: 30% Final Essay: 40% (Please note that this is subject to change and finalised information will be available in the course syllabus available at the beginning of the class on the Google Classroom page of this course)		
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. Finalised information will be available in the course syllabus available at the beginning of the class on the Google Classroom page of t		

Course Name	**Japanese Politics**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	3000	**Course Number**	027041
Instructor(s) (Institution)	SASADA Hironori（大学院メディア・コミュニケーション研究院）		
Course Objectives	This is an introductory course on contemporary Japanese politics. The course will cover the politics and government of post-WWII Japan focusing on Japanese power structure, party politics, political culture, social policies, and recent changes. Throughout the course, we will discuss the following themes: Who governs Japan? How are decisions made in Japanese policymaking process? How has Japan's politics changed over time?		
Course Goals	By the end of the course, student are expected to develop the following skills: (1) to explain some key terms of Japanese politics, (2) to discuss some major issues of contemporary Japanese politics from at least 2 different points of view, (3) to discuss some recent important changes in Japanese politics and explain the contexts of the changes.		
Course Schedule	Week 1: Introduction Week 2: Basic structure of Japanese politics Week 3: The 1955 system and the Liberal Democratic Party Week 4: The opposition parties Week 5: Bureaucracy / Elitism Week 6: Patterned pluralism Week 7: Leadership under the 1955 system Week 8: Structural corruption and Tanaka Kakuei Week 9: Midterm exam Week 10: The Koizumi reform and a new leadership Week 11: The Abe administration Week 12: Electoral campaign in Japan Week 13: Political culture in Japan Week 14: Politics in rural areas Week 15: Gender equality and welfare system in Japan Week 16: Final exam		
Homework	Download and read the reading materials before coming to the lecture every week.		
Grading System	Midterm exam 40% Final exam 40% Class participation 20%		
Textbooks / Reading List			
Websites			
Website of Laboratory	https://sites.google.com/view/hirosasada		
Additional Information	The lecture schedule is subject to change.		

Course Name	**Japanese Foreign Policy I**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	3000	**Course Number**	027042
Instructor(s) (Institution)	SASADA Hironori（大学院メディア・コミュニケーション研究院）		
Course Objectives	This is an introductory course on Japanese foreign policies. The course will cover Japan's foreign policies in the post-WWII period focusing on Japan's economic and diplomatic relations with the rest of the world.		
Course Goals	By the end of the course, students are expected to develop the following skills: (1) to explain some key terms of Japanese foreign policies, (2) to discuss some recent important changes in Japanese foreign relations and explain the contexts of the changes.		
Course Schedule	Week 1: Guidance Week 2: Postwar Japanese foreign policy (1): The Yoshida Doctrine Week 3: Postwar Japanese foreign policy (2): The rise and fall of pacifism Week 4: The rise of conservatism and nationalism in Japan Week 5: The Japanese Self Defense Forces Week 6: Japan's trade policy (1) Week 7: Japan's trade policy (2) Week 8: Midterm Exam Week 9: US-Japan political relations Week 10: US-Japan economic relations Week 11: Japan's economic relationship with Asia (1) Week 12: Japan's economic relationship with Asia (2) Week 13: Japan's political relationship with Asia (1) Week 14: Japan's political relationship with Asia (2) Week 15: Foreign aid policy Week 16: Final exam		
Homework	Finish reading materials before the lectures.		
Grading System	Midterm exam 40% Final exam 40% Class participation 20%		
Textbooks / Reading List			
Websites			
Website of Laboratory	https://sites.google.com/view/hirosasada		
Additional Information	The lecture schedule is subject to change.		

Course Name	**Anthropology of (Im) Mobility**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	3000	**Course Number**	027043
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 explore and study themes related to mobility and immobility from an anthropological perspective. Walk, think, talk and learn.		
Course Goals	Read and discuss texts that are concerned with (im)mobility and its impact on subjective well-being, agency and identity. Improve your academic reading and writing skills as well as chairing and discussion skills. Walk, think, talk and learn.		
Course Schedule	Introduction: Explanation of course organization and session details Week 2: Multiculturality and migration: Paul Capobianco, "Japanese Migration Then and Now: The Increased Visibility of Foreigners through Diversification and International Marriage", Annuals Papers of the Anthropological Institute, Vol. 11 (2020), http://rci.nanzan-u.ac.jp/jinruiken/publication/item/nenpo11_03_capobianco.pdf Week 3: Researching Mobility: Introduction and Chapter 5 (Coates, "Idleness as Method: Hairdressers and Chinese Urban Mobility in Tokyo") in Elliot, Norum and Salazar, Methodologies of Mobility: Ethnography and Experiment, Berghahn 2017. Week 4: Mobile subjectivities: Coates, "Everyday Mobility: The Normalization of China-Japan Migratory Flows and their 'Everyday Practice'", International Review of Social Research 3(1) 2013: 7-26. Week 5: Mobility and sense of belonging: Kato, "Asianisms in motion: Asian selves and customized Asia among Japanese sojourners in the Pacific West and East", Asian Anthropology, August 2020: online first. Week 6: Researching mobility online: Schrooten, "Moving ethnography online: researching Brazilian migrants' online togetherness" in Ethnic and Racial Studies 35(10), 2012: 1794-1809. Week 7: Migration, identity and agency: Watch "Through the Eyes of Migrants: Filipino Domestic Workers in Italy" (11:15 minutes) and "Undocumented domestic workers in the Netherlands" (5 minutes) and read Ogaya "Intergenerational Exploitation of Filipino Women and their Japanese Filipino Children", Critical Sociology (2020, online first) and write a 800-1000 reflection essay. Week 8: Roundtable: What makes a good academic text? Week 9: Ethnographies of mobility: Shinozaki "Transnational dynamics in researching migrants: self-reflexivity and boundary-drawing in fieldwork", Ethnic and Racial Studies Vol. 35(10), 2012: 1810-27. Week 10: Mobility and geopolitics: Surak "Millionaire mobility and the sale of citizenship", Journal of Ethnic and Migration Studies, 2020 (online first). Week 11: Mobility and governmental policy: Oishi "Skilled or unskilled migration? The reconfiguration of migration policies in Japan", Journal of Ethnic and Migration Studies 2020 (online first). Week 12: Digital nomads Week 13: Lifestyle migration: Sone, Thang "Staying till the End? Japanese Later Lifestyle Migrants and Belonging in Western Australia", Japanese Studies 2020 (online first). Week 14: Mobility justice Week 15: Wrap up and feedback Note 1: Course schedule may be subject to change, check ELMS for updates. Note 2: Participants will need native or near-native skills of English as this course will be highly interactive. Note 3: Some parts of the class will take place outside on campus (walking).		
Homework	Students will need to read 1-2 texts and watch documentaries/films in advance of each session.		

Grading System	Attendance, participation in class, roundtable 25% Chairing 25% Reflection essay, critical essay (final exam) 50%
Textbooks / Reading List	
Websites	
Website of Laboratory	
Additional Information	Participants in this course will require a strong command of English (native or near native language skills) since we will engage in discussions and other interactive activities throughout the course. Check Elms moodle for updates on course materials and

Course Name	**Culture I (Theory)**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	3000	**Course Number**	027044
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: Introduction Week 2: Concepts of culture Week 3: Structures of culture Week 4: Identity and difference Week 5: Subjects, bodies, selves Week 6: Liminality Week 7: Tradition and culture Week 8: Mid-term exam Week 9: Risk Week 10: Resistance Week 11: Consumption and agency Week 12: Work culture Week 13: Rituals Week 14: Mobility Week 15: Human-animal relations Week 16: Final exam Note that session themes may be subject to change. Check ELMS for updates and details of course.		
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.		
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 ma		

Course Name	**Introduction to Japanese History I: Between War and Peace**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	3000	**Course Number**	027045
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	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	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. Students are expected to: 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	Evaluation will be based on: reading notes, class discussions (other means of evaluation may be discussed with the students). 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: - 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	**This class is, by default, an in-person class with assistance by Google Classroom. 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 cl

Course Name	**Mindhacks: Organizing your Resources and Research in the Internet Era**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	3000	**Course Number**	027046
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	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'. 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'....		
Course Goals	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.		
Course Schedule	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?		
Homework	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: - 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	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: 1. students presenting on several occasions will receive a higher grade		

	2. students making elaborate presentations (including audiovisual material, links to primary sources etc.) will be rewarded for the extra effort 3. 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 class discussion; the remaining 20 percent is reserved for presentations.** 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.
Textbooks / Reading List	
Websites	
Website of Laboratory	https://github.com/michaelschiltz/bit-by-bit/blob/master/README.md
Additional Information	**This class is, by default, an in-person class with assistance by Google Classroom. 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 cl

Course Name	**History and Memory in Modern Japan**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027047
Instructor(s) (Institution)	NOZAWA Shunsuke（高等教育推進機構）		
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 the interaction between history and memory as present in museum displays and monuments. The second segment focuses on memory and materiality with a particular focus on objects in personal and intimate spheres.		
Course Goals	- 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	The semester is divided into two major segments: PART I: 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 first 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. PART II: Memory, materiality, everyday life In the second 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. --- Week 1: Introduction Week 2: In what ways do historians distinguish the study of 'history' and 'memory'? – Part 1: 'The Puzzle of Rescue and Survival: The Wartime Exodus of Jewish Refugees from Lithuania and their Japanese Savior Redux' Week 3: In what ways do historians distinguish the study of 'history' and 'memory'? – Part 2: 'A Holocaust Paragon of Virtue's Rise to Fame: The Transnational Commemoration of the Japanese Diplomat Sugihara Chiune and Its Divergent National Motives' Week 4: Memory and museums – Part 1: An (online) visit to the museum Week 5: Memory and museums – Part 2: Analysing Japanese migration museums and the making of post-imperial memory Week 6: Japanese war memory and comics – an introduction Week 7: Japanese war memory and film – an introduction Week 8: Mid-term assignment Week 9: Family albums		

	Week 10: Kimono Week 11: Dolls Week 12: Personal histories Week 13: History, memory, and the everyday Week 14: Forgetting Week 15: Conclusion
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	Course Schedule, Grading System, and Homework are subject to change. Join the following Google Classroom before the first session (you need your Hokudai ELMS account): https://classroom.google.com/c/NzM0MzIyMjAwMTY1?cjc=u47qxwu Classes are held fac

Course Name	**Japanese Management**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027048
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. Finally, 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(35%), a presentation(30%), and a final report(35%). 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	1st semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027049
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 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 (30%), a career plan report (40%), and a project (30%). Detailed information will be provided on the first day of class.		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information			

Course Name	**Contemporary Japanese Society**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	2000	**Course Number**	027050
Instructor(s) (Institution)	Peter FIRKOLA（高等教育推進機構）		
Course Objectives	This course examines current issues in modern Japanese society. This course will focus on a wide variety of topics including aging society, working women, and work-related issues.		
Course Goals	The goal of this course is to provide students with insight into current trends to better understand modern Japanese society.		
Course Schedule	Week 1 Introduction Week 2 Overview Week 3 Geographic Variations Week 4 Aging Society I Week 5 Aging Society II Week 6 Working Women I Week 7 Working Women II Week 8 Media Presentations Week 9 Work and Employment Week 10 Guest Lecture: Work Issues Week 11 Guest Lecture: Media in Japan Week 12 Presentations Week 14 Presentations Week 15 Wrap Up: Future Trends in Japanese Society		
Homework	A reading assignment of 20-30 pages will be given each week (1-2 hours).		
Grading System	The evaluation will be based on class attendance and participation(35%), a presentation(30%), and a final report(35%). Detailed information will be provided on the first day of class.		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information			

Course Name	**Integrated Science II**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027051
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 interdisciplinary topics with the objective of having the students work to construct a scientific proposal and present their proposals to the class in a formal presentation.		
Course Goals	- Students will have fundamental knowledge of interdisciplinary science - 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 - Students will be able to write a scientific proposal and present scientific data to an audience of their peers		
Course Schedule	week 1: Course introduction, Introduction the integrated science and perspectives week 2: Basics of Biological Science--science and technology week 3: Science writing and communication week 4: Grant writing and proposals week 5: Scientific literature reviews week 6: Science methods week 7: Summarizing results week 8: Discussing meaningful data week 9: Writing meaningful proposals week 10: Working collaboratively in scientific communities week 11: Proposal pre-presentations and critical feedback week 12: Proposal pre-presentations and critical feedback week 13: Proposal pre-presentations and critical feedback week 14: Final presentations week 15: Final presentations		
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	Attendance and participation: 15% (Hokkaido Universities absent/late policy will be adhered to) Homework: 20% Pre-presentation: 20% Final presentation 25% Final exam (report): 20%		
Textbooks / Reading List			
Websites			
Website of Laboratory			
Additional Information			

Course Name	**Introduction to Environmental Earth Science**		
Semester, Year	1st semester	**Number of Credits**	2 Credits
Course level	1000	**Course Number**	027052
Instructor(s) (Institution)	MIWA Kyoko（大学院地球環境科学研究院）		
Course Objectives	The course will mainly address five issues in environmental earth sciences: 1) global warming and ocean ecosystems, 2) environmental changes, animal diversities and plant-animal interaction, 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 participate in interdisciplinary discussion by learning each of these issues.		
Course Goals	After successful completion of this course, the student will be able to grasp issues in environmental earth science with various temporal and spatial scales, and explain the interdisciplinary discussion by addressing each of the challenges.		
Course Schedule	(1) Introduction (Tsuyuzaki) (2) Ecology and genomics in mammals (Hayakawa) (3) Conservation genomics in threatened mammals with extinction (Hayakawa) (4) Plant-animal interaction: defense and herbivory (Sato) (5) Plant-animal interaction: reproduction and pollination (Sato) (6) Strolling across the campus to see the ecosystems (flexible depending on the weather) (Tsuyuzaki) (7) Temporal and spatial patterns on ecosystems in Japan with reference to global warming (Tsuyuzaki) (8) Plant science for sustainable food production (Miwa) (9) Pollution by heavy metals and food safety (Miwa) (10) Earth system and global warming (Kameyama) (11) The roles of the oceans and carbon cycles (Kameyama) (12) Marine feedback systems on global warming (Kameyama) (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)		
Grading System	Activities in class participation (40%) + essay questions (30%) + short exam (30%)		
Textbooks / Reading List			
Websites	https://hosho.ees.hokudai.ac.jp/tsuyu/top/lecture/hustep.html		
Website of Laboratory	https://hosho.ees.hokudai.ac.jp/tsuyu/index.html https://pablos.ees.hokudai.ac.jp/kameyama/en/ https://noah.ees.hokudai.ac.jp/hayakawa/english.html https://yassato.github.io/index.html https://noah.ees.hokudai.ac.jp/emb/miwalab/en/ http://env.world.c		
Additional Information	Face-to-face lectures will be provided.		